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Colby

Colby College
4000 Mayflower Hill
Waterville, Maine 04901

2020-2021 Colby College Catalogue

ABOUT COLBY

The 12th-oldest independent liberal arts college in the nation and one of the most selective, Colby offers a rigorous 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.

Colby is home to a community of 2,000 dedicated and diverse students from more than 65 countries. Students pursue intellectual passions, choosing among 55 majors or developing their own.

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. Each year the Colby Liberal Arts Symposium (CLAS) brings the Colby community together for a full day of performances, presentations, and papers that celebrate student scholarship.

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.

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.

The Colby campus and its location in Waterville, Maine, 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.

Through programs such as the Buck Lab for Climate and Environment, the Linde Packman Lab for Biosciences Innovation, and the Pulver Science Scholars Program, students and faculty are provided resources to pursue cutting-edge research in critical areas relating to climate change and human health.

The Colby Museum of Art, one of the finest college art museums in the country, is an integral resource for the College, with between 100 and 150 academic courses across the curriculum using it as a place for teaching and learning, bringing more than 1,000 students to learn firsthand from the art on view or selected for study. The Lunder Institute for American Art advances the museum to another level of scholarly and creative production and global community interaction.

The Harold Alfond Athletics and Recreation Center, opened in 2020, is among the finest Division III facilities in the nation. It's best-in-class facilities include an indoor competition center with a 200-meter track, Maine's only Olympic-sized pool and New England's only Myrtha pool, a multi-level fitness center, spaces for yoga and fitness classes, among other competition spaces. The Outdoor Competition Center includes outstanding facilities for soccer, field hockey, lacrosse, baseball and softball, and other varsity and recreation play.

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, the Bill & Joan Alfond Main Street Commons, further supports local civic engagement partnerships and opportunities.

Colby is engaged in a broad revitalization effort with Waterville to bring energy and economic opportunities to the city. The Lockwood Hotel now anchors the south end of Main Street along with a new arts collaborative, a dynamic arts and cultural destination housed in a historic building. Plans are underway for the Paul J. Schupf Art Center, also on Main Street.

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 or attend graduate school 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 \$46 million in grant funding to approximately 45 percent of the student body.

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 their 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 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 93.8 percent. The average six-year graduation rate is 90.4 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 College application. There is no fee to apply for admission.

Tests

Colby is test optional. Students may choose whether to submit the results of their standardized test scores with their application for admission. Students choosing to submit SAT, ACT, or SAT Subject Test scores may elect to self-report their standardized test scores on the application. Official scores will be required only for students who submitted testing results with their application and choose to enroll at Colby. Students seeking to fulfill the College's foreign language requirement may do so by submitting official test scores that indicate an earned score of 640 or higher on a foreign language Subject Test or receiving a score of a 4 or higher on an AP foreign language exam or scoring a 6 or higher on an International Baccalaureate foreign language exam. Please refer to the Colby [AP Exam Policy](#) via the Registrar's webpage. 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.

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 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 International Student CSS Profile, which is available online.

A campus advisor is available to international students on immigration and other matters. A multilingual writing specialist teaches a fall course on college-level academic English writing and speaking for international students, WP111 "Communication in Context," and provides individual tutoring on English writing, reading, and speaking for any international student 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 College 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 Civic Engagement 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 2020-21

| | <i>Semester 1</i> | <i>Semester 2</i> | Total |
|-------------------|-------------------|-------------------|----------|
| Comprehensive Fee | \$37,363 | \$37,362 | \$74,725 |

Calendar of Payments 2020-21

| | |
|--|----------|
| <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 | \$37,363 |
| Jan. 2: One-half of annual basic charges | \$37,362 |

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 \$2,190 per credit hour.

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 & Joan Alford Main Street Commons will receive a rebate of \$2,040 per semester and will receive 100 meals per semester.

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

Room and Board Rebate: Students enrolled on campus who are approved to live off campus will receive a room and board rebate of \$4,920 per semester and will receive 100 meals per semester.

Included in the comprehensive fee is an allocation for the Student Government Association and funding of College health services. There are no fees for staff services in the student health center. All full-time students are required to have health insurance coverage while attending Colby. All students are automatically enrolled in the plan administered by Wellfleet and billed the \$1,960 annual premium. Students are required to complete the online enroll/waive process annually and may waive participation in the plan by documenting comparable coverage under another insurance policy. This process must be completed by August 1, 2020. Failure to meet this deadline results in automatic enrollment in the plan, and the student will be responsible for paying the non-refundable annual premium. More information regarding health insurance can be found at colby.edu/sfs.

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 2020-21 Colby off-campus programs are as follows:

Semester Charges

| | |
|----------------------|----------|
| Colby at Bigelow Lab | \$37,363 |
| Colby in Dijon | \$37,363 |
| Colby in Salamanca | \$37,363 |

Students who expect to transfer credits for full-time study in a non-Colby program will be subject to a fee of \$1,500 per semester. This fee will be charged on the Colby tuition bill.

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

January Program

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

Students who are not enrolled on campus for either the fall or spring semester will be charged a fee of \$6,330 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. More than \$46 million in grant funding is awarded annually to approximately 45 percent of the student body. The average aid package awarded to 896 grant recipients in 2019-20 was \$51,568. 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 2019 federal income tax return (including all schedules and W-2s) 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 post-dated checks or credit card payments on campus for 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. Student Veterans Administration (VA) participants, entitled to educational assistance under either chapter 31 or chapter 33, are therefore exempted and should contact the Registrar's Office for specific information related to the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code amendment.

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

To inspire students to explore their passions, broaden and deepen their knowledge, question their beliefs, discern their purpose, and become compassionate citizens who engage thoughtfully and lead courageously in their communities 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, Campus Security, 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 \(Colby Outdoor Orientation Trips\)](#). (Due to COVID-19, COOT has been canceled for the 2020-21 school year.) 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. 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. This plan, which is automatically billed to all students living on campus, allows students one meal swipe per meal and access to the dining halls during posted hours. 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, the 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 Colby College Athletic Center include Crook Arena Gymnasium with three regulation courts, an ice rink, a squash center with nine regulation courts, the 14,000-square-foot Boulos Strength and Fitness Center, an Olympic-sized 50-meter, nine-lane indoor swimming pool, field house, which includes a six-lane 200-meter indoor track, pole vault, high jump, long/triple jump, shot put, four regulation tennis courts, a 48-foot climbing and bouldering wall, two fitness studios, the Papadellis Erg Room with 30 machines, a mindfulness and meditation room, central courtyard, athletic trainers suite with two hydrotherapy pools, and three classrooms.

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 the 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
- Classical Civilization
- Classical Civilization-Anthropology
- Classical Civilization-English
- Classics
- Classics-English
- Computational Biology
- Computational Psychology
- Computer Science
- East Asian Studies
- Economics
- Educational Studies
- English
- Environmental Computation
- Environmental Policy
- Environmental Science
- French Studies
- Geology
- 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
- American Studies
- Anthropology
- Art
- Astronomy
- Chemistry
- Chinese
- Cinema Studies
- Classical Civilization
- Classics
- Computer Science
- Creative Writing
- Data Science
- East Asian Studies
- Economics
- Education
- Education: Professional Certification
- English
- Environmental Studies
- Geology
- German
- Human Development
- Italian Studies
- Japanese

- Jewish Studies
- 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 member of the teaching faculty. 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.

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 studies; 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 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 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's innovative Humanistic Laboratory courses provide a springboard for longer-term individual or collaborative projects, which often result in museum exhibitions, performances, and publications.

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 participation in a few 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 \$1,500 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 participate in a mandatory information session in mid-September and have access to online information detailing procedures and listing of approved Colby and non-Colby programs early in the fall semester. Applications for off-campus study

during the year 2021-22 are due by Feb. 20, 2021, 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 and Spain.

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 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 2021-22, a preliminary application must be filed with the Office of Off-Campus Study by Nov. 15, 2020, and a final application or request for program approval must be submitted by Feb. 20, 2021. 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 may be restricted. Colby students must petition for study abroad undertaken in any country for which a U.S. State Department Travel Advisory Level 3 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.

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.

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. Students who are found responsible for academic dishonesty in a course will not be allowed to write a letter for the promotion or tenure of the professor of 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, generally for cases of significant illness or critical emergency. Students must request an I grade by submitting an Incomplete Request Form to the Office of the Registrar. Submitting the form does not guarantee that the request will be granted. The Incomplete request will be considered by the course instructor, in consultation with the class dean and academic advisor. Work to make up a grade of I must be submitted within limits set by the instructor. Grades for incomplete work must be submitted by the instructor no later than the second Monday of Jan Plan for the first semester, February 28 for January courses, or June 10 for the second semester. After these dates, any remaining marks of I will be changed to F. The registrar will send reminder notices one week prior to the deadline to all students whose I marks have not yet been converted. The dean of the college 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 as noted by the Dean of Studies Office) 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 or < 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 Ankeney Weitz, 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 Timothy Hubbard, chair, includes the departments of Anthropology, Economics, Government, History, Psychology, and Sociology.

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

Division of Interdisciplinary Studies, Professor Cheryl Townsend Gilkes, 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; Women's, Gender, and Sexuality Studies; and the Writing Program.

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 PROGRAM

Director, *Associate Professor Chandra Bhimull*

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), Tanya Sheehan (Art), and Robert Weisbrot (History); Associate Professors Mouhamédou Niang (French) and Sonja Thomas (Women's, Gender, and Sexuality Studies); Assistant Professors Sarah E. Duff (History), Carrie A. LeVan (Government), and Laura Seay (Government)*

The African-American Studies Program is an interdisciplinary program of courses organized to provide an introduction to, overview of, and multiple disciplinary perspectives on 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 or an equivalent, 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 343, 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
- 344 Black Radical Imaginations
- 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
- 351 Minority Issues and Social Change in the Americas
- 361 Creolization, Culture, and Society in the Indian Ocean Islands

Global Studies

- 316 Religion and Social Change in Contemporary Africa

Government

- 228 Introduction to Race, Ethnicity, and Politics
- 255 Introduction to African Politics
- Minority Representation
- 336 Politics of Development in Africa
- 338 Field Study in African Development
- 455 Seminar: Conflict and Crisis in Africa

History

- 138 America Between the World Wars, 1919-1939
- 247 African-American History, from Slavery to Freedom
- 297J Freedom Now and Then: The Black Freedom Struggle and Its Legacies
- 3XX Global Histories of Food
- 3XX Race, Labor, and Gender in 19th-Century United States
- 3XX Africa in New England, New England in Africa
- 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

AA118f Dance Technique Lab: Dance Forms of the African Diaspora: Hip-hop Listed as Theater and Dance 118. *Two credit hours.* JAMES

AA118As Technique Lab: Contemporary Dance & Movement of the African Diaspora Listed as Theater and Dance 118A. *Two credit hours.* HUNTER, VALENTINE

AA118Bfs Dance Technique Lab: Intermediate Hip-hop Listed as Theater and Dance 118B. *One credit hour.* HUNTER, VALENTINEJAMES

AA132s Survey of U.S. History, 1865 to Present Listed as History 132. *Four credit hours.* H. WEISBROT

AA213Jj Philosophical Inquiries into Race Listed as Philosophy 213J. *Three credit hours.* S, U. GORDON

AA216j Deconstructing *Daughters of the Dust*: African American Origins Intensive exploration and analysis of Julie Dash's film *Daughters of the Dust* in order to examine Gullah/Geechee culture and its vital role in the origins of African-American culture in the United States and its connection to the African Diaspora. In addition to an introductory historical overview of the African-American experience, the film and readings invite examination of African ethnicities, family, foodways, religion, music, political activism, migration, gender, spirituality, political economy, slavery, and social change. *Three credit hours.* S, U. GILKES

[AA223] Critical Race Feminisms and Tap Dance Listed as Women's, Gender, and Sexuality Studies 223. *Four credit hours.* A, U.

AA227f Visual Ways of Knowing: Transcultural Documentary Filmmaking Listed as Global Studies 227. *Four credit hours.* RAZSA

AA228f Introduction to Race, Ethnicity, and Politics Listed as Government 228. *Four credit hours.* S, U. LEVAN

[AA231] Caribbean Cultures Listed as Anthropology 231. *Four credit hours.* I.

[AA236] Introduction to the Francophone World: The Americas Listed as French 236. *Four credit hours.* I.

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

AA242f Acts of Activism Listed as Theater and Dance 242. *Four credit hours.* A. BROWN

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
- AA256s African-American Art** Listed as Art 256. *Four credit hours.* **A, U.** SCHRIBER
- AA258f Anthropology, History, Memory** Listed as Anthropology 258. *Four credit hours.* BHIMULL
- AA266f Introduction to African History, 1800-1994** Listed as History 266. *Four credit hours.* **H, I.** DUFF
- AA276s African-American Culture in the United States** Listed as American Studies 276. *Four credit hours.* **S, U.** GILKES
- AA298s Hip Hop History Theory and Practice** Listed as Theater and Dance 298. *Four credit hours.* **A, U.** JAMES
- [AA312] Suburban Politics** Listed as Government 312. *Four credit hours.* **U.**
- AA315f Minority Representation** Listed as Government 315. *Four credit hours.* **S, U.** LEVAN
- [AA330] Global Histories of Food** Listed as History 330. *Four credit hours.* **H, I.**
- AA333fs Contemporary Theory** Listed as Anthropology 333. *Four credit hours.* BESTEMAN
- AA334f The Great Depression: America in the 1930s** Listed as History 334. *Four credit hours.* **H, U.** WEISBROT
- [AA336] Politics of Development in Africa** Listed as Government 336. *Four credit hours.* **I.**
- [AA338] Field Study in African Development** Listed as Government 338. *Three credit hours.*
- AA341f Culture, Mobility, Identity: Encounters in the African Diaspora** Listed as Anthropology 341. *Four credit hours.* **S, I.**
BHIMULL
- AA342s Crisis and Reform: American Society and Politics in the 1960s** Listed as History 342. *Four credit hours.* **H.**
WEISBROT
- [AA343] African-American Literature: Speaking in Tongues** Listed as English 343. *Four credit hours.* **L, U.**
- [AA344] Black Radical Imaginations** Listed as Anthropology 344. *Four credit hours.*
- AA346f Race, Rights, and Land in the Americas** Listed as Spanish 346. *Four credit hours.* **I.** RAMOS FLORES
- [AA351] Minority Issues and Social Change in the Americas** Listed as French 351. *Four credit hours.* **L, I.**
- [AA352] Hang and Rattle: The West in the American Imaginary** Listed as English 352. *Four credit hours.* **L, U.**
- AA355f African-American Women and Social Change** Listed as Sociology 355. *Four credit hours.* **U.** GILKES
- [AA357] Civil Rights, Black Power, and Social Change** Listed as Sociology 357. *Four credit hours.* **S, U.**
- [AA358] The Sociology of W.E.B. Du Bois** Listed as Sociology 358. *Four credit hours.* **S, U.**
- AA359s Sociologies of Slavery and Slave Communities in the United States** Listed as Sociology 359. *Four credit hours.* **S, U.**
GILKES
- AA361s Creolization, Culture, and Society in the Indian Ocean Islands** Listed as French 361. *Four credit hours.* **I.**

MAUGUIERE

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

AA375f **Narratives of Identities in Francophone African Literature** Listed as French 375. *Four credit hours.* NIANG

[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 PROGRAM

Director, Associate Professor Laura Saltz

Professor Margaret McFadden; Associate Professor Laura Saltz; Assistant Professors Laura Fugikawa and Benjamin Lisle; Visiting Assistant Professor Amber Hickey

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

A highly interdisciplinary and transnationally oriented program, American studies provides students with the tools to examine critically the stories about America that are typically taken for granted—from early beliefs in Manifest Destiny that drive imperial expansion, to the contemporary elevation of capitalist competition as the sole model for society.

American studies offers innovative courses in the areas of social justice, cultural geography, environmental humanities, visual and popular culture, race and ethnicity, Indigeneity, and gender and sexuality. Redesigned in 2020, the major and minor offer students strong foundations in the theories and methods of American studies as well as an exciting array of electives that include experiential learning and civic engagement.

Students in the Class of 2024 and beyond will follow the new major requirements. Students in the Class of 2023 are encouraged to do so as well, while others should consult their program advisors.

New Requirements for the Major in American Studies

The American studies major requires 11 courses in the following categories:

1. Core courses: 171, 293, and 393.
2. Electives: two American Studies courses and five additional courses selected from an approved list provided by the program advisor and posted to the [program website](#). At least three electives are taken at the 300 level or above. No more than two can be taken outside the program at the 100 level. Electives are used to cover the following areas relevant to American studies: pre-20th century; the U.S. in a global or transnational context; praxis (broadly defined as political or civic engagement, digital humanities, public humanities, creative writing, multimedia storytelling, or other relevant experience-based learning). Where appropriate, each elective can fulfill more than one of these required areas. Additionally, for both the major and minor, electives must include two courses focused on social justice, which investigate the ways that social inequities have been produced, maintained, and/or challenged. These courses often examine how power works—historically, spatially, and differentially—across axes of race, Indigeneity, ethnicity, gender, sexuality, ability, religion, and economic class.
3. Senior seminar: 493.

Of the required courses, 171 is normally taken before the end of the second year.

All majors develop a [concentration](#), which is a thematic or conceptual focus. Within one month of declaring the major, the student submits to their program advisor a narrative of approximately three pages that names and describes the concentration, articulates a rationale for it, and explains how specific courses will support it. To help with their selection, the program provides example concentrations, although students

should tailor these to their individual interests through extensive consultation with their program advisor. Electives are generally selected to support the concentration.

To encourage a greater sense of intentionality and reflection in the choice of concentration and path through the major, students work with their program advisors to complete an online portfolio. The portfolio begins with the narrative description of the concentration described above. Students complete its other components in response to prompts issued by program faculty within the core courses of the major. These prompts ask them to identify emerging areas of interest, draw connections among courses, draw connections between courses and the concentration, refine the description of the concentration, and pose unresolved questions.

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 three courses taken off campus may be counted toward the major.

Old Requirements for the Major in American Studies

This 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.

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."

Requirements for the Minor in American Studies

The minor requires at least seven courses: 171; either 293 or 393; and five electives selected from an approved list provided by the program director and posted to the [program website](#). Two of those electives must fulfill the social justice area described above. At least one elective should be taken at the 300 level or above. No more than two electives outside the program can be taken at the 100 level. No more than two courses taken off campus may be counted toward the minor.

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

[AM120C] Social Justice and the City In this writing intensive course, we examine ways that cultural, economic, and political power is expressed and resisted through urban social and spatial relations. Why do cities exist? Whose interests do they serve? How might they work differently? We explore topics that include gentrification, homelessness, the "right to the city," social activism, immigration, and environmental justice. Students learn how to interpret the city through various methods—including textual analysis, geographical fieldwork, and digital storytelling and mapping—applying them particularly to the Maine cities of Waterville, Lewiston, and Portland. *Four credit hours.* W1, U.

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. FUGIKAWA, SALTZ

AM216j Deconstructing *Daughters of the Dust*: African American Origins Listed as African-American Studies 216. *Three credit hours.* S, U. GILKES

[AM221] Mapping Waterville This interdisciplinary humanities lab combines geographical and architectural fieldwork, historical research, digital mapping, and storytelling. Waterville is our learning space. Students work collaboratively to analyze the town's material and spatial character, track and explain changes across time, locate Waterville in broader contexts of urban and social change, and publish interpretations online using a range of digital tools and platforms. *Four credit hours.* H.

[AM224] 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.

[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.**

[AM229] 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.*

[AM232] Queer Identities and Politics Listed as Women's, Gender, and Sexuality Studies 232. *Four credit hours.* **U.**

[AM235] Made in Maine We examine how Mainers make meaning through the lens of craft beer cultures, exploring beer as a food, a commodity, an expression of cultural history and artisanal production, a builder of community, an expression of status, and a shaper of the built environment. This is a humanities lab course, combining reading, writing, and discussion with fieldwork, archival research, and digital storytelling. *Four credit hours.* **S.**

AM238s Making Modern Science This introduction to the global history of science examines formations of scientific knowledge from the 17th century to the present. What historical narratives have been told about scientific progress? What forms of knowledge do these stories privilege? Who counts as a scientist? How has science been influenced by religion, literature, and art? By professionalization, industrialization, and politics? Focusing on the US, we will read, discuss, and write about topics such as evolution and racial science, physics and the atomic bomb, and the discovery of DNA and genomics, considering today's controversies - including masking and vaccination - in light of the past. *Four credit hours.* **H, U.** SALTZ

AM245f Land, Sovereignty, and Art Examines how Indigenous artists and activists respond visually to issues related to land, power, and social justice. We look at a broad range of media used by Indigenous peoples, including documentary filmmaking, printmaking, photography, and performance. While we focus on case studies in North America, the issues explored are relevant across the globe. We discuss Indigenous epistemologies related to land and mapping, and the ways in which these knowledge systems are mobilized in resistance to settler colonialism. Students leave equipped with theories and methods used to challenge the legacies of colonial research and representation. They complete several creative assignments and write a final essay. Counts as an elective toward the ES major and minor. Previously offered as American Studies 298B (Spring 2020). *Four credit hours.* **U.** HICKEY

AM247s History of U.S. Political Violence Focuses on the complex history and representation of "revolutionary" American political behavior with emphasis on practices of political violence alongside representations of these practices. The course draws together case studies of radical and militant political movements and actors from across the twentieth century in order 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 "violent" 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 environmental movements. *Four credit hours.* **U.** ARELLANO

[AM254] Surveillance Culture Introduction to the history and contemporary manifestations of surveillance culture in the United States and its global implications. We ask, what is the role of surveillance in American culture, and how does it shape our bodies, behaviors, relationships, communities, and political possibilities? We look at how surveillance unevenly affects marginalized communities, and consider how artists and activists have responded to surveillance culture through re-purposing these technologies into tools of resistance. Students will familiarize themselves with surveillance technologies, such as iris scanning and drone imaging. Previously offered as American Studies 298 (Spring 2020). *Four credit hours.* **U.**

AM254Jj Surveillance Culture Introduction to the history and contemporary manifestations of surveillance culture in the United States and its global implications. We ask, what is the role of surveillance in American culture, and how does it shape our bodies, behaviors, relationships, communities, and political possibilities? We look at how surveillance unevenly affects marginalized communities, and consider

how artists and activists have responded to surveillance culture through re-purposing these technologies into tools of resistance. Students will familiarize themselves with surveillance technologies, such as iris scanning and drone imaging. *Three credit hours.* **U.** HICKEY

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.** HICKEY

AM293s Methods in American Studies Provides an overview of key methods in American Studies. Students put methods into practice through their analysis of archives, textual and visual artifacts, music, maps, the built environment, oral narratives, and more. Students analyze their own research practices through discussions of research ethics, the impact of research beyond academia, and the politics of consent. They complete a series of short essays, creative exercises, and a final research project proposal in which they discuss the ways their proposed methods illuminate a topic relevant to the emphases of the American Studies major (race, gender, ethnicity, Indigeneity, sexuality, ability, economic class). *Four credit hours.* HICKEY

[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.**

AM366f Race, Gender, and the Graphic Novel Engages the lenses of race, gender, and sexuality in an analysis of graphic novels. In the United States visual representations have long played a role in creating meanings associated with racialized bodies. How have writers used this visual and literary genre to address social inequalities and explore gendered experiences of racialization? How have people of color, queer, and trans writers transformed the canon of graphic novels? What knowledge, ideas and effects emerge from reading graphic novels, and what makes the form unique? *Four credit hours.* **L, U.** FUGIKAWA

[AM375] Race, Gender, and 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

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

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

[AM493C] Senior 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.*

AM493Ds Senior Seminar: Interrogating Whiteness This capstone guides students through the process of designing, researching, and writing a major paper on a topic that interrogates whiteness. "White" is a constructed racial category, but it often remains invisible in

American discourses on race. Students will analyze the histories, structures, and representations of whiteness in the US. Why, despite US disavowals of racism, does racial injustice persist? How does white privilege intersect with gender and class to produce social, spatial, legal, political, environmental, and economic inequalities? What is white supremacy? What forms does antiracism take? Students present their research at CLAS. *Prerequisite:* American Studies 393. *Four credit hours.* SALTZ

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.*

[AN154] 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.**

[AN158] Greek History Probably no single civilization has had such a decisive impact on world history as that of ancient Greece. In the Archaic and Classical periods (ca. 800-323 BCE), the Greeks established the foundations of much of modern thought in politics, philosophy, science, literature, education, and the arts. A survey of Greek History from its prehistoric beginnings through the conquests of Alexander the Great, focusing not only on important revolutions in society and culture but on the means by which ancient historians reconstruct the past. Topics include the rise of city-states (particularly Athens and Sparta), the evolution of Greek cultural values, the birth of democracy, and the development of history, drama, and philosophy. An additional paper is required for the fourth credit. *Three or four credit hours.* **H.**

[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.**

ANTHROPOLOGY

Chair, Professor Mary Beth Mills

Professors Catherine Besteman and Mary Beth Mills; Associate Professors Chandra Bhimull and Winifred Tate; Assistant Professors Britt Halvorson and 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; and six elective courses, including at least two 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 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, and five 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

[AY125] Design Thinking and Product Innovation All great products, whether digital or physical, start with an idea. But to be really great they must also meet a need or solve a problem. Design Thinking uses creativity and real-world learning to collaboratively solve big problems. We'll learn how to design and define digital products for a fictional client in the Healthcare or Environmental Sustainability domain. Working in small groups, we'll conduct Discovery, including "minimum viable ethnography," as well as competitive and comparative benchmarking. During Design & Definition, we'll go beyond the research, translating insights into tangible digital products. Coursework requires each student to have access to a personal laptop computer for use during the course (please contact the Dean of Studies office if you need assistance in obtaining a computer). *Three credit hours.*

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

AY221s 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. *Four credit hours.* MENAIR

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

AY225s China in Transition Explores the cultural, historical and social elements that were China in the past and their transformation and the search for modernity in the present. Drawing on ethnographic materials and case studies over the traditional, revolutionary, and reform periods, the course examines a number of topics in the anthropological study of China, including family and kinship, marriage and gender relations, rural/urban divide, religion, ethnic minorities, stratification and mobility, continuity and change, and modernity and globalization. *Four credit hours.* **S, I.** HRISKOS

[AY226] 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, Marx and Graeber as well as contemporary ethnographers of business. 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. Previously offered as Anthropology 298 (Spring 2019). *Prerequisite:* Anthropology 112. *Four credit hours.*

AY227f Visual Ways of Knowing: Transcultural Documentary Filmmaking Listed as Global Studies 227. *Four credit hours.*
RAZSA

AY229s Reading Ethnographies of Climate Change The ethnographic genre is unique to anthropology. Through focused reading and discussion of ethnographies on the theme of climate change, students will develop analytic and critical reading skills in this genre. The texts approach climate change from a wide variety of anthropological perspectives, from the impact of fossil fuel extraction on host communities to disaster relief efforts to community-based initiatives of ecological sustainability. We will focus on the form and genre of the assigned ethnographies, engage in close textual analysis, and read comparatively. Class will be run as an open discussion seminar. The course will also include a consideration of art about climate change in relation to our assigned ethnographies. **Environmental humanities lab.**
Prerequisite: Anthropology 112. *Four credit hours.* BESTEMAN

[AY231] Caribbean Cultures Considers Caribbean people, places, products, and the webs of domination and resistance that formed and transformed the region and its diasporas. Ethnographies, films, food, music, memoir, and other texts tackle topics like empire building and dismantling; colonialism and postcolonialism; decolonization and displacement; development and underdevelopment; commodification and consumption; labor, revolution, and liberation. Cross-cultural and cross-temporal navigations develop an anthro-historical sensibility about the Caribbean's pivotal place in the world. Also listed as African-American Studies 231. *Prerequisite:* Anthropology 112 or American Studies 276. *Four credit hours.* I.

[AY232] 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. *Prerequisite:* Anthropology 112. *Two credit hours.*

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. *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. *Prerequisite:* Anthropology 112. *Four credit hours.*

[AY244] 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, including ethno-religious violence in Sri Lanka, Buddhist spirit possession, 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.

AY245s Development and Environmental Issues in China See East Asian Studies 242. *Four credit hours.* S, I. ZHANG

AY246s Religion and Everyday Life in Muslim Societies Introduces students to the anthropology of religious practice in Muslim societies. We will examine the roles of a diverse set of religious values, beliefs, and rituals in the daily lives of Muslim men and women around the world. We will also investigate how social processes like the Islamic revival, the war on terror, migration, and globalization shape, and are shaped by, ordinary Muslims' religiosity. Students will read work by ethnographers, journalists, novelists, and activists to examine these issues in places like Lebanon, Pakistan, Indonesia, France, and the United States. *Prerequisite:* Anthropology 112. *Four*

credit hours. I. STROHL

AY249s Courts, Trials, and the Pursuit of Justice Interrogates what it means to pursue justice through the courts with a particular focus on trials. We begin with contemporary US legal system, asking, what is a trial? What is evidence? How do popular culture trials as spectacles shape assumptions about justice? We consider international trials, examining terrorism cases, the 2016 Guatemala genocide trials, and the International Criminal Court in Africa. We conclude with alternative visions of justice. Weekly workshops feature a range of experts, including a criminal defense lawyer, counsel for Guantanamo Bay detainees and human rights trial observers. *Prerequisite:* Anthropology 112. *Four credit hours.* TATE

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

AY252s Language, Culture, Discourse Examines language as a form of social action. Through a variety of cultural and historical examples, ranging from linguistic nationalism in Singapore to Anglo-American middle-class ideologies of language use, the course introduces students to the structural diversity and cultural politics of language. Topics include the relationship of language and race, gender, and class; code-switching; linguistic nationalism; and language socialization. Students will apply conceptual tools from linguistic anthropology to develop a research project on a relevant topic of their choosing. *Prerequisite:* Anthropology 112. *Four credit hours.* HALVORSON

AY253f Cultural Perspectives on Global Economies 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. *Prerequisite:* Anthropology 112. *Four credit hours.* W2. HALVORSON

AY255fs Global Health: Critical Perspectives on Health, Care, and Policy Listed as Global Studies 255. *Four credit hours.*
S, W2. EL-SHAARAWI

AY256f Land, Food, Culture, and Power An examination of cultural and political aspects of land and other resource use, using the lens of political ecology and, a variety of ethnographic examples in different parts of the world. Case studies focus on ongoing conflicts over contested resources and related efforts to challenge experiences of environmental and food injustices. Students will apply conceptual tools from political ecology and environmental anthropology to develop a research project on a relevant topic of their choosing. *Prerequisite:* Anthropology 112. *Four credit hours.* MILLS

AY258f 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.* BHIMULL

[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. *Four credit hours.* S.

AY262f Music in Life, Music as Culture: Introduction to Ethnomusicology Listed as Music 262. *Four credit hours.* A, I. ZELENSKY

[AY268] Politics of Satire and Humor in Modern China Listed as East Asian Studies 268. *Four credit hours.* S, I.

AY276s African-American Culture in the United States Listed as American Studies 276. *Four credit hours.* S, U. GILKES

AY277f Culture of Cuteness: Japanese Women (in English) Listed as East Asian Studies 277. *Four credit hours.* **S, D, I.** ABE

AY297f Oak Activist Research Lab on Mobility and Mutual Aid Listed as Global Studies 297B. *Four credit hours.* **S, I.**
RAZSA

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

[AY316] Religion and Social Change in Contemporary Africa Participants will build awareness of the religious diversity of contemporary African societies using selected studies from Madagascar, Tanzania, Mali, Mozambique, and other sites. Students will learn to identify the relationship of African religions with diverse, transforming views on biomedicine and healing, urbanization, gender relations, modern subjectivities, development and humanitarianism, and the colonial legacy. Ongoing written and oral discussion will enable students to gain facility with key theoretical models to analyze the role of African religions in dynamic processes of political, economic, and cultural transformation. *Prerequisite:* Anthropology 112. *Four credit hours.*

[AY326] Comparing Inequalities: Caste and Race Introduces students to the history of anthropological theorizing about caste in South Asia and race in the United States. We will also look at a critical body of texts written by scholar-activists comparing the institutions of Jim Crow to caste discrimination in post-Independence India. Topics may vary according to student interest, but include: inequality and hierarchy, gender, inter-caste and inter-racial romance, affirmative action, social movements, violence, and purity and pollution. In addition to examining the ethnographic record of caste and race, students will read critical texts about the use of the comparative method in anthropology. Students will complete a research project comparing caste and race in a specific social and historical context of their choosing. *Prerequisite:* Anthropology 112. *Four credit hours.* **S.**

AY333fs Contemporary Theory An analysis of the contemporary state of cultural anthropology through the investigation of contemporary theoretical approaches of central importance to the discipline. Examination of key theoretical concepts and their relevance for designing research questions, generating ethnographic perspectives, and building anthropological knowledge. Special attention to political economy, symbolic anthropology, poststructuralism, reflexive anthropology, postmodernism, and feminist and postcolonial anthropology. Assignments include both written and oral modes of analysis; strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112, a 200- or 300-level anthropology course, a W1 course, and junior or senior standing. *Four credit hours.*
BESTEMAN

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

AY341f Culture, Mobility, Identity: Encounters in the African Diaspora Use of text, film, food, and music to examine how African and African-descended people made and remade the modern world. Surveys how past and present cultural practices dialogically shaped the formation, transformation, and flows of the diaspora. Attention to the dynamics of circulation, contact, exchange, and estrangement facilitates travels through the Afro-Atlantic world. Inquiry into archives and other sites of memory enables consideration of the scale, scope, and impact of black action and imagination. *Prerequisite:* Anthropology 112 or American Studies 276. *Four credit hours.* **S, I.**
BHIMULL

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

AY352s Global Activism: From Socialist Internationalism to Today Listed as Global Studies 352. *Four credit hours.* **S.**
RAZSA

[AY353] Globalization and Human Rights in China Listed as East Asian Studies 353. *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 as vulnerabilities. *Prerequisite:* Anthropology 112. *Four credit hours.* TATE

[AY366] Technocultures 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 biotechnologies altered understandings of the body? 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:* Anthropology 112 and one other anthropology course. *Four credit hours.* **S.**

AY373f The Anthropology of Gender and Sexuality Gender and sexuality represent fundamental categories of human social and cultural experience; in every human society, understandings about gender and sexuality constitute powerful aspects of individual identity that shape and are shaped by key aspects of social relations and cultural belief. Yet specific beliefs and social structures vary tremendously across cultures. An investigation of the varied ethnography of gender and sexuality as well as important theoretical concerns: how meanings are attached to the human body, production and reproduction of gender hierarchies, and processes by which gender and sexual meanings (and associated social forms) may be transformed or contested in societies. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.* **U.** MILLS

[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.*

AY398s Decolonizing Europe Listed as Global Studies 398C. *Four credit hours.* **W2.** RAZSA

[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), and junior or higher standing. *Four credit hours.*

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

[AY457] Insurgent Mobility Lab: Migrants, Activists, the Balkan Route Listed as Global Studies 457. *Four credit hours.* **S, I.**

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.*

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

[AY483J] Honors in Anthropology *Noncredit.*

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

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

[ML121] 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.*

[ML122] 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.*

[ML123] 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.*

[ML124] 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.*

ART

Chair, Professor Charles Orzech (*Religious Studies*)

Professors Bevin Engman, Véronique Plesch, and Tanya Sheehan; Associate Professors Gary Green, Daniel Harkett, and Garry Mitchell; Assistant Professors Marta Ameri and Bradley Borthwick; Visiting Assistant Professors Amanda Lilleston and Christi G. DeNizio

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. A maximum of three courses may be taken off campus or outside the department for credit in the 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 (131 or 135), 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.

* Note that AR110 and AR117 do not fulfill this minor requirement.

** Art minors who wish to participate in the Senior Art Exhibition must take at least four courses in a single studio concentration. Art minors should plan their senior year to include fall and spring courses in their chosen medium, taken in conjunction with the studio capstone (AR401-402). Studio capstone courses (two credits each) cannot replace any of the seven courses required for the minor.

Course Offerings

AR101Jj Reading Images An 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. Art majors and minors are encouraged to take this course early in their studies. *Three credit hours.* PLESCH

AR101Wf 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

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

[AR117] 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.*

AR125s 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. AMERI

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

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

AR135fs Visual Thinking This virtual art course is designed for anyone who wants to create art regardless of experience level. Projects will ask you to produce objects based on observation of your immediate surrounds or by delving into your imagination to render the unseen. We'll do experiential exercises that will have you using multiple media to draw, photograph, video, costume, collage, rub, computer alter or in some other way produce images. You will be encouraged to use all that's available to you moving between handmade objects and technology to get your message out. *Four credit hours.* **A.** MITCHELL

AR136j Introduction to Digital Media Design Students will explore the computer as a tool for visual communication. Using the Adobe Creative Cloud 18, students will have introductions to Adobe Illustrator, Photoshop, InDesign and After Effects. An exploration of art history & design principles will also enable students to become critical of visual media. Students will acquire basic digital media skills in Adobe Illustrator, Photoshop, InDesign and After Effects and gain an overall understanding of the software interface & function; produce/present compositions created digitally; establish an understanding of the basic digital file types, image resolution, digital output, file management & vector/raster graphics; develop an awareness of Fair Use, Copyright & Creative Commons Licensing; understand the Principles of Design, Gestalt in design. *Three credit hours.* **A.** JACOBSON

[AR158] American Art, 1650-1900 Surveys the arts of the United States, from the colonial period to the late 19th century. Situates the images, visual practices, and artistic styles within their social, historical, and cultural contexts. Topics include art and (inter)nationalism, portraiture and the self, images of war, the American landscape, art and popular culture, race and representation, and conceptions of the modern artist. Particular attention is paid to the role of artistic production and consumption in constructing American social identities and culture. 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.**

[AR159] American Art since 1900 Surveys arts of the United States, from the turn of the 20th century to the present. Situates images, visual practices, and artistic styles of the period within their social, historical, and cultural contexts. Major topics include American art's relation to urbanism, modern technology, regional life and identity, political struggles, popular culture, modernism, and postmodernism. 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.**

[AR173] Survey of East Asian Art, to 1300 Listed as East Asian Studies 273. *Four credit hours.* **A.**

AR174f East Asian Art and Architecture, 1300 to the Present Listed as East Asian Studies 274. *Four credit hours.* **A.** WEITZ

[AR213] Early Medieval Art Examines the history of painting, sculpture, decorative arts, and architecture in the Mediterranean and Europe from the end of the Roman Empire to the beginning of the Gothic Period. The course will cover the Christianization of Rome as well as the development of Byzantine and Islamic civilization in the East and Insular and Ottonian traditions in the West. The framework of the course is both chronological and thematic, focusing on shifting paradigms in art and architecture. Students take two exams and complete a research project. Previously listed as AR313. *Four credit hours.* **A.**

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

[AR216] 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.**

[AR217] 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.*

AR218j Architectural Design Workshop In this intensive introduction to architectural design, students work on a conceptual design project. Students will explore introductory tools, techniques, and craft used in the practice of architecture. *Three credit hours.* SHAW

[AR219] Introduction to Bookbinding: Techniques and Intangibles The ancient craft of bookbinding has been practiced in Eastern and Western cultures for centuries. This course provides a practical, hands-on introduction to a variety of bookbinding tools, materials, and techniques. Students learn to design and produce a selection of finished bindings. Culminates with an independent project that incorporates the techniques and principles learned. Does not count toward an art major or minor. *Three credit hours.*

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. DENIZIO

AR221Jj 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. *Three credit hours.* A. K. ENGMAN

AR222s Contemporary Drawing 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. 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 217, 221, or permission of instructor. *Four credit hours.* MITCHELL

[AR223] Modern Exhibition Culture Introduction to the history of exhibitions in Europe and the United States from the Renaissance to the present. Considers a broad range of exhibition types, including the cabinet of curiosities, the art museum, the natural history museum, the wax museum, the morgue, the panorama, the department store, the world's fair, and the contemporary art 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 local museums. *Four credit hours.* A.

AR224f Contemporary Art and Performance Listed as Theater and Dance 226. *Four credit hours.* A. SHANKS

AR227s History of Architecture I: From 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. *Four credit hours.* A. AMERI

AR228fs 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

[AR229] 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.*

[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.* **A.**

[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.* **A.**

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.* DENIZIO

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.* DENIZIO

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

[AR244] 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 on Friday, April 5. *Four credit hours.* **A.**

[AR245] Performance Art: The Body Politic Listed as Theater and Dance 245. *Four credit hours.* **A.**

AR247f Acts of Activism Listed as Theater and Dance 242. *Four credit hours.* **A.** BROWN

AR248s Print and Digital Media II: The Digital Matrix Continued exploration of printmaking with an emphasis on how digital applications can expand and enhance printmaking processes. Covers digital image manipulation and a variety of digital approaches to creating a matrix for printing. 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. Previously offered as Art 298 (Spring 2020). *Prerequisite:* Art 228, 234 or 235. *Four credit hours.* LILLESTON

[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.**

AR256s African American Art Surveys the work of African-American artists, from 1619 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 African diasporic communities across the Americas. Students engage with artworks in the Colby Museum's collection, complete two writing assignments, and take an essay-based final exam. *Four credit hours.* **A, U.** SCHRIBER

[AR257] 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.**

AR265f 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 265. *Four credit hours.* **BORTHWICK**

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

AR268f Site-Specific Installation: Transforming Place This studio course is developed upon a core consideration of place. Site-specific study informs the creation of a sculptural installation that will transform the viewer experience of a particular place. Students will research the land use history of the Colby College campus, utilize principles of architectural design, and engage with sculpture studio fabrication to explore material intervention specific to a chosen site. This course represents an opportunity to consider the impact of art placed in the public domain, where precedents in installation art, environments, and land art provide historical and contemporary context. *Prerequisite:* Art 265. *Four credit hours.* **BORTHWICK**

[AR269J] Advanced Topics in Performance: Presence/Past Listed as Theater and Dance 361J. *Three credit hours.*

AR276s Zen and the Arts in Asia Listed as East Asian Studies 276. *Four credit hours.* **A.** **WEITZ**

[AR278] 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.**

[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 to the present. Situates Anglo-American histories of photography in transnational and global contexts. Topic include the idea of photographic "truth"; documentary, ethnographic, and colonialist uses of the medium; social reform and activism; technology and materiality; and photography's relationship to other artistic movements and media. We will engage with photographs firsthand through visits to the Colby College Museum of Art and Special Collections and in-class object study. Students are expected to

actively participate in class discussions, write essays, and complete a final research project. *Four credit hours.* **A.** HICKEY

[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 photographs. 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

AR297j Contemporary Chinese Art Listed as East Asian Studies 197. *Three credit hours.* **A.** WALT

AR298s Art, Money, Labor: The Crisis of Capitalism Listed as Theater and Dance 298B. *Four credit hours.* **A.** SHANKS

AR323f Destroying Culture: Iconoclasm from Antiquity to Today Students 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. *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.*

AR328f 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 228 or AR248. *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. *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.* DENIZIO

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.* DENIZIO

AR345f Land, Sovereignty, and Art Listed as American Studies 245. *Four credit hours.* **U.** HICKEY

[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.*

[AR348] Performing the Museum Listed as Theater and Dance 247. *Four credit hours.* **A.**

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. May be repeated for credit. *Prerequisite:* W1 course and any art history course. *Four credit hours.* **W2. HARKETT**

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 265 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 365. *Four credit hours.* **BORTHWICK**

[AR375] Race, Gender, and Visual Culture Listed as American Studies 375. *Four credit hours.* **U.**

[AR377] Japanese Visual Culture Listed as East Asian Studies 377. *Four credit hours.*

[AR378] Chinese Visual Culture Listed as East Asian Studies 378. *Four credit hours.*

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: The L.C. Bates Museum: History and Collections Students work closely with faculty to develop an original, museum-based project. Work will include researching museum collections and creating a website. Combines hands-on, practical training with creative and critical interventions. **Humanities lab course.** *Four credit hours.*

AR398s Copies, Fakes, and Forgeries Originality, authenticity, uniqueness, and value are central to understanding how copies, fakes, and forgeries have been understood over history. Topics include: art history as a discipline, art making and the technologies involved in creating convincing reproductions (meant to deceive or not), the detection of forgeries and the technologies involved. Comparison of original/authentic works and copies/forgeries will sharpen observational skills and show that how we look (and what we see) is guided by cultural, disciplinary, and commercial preconceptions and expectations. Students are expected to participate in the creation of an online virtual exhibition and complete research and writing assignments. **Boundaries and Margins humanities lab.** *Prerequisite:* A W1 course and AR101, AR111, or AR112. *Four credit hours.* **PLESCH**

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.* GREEN

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.* GREEN

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

[AR425] 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. *Prerequisite:* Sophomore or higher standing. *Four credit hours.*

AR428f 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. *Prerequisite:* Art 329. *Four credit hours.* LILLESTON

AR429s 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.* LILLESTON

AR438f Print and Digital Media VII Expands student's knowledge of printmaking in its traditional and 21st-century forms. Focuses on mastering techniques, developing individual expression, and creating a body of self-directed work. Students will learn to develop an independent art practice in the Colby print studio. Students will also present their work orally and produce written artist statements. Evaluation includes five critiques throughout the semester. *Prerequisite:* Art 429. *Four credit hours.* LILLESTON

AR439s Print and Digital Media VIII Expands student's knowledge of printmaking in its traditional and 21st-century forms. Print VIII focuses on mastering techniques, developing individual expression, and creating a body of self-directed work. Students will learn to develop an independent art practice in the Colby print studio. Students will also present their work orally and produce written artist statements. Evaluation includes five critiques throughout the semester. *Prerequisite:* Art 438. *Four credit hours.* LILLESTON

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.* DENIZIO

AR442s 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.* DENIZIO

AR443s 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.* DENIZIO

[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 have the opportunity to research and write on works intended for a spring 2020 exhibition Islamic art at the Colby Museum of Art. *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.**

AR465f 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.* **BORTHWICK**

AR466s 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.* **BORTHWICK**

[AR471] Picasso's Suite Vollard and Its Contexts This humanities lab is an in-depth exploration of Picasso's *Suite Vollard* (named after the Parisian art dealer who commissioned it), a collection of 100 etchings created between 1930 and 1937, and of the contexts of its production: technical, iconographic, stylistic, historical, cultural, and biographical. Includes frequent trips to the Colby College Museum of Art to study firsthand the suite and other examples of intaglio prints. Students are expected to participate in the creation of an online exhibit dedicated to the suite and its contexts and present their research at a small conference. *Prerequisite:* Art 101, 202, or another 200-level art history course; or, for French studies majors, French 231 or equivalent. *Four credit hours.*

[AR472] Food in Art, Food as Art In this seminar, students learn about the history of food, look at art from prehistoric times to the present, and address a wide variety of issues. In addition to still-life painting, art featuring food includes depictions of figures eating, preparing, and serving food. Examines the aesthetics of feasts and banquets, the architecture of eating spaces, the symbolic functions ascribed to food, and how food presentation follows the artistic styles of the period. *Prerequisite:* Any art history course. *Four credit hours.*

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

[AR474] Graffiti, Past and Present An exploration of the practice of graffiti across history along with a survey of the scholarship on the subject and of pertinent theoretical models. Aimed at sharpening visual literacy and research skills and developing the ability to analyze and critically assess visual and verbal materials. Weekly oral presentations in class and final research paper. *Prerequisite:* Any art history course. *Four credit hours.*

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. *Prerequisite:* Senior major in art history. *Four credit hours.* W3. PLESCH

AR497f Art and Fashion Focusing on eighteenth- and nineteenth-century Europe and America, explores the emergence of fashion as an idea and a practice, and the ways in which it was represented in art and other forms of visual culture. Considers relationships linking fashion to revolution, democracy, the modern city, industrialization, and imperialism, and discourses of gender, sexuality, race, and class. Investigates how fashion, fashionable performances of identity, and fashionable viewing were staged in painted portraits and illustrations in the popular press. Students are expected to participate in discussions and complete an independent research project. *Four credit hours.* HARKETT

ASTRONOMY

In the Department of Physics and Astronomy

Associate Professors Dale Kocovski and Elizabeth McGrath; Laboratory Instructor I Alaina Einsig

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 or minor 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. Topics include celestial mechanics, thermal radiation, spectral line creation, radiative transfer, star formation, nucleosynthesis, stellar evolution, galaxy structure, and cosmology. Weekly labs alternate between afternoon and night. **Students must be available Monday through Thursday evenings for five required observing labs held on clear nights to be selected by the instructor.** Lecture and laboratory. *Prerequisite:* A working knowledge of introductory college-level physics and calculus, or concurrent enrollment in Physics 141 or 143. *Four credit hours.* **N, Lb.** MCGRATH

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

AS342s Galaxies and Cosmology How did the universe as we observe it today come into existence? The physics behind the birth of the universe and its evolution over cosmic time, and an introduction to modern extragalactic astronomy and cosmology, i.e., the part of astrophysics that deals with the structure and evolution of the universe as a whole and its major constituents: dark matter, dark energy, galaxies, black holes, and large-scale structures. Topics include the Big Bang theory, composition of the universe, dark matter and dark energy, cosmic nucleosynthesis, and the formation and evolution of galaxies. *Prerequisite:* Physics 141 (or 143) and 145. *Four credit hours.* KOCEVSKI

AS491f, 492s Independent Study Individual topics or research in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

BIOCHEMISTRY

In the Departments of Biology and of Chemistry

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

Course Offerings

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 or Biology 164 and Chemistry 241. *Four credit hours.* MILLARD, PECK

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 122, 142, 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 David Angelini

Professors Catherine Bevier, Frank Fekete, Russell Johnson, and Judy Stone; Associate Professors Syed Tariq Ahmad, David Angelini, Lynn Hannum, Ronald Peck, and Andrea Tilden; Assistant Professors Allison Barner, Christina Cota, Joshua Martin, Christopher Moore, and Suegene Noh; Visiting Assistant Professors Susan Childers, Thomas Klepach, and Johanna van Oers; Senior Laboratory Instructors Tina Beachy, Scott Guay, and Sarah Staffiere; Laboratory Instructors I Lyndell Bade, April Chiriboga, and Serena Graham; 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-one hours of coursework in biology (excluding Advanced Placement credit), including Biology 163, 164, one course with laboratory in field biology (Biology 211, 237, 271, 277, 334, 358J), and one course with laboratory in cellular biology (Biology 225, 227, 248, 274, 279, 332, 367). Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142, or Chemistry 121, 122 or Chemistry 147; 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-one hours of coursework in biology (excluding Advanced Placement credit), including Biology 163, 164, 271, 320, and 328 or 382; one organismal or taxonomy-based biology course with lab (Biology 211, 237, 248, 276, 277, 334); and one course with laboratory in cellular biology (Biology 225, 227, 248, 274, 279, 332, 367). Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142, or Chemistry 121, 122 or Chemistry 147; Mathematics 121 or 161 or equivalent, and Statistics 212.

Requirements for the Concentration in Cell and Molecular Biology/Biochemistry

Thirty-one hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, 279, 367 (with laboratory), 368 (with laboratory), 378; one course with laboratory in field biology (Biology 211, 237, 271, 277, 334, 358J); and one cell or molecular-level biology course (Biology 214, 225, 227, 246, 247, 248, 278, 329, 332, 351, 371). Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142 (or 121, 122 or 147), 241, 242; Physics 141 and 145; Mathematics 121 or 161 or equivalent; and one of the following courses: Computer Science 15X, Mathematics 122, 162, 253, or Statistics 212.

Requirements for the Concentration in Neuroscience

Thirty-one 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 358J); 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, or Chemistry 121, 122 or Chemistry 147; 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, 244, 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); and 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 consultation with an academic advisor(s). Foundational courses (may be satisfied by AP or other placement exams): Biology 163 and 164; Computer Science 151, 152 or 153; and Mathematics 122. Required core courses: Biology 278 and 279; Computer Science 231 and 251 or 252; and Mathematics 253 or 262 and Statistics 212. Four elective courses at the 300-level or above should be chosen in consultation with an advisor two each from Biology and Computer Science. Recommended courses include Biology 320, 345, 371J, 382 and Computer Science 341+441 or 343+443 or 346+446.

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 This course prepares students to provide prehospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Includes online learning and simulated clinical experience using programmed patient scenarios. Sessions will be in-person on Mon/Thurs and online Tues/Weds/Fri. Provides eligibility to sit for the National

Registry of EMT and State of Maine licensure examination. Students are responsible for \$80 national registry fee. Meets requirements outlined in the National Highway Transportation Administration EMT Education Standards and Maine EMS EMT Curriculum. Course materials and textbook \$1,156. Students are expected to have separate BLS CPR certification, which is offered through CER (kfburt22@colby.edu). Nongraded. Cannot be counted toward the biology majors. *Two credit hours.* TAYLOR

BI117j Introduction to Marine Organisms and Habitats An introduction to the principles of marine science with a focus on biology. Students will research life histories and evolutionary aspects of marine organisms. Together we will discuss the physical properties of the marine environment and take an academic tour of marine habitats. *Three credit hours.* N. SISSON

BI118js 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

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. Lecture and laboratory. *Four credit hours.* N, Lb. FEKETE

BI135s 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. Lecture and laboratory. Previously offered as BI198 (Spring 2019). *Four credit hours.* N, Lb. KLEPACH

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. *Four credit hours.* N. 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. Lecture and laboratory. *Four credit hours.* N, Lb. COTA, HANNUM, MARTIN

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

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

BI201f Biology Accelerator Workshop-style course developing skills in designing, analyzing and presenting results of biological studies, while reviewing fundamental concepts in biology. This course fills the gap between content knowledge mastered in AP or IB courses and the analytical and writing skills required for success at higher levels. Students may not receive credit for both this course and Biology 163 or 164. *Three credit hours.* STONE

[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. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.*

BI221f Infectious Diseases, Climate Change, and Health Explores health effects of climate change on Earth's inhabitants. The biology of climate sensitive vector borne and zoonotic diseases and their transmission will be examined. Consequences of rising temperatures such as increases in waterborne pathogens and exposure to molds are discussed, as well as health challenges relative to food resources and antibiotic resistance stemming from changes in soil microbial communities. Broader climate change aspects, such as fossil fuel extraction, atmospheric emissions and soil and water pollution, are studied in context of human and animal health. Learning strategies will include lecture, discussion, and small group work. *Prerequisite:* Biology 164 (prerequisite), Chemistry 121 or 141 (may be taken concurrently). *Three credit hours.* CHILDERS

[BI224] Biology of Vaccines Infectious disease has decimated populations throughout human history. The success of pathogen-specific vaccines evolved commensurate with our understanding of the mammalian protective immune responses. This course focuses on the science of vaccinology and the development of safe and efficacious vaccines. Goals are to understand how vaccines work, to gain a practical understanding of the human immune response, and to learn the issues involved in developing new vaccines against known and emerging pathogens. *Prerequisite:* Biology 164. *Three 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

BI227s Cell Biology A comprehensive overview of fundamentals of eukaryotic cell biology. Topics include cell structure and function, energy production and metabolism, cell division, protein transport and cell communication. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* COTA

[BI232] Developmental Biology A study of development, with emphasis on the experimental findings that have led to present ideas of the morphological and chemical processes underlying the development and growth of organisms. *Prerequisite:* Biology 164. *Three credit hours.*

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. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* STONE

BI242j 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. Previously offered as BI297E (Jan Plan 2019). *Prerequisite:* Biology 164. *Three credit hours.* O'BRIEN

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

[BI246] 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.*

BI247f Virology A study of viruses with a focus on the molecular aspects of how they reproduce and spread. General strategies of viruses to allow cell entry, information replication, and protein production, and cell exit will be examined. These strategies will then be examined in greater detail for specific viruses with a particular emphasis on those that cause human diseases. Current research in the field will be discussed, highlighting articles that address possible vaccines, therapies, and potential medical uses of viruses. *Prerequisite:* Biology 163. *Three credit hours.* N. 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, 145, or 147 (may be taken concurrently). *Four credit hours.* FEKETE

[BI265] 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.

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. Lecture and laboratory. Previously listed as Environmental Studies 271. *Prerequisite:* Biology 164. *Four credit hours.* N, Lb. BARNER, MCDONOUGH MACKENZIE

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.* MARTIN, TILDEN

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. Students cannot earn credit for this course if they have previously taken Biology 265 or Biochemistry 362. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* TILDEN

BI276f 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. Lecture and laboratory. *Prerequisite:* Biology 164. *Three or 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. Lecture and laboratory. *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. *Prerequisite:* Biology 164. *Three credit hours.*

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

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

BI319s Conservation Biology Listed as Environmental Studies 319. *Four credit hours.* SULLIVAN

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.* STONE

[BI325] 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.*

BI328s Community Ecology Explores the interactions between organisms that drive the diversity and dynamics of the natural world. We'll use published case studies of terrestrial, marine, aquatic, and microbial ecosystems to learn the fundamental principles of community ecology. Students will learn to evaluate and critique the scientific literature by working through multiple historical and contemporary debates that are central to the field. Further, we'll use openly-accessible ecological data to develop quantitative analysis skills and derive new insights to these debated theories. *Prerequisite:* Biology 271 or Environmental Studies 271. *Four credit hours.* BARNER

BI329f Synthetic Biology Synthetic biology has moved from being a scientific dream to impacting the lives of the public. Driven by advances in genome sequencing and gene editing tools, we can now interrogate the biology of organisms and develop applications that benefit society. This course will introduce students to advances in synthetic biology, genome editing, and genetic engineering. The basics of biotechnology will be explained through diverse examples in biology, ecology, and medicine. We will also discuss the role that genetic engineering is playing and ought to play to benefit society. *Prerequisite:* Biology 279. *Three credit hours.* FERNANDEZ-ROBLEDO

[BI332] 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. Lecture and laboratory. *Prerequisite:* Biology 227, 279, or 327, or Biochemistry 362 or 367. *Four credit hours.*

BI334s 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.* BEVIER

BI338s Forest Ecosystems Listed as Environmental Science 338. *Four credit hours.* N. MCDONOUGH MACKENZIE

[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. *Four credit hours.*

BI348s Pathogenic Bacteriology Objectives are to provide an understanding of 1) the nature and diversity of pathogenic bacteria, 2) the roles they play as infectious agents of disease, and 3) the mechanisms of the mammalian defense against infectious disease. The approach will be fundamental, stressing principles, but with considerable emphasis on how these principles are applied to practical problems in medicine and public health. Credit cannot be earned for both this course and Biology 238. *Prerequisite:* Biology 248, and Chemistry 122, 147, or 141 and 142 (may be taken concurrently). *Three credit hours.* FEKETE

BI351f 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. Lecture and laboratory. *Prerequisite:* Biology 246, 248, or 279. *Four credit hours.* PECK

[BI354] Marine Ecology A study of the biological, physical, and chemical interactions that determine the structure and function of marine ecosystems, with an emphasis on North Atlantic communities. The laboratory will consist of a field component, with the goal of developing field and independent research skills. One day trip on a weekend to the coast for all students. Lecture and laboratory. *Prerequisite:* Biology 164, and either Biology 263 or 271 or Environmental Studies 271. *Four credit hours.*

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

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

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

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 biomedical questions in collaboration with MDI Biological Lab and Jackson Lab (no travel away from campus this year). No prior computation experience necessary. *Prerequisite:* A 200-level biology course. *Three credit hours.* TILDEN

[BI372] Current Topics in Environmental Science: Corals Listed as Environmental Studies 371. *Four credit hours.*

[BI373] 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.*

BI374s 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.* MARTIN

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

BI376f 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. Lecture and laboratory. *Prerequisite:* Biology 279. *Four credit hours.* ANGELINI

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

[BI382] 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 Statistics 212. *Four credit hours.*

[BI392] Cell Biology of Cancer Explores the cellular and molecular mechanisms that underly the development of cancer. In addition, the complexities associated with diagnosing and treating cancer will be considered. *Prerequisite:* Biology 164 and 227. *Three credit hours.*

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

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, NEAL

CHEMISTRY

Chair, Associate Professor Kevin Rice

Associate Chair, Professor Dasan Thamattoor

Professors Jeffrey Katz, Whitney King, Julie Millard, and Dasan Thamattoor; Associate Professors Rebecca Conry, Karena McKinney, and Kevin Rice; Assistant Professors Greg Drozd and Lindsey Madison; 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 from Chemistry 261 or 263, 362 or 367, 411; two laboratory courses from Chemistry 367L, 413, 442, 452 (452 can serve as both required laboratory courses); Mathematics 121 and 122, or 161 and 162; Physics 141 (or 143) and 145.

Requirements for the Major in Chemistry-Biochemistry

Chemistry 141 and 142 (or 121 and 122, or 147), 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 493 and 494, and one course from Chemistry 342, 378, 411, 444, 452; Mathematics 121 and 122, or 161 and 162; Physics 141 (or 143) and 145; Biology 163 and 279 (with laboratory). 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 121 and 122, or 147), 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 378, 493, and 494; Biology 163 and 279 (with laboratory); Mathematics 121 and 122, or 161 and 162; Physics 141 (or 143) and 145. Biochemistry 367, 368, 378, and Biology 279 cannot be double-counted toward both a biology major and the major in chemistry with a concentration in cell and molecular biology/biochemistry.

Requirements for the Concentration in Chemistry-Environmental Science

Chemistry 141 and 142 (or 121 and 122, or 147), 241, 242, 261 (or 263), 341, 493, 494, and one course from Chemistry 263 (or 261), 278, 342, or 411; one laboratory course from Chemistry 413, 442, or 452; Mathematics 121 and 122, or 161 and 162; Physics 141 (or 143) and 145; Economics 133 and 231, or Biology 163 and 164, or Geology 141 (if student did not take CH121 and CH122) and one additional geology class.

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 121 and 122, or 147), 241, and at least 10 additional credit hours in any chemistry courses except Chemistry 112, 115, 143, 144, 197, 481, 482, 491/492 (or other independent study), 493, and 494, with at least one course at the 300- or 400-level. Courses selected to fulfill the minor must include at least four courses in addition to courses taken to satisfy requirements for any major or other minor (e.g., biochemistry courses and Chemistry 217 cannot be double-counted toward another major and the chemistry minor). Students are strongly advised to consult with a member of the chemistry faculty to select a logical grouping of courses for the minor.

Course Offerings

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

[CH121] 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. Students with prior credit for Chemistry 141, 142, or 147 cannot receive credit for this course. *Prerequisite:* Students with prior credit for Chemistry 141, 142, or 147 cannot receive credit for this course. *Four credit hours.* **N, Lb.**

[CH122] 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.

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 121 or 147 cannot receive credit for this course. Lecture, discussion, and laboratory. *Prerequisite:* Students with prior credit for Chemistry 121 or 147 cannot receive credit for this course. 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 122 or 147 cannot receive credit for this course. Lecture and laboratory. *Prerequisite:* Chemistry 141. Students with prior credit for Chemistry 122 or 147 cannot receive credit for this course. Four credit hours. N, Lb. MCKINNEY, RICE

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.
KING

[CH144] 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.

CH147fs Comprehensive General Chemistry Introductory chemistry course with content similar to Chemistry 141 and 142 but in a single semester. Suitable for students with strong high school chemistry preparation. Students will become proficient at using pre-calculus-level quantitative skills in a scientific context and mastering the interface between narrative and mathematical problem solving. The laboratory will familiarize students with experimental techniques and the accumulation and analysis of experimental data. Structured to fulfill the general chemistry requirement for medical school and counts as both Chemistry 141 and 142 for course prerequisites. *Prerequisite:* Students with prior credit for Chemistry 121, 122, 141 or 142 cannot receive credit for this course. Previously listed as Chemistry 131. Four credit hours. N, Lb. CONRY, RICE

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 122, 142, 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

CH261s Chemistry of Aqueous Environments Students explore how the Earth's marine and freshwater aqueous environments are shaped by physical, chemical, and biological processes and interactions with the atmosphere, lithosphere, and biosphere. We investigate the fundamental equilibrium and kinetic processes that control a variety of aqueous chemical phenomena relevant for environmental systems at a range of spatial and temporal scales, including acid base chemistry, redox reactions, solid and gas solubility, and reaction rates and mechanisms. Concepts of mass and charge balance are used to calculate chemical speciation in complex systems. Issues such as acid deposition, ocean acidification, eutrophication, water purification, and the fate and toxicity of heavy metals are discussed in the context of natural environmental processes. *Prerequisite:* Chemistry 122, 142, or 147. Four credit hours. KING

CH263f Atmospheric Chemistry An investigation of Earth's atmosphere and the chemical and physical principles that shape it. Fundamental processes that determine atmospheric composition and climate, including multistep reaction mechanisms, chemical kinetics, molecular spectroscopy, photolysis, and heterogeneous chemistry, are introduced. Specific topics treated will include atmospheric composition, structure, and motion; element cycling; the transfer of solar and longwave radiation; stratospheric composition and chemistry; tropospheric oxidation processes; air pollution; and the role of human activity in global change. *Prerequisite:* Chemistry 122, 142 or 147. Four credit hours. MCKINNEY

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

CH297j Fate and Effects of Organic Pollutants in the Ocean An examination of how the physico-chemical properties of organic pollutants determine their fate in the ocean. We discuss how the environmental behavior and ecotoxicity of legacy and novel chemicals (petroleum, pesticides, microplastics, "forever-chemicals") are influenced by fundamental processes like partitioning, biodegradation, and photodegradation. Lecture, discussions of recent papers, as well as laboratory projects will be involved. *Prerequisite:* Chemistry 241. *Three credit hours.* AEPPLI

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 122, 142, 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 only. *Prerequisite:* Chemistry 341. 342 may be taken before 341 with permission of instructor. *Four credit hours.* MADISON

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

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

CH411f Inorganic Chemistry Current models and concepts in inorganic chemistry are discussed, with an emphasis on general trends and periodic properties of the chemical elements and their compounds. Topics include bonding and structure, acid-base theories, redox properties, molecular symmetry, and coordination compounds. Students will expand their knowledge of fundamental chemical principles as well as their ability to critically think about, communicate, and apply this knowledge in problem solving. Lecture only. *Prerequisite:* Chemistry 122, 142, or 147 and junior or higher standing. Chemistry 342 is recommended. *Four credit hours.* CONRY

CH413f Inorganic Laboratory Studies Synthesis and characterization of inorganic and organometallic compounds of both the representative and transition elements. Discussion and laboratory. Co-requisite: Chemistry 411. *Two credit hours.* CONRY

CH431s Mechanistic Organic Chemistry Based on original research articles and designed to teach students to think critically about published material. The readings cover topics such as chemical bonding, molecular orbital theory, and aromaticity, the use of isotopes in determining reaction mechanisms, reactions of atomic carbon, matrix isolation spectroscopy, laser flash photolysis, the influence of structure on reactivity, the role of thermodynamics and kinetics in reactions, linear free energy relationships, and unusual molecules. Students are instructed on computational modeling of chemical reactions, structures, and spectroscopic properties and are taught to retrieve information from the chemical literature. *Prerequisite:* Lecture only. Chemistry 242 or equivalent. *Four credit hours.* THAMATTOOR

[CH432] Advanced Organic Chemistry The logic and methods of organic synthesis are explored. The elementary organic reactions studied in Chemistry 241, 242 are augmented and used in the synthesis of biologically and chemically important molecules. Lecture only. *Prerequisite:* Chemistry 242 or equivalent. *Four credit hours.*

CH442s Computational Chemistry Exploring the fundamental physical forces acting on electrons and atoms in molecules to better understand chemical properties and reactivity. Students will build on foundational knowledge of quantum mechanics and thermodynamics to understand how and why computer simulations can offer such chemical insights, deepening their own understanding of reaction mechanisms, condensed phase behavior, and aspects of spectroscopy. After learning the principles of molecular dynamics and electronic structure calculations, students will design and propose a computational experiment to address a research question. Co-requisite: Chemistry 342. *Two credit hours.* MADISON

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 (with laboratory) and 368 (the latter may be taken concurrently), and a W1 course. *Four credit hours.* **W3.** RICE

CH452s Problems in Chemical Analysis An exploration of how physical principles and analytical techniques are used to address research questions by engaging in a semester long, team-based project in which students design, construct, and evaluate a solution to a current chemical analysis problem. In developing a solution, students will draw on fundamental physical chemical concepts, principles, and techniques learned in prior chemistry courses along with independent literature research, and apply advanced quantitative methods, such as potentiometric, spectroscopic, and computational techniques for chemical analysis. Students also gain experience with experimental design, team-based problem solving, and project management, and written and oral communication of scientific results. *Prerequisite:* Chemistry 341. *Four credit hours.* KING, MCKINNEY

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.* CONRY

CHINESE

In the Department of East Asian Studies

Chair, Associate Professor Hong Zhang (Chinese)

Professor Kimberly Besio; Associate Professor Hong Zhang; Assistant Professor Andie Wang; Language Assistant Entzu Chang

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

Requirements for the Minor in Chinese

Six courses are required to fulfill the minor in Chinese. They include five language courses of at least three credits each at the level of Chinese 126 or above, and one more course chosen from either a 400-level course in Chinese or a course on China (needs to be approved by the advisor for Chinese) at the 200 level or higher.

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.* CHANG

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

[CN125J] 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.*

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

CN127f Intermediate Chinese I A continuation of CN126, designed for students who have completed two semesters of Chinese language courses at Colby, or its equivalent. Students will continue development of interpersonal, interpretive, and presentational skills in Mandarin with a specific focus on predictable, familiar topics related to daily activities and personal environment. By the end of the semester, students will be able to handle short social interactions and interact at a functional level in some familiar contexts. Students will also develop the ability to reflect on language learning. *Prerequisite:* Chinese 126. *Four credit hours.* WANG

CN128s Intermediate Chinese II A continuation of CN127, designed for students who have completed three semesters of Chinese language courses at Colby, or its equivalent. Students will continue exploring use of Mandarin in complex social interactions and a variety of everyday topics. By the end of the semester, students will be able to maneuver connected sentences for communicative purposes related to everyday life and personal interests and studies. Students will also advance the ability to reflect on language learning. *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.* CHANG

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.* CHANG

CN321f Third-Year Chinese A continuation of CN128, designed for students who have completed four semesters of Chinese language courses at Colby, or its equivalent. It is a bridge course between Intermediate and Advanced Chinese language courses. Students will begin to explore sociocultural issues in Chinese. By the end of the semester, students will be able to handle complex social interactions with ease and confidence, and communicate about events and experiences in an organized way. Students will also develop a complex understanding of cultural perspectives and acquire the skills to become an autonomous language learner. *Prerequisite:* Chinese 128. *Four credit hours.* WANG

CN322s Third-Year Chinese II An advanced Chinese language course, concentrating on general sociocultural issues, academic and professional topics. Students will interact with authentic materials in a variety of genres. By the end of the semester, students will be able to communicate about events and experiences in detail and deliver organized presentations appropriate to an audience on a range of topics. Students will also be able to explain diversity in the Chinese culture and interact at a competent level in both familiar and unfamiliar contexts. *Prerequisite:* Chinese 321. *Four credit hours.* WANG

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

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

[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 322 or a 400-level Chinese course. *Four credit hours.*

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

course. *Four credit hours.*

CN435f Chinese Women from Mao to Market Explores the shifting political discourses and visual representations of Chinese women from Mao's socialist China (1949-1978) to post-Mao market-reform China (1978 to present). Drawing on primary sources such as propaganda posters, cover images and selected texts from *Women of China*, the official magazine of All-China Federation of Women (ACFW), students gain linguistic, visual, and historical knowledge on state feminism, gender equality, birth control policy, and impact of market reform and consumer culture on women in China from 1949 to the present. **Boundaries and Margins humanities lab.** *Prerequisite:* Chinese 322. *Four credit hours.* I. ZHANG

CN453s 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. **Humanities lab course.** *Prerequisite:* Chinese 322 or another 400-level course. *Four credit hours.* WANG

[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 PROGRAM

Director, Associate Professor Steve J. Wurtzler

Advisory Committee and Faculty: Associate Professors Dean Allbritton (*Spanish*) and Audrey Brunetaux (*French Studies*); Assistant Professors Se Young Kim (*Cinema Studies*) and 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 explores moving images circulating in a variety of media platforms and formats.

The minor in cinema studies focuses on the history, theory, and practice of film and related media. 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 on 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

English

- 386C Special Topics: Documentary Radio
- 411 Shakespeare on Screen
- 412 Global Shakespeare
- 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

CI138f Film and Media: 1919-1939 From the aftermath of World War I to the outbreak of WWII, film and mass media took on increasing importance in American life. Filmmakers, writers, musicians, photographers, and artists grappled with first a period of prosperity and media invention, then the aftermath of the stock market crash of 1929, and finally the prospect of war in Europe and elsewhere. Mass media not only entertained, but they also became tools to document and to shape the realities faced by US citizens, functioning at the service of various movements for social change. We will focus on different types of film in relation to nonfiction writing, theater, radio, photography and recorded sound. *Prerequisite:* Concurrent enrollment in English 138 and History 138. Elect Integrated Studies 138. *Four credit hours.*

A. WURTZLER

CI142f 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. KIM

[CI225] Video Games and Game Studies A survey of the history of the medium of video games, focusing on the major modes and genres in relation to the production and consumption of games. In addition, the course considers how media scholars have attended to emergent media, paying close attention to the genealogy of the field and its origins in film studies and media studies. Students will learn how to critically analyze video games within the medium's historical context, while also gaining understanding regarding game studies, including its historical development and current directions. *Four credit hours.*

CI227f Visual Ways of Knowing: Transcultural Documentary Filmmaking Listed as Global Studies 227. *Four credit hours.* RAZSA

CI242f Make Russia Great Again: Post-Communist Cinema (in English) Listed as Russian 242. *Four credit hours.* A, I. MONASTIREVA-ANSDELL

[CI245] Documentary Video Production: An Editor's Perspective Introduces students to the basics of documentary video production. Students will learn how to conceive, plan, shoot, and edit a documentary short subject about food production and sustainability in Waterville, Maine. Students will actively engage with the ethics of documentary filmmaking while developing relationships with their subjects. Ultimately, students will leave this course knowing how to build relationships through documentary filmmaking, while raising awareness of the challenges around food production and insecurity in Central Maine. **Humanities lab course.** *Four credit hours.*

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

CI248fs Digital Publishing: Telling Stories Online Explores the many methods and tools available for creating digital online stories. Students learn the basic skills of multimedia production and develop strategies for conceiving original and creative projects. We will explore the multitude of options for publishing these stories online. Students will learn how to create audio stories, photographic essays, and short-

form videos. Students will also become fluent in a variety of programs, including Photoshop, Audacity, and DaVinci Resolve, and engage with a variety of publishing platforms including Vimeo, WordPress, Flickr, and StoryMaps. *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. *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. *Four credit hours.* **A.** WURTZLER

CI280f Topics in Global Cinema: Korean Cinema A survey of contemporary South Korean cinema beginning with the political cinema of the Korean New Wave in the 1980s to the commercially and critically successful New Korean Cinema of the late 1990s and early 2000s. The course will cover a variety of genres and modes from the Korean blockbuster to the so-called "Asia Extreme" films and international film festival fare. Includes films such as *Chilsu and Mansu* (1988), *Oldboy* (2003), and *Parasite* (2019). *Four credit hours.* **KIM**

[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.*

CI287j Postwar U.S. Cinema and Culture, 1946-1964 We examine postwar US culture by focusing on a variety of types of film and moving image production, including Hollywood, the avant-garde, and television in the context of cultural, political, and socioeconomic developments, including the Civil Rights Movement, the Cold War, and the Baby Boom. Discussion topics including the red scare, the rise of youth culture, suburbanization, shifting concepts of gender and sexuality, and the anxiety surrounding nuclear weapons as we consider the political implications of representation within a historical moment in which the competition between prominent ideologies manifested in popular culture. *Three credit hours.* **HAUSKE**

CI298As New Media, Digital Identities The ubiquity of social media, video games, streaming services, and VR make it difficult to imagine a world without new media and internet technologies. But even harder is trying to understand the degree to which new media has changed us. This course will investigate the entanglement between new media and contemporary notions of identity by analyzing a range of texts and platforms that have dominated life in the twenty-first century, from Twitter, Instagram and Tik Tok, to Netflix and the Oculus Rift. In doing so, the course looks to illuminate the precise ways in which online computational technologies have come to inform or even make possible the particular ways in which we understand ourselves. *Four credit hours.* **KIM**

CI298Bs Militarization and American Culture While the 2014 unrest in Ferguson made militarization an urgent concern, militarization is not exclusive to the police. This course demonstrates the degree to which militarization penetrates American culture through a survey of cinema (*Heat*), television (*The Walking Dead*), video games (*Grand Theft Auto*), and children's toys (*Nerf*). This breadth and depth of militarization reveals its central role in violence today, from police brutality to perpetual war, to mass shootings and white supremacist militias. More critically, a full picture of the ideological mission of US culture reveals the true subject of militarization to be neither the cop nor the soldier, but rather the civilian. Ultimately, militarization is about us. *Four credit hours.* **U.** **KIM**

CI321s Topics in Film Theory: The *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**

[CI321A] Topics in Film Theory: Cinema/Landscape Explores the relationship between cinema and the landscape, understood as both

the natural and the built environment. We often experience landscapes and nature through the mediation of cinema, but rarely consider how such mediation also shapes our encounters with nature itself. While film is our primary focus, we will engage with screens of various types and modes of representation that both preceded cinema and intersected with its later development (including painting, the panorama, photography, post cards, tourist photography and home movies). *Prerequisite:* Cinema Studies 142 or equivalent. *Four credit hours.*

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

CLASSICS

Chair, Professor Kerill O'Neill

Professor Kerill O'Neill, Associate Professor James Barrett, and Assistant Professor Cassandra Miller

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 medicine, law, higher education, management, government, publishing, art, teaching, and other fields. We are committed to enhancing our students' abilities to think analytically, speak persuasively, and write convincingly.

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 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, politics, ancient science, and ancient medicine.

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 or an alternative approved by the Classics Department.
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, 136, 138, 143, 145, 147, 151, 234, 236, 240, 244, 341, 342, 356; Art 227; Government 271; History 324; Italian 242; Philosophy 231, 381, 383; 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, 136, 138, 143, 151, 236, 240, 244.
2. Ancient History 154, 158, or alternatives approved by the Classics Department.
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, 136, 143, 145, 147, 151, 171, 234, 236, 240, 242, 244, 341; Ancient History 342, 356; Greek 111, 112, 131; Latin 111, 112, 131; Art 227; Government 271; History 324; Italian 242; Philosophy 231, 381, 383; or equivalent courses selected in consultation with the major advisor.

Requirements for the Major in Classics-English

In classics: six semester courses of Greek or Latin 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: six semester courses approved by 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, 136, 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, or an alternative approved by the Classics Department.
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, 136, 143, 145, 147, 234, 236, 240, 244; Ancient History 154, 158; Art 227; Government 271; History 324; Italian 242 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 Greek myth has shaped how we understand ourselves, each other, and the world around us. We will explore the answers that the myths of ancient Greece offer to life's biggest questions by reading texts that form the foundation of western culture. *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.**

CL136f Myth and Magic Popular culture is fixated on magic, from Harry Potter to Game of Thrones, but the roots of this

interest can be found in the myths and magical practices of antiquity. Love and hate, hope and fear, ambition and greed - powerful emotions drove Circe, Medea, and Hekate in myth as well as ordinary mortals in the ancient world. The focus will be on the role of magic in the contested realm of antiquity's social and gender hierarchies. We will examine the function and fascinating allure of witchcraft by analyzing extracts from literary texts (e.g. Homer, Theocritus, Pindar, Vergil, Horace, and Lucan), protective amulets, and ancient spells designed to seduce the beloved, ward off rivals, silence legal foes, rig sports events, reveal the future, and summon demons. *Four credit hours.* L, I. O'NEILL

[CL138] 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.

[CL143] 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.

CL146j Art and Archaeology of Ancient Greece The material culture of the ancient Greeks—their pottery, sculpture, monuments, temples, and other artifacts—has long gripped the imaginations of the societies that came after. But what can these often fragmentary remains really tell us about how people lived? This course will introduce students to the types of evidence and methods that art historians and archaeologists use to reconstruct the ancient Greek world, tracing its development from the end of the Bronze Age up to Late Antiquity. Our inquiry will focus on the construction of identity, development of religion and myth, organization of social and political structures, economy, and components of everyday life. Additionally, we will also consider the "afterlife" of Greek antiquity and the politics of archaeology and cultural heritage. *Three credit hours.* A. GARLAND

CL149j Gladiators and Ghosts: Death and the Afterlife in Ancient Rome Offers an introduction to death - and life - in ancient Rome. Come explore Roman culture, history, philosophy, art, and literature (from love poetry to ghost stories) as we investigate Roman attitudes toward death and the afterlife. We will consider questions like how death was linked to spectacles, how the dead were memorialized, and how famous death scenes in literature served as rubrics for judging an individual's virtue. Special emphasis will be placed on Roman attitudes as compared to what is found in other ancient and modern societies. Previously offered as Classics 197B (Jan Plan 2020). *Three credit hours.* L. CURRIE

[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.*

[CL161] Reading Greek Philosophy Listed as Philosophy 161. *One credit hour.*

CL197f From Emperors to the Everyday in Imperial Rome What do you think: should we assassinate Julius Caesar? Should we ban gladiatorial games for promoting a more violent society? In this class, we will not just study the history and culture of the Roman empire, but through a series of class debates will see firsthand why things happened the way they did. By assuming the personae of Romans from various backgrounds, debaters will learn about Roman society and culture from the inside. Studies of ancient rhetorical techniques will arm students with the tools needed to reenact - or maybe change! - the past. Topics considered will include Roman history, art, literature, entertainment, religion, and daily life. *Four credit hours.* H. CURRIE

CL227s History of Architecture I: From Pyramids to Cathedrals Listed as Art 227. *Four credit hours.* A. AMERI

CL231f History of Ancient Greek Philosophy Listed as Philosophy 231. *Four credit hours.* H. GORDON

CL236s 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. O'NEILL

CL242s Italian Eco-poetics: Beauty, Loss, and Desire Listed as Italian 242. *Four credit hours.* L. CANNAMELA

[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.

CL271s Classical Political Theory Listed as Government 271. *Four credit hours.* REISERT

[CL324] History of Gender and Sexuality in Antiquity Listed as History 324. *Four credit hours.* H, I.

CL398s Ancient Medicine and Magic We explore the beliefs, practices, and cultural frameworks that shaped ancient Greek and Roman healing practices. We consider texts and material culture from 'scientific', 'religious', and 'magical' contexts and ask questions like: how did the ancients define physical and mental 'health' and 'disease'? Who could be healers, and what tools, drugs, amulets, etc. did they use? How was medical knowledge developed and tested? What ethical systems informed medical decision-making? How did patients' genders, ethnicities, ages, and abilities affect their medical experiences? And how can reflecting on these questions help us to better understand modern medical systems, practices, and beliefs? *Four credit hours.* MILLER

COLBY-BIGELOW PARTNERSHIP

Directors, *Whitney King (Colby Chemistry) and Ben Twining (Bigelow Laboratory for Ocean Sciences); Denise Bruesewitz, Greg Drozd, Bess Koffman, Ben Neal, Josh Marin, Loren McClenachan, Karena McKinney (Colby) and Peter Countway, Jose Fernandez-Robledo, Nichole Price, Douglas Rasher, Nick Record (Bigelow).*

The complex scientific, policy, and economic challenges of our world, more than ever before, require coordinated interdisciplinary solutions. The Colby-Bigelow Academic Partnership brings this collaborative approach to life with a research and educational accelerator that creates a centralized space for integrative ocean science research. Building on Colby's strong, collaborative liberal arts tradition, the partnership fosters research and educational curricula in ocean science and policy, molecular and computational biology, biogeochemistry, environmental modeling, biotechnology, data analytics, and entrepreneurship, all integrated with robust training in environmental communications and leadership. This holistic approach unites researchers, faculty, and students from across the academic spectrum who will work together to define and resolve the ocean's most pressing challenges.

Courses taught or co-taught by scientists from Bigelow Laboratory for Ocean Sciences (listed below) are accredited by Colby and included on Colby student transcripts. These courses can be counted towards major credit in biology, chemistry, environmental studies, and geology.

A primary opportunity for engagement is through participation in the fall Sea Change semester-in-residence program at Bigelow. The program is intended primarily for juniors, although qualified sophomores and seniors have also participated. Graduates of the program have gone on to masters and Ph.D. programs in marine and environmental fields, law school, masters of public health, as well as careers with environmental nonprofits and government agencies.

There are also opportunities for students to engage in mentored research with Bigelow scientists during the summer and during January Term. Students who conduct research in the summer or fall Sea Change semester typically have the opportunity to continue this research during the academic year or subsequent summer, as well as for credit and as the basis for honors research.

The partnership provides an outcome-driven education and research experience for students at Colby engaging in work with and at Bigelow. It embodies Colby's and Bigelow's shared commitment to provide real-world student research and engagement experiences that are transformational both for students and their mentors.

COLBY AT BIGELOW – SEA CHANGE SEMESTER

Ocean science is in the middle of an incredible revolution. Climate change is rapidly reshaping life in the oceans, and new tools are being developed each day to reveal what it means for our planet. Bigelow Laboratory offers a transformative, 14-week experience that puts these cutting-edge tools in your hands and empowers you to answer critical questions about the future of the ocean.

General Program Requirements

Juniors with a minimum GPA of 3.0 who have taken at least three lab science courses and one semester each of chemistry, biology, and calculus are eligible to apply. Some exceptionally prepared sophomores may also be eligible on a case-by-case basis. Please see additional biology requirements for the Marine Omics track.

Students in all academic disciplines who meet program requirements and are interested in hands-on lab work and ocean science or policy are welcome to apply. Desirable applicants will have a genuine curiosity about how the ocean works and how scientists work to understand complex ocean systems.

Colby at Bigelow Semester: Changing Oceans Track

Students in this track take three intensive, four-week courses in series and a research course that extends over the entire semester.

ES383: The Ocean Environment: A Cross-Disciplinary Foundation

BI384: Biological Oceanography: Diversity and Function of Life in Marine Ecosystems

CH385: Ocean Biogeochemistry on a Changing Planet

Research Course: BI386: Oceanographic field methods and independent research

Colby at Bigelow Semester: Marine Omics Track

Students in the Bigelow Marine Omics semester take three, intensive, four-week courses in series and a molecular research course that extends over the entire semester.

ES383: The Ocean Environment: A Cross-Disciplinary Foundation

BI384: Biological Oceanography: Diversity and Function of Life in Marine Ecosystems

BI385: Marine 'Omics: Deciphering the genetic code of the ocean

Molecular Research Course: BI 387: Molecular Tools to Understand the Environment

Course Mappings to other Colby Majors

Oceans Track

Biology: BI384 = field-based biology credits

Chemistry: CH385 = CH261 (with lab)

Environmental Science: ES383, BI384 = two focus areas courses; BI386 = ES Capstone

Geology: ES383 and CH385 = two elective courses counted toward the major

Omics Track

Biology and Chemistry: BI385 and BI387 = BC378 requirement of the CMBB major

Environmental Science: ES383, BI384 = two focus areas courses; BI387 = ES Capstone

Geology: ES383 = one elective course counted toward the major

Partnership Courses at Colby College

In addition to the Sea Change semester, Bigelow scientists actively contribute to the Colby College curriculum on campus. These courses give students an introduction to marine topics at multiple levels in the curriculum.

BI282j/ES282j Extreme Climate Change in the Gulf of Maine

BI397j Synthetic Biology

CH122/GE122 Earth Systems Chemistry

ES239s Seafood Forensics: Uncovering Fraud in Ocean Food Systems

ES494f Problems in Environmental Science (ES Capstone)

ES397j Global Change Impacts on Marginal Marine Ecosystems

COMPUTER SCIENCE

Chair, Associate Professor Stephanie Taylor, **Associate Chair**, Assistant Professor Ying Li
Professors Dale Skrien and Bruce Maxwell; Associate Professor Stephanie Taylor; Assistant Professors Eric Aaron, Naser Al Madi, Stacy Doore, Oliver Layton, Ying Li, and Hannah Wolfe

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 CS+X majors in biology, environmental studies, psychology, 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 one of the Computer Science 15X courses in their first year.

Requirements for the Major in Computer Science

Computer Science 15X, 231, 232, 251 or 252, 333, and 375, 376, 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 15X, 231, and 251/2 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 or 252, 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 Interdisciplinary CX+X Majors

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

Course Offerings

CS125f Introduction to R An introduction to the programming language R and how it can be used for statistical analysis and visualization of data. Students will learn how to write basic R programs that can read, write, and manipulate data. They will make use of R functions for executing common statistical analysis and learn how to display the results using graphs and charts. Through a series of projects, students will get experience with writing their own functions, learn how to make use of R documentation and how to extend their own knowledge of the language. *One credit hour.* TAYLOR

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. AL MADI, DOORE, LAYTON

[CS152] 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.

[CS153] 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.

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, 152 or 153. *Four credit hours.* Q. AL MADI, SKRIEN

CS232f Computer Organization Computer organization focuses on how computers work. Students learn the fundamental hardware components, including storage (RAM, hard disks), input/output mechanisms, and the central processing unit (CPU). They learn how components are designed and built on several levels, including the design of electrical components, machine language, and assembly language. They also learn to program in assembly language for one or more simple processors. Students learn primarily through projects where they design digital circuits, design components of a CPU, or write programs in assembly language. *Prerequisite:* Computer Science 231. *Four credit hours.* LI

CS251s Data Analysis and Visualization Prepares students to apply computational data analysis and visualization approaches to real information from a variety of disciplines and applications. Data visualization is the interactive visual exploration of 2-D and 3-D graphic information using techniques that highlight patterns and relationships. Data analysis incorporates data management, data transformations, statistical analysis, data mining, and machine learning. Through programming projects, students will gain hands-on experience with the fundamentals of data analysis and visualization using data from active research projects at Colby and other institutions. Students may not receive credit for both this course and Computer Science 252. *Prerequisite:* Computer Science 231. *Four credit hours.* LAYTON, TAYLOR

CS252s Mathematical Data Analysis and Visualization An introduction to the analysis and visualization of scientific data. Topics include data management, basic statistical analysis, data mining techniques, and fundamental concepts of machine learning. Emphasis is placed on the mathematical basis of algorithms, which are then applied to real datasets. As time allows, additional techniques involving linear algebra and calculus are covered. Students also learn how to visualize different types of data, focusing on discovering patterns and relationships. Through programming projects, students gain hands-on experience analyzing and selecting appropriate visualizations for real datasets. Students may not receive credit for both this course and Computer Science 251. *Prerequisite:* Computer Science 231 and Mathematics 253. *Four credit hours.* LAYTON

[CS267] Interactive Digital Media Digital forms of text, sound, images, and video enable rapid communication and manipulation of large amounts of information. Digital sensors provide easy access to information about the environment. Connecting sensors with digital media enables the creation of artistic installations with dynamic narratives that respond to a user's actions. Students will learn to manipulate digital media and collect sensor data using both applications and their own computer programs. By combining the two, they will create their own artistic installation and demonstrate it at the end of the term. *Prerequisite:* Computer Science 151, 152, 153, or 231. *Three credit hours.* A.

[CS269] Computer Game Design Focuses on the process of taking stories, situations, puzzles, or challenges and defining them so a computer can execute the construct within which the game resides. Students will design a 2-D computer game using a standard game engine. Topics include game design, artistic concepts, image manipulation, game scripting, and artificial intelligence. Students will work in groups to design and develop a 2-D game to be distributed at the end of the term. Each group will make weekly presentations to the class, demonstrating their progress in game design. *Prerequisite:* Computer Science 151, 152, 153, or 231. *Three credit hours.*

CS297j Data Driven Decision-Making Develops the students' foundational competencies related to data management that allows them to perform effectively in a broad range of knowledge professions. All students need the ability to critically analyze complex problems using a variety of data sources correctly and effectively present their ideas to others. We will be using data searching techniques, basic statistics, SQL queries and Tableau visualizations to develop a cohesive and persuasive story through the use of data. *Prerequisite:* Computer

Science 151, 152, or 153. *Three credit hours.* GARFIELD

CS298s Creating Future Worlds: Computing Ethics and Society Explores ethical and moral narratives associated with advances in computing and technology. Students will investigate issues in computing ethics highlighting the responsibility of computing professionals to examine the impact of their work on individuals and society. Topics will include: algorithmic bias, digital disparities, autonomous systems, intellectual property law, cybercrime, information privacy and security, tech corporate culture, and professional conduct in a diverse workplace. Students will critically evaluate and apply literature on responsible technology development and professional codes of ethics with evolving technologies. *Prerequisite:* Computer Science 151 or 231 and sophomore or higher standing. *Four credit hours.* DOORE

[CS325] 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.*

CS331s 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; network security; and networking programming. The Internet suite of protocols will be discussed in depth. Students will learn about conventional and state-of-the-art computer networks through problem sets and programming projects. *Prerequisite:* Computer Science 231 and 232. *Four credit hours.* LI

CS333fs Programming Languages A survey of programming languages and paradigms focusing on the design of programming languages and comparing and contrasting different language families, including imperative, object-oriented, functional, and logic paradigms. Topics include syntax, context-free grammars, parsing, semantics, abstract representations of programming processes and structures, memory management, and exceptions. Students will undertake small programming projects in various languages and more extensive projects in two languages of their choice, presenting the characteristics of their chosen languages to their peers at the end of the term. *Prerequisite:* Computer Science 231. *Four credit hours.* LI

[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.*

CS341f Systems Biology I An introduction to the field of molecular systems biology, which aims to understand the mechanisms underlying complex biological processes. Key to this endeavor is the process of formulating and analyzing mathematical models. Students will learn how to develop, simulate, and analyze ordinary differential equation models of biological systems as well as to read and understand relevant journal articles and perform in-depth analysis of model dynamics. *Prerequisite:* Computer Science 231, and Mathematics 122 or equivalent, and one of the following: Biology 163 or 164; Statistics 212, Mathematics 253, or a 300-level course; or any 300-level computer science course. *Four credit hours.* TAYLOR

[CS342] 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.*

CS343f Neural Networks An introduction to neural networks from biological and machine learning perspectives. Focuses on neural networks for classification and regression involving large image and text datasets. Topics include fundamental design principles; supervised and unsupervised learning; fully connected and convolutional networks; transfer learning. Students obtain hands-on experience implementing and analyzing the neural networks covered each week in regular projects that explore different application areas. *Prerequisite:* Computer Science 251 and Mathematics 121 or 161; 122 or 162 are recommended. *Four credit hours.* LAYTON

CS346s Computational Modeling Simulation I: Interdisciplinary Science A programming-oriented introduction to techniques in

computational modeling and simulation, motivated by applications to the natural and social sciences. Topics may include: dynamical system simulation; finite difference equations; numerical error in simulation; numerical methods for integration; Monte Carlo simulation; cellular automata; and agent-based modeling. Students complete projects in multiple application domains to develop interdisciplinary breadth; to understand explanatory models and methods underlying computational science; and to develop programming style and skills that support easily extended and maintained code. *Prerequisite:* Computer Science 231 and Mathematics 122 or equivalent. *Four credit hours.* AARON

[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.*

CS353f Interactive Systems I: Interactive Agents, Environments, and Systems A hands-on introduction on designing and building interactive systems. Topics include physical computing, multimodal interfaces, rapid prototyping, multimedia systems, design methodologies, and more. The course incorporates examples of early and contemporary work in human computer interaction and new media art. *Prerequisite:* Computer Science 251 and 333. *Four credit hours.* WOLFE

[CS359] Finite Fields and Error Correcting Codes Listed as Mathematics 359. *Four credit hours.*

[CS361] Object-Oriented Design Object-oriented design focuses on the art and science of designing programs so that they are reusable, readable, maintainable, extensible, and robust. Students will learn object-oriented design techniques for producing such software, focusing on learning good programming style, object-oriented design principles, and design patterns. Students will also examine case studies of moderately large programs, will learn to use tools such as CRC cards and the UML, and will undertake significant programming projects. *Prerequisite:* Computer Science 231. *Four credit hours.*

[CS365] Computer Vision Investigates designing computer programs that extract information from digital images. Major topics include image formation and acquisition, gray-scale and color image processing, image filters, feature detection, texture, object segmentation, classification, recognition, and motion estimation. Students are introduced to classic and contemporary vision techniques with examples for homework and programming assignments drawn from biological and medical imaging, robotics, augmented reality, and digital photography. They will develop a medium-scale vision system using data from active research projects at Colby. *Prerequisite:* Computer Science 231 and 251 (may be taken concurrently). *Four credit hours.*

CS375s Analysis of Algorithms Focuses on classical algorithms in computer science and the analysis of the space and time efficiency of such algorithms as those that sort arrays and lists and search various data structures, including lists, trees, graphs, and strings. All major categories of algorithms are discussed, including iteration, divide and conquer, brute force, exhaustive search, greedy, dynamic programming, and approximation. Unsolvable and intractable problems are also covered, as is the role of NP-completeness. If time permits, some parallel and distributed algorithms will be discussed. Students will learn through problem sets and short programming projects. *Prerequisite:* Computer Science 231 and one 200-level mathematics or statistics course. *Four credit hours.* AARON

CS376f Algorithm Design and Analysis Focuses on rigorous algorithm design and analysis techniques, including asymptotic complexity bounds, NP-Completeness, and correctness proofs for iterative and recursive algorithms. Motivating examples include classic sorting, searching, and optimization algorithms, for problem solving with data structures including arrays, lists, trees, and graphs. Emphasis is placed on concepts underlying general techniques, with applications to the design and analysis of correct and efficient algorithms in the iterative, divide-and-conquer, dynamic programming, and greedy paradigms. Students may not receive credit for both this course and Computer Science 375. *Prerequisite:* Computer Science 231 and Mathematics 274 (or equivalent). *Four credit hours.* AARON

CS378s 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, possibly augmented by short programming projects. *Prerequisite:* Computer Science 231 and either Mathematics 274 or 275. *Four credit hours.* AARON

[CS431] Advanced Computer Networks Application of the principles of computer networks learned in CS331 to computing-relevant projects and the study of system performance. Students will work in groups to complete a research project that has some measurable and assessable networking features with the option of using mobile test-beds. Students will learn through project design and implementation, experiment development and data analysis, weekly oral presentations and written summaries, a public presentation, and an IEEE-format final report. *Prerequisite:* Computer Science 331. *Four credit hours.*

CS441s Systems Biology II The application of principles learned in Systems Biology I to a particular biological system. Students will work in interdisciplinary teams to complete a project focusing on one biological system and one or more mathematical models of this system. Involves reading journal articles, designing and running numerical experiments, analyzing results, and presenting challenges and results. Culminates in both a poster presentation and a comprehensive journal article-styled report and oral presentation. *Prerequisite:* Computer Science 341. *Four credit hours.* N. TAYLOR

[CS442] 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.*

[CS443] Computational Neuroscience Focuses on the simulation of human perception and behavior by implementing neural networks that emulate different systems of the brain. Neural systems relating to autonomous navigation — how humans perceive and plan movements through their environments — are a core theme of the course, but a range of human capabilities is considered, such as learning, memory, and vision. Projects provide hands-on experience applying brain inspired algorithms to problems in machine learning, computer vision, and artificial intelligence, such as motion estimation from video, supervised and unsupervised learning of datasets, and agent navigation toward goals in environments with obstacles. Topics include spiking and rate based networks, lateral inhibition, recurrent networks, content addressable memory, plasticity, and neural competition. *Prerequisite:* Computer Science 343. *Four credit hours.*

CS446f Computational Modeling Simulation II: Interdisciplinary Science A research-oriented continuation of Computational Modeling and Simulation I. Students work in teams to complete a semester-long project in an interdisciplinary area, applying computational modeling and simulation techniques to address a research question. This involves all of the following: reading peer-reviewed articles; understanding the context of a research question in a research community; designing and implementing experiments and analyzing their results. Each team will produce a journal-style article and an oral presentation describing their project. *Prerequisite:* Computer Science 346. *Four credit hours.* AARON

[CS451] Advanced Computer Graphics Focuses on advanced algorithms for rendering both hyper-photorealistic and non-photorealistic images of objects and scenes. Topics will include ray tracing, radiosity and other global illumination methods, animation, motion capture and mapping, modeling unique materials, modeling painting and drawing techniques, and other topics selected by students. Each week students will prepare written summaries and critiques of technical papers in computer graphics. Programming projects will include OpenGL, a photorealistic project, a non-photorealistic project, and a final project of the student's choice. *Prerequisite:* Computer Science 351. *Four credit hours.*

CS453s Interactive Systems II: Special Topics in New Media and Interactive Systems Students in groups will work on a semester-long project in which they design, build and run a human computer interaction study or interactive media arts installation. Students will learn how to conduct a literature review, formulate a question, collect data, evaluate the results and present findings. The course would culminate in a presentation and a report in the style of a conference paper or art installation submission. *Prerequisite:* Computer Science 353. *Four credit hours.* WOLFE

[CS461] Object-Oriented Software Systems Students will learn how to design and implement a significant software project that is robust, maintainable, extensible, and modular, building on their experience in Computer Science 361. The focus will vary from year to year. For example, students may gather specifications and then analyze, design, and implement a business application or dynamic website following standard software engineering practices. Students will learn through creating, implementing, and refining their own software designs in an iterative design process. *Prerequisite:* Computer Science 232 (may be taken concurrently) and 361. *Four credit hours.*

[CS481f, 482s] Minor Capstone Independent project and capstone experience for minors. Taken in tandem with a course in the student's major to develop a computing project in consultation with his or her computer science advisor that relates to or extends a topic from the related course. *Two to four credit hours.*

FACULTY

[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:*

CREATIVE WRITING

In the Department of English

Director, Professor Michael Burke

Advisory Committee: Professors Adrian Blevins, Michael Burke, and Debra Spark; Assistant Professors Sarah Braunstein and Arisa White; Visiting Assistant Professors Alexia Arthurs and Adam Giannelli

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 or 252; Mathematics 122 or 162; Statistics 212 and 321; and one of the following: Computer Science 341, 343, 346, 363, 365, Mathematics 253, Statistics 306, 308, 310. 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, Associate Professor Hong Zhang (Chinese)

Professors Hideko Abe (Japanese), Kimberly Besio (Chinese), Nikky Singh (Religious Studies), and Ankeney Weitz (Asian Art History); Associate Professors James Behuniak Jr. (Philosophy), Walter Hatch (Government), Daniel LaFave (Economics), Steven Nuss (Music), and Hong Zhang (Chinese); Assistant Professors Laura Nuffer (Japanese) and Andie Wang (Chinese); Visiting Assistant Professor Viktor Shmagin (History); Language Assistants Entzu Chang (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

- 197 History of Modern East Asia
- 297A Modern Japan
- 297 A History of Samurai
- 397 Minorities in East Asia
- 397C Special Topics in Premodern Chinese History
- 397 A Global History of Manga and Anime
- 398 Maine in Japan

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
- 263: Buddhism Across East Asia

Course Offerings

EA120s Nature in East Asian Literature and Culture Combines readings of traditional literature with an exploration of the perceived relationship between nature and man, as reflected in the literary, visual, and material culture of China, Japan, and Korea. Students will improve writing skills through weekly writing reflections, two short essays, and one research paper. Other goals include, hone analytical skills through close reading of East Asian texts; reflect critically on the relationship between the natural world and man in East Asian culture, and how these views might enrich our own; and acquire an understanding of how literature and art can both shape and reflect our world view. *Four credit hours.* **L, W1.** BESIO

EA143j Music and Culture in Modern China Explores Chinese music in relation to China's modern history (1911-to present) and key cultural elements. Surveys a wide range of genres from traditional to modern, from colonial Shanghai to Mao's proletarian art, and from folk to rock. Examines the unique role of music in Chinese society through wars, nation building, and ideological conflicts. Knowledge of Chinese language is not required. *Three credit hours.* **A.** ZHU

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.** WEITZ

EA197j Contemporary Chinese Art Examines the artistic expressions of China, from the early 20th century to the present day. We explore the roles played by artists and their art in defining and articulating change; consider both traditional and new forms of art (woodcuts, film, fashion, performance); and learn about Chinese arts global identity today. Attending to the complex interactions between art, history, politics, and culture, we investigate focused topics such as: environment issues, society, politics and the state, and popular culture. Students write 2 short essays and present an oral project. *Three credit hours.* **A.** WALT

EA197Bj Contemporary US-Japan Relations The US-Japan relationship is one of the most intriguing in modern history. These two

disparate nation-states fought an extremely destructive war that led to a seven-year occupation by the US, and yet they have developed one of the world's most stable and positive political, military, economic, and social relationships. This class will examine how that relationship looks 68 years after the end of the occupation in the age of global communications, American isolationism, and the increased power of China. Topics will include the military alliance in light of a strengthened China and the Japanese government's attempt to change the Constitution, economic relations in a post-Trans-Pacific Partnership (TPP) world, the fate of cross-cultural programs such as the Japan Exchange and Teaching Program. *Three credit hours.* STRONACH

[EA212] Religions of China, Japan, and Tibet Listed as Religious Studies 212. *Four credit hours.* S.

[EA221] 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.*

[EA223] Asian Science and Society Listed as Science, Technology, and Society 223. *Four credit hours.*

EA225s China in Transition Listed as Anthropology 225. *Four credit hours.* S, I. HRISKOS

[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.

EA242s Development and Environmental Issues in Contemporary China Will use textbooks and reading materials that provide the social science approach in studying environmental issues in China. Although China is the second largest economy in the world, it is still a developing country on the per capita basis. This course will explore the issues of developmental rights vs. environmental protection, and environmental justice and the human and health costs of ecological degradation and industrial pollution at the global level. *Four credit hours.* S, I. ZHANG

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

[EA252] Hell on Earth? Chinese Writers on Modern Chinese Society An examination of how Chinese writers used literature and film to address the political and social crises their country faced during the 20th century. Through close readings of literary and cinematic works, students will reflect critically on the experiences of the Chinese people as they struggled to modernize and reform society. Students will reflect on what these experiences might teach us about our own society as well as contemporary China, and they will develop their ability to express insights both orally and in writing. *Four credit hours.* L, I.

EA253f Three Kingdoms in Chinese Literature China's Three Kingdoms Period (220-280 BCE) inspired thrilling stories that were told and retold in the following centuries, in China and throughout Asia. By tracing the migration of the Three Kingdoms story cycle over time and space, students will acquire an understanding of the continuing legacy of traditional Chinese culture up until the present, and will become familiar with the defining characteristics and formal requirements of the major genres within Chinese literature. Course goals include the development of critical thinking and research skills, as well as the ability to communicate insights effectively, orally and in writing. *Prerequisite:* Any W1 course. *Four credit hours.* L. BESIO

EA256s Introduction to East Asian Politics Listed as Government 256. *Four credit hours.* S. HATCH

[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 2021 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

[EA268] Politics of Satire and Humor in Modern China Explores the evolving role of satire, jokes, and comics in modern China from the Republican Period (1912-48) to Maoist China (1949-78) and reform-era China (1978-present). Particular attention to new and historical forms and targets of Chinese political humor as a way to understand changing state-society relations. Should the proliferation of political humor on the Internet be seen as a sign of new political openness or a part of everyday forms of resistance under authoritarian rule in contemporary China? *Four credit hours.* S, I.

[EA273] Survey of East Asian Art, 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. *Four credit hours.* A.

EA274f 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. *Four credit hours.* A. WEITZ

[EA275] Cultured Tough Guys: Samurai Devotion, Music, Poetry, and Art Listed as Music 275. *Four credit hours.* A, I.

EA276s 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

EA277f Culture of Cuteness: Japanese Women (in English) 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

[EA279] Economic Rise and Future of China Listed as Economics 279. *Four credit hours.* I.

EA280f Topics in Global Cinema: Korean Cinema Listed as Cinema Studies 280. *Four credit hours.* KIM

EA297f A History of the Samurai Listed as History 297. *Four credit hours.* H. SHMAGIN

EA298s Modern Japan Listed as History 298. *Four credit hours.* H. SHMAGIN

[EA339] Asian Pacific Modernities Listed as Anthropology 339. *Four credit hours.*

[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 Students will combine ethnographic studies with demographic data to compare and analyze how East Asian countries cope with challenges of rapid population aging and to explore public policy shifts regarding state and private responsibility for the wellbeing of the elderly. Utilizing interactive data from the United Nation Population Division to compare and project aging trends including fertility rates, life expectancy, median age, and dependence ratio in East Asia. Students will also make two field trips to local eldercare facilities to gain comparative insight on the challenges of aging and eldercare provision in Maine, one of the grayest states in the United States. *Four credit hours.* **S, I.** ZHANG

EA356f Winners and Losers in Japanese Politics Listed as Government 356. *Four credit hours.* **I.** HATCH

[EA357] Winners and Losers in Chinese Politics Listed as Government 357. *Four credit hours.* **S, I.**

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

EA359s History of Chinese Feminism Listed as History 359. *Four credit hours.* **H, I.** PARKER

[EA377] 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, visibility, and display. Topic for Fall 2019: Japanese Woodblock Prints. *Prerequisite:* Art 101, East Asian Studies 150, or any course on East Asian art history. *Four credit hours.*

[EA378] Chinese Visual Culture 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, East Asian Studies 150, or any course on East Asian art history. *Four credit hours.*

EA397f A Global History of Manga and Anime Listed as History 397. *Four credit hours.* **H.** SHMAGIN

[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.* ZHANG

ECONOMICS

Chair, Professor Michael Donihue

Associate Chair, Associate Professor Samara Gunter

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

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.

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, 224, and 293. Both theory courses (223, 224) must be taken at Colby. Any student who has tried and failed to satisfy the EC223 or EC224 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 EC223 or EC224 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 an honors thesis and take additional courses in mathematics, especially Mathematics 253, 274, 311, 338, and Computer Science 151, 152, or 153.

The point scale for retention of the major applies to all courses offered toward the major. Independent studies and Economics 345 cannot be used to fulfill the elective course requirements for the majors. 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 must register for Economics 451 and 491 during the fall of their senior year. At the end of the fall 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 in the fall followed by Economics 451 and 482 in the spring. Further details can be obtained from the department.

Requirements for the Minor in Economics

The department offers two alternative tracks for a minor in economics. Track 1 includes courses in accounting and introductory finance. Track 2 enables students to select from a variety of policy areas to focus their study of economics in completing the minor.

Track 1. Economics 133, 134, 121, 211; and two Economics electives numbered 200 and above. Also Economics 293; or Statistics 212; or Psychology 214 and 215; or Sociology 271; or Government 281; or equivalent.

Track 2. Economics 133, 134; Mathematics 121 or 161 (or equivalent), Economics 223; and two Economics electives numbered 200 and above. Also Economics 293; or 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 requirements for the minor. 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.

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. 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. *Prerequisite:* Sophomore standing or above. *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. FACULTY

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. ELLIEROTH, FAN, FINDLAY, 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. *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

EC214s Economic Policy and Performance in Contemporary Latin America Analysis of macroeconomic stabilization policies and microeconomic issues such as regional trade, agriculture, health, education, the environment, and labor markets in contemporary Latin America. *Prerequisite:* Economics 134 and a W1 course. *Four credit hours.* W2, I. FRANKO

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. *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.* COOK, 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 134. *Four credit hours.* GIFFIN

EC245f The Firm and Valuation The application of valuation models and techniques used throughout all phases of the firm's life cycle, including new ventures, growth and established firms, and firms under distress. Value enhancement methods, as well as valuation issues for specific industries and situations, complex firms and alternative investments are investigated, as well as valuation model limitations. The economic underpinnings of value are reinforced throughout the course. Students will perform valuations throughout the course, including a capstone project to demonstrate their proficiency. *Prerequisite:* Economics 121 and 211. Economics 293 or other statistics course recommended. *Four credit hours.* DOWNS

[EC252] Presidential Economics An analysis of key fiscal and monetary policies from the Hoover to the Clinton administrations. Topics include macroeconomic policies of the Great Depression, the gold standard, wage and price controls, the Kennedy tax cuts, and supply-side economics. The effects of economic events on political outcomes (e.g., presidential elections) and the effects of political factors on economic policies (e.g., the political business cycle) will also be examined. *Prerequisite:* Economics 134. *Four credit hours.* H.

EC253s The American Dream and the American Worker Explores theories from labor economics including the supply and demand of labor, human capital formation, discrimination, and mobility to examine trends in educational attainment, inequality, intergenerational mobility, and the economic welfare of labor market participants in the United States. Special emphasis will be placed on visualizing and analyzing labor market data. *Prerequisite:* Economics 134. *Four credit hours.* LESTER

EC255f 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

[EC256] Economics of Crime Proceeds from the assumption that criminals are rational to the extent that higher costs of crime will lower criminal activity. Use of economic models to examine topics such as the criminal justice system, law enforcement, 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.*

[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.

[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 122, 141, 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.* KWAK, SCHARADIN

EC297j Visualizing Our Energy Future The climate crisis is one of the defining challenges of our age, and it's a crisis that calls for data-driven solutions bridging economics and environmental science. Cities are experimenting with policies that incentivize energy efficiency as a means of achieving near-term reductions in greenhouse gas emissions. Two increasingly popular policy instruments, benchmarking and performance standards, are steeped in principles of open data and behavioral economics. Data visualization is one tool for policy makers to translate goals into action. Students will learn to communicate data insights to a variety of audiences through hands-on data exploration and visualization activities, using data from real-world building energy efficiency programs. *Prerequisite:* Economics 133. *Three credit hours.* SANTORO

EC298s Economics of Developing Countries An examination of current economic issues faced by low-income countries and an introduction to the study of development economics. Topics covered in detail include human capital accumulation over the life course, gender and household decision making, microcredit and insurance, inequality and development, the role of institutions and the state, the effectiveness of foreign aid, and international migration. For each topic, we seek to understand the factors and constraints influencing economic decision-making in low-income countries. Students may not receive credit for both Economics 335 and this course. *Prerequisite:* Economics 134. *Four credit hours.* NOVAK

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.*

[EC335] 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.*

[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 293. *Four credit hours.* FINDLAY

EC343s Environment and Development The link between economic development and the status of the environment is evident in many of our world's most pressing problems: from climate change to overfishing, our understanding of poverty must intertwine with our study of ecosystems. This applied economics course will introduce theoretical models of human decision-making about natural resources and analyze their empirical applications within developing countries. Topics will include the resource curse, environmental Kuznets curve, climate variability, natural disasters, fisheries, deforestation, conservation, and human health impacts. Throughout the course, we will weigh the tradeoffs between policies designed to promote sustainable development and learn how economists assess the impact of environmental interventions. *Prerequisite:* Economics 223 and 293. *Four credit hours.* MEREDITH

[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. Economics 345 cannot be used to fulfill any of the elective course requirements. *Prerequisite:* Economics 224 and permission of the instructor. *Three credit hours.*

EC347s Computational Macroeconomics Modern macroeconomic analysis is performed on computers. Economists use computers to analyze large amounts of data, solve models with no analytic solution, and conduct experiments on simulated economies. This course does not require any prior coding knowledge and provides an introduction to (i) the mathematical theory of dynamic programming to analyze dynamic economic decision-making and (ii) practical general programming basics and numerical methods to solve and simulate economies and conduct policy experiments. We will use Matlab in this course. *Prerequisite:* Economics 224 and 293. *Four credit hours.* ELLIEROTH

[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

EC357s Poverty and Food Insecurity Household food insecurity has many determinants including, socioeconomic status, time, the food environment, education, and culture. This course will explore the economic determinants of food insecurity and why it still persists today. Using a multidisciplinary approach, we will conduct a detailed investigation of the four main contributors to food insecurity: inadequate income, time, food environment, and nutrition education. Within each unit we will discuss the societal occurrence, characterize formal econometric models, and use publicly available data to address simple research questions. In addition to gaining a greater appreciation for how economics is applied, we will gain a better understanding of econometric and data management tools. *Prerequisite:* Economics 223. *Four credit hours.* SCHARADIN

EC364f Gender in the Macroeconomy Studies gender differences and their effect on macroeconomic outcomes (labor markets, wealth, income). We will cover theoretical models and concepts which allow us to analyze economic behavior of men and women, households, and families. We will learn about recent developments and current topics in gender economics and discuss their consequences for the macroeconomy. Examples of topics are: the decline in men's labor force participation, assortative mating, and the differential impact of recessions on men and women. We will combine data with the theory to enhance our understanding of how gender differences impact the aggregate. *Prerequisite:* Economics 224. *Four credit hours.* ELLIEROTH

EC375f Computational Finance and Portfolio Theory This course covers two major topics. First, we will apply econometric techniques to financial data. This will allow us to make statistical inferences about the underlying assets and answer interesting questions like how one determines how much value is at risk at any given time. Second, we will introduce modern portfolio theory and discuss how that theory has evolved and led to things like mutual funds today. We will learn how to acquire and calculate basic financial returns using R and use econometric techniques to generate and interpret basic descriptive statistics as well as diagnose and evaluate model fit. Previously offered as Economics 398 (Spring 2020). *Prerequisite:* Economics 211 and 293. *Four credit hours.* FAN

[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.*

EC379s Game Theory Introduction to the concepts and applications of game theory, the behavior of rational, strategic agents: “players” who must take into account how their opponents will respond to their own actions. It is a powerful tool for understanding individual actions and social institutions in economics, business, and politics. Students will enhance their analytical thinking and reasoning skills, develop their ability to engage in quantitative analysis and formal problem solving, and hone their ability to think and write with precision and rigor. Specific topics include strategic dominance, Nash equilibrium, subgame perfection, and incomplete information. *Prerequisite:* Economics 223. *Four credit hours.* HUBBARD

EC393fs Econometrics An introduction to quantitative methods used for the analysis of economic phenomenon, covering the theoretical development of the ordinary least squares regression framework, tools for model specification and estimation, hypothesis testing, methods for correcting errors in parameter estimation, and the analysis of econometric results in the context of a wide range of empirical applications. Through lab exercises and a final empirical project, develops model-building skills, builds confidence in applying econometric methods to real-world data, deepens the understanding of statistical inference, and improves the capacity for communicating econometric results. *Prerequisite:* Economics 223, and either Economics 293 or a two semester Colby course sequence in research methods and/or statistics. *Four credit hours.* DONIHUE, LAFAVE

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.* GUNTER

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.* GUNTER

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

[EC471] 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.*

EC473f Seminar: Data Analytics and Forecasting An introduction to time series analysis focusing on exploratory data analysis, data visualization and economic modeling for the purposes of policy analysis and forecasting. Analytical methods include exponential smoothing, time series decomposition, cointegration, ARIMA and econometric regression modeling. Majors draw on previous coursework to develop their communication and modeling skills by applying descriptive and diagnostic analytics to real-world data and presenting their analysis in class and in written forecast reports and policy briefs. *Prerequisite:* Economics 224, 393 and senior standing as an economics major. *Four credit hours.* DONIHUE

EC474f 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

EC478s Seminar: U.S. Social Safety Net Many domestic spending programs have a goal of improving the well-being of low-income citizens. What challenges does the government face when designing these programs and how do they alter behavior? Students will read and discuss scholarly research on topics including welfare, Medicaid, education, Social Security, the earned income tax credit, and personal income taxation. Students will also write an original empirical research paper. Emphasis on analyzing existing research and developing new research ideas using differences-in-differences methodology. *Prerequisite:* Economics 224, 393 (may be taken concurrently), and senior standing as an economics major. *Four credit hours.* GUNTER

EC479f Seminar: Auctions A successfully designed auction depends on the idiosyncrasies of the market being studied. While this makes it difficult to achieve general results, it opens the door to endless applications in need of customized policy advice. Students will learn the core auction formats and some classic theoretical results that provide a benchmark for even the most recent auctions research. They will learn simple empirical strategies that allow these models (and the behavior they predict) to be married with real-world data. Students will develop the tools needed for conducting, and will be required to produce, original auctions research. *Prerequisite:* Economics 224, 393 (may be taken concurrently), and senior standing as an economics major. *Four credit hours.* HUBBARD

[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.*

[EC483J] Senior Honors Thesis *Noncredit.*

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. *Three or four credit hours.* FACULTY

EC491f, 492s Independent Study Independent study devoted to a topic chosen by the student with the approval of the department. *Prerequisite:* Permission of the sponsor. *One to four credit hours.* FACULTY

EDUCATION PROGRAM

Director, Professor Mark Tappan

Professors Lyn Mikel Brown, Adam Howard, and Mark Tappan; Lecturer in Education/Coordinator of Teacher Education Stephanie Proto

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 coursework 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.

Requirements for the Major in Educational Studies

Ten courses are required: Education 201; 213, 215, or 217; 493; one practicum or internship; four electives in education (including at least two 300- or 400-level courses); and two electives in related departments, to be approved by the program director (see partial list of electives 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 or 217, 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 director.

Requirements for the Minor in Professional Certification

Eight courses are required: Education 201; 213, 215 or 217; 331; 351; 374; 433; 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, 215 or 217; 331; 351; 374; 433; 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.

Elective Courses in other departments and programs (partial list)

Anthropology

- 236 Illegal Drugs, Law, and the State
- 256 Land, Food, Culture, and Power
- 276 African American Culture in the US
- 313 Researching Cultural Diversity
- 333 Contemporary Theory
- 363 Secrecy and Power
- 373 The Anthropology of Gender and Sexuality

Government

- 210 Interest-Group Politics
- 226 Media and Politics
- 241 Politics of Public Policy in the US
- 281 Concepts and Methods in Political Science Research
- 315 Minority Representation
- 318 Money and Politics

History

- 247 African-American History, from Slavery to Freedom

Philosophy

- 211 Moral Philosophy
- 215 Feminist Philosophies
- 239 Epistemology
- 243 Environmental Ethics
- 311 Philosophical Approaches to Global Justice

Psychology

- 223 Social Identities
- 232 Cognitive Psychology
- 251 Personality Psychology
- 253 Social Psychology

- 259 Lifespan Development

Sociology

- 227 Urban Sociology
- 252 Race, Ethnicity, and Society
- 268 Social Policy and Inequality
- 271 Introduction to Sociological Research Methods
- 274 Social Inequality and Power
- 355 African American Women and Social Change

Women's, Gender, and Sexuality Studies

- 223 Critical Race Feminisms and Tap Dance
- 232 Queer Identities and Politics
- 311 Feminist Theories and Methodologies

Course Offerings

ED192s Sexual Violence Prevention Peer Educator Training Under the direction of the Director of the Gender and Sexual Diversity Program and Associate Director of the Pugh Center, preparation for holding student-led, mandatory Sexual Violence Prevention Training sessions for sophomores next fall. Does not count toward the education majors or minors. Nongraded. *Prerequisite:* Permission of the instructor. *One credit hour.* SCHUSTERBAUER

ED197j Allyship in Racial Justice Will engage past and present aspects of civil rights and racial justice movement(s) along with federal and state policies affecting racial and ethnic minority groups, particularly AFRICAN Americans, First Nations, and peoples within other postcolonial contexts. Participants will become more informed about the nuanced systems of inequity, more skilled at engaging in constructive cross-cultural dialogue, more organized in their comprehension of systemic inequities and more equipped to participate in social change as Racial Justice Allies. *Three credit hours.* U. BONAM, FORT

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

ED213f 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

ED217s Education Policy and Reform Explores the fundamentals of how education policy is made and evaluated. Who influences education policy and how? What are the implicit and explicit aims and values shaping education policy and reform? We will focus on contemporary policy issues in American K-12 education, including standardized testing and accountability, school choice, teacher turnover and evaluation, and school takeover. Particular attention will be given to exploring the challenges of using policy to improve education and the implications of contemporary reforms for American democracy. Students may not receive credit for both this course and Education 247. *Four credit hours.* YOSHIZAWA

[ED221] 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.*

[ED222] Second Language Pedagogy Listed as East Asian Studies 221. *Four credit hours.*

ED225j 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. Previously offered as Education 297 (Jan Plan 2019). *Three credit hours.*
AYERS

ED228j Women, Children, Gender, and Human Rights 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. Previously offered as Education 297B (Jan Plan 2019). *Three credit hours.* DOHRN

ED236j Indigenous Knowledge(s), Education, And Schooling Takes a socio-cultural, philosophical, and historical approach to Indigenous knowledge(s) along with federal and state policies affecting Indigenous peoples, particularly Native Americans, First Nations, and peoples within other postcolonial contexts. Together, we will engage with indigenous knowledge(s) across time and space, both inside and outside of the formal schooling environment. For example, we will consider how critical pedagogy and culturally responsive curriculum aim to transform practices of schooling that continue to exclude Indigenous knowledge(s) and peoples. This class will also consider how culture and knowledge systems of First Nations and Native Americans have been represented in public spaces like museums. Previously offered as Education 297B (Jan Plan 2020). *Three credit hours.* SABA

ED237s Democracy and Education Serves as an introductory examination of the relationship between democracy and education. Many citizens, teachers, and scholars have argued that schools play a central role in maintaining, enhancing, and defending democracy. But are they right? What is democracy? What is the role of schools in a democratic society? What kind of schooling can cultivate effective democratic citizenship? Should promoting democracy be the primary aim of schools? Does the contemporary education system promote or undermine democracy? We will explore these questions and more, working collaboratively to build a critical understanding of democracy, education, and the link between the two. Previously offered as Education 298 (Spring 20-20). *Four credit hours.* MURRAY

[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.*

[ED243] Schooling Around the World: Comparative Perspectives Introduces students to interdisciplinary approaches that aim for comparing the emergence, function, and purposes of schooling in diverse national as well as sub-national contexts around the world. Students critically examine global phenomena such as colonialism, modernization, and globalization and their impacts on educational systems and practices. Students also examine contemporary issues such as role of nation state and civil society in education, global education reform movements, dialectic relationship between development and education, and alternative methods of teaching and learning. Previously offered as Education 297 (Fall 2019). *Four credit hours.* I.

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

[ED247] 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.*

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

ED324s 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, or 215. *Four credit hours.* I. HOWARD

ED326s Collaborative Research in Privilege An intensive reading and discussion course focusing on privilege, this course explores how research is conducted, how data are theorized and analyzed, and how interpretive texts are written. Students will apply theories and methods to collaborate, design, conduct, and present an original research project that contributes to the body of scholarship on privilege. *Prerequisite:* A course in education or sociology. *Four credit hours.* I. HOWARD

ED328f Politics and Policy of Rural and Urban Education Educational opportunity is unequally distributed across geography. This course will focus on the sociology, history, and politics of rural and urban schools. In doing so, we will critically examine and challenge deficit-based discourses about rural and urban contexts, and we will consider why place and community are important considerations for education policy. We will discuss policy issues that highlight both what is unique to, and common across, rural and urban contexts, such as school closures, school choice, teacher recruitment and retention. *Prerequisite:* At least one 200-level education course. *Four credit hours.* U. YOSHIZAWA

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.* PROTO

ED343fs Collaborative Research on Trauma and Education Explores how research is conducted in the field of education, focusing specifically on trauma-informed schooling. It will consider how data are collected and analyzed (both qualitatively and quantitatively), and how results are presented to both scholarly and general audiences. Students will collaborate with each other and with faculty to conduct original research on trauma and education. *Prerequisite:* At least one 200-level course in Education, Psychology, or Sociology. *Two credit hours.* BROWN, TAPPAN

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. *Prerequisite:* At least one 200-level education course. *Four credit hours.* YOSHIZAWA

ED351fs 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.* PROTO, TAPPAN

ED351Jj Practicum in Education Provides opportunities to serve as assistant teachers, tutor students, work with students individually, observe professional teachers, and prepare and present lesson plans to whole classes in an elementary, middle, or high school. Placement in the Waterville area will be arranged by the professor; students will be responsible for arranging placements in other areas. Nongraded. *Prerequisite:* At least one course in education and sophomore standing. *Three credit hours.* PROTO

[ED357] Equity and Higher Education Considers issues of social justice, equity, and inclusion as they impact students attending US colleges and universities. The course will focus on theories of student development, critical perspectives on higher education, and the intersection between theory, research, and practice. *Prerequisite:* At least one 200-level education course. *Four credit hours.*

ED374Jj 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, 245, or 247. *Three credit hours.* PARISER

[ED397] Advanced Allyship in Racial Justice This course is designed specifically for students with advanced stamina for active engagement and commitment to solidarity toward racial justice. This advanced level course will support participants to become more skilled at engaging in constructive cross-cultural dialogue, more organized in their comprehension of systemic inequities, and more equipped to participate in sustainable social change as Equity Allies. Defined in part by learning to assert influence through civic engagement, the ethical use of inquiry and accountability, and to appropriate ?experience? that is personal. Learners will engage in advanced exercises in introspection, negotiation and reparation. The course will engage past and present aspects of civil rights and racial justice movement(s) along with federal and state *Prerequisite:* One course in African-American Studies, American Studies, Anthropology, Education, Latin American Studies, Sociology, Women's, Gender, and Sexuality Studies or permission of chair, Mark Tappan at mark.tappan@colby.edu. *Three credit hours.* U.

ED398s Disability, Race, and Special Education Students will explore the principles of critical disability studies and DisCrit (Disability Studies in conjunction with Critical Race Theory) to analyze the exclusionary practices, policies and processes of special education for BIPOC students. They will explore the history of race and disability in education as a means to identify intersections of ableism and racism in current discourses around educational inequity, the achievement gap and the school to prison pipeline. Students will then explore best practices for working towards equity and justice for BIPOC students labeled as having a disability in the K-12 educational system. *Prerequisite:* At least one 200-level education course. *Four credit hours.* MCLAUGHLIN

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 331 and senior standing. *Four credit hours.* PROTO

ED483fj 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 Educational Studies 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.* PROTO

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.* PROTO

ENGLISH

Chair, Professor Mary Ellis Gibson

Professors Adrian Blevins, Cedric Gael Bryant, Michael Burke, Laurie Osborne, Debra Spark, and David Suchoff; Associate Professors Megan Cook, Elizabeth Sagaser, and Katherine Stubbs; Assistant Professors Sarah Braunstein, Aaron Hanlon, Mohammad Shabangu, J.C.

Sibara, Christopher Walker, and Arisa White; Visiting Assistant Professors Adam Giannelli and Samantha Plasencia

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.

The Colby English and Creative Writing department fosters engagement with multiple media as objects of study and making. We encourage students to embrace contemporary writing while fostering critical engagement with past literatures and cultures. We support the study of global Anglophone literatures and environmental /ecological understanding. Our courses represent wide-ranging, diverse creative and critical practices.

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. In medical school admissions, students in English and humanities do very well in comparison to students in other fields.

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. Our 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

Students and faculty in English and creative writing become active learners engaged in

- Sustaining a reshaped literary canon
- Reading and making across genres, platforms, and media
- Integrating making and analysis
- Building community and listening across differences
- Writing with others at Colby, in Waterville, and far beyond
- Understanding how representation shapes the world
- Bring both analytical and creative skills to global histories and ecological challenges
- Finding pleasure and personal meaning in reading and writing together

Requirements for the Major in Literature Written in English

The English Department offers an 11-course major in English and a 12-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 no more than two distribution requirements.

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 12 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. Note: To complete the major with 12 courses, the 200 level course requirement must be met with a Creative Writing workshop (EN 278, 279 or 280).

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 an honors project advisor 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 13 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 an appropriate curriculum. They should be proficient in at least one foreign language. Most universities require two languages for the Ph.D. 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

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

EN120Af Language, Thought, and Writing: Styles of Persuasion

This writing-intensive course focuses on the strategies writers of both fiction and nonfiction use to persuade an audience. To evaluate such strategies, and to discover what they can teach us about our own writing projects for college course work and beyond, we will read a range of political and personal essays, short fiction, and poetry. We will focus on the relationship between attentive reading and persuasive writing, with the central goals of developing skill sets and critical vocabularies for both, and of sharpening the analytical acumen that persuasion demands.

Four credit hours. **W1.** HANLON

EN120Bf Language, Thought, and Writing: Writing as a Reader In this writing-intensive seminar, we devote particular attention to the ways that form, voice, and style shape textual meaning, both in literary works and in college-level academic writing. We read poetry, prose, and drama from a variety of historical periods; develop a critical vocabulary for literary and rhetorical analysis; and work to situate our own interpretations of texts in relation to those of other readers and scholars. Throughout, we explore how writing about literature can make us better, more attentive readers, and how reading can make us more effective and thoughtful writers. *Four credit hours.* **W1.** COOK

EN120Df Language, Thought, and Writing: Thinking about Language How is a language different from a dialect? How are proper grammar rules formed, and what do they have to do with the way people actually talk? How do the rules change? How is our language different from foreign languages? Why is language mixture necessary (as in restaurant, the English word) and why is it despised (a "bad accent")? We will develop analytical, argumentative (college) writing, while we read about the history of language (e.g., John McWhorter's *The Power of Babel: A Natural History of Language*) and style, and stories and essays by writers who open up questions of high and low language, assimilation to linguistic norms, and the ways speech and writing reflect larger social divisions and opportunities. *Four credit hours.* **W1.** SUCHOFF

[EN120E] 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.**

[EN120I] Inventing Nature in New England Combines 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. *Four credit hours.* **W1.**

[EN120K] 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.**

EN120Lf Language, Thought, and Writing: Coloniality of Language Instruction Teaches you how to write in complex, intersectional rhetorical contexts by first and foremost addressing how our use of language is always racialized within our shared context of western settler colonialism-manifesting paradigmatically in the institutionalization of Standard Written English (SWE) and the Common Core State Standards Initiative. Our class investigates the relationship between language, race, and rhetoric in first year college writing instruction so as to study what is at stake in how you learn writing, as well as the effects of normalizing the language and perspective of the colonizer. *Four credit hours.* **W1.** PLASENCIA

[EN120M] Language, Thought, and Writing: 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. *Four credit hours.* **W1.**

EN120Nf Language, Thought, and Writing: Critical Inquiries in 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

[EN120P] Language, Thought, and Writing: 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.**

EN120Qs Language, Thought, and Writing: Scenes of Displacement, Migration, and Exile This writing intensive course emphasizes

the fundamentals of academic writing and evidence-based argumentation skills. Pursuant to that goal, we will look at various ways that selected texts including novels, essays, film, poetry and photography respond to the subject of displacement, migration and exile in the 20th and 21st Centuries. From voluntary migration in search of more habitable spaces, to politically exiled intellectuals and writers, from narratives of asylum seekers to undocumented migrant labours in the North Atlantic, we will examine and analyze different forms of exile as represented in selected fiction and non-fiction work. We will train to read critically and write compellingly, in relation to the aesthetic responses to forms of dispossession and exploitation. *Four credit hours.* **W1.** SHABANGU

EN120Rs Language, Thought, and Writing: How to Read a Beautiful Book In this writing intensive seminar we focus on writing to read and reading to write. How can reading be a pleasure? What happens to your brain when you read on screens? How can writing analytically and persuasively add to the pleasures of reading? We'll concentrate on three or four big books from Shakespeare to the twenty-first century, dive deep, and emerge with new ideas and new reading and writing strategies. *Four credit hours.* **W1.** GIBSON

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 Cinema Studies 138 and History 138. Elect Integrated Studies 138. *Four credit hours.* **L, W1.** STUBBS

EN141fs Beginning Playwriting Listed as Theater and Dance 141. *Four credit hours.* **A.** WEINBLATT

EN142f Introduction to Cinema Studies Listed as Cinema Studies 142. *Four credit hours.* **A.** KIM

[EN174J] 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.*

EN178fs Language, Thought, and Writing: Introduction to Creative Writing Process-centered exploration of the fundamentals of writing fiction, poetry, nonfiction, drama, and hybrid forms. Students bring questions about self to a rigorous writing practice. Through reading and writing — in both creative and critical modes — we interrogate the many ways self is understood and expressed in the literary arts. Students write in a variety of forms, with peer review and revision guiding their choices. Readings reflect a wide range of backgrounds, traditions, and voices. *Four credit hours.* **W1.** ARTHURS, GIANNELLI, WHITE

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. *Prerequisite:* W1 course or equivalent (can be taken concurrently). *Four credit hours.* **L.** COOK, SAGASER, STUBBS

[EN213] Introduction to Shakespeare: Stage, Page, and Screen Introduces students to Shakespeare's works and their rich material history and explores not just the texts themselves but how their changing material forms affect their meaning and influence. We will address plays that explicitly engage staging, like *Henry V*, that have particularly rich textual histories, like *King Lear*, and that have recent film versions, including *Macbeth* and *Much Ado about Nothing*. Fulfills English C and E requirements. *Prerequisite:* Any W1 course (may be taken concurrently). *Four credit hours.* **L.**

EN214s Tutoring Writing in Theory and Practice A pedagogy and training course for writing tutors and writing fellows that focuses on peer review and collaborative learning in both theory and practice. Readings include essays and articles on peer review, learning styles and differences, multilingual student writing, strategies of revision, and writing center pedagogy. Assignments include writing, readings, grammar review and practice, a reflective blog, mock tutorials, and supervised tutorials to prepare enrolled students to help their peers improve as writers and to work with faculty as writing fellows. Students completing the course may apply for work-study positions in the Writers' Center. *Prerequisite:* W1 course. *Four credit hours.* GHERWASH

[EN224] Performance History I Listed as Theater and Dance 224. *Four credit hours.* **L.**

[EN226] Contemporary Art and Performance Listed as Theater and Dance 226. *Four credit hours.* **A.**

EN227j Visual Poetics Explores the various ways that poetry and the visual arts intersect, examining how visual elements have shaped poems. We will trace the history of this intersection, including ekphrasis, illuminated books, erasures, Open field poetry, and hypertext poetry. How do white space, typography, and other graphic elements contribute to the effect of a poem? We'll read work by a range of writers that includes George Herbert, E. E. Cummings, Larry Eigner, Ian Hamilton Finlay, Jen Bervin, Matthea Harvey, and Tyehimba Jess. In response, students will compose close readings of poems, and produce their own creative hybrid texts. Fulfills English C and P requirements. *Prerequisite:* Any W1 course. *Three credit hours.* **L.** GIANNELLI

EN232f Early African American Literature Introduces early African American literature as an inscription of fugitive existence—or as Fred Moten calls it, stolen life. Our goal is to sketch this story of unruly writing from 1773 to 1900 by considering how black citizens usurped and (re)-formed dominant literary genres and political institutions in order to carve out a space of freedom within a hostile nation. We will read sermons, political tracts, spiritual autobiographies, testimonials of enslavement, and newspapers to ascertain how people of African descent theorized anti-blackness as a way of life and, in response, fashioned other forms of being-in-the-world. Fulfills English C and D requirements. *Four credit hours.* **L, U.** PLASENCIA

[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.**

EN233Jj Enlightenment Data and Literature 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. *Three credit hours.* **L.** HANLON

[EN234] Introduction to Journalism An introduction to features of journalism, including news gathering, interviewing, feature writing, rewriting and editing. Previously offered as English 298 (Spring 2020). *Prerequisite:* Any W1 course. *Two credit hours.*

[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.**

[EN237] 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.**

[EN238] Art of Fly-Fishing: Maine and Bishop, California Fly-fishing classics and instruction in casting, knot and fly-tying. Week three is spent fishing the Lower Owens River near Mammoth Lakes, Calif. Reading of literary classics (including Thoreau, Hemingway, Izaak Walton), critical essays, and blog required. Includes analysis of online nature writing; acquisition of fly-fishing techniques: gear choice, knot and fly-tying, casting, fly selection and nymphing; and writing a fishing blog that promotes awareness of and respect for the natural environment. Beginners and experienced fly-fishers welcome: students must apply to instructor for admission. Course cost: \$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.**

[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.**

[EN245] 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. *Prerequisite:* Any W1 course (may be taken concurrently). *Four credit hours.* L.

[EN247] 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.

[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 In this introductory survey 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, class, 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. Fulfills English C and D requirements. *Four credit hours.* L, U. SIBARA

[EN258] 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. *Three credit hours.* A.

[EN264] 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. Fulfills English C, E, and P requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L.

[EN265] 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.

[EN266] British Literary History II from Wordsworth to Rushdie We will encounter and enjoy great British poems and novels from the Romantic period to the present. Along the way we will discover how modern understandings of gender and class developed, how the processes of empire building and industrialization shaped the literary world, how ideas about nature and the environment were created in response to industrialization, and why modernist experimentation took shape in the aftermath of World War I. A final unit will focus on contemporary and postcolonial literature. Fulfills English C and P requirements. *Prerequisite:* Any W1 course (may be taken concurrently). *Four credit hours.* L.

EN267s Introduction to Contemporary World Literature In *Black Skin, White Masks*, the French writer Frantz Fanon observes: "To speak ... means above all to assume a culture, to support the weight of a civilization." The course on colonial and postcolonial studies examines the different ways in which literature bears witness to the truth of Fanon's assertion. Our study will help identify the effects of colonialism by raising questions about what constitutes "speaking"; about how, and by whom, "culture" is defined; and about how the "weight" of a civilization, experienced by people belonging to different sides of the colonial divide, is legitimized or resisted. Fulfills English C, and D requirements. *Prerequisite:* Any W1 course (may be taken concurrently). *Four credit hours.* L, I. SHABANGU

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. HANLON, SHABANGU, SUCHOFF

EN278fs Fiction Writing I Writing short literary fiction. No prior experience with fiction writing presumed, only interest. Class sessions will be devoted to talking about fiction basics, analyzing short stories, and critiquing fellow students' fiction in workshops. Outside of class, students will be writing fiction exercises and complete stories, as well as reading professional stories. By the end of the semester, students should have insight into the creative process. They should have learned the basics of the craft of writing, and they should have practiced what they have learned through writing and rewriting. *Prerequisite:* Any W1 course. *Four credit hours.* A. ARTHURS, 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. *Four credit hours.* A. GIANNELLI, 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

EN280As Creative Nonfiction Writing I: Coming-of-Age in the Anthropocene An introduction to the forms and possibilities of creative nonfiction, with a particular emphasis on the theme of coming-of-age in the climate change era. Reading assignments will come from the literature of the Anthropocene, as well as from classic creative nonfiction essays. Essays of time and place, memoirs, profiles, and literary journalism will be discussed. The course progresses through a review of models, writing exercises, drafts, and finished pieces, using the workshop process, in which students share work and comment on each other's efforts. *Prerequisite:* Any W1 course. *Four credit hours.* BURKE

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

EN297Aj Black Liberation Theology in Kendrick Lamars Studio Albums Posits contemporary Hip Hop artist Kendrick Lamar as a Black Liberation Theologian whose albums are sermons in verse form. As such, he follows an exegetic tradition that began with Jupiter Hammon and Phillis Wheatley in the late 18th century, but which coalesced in the 20th century with Martin Luther King and Malcom X. Black Liberation Theology understands God as principally concerned with the dignity and lives of oppressed multitudes, and interprets the Bible as a liberatory text. These strands of thought and interpretative practices come together in Lamar's four studio albums. Fulfills English C and D requirements. *Three credit hours.* L, U. PLASENCIA

EN297Bj Style and Substance: Writing Fiction by Imitation Plagiarism is stealing, but imitation is the sincerest form of flattery. In this class we will read collections of short fiction from contemporary writers, as well as classic writers, analyzing the style and substance of their stories. These discussions will be followed by writing assignments which focus on specific elements of those stories, using them for inspiration and guidance. Students will write and revise four short stories, after feedback from the class and professor. Hybrid course, taught in a mix of live and remote sessions. *Prerequisite:* W1 course. *Three credit hours.* A. O'DONNELL

EN297Cj Lunch Never Lies: Telling the Truth by Writing About Food By reading essays and excerpts by some of the greatest literary food writers, we will discover the ways in which they get at complicated and difficult truths by evoking food memories. Students will then respond to these with their own essays of varying lengths and approaches. Critiques of others work and revision of ones own are also essential features of the course. *Prerequisite:* Any W1 course. *Three credit hours.* **A.** CHRISTENSEN

EN297Dj Beyond Kryptonite: Graphic Novels and Social Change We will explore how graphic novels have been used to address issues such as war, genocide, and U.S. empire. We will begin by examining picture novels— and discussing the era of Marvel and DC comics. We will then look at early graphic novels, considering the shift in formal elements their publications marked. The remainder of our time will be dedicated to reading graphic novels about the Holocaust, the Civil Rights Movement, the U.S. occupation of Iraq, and Hurricane Katrina, among other timely topics. Our analyses will be informed by postcolonial theory, queer theory, and critical race studies. Fulfills English C requirement. *Three credit hours.* **L.** SIBARA

EN297Ej Especially Heinous:: Sexual Violence in Contemporary Media We will focus on how contemporary culture represents sexual violence, interrogating the ethics and cultural uses of such representations. Does representation of violence help survivors or further violate them? Do such representations subdue the desire to testify or show survivors how to do so effectively? Do they ask the victimized to trust authority or question it? We will encounter textual objects including memoirs, crime procedurals, and television and film. The class will be led by an experienced, sensitive facilitator, but students should be prepared to talk about, read, and watch depictions of sexual violence. Fulfills English C requirement. *Prerequisite:* Any W1 course. *Three credit hours.* **L.** SPAMPINATO

EN298s Black Speculative Fiction Introduces students to Black speculative fiction (BSF): a generically diverse form of writing by people and cultures of the African diaspora that calls on readers to imagine (or speculate about) different cosmologies, governing systems, social structures and interpersonal relationships—in short, different worlds. While speculative arts include a range of forms, this course focuses predominantly on narrative fiction. Together, we'll learn about the different genres and subgenres that fall within the scope of BSF and consider how these genres draw on—and transform—traditional speculative writing. Fulfills English D requirement. *Prerequisite:* Any W1 course. *Four credit hours.* **L, U.** PLASENCIA

EN310s Professional Writing Listed as Writing Program 310. *Four credit hours.* **W2, U.** SCHLACHTE

[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. 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

EN313s Poetry and Power in the English Renaissance In 16th-17th-century England, poetry and other rhetorical arts played increasingly powerful roles in public and private life. Poetic language (in oratory, drama, lyric, epic) was integral to politics, intellectual exchange, entertainment, and for many, personal reflection. Informed by both cognitive linguistic insights and inquiries into history, we will study and experiment with a wide range of poetic texts by women and men. We will also consider the afterlives and influence of Renaissance texts in ensuing centuries through the present day. Fulfills English E and P requirements. *Prerequisite:* Any W1 course. *Four credit hours.* **L.** SAGASER

[EN315] 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.**

EN316f 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 and P requirements. *Prerequisite:* W1 course. *Four credit hours.* **L, W2.** COOK

[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.**

[EN320] Advanced Rhetoric and Writing Listed as Writing Program 320. *Four credit hours.*

[EN322] 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.**

[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. Fulfills English D requirement. *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.**

EN333s Environmental Revolutions in American Literature and Culture Explores the role that literature and the arts have played in representing environmental justice issues and envisioning possibilities for social transformation. Readings will include theoretical works from critical race and ethnic studies and postcolonial studies; these works will inform our engagement with contemporary works of multiethnic American literature and film that integrate environmental concerns with questions of social and political justice. Fulfills English C and D requirements. *Prerequisite:* Any W1 course. *Four credit hours.* **L.** SIBARA

[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.**

EN337s Climate Fiction Investigates contemporary literature, film, and media in the developing genre known as "climate fiction." We will situate these texts within the environmental humanities, an interdisciplinary field that combines scientific-cultural discourses about the environment with humanistic concerns for justice. We will ask how cli-fi narrates disaster on a global scale, but also strives to imagine more just futures that combine environmentalism and social equality. These texts will be paired with philosophical and eco-critical writings that will aid our development of the humanistic methodologies needed to analyze this new genre. Fulfills English C requirement. *Prerequisite:* Any W1 course. *Four credit hours.* L. WALKER

[EN338] Narratives of Contact and Captivity We will explore the vexed, often violent encounters, interactions, and inter-penetrations of Europeans, Africans, and the indigenous peoples of the Americas. By examining a wide range of representations—both narrative and visual—of the 17th, 18th, and 19th centuries depicting contact and captivity, we will investigate critically the construction of gender, race, and nation. Fulfills English C, D, and E requirements. *Four credit hours.* L.

EN340s U.S. Protest Writing: Revolutionary War to the Black Panthers Engages students in a transhistorical study of protest traditions in the United States and the conditions that produced them. Through this 200-year jaunt, we'll discuss the disagreements that led to a civil war between Britain and its American colonies, anti-slavery movements, factory labor and proletariat resistance, the reconsolidation of white power through Jim Crow laws, and the womens movements. At each turn, well historically situate and transhistoricize the rhetorics of protest, their movements organizational practices, and the apparatuses of dominance and power they resist. Fulfills English D and E requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L. PLASENCIA

[EN341] American Realism and Naturalism: Then and Now Investigates different forms and philosophies through which writers, artists, and performers have sought to portray "real life." Begins with an in-depth examination of three literary movements that dominated U.S. literature from the late 19th- through the early 20th centuries: realism, regionalism, and naturalism. Investigates how these cultural categories developed in relation and in response to specific social and economic conditions, and to similar movements in visual arts and music. Then looks at examples of Italian neo-realist cinema and contemporary U.S. reality TV to discover how visual media makers in the mid-20th and early 21st centuries have redefined the relationship between representation and the "real." Fulfills English C requirement. *Prerequisite:* W1 course. *Four credit hours.* L.

[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. Fulfills English D requirement. *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, Hejinian, 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.

[EN352] 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.

[EN353] The American Short Story A historical, cultural, and analytic look at the American short story from its origins to the current day, including works by Hawthorne, Melville, Freeman, Hemingway, Fitzgerald, Hughes, O'Connor, Updike, Cheever, Baldwin, O'Brien, Robert Olen Butler, Carver, Grace Paley, Jamaica Kincaid, Louise Erdrich, and John Barth. Students will write two papers and a take-home exam synthesizing class concerns and will respond to a structured question on weekly forums. The forums serve as triggering devices for class discussions. *Prerequisite:* W1 course. *Four credit hours.* L.

[EN354] Slavery and the American Literary Imagination Devoted to sounding the implications of slavery in shaping the American literary imagination and an analysis of the larger iconography of color that has haunted (and in some instances horrified) our national writers and literature since Jamestown, 1619 when the first small band of negras arrived in North America. Collectively, we will construct an inherently polemical dialogue between 19th- and 20th-century racial ideologies, myths, and customs; read authors like Frederick Douglass and Harriet Jacobs who write about slavery as a "lived experience"; and explore 20th-century writers, including Toni Morrison, Lucille Clifton, and Gayle Jones, engaged in "reconstructing slavery through the literary imagination." Fulfills English C and D requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L, U.

[EN357] Literature and Environment Introduces students to the history and diverse traditions of global environmental writing. By analyzing this tradition, students will gain mastery over a range of methods for interpreting representations of nature, human-environment relations, and nonhuman animals, with a focus on how these representations intersect with the history of environmental racism and environmental justice movements. Topics may include the history of ecocriticism, ecopoetics, queer ecologies, animal studies, posthumanism, and postcolonial ecocriticism. *Prerequisite:* English 200 or 283. *Four credit hours.* L.

EN359s Global Abolition Debates before 1833 A study of literary debates around enslavement and abolition in the seventeenth and eighteenth centuries. We will read novels, plays, poems, memoirs and political tracts in addition to working with archives. The course treats slavery as a global network within the British empire, rather than as a product of individual nations. Contemporary texts (by thinkers and novelists like Saidiya Hartman and David Dabydeen) will challenge the narrative that abolition is a completed historical project, asking students to grapple with the legacies of historical violence in our present day. Fulfills English D and E requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L, I. SPAMPINATO

[EN362] Energy and Utopia From the appearance of slavery in Thomas More's *Utopia* (1516) to the centrality of the alien energy source "vibranium" in Nnedi Okorafor's Afro-futurist *The Black Panther* (2018), utopian narratives have been underwritten by the myth of endless, free energy, and the elision of exhausted, disenfranchised labor. Considering this historical problem, we will ask what type of political work is performed by the utopian genre today? To do so, this humanities lab will investigate literary, cinematic, and theoretical examinations of our current climate, energy, and political crises. Fulfills English C and D requirements. *Four credit hours.* L.

[EN363] The Enlightenment and the Anthropocene This seminar is guided by the question: Is the Anthropocene a product of the Enlightenment? We will explore questions of what exactly "the Enlightenment" and "the Anthropocene" are, and when and where slippages in our usage or understanding of these concepts cause confusion and error that can ripple across disciplines. Fulfills English C and E requirements. *Four credit hours.* L.

EN366f Writing the Crisis: Post-Apartheid Literature in Focus Ever wondered how the logic of racism operates in South Africa? This course investigates postcolonial writing and aesthetic practices of South Africa after the legislative end of apartheid (1994 —). We examine the traumas of postcoloniality, paying attention to the aesthetic and ethical implications of these works. We'll also explore the ethics and politics of witnessing; the impossibility and yet the absolute necessity of certain ethical gestures such as hospitality, forgiveness, shame, and responsibility, all of which are at the core of the post-apartheid nation's self-image. Fulfills English C and D requirements. *Four credit hours.* L, I. SHABANGU

[EN369] Reading Race Now in Theory and Contemporary 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.

EN370f Literature and Medicine: Voices from the Margins Explores what we can learn about the field of medicine from works of fiction, poetry, and creative nonfiction that prioritize the perspectives of those most vulnerable and marginalized in mainstream medicine. Thus, patient-centered narratives by people of color, people with disabilities, poor people, women, and queer and genderqueer folks will be our focus, alongside theoretical readings from the fields of women of color feminism, critical disability studies, and biopolitics. Our explorations in this Humanities Lab course will also include visits to the Art Museum and Special Collections. Fulfills English C and D requirements. **Boundaries and Margins humanities lab.** *Prerequisite:* Any W1 course. *Four credit hours.* L, U. SIBARA

[EN373] 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. Fulfills English C and D requirements. *Four credit hours.* L.

[EN378] 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.*

EN378As Fiction Writing II: Mermaids, Zombies, Vampires In this speculative writing course, we will deepen our understanding of the craft elements of writing fiction, and worldbuilding, which is to create imaginary, otherworldly fictional places, persons, and creatures. We will read widely and closely, prioritizing speculative writers who are thinking through race, gender, sexuality, and other oppressive structures. *Prerequisite:* English 278. *Four credit hours.* ARTHURS

[EN378B] Fiction Writing II: Experiments in Perspective Focuses on narrative perspective and point of view. It asks: Why write in the first-person versus the third? Why does one story call for an epic omniscient narration and another an immediate present tense? Which comes first, the content or the form? We'll think/talk about POV in terms of craft and technique; we'll also discuss the theoretical and philosophical underpinnings of our narrative devices. And we will find ourselves contending with critical corollary questions: How do I write the not-me? The Other? Will I be believed? Am I allowed? *Prerequisite:* English 278. *Four credit hours.*

EN378Cf Fiction Writing II: Constrained Writing Course in constrained writing that looks at how work by the French Oulipo, Dr. Seuss, present day *New Yorker* writers, and others play with and grow from restrictions. We'll read and write stories written around a single phrase or assigned image, stories written with technological or linguistic constraints, borrowed form stories, and more. **Boundaries and Margins humanities theme course.** *Prerequisite:* English 278. *Four credit hours.* SPARK

EN379fs Poetry Writing II: Studies in Voice We will complicate the traditional workshop in this course with questions about what we mean by "voice" in verse and by weekly interrogations of the voice(s) of a range of contemporary American poets working out of a range of aesthetic sensibilities, aims, and ambitions. Who or what speaks in or through a poem? How do we know who or what that "speaker" is? What makes the sound the speaker makes audible (or not)? Which speakers do we most want to listen to? Why? Fulfills English P requirement. *Prerequisite:* English 279. *Four credit hours.* GIANNELLI, WHITE

[EN380] Creative Nonfiction Writing 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, other nonfiction or prose writing course. *Four credit hours.* A.

EN380As Creative Nonfiction Writing: I to Other in Creative Nonfiction Introduces students to the range of subjects in Creative Nonfiction, from the first person I to the 3rd person Other. Students will encounter memoir, literary journalism, flash nonfiction, cultural critique, and autofiction, in addition to the canonical personal essay. However, central to the course is the self-designed project that each student will create, in consultation with the professor, which will define an individual ambition and goal for the semester, allowing for considerable flexibility in the kinds of work students will produce. The semester begins with examples, exercises, and discussion; students build towards a portfolio of polished nonfiction by the end of the semester. *Prerequisite:* English 280, other nonfiction or prose writing course. *Four credit hours.* A. BURKE

[EN382] Environmental Writing: Writing on Place: Special Topics 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.**

[EN386C] Special Topics: Documentary Radio Do you like *This American Life*, *Hidden Brain*, *Two Dope Queens*, or any of the classic or new podcasts out there? This is your chance to learn how to tell stories in sound. In this class, you 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. You will produce radio essays, "Storycorp"-type narratives, vox pops (person-on-the-street-type interviews), soundscapes, profiles, and/or Reddit-inspired stories. You should expect to go off campus for assignments, and we'll have a spring field trip to Boston to go to WBUR and, hopefully, a podcasting collective in Allston. Includes readings about sound reporting and the making of *This American Life*, as well as guests from on and off campus. Fulfills English C requirement. *Four credit hours.*

EN398s Staging Hawthorne and Melville How did the intense personal relationship between Nathaniel Hawthorne and Herman Melville shape their fiction and lives? How does revisiting social and erotic relations between men in the past enable us to better understand our present moment? After analyzing central literary texts, letters and journal entries, students will translate their insights into works of the imagination. At the end of the semester, students will present their interpretations in a series of performances. Fulfills English C requirement. **Humanities lab course.** *Four credit hours.* **L. STUBBS**

EN398Bs Reading for Writers: A Journey Through the New Yorker In this cruise through the pages of The New Yorker magazine, we will discuss works that have one way or another changed history, or left it unchanged but made it seem new, hilarious, worthwhile. We will survey the singularities of John Hersey, Rachel Carson, Jamaica Kincaid, Vladimir Nabokov, and Emily Hahn. E.B. White will be a presiding genius, and we won't end without reading Rachel Aviv on homeless teenagers in New York, or John Cheever on swimming in other peoples swimming pools. Will involve experiments in style and genre, and in-class table readings of excerpts from stories in the magazine. *Prerequisite:* English 278, 279, 280, 378, 379, or 380 or permission of instructor. *Two credit hours.* **BAKER**

[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.**

[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.**

[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 and Edith Wharton Examines major works by two of the most famous writers of the American literary tradition. The writers will be considered individually, in terms of how biographical information and critical responses (both at the time of each text's publication and today) help us to understand key themes and literary projects, paying special attention to gender and sexuality. We will also consider the fascinating close friendship between these two writers, and how this relationship shaped their work. Fulfills English D requirement. *Four credit hours.* L.

[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 requirement. *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

[EN442] U.S. Orientalisms and Arab American Literature What assumptions do Americans make about the Middle East and Arabs, and how have these beliefs been shaped by literary representations? What topics do 20th- and 21st-century Arab American writers explore and how are these writers in dialogue with the history of Orientalist expression? Reading texts by writers such as Tyler, Irving, Poe, Melville, and Twain depicting the Middle East and the Islamic regions of North Africa, we will be attentive to "the Arab" and "the Arabesque" as unstable terms in relation to racial constructs of darkness and whiteness, and normative categories of gender and sexuality. After examining paintings and films, we will turn to texts produced by Arab Americans themselves. Interested non-majors are welcome. Fulfills English C and D requirements. *Four credit hours.* L, U.

[EN457] American Gothic Literature Horror, especially gothic horror of the American variety, always masquerades as something else; it can usually be found "playing in the dark," in Toni Morrison's phrase, or beneath a monster-other mask. Surveying horror's effects—the narrative strategies that make horror fiction so horrifying—is a focus, but emphasis is on learning to use various critical tools, Jungian myth, psychoanalytical, feminist, and race criticism to explore the deeper, semiotic relation of signs and signifying that codify the cultural meaning behind the monster masks—werewolves, shape-shifters, vampires, succubi, demons, and (extra)terrestrial aliens—that conceal a humanity too terrifying to confront consciously. *Prerequisite:* W1 course. *Four credit hours.* L, U.

[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.*

[EN482] Honors Proseminar Practicum for students undertaking senior honors theses in English. *Prerequisite:* Concurrent enrollment in English 483 or 484. *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

[EN483J] **Honors Thesis** *Noncredit.*

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

[EN493A] **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.

[EN493B] **Seminar: Beyond Borders in American Literature and Culture** 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, comparative race and ethnic studies, environmental humanities, and gender and queer studies will animate and inform our close analyses of literary works including Maxine Hong Kingston's *China Men*, Leslie Marmon Silko's *Ceremony*, and Karen Tei Yamashita's *Tropic of Orange*, and films including *Sleep Dealer* (Alex Rivera), *Maquilapolis* (Vicky Funari and Sergio de la Torre), and *The Aggressives* (Daniel Peddle). Fulfills English C and D requirements. *Four credit hours.* L.

EN493Cs Seminar: James Joyce's *Ulysses* and Early Writings An examination of Joyce's idea of otherness as both an English that limited Irish writing and a foreignness that inhabits language and gives a nation different voices. We will study *Portrait of the Artist as a Young Man* to see how Joyce developed his idea of linguistic identity and difference; then we will go on to study the chapters of *Ulysses*, each with a different narrator, learning how to read the Bloom, Stephen Dedalus, and the allusions that allowed Joyce to remake the realist novel in a comic, self-conscious vein. Fulfills English C requirement. *Four credit hours.* L. SUCHOFF

[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.

[EN493G] **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 and philosophy of mind. 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. Fulfills English C and P requirements. *Four credit hours.* L.

[EN493J] **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.

[EN493K] **Seminar: 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? Fulfills English C and E requirements. *Four credit hours.* L.

EN493Lf Seminar: Women Writers in Britain and the Empire Focusing on women writers in the long nineteenth century, this seminar address multiple borders and margins: the porous borders between Britain and the empire, the borders created by internal colonialism within Britain, the shifting definitions and power of the provincial and the metropolitan. Case studies ranging from the ex-slave Mary Prince to the South Asian poet Toru Dutt, from the 'provincial' Currer Bell (Charlotte Bronte) to Michael Field (Katherine Bradley and Edith Cooper). How were women writers marginalized—and how did they overcome this marginalization? How did they cross geographical borders, genres, and

gendered boundaries? Fulfills English C and P requirements. **Boundaries and Margins humanities lab.** *Four credit hours.* L. GIBSON

EN493Ns Seminar: 17th-century Literature and the Natural World Explores English literature written during the scientific revolution, including Shakespeare's *King Lear*, poems and prose by 17th-c. women, and Milton's *Paradise Lost*. How do these texts imagine the natural world and the human within it? How do they propose or challenge boundaries between human and non-human animals? How do attitudes toward the environment emerge, change and persist in literary history and more broadly in the history of ideas? We seek answers through lively reading strategies, creative exercises, and research both online and in Special Collections archives. Fulfills English E and P requirements. **Environmental Humanities lab and Boundaries/Margins theme course.** *Four credit hours.* L. SAGASER

ENVIRONMENTAL STUDIES PROGRAM

Director, *Associate Professor Denise Bruesewitz*

Associate Director, *Associate Professor Loren McClenachan*

Program Faculty and Staff: Professors Whitney King (Chemistry) and Philip Nyhus, Associate Professors Denise Bruesewitz, Loren McClenachan, and Karena McKinney (Chemistry); Assistant Professors Alison Bates, Justin Becknell, Denise Bruesewitz, Gail Carlson, Benjamin Neal, and Stacy-ann Robinson, and Christopher Walker (English); Visiting Assistant Professors Caitlin McDonough MacKenzie and Leeann Sullivan; Laboratory Instructor II Abby Pearson; Program Coordinator Lindsey Cotter; Research Scientist Manuel Gimond; Administrative Assistant Leslie Lima.

Affiliated Faculty and Staff: Professors Catherine Bevier (Biology), Michael Burke (English/Creative Writing), Michael Donihue (Economics), Jim Fleming (STS), Mary Ellis Gibson (English), Paul Josephson (History), Bruce Maxwell (Computer Science), Mary Beth Mills (Anthropology), Tanya Sheehan (Art), and Judy Stone (Biology); Associate Professors Keith Peterson (Philosophy) and Hong Zhang (East Asian Studies); Assistant Professors Greg Drozd (Chemistry), Bess Koffman (Geology), Benjamin D. Lisle (American Studies), Jennifer Meredith (Economics), Chris Moore (Biology), and Aleja Ortiz (Geology); Visiting Assistant Professor Bruce Rueger (Geology); Visiting Assistant Professor Lijing Jiang (STS); Senior Lab Instructor in Biology 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. We are committed to incorporating learning about environmental justice and environmental racism in our curriculum, and listening, responding to, and amplifying perspectives from vulnerable and marginalized communities. We greatly value diversity among our students, and we are committed to strengthening diversity in environmental studies.

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 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 others have recognized Colby for its commitment to environmental academics and sustainability. 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 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 a semester of study in residence at Bigelow, on-campus courses taught by Bigelow research scientists, 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 U.S. and international environmental policy. Students combine a foundation course in environmental studies with core courses in environmental economics, U.S. environmental policy and law, international environmental policy and politics, statistics, and ecology. Diverse electives allow students to explore topics such as introductory geographic information systems (GIS), conservation biology, climate change adaptation, energy, environmental justice, marine and freshwater conservation, forest ecology, public health, and the environmental humanities.

Environmental policy majors are encouraged to take Environmental Studies 118 (spring) and Biology 163 (fall) and 164 (spring) in their first year at Colby. Students pursuing this major should elect Environmental Studies 233 and 271 (if possible) in the fall and 234 in the spring of their sophomore year. Students must complete at least one course at the 300 level or above from category III below. No more than one course at the 100 level may be used to fulfill category III. No requirement for the major may be taken satisfactory/unsatisfactory. AP credit can fulfill core course requirements based on exam performance and coverage. Exemption from Environmental Studies 118 is granted with an AP test score of 4 or 5, allowing advanced placement into other courses. Courses not listed below, such as those offered by some off-campus study programs, may count toward the major pending prior approval by the program director. Up to two courses may be counted toward the major from approved off-campus study programs.

Environmental policy majors are encouraged to work with their advisor to develop a curricular pathway that includes both depth and breadth of study. Recommended thematic groupings selected from electives in category III and category IV below include: conservation and resources, energy and climate, environmental humanities, environmental justice, 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., 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

East Asian Studies

- 242 Development and Environmental Issues in Contemporary China

English

- 120 Inventing Nature in New England
- 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)
- 239 Seafood Forensics
- 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
- 2xx Renewable Energy Systems
- 319 Conservation Biology (if not used to satisfy IV below)
- 341 Community, Economics, and Conservation
- 344 Marine Fisheries Management
- 346 Global Food Policy
- 397 Environmental Justice
- 3xx Sustainability Science: From Theory to Practice

History

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

Philosophy

- 216 Philosophy of Nature
- 243 Environmental Ethics
- 328 Radical Ecologies

Religious Studies

- 298 American Spirituality and the Environment

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
- 211 Taxonomy of Flowering Plants
- 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
- 2xx Renewable Energy Systems

- 319 Conservation Biology
- 338 Forest Ecosystems
- 356 Aquatic Ecology
- 358 Ecological Field Study
- 366 Environment and Human Health
- 371 Current Topics in Environmental Science
- 398 Conservation Paleobiology
- 3xx Sustainability Science: From Theory to Practice

Geology

- 141 Earth and Environment *or*
- 262 Earth's 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 (fall semester) and 402 (spring semester) 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, civic engagement, 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

East Asian Studies

- 242 Development and Environmental Issues in Contemporary China

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
- 239 Seafood Forensics
- 242 Marine Conservation and Policy
- 265 Global Public Health
- 276 Global Change Ecology
- 283 Environmental Humanities: Stories of Crisis & Resilience
- 297: Sustainable Business Seminar
- 2xx Renewable Energy Systems
- 319 Conservation Biology
- 341 Community, Economics, and Conservation
- 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
- 397 Environmental Justice
- 3xx Sustainability Science: From Theory to Practice

History

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

Philosophy

- 216 Philosophy of Nature
- 243 Environmental Ethics
- 328 Radical Ecologies

Religious Studies

- 298 American Spirituality and the Environment

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

- 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
- 239 Seafood Forensics (if not used to satisfy II above)
- 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.

B. Climate and Energy (four courses)

Environmental Studies

- 276 Global Change Ecology
- 2xx Renewable Energy Systems
- 3xx Sustainability Science: From Theory to Practice

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

- 252 Earth's Climate: Past, Present, and Future
- 363 Paleooceanography

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.

C. Conservation Biology (four courses)

Environmental Studies

- 319 Conservation Biology
- 338 Forest Ecosystems

Two Courses from the following:

Biology

- 211 Taxonomy of Flowering Plants
- 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
- 398 Conservation Paleobiology

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

- 262 Earth's Climate: Past, Present, and Future
- 363 Paleoclimatology

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

V. One of the following Capstone Courses

Environmental Studies

- 494 Problems in Environmental Science *or*
- 493 Environmental Policy Practicum (with permission of director)

For students selecting the Aquatic Science Focus Area, the capstone requirement can be filled using one course from the 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.

Guidelines for Counting Bigelow Courses toward major requirements

Environmental Science majors with a focus area in aquatic sciences or energy and climate who successfully complete the Bigelow semester program may apply three courses from the Bigelow semester toward the major as follows:

- Three of the four courses towards the focus area OR
- Two courses toward the focus area and one as a replacement for ES494. If this option is selected, students must submit a scientific paper on their independent research project with the guidance of their Bigelow research advisor to their Environmental Studies Program academic advisor and the Environmental Studies Program director for approval at least one week prior to registration for fall classes in the prior spring semester.

1. 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 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 or 252 (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 (four 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., 233, 234, 242, 244, 265, 271, 276, 283)

II. Required Modeling and Analysis Courses (four courses)

Computer Science

- 251 Data Analysis and Visualization or 252 Mathematical Data Analysis and Visualization and one from the following:
- 341 Systems Biology or
- 343 Neural Networks or
- 346 Modeling and Simulation 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

- 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, 3XX), environmental justice (e.g., 364, 3XX), 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, civic engagement, 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 and the program director approve a proposed project, students will register for ES483 (Honors Project) in the fall semester and Jan Plan. During the fall, students must write a thesis proposal, have it approved by the environmental studies faculty, and make progress on their research. Students approved by the environmental studies program will continue their research during the spring semester in Environmental Studies 484 (Honors Project). A maximum of eight credits for honors research is allowed for the entire year. Additional details are provided on the Environmental Studies Program web page.

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. Students 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 483 and 484 (Honors Research) will revert to a graded Environmental Studies 491/291/492 (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 one of Geology 122, 123, 125, or 141 and one additional 200-level 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
- 239 Seafood Forensics
- 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
- 2xx Renewable Energy Systems
- 319 Conservation Biology
- 337: Climate Fiction
- 338 Forest Ecosystems
- 341 Community, Economics, and Conservation
- 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
- 368 Global Climate Policy
- 3xx Scientific Communication
- 397 Environmental Justice
- 398 Conservation Paleobiology
- 3xx Sustainability Science: From Theory to Practice

Group 2: If only one course is chosen from the environmental studies core group (Group 1), then one additional course from:

American Studies

- 228 Nature and the Built Environment

Anthropology

- 256 Land, Food, Culture, and Power

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

East Asian Studies

- 242 Development and Environmental Issues in Contemporary China

Economics

- 231 Environmental and Resource Economics
- 278 Joules to Dollars

Geology

- 262 Earth's Climate: Past, Present, and Future

History

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

Philosophy

- 216 Philosophy of Nature
- 243 Environmental Ethics
- 328 Radical Ecologies

Science, Technology, and Society

- 215 Weather, Climate, and Society

Minors also are encouraged to have a hands-on environmental activity either of an experiential nature (internship) or an academic nature (research project). In many if not most cases, at least one of these activities may be required by one of the courses selected and satisfied automatically. No requirement for the minor may be taken satisfactory/unsatisfactory.

Course Offerings

ES118s Environment and Society An interdisciplinary study of human relationships with and impacts on the environment. Examination of important local, national, and global environmental issues by exploring causes and methods for investigating these pressing problems, as well as possible solutions, from scientific and public-policy perspectives. Students explore important literature and ideas in the field to complement the lectures; conduct an original, semester-long, group research project; and complete several writing assignments. *Four credit hours.* BRUESEWITZ, SULLIVAN, WALKER

[ES122] Environmental Impacts of Pandemics on Human and Natural Systems Investigates the environmental impacts of pandemics, on scales ranging from the personal to global, and will place students' personal experiences with the recent coronavirus crisis into a larger perspective. This recent crisis has affected the entire planet, precipitating changes in mobility, resource use, and government, with lasting impacts on human and natural environments for decades to come. Changes in fossil fuel use, personal consumption of manufactured goods, the structure of government, and social integration across groups and nations could change the way we live across the planet, with significant lasting impacts on the environment. This course will investigate the scope of those changes. *Three credit hours.*

[ES126] Environmental Activism An introduction to the history, theory, and practice of environmental activism, incorporating both global and local perspectives. We focus on individual activists, grassroots groups, indigenous people, and large environmental organizations, analyze their motivations, strategies, and experiences, and determine how their actions have sparked effective social, political, and environmental change. We explore the social phenomena that underlay environmental activism, taking an interdisciplinary approach that encompasses history, environmental justice, social movement theory, political theory, public policy, and communications. We make significant use of primary source narratives by activists and communities on the front-lines of environmental struggles. We will place particular emphasis on climate and energy activism. **Energy/Exhaustion humanities theme course.** *Prerequisite:* First-year standing. *Four credit hours.* **S.**

[ES143] 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.*

[ES151] Landscapes and Meaning: An Exploration of Environmental Writing An exploration of the works of selected 20th-century environmental writers and how their life experiences contribute to a sense of connection with and action on behalf of the Earth. Through readings, film, writing assignments, group discussion, and journaling, students will develop critical thinking and communication skills while reflecting on their own personal relationship with nature. *Three credit hours.* L.

[ES211] Taxonomy of Flowering Plants Listed as Biology 211. *Four credit hours.*

[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

ES214J Introduction to GIS and Spatial Analysis An introduction to geographic information systems' (GIS) data management and visualization capabilities as well as the theory and application of spatial analysis techniques. Topics covered include spatial data representation in a GIS, effective map making, coordinate systems and projections, exploratory spatial data analysis (ESDA), and spatial statistical analysis. *Prerequisite:* Sophomore or higher standing. Not open to students who have completed Environmental Studies 212 or 214. *Three credit hours.* GIMOND

[ES215] Weather, Climate, and Society Listed as Science, Technology, and Society 215. *Four credit hours.* N.

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

[ES217] Environmental Chemistry Listed as Chemistry 217. *Three credit hours.*

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

[ES219] Architectural Design Workshop Listed as Art 218. *Three credit hours.*

ES224j 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 297C (Jan Plan 2019). *Three credit hours.* WILLIAMS

[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 or 126. *Four credit hours.*
SULLIVAN

[ES234] 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 or 126. *Four credit hours.* I.

ES237j Advocating for the Environment Listed as Jan Plan 237. *Three credit hours.* INCHES

ES238s Renewable Energy Systems Introduces students to major themes of renewable energy systems. Students will analyze alternative energy solutions for a sustainable future. Emphasis will be on the different forms of renewable energy, within the context of the existing energy mix, energy policy, resource potential, and institutional opportunities and barriers. We will explore renewable energy potential and solutions through textbook and supplemental readings, current event briefings, group work and activities. *Prerequisite:* Environmental Studies 118. *Four credit hours.* BATES

ES239f Seafood Forensics: Uncovering Fraud in Ocean Food Systems Seafood is a critical component of the global food system. However, the sustainability of ocean resources hinges on the veracity with which seafood is labeled, and mislabeling is on the rise. We will explore the varied impacts of fraud in ocean food systems. Students will learn how mislabeling affects the management and conservation of marine resources, supply chain economics, and risks to human health. Students will study how new molecular tools are being used to combat fraud, and explore the broader policy implications of forensic science. Students will grow their scientific literacy and enhance their writing and presentation skills. Previously offered as Environmental Sciences 298 (Spring 2019). *Prerequisite:* Biology 163. *Four credit hours.* RASHER

[ES240] Microbes in the Environment Listed as Biology 240. *Three credit hours.* N.

ES241s Development and Environmental Issues in Contemporary China Listed as East Asian Studies 242. *Four credit hours.*
S, I. ZHANG

ES242f 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 or 126. *Four credit hours.* MCCLENACHAN

ES243f Environmental Ethics Listed as Philosophy 243. *Four credit hours.* STEPHANO

ES244s Marine Communities Introduces students to key ecological interactions in marine communities around the world, including kelp forests, coral reefs, sea grasses, and the open ocean. A key learning goal is improved scientific literacy through in-depth reading and synthesis of scientific papers and the development of a research proposal. *Prerequisite:* Biology 271 or Environmental Studies 271. *Four credit hours.* NEAL

ES245f Land, Sovereignty, and Art Listed as American Studies 245. *Noncredit.* U. HICKEY

[ES259] Plants of the Tropics Listed as Biology 259. *Three credit hours.*

ES261s Chemistry of Aqueous Environments Listed as Chemistry 261. *Four credit hours.* KING

ES263f Atmospheric Chemistry Listed as Chemistry 263. *Four credit hours.* MCKINNEY

[ES265] 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, 126 or a course in the natural sciences. *Four credit hours.*

ES271f Introduction to Ecology Listed as Biology 271. *Four credit hours.* **N, Lb.** BARNER, MCDONOUGH MACKENZIE

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 or 126, and one college-level science course. *Four credit hours.* NEAL

[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.*

ES283f Environmental Humanities: Stories of Crisis and Resilience Listed as English 283. *Four credit hours.* **L.** WALKER

ES297j Conserving the Western Maine Mountains Conserving the Western Maine Mountains (WMM) is a multi-disciplinary seminar that will engage students in solving real-life problems confronting a region of global ecological significance that is struggling to reach its economic potential. The class will examine the biological, economic, social, and cultural dimensions of conserving the WMMs landscape and way of life. Each student will conduct a research project that analyzes a challenge facing the region and proposes a policy or economic solution. Examples might include: recognition of the regions Indigenous People and culture, benefits and costs of motorized recreation, forest carbon credits in land conservation, and the future of the ski industry in a changing climate. *Prerequisite:* Environmental Science 118. *Three credit hours.* GAUVIN

ES297Bj Climate Geoengineering: Evaluating Strategies to Sequester CO₂ Human emissions of CO₂ are changing Earth's climate. Increased attention is focusing on ways to actively remove and sequester atmospheric CO₂. Such approaches carry ethical and technical risks, as well as costs and benefits that must be carefully evaluated if we are to make informed decisions about their potential use. We will review geoengineering approaches to atmosphere CO₂ removal, including technical and biogeochemical bases and potential financial costs. We will consider the risks of action and inaction, as well as governance structures that could regulate geoengineering activities. Discussion and presentation of primary literature will be the focus of the course, culminating in a final paper advocating for a specific course of climate action. *Prerequisite:* Chemistry 121, 141 or 147 and a 100-level biology, environmental studies, or geology course. *Three credit hours.* EMERSON, TWINING

ES297Cj Fate and Effects of Organic Pollutants in the Ocean Listed as Chemistry 297. *Three credit hours.* AEPPLI

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, 126 or 271 or Biology 263, and sophomore or higher standing. *Four credit hours.* SULLIVAN

ES323s Sustainability Science: From Theory to Practice Focuses on interdisciplinary aspects of the field of sustainability science, drawing on multiple disciplines to address current societal challenges. The course provides a foundation in historical and modern thinkers in the field; an introduction to sectors that are commonly pursued by sustainability professionals (food systems, water, energy, urban environment, transportation, waste systems). The course will provide students with skills and tools to create positive change in society. We will develop skills through several hands-on projects that build on one another throughout the semester, using real world examples in various sectors as the basis for our learning. *Prerequisite:* Environmental Studies 118. *Four credit hours.* **S.** BATES

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

[ES331] Natural Resource Economics Listed as Economics 341. *Prerequisite:* Economics 223. *Four credit hours.*

[ES332] Chemical Methods of Analysis Listed as Chemistry 331. *Four credit hours.*

ES333s Environmental Revolutions in American Literature and Culture Listed as English 333. *Four credit hours.* L. SIBARA

ES337s Climate Fiction Listed as English 337. *Four credit hours.* L. WALKER

ES338s Forest Ecosystems Forest ecosystems regulate climate, store and filter water, provide food and fiber, and serve as recreational areas and sacred spaces. These ecosystems are undergoing dramatic changes with important ecological, economic, and social consequences. We will examine these changes through the lenses of terrestrial ecosystem ecology, forest ecology, and ecosystem management. Using primary scientific literature as our guide, we will examine the status of forests around the world and how forest composition drives forest ecosystem processes. We will discuss how forest management and restoration can be used to increase the resilience of forest ecosystems and harness their productivity to mitigate carbon emissions and climate change. *Prerequisite:* Biology 271 or Environmental Studies 271. *Four credit hours.* N. MCDONOUGH MACKENZIE

[ES341] 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, 126, or Economics 231. *Four credit hours.*

ES344s 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, 126, or 271, and sophomore or higher standing. *Four credit hours.* MCCLENACHAN

[ES346] 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 or 126 and sophomore or higher standing. *Four credit hours.* I.

ES348s U.S. Environmental History Listed as History 348. *Four credit hours.* H, U. JACOBSON

[ES354] Marine Ecology Listed as Biology 354. *Four credit hours.*

ES356s Aquatic Ecology Concern over the impact of human activities on aquatic communities and ecosystems has brought aquatic ecology to the forefront of public attention. Through lecture, discussion, 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. BRUESEWITZ, PEARSON

[ES358] Ecological Field Study: Belize Ecology, and conservation of the meso-American barrier reef. Involves qualitative and quantitative field studies of the biological diversity and ecology of local ecosystems; field-based investigation of the environmental challenges facing these ecosystems; discussions with conservation practitioners about innovative conservation solutions and the efficacy of conservation activities; and exposure to regional culture and history. Lectures, pool-based field technique training, and student research prior to departure followed by an off-campus field trip. Cost: \$3100. Financial aid available for qualified students. *Prerequisite:* Biology 164 or Environmental Studies 118 or 126, and permission of the instructor. *Three credit hours.*

[ES362] Energy and Utopia Listed as English 362. *Four credit hours.* L.

ES363f Paleoceanography Listed as Geology GE363. *Four credit hours.* KOFFMAN

ES364s 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 or 126. *Four credit hours.* CARLSON

[ES366] 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.

ES368s Global Climate Policy Climate change is a global problem. How and whether a world of sovereign states can cooperate to reduce climate change risks to manageable levels are critical questions, but there is no political or expert consensus around the best way forward. This course will study global climate politics and policy, particularly within the context of the United Nations Framework Convention on Climate Change. Students will work individually and in groups to critically assess the complexities and effectiveness of international governance responses relating to climate mitigation, adaptation, finance provision, technology transfer and capacity-building. *Prerequisite:* Environmental Studies 118 or 126. *Four credit hours.* S. ROBINSON

[ES371] Current Topics in Environmental Science: Corals Explores emerging and cutting-edge topics in the field of environmental science, with a focus on the global crisis in coral reef systems. Students will focus on contemporary scientific literature reviewing emerging topics from leading journals in environmental science and ecology journals, as well as engaging a variety of experimental designs, laboratory methods, and statistical approaches to investigate and understand environmental processes and human impacts in these ecosystems. An independent research assignment will enhance writing skills. *Prerequisite:* Biology 271 or Environmental Studies 271. *Four credit hours.*

ES371Jj Current Topics in Environmental Science: Corals Explores emerging and cutting-edge topics in the field of environmental science, with a focus on the global crisis in coral reef systems. Students will focus on contemporary scientific literature reviewing emerging topics from leading journals in environmental science and ecology journals, as well as engaging a variety of experimental designs, laboratory methods, and statistical approaches to investigate and understand environmental processes and human impacts in these ecosystems. An independent research assignment will enhance writing skills. *Prerequisite:* Biology 271 or Environmental Studies 271. *Three credit hours.* NEAL

[ES373] Life in Times of Extinction Listed as English 373. *Four credit hours.* L.

[ES378] Geologic Environments in the Marine Realm Listed as Geology 378. *Three credit hours.* N.

[ES382] Ecological Modeling Listed as Biology 382. *Four credit hours.*

ES397f Environmental Justice An examination of the historical and contemporary roots of the unequal distribution of environmental benefits and harms, focusing on the broad social and political processes that perpetuate inequity. Throughout this course, we explore how issues like race, gender, and wealth influence the allocation of the world's natural resources and how those inequities have resulted in the rampant environmental destruction and health disparities we see today. This course is designed to help students foster a nuanced understanding of environmental conditions and, through the analysis and development of case studies, encourage creative and impactful storytelling about the causes and consequences of environmental injustice. *Prerequisite:* Environmental Studies 118 or equivalent. *Four credit hours.* SULLIVAN

ES398As Conservation Paleobiology Managing for a changing climate challenges conservation in the Anthropocene and requires practitioners and ecologists to think beyond static historic baselines. Conservation paleobiology seeks to fill the gap between the short-term nature of most ecological studies and the long-term goals of conservation to bring long temporal perspectives to conservation practitioners.

Students will explore primary literature from paleobiology, conservation, and their intersection. After reading broadly in foundational to modern literature, we will focus on the place-based local case study of alpine plant communities in the northeastern United States and the conservation challenges of managing small, disjunct populations with assumed high vulnerability, but unknown paleo-histories. *Prerequisite:* Biology 271 or Environmental Studies 271. *Four credit hours.* MCDONOUGH MACKENZIE

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.* BRUESEWITZ

ES483Jj Honors in Environmental Studies *Noncredit.* BATES

ES484s Honors in Environmental Studies Intended for majors approved for admission into the Environmental Studies Honors Program. 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 may be earned in honors work. Upon successful completion of the thesis, an oral presentation, defense and all requirements for the major, the student will graduate with "Honors in Environmental Studies." *Prerequisite:* Senior standing and a 3.70 grade point average in the major at the end of the junior year or permission of the program. *One to four credit hours.* FACULTY

ES491f, 492s Independent Study Independent study devoted to a topic chosen by the student with the approval of the program committee. *Prerequisite:* Junior or senior standing as an environmental studies major or minor. *One to four credit hours.* FACULTY

ES493f Environmental Policy Practicum An in-depth analysis of current issues and policies affecting the environment. Students work individually and collaboratively on a project with a common theme and are assigned unique roles as researchers, editors, and technical coordinators. Reading and discussion of primary literature is augmented with invited speakers, field trips, and student presentations. *Prerequisite:* Environmental Studies 233 (for domestic emphasis) or 234 (for international emphasis), and senior standing as an environmental studies policy major. *Four credit hours.* BATES, ROBINSON

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/ Environmental Studies 271, and senior standing as an environmental science major. *Five credit hours.* BRUESEWITZ, NEAL

FRENCH

In the Department of French and Italian Studies

Chair, Associate Professor Audrey Brunetaux (French)

Professors Bénédicte Mauguière and Adrianna Paliyenko; Associate Professors Audrey Brunetaux, Valérie Dionne, and Mouhamédoul Niang; Visiting Assistant Professors Flavien Falantin and Thomas Muzart; Language Assistant Stéphane Veniant

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 along with an opportunity to explore, via a set of multi-disciplinary approaches, the richness of French and Francophone cultures. Emphasis is placed on developing skills in critical analysis that enhance appreciation of print and visual texts while also broadening and deepening students' understanding of values foreign to their own. Advanced competence in French and a heightened reflection about cultural differences offer students a fuller grasp of the world in an era of globalization and the opportunity to secure employment that will allow them to develop further their foreign language skills.

Requirements for the Major in French Studies

Students must successfully complete a minimum of 10 courses in French, including French 231, two other 200-level courses, six 300-level courses, and a senior seminar. All 200-level courses must be taken prior to senior year. Students who begin their French studies in the 125-126-127 sequence, however, may elect to count FR128 or FR131 toward the major. 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 and select 300- or 400-level courses)
- one course focusing on the Francophone world (such as French 236, 237, 238, 297, and select 300- or 400-level courses)
- one course focusing on the acquisition of critical tools and methods and/or the application of theory (such as French 237, 252, and select 300- or 400-level courses)

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 by the advisor in the major or department chair. 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 30 (in the spring of the junior year) or Sept. 7 (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.* BRUNETAU, FALANTIN

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, MAUGUIERE, 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.* FALANTIN, MUZART, NIANG

[FR127J] French III (Paris) An intensive version of the last course in the required language sequence, held in Paris, France. Students not only learn French (developing their speaking, comprehension, reading, and writing abilities), they use French to learn, doing analytical work related to France's past (using Louis Malle's screenplay and film *Au Revoir les enfants* as a point of departure) and France's present (through class excursions). Students also learn to adapt to a foreign culture while immersed in a French-speaking environment. Estimated cost: \$3,000. *Prerequisite:* French 126 or equivalent. *Three credit hours.*

FR128fs Cultural Encounters: Engaging with Literature and Media Builds reading skills in French and broadens cultural knowledge of the Francophone world through a wide variety of texts and media. Emphasis is on the texts and contexts of culture, whether in France and/or in the Francophone world. Engages students in critical thinking and develops writing and oral expression. *Prerequisite:* French 127. *Four credit hours.* L. MAUGUIERE, MUZART

FR131s Debating Social Issues Designed specifically for students wishing to develop oral skills and to acquire an extensive modern vocabulary to analyze and debate current societal issues pertaining to the French and Francophone world. This course will also improve students reading and writing skills, while developing cross-cultural competency. Through a variety of media, films, and texts students will develop analytical, critical and creative 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

FR132f Boundaries and Margins: Speaker Series Listed as Theater and Dance 132. *One credit hour.* BROWN, BRUNETAX

[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.*

FR224s French Studies Lab Project: Maine, Ecology, and Gender Students hone their skills in oral and written French through "hands-on" learning. Projects focused on a specific issue or topic may include: arts initiative involving the community and Colby museum, creative performance or exhibit, design project, Digital Humanities platforms, educational materials for local schools, environmental initiatives, field work, non-profit work and engagement with local organizations, public podcast, social media, and translation. This experiential course fosters intellectual curiosity, collaboration, learning by doing, problem solving, critical and creative thinking along with skills in research and project management. *Four credit hours.* FALANTIN

FR231f 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 240D. *Four credit hours.* MUZART

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 240D. *Four credit hours.* H. DIONNE

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.* VENIANT

[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 240D. *Four credit hours.* I.

FR237s 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 or 131. *Four credit hours.* NIANG

[FR238] Introduction to the Francophone World: Africa What does the term "Francophone" mean? Is it free from polemics? What is its history? Introduction to Africa from the 19th to the 21st century surveys many of the multifaceted cultural identities and histories of the former French-speaking colonies on the continent. Topics include colonization, politics, gender, language, the fight for independence, modernity and tradition, and the major literary movements in Francophone Africa. Course materials will include film, music, art, folktales, poetry, maps, newspaper articles, literary works, excerpts from scholarly texts, and films. *Prerequisite:* French 128, 131, or 240D. *Four credit hours.* I.

[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 240D. *Three credit hours.* L.

[FR240] Surrealism Listed as Art 238. *Four credit hours.* A.

[FR243] 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 240D. *Four credit hours.*

FR252f Provocative Texts: Fake News, Secrets, and Controversies 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 240D. *Four credit hours.* L, I, FALANTIN

[FR332] Voices of Dissent in Early Modern France or the Quest for Freedom An introduction to free-thinkers and libertines, and an exploration of the concept of freedom. We shall consider great thinkers and provocative writers like Montaigne, Molière, Diderot, and Sade, who challenged religious and social norms in search of a more just society. Through close reading of texts, and discussion of their historical and cultural context, from the wars of religion to the French revolution, we will study how the writers dissimulate their controversial opinions, while advocating *liberté de pensée* in the face of fanaticism and dogmatic thinking. This course will conclude with Laclos' great book *Dangerous Liaisons*. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L

[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.

[FR354] Parisian Encounters: Great Loves, Grand Passions The sexual and racial selection of genius exposes the weight of prejudice against creative women in French cultural history. In studying the impact of "great" couples during the long 19th century (1789-1914), we shall map and interrogate their legacies across a broad sweep of (colonial) history, the arts, letters, and sciences. Learning goals emphasize interdisciplinary practice of critical analysis, close study of images and works of art in the Colby Museum, and the development of advanced oral and written expression in French. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* H, I.

[FR355] The Other French Empire, Then and Now The French trailed behind the British, not abolishing slave trade until 1815 and slavery in 1848. Yet, beginning in 1850, French colonial expansion was dramatic. By 1914, France possessed the second-largest colonial empire in the world. How do different generations of thinkers and artists represent this past, which is ever present? Students gain knowledge of French colonization and skills in cross-cultural analysis. They engage in critical thinking across disciplines not only via the course material but also as they conduct archival research on a topic of their choice to produce an original website or other creative project. *Prerequisite:* Senior or junior standing as a French studies major. *Four credit hours.* L, I.

[FR357] Illuminating Turns to Science in 19th-Century France Examines how painters, poets and thinkers across the disciplines shed light on the "triumph" of science and its biases in 19th-century France. A chronological study of primary sources, both print and visual, tracks advances in anatomy, physiology, embryology, and psychology during the first half of the century, followed by the impact of experimental medicine, evolution and social Darwinism in the 1860s and beyond. Via this transdisciplinary course exposing the blind spot as well as the limits of human knowledge, students engage critically with new historicism and gain advanced skills in archival research, analytical writing, and creative oral presentations. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* H, 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

[FR370] Corps, Espace, et Genre: Postcolonial Space in Francophone Africa The transition from the colonial to the postcolonial in Francophone Africa changed the way in which post-independence writers and filmmakers engage with space. These writers and filmmakers treat family and collective anthropological spaces in conjunction with the body and/or self. Through analysis of novels, short stories, essays, and films from the 20th and 21st centuries, along with postcolonial concepts of hybridity, resistance, and the subaltern, we examine the politics and praxis of the body in space as it relates to gender, age, identity, ritualized performance, and belief systems. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* **I.**

[FR371] L'écriture de soi Explores concepts of memory and self-fashioning in autobiographical writing, and questions the (im)possibilities of writing the self. Through theoretical readings, students will acquire a better understanding of the processes by which memoirs, autobiographies, and oral/written testimonies are produced. Particular attention will be paid to narratives that deal with traumatic personal and historical events. Discussions and debates, informed by theoretical readings and supplementary material, will develop critical and analytical skills. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* **L.**

[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.**

FR375f 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.* **NIANG**

FR377f Staging Justice: 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:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* **L, I.** DIONNE

[FR378] 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.**

FR379s Race and Gender in France From Josephine Baker to the blackface controversies of the recent years, France has always had a fraught relationship with race, largely rooted in, and compounded by, its colonial history. Black/African, afro-descendant, brown men and women continue to face racial exclusion, discrimination, and exoticization in color-blind France. This course challenges the country's problematic discourse on race and gender, and its systemic racism, through a critical analysis of film, performance, art, fashion, online media, advertising, podcasts, and social justice movements. Emphasis placed on black feminisms, critical race theory, and intersectionality. *Prerequisite:* French 231 and at least one 300-level French course. *Four credit hours.* **A, I.** BRUNETAUX

FR398s Time for Outrage! Disenfranchised Subjects, Political Struggles Provides an overview of major political struggles that shaped France's understanding and commitment to social justice from 1960s to today. Whether about women, LGBTQ, prisoners, immigrants, racial groups, working class, the movements will be analyzed independently and in relation with each other in order to uncover convergences but also conflicting views on the ways to conduct collective actions and contribute to the empowerment of minorities. The study of films, manifestos, novels, podcasts, and political discourses, will be the basis of debates on citizenship, communitarianism, identity

politics, and social privilege. *Prerequisite:* French 231 and one other 200-level course. *Four credit hours.* L, I. MUZART

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

FR493Bf Seminar: 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:* Senior standing as a French studies major. *Four credit hours.* NIANG

[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.* L, I.

[FR493D] 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.*

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.* I. MAUGUIERE

[FR493F] 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.*

[FR493H] 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.

[FR493I] Seminar: Voices of Dissent in Early Modern France or the Quest for Freedom An introduction to free-thinkers and libertines, and an exploration of the concept of freedom. We shall consider great thinkers and provocative writers like Montaigne, Molière, Diderot, and Sade, who challenged religious and social norms in search of a more just society. Through close reading of texts, and discussion of their historical and cultural context, from the wars of religion to the French revolution, we will study how the writers dissimulate their controversial opinions, while advocating *liberté de pensée* in the face of fanaticism and dogmatic thinking. This course will conclude with Laclos' great book *Dangerous Liaisons*. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.*

[FR493K] Seminar: Illuminating Turns to Science in 19th-Century France Examines how painters, poets and thinkers across the

disciplines shed light on the "triumph" of science and its biases in 19th-century France. A chronological study of primary sources, both print and visual, tracks advances in anatomy, physiology, embryology, and psychology during the first half of the century, followed by the impact of experimental medicine, evolution and social Darwinism in the 1860s and beyond. Via this transdisciplinary course exposing the blind spot as well as the limits of human knowledge, students engage critically with new historicism and gain advanced skills in archival research, analytical writing, and creative oral presentations. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.*

FR493Ls Seminar: Race and Gender in France From Josephine Baker to the blackface controversies of the recent years, France has always had a fraught relationship with race, largely rooted in, and compounded by, its colonial history. Black/African, afro-descendant, brown men and women continue to face racial exclusion, discrimination, and exoticization in color-blind France. This course challenges the country's problematic discourse on race and gender, and its systemic racism, through a critical analysis of film, performance, art, fashion, online media, advertising, podcasts, and social justice movements. Emphasis placed on black feminisms, critical race theory, and intersectionality. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.* **A, I.** BRUNETAUX

FR493Mf Seminar: Staging Justice: 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:* Senior standing as a French studies major. *Four credit hours.* DIONNE

[FR493N] Seminar: 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:* Senior standing as a French Studies major. *Four credit hours.* L.

FR493Ps Seminar: Time for Outrage! Disenfranchised Subjects, Political Struggles Provides an overview of major political struggles that shaped France's understanding and commitment to social justice from 1960s to today. Whether about women, LGBTQ, prisoners, immigrants, racial groups, working class, the movements will be analyzed independently and in relation with each other in order to uncover convergences but also conflicting views on the ways to conduct collective actions and contribute to the empowerment of minorities. The study of films, manifestos, novels, podcasts, and political discourses, will be the basis of debates on citizenship, communitarianism, identity politics, and social privilege. *Prerequisite:* Senior standing as a French Studies major. *Four credit hours.* L, I. MUZART

GEOLOGY

Chair, Associate Professor Walter "Bill" Sullivan

Associate Professors Tasha Dunn and Walter "Bill" Sullivan; *Assistant Professors* Bess Koffman and Alejandra Ortiz; *Visiting Assistant Professor* Bruce Rueger

If you are interested in Earth—how it developed 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 our actions affect 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 (powder-XRD) for determining mineral identities, research-grade stereo and petrographic microscopes, and rock and sediment-sample processing equipment. The department also 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 atomic emission spectrometer (ICP-AES) 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 engage in independent and honors research projects with faculty. Research opportunities are offered routinely during the summer by departmental faculty at Colby and abroad.

Fieldwork is an integral part of geology 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 both a major 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

Requirements for the geology major are:

- A 100-level gateway course (Geology 122, 123, 125, 127, or 141)
- Four core courses (Geology 228, 231, 254, and 262)
- Four geology elective courses numbered 200 or above
- Three credits of geology seminar (Geology 391)
- Geology 494 or six credits of honors-thesis research (Geology 483/484); and
- Two cognate courses from the following list: Biology 163, 164; Chemistry 121, 122, 141, 142, 147; Computer Science 151, 152, 153; Physics 141, 143, 145; Math 121, 122; and Statistics 212.

Geology majors may substitute one course in biology, chemistry, computer science, GIS, mathematics, physics, or statistics numbered 200 or above (excluding Statistics 212) for one of the four geology elective courses. A single independent research project earning at least four credit hours of Geology 491/492 during the student's senior year also may count as a major elective. 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 Honors in Geology

The Geology Department's honors program involves a substantial research component in the student's senior year, with no fewer than six credit hours of Geology 483/484 and completion of a thesis detailing this work. 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, drafting and approval of introductory sections before January, submission of a full draft of the thesis for review by spring break, and approval of the final thesis by the faculty committee. 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 earth sciences. Minor programs are tailored to the needs of individual students; courses should be elected in consultation with the minor advisor. Requirements are:

- A 100-level gateway course (Geology 122, 123, 125, 127, or 141)
- Four geology courses selected from courses numbered 228 and above.

Course Offerings

[GE111] Geology of National Parks U.S. national parks and monuments will provide the focus for an introduction to basic geologic processes, including plate tectonics, geologic time, weathering and erosion, volcanism, earthquakes, caverns, shorelines, and the rock cycle. After an introduction to the regional geology of the United States, the focus will shift to the parks and monuments within these regions. Students will become aware of aspects of physical and historical geology, regional geography, environmental issues, the aesthetics of nature, and the interactive processes that have shaped the country. A field trip to Acadia National Park is included. Lecture only. *Three credit hours.* **N.**

[GE121] Earth Systems Chemistry I Listed as Chemistry 121. *Four credit hours.* **N, Lb.**

[GE122] Earth Systems Chemistry II Listed as Chemistry 122. *Four credit hours.* **N, Lb.**

GE123s How to Build a Habitable Planet Examines fundamental chemical and physical Earth processes operating at timescales from minutes to billions of years; how these processes evolved over Earth's 4.56-billion-year history and changed Earth into an ideal environment for complex life; the methods scientists use to understand Earth processes and develop this deep-time record of global change; and how human activity is currently altering global processes and impacting Earth's habitability. High-school-level chemistry is recommended but not required to succeed in the course. *Prerequisite:* Credit cannot be earned for both this course and Geology 122, 125, 127, or 141. *Four*

credit hours. **N, Lb.** SULLIVAN

GE125f From Stardust to Planets Explores the physical and chemical evolution of the Earth in the context of solar system formation. By studying the development of the terrestrial (rocky) planets, students will be introduced to fundamental concepts in geology. As students investigate geologic processes on other planetary bodies, they will develop a deeper understanding of our own planet's evolution and geology. We will focus on important questions, such as "How did Earth become a habitable planet?" and "How has humanity impacted the Earth's evolution?" High-school-level chemistry is recommended but not required to succeed in the course. *Prerequisite:* Credit cannot be earned for both this course and Geology 122, 123, 127 or 141. *Four credit hours.* **N, Lb.** DUNN

GE127f Pale Blue Dot: Earth Through Time Carl Sagan referred to Earth as a Pale Blue Dot containing the entire history of our species. Geologists understand that Earth also contains a history of its own. This course focuses on the evolution of Earth from its origin 4.56-billion years ago to today. It will include study of the chemical, biological, physical, and geologic processes that have shaped Earth since its inception. Concepts of deep time, the evolution of life on Earth, and the impacts of life on the atmosphere, oceans, and climate will be major components of the course. High-school chemistry and biology will be useful, but students will be able to succeed without them. *Prerequisite:* Credit cannot be earned for both this course and Geology 122, 123, 125, or 141. *Four credit hours.* **N, Lb.** RUEGER

GE129s The Water Planet Examines processes controlling the flow of energy and mass between the atmosphere, geosphere, hydrosphere, biosphere, and anthrosphere through the framework of our planet's oceans. Geologic processes both rapid (earthquakes) and slow (sea-floor spreading) are linked with sustaining the planet. Lab and field work develop the skills needed to observe and model processes shaping our environment. Problem solving fosters critical thinking and classroom debates focus on research and communications skills via current issues like coastal development. Credit cannot be earned for both this course and Geology 122, 123, 125, 127 or 141. *Four credit hours.* **N, Lb.** GEIGER-ORTIZ

GE228s Earth Materials Highlights the properties, classification, and origin of rocks and minerals. Students will learn the basic principles of crystallography and mineral chemistry, and how igneous and metamorphic rocks are used to interpret Earth's history. In the lab portion of the course, students will identify and classify minerals and rocks using both macroscopic and microscopic techniques. Through regularly scheduled reading assignments, students will learn how fundamental principles of mineralogy and petrology are applied to current research in Earth Science. Includes two required field trips extending into the athletic zone, and a required weekend field trip. *Prerequisite:* Chemistry 122 or Geology 123, 125, 127, or 141. *Four credit hours.* **N.** DUNN

GE231f Earth Structure and Tectonics Applies fundamental concepts of stress and strain to understand the different styles of deformation at convergent, divergent, and transform plate boundaries; the physical and chemical mechanisms that control the strength of plate-bounding fault zones; how these deformation mechanisms change with increasing depth in Earth; and how to read the rock record of plate-tectonic deformation. Students also will develop fundamental field-observation skills, and practice written and graphical communication skills as they are applied in the Earth sciences. Three required field trips extend into the athletic zone. *Prerequisite:* Chemistry 122 or Geology 123, 125, 127, 141, or 146. *Four credit hours.* **N, W2.** SULLIVAN

[GE242] Hydrogeology Examines the fundamental principles of hydrogeology and introduces geophysical techniques (surface and borehole) used to investigate flow through the subsurface. Designed to provide the tools necessary to understand and characterize groundwater systems. Topics include the hydraulic properties of rocks, aquifer storage and subsidence, flow potential, analysis of pumping tests conducted in water wells, and interpretation of geophysical field data. Includes lecture, homework from textbook, oral presentation, and analysis of a variety of geophysical logs. *Prerequisite:* Chemistry 122 or Geology 123, 125, 127 or 141 and Mathematics 121, 122, or 161. *Three credit hours.*

GE254f Mountains to Sea: Introduction to Geomorphology An examination of the processes driving landscape change over time with field-based study in Maine. Students will measure sediment-transport processes, analyze and interpret satellite imagery using R-Studio, synthesize field measurements of stream flow and sediment size, and communicate their data and interpretations in writing, orally, and graphically. A mix of lectures, discussions, student presentations, lab exercises, and field study. Includes two required field trips extending into the athletic zone, and a required one-day weekend field trip. *Prerequisite:* Chemistry 122 or Geology 123, 125, 127, or 141. *Four credit hours.* **N.** GEIGER-ORTIZ

[GE256] 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. Includes a required one-day weekend field trip. Previously listed as Geology 356. *Prerequisite:* Chemistry 122, or Geology 123, 125, 127, or 141. *Four credit hours.* **W2.**

[GE262] 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. Includes a required one-day weekend field trip. *Prerequisite:* Chemistry 122 or Geology 123, 125, 127, or 141. *Four credit hours.* **N.**

[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:* Chemistry 122, or Geology 123, 125, 127 or 141. *Three credit hours.* **N, Lb.**

GE297B] Climate Geoengineering: Evaluating Strategies to Sequester CO2 Listed as Environmental Studies 297B. *Three credit hours.* EMERSON, TWINING

[GE331] Plate Tectonics Primary-literature-synthesis course that guides students through the topic of plate tectonics from the development of the theory to some modern-day theories on crustal growth and plate-boundary processes. Students will be able to (1) piece together a broad-scale interpretation of the evolution of a plate boundary using data and interpretations gleaned from the primary scientific literature and (2) use basic thermochronologic, geophysical, geological, and geospatial data sets to interpret plate boundaries. Improving students' verbal and written communication skills while providing an experience in accessing, reading, and assimilating scientific literature. *Prerequisite:* Geology 231 or permission of the instructor. *Four credit hours.*

[GE332] Igneous and Metamorphic Petrology Teaches students to identify igneous and metamorphic rocks and to understand the physical and chemical processes responsible for their formation. Students learn how to use and evaluate a variety of data sets, and they develop skills using a petrographic microscope and the scanning electron microscope (SEM). They also develop interpersonal, critical-thinking, and communication skills that enable them to discuss petrologic processes in the broader geologic context of tectonic setting. *Prerequisite:* Geology 228. *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 three-day weekend field trips. *Prerequisite:* Geology 231 or permission of the instructor. *Four credit hours.* **W2.**

GE351s The Record of Life on Earth Examines the history of life on planet Earth. The course focuses on fossils and other records of the flora and fauna through time. Students will learn about different periods of time in Earth's history and significant developments and characteristics of the planet's evolution. These will include extinction events, perturbations, response to climate change, paleoecology, and paleoenvironmental reconstructions based on fossil assemblages in the rocks. The course will also study the uses of fossils in biostratigraphic interpretation of rocks where they occur. *Prerequisite:* Geology 225, 228, 231, 254, 262, or Biology 271 and Chemistry 122 or Geology 123, 125, or 127. *Four credit hours.* RUEGER

[GE361] 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:* Chemistry 122, or Geology 123, 125, or 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.*

GE363f Paleocceanography 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 paleocceanographic 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:* Geology 262 or permission of the instructor. *Four credit hours.* KOFFMAN

[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 228 or permission of the instructor. *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.* GEIGER-ORTIZ, SULLIVAN

[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

[GE494] 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 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. May be repeated for credit. May include up to three required weekend field trips. *Prerequisite:* Junior or Senior standing. *Four credit hours.* **W3.**

GERMAN

In the Department of German and Russian

Chair, Associate Professor Alicia E. Ellis

Associate Professors Alicia E. Ellis and Arne Koch; Visiting Assistant Professor Rory Bradley; Language Assistant Luise Siemann

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 encouraged to spend at least one semester abroad. Study-abroad options include approved programs in Berlin, Munich, Freiburg, Tübingen, and Salzburg. 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

- 245 Memory and Politics
- 259 Introduction to European Politics
- 266 German Politics
- 344 Post-Communist Transformations
- 457 Seminar: Germany and Europe

History

- 111 Europe from the Classical World to the Religious Wars
- 112 Revolutions of Modern Europe
- 120 Spotlight on History: The Holocaust and Genocide in 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

- 240 Ethics on the Continent: From Kant to Levinas
- 337 Philosophy of Humor
- 389 Philosophers in Focus: Ludwig Wittgenstein

Religious Studies

- 182 Jews, Judaism, and the Modern World
- 298 Jews of Germany, Past and Present

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

[GM125J] 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.*

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.* ELLIS

GM127f Intermediate German I: Exploring German Studies An investigative and experiential course focused on content/disciplinary practices in the field of German Studies and different forms of (non-)digital storytelling, GM127 is an introduction to extended readings and writings in German via cultural contexts. Leads students toward understanding the intersections of the German-speaking world and their studies at Colby via modular exploration of the field of German Studies (that is, by equipping students with the tools for analysis of aesthetic and intellectual accomplishments representative of major periods in German, Austrian, and Swiss history, the course will enable students to address the question *What constitutes German Studies?*) and through different forms of storytelling. **Humanities lab course.** *Prerequisite:* German 126 or appropriate score on the German placement exam. *Four credit hours.* ELLIS

GM128s Intermediate German II: Readings in Cultural Contexts Continuation of Intermediate German I. Practice and review of written and oral communication skills emphasizing formation of correct, idiomatic structures. Strives to build reading skills and to introduce a variety of cultural ideas and contexts through selection of literary and cultural readings/viewings in German. Preparation for transition to in-depth study in a variety of areas of German studies. *Prerequisite:* German 127 or appropriate score on the German placement exam. *Four credit hours.* 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.* SIEMANN

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.* SIEMANN

[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.

[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.* BRADLEY

[GM237] The German Fairy Tale in Popular Culture (in English) Fairy tales permeate our culture on every level. Examines the role of

the fairy tale (folktales, romantic variations, and Disney versions alike) in the construction of culture along with their adaptations in the media, comics, literature, art, and film. In analyzing the historical and social development of fairy tales as a genre, students are introduced to methods of literary analysis and cultural criticism. Counts toward the German major or minor. Open to first-year students. Conducted in English. *Four credit hours.* L.

[GM244] Reading the Short Story (in English) Short stories are difficult, consuming, and complex. This course is designed to facilitate close and attentive readings, emphasizing textual interpretation and concise writing to a diverse selection of modern short prose. Concerns will be: how to read and then write about short stories, and how to discuss multiple viewpoints as we examine themes, narratives, and style. Students are asked to think about story elements, including plot, setting, and character, and the way that grammatical features and figurative language shape the analysis of the text. *Four credit hours.* L.

GM252f Mission Impossible: Multicultural German Literature and Film (in English) Introduction to German-speaking literature and film by writers and filmmakers of African (Ayim, Oguntoye), Japanese (Tawada), Jewish (Celan, Honigmann), Romanian (Müller, Wagner), Russian (Kaminer), and Turkish (Özdamar, Zaimoglu, Akin) backgrounds. Emphasis on contemporary literature, with background readings from the Enlightenment through the present. Examination of creative approaches to issues of migration, exile, and globalization, with focus on language politics, identity formation, gender, history and memory, and the multicultural city. Counts toward the German major or minor. Open to first-year students. Conducted in English. *Four credit hours.* L, I. A. KOCH

[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 Women's Literary, Cultural, and Visual Production In this interdisciplinary course, we will concern ourselves with the intellectual production and development of women working in the German and Austrian contexts. Designed to explore the role of women, gender and representation, we will examine their artistic activities through historical, literary, and social movement frames. We will read women's writing, view their art, and watch their films. Topics include the development of a public female aesthetic that encompasses Afro-German women as writers, historians, and filmmakers; Expressionist artists such as Kollwitz and Modersohn-Becker; and authors that include but are not limited to Bachmann, Ayim, and Tawada. Students will also further deepen those skills necessary for critical thinking, writing, and speaking. Conducted in German. *Prerequisite:* German 128 or equivalent. *Four credit hours.* L. ELLIS

GM297Bf German Cinema: Past and Present (in English) An introduction and exploration of German-speaking cultures through analysis of German-language cinema from its inception in the 1890s through the post-unified cinema of the present. Focus on popular and avant-garde films and notions of mass culture, education, propaganda, entertainment, and identity formation. Particular emphasis on constructions of race and gender. Conducted in English. Open to first year students. *Four credit hours.* A, I. A. KOCH

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.* SIEMANN

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.* SIEMANN

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.* ELLIS

[GM346] **Jews of Germany, Past and Present** Listed as Religious Studies 346. *Four credit hours.* **H, I.**

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**

[GM493] **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.**

GM493Bs Seminar: Readings in the 20th Century Novel This seminar addresses the works of twentieth-century authors, who, in very different ways, challenge the conventional ways in which Europe is identified and understood by its constituents. Particular attention is paid to the theorization of political, cultural, and sexual spaces and the use of language as a radical negotiation of traditional ways of writing. We will also explore the relationship between historical legacies and memory, the margin and the center, the layered structure of violence, and the representation of textual boundaries in flux. Focus will be on close readings of texts, the use of secondary sources, weekly writing responses, workshops, a final research paper in German, and a presentation of research findings in a public forum. *Prerequisite:* A 300-level German course and senior standing. *Four credit hours.* **L. ELLIS**

GLOBAL STUDIES PROGRAM

Director, Professor Jennifer Yoder (*fall semester*), Patrice Franko (*spring semester*)

Associate Director, Assistant Professor Lindsay Mayka

Advisory Committee: Professors Hideko Abe (*East Asian Studies*), Maria Bollo-Panadero (*Spanish*), Ben Fallaw (*Latin American Studies*), Patrice Franko (*Economics and Global Studies*), Walter Hatch (*Government*), Paul Josephson (*History*), Christel Kesler (*Sociology*), Mary Beth Mills (*Anthropology*), Kenneth Rodman (*Government*), Raffael Scheck (*History*), Andreas Waldkirch (*Economics*), and Jennifer Yoder (*Government and Global Studies*); Associate Professors Daniel LaFave (*Economics*), Mouhamédou Niang (*French Studies*), Maple Razsa (*Global Studies*), and Hong Zhang (*East Asian Studies*); Assistant Professors Sarah Duff (*History*), Nadia El-Shaarawi (*Global Studies*), Britt Halvorson (*Anthropology*), Lindsay Mayka (*Government*), Laura Seay (*Government*), and Arnout van der Meer (*History*).

We are increasingly bound together with people living in diverse geographies, cultures, economies, and political systems. Global studies majors focus on these multifaceted interconnections that shape our world and examine the ways people are linked across the globe through international markets, state and non-governmental institutions, cultural practices, and shared histories.

Students in the program work closely with global studies professors as well as faculty members from other departments to examine transnational issues through several different comparative lenses. The major crosses four disciplines—government, history, economics, and anthropology—and includes extensive language study. With a diverse array of courses to choose from, global studies is highly flexible, allowing students to tailor the program to match their interests. Students dissect varied global issues while focusing on one geographic area and probing global themes including international relations, economic policy, development, and human rights.

Students deepen cultural knowledge and test classroom learning by studying abroad for one or two semesters during their junior year. Working with professors and a representative from the Off-Campus Study Office, students are able to choose from more than 200 study-abroad programs.

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 where elective coursework is international in anthropology, Chinese, East Asian studies, economics, environmental studies, French studies, German studies, government, history, Italian, Japanese, Latin American studies, Russian, or Spanish.

Majors also must complete the equivalent of two courses beyond the introductory level in a modern foreign language. Students are encouraged to develop language skills relevant to their regional specialization. *When appropriate to a major's specialization, we will consider petitions for the two classes beyond introductory to be taken off-campus if the language in question is not offered adequately at Colby, for example Arabic or Quechua.* 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

English

- 366 Writing the Crisis: Post-Apartheid Literature in Focus

French Studies

- 237 Francophone African Cinema
- 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
- 375 Narratives of Identities in Francophone African Literature
- 397 Francophone Ecocriticism and Postcolonial Theory in Dialogue

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

- 266 Introduction to African History, 1800 to 1994
- 298A South Africa, Ambivalent Nation
- 397B Africa in New England, New England in Africa
- 398B South African Women's Memoir

Asia:

Anthropology

- 326 Comparing Inequalities: Caste and Race
- 339 Asian Pacific Modernities

Art

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

Chinese

- 430 Contemporary Chinese Society
- 434 Docu-China: Advanced Readings in Chinese
- 435 Chinese Women from Mao to Market

- 454 Chinese Food and Culture and Its Changing Landscape
- 455 Talk About Contemporary China
- 493 Advanced Research in East Asia

East Asian Studies

- 150 Foundations in East Asian Studies
- 1xx Nature in Chinese and Japanese Literature
- 221 Second Language Pedagogy
- 231 The Chinese Novel: Vignettes of Life in Imperial China
- 242 Development and Environmental in Contemporary 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
- 280 Topics of Global Cinema: Korean
- 353 Globalization and the Rise of China
- 355 Aging and Public Policy in East Asia
- 397 Gods, Ghosts and Goblins: Japanese Mythology and Folklore

Economics

- 279 Economic Rise and Future of China

English

- 237 Postcolonial Pastoral: Ecology, Travel, and Writing

Government

- 256 Introduction to East Asian Politics
- 355 Winners and Losers in Chinese Politics
- 356 Winners and Losers in Japanese Politics

History

- 197 History of Modern East Asia
- 198 Maritime History of the World
- 250 History of Modern China: Everyday Life and Revolution
- 255 Histories of Southeast Asia: Slavery, Diasporas, and Revolutions
- 297A Modern Japan
- 297D Revolutionary Culture in Contemporary China
- 298C Taikun to Trump: A History of East Asia and the West
- 377 Imperialism, Decolonization, and Modernity in Southeast Asia
- 397 Global History of Manga and Anime
- 398A Minorities in East Asia
- 398B Maine in Japan

Music

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

Philosophy

- 265 Chinese 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
- 218 Global South Asia: Literature, Art, Environment
- 263 Buddhism across East Asia
- 265 Buddhism: An Introduction

- 319 Bollywood and Beyond: South Asian Religions through Film

Science, Technology, and Society

- 223 Asian Science and Society
- 242 Development and Environmental in Contemporary China (see EA 242)

Europe and Russia:

Art

- 278 19th Century European Art

French Studies

- 223 French Theater Workshop
- 232 French Cultural History I
- 233 France in Transition: Current Issues and Debates
- 239 Paris: Literary and Historical Topographies
- 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
- 355 The Other French Empire, Then and Now
- 357 Illuminating Turns to Science in 19th-Century France
- 358 Passionate Discontent: The 19th-Century Epidemic
- 371 *L'écriture de Soi*
- 375 Narratives of Identities in Francophone African Literature
- 377 Staging Justice: The Theater of Revolt
- 378 French Revolution and Human Rights
- 379 Race and Gender in Contemporary French Cinema and New Media
- 392 French Intellectuals and the Struggle for Social Change
- 397 Post-World War II France
- 493 Seminar (when appropriate)

German

- 198B Weimer Culture: Germany Between the World Wars (see HI398C)
- 231 Introduction to German Studies
- 234 German Culture through Film
- 236 ConTexts in German Culture
- 252 Mission Impossible: Multicultural German Literature and Film
- 263 Weird Fictions (in English)
- 297 Women's Lit, Culture, Visual
- 297 Unheard of Events
- 297 Violence, Atrocity, and Trauma: Europe 1914-1945 (see HI397B)
- 298 Banality of Ecocide: Postwar German Environmental Humanities
- 342 Contested Subjects in German Culture

Global Studies

- 245J Memory and Politics
- 451 Justice and Injustice in Global Europe

Government

- 259 Introduction to European Politics
- 266 German Politics
- 297 Writers against the State: Reading the Political Novel in Prague
- 344 Post-Communist Transformations
- 354 The European Union
- 359 Political Ideologies and Revolutionary Movements in Europe
- 362 Advanced International Relations in Salzburg
- 457 Germany and Europe

History

- 112 Mentalities, States, and Societies in Europe Since 1618
- 120 World Revolutions

- 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
- 153 Modern and Contemporary Italian Fiction in Translation in Verona
- 153 Modern and Contemporary Italian Fiction in Translation
- 255 Modern Classics Italian Style
- 262 Tales from the Margins: Topics in Italian Cultural Studies
- 297 Nature in Italian Literature and Film (in English)
- 346 Geographies of R/existence
- 356 Introduction to Dante's *Divine Comedy*(in English)
- 375 Introduction to Italian Cinema
- 397 Zine! A Practical Introduction to Contemporary Poetry

Religious Studies

- 182 Jews, Judaism, and the Modern World
- 346 Jews of Germany, Past and Present

Russian

- 113 The Literature and Art of St. Petersburg
- 222 Revolutionary Performances: Theater and the Energy of the Unspoken
- 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)
- 237 Topics in 19th-Century Russian Literature (in English)
- 242 Russian Cinema from Lenin to Putin (in English)
- 242 Make Russia Great Again
- 242 Ethnic Wars and Peace in (Post-)Soviet Cinema (in English)
- 325 Conversation and Composition: Identity in 20th-Century Literature
- 346 Russian Poetry
- 425 Russian Literary and Artistic Works
- 428 The 20th-Century Russian Novel
-

Spanish

- 135 Introduction to Literary Analysis
- 234 Diversity and Racism in Contemporary Spain
- 236 Medical Spanish
- 266 Language of Spanish Cinema
- 269 Spanish Cultural Studies
- 273 Contemporary Spanish-America Short Story
- 298A Becoming Vulnerable in Early Modern Spain
- 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
- 366 Queer Spain
- 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
- 298 Pop Culture in Latin America
- 361 Militaries, Militarization, and War
- 365 Space, Place, and Belonging
- 397 Indigeneity and the Politics of Authenticity

Economics

- 214 Economic Policy and Performance in Contemporary Latin America
- 297 Topics in Latin American Economic Policy (see GS397)

French Studies

- 236 Introduction to the Francophone World: The Americas
- 351 Minority Issues and Social Change in the Americas
- 493C Seminar: Minority Issues and Social Change in the Americas

Government

- 253 Introduction to Latin American Politics
- 264 Democracy and Human Rights in Latin America
- 456 Civil Society and Social Change in Latin America

Global Studies

- 214 Economic Policy and Performance in Contemporary Latin America (see EC214)

Latin American Studies

- 173 History of Latin America, 1491 to 1900
- 174 Introduction to Latin American Studies
- 197 Into the Archive: The Politics and Practice of Archival Research
- 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.
- 297 The Cuban Revolution
- 297A Crime, Violence, and Security in Latin America
- 298 Popular Culture in Latin America
- 373 Religion and Unbelief in Modern Latin American History
- 378 U.S. in Latin America: Intervention, Influence, Integration
- 398A Cold War in Latin America
- 473 Historical Roots of Violence in Modern Latin America

Spanish

- 135 Introduction to Literary Analysis
- 135A Intro to Critical Analysis: Eco-Fiction and Eco-Thought
- 135B Intro to Critical Analysis: Indigenous Latin America
- 237 Conquest and Resistance in the Americas
- 239 Latin America at the Movies
- 254 Aqui Estamos: U.S. Latinx in the 20th and 21st Centuries
- 265 The Short Novel in Spanish America
- 267 Family/History/Nation: Latina/o Genealogies
- 273 Contemporary Spanish-American Short Story
- 298 Latin American Theater
- 298A Dancing McOndo: Music and Literature from Latin America
- 298B Latinx and Chicana Feminism
- 338 The Diasporic Imagination: Cubans beyond Cuba
- 341 Cities, Bodies, and Nations in Caribbean Literature
- 346 Race, Rights, and Land in the Americas
- 376 Narratives, Artifacts, Monuments Pre-Columbian
- 397 Struggle, Memory and Truth: Human Rights in Latin America
- 397A Mexican-U.S. Border Studies
- 398A Imaginary Lines: Immigration, Borders, Movement

- 497 Inca Gracilaso de la Vega
- 498 The Shifting Americas: Race, Power, and Subjectivity
- 498 Abia Yala: Indigenous Resistance, Revolution, and Decoloniality
- 498 Seminar: The Afro-Americas: Race, Power, and Subjectivity

The Middle East:

French Studies

- 397/493J Queering the Maghreb in Francophone Cinema

Global Studies

- 226 Arab Spring
- 297 Syrian Conflict
- 298A Religious Violence
- 397 Zionism and its Opponents

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.

Art

- 288 Global Photographies
- 323 The Destruction of Culture

Anthropology

- 211 Of Beasts, Pets and Wildlife: What Animals Mean to Humans
- 236 Illegal Drugs, Law, and the State
- 242 Anthropology of Latin America: City Life
- 244 Anthropology of Religion
- 246 Religion and Everyday Life in Muslim Societies
- 252 Language, Culture, Discourse
- 253 Goods, Gifts, and Globalizing Consumers
- 256 Land, Food, Culture, and Power
- 258 Anthropology, History, Memory
- 298 Pop Culture in Latin America
- 326 Comparing Caste and Race
- 341 Culture, Mobility, Identity
- 344 Black Radical imaginations
- 361 Militaries, Militarization, and War
- 365 Space, Place, and Belonging
- 366 Technocultures
- 373 The Anthropology of Gender and Sexuality
- 374 Public Anthropology
- 397 Indigeneity and the Politics of Authenticity
- 398 Anthropology of Social Media
- 421 Anthropology of Creativity
- 464 Anthropology of Food

East Asian Studies

- 242 Development and Economic Issues in Contemporary China
- 278 Language and Gender
- 353 Globalization and Human Rights in China
- 355 Aging and Public Policy in East Asia

Economics

- 171 Global Financial Markets
- 214 Economic Policy and Performance in Contemporary Latin America
- 279 Economic Rise and Future of China
- 297 Topics in Latin American Economic Policy (see GS397)
- 318 Economics of Health and Consumer Behavior
- 335 Topics in Economic Development
- 348 Economic Growth
- 378 International Trade
- 471 Seminar: Global Production
- 474 Seminar: Growth and Work of Nations
- 475 Seminar: Health and Economic Development

Education

- 228 Women, Children, Gender, and Human Rights
- 324 Elite Schooling in Global Context
- 398A Education and Sustainable Development
- 398B Gender, Education, and Development

English

- 366 Writing the Crisis: Post-Apartheid Literature in Focus

Environmental Studies

- 234 International Environmental Policy
- 265 Global Public Health
- 276 Global Change Ecology
- 346 Global Food Policy
- 366 The Environment and Human Health
- 368 Global Climate Policy

French Studies

- 297 Indigenous Resistance to Petrocapitalism (in English)
- 373 Writing of Place: Migration, Nationalism, and Memory
- 493B Writing of Place: Migration
- 493M Staging Justice: Theater of Revolt

German

- 298 Banality of Ecoside: Postwar German Environmental Humanities

Global Studies

- 211 Human Rights and Social Justice in Global Perspective
- 214 Economic Policy and Performance in Contemporary Latin America (see EC214)
- 224 Multimedia Storytelling in a Transnational World
- 226 Arab Spring
- 227 Visual Ways of Knowing
- 245 Memory and Politics
- 245J Memory and Politics
- 251 Global Displacement: Understanding Refugees and Refugee Policy
- 252 Language, Culture, Discourse
- 253 Goods, Gifts, and Globalizing Consumers
- 255 Global Health: Critical Perspectives on Health, Care, and Policy
- 297J Contemporary Immigration in the U.S.
- 297 Syrian Conflict
- 298A Religious Violence
- 298B The Bourgeoisie

- 316 Religion and Social Change in Contemporary Africa
- 352 Global Activism: From Socialist Internationalism to Today
- 397 Colonialism, Post-Colonialism, and Settler Culture
- 397 Zionism and its Opponents
- 451 Justice and Injustice in Global Europe
- 455 Intervention: The Ethics and Politics of Humanitarianism
- 457 Insurgent Mobility Lab: Migrants, Activists, the Balkan Route
- 498 Insurgent Mobilities Lab II: Migrants, Activists, the Balkan Route
- 498 Theories of the State

Government

- 223 America and the World
- 231 U.S. Foreign Policy: The Cold War
- 236 International Law and Politics of Human Rights
- 238 Politics of War Crime Tribunals
- 251 Israelis and Palestinians: Conflict and Accommodation
- 252 Introduction to Politics of the Middle East
- 253 Intro Latin American Politics
- 255 Intro African Politics
- 256 Introduction to East Asian Politics
- 260 9-11: Origins, Event, Aftermath
- 263 Global Crisis of Democracy and Democracy Assistance
- 264 Democracy and Human Rights in Latin America
- 332 International Organization
- 336 Politics of Development in Africa
- 338 Field Study in African Development
- 344 Post-Communist Transformations
- 354 The European Union
- 356 Winners and Losers in Japanese Politics
- 357 Political Economy of Regionalism
- 361 Dissident Approaches to International Political Thought
- 362 Advanced International Relations in Salzburg
- 423 National Security Decisionmaking
- 432 Seminar: U.S. Foreign Policy
- 451 Seminar: Political Violence
- 455 Seminar: Conflict and Crisis in Africa
- 456 Seminar: Civil Society and Social Change in Latin America
- 457 Seminar: Germany and Europe

History

- 120 World Revolutions
- 120C Spotlight on History: The Holocaust and Genocide in Europe
- 141 Genocide and Globalization: 20th-Century World History
- 198 Maritime History of the World
- 226J Cities from Scratch: A Global History of New Towns
- 245 Science, Race, and Gender
- 248 Nuclear Vision, Environmental Realities
- 297J America's Whitest State: Immigration in Maine, Yesterday and Today
- 298C Taikun to Trump: A History of East Asia and the West
- 321 The First World War
- 322 Europe and the Second World War
- 330 Global Histories of Food
- 341 US as an Empire
- 346 Global Health History
- 352 Asian Migrations
- 356 Cultures and Identities of the British Empire
- 381 Women and Gender in Islam
- 394 Ecological History
- 398 Atlantic World and Beyond: New England in Global History
- 398 Global Histories of Food
- 398C United States as Empire
- 421 Research Seminar: Debating the Nazi Past

- 438 Commodities in World History
- 447 Research Seminar: The Cold War

Jan Plan

- 151 *Water and Sanitation in Developing Countries*
- 231 *Economic Development in Conflict Zones*

Latin American Studies

- 297A Crime, Violence, and Security in Latin America
- 378 U.S. in Latin America: Intervention, Influence, Integration
- 398 Cold War in Latin America

Music

- 252 Intro to World Music

Philosophy

- 311 Approaches to Global Justice

Science, Technology, and Society

- 242 Development and Environmental in Contemporary China
- 297 Global Food, Health, and Society

Sociology

- 244 Urban Sociology in a Global Context
- 262 Comparative Perspective on Inequality
- 297 Sociology of Immigration
- 298B Sociology of Globalization
- 298C Urban Sociology

Spanish

- 135B Intro to Critical Analysis: Indigenous Latin America
- 236 Medical Spanish
- 346 Race, Rights, and Land in the Americas
- 498 Seminar: The Afro-Americas: Race, Power, and Subjectivity

Women's, Gender, Sexuality Studies

- 225 Gender and Politicized Religion
- 397 South Asian Feminisms

Courses Approved to Fulfill the Seminar Requirement

Anthropology

- 421 Anthropology of Creativity
- 464 Anthropology of Food

Chinese

- 435 Chinese Women from Mao to Market

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*)

French

- 493A Post-World War II France
- 493B Writing of Place: Migration
- 493C Minority Issues and Social Change in the Americas
- 493D Passionate Discontent: The 19th Century Epidemic

- 493G Ecocriticism and Postcolonial Theory in Dialogue
- 493H French Revolution and Human Rights
- 493M Staging Justice: Theater of Revolt
- 493N *L'écriture de soi*

German

- 493 Ideologies and Identities

Global Studies

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

Government

- 423 National Security Decision Making
- 432 Seminar: U.S. Foreign Policy
- 451 Seminar: Political Violence—enrollment limited to double majors in government
- 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
- 438 Global Commodities: Trade, Networks, and Cultural Exchange

Latin American Studies

- 473 Historical Roots of Violence in Modern Latin America

Russian

- 425 Russian Literary and Artistic Works
- 425 Russian Short Prose
- 425 Culture and Politics
- 428 The 20th-Century Russian Novel

Spanish

- 493 Seminar: Queer Spain
- 497 Seminar: Inca Garcilaso de la Vega
- 498 Seminar: The Afro-Americas: Race, Power, and Subjectivity

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
- 361 Militaries, Militarization, and War

Environmental Studies

- 234 International Environmental Policy
- 368 Global Climate Policy

Global Studies

- 226 Arab Spring
- 245(J) Memory and Politics
- 297 Contemporary Immigration in the US
- 297 Syrian Conflict
- 298A Religious Violence
- 397 Zionism and its Opponents
- 455 Intervention: The Ethics and Politics of Humanitarianism (see AY455)

Government

- 223 America and the World
- 231 U.S. Foreign Policy: The Cold War
- 236 International Law and Politics of Human Rights
- 238 Politics of International War Crime Tribunals
- 251 Israelis and Palestinians: Conflict and Accommodation
- 256 Introduction to East Asian Politics
- 260 9-11: Origins, Event, Aftermath
- 263 Global Crisis of Democracy and Democracy Assistance
- 332 International Organization
- 354 The European Union
- 357 Political Economy of Regionalism
- 361 Dissident Approaches to International Political Thought
- 362 Advanced International Relations in Salzburg
- 423 National Security Decisionmaking
- 432 Seminar: U.S. Foreign Policy
- 455 Conflict and Crisis in Africa
- 457 Germany and Europe

History

- 120C Spotlight on History: The Holocaust and Genocide in Europe
- 141 Genocide and Globalization: 20th-Century World History
- 198 Maritime History of the World
- 248 Nuclear Visions, Environmental Realities
- 298C Taikun to Trump: A History of East Asia and the West
- 321 First World War
- 322 Europe and the Second World War
- 341 The United States as Empire
- 356 Cultures and Identities of British Empire
- 398C United States as an Empire
- 438 Global Commodities: Trade, Networks, and Cultural Exchange
- 447 Research Seminar: The Cold War

Jan Plan

- 231 Economic Development in Conflict Zones

Latin American Studies

- 378 U.S. in Latin America: Intervention, Influence, Integration
- 398 Cold War in Latin America

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

- 256 Land, Food, Culture, and Power

Economics

- 171 Global Financial Markets
- 214 Economic Policy and Performance in Contemporary Latin America
- 279 Economic Rise and Future of China
- 297 Topics in Latin American Economic Policy
- 318 Economics of Global Health
- 335 Topics in Economic Development
- 348 Economic Growth
- 378 International Trade
- 471 Seminar: Global Production
- 474 Growth and Work of Nations
- 475 Seminar: Health and Economic Development

Global Studies

- 253 Goods, Gifts, and Globalizing Consumers
- 298B The Bourgeoisie

Government

- 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

History

- 330 Global Histories of Food
- 398 Atlantic World and Beyond: New England in Global History
- 438 Global Commodities: Trade, Networks, and Cultural Exchange

Jan Plan

- 231 Economic Development in Conflict Zones

Sociology

- 298B Sociology of Globalization

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
- 256 Land, Food, Culture, and Power
- 421 Anthropology of Creativity
- 464 Anthropology of Food

East Asian Studies

- 242 Development and Economic Issues in Contemporary China

Economics

- 214 Economic Policy and Performance in Contemporary Latin America
- 279 Economic Rise and Future of China
- 297 Topics in Latin American Economic Policy
- 318 Economics of Global Health
- 335 Topics in Economic Development
- 378 International Trade
- 471 Seminar: Global Production
- 475 Seminar: Health and Economic Development

Education

- 228J Women, Children, Gender, and Human Rights
- 398A Education and Sustainable Development
- 398B Gender, Education, and Development

Environmental Studies

- 265 Global Public Health
- 276 Global Change Ecology

French

- 493B Writing of Place: Migration

Global Studies

- 251 Global Displacement: Understanding Refugees and Refugee Policy
- 255 Global Health: Critical Perspectives on Health, Care, and Policy
- 298B The Bourgeoisie
- 352 Global Activism: From Socialist Internationalism to Today
- 498 Theories of the State

Government

- 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
- 332 International Organization
- 336 Politics of Development in Africa
- 451 Seminar: Political Violence
- 454 Seminar: Politics of Development: State, Society, and Markets

History

- 330 Global Histories of Food
- 346 Global Health History
- 352 Asian Migrations
- 394 Ecological History

Jan Plan

- 151 Water and Sanitation in Developing Countries

- 231 Economic Development in Conflict Zones

Science, Technology, and Society

- 242 Development and Environmental in Contemporary China

Sociology

- 298B Sociology of Globalization
- 298C Urban Sociology

Spanish

- 135B Intro to Critical Analysis: Indigenous Latin America

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

- 211 Of Beasts, Pets, and Wildlife: What Animals Mean to Humans
- 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
- 298 Pop Culture in Latin America
- 326 Comparing Inequalities: Caste and Race
- 341 Culture, Mobility, Identity: Encounters in the African Diaspora
- 344 Black Radical Imaginations
- 361 Militaries, Militarization, and War
- 365 Space, Place, and Belonging
- 366 Technoculture
- 373 Anthropology of Gender and Sexuality
- 421 Anthropology of Creativity
- 464 Anthropology of Food

Art

- 323 The Destruction of Culture

East Asian Studies

- 353 Globalization and Human Rights in China

Education

- 228 Women, Children, Gender, and Human Rights
- 398B Gender, Education, and Development

Environmental Studies

- 234 International Environmental Policy
- 265 Global Public Health
- 366 The Environment and Human Health

French Studies

- 297 Indigenous Resistance to Petrocapitalism (in English)
- 493M Staging Justice: Theater of Revolt

German

- 298 Banality of Ecoside

Global Studies

- 211 Human Rights and Social Justice in Global Perspective
- 227 Visual Ways of Knowing
- 251 Global Displacement: Understanding Refugees and Refugee Policy
- 252 Language, Culture, Discourse
- 255 Global Health: Critical Perspectives on Health, Care, and Policy
- 297 Contemporary Immigration in the U.S.

- 316 Religion and Social Change in Contemporary Africa
- 352 Global Activism: From Socialist Internationalism to Today
- 397 Colonialism, Post-colonialism, Settler Colonialism
- 397 Zionism and its Opponents
- 455 Intervention: The Ethics and Politics of Humanitarianism
- 457 Insurgent Mobility Lab: Migrants, Activists, the Balkan Route
- 498 Insurgent Mobility Lab II: Migrants, Activists, the Balkan Route
-

Government

- 236 International Law and Politics of Human Rights
- 238 Politics of International War Crimes Tribunals
- 251 Israelis and Palestinians: Conflict and Accommodation
- 263 Global Crisis of Democracy and Democracy Assistance
- 264 Democracy and Human Rights in Latin America
- 272* Modern Political Theory
- 332 International Organization (if papers written on human rights)
- 356 Winners and Losers in Japanese Politics
- 451 Seminar: Political Violence
- 455 Conflict and Crisis in Africa
- 456 Seminar: Civil Society and Social Change in Latin America

History

- 120C Spotlight on History: The Holocaust and Genocide in Europe
- 141 Genocide and Globalization: 20th-Century World History
- 245 Science, Race and Gender
- 297J America's Whitest State? Immigration in Maine, Yesterday and Today
- 356 Cultures and Identities of British Empire
- 421 Research Seminar: Debating the Nazi Past

Latin American Studies

- 272 Mexican History: Justice, Rights, and Revolution
- 297A Crime, Violence, and Security in Latin America
- 378 U.S. in Latin America: Intervention, Influence, Integration

Philosophy

- 311 Philosophical Approaches to Global Justice

Sociology

- 262 Comparative Perspectives on Inequality
- 298B Sociology of Immigration

Spanish

- 135B Intro to Critical Analysis: Indigenous Latin America
- 236 Medical Spanish
- 346 Race, Rights, and Land in the Americas
- 498 Seminar: The Afro-Americans: Race, Power, and Subjectivity

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 the intersection of borders and human rights. Co-instructed by 2020 Oak Fellow, Nasim Mohammadi, an activist and Afghan refugee living in Greece. We will explore many aspects of human rights in relation to borders, including immigration, refugees, militarization, colonialism, imperialism, indigenous rights, and free movement. Students will also consider the different ways to address borders and human rights issues through an exploration of policy, advocacy, and technology. The Oak course may be taken for credit a total of three times. Nongraded. *One credit hour.* ASCH, DIONNE, MOHAMMADI

GS198s Incarceration and Human Rights: A Reading Group This is a Reading Group sponsored by the Oak Institute for Human Rights, whose primary mission is to host a human rights advocate and practitioner every fall in association with an annual theme. In preparation for the 2021-2022 theme on *Incarceration and Human Rights*, we will come together as a group once a week to discuss what we have read. Various Faculty and writers from different fields and disciplines will be leading each session. Nongraded. *One credit hour.*
ASCH, BESTEMAN, DIONNE, EL-SHAARAWI, GILKES, PLASENCIA, RAMOS FLORES

[GS211] Human Rights and Social Justice in Global Perspective Human rights have become one of the primary frameworks for understanding justice and injustice globally. Drawing especially on anthropology, with its longstanding commitment to exploring the diversity of human experience, we first examine critically the contradictory consequences of this new human rights universalism. Moving beyond simplistic arguments of relativism and anti-relativism, we scrutinize human rights claims in the face of concrete contexts of cultural difference and inequality. *Prerequisite:* Anthropology 112. *Four credit hours.* **W2.**

[GS211J] 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. *Prerequisite:* Anthropology 112. *Three credit hours.* **W2.**

GS214s Economic Policy and Performance in Contemporary Latin America Listed as Economics 214. *Four credit hours.* **I.**
FRANKO

[GS226] Arab Spring The Middle East, North Africa and the Arabian Peninsula witnessed a series of revolutions that began in December of 2010. These revolts were long expected by observers of the region, yet paradoxically came as a surprise. This course will explore the reasons for this surprise, the wide range of explanations that scholars have proposed for the revolts, why the revolts happened in some countries but not others and, where they did occur, why some resulted in political reform and others in renewed authoritarian rule. The role of outside powers, such as the United States and Russia, as well as the crossborder intraregional dynamics, will be explored as well. Finally the course will explore the experiences of the participants as expressed in personal narratives, art and literature. *Four credit hours.*
S, I.

GS227f Visual Ways of Knowing: Transcultural Documentary Filmmaking Teaches audio and video recording methods, research practice, documentary filmmaking ethics, and video editing. Special emphasis is placed on learning to understand, collaborate, and tell documentary stories across a variety of socioeconomic and cultural differences. Students will produce audio, video, and text contributions to an online interactive documentary that shares the stories of the Movement for Black Lives (broadly construed) in Maine. Requires significant student initiative including full attendance at the Camden International Film Festival. **Humanities lab course.** *Four credit hours.*
RAZSA

[GS245] Memory and Politics This writing-intensive course invites students to consider how governments and other actors frame the past, for what purposes, and with what effects. The focus is on post-1945 Europe, however students are welcome to examine non-European cases in their own work. Through a variety of writing exercises, students will engage with discipline- and culture-specific debates about whether and how a society should address its past, particularly after periods of violence and authoritarian or totalitarian rule. *Three credit hours.* **S, W2.**

[GS245J] Memory and Politics This off-campus 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, with special attention to Austria. Through a variety of writing exercises, students will engage with social science and Austria-specific debates about whether and how a society should address its past, particularly after periods of violence and authoritarian or totalitarian rule. This JanPLan in Salzburg, Austria features excursions, including to Vienna. *Three credit hours.* **S, W2.**

GS251f Global Displacement: Understanding Refugees and Refugee Policy When people are forced to flee their homes because of persecution, what happens to them? What should happen? In our transnational world, cross-border conflict and displacement challenge our ideas about governance, identity, and justice. This course provides a framework to understand displacement in global perspective. We will trace the evolution of international refugee law and policy dealing with this growing population and consider the implications of displacement for individuals, communities, and states. Through case studies, we will also grapple with the social, cultural, political, and ethical challenges posed by refugee aid. **Boundaries and Margins humanities theme course.** *Prerequisite:* Anthropology 112. *Four credit hours.* **S, I.**
EL-SHAARAWI

GS252s Language, Culture, Discourse Listed as Anthropology 252. *Four credit hours.* HALVORSON

GS253f Cultural Perspectives on Global Economies Listed as Anthropology 253. *Four credit hours.* **W2.** HALVORSON

GS255fs Global Health: Critical Perspectives on Health, Care, and Policy This writing-intensive course introduces students to central global issues of disease and disability and the interventions that aim to address them. We will discuss the central actors, institutions, and practices that make up the global health landscape. Using an interdisciplinary perspective, we will analyze the value systems and modes of knowledge production that underlie global health research, policy, and practice. Students will engage critically and creatively with topics such as the global burden of disease; the social determinants of health; health, development and human rights; post-disaster health; and global health policy and practice. *Prerequisite:* Anthropology 112. *Four credit hours.* **S, W2.** EL-SHAARAWI

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

GS278s United States and the Middle East Listed as GO278. *Four credit hours.* SIMON

GS297f The Syrian Conflict Syria erupted in revolution in 2011 following revolutionary upheavals in Tunisia, Egypt and Libya. While Tunisia has developed a democratic politics, Egypt remains under authoritarian rule and Libya is contested by two rival claimants to successor status and is plagued by violence. Only Syria, however, descended into a full blown civil war that, as of Spring 2020, included US, Russian, Turkish, Kurdish, Iranian proxy forces and foreign fighters strewn across the country. In this course, we will examine the prehistory of the revolution, use a variety of disciplines to explain its outbreak and transformation into civil war, and the reciprocal impact of the war on Syria, its allies and adversaries. *Four credit hours.* SIMON

GS297Bf Oak Activist Research Lab on Mobility and Mutual Aid Students collaborate in activist research which both studies and contributes to refugee struggles for human rights. Co-taught with 2020 Oak Fellow Nasim Lomani, himself a refugee, course centers the voices, experiences, and activism of people on the move. Substantial time dedicated to documenting and analyzing Lomani's work with refugee solidarity and mutual aid initiatives in Greece and beyond, including his central role in the remarkable self-organized squat City Plaza Hotel that hosted hundreds of refugees in Athens. Recent history studied in the context of contemporary theorizing and analysis of migrant struggles in Europe and beyond. *Four credit hours.* **S, I.** RAZSA

[GS298] Middle East, World Wars and Regional Conflict The modern Middle East has been shaped by war. To a large extent, these wars have been imposed on the region by outside powers, or fueled by them. These wars created the boundaries of Middle Eastern states, even created the states themselves. Where the state was not invented, it was recast as it was in Egypt and Iran, among others. The Cold War intensified these conflicts and entrenched authoritarian governments. And the subsequent war on terror displaced millions as a consequence of Americans ceaseless quest for security. This course will explore the impact of these wars on regional states and societies using primary and secondary sources and personal narratives. *Prerequisite:* Government 131. *Four credit hours.*

GS298Bs Israel in Cinema Israel is a young country with a turbulent history. This course will explore its evolution from independence in 1948 to the present day through movies produced by Israelis and Palestinians as well as feature films produced in the United States that reflect changing perceptions of Israel among Americans over time. We will discuss the making of movies as well as ways of interpreting them. We will relate the movies to their historical context and explore the attitudes, preoccupations, anxieties reflected by the films. Questions of survival, inter communal relations, relations with neighboring states and the wider world, relations with Arabs, in particular, will be discussed. *Nongraded. Two credit hours.* SIMON

GS298Cs The Biden Administration First 100 Days When the new administration takes office in January, it will have to manage a deeply divided society, dysfunctional political system, weakened institutions, as well as a public health crisis, climate change, fragile economy, severe wealth inequality, deteriorating infrastructure, a rising China, frayed alliances, and unanticipated crises that routinely arise. This course will bring to campus via Zoom a selected policy expert or practitioner each week to help us understand how the new administration will attempt to govern under these conditions and assess its policy choices as they unfold in the first hundred days. *Nongraded. Two credit hours.* SIMON

[GS303] Topics in Global Affairs Affords the Colby community an opportunity to interact with a combination of outside speakers and Colby faculty on a range of topics relevant to global studies, from climate change and food and water security to human rights and gender equality, to International health and cybersecurity as well as the more traditional security issues raised by shifts in the interstate arena. *Two credit hours.*

[GS316] 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.*

GS352s Global Activism: From Socialist Internationalism to Today Is revolutionary change possible today? Explores the promises and failures of radical movements from the First International in 1864 to the "global uprisings" of recent years. Considers the historical genealogy of today's transnational movements and their complex relationships to the modern nation-state. To what extent do labor, anarchist, anticolonial, indigenous struggles, as well as the World Social Forum, Arab Spring, and Black Lives Matter, offer ways to understand the world today and to imagine alternative political futures? Strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112. *Four credit hours.* **S.** RAZSA

GS397f Zionism and its Opponents This is a survey of Zionism, a term first coined in the nineteenth century to describe the political movement to establish a Jewish homeland in Palestine. The various forms of Zionism share the idea that Jewish nationhood is central to Jewish existence and that after 1948 the State of Israel represents the central expression of Jewish national existence. Traces the development of the various forms of Zionism in their historical context by focusing primarily on key political and intellectual leaders. This course is also a survey of the contestation over Zionism. It will, therefore, include discussion of early Arab responses to Zionism, as well as how the Israeli-Palestinian conflict has altered Zionism. *Prerequisite:* At least one course in Religious Studies, Jewish Studies, European or Middle Eastern history. *Four credit hours.* **SIMON**

[GS398] History of the War on Terrorism 1986-Present The war on terror had an enormous adverse impact on the United States and the many countries in which the US pursued an elusive enemy. The human toll of this 20 year war is only now being tabulated. Millions of people were dispersed, hundreds of thousands killed at a cost of trillions of dollars. Its effects were truly global. This long struggle, which still grinds on in the Middle East, Africa and South Asia, has engendered a new endless war discourse in Washington. This course will explore the roots of the war on terror and its effects on the main protagonists using a range of analytical tools as well as memoirs and cultural artifacts. *Prerequisite:* Government 111, 131, or 223. *Four credit hours.*

GS398Bs Global Inequality Internship and Research Group Students work remotely with a civil society partner in the Global South, critically examine issues of inclusive and sustainable development through the Omprakash EdGE platform, and participate in a guided research project (with weekly in-person meetings) related to the theme of their internship through the lens of inequality. Students will deepen research and writing capabilities tied to the needs of a global internship host. Research seminar promotes oral skills and a comparative perspective. *Four credit hours.* **W2.** FRANKO

GS398Cs Decolonizing Europe Europe dominates political, cultural, and intellectual hierarchies. We learn from Europe's most perceptive critics, often from the very communities whose material and symbolic exclusion was central to the formation of Europe: How do the racialized and colonized challenge Europe's amnesia about colonialism and racial capitalism? How do Muslim diasporas across Western Europe and Muslim peoples in the Balkans expose the Islamophobic foundations of Europe? How do queer women of color in Berlin or Paris challenge heteronormative ideas of belonging? How do Romani activists interrogate nation states? colonial form? Learning goals: to critically interrogate racial and colonial hierarchies through cultivating discussion, research, and writing skills. *Four credit hours.* **W2.** RAZSA

[GS451] Decolonizing Europe Whether continent or idea, Europe dominates political, cultural, and intellectual hierarchies. What can we learn from the most perceptive critics of Europe, often from the very communities whose material and symbolic exclusion was central to the formation of Europe? How do those racialized and colonized by Europe challenge Europeans' amnesia about colonialism and racial capitalism? How do Muslim diasporas across Western Europe and Muslim peoples in the Balkans expose the Islamophobic foundations of European identity? How do queer women of color in Berlin or Paris challenge heteronormative ideas of belonging? How do Romani and anti-nationalist activists interrogate the nature of the state's colonial power? *Prerequisite:* Anthropology 112 and junior or senior standing. *Four credit hours.*

GS455s Intervention: The Ethics and Politics of Humanitarianism What does it mean to seek to relieve suffering on a global scale? How could such an impulse be political? Students will have the opportunity to critically analyze and understand humanitarian action in global perspective. We will investigate the principles and history of humanitarianism and consider their application on a global scale by a range of humanitarian actors, such as NGOs and states. We will investigate the politics and ethics of philanthropy, volunteerism, and humanitarian-military intervention and will discuss and debate the intersections and divergences between humanitarianism, human rights, and development. *Prerequisite:* Anthropology 112, an additional Anthropology course, and senior standing. *Four credit hours.* **S.** EL-SHAARAWI

[GS457] 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. 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.

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 Daniel Shea

Professors Anthony Corrado, Guilain Denoeux, Walter Hatch, L. Sandy Maisel, Joseph Reisert, Kenneth Rodman, Daniel Shea, and Jennifer Yoder; Assistant Professors Carrie LeVan, Lindsay Mayka, and Laura Seay; Visiting Assistant Professors Milan Babik and Nicholas Jacobs

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, as well as the 200-level comparative politics courses, are normally limited to 40 students, other 200- and 300-level courses to 25 students, and 400-level courses to 16 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.** JACOBS, LEVAN, SHEA

GO131fs Introduction to International Relations An introduction to the basic concepts and theories of international relations, focusing primarily on the core issues of war and peace as they have evolved in the international system, as well as the prospects for cooperation through international institutions to address issues such as human rights, nuclear proliferation, the world economy, and the global environment. *Four credit hours.* **S.** BABIK, HATCH, RODMAN, 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.*

[GO214] Parties and the Electoral Process An exploration of the electoral process in the United States, emphasizing the historical development of American parties and elections, the legal and constitutional contexts in which they exist, the practical aspects of modern campaigns, and the democratic values inherent in our electoral system and those of other nations. Has the electoral process in the United States been so warped that it no longer reflects the will of the people? Has it ever reflected the common good? *Prerequisite:* Government 111 or 115, and sophomore or higher standing. *Four credit hours.*

GO223fs America and the World How have Americans comprehended the world beyond their borders and their role in it? Can we detect any recurring ideas and presuppositions? If so, what are their origins, recent U.S. foreign policy manifestations, and implications? This course looks for answers in a broad historical perspective spanning America's colonial beginnings and today. It identifies several traditional "master" tropes, traces their genealogy in American societal culture, and reveals their presence in U.S. statecraft at key junctures such as the two World Wars, the Cold War, the fall of communism in Europe, and the "War on Terror." Most importantly, it discusses their consequences and critically reflects on their suitability to guide future American foreign relations. *Four credit hours.* H. BABIK

GO226f 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 in this course is to explore the nexus of the theoretical role assigned to the mass media and its present character. *Four credit hours.* S. SHEA

GO227s Social Movements From the U.S. civil rights movement to the Tea Party to indigenous movements in Bolivia, social movements can bring lasting political change to countries that upend the status quo. In this course, we will address questions central to social movement activists and researchers: How does a social movement start? Why do some campaigns become social movements while others do not? What strategies, tactics, and messages can social movements deploy? What sustains a social movement? Why do some social movements reach their goals while others do not? This course will explore these questions by analyzing contemporary and historical social movements from the United States and Latin America. *Four credit hours.* U. MAYKA

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

[GO231] U.S. Foreign Policy: The Cold War An analysis of the major events facing the United States during the Cold War and the controversies surrounding them. Academic and policy debates over national security doctrines, the proper place of ideology in foreign policy, the role of economic factors, and domestic political institutions. Topics include the origin of the Cold War, nuclear weapons strategy, the Vietnam War, containment and detente, and the end of the Cold War. *Prerequisite:* Government 131. *Four credit hours.*

GO236s International Law and Politics of Human Rights An introduction to the international laws and institutions established after the Second World War to promote, protect, and enforce human rights, and the political forces which either empower or constrain their influence. Areas of application include civil and political rights; economic, social, and cultural rights; the right to asylum; accountability for war crimes and genocide; humanitarian intervention; corporate social responsibility; and the tensions between counter-terrorism and human rights. *Prerequisite:* Government 131. *Four credit hours.* S. RODMAN

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. *Four credit*

hours. **S.** RODMAN

GO241f Politics of Public Policy in the United States Introduction to the process and institutions of public making in the United States. Students consider the political process by which policies are made, and consider the institutions that are responsible for designing, implementing, and evaluating policy at the federal, state, and local levels; these include the bureaucracy, Congress, think tanks, and private corporations. Students will consider the role of cost-benefit evaluation, nudging, quasi-market competition, and privatization in recent debates. Topics include, government finance, education policy, income maintenance programs, and health policy. *Prerequisite:* Government 111 or 115. *Four credit hours.* **S.** JACOBS

[GO245] Memory and Politics Listed as Global Studies 245. *Three credit hours.* **S, W2.**

[GO245J] Memory and Politics Listed as Global Studies 245J. *Three credit hours.* **S, W2.**

GO251s Israelis and Palestinians: Conflict and Accommodation Examines the origins, evolution, and current state of the conflict between Israelis and Palestinians. Explores the forces that have sustained the dispute, the main reasons behind failed attempts at peacemaking, and the factors that account for the current stalemate. Focuses on key historical junctures, including the British mandate over Palestine, the creation of Israel and dispossession of the Palestinians, the "Oslo Process" and its collapse, the failed 2000 Camp David Summit and second intifada, as well as the new situation created by the events of the past decade. Attention also is paid to media coverage of, and U.S. policy toward, the conflict. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **S.** DENOEU

GO252f Introduction to Politics of the Middle East Provides the analytical and historical background for making sense of politics in the Arab world today. Highlights the main drivers of politics in the region, with particular emphasis paid to the intersection of political and economic forces, domestic and regional or international factors, and Islam and politics. Explores the roots of authoritarianism in the region, the dynamics that sustain it, and key impediments to substantive (as opposed to cosmetic) democratization. Examines the combination of forces that produced both the Arab Spring of 2011 and the turmoil that followed it. Open to first-years. Fulfills the introductory comparative politics requirement. *Four credit hours.* **S.** DENOEU

GO253fs 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

GO256s Introduction to East Asian Politics Both a primer on the domestic politics and foreign policies of states/territories in East Asia (China, Taiwan, Japan, the two Koreas), and an exploration of specific cases of interstate conflict in the region, including competing memories of World War II and confrontation over North Korea's nuclear weapons. Surveys comparative politics in the region; then applies that knowledge to international relations in East Asia. Students acquire basic knowledge about nations in this region, and about the volatile mix of fears and aspirations there. They also learn how to think more deeply about politics, communicate more effectively, and collaborate more successfully. Fulfills the introductory comparative politics requirement. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **S.** HATCH

GO259f 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.* **S.** YODER

GO260s 9/11: Origins, Event, Aftermath Actions undertaken by al-Qaeda against targets on U.S. soil on Sept. 12, 2001, shocked the American public and the world at large. Why did 9/11 happen in the first place? What prompted al-Qaeda to target the United States? How was the event portrayed, explained, and interpreted? Is it possible to come up with alternative representations, explanations, and interpretations? If yes, what are they, and why were they obscured at the time? Our purpose is to reflect on these questions and

controversies in order to cultivate a critical perspective on the origins, nature, and consequences of 9/11. *Four credit hours.* **S.**
BABIK

[GO263] 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.**

[GO264] 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.

[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.**

GO271s Classical Political Theory An introduction to the political thought of classical antiquity, including the works of Thucydides, Xenophon, Plato, Aristotle, and Cicero. Topics include the nature of justice, the merits of direct democracy and other institutional forms, and the attributes of the ideal leader. Students will demonstrate their understanding of the primary texts and their ability to formulate original arguments in political theory by means of papers and exams. Class sessions are conducted as a mixture of lecture and discussion. *Prerequisite:* Government 171 or Philosophy 211. *Four credit hours.* REISERT

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

GO278s United States and the Middle East Explores US policy toward the Middle East from the founding of republic to the present. We will think through the way the US has defined strategic interest both globally and in a Middle Eastern context, and trace the overlap of security policy and broader diplomatic, economic and cultural dimensions of the US involvement in the region. We will examine regional perceptions of the US and the attitudes of US policy makers toward the peoples of the region. This course will enable students to think critically about US policy and acquire the background for advanced coursework in International relations and/or Middle Eastern studies. *Prerequisite:* Government 131 or 223. *Four credit hours.* SIMON

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 in the government major. *Four credit hours.* **Q.** JACOBS, MAYKA

[GO312] 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 or 115. *Four credit hours.* **U.**

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.**

GO315f 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 or 115. *Four credit hours.* **S, U.** LEVAN

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**

[GO328] Constitutional Choice and its Consequences: American Political Development Course about change and continuity in American politics. Topics include the development of various political institutions in the United States (presidency, Congress, state and local government), but also the creation of the welfare state, the administrative state, the carceral state, and other mediating institutions such as the press and public schools. Key themes include the role of the State in shaping citizens, the success and failure of various reform movements, and the role of cultural prejudices in Americas exceptional development. *Prerequisite:* Government 111 or 115. *Four credit hours.* **S.**

GO330j Law and Lawlessness in the United States About the law and its limits in contemporary American politics. Topics include impeachment of public officials, the delegation of governing authority, the legal violation of citizen rights, and government policies that delegitimize political opposition. Students will gain practical experience in casework and legal theory by applying their understanding of lawlessness to timely and relevant cases. By the end of this course, students will have a deeper appreciation of the laws social foundations, including the conditions under which the law improves or intensifies pre-existing social, political, and economic inequities. Previously offered as GO397 (Jan Plan 2020). *Prerequisite:* Government 111 or 115. *Three credit hours.* **S, U.** JACOBS

[GO332] International Organization The structure, politics, and current operation of international organizations within the nation-state system. Topics include conflict resolution, nonproliferation, human rights, and international economic cooperation. *Prerequisite:* Government 131 and sophomore or higher standing. *Four credit hours.*

[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.**

[GO338] 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.*

[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.*

GO354f 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 or 259. *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.**

GO356f 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.** HATCH

[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.*

GO358s Comparative Arab Politics Builds on knowledge acquired in Government 252 to provide an in-depth understanding of the political dynamics of selected Arab countries. Highlights both similarities and differences in political processes across countries, evaluates the political changes taking place in each of them, and delves into the nature of the specific challenges they confront. *Prerequisite:* Government 252 *Four credit hours.* **DENOEUX**

[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.**

[GO414] 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.*

GO414As 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**

GO414Bs 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 junior standing as a government major. *Four credit hours.* **MAISEL**

[GO417] Seminar: Reinventing America: A Constitution for the 21st Century The American Constitution was written in 1787 and has changed little since then. This seminar will examine the strengths and weaknesses of that document in the contemporary context. What no longer fits the needs of the United States in the 21st century? What is worth preserving? Participants will review the creation of the current Constitution, participate in a detailed analysis of the contemporary operation of the institutions and processes it created, identify areas in need of reform, and offer and justify specific reform proposals. *Prerequisite:* Government 111 or 115. *Four credit hours.*

GO420f Seminar: Controversies in Contemporary Electoral Politics For nearly 200 years, Americans have pinned the democratic

character of their system on elections. In many ways, we have become an election-crazed nation, ever-hoping that the next grand contest or the next great candidate will save the day. But tectonic shifts abound ? changes that are distorting the very nature of the process. From the rise of fear-centered partisanship, new limits on voter access to the polls, the omnipotence of social media, declining standards of objectivity, foreign interference, the reemergence of the partisan press, the growing weight of elites and more, elections ? our grand democratic feasts ? are transforming before our eyes. This seminar will explore these and a host of critically important topics. *Prerequisite:* Government 111 or 115 and senior standing as a government major. *Four credit hours.* **S.** SHEA

[GO421] 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.*

[GO423] Seminar: National Security Decisionmaking Affords students the opportunity to experience the process of national security policy-making through role-play and intensive interaction mediated by faculty and visitors with extensive White House experience and direct involvement in significant strategic decisions. The course will consist of two parts: The first introduces participants to the national security decision-making process; the second part will consist of two-week modules that focus on events or challenges that necessitate National Security Council meetings in the "real world." These issues will range from acute crises to chronic problems that might develop into a crisis in some plausible future. *Prerequisite:* Senior standing as a government major.:wq *Four credit hours.*

GO432f Seminar: U.S. Foreign Policy Examines debates surrounding U.S. foreign policy and multilateral institutions with a principal focus on national security issues in the post-Cold War world. Central questions focus on when the United States should define its security in terms of acting within or strengthening international laws and institutions or whether it should maintain its freedom to engage in unilateral actions in a dangerous world. Areas of application include the use of force, counterterrorism, nuclear nonproliferation, and arms control. *Prerequisite:* Government 131 and senior standing. *Four credit hours.* **RODMAN**

GO451f Seminar: Political Violence Explores a variety of theoretical perspectives on, and case studies of, political violence, with particular emphasis on terrorism (both secular and religious) and ethnic conflict. Examines drivers of radicalization and violent extremism, the factors that lead to the rise, decline, and/or demise of terrorist organizations, and the nexus between transnational organized crime and international terrorism. Introduces key concepts and analytical frameworks and provides students with an opportunity to apply them to a case study of their choice. Students present the preliminary results of their research projects to the class. *Prerequisite:* Senior standing as a government major. *Four credit hours.* **DENOEUX**

GO454s Seminar: Politics of Development: State, Society, and Markets An inquiry into why some developing nations have managed to achieve industrialization and rising standards of living while others have not, with special attention to the relationship between state and society as one of the key factors in the development process. Cases include South Korea, Nigeria, Brazil, and India. *Prerequisite:* Senior standing as a government or global studies major. *Four credit hours.* **I.** HATCH

GO455s Seminar: Conflict and Crisis in Africa Focuses on political violence in Africa from the precolonial period to the present day. Students will be able to identify, compare, and contrast major theories of conflict and conflict resolution as they apply in sub-Saharan Africa. Students will also be able to describe the history of political violence in Africa, including precolonial conflicts, conflict related to colonization, wars of liberation, and post-colonization civil and intrastate wars. *Prerequisite:* Government 251, 252, 253, 255, 256, or 259. *Four credit hours.* **I.** SEAY

[GO456] Seminar: Civil Society and Social Change in Latin America What are civil society organizations and what is their place in politics? This research seminar examines the evolution of civil society in contemporary Latin American democracies and their roles in effecting social and political change. Over the past 30 years, civil society organizations in Latin America have become vehicles for poor and otherwise marginalized communities to access the political system. Topics include the collective action problem, the role of civil society organizations in interest representation and service provision, relationships with political parties and international donors, and participatory governance. *Prerequisite:* 200-level government course or a Latin American studies course. *Four credit hours.* **S, I.**

[GO457] Seminar: Germany and Europe Investigates to what extent Germany has become the 'indispensable power' in Europe, focusing on key events in the postwar period, most recently the Eurozone crisis, the Ukraine crisis, and the migration crisis. Though focused on German foreign and security policy, necessarily examines the European integration process and the politics of the Transatlantic Alliance. *Prerequisite:* Government 131, 259, 266, 354, or 359. *Four credit hours.* **S.**

GO483fj Honors Workshop Individual and group meetings of seniors and faculty members participating in the government honors program. *Prerequisite:* Admission to the honors program. *Four credit hours.* **FACULTY**

GO483Jj Honors Workshop *Noncredit.* REISERT, SEAY, SHEA

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

[GK111] 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.*

GK111Jj 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. *Three 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 reading original ancient Greek texts, coupled with a review of grammar and syntax. Texts vary from year to year and may include poetry and/or prose. *Prerequisite:* Greek 112. *Four credit hours.* L. BARRETT

[GK235] 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.*

[GK237] Classical Rhetoric Selected readings from the great speech-writers of ancient Athens such as Demosthenes, Lysias, Isocrates, and Aeschines. *Prerequisite:* Greek 131 or equivalent. *Four credit hours.* L.

GK298s Intermediate Ancient Greek: Herodotus We'll read selections from Herodotus' *Histories* in Ancient Greek, focusing on grammatical, stylistic, and historical concerns. Herodotus, often called the 'Father of History', composed a gripping narrative of the Persian Wars that wrestles with important questions like: how and why do people differ from one another? Why do such differences often lead to war, and what determines who wins? Herodotus' approach combines history, ethnography, politics, economics, philosophy, and science and gives readers a unique window into the power dynamics and social, cultural, and environmental diversity of the ancient Mediterranean world. *Prerequisite:* Greek 131 or permission of instructor. *Four credit hours.* L. MILLER

[GK362] Sophocles Reading of a selected play from the works of the great Athenian tragic playwright Sophocles. Attention to language, style, staging, use of myth, and historical context, as well as secondary literature. *Prerequisite:* Greek 131 or equivalent. *Four credit hours.* L.

GK363f Euripides Reading of a selected play of Euripides, the ever-controversial provocateur of ancient Greek tragedy. Attention to language, style, staging, use of myth, and historical context, as well as secondary literature. *Prerequisite:* Greek 131 or equivalent. *Four credit hours.* L. BARRETT

[GK364] Homer Selected readings from Homer's *Iliad* or *Odyssey*, with an eye to grammatical, literary, and historical concerns. Attention to language, meter, use of myth, and historical contexts, as well as secondary literature. *Prerequisite:* Greek 131 or equivalent. *Four credit hours.* L.

HISTORY

Chair, Associate Professor John Turner

Professors Paul Josephson, Raffael Scheck, Larissa Taylor, and Robert Weisbrot; Associate Professor John Turner; Assistant Professors Arnout van der Meer and Sarah Duff; Visiting Assistant Professors Danae Jacobson, Lauren A. Parker, and Viktor Shmagin.

Of all the disciplines in the humanities and social sciences, none is more oriented to understanding the present and considering the potential future than history. In a time of profound uncertainty—of accelerating climate change, increasing political polarization, economic instability, and ongoing social change—history provides the tools for making sense of an often-troubling present. Historians are acutely aware that the present could have turned out differently, and that the future is, thus, always available for change. This awareness of radical contingency means that historians are particularly well-positioned to show that the familiar patterns of world events, current systems of power, and social configurations, for instance, were all caused by many complex and intersecting forces, ranging from the actions of individuals to shifts in regional economies, and from the spread of disease to natural disasters.

In other words, history defamiliarizes the present. History demands that we understand that present institutions, norms, and systems are all still caught in the process of change. Even more important, history provides us the tools with which to make sense of the relationship between the past and the present. Historical thinking draws attention to the categories we use to understand society in the present, and thus, to understand the past without imposing contemporary norms or categories of identity; it emphasizes that the past is accessible through a range of sources—written and oral, official and personal—but which are fragments, and which need to be read critically; and that there are a range of ways of reconstructing the past. Every group of people across time has told its own history differently, and although guild historians are trained to make sense of the fragmentary, contested status of the archive, their research is informed by the understanding that they are constantly in conversation with other scholars.

Our research, as professional historians and thus as creators of new knowledge, is at the core of our pedagogy. Much as physicians learn, improve, and hone their craft by practicing medicine, historians learn through the practice of writing history. We engage in searching out new questions and digging for new answers; piecing together the puzzle provided by our sources as we creatively look for new ways to build new vistas for exploration. Doing this work enlivens our classrooms and puts our students on the cutting edges of our fields. But, we do much more than train future historians. We are inculcating a way of creative problem solving, sifting through mounds of data, discerning the right questions to ask of it, and articulating a compelling argument as to the meaning of it, that is a core component of participating in the modern knowledge economy. At the center of this is learning to read effectively, deeply, and critically and then synthesizing/distilling it to its essence. Our students emerge better equipped to process the world around them, ask questions that are steeped in context, with depth and nuance, leading to better identification of problems and thus more useful solutions.

History, then, provides students with three sets of skills, all of which are vital for navigating a present that is saturated with an apparently never-ending flow of information. Understanding history helps with navigating complexity and uncertainty. First, it teaches students to identify and recognize the categories and structures that they use to understand their own contexts, and how, then, to suspend these while understanding societies and pasts different from their own. They develop a deeper capacity for empathetic understanding of difference. By this we mean not historical relativism, but the ability to provide context for the actions, decisions, and experiences of people in different ages and circumstances. Second, it requires that students learn to read a variety of texts and sources—some very difficult to comprehend at first glance—critically. We help students to build informational literacy, how to read closely, and how to ensure critical consumption of information by working with primary sources, archives, maps, material objects, and books so as to foster creativity and originality in thinking about the past. Thus, they come to recognize that history can be mined from a wide diversity of sources that do not fit one mold. And third, it teaches students how to argue: how to put to use fragmentary and occasionally contradictory evidence to produce nuanced and complex arguments that demonstrate how the past shapes the present, and how, nonetheless, the present remains contingent.

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.**

[HI111] 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.**

HI12s Mentalities, States, and Societies in Europe since 1618 Does modern European history advance toward specific goals (such as democracy, freedom, rationalization, social equality, secularization, mass consumerism, integration)? How have mentalities, state forms, ways of living changed? What has set Europe apart from the wider world? An introduction to four centuries of an eventful and exciting history that has shaped not only Europe but the world of today. Seeks to promote understanding for, and appreciation of, different mindsets and social circumstances in an ethnically and culturally diverse, evolving environment. *Four credit hours.* **H, I.** SCHECK

[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.**

[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.**

[HI120D] 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.**

HI120Es Spotlight on History: World Revolutions World revolutions in the 20th century transmitted the energy of ideological fervor, violent iconoclasm and radical justice beyond the bounds of Europe. The great socialist revolutions in Asia, Eastern Europe and Latin America can be viewed as the diffusion through ideological and artistic forms of a utopian tradition that sought to change the world by reinterpreting it. Revolutionary activism was made accessible to the masses as visual art, political pamphlet, literary narrative, film and slogan. This process-oriented, archive and object-centered course foregrounds research with these primary sources, enabling student engagement with methodological questions of how we understand, historicize, and curate revolution as a global phenomenon. Global lab. *Four credit hours.* **H, W1.** PARKER

HI120Ffs Spotlight on History: Mao's Red Guards China, 1966: Chairman Mao's Red Guards, student activists turned paramilitaries, spearheaded the Great Proletarian Cultural Revolution. Sanctioned by Mao and protected by the People's Liberation Army, they embroiled

the country in mob violence, political purges, iconoclastic destruction, and mass executions. Defined by loyalty to Mao, their ideological crusade saturated daily life, violently enforcing an orthodox interpretation of Mao's writings as the sole criterion of historical truth — before the Red Guards themselves faced reeducation as "sent down youth" in the countryside. This writing-intensive course explores these students' experiences, foregrounding the role of language, rhetoric, and genre in the Red Guards' formation, power, and identity. *Four credit hours.* **H, W1.** PARKER

HI131f Survey of U.S. History, to 1865 A general overview of key issues and events in U.S. history from the age of settlement through the Civil War. *Four credit hours.* **H, U.** JACOBSON

HI132s Survey of U.S. History, 1865 to the Present The rise of national power and its implications for American democratic values. *Four credit hours.* **H.** WEISBROT

HI138f America from the Roaring 20s to the Great Depression Why did racial, religious, cultural, and regional tensions tear at American society in the years after World War I, a time of soaring production, consumption, and living standards? Why did the nation's vaunted prosperity give way in 1929 to the greatest economic collapse in American history? How did people cope with hard times over the next decade? How did their responses transform American values, culture, and politics? *Prerequisite:* Concurrent enrollment in Cinema Studies 138 and 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

HI143s Maritime History of the World Although humans may be terrestrial mammals, humanity as a whole is amphibian. This course explores the role of the sea in shaping the material and intangible aspects of human culture. Topics covered include the sea as a source of sustenance and resources, a means of communication and transportation, a site of spiritual devotion and artistic inspiration, and as a battlefield. Students will also analyze the gendered aspects of human interactions with the sea, the impact of pollution and climate change, and will examine especially closely the lives of littoral and maritime communities. Students will attend lectures, engage in class discussions, complete reading assignments and essays, and work with primary sources to put together a final research presentation. Previously offered as History 198 (Spring 2020). *Four credit hours.* **H.** SHMAGIN

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

[HI211] Lawgivers, Pharaohs, and Philosophers: Ancient Civilizations Study of ancient civilizations (from c. 3100 BCE to 350 BCE) beginning with the first urban developments and legal systems of Mesopotamia, extensive study of ancient Egypt from the First Dynasty of the Old Kingdom through the New Kingdom, Bronze and Archaic Age Greece, and the classical age. Emphasis will be on the concept of civilization, construction of laws and kingship, gender and ethnic diversity, and how the cultures of ancient civilizations influenced political, cultural, and economic developments in the Western past. *Four credit hours.* **H.**

[HI212] Games of Thrones: Medieval England and France Thematic study of medieval England and France from 1000-1500, with topics including the Norman Conquest; the Anarchy; the Becket controversy; Marital and Familial Conflict; wars within Britain; Regicide and Revolt; Hundred Years War; and the Wars of the Roses. *Four credit hours.* **H.**

HI217s 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.** TAYLOR

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.** SCHECK

HI226j 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. Previously offered as HI297C (Jan Plan 2019). *Three credit hours.* **H.** MEREDITH

HI227f Russian History, 900-1905: Orthodoxy, Autocracy, and Nationality The cultural and social history of Russia. Topics include Kievan Rus', the rise of Moscow, the westernizing influence of Peter the Great, and the development of serfdom and autocracy. Focus on Russia's self-identity as Western or Eastern and on the challenges of building civil society. *Four credit hours.* **H, I.** JOSEPHSON

HI228s The Russian Empire: Soviet History and 20th-Century Revolutions The people of the Soviet Union lived through three revolutions (1905, 1917, 1991) and two world wars. Their leaders forced the pace of modernization and subjected their own citizens to class war, arrest, and execution. An exploration of the last days of Tsarism, of Leninism and Stalinism, and of the forces leading to the Gorbachev revolution and breakup of the Soviet empire. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **H, I.** JOSEPHSON

HI229j 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. Previously offered as HI297J (Jan Plan 2020). *Three credit hours.* **H, U.** ASCH

[HI231] 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.**

[HI232] 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.**

[HI233] Native Americans to 1850 Through readings, discussions, and films, students will examine how native peoples actively sought to preserve their lands, cultures, and identities and will consider their social and cultural contributions to American life. Topics may include pre-contact Indian societies; contact and conflict with explorers, traders, missionaries, and settlers; warfare and society; the struggle against early American expansion; Indian removal in the East; and the Trail of Tears. *Four credit hours.* **H, U.**

[HI234] 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.**

[HI239] The Era of the Civil War A social, political, and cultural survey of the Civil War, its origins, and its aftermath. Was the war a watershed in American history, as historians have commonly suggested? And if so, what kind of watershed? *Four credit hours.* **H, U.**

[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.**

HI243s History of the U.S. West This class considers how the West is a mythic place that has created many American icons and narratives, including the frontier, Hollywood, and the so-called Wild West. We will also investigate how the West is a historic place where conquest, violence, and convergences of unlikely people have all unfolded. This course will examine the historic and mythic West over the course of several centuries. Using novels, histories, first-hand accounts, visual art, and film, we will explore thematic topics that illumine how the West has changed over time, the diverse people who have called it home. Previously offered as HI297 (Fall 2019). *Four credit hours.* **H. JACOBSON**

HI245s Science, Race, and Gender Historical analysis of the concepts of race and gender in four different ways: their institutional basis, their scientific content, epistemological issues that surround notions of race and gender, and the cultural and social background of the scientists and science that developed from 1800 to the present. Consideration of importance of historical issues for contemporary society. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **N, U. JOSEPHSON**

[HI246] Luddite Rantings: A Historical Critique of Big Technology Adopting a technologically determinist argument, the instructor will subject to withering criticism the way in which Westerners, and in particular Americans, have embraced such technologies as automobiles, computers, reproductive devices, rockets, and reactors, with nary a thought about their ethical, moral, political, or environmental consequences. Students will be encouraged to argue. *Four credit hours.* **H, U.**

HI247f African-American History, from Slavery to Freedom Explores the experience of blacks in American society from colonial times through the present. Subjects focus on racism, slavery, the role of African Americans in shaping the nation's history, and the ongoing struggle for equality. In exploring these historical developments, the course aims to expose students to a range of primary and scholarly sources; to hone critical thinking and interpretive skills; to help students write clearly, concisely, and precisely; and to foster clear, logical, and informed exchanges of ideas. *Four credit hours.* **H, U. WEISBROT**

[HI248] 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.**

[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. *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

HI266f Introduction to African History, 1800-1994 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

HI272f Mexican History: Justice, Rights, and Revolution Listed as Latin American Studies 272. *Four credit hours.* **H, I.**
FALLAW

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

[HI277] The Maya Listed as Latin American Studies 277. *Four credit hours.* **H, I.**

[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.**

HI297f A History of the Samurai It is difficult to find a person unaware of the samurai. However, most people, both in Japan and abroad, engage with their idealized images rather than as an actual historical phenomenon. The aim of this course is to bring the samurai to life as a distinct status group that left an indelible mark on the history of Japan, and thereby to separate fact from fiction. We will also explore the creation of iconic images of the samurai, which continue to influence worldwide popular culture. *Four credit hours.* **H.** SHMAGIN

HI297Jj Europe and the Second World War An exploration of the origins of World War II, its military, civilian, and diplomatic aspects, and its effects. With a special focus on foreign occupations during the war and on the bloody aftermath of the conflict. Goal is to understand history in its dramatic and unsettling open-endedness - important, as the outcome of the war was initially hard to predict, leading many Europeans to make decisions based on expectations that turned out to be false. Although the focus of the class is on Europe, the global dimensions of the war receive ample consideration. Focus on critical reading and writing skills and on understanding historical patterns of oppression, violence, and resistance. *Three credit hours.* **H, I.** SCHECK

HI298s Modern Japan Intended to familiarize students with the history of modern Japan, the world's third-largest economy and a dynamic influence on global culture. We will begin during the Edo Period (1600-1868), during which feudal and features of Japanese life developed alongside each other. We will then examine the Meiji Restoration and explore the history and legacy of modern imperial Japan, which began with aspirations to strengthen the nation, and ended in total defeat in 1945. The course then looks at economic recovery and societal change during the postwar period, taking us up to the present day. *Four credit hours.* **H.** SHMAGIN

HI298Bs Jews and the Black Freedom Struggle In this interactive, discussion-based course, students will explore the complex, often controversial, role that Jews have played in the Black struggle for freedom and equality in the United States. The course will explore periods of cooperation and conflict, moving chronologically from slavery and abolitionism through the 20th century labor, civil rights, and Black Power movements to the contemporary Black Lives Matter movement. We will examine themes of power, class, region, religion, community control, racial identity, and international politics on the changing relationship between Jews and African Americans. In addition to studying books, articles, and films, students will deliver an oral, multimedia presentation. *Four credit hours.* **H, U.** ASCH

HI298Cs A Shrinking Island? Britain since 1900 At the time of Queen Victoria's death in 1901, Britain was a superpower. It was the hub of a global empire that included nearly a quarter of the world's population. A century later, Britain's formal empire had evaporated and its financial and political primacy had long since been ceded to the United States. This course explores the political, social, and cultural history behind this transformation. Topics will include Britain's role in germinating ideologies like liberalism, social democracy, and neoliberalism;

how colonial and postcolonial migration shaped British identity; and the experience, impact, and memory of the two World Wars. *Four credit hours.* **H.** MEREDITH

[HI313] Healers, Martyrs, Intellectuals, Revolutionaries: Women in Premodern Europe The history of women from late antiquity to the early modern period, challenging the traditional view that the centuries before 1800 in Europe constituted a 'dark age' for women. Focus will be on the power women wielded in many different spheres: as healers, martyrs, empresses/queens, soldiers, saints, lovers, intellectuals, writers, and revolutionaries. *Four credit hours.* **H.**

HI314s Four Horsemen of the Apocalypse: Venice from Beginning to End From its beginnings as a republic, Venice faced the challenges posed in the Book of Revelation: Pestilence, War, Famine and Death. A major political, economic and cultural power from the Middle Ages through the Renaissance, its marginalization began in the 17th century with the Ottoman Wars and its inability to compete with other European colonial powers. With the fall of the republic after the Napoleonic invasion, Venice's cultural influence continued unabated, but because of its unique geography it now faces a lethal crisis caused by environmental issues, corruption, and over-tourism that has decimated its population. *Four credit hours.* **H.** TAYLOR

[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.**

[HI320] 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.**

HI321f 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.** SCHECK

[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.**

[HI328] 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.**

[HI330] Global Histories of Food How do we write the history of food? Not only does food encompass a range of activities and ideas, but it is also intertwined with how we construct identities, formulate relationships, and organize societies. This course focuses on how food is implicated in the making of gendered, racial, and ethnic identities, and particularly in the contexts of imperialism and nationalism, slavery,

nineteenth- and twentieth-century migration, and industrialization. Provides students with an overview of some themes in food history, and will teach them how to think with food. Students will also learn how historians conduct research. *Four credit hours.* **H, I.**

HI334f The Great Depression: America in the 1930s The Depression of the 1930s was the most devastating economic collapse of modern times. How did it happen? The 1920s had been the most prosperous time in American history, and many forecast ever-higher living standards. Instead the economy went into a tailspin that affected every group and region and posed a crisis of faith in capitalism. How did Americans cope and how did the experience shape their values and behavior? In what ways did the federal government respond, to what ends, and with what consequences? In exploring these questions, the course will also help students to read critically and to write clearly, concisely, and precisely. *Four credit hours.* **H, U.** WEISBROT

[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.**

[HI338] History in Reverse: Backwards through the Records from Now to Then Professional historians are often drawn to the field by their interest in or concern about current affairs, whose historical roots they seek to understand. Similarly, we will begin by focusing collectively on a contemporary issue, problem, or development (such as the presidential candidacy of Hillary Clinton or the collapse of the paper industry in central Maine), and then trace backwards through the relevant historical records for evidence of causation and contingency. Students will then choose a topic of interest and repeat the process, developing skills in effective research, clear and precise writing, critical source analysis, and oral presentation. *Four credit hours.* **H.**

HI339s South African Women's Memoir We trace South African women's involvement in the struggles against segregation and apartheid, paying attention to women's use of memoir as a powerful tool not only for inserting themselves into histories of national liberation, but also for challenging nationalist visions of the state and nation. The course has two goals: first, students will be introduced to South African women's history; second, they will be introduced to the genre of memoir as a primary source available to historians, which has the potential to open up histories of people often marginalized in mainstream accounts of the nation and liberation movement. *Four credit hours.* **H, I.** DUFF

HI341f U.S. Empire Thomas Jefferson famously described the U.S. as an "Empire of Liberty," to distinguish the U.S. from negative examples of imperial power. Yet, scholars have shown how the U.S. was and is an empire — and not just Jefferson's exceptionalist version. This course will interrogate and explore the U.S. as an empire, in both its continental expansions in the nineteenth century and its global expansions in the nineteenth and twentieth centuries. We will explore interpretations of the U.S. as empire through multiple case studies, including what is now the U.S. West, Puerto Rico, the Philippines, and Hawaii. Special attention will be paid to the central role of culture, religious and humanitarian impulses, the environment and public health, and traditional political concerns. Previously offered as History 398C (Spring 2020). *Four credit hours.* **H, U.** JACOBSON

HI342s Crisis and Reform: American Society and Politics in the 1960s The utopian hopes for government during the Kennedy and Johnson years, both in solving social problems and in containing communism around the world. Readings focus on the shaping of federal policies, their domestic and global impact, and the cultural and political legacy of this era. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **H.** WEISBROT

HI348s U.S. Environmental History We will consider nature's role in shaping history. How do our stories change when we include microbes, pigs, and the climate, alongside subjects like presidents, wars, and ideas? We will also ask what nature has meant to a range of people including the Comanche on the Great Plains, settler-farmers in New England, and coal miners in Colorado. The aim is that you begin to think about nature differently: how ideas about nature have changed, how nature surrounds & nourishes us and has been used to justify violence & racism, and how nature impedes on our lives. *Four credit hours.* **H, U.** JACOBSON

HI356f Cultures and Identities of the British Empire Asks students to examine the construction, maintenance, and blurring of the boundaries of culture and identity within the British Empire over the course of the nineteenth and twentieth centuries. Explores how empire not only produced new, allegedly stable ethnic and racial identities, but also how these were constantly undermined and challenged, and were subject to change over both time and space. The course will do this by reading and discussing a series of novels written over the course of the nineteenth, twentieth, and twenty-first centuries—both during empire, in other words, and in its wake. **Boundaries and Margins humanities theme course.** *Four credit hours.* **H, I.** DUFF

HI359s History of Chinese Feminism Investigates the history of Chinese feminism through the interconnected histories of female sexuality, family and cultural politics from the Han Dynasty (206 BCE - 220 CE) through the late empire (Ming and Qing 1368-1911) and into the modern nation state. Studying sex and gender as historical categories, we explore the political power and cultural authority of the Chinese female body as it shifted over time, emerging at the turn of the 20th century as a site for working out the modernist discourses of

individualism, citizenship and revolution. Using case studies of famous Chinese women, we illuminate how China's engagement with a purportedly global discourse of female empowerment and equality emerged from and developed in radically divergent forms from its western counterparts. *Four credit hours.* **H, I.** PARKER

[HI362] 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.**

[HI377] Imperialism, Decolonization, and Modernity in Southeast Asia Explores the fascinating multicultural history of Southeast Asia—crossroads of the world and one of the fastest growing economic and cultural regions in the world today—from the 18th century to the present. By studying the processes of exchange beginning in the period of colonialism and imperialism, students will trace the emergence of Southeast Asian states—foremost Cambodia, Indonesia, Laos, Myanmar (Burma), Philippines, Singapore, Thailand, and Vietnam—and their hybrid national cultures through decolonization into our contemporary era. *Four credit hours.* **H, I.**

HI378s U.S. in Latin America: Intervention, Influence, Integration Listed as Latin American Studies 378. *Four credit hours.* **H, I.** FALLAW

HI381s Women and Gender in Islam A comprehensive introduction to the construction of gender in the Islamic Middle East. Puts the lives of contemporary Muslim women and men into a deeper historical perspective, examining the issues that influence definitions of gender in the Islamic world. Through monographs, essays, novels, stories, and film, examines the changing status and images of women and men in the Qur'an, hadith/sunna, theology, philosophy, and literature. Traces changes and developments in those constructions of identity beginning with the rise of Islam and continuing through contemporary understandings. *Four credit hours.* **H, I.** TURNER

[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 A Global History of Manga and Anime Japanese comic books and cartoons are known throughout the world by their Japanese names: "manga" and "anime." This is no accident, but a reflection of their enormous global popularity. Why are they so popular? What does their popularity say about the place of Japan in today's global culture? How did these two phenomena emerge and develop, and how do they influence each other? Our class will explore these and other related questions through readings, screenings, discussion, and original research. *Four credit hours.* **H.** SHMAGIN

HI397Bf The Great Plague, 1347-1351 Discussion course focusing on the Great Plague that swept Asia/Europe in the 14th century, killing at least 50 million people. Topics include the Great Famine, the catastrophic spread of bubonic/pneumonic plague, medical knowledge/treatments, apocalyptic preaching, scapegoating/pogroms, and responses to the unknown that ranged from quarantines to isolation to attitudes of "eat, drink and be merry." We will then study the aftermath, including increasing class divisions, peasant revolts, and ultimately the end of serfdom in W. Europe. The last part of the course will consider its historical relevance for later pandemics, including COVID-19. *Prerequisite:* Sophomore or above standing. *Four credit hours.* **H.** TAYLOR

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

[HI415] Contagion: A History of Disease and Death in Premodern Europe *Four credit hours.* **H.**

HI421s Research Seminar: Debating the Nazi Past Explores the political and social dynamics of the Third Reich, the charisma and importance of Hitler, the choices of ordinary Germans, the genesis and execution of the Holocaust, and the problems of postwar Germans in dealing with the Nazi past. Focus on critical research, reading, and writing skills, and on understanding historical processes including patterns of exclusion and intolerance and charismatically underpinned violence. Includes major individual writing project. *Prerequisite:*

Junior or senior standing. *Four credit hours.* **H, W3, I.** SCHECK

[HI424] Research Seminar: Death in the West: A History This seminar will explore historical attitudes to death, burial and the afterlife from ancient Egypt to early modern Europe, comparing and contrasting beliefs about the body after death, folklore about the undead and ghosts, ideas of rebirth and resurrection, heaven, hell and purgatory [in Christianity] and rituals associated with the dead, including relatives, saints and sinners. We will examine changing attitudes toward dissection, preservation of the body, and capital punishment. As science progressed? in the early modern period, we will look at the practice of body snatching for medical purposes and the popularity of anatomical theatres. *Prerequisite:* Sophomore or higher standing. *Four credit hours.*

[HI435] 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.**

HI438s Research Seminar: Global Commodities The history of mundane commodities as coffee and spices offers an insightful prism for the study of world history. Commodity histories illustrate the increased interconnectedness of the human experience by stressing interactions across and between societies. Global commodity histories illustrate the importance of trade, empires, technology, the exchange of flora, fauna, and diseases, and consumerism. These histories also demonstrate the constructed nature of identities—racial, gender, and national—and their transformation over time. These histories are not about regions or states, but interconnections and shared experiences. Seminars will create a digital interactive map or timeline that captures the intricacies of a commodity history. *Prerequisite:* Junior or senior standing. *Four credit hours.* **H.** VAN DER MEER

HI483J History Honors Program *Noncredit.* SCHECK

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, *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 crises of 2020 - global pandemic, widespread economic

inequality, state-sponsored racist violence, the backlash against immigrants - also faced Americans one hundred years ago. 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 integrated study looks through the lenses of history, literature, and cinema at Americans' soaring hopes and profound discontents during the late teens, the "roaring twenties," and the Depression decade that followed. How did people seek to better their lives and their society, and find meaning in an age when nothing seemed assured? See Cinema Studies 138, English 138, and History 138 course descriptions. **Satisfies the First-Year Writing (W1), Fine Arts (A), Historical Studies (H), and Literature (L) requirements.** *Prerequisite:* Concurrent enrollment in Cinema Studies 138, English 138, and History 138. *Twelve credit hours.* STUBBS, WEISBROT, WURTZLER

[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.*

[IS147] 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.*

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? This cluster will explore the theory and practice of "utopia" through the lenses of political science, literature, and history. 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 Studies

Chair, Associate Professor Audrey Brunetaux (French)

Associate Professor Gianluca Rizzo and Assistant Professor Danila Cannamela; Language Assistant Francesca Nardi

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.* CANNAMELA

[IT125T] 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.*

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.* NARDI, 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.* CANNAMELA

IT141f Introduction to Italian Literary Studies: Poets, Lovers, Revolutionaries In this discussion-intensive course, we will explore the most enduring topics of Italian culture: the nature of love, the role of the artist in society, and the experience of time and death. Students will learn about different artistic genres (lyric poetry, short story, novel, film, contemporary song) and hone analytic skills and writing (rhetorical figures, form-content, stylistics). Students will become familiar with key periods of Italian culture and famous authors (Dante, Boccaccio, Petrarch, Leopardi, Montale, Moravia, Maraini, Deledda, Calvino). In Italian. *Prerequisite:* Italian 128 or equivalent. *Four credit hours.* L. RIZZO

[IT153] 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.

[IT233] Mannerism and Baroque Art in Southern Europe Listed as Art 233. *Four credit hours.* A.

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.* NARDI

IT242s Italian Eco-poetics: Beauty, Loss, Desire In the last few decades, literature and the arts have addressed the environmental crisis through creative representations. Yet, are these eco-poetics exclusively environmentalist works? Or can more traditional nature writing foster an ecocritical discourse? This course explores these key questions by investigating how in the 20th and 21st centuries Italian poets, artists, and directors have reworked the classical motif of the beautiful place—a place where beauty, loss, and desire intermingle. Beauty surprisingly becomes a lens to represent and interpret the complex interconnection of environmental and sociocultural issues. Taught in English. *Four credit hours.* L. CANNAMELA

[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.

[IT257] Renaissance Art Listed as Art 257. *Four credit hours.* A.

IT346f Geographies of R/existence: 70s Liberation Movements in Italy Explores three Italian liberation movements of the 1970s-early 1980s: the *femminismo della differenza* (feminism of sexual difference), the gay liberation front (in particular, the radical thought of Mario Mieli), and the trans* movement. The goal is to investigate how these interrelated movements trace new embodied and political geographies. The Italian 1970s debate about gender and sexuality becomes a platform that can spur dialogue across cultures while suggesting new modes of thinking, doing, and being. Taught in English. **Boundaries and Margins humanities lab.** *Four credit hours.* I. CANNAMELA

[IT356] Introduction to Dante's *Divine Comedy* (in English) An introduction to Dante, his times, and his cultural milieu through a critical reading of *The Divine Comedy* and other selected works. We will investigate Dante's relationship with authority, tradition, and faith, and explore his particular understanding of love as a path to knowledge and of literature as a way to salvation. Students will be challenged to find Dante's lasting influence on contemporary culture in the works of modern authors, both in the Italian-speaking and English-speaking worlds. All lectures and class materials will be in English. One additional weekly hour of discussion in Italian will be open to Italian minors and all who are interested. *Four credit hours.* L.

[IT357] F for Fake: Forgery, Fiction, Art of Lying (in English) Traces the evolution and explores the meaning of fakes, fiction, and hoaxes in Western art and literature in order to call into question conventional ideas of authorship, readership, and text. The seminar will begin by defining core terms such as forgery, parody, hoax, and fiction. We will see how each of these terms is defined by a particular author/audience relation. Subsequently, we will be looking at a series of "case studies" containing historical examples from each of the terms, supplemented with a selection of critical readings that will enhance students' appreciation of the aesthetic and epistemological implications of the texts at issue. Taught in English. *Four credit hours.* L.

IT373s Italian Food in Practice: A Hands-on Cultural History We will trace the historical evolution of Italian food culture in the geographical and cultural context of the Mediterranean since classical times. The focus will be on understanding the extraordinary significance of food for Italian national identity by exploring its evolution through various historical, cross-cultural, and theoretical perspectives, drawing from history, anthropology, sociology, art, and literature. During the weekly lab we will familiarize ourselves with ingredients, practice basic cooking techniques, learn fundamental preparations, and recreate classic Italian recipes. *Prerequisite:* Italian 141. *Four credit hours.* RIZZO

[IT375] Introduction to Italian Cinema (in English) Offers an introduction to Italian film from the 1950s to the present day, with special emphasis on *commedia all'italiana* (Italian-style comedy, 1950s-1970s). Beyond their ability to entertain, these popular films also served as a crucial means for exploring via humor the social and political upheaval unfolding throughout Italy during the last several decades. Skills of critical analysis will be honed through readings on the history and theory of cinema and screenings of films by such celebrated directors as Fellini, De Sica, Monicelli, Germi, Wertmüller, and others. *Four credit hours.* A.

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

- AA213Jj **Philosophical Inquiries into Race** *Three credit hours.* **S, U.** GORDON
- AA216j **Deconstructing *Daughters of the Dust*: African American Origins** *Three credit hours.* **S, U.** GILKES
- AM117j **Fundamentals of Screenwriting** *Two credit hours.* WILSON
- AM216j **Deconstructing *Daughters of the Dust*: African American Origins** *Three credit hours.* **S, U.** GILKES
- AM254Jj **Surveillance Culture** *Three credit hours.* **U.** HICKEY
- AR101Jj **Reading Images** *Three credit hours.* PLESCH
- AR131Jj **Introduction to Studio Art** *Three credit hours.* **A.** BOURNE
- AR136j **Introduction to Digital Media Design** *Three credit hours.* **A.** JACOBSON
- AR218j **Architectural Design Workshop** *Three credit hours.* SHAW
- AR221Jj **Drawing I** *Three credit hours.* **A.** K. ENGMAN
- AR288j **Global Photographies** *Three credit hours.* **A, I.** NOLAN
- AR297j **Contemporary Chinese Art** *Three credit hours.* **A.** WALT
- AY119j **The Anthropology of Utopias** *Three credit hours.* **S.** HRISKOS
- BI111j **Emergency Medical Technician Training** *Two credit hours.* TAYLOR
- BI117j **Introduction to Marine Organisms and Habitats** *Three credit hours.* **N.** SISSON

BI118js Sustainable Agriculture and Food Systems *Three credit hours.* **N.** MARSHALL
BI242j Comparative Biomechanics *Three credit hours.* O'BRIEN
BI371j Applied Biomedical Genomics *Three credit hours.* TILDEN
CH297j Fate and Effects of Organic Pollutants in the Ocean *Three credit hours.* AEPPLI
CI287j Postwar U.S. Cinema and Culture, 1946-1964 *Three credit hours.* HAUSKE
CL146j Art and Archaeology of Ancient Greece *Three credit hours.* **A.** GARLAND
CL149j Gladiators and Ghosts: Death and the Afterlife in Ancient Rome *Three credit hours.* **L.** CURRIE
CS297j Data Driven Decision-Making *Three credit hours.* GARFIELD
EA143j Music and Culture in Modern China *Three credit hours.* **A.** ZHU
EA197j Contemporary Chinese Art *Three credit hours.* **A.** WALT
EA197Bj Contemporary US-Japan Relations *Three credit hours.* STRONACH
EC117j Introduction to Financial Decision Making *Three credit hours.* LARGAY
EC171j Global Financial Markets *Three credit hours.* ATKINSON
EC297j Visualizing Our Energy Future *Three credit hours.* SANTORO
ED197j Allyship in Racial Justice *Three credit hours.* **U.** BONAM, FORT
ED225j Teach Freedom *Three credit hours.* AYERS
ED228j Women, Children, Gender, and Human Rights *Three credit hours.* DOHRN
ED236j Indigenous Knowledge(s), Education, And Schooling *Three credit hours.* SABA
ED351Jj Practicum in Education *Three credit hours.* PROTO
ED374Jj Educating All Learners in Inclusive Classrooms *Three credit hours.* PARISER
EN227j Visual Poetics *Three credit hours.* **L.** GIANNELLI
EN233Jj Enlightenment Data and Literature *Three credit hours.* **L.** HANLON
EN297Aj Black Liberation Theology in Kendrick Lamars Studio Albums *Three credit hours.* **L, U.** PLASENCIA
EN297Bj Style and Substance: Writing Fiction by Imitation *Three credit hours.* **A.** O'DONNELL
EN297Cj Lunch Never Lies: Telling the Truth by Writing About Food *Three credit hours.* **A.** CHRISTENSEN
EN297Dj Beyond Kryptonite: Graphic Novels and Social Change *Three credit hours.* **L.** SIBARA

- EN297Ej Especially Heinous:: Sexual Violence in Contemporary Media** *Three credit hours.* L. SPAMPINATO
- ES214Jj Introduction to GIS and Spatial Analysis** *Three credit hours.* GIMOND
- ES224j Creative Environmental Storytelling** *Three credit hours.* WILLIAMS
- ES237j Advocating for the Environment** *Three credit hours.* INCHES
- ES297j Conserving the Western Maine Mountains** *Three credit hours.* GAUVIN
- ES297Bj Climate Geoengineering: Evaluating Strategies to Sequester CO2** *Three credit hours.* EMERSON, TWINING
- ES297Cj Fate and Effects of Organic Pollutants in the Ocean** *Three credit hours.* AEPPLI
- ES371Jj Current Topics in Environmental Science: Corals** *Three credit hours.* NEAL
- GE297Bj Climate Geoengineering: Evaluating Strategies to Sequester CO2** *Three credit hours.* EMERSON, TWINING
- GK111Jj Introductory Greek** *Three credit hours.* BARRETT
- GO330j Law and Lawlessness in the United States** *Three credit hours.* S, U. JACOBS
- HI226j Cities from Scratch: A Global History of New Towns** *Three credit hours.* H. MEREDITH
- HI229j America's Whitest State? Immigration in Maine, Yesterday and Today** *Three credit hours.* H, U. ASCH
- HI297Jj Europe and the Second World War** *Three credit hours.* H, I. SCHECK
- JA125Jj Elementary Japanese** *Three credit hours.* SHMAGIN

JP007j Blacksmithing An intensive introduction to the fundamental processes involved in forging and forming iron (steel), taught in a well-equipped shop at the Colby-Hume Center. Primary focus will be the development of the skills and understanding necessary to complete assigned exercises using fire, hammer, and anvil. Students will also work individually with the instructor to design and execute a final project. Materials fee: \$100. Nongraded. *Prerequisite:* Prospective students should submit a brief essay outlining their interest in the course to the instructor, Steve Murdock, at scmurdock@uninets.net. Final selection will be by personal interview. *Noncredit.* MURDOCK

JP021j Integrating Mindfulness into Work, Health, Play, Relationship Mindfulness is the study and practice of paying attention to what is happening right here, right now, before judgment, and responding to the situation from the place of balance and center rather than reacting from old patterns. We will study the history and neuroscience research of mindfulness with emphasis on techniques for everyday life. With lightheartedness we will study the mind/body connection. Our study and practice comes from the work of Nancy Hathaway, founder of the Center for Studying Mindfulness, and Jon Kabat-Zinn, founder and director of the Mindfulness Program at the University of Massachusetts Medical Center. Nongraded. *Noncredit.* HATHAWAY

JP025j Engaging the World - The Liberal Arts in Practice Liberal arts education prepares students to engage and contribute to a complex world. In this course (which is designed for students in isolation/quarantine), students will examine the foundations of liberal arts education and will then apply those liberal arts skills to a contemporary issue. Students will both discuss current events and then construct a compelling analysis of a timely issue. *Noncredit.* SLOAT

JP118j 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. Previously offered as JP197F (Jan Plan 2019). *Three credit hours.* KELLY

JP123j 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. *Three credit hours.*
MCHALE

JP135j Multicultural Literacy Introduces students to the knowledge and skills that constitute multicultural literacy, including 1) understanding and respecting differences based on race, ethnicity, gender, sexuality, social class, religion, and ability; 2) being aware of one's own culture/background and biases and how these may shape one's interaction with those who are different; 3) mastering key theoretical concepts that shape and inform contemporary approaches to diversity and social justice; and 4) communicating effectively across differences, managing conflict in positive ways, and intervening in negative situations. *Prerequisite:* First-year standing. *Three credit hours.* U. DUPLESSIS

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. *Three credit hours.* FRIED

JP145j Malaria: An Introduction Focuses on malaria, a vector born disease caused by the Plasmodium parasite and transmitted by Anopheles mosquitoes that continues to afflict the poorest populations on the planet. Students will learn about the biology and epidemiology of malaria, transmission dynamics, evolution, clinical treatment and prevention and social implications. The course will be conducted in a seminar format with readings, discussions, written homework assignments, one presentation and a final exam. Previously offered as Jan Plan 197C (Jan Plan 2020). *Three credit hours.* N, I. LARSON

JP146j 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. Previously offered as JP197C (Jan Plan 2019). *Three credit hours.* S. MERSON

JP148j From Idea to IPO: Business Strategy Basics for Next Gen Titans Poses a key question: why do some organizations succeed and others fail? Through the lens of recent initial public offerings (IPOs) including Uber, Lyft, Pinterest, Snap, Levi's, Beyond Meat and others, students will focus on the concept of sustainable competitive advantage. Beginning with the basics of strategy, students will assess how entrepreneurs take an organization from an idea to an IPO. The class will ponder the decisions made along the way and ask why some firms choose to complete an IPO, while others remain private. Through the use of case studies, students will work in teams and will analyze companies that have succeeded and failed in complex and dynamic environments. The course will conclude with student-led mock board presentations. *Three credit hours.* POWIS

JP151j 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. Previously offered as JP197G (Jan Plan 2019). *Three credit hours.* WAIN

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

JP197Bj Art and Challenge of Servant Leadership Leading through power or leading through influence? In these challenging times, it is imperative that emphasis and development be placed far more on the latter rather than the former. Students will learn, analyze and reflect upon the eight critical Servant Leadership behaviors identified in James Hunter's book *The Servant* with the goal of developing a personal action plan to utilize the skills required of true Servant Leaders. Other topics will be the review, analysis and application of the three critical communication skills required of all great leaders as well as use of the DISC Behavioral Assessment in everyday interactions. *Three credit hours.* THERIAULT

JP197Dj Jan Plan Institute: Career Accelerator Jan Plan Institute is a career acceleration program for students who haven't had time to deal with career exploration or preparation or aren't sure how to get started. In just four weeks, students will dazzle employers with their new resume, chock filled with job-ready skills and relevant work experiences, and gain the confidence, know-how and professional networks to chart their path to career success. In addition to self-discovery and career discovery activities, students will complete a series of digital skill training modules and apply new skills to employer-sponsored team projects, yielding impressive resumes and plenty to talk about in interviews. *Three credit hours.* NOBLE

JP197Ej Health and Safety Challenges of COVID-19 at Colby College Many colleges have found that student voices play a critical role in establishing and maintaining a healthy, safe campus environment during the COVID-19 pandemic. Drawing on the experience and knowledge of those involved in Colby's virus planning and operations, this course will provide an examination of the challenges and requirements to protect a residential college community against COVID-19. The course will include a workshop in which students develop an array of communications and other tools to combat the virus at Colby in the spring semester. *Three credit hours.* TERP, UCHIDA

JP237j Advocating for the Environment This is a communications and advocacy course for environmental studies, environmental policy and government majors, as well as other interested students. It covers both conceptual and practical advocacy skills required to create change in the environmental field. It presents the practical side of how to effectively communicate and advocate in the current political climate. It coincides with the second half of the 129th Maine Legislature, and students will have a chance to observe policy making in action. Students will learn about the psychology and mental models underlying public policy, apply analytical tools, and draft testimony on an environmental topic of their choosing. These skills are essential for those who would like to pursue social change, public policy, government, and/or environmental issues as part of their career path. Previously offered as JP297E (Jan Plan 2019). *Prerequisite:* Any Environmental Studies course. *Three credit hours.* INCHES

JP297j Psychology of Creativity and Innovation Business leaders and scholars cite the importance of creativity and innovation for profit and organizational success. Based on industrial and organizational psychology, this course explores how we can apply creativity and innovation to the workplace. Students will learn about theories, predictors, consequences, and measurement of creativity and innovation. As part of an applied project, students will work individually or in pairs or small groups on an innovative business idea, which they have the option of entering into a pitch competition. In this seminar-style course, meetings will focus on class discussions of assigned readings, and will also include in-class activities and some lectures. *Prerequisite:* Psychology 111. *Three credit hours.* BROOKS-SHESLER

LA221j Crime, Violence, and Security in Latin America *Three credit hours.* PUCK

MA102j Calculus with Pre-Calculus II *Three credit hours.* Q. GOUVEA, TAYLOR

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

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

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

PL213Jj Philosophical Inquiries into Race *Three credit hours.* S, U. GORDON

PL297j Philosophy of Technology *Three credit hours.* HONENBERGER

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

RU125Jj Elementary Russian I *Three credit hours.* KARPUSHEVA

SO212Jj Introduction to GIS and Spatial Analysis *Three credit hours.* GIMOND

ST233Jj Enlightenment Data and Literature *Three credit hours.* L. HANLON

ST297j Philosophy of Technology *Three credit hours.* HONENBERGER

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

TD297j Dance for Health *Three credit hours.* LAURITA-SPANGLET

WP297j Public Speaking: Building Confidence and Passion *Three credit hours.* WARREN-WHITE

JAPANESE

In the Department of East Asian Studies

Chair, Associate Professor Hong Zang (Chinese)

Professor Hideko Abe; Assistant Professor Laura Nuffer; 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

Six courses are required to fulfill the minor in Japanese. They include five language courses of at least three credits each at the level of Japanese 126 or above and one more course chosen from either a 400-level course in Japanese or a course on Japan (needs to be approved by the advisor for Japanese) at the 200 level or higher.

Course Offerings

JA125f Elementary Japanese I This course introduces the fundamentals of the Japanese language, with an equal emphasis on all four domains of language usage: speaking, listening, reading, and writing. Students will master basic sentence patterns and core vocabulary necessary for everyday conversation. They will also gain command of the two phonetic writing systems used in Japanese, *hiragana* and *katakana*, and learn 60 of the most commonly used ideographic characters, or *kanji*. *Five credit hours.* SHMAGIN

JA125Jj Elementary Japanese This course introduces the fundamentals of the Japanese language, with an equal emphasis on all four domains of language usage: speaking, listening, reading, and writing. Students will master basic sentence patterns and core vocabulary necessary for everyday conversation. They will also gain command of the two phonetic writing systems used in Japanese, *hiragana* and *katakana*, and learn 60 of the most commonly used ideographic characters, or *kanji*. *Three credit hours.* SHMAGIN

JA126s Elementary Japanese II This course builds on the foundations of the previous semester to expand students' abilities of comprehension and self-expression. Students will continue to acquire essential grammar and vocabulary and will learn an additional 85 *kanji*. *Prerequisite:* Japanese 125 or equivalent. *Five credit hours.* NUFFER

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.* NUFFER

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 This course offers an entry point to advanced Japanese. Students will master complex grammatical

constructions and acquire vocabulary necessary to express their thoughts on a variety of social issues. Emphasis is placed on developing natural communication strategies appropriate in a range of situations, from casual to formal. Readings and audiovisual materials will incorporate authentic Japanese aimed at native speakers. *Prerequisite:* Japanese 128. *Four credit hours.* NUFFER

JA322s Third-Year Japanese Following the first semester of third-year Japanese, this course continues to cultivate students' capacity for complex, nuanced communication in all four domains of language usage (speaking, listening, reading, and writing). Students will acquire further grammar, vocabulary, and kanji, and gain increasing confidence with authentic Japanese texts such as newspaper articles and short stories. *Prerequisite:* Japanese 321 or 341. *Four credit hours.* NUFFER

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

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 PROGRAM

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), Damon Mayrl (Sociology), and John Turner (History); Assistant Professor Rachel Isaacs (Jewish Studies); Visiting Assistant Professor Kerry Sonia (Religious Studies).*

The Jewish Studies Program creates transformational learning opportunities for students of all backgrounds by cultivating hands-on collaboration, mutual respect, concern for marginalized voices, and the dignity of high expectations. Through the study of Jewish traditions and experiences past and present, students gain a deeper understanding of how people construct and maintain communities, balance acculturation with the preservation of distinctiveness, and navigate challenges associated with prejudice, privilege, oppression, inequality, and injustice. Students also explore the evolution of cultural, ethnic, and religious identities as well as the interpretation of shared texts and practices. Jewish Studies courses develop broadly applicable skills associated with critical reading, reflective thinking, and effective communication. The program emphasizes personal mentorship and courses with civic engagement or global travel components.

Inspired by the rabbinic dictum, "learning leads to action," the Jewish Studies Program works closely with the Center for Small Town Jewish Life to create teaching and leadership development opportunities for students as well as public programs for the Colby community and the people of Maine. Students and faculty members participate in interdisciplinary, campus, and public conversations, applying insights from Jewish Studies scholarship to contemporary challenges. 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

Government

- 251 Israelis and Palestinians: Conflict and Accommodation
- 252 Introduction to Politics of the Middle East

History

- 421 Research Seminar: Debating the Nazi Past

Music

- 121 *Entartete (Degenerate) Musik*

Religious Studies

- 143 Introduction to the Hebrew Bible/Old Testament
- 144 Introduction to the New Testament
- 152 Israeli Popular Music
- 181 Conceptions of Jews and Judaism
- 182 Jews, Judaism, and the Modern World
- 221 The Jews of Maine
- 223 Religion in the Modern State of Israel
- 285 Faith, Class, and Community
- 322 Food and Religious Identity
- 346 Jews of Germany, Past and Present
- 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.* SOLOCHEK

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.* SOLOCHEK

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.* WEISS

JS143f Introduction to the Hebrew Bible/Old Testament Listed as Religious Studies 143. *Four credit hours.* **L.** SONIA

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

[JS152] Israeli Popular Music Listed as Religious Studies 152. *Three credit hours.* **A.**

[JS181] Conceptions of Jews and Judaism Listed as Religious Studies 181. *Four credit hours.* **H, I.**

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.**

[JS223] Religion in the Modern State of Israel Listed as Religious Studies 223. *Two credit hours.*

- [JS226] 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.*
- 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.* **S.** DENOEUX
- [JS283] Golden Diaspora: Modern American Jewish History** Listed as History 283. *Four credit hours.* **H, U.**
- [JS285] Faith, Class, and Community** Listed as Religious Studies 285. *Four credit hours.* **U.**
- JS298s Narratives of Israel/Palestine** Listed as Religious Studies 298. *Two credit hours.* FREIDENREICH
- [JS322] Food and Religious Identity** Listed as Religious Studies 322. *Four credit hours.* **S.**
- [JS323] Holocaust in French Cinema** Listed as French 323. *Four credit hours.*
- [JS346] Jews of Germany, Past and Present** Listed as Religious Studies 346. *Four credit hours.* **H, I.**
- [JS384] Religious Responses to Ethical Dilemmas** Listed as Religious Studies 384. *Four credit hours.*
- JS387s Anti-Judaism and Islamophobia in Christian/Western Thought** Listed as Religious Studies 387. *Four credit hours.* **I.**
FREIDENREICH
- JS421s Research Seminar: Debating the Nazi Past** Listed as History 421. *Four credit hours.* **H, W3, I.** SCHECK
- JS491f, 492s Independent Study** *One to four credit hours.*

LATIN

In the Department of Classics

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

Course Offerings

LT111f Introductory Latin Latin was the language of Virgil, Ovid, Cicero, and Tacitus, giants in the Western literary tradition, and, for centuries Latin remained the lingua franca of the educated. It also gave rise to the Romance languages and to a vast proportion of English vocabulary. Combines lucid explanations of grammar with cultural information and readings in simplified Latin of major classical texts. *Four credit hours.* BARRETT

LT112s Intermediate Latin The history, literature, and culture of the Western tradition can be traced through Rome, and many of the great ideas and texts of the ancient and premodern world were formulated in Latin. Builds on the foundations laid in Latin 111. Learning goals include continuing the assimilation of Latin grammar and syntax, equipping students with the tools to read Rome's greatest authors in their original tongue, and fostering greater familiarity with broader Roman culture. *Prerequisite:* Latin 111. *Four credit hours.* BARRETT

LT131f Introduction to Latin Literature Having mastered Latin grammar and syntax, students now take on the challenges and rewards of reading an unsimplified Latin text. They will learn to translate most Latin texts with the aid of a dictionary; to accomplish a literary, historical, and cultural analysis of any complex text; and to satisfy the rigorous requirements of a demanding work schedule. *Prerequisite:* Latin 112, or appropriate score on the College Board Latin SAT Subject Test, AP Latin exam, or placement test administered during new

student orientation. *Four credit hours.* L. CURRIE

[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.

[LT254] Petronius, *The Satyricon* Written during the reign of Nero, Petronius' *Satyricon* is the wildest and most irreverent of ancient novels: this kaleidoscope of literary forms digests everything from Homer and Plato to Roman satire, all while situating its subject at the intersection of highbrow and lowbrow and offering a bottom-up view of imperial Roman society. This course prioritizes the study of the linguistic and literary qualities of the *Satyricon*, while carefully locating these qualities in their cultural and historical contexts. *Prerequisite:* Latin 131 or equivalent. *Four credit hours.* L.

LT297f The Dead Speak: Latin Epigraphy and Beyond Epigraphy, or the study of inscriptions, provides unique evidence about the ancient world. In this course, we will learn to read and interpret Roman inscriptions and evaluate them as sources for studying ancient language, society, law, and religion. While we will predominantly work with funerary epitaphs - inscriptions written on monuments for the dead - we will also discuss inscriptions found in a variety of other contexts. Epigraphy's connections to other disciplines, including philology, history, anthropology, and archaeology, will also be considered. *Prerequisite:* Latin 131 or equivalent. *Four credit hours.* L. CURRIE

[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.

[LT364] 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.*

LT398s Claudius in Biography and Satire Suetonius' biographical Life of Claudius and Seneca's satirical Apocolocyntosis ("The Pumpkinification of Claudius") present two different portraits of this enigmatic Roman emperor. In this course, we will read selections in Latin from both sources, as well as a number of other primary sources in translation, to better understand this paradoxical figure. Our general studies of the biographical and satirical traditions will let us interpret the evidence supplied by these sources, and the evidence will be compared to what is found in other historiographical and epigraphical accounts. *Prerequisite:* Latin 131 or equivalent. *Four credit hours.* L. CURRIE

LATIN AMERICAN STUDIES PROGRAM

Director, *Appointment in Latin American Studies:* Professor Ben Fallaw

Appointment in Latin American Studies: Professor Ben Fallaw

Affiliated Faculty: Professors Patrice Franko (*Economics and Global Studies*), and Luis Millones (*Spanish*); Associate Professors Betty Sasaki (*Spanish*) and Winifred Tate (*Anthropology*); Assistant Professors Lindsay Mayka (*Government*), Ana Almeyda-Cohen (*Spanish*), Tiffany Miller (*Spanish*), Nicolás Ramos (*Spanish*), Bretton White (*Spanish*); Visiting Assistant Professor Sandra Bernal Heredia I (*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
- 361 Militaries, Militarization, and War
- 365 Space, Place, and Belonging

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
- 237 Conquest and Resistance in the Americas
- 239 Latin America at the Movies
- 254 Aquí estamos: U.S. Latinx in the 20th and 21st Centuries
- 264 Uncovering Tradition: Introduction to U.S. Latino/a Literature
- 273 Contemporary Spanish-American Short Story
- 276 U.S. Latina/Chicana Women Writers
- 278 Narratives, Artifacts, and Monuments of Pre-Columbian Civilizations
- 346 Race, Rights, and Land in the Americas
- 376 Narratives, Artifacts, and Monuments of Pre-Columbian Civilization
- 498 Seminar: Abia Yala: Indigenous Resistance, Revolution, and Deconloniality

Note: Additional courses, often taught by visiting faculty, may be available from time to time as temporary offerings and may be counted toward the major with permission of the Latin American Studies Program director. Up to two courses from a semester of study abroad and up to four courses from a year of study abroad may be counted toward the major with permission of the program director.

Course Offerings

LA173f History of Latin America, 1491 to 1900 To understand the historical roots of Latin America's enduring tensions and conflicts, students analyze and discuss sources (especially primary ones), and write short historical essays. Themes include the first American civilizations, the Conquest and construction of colonial hierarchies, independence, liberalism and conservatism, neocolonialism and nationalism. *Four credit hours.* H, I. FALLAW

LA174s Introduction to Latin American Studies Cross-disciplinary, historically grounded introduction to modern Latin America. We analyze and discuss politicians and ideologies, socioeconomic structures, environmental features, and cultural production (including art, music, and a novel). Major historical themes include the promise and problems of progress c.1850-1930, populism and nationalisms, the Cuban Revolution, Cold War dictatorships, and neoliberalism and neopopulism. *Four credit hours.* H, I. FALLAW

LA214s Economic Policy and Performance in Contemporary Latin America Listed as Economics 214. *Four credit hours.* I. FRANKO

LA221j Crime, Violence, and Security in Latin America Through the examination of three cases - Mexico, El Salvador, and Brazil - students will explore the various manifestations of crime and violence occurring in Latin America and the diverse responses to it by states, citizens, and private entities. Some of the major themes and issues covered in the course include the significance of weak and corrupt state institutions; historical legacies of authoritarianism, inequality, and racism; the role of U.S. domestic and foreign policies; the upsurge in organized crime and street gang membership; and the emergence of private security. As part of the course, students will break into groups and create their own anti-crime and violence organization for one of the countries under study. Previously offered as LA297A (Jan Plan 2020). *Three credit hours.* PUCK

LA227s Social Movements Listed as Government 227. *Four credit hours.* U. MAYKA

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

LA237s Conquest and Resistance in the Americas Listed as Spanish 237. *Four credit hours.* L, I. MILLONES

LA239f Latin America at the Movies Listed as Spanish 239. *Four credit hours.* A. ALMEYDA-COHEN

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

LA244s Bad Women and B-Films in Contemporary Latin America Listed as Spanish 244. *Four credit hours.* A. ALMEYDA-COHEN

LA253fs Introduction to Latin American Politics Listed as Government 253. *Four credit hours.* MAYKA

LA254s Aquí estamos: U.S. Latinx in the 20th and 21st Centuries Listed as Spanish 254. *Four credit hours.* L, U. RAMOS

FLORES

[LA264] Democracy and Human Rights in Latin America Listed as Government 264. *Four credit hours.* **S, W2, I.**

LA272f Mexican History: Justice, Rights, and Revolution From the Aztec era to the disappearance of 43 students in 2014, struggles over justice and rights have defined Mexican history. To better understand the conquest, independence, the liberal reform, and the revolution, we focus on how notions of justice and rights differ over time and across cultures (indigenous, colonial, liberal, revolutionary, and neoliberal).
Four credit hours. **H, I.** FALLAW

[LA275] Strongmen and Populism in Modern Spain and Latin America Interdisciplinary history of Trujillo's dictatorship in the Dominican Republic, the rise of Getulio Vargas's *Estado Novo* in Brazil, the role of Zapata as an agrarian warlord in the Mexican Revolution, the failure of the Spanish Republic, and the emergence of Franco's regime. *Three credit hours.* **H, I.**

[LA277] 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.**

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

LA346f Race, Rights, and Land in the Americas Listed as Spanish 346. *Four credit hours.* **I.** RAMOS FLORES

[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.**

LA376f Narratives, Artifacts, and Monuments of Pre-Columbian Civilization Listed as Spanish 376. *Four credit hours.* **L.** MILLONES

LA378s U.S. in Latin America: Intervention, Influence, Integration To understand the diverse ways the United States has shaped modern Latin American history, we critically read primary and secondary sources (scholarly monographs, articles from academic journals) and write a substantial research paper. We consider how U.S. influence has evolved historically, ranging from military interventions to the export of ideas (scientific racism, neoliberalism) to economic integration. We also explore geographic variations in U.S. presence across the hemisphere, ranging from the U.S.'s "Back Yard" of Mexico and the Caribbean to South America. *Four credit hours.* **H, W2, I.** FALLAW

[LA456] Seminar: Civil Society and Social Change in Latin America Listed as Government 456. *Four credit hours.* **S, I.**

[LA473] Historical Roots of Violence in Modern Latin America We examine the historical roots of persistent violence in Latin America from interdisciplinary perspectives: social, political, and cultural history, as well as anthropology, sociology, political science, and psychology. Topics include social and ethnic conflicts, domestic violence, torture, insurgencies and counterinsurgencies, dirty wars, and genocide. This seminar is writing-intensive, including two drafts of a substantial (approximately 25-page) research paper. *Prerequisite:* A previous course on Latin America and permission of the instructor. *Four credit hours.* **H.**

LA483f, 484s Senior Honors Thesis A year-long research project for senior majors resulting in a written thesis to be publicly presented and defended. Students may register either for two credits in the fall, January, and spring terms or for three credits in the fall and spring terms. *Prerequisite:* a 3.3 or higher major average at the end of the junior year and permission of the Latin American studies advisory committee. *One to four credit hours.*

LA491f, 492s Independent Study An independent study project devoted to a topic chosen by the student with the approval of an

advisor. Only independent studies taken with a Colby faculty member and approved by the director of the Latin American Studies Program may count toward fulfilling major requirements. *One to four credit hours.*

LA498s Seminar: Abia Yala: Indigeneous Resistance, Revolution, and Decolonoality Listed as Spanish 498. *Four credit hours.*
MILLER

MATHEMATICS

In the Department of Mathematics and Statistics

Chair, Associate Professor Scott Taylor

Associate Chair, Associate Professor James Scott

Professors Fernando Gouvêa, Jan Holly, Leo Livshits, Benjamin Mathes, and Liam O'Brien; Associate Professors James Scott, Scott Taylor, and George Welch; Assistant Professors Tamar Friedmann, Evan Randles, Jerzy Wieczorek, Nora Youngs, and Bret Zeldow; Visiting Assistant Professor Costel-Gabriel Bontea

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 three- or four-credit 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 three- or four-credit 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

MA101f 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. *Three credit hours.* MOURNING-STAR

MA102j 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. GOUVEA, TAYLOR

[MA111] Mathematics as a Liberal Art *Four credit hours.* Q.

MA121fs Single-Variable Calculus Calculus is the result of centuries of intellectual effort to understand and quantify change, such as the position of a moving object or the shape of a curve. Competent users of calculus understand its intellectual structure sufficiently to apply its ideas to a variety of intellectual pursuits. Topics include differential and integral calculus of one variable: limits and continuity; differentiation and its applications, antiderivatives, the definite integral and its applications; exponential, logarithmic, and trigonometric functions. *Prerequisite:* New first-year students must complete the mathematics placement questionnaire found at www.colby.edu/math/newstudent. *Four credit hours.* Q. FACULTY

MA122fs Series and Multi-variable Calculus A continuation of Mathematics 121. Students will learn how to use infinite series, both to represent and to approximate functions, and will extend all of their skills from single-variable calculus to the multivariable setting. Topics: infinite series; vectors and analytic geometry in two and three dimensions; partial derivatives, differentials and the gradient; integration in two and three variables. *Prerequisite:* A course in single-variable calculus. New first-year students must complete the mathematics placement questionnaire found at www.colby.edu/math/newstudent. *Four credit hours.* Q. ABDELGHANY, GOUVEA, RANGLES, YOUNGS

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. LIVSHITS

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. Student who receive an A- or above will receive an exemption from taking MA274. May not be taken for credit if the student has earned credit for Mathematics 122. *Prerequisite:* Mathematics 161. *Four credit hours.* LIVSHITS

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.* FRIEDMANN, GOUVEA, LIVSHITS

MA262s 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.* 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.** LIVSHITS, MATHES, YOUNGS

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.* RANDLES

[MA314] Geometry of Surfaces Explores the notion of "geometry" by studying the most important two-dimensional geometries: Euclidean, spherical, and hyperbolic. We will prove that every compact two-dimensional surface admits a geometric structure modeled on one of these geometries. As time allows we will also study applications of these geometries and their relationship to Teichmüller space, Kleinian groups, and three-dimensional manifolds. Students will engage in significant self-teaching and will communicate mathematical ideas with oral presentations, written proofs, and short essays aimed at a general audience. *Prerequisite:* Mathematics 162 or 262; 253; and 274 or 275. *Four credit hours.*

[MA331] Topology Begins as the abstract mathematical study of the notions of proximity and continuity and then deploys these methods to understand interesting objects and spaces. Students will develop their ability to construct precise arguments and to explore concrete examples as instances of a general theory. Topics are selected at the discretion of the instructor from the areas of point-set, differential, and algebraic topology. *Prerequisite:* Mathematics 274 or 275. *Four credit hours.*

[MA332] Numerical Analysis In practice, a solution to a problem might be impossible to obtain by classical methods of manipulating equations. Nonetheless, solutions can often be obtained by numerical methods, usually with the aid of a computer. Numerical analysis is the study of those numerical algorithms. Students will acquire the ability to use standard methods and mathematical software for solving the most common types of numerical problems and to analyze the speed and accuracy of the solutions. Topics include solution by numerical methods of linear and nonlinear equations, systems of equations, and differential equations; numerical integration; polynomial approximation; matrix inversion; error analysis. *Prerequisite:* Mathematics 122 or 162, and 253; 274 is recommended. *Four credit hours.*

MA333f Abstract Algebra Simply called "algebra" by mathematicians, it is the study of abstract sets with operations and is fundamental in expressing and working in theoretical mathematics. An introduction to that language, to the motivating examples, and to some of the fundamental theorems. Students will develop their ability to discover and write formal arguments, explore the relationship between general theory and specific examples, and learn to recognize algebraic structures where they occur. Topics include groups, rings, and fields: definition, basic theorems, and important examples. *Prerequisite:* Mathematics 253, and 274 or 275. *Four credit hours.* FRIEDMANN

MA335f Mathematical Neuroscience Neuroscience is an expanding and dynamic field, seeking to understand the complexities of the brain. Recent advances in technology have improved our ability to record brain activity, and with this comes the need for new and improved models to understand this influx of information. In this course, students will work with theoretical mathematical models of the brain on different scales, from the cellular and single-neuron level up to interactions between brain regions, using both discrete and continuous techniques. *Prerequisite:* Mathematics 122 or 162, and 253. *Four credit hours.* YOUNGS

[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 Advanced Linear Algebra Continues the exploration of linear algebra initiated in Mathematics 253. The emphasis is on the theory of matrices, linear spaces, and linear transformations, investigating them more deeply. Topics will come from the following list: canonical forms, factorizations, spectral theory, matrix functions and equations, and multilinear algebra. Applications of the theory will also be considered. *Prerequisite:* Mathematics 253 and 274, or equivalent. *Four credit hours.* LIVSHITS

MA355s Combinatorics Combinatorics can be thought of as the study of counting things. Topics to be covered in this course include basic counting principles, recurrence relations, graphs and trees, distributions and partitions, generating functions, inclusion/exclusion, and permutations. *Prerequisite:* Mathematics 274. *Four credit hours.* FRIEDMANN

[MA357] Elementary Number Theory Number theory deals with questions about numbers, especially those related to prime numbers and integral and rational solutions of equations. The subject 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 program-solving and proof writing skills. Topics may include prime numbers and unique factorization; Diophantine equations; congruences; Fermat's Little Theorem, the Chinese Remainder Theorem, and RSA cryptography; quadratic residues, reciprocity. *Prerequisite:* Mathematics 274. *Four credit hours.*

[MA359] Finite Fields and Error Correcting Codes How can data be transmitted effectively over a wired or wireless connection without constant errors? The key is the use of error-correcting codes. This course is an introduction to the mathematics behind coding, including error detection and error correction. Students will be introduced to finite fields and use them to create codes and to investigate their properties. A small amount of information theory will be included. *Prerequisite:* Mathematics 122 or 162 and 253. *Four credit hours.*

MA376f 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

MA378s Introduction to the Theory of Computation Listed as Computer Science 378. *Four credit hours.* AARON

MA381fs 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.* BONTEA, O'BRIEN

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

MA397f Geometry and Topology of Knots The mathematics of knot theory is strongly connected to many different mathematical and scientific disciplines. This course provides an introduction to knot theory, emphasizing its combinatorial, topological, and geometric aspects. Along the way, we'll learn foundational concepts from geometry, topology, and algebra and see the relevance to certain problems in biology, chemistry, and physics. The course will emphasize the process of posing creative questions about mathematical objects and turning intuitive ideas into precise, mathematical ones. Coursework will involve reading carefully selected journal articles, solving mathematics problems, writing solutions, and pursuing and presenting targeted research projects. *Prerequisite:* Mathematics 274. *Four credit hours.* TAYLOR

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.* YOUNGS

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.* MATHES

[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.* ZELDOW

MA484s Honors Project The independent study component of the honors program in mathematics. Cannot be counted toward the major or minor. *Prerequisite:* Permission of the instructor and admission to the honors program. *Three or four credit hours.* FACULTY

MA484s Honors Project The independent study component of the honors program in mathematics. Cannot be counted toward the major or minor. *Prerequisite:* Permission of the instructor and admission to the honors program. *Three or four credit hours.* FACULTY

MA491f, 492s Independent Study Independent study in an area of mathematics of particular interest to the student. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

MUSIC

Co-Chairs, Associate Professors Lily Funahashi and Jonathan Hallstrom
Professor Steven Saunders; Associate Professors Lily Funahashi, Steven Nuss, and Natalie Zelensky; Visiting Assistant Professor Ryan Maguire

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 or 252; 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 and 181 fulfill 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. Students who either add or drop the major after the start of the semester will have their lesson fees prorated based on the date that the add/drop request was processed.

Course Offerings

MU091fs Music Lessons: Noncredit or JP Noncredit instruction in voice and instruments for qualified students. Regular offerings include violin, viola, violoncello, piano, voice, flute, guitar (classical, American traditional, and jazz), and selected brass and woodwind instruments. One 30- or 60-minute lesson weekly in fall and spring; two 45-minute lessons weekly in January. For additional information concerning fees, scheduling, and related matters visit <http://www.colby.edu/musicdept/applied-music-lessons/> *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

[MU116] 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.**

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**

[MU120] 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.**

MU153f Introduction to Music Theory through EDM An examination of the basic components of music theory as viewed through the lens of EDM (Electronic Dance Music). Topics covered will include rhythm, melody, harmony, and formal structures, as well as the sound design and signal processing techniques involved in producing different EDM styles. Students will also learn to move comfortably between the graphic representations of pitches and rhythms used in most Digital Audio Workstation software and their more traditional notational counterparts. Primarily for students without extensive training in music theory. *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). *Four credit hours.* **A. HALLSTROM, 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.* **HALLSTROM**

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 visit <http://www.colby.edu/musicdept/applied-music-lessons/>. May be repeated for additional credit. *Prerequisite:* Music 153, 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 the Laptop Orchestra Examines the novel creative possibilities that can result from assembling an ensemble of amplified instruments, laptops, and controllers with the objective of providing a computer-mediated performing environment in which each member controls their own sonic identity and participates in the creation of a composite compositional gestalt. Topics and activities include instrument design, sound synthesis, programming, and live performance. *Prerequisite:* Permission of instructor. *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. Students will use readings and hands-on work with Adobe Creative Suite to formulate and debate answers to a number of complex multicultural design problems. *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. Our discussion will focus on the fundamental aspects of music theory and musical structure. Using these ideas as a foundation, 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, melodic and rhythmic grouping, schematic frameworks, and hierarchical structures in music. Students will actively experience and create 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. Intended for students with little or no background in music theory. *Three credit hours.* A. HELM

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

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

MU262f 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

[MU275] 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.**

MU281f Music Theory III A continuation of Music Theory II, covering advanced chromatic harmony and modulatory techniques, counterpoint, and formal analysis. Beginning with chromatic harmony from the late classical period, students will gain insight into the harmonic innovations of Romantic and Impressionist composers, applying this knowledge to regular composition exercises. The course serves as a bridge connecting tonal language in Theory I and II to post-tonal language in Theory IV. *Prerequisite:* Music 182. *Four credit hours.* SAUNDERS

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.* HAMBLETON

MU298s Introduction to Sound Art and Soundwalks Focuses on new ways of engaging with sound and music. Students will experiment with the use of various sound recording and transmission technologies (microphones, radios, etc.) to craft soundscapes and sound art, and will engage in soundwalking and deep listening techniques in both real and virtual sound environments. *Four credit hours.* **A.** HAMBLETON

MU341f Music History III: Music of the 19th and 20th Centuries An overview of 19th- and 20th-century music with a focus on the evolution of musical styles and the manner in which they have been impacted by concurrent artistic, cultural, and political events. Students will acquire a fundamental knowledge of those composers considered to have had a significant impact on music from the late 19th century to the present and their position within the larger sociocultural milieu. *Prerequisite:* Music 111 and 182. *Four credit hours.* HALLSTROM

[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 *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, Professor Jim Behuniak

Professors Jim Behuniak, Daniel Cohen, and Jill Gordon; Associate Professors Lydia Moland and Keith Peterson

"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); one that satisfies the diversity requirement (D); and one PL422 Philosophical Encounters course. 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. 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: Justice and Society An introductory course in philosophy through readings on justice and oppression, individual freedom and rights, incarceration, state power, violence, and economic inequality. Readings from Michelle Alexander, Hannah Arendt, John Locke, Karl Marx, John Stuart Mill, Plato, Malcolm X, and Iris Marion Young. Students will learn philosophical thinking, reading, speaking, and writing. In addition, they will gain understanding of fundamental issues in social philosophy, including freedom, justice, the mechanisms of oppression, state formation, (il)legitimate uses of violence, revolution, incarceration, minority rights, etc. *Four credit hours.* **S.** GORDON

PL113f 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.** MOLAND

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 Dewey. *Four credit hours.* **L.** BEHUNIAK

PL117s 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.** STEPHANO

[PL126] Philosophy and the Environment An introduction to philosophy through prominent questions and themes in environmental philosophy. Topics include the historical context and causes of environmental crisis, anthropocentrism, animal rights, intrinsic value, biocentrism, ecocentrism, and radical social theories, incorporating core philosophical issues in ethics, philosophical anthropology, and nature philosophy. These provide resources for clear and creative reasoning on the philosophical aspects of creating sustainable communities, for reflection on value priorities, and for exploration of relationships between academic work and social responsibility. *Four credit hours.*

[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

[PL161] Reading Greek Philosophy What are the rewards and challenges of reading Greek texts in the 21st century? How much difference does a translation make? Key selections from the works of authors being read in recent classics and philosophy courses, team taught by classics and philosophy faculty, and opening dialogue between classics and philosophy students. 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.*

PL211s 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.** MOLAND

[PL212] 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.*

[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.**

PL213Jj 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. *Three credit*

hours. **S, U.** GORDON

PL215f 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.** STEPHANO

[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 Greek thought through the ideas of the pre-Socratics, the Sophists, Plato, Aristotle and the Cynics. Primary, though not exclusive, attention will be to metaphysical and epistemic issues. *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.** MOLAND

[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.**

[PL236] Critical Social Thought Readings from seminal texts in the early liberal tradition, from critics of the liberal tradition and neoliberal theory. Students will engage with this tradition and its critics addressed through a critical focus on gender, race, and class injustices. *Four credit hours.* **U.**

[PL237] Taking Philosophy Public 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 democracy and public disclosure, follow philosophers on social media, and video conference with philosophers who are currently engaged in public philosophy activities. They will then design, organize, and carry out a public philosophy activity of their choosing, lead discussion in a Socrates café, write op-ed pieces for local papers, create a podcast, engage philosophically with local students or the elderly etc. *Prerequisite:* Two philosophy courses. *Three credit hours.*

PL239s Epistemology An introduction to basic philosophical positions regarding Skepticism, knowledge versus belief, knowledge and the world, and epistemic justification as well as topics such as the nature of certainty, "naturalized epistemology," and the ethics of belief. *Four credit hours.* COHEN

[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.*

PL243f Environmental Ethics Aims to familiarize students with the many philosophical approaches that have been developed over the past few decades in response to the environmental crisis. It covers not only classical issues such as anthropocentrism and the intrinsic value of nature, but also supplies the conceptual tools needed to tackle the complex ethical, political, cultural, scientific, and practical dimensions of human relations to more-than-human nature. Special attention will be devoted to the topics of nonhuman animals, food, energy, and climate change. *Four credit hours.* STEPHANO

[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

PL277f 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:* Permission of instructor. *One credit hour.* COHEN

PL297j Philosophy of Technology Listed as Science, Technology, and Society 297. *Three credit hours.* HONENBERGER

PL298s Philosophy of Biology What is life? How does it work? The interdisciplinary field of philosophy of biology addresses such questions through critical reflection on the concepts and methods of the biological sciences. Currently debated topics in the field include: Can living things be understood entirely mechanistically, or are purposive, experiential, or evaluative concepts crucial to understanding them? Is natural selection the primary process in biological evolution or do other factors like genetic drift and non-genetic inheritance also play a central role? What does our rapidly developing grasp of microbiology reveal about selfhood and the relation between living things and their environments? *Four credit hours.* HONENBERGER

[PL311] Philosophical Approaches to Global Justice Recent philosophical theorizing regarding global justice. Topics include our responsibilities regarding global poverty, the definition and causes of terrorism, the nature of collective responsibility, the ethical implications of the nation-state. Gives particular attention to philosophers who have left the ivory tower by putting their theories into action such as Peter Singer, Thomas Pogge, and Martha Nussbaum. Students have the option of putting theory into practice through a civic engagement project. *Prerequisite:* Two courses in philosophy. *Four credit hours.* I.

[PL314] 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.**

[PL317] Philosophy of Science A consideration of some major 20th-century conceptions of what scientists aim to do, what theoretical structures they employ in pursuing their aims, and what legitimates these structures. Science seems to be constrained by experience in distinctive ways, but it also ventures far beyond experience in pursuing its theoretical and explanatory aims. These issues are approached historically by examining the rise and fall of the project known as logical empiricism (or logical positivism). *Four credit hours.*

[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.*

[PL337] Philosophy of Humor What makes something funny? Is there a logic to jokes? What unites puns, slapstick, and satire? Does saying "It's only a joke" excuse offensive jokes? Is a sense of humor a virtue? Is humor a proper subject for philosophy? Historically important theories from Aristotle, Hobbes, Kant, Schopenhauer, Bergson, and Freud will lead us to contemporary debates about the logic, ethics, and aesthetics of humor as well as its cognitive and social aspects. *Prerequisite:* Three philosophy courses. *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. 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.**

PL353f Contemporary Analytic Philosophy At the turn of the 20th century, G. E. Moore and Bertrand Russell revolutionized the way we philosophize. Their new methods focused intensely on language, radically altering philosophy's agenda: old questions got new answers, new questions were raised, more attention was paid to the nature of philosophy itself. It culminated in Wittgenstein's extraordinary *Tractatus Logico-Philosophicus*—and a discipline in a crisis of self-identity. The first articulate responses in mid-century were Logical Positivism and Ordinary Language Philosophy, but the contours of contemporary philosophy and its main voices, such as Kripke's Realism or Rorty's Neo-Pragmatism, are still best understood against this historical backdrop. Provides context for entering contemporary philosophical debates. *Prerequisite:* Two philosophy courses. *Four credit hours.* **COHEN**

PL357s 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. MOLAND**

[PL359] 19th-Century Philosophy Philosophy in the 19th century began with the assertion by great systematic philosopher G.W.F. Hegel that what is rational is actual and what is actual is rational; it ended with Nietzsche's virulent attacks on the entire Western rationalist tradition. Between these benchmarks we find Karl Marx's claim that philosophy's job is not to understand the world but to change it; John Stuart Mill's articulation of utilitarianism; and Kierkegaard's philosophy of existential renunciation. A survey of these and other philosophers along with a study of the social upheaval and scientific advances to which they reacted. *Prerequisite:* Philosophy 232. *Four credit hours.* **H.**

[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:* Two philosophy courses. *Four credit hours.*

[PL378] Contemporary Continental Philosophy An exploration of the most significant themes and thinkers in French and German

thought from the early 20th century to the present. Movements and schools of thought covered may include phenomenology, hermeneutics, existentialism, French empiricism, psychoanalysis, critical theory, feminism, (post)structuralism, deconstruction, science studies, and recent speculative realism. Through close reading and practiced writing students will engage with the question "What is philosophy?" *Prerequisite:* Philosophy 232 or 359. *Four credit hours.*

[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.*

[PL380B] 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 ethical relations, the satisfaction of basic human needs, the plurality of value experiences and value priorities, 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 (not including Philosophy 151). *Four credit hours.*

[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.*

[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 Ludwig Wittgenstein was an extraordinary philosopher - brilliant, troubled, enigmatic, charismatic, and enormously influential despite being so often misunderstood. In this seminar, we will begin with his rigorous but cryptic early masterpiece, *Tractatus Logico-Philosophicus*, before turning to the *Philosophical Investigations*, with its provocative critiques of his earlier essentialism and foundationalism. There will also be opportunities for forays into his writings on culture, mathematics, psychology, and ethics. *Prerequisite:* Two philosophy courses. *Four credit hours.*

PL398As Nature, Sex, Power: New Materialisms Oppositions between matter and consciousness, nature and culture, and body and mind structure much of the Western philosophical tradition. Recent work in feminist philosophy, science studies, and political theory, however, offers a different picture, grouped under the heading of "new materialisms." Here, materiality itself is viewed as active and animate; not only shaped by cultural practices, but actively involved in forming cultural, political, and economic realities. This class charts a course through current scholarship on materiality, with special attention paid to the operations of matter and meaning, nature and consciousness, as they bear on questions of political agency and sexuality. Readings include texts by Friedrich Nietzsche, Donna Haraway, Karen Barad and others. *Four credit hours.* STEPHANO

PL398Bs Dissolving Boundaries in American and Daoist Thought Where are the boundaries between "Eastern" and "Western" thought? Where are the boundaries between nature and culture? Where are the boundaries between body and mind? What lies beyond the boundaries of what we know? Do our technologies cross such boundaries or create them? Such questions evoke issues that are treated in remarkably subtle and important ways in the American and Daoist philosophical traditions. Such questions will be explored through careful studies in both traditions. **Boundaries and Margins humanities theme course.** *Prerequisite:* Two philosophy courses. *Four credit hours.* BEHUNIAK

[PL401] 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.*

[PL402] 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.*

PL422s Philosophical Encounters With topics and readings that change each semester, this seminar-style course features engagement with the work of contemporary philosophers through face-to-face encounters (via video conferencing and in-person visits). In addition to standard seminar-level work, students will read and discuss current works in the field and work together in preparing for various "philosophical encounters" designed to augment the material studied and to facilitate practice in the habits and skills of philosophical engagement. *Prerequisite:* Five philosophy courses at least one of which must be at the 300-level. *Four credit hours.* GORDON

PL483fj 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

[PL483J] Philosophy Honors Program *Noncredit.*

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, Associate Professor Jonathan McCoy

Professors Robert Bluhm, Charles Conover, and Duncan Tate; Associate Professors Dale Kocevski, Jonathan McCoy, and Elizabeth McGrath; Visiting Assistant Professor Kelly Patton; Senior Laboratory Instructor Lisa Lessard; Laboratory Instructor I Alaina Einsig

The Department of Physics and Astronomy offers several programs. Students may select one of the following: (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.

All faculty members have active research programs that involve undergraduate contributions. Faculty research areas include atomic, molecular, and optical physics, condensed-matter physics, theoretical physics, and astronomy. Research projects make use of the department's well-equipped laboratories, computer workstations, the Collins and Young Observatories, and supporting technical shops. Students interested in conducting research with faculty are encouraged to consider the Honors Programs that the department offers.

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. 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).

Note: Students cannot fulfill the physics minor if electing to minor in astronomy.

Course Offerings

[PH120] Space ... The Final Frontier This writing-intensive course will use the exploration of other worlds, real and imagined, as an opportunity to investigate the shifting relationships between science, science fiction, and fantasy. Students will consider the social and political implications of human exploration, together with the science behind space travel and the historical development of the NASA space program in particular. Literature and films will be treated as texts, illustrating key elements of written craftsmanship such as word choice, style, structure, and narrative. *Four credit hours.* **W1.**

PH141f Foundations of Mechanics A calculus-based survey of classical Newtonian mechanics, including kinematics, forces, work and energy, momentum, gravity, oscillations, and waves. These topics are developed further in discussions, labs, and problem-solving assignments. May not be taken for credit if the student has earned credit for Physics 143. *Prerequisite:* A working knowledge of high school or college calculus, or concurrent enrollment in Mathematics 121 or 161. *Four credit hours.* **N, Lb.** CONOVER

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.** TATE

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 121, or 161. *Four credit hours.* **N, Lb.** TATE

PH198s Gravity: From Aristotle to LIGO Why do things fall down? What makes the Earth revolve around the Sun? Does light travel in straight lines? Gravity, the most familiar force in nature, is in some ways the least understood. This course explores the quest to understand gravity over the centuries, from the philosophy of Aristotle to contributions by Galileo, Newton, Einstein, and others, culminating in the recent discovery of gravitational waves. Along the way, we explore various ways that scientific progress is made, what it means for a scientific theory to be right or wrong, and what happens to an old theory when a new one comes along. *Three credit hours.* **N.**
MCELMURRY

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.* CONOVER

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.* CONOVER, MCCOY

[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.* PATTON

PH312s Physics of Fluids All living things, from the smallest cells to the largest communities, interact with the fluid environment of liquids and gases that covers the planet. Our understanding of fluid motion helps us build better airplanes, investigate climate change, and discover new design principles in biology. We will view this subject as an exciting, interdisciplinary opportunity to see the laws of physics in action. Emphasis will be on a core set of basic concepts and mathematical tools used to describe fluids and explore a range of applications drawn from biology, chemistry, geophysics, and engineering. *Prerequisite:* Mathematics 262 and Physics 242. *Four credit hours.* MCCOY

PH321f Electricity and Magnetism A theoretical treatment of electrostatics and magnetostatics in vacuum and material media through Maxwell's equations. Lecture and discussion. *Prerequisite:* Physics 145 and Mathematics 262. *Four credit hours.* KOCEVSKI

PH332s Thermodynamics and Statistical Mechanics Examines the concepts of temperature, energy, heat, work, and entropy. Thermodynamic relations between these quantities are studied from both a microscopic and macroscopic point of view. The laws of thermodynamics are developed from an underlying statistical treatment. Topics such as heat flows, heat engines, phase transitions, chemical reactions, Bose-Einstein and Fermi-Dirac statistics, and blackbody radiation are discussed. Lecture and discussion. *Prerequisite:* Mathematics 122 (or 162) and either Physics 242 (may be taken concurrently) or Chemistry 342 (may be taken concurrently). *Four credit hours.* MCGRATH

PH333f 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.* MCCOY

[PH335] General Relativity and Cosmology An introduction to Einstein's general theory of relativity, including a treatment of tensor analysis, Einstein's equations, Schwarzschild metric, black holes, expansion of the universe, and cosmology. *Prerequisite:* Physics 241. *Four credit hours.*

[PH338] Nuclear and Particle Physics An overview of nuclear and particle physics. Topics in nuclear physics include radioactivity, nuclear reactions and decays, and nuclear models. In particle physics, topics include relativistic particle interactions, the strong and weak interactions, the standard model description of quarks, leptons, and gauge fields, and ideas for new physics that goes beyond the standard model. *Prerequisite:* Physics 242. *Four credit hours.*

PH342s Galaxies and Cosmology Listed as Astronomy 342. *Four credit hours.* KOCEVSKI

PH401f, 402s Senior Physics and Astronomy 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 majors. *Prerequisite:* Senior standing. *Two credit hours.* KOCEVSKI, MCCOY

PH401Sf Senior Physics and Astronomy Seminar *Noncredit.* 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.* PATTON

PH483fj Independent Honors Project Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of an honors thesis. *Two to four credit hours.* FACULTY

PH491f, 492s Independent Study Individual topics or research in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to five credit hours.* FACULTY

PSYCHOLOGY

Chair, Associate Professor Melissa Glenn

Professor Martha Arterberry; Associate Professors Jennifer Coane, Melissa Glenn, Tarja Raag, Erin Sheets, and Christopher Soto; Assistant Professors Jin Goh, Derek Huffman, Veronica Romero, and Elizabeth Seto; Visiting Assistant Professor Ross Rogers

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, and the computational psychology major allows students to address questions about human or animal behavior by harnessing the tools of computer science. 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 223, 241, 251, 253, 254, 259; at least two courses from 232, 233, 234, 236, 242, 244, 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, 244, 254, 272, 275; at least two courses from 223, 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, 371J, 373, and 374. A student may not double major in biology with a concentration in neuroscience and psychology: neuroscience.

Requirements for the Major in Computational Psychology

Psychology 111, 214, 215; at least three additional 200-level courses; at least one 300-level seminar with an associated course in collaborative research. In addition, Computer Science 151, 152, or 153; 231 and 251 or 252; 341, 363, 365, 343 or 346; one additional 300-level or 400-level course. In addition, either Psychology 416 or 483 and 484 (by invitation), Computer Science 483 and 484 (by invitation), or a 400-level Computer Science course.

Honors in Psychology, Psychology: Neuroscience, or Computational Psychology

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 and thinking about implications of research. *Four credit hours.* **S.** ARTERBERRY, GLENN, RAAG, ROGERS, SOTO

[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.** GOH

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.** COANE

PS223s Social Identities Social identities are fundamental to how people understand themselves and how they relate to others. Examples of social identities include (but are not limited to) gender, social class, race, and religion. In this class, we will examine the psychology behind how social identities are developed, how they shape people's judgments of themselves and others, and what they mean to different people. Students will engage with published research, media (op-eds, videos), and fellow classmates to understand this diverse world. *Prerequisite:* Psychology 111. *Four credit hours.* **U.** GOH

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.* COANE

PS233fs Biological Basis of Behavior Broad survey of behavioral neuroscience will include instruction on neural anatomy and function; modulation of these systems by hormones, drugs, and disease; and the neural basis of many behaviors of interest to psychologists, including sex, sleep, learning, and memory. Students will gain a comprehensive working knowledge of the mammalian central nervous system in the context of psychology to use as they learn the historical and modern framework of specific questions by reading and discussing research articles and completing assignments. Assignments will prepare students to write a research proposal on one topic they will learn about and critically analyze in more depth. *Prerequisite:* Psychology 111. *Four credit hours.* GLENN, HUFFMAN

[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.

PS241fs 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

PS242f 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

PS244s Cognitive Neuroscience Cognitive neuroscientists attempt to further our understanding of cognition by studying the brain. You will gain an understanding of the methodological toolkit of cognitive neuroscientists, including behavioral techniques, functional magnetic resonance imaging (fMRI), electroencephalography (EEG), studies of patient populations, and computational modeling. You will learn how the field has advanced our understanding of high-level cognitive functions, such as memory, spatial navigation, semantic cognition, and language. In addition to reading the textbook and primary journal articles, you will analyze data and explore simulations of the brain. *Prerequisite:* Psychology 111. *Four credit hours.* HUFFMAN

PS245s Industrial and Organizational Psychology Industrial and organizational psychology is psychology applied to the world of work. This course will explore topics related to personnel selection, job performance, and training and development. This course will also look at how to improve employee motivation, job satisfaction, leadership, and organizational effectiveness. Previously offered as Psychology 298 (Spring 2020). *Prerequisite:* Psychology 111. *Four credit hours.* BROOKS-SHESLER

PS251f Personality Psychology An individual's personality is that person's characteristic pattern of thinking, feeling, and behaving, together with the psychological mechanisms that underlie this pattern. In this introduction to personality science, students will critically engage with a variety of theories, methodologies, and research findings that influence current thinking about personality. Issues considered include approaches to studying personality; biological, social, and cultural bases of personality; conscious and unconscious personality processes; and influences of personality on behavior and life outcomes. *Prerequisite:* Psychology 111. *Four credit hours.* SOTO

PS253fs Social Psychology Social Psychology is the scientific study of the causes and consequences of people's thoughts, feelings, and actions regarding themselves and other people. Introduces students to major theoretical perspectives as well as classic and contemporary research in the field. Topics include social cognition and perception, the self, attitudes and persuasion, social influence, prejudice, aggression, prosocial behavior, and interpersonal attraction. *Prerequisite:* Psychology 111. *Four credit hours.* ROGERS

PS254s Abnormal Psychology An examination of major paradigms, research, and current issues in abnormal psychology. Includes diagnostic classification, etiology, and clinical intervention strategies as applied to the major categories of mental disorder. Special topics such as professional ethics in mental health settings and the criminalization of mental illness are also addressed. *Prerequisite:* Psychology 111. *Four credit hours.* DATTILO

PS259s 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 120 cannot receive credit for 259. *Prerequisite:* Psychology 111. *Four credit hours.* RAAG

PS272f Sensation and Perception A key part of psychology is understanding how we perceive and interact with our world. In this course we will discuss the functions of some of our sensory systems, how they work alone and in concert with each other to provide us with information. Through the course of the class we will review historic as well as our current understanding of the field with demonstrations as well as reading. By the end of the course, students will be able to identify the human sensory machinery and explain the perceptual process

in varying situations, explain and evaluate the differing theoretical perspectives in the science of perception, as well as critically think about the science of psychology. *Prerequisite:* Psychology 111. *Four credit hours.* ROMERO

[PS332] Seminar in Diversity Science This seminar draws on social psychological theories and methods to examine the science behind our diverse social experiences, particularly when individuals of different social groups (such as gender, race, and nationality) interact with one another. In Spring 2020, we will focus on prejudice and its origins, maintenance, consequences, and interventions. We will examine the perpetuation of prejudice as well as the experience of being the target of prejudice. Students will learn how to critically discuss, defend, and dissect published research, current social events, and their own research data. *Prerequisite:* Psychology 215 and 223 or 253, and concurrent enrollment in 333. *Four credit hours.* **W3.**

[PS333] Collaborative Research in Diversity Science Collaborative empirical research projects on topics discussed in Seminar in Diversity Science. Students will collaborate, design, conduct, and present an original research project that contributes to diversity science through social psychological framework. Collaborative and individual performance will be evaluated based on oral and written assignments of completed research project. *Prerequisite:* Concurrent enrollment in Psychology 332. *One credit hour.*

PS336f Seminar in Experimental Social Psychology Trains students to critically examine, write about, and discuss primary empirical sources/contemporary research in social psychology. Topics include self-esteem, attachment, risk-taking behavior, intergroup conflict, motivation, and the establishment and maintenance of meaning. *Prerequisite:* Psychology 215 and 251 or 253, and concurrent enrollment in 337. *Four credit hours.* **W3.** ROGERS

PS337f Collaborative Research in Social Psychology Collaborative empirical research projects on topics discussed in Psychology 336. Students will design, conduct, and present an original research project that contributes to the knowledge of contemporary issues within 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

PS339s Seminar in Personality Psychology With its companion, Psychology 340, trains students to be personality psychologists—informed consumers and producers of personality science. Students will critically engage with a variety of personality theories and research through reading, writing, and discussion. Issues considered include how specific habits of thinking, feeling, and behaving cohere into broader personality traits; how personality develops across the life span; and how personality influences behavior and life outcomes. *Prerequisite:* Psychology 215 and 251, and concurrent enrollment in Psychology 340. *Four credit hours.* **W3.** SOTO

PS340s Collaborative Research in Personality Psychology Each student will become an expert about a specific issue related to personality. Working collaboratively, students will then design, conduct, and present a research project that contributes new scientific knowledge about this issue. *Prerequisite:* Psychology 215 and 251, and concurrent enrollment in Psychology 339. *One credit hour.* SOTO

[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.*

[PS343] Seminar in Emotion Theory and Research Critical examination of various areas of research in emotion, with an emphasis on current issues. Discussion topics may include models of emotion, emotion antecedents and appraisal, emotional response (facial expression, subjective report, physiological arousal), emotion regulation, and dysfunctional emotion in the context of psychopathology. *Prerequisite:* Psychology 215 and either 253 or 254, and concurrent enrollment in Psychology 344. *Four credit hours.*

[PS344] Collaborative Research in Emotion Laboratory involving collaborative empirical research projects on topics discussed in Psychology 343. Students design, conduct, and present original research on emotion. *Prerequisite:* Concurrent enrollment in Psychology 343. *One credit hour.*

PS345f Seminar in Human Movement Examination of human movement research with an emphasis on the role of action for

understanding perception, cognition and social interaction. Through reading of empirical journal articles dynamical systems theory and embodiment will be explored as tools to better understand human movement, as opposed to the classical motor control thesis. Discussion topics may include the perception and action cycle, mimicry, imitation, intrapersonal and interpersonal coordination, postural control, locomotion, social action, and affordances. *Prerequisite:* Psychology 215 and 232 or 272, and concurrent enrollment in 346. *Four credit hours.* ROMERO

PS346f Collaborative Research in Human Movement Collaborative empirical research projects on topics discussed in Seminar in Human Movement. Students will collaborate, design, conduct, and present an original research project that contributes to our understanding of human movement in individual or social situations using dynamical systems tools. Collaborative and individual performance will be evaluated based on oral and written assignments of completed research project. *Prerequisite:* Concurrent enrollment in 358. *One credit hour.* ROMERO

PS347s 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 and 120, 232, or 259; and concurrent enrollment in 348. *Four credit hours.* **W3.** ARTERBERRY

PS348s Collaborative Research in Cognitive Development Collaborative empirical research projects on topics discussed in Psychology 347. Empirical work addressing an original research question on a topic pertaining to 3- to 5-year-old children's cognitive development. Collaborative and individual oral and written assignments, following the conventions of the American Psychological Association, evaluate students' research and communication competencies. Includes volunteering weekly in a local early-childhood program. *Prerequisite:* Concurrent enrollment in Psychology 347. *One credit hour.* ARTERBERRY

[PS349] Seminar in Neural Plasticity and Behavior Several topics within the field of behavioral neuroscience will be examined in depth with an emphasis on rat models of cognition, emotion, and motivated behaviors. Current and historical contexts will be examined and discussion topics will focus on varieties of neural plasticity and their relevance to behavior, including adult hippocampal neurogenesis, neuron morphology, neurotransmitter function, protein expression. There will be a major emphasis on sophistication in behavioral analyses in rodent models and students will be introduced to data management and visualization techniques for use with large, complex data sets. Behaviors of interest may include memory consolidation, anxious-like and investigatory behaviors, stress reactivity and consequences, reward mechanisms, and/or social interactions. Reading and discussion of empirical and review papers will develop skills to critically evaluate and integrate published and generated data. *Prerequisite:* Psychology 215 and 233, and concurrent enrollment in Psychology 350. *Four credit hours.* **W3.**

[PS350] Collaborative Research in Neural Plasticity Collaborative empirical research projects on topics discussed in Psychology 349. Empirical work addressing an original research question on a topic pertaining to a feature of brain plasticity and a corresponding behavioral construct will be conducted. Data science techniques to manage and visualize large data sets will be practiced. Collaborative and individual oral and written assignments, following the conventions of the the field, will be used to evaluate students' research and communication competencies. *Prerequisite:* Concurrent enrollment in Psychology 349. *One credit hour.*

PS352Bf Cognitive Aging Seminar As the world's population is graying, understanding the aging process is critical for social and policy decisions. Examines how psychological processes change as we age, with an emphasis on the cognitive aspects critical for maintaining independence and health. Key areas include attention, memory, and language processes, with an examination of how changes in these domains influence psychological well-being. Students will develop an understanding of issues related to aging, theoretical approaches to explaining age-related changes, differences between healthy and disordered aging, and what factors can reduce risks of cognitive decline and dementia. Presentations, discussions, and critical analysis of original papers will support learning goals. *Prerequisite:* Psychology 232. *Four credit hours.* COANE

[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.*

[PS352D] 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.*

PS352Es 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 120 or 259. *Four credit hours.* RAAG

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

PS354f 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

PS355f 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

PS358s Seminar in Cognitive Neuroscience This seminar will provide you with an in-depth exposure to cognitive neuroscience. We will focus our discussions on spatial navigation, memory, and visual cognition. You will learn about the methods of cognitive neuroscience, including behavioral techniques (computerized tasks and virtual reality), electroencephalography (EEG), and functional magnetic resonance imaging (fMRI). You will learn computer programming skills for experiment creation and data analysis (e.g., machine learning). You will also learn scientific communication skills, such as reading and discussing journal articles, creating figures, and creating scientific talks. *Prerequisite:* Psychology 215 and either 233 or 244, and concurrent enrollment in 359. *Four credit hours.* HUFFMAN

PS359s Collaborative Research in Cognitive Neuroscience Collaborative empirical research projects on topics discussed in Psychology 358. Students will design, conduct, and present an original research project that contributes to the knowledge in the field of cognitive neuroscience. 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. *One credit hour.* HUFFMAN

PS362s Advanced Quantitative Analysis of Psychological Data An exploration of methods of analysis from non-linear dynamical systems and complexity theory and their application to large behavioral data sets ("big data"). We will learn about three data analysis techniques, collaboratively use these techniques to answer empirical questions that can be posed of different behavioral big data sets, and communicate our findings in oral, visual, and written forms. This seminar style class will consist of reading, data analysis, writing assignments, as well as oral presentations of the centered around each of the projects. *Prerequisite:* Psychology 111, 214, and 215. *Four credit hours.* W3. ROMERO

PS374fs 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

PS416fs 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

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.* BROOKS-SHESLER, BUCCIGROSSI

PS483fj 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

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; Visiting Assistant Professors Ryan Harper and Kerry Sonia

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 three following groups: Eastern religions (111, 212, 218,265); the Bible and its reception (143, 144, 181, 136); and religion and the modern world (117,182, 217, 256, 263). The 10 required courses will include three religious studies courses at the 300 level or above and a 400-level 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 to include at least one from each of the three following groups: Eastern religions (111, 212, 218, 265); the Bible and its reception (143, 144, 181, 136); and religion and the modern world (117,182, 217, 256, 263). 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
- 127 History of Architecture: From Pyramids to Cathedrals
- 213 Early Medieval Art
- 323 Destroying Culture: Iconoclasm

Anthropology

- 244 Anthropology of Religion
- 246 Religion and Everyday Life in Muslim Societies
- 316 Religion and Social Change in Contemporary Africa

Biology

- 147 Anatomy and Physiology of Yoga and Mindful Practice

Classics

- 136 Myth and Magic

East Asian Studies

- 273 Survey of East Asian Art

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
- 381 Women and Gender in Islam

Jewish Studies

- 226J Community Organizing and Social Justice

Latin American Studies

- 373 Religion and Unbelief in Latin American History

Music

- 254 Music of Meditation

Philosophy

- 114 Central Philosophical Issues: Nature and God
- 266 Buddhist Philosophy
- 274 Philosophy of Religion

Sociology

- 236 American Religion and Society

Course Offerings

RE111s Religions of India Introduces the diversity of religious ideals and practices in South Asia. We will read primary Hindu, Buddhist, Sufi, and Sikh texts, and study their myths, artistic expressions, and ritual performance. We will discuss representation and resistance of caste, religion, class, gender, and race inequities. Importantly, the inter and intra relationship of Asian religions in our pluralistic landscape. The goal is to gain an enhanced awareness of personal values and attitudes as global citizens, and to hone analytical and critical reading, writing, and oral skills. *Four credit hours.* **S, I.** SINGH

[RE114] 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.**

RE117f 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*, *Blinded by the Light*, and *Four Quartets*. Historical, political, religious, and visual context of the texts will be provided. A close reading of the texts for their aesthetic value, their existential disclosures, and as narratives on colonialism, racism, and orientalism. *Four credit hours.* **L. SINGH**

[RE136] 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.**

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. SONIA**

RE144s Introduction to the New Testament The purpose of this class is to introduce students to the field of New Testament and Christian Origins. 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. No prior knowledge is required. Note: This course is supported by Davis Connects. **Global Innovation course.** *Four credit hours.* **L. SONIA**

[RE181] 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.**

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. This Zoom-optimized, discussion-oriented course focuses particular attention on dynamics related to diversity, equity, and inclusion, with the goal of applying lessons from Jewish history to contemporary challenges in American and global societies. *Four credit hours.* **H, I. FREIDENREICH**

[RE212] 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.**

RE217f 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**

RE218f 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**

[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.**

[RE223] 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. *Two credit hours.*

[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.**

RE232s 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. Previously listed as RE298B (Spring 2019). *Four credit hours.* **S, U.** HARPER

[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 in depth engagement with a number of diverse traditions including Islam, Judaism, Christianity, Buddhism and Sikhism. We will also examine intellectual traditions (including Emerson and Thoreau) and modern imaginings (*The Good Place*). This class will include visits from contemporary individuals who understand their lives to be shaped by the traditions in question. *Three credit hours.* **S.** ASCH

RE244f Anthropology of Religion Listed as Anthropology 244. *Four credit hours.* **I.** STROHL

RE246s Religion and Everyday Life in Muslim Societies Listed as Anthropology 246. *Four credit hours.* **I.** STROHL

RE256s 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.** HARPER

[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.**

RE263s Buddhism across East Asia Listed as East Asian Studies 263. *Four credit hours.* **L.** ORZECH

RE265f Buddhism: An Introduction Buddhism introduces students to the family of religions we call Buddhism. The course explores the histories, literatures, material culture, and practices of Buddhism from its origins to the present day. We will examine central Buddhist teachings and practices and their development in the literature of the Theravada tradition and Mahayana Buddhist traditions. The last

segment of the course pays special attention to Buddhism in the modern West, the emergence of "Socially Engaged Buddhism" and the application of Buddhist ethical principles to contemporary issues of war, terrorism, and ecological degradation. Involves intensive reading of key primary texts and important historical and critical secondary works. *Four credit hours.* L. ORZECH

[RE285] Faith, Class, and Community Explores the various intersections between religious traditions, socioeconomic structures, and faith-based communities/organizations (among others), with particular attention to dynamics in Waterville. Students gain a deeper understanding of religious and other ethical approaches to issues related to wealth, poverty, and inequality. Students develop skills associated with community organizing and non-profit leadership through meaningful engagement with organizational partners. **Humanities lab course.** *Four credit hours.* U.

RE297f Gender, Sexuality, and the Bible Explores the roles of gender and sexuality in biblical literature, including the Hebrew Bible and the New Testament. Through close analysis of both narrative as well as ritual and legal texts, we will examine the construction of gender norms and sexual mores by different biblical writers. Beginning with an examination of biblical tradition in its ancient context, the course then interrogates its ongoing cultural legacy of these texts in modern discourses about gender and sexuality. Topics discussed in the course include gender hierarchy and sexual agency, marriage and adultery, and homoeroticism. *Four credit hours.* SONIA

RE298s Narratives of Israel/Palestine Explores the stories that Palestinians and Israeli Jews tell themselves, one another, and third parties about their relationship to their homeland. Students will gain a deeper understanding of the Israel/Palestine conflict and its underlying narratives while developing their critical reading skills and their ability to understand diverse perspectives. Students may request a complementary 2-credit independent study in which they will research an aspect of the Israel/Palestine conflict. *Two credit hours.* FREIDENREICH

[RE312] 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.

RE319s Bollywood and Beyond: South Asian Religions through Film A study of South Asian religions through Bollywood and world art cinema. Focus will be on religious diversity, the partition of the Indian subcontinent, and topics of gender, sexuality, diaspora, and transnationalism. Films and assigned readings will provide historical, social, and aesthetic contexts. Goals are to expand students' knowledge of South Asia, to hone their verbal and writing skills, and to inspire awareness of and empathy for inequities and injustice. Attendance at a weekly evening film screening (to be arranged) is required. *Four credit hours.* L, I. SINGH

[RE322] Food and Religious Identity An examination of the ways in which religiously inspired food practices and food restrictions relate to the establishment and preservation of communal identity. Explores sources from diverse religious traditions and time periods with an eye both to commonalities and to elements found only within specific communities. Students will develop proficiency in the contextual analysis of primary sources and the critical evaluation of secondary literature. *Four credit hours.* S.

[RE331] Mysticism, Spirituality, and Religious Experience

Mysticism has often been defined as the essence of religion, and mystical experience is commonly characterized as ineffable, transcendent, beyond the rational, and expressible only in paradox and metaphor. Drawing on a wide range of religious thinkers and on recent critical reflection on religious experience, we read religious texts that have been deemed mystical and examine the history of mysticism in an effort to understand the relationship between religious experience, language, and rationality. *Four credit hours.* L.

[RE346] Jews of Germany, Past and Present Examines Jewish life in Germany from the Middle Ages to the present, with particular attention to modernity, the Holocaust, and its aftermath. Explores the impact of German culture on Jewishness and the roles of Jews in conceptions of Germanness. Students will engage in traditional and experiential learning and will develop independent research, writing, and oral communications skills. Includes an optional spring break trip to Germany subsidized by DavisConnects. **Global Innovation course.** *Four credit hours.* H, I.

[RE357] Jesus Christ Superstar: The Bible in Film An examination of Hollywood's (and other filmmakers') obsession with retelling the stories of the Bible. Beginning with De Mille's classic *The Ten Commandments*, through Gibson's controversial *The Passion of the Christ*, including films that range in interpretative expression from literal to metaphorical—the former being an attempt to recreate the story, the latter being an attempt to reinterpret the story. Students also will learn some basic film theory as well as techniques for interpreting film.

Four credit hours. A.

RE381s Women and Gender in Islam Listed as History 381. Four credit hours. H, I. TURNER

RE387s Anti-Judaism and Islamophobia in Christian/Western Thought How have Christian and other Western thinkers put ideas about Jews and Muslims to work in making sense of the world? What are the similarities and differences between ideas about Judaism on the one hand and Islam on the other? How did these intertwined ideas change over time, and how do they reflect conceptions of Christian/Western self-identity? Students will develop proficiency in the contextual analysis of primary sources, the critical evaluation of secondary literature, and original research. We will devote particular attention to the related questions, "What makes academic writing effective?" and "How can I write that way myself?" Four credit hours. I. FREIDENREICH

RE397f Sacred Sounds: Music and American Spirituality What makes a song sacred or secular? Centralizing American music from the late 19th century to the present day, this course will explore the ways artists, audiences, religious groups, critics, and recording executives have conceived of spirituality in music. Students will develop and apply critical interpretive skills as they pertain to music and lyrics, and they will gain a sense of the wide breadth of the American musical and spiritual landscape—covering works that span racial, regional, and religious boundaries. Four credit hours. A, U. HARPER

RE397Af Zionism and its Opponents Listed as Global Studies 397. Four credit hours. SIMON

RE398s War and the Bible From the battle of Jericho to the apocalyptic wars in the Book of Revelation, the Bible is full of violent conflict. Wars are waged between nations, peoples, and even gods. What ideologies of war underlie these depictions? How does the Bible understand warfare and its many facets? What is a just or holy war? Are there war crimes in the ancient world? What is the role of divine beings in these conflicts? Does the God of the Bible ever lose? Through close readings of both the Hebrew Bible and the New Testament, we will consider the different ways in which war is depicted by biblical texts in different historical periods. We will also examine the ongoing influence of biblical warfare on later discourses about violent conflict around the world. Four credit hours. SONIA

RE483f Religious Studies Honors Program Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. *Prerequisite:* A 3.65 average in the major at the end of the junior year and permission of the department. Four credit hours. FACULTY

[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, Assistant Professor Alicia E. Ellis (English)

Assistant Professors Elena Monastireva-Ansdell and Luke Parker; Visiting Assistant Professor Anna Karpshcheva; Language Assistant Kuzma Smirnov

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.

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 (usually 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 (usually 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

[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 functions, grammar and vocabulary through substantial engagement in creative communication and role playing, reinforced by listening, readings, writing, and speaking assignments outside of the classroom. Cultural practices of Russians are studied through language. *Four credit hours.* KARPUSHEVA

RU125Jf 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. *Three credit hours.* KARPUSHEVA

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.* MONASTIREVA-ANSELL

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.* MONASTIREVA-ANSELL

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. Essay assignments increase writing skills, and oral tests allow students to develop fluency in speaking. *Prerequisite:* Russian 127. *Four credit hours.* MONASTIREVA-ANSELL

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.* MONASTIREVA-ANSELL

[RU222] Revolutionary Performances: Theater and the Energy of the Unspoken (in English) Explores revolutionary developments in Eastern European performance, focusing on the theoretical and practical contributions of directors, actors, and playwrights to now-canonical practices and theories of performance art. The course approaches Eastern European theater as a revolutionary series of dynamic breakthroughs, whose avant-garde theatrical craft existed in a protracted tension between the catalytic possibilities of an embodied medium

and the exhausted Soviet body politic. Taking advantage of the Lab format and the instructor's own professional actor training in Russia, we will pair viewings, primary documents and production histories with hands-on exercises. In English. **Energy/Exhaustion Humanities Lab**
Four credit hours. **A.**

RU231s Paint to Pen: Russian Art and Literature

Although the literary and visual arts, often referred to as the “sister arts” have been in close dialogue for centuries, this course focuses specifically on the literature-art symbiosis in Russia between 1800 and 1933. This course will cover a variety of artistic and literary movements including Romanticism, Realism, Symbolism, Impressionism, Expressionism, Constructivism, Futurism, Cubo-Futurism, Suprematism, and end with the establishment of Socialist Realism. Throughout the course, we will look at the work of Russian writers, painters, and filmmakers from each movement, noting the similarities and differences in their content and style. We will scrutinize the process of cross-fertilization between Russian literature and Russian art in the 19th-early 20th century. *Four credit hours.* **L.** LUTTRELL

[RU232] 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.**

[RU237] 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.**

RU242f Make Russia Great Again: Post-Communist Cinema (in English) In this study of films from the last three decades, we will attend to Russian directors' focus on the past as a guide to the present and the future. We will proceed from these artists' rigorous interrogation of the Soviet past in the 1990s to the increased revival and reintegration of Soviet-era policies, practices, and values in the 21st century. We will examine a variety of genres, including drama, the war film, comedy, fantasy, criminal thriller, historical epic, and the musical, as well as a range of social issues and changing representations of social structures, ethnic relations, and gender roles. *Four credit hours.* **A, I.** MONASTIREVA-ANSDELL

RU325f Conversation and Composition: Russian Literary and Folkloric Texts Reading and analysis of literary and historical texts from the 19th-21st centuries. Topics change each year. Fall 2020: We will combine our investigation of Russian folkloric and literary texts from the 19th and early 20th centuries with grammar review and continued practice in oral and written expression. Conducted in Russian. *Prerequisite:* Russian 128 or equivalent. *Four credit hours.* **L.** KARPUSHEVA

RU326s Conversation and Composition: Personal ID in 20th-Century Literature Reading and analysis of literary and historical texts. Topics change each year. Spring 2021: The Search for Personal Identity in 20th-Century Russian Literature. Grammar review and continued practice in oral and written expression. Conducted in Russian. *Prerequisite:* Russian 325. *Four credit hours.* **L.** MONASTIREVA-ANSDELL

RU335s 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.* MONASTIREVA-ANSDELL

[RU346] Russian Poetry Weekly meetings focus on poems by one of the major 20th-century Russian poets, including Blok, Esenin, Akhmatova, Tsvetaeva, Pasternak, Mandelstam, and Brodsky. Readings in Russian; discussion in English. May be repeated for credit. *Prerequisite:* Russian 127. *One or two credit hours.*

RU425f Russian Literary and Folkloric Texts: An Exploration Close reading and discussion of folkloric and literary texts from the 19th and early 20th centuries in their historical and cultural contexts. Grammar review and continued practice in oral and written expression. Conducted in Russian. *Prerequisite:* Russian 325/326 or consent of instructor *Four credit hours.* **L.** KARPUSHEVA

[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.**

RU427s Personal Identity in 20th-Century Russian Literature Reading and analysis of literary and historical texts focusing on the

quest for moral values and personal identity in Russia's turbulent twentieth-century history: from Late Tsarism, through the Bolshevik Revolution and Stalinism, and to the post-Soviet era. Authors include Chekhov, Babel, Zoshchenko, Shalamov, and Petrushevskaya. Grammar review and continued practice in oral and written expression. Conducted in Russian. *Prerequisite:* Russian 325 or 326. *Four credit hours.* L. MONASTIREVA-ANSDELL

[RU428] The 20th-Century Russian Novel A seminar that analyzes one major 20th-century Russian novel. In spring 2020: Mikhail Bulgakov's *The Master and Margarita*, an imaginative novel that rewrites the Stalinist epoch through satire, black magic, and the Christ-Pilate narrative. Students present seminar papers in Russian at the Colby Bates Bowdoin Russian Research Symposium. Conducted entirely in Russian. *Prerequisite:* Russian 425 or 427. *Four credit hours.* L.

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 PROGRAM

Director, Assistant Professor Aaron Hanlon (English)

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), Tanya Sheehan (Art), 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), Gianluca Rizzo (Italian Studies), Elizabeth Sagaser (English), Laura Saltz (American Studies), and Andrea Tilden (Biology); Assistant Professors Alicia E. Ellis (German) and Aaron Hanlon (English); Visiting Assistant Professor Lijing Jiang (Science, Technology, and Society); Faculty Librarian Kara Kugelmeyer (Library)

Science, Technology, and Society (STS) is an exciting interdisciplinary field of study grounded in the history, philosophy, anthropology, and sociology, and literature of science and technology. It examines deep cultural roots of our techno-scientific society and addresses pressing public policy issues. It provides a fundamental liberal arts education that spans the divisions of knowledge and is excellent preparation for graduate study or future employment opportunities in public service and the private sector.

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 complete a total of 11 courses: four required courses; four ST courses or cross-listed courses designated I, U, S, and T; and three electives chosen 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.

- **Required:** ST112: Introduction to STS or ST114: Introduction to Medicine and Society or ST120A: Information Before and After Google
- **Required:** ST485: Technology Matters (required)
- **Required:** ST486: Senior Project: The Craft of Research (required) or ST484 Honors or ST492
- **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 may be 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. 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 (for majors in humanities, interdisciplinary studies, and social science): 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 (for natural science majors): 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

American Studies

- 228 Nature and the Built Environment, U, T
- 254 Surveillance Culture, U, T

Anthropology

- 112 Cultural Anthropology I
- 256 Land, Food, Culture, and Power I
- 341 Culture, Mobility, Identity I

Art

- 244 Moving Images U, T
- 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

East Asian Studies

- 242 Development, Environment, China I, S, T

Economics

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

English

- 120N Language, Thought, Writing Medical Ethics
- 233 Enlightenment Data and Literature I, S
- 247 Science Fictions I,U,S,T
- 248 History of the Book T
- 262 Poetry of Revolution I
- 283 Environmental Humanities U
- 337 Climate Fiction U
- 363 The Enlightenment and the Anthropocene I, S, T
- 398 Life in Times of Extinction
- 3xx Energy and Utopia I, T

Environmental Studies

- 118 Environment and Society U
- 234 International Environmental Policy I
- 239 Seafood Forensics U, T
- 265 Global Public Health I
- 319 Conservation Biology S
- 366 Environment and Human Health I, T
- 3XX Scientific Communication S
- 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
- 330 Global Histories of Food I
- 348 U.S. Environmental History U, S, T

Mathematics

- 376 History of Mathematics I, S

Music

- 213 Intro to Computer Music S, T

Philosophy

- 126 Philosophy and the Environment U, S
- 213 Philosophical Inquiries into Race I, S
- 216 Philosophy of Nature 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
- 132 Arts and Humanities annual theme lectures (1 credit, repeatable)
- 215 Weather, Climate, and Society I, U, S, T

- 223 Asian Science and Society I, S
- 234 Big History, I, U, S, T
- 235 Digital Projects in Environmental History I, U, S, T
- 237 History of Biology I, U, S
- 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
- Approved JanPlans in STS

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

[ST112W] Science, Technology, and Society (Writing-intensive) Critical perspectives on the social aspects of science and technology in our lives, in the world around us, and throughout history. Issues include gender, communications, war, and the environment. *Prerequisite:* First-year standing. *Four credit hours.* **S, W1.**

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

[ST117] 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. *Three credit hours.*

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

ST120Nf Language, Thought, and Writing: Critical Inquiries in Medical Ethics Listed as English 120N. *Four credit hours.* **W1.** SIBARA

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

[ST215] Weather, Climate, and Society A scientific introduction to the Earth's atmosphere and historical and social issues related to weather and climate. Topics include the atmosphere's composition, structure, and dynamics; air pollution; ozone depletion; natural disasters; and climate change. Includes lectures, an exam, quizzes, short essays, and a group project to be presented in a final poster session. *Four credit hours.* **N.**

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

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

[ST223] Asian Science and Society What knowledge traditions have taken shape in Asia? How have they differed from European traditions and why? How have they fared in encounters with the Western world and continued to shape the contemporary world? This course addresses these questions with cases from astronomy, medicine, and other nature studies in China, India, and Japan. It introduces concepts and frameworks of selected non-Western knowledge systems such as Chinese and Ayurvedic medicine, guiding students to explore the ways religions, politics, cultures, and cross-cultural encounters impacted these systems, their evolutions or replacements. Activities include lectures, discussions, research seminars, and field trips. *Four credit hours.*

ST233fs Biological Basis of Behavior Listed as Psychology 233. *Four credit hours.* **GLENN, HUFFMAN**

ST233Jj Enlightenment Data and Literature Listed as English 233J. *Three credit hours.* **L. HANLON**

[ST234] Big History: Critique and Counterproposal Big History tells the story of the universe from the Big Bang to the present. This seminar course involves close reading and discussion of Big History from the perspectives of history of science and world history. Students will research what universal macro-histories might look like that are based on the scientific assumptions of earlier eras and other world cultures. We will also evaluate some of the (mainly pedagogical) strengths of Big History as promoted by its supporters. *Four credit hours.*

[ST235] Digital Projects in History A project-based seminar introducing best digital practices in historical research. Sessions will include readings, discussions, visiting experts, site visits, and consultations with advanced practitioners. Students will undertake digital projects of their own design, either in groups or individually and will communicate their results in a public forum. *Four credit hours.* **H.**

ST237s History of Biology Examines the emergence and development of life sciences since the 1700s by introducing major ideas, approaches, and debates regarding life, along with the discipline's material, cultural underpinnings and social impacts. Topics include natural history, classification, morphology, cell theory, physiology, evolution, genetics and eugenics, molecular biology, biomedicine, and biotechnology. Series of lectures will survey the development of biology in Western Europe and the United States, supplemented with materials from non-Western contexts. One question we ask throughout the course is how social and cultural contexts have shaped certain views of life. *Four credit hours.* **N. JIANG**

ST238s Making Modern Science Listed as American Studies 238. *Four credit hours.* **H, I. SALTZ**

ST239f Seafood Forensics: Uncovering Fraud in Ocean Food Systems Listed as Environmental Studies 239. *Four credit hours.* **RASHER**

ST242s Development and Environmental Issues in Contemporary China Listed as East Asian Studies 242. *Four credit hours.* **S, I. ZHANG**

[ST244] Moving Images: Magic Lanterns to Virtual Reality Listed as Art 244. *Four credit hours.* **A.**

ST245s Science, Race, and Gender Listed as History 245. *Four credit hours.* **N, U. JOSEPHSON**

[ST246] Luddite Rantings: A Historical Critique of Big Technology Listed as History 246. *Four credit hours.* **H, U.**

[ST248] Nuclear Visions, Environmental Realities Listed as History 248. *Four credit hours.* **H, I.**

[ST248A] History of the Book Listed as English 248. *Four credit hours.*

[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.**

[ST254] Surveillance Culture Listed as American Studies 254. *Four credit hours.* **U.**

[ST257] **Science Fictions** Listed as English 247. *Four credit hours.* L.

[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** Listed as English 283. *Four credit hours.* L. WALKER

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

ST297j **Philosophy of Technology** What is technology? How do technologies matter for societies? What are their promises and risks for human and social values such as liberation, self-determination, social order, well-being, and justice? In what ways are technologies and their uses manifestations of desire or fear; human nature or local cultures; idealistic vision or struggles for power? In this course we critically review answers to these questions from Aristotle, Marx, Heidegger, Latour, and others and apply their concepts and methods to case studies in contemporary technology such as AI, big data, surveillance, geoengineering, social media, human enhancement, resource management, and domestic labor-saving devices. *Three credit hours.* HONENBERGER

ST298s **Philosophy of Biology** Listed as Philosophy 298. *Four credit hours.* HONENBERGER

ST314s **Four Horsemen of the Apocalypse: Venice from Beginning to End** Listed as History 314. *Four credit hours.* H. TAYLOR

[ST317] **Philosophy of Science** Listed as Philosophy 317. *Four credit hours.*

[ST328] **Radical Ecologies** Listed as Philosophy 328. *Four credit hours.*

ST337s **Climate Fiction** Listed as English 337. *Four credit hours.* L. WALKER

[ST341] **Culture, Mobility, Identity: Encounters in the African Diaspora** Listed as Anthropology 341. *Four credit hours.* S, I.

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

[ST362] **Energy and Utopia** Listed as English 362. *Four credit hours.* L.

[ST363] **The Enlightenment and the Anthropocene** Listed as English 363. *Four credit hours.* L.

ST370f **Literature and Medicine: Voices from the Margins** Listed as English 370. *Four credit hours.* L, U. SIBARA

ST376f **History of Mathematics** Listed as Mathematics 376. *Four credit hours.* H. GOUVEA

ST397f **The Great Plague, 1347-1351** Listed as History 397B. *Four credit hours.* H. TAYLOR

[ST415] **Contagion: A History of Disease and Death in Premodern Europe** Listed as History 415. *Four credit hours.* H.

[ST454] **Picturing Nature: American Art and Science** Listed as Art 454. *Four credit hours.*

ST484s **Honors in Science, Technology, and Society** Majors may apply for admission in December of their senior year by preparing and defending an honors proposal. The honors program requires focused research conducted under the guidance of a faculty member, leading to the writing of a thesis approved by the advisor and a second reader. *Prerequisite:* Senior standing, a 3.50 grade point average in the major, a 3.25 overall grade point average, successful completion of Science, Technology, and Society 485, and permission of the program faculty. *Four credit hours.* FACULTY

ST485f **Technology Matters** Seminar emphasizing classical, enduring issues involving the social study of science and technology. A senior capstone in preparation for a career. Students design, propose, and initiate a year-long project through broad reading, seminar

discussions, written think pieces, a book review, thorough literature search, and preparation of a proposal and exploratory essay. Completion, typically in the spring but including a possible January internship, requires intensive research, writing, and presentation at a public seminar. Research funding may be available. Goal is to complete a project the student finds exciting and challenging and that will solidify her/his ability to conduct interdisciplinary research. *Prerequisite:* Senior standing and a W1 course. *Four credit hours.* **W3.** JIANG

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.* JIANG

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; Associate Professors Christel Kesler and Damon Mayrl; Assistant Professor Annie Hikido

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. Students may receive credit toward the major for up to two courses taken abroad; preferably those courses should be approved in advance. Students majoring in sociology are urged to seek advanced approval for a range of courses and 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 one 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, KESLER, MAYRL

SO212f Introduction to GIS and Spatial Analysis Listed as Environmental Studies 214. *Four credit hours.* GIMOND

SO212Jf Introduction to GIS and Spatial Analysis Listed as Environmental Studies 214J. *Three credit hours.* GIMOND

SO213f 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.**

SO224s Sociology of Globalization What does it mean to live in a globalized society? How are we connected to people on the other side of the world? This course introduces theories of globalization and explores its economic, cultural, and social dimensions. We will investigate people's experiences in work, migration, and social movements to understand the link between the "local" and the "global." Throughout, we analyze how structures of race, class, and gender relate to these processes. Previously offered as SO298B (Spring 2020).

Four credit hours. **S, I.** HIKIDO

SO227s Urban Sociology An increasing percentage of the world's population lives in cities. They are spaces of opportunity and inequality, of anonymity and intimacy, of deep conflict and unexpected alliances. What drives urbanization? How do institutions and everyday people make cities? What might future cities look like? We will explore these questions by focusing on poverty, suburbanization, gentrification, and tourism in the United States and abroad. Previously offered as SO298C (Spring 2020). *Four credit hours.* **S, U.** HIKIDO

SO228s Social Movements Listed as Government 227. *Four credit hours.* **U.** MAYKA

[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. *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.*

SO236s American Religion and Society 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. *Four credit hours.* **S.** MAYRL

[SO238] State, Society, and Politics Investigates the relationships between the state—the most powerful and prominent political organization in modern life—and society, with a focus on the United States. Major topics addressed include: the nature of the state and how it works; the cultural and institutional dimensions of political life; the role of the state in producing and sustaining social inequalities; and how ordinary citizens influence state policy through social movements and other forms of political mobilization. *Four credit hours.* **S.**

[SO243] 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. *Four credit hours.*

[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. *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. *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:* Anthropology 112 or Sociology 131 or sophomore or higher standing. *Four credit hours.* **U.** GILKES

[SO262] 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, I.**

[SO264] 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.*

[SO266] Gender, Work, and Family Some gender inequalities have changed dramatically over the course of the last half century, while others remain far more persistent. We will explore how gender inequalities take shape in two major intersecting life realms: the family and the workplace. We will pay special attention to how gender, work, and family issues vary by social class and race, and how work-family policies help balance work and caregiving responsibilities. *Four credit hours.* **S.**

[SO268] 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.**

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

SO276f Sociology of Gender Gender shapes our everyday lives - what we decide to wear, how we develop relationships, how we envision our futures, and more. But how does this happen? Why does gender difference result in gender inequality? What does it mean to be "feminine" or "masculine"? What is the relationship between gender and sexuality? How does gender intersect with race, class, and other forms of difference? We will explore these questions by considering theories of gender and case studies that analyze gender at work, home, school, and in popular culture. *Four credit hours.* **S, U.** HIKIDO

SO297Af Sociology of Immigration Debates about immigration abound in recent years, as political and economic strife in origin countries drives significant population movements. International migrants move within a fundamentally unequal world, in which differential access to rights and resources arises from and reinforces categorical distinctions, such as those of citizenship, social class, gender, race and ethnicity, and religion. In this course, we will address major social scientific explanations for international migration as well as variation (across groups, countries, and historical periods) in patterns of incorporation of immigrants and their descendants. *Four credit hours.* **S, I.** KESLER

SO298As Criminology Why do some people resort to violence to settle disputes? What is the relationship between crime and social deprivation? What explains street gangs and other forms of organized crime? Under what conditions does white collar crime flourish? What are the effects of crime control policy on social inequality? This course surveys sociological approaches to crime, introducing students to current theoretical and methodological debates and to the latest research findings. *Four credit hours.* **S.** GROSS

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

SO324s Elite Schooling in Global Context Listed as Education 324. *Four credit hours.* I. HOWARD

SO345fs Current Topics in Sociology An advanced reading and discussion class focused on analysis, critique, and application of works published in sociology in the past 18 months. Course is integrated with the department colloquium series; majors and minors who complete two semesters may count the course toward one elective requirement. *Two credit hours.* KESLER, MAYRL

SO355f African-American Women and Social Change Sociological analysis and historical overview of African-American women and their families, work lives, and community (especially religious and political) experience. A focus on the contradictions between lived experience and cultural expectations surrounding gender and on the distinctive experiences of African-American women as a force for social change. *Prerequisite:* An introductory social science course or American Studies 276. *Four credit hours.* U. GILKES

[SO357] Civil Rights, Black Power, and Social Change A seminar examining the impact of the civil rights and black power movements on sociological concepts, theories, and perspectives on race relations, racial stratification, social change, and ethnicity. The PBS series *Eyes on the Prize I* and *II* are used to introduce readings and discussions of sociological and ideological texts influenced or produced by activists and activities of the civil rights or black power movements. The connections among civil rights and black power movements and other social movements in the United States and other societies. *Prerequisite:* An introductory anthropology, sociology, government, history, or American studies course. *Four credit hours.* S, U.

[SO358] The Sociology of W.E.B. Du Bois Intensive survey of the life and work of W.E.B. Du Bois, prolific scholar, activist, and founder of one of the oldest sociology departments and research centers. Sociology was Du Bois's chosen discipline at the same time he contributed to history, literature, and cultural studies and formed a foundation for African-American studies. This exploration of his sociological imagination assesses the importance of his work for understanding racial-ethnic relations and conflict in the United States and the world. Readings include *The Souls of Black Folk*, *The Philadelphia Negro*, selected topics from the Atlanta University studies, *The Gift of Black Folk*, appropriate biographical/autobiographical texts, and critical studies. *Prerequisite:* Any sociology course or American Studies 276. *Four credit hours.* S, U.

SO359s Sociologies of Slavery and Slave Communities in the United States A multidisciplinary exploration of the experience of enslaved African Americans and the impact of that experience on culture and social institutions in the United States. Using the insights of sociology and anthropology, attention is paid to slave communities and the strategies enslaved women and men developed for physical and psychic survival as well as for resistance. Slavery is examined as a social institution and cultural force and as a site for the construction and reproduction of "race" and durable inequalities in the United States. Attention to the varieties of cultural inheritance generated during slavery, especially music, folklore, and religious expression and their persistent impacts on American popular culture and African-American consciousness. *Prerequisite:* Anthropology 112 or Sociology 131. *Four credit hours.* S, U. GILKES

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? *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.

SO367f Art and Science of Data Analysis How can we use data to help us better understand the social world? In this class, you will learn, through practice, how to find, access, and analyze quantitative data using statistical software, and equally importantly, how to meaningfully interpret your analyses to better understand important topics in the social sciences. We will carefully study analyses in existing published research, and you will ask and answer research questions of your own. You will learn how to conduct basic exploratory analysis, especially in visual form, as well as to use more advanced techniques such as linear regression and regression with categorical outcomes. *Prerequisite:* Government 281, Sociology 271 or equivalent. *Four credit hours.* KESLER

SO372f Qualitative Research Methods What can we learn about the social world from people's everyday lives? Students will learn how to conduct qualitative research through interview and fieldwork methods. We will analyze how personal narratives and the mundane practices of daily life shape and are shaped by broader social patterns. We will also consider who gets to be a social science researcher

and why it matters. *Prerequisite:* Sophomore standing or above. *Four credit hours.* **S.** HIKIDO

SO397Af Categories, Classification, and Social Boundaries Is gender a "binary" or a "spectrum"? Are sociology and economics really "scientific"? Are Hispanics a "race" or an "ethnicity"? Are some poor people more "deserving" of assistance than others? How we answer these questions matters for the organization of social space, the distribution of resources, and the legitimacy of social inequalities. This course explores the social and political dynamics of classification across a range of substantive arenas, with special emphasis on how collective struggles to define socially important categories contributes to the creation, maintenance, or dissolution of social boundaries. **Boundaries and Margins humanities theme course.** *Four credit hours.* MAYRL

[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, *Associate Professor Dean Allbritton*

Associate Chair, *Associate Professor Betty Sasaki*

Professors Luis Millones; Associate Professors Dean Allbritton, María Bollo-Panadero, and Betty Sasaki; Assistant Professors Ana Almeyda-Cohen, Leticia Mercado, Tiffany Miller, Nicolás Ramos Flores, and Bretton White; Visiting Assistant Professors Sandra Bernal Heredia and Dámaris Mayans; Language Assistant Cristina Betés Ruano

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. Latinx 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. Latinx literatures and cultures. Majors must take two courses at the 200 level or above on content before 1800 and two on content 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.

Given the intercultural and multicultural focus of the department's curriculum, majors are strongly advised to spend a semester or academic year studying abroad at the junior level. Students who study abroad will enroll in programs that offer 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 Spanish major advisor and the department chair. Eligibility prerequisites for Spanish majors to study abroad include the completion of Spanish 135 and Spanish 231 with a grade of C or better.

The following statements also apply:

1. The point scale for retention of the major is based on all Spanish Department courses numbered above 132.

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

SP125fs 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.* ALMEYDA-COHEN, RAMOS FLORES

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.* MAYANS, MERCADO, MILLER, RAMOS FLORES

SP126Hf Spanish Language for Heritage Learners Designed for students who come from a variety of Spanish speaking family backgrounds and have some knowledge of Spanish. The purpose of this course is to revitalize and gain confidence in the Spanish you have acquired; to master the language for formal and professional purposes; to improve strategic speaking, reading, and writing skills; to examine and recognize regional, social, and contextual variations; and to enhance your understanding and appreciation of Hispanic and Latinx cultures and sociopolitical realities. *Prerequisite:* Permission of the instructor. *Four credit hours.* U. BERNAL HEREDIA

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.* BERNAL HEREDIA, BOLLO-PANADERO, MAYANS, MERCADO

SP128fs Conversation, Composition, and Culture Designed specifically to develop oral skills and critical thinking in Spanish, with additional practice in writing and continued work in vocabulary building and grammar review. This course fosters communication skills through conversation, composition, and analysis of cultural production from the Hispanic and Latinx worlds. Working with a variety of fiction and non-fiction texts and cultural products, students will acquire the skills to critique and interpret while engaging in active thinking. *Prerequisite:* Spanish 127. *Four credit hours.* ALLBRITTON, SASAKI

SP128Hs Spanish Composition for Heritage Learners This is an advanced composition and conversation course for heritage speakers. It is designed for students who have completed the Spanish Language for Heritage Learners or are placed at this level by the department. The course further develops the communicative abilities of heritage students, both verbal and written (including an academic register), and increases knowledge of a variety of forms of cultural production in the Spanish language. Students in this class will study and analyze topics pertinent to the Hispanic & Latinx communities. *Prerequisite:* Spanish 126H. *Four credit hours.* U. MAYANS

[SP132] Conversation and Composition in Salamanca This course takes place in Salamanca, which 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 develops 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 SP131. Estimated cost for Jan Plan 2020: \$3200. *Prerequisite:* Spanish 128. *Three credit hours.* I.

SP135Afs Introduction to Critical Analysis: Eco-Fiction and Eco-Thought Introduction to critical analysis through a variety of eco-fiction and eco-thought provoking readings from Latin American, Spanish, and/or U.S. Latinx authors. We will explore human accountability to the environment and the presence of nonhuman beings in fiction. Students will learn how to examine cultural products such as literature, film, performance, and visual culture through close reading, thematic analysis, and strategies of interpretation. Students develop skills in writing critical essays and learn the basics of scholarly research. *Prerequisite:* Spanish 128 or 132. *Four credit hours.* L. MILLONES

SP135Bf Introduction to Critical Analysis: Indigeneous Latin America Latin America is home to more than 45 million Indigenous peoples who, given historical legacies of colonialism, have had little voice in regional and national discourses despite their numbers. Though Indigenous peoples and their cultures have long attracted the attention of non-Indigenous authors and artists, the canon features very few (if any) Indigenous voices. This course studies Latin American and LatinX Indigenities vis-?-vis cultural, literary, and film studies. Students will learn how to examine cultural products through close reading, thematic analysis, and strategies of interpretation, developing skills in writing critical essays and learning the basics of scholarly research. *Prerequisite:* Spanish 128 or 132. *Four credit hours.* L. MILLER

SP135Cs Introduction to Critical Analysis: Love and Death Eros and Thanatos go hand in hand in literary creation. Eros is responsible for sexual attraction, love, and sex and is also worshiped as the god of fertility and creativity. Thanatos has been postulated as the drive to a non-violent death. Both impulses pervade some of the best literature in Spanish. In this course we will examine a number of texts by Spanish and Latin American authors which best illustrate this dynamic, through close reading, thematic analysis and strategies of interpretation. Students will develop skills in writing critical essays while also learning the basics of scholarly research. *Prerequisite:* Spanish 128 or 132. *Four credit hours.* L. PIERA ABAD

[SP197] Reading and Writing Spanish Creative Nonfiction Offers an exploration of several types of creative nonfiction narratives (essays of time & place, memoirs, profiles, graphic & literary journalism, documentaries, etc.) and topics (class, race, gender, inequality, ecology) from contemporary Spanish, Latin American, and Latinx writers. And a creative writing workshop with writing exercises and peer reviews. Students will learn about the role and impact of creative nonfiction in Spanish speaking communities, practice writing their own stories, and learning advance writing skills. This course will have hybrid teaching with at least one day of each week in-person and at least one day of the week online and/or a same day session first in-person and then online. *Prerequisite:* Spanish 135 and any W1 course. *Three credit hours.* L.

[SP198] Reading and Writing Spanish Creative Nonfiction Offers an exploration of several types of creative nonfiction narratives (essays of time & place, memoirs, profiles, graphic & literary journalism, documentaries, etc.) and topics (class, race, gender, inequality, ecology) from contemporary Spanish, Latin American, and Latinx writers. And a creative writing workshop with writing exercises and peer reviews. Students will learn about the role and impact of creative nonfiction in Spanish speaking communities, practice writing their own stories, and learning advanced writing skills. *Prerequisite:* Spanish 128 and any W1 course. *Four credit hours.*

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 128, 131, or 132. *Four credit hours.* BOLLO-PANADERO, MERCADO

[SP234] 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.

SP236f Medical Spanish: Health and Illness in Spain Through a broad approach that encompasses the study of literature, film, medical journals, and real-life contexts, this course analyzes how medical institutions govern life, death, bodies, and minds. Students will analyze medical articles, public health policies, and responses to major pandemics and illnesses in the Spanish-speaking world, and in so doing will hone language skills that are useful for the medical profession. Topics may include cross-cultural pandemics and epidemics, narrative medicine in medical practices, cultural differences regarding illness and health, and the situational use of professional medical vocabulary in Spanish. *Prerequisite:* Spanish 135. *Four credit hours.* ALLBRITTON

SP237s Conquest and Resistance in the Americas The European expansion during the Early Modern period sought to transform the Americas by reproducing the material, spiritual, and biological landscapes of the Old World. Amerindian peoples whose lives and cultures were jeopardized confronted the Europeans deploying an array of resistance strategies. Students will engage with texts and materials from different areas and time periods to uncover and analyze the many ways in which energy and exhaustion came into play during conquest and resistance efforts across the Americas. This Environmental Humanities class explores the **Energy/Exhaustion humanities theme.**

Prerequisite: Spanish 135. *Four credit hours.* L, I. MILLONES

SP239f Latin America at the Movies An introduction to the cinematography of Latin America covering a broad set of topics, countries and time periods. Students will explore how diverse themes—revolution, modernity, gender, race, labor, and neoliberalism—informed national history, particularly in Mexico, Argentina, Brazil and Cuba, nations that developed an energetic cinematography at various points in the 20th century. Students will gain experience in film analysis and how to articulate the relationship between content and artistic form. *Prerequisite:* Spanish 135. *Four credit hours.* A. ALMEYDA-COHEN

SP244s Bad Women and B-Films in Contemporary Latin America Explores the rich heritage of Latin American exploitation cinema (B-films) that transcends national borders and cultural differences. By watching a diversity of "low-brow" film genres and reading feminist and critical film theory, students will interrogate notions of acceptability, the popular, high art, and industry machinery. In particular, we will focus on how cinematic depictions of "bad" women open possibilities for gendered identities which disrupt conventional models of women's roles in Latin America. Students will gain experience in film analysis and how to articulate the relationship between content and artistic form. *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* A. ALMEYDA-COHEN

SP254s Aquí estamos: U.S. Latinx in the 20th and 21st Centuries Will examine the cultural productions and critical discourse surrounding U.S. Latinx subjects in the second half of the 20th century and beginning of the 21st. Students will examine issues of migration and identity in the U.S. context beginning in the 1950s along with political realities of Latin America and the Caribbean to expand ideas of Latinidad. Students will explore identity formation and negotiations of language, race, gender, sexuality, class, coloniality, and diaspora to reveal the present U.S. Latinx reality. *Prerequisite:* Spanish 135. *Four credit hours.* L, U. RAMOS FLORES

[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.

[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.

SP346f Race, Rights, and Land in the Americas Examines issues of race, rights, and land for subaltern subjects across the Americas. By focusing on Afro-diasporic peoples, students will better understand how systematic issues of race and the disenfranchisement of black bodies are not isolated to any one area, but a product of the legacy of slavery. We will explore how these issues are ever-present for Black subjects in the Americas through various examples from Brazil, Central America, the U.S. and Maine. By examining archival materials and artistic works, students take part in a range of projects that show the multifaceted nature of land rights for the Afro-Americans. **Boundaries and Margins humanities lab.** *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* I. RAMOS FLORES

[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.

SP356s Representations of Blackness in Early Modern Spain Framing this course squarely in the long but often obscured history of slavery in early modern Spain, we will examine and interrogate cultural expressions of race in sixteenth and seventeenth century Spanish cultural production, including literature, theater, visual art, music, and archival documents. More specifically, we will consider how these images and expressions, and voices present different responses—both affirming and contesting—to early modern anxieties about race, gender, religion, social class, and national identity. *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* L, I. SASAKI

[SP362] All about Almodóvar The study of contemporary Spanish history and film through the works of noted filmmaker Pedro

Almodóvar. Analyzes the films of Almodóvar as representative of the changes in Spanish culture from the 1980s to the present day. Topics may include sex and sexuality, film genres and film history, and modern Spanish political and cultural life. *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* **A, I.**

[SP364] Gender, Sex, and the Spanish Body Focus on contemporary film, media, and literature in Spain in order to explore how sex and gender are covered up, censored, and potentially recovered. Considers the importance of censorship to the development of Spanish attitudes towards sex and gender, and how these are not merely byproducts of a dictatorial regime but a persistent element of culture itself. Special attention paid to issues of national identity, sexual pleasure and violence, masculinities, and political rupture. *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* **I.**

[SP366] 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. *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.*

[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.**

SP376f 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:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* **L. MILLONES**

SP483f, 484s Senior Honors Thesis The senior honors thesis can replace the senior seminar requirement. The thesis, which will be written in Spanish, is to be a substantial study of a carefully defined literary topic supported by critical sources. *Prerequisite:* A 3.7 or higher major average and an overall GPA of 3.5 or higher at the end of the junior year and permission of the department. *Two to four credit hours.* **FACULTY**

SP483Jj Senior Honors Thesis *Noncredit.* **ALLBRITTON**

SP491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. Cannot substitute for formal course work toward the major. *Prerequisite:* Permission of the department chair. *Two to four credit hours.* **FACULTY**

SP498s Abia Yala: Indigenous Resistance, Revolution, and Decoloniality This course examines the texts of resistance, revolution, and decolonial movements produced by and about Latin American Indigenous groups from pre-Hispanic times to the present day. Through literature, as well as multidisciplinary supplementary materials from the Western world and Latin America, we will examine continually relevant questions about Indigenous representation and self-representation. Given the organizing framework of this course, there will be an emphasis on issues of gender, sexuality, race, ethnicity, and class, and many times, we will examine the intersectionality of these forms of marginalization. *Prerequisite:* Senior standing and a 300-level Spanish literature, culture, or film course. *Four credit hours.* **MILLER**

STATISTICS

In the Department of Mathematics and Statistics

Professor Liam O'Brien; Associate Professor James Scott; Assistant Professors Jerzy Wieczorek and Bret Zeldow; 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

Completion of each of the following with a grade of C- or better: 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. *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. *Prerequisite:* Sophomore standing or above. *Four credit hours.* **Q, W2.** FACULTY

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:* Statistics 212. *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.*

[SC310] 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:* 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:* Statistics 212. *Four credit hours.* SCOTT

SC324s Statistical Learning in Data Science Statistical methods used in data science allow computers to make inferences and predictions about target variables. This course will provide students exposure to the common statistical methods and models used in this setting. Although the emphasis is on applications, the statistical and mathematical foundations for these data science techniques will also be covered. Topics will include linear modeling and classification techniques, cross validation, bootstrapping, non-linear modeling, tree-based methods, and data reduction strategies. Unsupervised learning techniques will also be covered as time allows. *Prerequisite:* Statistics 212 and Mathematics 253 (may be taken concurrently). *Four credit hours.* O'BRIEN

SC381fs Probability Listed as Mathematics 381. *Four credit hours.* BONTEA, O'BRIEN

SC397f Statistical Learning in Data Science Statistical methods used in data science allow computers to make decisions and predictions. This course will provide students exposure to the common statistical methods and models used in this setting. Although the emphasis is on applications, the statistical and mathematical foundations for these data science techniques will also be covered. Topics will include linear modeling and classification techniques, cross validation, bootstrapping, non-linear modeling, tree-based methods, and data reduction strategies. *Prerequisite:* Statistics 212. *Four credit hours.* O'BRIEN

SC398s Statistical Graphics and Principles of Visualization An effective statistical graphic is a powerful tool for analyzing data and communicating insights. From tabular to geospatial and network datasets, students will learn to create and interpret visualizations that show the raw data, statistical models of that data, and the statistical precision of those summaries. Students will also apply principles of human visual processing and data science workflows to ensure their statistical graphics are effective and reproducible. With the help of the tidyverse, ggplot2, rmarkdown, and shiny R packages, students will create static and interactive graphics, culminating in an interactive data dashboard. *Prerequisite:* Statistics 212. *Four credit hours.* WIECZOREK

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 maximum likelihood and other methods estimation, sample properties of estimators, including sufficiency, consistency, and relative efficiency, Rao-Blackwell theorem, tests of hypotheses, confidence, and resampling techniques. *Prerequisite:* Mathematics 381. *Four credit hours.* ZELDOW

SC491f, 492s Independent Study *One to four credit hours.* FACULTY

THEATER AND DANCE

Chair, *Associate Professor Annie Kloppenberg*

Associate Professors Annie Kloppenberg and James Thurston; Assistant Professors AB Brown and Gwyneth Shanks; Technical Director John Ervin; Production Manager Marjorie Gallant; Lecturers Orlando Hunter, Allie James, Jessie Laurita-Spanglet, Dana Legawiec, Nell Shipman, Ricardo Valentine, and Bess Welden; Academic Administrative Assistant Lynda Chilton; House Manager Dana Legawiec

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 will prepare particularly interested and talented students for graduate study or further involvement in the performing arts. It is structured to ensure 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):

- Dancing or Acting: 115, 116, 117, 118 (all two credits); or 171**
- Design or Stagecraft: 135, 139
- Directing or Choreography: 258**, 281**, 285**
- Performance, Politics, and Practice: 124
- Contemporary Art and Performance: 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 or 252 (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 or 252, 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

[TD064A] Applied Performance/Production: *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.**

TD115s Theater Technique Lab *Two credit hours.* LEGAWIEC, WEINBLATT

TD115Afs Acting Technique Lab: Scene Study An introductory investigation of acting for the stage focused on the actor's tools - body, voice, and imagination. Through rehearsal and performance of contemporary theatrical texts, students will build their vocal, physical, and analytical skills and practice Stanislavski-based techniques for playing actions/objectives, exploring given circumstances, and connecting authentically to character, scene partner, and audience. Through scene work students will strengthen collaboration skills and 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. *Two credit hours.* WEINBLATT

TD115Bfs Acting Technique Lab: Physical Theatre

For anyone interested in accessing the creative and expressive power of the physical body in performance. Through exercises, games, improvisation and ensemble work, students will experience a variety of physical theatre training methodologies and practitioners, including the work of Lecoq, Chekhov, Delsarte, Laban, Grotowski, Viewpoints and others. Students will acquire physical and movement-based processes for creating character, embodying text and building theatrical worlds, developing the body as a vital instrument for creativity, expression and storytelling. *Two credit hours.* LEGAWIEC

TD116As 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.* SHIPMAN

TD116Bfs Intermediate Ballet/Contemporary Technique

Studio practicum for students with prior experience in dance. Develop greater facility with contemporary choreography, focusing on artistry and agency and a clearer understanding of anatomical structures at work. Class begins with an anatomically-focused Ballet barre, increasing efficiency of movement articulation at the joints and progressively warming up the body. The 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. Nongraded *One credit hour.* LAURITA-SPANGLET, SHIPMAN

TD117Afs Contemporary Dance Technique Lab: Beginning An introductory contemporary/modern studio course geared toward students with little or no dance experience, but also open to those looking to deepen their existing practice. Explore contemporary dance movement from a variety of lenses with a special focus on exploring how unused or unnoticed spaces inspire movement and individual compositional choices. Look at the athletics and aesthetics of the moving body, develop anatomical, sensory, and spatial awareness, execute increasingly complex movement sequences, explore improvisational scores and examine the metaphoric expressive potential of bodies in action. May be taken a total of four times for credit. *Two credit hours.* LAURITA-SPANGLET

TD117Bfs Contemporary Dance Technique Lab: Intermediate In this studio practicum, students with prior experience will develop greater facility with contemporary/modern dance choreography, a focus on artistry and agency, and a clearer understanding of anatomical structures at work. Warm-up focuses on increasing efficiency of movement articulation at the joints and progressively warming up the body. Then movement will focus on taking the body off center, to the floor, and into the air. May be taken a total of four times for credit. Nongraded. *One credit hour.* JAMES

TD118f Dance Technique Lab: Dance Forms of the African Diaspora: Hip-hop

An introductory course geared toward students with little or no dance experience and open to those looking to deepen their practice. Explore dance from a variety of lenses with a special focus on physical and aesthetic properties of the African Diaspora. Look at the athletics and aesthetics of the moving body, execute increasingly complex movement sequences, and examine the metaphoric meaning-making potential of bodies in action. Class focuses on movement and image production/photography and emphasizes understanding historical and cultural contexts of contemporary movement practices as well as the ways individual identity informs movement practices. Remote, but on campus students can meet and use studio spaces. *Two credit hours.* JAMES

TD118As Technique Lab: Contemporary Dance & Movement of the African Diaspora An introductory course geared toward students with little or no dance experience and open to those looking to deepen their practice. Explore dance from a variety of lenses with a special focus on physical and aesthetic properties of the African Diaspora. Look at the athletics and aesthetics of the moving body, execute increasingly complex movement sequences, and examine the metaphoric meaning-making potential of bodies in action. Class focuses on movement and image production/photography and emphasizes understanding historical and cultural contexts of contemporary movement practices as well as the ways individual identity informs movement practices. Remote, but on campus students can meet and use studio spaces. *Two credit hours.* HUNTER, VALENTINE

TD118Bfs Dance Technique Lab: Intermediate 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. Nongraded. *One credit hour.* HUNTER, VALENTINE, JAMES

TD120f First-Year Writing: Performing Spaces/Writing the City Explores how we understand the places, cities, and towns we inhabit. In what ways are our routes through these spaces a kind of performance, and how can writing help us closely observe, describe, analyze, and critique our environments? We'll discuss the embodied and spatial effects of Covid-19 and recent uprisings against anti-black violence and study topics like settler colonialism, resource extraction, redlining, and urban protests, amongst others. Concurrently, we'll try out performance strategies on campus that demonstrate its importance in understanding space. Throughout the semester, we will ask: how does space write the body and how does the body rewrite space? *Four credit hours.* **A, W1.** SHANKS

TD124s Performance, Politics, and Practice Introduces students to the study of performance by exploring its power and questioning how it frames our world. We examine how performance helps us make sense of and challenge economic, gendered, sexual, racialized, political, and social structures. Through lectures, critical readings, discussion, field trips, and embodied practice, students will study performance as a creative act, a means of understanding power, a methodology for passing on memory and identity, and a way of

comprehending the world. Topics include: theater, dance, performance art, everyday life, protest, and the gendered, sexed, and racialized performance of bodies. *Four credit hours.* **A, I.** BROWN, SHANKS

TD132f Boundaries and Margins: Speaker Series This course will consider a broad range of boundaries from national borders to social categories, from laws to metaphysics. We will explore how boundaries mark relational sites where meaning, value, and belonging are made, reworked, and contested. The theme will also allow us to interrogate the margins, those liminal spaces existing outside the mainstream, far from the center, next to the external limits—spaces of subversion, resistance, and survival. Students will attend public lectures by visiting scholars and Colby faculty as well as film screenings, performances, and community events. Together, we will engage in focused discussion and create innovative documentation of these events. **Boundaries and Margins humanities theme course.** *One credit hour.*
BROWN, BRUNETAX

TD135s Introduction to Design

An introduction to three-dimensional design principles with special emphasis on the relationship between architectural space and stage design for the performing arts. This studio course highlights interdisciplinary inspired design while exploring human interaction with the built environment and three-dimensional form. Creative problem solving, imagination, and concept formation are studied through a series of design projects using traditional drawing media, scaled three-dimensional models, and computer-aided design. Students must have access to a laptop for the semester.
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. Previous experience is not necessary. *Four credit hours.* **A.** ERVIN

TD141f Beginning Playwriting An introduction to the playwriting process for students interested in dramatic storytelling and the process of new play development. Student work focuses on 1) close reading and analysis of representative plays in order to understand dramatic structure, characterization, rhythm, imagery, etc.; 2) creative experimentation through a series of writing exercises; and 3) participation in the process of workshopping class products, including offering and receiving constructive criticism. *Four credit hours.* **A.**
WEINBLATT

[TD147A] 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 *off* 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.**

[TD147B] 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.*

TD164s 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.* BROWN, KLOPPENBERG, SHANKS

[TD171] 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.**

TD216Bs Ballet Forms Technique Lab: Intermediate Establishes a strong foundation in correct posture, classical placement, musicality, and coordination. Students will develop clear understanding and execution of nuances in classical ballet technique, vocabulary, and artistry. Students must have prior dance training. This class is based on the Vagonava method (a training system that creates a connected sense of movement and expressive range), but students with any style of ballet or contemporary training are welcome. Nongraded. *Prerequisite:* Theater and Dance 116B. *One credit hour.* LAURITA-SPANGLET

TD217fs Contemporary Dance Technique Lab II: Beginning In this studio practicum, students with prior experience will develop greater facility with contemporary/modern dance choreography, a focus on artistry and agency, and a clearer understanding of anatomical structures at work. Warm-up focuses on increasing efficiency of movement articulation at the joints and progressively warming up the body. The 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. *Prerequisite:* Theater and Dance 117. *One credit hour.* LAURITA-SPANGLET

TD217Bfs Contemporary Dance Technique Lab II: Intermediate In this studio practicum, students with prior experience will develop greater facility with contemporary/modern dance choreography, a focus on artistry and agency, and a clearer understanding of anatomical structures at work. Warm-up focuses on increasing efficiency of movement articulation at the joints and progressively warming up the body. Then movement will focus on taking the body off center, to the floor, and into the air. Nongraded. *Prerequisite:* Theater and Dance 117B. *One credit hour.* JAMES

[TD222] Revolutionary Performances: Theater and the Energy of the Unspoken (in English) Listed as Russian 222. *Four credit hours.* A.

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

[TD224] Performance Studies 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.

TD226fs Contemporary Art and Performance Course focuses on global art from the 1960s to the present, examining how globalization, imperialism, and neoliberalism impact artistic production. Students will study the meanings attached to the category of "contemporary art"; the rise of the curator, biennial, and art fair; and the role protest groups hold in shaping the arts. Because of the embodied nature of many of these subject areas, the course emphasizes performance and embodied practices. We will examine genres like: performance art, post-modern dance, experimental jazz, Afrofuturism, Gutai, Viennese Actionism, as well as institutional critique, conceptual art, and post-minimalism. *Four credit hours.* A. SHANKS

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, computer-aided drafting (CAD), and CNC computer-assisted woodworking. Independent out-of-class work is essential. *Prerequisite:* Theater and Dance 139. *Four credit hours.* ERVIN

[TD241] Playwriting Workshop: Ensemble Playwriting Explores a potent resource for theatrical writing: the collective work of an ensemble. We will investigate collaborative storytelling, in which the entire class contributes to the process. As writers, we will explore a number of traditional and innovative devising methods, including interviews, archival research, and improvisation. Taking as examples the work of renowned theater collectives and collaborative playwrights (such as Moisés Kaufman & Tectonic Theater Project, The Civilians, and The Wooster Group) we turn ideas generated by the group mind into a scripted performance piece. *Four credit hours.* A.

TD242f Acts of Activism Looks at the uses of performance and other artistic media to bring about social change, such as protests, marches, walking tours, dance parties, digital media and public theatre. This semester we will specifically explore the role of performance, and aesthetics more broadly, in contemporary activist movements within the context of the global health pandemic and the Black Lives Matter movement. Is art an effective activist strategy today? If so, how, when, where? How is activism itself a performance and what is "performative" activism? We will look at how aesthetics can help build connections across transnational movements as well as across history. How have aesthetic tactics changed over time and across borders and what does this tell us about emerging political landscapes? *Four credit hours.* A. BROWN

TD243f Leadership Behind the Scenes: Stage Management It takes a coordinated effort by many people to put on a professional performance; stage managers are the conductors behind the scenes of those shows. In this course, students take a peek backstage and learn the complex systems by which productions are fully realized. Class explores techniques for successful collaborative work and helps students identify personal and productive leadership styles. *Four credit hours.* **A.** GALLANT

TD245s Theater of Everyday Life: Art, Identity, and Politics In this course, we will look at the body as theatrical expression and political site. We will explore a range of contemporary artists and emerging practices to interrogate performance that blurs the lines between the stage and everyday life. We will look at how theater has intersected with everything from the visual arts and social media, to architecture and laws to understand how our bodies intervene upon the lived reality of gender, sexuality, race, ability, class and nationality. As a studio class, we will make performances modeled after ground-breaking artists such as Patti Smith, Marina Abramovic, Yoko Ono, and Pussy Riot to interrogate our own identity and social location in relation to broader social and political contexts. No previous performance experience is necessary. **Boundaries and Margins humanities lab.** *Four credit hours.* **A.** BROWN

[TD247] Performing the Museum Explores the intersection of museums and performance. Museums occupy important roles in our cultural landscape. In recent decades, art museums have increasingly included the work of performance-based artists. We will historicize the relationship between museums, live performance, display strategies, and collecting practices. Foundational ideas: the archive, the collection, and questions of historicization will frame our discussions around the term museum and how it functions as performance. With a focus on display, we will question how bodies are framed by and placed within museums. With a series of contemporary case studies, we will question how performers and curators negotiate staging performance in museum spaces. *Four credit hours.* **A.**

TD252f Choreography for the Camera: The Art of Athletics Examines the aesthetic properties of the expenditure of bodily, physical energy through practical explorations in choreography and filmmaking. We take as source material the effortful movement of athletics, exploring how to aestheticize and translate that action through choreographic logic and by framing it in for the screen. Course begins with contextual theoretical frameworks for choreographic practice and dance for the camera and concludes with practical experience producing a film. Briefly considers notions of spectatorship and audience, considering the distinctions between live events and events on the screen. No prior experience necessary. Previously offered as Theater and Dance 297 (Fall 2019). **Note: Section B will be asynchronous with small group meetings scheduled independently.** *Four credit hours.* **A.** KLOPPENBERG

[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 In this interactive writing and performance workshop, students will create original story-based performance pieces inspired by the issues that matter to them the most, such as climate change, racial equity, reproductive justice, freedom of speech, LGBTQ+ rights, disability justice, sexual assault, domestic violence, access to education, etc. We will analyze Ted Talks, The Moth, and other popular story-based media to help us understand what elements we need to create authentic connections with audiences. Students will explore a variety of writing and performance styles and techniques to engage in a collaborative creative process. Depending on safety measures, "Show Up. Stand Up. Speak Up." will culminate in a live performance for a small audience which will be filmed to share digitally online. *Prerequisite:* Permission of the instructor. *Three credit hours.* **A.** LEGAWIEC

[TD262] 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. *Four credit hours.*

TD264Af Applied Performance/Production: Fall Theater Production TBD *Prerequisite:* Audition. *Two credit hours.* BROWN

TD264Bf Applied Performance/Production: Dance Repertory Project TBD *Prerequisite:* Audition. *One credit hour.* KLOPPENBERG

TD264Cs Applied Performance/Production: Fringe Self Production Lab 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. *One credit hour.* KLOPPENBERG

[TD264G] 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. 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.*

TD265s Topics in Design: Light and Performance Light is essential for life and light can powerfully shape performance meaning on stage. Light and Performance offers an interdisciplinary overview of stage lighting where students collaborate with peers to light and present Department of Theater and Dance performance projects in Strider Theater at the end of the semester. Aesthetics of light, psychology of light, physics, lighting technology, projection, and principles of traditional and contemporary stage lighting are explored in a studio style course using lab spaces in the Runnals Building. All students are welcome regardless of experience. *Four credit hours.* **A.**
THURSTON

[TD268] Design Thinking Studio: Performative Sculpture Listed as Art 268. *Four credit hours.* **A.**

[TD271] 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.*

[TD281] Directing Emphasizing interactive collaboration, this introduction to directing for the stage will focus on two major components of the director's craft: preparing a text and working with actors. With inspiration and guidance from the writings of experts Katie Mitchell and Anne Bogart, students will practice techniques for investigating and preparing a script and draw on their own creative instincts to create exercises for helping actors connect with text and each other. Students will cast and direct scenes from a selected contemporary play and present them in class for feedback as well as in a final showcase for the public. Stringent attendance and significant preparatory/rehearsal time outside of class required. *Four credit hours.*

TD285s Choreographic Process This introduction to dance-making examines the creative process focusing on physical language, dynamics, and spatial arrangements as possibilities for constructing meaning. We look at movement vocabulary as something that is invented, created personally, crafted carefully in time, space, dynamic arrangement, and relationship to other bodies, always holding the potential for surprise from inside and out. We explore movement ideas, construct and deconstruct movement phrases, discuss readings, choreography, processes, class studies, and roadblocks. Students will begin to discover individual, choreographic points of view and will learn about a diverse set of contemporary choreographers and their work. *Four credit hours.* **A.** KLOPPENBERG

TD297j Dance for Health How can movement shift our experience of illness or pain? Can we quantify the effects that dance can have on health and well-being? We examine dance can be a tool for transformation, finding joy and creativity for those living with illness. Class explores three methods bringing dance into the spheres of health and well-being: the IMPROVment? method, currently being tested in an NIH-funded randomized clinical trial; Dance for PD; and Dance Movement Therapy. As a culminating project, students will design their own program that brings dance into a healthcare environment. *Three credit hours.* LAURITA-SPANGLET

TD298s Hip Hop History Theory and Practice Readings, viewings, and class discussion teach students about the cultural, historical, and socio-political contexts that produced a variety of specific Hip Hop dance forms as well as about Hip Hop in contemporary contexts. Students also spend time in the studio embodying that information, exploring basic vocabulary in a variety of Hip Hop techniques, understanding technical foundations of the movement and its performance contexts. Students have the chance to look for personal artistry and groove. *Four credit hours.* **A, U.** JAMES

TD298Bs Art, Money, Labor: The Crisis of Capitalism Introduces students to the political economies and labor structures that drive cultural production. By focusing on a sites and institutions that support contemporary art - from museums, to art fairs, performance venues, biennials, auction houses, and philanthropic foundations - students will examine the varied, complex, and globalized relationships among contemporary art, money, and labor. We'll also study globally sited artists who understand their work as part of an anti-capitalist struggle and read works by Karl Marx, Stuart Hall, Cedric Robinson, Fred Moten, Edgar Villanueva, Andrea Fraser, and Hito Steyerl, amongst others. *Four credit hours.* **A.** SHANKS

[TD339] 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.*

[TD355] Applied Choreography Students with previous experience in contemporary choreography at the college level will create original works for formal performance through a rigorous creative process that includes feedback from faculty and peers, presentation of design concepts, and collaboration with student lighting designers. Course will address contemporary issues in dance including viewings of work by active, acclaimed, and emerging professional choreographers. *Prerequisite:* Theater and Dance 285, or 258 with permission of instructor. *Four credit hours.*

[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.*

[TD361J] Advanced Topics in Performance: 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.*

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**

TD398s Staging Hawthorne and Melville Listed as English 398. *Four credit hours.* **L. STUBBS**

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.* **KLOPPENBERG**

WOMEN'S, GENDER, AND SEXUALITY STUDIES PROGRAM

Director, Associate Professor Sonja Thomas

Appointments in Women's, Gender, and Sexuality Studies: Associate Professors Lisa Arellano and Sonja Thomas; Assistant Professor Laura Fugikawa

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), Mary Beth Mills (Anthropology), Laurie Osborne (English), Adrianna Paliyenko (French Studies), Nikky Singh (Religious Studies), Mark Tappan (Education), and Larissa Taylor (History); Associate Professors Dean Allbritton (Spanish), Lisa Arellano (American Studies and Women's, Gender, and Sexuality Studies), Elizabeth Sagaser (English), Laura Saltz (American Studies), Betty Sasaki (Spanish), Katherine Stubbs (English), Sonja Thomas (Women's, Gender, and Sexuality Studies), Andrea Tilden (Biology), and John Turner (History); Assistant Professors Laura Fugikawa (Women's, Gender and Sexuality Studies and American Studies) and Jay Sibara (English)

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, caste, class, sexuality, religion, 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 101); 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 101); 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.

Electives in Women's Gender and Sexuality Studies

Note: As course offerings change yearly, this list may not be comprehensive.

- WG 120 Gender and Film: Narrative Film, Resistance, and Revolt
- WG 120 Race Gender and Sport
- WG 232 Queer Politics
- WG 233 Critical Race Feminism and Tap Dance
- WG 317 Boys to Men
- WG 343 Decolonize this Place
- WG 397 South Asian Feminisms
- WG 341 Gender and Human Rights

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

- 245 Land Sovereignty and Art
- 254 Surveillance Culture
- 342 Political Violence: American Cultures of Radicalism
- 366 Race, Gender and the Graphic Novel
- 375 Race, Gender, and Visual Culture

- 397 Comparative Ethnic Studies

Anthropology

- 344 Black Radical Imagination
- 373 The Anthropology of Gender and Sexuality
- 397 Indigeneity and the Politics of Authenticity

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

- 316 Sex, Love, and Marriage in the Middle Ages
- 336 Early American Women Writers
- 369 Reading Race Now
- 413 Virginia Woolf
- 422 Queer Theory and U.S. Literature and Cultures
- 493 Seminar (when appropriate)

French Studies

- 358 Passionate Discontent: The 19th-Century Epidemic
- 379 Race and Gender in France

History

- 245 Science, Race, and Gender
- 300 South African Women's Memoir
- 313 Women in Medieval and Early Modern Europe
- 319 History of Sexuality and Disease in Premodern Europe
- 320 Joan of Arc: History, Legend, and Film
- 324 History of Gender and Sexuality in Antiquity
- 381 Women and Gender in Islam
- xxx U.S. as Empire

Philosophy

- 215 Feminist Philosophies
- 217 Feminism and Science

Psychology

- 223 Social Identities

Religious Studies

- 257 Women in American Religion
- 275 Contemporary Witchcraft: Formalists, Feminists, and Free Spirits
- 297 Gender and The Bible
- 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

Theater Dance

- 1xx Performance/Performance studies

- 2xx Performance Art: The Body Politic

Course Offerings

WG101fs 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, anti-racist, and queer theoretical approaches to understanding raced, gendered and sexual lives in historical contexts. Previously listed as WG201. *Four credit hours.*
U. FUGIKAWA, HUBER

[WG120] 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.**

WG120Af Race, Gender, and Sport This course will examine racism and sexism in a variety of different sports contexts. The class will also explore how sport can bring attention to social inequalities and prompt feminist anti-racist activism that goes beyond the sports world. Topics include intersexed bodies and Olympic gender testing, colonialism and cricket/rugby, race and the Scripps National Spelling Bee, indigeneity and #MMIWG (Missing and Murdered Indigenous Women and Girls), Black Lives Matter protests, and Asian American identities and sport. This W1 course is writing intensive with weekly writing assignments, response papers, and a final research paper on Babe Ruth Baseball. Students will learn about plagiarism, how to use the Colby College library, Chicago style citation, develop an argument/thesis statement, organize research into a research paper, and to write about research they collected through feminist methods. *Four credit hours.* **W1, U.** THOMAS

[WG211] Women in Myth and Fairy Tale How are women represented in the myths and fairy tales of U.S. cultures? What is the impact of these images on our selves and our societies? What are some alternatives to the images we are familiar with? How are women using myths and fairy tales to deconstruct oppressive images based on cultural stereotypes? These questions are explored through close examination of ancient and contemporary versions of the stories of Psyche, Beauty, and Inanna. American Indian stories and feminist fairy tales provide alternative images for discussion, as do various video versions of the stories. Normally offered every other year. *Three credit hours.* **L.**

[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, 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 critical race theory, black feminist thought; and to know the history of tap dance and its significance to racial politics in the United States. *Four 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.**

[WG232] 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.**

WG247s History of U.S. Political Violence Listed as American Studies 247. *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. Particular focus is given to feminist epistemology as we examine the similarities, differences, and conversations between postcolonial and postmodern feminist theory. Students will additionally engage with contemporary subfields in Women's Studies including affect theory (emotions, sensations, and the body), feminist disability studies, transnational feminist theory, and

new materialisms. *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

[WG341] Gender and Human Rights This course critically examines the concept of 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.

[WG342] 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 or Women's, Gender, and Sexuality Studies 201. *Four credit hours.* U.

WG343s Decolonize This Place This course examines the similarities and differences in the concept of "decolonization" as it pertains to 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 (ongoing) colonialism. We will question how colonialism, decoloniality, and settler governance circulate (or not) between indigenous and postcolonial feminisms in addition to examining indigenous rights in postcolonial nations. What do these similarities/differences mean for transnational feminist organizing? What types of competing imaginaries are at play in decolonial futures? *Four credit hours.* I. THOMAS

[WG345] 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, Kashmir and decentering India, gendered citizenship and women's relationship to the state, violence against women, issues of caste and race, 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.

WG397f Queer of Color Critique Critique is a practice of radical questioning for those who wish to resist and change deeply entrenched forms of injustice. This is theory as insubordination, an art of interfering with established relations of power. The course introduces critique as it emerged in the western tradition, and as it has been taken up by diverse scholars and activists attending to the intersections of race, gender, and sexuality in the context of capitalism and imperialism. We will read from the work of queer of color critique in order to apprehend and practice other, sometimes dissident, ways of being, doing and thinking in common. Students will develop a critical vocabulary that will help them ask precise and thoughtful questions about broad structures of violence and injustice. *Prerequisite:* Any W1 course. *Four credit hours.* U. HUBER

WG398As Salvage Theory How do we contest the waste and wild destruction of our present moment? There is a commonplace that theory is merely academic, but engaged and multidimensional critique is a practice of solidarity, of affirmation and reclamation that is vital in dark times. The course introduces critical theory and its critique of capitalist society and fascism, but our focus will settle on critical climate studies and how to salvage radical thought for life on a damaged planet. Students interested in gender, racial and environmental justice will learn critical vernaculars that support their capacity to think, write, and resist in open and supple ways. *Prerequisite:* Any W1 course. *Four credit hours.* U. HUBER

WG398Bs Queer Aesthetics How does art offer ways of knowing, seeing and feeling beyond the impoverishment and brutality of the given? This course relies on a diverse range of art and photographic work to attend to the ways subjugated histories have been visualized, producing unconventional and imaginative archives. Queer here marks a commitment to disrupting the violence and exhaustion of the normative order (including sexual norms), and invokes aesthetic practices that reflect the materiality of experience while refusing its transparency. The course develops students' visual and critical literacies, including critical race, feminist, postcolonial and queer theory. *Prerequisite:* Any W1 course. *Four credit hours.* A, U. HUBER

[WG483] Senior Honors Project An independent research project on an approved topic, conducted in close consultation with a faculty tutor and culminating in a substantial written thesis. Students are responsible for selecting their faculty tutor and submitting their proposal by May 15 of their junior year. A 3.5 major average at the end of the senior year is a condition of successful completion of the program. *Prerequisite:* Senior standing, a 3.5 major average at the end of the junior year, and permission of the Women's, Gender, and Sexuality Studies Program. *Three or four credit hours.*

WG491f, 492s Independent Study Individual study of special problems in women's, gender, and sexuality studies in areas where the student has demonstrated the interest and competence necessary for independent work. The instructor must be one of the faculty members in the program. *Prerequisite:* Women's, gender, and sexuality studies major or minor, permission of the instructor, and approval of the Women's, Gender, and Sexuality Studies Program. *Three or four credit hours.* FACULTY

WG493s Seminar: Identity Formation, Social Movement, and Gender An examination of current debates about social and political identity in an effort to understand the terrain of these debates by examining (and in some cases forcing) conversations between and among projects that attempt to offer ways of thinking about the relationship between identity formation and social movements. Students will complete an independent project on a topic of their own choosing. *Prerequisite:* Women's, Gender, and Sexuality Studies major or minor. *Four credit hours.* FUGIKAWA

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); Carolyn Megan (Writing Program), 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. The Writing Program 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

[WP111] 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.*

WP112fs Writers' Workshop An individualized, weekly tutorial session with a trained peer writing tutor from the Farnham Writers' Center. Meets weekly for 1 hour during the time of your choice for a total of (at least) 10 hours per semester. Open to students from first-years to seniors. Students usually take WP112 with a W1 (first-year writing) , senior thesis, or other writing-intensive courses. Meetings may focus on writing assignments, reading assignments, grammar, professors' feedback or anything else related to writing or research for any courses. May be repeated for credit. Nongraded. *One credit hour.* GHERWASH, HARRINGTON, SHERIFF

[WP113] Conversation Hour for International Students This one-credit course is designed for students who wish to practice/hone their oral academic English. Discussion based, which uses different texts and visual materials to prompt oral discussion. Students are expected to prepare for class discussion by reading texts, writing reflections, and viewing visual materials ahead of time. International students, and others with multilingual backgrounds are especially welcome. This course may be repeated twice for credit. Non-graded. *One credit hour.*

[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.**

WP115Afs First-Year Writing: Rhetoric, Writing, and Social Change Focuses on effective writing, rhetorical analysis, and communicating with different audiences—including the Colby community. Writing projects will include three analytical essays and a final, public writing project in which each student identifies an issue in the Colby community, researches the situation, and develops a realistic proposal to improve it. Each week, we focus on a different aspect of college-level academic writing (e.g., paragraph development, sentence-level editing, analyzing research sources, making sound arguments, etc.) Readings are diverse and include non-fiction essays, newspaper journalism, videos, and scholarly writing on rhetoric, identity, and literacy. Previously listed as English 115. *Four credit hours.* **W1.**
SHERIFF

[WP115B] First-Year Writing: Truths and Fictions Poem. Short Story. Essay. As we read materials from these domains, we will ask what kinds of truths fiction can tell and what sorts of fictions may pass as truth. Ongoing and sustained focus on writing forms the backbone of the course. Closely tied to the readings, frequent writing assignments—formal, informal, and creative—are directed toward developing critical thinking, persuasive argumentation, and a mastery of grammar and style. Previously listed as English 115. *Four credit hours.* **W1.**

WP115Cfs First-Year Writing: Reimagining the Essay Reconsiders the essay's potential for self-expression and analytical argumentation. Students read powerful essays of the past 70 years, write five essays, and reimagine their relationship to the genre. Of particular emphasis are clarity of expression, development of ideas, logical organization, and effective and correct use of research to support claims—both to prepare for future writing assignments and to appreciate the form as a means to express ideas complexly, gracefully, and persuasively. Previously listed as English 115. *Four credit hours.* **W1.** KETNER

WP115Dfs First-Year Writing: Food for Thought The food we interact with is an expression of our humanity, our many cultures, our selves. This peer-review and process-oriented course combines reading across genres with the development of writing skills that can be applied in all disciplines. Students will practice personal narrative, argument, synthesis, and research-based writing and read work by both new and established authors. *Four credit hours.* **W1.** STOKES

WP115Ef First-Year Writing: Writing through the Multilingual Lens This course focuses on the global status of English as a lingua franca and as a de facto language of the U.S. and attempts to answer the question: who owns global English? We will take a sociolinguistic approach to investigate language and how language users adapt language for different purposes, such as writing and speaking. It covers topics related to language variation (e.g., Konglish, China English, etc.). The primary goal of the course is to encourage students to interrogate issues related to language use, such as accents and linguistic profiling. Students will read and reflect on non-fiction texts by writers from a variety of cultural/linguistic backgrounds. Students will write four papers, with drafts. **Boundaries and Margins humanities lab.** For fall 2020, this course is fully remote and is specifically offered for international students. *Four credit hours.* **W1, I.**
GHERWASH

[WP115G] First-Year Writing: The Face of Poverty in American Literature Invites students to explore American writing (fiction and narrative non-fiction) through the lens of poverty, with a special focus on depictions of homes and homelessness. We will investigate how writers construct "the face of poverty" in such works as Jacob Riis's *How the Other Half Lives*, Stephen Crane's *Maggie; A Girl of the Streets*, John Steinbeck's *The Grapes of Wrath*, Toni Morrison's *The Bluest Eye*, and Matthew Desmond's *Evicted*, and reflect critically on notions of class in today's era of income inequality. Assignments will include short essays, a Colby Museums writing assignment, a research project, and a reflective blog. *Four credit hours.* **W1.**

[WP115H] 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.**

[WP115I] 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.**

WP115Jfs First-Year Writing: Non-fiction and the Imagination The focus for our reading and writing will be the creative non-fiction essay. This form draws upon the skills of fiction, poetry and expository writing to arrive to the writer's unique perspective of the world. Incorporating diverse elements such as research, dialogue, description, characterization, rhythm and sound, the writer imagines, questions, contradicts and complicates subject matter. Students will write personal narratives, argument, and synthesis as well as develop their critical reading skills. This course does not count as a workshop for the English: Creative Writing major. *Four credit hours.* **W1.** MEGAN

WP115Kfs First-Year Writing: Writing and Public Space (in a Socially-Distanced Age) This writing-intensive course examines how people use writing to build and sustain communities through activism, advocacy, and affiliation. Especially at a time when public spaces are less available, we will explore how people use writing to create and shape physical, virtual, and imagined community spaces, such as debates over monuments and statues or activism in social media to organize efforts like the 2018 March for Our Lives. Students will draft and revise text and multimedia to write for a variety of publics and communities. Major assignments include an analytical essay; a longer, collaboratively-written essay for which students choose a public space to reimagine; and a multimodal project. *Four credit hours.* **W1.** SCHLACHTE

WP120As Language, Thought, and Writing: Literary Conversations Individual works of literature take part in a larger literary conversation that transcends time and space. Writers join the conversation by replicating existing literary forms and conventions. They also respond to perennial themes that have sparked writers' imaginations. Literary scholars also engage in ongoing conversations about the purpose and meaning of literary texts. We will enter these conversations by reading, writing about, and discussing literary texts. We will have regular opportunities to respond creatively and analytically, in speech and writing, to some amazing poems, plays, and novels. Previously listed as English 120. *Four credit hours.* **W1.** KETNER

[WP151A] Reading and Writing about Literature: 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.**

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

WP297j Public Speaking: Building Confidence and Passion Communicating ideas effectively is one of life's most valuable skills. In this course, you'll learn to create and deliver powerful messages using acting skills (physical, vocal, intellectual and emotional expression) while receiving intensive and specific coaching from both peers and the instructor. For many people, public speaking is reported to be one of the most stressful activities. Using breath control and mental imagery, you'll learn to channel your nervous energy and build your confidence. In a small group, you'll have plenty of time to practice in a safe environment or, as Samuel Beckett wrote: Try again. Fail again. Fail better. *Three credit hours.* WARREN-WHITE

WP298s Situating the Essay: The Tradition and the Craft Situates the literary and rhetorical traditions of the essay through a study of its history beginning with Michel De Montaigne to contemporary essayists such as Rebecca Solnit and Claudia Rankine. We will read well-known essays and analyze their rhetorical approaches and conventions to deepen our understanding of the form. Students will write their own expository, narrative, experimental and personal essays. *Prerequisite:* Any W1 course. *Four credit hours.* MEGAN

WP310s 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.** SCHLACHTE

[WP320] Advanced Rhetoric and Writing This course will introduce you to rhetorical theory and the writings of major figures in history of rhetoric, such as Aristotle, Isocrates, St. Augustine, and Kenneth Burke. We will learn about persuasion and what's essential for using rhetoric to change the opinions of others. Writing assignments will be varied and include rhetorical analysis, voice essays, and formal proposals. The course will be conducted in a seminar style that emphasizes close reading and active participation. *Prerequisite:* Any W1

course. *Four credit hours.*

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 College Libraries](#) (the Libraries) provide our users (faculty, staff, and students) with expertise, resources, and services that support learning, critical thinking, research, and the creation of new knowledge.

The Libraries are central to scholarship at Colby. The Colby community has access to one of the most comprehensive and expansive libraries for undergraduate and faculty research in a liberal arts setting. The Libraries are committed to exploring, utilizing, and teaching about the new frontiers of information and knowledge acquisition in this age of digital, cultural, and social justice and change.

The staff of the Colby College Libraries:

- Identifies, acquires, provides access to, and preserves scholarly works and resources that support teaching, learning, and faculty and student research;
- Collaborates with faculty to help support their individual teaching and research-related needs;
- 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;
- Explores and develops new platforms, resources, and ideas to expand our capacity to innovate in the field of library and information science;
- Develops and maintains user-centered and inspiring spaces for group and individual research, study, collaboration, and contemplation.

Highlights of Colby College Libraries

There are three physical libraries on campus and a storage annex just off 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 and 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 [Olin Science Library](#) houses books, journals, and DVDs that support programs in the natural and physical sciences, computer science, and mathematics.

The Libraries are a member of the Colby-Bates-Bowdoin (CBB) consortium that allows us to quickly share collections and resources across our respective libraries.

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

- More than 1.7 million 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;
- Colby has been a selective depository for U.S. government publications since 1880;
- [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;
- The Colby Libraries are the only members of the [HathiTrust](#) in Maine, providing increased access to otherwise unavailable primary sources.

Colby College Libraries offer extensive resources and services, including the following:

- [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 & Archives](#), 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.

Colby Libraries [Special Collections & Archives](#) 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 instruction.
- A robust [archives education](#) program in Special Collections & Archives 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](#).
- A growing collection of artists' books, a new—and growing—collection of zines, and intentional acquisition of other compelling formats that focus on social, political, and environmental activism.
- 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 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 10,000 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, Richard Serra, 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. Traveling exhibitions such as *Brand-New & Terrific: Alex Katz in the 1950s*, *No Limits: Zao Wou-Ki*, and *Marsden Hartley's Maine* bring additional artworks from across the globe to the galleries on Mayflower Hill and share artworks from the Colby museum with the world.

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 guide, internship, and work-study programs, as well as through the Museum 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 campus partners such as 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 Maine 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.
- Environmental Humanities: The center runs a range of programs (summer institute, faculty seminar, environmental magazine) that encourages students and faculty alike to bring the power of the arts and humanities to bear on environmental issues.

GOLDFARB CENTER FOR PUBLIC AFFAIRS

The Goldfarb Center for Public Affairs connects the Colby community to the most pressing current events, sparks public policy discussions, and inspires active citizenship. Through thought-provoking events with world leaders to a multi-day trek to Washington, D.C., the Goldfarb Center increases awareness of the role of government, policy, and advocacy to address the world's most complex issues. Founded in 2003 with a generous gift from Colby Trustee William Goldfarb '68, P'00, the center is also known for providing grants to support student research and internships and fostering the leadership skills of Colby students through the Goldfarb Student Engagement Committee.

High-Profile Events

The Goldfarb Center welcomes prominent scholars and policymakers to campus each year to discuss and debate national and global events as they unfold. Events feature innovative thinkers, influential politicians, groundbreaking authors, and cutting-edge academics discussing issues ranging from racial inequality to global health. Guest speakers span the fields of political science, professional media, and international affairs. Programming includes panels, dinners, lectures, conferences, and film screenings, providing students and faculty alike with opportunities to network and share ideas.

Annual flagship events include two prominent award ceremonies, the Elijah Parish Lovejoy Award for Courage in Journalism and the Morton A. Brody Distinguished Award for Judicial Service, as well as the William R. and Linda K. Cotter Debate Series and the Senator George J. Mitchell Distinguished International Lecture Series. The center coordinates side events around flagship programs, giving students opportunities to interact with award winners and guest speakers.

Policy Symposium

The Goldfarb Center Freedom of Expression Symposium provides incentives for both faculty and students to consider opposing positions on a policy issue, engage in multidisciplinary research, and draw evidence-based conclusions. Held in the spring, students compete for prizes up to \$2,000 for policy proposals that provide innovative solutions to complex problems in public affairs.

Unique Experiences, Funding Opportunities

In collaboration with DavisConnects, we facilitate and fund internships in Washington, D.C., during January, as well as take dozens of students on a public affairs policy trek, called the Mayflower Hill to Capitol Hill program, or H2H. The DC-based trip connects selected students with congressional offices, NGOs, and other public policy institutions to better understand public affairs and build their network, opening pathways to students of any major irrespective of financial ability to support these kinds of experiences.

In addition, dozens of student internships and research projects are funded each year through the Goldfarb Center. The Sandy Maisel Fellowships underwrite January and summer internship opportunities in communities, capitals, and abroad. Thanks to the generosity of alumni, Maisel Fellows work and research across the globe to explore opportunities related to public affairs while gaining valuable career experience.

Fostering Leadership

The Goldfarb Student Engagement Committee (GSEC) works directly alongside Goldfarb Center staff to deliver and execute a slate of robust programming. All students are welcome to join the Goldfarb Center, and they can self-nominate themselves to be a part of the executive board, which helps guide programming and has unique opportunities to engage with Colby leadership and guest speakers from Goldfarb events. GSEC members meet regularly and participate in activities to build and challenge their leadership abilities. By engaging in high-profile events and taking advantage of internships and research opportunities, Goldfarb Center students develop the ability to lead and influence tomorrow's policy agenda.

OAK INSTITUTE FOR HUMAN RIGHTS

The Oak Institute for Human Rights, established in 1997, annually brings a prominent human rights activist to campus every year. While in residence, the Oak Fellow gets a chance to reflect and recuperate, and to educate the Colby community about their work.

The **2020 Oak Human Rights Fellow is Nasim Lomani**, a human rights defender and migrants' rights activist working both in the field and at the political level in Greece and the greater EU for over a decade.

Lomani arrived in Greece nearly two decades ago as a 16-year-old from Afghanistan. Upon arrival, he was arrested and charged with illegal crossing of the Greek border, ultimately serving a two-year prison sentence. During the appeal process, he learned about the bureaucratic difficulties that all migrants face while on the move to Europe. He joined a number of solidarity groups, such as the Network for Social Support to Immigrants and Refugees and the Migrants' Social Center in Athens, where he coordinated free language classes and the Athens Anti-racist Festival. He also engaged in solidarity work that included lawyers, human rights defenders, as well as refugees and migrants.

Lomani, together with other solidarians, founded and served as one of the key organizers of City Plaza - Refugees Accommodation Solidarity Space in Athens, where he organized daily life for migrants, managed media communication, coordinated international volunteers, and served as the public representative to researchers, students, and academics.

City Plaza, once one of the largest solidarity migrant accommodations in Athens, was an abandoned hotel in central Athens repurposed to offer migrants the right to live in dignity in the urban space with access to social, economic, and political rights. Lomani lived inside the now-closed City Plaza for the entirety of its existence. Over almost three and a half years, it welcomed 3,000 people, lodging up to 400 at a time.

Lomani faces increasing risk, as migration solidarity work and defending human rights in Greece, and Europe at large has been criminalized in recent years. Helping refugees and criticizing human rights violations by authorities is now a major offense by both national and European law. In Greece, this has led to large-scale evictions of refugees and asylum seekers from housing sites, and to increasing arrests and prosecutions of activists.

Lomani has been active in the human rights field since he was a child. The Oak Fellowship will offer some much-needed respite. As the 2020 Oak Fellow, he will teach students at Colby about the Balkan Route, solidarity organizing, and anti-racist politics.

Some of our additional events for the fall include co-hosting an international activist art exhibit known as Hostile Terrain 94, and inviting Maria Adriana Jasso, a human rights advocate based in San Diego, Calif., who works on migration and human rights issues concerning the U.S.-Mexico border.

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.

Center for Small Town Jewish Life Fellows: Empowers seven to 10 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 and visualization. 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. ITS Support Services may be contacted by email to support@colby.edu or calling 207-859-4222. Walk-up service will not be available through this academic year. 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.

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Carol M. Beaumier '72, M.A. '97, 1997-2003
Leslie Dougherty Biddle '89, 2011-2019
Susan E. Boland '83, 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
Ann Marie Connolly, M.A. '07, M.Ed., 2007-2015
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James E. Cowie '77, M.A. '05, M.B.A., 2005-2011
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Gerald Dorros, M.A. '02, Sc.D. '01, M.D., 2002-2010
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Audrey Hittinger Katz '57, M.A. '96, 1996-2001
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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
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Jeffrey N. Packman '88, M.A. '12, M.B.A., 2012-2020
Randy C. Papadellis '79, 2011-2019
Jane Powers '86, M.A. '05, M.S.W., 2012-2020
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Allan van Gestel '57, M.A. '99, LL.B., 1999-2005
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Sheri Bronstein '90, *Global Human Resources Executive, Bank of America* (2023)

Jeremiah S. Burns Jr. '81, Falmouth, Maine, *Senior Vice President and Senior Portfolio Manager, Morgan Stanley Smith Barney* (2022), Visiting Committee on Geology

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Tucker Kelton '07, Boston, Massachusetts, *Director, Charles River Realty Investors* (2020), Visiting Committee on English/Creative Writing

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Michael T. Patsalos-Fox, M.B.A., Bernardsville, New Jersey, *CEO, Stroz Friedberg, LLC* (2021)

Graham A. Powis '90, *Senior Capital Markets Advisor, Brookline Capital Markets* (2024)

Michelle S. Riffelmacher '03, New York, New York, *Senior Vice President, Consultant Relations, EnTrustPermal* (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

Jason Soules '93, *Founder and Managing Director, EHS Partners, LLC (2023)*

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)*

Visitor Visiting Committees, 2019-20

Environmental Studies (November 24-26, 2019), Phil Camill, chair, Bowdoin College; Salma Monani, Gettysburg College; Jay Allen '86; Sheri Bronstein '90

German and Russian (March 1-3, 2020), Jennifer Redmann, chair, Franklin and Marshall College; Sibelan Forrester, Swarthmore College; Elliot Schreiber, Vassar College; Jennifer Seeman '92; Jason Soules '93

Global Studies (October 13-15, 2019), Álvaro Kaempfer, chair, Gettysburg College; Seth Markle, Trinity College; Tamar Mayer, Middlebury College; Michelle Riffelmacher '03; Andrew Weber '97

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Justin Owumi '14, *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

Naser Al-Madi, Ph.D. (Kent State University), 2020-
Assistant Professor of Computer Science

Ana Almeyda-Cohen, Ph.D. (University of Pennsylvania), 2020-
Assistant 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

Lisa Arellano, Ph.D. (Bryn Mawr, San Francisco State, Stanford), 2005-
Associate Professor of Women's, Gender, and Sexuality Studies

Martha Arterberry, M.A. '07, Ph.D. (Pomona, Minnesota), 2006-
Professor of Psychology

Allison Barner, Ph.D. (Chicago, Oregon State), 2019-
Assistant Professor of Biology

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Assistant Professor of Classics

Alison Bates, Ph.D. (University of Delaware), 2020-
Assistant Professor of Environmental Studies

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., M.A. '20, Ph.D. (Southern Maine, Hawaii at Manoa), 2006-
Professor of Philosophy

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, M.A. '17, Ph.D. (Indiana, Connecticut), 1999-
Professor of Biology and Charles C. and Pamela W. Leighton Research Fellow

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Associate Professor of Anthropology and African-American Studies

Adrian Blevins, M.A. '19, M.F.A. (Virginia Intermont, Hollins, Warren Wilson), 2004-
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, M.A. '19, Ph.D. (Seville [Spain], Michigan State), 2008-
Professor of Spanish

Costel-Gabriel Bontea, Ph.D. (Bucharest, New Hampshire, Durham), 2018-
Visiting Assistant Professor of Mathematics and Statistics

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Assistant Professor of Art

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]

Andrew Brown (AB), Ph.D. (Muhlenberg, Northwestern), 2019
Assistant Professor of Theater and Dance

Lyn Mikel Brown, M.A. '05, Ed.D. (Ottawa, Harvard), 1991-
Professor of Education

Denise A. Bruesewitz, Ph.D. (Winona State, Notre Dame), 2012-
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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 Librarian: 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-
Faculty Head Coach; Associate Director of Athletics, 2002-

Danila Cannamela, Ph.D. (Università degli Studi [Milan], North Carolina, Chapel Hill), 2019
Assistant Professor of Italian

Gail Carlson, Ph.D. (St. Olaf, Wisconsin at Madison), 2004-
Assistant Professor of Environmental Studies

Jennifer Coane, Ph.D. (Illinois State, Washington [St. Louis]), 2008-
Associate Professor of Psychology

Daniel H. Cohen '75, M.A. '00, Ph.D. (Colby, Indiana), 1983-
Professor of Philosophy

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-
Associate Professor of English

Anthony J. Corrado Jr., M.A. '01, Ph.D. (Catholic University, Boston College), 1986-
Professor of Government

John W. Cosgrove, M.Ed. (Maine), 2018-
Faculty Head Coach

Christina Cota, Ph.D. (Skidmore, Cornell), 2019
Assistant Professor of Biology

Tracey A. Cote, M.S. (Northern Michigan, Wyoming), 1998-
Faculty Head Coach; Associate Director of Athletics 2008-

Michelle Currie, Ph.D. (Florida State University), 2020-
Visiting Assistant Professor of Classics

David M. Cusano Jr., M.A. (Maine), 2015-
Faculty Head Coach

Christie DeNizio, M.F.A. (Yale University), 2020-
Visiting Assistant Professor of Art

Guilain P. Denoeux, M.A. '03, Ph.D. (Grenoble [France], Georgetown, Princeton), 1990-
Professor of Government

Valérie M. Dionne, Ph.D. (Montreal [Canada], Princeton), 2007-
Associate Professor of French and Italian

Kathryn B. Donahue, M.S. (Bowdoin, Simmons), 2015-
Faculty Librarian: College Archivist

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

Stacy Doore, Ph.D. (University of Maine), 2020-
Assistant Professor of Computer Science

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-
Assistant Professor of History

Tasha L. Dunn, Ph.D. (Tulane, Tennessee at Knoxville), 2014-
Clare Boothe Luce Associate Professor of Geology

Kathrin Ellieroth, Ph.D. (Indiana University), 2020-
Assistant Professor of Economics

Alicia E. Ellis, Ph.D. (Amherst, Yale), 2016-
Assistant Professor of German

Nadia R. El-Shaarawi, Ph.D. (McMaster [Canada], Oxford [UK], Case Western Reserve), 2015-
Assistant Professor of Global Studies

Bevin L. Engman, M.A. '11, M.F.A. (William and Mary, Portland School of Art, Pennsylvania), 1996-
Professor of Art

Flavien Falantin, Ph.D. (Indiana University), 2020-
Visiting Assistant Professor of French

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-
The Todger Anderson Assistant Professor in Investing and Behavioral Economics

Frank A. Fekete, M.A. '96, Ph.D. (Rhode Island, Rutgers), 1983-
Professor of Biology

David W. Findlay, M.A. '99, Ph.D. (Acadia [Canada], Purdue), 1985-
Pugh Family Professor of Economics

James R. Fleming, M.A. '02, Ph.D. (Pennsylvania State, Colorado State, Princeton), 1988-
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

Tamar Friedmann, Ph.D. (Princeton), 2019
Assistant Professor of Mathematics and Statistics

Laura S. Fugikawa, Ph.D. (Southern California), 2018-
Assistant Professor of American Studies and Women's, Gender, and Sexuality Studies

Yuri Lily Funahashi, D.M.A. (Wisconsin at Madison, California at Los Angeles, Julliard), 2009-
Associate Professor of Music

Robert A. Gastaldo, M.A. '99, Ph.D. (Gettysburg, Southern Illinois), 1999-2020
Whipple-Coddington Professor of Geology

Adam Giannelli, Ph.D. (University of Utah), 2020-
Visiting Assistant Professor of Creative Writing

Mary Ellis Gibson, Ph.D. (North Carolina at Chapel Hill, Chicago), 2016-
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

Jin Goh, Ph.D. (Bard, Northeastern), 2019-
Assistant Professor of Psychology

Jill P. Gordon, M.A. '04, Ph.D. (Claremont McKenna, Brown, Texas at Austin), 1991-
National Endowment for the Humanities/Class of 1940 Distinguished 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

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

Britt Halvorson, Ph.D. (University of Michigan, Albion College), 2015-
Assistant Professor of Anthropology

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 and Charles C. and Pamela W. Leighton Research Fellow

Daniel E. Harkett, Ph.D. (Edinburgh [UK], Brown), 2016-
Associate Professor of Art

Ryan P. Harper, Ph.D., (Princeton), 2018-
Visiting Assistant Professor of in Religious Studies

Chenel Harris-Smith, M.A. (Kent State, Rider University), 2019-
Faculty Head Coach

Walter F. Hatch, M.A. '20, Ph.D. (Macalester, Washington), 2002-
Professor of Government

Karen L. Henning, M.A. (Maryland, Adelphi), 2007-
Faculty Head Coach

Amber Hickey, Ph.D. (University of California, Santa Cruz), 2019-
Visiting Assistant Professor of American Studies

Annie Hikido, Ph.D. (California at Berkeley, California at Santa Barbara), 2019-
Assistant Professor of Sociology

Jan E. Holly, M.A. '11, Ph.D. (New Mexico, Illinois), 1996-
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

A.B. Huber, Ph.D. (California at Berkeley), 2020-
Visiting Assistant Professor of Women's, Gender, and Sexuality Studies

Derek Huffman, Ph.D. (California at Irvine), 2020-
Assistant Professor of Psychology

Rachel M. Isaacs, M.A. (Wellesley, Jewish Theological Seminary), 2011-
Dorothy "Bibby" Alford Assistant Professor of Jewish Studies

Nicolas Jacobs, Ph.D. (University of Virginia), 2019-
Visiting Assistant Professor of Government

Lijing Jiang, Ph.D. (Arizona State), 2018-
Visiting Assistant Professor of Science, Technology, and Society

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

Anna Karpusheva, Ph.D. (University of Kansas), 2020-
Visiting Assistant Professor of Russian

Jeffrey L. Katz, M.A. '15, Ph.D. (Pennsylvania, Harvard), 2002-
William R. Kenan Jr. Professor of Chemistry

Christel D. Kesler, Ph.D. (California at Berkeley), 2017-
Associate Professor of Sociology

Elizabeth Ketner, Ph.D. (Georgia, Vermont, Minnesota), 2012-2013, Spring 2014-
Visiting Assistant Professor of Writing

Se Young Kim, Ph.D. (Konkuk University, Ohio, Iowa), 2019-
Assistant Professor of Cinema Studies

D. Whitney King, M.A. '02, Ph.D. (St. Lawrence, Rhode Island), 1989-
Dr. Frank and Theodora Miselis Professor of Chemistry

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-
Associate 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, 2017-2020

Kara Kugelmeyer, M.L.I.S., (Amherst, Syracuse), 2016-
Faculty Librarian: Science Librarian

Daniel R. LaFave, Ph.D. (Boston College, Duke), 2012-
Associate Professor of Economics

Oliver W. Layton, Ph.D. (Boston), 2018-
Assistant Professor of Computer Science

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 Librarian: 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

Amanda Lilleston, M.F.A., 2017-
Visiting Assistant Professor of Art

Benjamin D. Lisle, Ph.D. (Carleton, Virginia, Texas at Austin), 2011-
Assistant Professor of American Studies

Leo Livshits, M.A. '08, Ph.D. (Waterloo [Canada], Toronto [Canada]), 1994-
Professor of Mathematics and Statistics

Blaise J. MacDonald, B.A. (Rochester Institute of Technology), 2012-
Faculty Head Coach

Lindsey R. Madison, Ph.D. (Northwestern), 2018-
Assistant Professor of Chemistry

Ryan Maguire, Ph.D., (University of Virginia), 2019
Visiting Assistant Professor of Music

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, M.A. '17, Ph.D. (California State at San Francisco, Jesuit School of Theology, Emory), 2002-
Professor of Religious Studies; Associate Provost for Faculty Development and Diversity, 2017-2019

Joshua P. Martin, Ph.D. (Ohio State, Arizona), 2016-
Assistant Professor of Biology

D. Benjamin Mathes, M.A. '03, Ph.D. (Middlebury, New Hampshire), 1990-
Professor of Mathematics

Benedicte Mauguere, M.A. '09, Ph.D. (d'Angers [France], Paris-Sorbonne [France]), 2009-
Professor of French

Bruce A. Maxwell, M.A. '12, Ph.D. (Swarthmore, Cambridge [UK], Carnegie Mellon), 2007-
Professor of Computer Science

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-
Associate Professor of Sociology

Loren E. McClenachan, Ph.D. (Middlebury, Oregon, Scripps Institution of Oceanography), February 2012-
Elizabeth and Lee Ainslie Associate Professor of Environmental Studies

Jonathan H. McCoy, Ph.D. (Haverford, Maryland, Cornell), 2009-
Associate Professor of Physics and Astronomy

Caitlin McDonough MacKenzie, Ph.D. (Boston University), 2020-
Visiting Assistant Professor of Environmental Studies

Margaret T. McFadden, M.A. '15, Ph.D. (Wells, Duke, Yale), 1996-
Professor of American Studies; Associate Provost and Dean of Faculty for Curricular Planning, 2016-2017; Provost and Dean of Faculty,
2017-

C. Andrew McGadney, Ed.D. (Wesleyan, Columbia, Pennsylvania), 2014-
Faculty Member without Rank: Vice President and Dean of Student Advancement

Elizabeth McGrath, Ph.D. (Vassar, Hawaii at Honolulu), 2012-
Clare Boothe Luce Associate Professor of Physics

Michael C. McGuire '89, M.L.S. (Colby, Syracuse), 2000-
Faculty Librarian: 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

Suzanne Menair, Ph.D., (Antioch, Virginia), 2016-
Visiting Assistant Professor of Anthropology

Leticia Mercado, Ph.D. (Boston College), 2017-
Assistant Professor of Spanish

Jennifer M. Meredith, Ph.D. (Washington), 2018-
Assistant Professor of Economics

Jesse D. Meredith, Ph.D. (City College of New York, Washington), 2018-
Visiting Assistant Professor of History

Julie T. Millard, M.A. '04, Ph.D. (Amherst, Brown), 1991-
The Dr. Gerald and Myra Dorros Professor of Chemistry

Kassandra Miller, Ph.D. (University of Chicago, Princeton), 2020-
Assistant Professor of Classics

Tiffany Miller, Ph.D. (University of Kansas), 2020-
Assistant Professor of Spanish

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-
Charles A. Dana Professor of Anthropology

Garry J. Mitchell, M.F.A. (Hawaii at Honolulu, Pratt Institute), 1996-1998; 1999-
Associate Professor of Art

Lydia Moland, M.A. '20, Ph.D. (Boston University), 2008-
Professor of Philosophy

Elena I. Monastireva-Ansdell, Ph.D. (Piatigorsk State Institute of Foreign Languages [Russia], Iowa, Indiana), 2009-
Assistant Professor of Russian

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;

Lindsey Nelson, M.B.A. (Thomas College), 2018-
Faculty Member without Rank: Registrar

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 Librarian: Assistant Director of Collections Management

Lindsey K. Novak, Ph.D. (Minnesota, Graduate Institute), 2017-
Assistant Professor of Economics

Laura Nuffer, Ph.D. (Bryn Mawr, University of Pennsylvania), 2019-
Assistant Professor of East Asian Studies

Steven R. Nuss, Ph.D. (Wisconsin at Madison, CUNY), February 1996-
Associate Professor of Music

Philip Nyhus, M.A. '20, Ph.D. (St. Olaf, Wisconsin at Madison), 1999-2001; 2004-
Professor of Environmental Studies

Liam O'Brien, M.A. '20, Ph.D. (Colorado School of Mines, Harvard), 2003-
Professor of Statistics

Kerill N. O'Neill, M.A. '19, Ph.D. (Trinity [Dublin, Ireland], Cornell), 1992-
Julian D. Taylor Professor of Classics; Director, Center for the Arts and Humanities, 2013-

Alejandra Ortiz, Ph.D. (Wellesley, MIT), 2019-
Assistant Professor of Geology

Charles Orzech, Ph.D. (Chicago), 2017-
Professor of Religious Studies

Laurie E. Osborne, M.A. '03, Ph.D. (Yale, Syracuse), 1990-
Professor of English and Zacamy Chair in 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-
Faculty Head Coach; Assistant Director of Athletics 2008-

Luke P. Parker, Ph.D. (Stanford), 2017-
Assistant Professor of Russian

Ronald F. Peck, Ph.D. (Linfield, Wisconsin), 2012-
Associate Professor of Biology

Keith R. Peterson, Ph.D. (Kent State, Louisiana State, DePaul), 2008-
Associate Professor of Philosophy

Samantha Plasencia, Ph.D. (University of Illinois), 2020-
Visiting Assistant Professor of English

Veronique B. Plesch, M.A. '08, Ph.D. (Swiss Maturite Federale [Switzerland], Geneva [Switzerland], Princeton), 1994-
Professor of Art

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

Tarja Raag, Ph.D. (Skidmore, Indiana), 1995-
Associate Professor of Psychology

Hector Ramos Flores, Ph.D. (Rollins College, University of Minnesota), 2019-
Assistant Professor of Spanish

Evan D. Randles, Ph.D. (Cornell), 2017-
Assistant Professor of Mathematics

Maple J. Razsa, Ph.D. (Vassar, Harvard), 2007-
Associate Professor of Global Studies

Joseph R. Reiser, M.A. '19, Ph.D. (Princeton, Harvard), 1997-
Professor of Government and Christian A. Johnson Associate Professor of Integrative Liberal Learning

Erin N. Rhodes (Earlham, Southern 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 Associate 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

Veronica Romero, Ph.D. (Colby, University of Cincinnati), 2019-
Assistant Professor of Psychology

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 2017-2019

Steven E. Saunders, M.A. '04, Ph.D. (Carnegie Mellon, Pittsburgh), 1990-
James M. Gillespie Professor of Music

Benjamin Scharadin, Ph.D. (Franklin and Marshall, University of Minnesota, Twin Cities, Pennsylvania State University), 2019
Visiting Assistant Professor of Economics

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

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-
Faculty Head Coach

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

Mohammad Shabangu, Ph.D. (Rhodes University [South Africa], Stellenbosch University [South Africa]), 2019-
Assistant Professor of English

Gwyneth Shanks, Ph.D. (Macalester, New York University, California at Los Angeles), 2019-
Assistant Professor of Theater and Dance

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 2012-2017; Professor of Government

Tanya R. Sheehan, M.A. '19, Ph.D. (Georgetown, Brown), 2013-
William R. Kenan Jr. Professor of Art

Erin S. Sheets, Ph.D. (Duke, Colorado at Boulder), 2010-
Associate Professor of Psychology

J.C. Sibara, Ph.D. (Swarthmore, Southern California), 2014-
Assistant Professor of English

Steve Simon, Ph.D. (Columbia, Harvard, Princeton), 2019-
Professor of the Practice of International Relations

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-
Visiting Assistant Professor of History

Kerry Sonia, Ph.D. (Brown University), 2020-
Visiting Assistant Professor of Religious 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.¹ (Yale, Iowa), 1995-
Professor of English

Oli Stephano, Ph.D. (Stony Brook University), 2020-
Visiting Assistant Professor of Philosophy

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-
Faculty Head Coach

Judy L. Stone, M.A. '13, Ph.D. (Michigan, Yale, Stony Brook), 1999-
Oak Professor of Biological Sciences

Damien B. Strahorn '02, B.A. (Colby), 2011-
Faculty Head Coach

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

Leeann Sullivan, Ph.D. (Colorado State University), 2020-
Visiting Assistant Professor of Environmental Studies

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-
Faculty Head Coach

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-
Professor of Chemistry

Elaine S. Thielstrom (Washington, San Jose State), Oct. 2013-
Faculty Librarian: Humanities Librarian

Sonja M. Thomas, Ph.D. (Minnesota, New York University, Rutgers), 2012-
Associate 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-
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-
Faculty Head Coach

Guy Van Arsdale, B.A. (Hobart), 2016-
Faculty Head Coach

Arnout H.C. van der Meer, Ph.D. (SUNY at Albany), 2014-
Assistant Professor of History

Andreas Waldkirch, M.A. '18, Ph.D. (Tuebingen [Germany], Boston College), 2005-
Mitchell Family Professor of Economics

Christopher Walker, Ph.D., J.D. (Columbia, California at Berkeley), 2020-
Assistant Professor of English

Fang Wang, Ph.D. (Wuhan [China], Hubei [China], Minnesota), 2016-
Assistant Professor of 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 East Asian Studies

George Welch, Ph.D. (Cornell, Vermont, Alaska, Dartmouth), 1992-
Associate Professor of Mathematics and Statistics

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

Hannah Wolfe, Ph.D. (Bennington, California at Santa Barbara), 2019-
Assistant Professor of Computer Science

Steven James Wurtzler, Ph.D. (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

Lauren Yoshizawa, E.D. (Swarthmore, Stanford, Harvard), 2020-
Assistant Professor of Education

Nora E. Youngs, Ph.D. (Smith, Nebraska at Lincoln), 2016-
Assistant Professor of Mathematics

Bret Zeldow, Ph.D. (University of Pennsylvania), 2020-
Assistant Professor of Mathematics and Statistics

Natalie K. Zelensky, Ph.D. (Northwestern), 2012-
Associate 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 2020-21

Sabbaticals

Semester I

Gail Carlson, Environmental Studies

Semester II

Arne Koch, German and Russian
Jennifer Yoder, Government

Full Year

Tariq Ahmad, Biology
Justin Becknell, Environmental Studies
Adrian Blevins, English
Robert Bluhm, Physics and Astronomy
Sarah Braunstein, Creative Writing
Cedric Bryant, English
Bevin Engman, Art
James Fleming, Science, Technology, and Society
Carrie LeVan, Government
Ben Lisle, American Studies
Chris Moore, Biology
Lindsey Novak, Economics
Steven Nuss, Music
Philip Nyhus, Environmental Studies
Laurie Osborne, English
Adrianna Paliyenko, French and Italian
Luke Parker, German and Russian
Keith Peterson, Philosophy
Elizabeth Seto, Psychology
Erin Sheets, Psychology
Andreas Waldkirch, Economics
Brett White, Spanish

Other Scheduled Leaves

Full Year

Bruce Maxwell, Computer Science

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-
Visiting Assistant Professor of Biology, 2018-2019; Laboratory Instructor I in Biology

April T. Chiriboga, Ph.D., 2016-
Laboratory Instructor I in Biology

Lindsey Cotter, M.S., 2015-
Environmental Studies Coordinator

Amanda L. Doak, B.A., 2011-
Lab and Research Coordinator

Alaina J. Einsig, B.S., 2019-
Laboratory Instructor I in Physics and Astronomy

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

Ayla R. Fudala, M.A., 2019-
Environmental Humanities Program Coordinator

Marjorie Gallant, B.A., 2018-
Production Manager, Theater and Dance

Serena M. Graham, B.A., 2018-
Laboratory Instructor I in Biology

Scott L. Guay, M.A., 1993-
Senior Laboratory Instructor in Biology

Victoria L. Hepburn, M.S., 2015-
Laboratory Instructor I in Chemistry

Charles W. Jones, 1994-
Instrument Maintenance Technician

Edmund J. Klinkerch, M.S., 2009-
Senior Laboratory Instructor in Chemistry

Lisa M. Lessard, B.A., 2000-
Senior Laboratory Instructor in Physics and Astronomy

Lisa M. Miller, M.S., 1999-
Senior Laboratory Instructor in Chemistry

Abby O. Pearson, B.S., 2011-
Laboratory Instructor II in Environmental Studies

Bruce F. Rueger, Ph.D., 1984-
Senior Laboratory Instructor

Sarah G. Staffiere, M.S., 2007-
Senior Laboratory Instructor in Biology

FELLOWS AND INTERNS

Entzu Chang, 2019-
Language Assistant in Chinese

Mika Kawashima, 2017-
Language Assistant in Japanese

Francesca Nardi, 2020-
Language Assistant in Italian

Luise Siemann, 2020-
Language Assistant in German

Cristina Ruano, 2020-
Language Assistant in Spanish

Stephane Veniant, 2020
Language Assistant in French

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

Ronald "RJ" Miller
Applied Music Instructor in Drum Set

Michael P. Albert, 2006-
Applied Music Instructor in Oboe, Baroque Violin

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

Duane B. Edwards, 2016-
Applied Music Instructor, Bass Guitar

TBA
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

David Joseph, 2018
Applied Music Instructor in Bassoon

Joelle Morris, 2014-
Applied Music Instructor in Voice

Nacole Palmer, 2019
Applied Music Instructor in Voice

Paul Ross, 1986-

Applied Music Instructor in Cello

Christina Spurling, 2019
Applied Music Instructor in Piano

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

Otto K. Bretscher, Ph.D. (Zurich [Switzerland], Harvard, Zurich, [Switzerland]). 1998-2019
Assistant Professor of Mathematics and Statistics, 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

Margaret D. Ericson, M.L.S. (Florida State), 1998-2019
Faculty Member without Rank: Arts Librarian, 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

Robert A. Gastaldo, M.A. '99, Ph.D. (Gettysburg, Southern Illinois), 1999-2020
Whipple-Coddington Professor of Geology, 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

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

Elizabeth D. Leonard, M.A. '05, Ph.D. (New Rochelle, California at Riverside), 1992-2019
John J. and Cornelia V. Gibson Professor of History, Emerita

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

Jorge Olivares, M.A. '93, Ph.D. (Miami [Florida], Michigan), 1982-2019
Allen Family Professor of Latin American Literature, Emeritus

Frances M. Parker, M.L.S., 1974-2002
Faculty Member without Rank: Assistant Director for Public Services, Library, Emerita

Thane S. Pittman, M.A. '04, Ph.D., 2004-2013
Professor of Psychology, Emeritus

Tamae K. Prindle, M.A. '98, Ph.D. (SUNY at Binghamton, Washington State, Cornell), 1985-2019
Oak Professor of East Asian Language and Literature [Japanese], Emerita

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

Hanna Roisman, M.A. '94, Ph.D. (Tel Aviv [Israel], Washington at Seattle), 1990-2019
Arnold Bernhard Professor in Arts and Humanities, Professor of Classics, Emerita

Joseph Roisman, M.A. '94, Ph.D. (Tel Aviv [Israel], Washington at Seattle), 1990-2019
Professor of Classics, Emeritus

Yvonne R. Rowe '55, M.A. '79, M.B.A., 1958-1994
Professor of Administrative Science, Emerita

Anindyo Roy, Ph.D. (Delhi [India], Illinois, Texas at Arlington), 1995-2020
Associate Professor of English, Emeritus

Ira Sadoff, M.A. '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

W. Herbert Wilson Jr., M.A. '02, Ph.D. (North Carolina, Johns Hopkins), 1990-2019
Leslie Brainerd Arey Professor of Biosciences, Emeritus

Joylynn W.D. Wing, M.A. '04, Ph.D., 1988-2008
Professor of Theater and Dance, Emerita

Diane S. Winn, M.A. '89, Ph.D., 1974-2007
Professor of Psychology, Emerita

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 2020-21

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 Alfond Professorship of Jewish Studies (2015) by the Harold Alfond 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. Luis Millones, 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. Andrea R. Tilden, 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. Adrianna Paliyenko, French.

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; Neil L. Gross, sociology; Adam Howard, education; Mary Beth Mills, Anthropology; and Liam O'Brien, statistics.

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. Raffael Scheck, 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. Chandra Bhimull, anthropology and African American studies.

The William R. Kenan Jr. Professorship Fund (1979) by the William R. Kenan Jr. Charitable Trust. Tanya Sheehan, art; and Jeffrey Katz, chemistry.

The Lee Family Chair in English (1993) by Robert S. Lee '51, Colby trustee, and his wife, Jean. Cedric Gael Bryant, English.

The Charles C. and Pamela W. Leighton Research Fellow in Biology. Catherine Bevier, biology; and Lynn Hannum, biology.

The Clare Boothe Luce Professorships (1988) through a bequest from Clare Boothe Luce. Allison K. Barner, biology; Elizabeth McGrath,

physics and astronomy.

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. Dasan Thamattoor, chemistry.

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. Andreas Waldkirch, economics.

The Montgoris Chair (2004) by William J. Montgoris P'99 and Margaret Montgoris P'99 in support of pre-tenure faculty. Carrie LeVan, government.

The Carolyn Muzzy Museum of Art Chair (1992) by Colby friend Carolyn Muzzy, who had been involved with the museum since its inception. Jacqueline Terrassa, 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. Jill Gordon, philosophy.

The Oak Chair in Biological Sciences (1993) by the Oak Foundation, the family foundation of the parents of a Colby alumnus. Judy Stone, biology.

The Oak Chair in East Asian Language and Literature (2000) by the Oak Foundation, the family foundation of the parents of a Colby alumnus. Vacant.

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. Martha Arterberry, psychology.

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. Walter "Bill" Sullivan, 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. Laurie Osborne, English.

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 and Chief of Staff, Ruth J. Jackson, M.S., 2004-

Vice President of Planning, Brian J. Clark, M.A., 2014-

Executive Assistant, Gayle N. Maroon, A.S., 2006-
Director of Commercial Real Estate, Paul E. Ureneck, 2016-

Assistant Vice President for Facilities and Campus Planning, Minakshi M. Amundsen, S.M.Arch.S., M.C.P., 2015-
Director of Business and Administrative Services, David P. St. Pierre, B.S., 2019-

Senior Project Manager, Kemp L. Anderson, A.B., 2019-

Senior Project Manager, Brian P. Lanoie, A.S., 2017-
Project Manager, Dale M. DeBlois, B.S., 1998-
Project Manager, Holly MacKenzie, B.S., 2012-

Assistant Project Manager, Tyler A. Brown, A.B., 2020-
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-
Grounds Supervisor and Landscape Manager, Douglas J. Cosentino, B.S., 2017-
Custodial Supervisor, David Grazulis, A.S., 2007-
Custodial Supervisor, Keith Rankin, 2010-
Events Coordinator and Custodial Supervisor, Heather A. Silvia, 2012-
Sustainability Director, Sandy J. Beauregard '06, M.S., 2017-

Carolyn Muzzy Director of the Museum of Art, Jacqueline Terrassa, M.F.A., 2020-

Executive Assistant, Karen K. Wickman, B.S., 1993-

Deputy Director of the Museum of Art, Julianne Gilland, Ph.D., 2017-
Manager of Installations and Operations, Jason Weller, M.F.A., 2020-
Senior Preparator, Christopher A. Patch, M.F.A., 2020-
Mirken Curator of Education and Engagement, Kristin M. Bergquist, M.A., 2018-
Mirken Senior Coordinator of Programs and Audience Engagement, Jordia C. Benjamin, M.S., 2016-
Linde Family Foundation Senior Coordinator of School and Teacher Programs, Abigail E. Newkirk '03, M.A., 2018-
Coordinator of Board and External Affairs, Anna S. Fan '15, 2016-
Communications Manager, Jaime McLeod, M.A., 2019-
Manager of Registration and Collections, Elizabeth A. Carpenter, B.A., 2019-
Registrar for Collections, Paige M. Doore, B.A., 2014-
Registrar for Exhibitions and Loans, Lorraine DeLaney, M.A., 2013-
Barbara Alford Manager of Exhibitions and Publications, Megan P. Carey, B.A., 2018-
Mellon Postdoctoral Fellowship for Artistic and Scholarly Engagement and Programs, Jessamine Batario, Ph.D., 2019-
Katz Curator of Modern and Contemporary Art, Diana K. Tuite, M.A., 2013-
Interim Director of the Lunder Institute for American Art, Elizabeth J. Finch, Ph.D., 2008-
Lunder Curator of Whistler Studies, Justin B. McCann, M.A., 2014-
Linde Family Foundation Coordinator of Academic Access, Miriam Valle-Mancilla '16, 2018-

Program Director for the Lunder Institute for American Art, Daisy Bousquet-Desrosiers, M.A., 2018-
Manager of Operations and Special Projects, Khristina M. Landers, M.F.A., 2020-
Distinguished Artist and Director of Artist Initiatives in the Lunder Institute for American Art, Theaster Gates, M.A., 2018-

Provost and Dean of Faculty, Margaret T. McFadden, M.A. '15, Ph.D., 1996-

Executive Assistant, Samantha A. Grant, B.A., 2017-

Assistant Director of Faculty Human Resources, Jean Marie Layton, M.A., 2019-

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 Director for the Center for Teaching and Learning, Carol A. Hurney, Ph.D., 2016-

Center for Teaching and Learning - Postdoctoral Fellowship for Inclusive Teaching, Kevin J. Murray, Ph.D., 2019-

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 of Off-Campus Study, Nancy Downey, Ph.D., 2007-

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-

Multilingual Writing Specialist, Ghada Gherwash, Ph.D., 2016-

Director of the Farnham Writers' Center, Paula Harrington, Ph.D., 2009-

Environmental Studies Coordinator, Lindsey Cotter, M.S., 2015-

Academic Environmental Safety Specialist, Jason A. Fish, B.S., 2015-

Orchestra Conductor, Jinwook Park, MMUS, 2016-

Choral Director, Eric C. Perry, M.M., 2017-

Director of the Colby Jazz Ensemble and the Colby Wind Ensemble, Eric B. Thomas, BMUS, 1998-

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-

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 Archives and Exhibition Librarian, Matthew LeVan, M.L.I.S., 2017-

Library Systems Coordinator, Eileen F. Richards, 1988-

Assistant Director of Library Operations and Administration, Stephanie J. Frost, 2012-

Assistant Director for Collections Management, Ana Noriega, M.L.S., 2014-

Assistant Director of Programs and Projects, Brenda de Santiago-Stewart, M.A., 2019-

Technical Services and Metadata Librarian, Kathryn B. Donahue, M.L.S., 2015-

Coordinator of Collections Management, Michelle L. Daigle '16, 2019-

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-

Assistant Director for Research and Instruction, Data and Science Librarian, Kara M. Kugelmeyer, M.I.L.S., 2016-

Scholarly Resources and Services, Humanities Librarian, Karen J. Gillum '76, M.L.I.S., 1994-

Social Sciences Research and Instruction Librarian, Bonnie E. Paige, M.A.L.S., 2017-

Interdisciplinary Studies and Humanities Librarian, Elaine S. Thielstrom, M.L.S., 2013-

Assistant Director of Public Services, Max G. Bowman, M.L.I.S., 2019-

Director of Center for the Arts and Humanities, Kerill N. O'Neill, Ph.D., 1992-

Center for the Arts and Humanities Coordinator, Megan E. Fossa, M.B.A., 2011-

Executive Director of the Goldfarb Center, Kimberly R. Flowers, B.A., 2020-

Assistant Director of the Goldfarb Center for Public Affairs, Sherry A. Berard, M.B.A., 1999-

Director of the Oak Human Rights Institute, Valérie M. Dionne, Ph.D., 2007-

Assistant Director of the Oak Institute, Amya Bhalla '19, 2019-

Diamond Family Director of the Arts, Teresa D. McKinney, M.A., 2020-

Vice President for Administration and Chief Financial Officer, Douglas C. Terp '84, M.B.A., 1987-
Executive Assistant, Rosalie A. Meunier, A.S., 1988-

Director of Administration and Chief of Staff, Stephanie H. Sylvester, M.B.A., 2017-

General Manager of Dining Services, Marietta A. Lamarre, B.S., 2016-

Director of Operations, Mark Stamper, 2016-

Executive of Dining Services, Carmen Allen, 2018-

Catering Director, Richard Frost, 2019-

Catering Manager, Peggy Frost, 2019-

Catering Chef, Emil Rivera, 2019-

Chef Manager, Dana Dining Hall, Philip Lapierre, 2020-

Manager, Dana Dining Hall, Chris Jaramillo, 2016-

Chef Manager, Foss Dining Hall, Lydia Kumpa, 2016

Manager, Roberts Dining Hall, Michael Foss, 2016-

Chef Manager, Roberts Dining Hall, William Tewksbury, 2018-

Assistant Vice President for Human Resources, Safety, and Talent Development, Mark Crosby, LP.D., 2007-

Senior Associate Director of Human Resources Operations, Jane Robertson, B.A., 1990-

Director of Recruitment and Employment, Maria C. Clukey, M.S., 1999-

Associate Director of Human Resources, Erica L. Humphrey, M.B.A., M.Ed., 2007-

Associate Director of Human Resources, Neal F. Williamson, B.A., 2017-

Director of Environmental, Health, and Safety Services, Wade P. Behnke, M.P.H., 2013-

Associate Director for Talent Development, Melissa A. Breger, M.S., 2015-

Associate Vice President and Chief Investment Officer, Hugh J. O'Donnell, B.A., 2012-

Director of Investments, Harris S. Sibunruang, M.B.A., 2013-

Assistant Director of Investments, Pamela J. Leo, 1981-

Controller, Alicia J. Gardiner, M.P.A., 2019-

Payroll Manager, Megan L. Foisy, B.S., 2019-

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, B.A., 1994-

Director of Special Programs and Conference Services, Brian K. Bray, M.S.W., 2017-

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-

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 Coordinator, William U. Pottle, 1980-

Chief Information Officer, Cindy J. Mitchell, M.A., 2016-

Director of Academic Information Technology Services, L. Jason Parkhill, M.A., 2007-

GIS and Quantitative Analysis Specialist, Manuel Gimond, Ph.D., 2007-

High-Performance Computing Applications Manager, Randall H. Downer, B.A., 2007-

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.Ed., 2009-

Learning Spaces Technology Coordinator, David C. Pinkham Jr., B.S., 2003-

Director of Information Technology Consulting and Solutions, Aaron Barnes, B.A., 2018-

Senior Systems Analyst, Elizabeth Rhineland '93, M.S., 2006-
Information Systems Analyst, Shara T. Marquis, B.A., 2016-
Workday Application Analyst, Tracie D. Skelly, 2019-
Director of Enterprise Services and Information Security Officer, 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, Alexander S. Lechuck, B.A., 2016-
Systems Administrator, Robert Kaczorowski, A.S., 2020-
Data Integration Administrator, Scott K. Twitchell, A.S., 2006-
Manager of Desktop Systems Administration, Rurik L. Spence, A.S., 1988-
Desktop Systems Administrator, Joseph E. de la Cruz, A.S., 2012-
Information Security Analyst, Dennis A. Tuttle, B.S., 2019-
Scientific Computing Coordinator, Stephanie Drafahl, M.S., 2020-

Assistant Director of Support Services, Adam C. Nielsen, B.S., 2005-
Support Center Coordinator, Paula A. Lemar, 1983-
Event Technology Manager, Arleen M. King-Lovelace, B.A., 2007-

Deployment Specialist, Michael A. Miner, B.A., 2009-

Head Nurse, Judith A. Whyte, B.S., 2011-
Registered Nurse, Lindsey A. Varney, A.S., 2019-

Vice President for College Advancement, Jane Phillips '01, M.A., 2018-

Executive Assistant, Casey L. Ames, 2017-

Chief Campaign Officer, Alexander P. Colhoun '91, 2016-

Presidential Engagement Liaison, Heather S. Bumps, M.B.A., 1997-2006, 2015-

Assistant Vice President for College Advancement, Katie J. Thibodeau, B.F.A., 2018-

Director of Museum Development, Elizabeth H. Menard, B.A., 2016-

Museum Development Officer, Jamie M. O'Brien, B.A., 2020-

Director of Leadership Gifts, Elizabeth L. Bowen '96, 2013-

Senior Leadership Gift Officer, Carol Anne Beach '88, 2017-

Senior Leadership Gift Officer, Edgar B. Hatrick, J.D., 2013-

Leadership Gift Officer - Global, Qiamuddin P. Amiry '09, M.S., 2018-

Leadership Gift Officer, Nicole L. Jacobson '12, M.Ed., 2015-

Director of Parent Giving and Programs, Julie H. Williams '01, 2018-

Leadership Gift Officer, Parent Fund, Sarah A. Ross, B.A., 2020-

Parent Giving and Programs Administrative Coordinator, Codi A. Riley, B.S., 2017-

Director of Gift Planning, Richard A. Wells, B.S., 2017-

Director of Milestone Reunions, Carolyn G. Kimberlin, B.A., 2003-

Associate Director of Gift Planning, Brooke C. Sukhavasi, M.B.A., 2018-

Assistant Vice President for Advancement Strategy and Operations, Daniel J. Olds, M.A., 2015-

Associate Director of Alumni Experience and Networks/Director of 25th Reunions, Meghan S. Gray, B.A., 2012-

Assistant Director of Alumni Experience and Networks, Morgan F. Springer '17, 2017-

Director of Advancement Research, Beth T. Inman, M.A., 2020-

Senior Associate Director of Prospect Research and Analysis, Tam Thanh T. Huynh, M.S., 2014-

Associate Director of Prospect Research and Analysis, Anne C. Rouse, B.A., 2015-

Director of Advancement Operations, Lisa L. Burton, B.A., 2007-

Associate Director of Advancement Operations, Martha A. McFadden, B.A., 2015-
Associate Director of Advancement Operations and Director of Analytics and Applications, Seth J. Mercier, B.S., 2005-
Analyst/Developer, Dylan K. Foster, M.B.A., 2018-
Assistant Director of Advancement Operations, Jasmine M. Franzose, 2001-

Director of Donor Relations, Christine Bicknell Marden, B.A., 2001-03, 2010-
Assistant Director of Donor Relations, Jennifer B. Pflieger, B.A., 2019-

Director of Annual Giving and Advancement Communications, Jennifer A. Eriksen, B.S., 2017-
Associate 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-
Assistant Director of Class Giving and Student Philanthropy, Zachary C. Lavoie, B.A., 2019-
Associate Director of Advancement Communications, Erin Gilligan, B.A., 2017-
Assistant Director of Campaign Communications, Elyse M. Catalina, B.A., 2019-
Interim Director of Annual Giving, Byron J.S. Glaus, M.Ed., 2017-
Senior Associate Director of Annual Giving Marketing and Analytics, Jonathan O. Crenshaw, M.S., 2020-
Leadership Colby Fund Officer, Amber L. Beckwith, B.S., 2016-

Director of Grants and Sponsored Programs, William C. Layton III, M.A., M.B.A., 2015-
Senior Associate Director of Grants and Sponsored Programs, Seven S. Grenier '94, M.A., 2009-
Assistant Director of Grants and Sponsored Programs, Elizabeth S. Danner, B.A., 2006-

Vice President, General Counsel, and Secretary of the College, Richard Y. Uchida, J.D., 2017-

Executive Assistant, Mary Ellen Dauphinais, B.A., 2018-
Assistant Secretary of the College, William J. Parker '16, 2020-

Assistant General Counsel and 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, Melinda A. Gallagher, 2017-

Director of Advising and DavisConnects Advisor for Finance, Michael M. Maher, M.B.A., 2019-
DavisConnects Advisor for STEM Professions, Lia M. Morris, M.A., 2019-
DavisConnects Advisor for Education and Social Impact, Sarah E. Sculley, M.S., 2018-
DavisConnects Advisor for Arts and Communications, Amy E. Steigbigel, B.A., 2019-
Associate Director of Global Experiences, Scott P. Lamer, M.A., 2018-

Director of Pre-Health Advising, Jessica L. Matzko, M.A., 2020-
Director of Campus Events, Elisabeth L. von Brecht, B.A., 2015-
Director of Employer Engagement, Lisa A. Noble, B.A., 2016-
Assistant Director for Employer Engagement, Elizabeth S. Lerret, B.A., 2018-

Vice President for Enrollment and Communications and Dean of Admissions and Financial Aid, Matthew T. Proto, Ed.D., 2015-

Executive Assistant, Henrietta Schmalzel, M.A., 2018-

Director of Media Relations, George T. Sopko, B.A., 2019-

Editorial Director, Gerard E. Boyle '78, 1999-
Associate Director of Communications, Laura D. Meader, B.A., 2001-
Staff Writer, Kardelen Koldas '15, M.S., 2018-
Director of Creative Services, Barbara E. Walls, B.A., 2013-

Director of Digital Strategy, Andrew C. Herrmann, B.A., 2020-
Web Operations Manager, Brandon K. Waltz, B.S., 2019-
Communications Web/Multimedia Designer, Arnold H. Norris, B.F.A., 2012-
Multimedia Producer, Gabriel Souza, 2020-
Multimedia Producer, Naomi H. Williams, B.S., 2020-

Assistant Vice President of Admissions and Financial Aid, Randi L. Arsenault '09, 2012-
Assistant Dean and Director of Enrollment Management, Meghan A. Grandolfo, B.S., 2016-

Associate Director of Admissions for Data and Technology, Molly B. Hodgkins '15, M.Ed., 2018-

Associate Director of Admissions, Jamie W. Brewster '00, 2000-
Associate Director of Admissions, Liam M. Wallace, B.A., 2017-

Senior Assistant Director of Admissions, Jenna R. Hill, B.A., 2018-
Associate Director of Financial Aid, Candida E. Oxendine, M.S., 2019-
Director of Data and Technology, David S. Jones, M.B.A., 1987-
Director of Admissions Marketing and Communications, Shelby L. Hartin, B.A., 2018-
Assistant Director of Admissions, Amy J. Blanchard, B.A., 2019-
Assistant Director of Admissions, Abigail B. Crocker '13, B.A., 2019-
Assistant Director of Admissions, Dominic A. Olivera, B.A., 2019-
Admissions Counselor, Lauren E. Somers, B.A., 2020-

Director of Admissions for Recruitment and Events, Kevin Phanor, B.S., 2018-
Senior Assistant Director of Admissions, Jordan T. Castillo, B.A., 2018-
Admissions and Financial Aid Operations Coordinator, Stephanie H. Hutchinson, 2016-

Dean of the College, Karlene A. Burrell-McRae '94, M.A. '14, Ed.D., 2016-
Executive Assistant, Adrienne M. Lovejoy, B.S., 2020-

Dean of Students, Barbara E. Moore, M.A., 2007-
Assistant Dean of Students, Cameron J. Cox, M.Ed., 2019-

Associate Director of Student Access and Disability Services, Kate A. McLaughlin, M.A., 2018-
Assistant Dean of Students and Director of the Dean of Studies Office, Steven A. Moran, M.Ed., 2017-
Class Dean for Junior and Senior Students and Programs, Chanda E. Long, M.A., 2018-
Class Dean for Sophomores, Heather R. Pena, M.L.S., 2019-

Title IX and Health Colby Coordinator, Megan S. Hatch, B.A., 2019-

Associate Dean of Students for Student Leadership and Residential Education, Jessica L. Manno, M.Ed., 2018-
Associate Director of Student Engagement, Nathan W. Baird, M.S., 2018-
Associate Director of Campus Life and Director of Outdoor Education, Ryan M. Linehan, B.A., 2014-
Director of Residential Education, Daniel Cline, M.S., 2020-

Director of Counseling Services, Eric S. Johnson, Ph.D., 2013-
Associate Director of Counseling Services, Megan B. Marsh, Ps.D., 2017-
Psychologist, Alfonso Ortega, Ps.D., 2017-
Counselor, Jing Ye, M.A., 2000-

Coordinator of Alcohol and Drug Programs, Katherine S. Barlow, M.A., L.C.P.C., L.A.D.C., C.C.S., 2012-

Postdoctoral Fellowship in Counseling Services, Josef M. Broder, M.S., 2020-

Administrative Coordinator, Alissa B. Benziger, B.A., 2015-

Director of Civic Engagement and Community Partnerships, Elizabeth A. Jabar, M.F.A., 2018-
Assistant Director of Student Civic Engagement, Paige L. Begley, M.Ed., 2018-

Program and Outreach Coordinator for Civic Engagement, Kristen K. Bishop, A.B., 2019-

Director of the Pugh Center for Student Diversity, Equity, and Inclusion, Alexandria M. Mucci, M.S., 2018-

Director of the Gender and Sexual Diversity Program and Associate Director of the Pugh Center, Emily E. Schusterbauer, M.A., 2013-

Dean of Religious and Spiritual Life, Katherine E. Smanik, M.Div., 2019-

Program Coordinator for the Center for Small Town Jewish Life, Sarah J. Rockford '15, 2018-

Director of Security, Robert A. Williams, M.S., 2018-

Associate Director of Security/Museum Security Manager, Michael P. Benecke, A.S., 2013-

Assistant Director of Security, Kevin E. Mirecki, B.S., 2018-

Vice President, Harold Alfond Director of Athletics, Michael D. Wisecup, M.B.A., 2019-

Executive Assistant, Cynthia A. Vassey, 2008-

Senior Associate Director of Athletics and Senior Woman Administrator, Jacqueline A. Schuman, M.A., 2018-

Director of Recreation Services, Tiffany Lomax, 2020-

Associate Director of Athletics, Thomas K. Burton, B.A., 1999-

Associate Director of Athletics, Patrick M. Ratke, M.S., 2019-

Associate Director of Athletics, Nicole A. Veilleux, B.S., 2002-

Associate Director of Athletics Communications, Daniel W. Noyes, M.A., 2007-

Dawn Strout Head Strength and Conditioning Coach, Gregory L. Cox, M.S., 2019-

Assistant Strength and Conditioning Coordinator, Matthew C. Schroeder, M.S., 2017-

Head Equipment Manager, Devon R. Conroy, M.S., 2018-

Student-Athlete Experience Intern, Ahmad M. Boyd, M.S., 2019-

Head Athletic Trainer, Timothy S. Weston, M.A., M.Ed., A.T.C., 1992-

Staff Athletic Trainer, Mishaal Amjad, M.S., 2018-

Staff Athletic Trainer, Ashley M. Bovat, M.S., 2018-

Staff Athletic Trainer, Christopher O'Toole, B.A., A.T.C., C.E.A.S., 2009-

Staff Athletic Trainer, Kristine Popelka, M.S., 2018-

Staff Athletic Trainer, Emily S. Vartabedian, M.S., A.T.C., 2015-

Staff Athletic Trainer, Meredith A. Atwood, M.S., 2019-

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

Member of:

- American Chemical Society
- American Council of Learned Societies
- American Council on Education
- American Association for the Advancement of Science
- American Association of Colleges and Universities
- American Association of University Professors
- American Association of University Women
- American Library Association
- APPA – Leadership in Educational Facilities
- Association for the Advancement of Sustainability in Higher Education
- Association of American Colleges & Universities
- 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 of Liberal Arts Colleges
- 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
- Eastern Association of Student Financial Aid Administrators
- Education Advisory Board IT Forum
- Educational & Institutional Cooperative Service
- Educause
- Fulbright Association
- International Association of Campus Law Enforcement Administrators
- International Federation of Employee Benefit Plans
- International Institute of Education
- Maine Association of Student Financial Aid Administrators
- Maine Campus Compact
- Maine College and University Safety Directors Association
- Maine Independent Colleges Association
- Mid Maine Chamber of Commerce
- 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 Colleges and Employers
- National Association of Educational Procurement
- National Association of Independent Colleges and Universities
- National Association of Student Financial Aid Administrators
- 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 Commission 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
- NERCOMP (Northeast Regional Computing Program)
- Second Nature
- Sharing the Annual Fund Fundamentals
- Society for College and University Planning
- Society for Human Resource Management
- U.S. Green Building Council
- University Club (College president only)
- 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 69 countries outside of the United States were represented in the fall 2019 student body.

Fall 2019 Enrollment: Women 1,075, Men 928, Total 2,003

U.S. STATES AND TERRITORIES

| | | | | |
|----------------|----------------|------------|------------------|--------------|
| Alabama | Alaska | Arkansas | Arizona | California |
| Colorado | Connecticut | Delaware | Florida | Georgia |
| Hawaii | Idaho | Illinois | Indiana | Iowa |
| Kansas | Kentucky | Louisiana | Massachusetts | Maryland |
| Maine | Michigan | Minnesota | Montana | Nebraska |
| New Hampshire | New Jersey | New Mexico | Nevada | New York |
| North Carolina | Ohio | Oklahoma | Oregon | Pennsylvania |
| Rhode Island | South Carolina | Tennessee | Texas | Utah |
| Vermont | Virginia | Washington | Washington, D.C. | Wisconsin |
| Wyoming | | | | |

COUNTRIES

| | | | | | | |
|---|-----------|-----------|-------------|----------------|-------------|----------------|
| Albania | Argentina | Armenia | Australia | Austria | The Bahamas | Bangladesh |
| Belgium | Bhutan | Bolivia | Brazil | Brunei | Bulgaria | Canada |
| China | Colombia | Congo | Costa Rica | Cote D'Ivoire | Croatia | Czech Republic |
| Denmark | Dominica | Finland | France | Germany | Ghana | Great Britain |
| Greece | Haiti | Hong Kong | India | Indonesia | Iran | Ireland |
| Israel | Italy | Jamaica | Japan | Kazakhstan | Kenya | Macedonia |
| Mauritius | Mexico | Moldova | Morocco | Nigeria | Nepal | Netherlands |
| New Zealand | Pakistan | Peru | Philippines | Poland | Portugal | Russia |
| Singapore | Slovakia | Spain | South Korea | Sweden | Switzerland | Taiwan |
| The Former Yugoslav Republic of Macedonia | Turkey | Ukraine | Vietnam | United Kingdom | | |

DEGREES AND HONORS AWARDED AT COMMENCEMENT

Honorary Degrees

Honorary degrees were not awarded in 2020 because of COVID-19 and the postponement of an official in-person commencement ceremony.

Bachelor of Arts Degree Recipients

The Class of 2020

Maxwell Roy Abramson *Falmouth, Maine*

Injung Ahn *La Habra, Calif.*

Kevin W. Ahn *Orono, Minn.*

Emma Kay Ainsworth *Lancaster, N.H.*

Madeline Haas Albert *Briarcliff Manor, N.Y.*

Gile Alimasi *New Caney, Texas*

Bennett Cutler Allen *Keene, N.H.*

Scott Phillip Altmeyer *Zurich, Switzerland*

Josephina E. Alvarado *Silverdale, Wash.*

David Behrens Alvarez *San Francisco, Calif.*

Emily Ruth Ambeliotis *Gloucester, Mass.*

Connor Turner Ambrose *Ladera Ranch, Calif.*

Nina Grace Antone *Easton, Mass.*

Maria Katherine Armillei *West Hartford, Conn.*

Samantha E. Arsenault *Alna, Maine*

Jamie A. Attanasio *Potomac, Md.*

Elizabeth Francis Augustine *Buffalo, N.Y.*

Lindsay Ross Ayers *Lewisburg, Pa.*

William S.Y. Bae *Bedford, N.Y.*

Sage Sebesta Bailin *Amherst, Mass.*

Olivia Santos Balcos *Jersey City, N.J.*

Jemimah S. Balla *Sharon, Mass.*

Emma Elizabeth Banks *North Haven, Conn.*

Yilei Bao *Ningbo, China*

Jeremy Brenden Barnes *Los Gatos, Calif.*

Margaret Claire Barrett *Woburn, Mass.*

Samantha Keenan Barry *South Freeport, Maine*

Scott Conover Batchelder *South Wellfleet, Mass.*

John Christopher Battaglia *South Egremont, Mass.*

Ian Ross Baum *Morganville, N.J.*

Eleonor Camille Bauwens *Miami, Fla.*

Charlotte Anne Beaulieu *Paris, France*

Charles Arthur Beauregard *Bloomfield Hills, Mich.*

Christopher Michael Bedigian *Brewerton, N.Y.*

David Berle Carman *Stockbridge, Mass.*

Kathryn Knapp Bernier *Waterville, Maine*

Asa Burgess Berolzheimer *Norwich, Vt.*

Katherine Grahame Berry *Simsbury, Conn.*

Rebecca Anne Berube *Nashua, N.H.*

Sarah Emily Bibeau *Norwich, Vt.*

Sean Dunstan Boddy *Bellingham, Mass.*

Kayleigh Diana Bounds *Nottingham, N.H.*

Jonah Marlow Bradenday *Peaks Island, Maine*

Travon L. Bradford *Kennebunk, Maine*

Mason Lane Brady *Menlo Park, Calif.*

RaQuion Lee Braxton *Virginia Beach, Va.*
Katherine Maria Briggs *Cape Elizabeth, Maine*
Jason Dean Brodo *Penn Valley, Pa.*
Peter Brown *Alexandria, Va.*
Tahj Brown *Brooklyn, N.Y.*
Emily Caruso Buckman *Chatham, N.J.*
Kate Frances Burke *New York, N.Y.*
Ainsley Elizabeth Burns *Barrington, R.I.*
Philip Grant Butler *Eliot, Maine*

Claire Elise Cahill *Stockton, N.J.*
Bethashley Cajuste *Wesley Chapel, Fla.*
Matthew Joseph Calarco *Eagle Vail, Colo.*
Ella Sheridan Cannon *Whitehouse Station, N.J.*
Christian Justin Carlino *Garden City, N.Y.*
Katherine Jill Carlson *Jamestown, R.I.*
Emily Shy-anne Carter *Muldrow, Okla.*
Georgia Lawlor Cassidy *Darien, Conn.*
Pablo Castro *Darien, Conn.*
Yuzhou Cen *Zhejiang, China*
Robert Andrew Cerepak *Saddle River, N.J.*
Kiana Skai Chabot *Milton, N.H.*
Meghan Elizabeth Charest *Falmouth, Maine*
Danielle Michelle Cheffo *Brooklyn, N.Y.*
Sihang Chen *Shenyang, China*
Zalika Chandiny Cheruvattam *San Francisco, Calif.*
Alyssa Cora Chesney *Blue Hill, Maine*
Emma Lam Chistolini *Sherborn, Mass.*
Amber Daylynn Churchwell *Carnesville, Ga.*
Tamar Eva Cimenian *Wells, Maine*
John Dante Cipollini *Fall River, Mass.*
Stanley Robert Clarke *Bangor, Maine*
Alan Abraham Clymer *Middletown, Conn.*
Charles Kane Cobb *Westford, Vt.*
John Turner Coffman *Cohasset, Mass.*
Gal Cohen *Petah Tikva, Israel*
Ava Margaret Colarusso *Ridgefield, Conn.*
Katherine Ireland Cole *Rye, N.H.*
Chase Goodrich Coleman *Freeport, Maine*
Lola Collins *Montgomery Village, Md.*
Isabel Marlowe Colón *Bozeman, Mont.*
Shamus J. Connelly *Boston, Mass.*
Jacob Benjamin Conterato *Wilmette, Ill.*
Ryan Spencer Conway *Bryn Mawr, Pa.*
Maya Alejandra Cortez *Lexington, Mass.*
Joseph Bernard Costa *Pelham, N.H.*
Michael J. Coyne *Orono, Maine*
Frankie Vicente Cozzarelli *Sunland, Calif.*
Miles N. Crockett *Cape Coral, Fla.*
Grace Mary Crowell *Medfield, Mass.*
Lucie Morgan Cunningham *Danville, Ky.*
Aidan Campbell Cyr *Carlisle, Mass.*

Garima Dahiya *Sonepat, India*
Patrick Timothy Daley *Sudbury, Mass.*
Shu Dan *Guangzhou, China*
Saduo Dangui *Shenzhen, China*
Serra David *Glenside, Pa.*
Alecsandria Jeen Davis *Purcell, Okla.*
Mark Andrew Defranco *New Canaan, Conn.*
Kristine Giselle De Luna *Humble, Texas*
Amanda Baleriana Deming *Bethel, Conn.*

Kaitlyn Ann Deming *New Hartford, Conn.*
Yitong Deng *Shenzhen, China*
Soren Asher Denlinger *Bethlehem, N.J.*
Robert Dettmann *Baltimore, Md.*
Kathryn Olivia Devine *Charlottesville, Va.*
Grace Mariette Dickinson *Washington, D.C.*
Peter M. DiFrancesco *Byfield, Mass.*
Sean Stewart Dillmeier *Garden City, N.Y.*
Emery E. Dinsmore *Waldo, Maine*
Yuanyuan Dong *Ningbo, China*
Alexander Thomas Dorion *Needham, Mass.*
Allison Walton Douma *Washington, D.C.*
John Martin Dowling *Dedham, Mass.*
Nathalie Dragnev *Hanover, N.H.*
Cameron James Drew *Plymouth, Mass.*
Kieran Charles Tamrin Dunn *Harare, Mashonaland, Zimbabwe*
Caroline Dobson Dunsby *Easton, Conn.*
Tess Gabriella Nunnely DuprÉ *Dover, Mass.*
Robert Samuel Durst III *Dublin, Calif.*

Iliana S. Eber *Denver, Colo.*
Andrew Harrison Eckler *Lexington, Mass.*
Melinda Newbery Edie *Dedham, Mass.*
Jeffrey Hafner Endler *Albany, N.Y.*
Amanda D. Etcheberrigaray *Clarksville, Md.*

Gabrielle Amelie Fagan *Fairfield, Conn.*
Payton Cooper Fales *San Clemente, Calif.*
Lydia Nestler Fanning *Ipswich, Mass.*
Benjamin Jerome Fanucci-Kiss *Boxborough, Mass.*
Mary Katherine Farnkoff *Scarborough, Maine*
Wesley Arlen Fedak *Medfield, Mass.*
Alexander Gil Feingold *San Jose, Costa Rica*
Yi Feng *Guangzhou, China*
Theodore James Fenton *Providence, R.I.*
Mariel Ferragamo *Saint Peter, Minn.*
Halley Rose Fine *Minneapolis, Minn.*
Annabelle Blessing Fischer *Providence, R.I.*
Harrison James Fisher *Luxembourg, Luxembourg*
Aisling Jincui Loo Flaherty *New York, N.Y.*
Valerie Ellen Folan *Peabody, Mass.*
Jared Thomas Fong *Berlin, Mass.*
August Alexander Forseth *Minneapolis, Minn.*
Caroline Mckenna Fowler *Bethesda, Md.*
Benjamin Tyler Freeland *Boston, Mass.*
Elias French *Calais, Vt.*
Wyatt Mick Fritz *Bethesda, Md.*

Hans Richard Gabriel *Somerset, Mass.*
Natasha Nicole Gallagher *Londonderry, N.H.*
Leighton Thomas Galvin *Norwalk, Conn.*
Catherine Campbell Gannon *Bethesda, Md.*
Zejun Gao *Beijing, China*
Holly Lauren Garcia *Miami, Fla.*
Emily Alexandra Garza *Mission, Texas*
Lilli Yolanda Garza *Milwaukee, Wis.*
Matthew Aaron Garza *Weslaco, Texas*
Alexander Manske Geiersbach *Middletown, Del.*
Colleen E. Geldermann *New Albany, Ind.*
Garret Walter Genco *Franklin Square, N.Y.*
Christopher Duva George *North Kingstown, R.I.*
Alexander Raymond Gera *Arlington, Mass.*

Emerson Grey Getzen *Waterville, Maine*
Aziz Ghadiali *Campbell, Calif.*
Dominic Vincent Giardini *Saint Augustine, Fla.*
Avery Robert Gibson *Needham, Mass.*
Hayley Elizabeth Gibson *Chester Springs, Pa.*
James Trent Gibson *Solon, Ohio*
Anna L. Gildea *Weston, Mass.*
Sean Gilmore *San Francisco, Calif.*
Emilie Elizabeth Ginn *Landenberg, Pa.*
Ileana Magdaline Glyptis *Riverdale, N.Y.*
Sean F. Godin *Canton, Mass.*
Joshua Henry Delacruz Goldberg *Silver Spring, Md.*
Louisa Claire Goldman *Saint Louis, Mo.*
Charlotte Rose Gomprecht *Owings Mills, Md.*
Julia Marie Gonzalez *Baldwin, N.Y.*
Luis Gerardo Gonzalez Kompalic *Rio de Janeiro, Brazil*
Stephanie Nat Gonzalez Martinez *Aurora, Colo.*
Holly Catherine Gottsegen *New York, N.Y.*
Julia M. Grady *Providence, R.I.*
Samuel Walker Gray *Presque Isle, Maine*
William Manning Green *Seattle, Wash.*
Charles Greenberg *Durango, Colo.*
Madeline Dowd Greene *Waterville, Maine*
Sydney Marie Greenlee *Chantilly, Va.*
Willow Wylie Grinnell *Camden, Maine*
Yuchen Guo *Qingdao, China*

William Ajay Haines *Weston, Mass.*
Carter Montgomery Hall *Yarmouth, Maine*
Margaret Domenica Hall *Norfolk, Mass.*
Jonathan David Hallal *Sudbury, Mass.*
Alexandra Steinkamp Hanus *East Burke, Vt.*
Devyn Rae Harding *Wells, Maine*
Christian Joseph Hassan *Miami, Fla.*
Andrew MacDonald Healy *Chagrin Falls, Ohio*
Katherine Anne Herzig *Windham, Maine*
Spencer Lake Hewson *Vernon, B.C., Canada*
Abraham Oakley Hill *Berkeley, Calif.*
Emma Rose Hofman *Potomac, Md.*
Annie M. Holden *Ho Ho Kus, N.J.*
Elizabeth Mabel Holland *Bethesda, Md.*
Cassidy Lee Holzer *Minneapolis, Minn.*
Ella Grace Hommeyer *Saint Paul, Minn.*
Riter Barnes Hoopes *Bethesda, Md.*
Di Hu *Shanghai, China*
Yusheng Hu *Wuhan, China*
Justin Tyler Huber *Las Vegas, Nev.*
Alexandra Paige Huelbig *Hightstown, N.J.*
Meghan Ann Hurley *Moultonborough, N.H.*
Celia Tatum Hutchins *Valley Cottage, N.Y.*

Asher Edward Inman *Washington, D.C.*
Taimu J. Ito *Tenafly, N.J.*

Alec Simon Jacobson *Sudbury, Mass.*
Riley Leiser Janeway *Burlington, Vt.*
Anna Gerrer Jantzen *Oklahoma City, Okla.*
Paula Jaramillo *McLean, Va.*
Sam Jefferson *Newtonville, Mass.*
Ruofei Jia *Beijing, China*
Matthew David Johnson *Medfield, Mass.*
Kirsten Elizabeth Johnston *Wellesley, Mass.*

Matthew Randall Jones *Durham, N.H.*

Lane Charles Kadish *Salt Lake City, Utah*

Sarah Beth Kaplan *Dix Hills, N.Y.*

Scott Michael Kaplan *Sharon, Mass.*

Hannah Qiudie Karp *Moultonborough, N.H.*

Gregory Katz *Boston, Mass.*

Sandeep Kaur *Queens, N.Y.*

Mohammed Adeniyi Olanrewaju Kelani Jr. *Denver, Colo.*

Allie Marie Kelleher *Burlingame, Calif.*

Katherine Mary Kelley *Minneapolis, Minn.*

Samuel Koep Kelly *Los Angeles, Calif.*

Erin Margaret Kempkes *Bainbridge Island, Wash.*

Mallory Joan Kievman *Manchester, Conn.*

Harris Kwang-jin Kim *Harrington Park, N.J.*

Mark Viles Kingsley *Kansas City, Mo.*

Ingrid Sidney Klinkenberg *Burlington, Vt.*

Adam Elijah Knapp-Wachsner *Sherman Oaks, Calif.*

Alexandra K. Koeck-Schultz *Malibu, Calif.*

Vasiki Konneh *Woodside, N.Y.*

Paul Edward Korte *Duluth, Ga.*

Julia Elyce Kostro *Belmont, Mass.*

Connor P. Krause *Saint Louis, Mo.*

Elena Charlotte Kropp *Cumberland Center, Maine*

Jennifer Lachance *Rockland, Maine*

Thomas Joseph LaJoie *Van Buren, Maine*

Conor Joseph Larkin *Newton, Mass.*

Melody Dawn Larson *New Gloucester, Maine*

Isabella Claire Latta *Eliot, Maine*

Ryan Edward Lauderback *Barrington, Ill.*

Julia Kaarina Mikaela Lazzaroni *Park City, Utah*

Sean Louis Lawrence *Loomis, Calif.*

Bronya Elisabeth Lechtman *Bethesda, Md.*

Austin Joseph Lee *Larchmont, N.Y.*

Crystal Padma Lee *San Mateo, Calif.*

Samantha Danielle Lee *Wellesley, Mass.*

Seungjae Lee *Busan, Republic of Korea*

Alan Sullivan Leggett *Richmond, Calif.*

Zhijun Lei *Beijing, China*

Mark Richard Leprine *New Fairfield, Conn.*

Shoshana Leviton *Minneapolis, Minn.*

Anna Lynn Libby *Wells, Maine*

Hania Marye Lincoln Lenderking *Washington, D.C.*

Chang Ling *Hubei, China*

Carol Alice Lipshultz *Alton, N.H.*

Christian Michael Locurto *Sturbridge, Mass.*

Karli Diana Loiselle *Pembroke, N.H.*

Danielle Patricia Lonati *Franklin, Mass.*

Martha Emma Loring *Philadelphia, Pa.*

David Travers Losert *Wellesley Hills, Mass.*

Juan Carlos Luna Jr. *Hallandale Beach, Fla.*

Caroline Joan Lunt *Shrewsbury, Mass.*

Kayla A. Luparello *Bedford Hills, N.Y.*

Jane Abigail MacKerron *New York, N.Y.*

John Christopher Magnotto *Rochester, Minn.*

Miranda Raven Mahoney *Canton, Mass.*

Joshua Alan Maillet *Bethel, Maine*

Yashkaran Malliwal *Andover, Mass.*

Victoria Marion *Cranston, R.I.*

Jack Alan Marschke *Katonah, N.Y.*

Annika Leigh Martell *Eagan, Minn.*
Lena Elizabeth Martin *Brunswick, Maine*
Nicholas Charles Murphy Martin *Jamaica Plain, Mass.*
Regina Martinez *El Paso, Texas*
Julia Elizabeth Maser *Princeton, N.J.*
Douglas McAllister *Coppet, Switzerland*
Anna Katharine McClean *Bethesda, Md.*
John Alexander Lamber McConnell *Falmouth, Maine*
Andrew David McCray *Renton, Wash.*
Liam John McDonough *Cape Neddick, Maine*
Marjorie Violet McDonough *Scarborough, Maine*
Chasity Alexis McFadden *Catlett, Va.*
Kaitlin Rose McManus *Falmouth, Mass.*
Patrick Finnian McNamara *Ridgefield, Conn.*
William James Meade *Rye Beach, N.H.*
Eliza Egerton Mell *Far Hills, N.J.*
Matthew Higginson Menzi *Chevy Chase, Md.*
Taylor Methven *Andover, N.H.*
Megan Murphy Millard *San Francisco, Calif.*
Jordan Daniel Miller *Redlands, Calif.*
Ian Higgins Mitchell *South Portland, Maine*
Madiha Molani *Lake Zurich, Ill.*
Marla Camila Montoya *Houston, Texas*
Katherine Stefani Morena *Greenwich, Conn.*
Jack Lawrence Morgan *Issaquah, Wash.*
Lauren Elizabeth Moriarty *Auburndale, Mass.*
Christina Eliz Mouradian *Franklin, Mass.*
Peter Thomas Moynihan *Needham, Mass.*
Chido M. Mpfu *Masvingo, Zimbabwe*
Qingyang Mu *Changshu, China*
Seamus Dawson Mulcahy *Stockton, N.J.*
Moiria Catherine Mullaney *Worcester, Mass.*
Kevin Mu?oz *Santa Ana, Calif.*
Eliza Lynn Mushinski *Concord, Mass.*

Allison Hope Naccara *Pleasant Hill, Calif.*
Johanna Evelyn Neeson *Edgecomb, Maine*
Cindy Pham Nguyen *Edmonds, Wash.*
Hoa Minh Nguyen *Can Tho Can Tho, Vi?t Nam*
Aria Grace Nicoletti *Middletown, R.I.*
Catherine Marie Nisbet *Portland, Ore.*
Xindi Niu *Qingdao, China*
Amanda Eileen Norchi *Natick, Mass.*
Michaela Beatrice Norman *New York, N.Y.*

John Patrick O'íBrien Jr. *Freehold, N.J.*
Bonje Nkiruka Angela Obua *Ann Arbor, Mich.*
Grace Oh-Willeke *Denver, Colo.*
Emma Jane O'Hara *Redwood City, Calif.*
Bethany Uzoma Okezie *Houston, Texas*
John August Olson *Sherborn, Mass.*
Ashley Gissel Olvera *Houston, Texas*
Caitlin Ann O'íSullivan *Cape Elizabeth, Maine*
Kelsey Cole Otley *Cumberland, Maine*
Beren Rana Oz *Adiyaman, Turkey*

Joseph Michael Paluso *Windham, Maine*
Victoria Margaret Paquette *Rochester, N.H.*
Charles Anthony Parham *Fort Kent, Maine*
Eleanor Grant Parker *Wellesley, Mass.*
Julia Lyman Parson *Westwood, Mass.*
Siobhan Michaellea Pascal *Goodwill, Dominica*

Caleb Renee Patterson *Baton Rouge, La.*
Sophia Anna Pedersen *Chestnut Hill, Mass.*
William Matthew Pepi *New York, N.Y.*
Caldwell McDonogh Perkins *Henniker, N.H.*
Aurelie Nicole Petherbridge *Tewksbury, Mass.*
Kristiana Yui Petrie *Honolulu, Hawaii*
William Henry Phillips *Wayne, Pa.*
Madeline Katherine Pierson *Bedford, N.H.*
Marissa Simmone Pitter *Jamaica, N.Y.*
Ethan Louis Pomerantz *Brooklyn, N.Y.*
Tiffany M. Poore *Red Lodge, Mont.*
Praycelia Janel Porcher *Peabody, Mass.*
Samuel Roger Pratico *Falmouth, Maine*
Alexa Lyn Prouty *Newburyport, Mass.*

Maan Qraitem *Safita, Tartous, Syria*
Yutong Quan *Beijing, China*
Liam Anthony Quigley *Greenwich, Conn.*
Sabrina Stern Rabins *Weston, Mass.*
Shafat Rahman *Dhaka, Bangladesh*
Anna Ramirez *Chicago, Ill.*
Demetrius Diego Ramirez *Waterville, Maine*
Miguel Abel Rebollar *Houston, Texas*
Hailey Leanne Reed *Concord, Mass.*
Jaakirah Jameelah Reid *Philadelphia, Pa.*
Jessica Reinhart *Onalaska, Wis.*
Benjamin Scott Retik *Needham, Mass.*
Alexander Keniston Rhodes *Concord, N.H.*
Anya M. Robert *Fairfax Station, Va.*
Carolina Rojas-Becerra *Chicago, Ill.*
Camille Harms Ross *Fair Haven, N.J.*
Lauren Anne Ruddy *North Attleboro, Mass.*
Luis Jorge Ruiz Chico *Mexico City, Mexico*
Paige Honor Russell *Alexandria, Va.*
David Ruvalcaba *Oakland, Calif.*
Tabreya Elizabeth Ryan *Austell, Ga.*

Seynt Jiro Pacada Sahagun *Santa Clarita, Calif.*
Joe Manuel Salazar *Houston, Texas*
Alexander Talmage Sands *Chatham, N.J.*
Lily Joy Santonelli *Boston, Mass.*
Scott Williams Schibli *Charlotte, Vt.*
Ethan Verrill Schlager *Washington, D.C.*
Amanda Joy Schmidt *Worden, Ill.*
George William Schmidt *Worcester, Mass.*
Madeleine Rose Spreitzer Schoeni *Ann Arbor, Mich.*
Sandra Emma Schoepke *Stowe, Vt.*
Tessa Deery Schrupp *Gilford, N.H.*
Jonathan Peter Schuhlen *Longmeadow, Mass.*
Ronan Hallowell Schwarz *Brookline, Mass.*
Samuel Robert Scofield *Kent, Conn.*
Kienan James Scott *Spokane, Wash.*
Meagan Catherine Scotti *Bronxville, N.Y.*
Joseph Charles Searle *West Newton, Mass.*
Helen Brown Sears *Potomac, Md.*
Adjji Astou Seck *Dakar, Senegal*
Mae Regan Sefransky *Mystic, Conn.*
Talia Seltzer *Sudbury, Mass.*
Christopher Ignatius Shaffrey *Charlottesville, Va.*
Benjamin Nathan Shapiro *Belmont, Mass.*
Emily Louise Shaw *Corvallis, Ore.*
Thomas Farrell Shea *Brooklyn, N.Y.*

William Michael Sideri *Medford, N.Y.*
 Parker Ross Sikora *Rochester, N.H.*
 Eleanor Margaret Silver *Lexington, Mass.*
 Suzanne Elise Singer *Chevy Chase, Md.*
 Kabir Singh *Cambridge, Mass.*
 Brigid Patricia Skeffington *Minneapolis, Minn.*
 Kyle William Slager *Muskegon, Mich.*
 Connor Montgomery Smith *Lancaster, Mass.*
 Danya Mykel Smith *Lynn, Mass.*
 David Benjamin Smith *North Reading, Mass.*
 Devon Rose Smith *Scituate, Mass.*
 Laura Ginsberg Sodano *Medford, Mass.*
 Julianna Song *Greenwich, Conn.*
 George Patrick Sopko *Buck Hill Falls, Pa.*
 Livia T. Stanger *Toronto, Ont., Canada*
 John H. Steenrod *Louisville, Ky.*
 Baillie Ross Hokanson Stein *West Roxbury, Mass.*
 Jonathan Irving Stempel *New York, N.Y.*
 Kyndell Cordell Stewart *Houston, Texas*
 Caroline Gillan Stoddard *Washington, D.C.*
 Tara L. Strelevitz *Monroe, N.Y.*
 Patricia Rose Sullivan *Bay Village, Ohio*
 Jiameng Sun *Dalian, China*
 Therese Frances Surette *Worcester, Mass.*
 Erica Lee Suttles *Alfred, Maine*
 Carly Rachel Swartz *North Reading, Mass.*
 Andrea Marie Swiderski *Jamestown, N.Y.*
 Isabelle Louise Tegtmeyer *Cincinnati, Ohio*
 Benjamin Ted Theyerl *Altoona, Wis.*
 Ann Mariam Thomas *Greenbelt, Md.*
 Sarah Nicole Wilson Tobey *Essex Junction, Vt.*
 James Rock Tonkel III *Washington, D.C.*
 Adrienne Nicole Tracy *Winthrop, Maine*
 Sonia Locke Tremblay *North Billerica, Mass.*
 Shivani Bhaskar Trivedi *Houston, Texas*
 Jessica Burgess Tsai *Scarsdale, N.Y.*
 Andrew Tucci *North York, Ont., Canada*
 Nicholas Newell Tucker *Brunswick, Maine*
 Skylar Blue Tupper *Minneapolis, Minn.*

Ethan John Vanderwilden *Concord, Mass.*
 Anna West Van Dreser *Boulder, Colo.*
 Sarah Elisabeth Vaughan *Lexington, Va.*
 Benjamin Kirkwood Viggiano *Whitehouse Station, N.J.*
 Madeline Tôn N? Huy n Vinh *Seattle, Wash.*
 Emily Richardson Visco *Newton, Mass.*
 Julia Magalh es Von Ehr *Southport, Conn.*
 Radhika Vu Thanh Vy *Hanoi, Vi t Nam*

Annelise Emma Walsh *Killingworth, Conn.*
 Ella Camille Walton *Grass Valley, Calif.*
 Christopher Shang-Yi Wang *Ann Arbor, Mich.*
 Evan Tai-an Wang *Northborough, Mass.*
 Yu Wang *Parker, Colo.*
 Helen C. Watson *Darien, Conn.*
 Lilly Ann Watson *Yarmouth, Maine*
 Benjamin Miller Webb *Boulder, Colo.*
 Timothy John Weeks *Bedford, N.H.*
 Allison May Wehrle *Wiscasset, Maine*
 Dean Everett Weiner *Tenafly, N.J.*
 Samuel Robert Wells *Colgate, Wis.*
 William John Wessman *Dallas, Texas*

Calvin Leonard Wetmore *Hilton Head Island, S.C.*
Margaret Shaw White *Northampton, Mass.*
Alexander Christopher Wieder *Bronxville, N.Y.*
Tyler Elizabeth Williams *New York, N.Y.*
Tyler G. Williams *North Branford, Conn.*
Andrew James Williamson *Steamboat Springs, Colo.*
Alice E. Wilson *Milwaukee, Wis.*
Kara Klein Wilson *Concord, Mass.*
Katherine Vivian Winslow *Kenilworth, Ill.*
Jacqueline Elise Woo *Los Altos Hills, Calif.*
Jibri Kandake Woods *Arlington, Va.*
Caroline Emma Wren *Grantham, N.H.*
Eleanor Hildreth Wright *Manchester, Mass.*
Jiaqi Wu *Beijing, China*
Carter Tate Wynne *Washington, D.C.*

Shuofeng Xu *Lanxi, China*
Huitian Xue *Shenyang, China*

Yi Yan *Beijing, China*
Tianshu Yang *Changshu Suzhou, China*
Yumu Yang *Yunnan, China*
Tatsuya Yokota *Tsukuba, Japan*
Kristin Bernard Yorke *Fair Haven, N.J.*
Jacob Henry Young *Kapaau, Hawaii*
Aixin Yue *Beijing, China*
Jean Yuh *Athens, Ga.*

Anran Zhang *Leshan, China*
Hongyong Zhang *Harbin, China*
Tiffany C. Zhang *Wellesley Hills, Mass.*
Xiaoyue Zheng *Dalian, China*
Jianyu Zhou *Beijing, China*
Peisen Zhou *Zhengzhou, China*
Shengyan Zhuang *Shanghai, China*
Kara Jill Zimmermann *Mountain Lakes, N.J.*

Special Distinction

Class Marshal

Xiaoyue Zheng

Honors

Summa Cum Laude

Gal Cohen
Yitong Deng
Benjamin Jerome Fanucci-Kiss
Yi Feng
Zejun Gao
Elizabeth Mabel Holland
Paula Jaramillo
Yashkaran Malliwal
Kaitlin Rose McManus
Victoria Margaret Paquette
Charles Anthony Parham
Sophia Anna Pedersen

Maan Qraitem
Yutong Quan
Lauren Anne Ruddy
Amanda Joy Schmidt
Livia T. Stanger
Ann Mariam Thomas
Allison May Wehrle
Shuofeng Xu
Anran Zhang
Tiffany C. Zhang
Xiaoyue Zheng
Peisen Zhou

Magna Cum Laude

Josephina E. Alvarado
Lindsay Ross Ayers
Tamar Eva Cimenian
Grace Mariette Dickinson
Yuanyuan Dong
Kieran Charles Tamrin Dunn
Caroline Dobson Dunsby
Iliana S. Eber
Julia Marie Gonzalez
Devyn Rae Harding
Meghan Ann Hurley
Hannah Qiudie Karp
Thomas Joseph LaJoie
Crystal Padma Lee
Julia Elizabeth Maser
Lauren Elizabeth Moriarty
Cindy Pham Nguyen
Aurelie Nicole Petherbridge
Benjamin Scott Retik
Camille Harms Ross
Thomas Farrell Shea
Ethan John Vanderwilden
Emily Richardson Visco
Annelise Emma Walsh
Aixin Yue
Hongyong Zhang

Cum Laude

Injung Ahn
Emma Kay Ainsworth
Nina Grace Antone
Jemimah S. Balla
Emma Elizabeth Banks
Samantha Keenan Barry
Ian Ross Baum
Zalika Chandiny Cheruvattam
Emma Lam Chistolini
Charles Kane Cobb
Miles N. Crockett
Serra David
Soren Asher Denlinger
Nathalie Dragnev
Amanda D. Etcheberrigaray
Natasha Nicole Gallagher
Aziz Ghadiali
Anna L. Gildea

Luis Gerardo Gonzalez Kompalic
Holly Catherine Gottsegen
Margaret Domenica Hall
Anna Gerrer Jantzen
Sam Jefferson
Matthew David Johnson
Lane Charles Kadish
Mallory Joan Kievman
Seungjae Lee
Lena Elizabeth Martin
Kevin Muñoz
Allison Hope Naccara
Xindi Niu
Michaela Beatrice Norman
Emma Jane O'Hara
Julia Lyman Parson
Alexander Keniston Rhodes
Tabreya Elizabeth Ryan
Tessa Deery Schrupp
Kienan James Scott
Eleanor Margaret Silver
Kabir Singh
John H. Steenrod
Benjamin Ted Theyerl
Sarah Nicole Wilson Tobey
Sonia Locke Tremblay
Yu Wang
Benjamin Miller Webb
Margaret Shaw White
Andrew James Williamson
Caroline Emma

Honors Programs

Honors in American Studies

Louisa Claire Goldman

Honors in Anthropology

Garima Dahiya
Juan Carlos Luna Jr.

Honors in Biology

Jamie A. Attanasio
Samantha Keenan Barry
Kathryn Knapp Bernier
Kiana Skai Chabot
Shu Dan
Adrienne Nicole Tracy
Xiaoyue Zheng

Honors in Chemistry

Maria Katherine Armillei

Stanley Robert Clarke
Christopher Duva George
Hayley Elizabeth Gibson
Hannah Qiudie Karp
Carol Alice Lipshultz

Honors in Computer Science

Yitong Deng
Yi Feng
Charles Anthony Parham
Maan Qraitem
Yu Wang
Benjamin Miller Webb

Honors in Economics

Yilei Bao
Yuanyuan Dong
Caroline Dobson Dunsby
Zejun Gao
Paula Jaramillo
Chasity Alexis McFadden
Yutong Quan
Amanda Joy Schmidt
Adji Astou Seck
John H. Steenrod
Andrew James Williamson

Honors in Education

Meghan Elizabeth Charest
Julia Marie Gonzalez
Julia Elyce Kostro
Aurelie Nicole Petherbridge

Honors in English

Madeline Haas Albert
Jonah Marlow Bradenday
Natasha Nicole Gallagher
Julia M. Grady
Mallory Joan Kievman
Caroline Joan Lunt
Nicholas Charles Murphy Martin
Johanna Evelyn Neeson
Michaela Beatrice Norman
Sophia Anna Pedersen
William Michael Sideri
Benjamin Ted Theyerl
Radhika Vu Thanh Vy
Annelise Emma Walsh
Allison May Wehrle

Honors in Environmental Studies

Charles Kane Cobb
Soren Asher Denlinger
Hania Marye Lincoln Lenderking
Lena Elizabeth Martin

Honors in Environmental Studies (continued) Cindy Pham Nguyen

Camille Harms Ross

Honors in French and Italian

Serra David
Lauren Anne Ruddy
Tessa Deery Schrupp

Honors in Global Studies

Elias French
Caroline Gillan Stoddard
Helen C. Watson

Distinction in Major**American Studies**

Aisling Jincui Loo Flaherty
Emerson Grey Getzen
Louisa Claire Goldman
Julia M. Grady
Jordan Daniel Miller
Michaela Beatrice Norman

Anthropology

Olivia Santos Balcos
Katherine Maria Briggs
Lola Collins
Garima Dahiya
Iliana S. Eber
Benjamin Jerome Fanucci-Kiss
Juan Carlos Luna Jr.
Christina Eliz Mouradian
Eleanor Grant Parker
Kabir Singh

Architectural Studies (Independent) Benjamin Nathan Shapiro

Art History

Lola Collins
Katherine Anne Herzig
Austin Joseph Lee
Jane Abigail MacKerron
Carter Tate Wynne

Biology

Samantha E. Arsenault
Jamie A. Attanasio
Lindsay Ross Ayers
Samantha Keenan Barry
Kathryn Knapp Bernier
Robert Andrew Cerepak
Kiana Skai Chabot
Zalika Chandiny Cheruvattam
Emma Lam Chistolini
Miles N. Crockett
Shu Dan
Garret Walter Genco
Erin Margaret Kempkes
Samantha Danielle Lee
Yashkaran Malliwal
Julia Elizabeth Maser
Kaitlin Rose McManus
Joseph Michael Paluso
Emily Louise Shaw
Connor Montgomery Smith
Livia T. Stanger
Adrienne Nicole Tracy
Sonia Locke Tremblay
Samuel Robert Wells
Calvin Leonard Wetmore
Aixin Yue
Xiaoyue Zheng

Chemistry

Jason Dean Brodo
Danielle Patricia Lonati
Emily Richardson Visco

Chemistry-Biochemistry

Christopher Duva George
Hannah Qiudie Karp
Thomas Joseph LaJoie
Allison Hope Naccara

Classical Civilization Anna Lynn Libby

Tyler Elizabeth Williams

Classics

Anna Gerrer Jantzen

Computational Biology Benjamin Miller Webb

Peisen Zhou

Computer Science

Margaret Claire Barrett
Mason Lane Brady
Philip Grant Butler
Yitong Deng
John Martin Dowling
Robert Samuel Durst, III
Yi Feng
Matthew Randall Jones
Ryan Edward Lauderback
Seungjae Lee
Charles Anthony Parham
Maan Qraitem
Yutong Quan
Yu Wang
Tatsuya Yokota
Tiffany C. Zhang
Xiaoyue Zheng

East Asian Studies

Kevin Muñoz
Benjamin Scott Retik
Tabreya Elizabeth Ryan
Jiameng Sun

Economics

Yilei Bao
Ian Ross Baum
Caroline Dobson Dunsby
Elias French
Zejun Gao
Riter Barnes Hoopes
Paula Jaramillo
Lane Charles Kadish
Paul Edward Korte
Ryan Edward Lauderback
Annika Leigh Martell
Chasity Alexis McFadden
William James Meade
Xindi Niu
Benjamin Scott Retik

Amanda Joy Schmidt
Kienan James Scott
Adji Astou Seck
Parker Ross Sikora
Jiameng Sun
Radhika Vu Thanh Vy
Timothy John Weeks
Andrew James Williamson

Economics-Mathematics

Yuanyuan Dong
Ileana Magdaline Glyptis
Yuchen Guo
Sam Jefferson
Yutong Quan
John H. Steenrod
Yu Wang
Jianyu Zhou

Educational Studies

Katherine Maria Briggs
Meghan Elizabeth Charest
Danielle Michelle Cheffo
John Dante Cipollini
Grace Mary Crowell
Tess Gabriella Nunnely Dupré
Riter Barnes Hoopes
Scott Michael Kaplan
Julia Elyce Kostro
Nicholas Charles Murphy Martin
Moiria Catherine Mullaney
Aurelie Nicole Petherbridge
Madeleine Rose Spreitze Schoeni
Nicholas Newell Tucker
Allison May Wehrle

Educational Studies: Human Development

Julia Marie Gonzalez

English

Madeline Haas Albert
Jemimah S. Balla
Claire Elise Cahill
Meghan Elizabeth Charest
Natasha Nicole Gallagher
Luis Gerardo Gonzalez Kompalic
Julia M. Grady
Devyn Rae Harding
Mallory Joan Kievman
Paul Edward Korte
Caroline Joan Lunt

Nicholas Charles Murphy Martin
Moiria Catherine Mullaney
Johanna Evelyn Neeson
Michaela Beatrice Norman
Sophia Anna Pedersen
Tabreya Elizabeth Ryan
Benjamin Ted Theyerl
Radhika Vu Thanh Vy
Annelise Emma Walsh
Allison May Wehrle

Environmental Computation

Soren Asher Denlinger
Zhijun Lei
Camille Harms Ross
Christopher Shang-Yi Wang

Environmental Policy

Allison Walton Douma
Meghan Ann Hurley
Melody Dawn Larson
Lena Elizabeth Martin
Cindy Pham Nguyen
Tiffany M. Poore
Kabir Singh
Caroline Emma Wren

Environmental Science

Charles Kane Cobb
Garret Walter Genco
Marjorie Violet McDonough
Eleanor Margaret Silver
Sarah Nicole Wilson Tobey

French Studies

Josephina E. Alvarado
Charlotte Anne Beaulieu
Serra David
Catherine Campbell Gannon
Holly Catherine Gottsegen
Katherine Stefani Morena
Lauren Anne Ruddy
Tessa Deery Schrupp
Suzanne Elise Singer
Brigid Patricia Skeffington
Tianshu Yang

Geology

Emma Jane OíHara

Geoscience

Soren Asher Denlinger
Ruofei Jia

German Studies

Rebecca Anne Berube
Miranda Raven Mahoney

Global Studies

Injung Ahn
Emma Kay Ainsworth
Danielle Michelle Cheffo
Gal Cohen
Aidan Campbell Cyr
Allison Walton Douma
Nathalie Dragnev
Elias French
Anna L. Gildea
Riley Leiser Janeway
Sandeep Kaur
Katherine Mary Kelley
Shoshana Leviton
Tessa Deery Schrupp
Joseph Charles Searle
Caroline Gillan Stoddard

Government

Scott Conover Batchelder
Ian Ross Baum
Emma Lam Chistolini
Iliana S. Eber
Jeffrey Hafner Endler
Gabrielle Amelie Fagan
Dominic Vincent Giardini
Joshua Henry Delacruz Goldberg
Cassidy Lee Holzer
Alexandra Paige Huelbig
Sarah Beth Kaplan
Gregory Katz
Kayla A. Luparello
Eliza Lynn Mushinski
William Henry Phillips
Hailey Leanne Reed
Jaakirah Jameelah Reid
Thomas Farrell Shea
Parker Ross Sikora
Isabelle Louise Tegtmeyer
Ethan John Vanderwilden
Kara Klein Wilson
Anran Zhang

History

Injung Ahn
Alyssa Cora Chesney
Tess Gabriella Nunnely DuprÉ
Emilie Elizabeth Ginn
Elizabeth Mabel Holland
Margaret Shaw White
Kristin Bernard Yorke

Human Computer Interaction (Independent)

Aziz Ghadiali

Jewish Studies (Independent)

Victoria Margaret Paquette

Latin American Studies

Grace Mariette Dickinson
Luis Gerardo Gonzalez Kompalic
Juan Carlos Luna Jr.
Regina Martinez
Carolina Rojas-Becerra

Mathematical Sciences

Yuanyuan Dong
Caroline Dobson Dunsby
Zejun Gao
Paula Jaramillo
Seungjae Lee
Maan Qraitem

Mathematics

Yusheng Hu
Charles Anthony Parham
Shuofeng Xu

Middle Eastern Studies (Independent)

Charles Greenberg

Music

Samantha Keenan Barry
Alexandra K. Koeck-Schultz
Crystal Padma Lee

Philosophy

Kieran Charles Tamrin Dunn
Spencer Lake Hewson
Anran Zhang

Physics

Philip Grant Butler
Miles N. Crockett
Leighton Thomas Galvin
Alexander Manske Geiersbach
Yuchen Guo
Abraham Oakley Hill
Madeline Katherine Pierson
Ann Mariam Thomas
Ethan John Vanderwilden
Yumu Yang
Hongyong Zhang

Psychology

Nina Grace Antone
Charlotte Anne Beaulieu
Tamar Eva Cimenian
Grace Mary Crowell
Lucie Morgan Cunningham
Gabrielle Amelie Fagan
Lydia Nestler Fanning
Yi Feng
Holly Catherine Gottsegen
Samuel Walker Gray
Margaret Domenica Hall
Celia Tatum Hutchins
Sandeep Kaur
Erin Margaret Kempkes
Jennifer Lachance
Jane Abigail MacKerron
Kaitlin Rose McManus
Katherine Stefani Morena
Xindi Niu
Amanda Eileen Norchi
Julia Lyman Parson
Lauren Anne Ruddy
David Ruvalcaba
Seynt Jiro Pacada Sahagun
Madeleine Rose Spreitze Schoeni
Eleanor Margaret Silver
Andrea Marie Swiderski
Sonia Locke Tremblay
Yumu Yang
Aixin Yue

Religious Studies

Amanda D. Etcheberrigaray
Emerson Grey Getzen
Dominic Vincent Giardini

Shivani Bhaskar Trivedi

Russian Language and Culture

Anna Gerrer Jantzen
Emma Jane O'Hara

Science, Technology, and Society

Sabrina Stern Rabins
Jacob Henry Young

Sociology

Amber Daylynn Churchwell
Amanda Baleriana Deming
Adam Elijah Knapp-Wachsner
Lauren Elizabeth Moriarty
Tara L. Strelevitz

Spanish

Josephina E. Alvarado
Jemimah S. Balla
Emma Elizabeth Banks
Chase Goodrich Coleman
Saduo Dangui
Grace Mariette Dickinson
Benjamin Jerome Fanucci-Kiss
Annabelle Blessing Fischer
Devyn Rae Harding
Andrew MacDonald Healy
Katherine Mary Kelley
Bonje Nkiruka Angela Obua
Alexander Keniston Rhodes
Emily Richardson Visco

Studio Art

Bennett Cutler Allen
Matthew Joseph Calarco
Isabel Marlowe Colon
Jacob Benjamin Conterato
Alexander Thomas Dorion
Aisling Jincui Loo Flaherty
Natasha Nicole Gallagher
Emily Alexandra Garza
Charlotte Rose Gomprecht
Carter Montgomery Hall
Matthew Randall Jones
Scott Michael Kaplan
Austin Joseph Lee
Eleanor Hildreth Wright

Theater and Dance

Saduo Dangui
Johanna Evelyn Neeson
Erica Lee Suttles

Womenís, Gender, and Sexuality Studies

Kevin Munoz
Tara L. Strelevitz
Carter Tate Wynne

Phi Beta Kappa

Josephina E. Alvarado
Lindsay Ross Ayers
Meghan Elizabeth Charest
Tamar Eva Cimenian
Gal Cohen
Yitong Deng*
Yuanyuan Dong
Kieran Charles Tamrin Dunn
Caroline Dobson Dunsby
Benjamin Jerome Fanucci-Kiss*
Yi Feng
Zejun Gao
Julia Marie Gonzalez
Devyn Rae Harding
Elizabeth Mabel Holland*
Meghan Ann Hurley
Paula Jaramillo*
Hannah Qiudie Karp
Thomas Joseph LaJoie
Crystal Padma Lee
Seungjae Lee
Yashkaran Malliwal
Lena Elizabeth Martin
Julia Elizabeth Maser
Kaitlin R. McManus*
Lauren E. Moriarty
Cindy Pham Nguyen
Emma Jane O'Hara
Victoria Margaret Paquette*
Charles Anthony Parham
Sophia Anna Pedersen
Aurelie Nicole Petherbridge
Maan Qraitem
Yutong Quan Benjamin Scott Retik
Camille Harms Ross
Lauren Anne Ruddy
Amanda Joy Schmidt
Thomas Farrell Shea
Livia Thanawala Stanger
Ann Mariam Thomas
Ethan John Vanderwilden
Emily Richardson Visco

Annelise Emma Walsh
Allison May Wehrle*
Shuofeng Xu*
Aixin Yue
Tiffany C. Zhang*
Anran Zhang
Hongyong Zhang
Xiaoyue Zheng*
Peisen Zhou*

* elected in junior year