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Colby College Catalogue 2022-2023

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Colby

Colby College
4000 Mayflower Hill
Waterville, Maine 04901

2022-2023 Colby College Catalogue

ABOUT COLBY

Founded in 1813, Colby College is the 12th oldest liberal arts college in the United States.

Distinctive in its offerings, Colby provides an intimate, undergraduate-focused learning environment with a [breadth of programs](#) presenting students and faculty with unparalleled opportunities. A vibrant and fully integrated academic, residential, and cocurricular experience is sustained by a [diverse and supportive community](#). Located in Waterville, Maine, Colby is a global institution with students representing nearly every U.S. state and approximately 70 countries.

Colby's model provides the scale and impact of larger universities coupled with intensive learning in a community committed to scholarship and discovery, multidisciplinary approaches to integrated learning, study in the liberal arts, and leading-edge programs addressing the world's most complex challenges. Its network of partnerships with prestigious cultural, research, medical, and business institutions extends educational and scholarly collaborations, providing students with unmatched experiences leading to postgraduate success.

The College's wide variety of programs and labs provides students and the community access to unique experiences: the [Colby College Museum of Art](#), the finest college art museum in the country, and the [Lunder Institute for American Art](#) have made the College a nationally and internationally recognized center for art scholarship; [DavisConnects](#) prepares students for lifelong success by combining a forward-thinking liberal arts education with extensive internship, research, and global opportunities for all students regardless of their personal networks and financial circumstances; and the 350,000-square-foot [Harold Alfond Athletics and Recreation Center](#), opened in 2020, is the most advanced and comprehensive NCAA D-III facility in the country. In fall 2021, Colby opened the [Davis Institute for Artificial Intelligence](#), the first such institute at a liberal arts college.

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 arts 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, caste, 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, caste, 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 95 percent. The average six-year graduation rate is 87 percent.

Application Deadlines

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

Spring 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 <https://afa.colby.edu/apply>. 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 test 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 (AP) 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 (IB) and offers advanced course 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), Duolingo English Test (DET), TOEFL Home Edition, or the International English Language Testing System (IELTS).

Need-based financial aid is available to international students. Colby meets one hundred percent of demonstrated need for all applicants. 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 incoming 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 <https://afa.colby.edu/apply/>.

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. All students are bound by Colby's transfer credit policies which can be found in the transfer section of this catalogue.

Students receiving Veterans Administration benefits will receive a copy of a personalized financial aid letter along with a certified financial planning sheet before the start of the next academic year.

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.

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 and Community Partnerships 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 Civic Engagement and Community Partnerships and are referred to Auditing Courses in the [Academic Procedures](#) section.

FEES AND CHARGES

Annual Basic Charges 2022-23

	Semester 1	Semester 2	Total
Comprehensive Fee	\$39,925	\$39,925	\$79,850

Calendar of Payments 2022-23

<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	\$39,925
Jan. 2: One-half of annual basic charges	\$39,925

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 \$2,340 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 \$2,180 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 \$5,255 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 \$2,070 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, 2022. 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 2022-23 Colby off-campus programs are as follows:

Semester Charges

Colby at Bigelow Lab	\$39,925
Colby in Dijon	\$39,925
Colby in Salamanca	\$39,925

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 \$6,760 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 \$52 million in grant funding is awarded annually to approximately 40 percent of the student body. The average aid package awarded to 901 grant recipients in 2021-22 was \$59,580. 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 2021 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.

DEAN OF THE COLLEGE DIVISION

The Colby Experience

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

Dean of the College Mission Statement

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

Dean of the College Division and Staff

The Dean of the College Division oversees student life and learning outside of the classroom, and it comprises the Office of the Dean of Students, the Office of the Dean of Studies, the Office of Campus Life, Counseling Services, DavisConnects, the Office of Diversity, Equity, and Inclusion, International Student Programs, the Office of Religious and Spiritual Life, Security, the Office of Community Values, Conflict Resolution, and Restorative Practice, 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.

Academic Support

Academic Advisors: All incoming students are assigned a first year Academic Advisor who helps students navigate their first year academic experience. Incoming 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. Academic Advisors provide guidance to students during course selection for JanPlan and spring and help students as they navigate their first year academic experience. During the end of the second, third, or fourth semester, when students may elect a major, they will move under direct advisorship of a major department or program.

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/guardians manage academic and non-academic situations as they arise, consulting extensively with faculty and staff across the College. Students may contact their class dean or the Dean of Studies Office at 207-859-4560 or deanofstudies@colby.edu.

Access and Disability Services: Colby offers programs and resources that support a range of learning differences—to make sure every student can maximize their academic potential. As part of the ADA accommodations process, Colby provides a range of supports for students with learning differences, including but not limited to additional time on exams, note taking support, and other adjustments in academic procedures, in accordance with recommendations of qualified diagnosticians. Students also work with Access and Disability Services to request accommodations related to housing and dining.

Colby also offers learning consultants who can assist students with study habits and other targeted strategies. These expert coaches are available to any Colby student who wishes additional academic support, coaching or skills building. All students are expected to attempt to complete the foreign language requirement. Students who experience inordinate difficulty in completing this requirement and who have documentation of a language-based learning difference that meets Colby guidelines may petition to modify the foreign language requirement with an approved program of alternative study, which will include three courses reflecting aspects of a single language of culture. Students with questions in this area can contact the director of student access and disability services at 207-859-4560 in the Dean of Studies Office located in room 107, Eustis Hall.

Student Success Fund: Colby College is committed to providing educational access and opportunity regardless of a student's financial background. In pursuit of this goal, the Assistant Director of Student Success and Support will work with students on a case-by-case basis to identify and connect them with available resources to help alleviate distressing situations that can interfere with academic success. Students are encouraged to contact the Assistant Director to discuss their concerns and explore options: 207-859-4560 in the Dean of Studies Office located in room 107, Eustis Hall.

Personal Support

There are many places students can turn to on campus for advice and support when they are encountering difficulties, whether involving interpersonal relationships, fitting in socially, or worrying about the direction life is taking. The nearest resource is often the residence hall staff. These trained student staff members, community advisors, can provide information about support resources. When students are facing more serious issues, it may be appropriate to seek out more specialized resources. These resources include deans, Counseling and Health Center staff, and Religious and Spiritual Life staff. When problems arise outside of business hours and on weekends, students can access emergency and support resources through our on-call systems. To access the professional on-call or Colby Emergency Response, call Security at 207-859-5911. To access after-hours Counseling Services, please call 207-859-4490 ext 0.

Leaves of Absence/Withdrawal from the College: For the full policy on leaves and withdrawals, please check the Dean of Students website or contact dos@colby.edu.

Medical Leaves: For the full policy on medical leave, please check the Dean of Students website or contact dos@colby.edu.

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, women's health services, drug and alcohol misuse services, and travel medicine services. 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 Maine General 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 during weekends or during regular hours to have injuries evaluated or arrange immunizations for travel abroad.

Colby Emergency Response (CER): 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.

Colby Counseling Services: The mission of Colby Counseling Services is to foster the well-being of all students within a respectful and confidential environment through providing a range of psychological counseling, consultation and outreach services. Our diverse team of psychologists, professional counselors and social workers collectively have over 40 years of experience working collaboratively with students. We work with students in individual counseling, group counseling, through teaching practices such as meditation, and in a variety of other capacities. Students also have access to our counselor on call for mental health emergencies when the office is closed.

The Counseling Services office is located in a comfortable and private setting on the second floor of Garrison-Foster and all of our services are free of charge. We also want you to know that we take your confidentiality very seriously and your privacy is protected in the same manner it would be if you were visiting a counselor as an adult in your home community. Appointments can be made by calling our main number at 207-859-4490, or by stopping in Room 205, Garrison-Foster Building, during regular business hours. You can find more information at Counseling Services - Life at Colby.

In a mental health emergency, students can reach the on-call counselor 24/7 by calling Counseling Services at 207-859-4490 and pressing "0". For off-campus help you can reach out to the Maine Crisis Line at 1-888-568-1112. For suicide prevention details, please visit our website at Suicide Prevention - Life at Colby or call Campus Security for assistance.

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: COVID-19, tetanus and diphtheria (primary series plus booster within 10 years), 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 chickenpox 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.

STUDENT LIFE

The Residence Experience: As a residence campus, Colby College's residence halls are where students call home while achieving their academic pursuits. The residential setting is an integral part of the college experience, and therefore, all students are expected to live in the College's residence halls. Residence halls across campus vary in size and can accommodate between 30 and 200 students. All first year students reside in a designated cluster of residence halls. Upper class students are housed in all other residence halls with the exception of the Harold and Bibby Alford Residence Complex (which houses only seniors), and the Bill and Joan Alford Main St. Commons (which houses only juniors and seniors). In all buildings, students can expect a safe, inclusive, and supportive living environment that integrates the academic, creative, and cultural dimensions of college life. Residence hall communities are led by student leaders specifically hired and trained to promote an engaging residential community that fosters connections, personal growth, civility, and student success.

Students have access to a variety of specialized housing options including but not limited to substance-free, and healthy living options. Room selection is generally assigned by room draw with first priority given to seniors. More detailed information about residential living at Colby can be found on the Life at Colby [website](#).

Dining Services: The College offers a board plan of 21 meals per week for all resident students. Meals are served in three separate on-campus dining halls—in Foss Hall, Dana Hall, and Roberts Building, each with a different menu. Students living in the Alford Residence Complex, the Bill & Joan Alford Main Street Commons, and the Mary Low Coop, or students living off campus who do not subscribe to the full meal plan, are entitled to an adjustment of 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 mailroom and Post Office, the Blue Light Pub, offices of the Student Programming Board, the Pugh Center, and the Page Commons Room are in Cotter Union. 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 Pugh Center serves the Colby community as an integral resource and catalyst for engagement and advocacy that supports the college's fundamental goal of academic excellence through cultivating an inclusive and equitable campus community. The Pugh Center supports students through the development of co-curricular initiatives, opportunities to apply theoretical frameworks explored in the classroom, and fosters intellectual engagement with critical conversations across campus constituencies.

Our physical space, located within Cotter Union, Colby's student union, is dedicated to all students interested in and devoted to engaging with experiences and issues related to race, ethnicity, culture, gender, sexual orientation, socio-economic and first-generation status, ability, religion, and spirituality. Beyond our physical space, we work intentionally to integrate our initiatives throughout the campus community.

Student Governance: Students play significant roles in shaping student life through the Student Government Association (SGA) and the Student Programming Board (SPB). 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, Security, 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](#).

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 AND RECREATION

The Department of Athletics and the Department of Recreation are housed in the state-of-the-art Harold Alfond Athletics and Recreation Center. Opened in 2020, the 350,000-square-foot facility is the most comprehensive Division III facility in the country. The departments offer 32 varsity sports, intramural sports, club sports, lifetime fitness classes, and recreational activities. Together, they provide opportunities for all levels of athletic interest and accommodate different levels of competitiveness and intensity.

Facilities

Indoor athletic facilities in the new Harold Alfond Athletics and Recreation Center include the Margaret M. Crook Center with three regulation courts; the O'Neil | O'Donnell Forum and the Jack Kelley 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, and a 48-foot climbing and bouldering wall; the O'Neil Family Wellness Studios; the Papadellis Erg Room with 30 machines; the Carl E. Nelson Hydrotherapy Room; a central courtyard; and three classrooms.

Outdoor facilities include four artificial turf fields: Seaverns Field, a long-grass synthetic turf field and the primary field for football and men's lacrosse; the 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 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. A mile from Colby is the [Quarry Road Recreation Area](#), an [International Ski Federation](#)-certified Nordic ski racing trail and a snowmaking system, where the Nordic ski team practices and holds competitions. 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.

Athletics

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). It also belongs to 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.

Recreation

Currently serving faculty, staff, and students, the Recreation Department consists of eight component areas: informal recreation, intramural sports, club sports, fitness, instructional programs, aquatics, special events, and outdoor programs.

Informal Recreation

The Harold Alford Athletics and Recreation Center (HAARC) is available for "walk-in" informal recreation or self-directed programming at specified hours. Ample time is available for fitness conditioning, walking, lap and open swimming, ice skating, as well as court/field sports such as basketball, volleyball, badminton, squash, and indoor soccer.

Intramural Sports

Intramural sports are designed to provide faculty, staff, and students the opportunity to compete and have fun in a flexible, yet structured environment. Sports are offered in either tournament or league format.

Club Sports

These student organizations are established to promote and develop a common interest in a sport activity and have gained university recognition via Colby Recreation. Each club sport is student-initiated, organized, managed, and maintained by volunteer student leaders. Club sport teams have the opportunity to compete outside of the institution against other registered collegiate club sport teams.

Fitness

Fitness classes are held in the HAARC O'Neil Family Wellness Studios and are available to the Colby community. Classes are offered at various times throughout the week and admittance to class will require registration. Individuals at beginner, intermediate, and advanced fitness levels are welcome to participate.

Instructional Programs

Instructional programs offer experiential learning, personal enrichment, and skill-building opportunities for the Colby community.

Aquatics

Recreational swimming is available in the HAARC Aquatics Center. Lap swim, open swimming, and special aquatic programming are also made available to the Colby community.

Outdoor Programs

Colby Recreation partners with Outdoor Education to offer positive outdoor education, recreation, and adventure experiences.

ACADEMIC REQUIREMENTS

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 ≥ 2.0 Semester GPA and ≥ 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 commencement exercises. Students are expected to complete all degree requirements to be eligible to participate in commencement.

In response to the Covid-19 pandemic, students in the graduating Classes of 2023 or 2024, with no more than nine credits left to complete degree requirements and who expect to complete all requirements by the end of September, may participate in commencement with the approval of the Registrar's Office. Students will receive an empty diploma case at commencement, and degrees will be conferred in October upon review of the completion of degree requirements. Students receiving their degrees in October will be considered members of the preceding class, and Latin honors will be awarded accordingly.

Students who do not meet the above criteria, but 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. Students may take part in only one commencement.

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 Office of the Provost. 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 selecting 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 declarations.

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 select 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
- Music
- Music-Interdisciplinary Computation
- Performance, Theater, and Dance
- Philosophy
- Physics
- Psychology
- Religious Studies
- Russian Language and Culture
- Science, Technology, and Society
- Sociology
- Spanish
- Statistics
- Studio Art
- 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
- English: Literature and the Environment
- Mathematical Sciences
- 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
- French Studies
- Geology
- German
- Human Development
- Italian Studies
- Japanese
- Jewish Studies
- Mathematics
- Music
- Performance, Theater, and Dance
- Philosophy
- Physics
- Religious Studies
- Russian Language and Literature
- Science, Technology, and Society
- Sociology
- Statistics
- 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 select 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; music; performance, theater, and dance; philosophy; physics; psychology; religious studies; science, technology, and society; sociology; Spanish; statistics; 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. Department chairs designate academic advisors for their majors. Students must select 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

Any first-year student intending to take mathematics at Colby must fill out the Calculus placement questionnaire available on the [Mathematics Department](#) website. Additionally, any first-year student intending to take a 200-level mathematics course in their first semester must consult with the chair of the Mathematics Department.

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 DEPARTMENT

At Colby College, writing is a crucial component of a liberal arts education. Accordingly, the mission of the [Colby Writing Department](#) 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 Department (CWD) [offers writing courses](#) (designated WP or EN in the catalogue), and [our faculty](#) supports the development of writing-intensive courses and pedagogy in all departments to give students multiple opportunities to improve their writing across all four years.

The Writing Department'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 Department works with faculty in all four academic divisions to develop upper-level, writing-intensive courses (designated W2 and W3 in the catalogue). The CWD also works with whole departments 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 Department 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, and the Geological Society of America. Students in the social sciences have worked on national and international projects supported by the Pew Charitable Trusts and the Ford Foundation and presented their research at the Society for Neuroscience, among others. 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, located at DavisConnects in Grossman Hall, ensures that Colby's programs abroad, as well as other

programs approved by the College,

- 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. Colby tuition applies for Colby programs in Salamanca, Dijon, and Bigelow. For approved non-Colby programs, there is no Colby tuition charge; tuition is paid directly to the provider. 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. Advising from Off-Campus Study is encouraged. Applications for off-campus study during the year 2022-23 are due by Feb. 20, 2022, 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. There is a petition process for students who do not meet the GPA requirement.

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.

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 away 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 2022-23, a preliminary application must be filed with the Office of Off-Campus Study by Nov. 15, 2021, and a final application or request for program approval must be submitted by Feb. 20, 2022. 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 host language is other than English, 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. (Exceptions to this policy may apply during the pandemic.)

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 Pomona College. 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 before the end of classes. 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, but 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. Grades are due within one week of the work deadline. 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 <i>or</i> < 2.0 while on probation		

Academic Probation

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

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

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

Academic Dismissal

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

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

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

Class Standing

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

First-year standing: fewer than two semesters or fewer than 28 credit hours.

Sophomore standing: two or three semesters and 28 to 60 credit hours.

Junior standing: four or five semesters and 61 to 89 credit hours.

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

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

Transfer Credits

Transferred Credits for Newly Admitted Students

Courses taken at other accredited institutions, not including online courses, in which grades of C or higher have been earned (the courses may not be taken with pass/fail or satisfactory/unsatisfactory grading), may be credited toward the Colby degree under the conditions and circumstances listed below and those specified in Residence Requirement and Quantity Requirement in the Academic Requirements section. All credits presented for transfer toward a Colby degree must be supported by official transcripts issued by the college or university where the credits were earned. Course descriptions and syllabi are helpful and may be required. Transferred grades are not used in computing the grade point average.

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

Transferred Credits for Currently Enrolled (Matriculated) Students

Courses taken at other accredited institutions, not including online courses, in which grades of C or higher have been earned (the courses may not be taken with pass/fail or satisfactory/unsatisfactory grading), may be credited toward the Colby degree under the conditions and circumstances listed below and those specified in Residence Requirement and Quantity Requirement in the Academic Requirements section. All credits presented for transfer toward a Colby degree must be supported by official transcripts issued by the college or university where the credits were earned. Course descriptions and, in some cases, syllabi are required. Transferred grades are not used in computing the grade point average.

1. Students seeking to transfer credits for full-time study away from Colby must file application forms by the established deadlines with the Office of Off-Campus Study. Approval must be obtained prior to beginning such study. The Office of Off-Campus Study must be notified immediately of any subsequent change in the approved program.
2. Graded credits earned at an accredited degree-granting institution may be transferred toward a Colby degree by matriculated students, including students dismissed for academic reasons by the Committee on Standing, if approved in writing, prior to enrollment in specific courses at the other institution, by the appropriate College authorities. Forms on which to seek approval can be obtained from the Office of the Registrar. The Registrar's Office must be notified immediately of any subsequent change in the approved courses.
3. No student may receive transfer credit for more than nine credit hours taken for the purpose of completing degree requirements after leaving Colby. Credits earned at summer school will not constitute a semester to apply to those required for the Colby degree.

Leave of Absence

Withdrawal from College, Leave of Absence

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

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

Students who leave to participate in College-approved student programs elsewhere, or who leave at the end of a semester for a specified

period, may take a leave of absence and are not required to obtain special permission in order to return. Courses intended to transfer must be pre-approved (see Transfer Credits).

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

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

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

DIVISIONS AND DEPARTMENTS

Academic departments and programs are classified in the following divisions:

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

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

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

Division of Interdisciplinary Studies, Professor Adam Howard, chair, includes the departments of 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 Writing.

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 of the faculty list in this catalogue.

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	Performance, 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 DEPARTMENT

Chair, *Associate Professor Chandra Bhimull*

Department Faculty: *Associate Professor Chandra Bhimull (African-American Studies and Anthropology); Assistant Professor Sonya Donaldson (African-American Studies)*

Affiliated Faculty and Advisory Committee: *Professors Catherine Besteman (Anthropology), Cedric Gael Bryant (English), Jill Gordon (Philosophy), Bénédicte Mauguère (French), Tanya Sheehan (Art), and Robert Weisbrot (History); Associate Professors Alicia Ellis (German), Mouhamédoul 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 Department 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 department 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 department 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 other department and programs such as American studies, anthropology, art, history, literature, economics, government, music, philosophy, religious studies, sociology, and women's, gender, and sexuality studies. The department 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 Department's use of the phrase African American includes persons and peoples of African descent throughout the Americas, the department'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 and departments (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 Department 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 Department 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 Department 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 and Minor

African-American Studies

- 276 African-American Culture in the United States

Anthropology

- 231 Caribbean Cultures
- 258 Anthropology, History, Memory
- 2xx Black Joy
- 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

Performance, Theater, and Dance

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

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

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 Department advisor.

Course Offerings

[AA118] Dance Technique Lab: Dance Forms of the African Diaspora: Hip-hop Listed as Theater and Dance 118. *Two credit hours.*

[AA118A] Technique Lab: Contemporary Dance & Movement of the African Diaspora Listed as Theater and Dance 118A. *Two credit hours.*

[AA118B] Dance Technique Lab: Intermediate Hip-hop Listed as Theater and Dance 118B. *One credit hour.*

[AA120] Race, Gender, and Sport Listed as Women's, Gender, and Sexuality Studies 120A. *Four credit hours.* **W1, U.**

AA120Bfs Critical Inquiries in Medical Ethics Listed as Women's, Gender, and Sexuality Studies 120B. *Four credit hours.* **W1, U.**
SIBARA

AA125f Introduction to African American Cultures Offers a critical introduction to the cultural, political, and social forces that have shaped the identity of people of African descent in the United States. We will focus on the experiences of African Americans from the Transatlantic Slave trade through contemporary social movements such as Black Lives Matter. Through readings, viewing, listening, and creating, we will examine the major movements, people, and ideas that have shaped African American identity and culture and gain an understanding of how African Americans have informed the broader national and global cultural and political landscapes. *Four credit hours.* **L, U.** DONALDSON

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

AA162f History of the Atlantic World Listed as History 162. *Four credit hours.* **H, I.** BRIGNAC

AA164s Africans and the Making of the Atlantic World Listed as History 164. *Four credit hours.* **H, I.** BRIGNAC

[AA213J] Philosophical Inquiries into Race Listed as Philosophy 213J. *Three credit hours.* **S, U.**

[AA216] 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.**

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

- AA225j Race and Democracy in the Nation's Capital** Listed as History 225. *Three credit hours.* **H, U.** ASCH
- [AA227] Visual Ways of Knowing: Transcultural Documentary Filmmaking** Listed as Global Studies 227. *Four credit hours.*
- 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.**
- AA232s Early African American Literature** Listed as English 232. *Four credit hours.* **L, U.** PLASENCIA
- [AA236] Introduction to the Francophone World: The Americas** Listed as French 236. *Four credit hours.* **I.**
- AA237f Francophone African Cinema** Listed as French 237. *Four credit hours.* NIANG
- AA238s Introduction to the Francophone World: Africa** Listed as French 238. *Four credit hours.* **I.** NIANG
- AA239f Making Modern Science** Listed as American Studies 238. *Four credit hours.* **H, U.** SALTZ
- AA241f Foundations of Disability Studies** Listed as Women's, Gender, and Sexuality Studies 241. *Four credit hours.* **L, U.**
SIBARA
- [AA242] Acts of Activism** Listed as Theater and Dance 242. *Four credit hours.* **A.**
- AA247f African-American History, from Slavery to Freedom** Listed as History 247. *Four credit hours.* **H, U.** WEISBROT
- [AA248] Performing the Museum** Listed as Theater and Dance 247. *Four credit hours.* **A.**
- AA251f Tomorrow Will Be Bigger! Performing Protest in Brazil** Listed as Theater and Dance 251. *Four credit hours.* **A, I.**
SOIFER
- [AA252] Race, Ethnicity, and Society** Listed as Sociology 252. *Four credit hours.* **U.**
- [AA255] Introduction to African Politics** Listed as Government 255. *Four credit hours.* **S, I.**
- [AA256] African-American Art** Listed as Art 256. *Four credit hours.* **A, U.**
- AA258s Anthropology, History, Memory** Listed as Anthropology 258. *Four credit hours.* BHIMULL
- [AA262] Topics in Dance: Collaborative Company** Listed as Theater and Dance 262. *Four credit hours.*
- [AA263] Black Joy** Listed as Anthropology 263. *Four credit hours.* **S, I.**
- AA266f Introduction to African History, 1800-1994: Cultural Artefacts in Museums** Listed as History 266. *Four credit hours.* **H, I.**
COULON
- [AA276] African-American Culture in the United States** Listed as American Studies 276. *Four credit hours.* **S, U.**
- AA2XXs Black Digital Humanities** *Four credit hours.* DONALDSON
- [AA312] Suburban Politics** Listed as Government 312. *Four credit hours.* **U.**
- [AA315] Minority Representation** Listed as Government 315. *Four credit hours.* **S, U.**

- [AA319] **Art, Medicine, and Race** Listed as Art 319. *Four credit hours.* **U.**
- [AA324] **Ideologies of Africans: Negritude, Pan-Africanism, and Afroisms** Listed as French 324. *Four credit hours.* **L.**
- [AA326] **Slavery and Freedom in American Art** Listed as Art 326. *Four credit hours.* **A, U.**
- [AA330] **Global Histories of Food** Listed as History 330. *Four credit hours.* **H, I.**
- [AA331] **Slavery and Capitalism** Listed as History 331. *Four credit hours.* **H, I.**
- AA333f **Contemporary Theory** Listed as Anthropology 333. *Four credit hours.* **BHIMULL**
- 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.**
- AA337f **Gentrification** Listed as American Studies 337. *Four credit hours.* **U.** **LISLE**
- [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.*
- [AA346] **Race, Rights, and Land in the Americas** Listed as Spanish 346. *Four credit hours.* **I.**
- [AA348] **The Afro-Americas: Race, Power, and Subjectivity** Listed as Spanish 348. *Four credit hours.* **L, I.**
- AA349s **Queer of Color Critique** Listed as Women's, Gender, and Sexuality Studies 349. *Four credit hours.* **U.** **SIBARA**
- [AA351] **Minority Issues and Social Change in the Americas** Listed as French 351. *Four credit hours.* **L, I.**
- AA352s **Hang and Rattle: The West in the American Imaginary** Listed as English 352. *Four credit hours.* **L, U.** **BRYANT**
- AA353f **Gender, Sexuality, and Power in Atlantic Slavery** Listed as History 353. *Four credit hours.* **H, I.** **BRIGNAC**
- [AA355] **African-American Women and Social Change** Listed as Sociology 355. *Four credit hours.* **U.**
- [AA356] **Donning the Mask IN THE WAKE: The Persona Poem** Listed as English 358. *Four credit hours.* **L, U.**
- [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.**
- [AA359] **Sociologies of Slavery and Slave Communities in the United States** Listed as Sociology 359. *Four credit hours.* **S, U.**
- AA361s **Creolization, Culture, and Society in the Indian Ocean Islands** Listed as French 361. *Four credit hours.* **I.**

MAUGUIERE

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

AA372s **Black and Native Protest Literatures to 1900** Listed as English 372. *Four credit hours.* L, U. PLASENCIA

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

AA393f **Junior Seminar: Theories of Culture** Listed as American Studies 393. *Four credit hours.* U. SALTZ

[AA3XX] **African American Childhood** *Four credit hours.*

[AA413] **Author Course: Toni Morrison** Listed as English 413A. *Four credit hours.* L.

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

[AA455] **Seminar: Conflict and Crisis in Africa** Listed as Government 455. *Four credit hours.* I.

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

AA493s **Seminar: American Gothicism in the Neo-Slave Narrative Tradition** Listed as English 493Q. *Four credit hours.* L. BRYANT

AMERICAN STUDIES DEPARTMENT

Chair, Associate Professor Laura Saltz

Professor Margaret McFadden; Associate Professor Laura Saltz; Assistant Professors Laura Fugikawa and Benjamin Lisle; Visiting Assistant Professor Natalie Michelle; Visiting Instructor Chelsea Fairbank

Advisory Committee: Professor Tanya Sheehan (Art); Associate Professors 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 Professors Gail Carlson (Environmental Studies), Gwyneth Shanks (Performance, Theater, and Dance), and Jay Sibara (Women's, Gender, and Sexuality Studies)

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. It is a highly interdisciplinary and transnationally oriented program that provides students with the tools to examine critically the stories about America that drove its history—from early beliefs in Manifest Destiny and imperial expansion, to the contemporary elevation of capitalist competition as the central model of social and economic interaction—and those narratives that have historically been marginalized.

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, 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. After declaring the major, students submit a narrative of approximately three pages to their program advisor. It names and describes the concentration, articulates a rationale for it, and explains how specific courses will support it. 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 the other components of the portfolio in response to prompts issued by program faculty within the core courses of the major. These prompts ask students 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 at the end of 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. *Four credit hours.* W1, U.

AM125f Introduction to African American Cultures Listed as African-American Studies 125. *Four credit hours.* L, U.
DONALDSON

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

[AM216] Deconstructing *Daughters of the Dust: African American Origins* Listed as African-American Studies 216. *Three credit hours.* **S, U.**

[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. *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.**

AM238f 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

AM244s Introduction to Asian American Studies Using an interdisciplinary approach, we ask who is Asian American, what does it mean to be Asian American and what are the diverse experiences of Asian Americans in contemporary society? We look at these questions through history, literature, culture, social movements, and the lens of genders and sexualities. Students will discuss the significance of key historical, cultural, social and political moments in Asian American history and experiences; have a deeper understanding of how ethnicity, region and religion in confluence with the co-construction of race, class, gender, sexuality, & citizenship impact Asian American experiences. *Four credit hours.* **U.** FUGIKAWA

[AM245] 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.**

[AM247] 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.**

[AM248] Activist Art Focuses on the role of art in social movements from the 18th century to the present. We look at different activist tactics and forms each week, such as protest walks, grassroots counter-surveillance, and political printmaking. Students will create a final activist art project. This is a Colby Across the Walls course, and students will travel to Mountain View Correctional Facility several times during the semester. Previously offered as American Studies 297 (Fall 2019). *Four credit hours.* **U.**

[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.**

[AM254J] 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.**

AM285s History of Photography Listed as Art 285. *Four credit hours.* **A.** SALTZ

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.* LISLE

AM297f Land, Sovereignty, and Cultural Identity Beginning with an historical overview of first contact and colonial occupation in the Northeast, the course offers a comparative examination of the cultural identities, traditional values, and decision-making processes of indigenous peoples that tie them to the greater ecology. The course explores the historical and legal impediments to Indigenous peoples access to culturally significant resources, as well as Natives traditional and non-traditional strategies of resistance. Focusing on Wabanaki of Maine, the course features an in-depth study of the histories and treaties that shaped coastal fisheries both before and after Maine statehood. *Four credit hours.* **U.** MICHELLE

AM337f Gentrification Gentrification is a process of class "upgrading" that leads to the marginalization or displacement of residents or businesses. In this reading- and writing-intensive course, we examine gentrification's historical roots and evolution over time—from a small-scale, middle-class process built on "sweat equity" to a mass-produced global one endemic to neoliberal governance. Participants will familiarize themselves with major debates in gentrification scholarship, gentrification's different manifestations (e.g. tourist, rural, and "studentification"), and how people resist it, before completing a significant independent research project. *Prerequisite:* Sophomore standing or above. *Four credit hours.* **U.** LISLE

[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.**

[AM366] 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.**

[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

AM397f Indigenous Peoples, Climate Change, and Power This discussion-based class examines critical issues facing Indigenous peoples throughout North America due to colonialism, climate change and environmental injustices. Students explore theories of structural power in the context of (de)colonization, synthesizing them with current environmental, political, and legal logics applied by Indigenous nations as they participate in the global response to a warming world. By re-thinking colonialism, the course analyzes ideologies that perpetuate environmental devastation and the Indigenous movements that are dynamically changing the narratives around resistance, justice, relationships, and knowledge. *Four credit hours.* U. FAIRBANK

AM483f 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

AM493s Senior Seminar: Capstone Project Students design and execute an advanced, original research project in this capstone course for senior majors in American studies. Working closely with the instructor, participants work through a series of steps including a research proposal, consultations with librarians, multiple drafts, and collaborative workshopping resulting in a twenty-five page final paper. *Prerequisite:* senior major or minor in American studies. *Prerequisite:* Senior standing as an American Studies major or minor. *Four credit hours.* LISLE

[AM493C] Capstone Project and Neoliberalism

Students design and execute an advanced, original research project in this capstone course for senior majors in American studies. Working closely with the instructor, participants work through a series of steps — including a research proposal, consultations with librarians, multiple drafts, and collaborative workshopping — resulting in a twenty-five page final paper. *Prerequisite:* senior major or minor in American studies. *Prerequisite:* Senior standing as an American studies major. *Four credit hours.*

[AM493D] 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.*

ANTHROPOLOGY DEPARTMENT

Chair, Associate Professor Winifred Tate

Professors Catherine Besteman and Mary Beth Mills; Associate Professors Chandra Bhimull, Britt Halvorson, and Winifred Tate; Assistant Professor Suzanne Menair; Visiting Instructor Giancarlo Rolando

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

AY125j 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.* NAYLOR

AY133j Legal Culture of Guantanamo Bay Prison Explores the legal dissembling by the U.S. government allowing for the imprisoning and torturing of prisoners at the Guantnamo Bay prison. Using primary sources and first-hand accounts, we study the culture (e.g., conditions, expectations, behavior) such dissembling produced among the prisoners, guards, interrogators, and government agents working at the prison. Special emphasis is placed on analyzing the culture from the prisoners--R experience, including their art, poetry, and writings. The course aims for a critical understanding of how legal dissembling operated, how it influenced the conduct of guards and other government agents at Guant?namo, and the ensuing reality of the prisoners' experiences. *Three credit hours.* PANOPOULOS

AY136j Criminal Justice Reform in Maine An exploration of Maine's "criminal justice" system, and efforts to reform and reimagine justice. The focus is on current criminal justice reform "hot topics." Rooted in experiential learning, the course includes live classes within

Maine's criminal legal system locations, tours of the Maine State Legislature, courts, county jail, prison, and roundtable discussions with Maine judges, defense attorneys, and prosecutors, state lawmakers, and allied groups leading reform efforts. Students enrolled in the course can focus their reform project on, and earn civic engagement hours, with Court Watch Maine. *Three credit hours.* WARREN

AY197j The Stories We Tell: Common Narratives of Criminal Justice Stories matter. The narratives delivered through media and pop culture influence the beliefs that society has about entire communities. In a complex and unequal society, systems interact with media to shape the stories that people tell, perhaps most significantly in the criminal legal system. Stories of crime, punishment, and incarceration are told to, and for, society, but those stories often lack the necessary complexity needed to prevent high levels of stigma and dehumanization?which is one reason the system works so ?well?. The course analyzes narratives of criminal justice from a narrative theory perspective to discuss what is present and what is missing, and what it all means. We will explore the violent nature of silence and effective counter-stories. *Three credit hours.* **S, U.** INSTRUCTOR

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

AY221f Of Beasts, Pets, and Wildlife: What Animals Mean to Humans Explores human-animal relations in cross-cultural and historical perspective to view the centrality of animals to human existence. Considers the social, symbolic, and economic uses of animals in a variety of contexts, from cockfighting in Bali to the corporate culture of Sea World to central Maine farms. Examines the history and philosophies of the animal rights movement from the anti-vivisection campaigns of 19th-century England to contemporary animal rights protests in the United States. Concludes with an analysis of human animality and animal subjectivity to arrive at a deeper understanding of both human and non-human animals. *Prerequisite:* Anthropology 112 or Philosophy 113 or 114. *Four credit hours.* MENAIR

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

AY226s 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.* MENAIR

[AY227] Visual Ways of Knowing: Transcultural Documentary Filmmaking Listed as Global Studies 227. *Four credit hours.*

AY228s Language, Gender, and Sexuality: East Asian Languages Listed as East Asian Studies 228. *Four credit hours.* **S, I.** ABE

[AY229] Reading Ethnographies of Climate Change and the Crisis of Capitalism 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.*

[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. *Prerequisite:* Anthropology 112 or American Studies 276. *Four credit hours.* **I.**

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

AY241s A World in Motion: Cultures of Transnationalism Today, societies and cultures around the world are shaped by the complex movements of people, goods, ideas, images, and more. This course examines these patterns of transnational mobility and their effects in different cultural contexts. How do forms of transnational mobility shape the everyday desires, aspirations, and struggles of people from Asia and Africa to the Americas and beyond? How do people generate new ways of understanding, valuing, and contesting transnationalism? Using diverse ethnographic case studies, this course explores transnationalism, its promises and challenges, as a pervasive dynamic of contemporary cultural life. *Four credit hours.* **S, I.** MILLS

[AY244] Spirits, Specters, and Global Divinities: Contemporary 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. *Four credit hours.* **I.**

[AY245] Development and Environmental Issues in China See East Asian Studies 242. *Four credit hours.* **S, I.**

[AY246] Religion and Everyday Life in Muslim Societies Introduces students to the anthropology of religious practice in Muslim societies. We will examine the roles of a diverse set of religious values, beliefs, and rituals in the daily lives of Muslim men and women around the world. We will also investigate how social processes like the Islamic revival, the war on terror, migration, and globalization shape, and are shaped by, ordinary Muslims' religiosity. Students will read work by ethnographers, journalists, novelists, and activists to examine these issues in places like Lebanon, Pakistan, Indonesia, France, and the United States. *Prerequisite:* Anthropology 112. *Four credit hours.* **I.**

[AY249] 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.*

AY251f Global Displacement Listed as Global Studies 251. *Four credit hours.* **S, I.** EL-SHAARAWI

[AY252] 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.*

[AY253] 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.**

AY254f Global-Local Asia In recent decades, dramatic changes have transformed social and cultural expectations throughout Asia. In communities across the region, the meanings and practices of everyday life are intricately linked to processes of globalization. Where a person lives, when and why she travels, who they aspire to be? all are profoundly shaped by the intersection between global flows of value and localized opportunities, desires, and constraints. Using case studies and independent research projects, we will explore the dynamic social and cultural terrain of these regional patterns, with particular emphasis on East and Southeast Asia. Credit cannot be earned for both this course and Anthropology 339. *Four credit hours.* **S, I.** MILLS

AY255s 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

AY258s 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.

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

[AY263] Black Joy A discussion-based course on joy as resistance. From a critical race and social justice perspective, explores how Black people have used joy to deal with oppression and racial terror, to build and nourish community, and to live life. Particular attention given to rest as power and revelry as a political act. Topics and experiences include love, time, creative expression, carnival, pleasure, patience, and speculative world making. Places and realms encountered include the Caribbean, Britain, the United States, the multiverse, and the imagination. *Prerequisite:* Anthropology 112 or American Studies 276. *Four credit hours.* S, I.

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

[AY276] African-American Culture in the United States Listed as American Studies 276. *Four credit hours.* S, U.

AY2XXAs TBD *Four credit hours.* INSTRUCTOR

AY313fs 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.* INSTRUCTOR, TATE

[AY316] African World-Making: 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.*

[AY323] Anthropological Approaches to Science and Religion Examines religion and science as cultural bodies of knowledge and practice known in varying ways across global sites. Uses cross-cultural research—from contemporary ethnographies of in vitro fertilization in Ecuador to religious healing in Madagascar to vaccination debates in the United States—to posit new perspectives of the science-religion relationship. Special emphasis will be placed on contemporary moral debates surrounding the application of science and technology, from gamete donation to vaccines to organ transplantation. *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.**

AY328f Anthropology of Money Investigates money forms and financial systems from non-economic perspectives. Students will explore discussions in the anthropology of money to consider the role of money in social organization, governance, global inequalities, and production in global financial networks. By discussing classic debates in the anthropology of money, students will reflect more critically on contemporary uses and applications of money, while also considering how new and alternative digital technology can re-organize pre-existing issues in social systems. *Prerequisite:* Anthropology 112. *Four credit hours.* QURESHI

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

[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.*

AY346s Carcerality and Abolition *Carcerality* is the term of our age. From mass incarceration to mass surveillance, forms of captivity and confinement are proliferating and spreading. The course explores confinement practices across different domains, eras, and locations, ranging from the surveillance practices to which enslaved and formerly enslaved people in the US were subject, to the use of reservations and camps to contain people excluded from nationalist belonging and citizenship, to the bordering practices used by contemporary states to regulate migration and mobility, to forms of policing that designate entire neighborhoods as marginal and potentially criminal, to the use of incarceration to confine those designated by as criminal or outlaws. The course concludes by studying abolitionist alternatives to carcerality. The course will be co-taught by Catherine Besteman and Leo Hylton, a Maine-based incarcerated graduate student at George Mason University's Jimmy and Rosalynn Carter School for Peace and Conflict Resolution, whose education and work are focused on Social Justice Advocacy and Activism, with a vision toward an abolitionist future. *Prerequisite:* Anthropology 112. *Four credit hours.* **I.** BESTEMAN

AY352f 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.**

[AY355] Aging and Public Policy in East Asia Listed as East Asian Studies 355. *Four credit hours.* **S, I.**

[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.**

[AY363] 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.**

[AY364] Toxicity, Health, and the Pharmaceutical Self Toxicity is ubiquitous but elusive, a defining feature of contemporary life. In this course, we will examine how toxicity as an analytic can illuminate the materialities of social difference, the politics of evidence, the nature of health, and the nature of nature. Much of contemporary toxicity results from attempts to improve human lives, with often devastating impacts on human and non-human. We will examine how toxicity is differentially distributed, and how it is debated and represented with a particular focus on visual forms. We conclude examining efforts to engineer human capacities and health through pharmaceutical intervention. *Prerequisite:* Anthropology 112. *Four credit hours.*

[AY365] 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.*

[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 or permission of instructor. *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.*

[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.*

AY455f Intervention: The Ethics and Politics of Humanitarianism Listed as Global Studies 455. *Four credit hours.* **S. EL-SHAARAWI**

AY457s Insurgent Mobility Lab: Migrants, Activists, the Balkan Route Listed as Global Studies 457. *Four credit hours.* **S, I. RAZSA**

AY464s Anthropology of Food Food is essential to human life. Yet the significance of food for human being extends far beyond calories and nutrition. What counts as food is deeply shaped by cultural meanings and associations. Food can signify distinctive cultural identities; it

can mark proud or shameful histories and global connections; it can point to (or obscure) deeply embedded structures of power and relations of inequality and privilege, both within and across diverse societies. Food offers rich fields for anthropological theorizing and fruitful avenues for extending critical research skills. Course work culminates in an independent, original research project and oral presentation. *Prerequisite:* Anthropology 112, and 313 or 333 (either may be taken concurrently), and junior or higher standing. *Four credit hours.* MILLS

[AY466] Technocultures Through intensive ethnographic reading and discussion, we will address a set of questions: How have recent technological innovations shaped personhood and social life? How have infrastructural technologies like hydraulics and electrical grids shaped citizenship and democracy? How have reproductive technologies altered understandings of the body and the family? How have algorithmic technologies changed food production, public education, the financial sector, and border security? How have recent technological innovations impacted inequality, racism, and other forms of social difference? And how have techno-fantasies offered novel visions of social organization? *Prerequisite:* Senior standing as an anthropology major or minor. *Four credit hours.*

[AY483] Honors in Anthropology *Prerequisite:* Senior standing, admission to the honors program, and permission of the supervising faculty member. *Three or four credit hours.*

[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 PROGRAM

In the Department of Modern Languages

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

Course Offerings

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

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

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

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

ART DEPARTMENT

Chair, Professor Véronique Plesch

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

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

In studio courses, students express ideas and experiences through the creation of original artworks. They acquire a 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](#) and in collections on and off campus.

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, 133, 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, 133, 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

[AR101J] 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.*

[AR101W] 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. A, W1.*

AR111f Introduction to Western Art: Prehistory through the Middle Ages An examination of the history of the Western tradition of visual arts 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 visual arts from the late Middle Ages to the present. Through lectures, class discussion, museum visits, and intensive writing, provides an introduction to the descriptive and critical analysis of works of art in both their formal and material makeup as well as their dependency upon and/or interrelationship with cultural, religious, economic, and historical trends. Previously listed as Art 202. *Four credit hours. A.*
HARKETT

AR117j Introduction to Art Conservation and Preservation An exploration of the issues and practices of the conservation and restoration of works of art. Theoretical discussions will be balanced by practical examples. The role of conservators, the systems they employ, and the relationship between art and science will be explored. Students will be responsible for case studies, many of which will involve examination of original works of art in the galleries and storage areas of the Colby College Museum of Art. Also includes visits to local museums and Colby chemistry labs. No prerequisite, but interest in art history or studio art is advantageous. Does not count toward an art major or minor. *Three credit hours. ROTH-WELLS*

AR125f 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, I. 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.*

[AR131] 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.*

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. Extra fees for this course. *Three credit hours.* **A.** BOURNE

AR133fs 2D Design with Photoshop The principles of 2D design and visual organization are presented specifically with instruction in Adobe Photoshop. Project-based content introduces students to the vocabulary and concepts of design. Students develop the capacity for visual problem-solving and sound aesthetic judgement. Assessment will include individual and group critiques, and portfolio reviews. Assignments provide foundation for more advanced work in studio electives and other design applications. *Four credit hours.* **A.** K. ENGMAN

[AR135] Visual Thinking Through ideas-oriented projects, students develop visual vocabulary, design skills, and critical perception - the foundations of visual thinking and creative expression in the arts. Emphasis is placed on imagination and experimentation with a wide range of materials, techniques, and experiences. *Four credit hours.* **A.**

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, 1619-1876 Surveys arts of the United States, from the arrival of enslaved people in colonial Virginia through the Centennial. Situates the images, visual practices, and artistic movements within their social, historical, and cultural contexts. Topics include the visual culture of slavery and freedom, art and (inter)nationalism, portraiture and the self, images of war, the American landscape, and art and popular culture. Particular attention is paid to the role of artistic production and consumption in constructing American social identities and cultures. Students write essays that incorporate artworks in the Colby College Museum of Art and take an essay-based exam. *Four credit hours.* **A.**

[AR159] American Art since 1877 Surveys arts of the United States, from the end of Reconstruction to the turn of the 21st century. Situates images, visual practices, and artistic movements 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, social justice, popular culture, modernism, and postmodernism. Students write essays that incorporate artworks in the Colby College Museum of Art and take an essay-based exam. *Four credit hours.* **A.**

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

AR174s East Asian Art and Architecture, 1300 to the Present Listed as East Asian Studies 274. *Four credit hours.* **A.** WEITZ

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

[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. Extra fees for this course. *Three credit hours.* SHAW

AR219j Introduction to Bookbinding: Techniques and Intangibles The ancient craft of bookbinding has been practiced in Eastern and Western cultures for centuries. This course provides a practical, hands-on introduction to a variety of bookbinding tools, materials, and techniques. Students learn to design and produce a selection of finished bindings. Culminates with an independent project that incorporates the techniques and principles learned. Does not count toward an art major or minor. Extra fees for this course. *Three credit hours.*

AR221s 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.** K. ENGMAN

[AR221J] 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. Extra fees for this course. *Three credit hours.* **A.**

[AR222] 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.*

[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.**

[AR224] Contemporary Art and Performance Listed as Theater and Dance 226. *Four credit hours.* **A.**

[AR227] 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.**

AR228s 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.*

[AR232] Contemporary Chinese Art Listed as East Asian Studies 220. *Three credit hours.* **A.**

[AR233] Mannerism and Baroque Art in Southern Europe Painting, sculpture, and architecture from the late works of Michelangelo in the 16th century through the late 17th 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. *Four credit hours.* **A.**

AR238s 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.** PLESCH

AR241f Painting I A project-based introduction to oil painting as both a process and medium. Students acquire an understanding of advanced color theory and its perceived behavior in invented compositions and observed still lifes. They gain an understanding of how formal analysis drives the creative process and allows for clear, personal expression. Individual and group critiques provide feedback for growth. Outside work is essential. Evaluation process includes midterm portfolio and final interview and portfolio reviews. *Four credit hours.* B. ENGMAN

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

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

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

[AR246] Art, Money, Labor: The Crisis of Capitalism Listed as Theater and Dance 246. *Four credit hours.* A, I.

[AR247] Acts of Activism Listed as Theater and Dance 242. *Four credit hours.* A.

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 anatomical art of Leonardo da Vinci to media representations of the coronavirus pandemic. Topics include the development of scientific illustration, medical themes in the fine arts, the arts in clinical practices, and visual technologies of medicine. The course is designed to introduce students in the humanities and social sciences to the culture of science, while offering pre-health students an important opportunity to think critically about images in relation to human health and disease. Assignments involve close study of primary sources in the Colby Libraries and artworks at the Colby College Museum of Art as well as group research on issues in contemporary medicine. *Four credit hours.* A.

AR253f Late Antique Art: The Death and Afterlife of the Roman Empire The period after the fall of Rome was long referred to as the Dark Ages. More recent scholarship views it as a lively period of renewals and beginnings. New religious traditions brought change to spiritual life while incorporating existing artistic and architectural traditions. This course introduces the art and archaeology of the Late Antique period from the end of the Roman Empire through the first Islamic Caliphate by examining the art, architecture, and general cultural frameworks that led to their creation. Through class discussion, readings, and individual and group projects students become conversant in the history and visual culture of the Late Antique world as well as with the archaeological techniques used to collect and analyze much of this material. *Four credit hours.* A, I. AMERI

[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. *Four credit hours.* A.

[AR256] 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 complete writing assignments that engage with artworks at the Colby College Museum of Art and take an essay-based final exam. *Four credit hours.* A, U.

[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

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

[AR268] 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.*

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

AR276f Zen and the Arts in Asia Listed as East Asian Studies 276. *Four credit hours.* A. WEITZ

AR278f 19th-Century European Art Introduction to European art of the long 19th century, from the French Revolution to the dawn of modernism. Situates objects in their social context, with particular attention paid to the institutions that regulated art production and reception, and the roles played by artworks in forming national, gender, racial, and class identities. Topics include European art's relationship to political conflict, imperialism, urbanization, industrialization, and technological change. Class discussions are supplemented by visits to museums. Students take two essay-based exams and write a paper. *Four credit hours.* A. HARKETT

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

AR281f Photography I Introduction to the tools, materials, and techniques for making wet-process, black-and-white photographs. Coverage of camera operation, use of a light meter in determining proper exposure, film processing, and printing. In addition to technique, and at the core of this course, will be a series of assignments, slide lectures, video presentations, and class discussions involving the theories and processes inherent in the comprehension and practice of using photography as a language of personal creative expression. *Four credit hours.* GREEN

AR282fs 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

AR285s 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. Topics 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. SALTZ

[AR288] 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.**

AR297f 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. *Prerequisite:* Art 221 recommended. *Four credit hours.* **K. ENGMAN**

AR297Af Nature Now: A Photographic Exploration of Allen and Benner Islands An introduction to the tools, materials, and techniques for making analog photographs, including camera operation, use of a light meter, film processing, and darkroom printing. At the core of this course will be a single semester-long exploration of Allen and Benner Islands. Since photography's invention in 1839, it has been central to the activities of travel and exploration. During three excursions—two overnight—to the islands students will do the majority or all of their photographing. Overnight trips will be Friday-Saturday. *Prerequisite:* art major, minor, or permission of instructor. *Four credit hours.* **GREEN**

AR297Bf Printmaking as Transformation in Ecological Thinking To print is to transform. Print and Ecological Thinking harnesses the transformational creative power of printmaking to explore the ever-changing environment. Through interconnected field trip, seminar, and studio components, students will learn to see the local Maine environment by engaging with field ecologists, examine humans' relationships to nature and a creative person's relationship to place, and finally transform sights, sounds, smells and emotions into visual representations: marks, forms, color, and action. Students will become familiar with the printmaking studio and learn foundational printmaking techniques. Field trip locations include: Allen Island, the Orono Bog, and the Perkins Arboretum. *Four credit hours.* **LILLESTON**

AR297Cj Art Museums and Exhibition Histories The exhibition of modern and contemporary art has led to the emergence of a critical history on the role of the exhibition as well as that of the curator in the production of knowledge. This course takes as its focus pivotal exhibitions staged within the discursive space of the museum and acknowledges that the site of the exhibition has been a space for the writing of art history. Readings, in-class discussions, presentations, and assignments as well as several class visits to the Colby College Museum of Art will cover topics including the modernist exhibition, the emergence of feminist exhibitions, postcolonial critiques of the museum, the artist as curator, and approaches towards indigenizing the museum, among other topics. *Prerequisite:* Any W1 course and a course in Art History. *Three credit hours.* **SANCHEZ**

[AR319] Art, Medicine, and Race This humanities lab explores the relations among art, medicine, and ideas about race from the 18th century to present. Focusing on the Atlantic world and African diaspora, we consider how chattel slavery, colonialism, and racial inequality have shaped constructions of medical knowledge, while medicine has informed conceptions of race as it intersects with gender, sexuality, and class. In spring 2022, students will conduct independent research and contribute to a digital database that presents histories of medicine and race through visual sources. We will also engage with contemporary artists and scholars reflecting on race and visual culture in the coronavirus pandemic and other public health crises. **Freedom and Captivity humanities lab.** *Prerequisite:* Course in Art History, African-American Studies, American Studies, or Science, Technology, and Society. *Four credit hours.* **U.**

AR323s 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**

[AR326] Slavery and Freedom in American Art This humanities lab engages with the work of historical and contemporary visual artists who have pictured the enslavement and/or freedom of people of African descent in the Atlantic world. Students consider images that Americans used as arguments for or against chattel slavery; representations of Black freedom and citizenship; and African American artists' efforts to reimagine the violence of slavery, make visible its modern afterlife, and celebrate Black resistance and agency. Students reinterpret artworks at the Colby Museum through writing and oral presentations. **Freedom and Captivity humanities lab.** *Prerequisite:* One course in Art History, African-American Studies, American Studies, or History 247. *Four credit hours.* **A, U.**

AR328f Print and Digital Media III Continuation of Art 229 that expands students' knowledge of printmaking in its traditional and 21st-century forms. Covers modular printing, collagraph printing, and advanced methods like paper joining and chine collx. 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. *Prerequisite:* Art 328. *Four credit hours.* LILLESTON

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

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

[AR345] Land, Sovereignty, and Art Listed as American Studies 245. *Four credit hours.* U.

[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. **Humanities lab course.** *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.*

AR397Af Tradition and Innovation in Mid-Century Frescoes The South Solon Meeting House (less than 30 miles from campus) deserves to be called the "Sistine Chapel of Maine": between 1952 and 1956, its interior was completely covered in frescoes (mostly religious but also some secular ones), courtesy of the nearby Skowhegan School of Painting and Sculpture. Working closely with the Board of Directors that cares for this important landmark (listed in the National Register of Historic Places), the class will create a website while researching the frescoes and the artists. Themes considered include the revival of the fresco medium in the 20th century and that of religious art. **Digital humanities course.** *Prerequisite:* Any W1 course and a course in Art History or Religious Studies. *Four credit hours.* PLESCH

AR397Bf Animal Modernities Explores how non-human animals were imagined in the visual culture of nineteenth-century Europe and America. We will ask: How did images and objects propose affinities between humans and non-human animals? How did animal representation become the vehicle for human fantasy and desire? How did those fantasies and desires intersect with imperialism, capitalism, and discourses of identity? And what possibilities exist for recovering the non-human animal gaze by looking at human-made objects? Students will address these questions by participating in weekly discussions of readings and by conducting a research project. **Environmental humanities course.** *Four credit hours.* HARKETT

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.* BORTHWICK

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

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

[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.* B. ENGMAN

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

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

AR444s Painting VIII Further exploration of materials, techniques, and ideas developed in Painting VII. Out-of-class work is essential. *Prerequisite:* Art 443. *Four credit hours.* B. ENGMAN

[AR452] Art of the Book in the Islamic World Despite a doctrinal prohibition on figural imagery, illuminated manuscripts became increasingly popular in the Islamic world after the Mongol Invasion of 1258. This seminar focuses on the tradition of book production and miniature painting in Islamic art. Students explore various aspects of book production, from manufacture to illumination and painting, and consider the role that book art and miniature painting continue to play in contemporary Islamic art. Students will work closely with book facsimiles as 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.*

AR456f 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. Previously offered ss Art 497 (Fall 2020). *Four credit hours.* HARKETT

[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

AR494As Seminar: Sex in Art A research seminar intended to investigate the different ways in which sexuality is represented throughout the history of art. *Prerequisite:* Any W1 course and AR101, AR111, or AR112, or permission of the instructor. *Four credit hours.*

ASTRONOMY

In the Department of Physics and Astronomy

Associate Professors Dale Kocevski and Elizabeth McGrath; Laboratory Instructor I Michaela Allen

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

- 120, 121, 125, or 130 Single-Variable Calculus (or Honors Calculus I, 135 or 161)

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.** ALLEN, MCGRATH

[AS262] Data Science in Astrophysics Focuses on the mathematical and statistical analysis of large astronomical datasets using the

tools of data science and data analytics. Emphasis will be placed on data mining, machine learning, big data analytics, and knowledge discovery techniques in astrophysics. Students will learn about statistical uncertainty, model fitting, machine learning algorithms, and data visualization. *Prerequisite:* Astronomy 231. *Four credit hours.*

[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. *Three credit hours.* MILLARD

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.* AUGUSTINE

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.* INSTRUCTOR

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.*

BIOLOGY DEPARTMENT

Chair, Associate Professor Syed Tariq Ahmad

Associate Chair, Associate Professor David Angelini

Professors Catherine Bevier, Russell Johnson, and Judy Stone.; Associate Professors Syed Tariq Ahmad, David Angelini, Lynn Hannum, Ronald Peck, and Andrea Tilden; Assistant Professors Robert Augustine, Allison Barner, Christina Cota, Joshua Martin, Christopher Moore, Suegene Noh, and Yee Mon Thu; 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 31 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, 253, 257J, 259J, 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 119 and 120 or 125 or 130 or 135 or equivalent; and one of the following courses: Computer Science 15X, Mathematics 160, 165, 253, Statistics 212, Economics 293, Psychology 214, Sociology 271.

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, 397). Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142 or Chemistry 121, 122 or Chemistry 147; Mathematics 119 and 120 or 125 or 130 or 135 or equivalent, and Statistics 212.

Requirements for the Concentration in Cell and Molecular Biology/Biochemistry

Thirty-one hours of coursework 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, 257J, 259J, 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 119 and 120 or 125 or 130 or 135 or equivalent; and one of the following courses: Computer Science 15X, Mathematics 160, 165, 253, Statistics 212, Economics 293, Psychology 214, Sociology 271.

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, 253, 257J, 259J, 271, 277, 334 358J); and at least two of the following courses: 225, 227, 265, 275, 276, 277, 279, 325, 332, 334, 373, 374, 376, 392, 397. Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142, or Chemistry 121, 122 or Chemistry 147; Mathematics 119 and 120 or 125 or 130 or 135 or equivalent; and one of the following courses: Computer Science 15X, Mathematics 160, 165, 253, Statistics 212, Economics 293, Psychology 214, Sociology 271; 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 160. 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; two courses from the following: Biology 320, 345, 371J, 376, 378, 382; and two courses from the following: Computer Science 341, 441, 343, 443, 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 simulated clinical experience using programmed patient scenarios. Meets requirements outlined in the National Highway Transportation Administration EMT Education Standards and Maine EMS EMT Curriculum. Provides eligibility to sit for the National Registry of EMT and State of Maine licensure examination. Course materials and textbook costs are \$1,156; National Registry fee is \$80. BLS CPR is required to take the course, approximate cost is \$55 for a total course cost of \$1,291. Nongraded. Cannot be counted toward the biology majors. *Two credit hours.* INSTRUCTOR

[BI117] 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.

BI118fj 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. *Three credit hours.* N. MARSHALL

BI125j Science and History of Fermentation For millennia humans have harnessed the activity of microorganisms for the preparation and preservation of food. This course seeks to explore the practice of fermentation through a combination of historical, scientific, and

practical approaches. We will discuss the cultural significance of fermented foods and beverages in various societies over the span of human civilization, while also examining the biological and chemical processes that provide the basis for these foods. Practical demonstrations will include the development of a sourdough culture from the ambient yeast and bacteria in the classroom, and the preparation of soy sauce with the use of *Aspergillus oryzae* spores. *Three credit hours.* **N.** ANDERSON

[BI133] 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.**

[BI135] 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.**

BI147f Anatomy and Physiology of Yoga and Mindful Practice A practical study of the anatomy and physiology underpinning mindful practices such as yoga and meditation, explores the mind-body connection fostered by mindful practice from a biological perspective. Topics include a survey of the musculoskeletal anatomy of yoga, and the physiological effects of mindful practice on the cardiovascular, respiratory, and nervous systems. With particular emphasis on helping students make their health and well-being a priority, we will explore the effects of stress on the body, strategies for mitigating this stress, and physiological aspects of nutrition, rest, and sleep. **Satisfies the Natural Science with Lab (N,Lb) requirement.** May only be taken as part of the Integrated Studies 147 cluster. *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.** ANGELINI, HANNUM, MARTIN, TILDEN

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

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

[BI201] 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.*

[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.*

BI215s Plant Physiology Exploration of the fundamental mechanisms of plant function. Topics will include understanding how plants support growth and development, respond to their environment, and protect themselves from herbivores and pathogens while promoting symbiotic relationships. These topics will be further considered in relation to plant domestication, agriculture, pharmaceutical products, and biotechnology. *Prerequisite:* Biology 164. *Four credit hours.* AUGUSTINE

[BI221] 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.

BI224j Biology of Vaccines Infectious disease has decimated populations throughout human history. The success of pathogen-specific vaccines evolved commensurate with our understanding of 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.* HOBART

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 or four credit hours.* HANNUM

BI227f 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.* VAN OERS

BI229s Consciousness from the Biomolecular to the Artificial Explores potential biomolecular and quantum mechanical underpinnings of first-person conscious experience and the implications in artificial quantum computing systems. The “hard problem” of consciousness is discussed along with phenomenological and physical models accounting for the requirements of consciousness, in particular the Orchestrated Objective Reduction (OrchOR) model and the proposed neural correlates of consciousness in the Penrose-Hameroff model. The course will introduce the concept of artificial sentience and the qualitative basics of quantum computation. In addition to lectures and weekly readings, there will be a debate over the merits of the OrchOR model and ethical implications related to the potential for artificial sentience. *Prerequisite:* Biology 164 and Physics 145, or Biology 274, Physics 241 (either may be taken concurrently). *Three credit hours.* N. KLEPACH

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

[BI242] 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.*

[BI244] Marine Communities Listed as Environmental Studies 244. *Four credit hours.*

[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.*

[BI247] 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.

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.* CHILDERS

BI253f Ecological Communities of the Northeast In this course, we will explore the major ecological communities of northeastern North America through the lenses of ecology, evolution, and natural history. Weekly labs will include field visits and data collection in each studied ecological community. Class and lab work will build skills in experimental design, data collection, and science communication.
Prerequisite: Biology 164. *Four credit hours.* **N, Lb.** WOOD

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

BI271f 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.** GALLINAT, MOORE

BI274fs Neurobiology Exploration of the molecular and cellular fundamentals of neurophysiology and neuroanatomy. Topics include structure and function of neurons, molecular basis of signaling and communication within and between neurons, sensory and motor systems, and mechanisms of learning and memory. The lab portion involves acquiring skills in electrophysiology (including electrode construction and testing on animal models), effects of modulators and anesthetics on electrophysiology of cardiac activity, and an independent research project. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* AHMAD, MARTIN

BI275s Human Physiology A study of human homeostasis, organ system function, and mechanisms of disease. Topics include tissue types, endocrine function, central, peripheral and autonomic nervous systems, cardiovascular, respiratory and gastrointestinal systems, and renal physiology. Students cannot earn credit for this course if they have previously taken Biology 265 or Biochemistry 362 or 368. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* KLEPACH

[BI276] Comparative Vertebrate Anatomy Comparative studies of basic vertebrate anatomical systems and their structural, functional, and evolutionary relationships among the major vertebrate groups. Laboratories emphasize comparisons of anatomical structure across different vertebrate species through dissection. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.*

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

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

BI2XXBs TBA *Four credit hours.* INSTRUCTOR

BI306f Topics in Epidemiology Listed as Statistics 306. *Four credit hours.* SCOTT

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

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

BI325s Advanced Immunology In-depth exploration of topics in immunology through reading and discussion of primary literature. Focuses on several main topics per semester, with an emphasis on the human immune system and human health. Students will learn to communicate their understanding of basic and clinical immunology research to others through class discussions and a formal presentation. The optional laboratory, when offered, earns a fourth credit and focuses on enhancing students' laboratory skills through a semester-long research project. *Prerequisite:* Biology 225. *Three credit hours.* HANNUM

[BI328] 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.*

[BI329] 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.*

[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. BECKNELL

BI344s Microbiomes in Health and Disease Provides an overview on the role of host-associated microbial communities in host health and disease (specifically human and animal hosts). We will explore the interactions between host and microbes and will focus heavily on gut microbiomes and their impact on host health. Previously offered as Biology 398 (Spring 2022). *Prerequisite:* Biology 248. *Three credit hours.* CHILDERS

BI345s 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.* NOH

BI347j Comparative Developmental Cell Biology Our current understanding of biology is built on studies of numerous model species, using a shared set of investigative approaches and experimental methods. In this course, students will practice many of these methods using several invertebrate animal models. We will examine the synthesis and regulation of melanin pigmentation, applying techniques from microscopy, cell and developmental biology, genomics and genetics. Students will design, execute and present the results of their own experiments. The course will be conducted at the Marine Biological Laboratory in Woods Hole, MA, which presents unparalleled technical resources and expertise. Cost: \$2,444. *Prerequisite:* Biology 227 and 279. *Three credit hours.* ANGELINI

[BI348] Pathogenic Bacteriology Objectives are to provide an understanding of 1) the nature and diversity of pathogenic bacteria, 2) the roles they play as infectious agents of disease, and 3) the mechanisms of the mammalian defense against infectious disease. The approach will be fundamental, stressing principles, but with considerable emphasis on how these principles are applied to practical problems in medicine and public health. Credit cannot be earned for both this course and Biology 238. *Prerequisite:* Biology 248, and Chemistry 122, 147, or 141 and 142 (may be taken concurrently). *Three credit hours.*

[BI351] 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.*

[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.*

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

[BI358] Ecological Field Study: St Johns, US Virgin Islands Listed as Environmental Studies 358. *Three credit hours.*

BI362fs Medical Biochemistry Listed as Biochemistry 362. *Three credit hours.* MILLARD

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

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 (must be able to travel off campus to these labs Jan 9-21). 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.*

BI374fs Advanced Neurobiology An in-depth discussion of the principles and current research in various fields of neurobiology at the molecular and cellular level through extensive review of primary literature. Topics include neurodevelopment (axon guidance), regeneration (stem cells), disorders (neurodegenerative and neuropsychiatric), and behavior. Students will discuss and present a topic of their choice and interest. *Prerequisite:* Biology 274. *Three or four credit hours.* AHMAD, MARTIN

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

[BI376] Development, Genes, and Evolution Evolutionary developmental biology investigates the intersections of development,

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

BI377f Morphometry: The Study of Form Measurement is central to the practice of science. In many fields, such as biology, objects of study are often dimensionally complex. This course will explore and practice methods for the characterization and comparison of complex forms, which are increasingly applied in graphical rendering, anthropology, medicine, biology and other areas. We will begin with consideration of sampling strategies and simple linear measurements, progressing to topics such as color and shape. This course will present an overview of statistical modeling and its history as applied to the study of shape in biology, develop skills in coding and problem solving, reading primary literature, group discussion, presentation and writing. *Prerequisite:* Statistics 212. *Three credit hours.*
ANGELINI

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

BI382f Population Modeling Population Modeling (formerly Ecological Modeling) is a course focused on theory and methods in mathematical and computational population ecology. These quantitative approaches are central to the science of ecology for understanding, predicting, and making inferences about ecological patterns and processes. Both classic and contemporary topics will be covered, with an emphasis on using modern tools to analyze and present theory and data. Mathematical aspects of the course will cover traditional theory of simple analytical models. Computational aspects of the course will cover implementation and analysis of more complex models, using R. *Prerequisite:* Biology 263 or 271 or Environmental Studies 271 and Statistics 212. *Four credit hours.* MOORE

[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 Environmental Science Research Experience Listed as Environmental Studies 494. *Five credit hours.* BECKNELL, BRUESEWITZ

CHEMISTRY DEPARTMENT

Chair, Professor Dasan Thamattoor

Associate Chair, Associate Professor Karena McKinney

Professors Jeffrey Katz, Whitney King, Julie Millard, and Dasan Thamattoor; Associate Professors Rebecca Conry, Karena McKinney, and Kevin Rice; Assistant Professors Greg Drozd and Lindsey Madison; Senior Laboratory Instructors Lisa Miller and 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 the chemical industry. 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 should also take a biology course with a 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 a teaching career 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 160 (or 165); 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 261, 263, 342, 378, 411, 444, 452; Mathematics 160 (or 165); 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 160 (or 165); 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 160 (or 165); 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 and 494) is an opportunity for students to interact with professionals in the field from other institutions and the chemical industry. All senior chemistry majors are required to enroll in Chemistry 493 and 494. Junior chemistry majors are strongly encouraged to attend and may enroll in either Chemistry 493 or 494.

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

Honors Project in Chemistry

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

Requirements for the Minor in Chemistry

Chemistry 141 and 142 (or 147, or 121 and 122), 241; at least two courses from Chemistry 261 or 263, 341 or 342, 362 or 367, and 411; and one laboratory course from Chemistry 367L, 341L, 351, 413, 442, and 452. Courses selected to fulfill the minor may not be used to satisfy requirements for any major or other minor (e.g., biochemistry courses cannot be double-counted toward another major and the chemistry minor). Students are strongly advised to consult with a member of the chemistry faculty to select a logical grouping of courses for the minor.

Course Offerings

CH115f The Science of Crime Over the last century, science has changed how crime has been committed, investigated, and written about. We study crime, including violent crime, while cultivating writing, critical analysis, and research skills. Frequent short essays explore topics surrounding both true and fictional crimes, including characterization of trace evidence, mechanisms of toxicology, DNA profiling, and ethical responsibilities in the forensic laboratory. *Four credit hours.* **N, W1.** MILLARD

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

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

CH141f General Chemistry I Fundamental principles of chemistry including atomic theory, stoichiometry, solution chemistry, gas laws, thermochemistry, chemical bonding, and intermolecular forces. Does not assume prior knowledge in chemistry. Students will become proficient at using pre-calculus-level quantitative skills in a scientific context and will master the interface between narrative and mathematical problem solving. The laboratory will familiarize students with experimental techniques and the accumulation and analysis of experimental data. Students with prior credit for Chemistry 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.** KATZ

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, THAMATTOOR

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.*

CH147s Comprehensive General Chemistry Introductory chemistry course with content similar to Chemistry 141 and 142 but in a single semester. Suitable for students with strong high school chemistry preparation. Students will become proficient at using pre-calculus-level quantitative skills in a scientific context and mastering the interface between narrative and mathematical problem solving. The laboratory will familiarize students with experimental techniques and the accumulation and analysis of experimental data. Structured to fulfill the general chemistry requirement for medical school and counts as both Chemistry 141 and 142 for course prerequisites. *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

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

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.

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, 160, 162 or 165; 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

[CH351] Environmental Chemical Analysis Observational methods are used to measure and understand environmental chemical concentrations and processes and to interpret the results in the context of a changing global environment. Students conduct field, laboratory, and computational experiments and build on prior knowledge of aquatic and atmospheric chemistry to analyze water, air, and soil samples. Experiments probe the chemical underpinnings of critical current environmental problems such as ocean acidification, heavy metal contamination, eutrophication, air pollution, and the greenhouse effect. Wet chemistry methods and instrumental methods are used to characterize samples and illuminate key processes. Assignments emphasize written and oral presentation of scientific data and reinforce technical communication skills. *Prerequisite:* Chemistry 261 or 263. *Two credit hours.*

CH362fs Medical Biochemistry Listed as Biochemistry 362. *Three credit hours.* MILLARD

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

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.* INSTRUCTOR

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

[CH444] Advanced Methods in Biochemistry A detailed look at current trends in experimental research at the interface of chemistry and biology. Critical analyses of recent literature, identification of important problems in the field, and development of proposals to address these problems will be of primary focus. Problem-solving assessments will include both written and oral communication skills. Topics will include proteomics, chemical biology, and advanced enzymology. *Prerequisite:* Biochemistry 367 (with laboratory) and 368 (the latter may be taken concurrently), and a W1 course. *Four credit hours.* W3.

[CH452] 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.*

CH481f, 482s Special Topics in Environmental Chemistry *One to three credit hours.* KING

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

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.* DROZD

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 (on leave 2022-23); Visiting Instructor Hui-Ching Lu; Language Assistant Kuei-Lan Cheng

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 Chinese literature/culture (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.* CHENG

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.* INSTRUCTOR

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.* LU

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.* INSTRUCTOR

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.* CHENG

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.* CHENG

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.*
LU

CN322s Third-Year Chinese II This course is designed for students who have completed 5 semesters of Chinese courses or its equivalent. As a bridge course between Intermediate and Advanced Chinese courses, it aims to solidify foundation in speaking and listening, in particular to strengthen abilities of conducting sustained conversations and structured presentations in Chinese with adequate details and from multiple perspectives. Chinese art will serve as the authentic material and content for learning. Mandarin Chinese is the primary medium of communication in this course. *Prerequisite:* Chinese 321. *Four credit hours.* ZHANG

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

[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.*

[CN435] 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.

CN436f Ethnicity and Representation in China In this advanced Chinese course, we explore ethnic cultures and representation, the ethnic policy, and multiethnic history from Mao's socialist China to post-Mao reform era. Using cover images and selected texts from *Nationality Pictorial* - China's official magazine on ethnic minorities as the primary source, students gain linguistic, visual, and cultural knowledge about multiethnic history, the evolution of the ethnic policy, discourses, ethnic relations, and tensions in China. *Prerequisite:* Chinese 322. *Four credit hours.* ZHANG

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

[CN455] Talking about Contemporary China An advanced Chinese language course that contextualizes learning through authentic materials focusing on public speeches and talks. These videotaped public speeches and talks touch on a variety of key social and cultural issues in Chinese culture. Students will be guided to develop linguistic and cultural competence as well as content knowledge to understand the social and cultural issues covered, to participate in an active and interactive exploration of the issues, to engage in culture-rich and content-based language learning, and to ultimately develop a deeper understanding of these issues. *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

CN4XXBs Advanced Chinese *Four credit hours.* INSTRUCTOR

CINEMA STUDIES DEPARTMENT

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); Instructor Erin Murphy (Cinema Studies)*

Program Affiliated Faculty: *Associate Professors Arne Koch (German), Mouhamédoul Niang (French Studies), and Maple Razsa (Global Studies); Assistant Professor Ana Almeyda-Cohen (Spanish)*

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 department chair. All courses besides CI 142 must be numbered 200 and above. 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

Cinema Studies

- 210 Contemporary Documentary Filmmaking
- 227 (GS 227) Visual Ways of Knowing: Transcultural Documentary Filmmaking
- 247 Visual Storytelling: Found Materials and the Archive
- 248 Digital Storytelling: Telling Stories Online
- 256 (FR 256) Film for Thought: The Art of French Cinema
- 285 Experimental Cinema
- 287 Postwar US Cinema and Culture
- 289 Streaming Media: Moving Images in the 21st Century
- 297 Video Games and Game Studies
- 298A New Media, Digital Identities
- 298B Militarization and American Culture

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
- 397 Queering the Maghreb in Francophone Cinema

German

- 234 German Culture through Film

- 297B German Cinema: Past and Present

Music

- 298B Film Music

Religious Studies

- 319 Bollywood and Beyond: South Asian Religions through Film

Russian

- 242 Celluloid Ethnicities: How the USSR was (De)Constructed

Spanish

- 239 Latin America at the Movies
- 266 Language of Spanish Cinema
- 344 Bad Women and B Films in Contemporary Latin America
- 357 Borderlands 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. KUNAPULLI

CI210f Contemporary Documentary Filmmaking: A Creative Practice Students will attend a mandatory weekend-long field trip to the Camden International Film Festival, which will be the catalyst for the class. You will take inspiration from the films you watch and the filmmakers you meet to conceive of your own documentary idea. You will spend the semester developing your idea into a feasible project. Students will learn how to research, shoot, and edit, while building relationships with their subjects. The course culminates in pitching your documentary idea to the Waterville and Colby Communities. Students leave with a fully developed project idea, to be implemented in the spring semester or in the future. **Humanities lab course.** *Four credit hours.* MURPHY

[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.*

[CI227] Visual Ways of Knowing: Transcultural Documentary Filmmaking Listed as Global Studies 227. *Four credit hours.*

[CI242] Make Russia Great Again: Post-Communist Cinema (in English) Listed as Russian 242. *Four credit hours.* A, I.

[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 located in Central Maine. Students will actively engage with the ethics of documentary filmmaking while developing relationships with their subjects. Students will also learn how to use a camera, shoot a scene, interview a subject, and edit a compelling narrative. Attention will also be paid to developing a working knowledge of the history of documentary filmmaking. *Four credit hours.*

[CI247] 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. *Four credit hours.*

CI248s 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

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

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

CI256s Film for Thought: The Art of French Cinema Listed as French 256. *Four credit hours.* **A.** BRUNETAX

CI280s Topics in Global Cinema: Violent East Asia Media The explosive popularity of "Squid Game" in 2021 and the unprecedented success of Bong Joon-ho's "Parasite" in 2019 has reignited the international interest in violent East Asian media, sparked by texts such as Kitano Takeshi's "Fireworks" (1998) and Park Chan-wook's "Oldboy" (2003). This course will survey contemporary South Korean and Japanese cinema, television, comics, and video games in order to explain the ubiquity of graphic brutality in East Asian media. Investigating the aforementioned texts and filmmakers, and discussing a range of topics such as colonialism, gender and sexuality, and most of all neoliberal capitalism, the course will push back against Orientalist accounts of an essential barbarism in Asian culture, demonstrating instead how Korean and Japanese media violence is fundamentally rooted in the historical experience of socioeconomic collapse in the twentieth and twenty-first century. *Four credit hours.* KUNAPULLI

[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

[CI289] Streaming Media: Moving Images in the 21st Century Estimates show that more than half of the media content consumed by adults in the US today is on streaming platforms. This course investigates this seismic shift in media history, focusing on the dominant platforms such as Netflix and YouTube and key texts such as House of Cards (2013-2018). In addition, the course will trace the major historical shifts — technologically, industrially, and socioculturally — that coincided the rise of streaming such as the decline of physical home video formats and the proliferation of smartphones and tablets. Through the course, students will gain understanding of twenty-first-century media history while developing critical thinking skills to better navigate contemporary moving image culture. *Four credit hours.*

CI298s TBA *Four credit hours.* KUNAPULLI

CI310s Advanced Contemporary Documentary Filmmaking: A Creative Practice Students will shoot and edit their documentary film idea developed in Cinema Studies 210 and continue to develop their cinematography and editing skills. This course also emphasizes collaboration — it is expected that each student will crew on another student's project. We will engage with the ethics of documentary filmmaking and the politics of representation through regular screenings and filmmaker visits. Students will leave the course with a 15-minute film to submit to festivals and/or publish online. *Prerequisite:* Cinema Studies 210. *Four credit hours.* MURPHY

CI321s Topics in Film Theory: Theories of Film and Media A survey of the major developments in classical and contemporary film and media theory. The course will trace the efforts made to understand film and media, from questions of medium specificity, to their role in the history of art, and to their social, cultural, and political impact. *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 DEPARTMENT

Chair, *Professor Kerill O'Neill*

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

The Classics Department offers courses listed in this catalogue under "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, selecting courses in consultation with their Classics Department advisor.

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 offered by the department or approved by the student's Classics Department 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 offered by the department or approved by the student's Classics Department advisor. At least one course must be among those offered by the department at the 300-level.

Requirements for the Major in Classics-English

In classics: six semester courses of Greek or Latin approved by the student's 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 student's 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 student's 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 six courses (with at least five in Greek, Latin, or a combination of both, including two courses in Ancient Greek or Latin numbered 200 or higher. Additional courses to be chosen in consultation with the student's Classics Department advisor.

Requirements for the Minor in Classical Civilization

The minor consists of six courses chosen in consultation with the student's Classics Department advisor, one of which must be among those offered by the department at the 300-level. No knowledge of Ancient Greek or Latin is required.

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

CL133f 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. O'NEILL

[CL136] 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.

[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.

[CL146] 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.

[CL149] 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.

[CL153] Environmental Approaches to Antiquity The unparalleled speed and intensity of humanity's effects upon the earth make the environment seem like a uniquely modern concern, but the ancient Greeks and Romans asked many of the same questions as us. How long will the earth support life? How will environmental change influence human migration and history? What duties do humans have to other species? In this course we will not only analyze their answers to such questions but consider topics as diverse as environmental determinism and its legacy in modern racism; the unsustainability of ancient imperialism; the fall of the Roman Empire; and the impact of monotheism upon classical conceptions of nature. *Four credit hours.* H.

[CL154] Ancient Medicine We explore the beliefs, practices, and cultural frameworks that shaped ancient Greek, Roman, Egyptian, and Babylonian healing practices. By examining texts, objects, and architecture, we investigate how different healers understood concepts like physical and mental 'health' and 'disease'. We also ask questions like: Who could be healers? What tools and techniques did they use? How was medical knowledge developed and tested? What social and 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.* H.

CL158f History of Ancient Greece and the Near East Offers an overview of ancient Greek history and culture from the Mycenaean society of the Bronze Age to the formation of the Hellenistic kingdoms, and situates this historical survey within the broader context of the histories and cultures of the Near East. We will begin with the foundation of the first cities in the fourth millennium BCE and end with the fall of Ptolemaic Egypt to the Roman Empire. Over the course of the semester, we will read texts ranging from the poems of the priestess Enheduanna to the dialogues of the philosopher Plato. Particular attention will be paid to political, social, and cultural history. *Four credit hours.* H. TAYLOR

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

CL177j The Trojan War in the Context of the Collapse of Late Bronze Age This course will be taught on campus for the first two weeks of January and in Greece and Crete for the second half of the course. Estimated cost of the travel component is \$3,500-\$4,000. Davis Connect grants may be available for those who qualify. We will study the place of the Aegean states in the complex political and economic systems of the Late Bronze Age, and how this period of history relates to Homer's epics. This course is an alternative to Classics 244 Myth and Archaeology. *Three credit hours.* H, I. HELM

CL197f Art and Archaeology of Ancient Rome Who were the ancient Romans, and what material remains did they leave behind? Offers an introduction to the material culture of ancient Rome from its beginnings as a small village through its development and expansion into a Mediterranean empire. We will survey the different types of evidence available, the methods used to analyze it, and what it can tell us about life in the ancient Roman world. In particular, we will focus on what we can learn about Roman identity, religious practices, and social structures from the surviving physical fragments of Roman civilization. *Four credit hours.* FRANK

[CL1XXC] Archaeology *Three credit hours.*

[CL227] History of Architecture I: From Pyramids to Cathedrals Listed as Art 227. *Four credit hours.* A.

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

[CL235] The Stoic Way of Life Listed as Philosophy 235. *Four credit hours.* H.

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

[CL242] Italian Ecopoetics: Beauty, Loss, and Desire Listed as Italian 242. *Four credit hours.* L.

[CL244] Myth and Archaeology Is myth fiction or does it have some basis in fact? Since the 19th century, there have been numerous

claims that archaeological evidence has been discovered to prove the veracity of myths from the Trojan War to episodes in the Bible. An exploration of the often explosive and controversial intersection between myth and archaeology. *Four credit hours.* L.

[CL245] Festival, Competition, and Performance in Ancient Greece The Olympics are the most famous of the festivals held by the ancient Greeks to honor their gods with competitions — athletic contests, as well as musical, poetic, and dramatic performances. We will explore these fascinating festivals and the myths that gave them meaning with special attention to the games at Olympia and Delphi, and to the festivals of Athena and Dionysus at Athens. We will ask questions such as: What can these competitions tell us about ancient Greek understandings of the body? How did the festivals contribute to the shaping of identities? What political purposes did they serve? What do they tell us about life in the ancient city? What can they say about the world in which these ancient people lived? *Three credit hours.*

H.

CL253f Late Antique Art: The Death and Afterlife of the Roman Empire Listed as Art 253. *Four credit hours.* A, I. AMERI

[CL255] Greek and Roman Science and Technology How did ancient Greeks and Romans make sense of the world around them? And how did they use technology to exert control over that world? This Humanities Lab offers an introduction to scientific and technological developments in the ancient Mediterranean and their afterlives in Islamic, Enlightenment, and modern-day science. We begin by exploring ancient scientific theories and practices relating to astronomy, physics, biology, medicine, geography, and mathematics. Then, with the help of Colby's Museum of Art and the Mule Works Innovation Lab, we will research and create 3-D printed models of technologies involved in constructing, outfitting, and enjoying a Roman bath complex. **Humanities lab course.** *Four credit hours.* H.

[CL271] Classical Political Theory Listed as Government 271. *Four credit hours.*

CL2XXAs Natural Disasters in Antiquity and Beyond *Four credit hours.* TAYLOR

CL2XXBs Myth, Art, and Life's Big Questions *Four credit hours.* O'NEILL

CL2XXCs TBD *Four credit hours.* INSTRUCTOR

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

[CL336] Pompeii The eruption of Vesuvius in 79 CE may well be the most infamous natural disaster ever. The persistent fascination of this event derives not only from the destruction wrought upon Pompeii, but also from the incredible level of preservation paradoxically bestowed upon this buried town. In this course, we explore the insights that the archaeological record in Pompeii, ranging from graffiti in bars to paintings in mansions, gives us into what it was like to live in this Roman town. Topics covered include the Roman construction of gender and sexuality; ethnicity in ancient Italy; Roman religion; slavery; and Pompeii in film and television. *Four credit hours.* H.

CL338s Myth, History, and Memory Like Achilles who fought at Troy to gain undying fame, ancient Greeks of the historical period were keenly aware of the power of public memory and the narratives that create and sustain it. We will explore various forms of historical memory in ancient Greece ? from sculpture, monuments, and coins to plays, public speeches, and historiography ? as we ask how these various ways of representing the past make sense of the world and how they serve to forge identities, shape and bind communities, and justify or question power. *Prerequisite:* Sophomore standing or above. *Four credit hours.* BARRETT

[CL483] Honors Thesis *Four credit hours.*

COLBY-BIGELOW PARTNERSHIP

Directors, Whitney King (Colby Chemistry) and Ben Twining (Bigelow Laboratory for Ocean Sciences); Denise Bruesewitz, Greg Drozd, Bess Koffman, Karena McKinney, Alejandra Geiger Oritiz (Colby), and Christoph Aepli, Peter Countway, David Emerson, David Fields, Catherine Mitchell, Nicole Poulton, Nichole Price, Douglas Rasher, Nick Record, Karen Stamieszkin (Bigelow)

The complex scientific, policy, and economic challenges of our world 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, and data analytics, 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 for students.

COLBY AT BIGELOW – SEA CHANGE SEMESTER

Ocean science is in the middle of a revolution. Climate change is rapidly reshaping life in the oceans, and new tools are being developed to reveal what it means for our planet. Bigelow Laboratory offers a transformative, 14-week fall semester 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: ES/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, ES/BI386 = counts as full lab course toward fulfilling major requirements when focused on biology research topic

Chemistry: CH385 = CH261 (with lab)

Environmental Science: ES383, BI384 = two focus areas courses; ES386 = 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

CH297 Fate and Effects of Organic Pollutants in the Ocean

ES239s Seafood Forensics: Uncovering Fraud in Ocean Food Systems

ES297B Climate Geoengineering: Evaluating Strategies to Sequester CO₂

ES494f Problems in Environmental Science (ES Capstone)

ES397j Global Change Impacts on Marginal Marine Ecosystems

GE161/ES161 Introduction to Ocean Science

ES297D/JP297D Ocean Forecasting: AI, Ecology, and Data Justice on the Seas

COMPUTER SCIENCE DEPARTMENT

Chair, Associate Professor Stephanie Taylor,

Associate Chair, Associate Professor Ying Li

Professor Amanda Stent; Associate Professors Ying Li and Stephanie Taylor; Assistant Professors Eric Aaron, Maximillian Bender, Naser Al Madi, Stacy Doore, Allen Harper, Oliver Layton, and Hannen Wolfe; Postdoctoral Fellow Tahiya Chowdhury

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 a theory course (375, 376, or 378); one elective numbered 200 or above; one elective numbered 300 or above; one two-semester sequence of courses with the first numbered at the 300 level and the second at the 400 level; 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 Major in Computer Science with a Concentration in Artificial Intelligence

Computer Science 15X, 231, 232, 251 or 252, 310, 333, 343, and a theory course (375, 376, or 378); Mathematics 253 (in which case students should take CS 252) or Mathematics 274. 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

[CS125] 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.*

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

CS152fs Computational Thinking: Science An introduction to computational thinking: how we can describe and solve problems using a computer. Using the Python language, students will learn how to write algorithms, manipulate information, and design programs. They will learn about abstraction, how to divide and organize a process into appropriate components, how to describe processes in a computer language, and how to analyze and understand the behavior of their programs. The projects focus on: (1) reading, writing, managing, and analyzing data; (2) modeling ecological systems using population and agent-based approaches; and (3) simulating physical systems with gravity and collisions. Students may not receive credit for both this course and Computer Science 151 or 153. *Four credit hours.* **Q.** HARPER

[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. AARON, AL MADI, BENDER, HARPER

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.* 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.*

CS310s Creating Future Worlds: Computing, Ethics, and Society Explores ethical and moral narratives associated with advances in computing/AI technologies. 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: AI 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 231. *Four credit hours.* DOORE

CS321f Software Engineering A comprehensive practical introduction to all phases of software development including life cycle models, requirements analysis, design, implementation, testing and validation, maintenance, and evolution, focusing on agile software development. *Prerequisite:* Computer Science 231. *Four credit hours.* AL MADI

[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.*

[CS330] Database Design, Development, and Deployment Approaches database systems from the perspective of database designers, developers, and data analysts. The first course will provide a foundation in database design theory, database query languages and reporting methods, accessible information system UX/UI requirements, database management best practices, and new approaches to applying advances in AI to information modeling, storage, and retrieval. It will include both individual and group programming assignments

around data modeling and diagrams, current database design modeling (i.e., RDBS, NoSQL, Spatial, Graph, and Hybrid) as well as evolving AI-driven database applications, information retrieval languages (i.e., SQL/NoSQL), data reasoning/extraction approaches, with an emphasis on accessible information systems. *Prerequisite:* Computer Science 231, 251, or 252. *Four credit hours.*

[CS331] Computer Networks An introduction to fundamental concepts of computer networks and widely used networking technologies. Topics include application protocol design; principles of congestion and error control protocols; network routing; local, wireless, and access networks; 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.*

CS333s 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

[CS337] Operating Systems A comprehensive overview of the design and implementation of computer operating systems from the early days of computing to modern day. The topics include process scheduling, threading and interprocess communication, memory management, file systems, access control, and security. *Prerequisite:* Computer Science 231. *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, 160 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 or 252 and Mathematics 121, 125, 130, 135, or 161; 122, 160, 162 or 165 are recommended. *Four credit hours.* LAYTON

[CS346] 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, 160 or equivalent. *Four credit hours.*

[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.*

[CS353] 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 or 252. *Four credit hours.*

[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.*

CS375f Analysis of Algorithms Focuses on classical algorithms in computer science and the analysis of the space and time efficiency of such algorithms as those that sort arrays and lists and search various data structures, including lists, trees, graphs, and strings. All major categories of algorithms are discussed, including iteration, divide and conquer, brute force, exhaustive search, greedy, dynamic programming, and approximation. Unsolvable and intractable problems are also covered, as is the role of NP-completeness. If time permits, some parallel and distributed algorithms will be discussed. Students will learn through problem sets and short programming projects. *Prerequisite:* Computer Science 231 and one 200-level mathematics or statistics course. *Four credit hours.* AARON

CS376s 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

CS378f Introduction to the Theory of Computation Focuses on formal languages, automata, computability, complexity classes, and undecidability. Languages discussed include regular languages, context-free languages, and recursively enumerable languages. Both deterministic and non-deterministic forms of the corresponding machines (finite automata, push-down automata, and Turing machines) are also discussed. Unsolvable and intractable problems are addressed, as is the role of NP-completeness. Students will learn through problem sets, possibly augmented by short programming projects. *Prerequisite:* Computer Science 231 and either Mathematics 274 or 275. *Four credit hours.* AARON

CS421s Empirical Software Engineering Introduces students to the different approaches of performing empirical studies to solve software engineering problems. The course will focus on quantitative and qualitative research methods including interviews and surveys, design of human experiments, including crowdsourcing, and mining of software repositories. *Prerequisite:* Computer Science 321. *Four credit hours.* AL MADI

[CS430] Advanced Database Design, Development, and Deployment The second course in the database sequence will center around the design, development, and testing of an accessible real-world information system application through a semester-long project applying foundational knowledge and skills from the first database course (Computer Science 330). The database provide location information about the objects in a public space, the spatial relationships between objects, descriptions of the content objects, and an accessible user interface to that communicates system information in a multimodal format. *Prerequisite:* Computer Science 330. *Four credit hours.*

[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.*

CS436fs Seminar: Artificial Intelligence Table Reads Seminars will feature presentations by internal and external speakers who work on AI, especially interdisciplinary approaches to AI. *One credit hour.* STENT

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, 160 or equivalent, and Physics 141 or equivalent. *Four credit hours.*

CS443s Bio-Inspired Machine Learning 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.* LAYTON

[CS446] 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.*

[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.*

[CS453] 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.*

[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:* Permission of the instructor. *One to four credit hours.* FACULTY

CREATIVE WRITING

In the Department of English

Director, *Professor Adrian Blevins*

Advisory Committee: *Professors Adrian Blevins, Michael Burke, and Debra Spark; Assistant Professors Sarah Braunstein and Arisa White; Visiting Assistant Professor Mira Ptacin*

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. 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.

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.

DATA SCIENCE PROGRAM

In the Departments of Computer Science and of Mathematics and of 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 160 or 165; Statistics 212 and 321; and one of the following: Computer Science 341, 343, 346, Mathematics 253, or Statistics 3XX. 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 with a concentration in statistics, or 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 DEPARTMENT

Chair, *Associate Professor Hong Zhang (Chinese)*

Professors Hideko Abe (Japanese), James Behuniak (Philosophy), Kimberly Besio (Chinese), Nikky Singh (Religious Studies), and Ankeney Weitz (Asian Art History); Associate Professors Daniel LaFave (Economics), Steven Nuss (Music), and Hong Zhang (Chinese); Assistant Professors Inga Kim Diederich (History), Jun Fang (Sociology), Seth Kim (Cinema Studies, on leave 2022-23), Deirdre Martin (Government), Laura Nuffer (Japanese, on leave 2022-23), and Andie Wang (Chinese, on leave 2022-23); Visiting Assistant

Professors Hui-Ching Lu (Chinese) and Jun Takashashi (Japanese); Language Assistants Kuei-Lan Cheng (Chinese) and Maiko Kawano (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, education, 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
- 254 Global Local Asia

Chinese

- All courses offered

Cinema Studies

- Topics in Global Cinema: Contemporary Japanese Cinema

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
- 144 Patterns in East Asian History to 1600
- 146 Modern East Asian History 1600 to Present
- 297A Modern Japan
- 297 A History of Samurai
- 351 Desiring Asia Gender and Sexuality in East Asia
- 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

[EA144] Patterns in East Asian History, to 1600 Listed as History 144. *Four credit hours.* **H.**

[EA146] Modern East Asian History, 1600-Present Listed as History 146. *Four credit hours.* **H.**

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

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

[EA220] 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 art's 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. *Three credit hours.* **A.**

[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.*

[EA222] 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.*

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

[EA224] 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.**

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

EA228s Language, Gender, and Sexuality: East Asian Languages Explores the relationship between language and gender in three East Asian cultural contexts (Japan, China, Korea). We examine: (1) the linguistic treatment of diverse genders; (2) the linguistic performance by people with diverse gender identities; (3) the normative ideology of language and gender and its implications; (4) the historical development of gendered speech norms and their associated ideology; and (5) the relation between the normative ideology and the range of real speaking practices that constitute verbal lives. Previously offered as East Asian Studies 298 (Spring 2022). *Four credit hours.* **S, I.** ABE

[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.**

EA235f A Shrimp Between Whales: The Making of Modern Korea, 1800-1945 Listed as History 235. *Four credit hours.* **H, I.** DIEDERICH

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

EA244s Brothers at War: The Two Koreas, 1945-Present Listed as History 244. *Four credit hours.* **H, I.** DIEDERICH

[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

EA254f Global-Local Asia Listed as Anthropology 254. *Four credit hours.* S, I. MILLS

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

[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.

[EA263] 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.

[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.

EA274s 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

EA275fs Cultured Tough Guys: Samurai Devotion, Music, Poetry, and Art Listed as Music 275. *Four credit hours.* A, I. NUSS

EA276f 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.**

[EA280] Topics in Global Cinema: Contemporary Japanese Cinema Listed as Cinema Studies 280. *Four credit hours.*

EA298As China and the Middle East: Commodities, Ecology, Infrastructure Listed as History 298A. *Four credit hours.* **H.** LI

EA2XXBs Chinese Lit *Four credit hours.* **BESIO**

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

[EA346] China and the World Listed as Sociology 346. *Four credit hours.* **S, I.**

EA351f Desiring Asia: Gender and Sexuality in East Asia Listed as History 351. *Four credit hours.* **H, I.** DIEDERICH

[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.**

[EA355] 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 greyest states in the United States. *Four credit hours.* **S, I.**

[EA356] Winners and Losers in Japanese Politics Listed as Government 356. *Four credit hours.* **I.**

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

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

[EA359] History of Chinese Feminism Listed as History 359. *Four credit hours.* **H, I.**

[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.*

[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 DEPARTMENT

Chair, *Professor Andreas Waldkirch*

Associate Chair, *Associate Professor James Siodla*

Professors Michael Donihue, David Findlay, Patrice Franko, and Andreas Waldkirch; Associate Professors Samara Gunter, Timothy Hubbard, Daniel LaFave, Robert Lester, and James Siodla; Assistant Professors Linwood Downs, Kathrin Ellieroth, Yang Fan, Erin Giffin, Jennifer Meredith, Sanval Nasim, Stephanie Owen, Benjamin Scharadin, and Ekaterina Seregina; Visiting Professor James Libby; Visiting Assistant Professors Biwei Chen and Michael Solomon.

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; Mathematics 120*, 125*, 130*, or 135*, 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; Mathematics 120*, 125*, 130*, or 135*, 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.

** To continue in the major, students must receive a grade of C- or better in Economics 223, Economics 224, and Economics 293 or an approved two-course sequence in research methods and/or statistics offered by another department (e.g., PS214/215; SC212/321). Economics 224 is a prerequisite for all senior seminars. Economics 393 is a prerequisite or concurrent requirement for all senior seminars.

At least three of the four core courses (223, 224, 293, 393) must be taken at Colby. Students may receive credit at the 200-level or above toward the economics or economics-financial markets major or the economics minor for a maximum of three courses taken off campus. EC121, EC133, and EC134 do not count toward the three-course limit. Approval for courses taken elsewhere beyond the three-course limit can be secured only by petitioning the Economics Department and having the petition approved by a majority vote of the Economics

Department faculty.

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.

The point scale for retention of the major applies to all courses offered toward the major. Independent studies, Economics 293, 393, and 345 cannot be used to fulfill the elective course requirements for the majors.

No course that could fulfill a requirement for either major may be taken satisfactory/unsatisfactory. This includes all courses listed in economics and any course used to fulfill the mathematics and statistics requirements.

Senior Thesis and Honors in Economics

Students wishing to further their economics training with a yearlong research project must register for Economics 451 (1 credit) and 491 (3 credits) 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 452 (1 credit) and 484 (3 credits). Those completing Economics 452 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. The point scale for determination of honors in the major applies to all courses offered toward 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 45s and 482 in the spring. Further details can be obtained from the department.

Requirements for the Minor in Economics

The department offers two 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 125, 130, or 135 (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, Economics 293, 393, and Economics 345 cannot be used to fulfill the elective course requirements for the minor.

No course that could fulfill a requirement for either track of the economics minor may be taken satisfactory/unsatisfactory. This includes all courses listed in economics and any course used to fulfill the mathematics and statistics requirements.

The economics minor may not be combined with either of the majors offered by the Economics Department.

A relevant internship experience is recommended for all majors and minors.

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 and Analysis 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:* Economics 133 and 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.** FACULTY

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

EC211fs 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 121 and 134. *Four credit hours.* FAN, SEREGINA

EC212fs 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.* SEREGINA

EC214f 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, 120, 121, 122, 125, 130, 135, 160, 161, 162, 165, or equivalent; sophomore standing. *Four credit hours.* GIFFIN, GUNTER, SOLOMON

EC224fs Macroeconomic Theory Devoted to the development and examination of various theoretical frameworks to explain fluctuations in output, interest rates, exchange rates, unemployment, inflation, and economic growth in a globally interdependent economy. Continued study of the theoretical development of macroeconomic models and further refinement of understanding the effectiveness and optimality of macroeconomic policy. Students gain an understanding of the importance of expectations, the determination of asset prices (e.g., bond and stock prices), the relationship between financial markets and the macroeconomy, and the implications and limitations of models and policies. *Prerequisite:* Economics 134 and 223. *Four credit hours.* FINDLAY, LESTER

EC231fs Environmental and Natural Resource Economics The objective is to develop and apply economic tools to current environmental and resource-management issues. Causes of and remedies to environmental and resource-management problems are analyzed through economic modeling. These models in turn serve as the theoretical foundation for designing and evaluating policy instruments and practices. Students will learn to analyze current environmental problems and assess the effectiveness of environmental and resource-management policies using economic tools. *Prerequisite:* Economics 133 and sophomore or higher standing. *Four credit hours.* MEREDITH, NASIM

EC235f 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

[EC237] 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.*

EC245s 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.

EC253f 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

[EC255] 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.*

[EC256] Economics of Crime This course empirically analyzes the criminal justice system's impact on justice-involved persons. This course focuses heavily on reading and discussing empirical research papers from the economics of crime literature. One goal of the course is to help students learn to read research papers and formulate research questions. The course begins by examining policing, then follows justice-involved persons through trial, sentencing, prison, and, finally, post-conviction release. Significant projects include presentations on an economics of crime paper, or similar empirically focused academic paper, combined with a proposal containing a unique research question and potential data sources. *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 120, 121, 122, 125, 130, 160, or equivalent & sophomore standing or above. *Four credit hours.* CHEN, SCHARADIN, WALDKIRCH

EC2XXAs TBA *Four credit hours.* SOLOMON

EC313f 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

[EC318] 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.*

EC334s Economics of Education An introduction to how economists think about education and the tools they use to study education policy. We will cover economic models of educational investment and the production of knowledge. Students will become familiar with the basics of the statistical methods economists use to answer questions about education policy, including randomized experiments, instrumental variables, regression discontinuity, and difference-in-difference approaches. Potential education policy topics include: returns to education; effect of educational spending; school choice; test-based accountability; financial aid; race- and income-based admissions programs. *Prerequisite:* Economics 223. *Four credit hours.* OWEN

[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, 160, 162, or 165. *Four credit hours.*

EC338s 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 293. *Four credit hours.* FINDLAY

[EC343] 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.*

EC347f 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 223 and 293. *Four credit hours.* ELLIEROTH

EC351s Public Finance Public finance is the branch of economics concerned with government expenditure and taxation. On the expenditure side, we will model externality and social insurance justifications for government intervention and examine several government policies including Social Security and health-care reform. On the tax side, we will model tax incidence of consumption, income, and wealth taxes and behavioral responses to them. Students will apply their understanding of the models in exams, policy presentations, and writing assignments and will be expected to read and interpret empirical research papers that evaluate the impacts of government policy. *Prerequisite:* Economics 223 and a W1 course. *Four credit hours.* GUNTER

[EC353] Urban Economics Provides an in-depth perspective on the economic activity of cities. The focus is on the use of economic theory to explain various urban phenomena with additional emphasis on the role cities play in greater economic development. Specific topics include market forces in the development of cities, urban spatial structure and land use, housing, residential segregation, and urban quality of life. *Prerequisite:* Economics 223 and 293. *Four credit hours.*

EC357f 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

EC364s 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 223. *Four credit hours.* ELLIEROTH

EC375s 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

EC378s International Trade An introduction to international trade theory and policy. Topics include the determinants of international trade patterns, the gains from trade, distributional effects, increasing returns and scale economies, outsourcing, commercial policy, factor movements, trade agreements, and labor and environmental standards. Students will understand and be able to manipulate the major international trade models and analyze current trade policy issues in the context of these models both orally and in writing. *Prerequisite:* Economics 223. *Four credit hours.* WALDKIRCH

EC379f Game Theory Introduction to the concepts and applications of game theory, the behavior of rational, strategic agents: "players" who must take into account how their opponents will respond to their own actions. It is a powerful tool for understanding individual actions and social institutions in economics, business, and politics. Students will enhance their analytical thinking and reasoning skills, develop their ability to engage in quantitative analysis and formal problem solving, and hone their ability to think and write with precision and rigor. Specific topics include strategic dominance, Nash equilibrium, subgame perfection, and incomplete information. *Prerequisite:* Economics 223. *Four credit hours.* SOLOMON

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 (Psychology 214/215 or Statistics 212/321). *Four credit hours.* DONIHUE, NASIM

EC3XXBs International Finance *Four credit hours.* CHEN

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.* ELLIEROTH

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.* ELLIEROTH

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.*

EC472f Seminar: Stereotypes and Discrimination Stereotypes shape perceptions and actions. We will examine the causes of stereotypes and their consequences on economic decisions, outcomes, and policy. Using insights from behavioral economics, we will study how economists theoretically model stereotypes and why we cannot rely on markets to eliminate incorrect beliefs. We will draw on recent experimental economic research to study how stereotypes affect economic decision-making and how stereotypes lead to discrimination. Topics to be covered include: social norms, implicit bias, self-stereotyping, and inaccurate statistical discrimination. This course relies heavily on applying concepts covered in intermediate microeconomics, statistics, and econometrics to reading and discussing economic articles and conducting research. *Prerequisite:* Economics 224, 393 (may be taken concurrently), and senior standing as an economics major. *Four credit hours.* U. GIFFIN

EC473s 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

[EC474] 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.*

[EC475] 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.*

EC476s Seminar: Access, Affordability, and Equity in Higher Education A study of discrepancies in educational attainment by income and race, their implications, and potential policy solutions to close gaps in educational access. We will focus on reading and discussing empirical research using applied econometric techniques. Potential topics include: trends in college access and affordability; credit constraints; financial aid policies (need- and merit-based grants, tax credits, loans, debt); financial aid reform (simplification and information, free college, income-based repayment); the role of community colleges; admissions policies and affirmative action; policies to improve persistence and completion; and the online and for-profit sectors. *Prerequisite:* Economics 224, 393 (may be taken concurrently), and senior standing as an economics major. *Four credit hours.* U. OWEN

EC477f Seminar: Financial Technology We examine how technological advances have reconfigured the current state of financial industry and how they are set to shape the future of finance and business. The course examines the primary FinTech data science methods and tools and their applications to real FinTech questions, such as algorithmic trading. Students will learn how to extract and harness data with Artificial Intelligence and Machine Learning using open APIs and Python. We explore how blockchain and cryptocurrency have transformed personal finance, banking, and payments industries. Attention will be given to the limits, risks, and broader policy and social implications of FinTech. *Prerequisite:* Economics 224, 393 (may be taken concurrently), and senior standing as an economics major. *Four credit hours.* SEREGINA

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

[EC479] 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.*

EC482s Senior Thesis A continuation of a year-long research project, beginning with Economics 491 in the fall semester. The completed research is to be presented in written form and as part of the Colby Liberal Arts Symposium. *Prerequisite:* Economics 451 and 491, concurrent enrollment in EC452, senior standing as an economics major, and permission of the sponsor. *Four credit hours.* DONIHUE, ELLIEROTH

[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 before the department faculty. *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.*

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

EC4XXAs Seminar: Challenges of the Anthropocene *Four credit hours.* NASIM

EDUCATION DEPARTMENT

Chair, Professor Adam Howard

Professor Adam Howard; Assistant Professors of Education Pei Pei Liu and Lauren Yoshizawa; Lecturer in Education/Coordinator of Teacher Education Stephanie Proto

The mission of the Education Department 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 Department 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 Department 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, and in professional certification under the auspices of the department.

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 Department 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 undergo a criminal background check and fingerprinting, and complete a portfolio demonstrating competencies in Maine's Initial Teaching Standards. Fees are required 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 Department 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 department faculty. Early consultation with department 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 101 (previously 201); 213, 215, or 217; 493; one practicum or internship; at least four electives in education (including at least two 300- or 400-level courses); and at least one but no more than two electives in related departments (see list of approved electives below). Students may petition the director of education for approval of a course not on the list.

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. After confirmation from the department faculty, a written proposal is due in September and must include a description of the proposed work, a timeline, and the agreement of a faculty sponsor and a secondary faculty reader from outside the Education Department. 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 101 (previously 201); 213, 215, or 217, 493; one practicum or internship; and three electives in education.

Requirements for the Minor in Professional Certification

Eight courses are required: Education 101 (previously 201); 215; 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 101 (previously 201); 215; 331; 351; 374; 433; 494A; and 494B. For the major in educational studies, the student teaching sequence counts as one course toward the major. 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

American Studies

- 337 Gentrification

Anthropology

- 236 Illegal Drugs, Law, and the State
- 252 Language, Culture, Discourse
- 256 Land, Food, Culture, and Power
- 313 Researching Cultural Diversity
- 333 Contemporary Theory
- 363 Secrecy and Power
- 373 The Anthropology of Gender and Sexuality

Economics

- 334 Economics of Education
- 476 Seminar: Access, Affordability, and Equity in Higher Education

Government

- 226 Media and Politics
- 228 Introduction to Race, Ethnicity, and Politics
- 241 Politics of Public Policy in the US
- 314 Civil Liberties in American Constitutional Law
- 315 Minority Representation

History

- 247 African-American History, from Slavery to Freedom

Psychology

- 223 Social Identities
- 232 Cognitive Psychology
- 251 Personality Psychology
- 253 Social Psychology
- 259 Lifespan Development
- 352G Seminar: Clinical Interventions: Science and Practice

Sociology

- 227 Urban Sociology
- 252 Race, Ethnicity, and Society
- 268 Social Policy and Inequality
- 276 Sociology of Gender

Women's, Gender, and Sexuality Studies

- 223 Critical Race Feminisms and Tap Dance
- 232 Queer Identities and Politics
- 241 Foundations of Disability Studies
- 311 Feminist Theories and Methodologies

Course Offerings

ED101fs 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 moral 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 20 hours in a local educational setting. Previously offered as Education 201. *Four credit hours.* **S, U.** YOSHIZAWA

[ED192] Sexual Violence Prevention Peer Educator Training Under the direction of the Director of the Gender and Sexual Diversity Program and Associate Director of the Pugh Center, preparation for holding student-led, mandatory Sexual Violence Prevention Training sessions for sophomores next fall. Does not count toward the education majors or minors. Nongraded. *Prerequisite:* Permission of the instructor. *One credit hour.*

[ED201] 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. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **S, U.**

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.** LIU

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. Previously offered as 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.*

ED223j Digital Storytelling in Education for Social Justice This course will actively explore the continuously evolving power of digital storytelling as one of the most relevant and impactful communicative structures. We will create numerous digital stories — from podcasts to videos, photo essays to infographics — as a way to explore 1) why digital literacy needs to be a normative practice for secondary school students; and 2) its current use and potential as a vehicle for social change. Students will reflectively investigate the larger issues around how technology is shaping society and their own lives. *Three credit hours.* PIERCE

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

[ED226] Examined Life: Teaching, Learning, and the Power of Story This class is focused on teaching and learning, and the

importance of self-knowledge in both professional and personal settings. Teachers, whatever else they teach, teach themselves; self-understanding and awareness are fundamental and not peripheral matters. We will explore ancient as well as innovative approaches to inquiry?story-telling, auto-ethnography, narrative, portraiturežand we will discuss fundamental issues in writing: creating a credible narrator; describing a scene in sufficient detail; shaping personal anecdotes into writing that matters; knowing when to ?show, don?t tell? and how to ?tell, don?t show.? *Three credit hours.*

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

[ED237] 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.*

[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). *Prerequisite:* Sophomore or higher standing. *Four credit hours.* I.

[ED245] 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. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* U.

[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.*

ED2XXs Emerging Adults *Four credit hours.* LIU

[ED317] Boys to Men Listed as Women's, Gender, and Sexuality Studies 317. *Four credit hours.* U.

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

[ED325] Gender and Education Provides an overview of contemporary and historical issues related to gender and formal contexts of learning. The course will explore how different theories and ideologies define sex and gendered disparities in US schools and classrooms. Particular attention will be given to how intersectional identities of race, class, ethnicity, and sexuality inform gendered identities in educational contexts. Educational policy, pedagogy, and research will be analyzed for how gender inequity is framed and debated as well as proposed solutions for reform. *Four credit hours.*

ED326f 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

[ED327] Critical Technology for Learning Explores the roles different technologies play in learning contexts. Current and historical technology trends will be examined from a critical perspective to understand whom technology benefits and harms, and the learning theories used to justify its use. The class analyzes well-researched and cutting edge technologies, from television to AI and machine learning, to understand if technology improves educational outcomes or exacerbates existing inequities. The course models different forms of engagement, instructional, and assessment strategies in order to showcase different approaches on how to design for learning with the support of technology. *Four credit hours.*

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 complete a minimum of 30 hours working with a cooperating teacher in a secondary classroom. Previously listed as Education 431. *Prerequisite:* Senior standing in the professional certification program. *Four credit hours.* PROTO

ED338f Motivation and Learning Explores when, how, and why individuals are motivated to learn and how practitioners and researchers can use this knowledge to support student motivation and engagement and promote more equitable educational outcomes. We will draw on theory and research from educational, developmental, social, and school psychology to build an understanding of the key components of academic motivation and engagement and how they are affected by an individual's environment at multiple ecological levels. Students will use these scholarly perspectives to analyze case studies, conduct motivation research, and propose educational interventions to strengthen supports for student motivation and engagement. *Four credit hours.* LIU

[ED343] 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.*

[ED345] 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.*

[ED351] 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.*

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.*

[ED374J] 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:* At least one 200-level education course. *Three credit hours.*

ED433fs 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 professional 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

ED483f Honors Project *Two to four credit hours.* FACULTY

ED491f, 492s Independent Study Independent study of advanced topics and areas of individual interest. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

[ED493] 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. *Four credit hours.*

ED493Af Senior Seminar: Researching for Social Justice An intensive reading and discussion course focusing on contemporary methodological theory related to educational research guided by social justice aims, this course examines how social justice research is conducted, how data are theorized and analyzed, and how interpretive texts are written. The activity of the course works from a social justice framework that seeks to engage in research for the purposes of creating a more just world, addressing inequalities, questioning and challenging oppressive and privileging practices and systems, and advocating for change. Students work collaboratively to apply theories and methods of social justice research. *Prerequisite:* Senior Education major or minor. *Four credit hours.* HOWARD

ED493Bs Senior Seminar: Instructional Theory and Design *Four credit hours.* LIU

ED494Afs 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 in the professional certification program and concurrent enrollment in Education 433 and 494B. *Four credit hours.* PROTO

ED494Bfs 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 in the professional certification program and concurrent enrollment in Education 433. *Four credit hours.* PROTO

ENGLISH DEPARTMENT

Co-Chairs, Associate Professors Megan Cook and Katherine Stubbs

Professors Adrian Blevins, Cedric Gael Bryant, Michael Burke, Mary Ellis Gibson, and Debra Spark; Associate Professors Megan Cook, Aaron Hanlon, Elizabeth Sagaser, Matthew Schneider-Mayerson, and Katherine Stubbs; Assistant Professors Sarah Braunstein, Samantha Plasencia, Mohammad Shabangu, Dyani Johns Taff, Christopher Walker, and Arisa White; Visiting Assistant Professor Erin Spampinato

The English Department offers majors in English, in English with a concentration in literature and the environment, 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 departments of American Studies; Performance, Theater, and Dance; Cinema Studies; Environmental Studies; and Women’s, Gender, and Sexuality Studies.

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
- Bringing 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 in the two concentrations: literature and the environment 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 Performance, 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 English Major with a Concentration in Literature and the Environment (ENLE)

In addition to the requirements for the English major, students concentrating in ENLE will take EN283 Introduction to Environmental Humanities and EN357 Literature and the Environment plus two courses drawn from the ENLE concentration list, one of which may be EN493 Senior Seminar when the topic is approved. Students must take one approved course outside the department in Environmental Studies (ES) or in the area of environmental humanities. Approved courses are listed on the department website.

Requirements for the Major with a Concentration in Creative Writing (ENCR)

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 Performance, 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 482 (the two-credit Honors Proseminar), 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*

EN120Cs Language, Thought, and Writing: Dynamic Reading, Empowered Writing Long before psychology and neuroscience were disciplines, writers experimented with language and the mind, discovering ways to engage attention, influence perception, provoke and test ideas, amplify memory, and collaborate with thinkers far away in space and time. We will study examples of powerful writing from the 17th c. to the present (poems, speeches, letters, essays) while gaining strategies to make our own writing more effective. Ideas from cognitive psychology, linguistics, philosophy and literary studies will enrich our inquiry into the nature and power of language. *Four credit hours. W1. SAGASER*

[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.*

EN120Ff Language, Thought, and Writing: Queer Romantics/Queer Romanticisms A writing intensive course which introduces students to a queer reading of the literature of Romantic era, explores sexual and gender transgression in the period and its literature, and brings the voices of numerous non-canonical and forgotten authors into conversation with those of the canonical Romantic poets. Readings include poetry, novels, short fiction, and life writing by the queer people, women writers, and writers of color who are often left out of the canonical account of the Romantic tradition. *Four credit hours. W1. SPAMPINATO*

EN120Gf Language, Thought, and Writing: Community Literacy and Migration Where are we? Why are we here and how did we arrive? How do we know what we know? Who needs our stories? We'll use these questions to explore essays, literary texts, images, and more as we gain literacy-reading and writing ability as well as cultural knowledge-about Colby, our communities, and migration. We'll reflect on, analyze, narrate, and research our journeys and compare them to stories by Margaret Cavendish, bell hooks, and Mohsin Hamid. Students will develop a college-level writing practice while asking why we migrate, what we carry with us, and how we become creators of new knowledge. *Four credit hours. W1. TAFF*

EN120Hs Language, Thought, and Writing: Animal/Human/Machine What counts as "writing"? Can a bacteria or an algorithm write poetry? Is "creativity" an exclusively human activity or an inherent property of all life? In this writing-intensive course we will address these and other questions as we hone our critical thinking and reading, develop our research abilities, and refine our writing and editing skills. Engaging philosophical essays, poetry, plays, and film, we will analyze how the categories of "human," "animal," and "machine" are historically constructed, politically mobilized, and ethically fraught. *Four credit hours. W1. WALKER*

[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.*

EN120Lf Language, Thought, and Writing: Language + Race + Power Thinks with scholars like James Baldwin, Geneva Smitherman, bell hooks, Paulo Freire, Audre Lorde, and April Baker-Bell about 1) the racial and colonial conditions that produced Standard Written English, 2) the social, political, economic, educational, psychological, and ethical stakes of normalizing the language of white enslavers and colonizers, and 3) alternative forms of language arts instruction. Throughout, we'll meditate on how we've been (mis)shaped in the image of

the colonizer and work towards reimagining ourselves by reading and writing in a wide variety of genres including op-eds, educational social media threads, academic articles, TedTalks, spoken word, and critical autobiographies. *Four credit hours.* **W1.** PLASENCIA

[EN120Q] 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.**

[EN120R] 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.**

EN120Tf Language, Thought, and Writing: Why Write, Why Read? The succinct question that introduces this course has been addressed, provocatively and poignantly, by writers as diverse as Dorothy Allison, who said "I write to save my life," and Andr^o Bleikasten, who insisted that "to write is to blacken whiteness, to fill in gaps, to dress wounds." Writing, which can and must be a serious kind of play, in a generous sense concerns what it means to be fully human-*and what it does not*. And writers, including James Baldwin, Isabel Wilkerson, Toni Morrison, and Jean Paul Sartre join Allison and Bleikasten in practicing the art of the essay "to both disclose the world and to offer it as a task to the generosity of the reader," as Sartre asserts. This semester we will explore the persuasive, expository essay as writers and readers to do precisely what Sartre *and* the other writers collectively think about the inextricable relationship between writing and being. *Four credit hours.* **W1.** BRYANT

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

[EN141] Beginning Playwriting Listed as Theater and Dance 141. *Four credit hours.* **A.**

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

[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.** BRAUNSTEIN, 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, STUBBS, TAFF

EN202s Topics in Writing: Communicating Across Difference Listed as Writing Program 202. *Four credit hours.* **U.** SHERIFF

[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

[EN219] Epidemics and Literature This course examines how epidemics have been narrated, studied, and imagined. Reading literary, scientific, philosophical, and journalistic texts, we'll think about contagion, immunity, and public health alongside topics such as environment, individualism, racism, inequality, and biopolitics. Assignments will include short essays and a brief analysis of news relevant to Covid-19. Students will hone their analytical and writing skills as they analyze texts from different genres and periods. English C credit. L credit. *Three credit hours.* L.

EN221j 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

[EN227] 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, Øopen fieldā 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.

EN232s 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

[EN233J] 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.

[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.*

[EN236] Writing the Empire, the Nineteenth Century and the Present By 1900, the British empire had extended its reach and control over literally every time zone. This course explores how nineteenth-century British and Anglophone authors represented imperial expansion and how their reflections on the empire have shaped the way we think about power and inequality today. Topics include social (and racial) stratification and uplift, travel and migration, labor and the global marketplace, and aesthetics. Some attention will be paid to twentieth- and twenty-first-century rewritings of nineteenth-century texts and databases on slave trade and contemporary refugees. Fulfills English C requirement. *Prerequisite:* Any W1 course (may be taken concurrently). *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.

[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.

[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.

[EN249] Black Liberation Theology: Kendrick Lamars Religious Rhetoric 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. Previously offered as English 297A (Jan Plan 2021). *Four credit hours.* L, U.

EN251f History of International Cinema I Listed as Cinema Studies 251. *Four credit hours.* A. KUNAPULLI

EN252s History of International Cinema II Listed as Cinema Studies 252. *Four credit hours.* A. WURTZLER

[EN253] Literature and Medicine: Body, Addiction, and the World What can literature teach us about the modern self's relationship with stimuli from the external world? Reading accounts of addiction from the nineteenth century through the present day, we will also examine films, medical writing and visual representations, alongside topics such as liberalism, inequality, imperial expansion, consumerism, digital drugs, and the roles of gender, race, and class in the pathologization of addiction. In addition to writing critical essays and informal posts, students will evaluate smartphone addiction treatment apps and devise an encyclopedia entry to an addictive object. Fulfills English C requirement. *Prerequisite:* Any W1 course (may be taken concurrently). *Four credit hours.* L.

[EN255] 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.

[EN256] 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.

EN264s Comparative Studies: Emily Dickinson and English Poetry In this course, we compare poems by 19th-c. American poet Emily Dickinson to poems by writers she read intensely, from Shakespeare to Keats, the Brontës and E. B. Browning. We consider other contexts for Dickinson's work as well: the natural world, her family life, education, and the Civil War. And we compare Dickinson poems to poems by 20th-21st-century writers who consider(ed) her an influence, including Gwendolyn Brooks and Evie Shockley. Students gain analytical skills and creative strategies for engaging in poetry and literary history. Fulfills English C, E, and P requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L. SAGASER

[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.

[EN267] 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.

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, PLASENCIA, WALKER

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

EN279fs Poetry Writing I What distinguishes a poem from a story from an advertisement from a phone call home? How do poems get written? And does it need to rhyme? In this workshop, students investigate these and many other questions about poetic process and craft by reading and critically analyzing contemporary poetry, writing their own poems, and offering feedback on the work of their peers. By semester's end, students will produce a portfolio of revised poems and a statement of what they have learned about their creative process, aesthetic preferences, and their growing mastery of craft. No prior experience with poetry presumed. Fulfills English P requirement. *Prerequisite:* Any W1 course. *Four credit hours.* A. BLEVINS, INSTRUCTOR, 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. PTACIN

[EN280A] 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.*

EN283fs 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. INSTRUCTOR, WALKER

EN297f Race in the 19th-Century Literature of the British Empire Considers the many ways race functioned in 19th-Century literature of the British Empire. Through readings of canonical and non-canonical literature of the period, as well as scientific, philosophical, and political texts, we explore the ways in which Victorians represented complex questions of power, history, and empire. Central will be texts by 19th-Century writers of color, whose literary productions have often been forgotten, as well as on the ethics of adaptation, historicity, and

memory, as represented by contemporary texts which seek to depict the era (such as the recent television series *Bridgerton* and *Sanditon*). Fulfills English C and D requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L, I. SPAMPINATO

EN298s The Victorian Novel The novel form evolved in radical, exciting ways during the nineteenth century, and many of the forms practitioners were working in the British empire during this period. We will study a number of major novels of the period, which treat a wide range of social issues, including class, gender, and racial oppression. How and why does contemporary culture continue to rely on the Victorian novel as a source of fashion, inspiration, and nostalgia? Possible texts include *The Woman of Colour*, Jane Austen's *Emma* (and contemporary adaptation *Clueless*), Emily Bronte's *Wuthering Heights*, Wilkie Collins *The Woman in White*, and Thomas Hardy's *Far from the Madding Crowd*. *Prerequisite:* Any W1 course (may be taken concurrently). *Four credit hours.* L. SPAMPINATO

EN298As Critical Inquiries in Board Game Media We will study the themes and mechanisms of contemporary board games and the emerging body of critical scholarship that has arisen around them. We'll examine how games create narratives and their relationship to invented stories and real histories, for which selections of literature and films will provide context. We'll explore the mediums' potential to imagine a more just and equitable world by discussing topics such as the decolonizing ecology represented by games like *Spirit Island* and queer world-building via RPGs like *Dream Askew*. Class includes a required lab in which to play the games. *Prerequisite:* Any W1 course. *Four credit hours.* SIBARA

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

EN311s 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. COOK

[EN312] Death and Dying in the Middle Ages Medieval writers approached death in a variety of ways: as heroic sacrifice, tragic loss, and inevitable transition. We will trace themes of death and dying through late medieval literature and explore topics including heaven, hell, and the Last Judgment; grief and mourning; death by violence and accident; the Black Plague; and the idea of a good death. Genres we will read include elegy, dream vision, and lyric, and study; authors include Chaucer and the Pearl Poet, as well as anonymous works. Some readings will be in Middle English; no previous experience with medieval literature is required. Fulfills English E and P requirements. *Prerequisite:* A W1 course. *Four credit hours.* L.

EN313f 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

[EN314] 17th-Century Literature and the Natural World Explore literature written during the scientific revolution, from Shakespeare's *King Lear* through works by Lanyer, Philips, Cavendish and other women, to Milton's *Paradise Lost*. How do these texts imagine the natural world and the human within it? How do they challenge assumed boundaries between human and non-human animals? What do these texts and their afterlives teach us about attitudes toward the environment from the 17th-century to the present day? We seek answers through lively reading strategies and discussion, creative exercises, and research both online and in Special Collections. Fulfills English E and P requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L.

[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.

[EN316] Sex, Love, and Marriage in the Middle Ages Examines literary and cultural representations of romantic love and sexual desire in late medieval England. Topics will include courtly love and courtship, the possibilities of same-sex desire, prostitution and sex work, and sexual encounters both in and out of marriage. We will read widely in a variety of medieval genres including lyric, dream vision, epic, and short narratives. Readings may include works by Chaucer, Gower, and Marie de France, as well as anonymous writings. Some readings will be in Middle English but no previous experience with medieval literature is required. Fulfills English E and P requirements. *Prerequisite:* W1

course. *Four credit hours.* L, W2.

[EN317] Childrens Literature How does reading shape childhood and how, in turn, do ideas about childhood shape writing and publishing? We will read a wide range of children's literature, from the eighteenth century to the present. We will investigate the changing history of childhood as we encounter school readers, moral tales and fairy tales, old and new poems, nineteenth-century magazines for children, picture books, fantasy and young adult fiction, classics and comics. Students will develop historical research skills and theoretical/analytic frameworks for the study of childhood and writing for children. Fulfills English C and P requirements. *Prerequisite:* W1 course. *Four credit hours.* L.

EN318f Dating and Relationships in 18th-Century British Literature How 'modern' is the modern romantic relationship? Explores how dating and courtship, marriage and divorce, and affairs and flings have long complicated politics and social relations in Britain and early America. Focuses on relationships represented in the literature and cultural history of Britain from roughly 1740 to 1815, including narratives of 'British' relationships tested by the French and American revolutions. Topics include long-distance relationships, gender roles and expectations in courtship, the impact of matrimonial law on social relations, and the implications of inter-class and interracial relationships. Fulfills English D and E requirements. **Freedom and Captivity humanities theme course.** *Four credit hours.* L. HANLON

[EN320] Introduction to Rhetoric and Writing Studies Listed as Writing Program 320. *Four credit hours.*

[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.

[EN329] 21st-Century Comparative Literature A consideration of contemporary literature of the first decade of the 21st century, with an international focus. We will read some of the most innovative novels of the current moment in an effort to think more broadly about issues of genre, narrative, modernity and postmodernity, the aesthetics of postindustrial capitalism, globalism, and the resonance between current events and literary representation. Writers featured range from American authors such as Don DeLillo to Polish author Magdalena Tulli and Norwegian writer Per Petterson. Non-majors are welcome. All works are read in English. Fulfills English C requirement. *Prerequisite:* English 271 recommended, but not required. *Four credit hours.* L.

EN330s Shakespeare and Injustice "Mercy seasons justice," Portia famously says to Shylock in *The Merchant of Venice*, but what does she really mean by that? Taking this question as a starting point, students in this course will examine justice and injustice in Shakespeare's plays as well as in/justice in the many adaptations of them. We will research, adapt, and write about a set of plays that students select, asking what we ought to do with Shakespeare and his fraught legacies, and whether it is possible or desirable to use Shakespeare's work to seek justice or to describe and uncover injustice in our own communities. Fulfills English E requirement. *Prerequisite:* Any W1 course. *Four credit hours.* L. TAFF

[EN333] 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.

EN336s Early American Women Writers Is there a female literary tradition in America? Moving from the colonial era to the early 20th century, an exploration of many of the themes central to women's lives and an investigation of the literary genres traditionally associated with women's writing, exploring the insights of feminist historians, and assessing the recent critical reclamations of "female" genres such as domestic fiction and the sentimental. Fulfills English C, D, and E requirements. *Four credit hours.* L. STUBBS

[EN337] Climate Fiction Investigates contemporary literature, film, and media in the developing genre known as "climate fiction." We will situate these texts within the environmental humanities, an interdisciplinary field that combines scientific-cultural discourses about the environment with humanistic concerns for justice. We will ask how cli-fi narrates disaster on a global scale, but also strives to imagine more just futures that combine environmentalism and social equality. These texts will be paired with philosophical and eco-critical writings that will aid our development of the humanistic methodologies needed to analyze this new genre. Fulfills English C requirement. *Prerequisite:* Any W1 course. *Four credit hours.* L.

[EN339] Disability Studies and the Environmental Humanities Listed as Women's, Gender, and Sexuality Studies 339. *Four credit hours.* L, U.

[EN340] 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.

[EN342] Literature of the Rural The "rural" in the American imaginary depends on a relation between the city and country that challenges systems of belief and value about the natural world and the possibility of human agency within it. Many of the myths of place writers create are essentially rural and pastoral rather than urban and industrial spaces, including Stephen Crane's *Whilomville*, William Faulkner's *Yoknapatawpha County*, and William Carlos Williams's *Paterson*. Concentrating on novels, stories, essays, and poetry, we will explore the dynamic play of margin and center, national and local identity, and the shifting sense of what it means to be, and not be, "rural" and American in the long 20th century. *Prerequisite:* Any W1 course. *Four credit hours.* L, U.

[EN343] African-American Literature: Speaking in Tongues Beginning with Lucy Terry's poem, "Bars Fight," the earliest known work of literature by an African American, Black Art in the United States has been inherently political and aesthetically complex. This course is, diachronically, a survey of multiple, intertextual genres and periods including poetry, short and long fiction, and creative nonfiction. Synchronically, it is a close reading of seminal writers—for example Rita Dove, Ralph Ellison, Sherley Anne Williams, and John Edgar Wideman—whose thematic foci include (existential) identity, migration, race and racialism, art and propaganda, power and privilege. A critical understanding and articulate sense of these interlocking issues are the specific learning goals. 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.

EN346f 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. Fulfills English D requirement. *Four credit hours.* L. BRYANT

EN348s Truth in Fiction Truth and fiction can seem like opposing concepts, but they actually work together in novels and in philosophy. Focused on 18th century British novels that made major contributions to Enlightenment philosophy as well as contemporary philosophy of fiction and epistemology, this course examines not only the central role of facts and evidence in the rise of the novel, but also the role of fiction in social and scientific knowledge production. Fulfills English C and E requirements. *Prerequisite:* Any W1 course and at least one 200-level or above English or 100-level or above philosophy course. *Four credit hours.* L. HANLON

EN350f Another World is Possible: Ecotopian Visions In this moment of climate emergency, it is imperative to develop alternatives to fossil-fueled liberal capitalism. This course explores visions of positive environmental futures that can inspire imaginations and movements by examining how various thinkers and communities have depicted better, more sustainable, and more just worlds. With a diverse range of texts, we pair literature, language, film, video, architecture, and manifestos with critical scholarship from relevant fields. Fulfills English C, D, and LE requirements. *Prerequisite:* Any W1 course. *Four credit hours.* SCHNEIDER-MAYERSON

EN352s 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, D, and LE requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L, U. BRYANT

[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.

[EN355] Pirates and Captives in Early Modern Romance Pirates, slaves, and shipwrecks are ever present in romances from the 16th and 17th centuries. We will place representations of these figures from ballads, plays, poems, and prose fiction—including texts by William Shakespeare, Miguel de Cervantes, Mary Wroth, and Margaret Cavendish—alongside historical accounts of captivity, forced migration, and environmental violence in both the Mediterranean and the Atlantic worlds. We'll examine early modern discourses about race, class, gender, and ability and the ways in which our texts sometimes reinforce and sometimes challenge social prejudices. **Freedom and Captivity humanities theme course.** Fulfills English C and E requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L.

EN357f 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. Fulfills English C requirement. *Prerequisite:* English 200 or 283. *Four credit hours.* L. SCHNEIDER-MAYERSON

[EN358] Donning the Mask IN THE WAKE: The Persona Poem Brings new meaning to the popular phrase and hashtag "Stay Woke." We will look at poetic works that use persona, personification, and/or dramatic monologue as the dominant literary device to construct long poems and book-length narratives that re-imagine and reanimate historical figures and events that have had material and sociopolitical consequences for the Black community. Christina Sharpe's wake theory will inform the reading of these poetry collections. Through discussion, critical reflective writing, and poetic re-enactments we will examine how contemporary Black poets don the "mask" to comment on our historical times and challenge us morally. Fulfills English D and P requirements. **Freedom and Captivity humanities theme course.** *Prerequisite:* Any W1 course. *Four credit hours.* L, U.

[EN361] Victorian Outliers How did Victorians represent outlying humans, regions, and thoughts? And how did the outlier as both an identity and an idea contribute to and even shape Victorian literature and culture? We will explore these questions through a range of genres (including outlying genres)? fiction, poetry, autobiography, travel narratives, journalism, and photography, as well as contemporary rewritings of Victorian texts. Topics include, for example, anti-communitarian process, abnormality, the intersection of racial categories, gender roles, and social stratification, and migration from and to the imperial periphery. *Prerequisite:* Any W1 course. *Four credit hours.* L.

[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.

[EN366] 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.

[EN368] Literary and Visual Narratives of Postcoloniality From a globally informed perspective, this class examines literary and visual representations of the socio-political processes of colonialism. We explore the production and emergence of visual narratives such as anti-colonial cinema in formerly colonized regions. We approach film and literature through a comparative lens as we analyze counter-narratives to the ones established by ?empire cinema.? We trace the development of film as a critical mode of expression in addressing notions of race, class, gender and nationhood. Reading both fiction and theoretical essays alongside one another, the class introduces students to black experimental film and global contemporary visual vernaculars. Fulfills English C and D requirements. *Four credit hours.* L, I.

[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.

[EN370] 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.

EN372s Black and Native Protest Literatures to 1900 This Critical Race course studies Black and Native protest traditions in North America, from anti-colonial demands for emancipation and land sovereignty to battles against continued land theft, lynching, sharecropping, segregation, boarding schools, and voter suppression. We'll read a range of textual forms, including speeches, petitions, short stories, poems, baskets, and dance to learn about methods for protesting anti-Black and anti-Native structures of power, and introduce you to modes of being-in-the-world that upend the hyper-individualist, extractive, and capitalist forms of life required to conquer, forcibly settle, and enslave. *Four credit hours.* L, U. PLASENCIA

EN378fs Fiction Writing II: Special Topics An upper-level course in fiction writing with a different focus each semester, affording students the opportunity for further study in the art of fiction with an emphasis on increasingly sophisticated elements of craft. Class sessions will include mini-lectures, close analysis of contemporary fiction, author visits, in-class writing exercises, and workshops. Each semester will highlight an element of craft, a literary form, or a literary movement, asking students to experiment with form or genre and to read deeply in a single subject. *Prerequisite:* English 275 or 278. *Four credit hours.* BRAUNSTEIN, SPARK

[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.*

[EN378C] 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.*

[EN378D] Fiction Writing II: Writing the Present Moment Climate change, the pandemic, MeToo, police brutality, Black Lives Matter, toxic politics Z How have fiction writers responded to the present moment in their fiction, and what obligation do you feel-if you do feel it-to capture what is going on *right now* in your fiction? We'll look at writers who have taken on the challenge of writing about the political and social realities of the moment, while also considering whether there are other ways to think about "the present moment and writing," thanks to a meditation session with a guest teacher. We'll read the climate change issue of *Guernica*, the *New York Times* Decameron series about the pandemic, and short work by Curtis Sittenfeld, Esme Wang, Te-Ping Chen, Jade Jones, Susan Perabo, and others. *Prerequisite:* English 278. *Four credit hours.*

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.* BLEVINS, WHITE

EN379Af Poetry Writing II: Poetry and Popular Music Our lives are infused with popular culture, so how do we use it for our creative purposes? We will read full-length poetry collections that focus on the public and personal lives of music icons, their artistic productions, and the ways in which their celebrated images invite us to interrogate our personal, social, and political realities. We will examine how these published poets approach past and present icons in a manner that does not simply reiterate what we already know but instead crafts a re-seeing of the popular subject with innovation and surprise. Creatively you will enact what these published poets have done: use multiple poetic forms and techniques that incorporate research to write poems based on a popular music icon whose artistry is impacting you and our times. Final project includes a portfolio of revised poems and a video poem. *Prerequisite:* English 279. *Four credit hours.* 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.**

EN386Cs 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. You'll learn how to use recording equipment, write radio scripts, interview on tape, and edit and mix sound. You will produce radio essays, public service announcements, vox pops, soundscapes, profiles, and/or features. Course includes readings about sound reporting, close attention to the 1619 podcast, and guests from on and off campus. Fulfills English C requirement. *Four credit hours.* SPARK

[EN386D] Special Topics: Prose Poem, Flash Fiction, Lyric Essay This part-imitation, part-workshop course explores the potential for a greater and stranger range of expression by working at the border of the three major literary genres. Techniques from theoretically opposing approaches—narrative, lyric, associative, persuasive, linear, fragmentary, and disjunctive—will be commingled in an effort to renovate traditional definitions and constraints. *Prerequisite:* Any 200-level creative writing workshop course: English 278, 279, or 280. *Four credit hours.*

EN398s How the British Became Straight: Reading the Queer 18th Century Invites students to join in cutting edge theoretical conversations about queer temporality and the goals of queer historicism through readings of eighteenth-century British literature and queer theory. Should we approach queer history through the lens of identity, seeking to excavate queer figures and cultures of the past? Or does queerness break down the temporal and the linear, requiring us to find entirely new ways of conceptualizing history? Fulfills English D requirement. *Prerequisite:* Any W1 course (may be taken concurrently). *Four credit hours.* **L.** SPAMPINATO

[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.**

[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.

[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.

[EN422] Queer Theory and U.S. Literatures and Cultures Students will develop an advanced understanding of key concepts and movements in queer theory, an interdisciplinary field of critical theory that has had wide-ranging effects. As we move through major works, we will review their theoretical underpinnings: women of color feminism, poststructuralism, psychoanalysis, and historical materialism. We will explore queer theory's relationship to and influence on American literary and cultural studies and will develop sophisticated skills for engaging in original theoretical analyses of creative texts, influenced by new developments including queer of color critique, queer ecology, crip theory, and trans studies. Fulfills English C and D requirements. *Prerequisite:* A course focusing on critical theory or theories of gender/sexuality such as English 271, WGSS 201 or 232, or another with instructor approval. *Four credit hours.* L, U.

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

EN482f Honors Proseminar Practicum for students undertaking senior honors theses in English. *Prerequisite:* Concurrent enrollment in English 483 or 484. *Two credit hours.* COOK

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

[EN493] Seminar *Four credit hours.*

[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), *Maquillapolis* (Vicky Funari and Sergio de la Torre), and *The Aggressives* (Daniel Peddle). Fulfills English C and D requirements. *Four*

credit hours. L.

[EN493E] Seminar: Digital Manuscript Studies Takes a critical digital humanities approach to manuscript studies and introduces students to a variety of tools for the analysis of early books. Focuses both the contents and the material form of British Library MS Additional 37049, a manuscript made in Yorkshire, England near the end of the fifteenth century. The collection brings together a wide variety of late medieval texts, including both prose and verse, many accompanied by vivid—if somewhat unrefined—illustrations depicting religious figures, decaying bodies, and the fate of souls in the afterlife. No prior knowledge of medieval literature is required. Fulfills English C and E requirements. *Four credit hours.*

[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 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.

EN493Is Seminar: Narrating Deep Time Can we tell stories that span 1,000, 10,000, or a million years? Can lived experience be contextualized not only by our social worlds but by unfolding geological and evolutionary temporalities? What formal techniques—time lapse, montage, allegory—might be used to convey that our creaturely fragility is shared not only with species contemporaneous to us, but with species extinct before we ever knew them? Guided by these and other questions, this Humanities Lab will analyze the central role of narrative in apprehending environmental impacts that unfold across deep time. Utilizing contemporary ecofeminist and environmental theories, we will consider the relationship between time, narrative, and character in novels by Hanya Yanagihara, Octavia Butler, Virginia Woolf, and H.G. Wells. Fulfills C, D, and LE requirements. *Four credit hours.* WALKER

[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.

EN493Ls Seminar: Women, Science, and Politics in 17th C Literature *Four credit hours.* TAFF

[EN493M] Seminar: Phillis Wheatley and her Literary Afterlives Phillis Wheatley was 20 and enslaved in 1773 when she published a book of poetry that challenged all the racialized assumptions of her era. She has since become a literary foremother who's influenced Black theologians, creative writers, and scholars. This course begins with Wheatley's poetry and then moves through 230+ years of creative and scholarly work inspired by Wheatley. As a Freedom and Captivity Humanities Lab, students in this class will also have the opportunity of meeting Black artists and thinkers whose work speaks to and with this controversial child genius. Fulfills English C, D, and P requirements. **Freedom and Captivity humanities lab.** *Prerequisite:* Any W1 course and English 200 or 271. *Four credit hours.* L, U.

EN493Nf 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, LE, and P requirements. *Four credit hours.* L. SAGASER

[EN493P] Seminar: Britain in India, India in Britain in the Long Nineteenth Century Reading fiction, essays and poems by British and Indian writers written between 1780 and 1920, we'll examine how empire was both created and resisted. Texts include poems by Indian and British writers, novels by a variety of writers from C. Bronte to Rabindranath Tagore, and as well as writing in the periodical press in India and Britain. The course will raise broader questions about power, gender, race, and language. Fulfills English C requirement. *Four credit*

hours. L.

EN493Qs Seminar: American Gothicism in the Neo-Slave Narrative Tradition The Neo-Slave Narratives of the long-20th century repeat and revise the critical debate in the 19th century about humanity and monstrosity; self-reliance and national allegiance; and domination and dominion that inform the relentlessly fraught, quintessentially "American" questions about "black matters" and the politics of personal and collective identity. Using Edgar Allan Poe's provocative tropes of blackness and Emily Dickinson's miscellany of "gothic" poems to historically ground and aesthetically frame this broad topic, our senior seminar will explore the crucial difference four remarkable 20th century reconstructions of slavery (and 19th century) through the literary imagination have made to American democracy in theory and practice: Colson Whitehead's *The Underground Railroad*; Edward P. Jones' *The Known World*; Gayle Jones' *Corregidora*; and Toni Morrison's *Beloved*. Four credit hours. L. BRYANT

ENVIRONMENTAL STUDIES DEPARTMENT

Director, Associate Professor Denise Bruesewitz

Associate Director, Assistant Professor Justin Becknell

Program Faculty and Staff: Professors Whitney King (Chemistry) and Philip Nyhus, Associate Professors Denise Bruesewitz, and Karena McKinney (Chemistry); Assistant Professors Alison Bates, Justin Becknell, Gail Carlson, Stacy-ann Robinson, and Christopher Walker (English); Visiting Assistant Professors Meg Boyle, Amanda Gallinat, and Torrance Hanley; 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), Mary Ellis Gibson (English), Mary Beth Mills (Anthropology), Tanya Sheehan (Art), and Judy Stone (Biology); Associate Professors Keith Peterson (Philosophy), Matthew Schneider-Mayerson (English), and Hong Zhang (East Asian Studies); Assistant Professors Allison Barner (Biology), 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); Senior Lab Instructor in Biology Sarah Gibbs Staffiere (Biology); Bigelow Senior Scientists Pete Countway, David Emerson, Nichole Price, Doug Rasher, and Benjamin Twining.

The Environmental Studies Department 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 Department at Colby was founded in 1971 and has received national recognition for its innovative, research-based curriculum that engages students with complex environmental issues at Colby, in Maine, and around the world. The program encourages and supports student environmental initiatives and activism. Examples of student-led environmental initiatives include establishing an organic gardening club, organizing activities to reduce carbon emissions on campus, developing a climate change action plan in the local community, organizing climate strikes, and raising awareness about the dangers of using hazardous chemicals at the state and federal levels. Resources are available to support student internships, research experiences, and initiatives. A majority of students study abroad.

We are committed to a curriculum that engages students in learning about environmental justice and environmental racism, as well as 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.

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 Department curriculum emphasizes inquiry-based learning and original research. 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. Each major is flexible and enables students to pursue their individual academic goals and interests. 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 curriculum benefits from our Maine location, including access to diverse natural areas and unique access to government, research, 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 or 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 Department. A student cannot elect both the chemistry: environmental science concentration and an 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 and forest ecosystems, 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 ES234 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 semester-long 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, public health, and water resources. See the Environmental Studies Department 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, food and agriculture).

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

- 120 Ecology and Natural History in Maine
- 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)
- 236 Agroecosystems
- 238 Renewable Energy Systems

- 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 International Food Systems
- 323 Sustainability Science: From Theory to Practice
- 326 International Climate and Environmental Justice
- 319 Conservation Biology (if not used to satisfy IV below)
- 325 Environmental Justice
- 341 Community, Economics, and Conservation
- 344 Marine Fisheries Management
- 346 Global Food Policy
- 350 Another World is Possible: Ecotopian Visions
- 357 Literature and Environment
- 398 Social Sciences Methods in Environmental Studies

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
- 328 Community Ecology
- 334 Ornithology
- 382 Population 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 121 and 122 or 141 and 142)
- 217 Environmental Chemistry
- 261 Chemistry of Aqueous Environments
- 263 Atmospheric Chemistry
- 331 Chemical Methods of Analysis
- 341 Physical Chemistry
- 351 Environmental Chemical Analysis
- 452 Problems in Chemical Analysis

Economics

- 278 Joules to Dollars
- 343 Environment and Development

Environmental Studies

- 212 Introduction to GIS and Remote Sensing *or*
- 214 Introduction to GIS and Spatial Analysis
- 218 Exploratory Data Analysis in *R*
- 236 Agroecosystems
- 238 Renewable Energy Systems
- 244 Marine Communities
- 276 Global Change Ecology
- 319 Conservation Biology
- 323 Sustainability Science: From Theory to Practice
- 338 Forest Ecosystems
- 345 Offshore Energy: Environmental Permits and Community Planning
- 356 Aquatic Ecology
- 358 Ecological Field Study
- 366 Environment and Human Health
- 371 Current Topics in Environmental Science
- 398 Conservation Paleobiology

Geology

- 12X One Introductory Geology course *or*
- 254 Earth Surface Processes
- 262 Earth's Climate: Past, Present, and Future
- 363 Paleoclimatology
- 378 Geologic Environments in the Marine Realm
- 398 Tropical Islands and Ecogeomorphology

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 Environmental Science Research Experience (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 Department financial assistance to participate in relevant research or internship opportunities. These opportunities can be discussed with the ES Program Coordinator, academic advisors, or the ES Program Director.

Requirements for the Major in Environmental Science

The interdisciplinary environmental science major includes foundation courses and core courses in biology and ecology, chemistry or physics, geology or GIS, mathematics, and environmental economics. Students select a focus area to explore in depth. 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 Department director to propose well-structured alternative focus areas. The senior capstone course provides a hands-on approach to environmental science research in local freshwater, marine, or forest 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 should also take chemistry (CH121/122 or CH141/142 or CH147) in their first or second 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

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. 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 semester-long off-campus study programs.

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*
- 12X An Introductory Geology course *or*
- 161 Introduction to Ocean Science

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: Any four-credit calculus class numbered MA 120 or above *and*
- Statistics 212 Elementary Statistics

Students electing the energy and climate focus area are encouraged to also take a four-credit calculus class numbered MA 160 or above.

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

- 120 Ecology and Natural History in Maine

- 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
- 236 Agroecosystems
- 238 Renewable Energy Systems
- 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 International Food Systems
- 319 Conservation Biology
- 323 Sustainability Science: From Theory to Practice
- 325 Environmental Justice
- ??326 International Climate and Environmental Justice
- 341 Community, Economics, and Conservation
- 344 Marine Fisheries Management
- 345 Offshore Energy: Environmental Permits and Community Planning
- 350 Another World is Possible: Ecotopian Visions
- 357 Literature and Environment
- 358 Ecological Field Study
- 364 Climate Change, Justice, and Health
- 366 Environment and Human Health
- 397B Community, Economics, and Conservation

History

- 248 Nuclear Visions, Environmental Realities
- 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 Department will consider well-structured proposals for alternative 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

- 328 Community Ecology
- 354 Marine Ecology

Chemistry

- 217 Environmental Chemistry
- 261 Aqueous Environmental Chemistry
- 351 Environmental Chemical Analysis

- 261 Chemistry of Aqueous Environments
- 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 (if not used to satisfy II above)
- 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
- 238 Renewable Energy Systems
- 323 Sustainability Science: From Theory to Practice

Chemistry

- 217 Environmental Chemistry

OR

Economics

- 278 Joules to Dollars

Two Courses from the following:

Biology

- 382 Population Modeling

Chemistry

- 241 Organic Chemistry I
- 242 Organic Chemistry II
- 217 Environmental Chemistry (if not used above)
- 263 Atmospheric Chemistry
- 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
- 351 Environmental Chemical Analysis
- 452 Problems in Chemical Analysis

Environmental Studies

- 218 Exploratory Data Analysis in R
- 236 Agroecosystems
- 345 Offshore Energy: Environmental Permits and Community Planning
- 364 Climate Change, Justice and Health

Geology

- 254 Earth Surface Processes
- 262 Earth's Climate: Past, Present, and Future
- 363 Paleoclimatology
- 398 Tropical Islands and Ecogeomorphology

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
- 328 Community Ecology
- 334 Ornithology
- 354 Marine Ecology
- 382 Population 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
- 236 Agroecosystems
- 242 Marine Conservation and Policy
- 244 Marine Communities
- 323 Sustainability Science: From Theory to Practice
- 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 Population Modeling

Chemistry

- 217 Environmental Chemistry
- 261 Aqueous Environmental Chemistry
- 331 Chemical Methods of Analysis
- 351 Environmental Chemical Analysis
- 452 Problems in Chemical Analysis

Economics

- 278 Joules to Dollars

Environmental Studies

- 218 Exploratory Data Analysis in R
- 2xx Agroecosystems
- 244 Marine Communities
- 356 Aquatic Ecology

Geology

- 254 Earth Surface Processes
- 262 Earth's Climate: Past, Present, and Future
- 363 Paleoceanography

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
- 325 Environmental Justice
- 364 Climate Change, Justice and Health

Statistics

- 306 Topics in Epidemiology

V. One of the following Capstone Courses

Environmental Studies

- 494 Environmental Science Research Experience or
- 493 Environmental Policy Practicum (with permission of director)

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 Department academic advisor and the Environmental Studies Department 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 experiences, field studies, or internships in the discipline to complement their academic work. Environmental studies majors may apply for Environmental Studies Department financial assistance to participate in relevant research or internship opportunities. These opportunities can be discussed with the ES program coordinator, academic advisors, or the ES program director.

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 of coupled human and natural systems and diverse computational methods. 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 Department 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

- 321 Software Engineering
- 251 Data Analysis and Visualization or 252 Mathematical Data Analysis and Visualization and one from the following:
- 330 Database Design, Development, and Deployment
- 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, any four-credit calculus class numbered MA 160 or above

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, 325), 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 Department. 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 Research Experience 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 Department 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 Department 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 Department 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 Department 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 coursework 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 (ES) minor allows students from all areas of study to explore environmental issues. With the ES minor, students engage in cross-disciplinary thinking and have the flexibility to choose courses that complement their interests. AP credit in a relevant 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 ES course at the 200-300 level.

Requirements are

- ES118
- Four ES courses at the 200-300 level. At least one must be a 300-level course, and students may include one environmentally focused course from another department, program, or from an approved study abroad program by petition to the ES minor advisor.

Course Offerings

ES118s Environment and Society An introduction to the multi study of the relationship between humans and the world around us. Through an examination of the most pressing environmental problems—such as climate change, biodiversity loss, and environmental racism—students will be introduced to methods and key concepts of Environmental Studies. Through lectures, case studies, and collaborative work, students will assess the strengths and weaknesses of approaching environmental problems from the sciences, social sciences, and humanities, and gain tools to work toward a more just environmental future. *Four credit hours.* BRUESEWITZ

ES120Cs Ecology and Natural History in Maine: Thoreau to Rachel Carson Explores the ecology and natural history of Maine through the writings of four well-known scientists and writers: Henry David Thoreau, Kate Furbish, Robert MacArthur, and Rachel Carson. Their observations of Maine's plants, wildlife, and environment sparked ideas about environmental activism and ecological theory that are still considered foundational. We will read their original Maine writing, consider the intended audiences, and place their scientific work in the context of land use change, the professionalization of science, and the western conservation movement. We will practice our own natural history observations. Finally, we will consider the role of writing in ecology: how does good writing contribute to good science and vice versa? *Four credit hours.* **W1.** INSTRUCTOR

[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.*

ES126f 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.** CARLSON

[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.**

[ES153] Environmental Approaches to Antiquity Listed as Classics 153. *Four credit hours.* **H.**

ES161f Introduction to Ocean Science Listed as Geology 161. *Four credit hours.* **N.** TWINING

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

ES212s Introduction to GIS and Remote Sensing A comprehensive theoretical and practical introduction to the fundamental principles of geographic information systems and remote sensing digital image processing. Topics include data sources and models, map scales and projections, spatial analysis, elementary satellite image interpretation and manipulation, and global positioning systems. Current issues and applications of GIS, with emphasis on environmental topics. Students develop and carry out independent projects using GIS. *Prerequisite:* Sophomore or higher standing. Not open to students who have completed Environmental Studies 214 or 214J. *Four credit hours.* NYHUS

ES214f Introduction to GIS and Spatial Analysis An introduction to geographic information systems' (GIS) data management and visualization capabilities as well as the theory and application of spatial analysis techniques. Topics covered include spatial data representation in a GIS, effective map making, coordinate systems and projections, exploratory spatial data analysis (ESDA), and spatial statistical analysis. *Prerequisite:* Sophomore or higher standing. Not open to students who have completed Environmental Studies 212 or 214J. *Four credit hours.* GIMOND

ES214Jj Introduction to GIS and Spatial Analysis An introduction to geographic information systems' (GIS) data management and visualization capabilities as well as the theory and application of spatial analysis techniques. Topics covered include spatial data representation in a GIS, effective map making, coordinate systems and projections, exploratory spatial data analysis (ESDA), and spatial

statistical analysis. *Prerequisite:* Sophomore or higher standing. Not open to students who have completed Environmental Studies 212 or 214. *Three credit hours.* GIMOND

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

[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.

ES231fs Environmental and Natural Resource Economics Listed as Economics 231. *Four credit hours.* MEREDITH, NASIM

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.* NYHUS

ES234s International Environmental Policy The principles and rules relating to environmental protection are one of the fastest growing areas of international law. Introducing students to key foundational principles, governance structures, and regulatory techniques, this course will explore each of the major areas of international environmental regulation through case studies and analyses of international environmental treaties relating to, for example, atmospheric protection, climate change, and freshwater and marine resources. The ever-increasing overlap with other areas of international law such as human rights and trade will also be explored. Special attention will be paid to the perspectives of countries in the Global South, and to the justice implications of international environmental law and policy. *Prerequisite:* Environmental Studies 118 or 126. *Four credit hours.* I. INSTRUCTOR

ES236s Agroecosystems Agriculture in the 21st century must increase productivity to feed a growing human population and reduce its environmental impact, all while the climate changes and available arable land declines. Agroecosystems will explore the science behind the solutions to this problem with a survey of agroecology, soil science, meteorology, and hydrology. We will discuss novel perspectives on agricultural ecosystems, the balance of global land use, and examine how traditional and high-tech approaches to food production might be the key to feeding humanity with a smaller footprint. *Prerequisite:* Environmental Studies 118. *Four credit hours.* BECKNELL

[ES237] Advocating for the Environment Listed as Jan Plan 237. *Three credit hours.*

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.

[ES241] Development and Environmental Issues in Contemporary China Listed as East Asian Studies 242. *Four credit hours.* S, I.

ES242s Marine Conservation and Policy Human activities and effects—including overfishing, water pollution, climate change, and benthic habitat destruction—have all had major impacts on ocean ecosystems. Through lectures and discussions we will investigate global, regional, and local threats to marine biodiversity and ecosystem function. Potential conservation solutions will be considered. Independent and group research projects will investigate the science and policy of marine conservation issues and will evaluate and synthesize information from scientific literature, popular media, and online discussions. *Prerequisite:* Environmental Studies 118 or 126. *Four credit hours.* INSTRUCTOR

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

[ES244] 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.*

[ES245] Land, Sovereignty, and Art Listed as American Studies 245. *Noncredit.* U.

ES246j Ocean Forecasting: AI, Ecology, and Data Justice on the Seas Listed as Jan Plan 246. *Three credit hours.* RECORD

ES247j 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. Previously offered as Environmental Studies 297B (Jan Plan 2021). *Prerequisite:* Chemistry 121, 141 or 147 and a 100-level biology, environmental studies, or geology course. *Three credit hours.* EMERSON

ES254f Earth Surface Processes: Introduction to Geomorphology Listed as Geology 254. *Four credit hours.* N. GIESCHE

[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

ES262s Earth's Climate: Past, Present, and Future Listed as Geology 262. *Four credit hours.* N. KOFFMAN

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 Ecology Listed as Biology 271. *Four credit hours.* **N, Lb.** GALLINAT, MOORE

ES276s Global Change Ecology Provides an interdisciplinary introduction to the principles of climate, ecosystems, and biogeochemistry needed to understand human impacts on the natural environment. Students will study the impacts of climate warming, our changing atmosphere, land-use change, altered hydrologic and nutrient cycles, and other global changes. We will examine key elements of global ecosystem function and investigate how human activities have altered global ecosystems since the Industrial Revolution. We will critically assess scientific evidence for anthropogenic changes, and consider both impacts and solutions to the challenges of global changes. Relies heavily on reading of primary scientific literature and group participation and discussion. *Prerequisite:* Environmental Studies 118 or 126, and one college-level science course. *Four credit hours.* INSTRUCTOR

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

ES279j Geology of Bermuda Listed as Geology 279. *Three credit hours.* **N, Lb.** RUEGER

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

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

ES297f Sustainable International Food Systems Explores the international dimensions of food system sustainability, including relevant policies, processes, and institutions. Topics covered will include globalization; climate and environmental drivers of food insecurity, famine, and food price shocks; institutional responses, policy processes, and law and regulation of international food system sustainability/sustainable agriculture; invasive species; technology/finance cooperation for climate adaptation in food systems; diverse knowledges about food systems; connections between terrestrial and marine food systems; human rights and social safeguards; and, land tenure and labor. *Four credit hours.* BOYLE

ES2XXAs Environmental Science and Ecology for Policymaking *Four credit hours.* BRUESEWITZ

ES319f Conservation Biology Concepts of conservation biology are examined in detail. Topics include patterns of diversity and rarity, sensitive habitats, extinction, captive propagation, preserve design, and reclamation of degraded or destroyed ecosystems. Interdisciplinary solutions to the challenges of protecting, maintaining, and restoring biological diversity are discussed. Offered in alternate years. *Prerequisite:* Environmental Studies 118, 126 or 271 or Biology 263, and sophomore or higher standing. *Four credit hours.* NYHUS

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

[ES325] 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. Previously offered as Environmental Studies 397 (Fall 2020). *Prerequisite:* Environmental Studies 118 or equivalent. *Four credit hours.*

ES326f International Climate and Environmental Justice Through lectures and speakers, discussions, reflection on assigned materials, and intensive work on a major project, students will learn about: environmental justice and accountability via international environmental law; efforts to document and bear witness to environmental (in)justice; international environmental and climate justice movements; justice implications of maladaptation/mitigation externalities; procedural justice in international environmental policymaking; sovereignty and climate justice; gender and environmental justice; emerging topics in climate justice; the "global"; and, philanthropy, partnership, and solidarity. *Prerequisite:* Environmental Studies 118. *Four credit hours.* BOYLE

[ES327] 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. Previously offered as Environmental Studies 398A (Spring 2021). *Prerequisite:* Biology 271 or Environmental Studies 271. *Four credit hours.*

[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.*

[ES333] Environmental Revolutions in American Literature and Culture Listed as English 333. *Four credit hours.* L.

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

ES338s Forest Ecosystems Forest ecosystems regulate climate, store and filter water, provide food and fiber, and serve as recreational areas and sacred spaces. These ecosystems are undergoing dramatic changes with important ecological, economic, and social consequences. We will 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. BECKNELL

[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.*

[ES344] Marine Fisheries Management Managing marine fisheries represents one of the most significant challenges in the conservation of global resources. We explore political, cultural, and ecological factors essential for successful management. Through lectures, discussions, and readings, students become familiar with global fisheries issues, including high seas management, initiatives to protect the food security and biodiversity of tropical island nations, and management of marine and anadromous fish in the United States. *Prerequisite:* Biology 263 or Environmental Studies 118, 126, or 271, and sophomore or higher standing. *Four credit hours.*

[ES345] Offshore Energy: Environmental Permits and Community Planning Building an offshore wind farm requires environmental assessment of ecological and human impacts, obtaining permits, and community approval. This process is expensive, lengthy, and vital to the success of an offshore wind farm, and the clean energy transition. Using a case study approach, this course takes a hands-on approach to guide students through the process of renewable energy development from start to finish, open ocean to operational wind farm. The course has an emphasis on protection of marine species, consideration of ocean users such as fishing communities, and ways to work with local communities to improve equity and justice in decision-making. Students will develop the necessary, and applied skills to enter the energy workforce. *Prerequisite:* Environmental Studies 118. *Four credit hours.*

ES348f U.S. Environmental History Listed as History 348. *Four credit hours.* H, U. JACOBSON

ES350f Another World is Possible: Ecotopian Visions Listed as English 350. *Four credit hours.* SCHNEIDER-MAYERSON

[ES351] Environmental Chemical Analysis Listed as Chemistry 351. *Two credit hours.*

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

[ES356] Aquatic Ecosystems 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.

ES357f Literature and Environment Listed as English 357. *Four credit hours.* **L.** SCHNEIDER-MAYERSON

[ES358] Ecological Field Study: St Johns, US Virgin Islands Students will explore ecology and conservation of the diverse coastal, forest and freshwater ecosystems of St. John's. The Virgin Islands National Park occupies more than half of the area of the island, and it showcases a diversity of ecosystems including mangroves, coral, forests and streams. This class 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, field technique training, and student research during the first week prior to departure followed by a 3-week off-campus field trip. Cost: \$3,800. 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 Paleocyanography Listed as Geology GE363. *Four credit hours.* **KOFFMAN**

ES364f Climate Change, Justice, and Health Examines the impacts of changing climate dynamics on human livelihoods, rights, health, and well-being. Through interdisciplinary readings, class discussions, research projects, and innovative communications, students will engage deeply with data from the natural and social sciences about human impacts, adaptations, and vulnerabilities, as well as explore climate justice activism. Key learning goals include improved information literacy and written and oral communication skills and increased understanding of the ways climate change is impacting the world in which we live. *Prerequisite:* Environmental Studies 118 or 126. *Four credit hours.* **CARLSON**

ES366s Pollution and Human Health How human health is affected by physical, chemical, biological, and social environments; how we use science to measure effects of these determinants at the level of cell, tissue, individual, and population; how we assess these determinants to make regulatory decisions. Topics include introductions to toxicology, epidemiology, and risk assessment; health effects of pollution, synthetic chemicals, consumer products, climate change, and the built environment; the etiology of health outcomes including cancer, obesity, endocrine disruption, and respiratory diseases. Students use primary scientific literature for independent research and, when appropriate, engage in environmental health policy debates in Congress and/or the Maine legislature. *Prerequisite:* Environmental Studies 118 or 126, and sophomore or higher standing. *Four credit hours.* **N.** **CARLSON**

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 in the context of the United Nations Framework Convention on Climate Change. Students will work individually and in groups to critically assess and propose international governance responses relating to climate mitigation, adaptation, loss and damage, and finance provision. Special attention will be paid to the vulnerabilities of small island developing states, and to climate justice. *Prerequisite:* Environmental Studies 118 or 126. *Four credit hours.* **S.** **INSTRUCTOR**

[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.*

[ES371J] 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.*

[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.**

ES382f Population Modeling Listed as Biology 382. *Four credit hours.* MOORE

ES397j Wildlife and Conservation in Namibia *Three credit hours.* NYHUS

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

[ES483J] Honors in Environmental Studies *Noncredit.*

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.*

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, HANLEY

ES494f Environmental Science Research Experience 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 to investigate freshwater, forest or marine ecosystems. 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.* BECKNELL, BRUESEWITZ

FRENCH STUDIES

In the Department of French and Italian Studies

Chair, Associate Professor Mouhamédoul Niang (French)

Professors Bénédicte Mauguière and Adrianna Paliyenko; Associate Professors Audrey Brunetaux, Valérie Dionne, and Mouhamédoul Niang; Visiting Assistant Professor Flavien Falantin; Language Assistant Coline Delice

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

A minimum of 10 courses is required to complete the major for students starting at the 200 level. Students who begin their study of French at Colby in the required 125-126-127 sequence need to take nine additional courses, including 128 or 131. Students who begin in either 128 or 131 need to take nine additional courses. Students who enter the major from Colby in Dijon may count FR240D toward the major. All 200-level courses must be taken prior to senior year.

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 233, 252, and select 300- or 400-level courses)
- one senior seminar (such as French 493). 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.

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 (that cannot be an independent study).

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.

An independent study cannot replace the requirement for majors to take a course in the department each semester.

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."

Requirements for the Minor in French and Francophone Studies

The addition of a French and Francophone Studies minor creates the opportunity for students to continue their course of study beyond the required language sequence (FR125, FR126, FR127). The minor in French and Francophone Studies promotes the acquisition of superior language skills along with an opportunity to explore the richness of French and Francophone cultures via a set of multidisciplinary approaches.

Minor Requirements

A minimum of six courses is required to complete the minor for students starting at the 200 level. Students who begin their study of French at Colby in the required 125-126-127 sequence need to take five additional courses, including 128 or 131. Students who begin in either 128 or 131 need to take five additional courses. Students who enter the minor from Colby in Dijon may count FR240D toward the minor.

An independent study cannot take the place of a course selected to fulfill requirements for the minor.

Up to two courses from study abroad in a French-speaking country may be transferred toward the minor.

Five courses, after the completion of the language sequence (FR125-126-127):

- FR128 or FR131
- Two courses at the 200 level: FR 231, FR2XX (French or Francophone)
- One course at the 300 level: FR3XX (French or Francophone)
- Elective at the 200 or 300 level (in French or English*): an additional course completed on campus and focused on a field of French and Francophone culture at an advanced level.

Six courses, beginning at the 200 level:

- FR231
- FR2XX: one ADDITIONAL course at the 200 level (French or Francophone)
- FR3XX: 3 courses at the 300 level (French or Francophone)
- Elective at the 200 or 300 level (in French or English*): an additional course completed on campus and focused on a field of French and Francophone culture at an advanced level.

*Elective in English:

Students minoring in French and Francophone studies may select a course taught in English with a significant focus on France and/or the Francophone world. This course can be completed in history, art, cinema studies, African-American studies, or global studies, among other departments/programs. It must be approved in advance by the designated advisor in the department or the chair.

Overview of coursework for minor in French and Francophone studies:

- FR128 builds reading skills and broadens cultural background with a literary and media component. Students, who complete this course,

- will have a good foundation for more advanced analysis of various print and visual texts in addition to stronger oral and written skills.
- FR131 is a culture-based course with a strong oral and compositional component that fosters students' abilities to debate and write about major issues. By completing this course, students will be able to transition to any of our 200-level courses with stronger language skills.
- FR231 is an advanced grammar and composition course that all our minors and majors must complete. By requiring this course for the minor, we maintain a key component of our overall curriculum focused on the acquisition of advanced skills in oral and written French.
- Additional course at the 200 level: our course offerings at the 200 level include: the history of French and Francophone culture, advanced skills in critical and cultural analysis, film studies, theater, environmental studies, and hands-on learning.
- Coursework at the 300 level: our course offerings at the 300 level are principally cross-disciplinary and treat a broad range of topics on the French-speaking world.
- Elective at the 200 or 300 level (in French or English): an additional course completed on campus and focused on a field of French and Francophone culture at an advanced level will allow our minors to develop interest in a particular area they have encountered in previous coursework or explore a new area by electing a course offering in our department or another department at the College.

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.* FALANTIN, NIANG

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

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.* BRUNETAX, PALIYENKO

FR127Jj French III (Paris) An intensive version of the last course in the required language sequence, held in Paris, France. Students not only learn French (developing their speaking, comprehension, reading, and writing abilities), they use French to learn, doing analytical work related to France's past (using Louis Malle's screenplay and film *Au Revoir les enfants* as a point of departure) and France's present (through class excursions). Students also learn to adapt to a foreign culture while immersed in a French-speaking environment. Estimated cost: \$3,000. *Prerequisite:* French 126 or equivalent. *Three credit hours.* DAVIES

FR128f 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

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.* MAUGUIERE

[FR132] Boundaries and Margins: Speaker Series Listed as Theater and Dance 132. *One credit hour.*

[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.*

[FR224] French Studies Lab Project 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.*

FR231fs Advanced Grammar and Composition Provides a comprehensive overview of French grammar through presentations of the overall structure and frequent practice in writing. Required of majors and open to others wishing to improve their written expression in French. *Prerequisite:* French 128, 131, or 240D. *Four credit hours.* FALANTIN

[FR232] 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.

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.* DELICE, INSTRUCTOR

[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.

FR237f 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

FR238s 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. NIANG

FR240s Surrealism Listed as Art 238. *Four credit hours.* A. PLESCH

[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.*

FR252s Provocative Texts: A Critical Toolbox How does one approach print and/or visual culture critically? Students engage with a range of "texts," such as poetry, works of art, theater, short stories, novels, and/or film, to acquire the tools and methods of critical interpretation and analysis. Significant writing accompanies close reading of what a particular "text" does and thus how it "speaks" or conveys meaning. Students apply genre-specific vocabulary and take interdisciplinary and analytical approaches to response papers, interpretive essays, and/or multifaceted digital/video projects. *Prerequisite:* French 128, 131, or 240D. *Four credit hours.* L, I. PALIYENKO

FR256s Film for Thought: The Art of French Cinema A survey of directors, genres, movements, and aesthetics in French cinema from early 20th Century to the present day. Emphasis on the analysis of film style and form: mise-en-scène, cinematography, editing, sound, performance, etc. Students will approach film not only as a form of art, but also as a site of memory and/or a tool of socio-political discourse. Film theory will frame our class discussions. Students will develop visual literacy, analytical skills, critical and creative thinking through innovative visual projects, essays and class discussions. Course conducted in French. *Prerequisite:* French 231. *Four credit hours.*

A. BRUNETAUX

FR258f Provocative Texts: Fake News, Secrets, and Controversies In this course, we will approach Francophone culture differently,

by considering some of the most famous secrets, mysteries or "fake news" in French History, from the Renaissance era to the present. We will ask, for instance, who really was Nostradamus? Who poisoned the court at Versailles in the 17th Century? Was Marie-Antoinette responsible for the French Revolution? Is Bonaparte the creator of the FBI? Using a variety of media (short stories, fairy tales, plays, movies, documentaries, and newspaper articles), we will explore critically how those questions came to exist and circulate often based on economic, judicial or political decisions. The course will include discussions of cross-cultural differences or similarities between the United States and French speaking countries on some of these questions. *Prerequisite:* French 128, 131, or 240D. *Four credit hours.* L, I. FALANTIN

[FR324] Ideologies of Africans: Negritude, Pan-Africanism, and Afroisms Engages with ideologies of Africans such as negritude, pan-Africanism, Afropolitanism and Afropeanism. We will examine these characteristics of African modernity through a critical study of literary, historical and theoretical works by Liopold Sōdar Senghor, Cheikh Anta Diop, Abdourahman Waberi, Achille Mbembe, L'onora Miano, Fatou Diome, etc. What do these ideologies/theories stipulate in terms of identity and space? In what ways are they constructive of a postcolonial alternative modernity? How do they deconstruct epistemic violence, colonial balkanization, and rethink the African's place in the local and the global? These questions will guide students' research, presentations, and creative/analytical writing. **Humanities lab course.** *Four credit hours.* L.

[FR326] Sustainable Development in/of the French-Speaking World Will examine how cities from throughout the French-speaking world are enacting solutions for sustainable living. Blending the environmental humanities with cultural studies, we will seek to understand the challenges cities face—including legacies of imperialism, fraught relations with indigenous peoples, and social inequalities—and the solutions these cities have introduced. Learning goals include examining how cities from throughout the French-speaking world are responding to climate change; studying how responding to climate change dovetails with the fight for social justice; and solidifying advanced-level proficiency in French. *Prerequisite:* French 231 and at least one other 200-level course. *Four credit hours.*

[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.

FR354s Parisian Encounters: Great Loves, Grand Passions The sexual and racial selection of genius exposes the weight of prejudice against creative women in French cultural history. In studying the impact of "great" couples during the long 19th century (1789-1914), we shall map and interrogate their legacies across a broad sweep of (colonial) history, the arts, letters, and sciences. Learning goals emphasize interdisciplinary practice of critical analysis, close study of images and works of art in the Colby Museum, and the development of advanced oral and written expression in French. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* H, I. PALIYENKO

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

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.**

FR374f Food for Thought: French Cuisine and Culinary Identities What is the state of French cuisine today? Has French cuisine embraced a more inclusive, multifaceted mosaic of talents, culinary practices, flavors, and tastes, or is it still a monolithic, elitist institution hermetic to change? This course seeks to re-evaluate and critique French cuisine and gastronomy through a decolonial lens to decenter the narrative on food and culinary traditions in France? main focus on the culinary talents, histories, identities, and traditions of communities of color. Humanities Lab designed around food labs, creative projects, and the analysis of cooking shows, films, cookbooks, menus, food blogs and podcasts. **Humanities lab course.** *Prerequisite:* French 231 and at least one other 200-level course. *Four credit hours.* **I.**
BRUNETAUX

[FR375] Narratives of Identities in Francophone African Literature The quest for and celebration of identity are key thematic and aesthetic components in contemporary Francophone African literature and cinema. We will engage with works of fiction and film that provide a narrative of identity within the framework of African cultures such as sub-Saharan Africa or the Maghreb. Focus will be on communal and individual identities within the framework of ethnicity and/or tribalism. Students will learn how and why these writers and filmmakers narrate identity, and will engage with African identities through structured writing, oral presentations, captivating readings of texts, and film screening. *Prerequisite:* A 200-level course in French. *Four credit hours.*

[FR376] Shadows of the Past: Remembering Vichy France and the Shoah How to represent the Holocaust through aesthetic forms without trivializing its horrors? How to translate into words the excruciating void, silence, and pain felt after the return from the camps? How has France grappled with its responsibility in the roundups and deportations of Jews during WWII and memorialized this shameful past? This course will explore how French writers and filmmakers have found creative ways to work through past traumas and convey the unthinkable through words and images. Emphasis on creative and critical thinking, literary and film analysis. *Prerequisite:* French 231 and at least one other 200-level course. *Four credit hours.* **L.**

FR377f Staging Justice: The Theater of Revolt In this course, we will question what tragedies can teach us today. Students will look at rewritings of the myths of Iphigenia, Antigone and Medea through plays and films, and how their stories have been adapted to reflect social, political, and cultural changes in France and the Francophone world, especially on the topics of justice, feminism, and race. We will especially question the role of human sacrifice, witches, and the agency of women through time. *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.**

[FR379] 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.**

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

[FR493B] 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.*

[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.

FR493Ds Seminar: Parisian Encounters: Great Loves, Grand Passions Sexual and racial selection of genius exposes the weight of prejudice against creative women in French cultural history. In studying the impact of "great" couples during the long 19th century (1789-1914), we shall map and interrogate their legacies across a broad sweep of (colonial) history, the arts, letters, and sciences. Learning goals emphasize interdisciplinary practice of critical analysis, close study of images and works of art in the Colby Museum, and the development of advanced oral and written expression in French. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.* PALIYENKO

FR493Es Seminar: Creolization, Culture, and Society in the Indian Ocean Islands Explores issues of race, gender, identity, diversity, cultural contact, and conflict in Indian Ocean island cultures and literatures written in French through selected writings from Mauritius, Madagascar, Reunion, the Seychelles, and the Comoros. We will examine the complex social, cultural, and historical context of the region with an interdisciplinary perspective. Topics include slavery, "marronage", cultural hybridity, "métissage," "coolitude," and the development of colonial and postcolonial identities and subjectivities. Students will develop their presentation and writing skills through the production of critical essays and research projects. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.* I. MAUGUIERE

[FR493F] Seminar: Ideologies of Africans: Negritude, Pan-Africanism, and Afroisms Engages with ideologies of Africans such as negritude, pan-Africanism, Afropolitanism and Afropeanism. We will examine these characteristics of African modernity through a critical study of literary, historical and theoretical works by Liopold Sōdar Senghor, Cheikh Anta Diop, Abdourahman Waberi, Achille Mbembe, L'onora Miano, Fatou Diome, etc. What do these ideologies/theories stipulate in terms of identity and space? In what ways are they constructive of a postcolonial alternative modernity? How do they deconstruct epistemic violence, colonial balkanization, and rethink the African's place in the local and the global? These questions will guide students' research, presentations, and creative/analytical writing. **Humanities lab course.** *Prerequisite:* Senior standing as a French studies major. *Four credit hours.* L.

[FR493G] Seminar: Sustainable Development in/of the French-Speaking World Will examine how cities from throughout the French-speaking world are enacting solutions for sustainable living. Blending the environmental humanities with cultural studies, we will seek to understand the challenges cities face—including legacies of imperialism, fraught relations with indigenous peoples, and social inequalities—and the solutions these cities have introduced. Learning goals include examining how cities from throughout the French-speaking world are responding to climate change; studying how responding to climate change dovetails with the fight for social justice; and solidifying advanced-level proficiency in French. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.* L, I.

[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: 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 standing as a French studies major. *Four credit hours.*

[FR493L] 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.**

FR493Mf Seminar: Staging Justice: The Theater of Revolt In this course, we will question what tragedies can teach us today. Students will look at rewritings of the myths of Iphigenia, Antigone and Medea through plays and films, and how their stories have been adapted to reflect social, political, and cultural changes in France and the Francophone world, especially on the topics of justice, feminism, and race. We will especially question the role of human sacrifice, witches, and the agency of women through time. *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.**

[FR493P] 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.**

[FR493Q] Seminar: Shadows of the Past: Remembering Vichy France and the Shoah How to represent the Holocaust through aesthetic forms without trivializing its horrors? How to translate into words the excruciating void, silence, and pain felt after the return from the camps? How has France grappled with its responsibility in the roundups and deportations of Jews during WWII and memorialized this shameful past? This course will explore how French writers and filmmakers have found creative ways to work through past traumas and convey the unthinkable through words and images. Emphasis on creative and critical thinking, literary and film analysis. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.* **L.**

[FR493R] Seminar: Breaking Free: Coming-of-Age Literature in the Francophone World Summer 1954: A scandal of international magnitude arises in France. The 18-year-old novelist Françoise Sagan is censored by the Vatican and banned in South Africa, Poland and Spain under penalty of fine and imprisonment for writing a novel deemed morally unacceptable. In 1957, the young Assia Djebar suffers the same fate in Algeria, and this phenomenon spreads to Lebanon, Syria, Ha?ti, Vietnam and Iran where young women turn to writing to express their need for sexual liberation and emancipation from patriarchy. This course explores this revolutionary literature that challenged conservative societies, while engaging students in discussions on feminism, literary production, civic rights, the concept of freedom, and equality, among others. A close study of pop culture (songs, fashion and lifestyle magazines) will complement the analysis of these coming-of-age stories. This course will include various theoretical and sociological essays, historical films and documentaries to help situate the context in which these texts were produced. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.*

FR493Sf Seminar: Food for Thought: French Cuisine and Culinary Identities What is the state of French cuisine today? Has French cuisine embraced a more inclusive, multifaceted mosaic of talents, culinary practices, flavors, and tastes, or is it still a monolithic, elitist institution hermetic to change? This course seeks to re-evaluate and critique French cuisine and gastronomy through a decolonial lens to decenter the narrative on food and culinary traditions in France? main focus on the culinary talents, histories, identities, and traditions of communities of color. Humanities Lab designed around food labs, creative projects, and the analysis of cooking shows, films, cookbooks, menus, food blogs and podcasts. **Humanities lab course.** *Prerequisite:* Senior standing as a French studies major. *Four credit hours.*

GEOLOGY DEPARTMENT

Chair, Associate Professor Tasha Dunn

Associate Professors Tasha Dunn and Walter “Bill” Sullivan; Assistant Professors Bess Koffman and Alejandra Ortiz; Visiting Assistant Professors Bruce Rueger and Alena Giesche

If you are interested in Earth—how it formed and then evolved over 4.56-billion years, how it functions as a complex physical and chemical system, 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 Geology Department is deeply committed to undergraduate engagement in scientific research, and geology students routinely use an array of cutting-edge instrumentation, including a powder X-ray diffractometer (powder-XRD) for determining mineral identities and a scanning electron microscope (SEM) equipped with an energy-dispersive X-ray-fluorescence spectrometer (EDS) system, an electron-backscatter-diffraction (EBSD) system, and a cathodoluminescence (CL) detector for complete characterization of solid materials at the micrometer scale. The department also possesses ice and sediment core storage facilities, sediment coring equipment, research-grade stereo and petrographic microscopes, and rock and sediment processing equipment. Additional instrumentation and equipment 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, a micro-CT X-ray scanner for sub-mm-scale mapping of 3D sample volumes, and the *Colby Compass*, a research vessel 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 in most geology courses. Students and faculty also enjoy extracurricular field trips within Maine and longer trips to visit special geologic localities in nearby states and Canadian provinces. The Geology 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. Importantly, the Geology Department is committed to an inclusive Earth science education for all students regardless of race, ethnicity, gender, sexuality, learning differences, and differences in physical ability.

Requirements for the Major in Geology

Requirements for the geology major are:

- A 100-level gateway course (Geology 122, 123, 125, 127, 129, 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)
- A capstone experience; 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 120j, 125, 130, 135, 160, 165; and Statistics 212.

Capstone experiences may include independent research projects earning at least four credits of Geology 491/492, significant off-campus research experiences, or a geology honors thesis. 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. Additional coursework 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. Students should consult with their advisor about capstone experiences during their junior year.

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 a Geology Department faculty member. Requirements are:

- A 100-level gateway course (Geology 122, 123, 125, 127, 129, 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 Saturday or Sunday field trip to Acadia National Park is required. Lecture only. *Three credit hours.* **N.**

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

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

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, 129, 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, 129 or 141. *Four credit hours.* **N, Lb.** DUNN

GE127fs 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, 129 or 141. *Four credit hours.* **N, Lb.** RUEGER

[GE129] 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.**

GE161f Introduction to Ocean Science Earth's ocean modulates the climate, produces protein for billions of people, and is responsible for much of the oxygen we breathe. Ocean science is multidisciplinary, incorporating concepts from geology, physics, chemistry, biology, and ecology. This course introduces each of these aspects, including ocean currents, controls on biological productivity, interactions between the ocean and land, and human impacts. Ocean science relies on big data from many sources, and students will learn to use a range of data analysis tools. Includes a mandatory weekend field trip to either Allen Island or Bigelow Laboratory for Ocean Sciences. Previously offered as Geology 197 (Fall 2021). *Four credit hours.* **N.** TWINING

GE198s Climate Through Human History Examines climate change through human history including climate impacts on prehistoric humans, ancient human civilizations (Egyptian, Indus), more recent examples (Roman, Mayan, Viking), and modern peoples. Students will compare and contrast past challenges and adaptations, and examine how we might deal with future climate change given this historical context. Topics include climate change, paleoclimate, models, geoarchaeology, environmental determinism, and geoengineering. Circumstances permitting, at least one required field trip will run outside of normal class time. *Four credit hours.* **N.** GIESCHE

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, 129, 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, 129, or 141. *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, 129, or 141 and a college level calculus course. *Three credit hours.*

GE247j Climate Geoengineering: Evaluating Strategies to Sequester CO₂ Listed as Environmental Studies 247. *Three credit hours.* EMERSON

GE254f Earth Surface Processes: 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 python, 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. Three required field trips will extend outside of normal class time. *Prerequisite:* Chemistry 122 or Geology 123, 125, 127, 129, or 141. *Four credit hours.* **N.** GIESCHE

GE262s Earth's Climate: Past, Present, and Future Takes a systems approach to studying Earth's climate by linking the primary systems operating at Earth's surface, i.e., lithosphere, atmosphere, biosphere, hydrosphere, cryosphere. Explores the mechanisms that shape environmental evolution across a range of time scales, including the role of humans, and uses past (paleo) records of change to place modern climate change in geological context. Students will engage with material through problem sets, data analysis, interactive lectures, primary literature synthesis, and writing. Laboratory projects will provide hands-on opportunities to develop local records of past environmental change. Includes a required one-day weekend field trip. *Prerequisite:* Chemistry 122 or Geology 123, 125, 127, 129, or 141. *Four credit hours.* **N.** KOFFMAN

GE279j Geology of Bermuda Students will learn how the island of Bermuda, subjected to a variety of geologic processes, has evolved over the past two million years. They will be exposed to the scientific method and how geologists study the Earth, its materials, and its processes. During field and laboratory observations, students will investigate how organisms, including humans, and sedimentary processes have shaped Bermuda; how sediment is formed, moved, consolidated, and lithified; and the interrelationships between geology and biology. They will gain an appreciation of the complexities of living on an island and the anthropogenic impacts on a fragile ecosystem. *Prerequisite:* Chemistry 122, or Geology 123, 125, 127, 129, or 141. *Three credit hours.* **N, Lb.** RUEGER

GE331s Plate Tectonics Primary-literature-synthesis course that guides students through the topic of plate tectonics from the development of the theory to our present understanding of processes at mid-ocean ridges, subduction zones, and transform boundaries. 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. Students will also improve verbal and written communication skills and gain advanced experience reading and assimilating scientific literature. *Prerequisite:* Geology 231 or permission of the instructor. *Four credit hours.* SULLIVAN

[GE351] 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.*

[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 Paleooceanography This primary literature synthesis course examines past global change through the lens of the marine sedimentary record. Students explore the major physical and geochemical proxies used in paleoceanographic research and focus on understanding the major scientific questions addressed, methods and instrumentation used, and advantages and limitations of each proxy tool. Students also develop critical thinking skills through the interpretation of primary datasets and literature, and improve their written and oral presentation skills through communicating scientific findings. *Prerequisite:* Geology 262 or permission of the instructor. *Four credit hours.* KOFFMAN

[GE381] Planetary Surface Processes This discussion-based course explores geologic processes that shape the surfaces of planetary-scale bodies, from rocky planets to icy moons. Using Earth as an analogue, we will examine how tectonism, volcanism, and surficial agents (such as water, wind, and ice) transform the surfaces of solid bodies throughout geologic time. We will also explore the link between atmospheres, geologic surface environments, and planetary habitability. Students will complete an independent research project on the topic of terrestrial analogues, thus developing critical thinking, research, and communication skills. *Prerequisite:* Geology 228, 231, 254, or 262. *Four credit hours.*

GE391fs Geology Seminar Paper discussions and presentations from invited guest lecturers on topics of current interest in all areas of the geosciences. Majors must complete three seminars during their course of study. Nongraded. *One credit hour.* DUNN, 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 enough quality 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 major, 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 STUDIES

In the Department of German and Russian

Chair, Associate Professor *Alicia E. Ellis*

Associate Professors *Alicia E. Ellis* and *Arne Koch*; *Language Assistant* *Karlotta Loening*

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
- 141 Genocide and Globalization: 20th-Century World History
- 224 Germany and Europe, 1871-1945
- 322 Europe and the Second World War
- 421 Research Seminar: Debating the Nazi Past

Music

- 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. A. KOCH

[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.* A. KOCH

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.* LOENING

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.* LOENING

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.* A. KOCH

[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.

[GM252] Mission Impossible: Multicultural German Literature and Film (inEnglish) Introduction to German-speaking literature and film by writers and filmmakers of African (Ayim, Oguntoye), Japanese (Tawada), Jewish (Celan, Honigmann), Romanian (Müller, Wagner), Russian (Kaminer), and Turkish (Özdamar, Zaimoglu, Akin) backgrounds. Emphasis on contemporary literature, with background readings from the Enlightenment through the present. Examination of creative approaches to issues of migration, exile, and globalization, with focus on language politics, identity formation, gender, history and memory, and the multicultural city. Counts toward the German major or minor. Open to first-year students. Conducted in English. *Four credit hours.* L, I.

[GM263] Weird Fictions (in English) This reading- and writing-intensive seminar considers the construction of the genre of science fiction (broadly defined). We will read short prose and novels from the 19th century to the present by authors such as E.T.A. Hoffmann, Patrick Süskind, and Franz Kafka, Octavia Butler, and Bram Stoker. 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 elements of Kafka's writings, such as Jorge Luis Borges, Italo Calvino, Juan Rulfo, and Harukui Murakami. Conducted in English. *Three credit hours.* L.

GM297f Animals, Hybrids, and Machines: Franz Kafka and the Non-Human An exploration of ambivalent forms of beings that include but are not limited to a singing mouse, a distressed mole, and a metallic automaton. Instead of a singular focus on the human, we will read texts that do not center the normative human as central to an understanding of the material. In this course, the human is not entirely abandoned but just moved to the periphery so that we can associate with the other identities that shape our world. We examine how the animal, the hybrid, and the machine show us different definitions of a kind of life that can be called melancholic, heroic, or even tragic. Readings will be taken primarily from the works of Franz Kafka. We will also engage other texts, essays, poems, and films from the 19th/20th centuries that have also shaped literary expression. *Prerequisite:* German 128 or equivalent. *Four credit hours.* L. ELLIS

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.* LOENING

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.* LOENING

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

GM493s Seminar: Ideologies and Identities Critically assesses ways German art and culture engage with ideologies and questions of personal, cultural, and political concepts of identity. Among key ideas, the persistent "German question," along with notions of *Heimat*, regional and transnational belonging, gender, language politics, class, race. Discussions based on representative readings (poetry, prose, and drama), forms of artistic expression (music, visual art, and film), theory and secondary literature from the Enlightenment through the present-day Berlin Republic. Students write weekly response papers and short critical essays, participate in a writing workshop, complete a final research paper in German, and present research findings in a public symposium. *Prerequisite:* A 300-level German course and senior standing. *Four credit hours.* L. ELLIS

[GM493B] 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.

GLOBAL STUDIES DEPARTMENT

Director, Professor Patrice Franko

Associate Director, Assistant Professor Nadia El-Shaarawi

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

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, health, 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. We encourage students to work through DavisConnects to participate in globally related Jan Plans and internships.

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
- 324 Ideologies of Africans: Negritude, Pan-Africanism and Afroisms
- 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
- 493B Writing of Place: Migration
- 493F Corps, Espace, et Genre: Postcolonial Space in Francophone Africa

Global Studies

- 316 Religion and Social Change in Contemporary Africa

Government

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

History

- 164 Africans and the Making of the Atlantic World
- 266 Introduction to African History, 1800 to 1994
- 297 Children and Youth in African History
- 298A South Africa, Ambivalent Nation
- 339 South African Women's Memoir
- 397B Africa in New England, New England in Africa
- 398B South African Women's Memoir

Asia:

Anthropology

- 254 Global-Local Asia
- 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
- 453 Chinese Food and Culture and Its Changing Landscape
- 455 Talking About Contemporary China

East Asian Studies

- 120 Nature in East Asian Literature and Culture
- 143 Music and Culture in Modern China
- 150 Foundations in East Asian Studies
- 197C Contemporary US-Japan Relations
- 197C Contemporary Chinese Art
- 225 China in Transition
- 231 The Chinese Novel: Vignettes of Life in Imperial China
- 242 Development and Environmental in Contemporary China
- 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
- 2XX Words from the Floating World: The Literature of Early Modern Japan
- 332 Masterpieces: Modern Japanese Novels
- 353 Globalization and the Rise of China
- 355 Aging and Public Policy in East Asia
- 397 Gods, Ghosts and Goblins: Japanese Mythology and Folklore
- 3XX History of Manga and Anime

Economics

- 279 Economic Rise and Future of China

French

- 361 Creolization, Culture, and Society in the Indian Ocean

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

- 143 Maritime History of the World
- 144 Patterns in East Asian History, to 1600
- 146 Modern East Asian History, 1600-Present

- 197 History of Modern East Asia
- 235 A Shrimp Between Whales: The Making of Modern Korea, 1800-1945
- 244 Brothers at War: The Two Koreas, 1945-Present
- 250 History of Modern China: Everyday Life and Revolution
- 255 Histories of Southeast Asia: Slavery, Diasporas, and Revolutions
- 297D Revolutionary Culture in Contemporary China
- 298C Taikun to Trump: A History of East Asia and the West
- 351 Desiring Asia: Gender and Sexuality in East Asia
- 359 History of Chinese Feminism
- 377 Imperialism, Decolonization, and Modernity in Southeast Asia
- 397 Global History of Manga and Anime
- 398A Minorities in East Asia
- 398B Mainie 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

- 257 Renaissance Art
- 278 19th Century European Art
- 398 Vienna 1900: Works from a Major Private Collection

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
- 256 Film for Thought: The Art of French Cinema
- 323 Holocaust in French Cinema
- 354 Parisian Encounters: Great Loves, Grand Passions
- 357 Illuminating Turns to Science in 19th-Century France
- 358 Passionate Discontent: The 19th-Century Epidemic
- 371 *L'écriture de Soi*
- 374 Food for Thought: French Cuisine and Cultural Identities
- 376 Shadows of the Past: Remembering Vichy France and the Shoah
- 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
- 397 Queering the Maghreb in Francophone Cinema
- 398 Time for Outrage: Disenfranchised Subjects, Political Struggles

- 493 Parisian Encounters: Great Loves, Grand Passions

German

- 198B Weimar 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)
- 297 Law and (Dis)Order
- 342 Contested Subjects in German Culture
- 493: Ideologies and Identities

Global Studies

- 245J Memory and Politics
- 398 Decolonizing 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 the New Illiberalism
- 362 Advanced International Relations in Salzburg
- GO457 Germany and Europe

History

- 112 Europe Since the Seventeenth Century
- 120 World Revolutions
- 120C Spotlight on History: Genocide in Modern 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
- 297J Europe and the Second World War
- 298C A Shrinking Island? Britain Since 1900
- 314 Four Horsemen of the Apocalypse: Venice from Beginning to End
- 321 The First World War
- 322 Europe and the Second World War
- 327 Daily Life under Stalin
- 328 Daily Life under Putin

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
- 242 Italian Eco-poetics: Beauty, Loss, Desire
- 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)
- 373 Italian Food in Practice: A Hands-on Cultural History
- 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
- 120 Reel Russian
- 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 Spectacle of Modernity: Russian Fiction before Cinema
- 237 Topics in 19th-Century Russian Literature (in English)
- 242 Ethnic Wars and Peace in (Post)-Soviet Cinema (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
- Conversation and Composition: Personal ID in 20th-Century Literature
- 346 Russian Poetry
- 427 Personal Identity in 20th-Century Russian Literature
- 428 20th Cent Russian Novel

Spanish

- 135 Introduction to Critical Analysis: Jews of Medieval Iberia
- 234 Diversity and Racism in Contemporary Spain
- 236 Medical Spanish: Health and Illness in Spain
- 266 Language of Spanish Cinema
- 269 Spanish Cultural Studies
- 362 All about Almodóvar
- 364 Gender, Sex, and the Spanish Body
- 366 Queer Spain
- 498 Convergence/Divergence in Medieval Iberian Cultures

Latin America:

Anthropology

- 231 Caribbean Cultures
- 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
- 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

Government

- 253 Introduction to Latin American Politics
- 264 Democracy and Human Rights 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
- 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.
- 298 Popular Culture in Latin America
- 373 Religion and Unbelief in Modern Latin American History
- 378 U.S. in Latin America: Intervention, Influence, Integration

Performance, Theater, and Dance

- 251 Tomorrow will be Bigger! Performing Protest in Brazil

Spanish

- 135A Intro to Critical Analysis: Eco-Fiction and Eco-Thought
- 135B Intro to Critical Analysis: Indigenous Latin America
- 135E Intro to Critical Analysis: Spanish in the USA
- 237 Conquest and Resistance in the Americas
- 239 Latin America at the Movies
- 244 Bad Women and B-Films in Contemporary Latin America
- 254 Aquí Estamos: U.S. Latinx in the 20th and 21st Centuries
- 298 Latin American Theater
- SP 2xx Language Justice and Civic Engagement (Mayans, pending course description)
- 346 Race, Rights, and Land in the Americas
- 347 Latinx Indigeneities and Mesoamerican Borders
- 348 The Afro-Americans: Race, Power, and Subjectivity
- 357 Borderlands Cinema
- 376 Narratives, Artifacts, Monuments Pre-Columbian
- 3XX Mesoamerican Borders and LatinX Indigeneities
- 3XX Environmental Knowledge, Imperialism and Resistance (Millones, pending course description)
- 498 Abia Yala: Indigenous Resistance, Revolution and Decoloniality

The Middle East:

Art

- 126 Art and Architecture of the Islamic World, 1258-1914

French Studies

- 397/493J Queering the Maghreb in Francophone Cinema

Government

- 251 Israelis and Palestinians: Conflict and Accommodation
- 252 Introduction to Politics of the Middle East
- 278 United States and the Middle East
- 358 Comparative Arab Politics

History

- 184 History of the Modern Middle East
- 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
- 241 A World in Motion: Cultures of Transnationalism
- 244 Anthropology of Religion
- 246 Religion and Everyday Life in Muslim Societies
- 249 Courts, Trials, and the Pursuit of Justice
- 252 Language, Culture, Discourse
- 253 Goods, Gifts, and Globalizing Consumers

- 256 Land, Food, Culture, and Power
- 258 Anthropology, History, Memory
- 326 Comparing Caste and Race
- 341 Culture, Mobility, Identity
- 344 Black Radical imaginations
- 361 Militaries, Militarization, and War
- 363 Secrecy and Power
- 365 Space, Place, and Belonging
- 366 Technocultures
- 373 The Anthropology of Gender and Sexuality
- 374 Public Anthropology

East Asian Studies

- 197C Contemporary US-Japan Relations
- 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
- 359 History of Chinese Feminism

Economics

- 171 Global Financial Markets
- 214 Economic Policy and Performance in Contemporary Latin America
- 231 Environmental and Natural Resource Economics
- 279 Economic Rise and Future of China
- 297 Topics in Latin American Economic Policy (see GS397)
- 298 Economics of Developing Countries
- 335 Topics in Economic Development
- 343 Environment and Development
- 378 International Trade

Education

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

Environmental Studies

- 234 International Environmental Policy
- 265 Global Public Health
- 276 Global Change Ecology
- 346 Global Food Policy
- 364 Climate Change, Justice, and Health
- 366 The Environment and Human Health
- 368 Global Climate Policy
- 3XX International Environmental Justice

French Studies

- 297 Indigenous Resistance to Petrocapitalism (in English)
- 373 Writing of Place: Migration, Nationalism, and Memory
- 376 Shadows of the Past: Remembering Vichy France and the Shoah
- 379 Race and Gender in France
- 398 Time for Outrage: Disenfranchised Subject, Political Struggles

Global Studies

- 211 Human Rights and Social Justice in Global Perspective
- 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.
- 298B Oak Activist Research Lab on Mobility and Mutual Aid
- 316 Religion and Social Change in Contemporary Africa
- 352 Global Activism: From Socialist Internationalism to Today
- 298B Global Inequality Internship and Research Group
- 398C Decolonizing Europe

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
- 278 United States and the Middle East
- 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
- 359 Political Ideologies and the New Illiberalism
- 361 Advanced International Relations Theory
- 362 Advanced International Relations in Salzburg
- 425 Political Leadership

History

- 120 World Revolutions
- 120C Spotlight on History: Genocide in Modern Europe
- 141 Genocide and Globalization: 20th-Century World History
- 143 Maritime History of the World
- 162 History of the Atlantic World
- 226J Cities from Scratch: A Global History of New Towns
- 229 America's Whitest State? Immigration in Maine, Yesterday and Today
- 235 A Shrimp Between Whales: The Making of Modern Korea, 1800-1945
- 245 Science, Race, and Gender
- 248 Nuclear Vision, Environmental Realities
- 297J Europe and the Second World War
- 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
- 331 Slavery and Capitalism
- 341 US as an Empire
- 353 Gender, Sexuality, and Power in Atlantic Slavery
- 356 Cultures and Identities of the British Empire
- 357 Culture Wars: The Global Cold War
- 359 History of Chinese Feminism
- 381 Women and Gender in Islam
- 394 Ecological History
- 398 Atlantic World and Beyond: New England in Global History
- 398C United States as Empire

Jan Plan

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

Latin American Studies

- 221 Crime, Violence, and Security in Latin America
- 272 Mexico: The History of Justice, Rights, and Revolution
- 378 U.S. in Latin America: Intervention, Influence, Integration
- 398 Cold War in Latin America

Music

- 252 Intro to World Music

Performance, Theater, and Dance

- 246 Art, Money, Labor: The Crisis of Capitalism

Philosophy

- 311 Approaches to Global Justice

Science, Technology, and Society

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

Sociology

- 224 Sociology of Globalization
- 244 Urban Sociology in a Global Context
- 262 Comparative Perspective on Inequality
- 268 Social Policy and Inequality
- 297 Sociology of Immigration
- 298C Urban Sociology

Spanish

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

Women's, Gender, Sexuality Studies

- 225 Gender and Politicized Religion
- 343 Decolonize this Place
- 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
- 4XX Seminar: Challenges of the Anthropocene
- 474 Growth and Work of Nations

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
- 493D Parisian Encounters: Great Loves, Grand Passions
- 493E Creolization, Culture, and Society in the Indian Ocean
- 493G Ecocriticism and Postcolonial Theory in Dialogue
- 493H French Revolution and Human Rights
- 493L Race and Gender in France
- 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

Government

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

History

- 414 History of Fear in Europe, 1300-1900
- 421 Research Seminar: Debating the Nazi Past
- 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
- 498 Abia Yala: Indigenous Resistance, Revolution, and Decoloniality

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

East Asian Studies

- 197C Contemporary US-Japan Relations

Environmental Studies

- 234 International Environmental Policy
- 368 Global Climate Policy

Global Studies

- 245(J) Memory and Politics
- 297 Contemporary Immigration in the US
- 297 Syrian Conflict
- 297J Contemporary Immigration in the US

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
- 278 United States and the Middle East
- 332 International Organization
- 354 The European Union
- 357 Political Economy of Regionalism
- 361 Advanced International Relations Theory
- 362 Advanced International Relations in Salzburg

History

- 120C Spotlight on History: Genocide in Modern Europe
- 141 Genocide and Globalization: 20th-Century World History
- 143 Maritime History of the World
- 162 History of the Atlantic World
- 248 Nuclear Visions, Environmental Realities
- 297J Europe and the Second World War
- 298C Taikun to Trump: A History of East Asia and the West
- 321 First World War
- 322 Europe and the Second World War
- 331 Slavery and Capitalism
- 341 The United States as Empire
- 356 Cultures and Identities of British Empire
- 397 Culture Wars: The Global Cold War
- 398C United States as an Empire

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

- 254 Global-Local Asia
- 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
- 343 Environment and Development
- 348 Economic Growth
- 378 International Trade

Global Studies

- 253 Goods, Gifts, and Globalizing Consumers

Government

- 253 Introduction to Latin American Politics
- 332 International Organization
- 344 Post-Communist Transformations
- 354 The European Union
- 357 Political Economy of Regionalism

History

- 162 History of the Atlantic World
- 330 Global Histories of Food
- 331 Slavery and Capitalism
- 397 Culture Wars: The Global Cold War
- 398 Global Histories of Food
- 398 Atlantic World and Beyond: New England in Global History

Jan Plan

- 231 Economic Development in Conflict Zones

Sociology

- 224 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
- 241 A World in Motion: Cultures of Transnationalism
- 254 Global-Local Asia

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
- 298 Economics of Developing Countries
- 318 Economics of Global Health
- 335 Topics in Economic Development
- 343 Environment and Development
- 378 International Trade

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

Global Studies

- 251 Global Displacement: Understanding Refugees and Refugee Policy
- 255 Global Health: Critical Perspectives on Health, Care, and Policy
- 352 Global Activism: From Socialist Internationalism to Today
- 398B Global Inequality Internship and Research Group

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
- 338 Field Study in African Development

History

- 330 Global Histories of Food
- 346 Global Health History
- 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
- 249 Courts, Trials, and the Pursuit of Justice
- 256 Land, Food, Culture, and Power
- 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

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
- 364 Climate Change, Justice, and Health
- 366 The Environment and Human Health

French Studies

- 297 Indigenous Resistance to Petrocapitalism (in English)
- 376 Shadows of the Past: Remembering Vichy France and the Shoah
- 379 Race and Gender in France
- 398 Time for Outrage! Disenfranchised Subjects, Political Struggles

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

- 253 Cultural Perspectives on Global Economies
- 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

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
- 332 International Organization (if papers written on human rights)
- 356 Winners and Losers in Japanese Politics

History

- 120C Spotlight on History: Genocide in Modern Europe
- 141 Genocide and Globalization: 20th-Century World History
- 229 America's Whitest State? Immigration in Maine, Yesterday and Today
- 245 Science, Race and Gender
- 356 Cultures and Identities of British Empire
- 359 History of Chinese Feminism

Latin American Studies

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

Philosophy

- 311 Philosophical Approaches to Global Justice

Sociology

- 262 Comparative Perspectives on Inequality
- 268 Social Policy and Inequality
- 297 Sociology of Immigration

Spanish

- 135B Intro to Critical Analysis: Indigenous Latin America
- 236 Medical Spanish
- 2XX Race and Identity in Contemporary Latin America
- 346 Race, Rights, and Land in the Americas
- 348 The Afro-Americas: Race, Power, and Subjectivity

Women's, Gender, and Sexuality Studies

- 225 Gender and Politicized Religion
- 343 Decolonize This Place
- 397 South Asian Feminisms

Course Offerings

GS111f Indigenous Rights in the Global Perspective This course will explore aspects of the 2022-23 theme for the Oak Institute which is Indigenous Rights. Indigenous people and communities reside in every corner of the world, maintaining their livelihood, traditions, and culture on their ancestral lands. Colonialism and the formation of modern nation-state borders have created mass human rights violations for indigenous peoples and made cultural survival increasingly difficult. Human rights abuses towards indigenous communities are extremely prevalent. The activist's work will focus on exposing violations such as forced assimilation, systemic racism, criminalization of protest, disappearance of Indigenous rights defenders, ecological exploitation, militarization of Indigenous lands. Nongraded. *One credit hour.* DIONNE

GS113f Indigenous Rights: A Reading Group 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 2022-2023 theme on *Indigenous 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.* DIONNE, MILLER

GS121j Costa Rica: Language and Engaged Learning Improve your Spanish, stay with families in 3 different regions (Heredia/San Jose, Monteverde Cloud Forest, and Playa Flamingo) and engage in service opportunities at three different Costa Rican NGOs. Optional third credit requiring submittal of a research project to one of the three organizations. *Two or three credit hours.* FRANKO

[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.**

GS214f Economic Policy and Performance in Contemporary Latin America Listed as Economics 214. *Four credit hours.* **W2, 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.

[GS227] 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.*

GS245s 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.** YODER

[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 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

[GS252] Language, Culture, Discourse Listed as Anthropology 252. *Four credit hours.*

[GS253] Cultural Perspectives on Global Economies Listed as Anthropology 253. *Four credit hours.* **W2.**

GS255s 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.**

[GS278] United States and the Middle East Listed as GO278. *Four credit hours.*

GS2XXAj Division and Unity: European Politics through Film *Three credit hours.* YODER

[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] African World-Making: 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.*

GS344f Post-Communist Transformations Listed as Government 344. *Four credit hours.* YODER

GS352f Global Activism: From Socialist Internationalism to Today Is revolutionary change possible today? Explores the promises and failures of radical movements from the First International in 1864 to the "global uprisings" of recent years. Considers the historical genealogy of today's transnational movements and their complex relationships to the modern nation-state. To what extent do labor, anarchist, anticolonial, indigenous struggles, as well as the World Social Forum, Arab Spring, and Black Lives Matter, offer ways to understand the world today and to imagine alternative political futures? Strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112. *Four credit hours.* **S.** RAZSA

GS354s The European Union Listed as Government 354. *Four credit hours.* YODER

GS3XXAs Decolonizing Europe *Four credit hours.* 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.*

GS455f 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-

GS457s 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. *Prerequisite:* Anthropology 112 or other relevant experience, and permission of instructor. *Four credit hours.* **S, I.** RAZSA

[GS483] 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.*

[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 DEPARTMENT

Chair, Professor Daniel Shea

Professors Guilain Denoeux, Joseph Reisert, Kenneth Rodman, Daniel Shea, and Jennifer Yoder; Associate Professor Lindsay Mayka; Assistant Professors Nicholas Jacobs, Nazli Konya, Carrie LeVan, and Laura Seay; Visiting Assistant Professors Milan Babik, Tizoc Chavez, and Deirdre Martin

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.** HAYES, 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, MARTIN

[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.**

[GO149A] 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.**

[GO149B] 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.**

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.** KONYA

[GO210] 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.*

GO211s 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.* CHAVEZ

GO214f 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.* SHEA

[GO216] Political Rhetoric An introduction to the theory and practice of political rhetoric through the study of historically significant political speeches and the composition and delivery of original addresses, including intensive practice in persuasive writing and public speaking. Topics include the moral status of rhetoric and the identification and use of rhetorical figures and modes of persuasion. Works studied include the funeral oration of Pericles, speeches from Shakespeare such as Antony's subversive "Friends, Romans, countrymen," Lincoln's Gettysburg Address, and King's "I Have a Dream." For the culminating exercise, students will compose and deliver their own political speeches. *Three credit hours.*

GO223f America and the World How have Americans comprehended the world beyond their borders and their role in it? Can we detect any recurring ideas and presuppositions? If so, what are their origins, recent U.S. foreign policy manifestations, and implications? This course looks for answers in a broad historical perspective spanning America's colonial beginnings and today. It identifies several traditional "master" tropes, traces their genealogy in American societal culture, and reveals their presence in U.S. statecraft at key junctures such as the two World Wars, the Cold War, the fall of communism in Europe, and the "War on Terror." Most importantly, it discusses their consequences and critically reflects on their suitability to guide future American foreign relations. *Four credit hours.* **H.** BABIK

GO225j Writers against the State: Reading the Political Novel in Prague Reveals the role of literature as a form of political protest in a city with a rich tradition of writers against the state: Prague, Czech Republic. Students will read, discuss, and write about major Czech literary artists such as Milan Kundera and Vaclav Havel, the dissident playwright who led the 1989 Velvet Revolution against communism. Classes will be combined with excursions to local sites relevant to the course material, such as the Vaclav Havel Library, Caf? Slavia, and Pankrac Prison. *Prerequisite:* Sophomore or above. *Three credit hours.* **L, I.** 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

[GO227] 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.**

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

GO231f U.S. Foreign Policy: The Cold War An analysis of the major events facing the United States during the Cold War and the controversies surrounding them. Academic and policy debates over national security doctrines, the proper place of ideology in foreign policy, the role of economic factors, and domestic political institutions. Topics include the origin of the Cold War, nuclear weapons strategy, the Vietnam War, containment and detente, and the end of the Cold War. *Prerequisite:* Government 131. *Four credit hours.*
RODMAN

[GO233] Economic Statecraft This class examines how states and other political actors use economics as an instrument of foreign policy. Among the topics to be covered are trade conflicts with Japan and China, the use of economic sanctions to promote national security and human rights, controversies surrounding the World Trade Organization's role in resolving trade conflicts between states, and the impact of transnational activist networks on corporate social responsibility. *Prerequisite:* Government 131. *Four credit hours.* **S.**

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

GO241s Politics of Public Policy in the United States Introduction to the process and institutions of public policy 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

GO242j American Politics and Film More than just entertainment, films offer insight into America's history, politics, and culture. Using film, this course will explore selected themes in American politics. Watching two films per week, it will explore the relationship on-screen depictions of politicians and the political process has with off-screen realities. By the end of the course, students will have a deeper understanding of how film provides a lens to track changes in American politics and society and gain the ability to analyze the political messages, symbols, and values in film. Previously offered as Government 297B (Jan Plan 2022). *Three credit hours.* CHAVEZ

GO245s Memory and Politics Listed as Global Studies 245. *Three credit hours.* **S, W2.** YODER

[GO245J] Memory and Politics Listed as Global Studies 245J. *Three credit hours.* **S, W2.**

[GO247] Intelligence and US National Security Policymaking Overview of the role and effectiveness of intelligence in forming and executing U.S. national security policy. Surveys and assesses the organization and function of intelligence, examines the impact of intelligence on the policy community, and reviews real world examples. *Prerequisite:* Government 111 or 131. *Four credit hours.*

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.** DENOEUX

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.** DENOEUX

GO253s 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

[GO255] 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.**

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.** MARTIN

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

GO263s Global Crisis of Democracy and Democracy Assistance Explores the manifestations and roots of the current crisis of democratic politics and their implications for democracy assistance. Examines ongoing populist, illiberal, anti-democratic, and nativist challenges to democracy worldwide, and considers competing arguments regarding the value and feasibility of democracy aid in this new context. Reflects on the needed rethinking of democracy assistance to fit both a different global landscape and what development professionals have learned from three decades of experience with supporting democracy abroad. Taught from a practitioner's perspective. *Four credit hours.* **S.** DENOEUX

GO264f Democracy and Human Rights in Latin America What have been the challenges associated with the establishment and consolidation of democracy that protects human rights in Latin America? This course examines democracies and authoritarian regimes in Latin America over the past 50 years, with a particular emphasis on the quality of democracy and protection of human rights in the current period. Topics discussed include the breakdown of democracy; democratization; social movements; citizenship; state violence; and the rights of marginalized groups, including the poor, racial and ethnic minorities, women, and LGBTQI individuals. *Four credit hours.* **S, W2, I.** MAYKA

[GO266] German Politics: 2021 Election Introduction to 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 analyze the 2021 Bundestag election and government formation process in real time and reflect on Merkel's legacy. *Four credit hours.* **S.**

[GO271] Classical Political Theory An introduction to the political thought of classical antiquity, including the works of Thucydides, Xenophon, Plato, Aristotle, and Cicero. Topics include the nature of justice, the merits of direct democracy and other institutional forms, and the attributes of the ideal leader. Students will demonstrate their understanding of the primary texts and their ability to formulate original arguments in political theory by means of papers and exams. Class sessions are conducted as a mixture of lecture and discussion.

Prerequisite: Government 171 or Philosophy 211. *Four credit hours.*

[GO273] American Political Thought A survey of fundamental principles of American political thought as presented in the writings of such authors as Hamilton, Jefferson, Lincoln, and Roosevelt. General themes include the notion of republican government, concepts of liberty and equality, and the role of property in democratic society. Designed to provide students with an opportunity to develop critical-thinking and writing skills. *Four credit hours.*

[GO278] 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.*

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.** HAYES, LEVAN, MARTIN

GO297f Sexuality, Gender, Feminism This Colby Across the Walls (CATW) course is an introduction to the interdisciplinary feminist study of gender and sexuality. It reviews the material, historical, and theoretical approaches to body, gender, sexuality, and investigates how those approaches are complicated by race, capitalism, coloniality. CATW courses enroll students on campus and students who are currently/recently incarcerated to build learning communities in the classroom and beyond. Classes will take place on campus and inside Maine prisons. Students will need to have room in their schedules to travel on selected Wednesday-Friday afternoons (12-4pm) for off-campus classes. *Four credit hours.* **S, U.** KONYA

[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.**

GO313f 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.* HAYES

[GO314] Civil Liberties in American Constitutional Law An examination of legal, moral, and philosophical controversies involving rights and liberties arising under the Bill of Rights and the 14th Amendment. Topics include the nature of rights and theories of constitutional interpretation; the right to the free exercise of religion and the establishment clause; freedom of expression; the "right of privacy" and protections for contraception, abortion, and homosexuality; and affirmative action and the status of women and minorities under the law. Readings include U.S. Supreme Court cases and related works of moral and political philosophy. *Prerequisite:* Government 111 or 115. *Four credit hours.* **U.**

[GO315] Minority Representation Inequalities persist throughout everyday life and remain apparent within American political institutions. We will examine how these inequalities manifest in American political institutions and why they matter. Part I will explore the multifaceted nature of representation. Part II will explore the conditions that affect minority representation, specifically: population size, public opinion/support, interest group support, and group access to resources. Part III will focus on the future of representation, paying close attention to changing demographics. *Prerequisite:* Government 111 or 115. *Four credit hours.* **S, U.**

[GO318] 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.*

[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 America's exceptional development. *Prerequisite:* Government 111 or 115. *Four credit hours.* **S.**

[GO330] 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.**

[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.*

[GO343] Diplomat in Chief: Presidential Leadership on the Global Stage Examines the American president's international leadership. It will cover topics including how the president's role as world leader developed, how and why the president interacts with foreign leaders, summitry, the role of commander in chief, and how domestic politics affect a president's international leadership. *Four credit hours.*

GO344f Post-Communist Transformations Examines the rise and fall of communism in Russia and Eastern Europe, then explores patterns of post-communist political reforms and outcomes. Focuses on the Putin presidency, its impacts on Russian politics and society, and the consequences for stability in the region. *Prerequisite:* At least one government course. *Four credit hours.* **YODER**

GO354s The European Union How should we understand the European Union? Is it a regional trade bloc, an international organization, or even a state—and, if so, what kind? Is it, as some have suggested, a superpower on par with the United States? If it is as significant as many attest, what are the implications for the primacy of nation-states and national sovereignty? A detailed and critical understanding of what the EU is and how it works. Through a variety of assignments, students analyze the design, construction, and operation of the new institutions of governance in Europe. *Prerequisite:* Government 131 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.**

[GO356] Winners and Losers in Japanese Politics An exploration of Japanese politics, with a focus on the evolving struggle between traditional insiders (such as government bureaucrats and corporate executives) and traditional outsiders (such as labor unions and housewives). *Four credit hours.* **I.**

[GO357] Political Economy of Regionalism Comparative analysis of economic and political integration in three regions: Europe (the EU), North America (NAFTA), and Asia. Why do states agree to give up some sovereignty by cooperating on regional projects? Why do these projects vary so much from region to region? Global lab. *Four credit hours.*

[GO358] Comparative Arab Politics Builds on knowledge acquired in Government 252 to provide an in-depth understanding of the political dynamics of selected Arab countries. Highlights both similarities and differences in political processes across countries, evaluates

the political changes taking place in each of them, and delves into the nature of the specific challenges they confront. *Prerequisite:* Government 252 *Four credit hours.*

[GO359] Political Ideologies and the New Illiberalism An exploration 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, and the collapse of Soviet-style communism. The course then turns to the recent explosion of nationalism and populism in Europe, the United States and elsewhere. *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.*

[GO414A] 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.*

[GO414B] 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.*

GO417s 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.* **JACOBS**

[GO420] 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.**

[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. *Four credit hours.*

GO425f Seminar Political Leadership Leadership in politics is essential, but political leadership as a concept can be elusive. This seminar explores the nature of political leadership and the various forms it can take. Approaching the topic from historical and contemporary perspectives, it explores questions such as: What is leadership? Why does it matter? What makes a successful leader? What is the role of followers in leadership? How do issues of race, gender, sexuality, and class affect perceptions of leaders? By the end of the course, students will have a deeper appreciation for the complexities of political leadership and how we study and think about it. *Prerequisite:* Senior standing. *Four credit hours.* CHAVEZ

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

[GO454] Seminar: Politics of Development: State, Society, and Markets An inquiry into why some developing nations have managed to achieve industrialization and rising standards of living while others have not, with special attention to the relationship between state and society as one of the key factors in the development process. Cases include South Korea, Nigeria, Brazil, and India. *Prerequisite:* Senior standing as a government or global studies major. *Four credit hours.* I.

[GO455] 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.

[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.

GO483f Honors Workshop Individual and group meetings of seniors and faculty members participating in the government honors program. *Prerequisite:* Admission to the honors program. *Four credit hours.* FACULTY

[GO483J] Honors Workshop *Noncredit.*

GO491f, 492s Independent Study A study of government through individual projects. *Prerequisite:* Government major and permission of the instructor. *One to four credit hours.* FACULTY

GO4XXAs Seminar: Populism and Public Emotion Four credit hours. KONYA

GO4XXBs Seminar: Asian Security Four credit hours. MARTIN

GREEK

In the Department of Classics

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

Course Offerings

GK111s 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. TAYLOR

[GK111J] 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.

[GK112] 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.

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.

GK263f Euripides Euripides has been acknowledged as a master of Greek tragic poetry since his own time and is one of only three tragic poets to survive from antiquity. Tragedy is a complex literary form that incorporates a wide range of discourse models and literary borrowings, and any study of these plays will exercise students literary sensitivities and sensibilities. With the core focus on the text of a single Greek play, this course prioritizes the study of the linguist and literary qualities, while carefully locating the play in its historical contexts. Prerequisite: Greek 131 or equivalent. Four credit hours. L. BARRETT

GK2XXAs Lucian Four credit hours. TAYLOR

[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. Students will carry out an independent research project. 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 DEPARTMENT

Chair, *Associate Professor Arnout van der Meer*

Professors Raffael Scheck, Larissa Taylor, and Robert Weisbrot; Associate Professors John Turner and Arnout van der Meer; Assistant Professors Kelly Brignac, Inga Diederich, Danae Jacobson, and Sarah Duff; Visiting Assistant Professors Chelsea Davis and Virginia Olmsted McGraw

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

For the Class of 2025 and above: 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. Please consult with your advisor about the distribution of courses within the major.

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."

For the Class of 2026 and on: Eleven semester courses in history (of at least three credits each), to include History 276 (Patterns and Processes in World History) and HI 3xx (What is Past? The Historian's Craft); two 300-level courses (HI 3xx does not count toward this requirement); a research seminar at the 400-level; and at least one course each in four of the following fields: African history, Atlantic World history, East Asian history, European history, U.S./American history, Middle Eastern history, Russian/USSR history, Southeast Asian history. At least two courses must be in premodern history, as designated by the department (please consult with your advisor or the department chair). Students are required, in consultation with their advisor, to articulate a concentration in the fall of their sophomore year or upon declaring as a history major (e.g., comparative history of religion, power and racial inequality, nations and nationalism, etc.). This concentration is explored in at least four courses. The presumption is that the two 300-level courses will likely be, but are not required to be, in this concentration. All majors are required to participate in a one-credit colloquium series in their senior year.

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 400-level research seminar taught by a departmental faculty member in which they write a major research paper. The two 300-level courses and the 400-level 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 400-level seminar requirement. Although it is not required, many of these students choose to do the 400-level seminar in their junior year. The honors thesis courses (HI 483, 484) count toward the 11-course total.

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 non-departmental courses that are approved for the major.

The point scale for retention of the major applies to all courses in history. No requirement for the major may be taken satisfactory/unsatisfactory. No course will count for the history major if the grade is lower than C-. Seniors with a GPA of 3.75 or higher in history courses will graduate with "Distinction in the Major."

Honors in History

Admission to the yearlong honors program requires at least a 3.5 grade point average in the history major and approval by the department. Honors projects signify a serious engagement with independent scholarship; interested students should plan to devote a large portion of their academic time to the project during their senior year. Students should begin planning for the honors project by the end of the spring semester of their junior year and, at the discretion of the history professor who agrees to act as honors advisor and following approval of a detailed research proposal by the department faculty as a whole, may be admitted in the first semester of the senior year to the honors program. A total of up to eight credits may be given for the year, including January Program credit. The honors thesis must receive at least an A- grade for the student to graduate with "Honors in History." For specifics on the procedures and expectations for Honors in History, as well as guidelines for writing the research proposal, please refer to the [History Department's website](#).

Course Offerings

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

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

HI112s Europe Since the Seventeenth Century 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

HI120Cf Spotlight on History: Genocide in Modern 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? How do we distinguish between genocide, crimes against humanity, ethnic cleansing, war crimes, and other atrocities? Focus on survivor testimony and historians' debates on the motives of the perpetrators, the experience of victims, and ways of coming to terms with the past. *Four credit hours.* **H, W1, I.** SCHECK

[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.

[HI120E] 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.**

[HI120F] 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.

HI131f Survey of U.S. History, to 1865 This course surveys U.S. history through Reconstruction. We give special consideration to the central paradox of slavery and freedom in the U.S., as well as to conflicts between Indigenous and European peoples. It is impossible to "cover" all of U.S. history in this period. Instead, we follow a chronological trajectory and explore a theme each week. Themes include colonization, slavery, religion, labor, gender, and war. Throughout, we listen empathetically to voices from the past, and center marginalized voices who have not been the writers of historical narratives.

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.

[HI141] 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.

[HI143] 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.**

[HI144] Patterns in East Asian History, to 1600 A survey of East Asian history from antiquity to around 1600, concentrating on the development of a broad East Asian world system and the political, social, economic, and cultural negotiations that produced it. From the origins of human civilization in the region through the evolution of shared but contested cultural touchstones?including philosophical and religious systems, economic networks, and political rubrics?East Asia has been a dynamic driver of global history. It will provide students with basic literacy in East Asian history and cultures with a substantive emphasis on common systems, practices, and experiences across East Asia. Through it, students will gain the ability to assess and reevaluate the contested contours and multiple meanings of "East Asia" on a deep historical basis. *Four credit hours.* **H.**

[HI146] Modern East Asian History, 1600-Present A survey of East Asian history from around 1600 to the present, concentrating on the drastic changes that transformed the regional order and meaning of "East Asia" during the modern era. From the Manchu conquest in the seventeenth century through the Western "opening" of Asia in the nineteenth century to the violent conflicts and rapid development of the twentieth century, historical contingency and local contexts have shaped a distinct form of East Asian modernity. It will to provide students with basic literacy in modern East Asian history and cultures with a substantive emphasis on the interaction between global and local systems in East Asia. Through it, students will gain the ability to assess and reevaluate the meaning of modernity in East Asia on an informed historical basis. *Four credit hours.* **H.**

[HI149] 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.**

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

HI158f History of Ancient Greece and the Near East Listed as Classics 158. *Four credit hours.* **H.** TAYLOR

HI162f History of the Atlantic World Explores the interconnected histories of Europe, North America, Latin America, and Africa through the lens of trade, migration, and the exchange of ideas, including revolutionary ideals. It begins with the reasons why Europeans sought out increasing trading connections with Africa and Asia, and how this drive impacted the so-called "discovery" and subsequent colonization of the Americas. Covered topics include genocide against Native Americans and land dispossession; the importation of African slaves; the growth of the plantation economy, especially in the Caribbean; and slavery. Also covers the Age of Revolutions, including the American, French, Haitian, and Spanish-American revolutions. The course ends with abolitionism and the rise of the mass indenture of South Asians in the 19th century. *Four credit hours.* **H, I.** BRIGNAC

HI164s Africans and the Making of the Atlantic World Voodoo. Gumbo. Revolutionaries. The banjo. How did Africans shape the societies, cultures, and religions of the Atlantic World in the era of the trans-Atlantic slave trade? To what extent did Africans bring their cultures with them to plantations in the Americas, and how did these practices shape life in these societies? Can we see these legacies today? Students will gain an understanding of the brutality of Atlantic slavery and the ways that Africans sought to survive it. Societies covered include Brazil, Cuba, Haiti, Jamaica, and the U.S. *Four credit hours.* **H, I.** BRIGNAC

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

[HI183] History of the Premodern Middle East The history of the Middle East from the rise of Muhammad to the rise of the Ottomans and Safavids. The spread of Islam, the development and application of religious and political authority, the Umayyad and Abbasid dynasties and their successors, the development of Islam in both its formal and more folk forms, the development of literature, art, science, and society. Gives a broad and deep understanding of the Middle East that will allow for more nuanced interpretations of current events grounded in an understanding of the long historical context. *Four credit hours.* **H, I.**

HI184f 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.** LI

HI1XXAs What is Nature? *Four credit hours.* JACOBSON

[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.**

[HI217] Tudor England, 1485-1603 Focuses on the social, religious, political, economic, and nationalistic changes after the fall of the Plantagenet dynasty in 1485. After reading numerous biographies and primary sources, it will culminate in a research paper studying the history of one year based on primary sources from the period. Numerous out-of-class films will supplement class discussion and lectures. Previously listed as History 316. *Four credit hours.* **H.**

HI222j 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. Previously offered as History 297J (Jan Plan 2021). *Three credit hours.* **H, I.** SCHECK

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

HI225j Race and Democracy in the Nation's Capital Explores how race has shaped the history and present of Washington, D.C., the city that best captures America's expansive democratic hopes and our enduring realities of racial inequality. We will examine how racial issues from slavery, Reconstruction, and civil rights to urban violence, the drug war, and education reform have shaped the nation's first black-majority city. Students will analyze and interpret primary and secondary historical sources, and they will learn to write and speak more confidently, clearly, and concisely. *Three credit hours.* **H, U.** ASCH

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.** OLMSTED MCGRAW

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. *Four credit hours.* **H, I.** OLMSTED MCGRAW

[HI229] 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.**

[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.**

HI235f A Shrimp Between Whales: The Making of Modern Korea, 1800-1945 A survey of transformations of life on the Korean peninsula through waves of foreign intervention in the 19th-20th centuries. From foreclosed internal reforms through the trauma of colonization, Korean society, politics, and culture changed in fundamental ways that persist today. This course rethinks the relationship between modernity, colonialism, and the formation of national identity, by examining how Koreans within and beyond the peninsula rejected, deflected, and even embraced various manifestations of modernity (missionary Christianity, Qing imperialism, Japanese colonialism, and American militarism) on the path to Korean modernity. *Four credit hours.* **H, I.** DIEDERICH

[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.**

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

HI244s Brothers at War: The Two Koreas, 1945-Present Nukes in the north and K-Pop idols in the south. The two Koreas could not seem more different today, but their division is barely a generation old. Why was Korea split and how did the two halves come to diverge so drastically? To answer these questions, this survey explores inter-Korean relations and their global contexts from division through experiences of civil war, rapid development, and geopolitical rivalry through a range of readings and media. Throughout, North and South Korea have vied for peninsular primacy and global prestige on the one hand, while upholding a shared narrative of common but sundered Korean identity on the other. *Four credit hours.* **H, I.** DIEDERICH

[HI245] 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.**

[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: Cultural Artefacts in Museums Traces themes of African history between the 19 and 20th centuries through the examination of cultural artefacts in museums, such as early European intervention, the spread of Islam, migration, intellectual property, and independence movements to reveal the dynamic nature of the continent. Analyzes issues of social, economic, and political development as a critical examination of historical events. Approaching via artefacts provides tools to understand current debates of restitution and exoticization of artwork and to reveal power dynamics established between Africa, Europe, and Asia. By analyzing artefacts and other sources, students problematize historical developments to challenge preconceived notions of the continent and to understand a range of different histories of societies. *Four credit hours.* **H, I.** COULON

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.** BRIGNAC, DIEDERICH, 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.**

HI298As China and the Middle East: Commodities, Ecology, Infrastructure How did cellulose fiber paper become a globally circulated technology after its invention in Han China? How did Islam spread out from the Middle East to Central and East Asia? What role does infrastructure play in the contemporary rejuvenation of the Silk Road? This course opens up a new perspective of transnational history between China and the Middle East as interconnected and mutually constituted entities. Moving chronologically from the Ancient Silk Road to the contemporary Belt and Road Initiative, depicting a grand picture of long-dur?e communications between two regions, it focuses on the contours of material exchanges, technology transfers, long-distance travel, and the spread of ideas and religious beliefs. *Four credit hours.* **H.** LI

[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.**

[HI314] 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.**

HI319s Sexuality 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.** TAYLOR

[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.**

[HI321] The First World War Covers the origins of the war, its impact on European societies, the experience of soldiers and of civilians on the home front, and the war's long-term legacy in Europe and the wider world. Focus on the meaning of total war, patterns of intolerance and persecution, the crusading spirit, and the sheer scale of violence. Includes an individual research component. *Prerequisite:* A W1 course. *Four credit hours.* **H, W2, I.**

[HI322] Europe and the Second World War Seeks a deeper understanding of the origins of the war, its military, civilian, and diplomatic aspects, and its effects. Focuses on Nazi-dominated Europe and the dynamics of repression, resistance, collaboration, and accommodation. Includes debates on crucial aspects of the war and a strong research component. Goal is to understand historical processes in their dramatic and unsettling openness—important, as the outcome of the war was initially hard to predict, leading many Europeans to make decisions based on false expectations. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **H, W2, I.**

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

HI326s Constantinople: 330-1453 Discussion based seminar that will focus on the foundation and development of Constantinople in 330 to its fall to the Ottoman Turks in 1453. Specific topics will include the idea of the New Rome, exchanges between East and West, religious controversies, the achievements and failures of Justinian and Theodora, conflict between Eastern Christians and Muslims, the Crusades, colonization by Italian city-states, and the fall to the Ottoman Turks in 1453. *Four credit hours.* **H.** TAYLOR

[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.**

[HI331] Slavery and Capitalism Grapples with the debate begun by E. Williams in his 1944 book *Slavery and Capitalism*: what is the relationship between slavery/abolition and capitalism/industrialization? Introduces the economics of slavery in the Atlantic world, inclusive of the N. Atlantic, the Caribbean, and the S. Atlantic. Examines the European merchant houses that funded the trans-Atlantic slave trade; the commodities and profits generated by enslaved labor; the extent to which this capital filtered back to Europe, including British industrialists; and the relationship between economics and morality in the push to abolish the slave trade and slavery. Underlines the extent to which slavery and the slave trade helped form contemporary business practices and banks, including life insurance, and management practices. *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

[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.**

[HI339] 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.**

[HI341] 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.**

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

HI348f 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

HI351f Desiring Asia: Gender and Sexuality in East Asia Explores comparative formations of gender, sexuality, and race in East Asia and Asian diasporas from the early modern era to the present. Examines the development of gender identity and cultures of sexuality at the intersection of patriarchy, colonialism, Orientalism, and nationalism, and military imperialism. Topics include "traditional" female entertainers (Japanese geisha and Korean kisaeng), the Janus-faced figures of the "new woman" and "modern girl", the Good Wife, Wise Mother paradigm in the modern nation-state, sex work and military imperialism, Orientalism and Asian fetish, and Queer cultures. Students will consider how Asian bodies have been shaped by gender narratives, practices, and cultures of sexuality, and critically analyze the co-

production of gender, sexuality, and race. *Four credit hours.* **H, I.** DIEDERICH

HI353f Gender, Sexuality, and Power in Atlantic Slavery How did women shape the history of slavery and freedom in the Atlantic world? We often imagine that enslaved men did the bulk of the labor on plantations and that white men, not women, enslaved people. Recent research suggests that Black women were disproportionately represented in field labor, and they performed the reproductive labor of having and caring for children. In this Critical Race course, students will learn about the ways Black women used to survive slavery, white women's roles in perpetuating slavery, and how Black women defined freedom after slavery's end. Places covered include Haiti, Brazil, Senegal, Barbados, and the United States. **Critical Race Collaborative course.** *Four credit hours.* **H, I.** BRIGNAC

[HI356] 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.**

HI357f Culture Wars: The Global Cold War During the Cold War, Soviet and American leadership waged a culture war that paralleled nuclear proliferation, the space race, and proxy wars. This course will highlight Soviet and American competition in other countries, including the Eastern bloc, Cuba, India, and the DR Congo. We'll explore how television, music, books, advertisements, and consumer goods had a profound impact on culture worldwide and the ways in which acceptance of, and resistance against, international hegemony shaped the twentieth-century world. Previously offered as History 397 (Fall 2021). *Four credit hours.* **H.** OLMSTED MCGRAW

HI358s Women, Gender, and Sexuality in Russia Traces the evolution of gender roles and sexual identities in Russia from the early modern period to the present. Through monographs, novels, images, and film, we will explore Russian understandings of the gender roles of men and women in the context of Orthodoxy, autocracy, serfdom, revolution, World War II, and the Cold War. We will address topics such as witchcraft, female seclusion, feminism, free love, the new "Soviet man and woman", and the contemporary LGBT movement. *Four credit hours.* **H, I.** OLMSTED MCGRAW

[HI359] 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.**

[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

[HI381] Women and Gender in Islam A comprehensive introduction to the construction of gender in the Islamic Middle East. Puts the lives of contemporary Muslim women and men into a deeper historical perspective, examining the issues that influence definitions of gender in the Islamic world. Through monographs, essays, novels, stories, and film, examines the changing status and images of women and men in the Qur'an, hadith/sunna, theology, philosophy, and literature. Traces changes and developments in those constructions of identity beginning with the rise of Islam and continuing through contemporary understandings. *Four credit hours.* **H, I.**

[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.**

HI397Af Dark Matters: Technology and its Discontents in the Middle East While technologies allow human societies to achieve unprecedented progress, they also induce multiple forms of political and social inequality. Consequently, unethical uses of those same technologies not only hit media's headlines for public attention, but also cause legal disputes among secular professionals and religious scholars throughout the Middle East. This course focuses on innovative yet parasitical and troubling usages of technology, including drug smuggling and addiction, theft and sabotage regarding infrastructure, assisted reproductive technologies, and so forth. Drawing from interdisciplinary perspectives, this course aims to approach technology as more than invented objects, but as situated within larger frameworks of politics, socio-economy, and culture of the Middle East. *Four credit hours.* **H.** LI

HI397Bf Digital Archives and the British Empire Digital archives offer new approaches to history. Opening with their ethical, practical, and moral problematics, we encounter questions about ownership, access, and dissemination. Divided into major themes like land ownership, colonial expansion, independence movements, and gender dynamics, each unit analyzes one Endangered Archives Programme project (British Library), and other digital humanities projects. Students critically think about the social dynamics of 19 and 20th century Empire and dissect Euro-centered contemplations of global imperialism. Focusing on online archives of the British Empire, students attempt to recover voices of individuals often silenced, exposing them to new ways of doing history that develop digital literacy, historical examination, and critical thinking. *Four credit hours.* **H, I.** COULON

HI398As Bandits, Terrorists, and Freedom Fighters: A Global South History Examines interlinked categories of bandit, terrorist, and freedom fighters to understand insurgency as a politically and socially constructed concept throughout modern history of the Global South. It approaches specific instances of illegal use of force in their sociopolitical and historical settings, and builds toward a consideration of insurgency from "the actors' points of view." Through the categories of bandits, terrorists, and freedom fighters, it considers broader issues in history and international relations, such as structure and agency, state power and sovereignty, and definitions of legal and illegal uses of force. This course provides an analytical framework to understand violence and its intentionality, and to think critically about the (il)legitimacy of violence. *Four credit hours.* **H, I.** INSTRUCTOR

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 Discussion-based seminar on the historical responses to major contagious diseases of ancient and premodern Europe. We will focus on bubonic/pneumonic plague, leprosy, typhus, and syphilis), medical knowledge/treatments, attitudes to death and dying, scapegoating/pogroms, and civic and religious responses to the unknown that ranged from quarantines to isolation to attitudes of "eat, drink and be merry." We will then study societies in the aftermath of catastrophic outbreaks of contagious diseases. The course will begin with a study of how contemporaries have dealt with COVID-19. *Prerequisite:* Junior or senior status. *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.*

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

INTEGRATED STUDIES

Coordinator, *Visiting Assistant Professor Jesse Meredith*

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.*

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

[IS149] 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.*

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 a transcript notation. At the discretion of the faculty sponsor and DavisConnects, and with the completion of a final 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 on the DavisConnects website.

ITALIAN STUDIES

In the Department of French and Italian Studies

Chair, Associate Professor Mouhamédou Niang (French)

Associate Professor Gianluca Rizzo and Assistant Professor Danila Cannamela; Language Assistant Veronica Bartucca

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

IT125Tj Italian I in Genoa Basic comprehensive course for students with little or no previous knowledge of Italian. Focus is on developing the reading, writing, speaking, and listening skills needed to gain fluency in Italian and on familiarizing students with basic aspects of Italian culture and geography. Learning in the classroom takes place entirely in Italian and is task based, involving group activities, interviews with fellow students, and role-playing exercises. A full immersion environment allows students to continually practice what they learn, while enjoying the beauty of Italy. Estimated cost: \$3,500. *Three credit hours.* BRANCIFORTE

IT126s Italian II Continued basic comprehensive course for students with elementary knowledge (Italian 125 or equivalent) of Italian. Focus is on continuing development of the reading, writing, speaking, and listening skills gained in Italian I and on increasing students' familiarity with aspects of Italian culture and geography. Learning in the classroom takes place entirely in Italian and is task based, involving group activities, interviews with fellow students, and role-playing exercises. *Prerequisite:* Italian 125 or equivalent. *Four credit hours.* 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.* INSTRUCTOR

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. CANNAMELA

[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.

IT235f 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.* BARTUCCA

[IT242] 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.

[IT244] Pastoral Cookbook: Classic Recipes and New Cooking Techniques Investigates the idea of the pastoral as a "comfort food recipe" rooted in the classical tradition, whose simple ingredients have inspired sophisticated "cooking techniques" and contemporary reinventions. Students will explore four ingredients—milk, root vegetables, meat, and honey—through literary and visual texts, and theories in the environmental humanities. They will also engage in experiential learning by visiting local organic farms. Students will share their

findings in a digital pastoral cookbook in which recipes and stories from the farms are connected with ancient and contemporary narratives of pastoral landscapes. Taught in English. **Freedom and Captivity humanities lab.** *Four credit hours.*

IT246s Wild Writing: A Comparative Experiential Approach to Eco-poetics (in English) Explores how the notion of wilderness & has shifted across epochs and cultures. Students will conduct textual analysis of contemporary poetry and lyrical prose, compare and contrast Italian and English literature, and engage in experiential activities, including hands-on projects and a writing retreat on Colby Island Campus, led by British eco-poet Helen Moore. Conducted in English. *Four credit hours.* **L.** CANNAMELA

IT248s Feminist and Queer Narratives in Italian Cinema (in English) Explores how Italian cinema has engaged with gender and sexuality to challenge constructs of heteronormativity while developing broader discourses about family, social relationships, and national politics. Students will learn about Italian feminist activism and the sexual liberation movement, and use these frameworks for film analysis. They will watch recent successful films such as *Call Me By Your Name* and *The Ignorant Fairies*, independent documentary films featuring key figures of the trans movement, as well as Italian classics such as *La Dolce Vita*. Conducted in English. *Four credit hours.* 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.**

[IT346] 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.**

[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.**

[IT373] 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.*

[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

- AA225j Race and Democracy in the Nation's Capital** *Three credit hours.* H, U. ASCH
- AM117j Fundamentals of Screenwriting** *Two credit hours.* WILSON
- AR117j Introduction to Art Conservation and Preservation** *Three credit hours.* ROTH-WELLS
- AR131Jj Introduction to Studio Art** *Three credit hours.* A. BOURNE
- AR136j Introduction to Digital Media Design** *Three credit hours.* A. JACOBSON
- AR218j Architectural Design Workshop** *Three credit hours.* SHAW
- AR219j Introduction to Bookbinding: Techniques and Intangibles** *Three credit hours.* EDDY
- AR297Cj Art Museums and Exhibition Histories** *Three credit hours.* SANCHEZ
- AY119j The Anthropology of Utopias** *Three credit hours.* S. HRISKOS
- AY125j Design Thinking and Product Innovation** *Three credit hours.* NAYLOR
- AY133j Legal Culture of Guantanamo Bay Prison** *Three credit hours.* PANOPOULOS
- AY136j Criminal Justice Reform in Maine** *Three credit hours.* WARREN
- AY197j The Stories We Tell: Common Narratives of Criminal Justice** *Three credit hours.* S, U. INSTRUCTOR
- BI111j Emergency Medical Technician Training** *Two credit hours.* INSTRUCTOR
- BI118fj Sustainable Agriculture and Food Systems** *Three credit hours.* N. MARSHALL
- BI125j Science and History of Fermentation** *Three credit hours.* N. ANDERSON

BI224j **Biology of Vaccines** *Three credit hours.* HOBART

BI265j **Introduction to Human Anatomy and Physiology** *Three credit hours.* N. KLEPACH

BI347j **Comparative Developmental Cell Biology** *Three credit hours.* ANGELINI

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

CI287j **Postwar U.S. Cinema and Culture, 1946-1964** *Three credit hours.* HAUSKE

CL177j **The Trojan War in the Context of the Collapse of Late Bronze Age** *Three credit hours.* H, I. HELM

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

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

ED223j **Digital Storytelling in Education for Social Justice** *Three credit hours.* PIERCE

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

EN221j **Style and Substance: Writing Fiction by Imitation** *Three credit hours.* A. O'DONNELL

ES214Jj **Introduction to GIS and Spatial Analysis** *Three credit hours.* GIMOND

ES224j **Creative Environmental Storytelling** *Three credit hours.* WILLIAMS

ES246j **Ocean Forecasting: AI, Ecology, and Data Justice on the Seas** *Three credit hours.* RECORD

ES247j **Climate Geoengineering: Evaluating Strategies to Sequester CO2** *Three credit hours.* EMERSON

ES279j **Geology of Bermuda** *Three credit hours.* N, Lb. RUEGER

ES397j **Wildlife and Conservation in NAMibia** *Three credit hours.* NYHUS

FR127Jj **French III (Paris)** *Three credit hours.* DAVIES

GE247j **Climate Geoengineering: Evaluating Strategies to Sequester CO2** *Three credit hours.* EMERSON

GE279j **Geology of Bermuda** *Three credit hours.* N, Lb. RUEGER

GO225j **Writers against the State: Reading the Political Novel in Prague** *Three credit hours.* L, I. BABIK

GO242j **American Politics and Film** *Three credit hours.* CHAVEZ

GS121j **Costa Rica: Language and Engaged Learning** *Two or three credit hours.* FRANKO

GS2XXAj **Division and Unity: European Politics through Film** *Three credit hours.* YODER

HI222j **Europe and the Second World War** *Three credit hours.* H, I. SCHECK

HI225j **Race and Democracy in the Nation's Capital** *Three credit hours.* H, U. ASCH

HI226j **Cities from Scratch: A Global History of New Towns** *Three credit hours.* H. MEREDITH

IT125Tj **Italian I in Genoa** *Three credit hours.* BRANCIFORTE

JP006j **Furniture Making** An introduction to the basic techniques and design skills that will enable students to create fine furniture. Hand- and power-tool techniques taught in a well-equipped shop at the Colby-Hume Center. \$100 lab fee. Nongraded. *Prerequisite:* Permission of the instructor. Contact Daniel Camann at djcamann@colby.edu *Noncredit.* CAMANN

JP007j **Blacksmithing** An intensive introduction to the fundamental processes involved in forging and forming iron (steel), taught in a well-equipped shop at the Colby-Hume Center. Primary focus will be the development of the skills and understanding necessary to complete assigned exercises using fire, hammer, and anvil. Students will also work individually with the instructor to design and execute a final project. Materials fee: \$100. Nongraded. *Prerequisite:* Prospective students should submit a brief essay outlining their interest in the course to the instructor, Steve Murdock, at scmurdock@uninets.net. Final selection will be by personal interview. *Noncredit.* MURDOCK

JP021j **Integrating Mindfulness into Work, Health, Play, Relationship** Mindfulness is the study and practice of paying attention to what is happening right here, right now, before judgment, and responding to the situation from the place of balance and center rather than reacting from old patterns. We will study the history and neuroscience research of mindfulness with emphasis on techniques for everyday life. With lightheartedness we will study the mind/body connection. Our study and practice comes from the work of Nancy Hathaway, founder of the Center for Studying Mindfulness, and Jon Kabat-Zinn, founder and director of the Mindfulness Program at the University of Massachusetts Medical Center. Nongraded. *Noncredit.* HATHAWAY

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. *Three credit hours.* KELLY

JP121j **"Dare Skyward" Flying: Ingenuity, Practicality, and Adventures in Life** Students will explore greater heights of imagination and life-goals using aviation as a medium. By studying real-life innovators in aviation who went far beyond the conventional thinking of their day (such as the Wright Brothers for example), they will be guided to extend their own boundaries of thought. Aviation ground-school curriculum will give students the tools to understand flight and the importance of good training and personal discipline required of pilots. The exploration of air and space, and adventures of those they will read about, will inspire the genius within each student and lead to life-changing experiences. Nongraded. ~ *Three credit hours.* MCCULLOCH

JP122j **Form and Function: Pottery on the Wheel** Designed to develop basic skills needed to create functional forms. The making - from wedging to trimming and finishing, decorating, glazing and firing will be covered. A mug, a cup, a bowl and more become your own once the skill is mastered and you are free to find your own voice. Dedication is necessary; play is encouraged. Nongraded. *Three credit hours.* HOBART

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

JP124j **Sound Reporting: Journalism in Action and Theory** Offers both a theoretical and hands-on approach to journalism, with an emphasis on radio reporting. Students are expected to do real leg work for stories, from initial research to sourcing, interviewing/audio recording, fact-checking and structuring final pieces. Alongside the pavement-pounding students will study the fundamentals of sound reporting and its purpose in society, and debate and complete written assignments on issues pertaining to ethics, fairness, ~Qtruth,~R objectivity and bias. The course will use at least 4 nonfiction books by journalists and myriad sample articles/radio pieces to improve

understanding of what constitutes proper journalism. *Three credit hours.* HADDEN

JP126j Consciousness, Creativity, and Identity: A Journey into the Self This innovative course will offer students an opportunity to dive within discovering and exploring their own boundless creative potential. Consider this course an experimental incubator for the creation of ideas, reflections, and a renewed sense of self. Emphasis will be placed on process with student~Rs journaling, discussing, and meditating together. This unique course offering hopes to investigate new methods of inquiry, pushing students to re-integrate their own creativity and imagination. During the first week of class students will be trained in Primordial Sound Meditation (PSM). In class, we work to address several key questions: - What is the relationship between objective, subjective, and transcendent ways of knowing? How might we begin the practice of liberation in our daily life? *Three credit hours.* BEAUREGARD

JP128j Experiential Entrepreneurship Why do most start-ups fail? Because they fail to start. New Enterprises, taught by a Colby College Alumni and successful entrepreneur and investor, aims to demystify the process of starting and growing a new enterprise. Students will learn many aspects of entrepreneurship, both in theory, and in practice, as they generate new business ideas, pitch ideas to fellow students, and work in teams to write business plans, investor pitch decks, and to ultimately make their pitches to actual angel investors and venture capitalists. With their new ventures as their backdrop, students will learn by doing, and in their actions, they will take the most important step to becoming a successful entrepreneur. *Three credit hours.* BARRON

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. INSTRUCTOR

JP136j Shakespeare for Actors: Text, Movement, Voice What do you do when you're handed a script by William Shakespeare? How do you navigate the 400 years of criticism and cultural weight of Shakespeare's works? This course aims to give you the tools to analyze text with the eyes of the actor, to become a text detective and find the clues Shakespeare gives you to help you with character building, and then how to take that critical analysis out of your head and into an embodied performance on stage. The first part of the class will focus on developing critical thinking rooted in the textual analysis of rhythm, antitheses, repetition, and sound patterns. The second half of the class will take this critical analysis and put it into practice through voice and movement work, culminating in a final workshop performance. *Three credit hours.* A. KARP

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

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

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 will learn how to forecast weather patterns using these principles. The changing climate and it's impacts on global weather will be explored. Students will have the opportunity 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

JP227j Story Sense and Structure: The Art of Narrative Non-Fiction Students will explore long-form print journalism to better

comprehend elements of effective story-telling and to refine critical-thinking skills. Narrative journalism and story composition techniques, from choosing perspective to maintaining narrative flow within the parameters and ethics of a non-fiction structure, will be discussed. Unique ways of framing stories will be explored. Source material will come from traditional magazines, such as New Yorker, New York Times Magazine and Atlantic Monthly, as well as newer non-fiction platforms such as Epicmagazine.com and Atavist.com. *Prerequisite:* Any W1 course. *Three credit hours.* KORTEN

JP237j Advocating for the Environment This is a communications and advocacy course for environmental studies, environmental policy and government majors, as well 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 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

JP241j Imagining Alternate Histories Futures in Board Game Media In this course, you will study board games as cultural artifacts, then design and produce your own game. We will discover what tabletop gaming has offered humanity from the Ur-game (literally, The Royal Game of Ur, played in ancient Mesopotamia 4500 years ago) to the "new golden age of board games" happening right now. We will discuss how games produce alternate histories and futures and how we make meaning of the narratives we create playing them. We will also study the diversification of board game culture and consider, invent, and incorporate decolonizing strategies, exploring the medium's potential to imagine a more just and equitable world. Previously offered as Jan Plan 297B (Jan Plan 2022). *Three credit hours.* A. SIBARA

JP243j Artificial Intelligence: What Lies Beneath Artificial intelligence (AI) touches each of our lives every day. It is simultaneously easier to use than ever before, and harder to understand. So lets become informed AI users! We will examine AI you have used, including speech recognition, machine translation, and computer vision. We will trace back from the application all the way to the data and original research, asking about the who, how and why of AI advances. In the process, we will learn how AI developments occur, how AI moves from research to application, and how to see through AI hype. Programming experience is not required. *Three credit hours.* STENT

JP246j Ocean Forecasting: AI, Ecology, and Data Justice on the Seas There is an increasing demand for real-time forecasts of the world around us. With the proliferation of big data sources and learning algorithms, it is possible to produce forecasts on wide ranging phenomenon, from the migrations of endangered species to outbreaks of toxic plankton. Such forecasts have the potential to improve health, quality of life, and economic activity. However, the algorithms and data on which forecasts are based can also carry hidden biases and lead to unintended consequences. This course will take a broad look at ocean forecasting, from stakeholder engagement, to coding and analyzing forecasts, to understanding the complexities of forecasts' impacts. *Three credit hours.* RECORD

JP247j Hackensack Meridian School of Medicine Experience Selected students eligible for the program will spend the semester at the Hackensack Meridian School of Medicine in New Jersey. Accepted students will be on campus there and involved in hospital activities daily from approximately 8:00 am until 3:00 pm, Monday-Friday. Reading and writing assignments and an end of term project will center on social determinants of health. Students will attend gross anatomy sessions, hospital shadowing, learn about clinical skills, standardized patients and the Human Dimension program at the school and tailored mentoring opportunities. *Prerequisite:* First- or second-year student and permission of instructor. *Three credit hours.* ALCOTT

JS1XXBj Leadership for Social Good *Three credit hours.* INSTRUCTOR

JS2XXAj Arab Jews (Mizrachim) in Israel: Navigating Oppositional Identities *Three credit hours.* COHEN FISHER

MA120j Calculus with Pre-Calculus II *Three credit hours.* Q. NAMOIJAM

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

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

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
- PL197j Truth, Lies, and BS** *Three credit hours.* COHEN
- PL212j Philosophical Paradoxes** *Three credit hours.* COHEN
- RE242j The Good Life** *Three credit hours.* **S.** ASCH, SMANIK
- SO212Jj Introduction to GIS and Spatial Analysis** *Three credit hours.* GIMOND
- SP127Jj Intermediate Spanish I** *Three credit hours.* WHITE
- TD136j Shakespeare for Actors: Text, Movement, Voice** *Three credit hours.* **A.** KARP
- TD264Jj Applied Performance/Production: Portland Ballet** *Three credit hours.* KLOPPENBERG

JAPANESE

In the Department of East Asian Studies

Chair, Associate Professor Hong Zhang (Chinese)

Professor Hideko Abe; Assistant Professor Laura Nuffer (on leave 2022-2023); Visiting Assistant Professor Jun Takahashi; Language Assistant Maiko Kawano

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 Japanese literature/culture (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.* TAKAHASHI

[JA125J] 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.*

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.* INSTRUCTOR

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.* TAKAHASHI

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.*

INSTRUCTOR

JA135fs Conversational Japanese I In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 125 or 126. *One credit hour.* KAWANO

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

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.* ABE

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.* INSTRUCTOR

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.* KAWANO

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 DEPARTMENT

Chair, Professor David Freidenreich

Professor David Freidenreich; Assistant Professors Rachel Isaacs and Kerry Sonia; Lecturer Lauren Cohen Fisher

Advisory Board: *Professors Véronique Plesch (Art), Raffael Scheck (History), and Robert Weisbrot (History); Associate Professors Damon Mayrl (Sociology) and John Turner (History)*

Jewish Studies explores experiences, expressions, and conceptions of Jewishness, past and present, in their diversity and complexity. Students of all backgrounds learn how to critically assess competing ideas and how to analyze intersecting identities within their social contexts. They develop leadership and social entrepreneurship skills, along with an appreciation for communal service, through hands-on collaboration. Jewish Studies courses foster the values of intellectual rigor, mutual respect, ongoing self-reflection, and concern for marginalized voices. The department's faculty members devote particular attention to personal mentorship.

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.

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

Religious Studies

- 143 Introduction to the Hebrew Bible/Old Testament
- 144 Introduction to the New Testament
- 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
- 387 Anti-Judaism and Islamophobia in Christian/Western Thought

Course Offerings

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

JS123fs Beit Midrash - Jewish Ideas Lab The Hebrew term "beit midrash" refers to a communal setting in which learners discover and co-construct meaning through conversation with one another about texts that address significant ideas and raise essential questions. At Colby, these texts include classic and contemporary sources from the Jewish tradition and beyond. Participants of all backgrounds and perspectives learn to assess competing ideas critically, to read closely, and to present their ideas effectively within the context of a supportive community. They become sophisticated thinkers and empowered partners in the collaborative creation of knowledge. Nongraded. *One credit hour.* FREIDENREICH

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. *Four credit hours.* ISAACS

JS126s Hebrew II The second of three consecutive courses designed to develop fluency and accuracy in Modern Hebrew. Students will deepen their knowledge of Hebrew grammar and further develop the facilities for written and oral communication in Hebrew. Delves more deeply into Israeli culture through media and literature. *Prerequisite:* Jewish Studies 125 or equivalent. *Four credit hours.* ISAACS

JS127f Hebrew III The third of three consecutive courses designed to develop fluency and accuracy in Modern Hebrew. Students will deepen their knowledge of Hebrew grammar and further develop the facilities for written and oral communication in Hebrew. Delves more deeply into Israeli culture through media and literature. *Prerequisite:* Jewish Studies 126 or equivalent. *Four credit hours.* ISAACS

JS143f Introduction to the Hebrew Bible/Old Testament Listed as Religious Studies 143. *Four credit hours.* **L.** TRINKA

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

JS148f Inclusion and Exclusion: Dilemmas in Israeli Society Explores who is included and who is excluded from contemporary Israeli society by engaging with three major dilemmas that have emerged in Israel's pursuit of joining a democratic world order while promoting Jewish self-determination: (1) Zionism and the role of Palestinian citizens within a Jewish State; (2) the desire to create a Jewish public sphere in a state that balances freedom of, and freedom from, religion, and (3) Jewish ethnic diversity in the creation of a new, Israeli identity. In excavating these dilemmas, students will explore disagreeing worldviews and identify how tensions between competing values underpin conflict more broadly. This course focuses on Israel's internal landscape, within the boundaries of its internationally-recognized borders. *Four credit hours.* **S, I.** COHEN FISHER

- JS181f Conceptions of Jews and Judaism** Listed as Religious Studies 181. *Four credit hours.* **H, I.** FREIDENREICH
- JS182s Jews, Judaism, and the Modern World** Listed as Religious Studies 182. *Four credit hours.* **H, I.** FREIDENREICH
- JS1XXBj Leadership for Social Good** *Three credit hours.* INSTRUCTOR
- [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.**
- JS285f Faith, Class, and Community** Listed as Religious Studies 285. *Four credit hours.* **U.** FREIDENREICH
- JS2XXAj Arab Jews (Mizrachim) in Israel: Navigating Oppositional Identities** *Three credit hours.* COHEN FISHER
- JS2XXBs Exile and Home in Israeli and Palestinian Literature** *Four credit hours.* COHEN FISHER
- [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.*
- JS346s Jews of Germany, Past and Present** Listed as Religious Studies 346. *Four credit hours.* **H, I.** FREIDENREICH
- [JS387] Anti-Judaism and Islamophobia in Christian/Western Thought** Listed as Religious Studies 387. *Four credit hours.* **I.**
- JS397f Cities in/and the Bible** Listed as Religious Studies 397. *Four credit hours.* TRINKA
- 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.* FACULTY

LATIN

In the Department of Classics

The Classics Department offers courses listed in this catalogue under "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. FRANK

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.* FRANK

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. TAYLOR

LT242s Roman Satire The only literary genre claimed by the Romans as their own invention, Satire targets everyone in its scathing and humorous attacks, as it paints a vivid picture of the urban landscape of ancient Rome. Selected readings in Latin from the works of Lucilius, Horace, Persius, and Juvenal. *Prerequisite:* Latin 131 or equivalent. *Four credit hours.* BARRETT

LT252f Early Rome From the arrival of Aeneas and other Trojan refugees in Italy to Romulus and Remus, the war with the Sabines, Numa and other early kings %o myths of early Rome loomed large in the Roman imagination and remained points of reference throughout the ancient period. We will ask what these stories have to say about who Romans thought they were, what uses were made of these narratives, and what the continuities and discrepancies between the various versions can tell us about the meanings and significance of these myths. Selected readings, in Latin, from authors such as Ennius, Livy, Propertius, Vergil, and Ovid. *Prerequisite:* Latin 131 or equivalent. *Four credit hours.* L. BARRETT

[LT254] Petronius, The Satyrca Written during the reign of Nero, Petronius' *Satyrca* 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 *Satyrca*, while carefully locating these qualities in their cultural and historical contexts. *Prerequisite:* Latin 131 or equivalent. *Four credit hours.* L.

[LT257] Plautus Captivi We will read Plautus' play *Captivi* from start to finish in the original Latin, focusing on grammatical, stylistic, and historical concerns. While *Captivi* is a comedy, it addresses serious themes such as freedom, enslavement, and the human consequences of war. We will explore these themes not only by closely reading Plautus' text, but also by examining other textual and material evidence from antiquity and, ultimately, performing our own translations of chosen scenes. *Prerequisite:* Latin 131 or equivalent. *Four credit hours.* L.

LT342s Roman Satire The only literary genre claimed by the Romans as their own invention, Satire targets everyone in its scathing and humorous attacks, as it paints a vivid picture of the urban landscape of ancient Rome. Selected readings in Latin from the works of Lucilius, Horace, Persius, and Juvenal. *Prerequisite:* A 200-level Latin course. *Four credit hours.* BARRETT

[LT343] Environmental Writing in Latin Literature The interventions made by the ancient Romans in the environments that they inhabited and invaded were unprecedented in terms of both scale and intensity. Such interventions ranged from the redistribution of water by aqueducts to the large-scale deforestation and pollution, whose scars on the landscapes of the Mediterranean are still visible. In this course, we will be reading in their original Latin a variety of authors (e.g. Varro, Virgil, Ovid, Pliny the Elder) whose works articulate the complex responses elicited by this "conquest" of the natural world, ranging from nostalgia for agricultural life to the praise of technological marvels. *Prerequisite:* Latin 131 or equivalent. *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.*

LATIN AMERICAN STUDIES PROGRAM

Director, Associate Professor Lindsay Mayka (Government)

Appointment in Latin American Studies: Professor Ben Fallaw

Affiliated Faculty: Professor Patrice Franko (Economics and Global Studies); Associate Professors Lindsay Mayka (Government), and Winifred Tate (Anthropology); Assistant Professors Ana Almeyda-Cohen (Spanish), Jose G. Martinez (Music), Tiffany Miller (Spanish), Nicolás Ramos (Spanish), Bretton White (Spanish); Visiting Assistant Professors Sandra Bernal Heredia (Spanish), Charles Hankin (Spanish), and Damaris Mayans (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
- 249 Courts, Trials, and Pursuit of Justice
- 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 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
- 221 Crime, Violence, and Security in Latin America
- 272 Mexican History: Justice, Rights, and Revolution
- 275 Strongmen and Populism in Modern Spain and Latin America
- 277 The Maya
- 2XX Baile: History, Culture, and Performance in Latin Dance
- 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
- 2xx Language Justice and Civic Engagement
- 2xx Indigenous Textualities and Decolonial Modernities
- 237 Conquest and Resistance in the Americas
- 239 Latin America at the Movies
- 244 Bad Women and B-Films in Contemporary Latin America
- 246 Latin American Theater
- 254 Aquí estamos: U.S. Latinx in the 20th and 21st Centuries
- 278 Narratives, Artifacts, and Monuments of Pre-Columbian Civilizations
- 3xx Environmental Knowledge, Imperialism, and Resistance
- 346 Race, Rights, and Land in the Americas
- 347 Latinx Indigeneities and Mesoamerican Borders
- 348 The Afro-Americas: Race, Power, and Subjectivity
- 357 Borderland Cinema: Latinx Media Representations in the 20th and 21st Centuries
- 376 Narratives, Artifacts, and Monuments of Pre-Columbian Civilization
- 498 Seminar: Abia Yala: Indigenous Resistance, Revolution, and Decoloniality
- 498 Seminar: Sex, Drugs, and Magic in Mexico and the Caribbean

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

LA197f Baila in the Community Listed as Spanish 197. *One credit hour.* BERNAL HEREDIA

LA214f Economic Policy and Performance in Contemporary Latin America Listed as Economics 214. *Four credit hours.* **W2, I.** FRANKO

- [LA221] 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.*
- [LA227] Social Movements** Listed as Government 227. *Four credit hours.* **U.**
- LA236f Illegal Drugs, Law, and the State** Listed as Anthropology 236. *Four credit hours.* TATE
- [LA237] Conquest and Resistance in the Americas** Listed as Spanish 237. *Four credit hours.* **L, I.**
- LA239s 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.*
- [LA244] Bad Women and B-Films in Contemporary Latin America** Listed as Spanish 244. *Four credit hours.* **A.**
- LA246f Latin American Theatre** Listed as Spanish 246. *Four credit hours.* **A, I.** WHITE
- LA251f Tomorrow Will Be Bigger! Performing Protest in Brazil** Listed as Theater and Dance 251. *Four credit hours.* **A, I.** SOIFER
- LA253s Introduction to Latin American Politics** Listed as Government 253. *Four credit hours.* MAYKA
- [LA254] Aqui estamos: U.S. Latinx in the 20th and 21st Centuries** Listed as Spanish 254. *Four credit hours.* **L, U.**
- LA264f Democracy and Human Rights in Latin America** Listed as Government 264. *Four credit hours.* **S, W2, I.** MAYKA
- 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.**
- [LA343] Indigenous Textualities, Decoloniality, and Land Sovereignty** Listed as Spanish 343. *Four credit hours.*
- LA345s Black Lives Matter in the Hispanic World** Listed as Spanish 345. *Four credit hours.* STYLES
- [LA346] Race, Rights, and Land in the Americas** Listed as Spanish 346. *Four credit hours.* **I.**
- [LA348] The Afro-Americas: Race, Power, and Subjectivity** Listed as Spanish 348. *Four credit hours.* **L, I.**
- LA357f Borderlands Cinema: Latinx Media Representations 20th and 21st Century** Listed as Spanish 357. *Four credit hours.*

A, U. ALMEYDA-COHEN

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

[LA365] Space, Place, and Belonging Listed as Anthropology 365. *Four credit hours.*

[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.

[LA376] Narratives, Artifacts, and Monuments of Pre-Columbian Civilization Listed as Spanish 376. *Four credit hours.* L.

LA378s U.S. in Latin America: Intervention, Influence, Integration To understand the diverse ways the United States has shaped modern Latin American history, we critically read primary and secondary sources (scholarly monographs, articles from academic journals) and write a substantial research paper. We consider how U.S. influence has evolved historically, ranging from military interventions to the export of ideas (scientific racism, neoliberalism) to economic integration. We also explore geographic variations in U.S. presence across the hemisphere, ranging from the U.S.'s "Back Yard" of Mexico and the Caribbean to South America. *Four credit hours.* H, W2, I. FALLAW

[LA456] Seminar: Civil Society and Social Change in Latin America Listed as Government 456. *Four credit hours.* S, I.

[LA473] Historical Roots of Violence in Modern Latin America We examine the historical roots of persistent violence in Latin America from interdisciplinary perspectives: social, political, and cultural history, as well as anthropology, sociology, political science, and psychology. Topics include social and ethnic conflicts, domestic violence, torture, insurgencies and counterinsurgencies, dirty wars, and genocide. This seminar is writing-intensive, including two drafts of a substantial (approximately 25-page) research paper. *Prerequisite:* A previous course on Latin America and permission of the instructor. *Four credit hours.* H.

LA483f, 484s Senior Honors Thesis A year-long research project for senior majors resulting in a written thesis to be publicly presented and defended. Students may register either for two credits in the fall, January, and spring terms or for three credits in the fall and spring terms. *Prerequisite:* a 3.3 or higher major average at the end of the junior year and permission of the Latin American studies advisory committee. *One to four credit hours.*

LA491f, 492s Independent Study An independent study project devoted to a topic chosen by the student with the approval of an advisor. Only independent studies taken with a Colby faculty member and approved by the director of the Latin American Studies Program may count toward fulfilling major requirements. *One to four credit hours.* FACULTY

MATHEMATICS DEPARTMENT

In the Department of Mathematics

Chair, Professor Scott Taylor

Professors Fernando Gouvêa, Leo Livshits, Benjamin Mathes, and Scott Taylor; Associate Professor George Welch; Assistant Professors Ayomikun Adeniran, Stephanie Dodson, Tamar Friedmann, Evan Randles, and Nora Youngs; Visiting Professor Lorelei Koss; Visiting Assistant Professors Costel-Gabriel Bontea, and Changningphaabi NamoiJam; Lecturer Michael Ben-Zvi; Research Associate Jan Holly

The Department of Mathematics offers courses for students who: (1) plan a career in an area of pure or applied mathematics; (2) need mathematics as support for their chosen major; or (3) elect to take mathematics as part of their liberal arts education or to fulfill the area requirement in quantitative reasoning.

The department offers majors in mathematics and in mathematical sciences as well as minors in mathematics and (together with Computer Science and Statistics) data science. 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, data science, 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: Mathematics 160 or 165; 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 160 or 165, 253, 274, 311; SC 212; one three- or four-credit course from Computer Science; three additional three- or four-credit courses selected from mathematics courses numbered 200 or above; one "Topics" course in mathematics numbered 400 or above (excluding 484). The department recommends that Mathematics 274 be completed before the end of the sophomore year.

Requirements for the Honors Program in Mathematics or Mathematical Sciences

An honors program is available for students majoring in mathematics and mathematical sciences who have a grade point average of at least 3.25 in all mathematics and statistics courses numbered 200 or higher and who complete an additional, preapproved program of independent study in the major (Mathematics 484 or Statistics 484) culminating in both a written paper and a colloquium presentation. Students who successfully complete the requirements and who receive recommendation from 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 120 or above, including Mathematics 122, 160, 162, or 165, 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.

The point scale for retention of the majors and minors applies to all courses in the majors/minors. No requirement for the majors or minors may be taken satisfactory/unsatisfactory.

Course Offerings

[MA101] Calculus with Pre-calculus I Designed for students who enter Colby with insufficient algebra and pre-calculus background for the standard calculus sequence. It is expected that all students who complete Mathematics 101 will enroll in Mathematics 102 in the following January. The combination of 101 and 102 covers the same calculus material as Mathematics 121. Completion of 101 alone does not constitute completion of a College calculus course for any purpose; in particular, it does not qualify a student to take Mathematics 122 nor does it satisfy the quantitative reasoning requirement. *Three credit hours.*

[MA102] Calculus with Pre-Calculus II A continuation of Mathematics 101. Successful completion of both Mathematics 101 and 102 is equivalent to completion of Mathematics 121. *Prerequisite:* Mathematics 101. *Three credit hours.* **Q.**

MA111s Mathematics as a Liberal Art Mathematics is one of humanity's longest-running conversations. Its crucial role in the thought-world of medieval Europe can be seen in the fact that four of the original seven liberal arts were inherently mathematical. Today, mathematics is just as important, permeating our culture. Students will develop awareness of the historical and contemporary roles of mathematics so that they will better understand the nature of mathematics, will know what kinds of things mathematics does well, and will know when to ask for a mathematician's help with their intellectual work. Specific topics discussed will vary. *Four credit hours.* **Q.**
KOSS YARNELL

MA119f Calculus with Pre-calculus I Designed for students who enter Colby with insufficient algebra and trigonometry background for Mathematics 130. It is expected that all students who complete Mathematics 119 will enroll in Mathematics 120 in the following January. The combination of 119 and 120 covers the same calculus material as Mathematics 125. Completion of 119 alone does not constitute completion of a College calculus course for any purpose; in particular, it does not qualify a student to take Mathematics 130 or 160 nor does

it satisfy the quantitative reasoning requirement. *Prerequisite:* New first-year students must complete the mathematics placement questionnaire found at www.colby.edu/math/newstudent. *Four credit hours.* NAMOIJAM

MA120j Calculus with Pre-Calculus II A continuation of Mathematics 119. Successful completion of both Mathematics 119 and 120 is equivalent to completion of Mathematics 125. ~ *Prerequisite:* Mathematics 119. *Three credit hours.* Q. NAMOIJAM

[MA121] 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.

[MA122] 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.

MA125fs 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, including the calculus of exponential, logarithmic, and trigonometric functions. The course covers limits and continuity; differentiation and its applications, antiderivatives, the definite integral and its applications. This course is sufficient preparation for Mathematics 160. *Prerequisite:* New first-year students must complete the mathematics placement questionnaire found at www.colby.edu/math/newstudent. Students who have successfully completed a prior calculus course covering these topics may only take Mathematics 125 with permission of the Calculus Coordinator. *Four credit hours.* Q. BEN-ZVI, FRIEDMANN, MATHES

MA130f Single-Variable Calculus I Revisited Calculus studies rates of change and accumulation and is fundamental to quantitative work in the natural sciences, social sciences, and data science. This course assumes prior experience with calculus of a single variable and goes into more depth than Mathematics 125 but is less theoretical than Mathematics 135. Topics covered include limits, continuity, derivatives, and definite integrals of functions of one variable, including the major theorems governing their relationships and their applications. The emphasis is on developing conceptual understanding, rather than mere computation. A computer algebra system such as Sage, Mathematica, or MatLab is used. *Prerequisite:* A prior course in single-variable calculus, including derivatives and integrals of trigonometric and exponential functions. New first-year students must complete the mathematics placement questionnaire found at www.colby.edu/math/newstudent. Students who have successfully completed Mathematics 125 may enroll in Mathematics 130 only with the permission of the Calculus Coordinator. *Four credit hours.* Q. BEN-ZVI, YOUNGS

MA135f Honors Calculus I The first in a two-course sequence that treats the material of Mathematics 125 and 160 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 160. *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

MA160fs Series and Multi-variable Calculus A continuation of Mathematics 120, 125, or 130. Students will learn how to use infinite series, both to represent and to approximate functions, and will extend all of their skills from single-variable calculus to the multivariable setting. Topics: infinite series; vectors and analytic geometry in two and three dimensions; partial derivatives, differentials and the gradient; integration in two and three variables. *Prerequisite:* A course in single-variable calculus. New first-year students must complete the mathematics placement questionnaire found at www.colby.edu/math/newstudent. *Four credit hours.* Q. FACULTY

[MA161] 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

[MA162] 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.*

MA165s Honors Calculus II A continuation of Mathematics 135. Topics are essentially the same as for Mathematics 160, 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 Mathematics 274. May not be taken for credit if the student has earned credit for Mathematics 160. *Prerequisite:* Mathematics 135. *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, 160, 162, or 165; or Mathematics 102, 121, or 161 with permission of the instructor. *Four credit hours.* FACULTY

MA262fs Vector Calculus Develops ideas first seen in Mathematics 122 (and 160) 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, 160, 162 or 165. *Four credit hours.* RANGLES, 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. *Prerequisite:* Mathematics 102, 121, 122, 160, 161, 162, or 165 and a W1 course. Two semesters of calculus is recommended. *Four credit hours.* W2. TAYLOR, 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 122 160, 162, or 165 and 253. *Four credit hours.* DODSON

MA314f 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 253 and 274. *Four credit hours.* TAYLOR

[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.*

MA332s 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, 160, 162 or 165 and 253; 274 is recommended. *Four credit hours.* DODSON

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. *Four credit hours.* YOUNGS

MA335s 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, 160, 162 or 165 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. *Four credit hours.* LIVSHITS

[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. *Four credit hours.*

MA353f 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

[MA354] Graph Theory and Applications Graph theory is the mathematical study of networks. Applications of graph theory are ubiquitous in physics, engineering, and computer science. This course will introduce the basic terminology and results of graph theory; teach students how to construct rigorous arguments and useful examples; and develop students abilities to present mathematics both orally and in writing. Specific topics will include Euler and Hamiltonian circuits, matching, connectivity and network flow, graph coloring, and algorithms. Particular attention will be paid to applications. *Prerequisite:* Mathematics 253 (may be taken concurrently and 274. *Four credit hours.*

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.*

[MA376] History of Mathematics The history of mathematics with emphasis on the interaction between mathematics, culture, and society. Writing-intensive and involving careful reading of original historical documents. By studying the mathematics of different times and cultures, students will deepen their own understanding of mathematics and develop a clearer idea of how society and mathematics influence each other. A survey of the history of mathematics is followed by a more careful tracing of the development of one theme or topic. Specific

topics vary from year to year but often include the mathematics of non-Western cultures. *Prerequisite:* Mathematics 274. *Four credit hours.* H.

MA378f Introduction to the Theory of Computation Listed as Computer Science 378. *Four credit hours.* AARON

MA381f Probability A mathematical introduction to probability theory, the foundation for commonly used inferential statistical techniques (covered in Statistics 482). Students will learn the basic theorems of probability and computational techniques for finding probabilities associated with stochastic processes. Topics include axiomatic foundations, combinatorics, random variables, discrete and continuous probability distributions, special probability distributions, independence, conditional and marginal probability distributions, properties of expectations, moment generating functions, sampling distributions, weak and strong laws of large numbers, and the central limit theorem. *Prerequisite:* Mathematics 122, 160, 162 or 165; 274 is recommended. *Four credit hours.* RANGLES

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

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.* BONTEA

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, 160, 162, or 165, 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.*

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.*

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 DEPARTMENT

Co-Chairs. Associate Professors Lily Funahashi and Steven Nuss
Professor Steven Saunders; Associate Professors Lily Funahashi, Steven Nuss, and Natalie Zelensky; Assistant Professor José Martínez; Visiting Assistant Professors Katherine Altizer and Tyler Yamin

Requirements for the Major in Music

Music 111, 181, 182, choice of two history courses from 241, 242, 341, and other courses approved by the department, 252 or 262, and 493 or 494; three four-credit electives in music at the 200 level or higher (MU153 can be counted as an elective); 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.

The following courses count toward the **Music History requirement** for majors and minors. Additional courses may be approved by the department.

MU 234 History of Rock

MU 241 Topics in Early Music History

MU 242 Topics in Baroque and Classical Music

MU 275 Cultured Tough Guys: Samurai Devotion, Music, Poetry, and Arts

MU297 Music of Bali

MU298 Film Music

MU341 Topics in Music Since 1850

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 (or other courses approved by the department); 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

MU091fjs Music Lessons: Noncredit or JP Noncredit instruction in voice and instruments for qualified students. Regular offerings include violin, viola, violoncello, piano, voice, flute, guitar (classical, American traditional, and jazz), and selected brass and woodwind instruments. One 30- or 60-minute lesson weekly in fall and spring; two 45-minute lessons weekly in January. For 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

MU111f Introduction to Music Is it possible to put musical experience into words? Can you hear history in musical sounds? How have musical values changed across place and time? How can music not only reflect culture but create it? This class develops techniques and vocabulary for describing musical experiences through a range of case studies that explore musical sounds in their social and historical contexts. Musicians studied include but are not limited to Wendy Carlos, Ludwig van Beethoven, Dolly Parton, Miriam Makeba, Franz Schubert, and Hildegard of Bingen. All levels of musical experience are welcome-no previous training required. *Four credit hours.* **A.** ALTIZER

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.** WILKINS

[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

MU120s TBD *Four credit hours.* **A, W1.** INSTRUCTOR

MU153s Introduction to Music Theory through Digital Audio Workstation An examination of the basic components of music theory as studied inside a Digital Audio Workstation (DAW). Topics covered will include rhythm, melody, harmony, and formal structures, as well as sound design and signal processing techniques. In the course of the class, students will learn to compose and develop their musical ideas from single melodies to a complete song. Additionally, they will learn to move comfortably between the graphic representations of music used in most DAWs and its traditional notational counterpart. Some of the musical genres to be covered include EDM, IDM, hip-hop, electronica, house, techno, DnB, Dubstep, among others. Primarily for students without extensive training in music theory. *Four credit hours.* **A.** MARTINEZ

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.** MARTINEZ, 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.* SAUNDERS

MU191fjs Music Lessons: Credit Instruction in voice and instruments for qualified students. Regular offerings include violin, viola,

violin/cello, 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

[MU213] 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.**

MU214s Music Performance with Electronics Explores music performance using multiple software platforms, including Ableton Live, Max/MSP, Supercollider, and other Live Coding applications. Students will design their own performance system using the laptop as the central point, along with wired and remote equipment such as MIDI controllers and OSC-capable devices. Case studies will be utilized to learn how this type of performance has historically evolved. Coding experience is not necessary but recommended. At least one semester of Music Theory or comparable experience is required. *Prerequisite:* Music 153 or 181. *Four credit hours.* MARTINEZ

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

[MU234] 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.**

[MU241] Topics in Early Music History 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.*

[MU242] Topics in Baroque and Classical Music 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.*

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.** YAMIN

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

MU262s Music in Life, Music as Culture: Introduction to Ethnomusicology Provides students with a theoretical and methodological introduction to ethnomusicology, a discipline that is rooted in exploring music not merely as an aesthetic object, but as a cultural force that reflects and shapes our everyday lives. Topics include music and medicine, migration, war, ethnicity, and spirituality, among others. Topics will be explored through a close reading of seminal texts and an examination of relevant theory. Students will also learn the fundamentals of conducting ethnographic fieldwork through attending a religious ceremony and a concert, and creating a podcast based on the soundscapes of Colby's campus. *Four credit hours.* **A, I.** YAMIN

MU275fs Cultured Tough Guys: Samurai Devotion, Music, Poetry, and Art Generally known as the warrior class of medieval and early modern Japan, the samurai have a long history in the Western imagination. Famous Japanese warrior movies of the 1950s and 60s, more modern images of crafty ninjas, and characterizations in Western media most often present the samurai men and women as one-dimensional automatons ready to fight and die at a moment's notice for their superior's cause. Experiential learning activities (including Zen chanting and meditation), historical readings, music performances, recordings, and films present a more refined view of the samurai that highlights their elegant contributions to every aspect of the visual, literary, and musical arts of Japan. *Four credit hours.* **A, I.** NUSS

MU281f Music Theory III A continuation of Music Theory II, covering advanced chromatic harmony and modulatory techniques, counterpoint, and 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.* NUSS

[MU282] 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. Concludes with a public recital of student compositions. Primarily for music majors. *Prerequisite:* Music 281. *Four credit hours.*

MU297f Music of Bali Explores the music of Bali, specifically that performed on the percussive ensemble of bronze gongs and metallophones called "gamelan." Combining academic study of gamelan's musical and cultural context with opportunities to perform on

traditional instruments, students will learn Balinese musical values while examining its interrelationships with Balinese history, religion, and culture, as well as other forms of creative expression (dance, painting, shadow puppetry). Readings and repertoire will include examples drawn from traditions sacred and secular, ceremonial and popular, covering examples from gamelan's origins to its recent global reception. Culminates in a final performance by the class, but no prior musical experience is necessary. *Four credit hours.* YAMIN

MU297Bf Soundscape and Sonic Narratives Explores the multiple possibilities of storytelling with audio. Students will experiment with the use of various sound recording and transmission technologies to craft soundscapes and tell stories. Based on case studies we will learn how artists have used audio as a cultural and technological tool to craft diverse narratives. *Four credit hours.* A. MARTINEZ

MU2XXCs Film Music and Sound *Four credit hours.* INSTRUCTOR

MU2XXDs Global Pop Global Warm *Four credit hours.* INSTRUCTOR

MU341f Music in American Musical Life, c. 1850-present How have the sounds and practices of American music-making changed over time? How have composers and performers expressed "American" identities in their music? How have institutions such as the symphony orchestra and the university shaped modern music-making and music education? This course will consider the shifting soundscapes of classical music in the United States from the mid-19th century to the present. Composers and musicians studied include but are not limited to Florence Price, Lowell Mason, Aaron Copland, Duke Ellington, Jennifer Higdon, John Cage, Pauline Oliveros, Dorothy Ashby, the Boston Symphony Orchestra, the Kronos Quartet, Jessie Montgomery, and the Silk Road Ensemble. For the final project, students will create a podcast episode on a musical case study of their choice. *Prerequisite:* Music 111 and 182. *Four credit hours.* ALTIZER

MU345s Composition Seminar A combination of lectures, seminars, and workshops addressing the practice and art of music composition. Lectures will expose students to multiple musical genres and techniques utilized by creators in the last century; seminars will address their analytical and philosophical relationship with music by approaching works by composers from multiple traditions and thought-provoking readings; workshops will promote discussion of the students' musical compositions, opening their creative process to feedback from their peers and the instructor. *Prerequisite:* Music 181. *Four credit hours.* A. MARTINEZ

MU483f Honors Research I Substantial original research or completion of a major creative project under faculty supervision, culminating in a written paper and/or a public presentation. *Prerequisite:* 3.25 overall grade point average, 3.5 major average at the end of the junior year, and permission of the department. *Three credit hours.* FACULTY

MU491f, 492s Independent Study Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. Primarily for senior music majors. *Prerequisite:* Permission of the department. *One to four credit hours.* FACULTY

MU493s Seminar: Seeing/Hearing This seminar is a close comparison of the ways in which painters Paul Klee and Wassily Kandinsky credited musical timbres, rhythm, and form as the inspirations for their visual art, and for the ways in which the sonic worlds of composers Pierre Boulez and Morton Feldman are heavily indebted to the picture plane, brush techniques, and abstract expressive modes of Klee, Kandinsky, Pollock, and Rothko. Using a combination of assigned readings, presentations, and graphic design and music composition projects students will explore what these interdisciplinary artists might have seen/heard in their counterparts' domains and also use their research and imagination to produce their own sonic and graphic art/visual responses to the work of these artists. *Prerequisite:* Music 281 or 282. *Four credit hours.* NUSS

NEUROSCIENCE

In the Departments of Biology and of Psychology

Neuroscience is the study of the nervous system. Colby students have the opportunity to study neuroscience from a biological perspective with a focus on cellular, molecular, and physiological processes (a major in biology with a concentration in neuroscience) or from a psychological perspective with a focus on brain and behavior relations (a major in psychology with a concentration in neuroscience). Our philosophy is that sound interdisciplinary work begins with a strong disciplinary foundation; in our view, the biology and psychology programs will serve students well in acquiring this foundation. Students gain analytical skills and tools, are exposed to past and current theories, and have the opportunity to practice thinking about nervous system phenomena at multiple levels.

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

PERFORMANCE, THEATER, AND DANCE DEPARTMENT

Chair, Associate Professor Annie Kloppenberg

Associate Chair, Production Manager Marjorie Gallant

AB Brown (Assistant Professor); Lynda Chilton (Academic Administrative Assistant); Matthew Cumbie (Visiting Assistant Professor); John Ervin (Technical Director); Kimberly Fletcher-Stibal (Visiting Instructor); Marjorie Gallant (Production Manager); Kate Hunter (House Manager); Annie Kloppenberg (Associate Professor); Meredith LaBounty (Costume Shop Manager); Gwyneth Shanks (Assistant Professor); Nell Shipman (Visiting Instructor); Jim Thurston (Associate Professor); Bess Welden (Lecturer)

The Department of Performance, Theater, and Dance offers students a multidisciplinary approach to understanding performance; emphasizes social responsibility; focuses on performance praxis as inquiry; and highlights the development of original work. Under its umbrella, the disciplines of theater, dance, design, media and performance, and performance studies offer multiple, collaborative perspectives on performance-making and study. The program of study emphasizes hybridity both among these disciplines and beyond them guided by four core values: collaboration, leadership, community reciprocity, and justice.

In the spirit of the liberal arts, our multidisciplinary approach invites students to integrate disciplinary knowledge from varied fields into performance work and to understand complex discourses on performativity from multiple disciplinary lenses. The department views performance practice and study as paths to engaged citizenship. As they move through the major, students articulate their individual relationship to the department's core values, demonstrating increased skill in self-reflection, multicultural sensitivity, and the comparison of social values and ethical systems and deepening their understanding of themselves as scholar-artists.

Our annual production season features work by visiting artists as well as students, faculty, and staff. All departmental courses and production experiences are open to non-majors. All public performances are free and open to the community.

Requirements for the Major in Performance, Theater, and Dance

MAJOR: 41 credit hours

COURSES IN COMMON (13 credit hours):

- TD124 Performance, Politics, and Practice
- TD262 Collaborative Company
- TD3XX Ways of Seeing
(Seminar to be taken either Junior or Senior fall; prerequisite TD 124)
- Humanities Theme Lecture Series
1 credit may be taken at any time as a stand-alone course at any time during a student's career, but recommended in conjunction with a departmental creative process course related to the theme, such as Collaborative Company or another theme-related faculty-led production. Departmental productions frequently align deliberately with the annual humanities theme.

AREA REQUIREMENTS (8 credit hours):

- Production — 4 credit hours; one of the following courses:
 - TD139 Introduction to Stagecraft
 - TD245 Stage Management: Leadership Behind the Scenes
 - TD264 as Production Stage Manager for Faculty-led production
- Praxis — 4 credit hours; one of the following courses:
 - TD135 Introduction to Design
 - TD 242 Acts of Activism
 - TD 247 Performing the Museum
 - TD 281 Directing
 - TD 258 Improvisational Practices
 - TD 285 The Choreographic Process

PATHWAY THROUGH THE MAJOR (20 credit hours):

- Students design and justify their own pathways through the major in consultation with their major advisor; advisors encourage a breadth of experience with deep engagement with a student's developing research questions.
- In a written Pathway Rationale, all majors develop and articulate an understanding of the core values of the department: collaboration,

leadership, community reciprocity, and justice. These values are introduced in the courses in common, deepened in the area requirements, and will serve as guiding principles for students in their continued study.

- Up to 12 credit hours may be taken outside the department, with a written rationale explaining the applicability of each course to a student's focus in the major and approval by faculty vote.
- No more than 5 credits of 1- and 2-credit physical practice classes (TD115-118 and 215-218) can be counted toward the major, even though students may indeed take more than 5 such credits during their Colby careers.

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

SENIOR CAPSTONE REQUIREMENT:

All students complete a senior capstone which can be any of the following:

- **Senior Scholars**
Full Year; GPA requirement; College Approved in spring of junior year) 16-19cr; up to 8cr can be applied to major.
- **Senior Honors Thesis**
Full Year; GPA requirement; Dept. Approved in spring of junior year) 8cr; up to 4cr can be applied to major.
- **Independent Study**
Full year or half year, advisor approved; no GPA requirement) Variable cr; Up to 4cr can be applied to major.
- **Declaration of engagement in a class or production**
This experience, based on the student's primary area of interest, becomes the capstone project, and could be fall or spring of senior year. Credit is granted in the course the student enrolls in to complete this requirement.

Requirements for the Minor in Performance, Theater, and Dance

MINOR — 25 CREDIT HOURS

COURSES IN COMMON (9 credit hours):

- TD124 Performance, Politics, and Practice
- TD262 Collaborative Company
- Humanities Theme Lecture Series
One credit recommended in conjunction with a creative process course related to the theme, but may be taken at any time.

PATHWAY (16 credit hours):

- Students design their own pathways through the major in consultation with their minor advisor; in our department we have a practice of assigning advisors to minors.
- Students are encouraged, but not required, to take seminar 3XX, Ways of Seeing as a part of their pathway.
- Advisors encourage a breadth of experience with deep engagement with a student's developing research questions.
- Up to 4 credit hours may be taken outside the department, with a written rationale explaining applicability of each course to a student's focus in the major.
- No more than 5 credits of 1- and 2-credit physical practice classes (TD115-118 and 215-218) can be counted toward the major, even though students may indeed take more than 5 such credits during their Colby careers.

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

Examples of courses in other departments that could apply to the Pathway:

AM245 Land, Sovereignty, and Art
AY344 Black Radical Imaginations
AY421 Anthropology of Creativity
AR101 Reading Images
AR135 Visual Thinking
AR255 Contemporary Art
AR319 Art, Medicine, and Race
AR356 Writing Art Criticism
BI147 Anatomy and Physiology of Yoga and Mindful Practice
CI138 Film and Media: 1919-1939
CI248 Digital Publishing: Telling Stories Online
CL136 Myth and Magic
CS151 Computational Thinking: Visual Media

CS353 Interactive Systems I: Interactive Agents, Environments, and Systems
EA274 East Asian Art and Architecture, 1300 to the Present
EC214 Economic Policy and Performance in Contemporary Latin America
EC364 Gender in the Macroeconomy
ED201 Education and Social Justice
EN271 Critical Theory
EN278 Fiction Writing I
EN279 Poetry Writing I
EN280 Creative Nonfiction Writing I
FR223 French Theater Workshop
FR252 Provocative Texts: A Critical Toolbox
FR493N Seminar: L'écriture de soi
GE123 How to Build a Habitable Planet
GS227 Visual Ways of Knowing: Transcultural Documentary Filmmaking
GM252 Mission Impossible: Multicultural German Literature and Film
GM297 Women's Literary, Cultural, and Visual Production
GM297B German Cinema: Past and Present
GO149A Utopia in Fiction: Happy Tomorrows or Hells on Earth
GO226 Media and Politics
GO227 Social Movements
HI339 South African Women's Memoir
HI320 Joan of Arc: History, Legend, and Film
HI351 Desiring Asia: Gender and Sexuality in East Asia
HI397C What is Past? The Historian's Craft
MU262 Music in Life, Music as Culture: Introduction to Ethnomusicology
MU298 Introduction to Sound Art and Soundwalks
PL111 Central Philosophical Issues: Justice and Society
PL113 Central Philosophical Issues: On Being Human
PL232 History of Modern Philosophy
PL337 Philosophy of Humor
PL328 Radical Ecologies
PS233 Biological Basis of Behavior
PS253 Social Psychology
PS272 Sensation and Perception
PS345 Seminar in Human Movement
RE218 Global South Asia: Literature, Art, Environment
RE319 Bollywood and Beyond: South Asian Religions through Film
SO252 Race, Ethnicity, and Society
SO2XXA Sociology of Creativity
SP239 Latin America at the Movies
SP348 The Afro-Americas: Race, Power, and Subjectivity
SP397 Ancient Selfies: Self and Mirror-Text in Pre-Modern Spain
WG311 Feminist Theories and Methodologies
WG339 Disability Studies and the Environmental Humanities

Honors in Performance, Theater, and Dance

Performance, 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 Performance, 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 Performance, Theater, and Dance." In cases where requirements have not been fulfilled at the end of either semester, Performance, Theater, and Dance 483 and 484 (Honors Thesis) will revert to graded Performance, Theater, and Dance 491 and 492 (Independent Study). For specifics on the procedures and expectations for Honors in Performance, 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 Performance, 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.*

TD100fs Technique Lab: Contemporary Dance 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.* CUMBIE

TD101fs Technique Lab: Contemporary Dance 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. *One credit hour.* CUMBIE, KLOPPENBERG

TD106f Technique Lab: Ballet 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, but students with any style of ballet or contemporary training are welcome. This Russian training system creates a connected sense of movement and expressive range. Within this method, students will build on their already established foundation of proper posture, placement, coordination, musicality and movement fundamentals to further explore their technique and development of artistry. *One credit hour.* SHIPMAN

TD111fs Technique Lab: Dance Forms of the African Diaspora Intermediate:Jazz 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 context of Jazz Dance, its roots as an African-American vernacular form and its progression to and adaptation in modern jazz dance styles. Dancers will develop their appreciation and knowledge of a Jazz dance vocabulary through an inclusive learning environment which serves to foster deep engagement and transformative experiences in dance and dance making. *One credit hour.* STIBAL

TD115Af Technique Lab: Acting: 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.* INSTRUCTOR

[TD115B] Theater Technique Lab: An Actor Prepares Students will learn practical skills and strategies for understanding and engaging in "actor homework." We will explore the actor's preparation for a production cycle beginning with auditioning, continuing through rehearsal and into performance. Using tools such as deep text analysis, physical and vocal exploration of character, and identifying and experimenting with active choices, students will gain confidence in their abilities to bring their own creative ideas to the artistic process and to become true collaborators with directors and fellow actors. Culminates in a showcase of monologues and scenes from contemporary dramatic literature. May be taken a total of four times for credit. *Two credit hours.*

[TD116B] 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.*

[TD117A] Technique Lab: Contemporary Dance: 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.*

[TD117B] 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.*

[TD118] 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.*

[TD118B] 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.*

[TD120] 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.**

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.** SOIFER

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

TD136j Shakespeare for Actors: Text, Movement, Voice Listed as Theater and Dance 136. *Three credit hours.* **A.** KARP

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

[TD141] 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.**

TD147Af Articulating the Physical Addresses writing as a process of discovery, an expression of creative and critical thought, and an embodied pursuit. Opinion, authorship, and identity are interwoven and grounded in the body. Through movement, experiential anatomy, and choreographic thought, we explore the language of/from the body and understand the textual nature of written words, body, self, society, landscape, visual frame, and performance. We look at how choreographic thought informs writing. Translations between the visual and the visceral develop active, individual, confident, and vivid writing voices. No prior dance experience required. **Satisfies the Arts (A) and First-Year Writing (W1) requirements.** *Four credit hours.* **A, W1.** KLOPPENBERG

[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.* KLOPPENBERG

TD171s 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.** WEINBLATT

TD197f Setting the Stage: A Performance Laboratory for Social Justice This course, open to students on campus and students incarcerated at the Long Creek juvenile detention facility, will explore a variety of collaborative performance methodologies. Through texts and exercises examining notions of protagonism and community, we will aim to build a collective vocabulary around issues of social justice. Students will create and stage work based on their own experiences and visions for the future, culminating in a final showcase. This is a Colby Across the Walls (CATW) course that enrolls students on campus and students who are currently incarcerated. Classes will take

place primarily on campus, but sometimes at Long Creek. Students' schedules must allow for travel on selected Wednesdays. *Four credit hours.* **A, U.** SOIFER

TD197Af Baila in the Community Listed as Spanish 197. *One credit hour.* BERNAL HEREDIA

TD200fs Technique Lab: Contemporary Dance Beginning II 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 100 or 117. *Two credit hours.* CUMBIE, KLOPPENBERG

TD201fs Technique Lab: Contemporary Dance Intermediate II 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. *Prerequisite:* Theater and Dance 101 or 117. *One credit hour.* CUMBIE

TD206f Technique Lab: Ballet Intermediate II 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, but students with any style of ballet or contemporary training are welcome. This Russian training system creates a connected sense of movement and expressive range. Within this method, students will build on their already established foundation of proper posture, placement, coordination, musicality and movement fundamentals to further explore their technique and development of artistry. *Prerequisite:* Theater and Dance 106 or 116. *One credit hour.* SHIPMAN

TD211fs Technique Lab: Dance Forms of the African Diaspora Intermediate II: Jazz 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 context of Jazz Dance, its roots as an African-American vernacular form and its progression to and adaptation in modern jazz dance styles. Dancers will develop their appreciation and knowledge of a Jazz dance vocabulary through an inclusive learning environment which serves to foster deep engagement and transformative experiences in dance and dance making. *Prerequisite:* Theater and Dance 111 or 118. *One credit hour.* STIBAL

[TD215] Technique Lab: Acting: Viewpoints This course will introduce you to contemporary actor training with a particular bent toward interdisciplinarity and composition. We maintain this focus primarily because in the reality of the contemporary theater industry, you will likely be called to perform across a range of theatrical styles and conventions as well as within a variety of contexts. Contemporary actors are often called upon to play multiple roles in the production process, to participate in original, self-produced work, and to take creative risk, exploring new and emerging aesthetic styles. The primary objective of this course will be preparing your toolbox to be responsive and adaptable to these conditions. We will root our practice in the Viewpoints Method as one of the most significant performer training methods to emerge in recent history. Our classroom will be a laboratory for fine tuning your sensory perception, your emotional and somatic awareness, and your creative risk taking as you interpret, respond to, and adapt various performance materials. *Two credit hours.*

[TD216B] 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.*

[TD217] Technique Lab II: Contemporary Dance: 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.*

[TD217B] 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.

[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.

[TD226] 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.**

[TD237] 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. *Four credit hours.*

TD239f 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**

[TD242] 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.**

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**

[TD245] 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 Patsy Cullors, 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.**

[TD246] Art, Money, Labor: The Crisis of Capitalism Introduces students to the political economies and labor structures that drive cultural production by exploring the global art market, and the circulations of finance, art, and artists. By focusing on sites and institutions that support contemporary art - from museums, to art fairs, performance venues, biennials, auction houses, and philanthropic foundations - students will examine the complex relationships among contemporary art, money, and labor. Case studies include: the contemporary art market boom in cities like Hong Kong and Abu Dhabi; the Gulf Labor Artist Coalition; and the role of indigenous aesthetic practice in the 2016 São Paulo Biennial. *Four credit hours.* **A, I.**

[TD247] Performing the Museum What does it mean to perform in the contemporary museum? What does it mean to produce artworks, exhibits, or analysis in the wake of an institutional structure invested in the maintenance of Western imperialism, colonialism, and capitalist

violence? Class introduces students to these questions by arguing dance, theater, ritual, and performance and analyses grounded in embodiment and corporeality are key to revealing the racialized, gendered, colonial, and economic structures of the contemporary art museum. Semester culminates in performances in the campus museum, and students will work with contemporary artist Dread Scott.
Freedom and Captivity humanities lab. *Four credit hours.* **A.**

TD251f Tomorrow Will Be Bigger! Performing Protest in Brazil An immersive, interdisciplinary exploration of overlaps between political protest, the performing arts, and social change in Latin America's biggest country, from the 1960s until the present day. Using source materials by Brazilian artists, academics, and activists, the course will meld socio-cultural history and creative expression, with a particular focus on the Theatre of the Oppressed methodology and on street-based performance practices. Readings will be complemented by practical workshops, films, and a highly danceable playlist. Previously offered as Theater and Dance 297 (Jan Plan 2022). *Four credit hours.* **A, I.** SOIFER

TD252s 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. *Four credit hours.* **A.** KLOPPENBERG

TD254s People, Place, Practice: Intro to Community-Based Performance Offers an introduction to performance-making as a community-based and community-engaged artistic process. Through in-studio, on-campus, and local community collaborations we will explore participatory creative tools and practices for generating movement and text, with an emphasis on co-creation, performance and facilitation. We will move between embodied practice, course readings, discussion, video viewings, and self-directed projects to cultivate a laboratory of doing partnered with the rigor of articulating. Grounded in the study of historical contexts and contemporary practitioners, we will continue to ask: 'When we say 'community,' or 'artist,' what do we mean and who does that include?' *Four credit hours.* **A.** CUMBIE

[TD258] Improv Practices in Performance *Four credit hours.*

[TD261] Topics in Performance: Murmurations What can the birds tell us? Human and avian lineages have been separate for over 330 million years, and yet, for thousands of years, birds have captivated our attention. We love their songs, we admire their feathers, and, with the introduction of modern technology, we entertain ourselves with their extravagant, funny dances. But what do these signals mean to the birds? And what do they mean to us? In this student-driven arts incubator, the ensemble develops an original work about avian and human behavior. Student directors, performers, designers, stage managers, computer programmers, and others collaborate to create an original work. Performs in Strider Theater in April. *Prerequisite:* Permission of instructor. *Three credit hours.* **A.**

[TD261J] Production 1 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.**

TD262s Colby Collaborative Company Offers students the chance to research and discover tenets of and strategies for community-centered arts practice. Through reading, discussion, and devising, students will work as a collective to imagine, develop, and organize a series of community-responsive arts programs throughout the semester. Since content will vary, it can be repeated once. *Four credit hours.* SOIFER

TD264Af Colby Theater Company: The Haunting Hour *Prerequisite:* Audition. *Two credit hours.* WEINBLATT

TD264Bf Colby Dance Company: Fall Performance Projects *One credit hour.* CUMBIE

TD264Cs Theater Company/Production: Eurydice 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.* ERVIN

[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.*

TD264Jj Applied Performance/Production: Portland Ballet *Three credit hours.* KLOPPENBERG

[TD265] Topics in Design: Light Art Light is a fascinating medium for the expression of artistic ideas. The Light Art movement, combined with new technologies, offers an increasingly sophisticated vocabulary for creative possibilities with light and for the conveyance of meaning. What is Light Art? How did the Light Art movement take root? What is it like to create with light as a fine artist and performing artist? In this studio course, students learn about Light Art origins, experiment with light materiality, explore light as subject, and investigate light as an interactive performance medium. Completed Light Art works will be displayed on campus in a collective installation. There is a \$125.00 studio material fee for the course. *Three credit hours.* **A.**

[TD268] Design Thinking Studio: Performative Sculpture Listed as Art 268. *Four credit hours.* **A.**

[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.*

[TD285] Choreographic Process This introduction to dance-making examines the creative process focusing on physical language, dynamics, and spatial arrangements as possibilities for constructing meaning. We look at movement vocabulary as something that is invented, created personally, crafted carefully in time, space, dynamic arrangement, and relationship to other bodies, always holding the potential for surprise from inside and out. We explore movement ideas, construct and deconstruct movement phrases, discuss readings, choreography, processes, class studies, and roadblocks. Students will begin to discover individual, choreographic points of view and will learn about a diverse set of contemporary choreographers and their work. *Four credit hours.* **A.**

TD300fs Technique Lab: Contemporary Dance Beginning III 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 200 or 217. *One credit hour.* CUMBIE, KLOPPENBERG

TD301fs Technique Lab: Contemporary Dance Intermediate III 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. *Prerequisite:* Theater and Dance 201 or 217. *One credit hour.* CUMBIE

TD306f Technique Lab: Ballet Intermediate III 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, but students with any style of ballet or contemporary training are welcome. This Russian training system creates a connected sense of movement and expressive range. Within this method, students will build on their already established foundation of proper posture, placement, coordination, musicality and movement fundamentals to further explore their technique and development of artistry. *Prerequisite:* Theater and Dance 206 or 216. *One credit hour.* SHIPMAN

TD311fs Technique Lab: Dance Forms of the African Diaspora Intermediate III: Jazz 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 context of Jazz Dance, its roots as an African-American vernacular form and its progression to and adaptation in modern jazz dance styles. Dancers will develop their appreciation and knowledge of a Jazz dance vocabulary through an inclusive learning environment which serves to foster deep engagement and transformative experiences in dance and dance making. *Prerequisite:* Theater and Dance 211. *One credit hour.* STIBAL

[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.*

TD355f Applied Choreography Students with previous experience in contemporary choreography at the college level will create original works for formal performance through a rigorous creative process that includes feedback from faculty and peers, presentation of design concepts, and collaboration with student lighting designers. Course will address contemporary issues in dance including viewings of work by active, acclaimed, and emerging professional choreographers. *Prerequisite:* Theater and Dance 285 or permission of instructor. *Four credit hours.* CUMBIE

[TD361J] Advanced Topics in Performance: Colby on Tour 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. Each time this course is offered, the production content shifts. *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

TD393f Seminar: Ways of Seeing Students deepen their understanding of cultures, histories, aesthetics of performance and to further develop critical and analytical skills. Seminar-style discussions based on readings and viewings and students will assume discussion leadership roles. Professional preparation workshops, and peer-to-peer tutorial sessions in which the reading/viewing material and the discussion are led by the students. Student majors will develop their Pathway rationale documents, portfolios, and senior capstone project plans within this course. *Prerequisite:* Junior or senior standing as a performance, theater, and dance major or minor. *Four credit hours.* KLOPPENBERG

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

[TD493] 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.*

PHILOSOPHY DEPARTMENT

Chair, Associate Professor Keith Peterson

Professors Jim Behuniak, Daniel Cohen, Jill Gordon, and Lydia Moland; Associate Professor 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. Among these 10 courses, PL151, PL231, PL232, and at least one section of PL422 are required. The remaining six electives must include at least one course that satisfies the Metaphysics and Epistemology area requirement ("M&E"); one course that satisfies the Values area requirement ("V"); and one course that satisfies the Diversity requirement ("D").

Also, among these six electives, only one 100-level course can be counted, and at least two must be at or above the 300-level. Only one elective can be counted from PL483/484 (Honors) and only one can be counted from PL 291/292 and PL491/492 (Independent Study). PL422 (Philosophical Encounters) can be taken more than once for elective credit and may count concurrently to satisfy area requirements. No course taken satisfactory/unsatisfactory can be counted in fulfillment of major requirements, nor can any course with 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

[PL111] 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.**

PL113fs 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.** HILL

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

[PL117] Central Philosophical Issues: Philosophical Anthropology What is human nature? What makes humans different from other animals? What is the significance of the divisions internal to human society, such as those of race, class, gender, and culture? What does it mean to be a self-interpreting, historical being? What is the place of human beings in the natural world, especially in the context of global environmental crisis? Philosophical anthropology is the study of past and current responses to these questions and includes an understanding practice of critique as a philosophical method. Exposure to responses from past and present provides opportunities to question fundamental beliefs about human nature. *Four credit hours.* **W1.**

PL126f Philosophy and the Environment An introduction to philosophy through prominent questions and themes in environmental philosophy. Topics include the historical context and causes of environmental crisis, anthropocentrism, animal rights, intrinsic value, biocentrism, ecocentrism, and radical social theories, incorporating core philosophical issues in ethics, philosophical anthropology, and nature philosophy. These provide resources for clear and creative reasoning on the philosophical aspects of creating sustainable communities, for reflection on value priorities, and for exploration of relationships between academic work and social responsibility. *Four*

credit hours. PETERSON

[PL131] Philosophy and Science Fiction Science fiction offers us an entertaining and thought-provoking way to explore the most fundamental mysteries of the universe. In this course, we will examine some classics of the genre to see how they shed light on enduring philosophical questions, such as: What constitutes personal identity? Is time travel possible? What is a mind? Does free will exist? How can we know the truth? What are our responsibilities to others? Students will come away from the course with a deeper understanding of these classic problems of philosophy, a better sense of how science fiction can be used to investigate them in ways that go beyond standard philosophical methods, and an awareness of the continuity between philosophy and the arts. *Three credit hours.*

[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.*

PL197j Truth, Lies, and BS The proliferation of disinformation on the Internet and through social media, along with its worrisome political effectiveness, has led some people to say we have entered the "post-truth" era. This, in turn, has given new urgency to one of the most ancient philosophical questions, "What is truth?" In this course we will examine the concept of truth politically, historically, and philosophically in the context of its apparent contemporary demise. We will consider as well whether "truthiness" is enough to live on. *Three credit hours.* COHEN

PL211f 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

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

[PL213] Philosophical Inquiries into Race A philosophical treatment of several aspects of race and racism: ontological issues surrounding what race is; existential and phenomenological issues about embodiment as a visible racial minority; social and political issues regarding oppression, colonization, and discrimination; and ethical issues involving racial minorities in the American context. *Four credit hours.* **S, U.**

[PL213J] 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.**

[PL215] Feminist Philosophies Whether one views feminism as a philosophical school of thought, an interpretive strategy, a political movement, or a way of understanding culture and ideas, it has many faces; feminism is neither unified nor monolithic. Students examine several feminist frameworks (structures of political thought that shape feminism), their relationship to and difference from one another, and feminist issues that lie outside of those frameworks. *Four credit hours.* **S, U.**

[PL216] Philosophy of Nature Ancient philosophers contemplated the natural world, modern philosophers and scientists sought to instrumentalize it, and recent thinkers are gaining an appreciation of nature's often unruly complexity. As they consider varied historical and current accounts of nature, students will also engage with the questions how, by whom, and under what conditions knowledge of nature is produced, providing opportunities to question their own fundamental beliefs about nature. Readings range from Aristotle to current philosophy, history, and social studies of the sciences. *Four credit hours.*

[PL217] Feminism and Science An examination of new and challenging questions feminists and social theorists have raised about the content, practice, values, and traditional goals of science. Objectives include deepening the student's knowledge of feminist philosophy and familiarizing them with some of the diverse literature in the field of science studies. Topics include "standpoint" and social epistemologies; objectivity, value-neutrality, and universality claims of modern science; the social and historical character of science; how implicit assumptions about gender, class, ethnicity, epistemic, and social values affect research and reasoning; and how the language scientists use to explain phenomena conditions the production of knowledge. *Four credit hours.* **S, U.**

PL220fs Seminar on Philosophy and Gender This seminar focuses primarily on writings by female and non-binary philosophers, considering topics including the epistemology of silencing, the ethics of pronouns, the metaphysics of race, and the difference between social and political justice. Through these authors, we will also learn about contemporary philosophizing about gender. Through close reading of texts, we will develop philosophical skills of critique and analysis. Through student presentations, we will develop speaking and presentation skills. *Two credit hours.* **MOLAND**

PL222s Philosophy of Sex and Gender Examines sex and gender from a philosophical perspective. We will inquire into the nature of gender, biological sex, and the relationship between the two, with the intersections among sex, gender, race, class, disability, sexuality, etc. in view. Throughout the course, we will consider the relationship between gender and "othered" identities in general, and investigate structures of identities and difference and how they come to be. Ultimately, we will investigate the possibilities for thinking outside of, or rethinking, these structures. We will also look at the relationship between gender and historical and contemporary notions of "reason." Readings will include works by both contemporary philosophers of sex and gender as well as selections from the history of philosophy. The latter texts will be analyzed with a view toward their relevance to questions of sex and gender. *Four credit hours.* **HILL**

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. HILL**

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.**

[PL235] The Stoic Way of Life In keeping with a recent resurgence in interest in Stoicism, this course aims to return to the Greek and Roman sources in order to explore Stoicism's long-standing influence and allure. At the center of the course will be the questions: If humans live best according to nature, what does that mean and is it a sustainable human life? In addition to the ancient sources, we will look at contemporary works that interpret Stoicism for the twenty-first century. Learning goals include gaining a deep familiarity with Stoic philosophical thought and its historical development, oral and written communication of complex ideas, exploring Stoicism deeply in written work that analyzes, synthesizes, and argues?i.e., speaking, reading, and writing philosophically. *Four credit hours.* **H.**

[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.*

[PL239] Epistemology An introduction to basic philosophical positions regarding Skepticism, knowledge versus belief, knowledge and the world, and epistemic justification as well as topics such as the nature of certainty, "naturalized epistemology," and the ethics of belief. *Four credit hours.*

PL240f Freedom, Resentment, and the Other What is moral freedom? Does a smoldering resentment fuel the dominant discourse of equality and justice? How does the Other person present resistance to my own freedom? Controversial answers to these questions have been provided by some of the most influential European philosophers in history. Students will engage with 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 ideas and commitments in an informed way. *Four credit hours.* **PETERSON**

PL243s 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.* **PETERSON**

[PL253] Skepticism East and West For as long as there have been philosophers engaged in passionate pursuit of knowledge, there have been skeptics critical of the entire enterprise. Can we really know the Truth about anything? For that matter, how important is it for us to know the Truth? Skeptical thinkers have appeared in all times and cultures. We will engage with three venerable texts: the *Zhuangzi* from ancient China, Nagarjuna's writings on the *Middle Way* from ancient India, and the *Outline of Skepticism* by Sextus Empiricus from ancient Greece. Our goal is to put these authors into dialogue and then join in that dialogue. *Prerequisite:* A prior course in philosophy. *Three credit hours.*

[PL258] Advanced Logic Further investigations into symbolic logic and its extensions, with special attention to modal logic and some attention to metatheoretic results. *Prerequisite:* Philosophy 151. *Four credit hours.*

[PL265] Chinese Philosophy An introduction to major thoughts, texts, and thinkers in the "classical" period of Chinese philosophy, which covers roughly the sixth through the third centuries BCE (known as the Warring States period). We will cover Confucius, Mozi, Mencius, Zhuangzi, Laozi, Sunzi, Xunzi, Han Feizi, the *Yijing* or *Book of Changes*, and other important texts. Provides an overview of the philosophical questions that motivated thinkers in early China and aims to provide an appreciation for how various answers to these questions have shaped East Asian civilizations generally. *Four credit hours.*

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

PL274s Philosophy of Religion An examination of some principal philosophical issues in the area of religion, including the existence of God, divine attributes in relation to time, space, and the natural world, the origin and content of religious experience, issues regarding faith and its object, and the function of religious symbolism. Readings include both critics and defenders of the religious standpoint. *Prerequisite:* One course in philosophy. *Four credit hours.* **S. BEHUNIAK**

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**

PL311s 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. MOLAND

[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.*

PL338s Philosophy of Language Philosophy took a linguistic turn in the 20th century: philosophers have come to suppose that reflection on the nature of language and the linguistic representation can help solve longstanding philosophical problems. The development of the philosophy of language and its success, with special attention to the role of metaphor. *Prerequisite:* Philosophy 151. *Four credit hours.* COHEN

PL348s Truth in Fiction Listed as English 348. *Four credit hours.* L. HANLON

[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.

[PL353] Contemporary Analytic Philosophy At the turn of the 20th century, G. E. Moore and Bertrand Russell revolutionized the way we philosophize. Their new methods focused intensely on language, radically altering philosophy's agenda: old questions got new answers, new questions were raised, more attention was paid to the nature of philosophy itself. It culminated in Wittgenstein's extraordinary *Tractatus Logico-Philosophicus*—and a discipline in a crisis of self-identity. The first articulate responses in mid-century were Logical Positivism and Ordinary Language Philosophy, but the contours of contemporary philosophy and its main voices, such as Kripke's Realism or Rorty's Neo-Pragmatism, are still best understood against this historical backdrop. Provides context for entering contemporary philosophical debates. *Prerequisite:* Two philosophy courses. *Four credit hours.*

[PL357] Beauty and Truth: The German Age of Aesthetics Philosophers and artists during the German Age of Aesthetics (1770-1830) believed that art was among humans' highest achievements. Kant compared aesthetic insight with moral feeling; Goethe and Schiller paired their pathbreaking literary accomplishments with theories describing freedom in terms of the tragic and the sublime. The poet Novalis and critic Friedrich Schlegel articulated a new aesthetic they hoped would change the world; Hegel argued that art is one expression of absolute truth. These aesthetic theories are supplemented with plays and novels, as well as with the music and visual art that characterized the period. *Prerequisite:* Two philosophy courses. *Four credit hours.* A.

PL359f 19th-Century Philosophy Philosophy in the 19th century began with systematic philosopher G.W.F. Hegel's claim 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 and Hedwig Dohm's theory of radical emancipation. Between these benchmarks, we find Karoline von G?nderode's ecological monism, Karl Marx's claim that philosophy's job is not to understand the world but to change it, Kierkegaard's ethics of renunciation, and Clara Zetkin's

socialist feminism. A survey of these and other philosophers along with a study of the social upheavals to which they reacted. *Prerequisite:* Philosophy 232. *Four credit hours.* H. MOLAND

[PL374] Existentialism An examination of the existing individual, their freedom and death, meaning, value, nihilism, authenticity, responsibility, and faith in the works of Kierkegaard, Nietzsche, Heidegger, Camus, Sartre, de Beauvoir, Buber, and the phenomenologists Frantz Fanon and Iris Marion Young. *Prerequisite:* Two philosophy courses. *Four credit hours.*

PL378s Being, Difference, and Power From the early 20th century, European philosophers produced provocative and influential theories that continue to shape the intellectual landscape of the humanities and social sciences to this day. The interrogation of being and existence, meditations on difference and identity, and the theorization of power and domination distinguish much of this work. Movements and schools of thought covered in the course include phenomenology, existentialism, French empiricism, critical theory, feminism, poststructuralism, science studies, and recent realisms. *Prerequisite:* Philosophy 232, 359, or one philosophy course at the 200-level or above. *Four credit hours.* PETERSON

[PL380A] Recent Continental Realisms In recent years, a group of philosophers has thrown the widespread dogma of "social construction" into question. Is the world really nothing but a social construction? Does humankind really play such a significant role in the constitution of the world through its consciousness, subjectivity, language games, discourse, praxis, being-in-the-world, or embodiment? Students will explore some very recent work by a handful of philosophers who argue that in order for philosophy to be rescued from its condition of being unable to respond to current world problems, it has to return to some form of realism. *Prerequisite:* Philosophy 232 or two philosophy courses. *Four credit hours.*

[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.*

PL380Cs Neo-Platonism This course will introduce some of the central ideas and thinkers of the Neoplatonic tradition. We will read selections from Plotinus' *Enneads* and Proclus' *Elements of Theology* and *On the Existence of Evils*. We will examine the Neoplatonic metaphysical schema, ontology, and views on the human soul, matter, and evil. Throughout the course, we will consider the roots of these ideas in the thought of Plato and Aristotle, showing how the Neoplatonists synthesized these two philosophers and their respective philosophical legacies into a systematized philosophical worldview. We will supplement our readings of the primary texts with selections from contemporary scholars to aid us in understanding some of the more complex and historically nuanced ideas within the Neoplatonic system. We will conclude by highlighting the debate between Plotinus and Proclus on the nature of matter and its relationship to evil, and we will discuss the possibilities of Neo/Platonic theories of evil in light of Neo/Platonic metaphysics. *Prerequisite:* Two philosophy courses (not including Philosophy 151). *Four credit hours.* HILL

[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.*

PL389f 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.* COHEN

[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: Dewey, Addams, and Social Democracy This course will explore interactively the contributions of two important twentieth-century American figures: John Dewey and Jane Addams. Using Dewey's *Democracy and Education* (1916) as a point of departure, it explores the life and writings of Addams, tracing the central role that her work played in helping Dewey arrive at his ideas. Dewey's and Addams' impact on topics such as cultural pluralism, economic justice, voting rights, charity, gender and racial equality, education, and democratic theory will be explored. This course will include "philosophical encounters," both in-person and remotely, with scholars on Dewey and Addams, and students will complete independent research projects. *Prerequisite:* Five philosophy courses at least one of which must be at the 300-level. *Four credit hours.* BEHUNIAK

PL483f Philosophy Honors Program Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. A 3.25 major average at the end of the senior year, a grade of A- or better on honors work, a public presentation, and final approval by the department are conditions of successful completion of this program. *Prerequisite:* Senior standing, a 3.25 major average at the end of the junior year, and permission of the department. The honors tutor must be a member of the philosophy faculty. *Four credit hours.* FACULTY

[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; Senior Laboratory Instructor Lisa Lessard; Laboratory Instructor I Michaela Allen

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

- 120, 121, 125, or 130 Single-Variable Calculus (or Honors Calculus I, 135 or 161)
- 122 or 160 Series and Multi-Variable Calculus (or Honors Calculus II, 162 or 165)
- 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)

- 120, 121, 125, or 130 Single-Variable Calculus (or Honors Calculus I, 135 or 161)
- 122 or 160 Series and Multi-Variable Calculus (or Honors Calculus II, 162 or 165)
- 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 120, 125, 130, 135, or 161), 122 (or 160, 162, or 165).

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, fluids, 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, 122, 125, 130, MA160, 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.** BLUHM

PH145s Foundations of Electromagnetism and Optics Explores the foundations of electrical and magnetic forces, electromagnetic waves, and optics. Students will learn how electric and magnetic fields are described mathematically, how they are interrelated, and how the interrelations lead to a wide variety of physical phenomena. Practical applications in electric circuits and optical devices are explored. These topics are developed further in discussions, laboratory exercises, and out-of-class assignments. *Prerequisite:* Physics 141 or 143, and Mathematics 121, 125, 130, 135, or 161. *Four credit hours.* **N, Lb.** MCCOY, TATE

PH231f Introduction to Astrophysics Listed as Astronomy 231. *Four credit hours.* **N, Lb.** ALLEN, 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, 160, 162 or 165. *Four credit hours.* MCCOY

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.* MCCOY, TATE

[PH253] Electronic Measurement in the Sciences Electronic measurements are used in all of the sciences as well as interdisciplinary research areas such as environmental science. Provides introduction to control and measurement instrumentation using analog and digital devices and microcontrollers. 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.*

[PH262] Data Science in Astrophysics Listed as Astronomy 262. *Four credit hours.*

PH311f 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, 160, 162 or 165. *Four credit hours.* TATE

[PH312] 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.*

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.* MCELMURRY

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, 160, 162, 165 and either Physics 242 (may be taken concurrently) or Chemistry 342 (may be taken concurrently). *Four credit hours.* MCGRATH

[PH333] Experimental Soft Matter Physics An introduction to scientific research, focusing on soft matter physics and nonlinear science. Uses advanced experimental topics such as Brownian motion, pattern formation, hydrodynamic instabilities, and chaos to provide basic training in modern interdisciplinary research methods. Strong emphasis will be placed on the use of computers and computer programming, image analysis, wet lab techniques, and other broadly applicable skills, including the reading and writing of scientific research articles. *Prerequisite:* Physics 242 and Mathematics 262. *Four credit hours.*

PH334f Experimental Atomic Physics Experimental Atomic Physics Laboratory projects in modern atomic, molecular, and optical (AMO) physics. Experiments include observing the Zeeman effect in mercury using a grating spectrometer, laser-induced fluorescence spectroscopy of iodine, Doppler-free diode laser spectroscopy, and magneto-optical trapping of rubidium atoms. Through these and other projects, students will learn cutting-edge techniques of modern AMO physics. In addition they will become familiar with, and be expected to engage in, communication of results both orally and in written form. Laboratory and tutorial. Some out-of-class participation required. *Prerequisite:* Physics 242 and 250. *Four credit hours.* TATE

[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.*

PH342s Galaxies and Cosmology Listed as Astronomy 342. *Four credit hours.* KOCEVSKI

[PH345] Topics in Quantum Information Quantum information science combines physics and computer science. Exploiting the dynamics of quantum systems changes the nature of computation and manipulating information. The course will provide an introduction to the foundational principles of quantum physics from the perspective of quantum information including an understanding of the difference information storage in quantum states versus classical states (quantum bits and classical bits) including the inability to copy quantum bits (the no-cloning theorem) and entanglement, an understanding of quantum computing operations (quantum gates) an introduction to quantum algorithms, in particular those for factoring composite numbers and database searches. The course will be taught in a seminar format. Previously offered as Physics 398 (Spring 2020). *Prerequisite:* Mathematics 253 and Computer Science 232 or Physics 242. *Two credit hours.*

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.* BLUHM, MCGRATH

PH401Sf Senior Physics and Astronomy Seminar *Noncredit.* BLUHM

PH431s 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.* BLUHM

PH483f Independent Honors Project Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of an honors thesis. *Two to four credit hours.* FACULTY

PH491f, 492s Independent Study Individual topics or research in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to five credit hours.* FACULTY

PSYCHOLOGY DEPARTMENT

Chair, Professor Christopher Soto

Professors Martha Arterberry, Melissa Glenn, and Christopher Soto; Associate Professors Jennifer Coane, Tarja Raag, and Erin Sheets; Assistant Professors Jin Goh, Derek Huffman, Veronica Romero, and Elizabeth Seto; Visiting Assistant Professors Michael Buccigrossi, Czarina Evangelista, and 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. Psychology 214 and 215 must be taken on campus, so students who wish to study off campus in their junior year must complete these courses in their sophomore year. Two courses (equivalent to Psychology 111 or the 200-level electives, not 214 or 215) 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. Students may not earn more than four total academic credits from PS416, PS483/484, and PS491/492 within the same semester. 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 232, 233, 234, 236, 242, 244, 272, 275; at least two courses from 120C, 223, 241,

245, 251, 253, 254, 259; 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, 241, 242, 244, 254, 272, 275; at least two courses from 120C, 223, 245, 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; 310, 321, 330, 341, 343, 346, 353, 363, or 365; 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 maintaining an outstanding major GPA, completing at least one seminar and collaborative research paired course by the end of the junior year, and overall engagement in research. Beyond these general criteria, departmental decisions regarding honors invitations will also reflect compatibility of student and faculty research 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, HUFFMAN, RAAG, SETO, 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.

PS120Cs 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.** SHEETS

PS215s Research Methods and Statistics in Psychology II Continuation of Psychology 214. Topics include experimental design, analysis of variance (ANOVA), interpretation of complex factorial studies, and oral and written communication of findings following the conventions of the American Psychological Association. Collaborative laboratory activities center on design, data collection, analyses, and oral and written communication of an original empirical research project. Lecture and laboratory. *Prerequisite:* Psychology 214, a W1 course, and sophomore or junior standing. *Four credit hours.* **W2.** COANE, ROGERS

[PS223] 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.

[PS232] 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.*

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.* EVANGELISTA, HUFFMAN

PS234s Principles of Learning An examination of non-associative and associative forms of learning. We will examine how animals learn about the relationships among events and how these relationships are expressed into observable behaviors. Principles of animal learning will also be applied to human learning to understand the relevance and generality of the class material. Through readings and discussions of classic and modern scientific articles, students will learn the various neurobiological mechanisms involved in different types of learning. Assignments will prepare students to communicate science to diverse audiences. *Prerequisite:* Psychology 111. *Four credit hours.* EVANGELISTA

[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.*

PS241s Health Psychology An examination of the contributions of psychology to identifying factors that relate to health and illness, promoting and maintaining health, and preventing and treating illness. Students will gain knowledge of methodologies for studying health behavior, the role of psychological, social, and structural factors in health and illness, theories of health behavior, and designing interventions to promote health and manage illness. In addition, students will apply course content to real-life contexts. *Prerequisite:* Psychology 111. *Four credit hours.* BUCCIGROSSI

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

PS244f 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

PS245f 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, SETO

PS254s Psychological Disorders 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

PS259fs Lifespan Development A study of human development across the lifespan with emphasis on the general characteristics of development from birth to death. Various theories will be explored to explain developmental processes. Topics include perceptual, cognitive, social, and identity development; the role of families, communities, and culture in development; and death and dying. Students have the option to participate in civic engagement activities in the local community. This applied work helps students explore how to apply the findings of research or tenets of theory to real-world contexts. Students with prior credit for Psychology 120 cannot receive credit for 259. *Prerequisite:* Psychology 111. *Four credit hours.* RAAG

[PS272] 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.*

[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.*

PS336fs Seminar in Experimental Social Psychology Trains students to critically examine, write about, and discuss primary empirical sources/contemporary research in social psychology. Topics may include self-esteem, belief in free will, and perceptions of authenticity and meaning in life. *Prerequisite:* Psychology 215 and 251 or 253, and concurrent enrollment in 337. *Four credit hours.* W3. ROGERS, SETO

PS337fs Collaborative Research in Social Psychology Collaborative empirical research projects on topics discussed in Psychology 336. Students will design, conduct, and present an original research project that contributes to the knowledge of 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, SETO

PS339s Seminar in Personality Psychology With its companion, Psychology 340, trains students to be personality psychologists—informed consumers and producers of personality science. Students will critically engage with a variety of personality theories and research through reading, writing, and discussion. Issues considered include how specific habits of thinking, feeling, and behaving cohere into broader personality traits; how personality develops across the life span; and how personality influences behavior and

life outcomes. *Prerequisite:* Psychology 215 and 251, and concurrent enrollment in Psychology 340. *Four credit hours.* **W3.** SOTO

PS340s Collaborative Research in Personality Psychology Each student will become an expert about a specific issue related to personality. Working collaboratively, students will then design, conduct, and present a research project that contributes new scientific knowledge about this issue. *Prerequisite:* Psychology 215 and 251, and concurrent enrollment in Psychology 339. *One credit hour.* SOTO

[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.*

[PS345] 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 concurrent enrollment in 346. *Four credit hours.*

[PS346] 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 345. *One credit hour.*

PS347f Seminar in Cognitive Development Study of children's cognition with a goal of understanding their increasing competency in eyewitness testimony. Focusing on 3- to 5-year-old children, current theories and empirical research are explored. Discussion topics may include memory development, information processing, perception, attention, and/or how the social context influences cognition. Reading and discussion of empirical research articles allow for development of skills for evaluating current empirical research, placing new data within a theoretical context, and explaining cognitive development from several theoretical perspectives. *Prerequisite:* Psychology 215 and 120, 232, or 259; and concurrent enrollment in 348. *Four credit hours.* **W3.** ARTERBERRY

PS348f Collaborative Research in Cognitive Development Collaborative empirical research projects on topics discussed in Psychology 347. Empirical work addressing an original research question on a topic pertaining to 3- to 5-year-old children's cognitive development. Collaborative and individual oral and written assignments, following the conventions of the American Psychological Association, evaluate students' research and communication competencies. Includes volunteering weekly in a local early-childhood program. *Prerequisite:* Concurrent enrollment in Psychology 347. *One credit hour.* ARTERBERRY

PS349f Seminar in Neural Plasticity and Behavior Several topics within the field of behavioral neuroscience will be examined in depth with an emphasis on rat models of cognition, emotion, and motivated behaviors. Current and historical contexts will be examined and discussion topics will focus on varieties of neural plasticity and their relevance to behavior, including adult hippocampal neurogenesis, neuron morphology, neurotransmitter function, protein expression. 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.** EVANGELISTA

PS350f Collaborative Research in Neural Plasticity Collaborative empirical research projects on topics discussed in Psychology 349. Empirical work addressing an original research question on a topic pertaining to a feature of brain plasticity and a corresponding behavioral construct will be conducted. 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.* EVANGELISTA

PS352Af Sex and Gender Seminar Psychological principles as they relate to sex/gender/sexuality. Focus topics including theoretical perspectives of how the dimensions of sex/gender/sexuality are formed will be addressed in the first half; specific topics related to sex/gender/sexuality in the second. Focus topics are selected by students and have included dating violence, gender bullying, homophobic/transphobic bullying, domestic violence, and links between systems of discrimination (sexism/racism/homophobia/classism). Students are expected to participate in applied work or activism and to reflect on how to bridge the gap between research/theory and using research/theory in the real world to solve social problems linked to sex/gender/sexuality. *Prerequisite:* Psychology 255, 256 or 259, and senior status. *Four credit hours.* RAAG

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: Psychology of Prejudice Despite increasing efforts to eradicate prejudice in our society, we have yet to achieve equality in the treatment and opportunities for many social groups across race, gender, sexual identity, socioeconomic status, and other features. From a social psychological perspective, we will examine the causes and consequences of stereotyping, prejudice, and discrimination in their many forms. Both individual and group-level processes impact judgments, performance, and attributing blame to people who hold prejudiced beliefs or people who are targets of prejudice. We will study empirical research and theory to better understand the ways in which stereotypes can be automatic, maintained, and reduced. *Prerequisite:* Psychology 223 or 253. *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

[PS352F] 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.*

PS352Gs Seminar: Clinical Interventions: Science and Practice Explores the principles and research base of major, empirically-supported psychotherapy models, including behavior therapy, cognitive therapy, and acceptance-based therapies. Learning goals include differentiating common factors of treatment from specific factors, contrasting therapy models, and articulating the scientific process of treatment development and evaluation. Readings and videos of therapy sessions will illustrate clinical intervention approaches. Students will not be trained in clinical interventions but will leave the course with a deeper understanding of evidence-based practice. *Prerequisite:*

[PS354] 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.*

[PS355] 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.*

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 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

[PS362] 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 dataæ). 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.

PS374s Seminar: Psychology and Neuroscience Exploration of the vast intersection between the fields of psychology and neuroscience: how psychology has shaped and contributed to the field of neuroscience, and how findings from neuroscience aid psychological research and theories. Topics may include developmental and degenerative neuropathology and the impact of environment, genetics, psychological factors, and sociocultural contexts over them. Students will read, critically evaluate, and discuss empirical and theoretical papers as they gain depth of knowledge on different topics. Students will present their ideas in oral and written form and will work on a collaborative writing project. *Prerequisite:* Psychology 233. *Four credit hours.* EVANGELISTA

[PS416] 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.*

PS420fs Senior Integrative Seminar A culminating experience for students majoring in psychology, organized around the department's research colloquium series. Students will critically engage with a variety of current psychological research and will integrate theories, methodologies, and findings across areas of psychology. Specifically, students will attend research presentations by invited guest speakers, read companion papers selected by the speakers, meet in a seminar session to discuss each speaker's presentation, and write a final paper that integrates the theories, methodologies, or research findings of at least two colloquium speakers. *Prerequisite:* Senior standing in psychology and permission of the instructor. *Three credit hours.* BUCCIGROSSI, SHEETS

[PS483] 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.*

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 DEPARTMENT

Chair, *Professor Nikky-Guninder Kaur Singh*

Professors David Freidenreich and Nikky-Guninder Kaur Singh; Assistant Professor Kerry Sonia (on NEH fellowship); Visiting Assistant Professors Ryan Harper and Erik Trinka

Colby's Religious Studies Department trains students to critically analyze the ways in which individuals and communities conceptualize the transcendent, that which they regard as vitally significant. Its courses explore diverse religious traditions, regions, and time periods through three analytical frameworks:

1. **Identity:** How ideas about the transcendent interact with societal norms regarding hierarchical conceptions of human difference, including those associated with gender, sexuality, race, ethnicity, and class.
2. **Interpretation:** How individuals and communities express ideas about the transcendent in literary and artistic works, and how they engage ideas expressed within their religious traditions.
3. **Practice:** How individuals and communities seek to actualize their ideas about the transcendent through rituals, material culture, and daily life.

Requirements for the Major in Religious Studies

A minimum of **nine** courses, to include the following:

- RE core course: "Thinking about Religion Today"
- At least one 100-level course related to one or more Eastern religious traditions
- At least one 100-level course related to one or more Western religious traditions
- At least two 300-level courses taught by members of the Religious Studies Department; majors are strongly encouraged to take at least one seminar before their senior year
- At least **two** designated courses in **each** of the analytical frameworks (Identity, Interpretation, Practice). A single course may count simultaneously toward the framework requirement and the survey or seminar requirement.

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 Sept. 15. Admission is contingent on a 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, to include the following:

- RE core course: "Thinking about Religion Today"
- At least one 100-level course related to one or more Eastern religious traditions
- At least one 100-level course related to one or more Western religious traditions
- At least one 300-level course taught by a member of the Religious Studies Department;
- At least **one** designated course in **each** of the analytical frameworks (Identity, Interpretation, Practice). A single course may count simultaneously toward the framework requirement and the survey or seminar requirement.

Students may petition to count off-campus study courses toward fulfillment of an appropriate analytical framework requirement; courses taught at Colby may only count toward the single framework designated by the instructor.

Courses by Analytical Framework

Identity

- RE 117: India and the Western Imagination
- RE 182: Jews, Judaism, and the Modern World
- RE 218: Global South Asia
- RE 236: Modern Christianity
- RE 256: The African-American Religious Experience

- RE 297: Gender, Sexuality, and the Bible
- RE 346: Jews of Germany, Past and Present
- RE 387: Anti-Judaism and Islamophobia in Christian/Western Thought

Interpretation

- RE 136: Introduction to Christianity
- RE 143: Introduction to the Hebrew Bible/Old Testament
- RE 144: Introduction to the New Testament
- RE 181: Conceptions of Jews and Judaism
- RE 111: Religions of India
- RE 211: Religions of China, Japan, and Tibet
- RE 217: Religion in the Americas
- RE 298: Religion, Technology, and the Human Self
- RE 397: God and the American Essay
- RE 398: War and the Bible

Practice

- RE 232: American Spirituality and the Environment
- RE 242: The Good Life
- RE 285: Faith, Class, and Community
- RE 297: Who Owns the Bible
- RE 297: Religion and Politics in the United States
- RE 319: Bollywood and Beyond
- RE 322: Food and Religious Identity
- RE397: Sacred Sounds: Music and American Spirituality

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

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.**

[RE117] A Passage to India: India and the Western Imagination Beginning with Walt Whitman's romantic journey toward the "soul" of the universe, Western attitudes towards India and India's encounter with Western culture will be studied. Literature and film include *A Passage to India*, *The Razor's Edge*, *The English Patient*, *Siddhartha*, *The Namesake*, *Gitanjali*, *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.**

RE118f 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. Previously offered as Religious Studies 217. *Four credit hours.* **H.** HARPER

RE136f Introduction to Christianity Considers historical turning points in key Christian ideas, texts, and practices in order to understand the lived experience of contemporary Christians around the world. Studies debates and controversies of faith in the context of social categories like gender, sexuality, race, ethnicity, social class, and disability. Readings magnify voices of Christian people at the margins of evident power structures, especially (but not exclusively) in the U.S. context. *Four credit hours.* **H.** HARPER

RE143f Introduction to the Hebrew Bible/Old Testament Explores the best-selling book of all time by focusing on the first part of the Bible, i.e., the Hebrew Bible or Old Testament. We will study famous biblical characters and analyze challenging and unexpected narratives. Students will gain an informed understanding of this rich collection of texts by concentrating on their literary, social, and historical contexts. We will also take into consideration the ways in which these texts have been used in contemporary poetry, film, art, and music. *Four credit hours.* **L.** TRINKA

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.** TRINKA

RE148f Inclusion and Exclusion: Dilemmas in Israeli Society Listed as Jewish Studies 148. *Four credit hours.* **S, I.** COHEN FISHER

RE181f Conceptions of Jews and Judaism A survey of the history of the Jewish people and the religion called Judaism from the biblical era through the Middle Ages, tracing the development of ideas, texts, beliefs, and practices that continue to influence Jewish life and thought today. Examines Christian and Islamic ideas about Jews and Judaism and the historical impact of inequality, prejudice, and persecution on Jewish society and culture. Students will develop broadly applicable critical reading skills as well as those that relate specifically to the analysis of religious texts. *Four credit hours.* **H, I.** FREIDENREICH

RE182s Jews, Judaism, and the Modern World A survey of the social, cultural, intellectual, and political history of the Jews of Europe, the United States, and Israel/Palestine from the 17th century to the present. Traces the emergence of contemporary Judaism in its various manifestations. This 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.**

[RE213] 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. Previously offered as Religious Studies 117. *Four credit hours.* **L.**

[RE217] 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.**

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.*

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? In the desire to achieve good grades, to get a good job, and to succeed, we often fail to take a step back. This course is a chance to take a breath and think about how we are using the time that we have. We will explore questions of what makes life 'good' through engagement with a number of diverse traditions and practices that have helped human beings live a good life over centuries.. We will also look at research on happiness and participate in projects designed to boost our happiness. This class will include visits from individuals who will share how they lead a good life. The hope is that you will leave this class with a better idea of what it means for you to live life well and tools to enact your vision at Colby and beyond.
Three credit hours. **S.** ASCH, SMANIK

[RE244] Spirits, Specters, and Global Divinities: Contemporary Religion Listed as Anthropology 244. *Four credit hours.* **I.**

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

[RE256] The African-American Religious Experience A sociological analysis and historical overview of the diverse religious organizations, leaders, experiences, and practices of black people in the United States. Emphasis upon the predominant Afro-Christian experience, its relationship with the African background, contemporary African religions, other religions (e.g., Islam), political institutions, social change, urban problems, and the arts. Special attention to the role of black Christian women in church and society. Formerly offered as Religious Studies 356. *Four credit hours.* **U.**

[RE263] Buddhism across East Asia Listed as East Asian Studies 263. *Four credit hours.* **L.**

[RE265] 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.**

RE285f 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. **Civic Engagement course. Food for Thought course. Humanities lab course.** *Four credit hours.* **U.** FREIDENREICH

RE2XXAs Thinking About Religion Today *Four credit hours.* HARPER

RE2XXBs Bible and the Body *Four credit hours.* TRINKA

[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.**

RE346s 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.** FREIDENREICH

[RE354] Zionism and its Opponents Listed as Global Studies 354. *Four credit hours.*

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

[RE387] Anti-Judaism and Islamophobia in Christian/Western Thought How have Christian and other Western thinkers put ideas about Jews and Muslims to work in making sense of the world? What are the similarities and differences between ideas about Judaism on the one hand and Islam on the other? How did these intertwined ideas change over time, and how do they reflect conceptions of Christian/Western self-identity? Students will develop proficiency in the contextual analysis of primary sources, the critical evaluation of secondary literature, and original research. We will devote particular attention to the related questions, "What makes academic writing effective?" and "How can I write that way myself?" *Four credit hours.* **I.**

RE397f Cities in/and the Bible We will explore the city as religious place and space in and beyond biblical texts. We begin with a survey of urban landscapes in the biblical corpus that weaves together archaeology, urban planning, architecture, and philosophies of space to understand the cultures of spatial production and practice that inform the worlds in and around the Bible. Students will investigate the rural/urban and mobile/settled divides present across biblical texts. Special attention will be paid to spatial practice, gendered aspects of space and spatial negotiation, and relationships between rural/urban religiosities in past/present contexts. Students will explore conceptions of cities as loci of divine residence, as centers of immorality and corruption, and as sites of redemption and salvation. *Four credit hours.* TRINKA

RE397Af Tradition and Innovation in Mid-Century Frescoes Listed as Art 397A. *Four credit hours.* PLESCH

[RE483] Religious Studies Honors Program Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. *Prerequisite:* A 3.65 average in the major at the end of the junior year and permission of the department. *Four credit hours.*

[RE483J] Religious Studies Honors Program *Noncredit.*

RE491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

RUSSIAN LANGUAGE AND CULTURE PROGRAM

In the Department of German and Russian

Chair, Associate Professor Alicia E. Ellis (German)

Assistant Professors Elena Monastireva-Ansdell and Melissa Miller; Visiting Assistant Professor Peter Orte; Language Assistant Sofia Levina

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] Reel Russia What role does Russia's "most important art" play in shaping the nation's present and future? How does it legitimate or subvert the official notions of usable and unusable past? What has caused the shift from the rigorous interrogation of the Communist past in the 1990s to the revival and reintegration of Soviet-era policies, practices, and values in the 21st century? Students will combine intellectual inquiry into changing representations of social structures, ethnic relations, and gender roles in Russia with the development of visual literacy, 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.* MILLER

[RU125J] Elementary Russian I Intensive introductory course equivalent to RU125f. Upon successful completion of the course, students may proceed to Elementary Russian II, RU126s. Enables students to acquire a high degree of competence through communicative learning and interaction. Acquisition of grammar and vocabulary through substantial engagement in repetition, memorization, role playing, and creative communication, reinforced by listening, readings, writing, and speaking assignments outside of the classroom. Cultural practices of Russians are studied through language. Students are invited to participate in a planned trip to Moscow and St. Petersburg during Spring Break 2022. *Three credit hours.*

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

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.* ORTE

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.* INSTRUCTOR

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. *One credit hour.* LEVINA

[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 A 20th Century Childhood: Growing up in Russia and the USSR Since the Romantic Age, childhood has been recognized as a world apart, associated with a type of freedom, play, and natural innocence that we leave behind when we become adults, for better or worse. Russian and Soviet writers took up this multifaceted theme in various ways: to depict a more authentic relation to life, to reflect on painful loss and the passage of time, to provide an estranged perspective on the world, and to represent education and coming of age. Furthermore, the world of childhood, with its nonsensical nursery rhymes, fantasies and fairytales, gave writers living under an authoritarian regime ways to express themselves creatively and thwart the one-size-fits-all "realism" prescribed by the Soviet state. In this class, we will trace the genesis, development and diverse treatments of childhood from the foundational text by Tolstoy to the end of the USSR. *Four credit hours.* L. ORTE

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

RU237f Sinners and Saints: Women in Russian Literature and Culture (in English) This course focuses on the experiences—both lived and imagined—of Russian women from the nineteenth century. We will examine the portrayal of women in Russian print and visual culture and focus on how gender is depicted in a variety of contexts, including "high" and "low" literature; folklore and fiction; advertisements and film; political tracts and memoirs. Our discussion will take into account questions of gender and the role of the family in day-to-day life and society at large; we will analyze how women's roles evolved in a country that went through radical and abrupt changes. *Four credit hours.* L. MILLER

[RU242] Celluloid Ethnicities: How the USSR was (De)Constructed Russia's impassioned relations with post-Communist states, be it at war (Ukraine) or in peaceful alliances (the Eurasian Economic Union), have originated in Communist constructions of ethnicity. From Lenin's deliberate cultivation of distinct ethnic identities, through Stalin's hierarchy of depoliticized "symbolic ethnicities," to non-Russians' interrogation of their inferior status, Soviet filmmakers played a key role in popularizing what it meant to be Russian, Ukrainian, Armenian, Georgian or Kazakh in the USSR. Students will map (post-)Soviet visual representations of ethnicity and race; study in depth one of the USSR's fifteen former republics; and cook a "Friendship-of-the-Peoples" meal contributing their adopted nation's dish. *Four credit hours.*
A, I.

RU325f Advanced Russian I We will work to expand our ability to discuss complex topics, such as ecology, politics, and culture, while reviewing essential grammar and continuing to practice oral and written expression. As a semester-long project, students will create their own imaginary countries and give regular reports on their geography, folklore, education and political systems. Conducted in Russian. *Prerequisite:* Russian 128 or equivalent. *Four credit hours.* L. ORTE

RU326s Conversation and Composition Reading and analysis of literary and historical texts. Topics change each year. Spring 2022: Twentieth- and twenty-first-century Russian Literature and Culture. Grammar review and continued practice in oral and written expression. Conducted in Russian. *Prerequisite:* Russian 325. *Four credit hours.* L. ORTE

RU335fs Conversation Group An informal, weekly, small-group meeting for intermediate/advanced conversation practice in Russian.

Topics accommodate student interests. Conducted in Russian. May be repeated for credit. Nongraded. *Prerequisite:* Russian 127 or equivalent. *One credit hour.* LEVINA

[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 Advanced Russian I We will work to expand our ability to discuss complex topics, such as ecology, politics, and culture, while reviewing essential grammar and continuing to practice oral and written expression. As a semester-long project, students will create their own imaginary countries and give regular reports on their geography, folklore, education and political systems. Conducted in Russian. *Prerequisite:* Russian 325 or 326. *Four credit hours.* L. ORTE

[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.

[RU427] 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.

RU428s Seminar in Russian Culture and Literature This capstone course takes an interdisciplinary approach to masterpieces of Russian culture in a variety of disciplines and genres. Topics vary and may include questions of gender, sexuality, race, class, the natural world, Russia and the West, history, and others. Emphasis on close reading and analysis of authentic texts in their cultural context. Conducted entirely in Russian and may include an array of works or focus on one larger literary work. *Prerequisite:* Russian 425 or 427. *Four credit hours.* L. ORTE

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 DEPARTMENT

Chair, Associate Professor Aaron Hanlon (English)

Core Faculty: Visiting Assistant Professor Ashton Wesner

Advisory Committee: Professors Tanya Sheehan (Art) and Melissa Glenn (Psychology); Associate Professor Gianluca Rizzo (Italian Studies); Faculty Librarian Kara Kugelmeyer (Library)

Affiliated Faculty: Professors Daniel Cohen (Philosophy), Fernando Gouvêa (Mathematics), Neil Gross (Sociology), and Russell Johnson (Biology); Associate Professors Chandra Bhimull (Anthropology and African-American Studies), Alicia E. Ellis (German), Keith Peterson (Philosophy), Elizabeth Sagaser (English), Laura Saltz (American Studies), and Andrea Tilden (Biology)

Science, Technology, and Society (STS) is an exciting, cross-disciplinary field of study focused not only on how science and technology shape the world but also how social and cultural developments shape science and technology. Drawing on work in sociology, anthropology, history, philosophy, media studies, literary history, and other fields, STS examines the deep cultural roots of our techno-scientific society and addresses pressing public policy issues. STS majors take courses across the natural, computational, and social sciences and the humanities. STS provides a fundamental liberal arts education and is excellent preparation for graduate study or future employment opportunities in public service and the private sector.

Students planning to major or minor in STS should take ST112 (Introduction to Science, Technology, and Society). Thereafter, STS students choose from a variety of electives and complete a yearlong senior research project.

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. Courses taken abroad or otherwise not on this list require the approval of the STS chair.

- **Required:** ST112: Introduction to STS or ST120A: Information Before and After Google

- **Required:** ST485: Technology Matters
- **Required:** ST486: Senior Project: The Craft of Research 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 120A, 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 120A, 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.** WESNER

[ST114] 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.**

[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.*

ST120Af 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

[ST120B] Critical Inquiries in Medical Ethics Listed as Women's, Gender, and Sexuality Studies 120B. *Four credit hours.*

[ST120C] War Games: The Cold War in Board Game Media You will gain a critical familiarity with the Cold War by playing and

analyzing games such as *Twilight Struggle*, *Wir Sind das Volk*, and *Fire in the Lake*. We will study the events represented to develop an understanding how shifting geographies and new technologies, including the A-bomb, impacted society, with a focus on proxy wars in colonized/decolonizing spaces. In your writing assignments, you will be asked to articulate your developing theories regarding such things as war games' abstraction of violence, the ethics of gamifying war, and games as technology. Films and literature will provide contextual depth and detail. *Four credit hours.* **W1.**

[ST154] Ancient Medicine Listed as Classics 154. *Four credit hours.* **H.**

[ST213] Introduction to Computer Music Listed as Music 213. *Four credit hours.* **A.**

[ST214] Music Performance with Electronics Listed as Music 214. *Four credit hours.*

[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.*

[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.*

[ST225] Biology, Ecology, and the Making of U.S. Imperialism Scientific knowledge about plants, animals, and peoples has always been deeply political and social, often in ways that are not always obvious to the experts and students in those fields. In fact, the natural sciences have a long history of material and cultural violence?in the ?discovery? and occupation of Indigenous territories, the justification of racist and transphobic health policies, and the commodification of resources for profit over sustenance. How did the fields of biology and ecology emerge in the context of US colonialism and imperialism? What can a critical approach natural history teach us about leveraging science for social justice in the present? *Four credit hours.* **S, U.**

ST229s Consciousness from the Biomolecular to the Artificial Listed as Biology 229. *Three credit hours.* **N.** KLEPACH

ST233fs Biological Basis of Behavior Listed as Psychology 233. *Four credit hours.* EVANGELISTA, HUFFMAN

[ST233J] Enlightenment Data and Literature Listed as English 233J. *Three credit hours.* **L.**

[ST237] 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.**

ST238f Making Modern Science Listed as American Studies 238. *Four credit hours.* **H, U.** SALTZ

ST239f Seafood Forensics: Uncovering Fraud in Ocean Food Systems Listed as Environmental Studies 239. *Four credit hours.* RASHER

[ST241] Foundations of Disability Studies Listed as Women's, Gender, and Sexuality Studies 241. *Four credit hours.* **L, U.**

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.**
- [ST245] **Science, Race, and Gender** Listed as History 245. *Four credit hours.* **N, U.**
- [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.*
- [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.**
- ST255s **Greek and Roman Science and Technology** Listed as Classics 255. *Four credit hours.* **H.** MILLER
- [ST257] **Science Fictions** Listed as English 247. *Four credit hours.* **L.**
- ST283f **Environmental Humanities: Stories of Crisis and Resilience** Listed as English 283. *Four credit hours.* **L.** WALKER
- [ST285] **History of Photography** Listed as Art 285. *Four credit hours.* **A.**
- ST2XXAs **TBD** *Four credit hours.* WESNER
- [ST314] **Four Horsemen of the Apocalypse: Venice from Beginning to End** Listed as History 314. *Four credit hours.* **H.**
- [ST317] **Philosophy of Science** Listed as Philosophy 317. *Four credit hours.*
- [ST319] **Art, Medicine, and Race** Listed as Art 319. *Four credit hours.* **U.**
- [ST323] **Anthropological Approaches to Science and Religion** Listed as Anthropology 323. *Four credit hours.*
- [ST328] **Radical Ecologies** Listed as Philosophy 328. *Four credit hours.*
- [ST337] **Climate Fiction** Listed as English 337. *Four credit hours.* **L.**
- [ST339] **Disability Studies and the Environmental Humanities** Listed as Women's, Gender, and Sexuality Studies 339. *Four credit hours.* **L, U.**
- [ST341] **Culture, Mobility, Identity: Encounters in the African Diaspora** Listed as Anthropology 341. *Four credit hours.* **S, I.**
- [ST343] **History and Philosophy of Data** Examines the long history of the concept of data in the English language (focusing on the period from 1630-1850) with the goal of understanding how this history has shaped how we use and think about data today. As such this course concerns both the history of data and the philosophy of data, the latter concerning our various explanations for why we value or don't value data as a reliable basis for knowledge and belief. Our main goal is to apply Enlightenment history and philosophy of data to our impressions of data today, so we can become better readers and interpreters of 21st century data. *Prerequisite:* Science, Technology, and Society 112 or 114. *Four credit hours.*
- ST352f **Theorizing Medicine: Critical Race Studies to Trans of Color Critique** Listed as Women's, Gender, and Sexuality Studies 352. *Four credit hours.* **L, U.** SIBARA
- [ST357] **Literature and Environment** Listed as English 357. *Four credit hours.* **L.**

[ST363] **The Enlightenment and the Anthropocene** Listed as English 363. *Four credit hours.* L.

[ST364] **Toxicity, Health, and the Pharmaceutical Self** Listed as Anthropology 364. *Four credit hours.*

[ST370] **Literature and Medicine: Voices from the Margins** Listed as English 370. *Four credit hours.* L, U.

[ST376] **History of Mathematics** Listed as Mathematics 376. *Four credit hours.* H.

[ST415] **Contagion: A History of Disease and Death in Premodern Europe** Listed as History 415. *Four credit hours.* H.

ST484s Honors in Science, Technology, and Society Majors may apply for admission in December of their senior year by preparing and defending an honors proposal. The honors program requires focused research conducted under the guidance of a faculty member, leading to the writing of a thesis approved by the advisor and a second reader. *Prerequisite:* Senior standing, a 3.50 grade point average in the major, a 3.25 overall grade point average, successful completion of Science, Technology, and Society 485, and permission of the program faculty. *Four credit hours.*

ST485f Technology Matters Seminar emphasizing classical, enduring issues involving the social study of science and technology. A senior capstone in preparation for a career. Students design, propose, and initiate a year-long project through broad reading, seminar discussions, written think pieces, a book review, thorough literature search, and preparation of a proposal and exploratory essay. Completion, typically in the spring but including a possible January internship, requires intensive research, writing, and presentation at a public seminar. Research funding may be available. Goal is to complete a project the student finds exciting and challenging and that will solidify her/his ability to conduct interdisciplinary research. *Prerequisite:* Senior standing and a W1 course. *Four credit hours.* W3. WESNER

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.* WESNER

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 DEPARTMENT

Chair, Associate Professor Christel Kesler

Professor Neil Gross; Associate Professors Christel Kesler and Damon Mayrl; Assistant Professor Annie Hikido; Visiting Assistant Professor Philip Fang

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.

Requirements for the Major in Sociology

The sociology major requires 12 courses, including Sociology 131, 215, 271, one 300-level research methods course*, two semesters of Sociology 345, one elective at the 300 level or higher, and five electives at the 200 level or higher. Students with a double major or minor in another social science department that has a methods requirement focused on causal inference may choose to substitute that course for Sociology 271. Sociology 215 and 271 (or the equivalent) should preferably be completed during the second year. One elective in another social science at the 200 level or above may be substituted for one 200-level Sociology elective. Up to two approved electives, credited at the 200 level, may be taken on an Off-Campus Study program. One elective toward the major may be fulfilled with an independent study for at least three credits or a semester of senior honors thesis work for at least three credits. Note that a student can count a maximum of three courses from outside the Colby Sociology Department toward the major. Formally cross-listed courses do not count toward this maximum.

Requirements for the Minor in Sociology

The Sociology minor requires seven courses, including Sociology 131, 215, 271, one elective at the 300 level or higher, and three electives at the 200 level or higher. Students with a major or minor in another social science department that has a methods requirement focused on causal inference may choose to substitute that course for Sociology 271, if they select a 300-level research methods course* as an elective. One elective in another social science at the 200 level or above may be substituted for one 200-level Sociology elective. One approved elective, credited at the 200 level, may be taken on an Off-Campus Study program. One elective may be fulfilled with an independent study for at least three credits. Note that a student can count a maximum of two courses from outside the Colby Sociology Department toward the minor. Formally cross-listed courses do not count toward this maximum.

Honors in Sociology

The Honors Program in Sociology (Sociology 483, 484) provides a special opportunity for independent sociological research. The final product is expected to be an extensive research paper of exceptional quality. Seniors majoring in Sociology may apply for the honors program by securing a faculty thesis advisor 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, have a 3.6 grade point average in the major, and have completed Sociology 215, 271, and a 300-level research methods course* before the senior year. Exceptions require approval of the department. Students may apply for the program at the end of the junior year and no later than the second week of the first semester of the senior year. A student should enroll in at least three credits of thesis work each semester of the senior year. Honors thesis work may count toward one of the student's electives in the major. 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.

Off-Campus Study (OCS)

The department prefers that Sociology students complete Sociology 215 and 271 in the second year, prior to studying off campus. Students may receive credit toward the major for up to two courses taken on an OCS program and credit toward the minor for one course taken on an OCS program. These courses will be credited as 200-level electives. Students are urged to seek advanced approval for a range of courses and to be prepared for possible cancellation of an approved course.

*Approved 300-level research methods courses include Sociology 326 (Historical Sociology), Sociology 367 (The Art and Science of Data Analysis), and Sociology 372 (Qualitative Research Methods).

Course Offerings

SO131fs Introduction to Sociology Sociologists study processes by which people create, maintain, and change their social and cultural worlds. They investigate contemporary social issues and strive to explain relationships between what happens in peoples' lives and the societies in which they live. Sociology's research methods and theories apply to the full range of human behavior, from individual acts to global environmental, political, and economic change. An introduction to how and why sociologists study social and cultural phenomena such as inequality, race and ethnicity, gender, power, politics, the family, religion, social and cultural change, crime, and globalization.

Four credit hours. **S, U.** GROSS, MAYRL

SO212f Introduction to GIS and Spatial Analysis Listed as Environmental Studies 214. *Four credit hours.* GIMOND

SO212J 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.* GROSS, MAYRL

[SO224] 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.**

[SO227] 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.**

[SO228] Social Movements Listed as Government 227. *Four credit hours.* **U.**

[SO236] 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.**

[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.**

SO241f Sociology of Creativity Creativity occurs everywhere, all the time: aspiring rappers learn to freestyle, elite chefs design new dishes, and artists create pieces for an exhibit. By examining the social dynamics of creative work, we will explore why creativity is inherently collective, the relationship between creativity and constraints, how creativity is judged and experienced, and how "cool" creative jobs can also generate inequality. We will compare research on creativity in various domains - artistic practices, creative industries, ordinary life, and organizations - in sociology and neighboring disciplines (anthropology and psychology) to identify common phenomena and better understand how creativity shapes all our lives. *Four credit hours.* **S. FANG**

[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.*

[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.**

SO248s Sociology of Culture From the world of Little League baseball to hiring practices at top-tier consulting firms, culture is everywhere and everything. But what exactly is culture? And how can we study it? The Sociology of Culture introduces students to one of the largest subfields within sociology, examining how culture shapes and is shaped by the social world. We first explore elements of culture (e.g., norms, values, beliefs, rituals) and culture at every scale (e.g., groups, organizations, cities, societies, globalization). Then, we focus on ?culture+? to understand culture?s structuring forces when it intersects with identities, networks, inequality, politics, and power. *Four credit hours.* **S. FANG**

[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. *Four credit hours.* **S.**

[SO252] 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.**

[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? *Four credit hours.* **S, I.**

SO265s 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. Previously offered as SO298A (Spring 2021). *Four credit hours.* **GROSS**

[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.**

SO268f Social Policy and Inequality How does social policy shape inequalities in income, educational attainment, the job market, health, and housing? How do we assess the effects of such policies? We will consider examples of both small- and large-scale policies that target social inequalities. We will evaluate their effects and also consider the social forces that influence policymaking in the United States and other advanced democracies. *Four credit hours.* **S. KESLER**

SO271s Introduction to Sociological Research Methods Provides sociology majors with basic intellectual tools for understanding, evaluating, and conducting social science research. Specific objectives include (1) developing rudimentary statistical skills, (2) linking theoretical problems to hypothesis testing and statistical inference, (3) exploring major types of empirical research and their implications for problem solving (e.g., experiments, surveys, participant observation), (4) applying and refining knowledge of sociological methods through diverse readings in both the sociological literature (e.g., *American Sociological Review*, *American Journal of Sociology*, *Social Forces*, *Sociological Methodology*) and in non-academic publications (e.g., the *Economist*, the *Atlantic*, the *New York Times*). *Prerequisite:* Sociology 131 and sociology major. *Four credit hours.* **Q. KESLER**

[SO276] 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.**

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**

SO326f Historical Sociology Historical methods are foundational to analyses of social change. This class provides an in-depth survey of contemporary social-scientific methods for exploring processes of social transformation. Topics to be covered include how to formulate historical research questions; how to identify, collect, and interpret historical evidence; and techniques for inferring causality using historical materials, including comparison, process-tracing, and counterfactual analysis. *Prerequisite:* Sociology 271 or Government 281. *Four credit hours.* **MAYRL**

SO343f Sociology of Hollywood How did Hollywood films transform from entertainment to art? Who are the villains in action movies? How do minority actors and directors "make it" in Hollywood? What role do talent agents play in making movies? Does Hollywood still dominate global film markets? What can Hollywood predict about the future of work? This course examines sociological research on the production, distribution, and reception of Hollywood film and television. We will explore various social forces such as cultural gatekeeping,

racial hierarchies, globalization, and censorship, and how these processes affect what Hollywood brings to the big screen. *Prerequisite:* Sophomore or above standing. *Four credit hours.* FANG

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.* GROSS, MAYRL

SO346s China and the World Examines contemporary Chinese society in light of globalization, emphasizing both the global influence on China and China's impact on the world. We start with an analysis of the post-1978 economic reform and opening-up, and then explore pressing issues that have since emerged in China's engagement with the world. Primarily taking a sociological perspective, we analyze various topics: new forms of inequality, ethnicity, environment, new youth, media culture and technology, gender and sexuality, migration and urbanization, religion, and civil society. Coupling academic and popular works, the course aims to demystify contemporary Chinese society and provide you with new perspectives to better engage with a country that is shaping the world. *Four credit hours.* S, I, FANG

[SO355] 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.

[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.

[SO359] Sociologies of Slavery and Slave Communities in the United States A multidisciplinary exploration of the experience of enslaved African Americans and the impact of that experience on culture and social institutions in the United States. Using the insights of sociology and anthropology, attention is paid to slave communities and the strategies enslaved women and men developed for physical and psychic survival as well as for resistance. Slavery is examined as a social institution and cultural force and as a site for the construction and reproduction of "race" and durable inequalities in the United States. Attention to the varieties of cultural inheritance generated during slavery, especially music, folklore, and religious expression and their persistent impacts on American popular culture and African-American consciousness. *Prerequisite:* Anthropology 112 or Sociology 131. *Four credit hours.* S, U.

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. *Four credit hours.* S.

SO367s 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

[SO372] 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.**

[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 DEPARTMENT

Chair, *Associate Professor* Dean Allbritton

Associate Chair, *Associate Professor* Bretton White

Professors Luis Millones; Associate Professors Dean Allbritton, María Bollo-Panadero, Betty Sasaki, and Bretton White; Assistant Professors Ana Almeyda-Cohen, Sandra Bernal Heredia, Tiffany Miller, and Nicolás Ramos Flores; Visiting Assistant Professors Charlie Hankin, Dámaris Mayans, and Amelia Raboso Mañas; Language Assistant Sara Chamorro

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 world 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 AP Spanish Language and Culture Exam or must take the Colby online Spanish placement exam during summer prior to making their course selections for the fall semester.

Requirements for the Major in Spanish

Spanish majors will successfully complete a minimum of 9 courses: our three core courses (Spanish 135, 231, and the senior seminar) as well as 6 literature, culture, or film electives at the 200- and 300-levels. Students who begin their studies in the Spanish language sequence (SP125/126/127) or in SP127H have reduced major course requirements, completing our three core courses as well as 5 major elective courses. Majors must take one course in the department each semester. Independent study work does not replace required courses.

The courses within our major are structured with an eye on differentials of power and inequality across and within cultures. For this reason, Spanish majors complete two electives in each of the following categories: (1) culture and identity, or courses that analyze how race, ethnicity, and/or cultural identity operate and move across cultures and/or States; (2) gender and sex, courses which focus on issues of gender, sexuality, and sex within a particular cultural context; and (3) health and environment, courses that study global environments and our lived, physical experience of the world. Please note that a course taken in the Spanish Department may fulfill no more than one elective requirement, and that SP135 does not count towards the major electives.

Given the intercultural and multicultural focus of the department's curriculum, majors are strongly advised to spend a semester or academic

year studying abroad in their third year. A minimum grade point average of 2.7 is required to retain the Spanish major and for permission to study abroad. Students who study abroad will enroll in programs that offer university-level courses (not in a language acquisition program), and all course work abroad must be conducted in Spanish. 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. Majors must take at least one course in the department each semester, and must receive a grade of C or better for any course to count toward the major.
4. No more than the equivalent of three semester courses of study abroad credit may be counted toward the major per semester abroad, or five semester courses per year abroad.
5. No more than the equivalent of four transfer credits 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, MILLER

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.* BERNAL HEREDIA, MAYANS, MILLER, RABOSO MANAS

[SP126H] 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.**

SP127fs Intermediate Spanish I The third of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through an intensive grammar review, students develop skills for independent and creative interactive communication. Designed to refine students' major skills in listening, speaking, reading, and writing, as well as to provide insight into the literature and culture of Spanish-speaking countries. Video screenings and short readings in Hispanic literature and culture deepen student understanding of linguistic and cultural nuances and serve as the basis for in-class discussions and writing assignments. *Prerequisite:* Spanish 126. *Four credit hours.* FACULTY

SP127Hf 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

SP127Jj Intermediate Spanish I

This course is the third semester of the Spanish language sequence and takes place in Salamanca, Spain. Immersing themselves in day-to-day Spanish life by living with local families, students will take part in activities in the city, and explore other historic sites in Spain. Students will refine speaking, listening, reading

and writing skills for realistic and culturally appropriate communication in the target language, and will be expected to speak only in Spanish during their stay in order to strengthen their language production and to increase cultural competency through a communicative, task-based approach. Estimated cost: \$3000.

Prerequisite: Spanish 126. *Three credit hours.* WHITE

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.* MILLONES, WHITE

SP128Hs Spanish Composition for Heritage Learners Designed specifically to develop biliteracy skills in heritage learners of Spanish. Students will work in vocabulary building and academic writing literacy through the analysis of different cultural production. This course fosters understand of bilingualism and bilingual contact phenomena, examines and recognizes regional, social, and contextual variations, empower students by reflecting on their own language experiences and practices and builds community by making connections with students of similar backgrounds and life experiences. *Prerequisite:* Spanish 127H. *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.

[SP135] Introduction to Literary Analysis *Four credit hours.* L.

[SP135A] 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.

SP135Bs 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. *Four credit hours.* L. MILLER

[SP135C] 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.

[SP135D] Introduction to Critical Analysis: Visibility and Mobility Considers how cultural production can provide avenues to give voice to those with less power, including racial minorities, women, and LGBTQ artists. Our examination of these works will consider how forms of Hispanic cultural production constitute a means for gaining visibility and mobility for underrepresented groups. Students will learn how to examine cultural production through close-reading, thematic analysis, and strategies of interpretation across multiple literary genres as well as visual forms of cultural production. Students will also develop skills in writing critical essays while learning the basics of scholarly research. *Prerequisite:* Spanish 128 or 132. *Four credit hours.* L.

SP135Ef Introduction to Critical Analysis: Spanish in the USA Explores the experiences of U.S. Latinx communities through sociopolitical, historical and linguistic phenomena. We will cover major and minor demographic varieties of Spanish in the USA, bilingualism, and contact situation, among other topics. Students will learn how to examine linguistic and cultural phenomena 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. *Four credit hours.* L. MAYANS

[SP135F] Introduction to Critical Analysis: Jews of Medieval Iberia During the Middle Ages, in the Iberian Peninsula, Jews often excelled in all forms of cultural expressions. This course explores the works of the Sephardic Jews in their historical context, from their establishment in the Peninsula until their expulsion from the Iberian kingdoms, their cryptic survival, and eventual spread throughout the world. Students will learn how to examine cultural production through close reading, thematic analysis, and strategies of interpretation. Students will also develop skills in writing critical essays and learning the basics of scholarly research. *Prerequisite:* Spanish 128 or 132. *Four credit hours.* L.

[SP135G] Introduction to Critical Analysis: Autobiography in Colonial Latin America Autobiographical writing is retrospective prose narrative composed by a real person concerning personal existence, where the focus is the individual life, in particular the story of a personality. Multifaceted and complex expressions of power, gender and racial identity in autobiographies, including works by "discoverers" of the New World and a transgender nun, will be considered. Students will learn how to examine cultural production through close-reading, thematic analysis, and strategies of interpretation. Students will also develop skills in writing critical essays and learning the basics of scholarly research. *Prerequisite:* Spanish 128 or 132. *Four credit hours.* L.

SP135Hf Introduction to Critical Analysis: Rap en español Explores Latin American hip-hop in relation to identity, poetics, and urban space. The work of artists from Mexico, Puerto Rico, Cuba, Argentina, and the United States will be paired with secondary readings from Critical Race Theory. We will also practice ethnographic methods, including interviews. Students will learn how to examine cultural production through close-reading, thematic analysis, and strategies of interpretation. Students will also develop skills in writing critical essays and learning the basics of scholarly research. **Critical Race Collaborative course.** *Prerequisite:* Spanish 128. *Four credit hours.* L. HANKIN

SP135Is Introduction to Critical Analysis: Indigeneities in Contemporary Popular Culture in the Americas This interdisciplinary course explores the construction of contemporary urban indigenous identities through an analysis of a wide range of cultural mediums (popular music, audiovisual arts, graphic memory, performance, comics, video games, aesthetics, among others) to analyze emerging patterns of cultural variegations, affective energies, and decolonized daily practices. Geographically, students will examine artistic productions from urban indigenous peoples in the Americas, focusing on indigenous and mestizo Latin America (Abya Yala) and Native American and Indigenous cultures in the United States (Turtle Island). *Prerequisite:* Spanish 128 or 132. *Four credit hours.* BERNAL HEREDIA

SP197f Baila in the Community Uses the power of the arts and culture to foster a sense of belonging and engage the public in community building. In this course, students will learn about the social dynamics and cultural contexts of Latin dance genres as well as fundamental dance patterns, and rhythms which then students will use to teach and create dance routines in collaboration with community members. *One credit hour.* BERNAL HEREDIA

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. *Four credit hours.* BOLLO-PANADERO

[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. Fulfills Spanish H/E requirement. *Prerequisite:* Spanish 135. *Four credit hours.* ALLBRITTON

[SP237] 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.

SP239s 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

[SP244] 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.

SP246f Latin American Theatre Introduces a range of 20th-century Latin American theatrical texts to consider thematic and aesthetic components related to issues such as nation-building, violence, language, identity, gender, sexuality, immigration, and memory. Discussions will engage these questions: How is theater related to social and political change? What is the role of the spectator in the transformations presented in these works? And how is Latin American theater changing in the 21st century? Central to our discussions will be the influence of theorists such as Brecht, Artaud, and Beckett on Latin American playwrights. Fulfills Spanish C/I requirement. *Prerequisite:* Spanish 135. *Four credit hours.* A, I. WHITE

[SP254] Aqui 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.

[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.

[SP2XX] Race and Identity in Contemporary Latin America Through a range of visual and literary media, this course analyzes the complexities of race and identity in contemporary Latin American culture. Students will critically assess how geography and land contribute to issues of inequality and power, particularly as it applies to Indigenous and African communities in Latin America. Particular attention will be paid to racial disparities, Afro-Latin American cultures and diasporic connections, and discourses of privilege and power. *Four credit hours.*

SP2XXAs Language Justice and Civic Engagement *Four credit hours.* MAYANS

[SP343] Indigenous Textualities, Decoloniality, and Land Sovereignty Students will learn about Indigenous understandings of disseminating knowledge in Abiyala (Latin America) as they give back to LatinX migrant students in Maine. Through this civic engagement, students will explore non-Western Indigenous forms of knowledge and issues surrounding migration to the United States from Mexico and Central America while analyzing contemporary issues surrounding LatinX diasporas, land sovereignty, and Critical Indigenous Studies. Topics may include trans-indigeneity, alternative forms of "writing," oral literature, digital humanities, hybridity, modernity, decoloniality, and ecocriticism. *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.*

SP344s Environmental Knowledge, Imperialism, and Resistance 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, cultures, and environments were jeopardized confronted the European actions and ideas by deploying an array of resistance strategies. We study this process to understand the confrontations surrounding environmental knowledge, imperialism, and resistance in our postcolonial reality. Students will engage with texts, images, and other materials from different areas and time periods to learn theories and to develop a critical perspective on the history of the encounter of cultures. *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* MILLONES

SP345s Black Lives Matter in the Hispanic World Africans and Afro-descendants formed a part of the Hispanic world dating from before the arrival of the first slaves to North America in 1619, but the existence of Black peoples has not been fully recognized. Literary and

historical analysis will explore the various ways Africans and their descendants have always been cultural citizens of Spain and Spanish America through auto/biographies, archival documents, slave narratives and contemporary prose. Continuities between racial discourses in the past and the present, and Black agency throughout time, demonstrate the various ways Black life has always mattered even when it has gone unnoticed. *Prerequisite:* Spanish 135. *Four credit hours.* STYLES

[SP346] 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-Americas. **Boundaries and Margins humanities lab.** *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* I.

SP347f LatinX Indigeneities and Mesoamerican Borders Through a broad approach that encompasses the study of literature, film, real-life contexts, and other media, this course analyzes how borders, migration, and Indigeneity have been conceptualized. Students will hone their language skills as they situate these topics within the field of LatinX studies to critically analyze the longer historical trajectory of socio-political and cultural movement in Mesoamerica: Central America, Mexico, and the United States. In addition to geo-political borders, topics will conceptualize borders in their abstract sense, exploring interconnected topics such as gender, sexuality, ethnicity, race, and class. Fulfills Spanish C/I or G/S requirements. *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* MILLER

[SP348] The Afro-Americas: Race, Power, and Subjectivity Explores literature, film, and cultural productions by Afro-descendant subjects in the Americas. Focusing on Latin American, Caribbean, and U.S. Afro-Latinx populations, this course underscores the interconnected nature of Afro-descendant populations in the region and examines how Afro-descendant populations constantly negotiate hegemonic cultural norms overtly and subversively. Using an intersectional approach, students will explore who is included and excluded in a national rhetoric, how race is constructed or rejected, who speaks or does not speak in history, and how gender is negotiated or silenced in national narratives. *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* L, I.

[SP356] 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. **Boundaries and Margins humanities theme course.** *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* L, I.

SP357f Borderlands Cinema: Latinx Media Representations 20th and 21st Century Explores the cinematic representations of the Latinx experience of the B/borderlands over five distinct periods: silent cinema (1900s...1920s), sound cinema (1930s;1960s), social problem films (1930s-1950s), New Latinx cinema (1970s), mainstream televisual cinema (1980s-1990s), and cinema in the digital age (2000s-present). Students will explore how diverse themes—gender, race, and labor—inform film studies, particularly on the US/Mexico border and the borderlands of New York City. Students will gain experience in film analysis and how to articulate the relationship between content and artistic form. Fulfills Spanish C/I or G/S requirements. *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* A, U. ALMEYDA-COHEN

[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.

[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 Spanish literature, culture, or film course. *Four credit hours.* L.

[SP376] 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.

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.*

[SP483J] Senior Honors Thesis *Noncredit.*

SP491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. Cannot substitute for formal course work toward the major. *Prerequisite:* Permission of the department chair. *Two to four credit hours.* FACULTY

SP498s Convergence/Divergence in Medieval Iberian Cultures Focuses on the intellectual production of Medieval Iberia in periods of societal and cultural unity and conflict. We will analyze the ways in which different narratives functioned in society, understanding them as reflections of social and historical concerns. Topics covered include: interactions of Jews, Christians, and Muslims; gender and sexuality; multilingualism; cultural identity; and national-building strategies. This class will be conducted in Spanish. Texts in other languages will be read in translation. *Prerequisite:* Senior standing and a 300-level Spanish literature, culture, or film course. *Four credit hours.* L, I.
BOLLO-PANADERO

STATISTICS DEPARTMENT

In the Department of Statistics

Chair, Associate Professor James Scott

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

The statistics major 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 fields of study in which data plays a central role. This major 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 Major in Statistics

Completion of each of the following with a grade of C- or better: Mathematics 122 or 160 or 165, 253, 381; a Computer Science course; Mathematics 274 or Computer Science 2XX or Statistics 3XX; Statistics 212, 321, 482, and two additional statistics electives numbered 300 or above.

Requirements for the Minor in Statistics

Completion of each of the following with a grade of C- or better: Mathematics 122 or 160 or 165, 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. BONTEA, WIECZOREK, ZELDOW

SC306f 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, WIECZOREK

SC323s Statistical Surveys, Censuses, and Society Revolves around the role of sampling and surveys in the context of U.S. society. We will examine the evolution of census- and survey-taking in the U.S. in the context of its economic, social, and political uses, eventually leading to discussions about the accuracy and relevance of survey responses, especially in light of various kinds of sampling and nonsampling errors. We will also explore links to sampling methods useful for studying wildlife, forests, and other non-human populations. Students will be required to design, implement, and analyze a survey using rigorous, well-motivated methods. Previously offered as Statistics 397 (Fall 2019). *Prerequisite:* Statistics 212. *Four credit hours.* WIECZOREK

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.* SCOTT

SC326f 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. Previously offered as Statistics 398 (Spring 2021). *Prerequisite:* Statistics 212. *Four credit hours.* WIECZOREK

SC327f Bayesian Statistics An introduction to Bayesian statistics. We will cover topics such as Bayes Theorem, prior and posterior distributions, linear regression, hierarchical models, and statistical inference using Bayesian methods. We will also make extensive use of R

to implement these methods. *Prerequisite:* Mathematics 381. *Four credit hours.* ZELDOW

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

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.*

WOMEN'S, GENDER, AND SEXUALITY STUDIES DEPARTMENT

Chair, Ziskind Professor of East Asian Studies *Kimberly Besio*

Appointments in Women's, Gender, and Sexuality Studies: *Associate Professor Sonja Thomas; Assistant Professors Laura Fugikawa and Jay Sibara; Visiting Assistant Professor Andrea Breau*

Professors with Cross-listed Courses in Women's, Gender, and Sexuality Studies: *Professors Hideko Abe (East Asian Studies), Kimberly Besio (East Asian Studies), Cedric Gael Bryant (English, African-American Studies), Ben Fallaw (History and Latin American Studies), Jill Gordon (Philosophy), Mary Beth Mills (Anthropology), Nikky-Guninder K. Singh (Religious Studies), Mark Tappan (Education), Larissa Taylor (History), and Andrea Tilden (Biology); Associate Professors Dean Allbritton (Spanish), Chandra Bhimull (Anthropology, African-American Studies), Audrey Brunetaux (French and Italian), Megan Cook (English), Britt Halvorson (Anthropology), Annie Kloppenberg (Performance, Theater, and Dance), Laura Saltz (Art and American Studies), Katherine Stubbs (English), John Turner (History), and Natalie Zelensky (Music); Assistant Professors Ana Almeyda-Cohen (Spanish), AB Brown (Performance, Theater, and Dance), Sarah Duff (History), Jin Goh (Psychology), Annie Hikido (Sociology), Benjamin Lisle (American Studies), Seth Kim (Cinema Studies), Mohammad Shabangu (English), and Gwenyth Shanks (Performance, Theater, and Dance); and Visiting Assistant Professors Danila Cannamela (French and Italian) and Danae Jacobson (History)*

Women's, Gender, and Sexuality Studies at Colby is committed to feminist anti-racist scholarship and research. We offer interdisciplinary classes that are intersectional and transnational, with commitments to critical race and critical caste scholarship, queer theory and queer of color critique, masculinity studies, Indigenous feminisms, and transnational activism. We stress multidisciplinary methods in our coursework and provide "real world" application of WGSS knowledge—from writing grant proposals to reading alternative archives.

Our "core courses" taken by majors and minors in WGSS consist of Introduction to Women's Studies, Feminist Theories and Methodologies, and the Senior Seminar capstone course. We add new electives each semester, but some student favorites include Queer of Color Critique, Critical Race Feminisms and Tap Dance, and Gender and Film.

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
- WG241 A: Disability Studies
- WG 233 Critical Race Theory and Tap Dance
- WG349 A: Queer of Color Critique
- WG 341 Gender and Human Rights
- 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
- 3xx 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 and 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. BREAU, FUGIKAWA

[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.**

[WG120A] 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. 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 the research they collected through feminist methods. *Four credit hours.* **W1, U.**

WG120Bfs Critical Inquiries in Medical Ethics We will engage with perspectives from feminist bioethics, disability studies, and critical race studies as a basis for analyzing, then developing, ideas and arguments about key topics in the field of medical ethics such as vaccination mandates, racialized health disparities, and biomedical research exploitation. Through frequent exercises and essay assignments, students will cultivate a sophisticated writing process that fosters intellectual growth as well as precision of analysis, persuasive argumentation, coherent organization, selection and incorporation of scholarly sources including scrupulous citation practices, and clarity of style. *Four credit hours.* **W1.** SIBARA

[WG120C] Crime, Gender, and the Figure of the Victim Examines American culture's investment in "innocent" victims, asking how innocence has been constructed in the US from a variety of historical and contemporary perspectives. Topics include true crime, long been focused on the bodies of dead white girls; the history of civil rights movements (which have drawn attention to the unequal treatment victims receive); the second wave feminist debates over legislation against pornography and sex work; the victim's rights movement and its role in mass incarceration; the struggles of BIPOC, trans and nonbinary people to be recognized as victims; and alternative theories of justice. *Four credit hours.* **S, W1, U.**

[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 theory and the art of tap dance. Students will learn about the history of tap dance in the United States and abroad, the concept of intersectionality, and the systemic and institutionalized nature of racism. 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.**

WG228s Language, Gender, and Sexuality: East Asian Languages Listed as East Asian Studies 228. *Four credit hours.* **S, I.**
ABE

[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.**

WG237f Sinners and Saints: Women in Russian Literature and Culture (in English) Listed as Russian 237. *Four credit hours.*
L. MILLER

WG241f Foundations of Disability Studies This course will introduce students to foundational readings and key concepts in the field of disability studies as well as recent developments and critical perspectives including crip theory, critical disability studies, and transnational disability studies. Students will draw on these concepts in their own original analyses of works of contemporary literature and film. Our inquiries will prioritize intersections among disability and other systems of social difference including race, gender, sexuality, class, caste, and nationality. *Prerequisite:* Any W1 course. *Four credit hours.* **L, U.** SIBARA

[WG247] History of U.S. Political Violence Listed as American Studies 247. *Four credit hours.* **U.**

[WG276] Sociology of Gender Listed as Sociology 276. *Four credit hours.* **S, U.**

WG2XXAs Salvage Theory *Four credit hours.* HUBER

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.* I. BREAU

[WG317] 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.

[WG339] Disability Studies and the Environmental Humanities We will examine disability as a social construction of environmental discourse and as an embodied experience produced by environmental violence. Readings will illuminate the ways in which able-ism has informed environmentalist thought and contributed to the exclusion of people with disabilities from environmental movements. We will then examine works of literature, film, and scholarship that focus on the disabling effects of environmental violence, but in doing so offer alternative possibilities for a politics of environmental justice that promotes the health and well-being of marginalized communities without resorting to ableist tropes. *Prerequisite:* Women's Gender, and Sexuality Studies 101, 241 or English 283. *Four credit hours.* L, U.

[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.

[WG343] Decolonize This Place This course examines the similarities and differences in the concept of "decolonization" as it pertains to postcolonial and indigenous feminisms. 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, and the migration of peoples from postcolonial countries to settler colonial states. What do these similarities/differences mean for transnational feminist organizing? What types of imaginaries are at play in decolonial futures? *Four credit hours.* I.

[WG345] South Asian Feminisms An examination of the history and trajectory of South Asian feminisms, including scholarly examinations of colonialism, nationalism, and post-colonial global South Asia.. Topics include religious communalisms and Hindu fundamentalism, Kashmir and late modern colonial occupation, gendered citizenship and women's relationship to the state, violence against women, issues of caste and race, globalization and NGOs, and the South Asian diaspora in South Africa, the United States, and Canada. From examining key texts to looking at South Asian feminisms now, an interdisciplinary approach is emphasized with particular attention to sexuality, caste, race, and class. *Four credit hours.* I.

[WG346] 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. Previously offered as Women's, Gender, and Sexuality Studies WG398A (Spring 2021). *Prerequisite:* Any W1 course. *Four credit hours.* U.

WG347s 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. Previously offered as Women's, Gender, and Sexuality Studies 398B (Spring 2021). *Prerequisite:* Any W1 course. *Four credit hours.*

A, U. HUBER

WG349s Queer of Color Critique Critique is a practice of radical questioning for those who wish to resist and change deeply entrenched forms of injustice. As Roderick Ferguson writes, "as a convergence with and a departure from queer studies, queer of color critique represented an interest in using research on queer social formations as ways of apprehending the overlaps between race and political economy." This 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. SIBARA

[WG351] Desiring Asia: Gender and Sexuality in East Asia Listed as History 351. *Four credit hours.* H, I.

WG352f Theorizing Medicine: Critical Race Studies to Trans of Color Critique We will critically explore the field of medicine from a range of theoretical perspectives including works of critical race studies, critical disability studies, and queer and trans of color critique alongside works of fiction, poetry, and creative nonfiction that prioritize the perspectives of those most vulnerable and marginalized in mainstream medicine. *Prerequisite:* Any W1 course. *Four credit hours.* L, U. SIBARA

WG358s Women, Gender, and Sexuality in Russia Listed as History 358. *Four credit hours.* H, I. OLMSTED MCGRAW

[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.* HUBER

WG493Is Seminar: Narrating Deep Time Listed as English 493I. *Four credit hours.* WALKER

WRITING DEPARTMENT

Chair, Stacey Sheriff

Department Affiliated Faculty: Assistant Professors Ghada Gherwash (*Farnham Writers' Center Director, Writing Department, and English*), Carl Schlachte (*Writing Department*), Stacey Sheriff (*Writing Department and English*), and Chaoran Wang (*Multilingual Writing Specialist, Writing Department*); Senior Lecturers Elizabeth Ketner (*Writing Department*), Carolyn Megan (*Writing Department*), and Elisabeth Stokes (*Writing Department*)

Writing is a crucial component of a liberal arts education. Accordingly, the mission of the Colby Writing Department 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 Department is an interdisciplinary academic department 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 Department 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 Department faculty teach writing courses at varied levels, with a particular focus on first-year writing. For more information, please see the "Colby Writing Department" and "Farnham Writers' Center" sections of the catalogue or visit the department website, colby.edu/writingdepartment.

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, SHERIFF

WP113f 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.* GHERWASH

[WP114] Writing for Academic Purposes This course will help students improve their practical competence in writing and speaking for academic audiences at an American college. Students will work individually and collaboratively to develop advanced academic discussion, presentation, writing, and digital publishing skills. Assignments and discussion will also help students navigate issues in written communication that multilingual students may confront in a transcultural academic context at Colby. International, dual citizen, and multilingual students who want to focus on advancing their academic writing and speaking skills during JanPlan are especially welcome. *Three credit hours.*

[WP115] First-Year Writing Frequent practice in expository writing to foster clarity of organization and expression in the development of ideas. The assigned reading varies, but all Writing Program 115 courses discuss student writing. Students should select their first-choice course and submit alternate preferences via the Web page provided. *Four credit hours.* **W1.**

WP115Af First-Year Writing: Rhetoric, Writing, and Social Change Focuses on effective writing, rhetorical analysis, and communicating with different audiences—including the Colby community. Writing projects will include three analytical essays and a final, public writing project in which each student identifies an issue in the Colby community, researches the situation, and develops a realistic proposal to improve it. Each week, we focus on a different aspect of college-level academic writing (e.g., paragraph development, sentence-level editing, analyzing research sources, making sound arguments, etc.) Readings are diverse and include non-fiction essays, newspaper journalism, videos, and scholarly writing on rhetoric, identity, and literacy. *Four credit hours.* **W1.** SHERIFF

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. *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. Students from underrepresented contexts, domestically and globally, as well as those with a functional knowledge of an additional language(s) are especially welcome.

Four credit hours. **W1, I.** GHERWASH

[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.**

WP115fs First-Year Writing: Landscape and Place Reading fiction, essays, and poetry, we will explore the nature of place and landscape as physical, social, and intellectual and consider what it suggests about American culture and ideas. We will consider how place and landscape, both real and imagined, influence writers as well as how these concerns influence our own lives as readers, writers, thinkers, and dreamers. In this first-year writing course, students will write personal narratives, argument, and synthesis as well as develop their critical reading skills. *Four credit hours.* **W1.** MEGAN

[WP115J] 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.**

WP115Kfs First-Year Writing: Writing and Public Space This writing-intensive course examines how people use writing to build and sustain communities through activism, advocacy, and affiliation. We will explore how people use writing to create and shape communities and their 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; an ethnography of a space; and a multimodal project. *Four credit hours.* **W1.** INSTRUCTOR

WP115Lfs First-Year Writing: Cross-Cultural Ideas of Family Students will examine, through text and image, historical and current notions of family structures across different cultures, all the while drawing upon their own cultural/linguistic backgrounds and those of classmates. The course aims to foster critical thinking and digital literacies, as well as to hone reading and writing skills to aid students in becoming more rhetorically sophisticated readers and writers — in the classroom and in a multicultural world. Students will complete four major writing projects, all revised, designed to improve their abilities to analyze and write about textual, visual, and multimodal texts for various audiences and purposes. Students from underrepresented contexts, domestically and globally, as well as those with a functional knowledge of an additional language(s) are especially welcome. *Four credit hours.* **W1.** WANG

WP115Mfs First-Year Writing: Writing Communities This course will consider how composition practices—be they related to formal academic articles, personal essays, speeches, podcasts, or other forms of expression—are social acts that allow us to address, affect or participate in existing communities. The experience of writing gives us the opportunity to reflect on how we communicate and how we might do so more effectively given our audience. In this course, we will identify, develop, and express ideas in response to a variety of texts that address the idea of community in different contexts to hone a sensitivity to this dynamic. Because writing is a process, this course emphasizes drafting, revising, and editing as critical practices in developing thoughtful arguments and rhetorical awareness in effective communication. *Four credit hours.* **W1.** LEGG

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.**

WP202s Topics in Writing: Communicating Across Difference How does language help people persuade others, resist oppression, and build community? This course examines how people use writing, reading, speaking (and more) to frame problems, define identities, and communicate with others. We will take an interdisciplinary approach to texts and methods related to the study of language, discourse, difference, and power and apply these ideas to real-world examples. Students will learn how individuals and social movements (primarily but not only in the U.S.) have historically used language to sustain community and struggle for social change as well as how technology is changing language and communication today. *Four credit hours.* **U. SHERIFF**

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

[WP221] 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. Previously offered as Writing Program 297 (Jan Plan 2021). *Three credit hours.*

[WP226] 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. Previously offered as Writing Program 298 (Spring 2021). *Prerequisite:* Any W1 course. *Four credit hours.*

[WP228] Fundamentals of Public Speaking Most people are terrified by the prospect of speaking in public, mainly because they are afraid of being judged, a fear exacerbated by the mistaken belief that the ability to communicate is innate. This course focuses on helping students appreciate the complex rhetorical work of communication, recognizing that communication is both context and audience dependent. By practicing the many skills involved in effective public speaking, including research, argument construction, and presentation preparation and delivery, this course will help students to become more confident public speakers in ways that will benefit them in subsequent courses as well as in their careers and civic lives. *Three credit hours.*

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] Introduction to Rhetoric and Writing Studies 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 Department 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 trained 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 [WP 112](#), 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 diagnosed with learning differences; senior scholars; students who speak English as an additional language; 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 evenings. [Appointments may be made online.](#)

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 two 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.

Additional materials for all disciplines are housed in our annex storage facility. These items can be ordered through the library catalog and are delivered to Miller Monday through Friday. Physical items in the natural and physical sciences, computer science, and math are housed in the annex.

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;
- A new zine library with more than 800 zines (and growing) is available to circulate in Bixler Library;
- 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 one of two 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 Miller and Bixler;
- 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/.

COLBY COLLEGE MUSEUM OF ART

Founded in 1959, the [Colby Museum](#) offers entry points to the visual arts at Colby College in Waterville, Maine, providing a forum for learning, experimentation, inquiry, dialogue, and connection locally, nationally, and internationally. The museum collects, stewards, and presents works of art and collaboratively designs and facilitates programs so that each person can find and fulfill their unique potential, becoming more curious, imaginative, and compassionate through processes of learning and growth reflective of Colby's educational mission.

Through the Lunder Institute for American Art and our exhibition program, we shape the field of art and art museums, incubating research and creative practice, offering structures for mentorship, and publishing rigorous and innovative scholarship that redefines how art is understood and how it is made, taught, studied, and shared.

We are committed to our Colby community, residents of Waterville and the broader Maine region, national and international visitors, and the artists, scholars, and partners with whom we collaborate.

The museum comprises five wings, more than 11,000 works of art, and more than 38,000 square feet of exhibition space. It will soon count with a new gallery on Main Street, Waterville—part of the soon-to-open Paul J. Schupf Art Center. In April 2021 the Greene Block + Studios at 18 Main Street began serving as the home of the Lunder Institute for American Art, an initiative of the Colby Museum that brings together artists, scholars, community members, students, and faculty to continually reshape American art scholarship and practice. The new facility now houses studios and convening spaces for visiting and residential fellowships that come to Waterville to conduct civically and academically engaged work in the field of American art. The Paul J. Schupf Art Center is expected to open to the public soon after its completion in late 2022. Among its features will be the Colby Museum's Joan Dignam Schmaltz Gallery of Art, a 1,500-square-foot space that will allow the museum to dynamically present three changing exhibitions each year and engage our Waterville community right as they enter the center from Castonguay Square on Main Street.

Collection

As part of its mission as a collecting and teaching museum, the Colby Museum is dedicated to building a collection of American art, expanding its diversity, bolstering access, and increasing capacity while practicing the highest standards of maintenance and care. The American Heritage Collection, gift of Edith and Ellerton Jetté, includes 76 works by American folk artists and established an early emphasis on American art. Significant gifts and purchases over the decades have made the Colby Museum one of the nation's premier institutions of American art.

The gift of the Lunder Collection in 2013 constitutes one of the most important art collections ever to be donated to a liberal arts college, and it provides an important complement to earlier holdings of 19th-, 20th-, and 21st-century American sculpture, late-19th-century American painting, Stieglitz circle, and contemporary art. The collection includes major 19th- and 20th-century artists such as Robert Duncanson, John Singleton Copley, Gilbert Stuart, Charles Willson Peale, Winslow Homer, William Merritt Chase, Mary Cassatt, James McNeill Whistler, Robert Henri, Cecilia Beaux, Elizabeth Catlett, Rebecca Salsbury Strand James, Paul Manship, and Georgia O'Keeffe, Jacob Lawrence, Richmond Barthé, Thomas Hart Benton, Charles White, and Malvina Hoffman, among many others; includes a distinguished collection of Taos Society artworks; and extends into the contemporary with significant works by contemporary artists such as Theaster Gates, Ai Wei Wei, Joan Brown, Maya Lin, Claes Oldenburg, Richard Estes, and Barbara Chase-Riboud, Martin Puryear, and many others.

Beyond the Lunder Collection, the museum's modern and contemporary collection also showcases the work of significant 20th- and 21st-century American artists, including deep holdings of works by John Marin, Terry Winters, Lois Dodd, among others. Many other artists are represented in the modern and contemporary collections, including Fairfield Porter, Marsden Hartley, Georgia O'Keeffe, Jacob Lawrence, Elizabeth Catlett, Jackson Pollock, Jaune Quick-to-See Smith, to name a few. Alex Katz has donated more than 900 of his own works to the museum, making the museum the most important institutional steward of his work. Site-specific sculpture by Richard Serra and Sol LeWitt, as well as more than 500 important gifts from the Alex Katz Foundation of works by Adolph Gottlieb, Bob Thompson, Rafael Ferrer, Rudy Burckhardt, Chuck Close, Jennifer Bartlett, and Elizabeth Murray have strengthened the museum's impressive contemporary collection. Photography is now significantly represented with a 2020 gift of more than 500 works from the Tsiaras Family Photography Collection, which includes prints by well-known exponents of the medium as well as lesser-known photographers, and a growing number of gifts and purchases in this area, including a group of photographs by Chinese contemporary artists.

Exhibitions and Programs

The Colby Museum is both a primary teaching resource for the faculty of Colby College and a major cultural destination for residents of and visitors to Maine. The museum organizes internationally recognized and locally relevant exhibitions that introduce new, more expansive narratives, reinforce our educational mission, and raise the profile of Colby through global partnerships. Traveling exhibitions such as *Roy Lichtenstein: History in the Making, 1948–1960* and *Bob Thompson: This House is Mine* 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, averaging more than 100 class visits annually in a typical year, by courses ranging from biology to philosophy, the museum is deeply embedded in the liberal arts curriculum at Colby. Students 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 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 participating 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 typically 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 the largest museum in Maine in terms of exhibition space, 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 creatively engage with the world, and to chart a new course inspired by transformative experiences. By exploring 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 learn 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 Grants: The center offers research grants to fund the most ambitious and brightest students, supporting arts and humanities research projects almost anywhere in the world. We also offer Big Ideas Grants, which provide students the seed money to pursue an innovative project, idea, or event related to their creative and intellectual pursuits in the humanities and humanistic disciplines.
- 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, including a world-class Summer Institute in the Environmental Humanities, a faculty seminar, and an environmental magazine. The EH Initiative encourages students and faculty alike to bring the power of the arts and humanities to bear on the most pressing environmental issues of our time.
- Public Humanistic Inquiry Lab (PHIL): A PHIL offers space for a three-year, multidisciplinary inquiry where a research group confronts questions and problems of crucial civic importance. It is an incubator of collaborative research located at the intersections between disciplines within the humanities, the social and natural sciences, and between the academy and our community partners. The inaugural PHIL, "Critical Medical Humanities: Perspectives on the Intersection of Race and Medicine," runs from 2021-2024 and explores the relationship between medicine and race.

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, and film screenings, providing students and faculty alike with opportunities to network and share ideas.

Annual flagship events include the William R. and Linda K. Cotter Debate Series and the Senator George J. Mitchell Distinguished International Lecture Series. The center is also highly engaged with supporting prominent award ceremonies on campus such as the Elijah Parish Lovejoy Award for Courage in Journalism and the Morton A. Brody Distinguished Award for Judicial Service.

Policy Symposium

The Goldfarb Center Freedom of Expression Symposium provides incentives for 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 and dynamic presentations 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 Executive Board 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. Goldfarb student leaders meet weekly 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. While in residence, the Oak Fellow gets a chance to reflect, recuperate, and educate the Colby community about their work.

The **2022 Oak Human Rights Fellows are Michelle Cook and Ana Lucía Ixchiú Hernández**. Both will join the Colby community for the fall 2022 semester to raise awareness on issues of Indigenous rights and share the ways colonialism and the formation of modern nation-state borders have created mass human rights violations for Indigenous peoples and made cultural survival increasingly difficult. Both activists will spend the semester reflecting on their work and sharing their perspectives on the human rights abuses that Indigenous communities have endured for centuries.

Michelle Cook is an enrolled member of the Navajo Nation and was born of the Honágháahnii (One Who Walks Around You) clan. In June 2022 she earned the title of Doctor of Juridical Science (S.J.D.) from the University of Arizona with a dissertation on intersections of Indigenous rights, divestment, and gender in the United States. She is also the founder of Divest Invest Protect and the Indigenous Women's Divestment Delegations (IWDD.) IWDD is an intersectional, Indigenous-led international human rights campaign pressuring banks, insurance, and credit-rating agencies to divest from harmful extraction companies and invest in the cultural survival and self-determination of the world's Indigenous peoples. By educating banks, companies, and businesses on how their investments impact the human rights of Indigenous women, IWDD centers Indigenous women as critical actors in shaping global economic justice.

Recently, she and her team made "The Beads that Bound Manhattan and the UN Declaration on the Rights of Indigenous Peoples Wampum Belt" to address continued attempts to disestablish Native reservations and erase the political and historical existence of the Mashpee Wampanoag. Per Cook, "The UN Declaration on the Rights of Indigenous Peoples ('UN Declaration') wampum belt is a means of teaching Indigenous human rights using and centering Indigenous peoples' technology and pedagogical legal practices with wampum as both the medium and the message of accountability, healing, and change. The wampum belt is part of an ongoing attempt to redefine both the collective past and future of the United States of America and its relationship with Indigenous peoples and Nations, shedding light on the hidden history of wampum, how the U.S. engages with Indigenous people." This work demands relationships built on reciprocity, self-determination, and human rights, which weaves seamlessly into the mission and practices of Oak.

Lucía Ixchiú is an Indigenous K'iche woman from Totonicapán, Guatemala. She is a journalist, artist, and activist with a focus on the rights

of Indigenous peoples. She was called to action after witnessing the army of Guatemala, the country where Ixchíu was born, massacre her people for demonstrating against the rise in privatized electricity, controlled by a foreign transnational corporation. The racist media coverage of what happened made her realize that it was time for her people to tell their own story. For this reason, Ixchíu decided to become a journalist to “denounce, write, and theorize the various realities” that they had to live as Indigenous peoples.

In addition to using journalism as a powerful means to combat the injustice and violence inflicted upon her people, Ixchíu is also in charge of organizing Solidarity Festivals as a powerful alternative to fighting so Indigenous peoples can simultaneously resist and heal with joy. This multidimensional and radical approach will be invaluable to share with the Colby community, both on campus and beyond. In 2019, Ixchíu earned the Gisela Paz y Paz Award for her work as a young, Indigenous woman.

Ixchíu and Cook are no strangers to the personal risk that human rights activism poses on practitioners, particularly when they identify with the groups they intend to help. Due to the insurmountably taxing nature of their work and livelihoods, they must make the work sustainable. Both Cook and Ixchíu look to their respective Indigenous practices to heal, seek answers, and pursue justice. While their contributions to the Colby and extended community will be invaluable, we must also be diligent in maintaining reciprocity, as a previously underscored necessity in these relationships. For instance, we must commit to bettering our relationship with Maine’s Indigenous people, the Wabanaki, by truly listening to their hopes and needs. As a final benefit for the Colby community, we hope that the Indigenous pedagogies Cook and Ixchíu share this fall will challenge our Western and Eurocentric paradigms of learning, communicating, storytelling, and overall living.

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 12 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.

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. Information about the Support Center and support services are available at colby.edu/ITS. In addition to information about the Support Center, colby.edu/ITS has a link to our catalog of services, information about connecting to the [wireless network](#), and online help.

Decisions around IT resources and professional staff are guided by community bodies. The Information Technology Committee is composed of elected and appointed students, faculty, and key administrative staff and advises on mainly academic matters. The Information Technology Steering Committee is composed of several members of the College's senior staff and advises chiefly on administrative concerns. Colby's chief information officer (CIO) serves on both committees, providing overall strategic leadership on all aspects of information technology planning, programs, and policy and coordinates the delivery of high-value services to the community.

CORPORATION AND TRUSTEES

Corporate Name

The President and Trustees of Colby College

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Julie K. Wood, B.A., *Vice President and Chief Human Resources Officer*

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Armando Bengochea, M.A. '17, Ph.D., New York, New York, *Program Officer for Diversity and Director, Mellon Mays Undergraduate Fellowship Program, The Andrew W. Mellon Foundation (2025)*

Susan Boland '83, M.A. '12, M.A., New York, New York (2023)

Joseph F. Boulos '68, M.A. '93, LL.D. '09, Falmouth, Maine, *Chairman, Boulos Asset Management (Life Trustee)*

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Alexander K. Buck Jr. '78, M.A. '12, M.A., Cumberland Foreside, Maine, *President, Horizon Foundation Inc. (2023)*

Sara J. Burns '79, M.A. '17, Manchester, Maine, *Retired President and Chief Executive Officer, Central Maine Power (2023)*

William R. Cotter, M.A. '79, LL.D. '00, J.D., Concord, Massachusetts, *Retired President, Oak Foundation; President Emeritus, Colby College (Life Trustee)*

James B. Crawford '64, M.A. '90, LL.D. '05, Richmond, Virginia, *Retired Chairman, Carbones Inter-Americanos S.A. (Life Trustee)*

James H. Crook Jr. '78, M.A. '15, Delray Beach, Florida (2023)

Coy R. Dailey '01, M.A. '18, M.S.Ed., Long Island City, New York, *Director of Equity and Community Engagement, The Brearley School* (2024)

Eric DeCosta '93, M.A. '20, M.A., Owings Mills, Maryland, *Executive Vice President and General Manager, Baltimore Ravens* (2025)

Robert E. Diamond Jr. '73, M.A. '93, LL.D. '08, M.B.A., New York, New York, *Founder and Chief Executive Officer, Atlas Merchant Capital* (Life Trustee)

Jacklyn D. Dinneen '05, M.A. '22, M.P.P., Duxbury, Massachusetts, *Deputy Chief of Staff, Peace Corps* (2025)

Nancy Donahue '88, M.A. '18, J.D., Stonington, Connecticut (2024)

David S. Epstein '86, M.A. '16, Natick, Massachusetts, *Meteorologist, WBZ-TV* (2025)

Sarah E. Eustis '96, M.A. '22, M.A.T., Portland, Oregon, *Strategic Partnership Director, InsideTrack* (2025)

James A. Forese, M.A. '15, B.S., New Canaan, Connecticut (2023)

Michael L. Gordon '66, M.A. '04, J.D., New York, New York, *Cofounder and Chief Investment Officer, Angelo Gordon & Company* (Life Trustee)

David A. Greene, M.A. '14, Ed.D., Waterville, Maine, *President, Colby College*

Tionna C. Haynes '15, M.A. '22, M.Ed, Chicago, Illinois, *Director of Special Education, Urban Preparatory Charter Bronzeville High School* (2025)

Robert R. Hoopes Jr. '89, M.A. '08, M.A., Bethesda, Maryland, *President, VOX Global* (2024)

Michael E. Koester '94, M.A. '15, Bronxville, New York, *Partner and Managing Director, Merchant Banking Division, Goldman Sachs and Company* (2023)

Seth W. Lawry, M.A. '06, M.B.A., Boston, Massachusetts, *Managing Director, Thomas H. Lee Partners, L.P.* (2023)

Miguel Leff '98, M.A. '14, J.D., La Jolla, California, *Attorney at Law, Law Office of Miguel Leff* (2026)

Paula Crane Lunder, M.A. '98, D.F.A. '98, B.S., Scarborough, Maine, *Kenilworth, Inc.* (Life Trustee)

John Lyons '85, M.A. '21, New York, New York, *Editor/Producer, Independent Motion Pictures and Films* (2025)

Richard M. McVey, M.A. '16, M.B.A., Greenwich, Connecticut, *Chief Executive Officer and Chairman, MarketAxess Holdings, Inc.* (2024)

Timothy S. O'Donnell '87, M.A. '20, J.D., Lexington, Massachusetts, *Retired President and Chief Executive Officer, OmniClaim, Inc.* (2024)

John J. O'Neil III '77, M.A. '16, Natick, Massachusetts, *Managing Partner, National Development, LLC* (2024)

Jeffrey N. Packman '88, M.A. '12, M.B.A., Weston, Massachusetts, *Principal, Packman Biopharma Consulting* (2026)

M. Jane Powers '86, M.A. '05, Medford, Massachusetts, *Chief of Staff, Executive Vice President for Strategic Initiatives, Fenway Health*

David Pulver '63, M.A. '83, M.B.A., *President, Cornerstone Capital, Inc.* (Life Trustee)

Eric S. Rosengren '79, M.A. '10, Ph.D., Sharon, Massachusetts, *Visiting Professor, Golub Center, MIT Sloan School* (2024)

Marieke H. Rothschild, M.A. '17, B.A., Portola Valley, California (2023)

Carl A. Smith '91, M.B.A., Washington, D.C. (2022)

Jessica D'Ercole Stanton '92, M.A. '17, Wellesley, Massachusetts (2023)

Joerose Tharakan '08, M.A. '16, M.B.A., New York, New York, *Director of Partner Development - Strategic Global Partners, Microsoft* (2026)

Amy Walter '91, M.A. '11, Litt.D. '17, Arlington, Virginia, *National Editor, Cook Political Report* (2025)

Laura P. Ward, M.A. '14, M.B.A., M.P.H., Wellesley, Massachusetts, *Researcher and Consultant in the Neurobiology of Fear and Dissociative Disorders/Trauma Research Laboratories, McLean Hospital* (2026)

Tanya E. Williams, M.A. '17, M.D., New York, New York, *Chief Administrative Officer, Secretary-Treasurer, and Director, R2T2 Laboratories, Inc.* (2025)

Joshua C. Woodfork '97, M.A. '09, Ph.D., Saratoga Springs, New York, *Executive Director, President's Office and Vice President for Strategic Planning and Institutional Diversity, Skidmore College* (2026)

TRUSTEES EMERITI

Richard L. Abedon '56, M.A. '86, J.D., 1986-1994

Carol M. Beaumier '72, M.A. '97, 1997-2003

Leslie Dougherty Biddle '89, 2011-2019

Robert W. Burke '61, M.A. '81, M.B.A., 1981-1987

Levin H. Campbell, M.A. '82, LL.B., 1982-1990, 1991-1999

Julie Sands Causey '85, M.A. '10, M.B.A., 2010-2016

Ann Marie Connolly, M.A. '07, M.Ed., 2007-2015

Rebecca Littleton Corbett '74, M.A. '06, Litt.D. '18, 2006-2014

John R. Cornell '65, M.A. '97, LL.M., J.D., 1997-2003

James E. Cowie '77, M.A. '05, M.B.A., 2005-2011

Andrew A. Davis '85, M.A. '99, 1999-2006

John B. Devine Jr. '78, M.A. '06, 2006-2012

Gerald Dorros, M.A. '02, Sc.D. '01, M.D., 2002-2010

Steven M. Earle '79, M.A. '14, M.P.A., 2014-2022

Robert M. Furek '64, M.A. '90, M.B.A., 1990-1999

Robert Sidney Gelbard '64, M.A. '04, LL.D. '02, M.P.A., 2004-2012

Anne Ruggles Gere '66, M.A. '98, Ph.D., 1998-2004

Jerome F. Goldberg '60, M.A. '89, J.D., 1989-1994

William H. Goldfarb '68, M.A. '85, J.D., 1985-1993, 1994-2002, 2003-2006, 2010-2016

Rae Jean Braunmuller Goodman '69, M.A. '83, Ph.D., 1983-1989

Peter G. Gordon '64, M.A. '95, M.B.A., 1995-1998

Deborah England Gray '85, M.A. '92, J.D., 1992-2005

Todd W. Halloran '84, M.A. '06, M.B.A., 2006-2012

Eugenie Hahlbohm Hampton '55, M.A. '72, 1972-1978

Peter D. Hart '64, M.A. '89, LL.D. '85, 1989-1993, 1995-1999

Ellen Brooks Haweeli '69, M.A. '93, 1993-1999

Nancy Spokes Haydu '69, M.A. '86, M.Ed., M.C.R.P., M.A., 1986-1994

Shaquan Huntt '13, M.A. '19, J.D., 2019-2022

Emma J. James '04, M.A. '07, J.D., 2007-2013

Nancy Joachim-Ventura '98, M.A. '02, J.D., 2001-2007

Colleen A. Khoury '64, M.A. '95, J.D., 2004-2012

Harry F. Krensky '85, M.A. '09, M.B.A., 2009-2017

Beverly Nalbandian Madden '80, M.A. '86, 1986-1992, 1994-2002

David M. Marson '48, M.A. '84, 1984-1993

William J. Montgoris, M.A. '99, B.B.A., 1999-2007, 2008-2015

Betsy L. Morgan '90, M.A. '09, M.B.A., 2009-2017

Paul A. Nussbaum, M.A. '98, J.D., 1998-2002

Kate P. Lucier O'Neil '85, M.A. '00, M.B.A., 2000-2006

Jeffrey N. Packman '88, M.A. '12, M.B.A., 2012-2020

Randy C. Papadellis '79, M.A. '11, M.B.A., 2011-2019

Jane Powers '86, M.A. '05, M.S.W., 2012-2020

Patricia Rachal '74, M.A. '80, Ph.D., 1980-1986

Kathleen Pinard Reed '86, M.A. '11, M.D., 2011-2019

Lou Richardson Rhyne '67, M.A. '11, 2011-2017

Catherine Roosevelt '89, M.A. '16, M.P.A., 2016-2022

William J. Rouhana Jr. '72, M.A. '99, J.D., 1999-2007

Peter M. Rouse '68, M.A. '14, LL.D. '13, M.P.A., 2014-2022

Robert A. Rudnick '69, M.A. '04, J.D., 2004-2010
William J. Ryan, M.A. '00, M.B.A., 2000-2006
Robert Sage '49, M.A. '74, 1974-1986, 1987-1993
Richard R. Schmaltz '62, M.A. '76, M.A., 1989-1995, 2001-2009
Moses Silverman '69, M.A. '13, 2013-2019
Dilan V. K. Siritunga '92, M.A. '09, M.B.A., 2009-2015
Edward A. Snyder '75, M.A. '09, Ph.D., 2009-2018
Paul G. Spillane Jr. '79, M.A. '05, M.B.A., 2005-2013
Albert Stone '51, M.A. '96, M.B.A., 1996-1999
W. Clarke Swanson Jr., M.A. '70, LL.B., 1970-1976
Michael S. Sylvester '63, M.A. '03, M.B.A., 2003-2011
M. Anne O'Hanian Szostak '72, M.A. '74, Ph.D., 1974-1982, 1995-2002
Charles Terrell '70, M.A. '06, Litt.D. '21, Ed.D., 2006-2014
Sunil H. Thakor '99, M.A. '16, M.B.A., 2016-2022
Barbara Howard Traister '65, M.A. '88, Ph.D., 1988-1994
Beth Brown Turner '63, M.A. '89, M.A., 1989-1992, 1993-1996
Richard Y. Uchida '79, M.A. '06, J.D., 2006-2016
Allan van Gestel '57, M.A. '99, LL.B., 1999-2005
Peter A. Vlachos '58, M.A. '77, 1977-1980
Nancy Greer Weiland '65, M.A. '02, Ph.D., 2002-2010
John R. Zacamy Jr. '71, M.A. '92, M.B.A., 1992-1996, 1996-2001, 2002-2003

VISITORS AND VISITING COMMITTEES

Sheri B. Bronstein '90, Ridgewood, New Jersey, *Chief Human Resources Officer, Bank of America* (2023), Visiting Committee on Environmental Studies

Ryan Connolly '07, Wellesley Hills, MA, *First Vice President and Private Wealth Advisor, Morgan Stanley PWM* (2026)

Charles T. Diamond '12, New York, New York, *Deputy Chief of Staff, City of New York, Mayor's Office of Contract Services* (2026)

Joan M. Fortin '88, Portland, Maine, *Chief Executive Officer, Bernstein Shur* (2024), Visiting Committee on African-American Studies

R. David Genovese '89, M.B.A., Darien, Connecticut, *Chief Executive Officer, Baywater Properties* (2025)

Mark Hubbert '79, M.B.A., Portsmouth, New Hampshire, *Control Management Executive, Wells Fargo Advisors* (2025), Visiting Committee on Mathematics

Corley Hughes '98, Seattle, Washington, *Chief Financial Officer, SonderMind* (2025), Visiting Committee on Physics and Astronomy

Lisa Kaplan '13, Washington, D.C., *Founder, The Alethea Group* (2026)

Tucker Kelton '07, Wellesley, Massachusetts, *Founder and Managing Partner, Camber Development* (2024), Visiting Committee on English/Creative Writing

Delva King '77, Brooklyn, New York, (2026)

Peter H. Lunder '56, D.F.A. '98, Scarborough, Maine, *Chairman, Kenilworth, Inc.* (Life Visitor)

Sharon Matusik '86, Ph.D., Boulder, Colorado, *Dean, Leed School of Business, University of Colorado Boulder* (2025), Visiting Committee on Science, Technology, and Society

Dana McClintock '93, Chatham, New Jersey, *Chief Communications Officer, Argus Capital Group* (2026)

Andra Ofosu '07, M.B.A., New York, New York, *Director of US Sales, Aspect Capital* (2025), Visiting Committee on Science, Technology, and Society

Teresa K. Olsen '01, M.S., Hamilton, New York, *Assistant Vice President for Career Initiatives, Colgate University* (2025), Visiting Committee on Religious Studies, Visiting Committee on DavisConnects

Graham A. Powis '90, Greenwich, Connecticut, *Senior Capital Markets Advisor, Brookline Capital Markets* (2024)

Jennifer Alford Seeman '92, Weston, Massachusetts, *Cofounder, Art2You*, (2025), Visiting Committee on Dining Services, Visiting Committee on Admissions, Visiting Committee on Anthropology, Visiting Committee on German and Russian

Jason Soules '93, Mountain Village, Colorado, *Founder and Managing Director, EHS Partners, LLC* (2023), Visiting Committee on German and Russian

Jeremy P. Springhorn '84, Ph. D., Guilford, Connecticut, *Chief Business Officer, Syros Pharmaceuticals, Inc.* (2025), Visiting Committee on Biology

Benjamin W. Thorndike '78, Boston, Massachusetts, *Managing Director, Head of Infrastructure Investor Relations, John Hancock* (2024)

Kebba Tolbert '94, Waltham, Massachusetts, *Associate Head Track and Field Coach, Harvard University*, (2026)

Visitor Visiting Committees, 2021-22

African-American Studies (March 13-15, 2022), Yolanda Covington-Ward, chair, University of Pittsburgh; Tess Chakkalalal, Bowdoin College; Deborah England Gray '85; Joan M. Fortin '88

Department of Art (March 6-8, 2022), Elizabeth Marlow, chair, Colgate University; Stephen G. Perkinson, Bowdoin College; Susan Groce, University of Maine

DavidConnects (April 24-26, 2022), Chip Smith '91, chair; Teresa Olsen, Colgate University; Meredith Dow, University of Chicago; Joseph Du Pont, Boston College; Lisa Hinkley, Carthage College

Department of Mathematics (April 3-5, 2022) Linda Chen, chair, Swarthmore College; Lisa Collett Hook '88; Mark W. Hubbert '79

Department of Physics and Astronomy (Feb. 20-22, 2022), Ryan Hickox, chair, Dartmouth College; Corley Hughes '98; Nick Silitch '83; Teresa Lynna, Harvey Mudd College

Religious Studies (Oct. 31-Nov. 2, 2021), Elizabeth Castelli, chair, Columbia University; Naomi Koltun-Fromm, Haverford College; Kristin Scheible, Reed College

Science, Technology, and Society (Oct. 10-12, 2021), Laura T. Perini, chair, Pomona College; Gregory Moyahan, Bard College; Jennifer Tucker, Wesleyan University

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Nicholas Cade '08, *vice chair of the Alumni Association*

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Jacob Fischer '10, *chair, Nominating and Awards Committee*
Jen Millard '90, P'20, *chair, DavisConnects Committee*
Isadora Alton '13, Nicholas Cage '08, and Justin Owumi '14, *members 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

Ayo Adeniran, Ph.D. (University of Ibadan [Nigeria], Texas A&M) 2021-
Assistant Professor of Mathematics

Syed Tariq Ahmad, Ph.D. (Aligarh Muslim [India], PGIMER, Chandigarh [India], Notre Dame), 2009-
Associate Professor of Biology

Dean Allbritton, Ph.D. (Valdosta State, Syracuse, Stony Brook), 2011-
Associate Professor of Spanish; Director, Center for the Arts and Humanities, 2021-

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

Katherine Altizer, Ph.D. (West Virginia University, Indiana University, Bloomington) 2021-
Visiting Assistant Professor of Music

Marta E. Ameri, Ph.D. (Bryn Mawr, Institute of Fine Arts, New York University), 2014-
Associate Professor of Art

David R. Angelini, Ph.D. (St. Mary's of Maryland, Indiana), 2012-
Associate Professor of Biology

Martha Arterberry, M.A. '07, Ph.D. (Pomona, Minnesota), 2006-
Clara C. Piper Professor of Psychology

Robert Augustine, Ph.D. (SUNY Binghamton, Massachusetts at Amherst), 2022-
Assistant Professor of Biology

Milan Babík '01, Ph.D. (Colby, London School of Economics [UK], Oxford [UK]), 2017-
Visiting Assistant Professor of Government

Allison Barner, Ph.D. (Chicago, Oregon State), 2019-
Clare Boothe Luce Assistant Professor of Biology

James C. Barrett, Ph.D. (California at Santa Cruz, Cornell), 2000-
Associate 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-
Faculty Head Coach

James Behuniak Jr., M.A. '20, Ph.D. (Southern Maine, Hawaii at Manoa), 2006-
Professor of Philosophy

Michael Ben-Zvi, Ph.D. (Bowdoin, Tufts) 2021-
Lecturer in Mathematics and Calculus Coordinator

Max Bender, Ph.D. (Connecticut College, University of Pittsburgh), 2021-
Assistant Professor of Computer Science

Sandra Bernal Heredia, Ph.D. (Texas, Austin), 2018-
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

Chandra D. Bhimull, Ph.D. (Kenyon, Michigan), 2008-
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, Ph.D. (Seville [Spain], Michigan State), 2008-
Associate Professor of Spanish

Costel-Gabriel Bontea, Ph.D. (Bucharest, New Hampshire, Durham), 2018-
Visiting Assistant Professor of Statistics

Bradley R. Borthwick, M.F.A. (Guelph [Canada], Cornell), 2013-
Associate Professor of Art

Meg Boyle, Ph.D. (Bowdoin, Washington, Penn State), 2022-
Visiting Assistant Professor of Environmental Studies

Sarah Braunstein, M.F.A., (Mount Holyoke, Iowa Writers' Workshop), 2016-
Assistant Professor of English (Creative Writing)

Kelly Brignac, Ph.D. (Millsaps, Vanderbilt, Harvard), 2021-
Assistant Professor of History

AB Brown, Ph.D. (Muhlenberg, Northwestern), 2019
Assistant Professor of Performance, Theater, and Dance

Denise A. Bruesewitz, Ph.D. (Winona State, Notre Dame), 2012-
Associate Professor of Environmental Studies

Audrey Brunetaux, Ph.D. (Poitiers [France], Michigan State), 2008-
Associate Professor of French

Michael R. Buccigrossi, Ph.D. (Columbia), 2017-
Visiting Assistant Professor of Psychology

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 (Creative Writing)

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

Tizoc Chavez, Ph.D. (California State University, Stanislaus, Vanderbilt), 2021-
Visiting Assistant Professor of Government

Biwei Chen, Ph.D. (North China Institute of Science and Technology, Jinan University [China], CUNY), 2022-
Visiting Assistant Professor of Economics

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

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-

Mégane Coulon, Ph.D. (Université Paul Valéry [France], University of Worcester [UK]), 2022-
Visiting Assistant Professor of History

Matthew Cumbie, M.F.A (Texas Lutheran University, Texas State University, Texas Woman's University), 2021-
Visiting Assistant Professor of Performance, Theater, and Dance

David M. Cusano Jr., M.A. (Maine), 2015-
Faculty Head Coach

Chelsea Davis, Ph.D. (Delaware, Queen Mary University of London, George Washington University), 2021-
Visiting Assistant Professor of History

Guilain P. Denoeux, M.A. '03, Ph.D. (Grenoble [France], Georgetown, Princeton), 1990-
Professor of Government

Inga Kim Diederich, Ph.D. (University of Chicago, Harvard, University of California, San Diego), 2021-
Assistant Professor of History

Valérie M. Dionne, Ph.D. (Montreal [Canada], Princeton), 2007-
Associate Professor of French and Italian

Stephanie Dodson, Ph.D. (Massachusetts at Amherst, Brown), 2022-
Assistant Professor of Mathematics

Kathryn B. Donahue, M.S. (Bowdoin, Simmons), 2015-
Faculty Librarian: College Archivist

Sonya Donaldson, Ph.D. (CUNY, University of Virginia), 2022-
Assistant Professor of African-American Studies

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-
Clare Boothe Luce 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-
Associate Professor of Geology

Kathrin Ellieroth, Ph.D. (Indiana University), 2020-
Assistant Professor of Economics

Alicia E. Ellis, Ph.D. (Amherst, Yale), 2016-
Associate 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

Kirsten Engman, M.F.A. (Maine College of Art, Pennsylvania), 2022-
Visiting Assistant Professor of Art

Czarina Evangelista '14, Ph.D., (Colby, Concordia University [Canada]), 2021-
Visiting Assistant Professor of Psychology

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

Philip Jun Fang, Ph.D. (Northwestern), 2021-
Visiting Assistant Professor of Sociology

David W. Findlay, M.A. '99, Ph.D. (Acadia [Canada], Purdue), 1985-
Pugh Family Professor of Economics

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 Professor of Jewish Studies

Tamar Friedmann, Ph.D. (Princeton), 2019
Assistant Professor of Mathematics

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

Amanda Gallinat, Ph.D. (Carleton, Boston University), 2022-
Visiting Assistant Professor of Environmental Studies

Ghada Gherwash, Ph.D. (Appalachian State, Purdue), 2019-
Assistant Professor of Writing

Mary Ellis Gibson, Ph.D. (North Carolina at Chapel Hill, Chicago), 2016-
Arthur Jeremiah Roberts Professor of English

Alena Giesche, Ph.D. (Middlebury, University of Bern [Switzerland], University of Cambridge), 2021-
Visiting Assistant Professor of Geology

Erin A. Giffin, Ph.D. (California at San Diego), 2018-
Assistant Professor of Economics

Karen J. Gillum '76, M.L.S. (Colby, Oxford, Oklahoma, South Carolina), 2009-
Faculty Member without Rank: Faculty Librarian

Melissa J. Glenn, Ph.D. (Memorial [Canada], Concordia [Canada]), 2007-
Associate Professor of Psychology, Associate Provost for Academic Programs, 2021-

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., M.A. '22, (SUNY Empire State, Bard), 2007-
Professor of Art

David A. Greene, M.A. '14, Ed.D. (Hamilton, Harvard), 2014-
President; Professor of Social Sciences

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

Britt Halvorson, Ph.D. (University of Michigan, Albion College), 2015-
Associate Professor of Anthropology

Charlie Hankin, Ph.D. (Reed, Princeton), 2021-
Visiting Assistant Professor of Spanish

Torrance Hanley, Ph.D. (Cornell, Yale), 2022-
Visiting Assistant Professor of Environmental Studies

Aaron R. Hanlon, Ph.D. (Bucknell, Dartmouth, Oxford [UK]), 2015-
Associate 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

Allen Harper, Ph.D. (University of Rhode Island, City University of New York), 2021-
Assistant Professor of Computer Science

Ryan P. Harper, Ph.D., (Princeton), 2018-
Visiting Assistant Professor of Religious Studies

Chenel Harris-Smith, M.A. (Kent State, Rider University), 2019-
Faculty Head Coach

Sam Hayes, Ph.D. (Massachusetts at Amherst, Boston College), 2022-
Visiting Assistant Professor of Government

Karen L. Henning, M.A. (Maryland, Adelphi), 2007-
Faculty Head Coach

Annie Hikido, Ph.D. (California at Berkeley, California at Santa Barbara), 2019-
Assistant Professor of Sociology

Elizabeth Hill, Ph.D. (Midwestern State, Gonzaga, Memorial University of Newfoundland), 2022-
Visiting Assistant Professor of Philosophy

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

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-
Assistant Professor of Government

Danae Jacobson, Ph.D. (Westmont College, Regent College, Notre Dame), 2019-
Assistant Professor of History

Russell R. Johnson, M.A. '14, Ph.D. (Colorado College, Washington State), 1996-
Professor of Biology; Associate Provost for Academic Programs, 2017-21; Associate Provost for Faculty Affairs, 2021-

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-
Senior Lecturer in 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 Performance, 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

Nazli Konya, Ph.D. (Bogazici University [Turkey], Cornell), 2021-
Assistant Professor of Government

Kara Kugelmeyer, M.L.I.S., (Amherst, Syracuse), 2016-
Faculty Librarian: Data Services and Science Librarian

Amrutha Kunapulli, Ph.D. (Indian Institute of Technology, Michigan State), 2022-
Visiting Assistant Professor of Cinema Studies

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-
Associate Professor of Economics

Xiaoyue Li, Ph.D. (Peking University, Georgetown, Michigan), 2022-
Visiting Assistant Professor of History

Ying Li, Ph.D. (Hubei University of Technology [China], New Hampshire), 2015-
Associate 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

Pei Pei Liu, Ed.D. (Swarthmore, Michigan, Harvard), 2022-
Assistant Professor of Education

Leo Livshits, M.A. '08, Ph.D. (Waterloo [Canada], Toronto [Canada]), 1994-
Professor of Mathematics

Hui-Ching Lu, Ph.D. (National Central University [Taiwan], National Cheng Kung University [Taiwan]), 2022-
Visiting Assistant Professor of East Asian Studies

Blaise J. MacDonald, B.A. (Rochester Institute of Technology), 2012-
Faculty Head Coach

Lindsey R. Madison, Ph.D. (Northwestern), 2018-
Assistant Professor of Chemistry

Dierdre Martin, Ph.D. (University of South Carolina, University of Washington, University of California, Berkeley), 2021-
Visiting Assistant Professor of Government

Joshua P. Martin, Ph.D. (Ohio State, Arizona), 2016-
Assistant Professor of Biology

José Martínez, Ph.D. (National University of Colombia, University of Missouri, UT Austin), 2021-
Assistant Professor of Music

D. Benjamin Mathes, M.A. '03, Ph.D. (Middlebury, New Hampshire), 1990-
Professor of Mathematics

Benedicte Mauguiere, M.A. '09, Ph.D. (d'Angers [France], Paris-Sorbonne [France]), 2009-
Professor of French

Dámaris Mayans, Ph.D. (Florida, Gainesville), 2018-
Visiting Assistant Professor of Spanish

Lindsay R. Mayka, Ph.D. (Carleton, Berkeley), 2013-
Associate Professor of Government

Damon W. Mayrl, Ph.D. (California at Berkeley), 2017-
Associate Professor of Sociology

Jonathan H. McCoy, Ph.D. (Haverford, Maryland, Cornell), 2009-
Associate Professor of Physics and Astronomy

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-

Elizabeth McGrath, Ph.D. (Vassar, Hawaii at Honolulu), 2012-
Associate Professor of Physics and Astronomy

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

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

Melissa Miller, Ph.D. (Texas at Austin, Wisconsin at Madison), 2022-

Assistant Professor of Russian

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-
Instructor of Cinema Studies

Changningphaabi Namojam, Ph.D. (Christ University [India], Indian Institute of Technology, Texas A&M), 2022-
Visiting Assistant Professor of Mathematics

Sanval Nasim, Ph.D. (Colby, California at Riverside), 2022-
Assistant Professor of Economics

Lindsey Nelson, M.B.A. (Thomas College), 2018-
Faculty Member without Rank: Registrar

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

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, 2013-2021

Virginia Olmsted McGraw, Ph.D. (University of Virginia, UNC-Chapel Hill), 2021-
Visiting Assistant Professor of History

Peter Orte, Ph.D. (University of Oregon, University of Wisconsin-Madison), 2021-
Visiting Assistant Professor of Russian

Alejandra Ortiz, Ph.D. (Wellesley, MIT), 2019-
Assistant Professor of Geology

Stephanie Owen, Ph.D. (University of Michigan) 2021-
Assistant Professor of Economics

Adrianna M. Paliyenko, M.A. '04, Ph.D. (Boston University, North Carolina at Chapel Hill), 1989-
Charles A. Dana Professor of French

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-
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

Darylyne M. Provost, M.L.S. (Trinity, Maryland at College Park), 2007-
Faculty Member without Rank: Assistant Director for Digital Initiatives

Farah Qureshi, Ph.D. (Warwick, Oxford, California at Irvine), 2022-
Assistant Professor of Anthropology

Tarja Raag, Ph.D. (Skidmore, Indiana), 1995-
Associate Professor of Psychology

Amelia Raboso Mañas, Ph.D. (Universidad Autónoma de Madrid, University of Pennsylvania), 2022-
Visiting Assistant Professor of Spanish

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 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

Stacy-ann Robinson, Ph.D. (University of the West Indies, Manchester, Australian National University), 2019-
Assistant Professor of Environmental Studies

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 '09, 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
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

Matthew Schneider-Mayerson, Ph.D. (Yale, Minnesota), 2022-
Associate Professor of English

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

Ekaterina Seregina, Ph.D. (National Research University Higher School of Economics [Russia], University of California, Riverside), 2021-
Douglas Assistant Professor of Economics and Finance

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 Performance, Theater, and Dance

Kristin E. Shaw, M.B.A. (Washington, Colorado), 2016-
Faculty Head Coach

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

Stacey Sheriff, Ph.D. (Dartmouth, Penn State), 2019-
Assistant Professor of Writing

J.C. Sibara, Ph.D. (Swarthmore, Southern California), 2014-
Assistant Professor of Women's, Gender, and Sexuality Studies

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-
Associate Professor of Economics

Michael Solomon, Ph.D. (Georgia, Alabama), 2022-
Visiting Assistant Professor of Economics

Raphael Soifer, Ph.D. (Yale, Universidade Federal Fluminense [Brazil], Universidade Federal do Rio de Janeiro [Brazil]), 2022-
Visiting Assistant Professor of Performance, Theater, and Dance

Kerry Sonia, Ph.D. (Brown University), 2020-
Assistant Professor of Religious Studies

Christopher J. Soto, M.A. '22, Ph.D. (Harvard, California at Berkeley), January 2009-
Professor of Psychology

Erin Spampinato, Ph.D. (Smith College, Columbia, CUNY), 2022-
Visiting Assistant Professor of English

Debra A. Spark, M.A. '03, M.F.A.¹ (Yale, Iowa), 1995-
Professor of English (Creative Writing)

Elisabeth F. Stokes, M.F.A. (Smith, Massachusetts at Amherst), 2001-
Distinguished Senior Lecturer in 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

Katherine M. Stubbs, Ph.D. (Swarthmore, Duke), 1996-
Associate Professor of English

Walter A. Sullivan, Ph.D. (Concord, Virginia Tech, Wyoming), 2007-
Associate Professor of Geology

Dyani Johns Taff, Ph.D. (Skidmore, University of California, Davis), 2021-
Assistant Professor of English

Jun Takahashi, Ph.D. (Oberlin, Carthage College, Indiana), 2022-
Visiting Assistant Professor of East Asian Studies

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

James Taylor, Ph.D. (Harvard), 2021-
Assistant Professor of Classics

Larissa J. Taylor, M.A. '05, Ph.D. (Harvard, Brown), 1994-
Professor of History

Scott A. Taylor, M.A. '22, Ph.D. (Gordon, Pennsylvania State, California at Santa Barbara), 2008-2009, 2010-
Professor of Mathematics

Stephanie R. Taylor, Ph.D. (Gordon, California at Santa Barbara), 2008-
Associate Professor of Computer Science

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

Yee Mon Thu, Ph.D. (Grinnell, Vanderbilt), 2022-
Assistant Professor of Biology

James C. Thurston, M.F.A. (Ohio Wesleyan, Northwestern), 1988-
Associate Professor of Performance, Theater, and Dance

Andrea R. Tilden, Ph.D. (Alma, Oklahoma), 1999-
J. Warren Merrill Associate Professor of Biology

Eric Trinka, Ph.D. (Eastern Mennonite University, Catholic University), 2022-
Visiting Assistant Professor of Religious Studies

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-
Associate 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

Chaoran Wang, Ph.D. (Nanjing Normal University [China], Indiana University Bloomington), 2021-
Multilingual Writing Specialist and Assistant Professor of Writing

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

Ashton Wesner, Ph.D. (Pomona College, University of California, Berkeley), 2021-
Visiting Assistant Professor of Science, Technology, and Society

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-
Associate Professor of Spanish

Jerzy A. Wieczorek, Ph.D. (Portland State, Oregon, Carnegie Mellon), 2018-
Assistant Professor of Statistics

Hannen Wolfe, Ph.D. (Bennington, California at Santa Barbara), 2019-
Assistant Professor of Computer Science

Zachary Wood, Ph.D. (Dartmouth, Maine at Orono), 2022-
Visiting Assistant Professor of Biology

Steven James Wurtzler, Ph.D. (Wisconsin at Madison, Iowa, Columbia), 2010-
Associate Professor of Cinema Studies

Tyler Yamin, Ph.D. (California Institute of the Arts, California at Los Angeles), 2022-
Visiting Assistant Professor of Music

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-
Clare Boothe Luce Assistant Professor of Mathematics

Bret Zeldow, Ph.D. (University of Pennsylvania), 2020-
Assistant Professor of 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 2022-23

Sabbaticals

Semester I (Fall 2022)

Michael Burke, English
Laura Fugikawa, American Studies and Women's, Gender, and Sexuality Studies
>Karen Gillum, Libraries
Nicholas Jacobs, Government

Semester II (Spring 2023)

Kathryn Donahue, Libraries
Garry Mitchell, Art

Full Year

Alison Barner, Biology
AB Brown, Performance, Theater, and Dance
Christina Cota, Biology
Alejandra Gieger-Ortiz, Geology
Mary Ellis Gibson, English
Jin Goh, Psychology
Jill Gordon, Philosophy
Fernando Gouvea, Mathematics
Britt Halvorson, Anthropology
Annie Hikido, Sociology
Tim Hubbard, Economics
Se Young Kim, Cinema Studies
Daniel LaFave, Economics
Kassandra Miller, Classics
Elena Monastireva-Ansdell, German and Russian
Laura Nuffer, East Asian Studies
Liam O'Brien, Statistics
Ron Peck, Biology
Hector Ramos Flores, Spanish
Joseph Reisert, Government
Kevin Rice, Chemistry
Stacy-ann Robinson, Environmental Studies
Veronica Romero, Psychology
Betty Sasaki, Spanish
Laura Seay, Government
Mohammad Shabangu, English
Gwyneth Shanks, Performance, Theater, and Dance
Tanya Sheehan, Art
Sonja Thomas, Women's, Gender, and Sexuality Studies
John Turner, History
Andie Wang, East Asian Studies
Hannen Wolfe, Computer Science
Natalie Zelensky, Music

Other Scheduled Leaves

Semester I (Fall 2022)

Catherine Besteman, Anthropology

Full Year

Kerry Sonia, Religious Studies
Judy Stone, Biology

ASSOCIATES AND ASSISTANTS

Michaela B. Allen, M.S., 2021-
Laboratory Instructor I in Physics and Astronomy

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

John D. Ervin, M.A., 1989-
Technical Director, Theater and Dance

Megan E. Fossa, M.B.A., 2011-
Assistant Director for the Center for the Arts and Humanities

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

Portia Hardy, 2022-
Program Coordinator for the Center for the Arts and Humanities

Victoria L. Hepburn, M.S., 2016-
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-
Senior Laboratory Instructor in Environmental Studies

Bruce F. Rueger, Ph.D., 1984-
Senior Laboratory Instructor in Geology

Sarah G. Staffiere, M.S., 2007-
Senior Laboratory Instructor in Biology

FELLOWS AND INTERNS

Veronica Bartucca, 2022-
Language Assistant in Italian

Sara Chamorro, 2022-
Language Assistant in Spanish

Kuei-Lan Cheng, 2022-
Language Assistant in Chinese

Coline Delice, 2022-
Language Assistant in French

Maiko Kawano, 2022-
Language Assistant in Japanese

Sofia Levina, 2021-
Language Assistant in Russian

Karlotta Loening, 2022-
Language Assistant in German

Alaa Mokhtar, 2022-
Language Assistant in Arabic

APPLIED MUSIC ASSOCIATES

Applied Music Associates

Yuri Lily Funahashi, 1999, 2009-
Associate 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

TBD
Applied Music Associate in Voice; Director of the Choirs

Nicole Rabata, 2007-
Applied Music Associate in Flute

Brendon Wilkins, 2022-
Applied Music Associate in Clarinet and Saxophone; Director of Band Activities

Applied Music Instructors

Ronald "RJ" Miller, 2019-
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

John Boden, 2022-
Applied Music Instructor in French Horn

Timothy A. Burris, 2011-
Applied Music Instructor in Lute

Marilyn Buzy, 1999-2002; 2005-
Applied Music Instructor in Percussion

Wee Kiat Chia, 2022-

Applied Music Instructor in Voice

Duane B. Edwards, 2016-
Applied Music Instructor, Bass Guitar

Virginia Flanagan, 2017-
Applied Music Instructor in Harp/Irish Harp

Sebastian Jerosch, 2000-
Applied Music Instructor in Trombone

David Joseph, 2018
Applied Music Instructor in Bassoon

Hyun-ji Kwon, 2021
Applied Music Instructor in Cello

Nacole Palmer, 2019-
Applied Music Instructor in Voice

Paul Ross, 1986-
Applied Music Instructor in Cello

Christina Spurling, 2019-
Applied Music Instructor in Piano
Collaborative Pianist

Joann Westin, 1996-
Applied Music Instructor in Piano

TBD-
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

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*

Lyn Mikel Brown, M.A. '05, Ed.D. (Ottawa, Harvard), 1991-2022
Professor of Education, *Emerita*

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

Anthony J. Corrado Jr., M.A. '01, Ph.D. (Catholic University, Boston College), 1986-2022
Professor of Government, *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

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

Frank A. Fekete, M.A. '96, Ph.D. (Rhode Island, Rutgers), 1983-2022
Professor of Biology, *Emeritus*

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

James R. Fleming, M.A. '02, Ph.D. (Pennsylvania State, Colorado State, Princeton), 1988-2021
Charles A. Dana Professor of Science, Technology, and Society, 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

Cheryl Townsend Gilkes, M.A. '00, Ph.D. (Northeastern), 1987-2022
John D. and Catherine T. MacArthur Professor of Sociology and African-American Studies, *Emerita*

Arthur D. Greenspan, M.A. '91, Ph.D. (Columbia, Indiana), 1978-2018
Professor of French and Italian, Emeritus

Jonathan F. Hallstrom, Ph.D. (Oregon State, Iowa), 1984-2022
Associate Professor of Music, 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

Walter F. Hatch, M.A. '20, Ph.D. (Macalester, Washington), 2002-2022
Professor of Government, Emeritus

Adel Heinrich, A.Mus.D., 1964-1988
Associate Professor of Music, Emerita; Director of Chapel Music, Emerita

Paul R. Josephson, M.A. '08, Ph.D. (Antioch, Harvard, MIT), 2000-2022
Professor of History, Emeritus

Toni D. Katz, M.S., 1983-2014
Faculty Member without Rank: Assistant Director for Technical Services, Colby Libraries, Emerita

Susan McIlvaine Kenney, M.A. '86, Ph.D., 1968-2007
Dana Professor of Creative Writing, Emerita

Hubert C. Kueter, Ph.D., 1965-1997
Associate Professor of German, Emeritus

Charles R. Lakin, M.L.S., 1985-2007
Faculty Member without Rank: Reference Librarian, Emeritus

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

L. Sandy Maisel, M.A. '83, Ph.D. (Harvard, Columbia), 1971-2021
Goldfarb Family Distinguished Professor of American Government, Emeritus

Phyllis Mannocchi, M.A. '96, Ph.D., 1977-2015
Professor of English, Emerita

Michael Marlais, M.A. '95, Ph.D., 1983-2015
James M. Gillespie Professor of Art, Emeritus

Harriett Matthews, M.A. '84, M.F.A., 1966-2014
Professor of Art, Emerita

Marilyn S. Mavrinac, Ph.D., 1963-1995
Associate Professor of Education and Human Development, Emerita

Robert L. McArthur, M.A. '83, Ph.D., 1972-2007

Christian A. Johnson Professor of Integrative Liberal Learning, Emeritus; Dean of Admissions and Financial Aid, 1982-1985; Vice President for Academic Affairs and Dean of Faculty, 1988-1998

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

Randy A. Nelson, M.A. '90, Ph.D. (Northern Illinois, Illinois), 1987-2022
Douglas Professor of Economics and Finance, Emeritus

Robert E. Nelson, M.A. '96, Ph.D. (San Francisco State, Washington), 1982-2018
Professor of Geology, 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

Laurie E. Osborne, M.A. '03, Ph.D. (Yale, Syracuse), 1990-2022
Professor of English and Zacamy Chair in English, Emerita

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

Marilyn R. Pukkila, M.L.S. (Michigan, Aberystwyth [Wales], Columbia), 1984-2019
Faculty Member without Rank: Scholarly Resources and Services Librarian, Social Sciences and Humanities, Emerita

Leonard S. Reich, M.A. '95, Ph.D., February 1986-2014
Professor of Administrative Science and of Science, Technology, and Society, 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

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

Dale J. Skrien, M.A. '97, Ph.D. (Saint Olaf, Washington), 1980-2022
Professor of Computer Science, Emeritus

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

David B. Suchoff, M.A. '02, Ph.D. (California at Berkeley), 1993-2022
Professor of English, Emeritus

John R. Sweney, M.A. '82, Ph.D., 1967-2004
NEH/Class of 1940 Distinguished Teaching Professor of Humanities, English, Emeritus

Mark B. Tappan, M.A. '05, Ed.D. (Oberlin, Ohio State, Harvard), 1991-2022
Professor of Education, Emeritus

Linda Tatelbaum, M.A. '04, Ph.D., 1982-2007
Professor of English, Emerita

Douglas C. Terp '84, M.B.A. (Colby, Thomas), 1987-2022
Vice President for Administration and Chief Financial Officer; Professor of Economics, Emeritus

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 2022-23

The Elizabeth and Lee Ainslie Professorship in Environmental Studies (2010) by Elizabeth McKenna Ainslie '87 and Lee S. Ainslie III. Vacant.

The Dorothy "Bibby" Levine Alford Professorship of Jewish Studies (2015) by the Harold Alford Foundation and alumni, parents, and friends of the College. Rabbi Rachel M. Isaacs, Jewish Studies.

The Allen Family Chair in Latin American Literature (1993) by Leon and Karen Allen P '86. 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. 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. Ekaterina Seregina, 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 emeritus. Vacant.

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; Stacey Doore, Computer Science; Nora Youngs, Mathematics.

The John D. and Catherine T. MacArthur Foundation Professorship (1981) by the John D. and Catherine T. MacArthur Foundation. Vacant.

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 emeritus. Vacant.

The Ziskind Professorship of East Asian Studies (1963) by the Jacob Ziskind Trust. Kimberly A. Besio, East Asian Studies.

ADMINISTRATION

President, David A. Greene, M.A. '14, Ed.D., 2014-

Executive Assistant to the President, Mary Ellen Dauphinais, B.A., 2018-

College Historian, Earl H. Smith, M.A. '95, B.A., 1962-

Vice President and Chief of Staff, Ruth J. Jackson, M.S., 2004-

Osborne House Manager, Regina M. Ouimette, A.S., 2004-

Special Advisor to the President, Theaster Gates, M.A., 2018-

Special Advisor to the President, Cheryl Townsend Gilkes, Ph.D., 1987-

Special Advisor to the President, D. Whitney King, Ph.D., 1989-

Director of the Davis Institute for Artificial Intelligence, Amanda J. Stent, Ph.D., 2021-

Assistant Director of the Davis Institute for Artificial Intelligence, Amy M. Poulin, B.S., 2007-

Vice President of Planning, Brian J. Clark, M.A., 2014-

Executive Assistant, Gayle N. Maroon, A.S., 2006-

Assistant Vice President for Real Estate Development and Operations, Paul E. Ureneck, 2016-

Island Manager, Richard N. O'Donoghue, 2021-

Island Manager, Jacob D. Ward, 2021-

Boat Captain, Douglas A. Saunders, 2021-

Director of Campus Events, Elisabeth v.B. King, B.A., 2015-

Associate Director of Planning, Naamah A. Jarnot '10, M.S., 2021-

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-

Project Manager, Dale M. DeBlois, B.S., 1998-

Project Manager, Holly MacKenzie, B.S., 2012-

Assistant Project Manager, Tyler A. Brown, A.B., 2020-

Senior Director of Operations, Matthew J. Mulcahy, B.S., 2018-

Project Manager, Matthew Zeh, B.S., 2021-

Supervisor of the 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-

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 Collections and Registration, Annette L. Van Aken, M.A., 2021-

Registrar for Collections, Paige M. Doore, B.A., 2014-

Registrar for Exhibitions and Loans, Lorraine DeLaney, M.A., 2013-

Senior Preparator, Christopher A. Patch, M.F.A., 2020-

Collections Access Coordinator, Jenna Buckingham, M.F.A., 2022-

Mirken Curator of Education and Engagement, Kristin M. Bergquist, M.A., 2018-

Linde Family Foundation Senior Coordinator of School and Teacher Programs, Abigail E. Newkirk '03, M.A., 2018-

Mirken Coordinator of Campus and Community Collaboration, Jillian Impastato, B.A., 2022-

Barbara Alfond Senior Manager of Exhibitions and Publications, Megan P. Carey, B.A., 2018-

Communications Manager, Jaime J. McLeod, M.A., 2019-
Linde Family Foundation Curator of Academic Engagement, Jessamine Batario, Ph.D., 2019-
Linde Family Foundation Coordinator of Academic Access, Alexandra Mendez, M.A., 2021-

Director, Lunder Institute for American Art, Erica Wall, M.A.E., 2022-
Mellon Postdoctoral Fellow for Research and Scholarly Engagement, Marisa C. Sanchez, Ph.D., 2021-
Chief Curator of the Colby College Museum of Art, Elizabeth J. Finch, Ph.D., 2008-
Assistant Curator of Modern and Contemporary Art, Siera Hyte, M.F.A., 2021-
Coordinator of Institutional Initiatives and Board Affairs, Julia González, B.A., 2021-

Provost and Dean of Faculty, Margaret T. McFadden, M.A. '15, Ph.D., 1996-
Executive Assistant, Rosalie A. Meunier, A.S., 1988-

Director of Academic Administration and Chief of Staff, Stephanie H. Sylvester, M.B.A., 2017-
Assistant Director of Faculty Human Resources, Stephanie J. Frost, A.A.S., 2012-

Associate Provost and Dean of Faculty, James M. Sloat, Ph.D., 2012-

Registrar, Lindsey C. Nelson, M.B.A., 2018-
Associate Registrar, Valerie M. Sirois, M.S., 2008-

David Lee Philips Postdoctoral Fellow, Thomas Anderson, Ph.D., 2021-
Postdoctoral Fellow in Aquatic Chemistry, Brian P. DiMento '10, Ph.D., 2021-
Postdoctoral Fellowship in Biology, Dana Morton, Ph.D., 2021-
Environmental Studies Coordinator, Lindsey Cotter, M.S., 2015-
Director of the Colby Symphony, Jinwook Park, MMUS, 2016-
Conductor of Jazz Band and Wind Ensemble, Brendon Wilkins, M.M., 2022-

Associate Provost for Faculty Affairs, Russell R. Johnson, Ph.D., 1996-

Associate Provost for Academic Programs, Melissa J. Glenn, Ph.D., 2007-

Associate Provost for Faculty Development and Director for the Center for Teaching and Learning, Carol A. Hurney, Ph.D., 2016-
Senior Associate Director of the Center for Teaching and Learning, Jordan Troisi, Ph.D., 2020-
Postdoctoral Fellowship Public Speaking & Communication Skills, Kathryn Hansen, Ph.D., 2022-

Director of Institutional Research and Analytics, Christopher P. Hourigan, Ed.D., 2022-
Associate Director of Institutional Research and Assessment, Melissa L. Hartz, B.A., 2017-

Director of Colby in Dijon, Jonathan M. Weiss, M.A. '86, Ph.D., 1972-

Director of the Colby Libraries, Kevin L. Smith, J.D., 2022-
Assistant Director for Digital Initiatives, Darylyne M. Provost, M.L.S., 2007-

Digitization Coordinator, Elliot Santavicca, B.S., 2021-
Library Systems Administrator, Eileen F. Richards, 1988-

Electronic Resources Librarian, Michael C. McGuire '89, M.I.L.S., 2000-
Scholarly Communications Librarian, Hilary Baribeau, M.L.I.S., 2021-
Digital Archives Librarian, Matthew LeVan, M.L.I.S., 2017-
Visual and Interdisciplinary Arts Librarian, Fannie H. Ouyang, M.L.S., 2020-
Assistant Director of Collections Management, Ana Noriega, M.L.I.S., 2014-

Technical Services and Metadata Librarian, Asita Albert, M.L.S., 2020-

College Archivist, Kathryn B. Donahue, M.L.S., 2015-
Assistant Director for Special Collections, Patricia A. Burdick, M.L.I.S., 1998-
Reference and Collections Coordinator, Hubert J. Merrick '75, M.L.S., 2009-
Curator of Digital Discovery and Engagement, Margaret E. Libby '81, B.A., 1986-

Archives Education Librarian, Erin N. Rhodes, M.L.I.S., 2011-
Data Services Librarian, Kara M. Kugelmeyer, M.I.L.S., 2016-
Collections Librarian, Karen J. Gillum '76, M.L.I.S., 1994-
Research and Development Librarian, Bonnie E. Paige, M.A.L.S., 2017-
Performing and Narrative Arts Librarian, Laine S. Thielstrom, M.L.S., 2013-

Librarian, Max G. Bowman, M.L.S., 2019-

Resource Sharing Manager, Gabriel M. Stowe, 2014-
Public Services Coordinator, April D. Paul, B.A., 2008-

Director of the Center for the Arts and Humanities, Dean Allbritton, Ph.D., 2011-

Assistant Director for the Center for the Arts and Humanities, Megan E. Fossa, M.B.A., 2011-
Program Coordinator for the Center for the Arts and Humanities, Portia Hardy, B.S., 2022-

Assistant Director of the Goldfarb Center for Public Affairs, Sherry A. Berard, M.B.A., 1999-

Director of the Oak Institute, Valérie M. Dionne, Ph.D., 2007-

Diamond Family Director of the Arts, Teresa D. McKinney, M.A., 2020-

Program Manager, Tyler French, M.A., 2021-

Vice President for Administration and Chief Financial Officer, Nicole L. Trufant, M.S.M., 2022-
Executive Assistant, Melinda A. Gallagher, 2017-

General Manager of Dining Services, Richard Backstrom, 2021-
Director of Operations, Mark Stamper, 2016-
Executive Chef, Carmen Allen, 2018-
Catering Director, Richard Frost, 2019-
Catering Manager, Peggy Frost, 2019-
Assistant Director, Joseph Daniels, 2016-
Controller, Kristen Martin, 2019-
Chef Manager, Dana Dining Hall, Jon Brennan, 2020-
Manager, Dana Dining Hall, Chris Jaramillo, 2016-
Chef Manager, Foss Dining Hall, Lydia Kumpa, 2016-
Manager, Roberts Dining Hall, Cynthia Fletcher, 2021-
Chef Manager, Roberts Dining Hall, Karl Reed, 2022-
Retail Manager, The Spa, Kimberley Berthiaume, 2020-
Chef Manager, The Spa, Matthew Andresen, 2022-

Associate Vice President and Chief Investment Officer, Deborah L. Shufrin, M.B.A., 2021-
Director of Investment Operations, Alexander T. Gentilli, M.B.A., 2022-
Senior Investment Analyst, Connor Smith-Subecz, M.B.A., 2022-
Investment Analyst, Zijing Gu, B.A. '22, 2022-

Assistant Vice President for Finance and Controller, Alicia J. Gardiner, M.P.A., 2019-
Associate Controller, Elizabeth C. McGlinn, M.S., 2021-

Director of Financial Services Operations, Megan L. Foisy, B.S., 2019-

Assistant Director of Financial Services Operations, Dawn A. Genest, A.S., 2012-
Payroll Coordinator, Emily Singh, M.B.A., 2021-
Payroll Analyst, Karen T. Stuart, B.A., 2019-
Accounts Payable Coordinator, Jessada S. Parsons, M.B.A., 2013-
Purchasing Analyst, Stephanie M. LeBlanc, A.A.S., 2022-

Senior Associate Director of Financial Planning, Nora I. Dore, M.B.A., 2001-

Accounting Analyst, Jaban Foisy, B.S., 2022-

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-

Director of Student Financial Services, Cynthia W. Wells '83, B.A., 1983-
Associate Director of Student Financial Services, Angel L. Spencer, 2000-
Assistant Director of Student Financial Services, Kevin R. Adair '15, B.A., 2020-
Assistant Director of Student Financial Services, Alyssa M. Tibbetts, B.S., 2019-
Assistant Director of Student Financial Services, Megan Aube, M.S., 2021-
Student Financial Services Assistant, Theresa M. Hunnewell, A.S., 1976-

Supervisor of Mail and Packaging Services, DeAnna Armstrong, 2021-

Interim Chief Information Officer, Daniel S. Siff, M.S., 2002-

GIS and Quantitative Analysis Specialist, Manuel Gimond, Ph.D., 2007-
High-Performance Computing Applications Manager, Randall H. Downer, B.A., 2007-
Scientific Computing Coordinator, Stephanie Drafahl, M.S., 2020-

Teaching and Learning Applications Coordinator, Ellen L. Freeman, M.Ed., 2015-

Assistant Director for Media Technology, 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-
Data Integration Administrator, Scott K. Twitchell, A.S., 2006-
Senior Systems Analyst, Elizabeth Rhinelander '93, M.L.I.S., 2006-
Senior Systems Analyst, Shara T. Marquis, B.A., 2016-
Workday Application Analyst, Tracie D. Skelly, 2019-
Solutions Analyst, Martha Smiley, M.B.A., 2021-

Associate Director of System Administration, Keith A. McGlaufflin, B.S., 1989-

Senior Systems Administrator, Alexander S. Lelchuck, B.A., 2016-
Systems Administrator, Robert Kaczorowski, A.S., 2020-

Associate Director of Support Services, Adam C. Nielsen, B.S., 2005-

Event Technology Manager, Arleen M. King-Lovelace, B.A., 2007-
Audiovisual Events Coordinator, Ian Murphy, B.A., 2017-
ITS Identity and Access Management Coordinator, Sean Cooper, M.S., 2022-
Support Center Coordinator, Stile N. Cantrell, 2017-
Deployment Specialist, Michael A. Miner, B.A., 2009-

Assistant Director of Network Services, Everon Grier, 2022-

Network Analyst, Christopher Parker, B.S., 2022-

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, Thomas L. Lamontanaro, A.B., 2021-

Network Analyst, Bryan Gess, 2022-

IT Analysis, Planning, and Budget Coordinator, Janna L. Hunnewell, B.A., 2010-

Vice President, General Counsel, and Secretary of the College, Richard Y. Uchida, J.D., 2017-

Executive Assistant, Kristine Popelka, M.S., 2018-

Assistant Secretary of the College, William J. Parker '16, M.Ed., 2020-

Assistant General Counsel and Director of Risk Management, William P. Saxe, J.D., 2016-

Vice President and Chief Institutional Advancement Officer, Matthew T. Proto, Ed.D., 2015-

Leadership Engagement Manager, Henrietta Schmalzel, M.A., 2018-

Chief Marketing and Communications Officer, Rosalind Drisko, M.A., 2021-

Director of Digital Strategy, Andrew C. Herrmann, B.A., 2020-

Senior Manager of Web Operations, Brandon K. Waltz, B.S., 2019-

Web Applications Developer, Giovanni Aceto, A.B., 2022-

Communications Web/Multimedia Designer, Arnold H. Norris, B.F.A., 2012-

Director of Multimedia Services, Gabriel Souza, B.S., 2020-

Senior Multimedia Producer, Jasper Lowe, B.S., 2020-

Multimedia Producer, Caitlin Penna, A.A., 2022-

Editorial Director, Robert Keyes, A.B., 2022-

Associate Director of Communications, Laura D. Meader, B.A., 2001-

Staff Writer, Abigail Curtis, M.J., 2022-

Director of Media Relations, George T. Sopko, B.A., 2019-

Associate Vice President and Dean of Admissions and Financial Aid, Randi L. Arsenault '09, B.A., 2012-

Assistant Dean and Director of Admissions, Victoria Neason, B.A., 2020-

Director of Partnerships and Access, Kevin Phanor, B.S., 2018-

Senior Associate Director of Marketing and Communications, Alexandria Sumner, B.F.A., 2020-

Senior Assistant Director of Admissions, Abigail St. Johns, '13, B.A., 2019-

Assistant Director of Admissions, Chelsea Regan '17, B.F.A., 2022-

Admissions Counselor, Samantha Epstein, B.A., 2022-

Assistant Dean and Director of Enrollment Management, Molly B. Hodgkins '15, M.Ed., 2018-

Senior Associate Director of Systems Administration and Reporting, Jamie W. Brewster '00, B.A., 2000-
Senior Associate Director of Data Visualization and Analysis, Liam M. Wallace, B.A., 2017-
Assistant Director of Admissions, Drew Goodwin, A.B., 2021-
Admissions and Financial Aid Operations Manager, Stephanie H. Hutchinson, 2016-

Senior Assistant Director of Admissions, Kathryn Gilbertson, A.B., 2020-
Assistant Director of Admissions, Jillian Farrell, M.A., 2022-
Admissions Counselor, William M. Sideri, M.A., 2022-
Admissions Counselor, Jaelin Robin, B.F.A., 2022-
Assistant Dean and Director of Financial Aid, Candida E. Oxendine, M.S., 2019-
Senior Assistant Director of Financial Aid, Heather Stetkis, M.S., 2020-

Director of Data and Technology, David S. Jones, M.B.A., 1987-

Associate Campaign Officer, Nicole L. Jacobson '12, M.Ed., 2015-
Assistant Vice President for College Advancement, Katie J. Thibodeau, B.F.A., 2018-
Director of Museum Development, Courtney L. Bassett, M.S., 2021-
Director of Gift Planning, Valerie R. Sherman, J.D., 2022-
Senior Associate Director of Gift Planning, Brooke C. Sukhvasi, M.B.A., 2018-
Senior Assistant Director of Gift Planning, Brendan Doherty, J.D., 2022-
Gift Planning and 50th Reunion Coordinator, Jasmine A. Webber, B.A., 2020-

Director of Leadership Gifts, Elizabeth L. Bowen '96, B.A., 2013-

Senior Leadership Gift Officer, Carol Anne Beach '88, M.S., 2017-
Senior Leadership Gift Officer, Edgar B. Hatrick, J.D., 2013-
Leadership Gift Officer, Byron J.S. Glaus, M.Ed., 2017-

Associate Director of Prospect Management and Research Analysis, Jonathan Megill, M.Ed., 2021-
Associate Director of Prospect Research and Analysis, Anne C. Rouse, B.A., 2015-

Senior Director of Communications and Engagement, Aimee L. Jack, M.A., 2021-
Director of Donor Relations, Megan E. Mosher, M.A., 2022-

Assistant Director of Donor Relations, Jennifer Swafford-Flynn, M.Ed., 2021-
Assistant Director of Donor Relations, Robert Gardner, B.A., 2022-

Director of Engagement, Geneva Longlois-Marney, B.A., 2022-
Associate Director of Advancement Marketing and Communications, Elyse M. Catalina, B.A., 2019-
Associate Director of Advancement Marketing and Communications, Rebekah Scaduto, B.A., 2022-
Assistant Director of Advancement Marketing and Communications, Christopher Melville, M.A., 2021-
Senior Assistant Director of Events, Erin Laskey, B.S., 2021-

Director of Advancement Operations, Jill Mobley, Ed.D., 2020-
Assistant Director of Advancement Operations, Alexandra Ortiz, B.S., 2021-
Assistant Director of Advancement Operations, Erin Palin, B.A., 2022-
Assistant Director of Advancement Operations, Staci L. Johnson, A.A., 2013-

Director of Advancement Analytics, Seth J. Mercier, B.S., 2005-
Advancement Analyst, Jasmine M. Franzose, 2001-

Senior Associate Director of Class Giving and Programs, Katherine Dunbar, A.B., 2021-
Senior Assistant Director of Class Giving and Student Philanthropy, Zachary C. Lavoie, B.A., 2019-

Associate Director of Class Giving and Programs, Amber L. Beckwith, B.S., 2016-

*Associate Director of Class Giving and Programs, Karin R. Weston, B.A., 1993-
Leadership Annual Giving Officer, Family Philanthropy, Sarah A. Ross, B.A., 2020-*

*Executive Director of Foundation Relations, Kristin L. Anderson, M.A., 2022-
Director of Sponsored Programs, Seven S. Grenier '94, M.A., 2009-
Associate Director of Grants and Sponsored Programs, Elizabeth S. Danner, B.A., 2006-*

Dean of the College, Karlene A. Burrell-McRae '94, M.A. '14, Ed.D., 2016-

Executive Assistant, Caitlin Kane, B.S., 2020-

Director of Strategic Planning and Operations, Analisa Lafontant, B.A., 2022-

*Charles Terrell Dean of Students, Barbara E. Moore, M.A., 2007-
Associate Director of Academic Success, Kevin J. Murray, Ph.D., 2019-
Assistant Dean of Student Success, Kaitlin Shirley, Ph.D., 2022-
Class Dean for Junior and Senior Students and Programs, Sonnet Graham, M.F.A., 2022-
Class Dean for Sophomore Students and Programs, Bryan R. Smith, M.A., 2022-*

Director of Counseling Services, Eric S. Johnson, Ph.D., 2013-

*Assistant Director of Counseling Services, Alfonso Ortega, Psy.D., 2017-
Assistant Director of Counseling Services, Katherine S. Barlow, M.A., L.C.P.C., L.A.D.C., C.C.S., 2012-
Staff Counselor, Julia Houska, Ph.D., 2021-
Counselor, Jing Ye, M.A., 2000-
Administrative Coordinator, Heather O'Boyle, B.A., 2021-*

Associate Dean for the Student Experience/Title IX Coordinator, Megan S. Hatch, B.A., 2019-

Director of Community Values, Conflict Resolution, and Restorative Practice, Jon-Mark Olivier, M.A., 2021-

Director of Outdoor Education and Leadership, Sarah J. Tinker, B.A., 2021-

Colby Outdoor Orientation Trips Supervisor, John Bengtson, B.A., 2022-

Director of Community Living and Student Engagement, Daniel Cline, M.S., 2020-

Associate Director of Student Engagement, Nathan W. Baird, M.S., 2018-

Dean of Civic and Community Engagement, Elizabeth A. Jabar, M.F.A., 2018-

Assistant Director of Student Civic Engagement, Paige L. Begley, M.Ed., 2018-

Associate Dean and Director of the Pugh Center for Student Diversity, Equity, and Inclusion, Kimberly Walton-Trajkovski, M.S., 2021-

Program Coordinator for the Pugh Center for Student Diversity, Equity, and Inclusion, Kyle Arthenayake, M.Ed., 2021-

Director of DEI Co-Curricular Programs and Associate Director of the Pugh Center, Masibonge Ngidi-Brown, Ph.D., 2020-

Diversity, Equity, and Inclusion Co-Curricular Program Coordinator, Misael Beltran-Guzman '22, B.A., 2022-

Director of Prevention and Advocacy, Confidential Title IX Advocate, 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-

Dean of Student and Global Advancement, Damon Yarnell, Ph.D., 2022-
Director of Off-Campus Study, Nancy Downey, Ph.D., 2007-

Associate Director of Global Experiences, Scott P. Lamer, M.A., 2018-
Assistant Director of Off-Campus Study, Allyson Hawkins, M.A., 2021-

Interim Director of Career Advising and Advisor for Communications, Entertainment, and the Arts, Jason Wall, M.E., 2022-
DavisConnects Advisor for STEM Professions, Dawei D. Ding, M.Ed., 2022-

Interim Director of Employer/Alumni Connections, Todd Herrmann, B.A., 2022-
Assistant Director for Employer Partnerships, Carolyn Anderson, B.A., 2021-

Director of Security, Robert A. Williams, M.S., 2018-
Senior Associate Director of Security/Museum Security Manager, Michael P. Benecke, A.S., 2013-
Assistant Director, Christian Carson, Ph.D., 2022-

Vice President, Harold Alfond Director of Athletics, Michael D. Wisecup, M.B.A., 2019-

Assistant Director of Athletics for Administration and Compliance, Adrienne M. Lovejoy, B.S., 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, M.B.A., 2002-

Head Equipment Manager, Devon R. Conroy, M.S., 2018-

Associate Director of Athletics and Director of Recreation Services, Nashid Bracy, M.S., 2021-

Associate Director of Recreation, Marc Roy, M.B.A., 2021-

Associate Director of Athletics, Casie Runksmeier, M.S., 2022-
Associate Director of Athletics Communications, Daniel W. Noyes '02, M.Ed., 2007-

Director of Peak Performance, Anne Beethe, Ph.D., A.T.C., C.S.C.S., 2022-

Director of Sports Medicine, Timothy S. Weston, M.A., M.Ed., A.T.C., 1992-

Assistant Head Athletic Trainer, Emily S. Vartabedian Rucci, M.S., A.T.C., 2015-
Staff Athletic Trainer, Christopher O'Toole, B.A., A.T.C., C.E.A.S., 2009-
Staff Athletic Trainer, Meredith A. Atwood, M.S., 2019-
Athletic Trainer (Academic Year), Helen Bulford, M.S., 2021-
Athletic Trainer, Amanda Lusky, M.S.A.H, A.T., 2022-
Athletic Trainer (Academic Year), Kelsey Hunter, A.T.C., 2022-

Vice President and Chief Human Resources Officer, Julie K. Wood, B.A., 2022-

Assistant Vice President for Human Resources, Safety, and Talent Development, Mark Crosby, LP.D., 2007-

Director of HR Operations, Jane Robertson, B.A., 1990-
Director of Recruitment and Employment, Maria C. Clukey, M.S., 1999-

Associate Director of Human Resources, Neal F. Williamson, B.A., 2017-
Student and Temporary Employment Coordinator, Jody J. Leary, B.S., 2013-

Director of Environment, Health, and Safety, Jason A. Fish, B.S., 2015-
Associate Director for Talent Development, Melissa A. Breger, M.S., 2015-

COLBY PRESIDENTS

Jeremiah Chaplin, 1822-1833

Rufus Babcock, 1833-1836

Robert Everett Pattison, 1836-1839

Eliphaz Fay, 1841-1843

David Newton Sheldon, 1843-1853

Robert Everett Pattison, 1854-1857

James Tift Champlin, 1857-1873

Henry Ephraim Robins, 1873-1882

George Dana Boardman Pepper, 1882-1889

Albion Woodbury Small, 1889-1892

Beniah Longley Whitman, 1892-1895

Nathaniel Butler Jr., 1896-1901

Charles Lincoln White, 1901-1908

Arthur Jeremiah Roberts, 1908-1927

Franklin Winslow Johnson, 1929-1942

Julius Seelye Bixler, 1942-1960

Robert Edward Lee Strider II, 1960-1979

William R. Cotter, 1979-2000

William D. Adams, 2000-2014

David A. Greene, 2014-

ACCREDITATIONS AND MEMBERSHIPS

Accredited by:

- New England Commission of Higher Education

Colby College is accredited by the New England Commission of Higher Education. Inquiries regarding the accreditation status by the commission or the accreditation process should be directed to the associate provost and dean of faculty in the College's Office of the Provost and Dean of Faculty, or the New England Commission of Higher Education, using the contact information below:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
781-425 7785 • email: cihe@neasc.org

Other governmental oversight or accreditation agencies include:

- Maine Department of Education
23 State House Station
Augusta, ME 04333-0023
- U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

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

ENROLLMENT BY STATES AND COUNTRIES

Forty-seven U.S. states plus the District of Columbia, 63 countries outside of the United States were represented in the fall 2021 student body.

Fall 2021 Enrollment: Women 1,199, Men 1,063, Total 2,262

U.S. STATES AND TERRITORIES

Alaska	Alabama	Arkansas	Arizona	California
Colorado	Connecticut	Delaware	Florida	Georgia
Hawaii	Idaho	Illinois	Indiana	Iowa
Kansas	Kentucky	Louisiana	Massachusetts	Maryland
Maine	Michigan	Minnesota	Mississippi	Missouri
	Nebraska	New Hampshire	New Jersey	New Mexico
Montana				
Nevada	New York	North Carolina	Ohio	Oklahoma
Oregon	Pennsylvania	Rhode Island	South Carolina	Tennessee
Texas	Utah	Vermont	Virginia	Washington
Washington, D.C.		Wyoming		
	Wisconsin			

[Edit](#)

DEGREES AND HONORS AWARDED AT COMMENCEMENT

Honorary Degrees

Maulian L. Dana | Doctor of Laws

Maine's first appointed Penobscot Nation tribal ambassador. advocate on behalf of the Penobscot Nation and Wabanaki people

Ana Rowena Mallari | Doctor of Letters

Cofounder, CEO, and board chair of QuestBridge

Eric Rosengren '79, P'12 | Doctor of Laws

Noted economist, outgoing chair of Colby's Board of Trustees, and recently retired president and chief executive officer of the Federal Reserve Bank of Boston

Nirav D. Shah, M.D., J.D. | Doctor of Science

Director of the Maine Center for Disease Control and Prevention

Isabel Wilkerson | Doctor of Letters

Pulitzer Prize winner, National Humanities Medal recipient, and author of the best-selling book *Caste: The Origins of Our Discontents*

Jamie Wyeth | Doctor of Fine Arts

Accomplished American artist and supporter of scholars of American art

Bachelor of Arts Degree Recipients

The Class of 2022

Benjamin S. Abramson *Silver Spring, Md.*

Taha Majid Akhtar *Villa Park, Ill.*

Lukas Karl Olof Alexander *Chestnut Hill, Mass.*

Clarisse Dorothy Allehaut *New York, N.Y.*

Benjamin Jules Altschul *Tenafly, N.J.*

Benjamin Joseph Amalfitano *Oakland, Maine*

Alessandra Kent Amano *Upper Saddle River, N.J.*

Philip Ampong *Las Vegas, Nev.*

Erik Ananyan *Yerevan, Armenia*

Megan Hanne Andersen *Santa Rosa, Calif.*

Katherine M. Andre *Tyngsboro, Mass.*

Benjamin A. Andrews *Farmington, Maine*

Katelyn Haxton Angeli *Wakefield, R.I.*

Hayden Joseph Armos *Langley, Wash.*

Amelia Kate Ashton *Medfield, Mass.*

Alisha Rose Aube *Westbrook, Maine*

Lensky Augustin *Fruitland, Md.*

Jason J. Baisley *Weston, Conn.*

Tess M. Baldwin *Poulsbo, Wash.*

McCabe Aiden Ballance *Sarasota, Fla.*

Natalie Rose Balter *Mount Kisco, N.Y.*

Matthew Stearns Bassett *Pound Ridge, N.Y.*

Izge Bayyurt *Istanbul, Turkey*

William McCarthy Bedingfield *Lake Placid, N.Y.*

Caroline Waterman Beecher *West Newton, Mass.*

Misael Beltran-Guzman *Toledo, Ohio*

Lauren Asch Bendheim *Barrington, R.I.*

Graham Boss Bennett *Providence, R.I.*

Helen Ann Bennett *Princeton, N.J.*

Kaliyah Angelique Bennett *Brooklyn, N.Y.*

Devon Jayne Berkeley *New York, N.Y.*

Benjamin Knapp Bernier *Waterville, Maine*

Jassleen K. Bhullar *Yuba City, Calif.*

Erin Grace Bianco *Ely, Minn.*

Angela P. Biron *East Montpelier, Vt.*

Paige Bernice Bober *Whitinsville, Mass.*

Benjamin Lev Bogorad *Lexington, Mass.*

Ethan James Boone *Cos Cob, Conn.*

Varun Boopathi *East Brunswick, N.J.*

Chanel Tiana Boykins *Reynoldsburg, Ohio*

Elizabeth Anne Brashich *Penfield, N.Y.*

Torsten Jacob Brinkema *Minneapolis, Minn.*

Madeline Cranson Brodrick *Saratoga, Calif.*

Damian Brown *Keene, N.Y.*

Lutie Janet Brown *Fresh Meadows, N.Y.*

Lucy Rose Brumberger *Penn Valley, Pa.*

Joseph Bui *Houston, Texas*

Nena Cymone Burgess *Houston, Texas*

Nolan Patrick Burke *Wellesley Hills, Mass.*

Quinnlan Joseph Burke *Woodbridge, Conn.*

Evan Burstein *Southborough, Mass.*

Tyler Barrington Burt *Newtown Square, Pa.*

Jacob Tanner Burton *Oakland, Maine*

Kathleen Fiona Burton *Winnetka, Ill.*

Conall Butchart *Needham, Mass.*

Jakub Bystricky *Nitriansky, Slovakia*

Alexandra Janine Cafiero *Guilford, Conn.*

Emilia Callery *Darien, Conn.*

William Pogoda Campbell *Norwich, Vt.*

Catherine Boldt Canfield *Towson, Md.*

Nicholas Philip Carpenter *North Reading, Mass.*

Abigail Elizabeth Carson *Maxfield, Maine*

Sally Cassidy *Darien, Conn.*

Moisés Mateo Celaya *Hanover, N.H.*

Hailey Lynne Cerrato *Concord, N.H.*

Eshani Chakrabarti *Canton, Mass.*

Margaret Elizabeth Chandler *Winnetka, Ill.*

Christine Seojung Chang *Rocklin, Calif.*

Kendall Nicole Chaput *Huntington Beach, Calif.*

Guyriano Charles *North Miami Beach, Fla.*

Irfan Rauf Chaudhuri *Weston, Mass.*

Emmanuel Kiplangiat Cheruiyot *Bomet Rift Valley, Kenya*

Carly Marie Christofori *Belmont, Mass.*

Eileen Sophia Chung *Hong Kong*

Erica Chung *Burbank, Calif.*
Brooklyn Elise Clark *Colorado Springs, Colo.*
Minori Cohan *Wynnewood, Pa.*
Erik J. Cohen *Stamford, Conn.*
Sophie Abbe Cohen *Madison, Conn.*
Lior A. Colina *Miami, Fla.*
John Morgan Connors *Malvern, Pa.*
Abigail Scott Conway *Darien, Conn.*
Allison Louise Corbett *Oakland, Maine*
Hannah Elizabeth Corey *Yarmouth, Maine*
Cassidy Elizabeth Correll *West Simsbury, Conn.*
Penelope Wheaton Coues *Wenham, Mass.*
Rachel Mei-Lian Covitz *Natick, Mass.*
Makaylah A. Cowan *Stanardsville, Va.*
Katrina Cubanski *Glastonbury, Conn.*
Jeanette Coleman Cunningham *Cumberland Foreside, Maine*
Maryrita Curcio *Bronx, N.Y.*
Ryan Thomas Curry *Meriden, Conn.*
Emily Lamoreau Cyr *East Waterboro, Maine*

Aditi Dalal *Everett, Mass.*
Hannah Elizabeth Darby *Palo Alto, Calif.*
Hannah M. Davidsen *Ashland, Mass.*
Rohnique Paulette Victoria Davy *Silver Spring, Md.*
Eliza Dobbin Dean *San Francisco, Calif.*
Thomas Matthew DeAngelo *West Roxbury, Mass.*
John Lee Degraw *San Francisco, Calif.*
Gabriela d'Empaire-Poirier *Alton, N.H.*
Larkin Kantha Denlinger *Asbury, N.J.*
Anna Catherine Denman *Omaha, Neb.*
Serena Desai *Hopkinton, Mass.*
Alexandra DeStaebler *Rye, N.Y.*
Georgia Marie Dettmann *Baltimore, Md.*
Talamh Owens Devlin *Carlisle, Mass.*
Mira Felicia DiSilvestro *Exeter, R.I.*
Steven M. Ditzler *San Mateo, Calif.*
William Lawrence Dodge *Newburyport, Mass.*
Katherine Ruth Dodgson *Munster, Ind.*
Sebastian Cole Doiron *Scarborough, Maine*
Samuel Alford Donahue *Atherton, Calif.*
Emma Catherine Donigan *Lexington, Mass.*
Colleen Elise Donoghue *Meriden, N.H.*
Katharine Rose Dougherty *Winchester, Mass.*
John William Doyle *Topsfield, Mass.*
Quinn Michael Doyle *Pittsford, N.Y.*
Zachary David Dubosky *Cumberland, R.I.*
Catherine Theresa duBoulay *Westport, Conn.*
John Joseph Duggan *Boston, Mass.*
Keagan Mckenzie Dunbar *Middlebury, Vt.*
Piper Cody Dunton *Lincolnton, Maine*
Cameron Michael Dyer *Glenburn, Maine*

Stewart Adams Egan *Pendleton, Ky.*
Jacob William Eichmann *New York, N.Y.*
George McClain Eisenhauer *Beverly Shores, Ind.*
Henry Dawson Ekstrom *Rye, N.H.*
Ian Alexander Ellmer *Springfield, N.J.*
Lisa Enaye *Newtown, Conn.*
Abigail Annette Eng *Berkeley, Calif.*
Thomas Cole Englert *Jamaica Plain, Mass.*

Jaménard Etienne Exavier *Attleboro, Mass.*
Chioma Emily Ezuma-Ngwu *Norfolk, Mass.*

Qiao Hui Fang *Queens, N.Y.*
Jason Patrick Farmer *Hingham, Mass.*
Phoebe Elizabeth Ferguson *Evanston, Ill.*
Sarah Josephine Figler *Newton Center, Mass.*
Camden Whipple Filoon *Needham Heights, Mass.*
Lillian Adelaide Fisher *Brattleboro, Vt.*
Mack Chun Fisher *Marblehead, Mass.*
Samuel Brendan Fisher *San Francisco, Calif.*
Jackson A. Fletcher *Weston, Mass.*
Roshaua Ramona Follett *Brooklyn, N.Y.*
Kevin James Fong *Danbury, Conn.*
Avery J. Ford *Houston, Texas*
Kathryn M. Fredrickson *Minneapolis, Minn.*
Georgia Victoria Freeland *Boston, Mass.*
Jack Freeman *Owls Head, Maine*
Beck Michael French *Powell, Ohio*
Madeleine Marcelle Fresco *Cleveland, Ohio*
Ewan Robert Frick *Kansas City, Mo.*
Eli Thomas Friedman *Falmouth, Maine*
Noah Joseph Froio *Cohasset, Mass.*
Mannon Ruth Frykholm *Boulder, Colo.*
Pilar L. Fuentes *Houston, Texas*
Yusuke Fukuda *Chevy Chase, Md.*

Dru Katarina Gahl *New York, N.Y.*
Samuel Joseph Gainey *Cohasset, Mass.*
Emily Reed Gallagher *Atlanta, Ga.*
Qianhan Gao *Beijing, China*
Oscar Garcia *Houston, Texas*
Molly Elizabeth Gardner *Ely, Minn.*
Sara Motoko Gardner *Rye, N.H.*
Sabina Rose Garibovic *Houston, Texas*
Jason Henry Garrelick *Wilton, Conn.*
Matthew Philip Gawley *Port Washington, N.Y.*
Talia Annmarie Gebhard *Wakefield, Mass.*
Nayeli Germosen *Lynn, Mass.*
Lauren Catherine Gervais *North Yarmouth, Maine*
Alyssia Rose Getschow *Westport, Conn.*
Jensen Marie Ghidella *Gig Harbor, Wash.*
David Cooper Giblin *Marion, Mass.*
Philomena Christina Gildea *Weston, Mass.*
Emma Gilmore *San Francisco, Calif.*
Iliana Gjerci *Athens, Greece*
Emily Thompson Glass *Lincoln, Mass.*
Zachary William Glendon *North Hampton, N.H.*
Stella Margarita Gonzalez *Redmond, Wash.*
Louis Anthony Gordon *Bourne, Mass.*
Sophia Gorman *Charlotte, Vt.*
Mariah Doris-Ellen Gould *Dixmont, Maine*
Jacob Robin Pierre Gray *Toronto, Ont., Canada*
Hannah Marie Griffin *Scarborough, Maine*
Meredith Cronan Griffin *North Reading, Mass.*
Justin Thomas Grillo *Rockville Centre, N.Y.*
Zijing Gu *Sichuan, China*
Jacob Andrew Guentherman *Prairie Du Sac, Wis.*
Sierra Jacqueline Guequierre *Austin, Texas*
Xinrong Guo *Shanghai, China*

Benjamin Graham Gustafson *Ely, Minn.*
Russell Benton Guth *Concord, Mass.*
Sophya Ju Guwn *Kansas City, Mo.*

Curtis Murphy Haas *Dover, N.H.*
Nicholas D. Hall *Cohasset, Mass.*
Tivis D. Hall *Houston, Texas*
Austen Halpin *Corinth, Texas*
Alexander E. Halprin *Saddle River, N.J.*
Conrad Kellogg Hampson *Laguna Niguel, Calif.*
Madeleine Leilani Hand *Washington, D.C.*
Matthew Hanna *Milford, Mass.*
Tyler Michael Hansen *South Portland, Maine*
Anders William Hanson *Craftsbury, Vt.*
Johanna L. Harding *Saint Paul, Minn.*
Georgia Rose Harper *Wellesley, Mass.*
Caroline Sloane Hauck *Boston, Mass.*
Johanna Mary Hausladen *South Dartmouth, Mass.*
Thomas Boland Haut *Newport, R.I.*
Paul David Hawkins *Wellesley Hills, Mass.*
Sarah Madelyn Haynes *Weare, N.H.*
Matthew Yiyang He *Acton, Mass.*
Ping He *Beijing, China*
Henry Francis Heck *Seattle, Wash.*
Justin Cooper Hegel *Glastonbury, Conn.*
Emma Katherine Henderson *Potomac, Md.*
Lindsey Angeles Hernandez *Chester, N.J.*
Mitchell Solomon Hernandez *Needham, Mass.*
Jackson Gray Herz *New York, N.Y.*
Jesse Matthew Higgins *Gloucester, Mass.*
Daniel Thomas Hiller *Westwood, Mass.*
Peter Robert Hilton *Menlo Park, Calif.*
Owen Paul Sakmar Hobbs *Tiburon, Calif.*
Isabel Chung Hoffman *McLean, Va.*
Brett Michael Holmes *Hanson, Mass.*
Alexandra Nicole Holoubek-Sebok *Westport, Conn.*
Pegah Honarmand *San Francisco, Calif.*
Morgan Eileen Honor *Tuxedo Park, N.Y.*
Felicia Huerta *Houston, Texas*
Julia Hiroko Hutchings *Scarsdale, N.Y.*

Rebecca Bradbury Isaacson *Boston, Mass.*
Tanvi Hari Iyer *Tokyo, Japan*

Caleb Samuel Jacques *Saco, Maine*
Dylan Patrick James *New York, N.Y.*
Lauren Miles Jennings *Darien, Conn.*
Zixuan Jia *Nanjing, Jiangsu, China*
Charles Michael Jodka *North Andover, Mass.*
Sharde Alexandria Johnson *Pine Bush, N.Y.*
William Charles Johnson *Medfield, Mass.*
Dhruv Amod Joshi *Pune, India*
Ravi Shalom Joshi-Wander *Mill Valley, Calif.*

Brittany Alexandria Kane *Boonsboro, Md.*
Jalen Zachary Kaplan *Bridgewater, N.J.*
Stephanie Rose Keane *Buffalo, N.Y.*
Riley Kelfer *Sherborn, Mass.*

Samuel Kennett Kendall *Sullivans Island, S.C.*
David Jose Sancho Lopez-Briones Kenet *New York, N.Y.*
Alyssa Louise Kent *Rowley, Mass.*
William Foss Kerker *Minneapolis, Minn.*
Caleb William Kern *Falmouth, Maine*
Ashley Elizabeth Ketchum *Tucson, Ariz.*
Collins Kibet *Nakuru, Kenya*
Anna Katharina Kiem *Seattle, Wash.*
Jimmy Kieu *Knoxville, Tenn.*
Naoki Iwasaki Kihata *Midland, Mich.*
Nicholas Lee Kim *Orinda, Calif.*
Mariah Sarah King *Carolina, R.I.*
Alexis Caroline Kinney *Easton, Pa.*
Anita Kirschenbaum *New York, N.Y.*
Benjamin D. Klassen *Toronto, Ont., Canada*
Ekaterina Lara Koelliker *Barrington, R.I.*
Edward Harrison Kolb *Kennett Square, Pa.*
Abigail Hara Koschik *Montclair, N.J.*
Tess Macris Krensky *Mount Kisco, N.Y.*
Christian Theodor Krohg *South Hamilton, Mass.*
Sadie Elaina Kuhn *Woodstock, Vt.*

Sonia Pearl Lachter *Mill Valley, Calif.*
Karl Andreas Lackner *Princeton, N.J.*
Matthew Justin Lai *Ridgewood, N.J.*
Fariel Claudia Annie LaMountain *Brownfield, Maine*
Julia C. Lancia *Portland, Maine*
Thomas Almy Lapointe III *Port Chester, N.Y.*
Aidan Bailey Larned *Larchmont, N.Y.*
Zoe Rich Lash *Wilton, Conn.*
Brianna Eleanor LaValle *Weston, Mass.*
Benjamin Matthew Lawlor *Roslindale, Mass.*
Jordan Collins Lawlor *Dedham, Mass.*
Grace Lee *Orono, Maine*
Haemi Lee *Leonia, N.J.*
Isaac Roosevelt Lennon *New York, N.Y.*
Jason S. Leong *Arlington, Mass.*
Samuel Elliot Leppo *Reunion, Fla.*
Maxwell Jacob Lessans *Lancaster, Pa.*
Carly Nicole Levitz *Chappaqua, N.Y.*
Camille Catherine Lewis *Chicago, Ill.*
Changling Li *Anhui, China*
Mingyang Li *Zhengzhou, Henan, China*
Muxin Li *Tangshan, Hebei, China*
Zhengzhou Li *Beijing, China*
Michelle Bee Ling *Highland, N.Y.*
James Vincent Lisanti *Pelham, N.Y.*
Chang Liu *Henan, China*
Sidney Chenghang Liu *Minneapolis, Minn.*
Xinran Liu *Shanghai, China*
Isabel Clare Lobon *Chestnut Hill, Mass.*
Piper Scout Loglisci *Sarasota, Fla.*
Di Luo *Chongqing, China*
Donovan James Lynch *New Haven, Conn.*
John Olentine Lyons *New York, N.Y.*

Joseph Bruce MacDonald *Cumberland Center, Maine*
Anna Lynn MacKenzie *Ostfildern, Germany*
Cabot David Maher *Barrington, R.I.*
William Leigh Maines *Binghamton, N.Y.*

Turner J. Malatos *Seattle, Wash.*
Alessandra Annamaria Marciano *Locust Valley, N.Y.*
Matthew Hayden Maring *Cincinnati, Ohio*
Devin Joseph Marrocco *Woburn, Mass.*
Elizabeth Southworth Marsh *Bethesda, Md.*
Avery Florence Marti *South Burlington, Vt.*
Brendan Flynn Martin *Bangor, Maine*
Katherine Martinez *Miami, Fla.*
Keerthi Joseph Martyn *Oneida, N.Y.*
Lily Anne Matson *Rockland, Mass.*
Jarret Thomas Mayo *Fairfield, Maine*
Colin Brennan McCabe *Meredith, N.H.*
Joshua William McCarthy *Pointe-Claire, Que., Canada*
Ryan Adams McClennen *Wellesley, Mass.*
Jordan Rhyse McClintock *Wading River, N.Y.*
Kendall Burke McConnaughey *Cohasset, Mass.*
Rylee Patricia McCormack *Carrabassett Valley, Maine*
Aidan Keanuhea McGadden *Bedford, N.H.*
Hannah M. McGrath *New York, N.Y.*
Samuel Jacob McGrath Holmquist *Gray, Maine*
Katherine Elizabeth McKinley *Lexington, Mass.*
Anika Mehra *Lexington, Mass.*
Henry John Menz *Cape Elizabeth, Maine*
Peter James Menzi *Chevy Chase, Md.*
Lindsey Samantha Merolla *New Bedford, Mass.*
Everett S. Metchick *Fairfield, Conn.*
Lucia T. Middleton *Hightstown, N.J.*
Bret George Miller Jr. *Andover, Mass.*
Michael Gregory Minard *South Salem, N.Y.*
Maria Minuesa-Sicilia *New Canaan, Conn.*
Graham Goodwin Mogollon *Boston, Mass.*
Ana Teresa Molestina *Brooklyn, N.Y.*
Leah Kassie Montello *West Dover, Vt.*
Jack Henry Burton Moore *Belgrade, Maine*
Peter Morariu *Westfield, N.J.*
Charles Lewis Morris *Charlotte, N.C.*
William Michael Morrissey III *Bethlehem, Pa.*
Jayla Cathleen Moss *Mount Pleasant, S.C.*
Annie Caroline Muller *Largo, Fla.*
James T. Munz *San Francisco, Calif.*
Kayla Menaie Murphy *Washington, D.C.*
Kyle Walker Murray *Summit, N.J.*
Sakina Y. Mustafa *North Chesterfield, Va.*

Juliette Jane Nadeau *North Reading, Mass.*
Zoli Alexander Nagy *Oakland, Maine*
Velan Nandhakumaran *Princeton, N.J.*
Dylan Matthew Nastri *Avon, Conn.*
Courtney Elizabeth Naughton *North Kingstown, R.I.*
Henry Thomas Nelson *Carlisle, Mass.*
Houston Alexander Newsome *Memphis, Tenn.*
Faith Adom Nkansah-Siriboe *Poughkeepsie, N.Y.*
Lucas Neil Norfleet *Hillsborough, N.J.*
Caroline Elizabeth Norton *West Newton, Mass.*
Zaie Nursey *New York, N.Y.*
Terri Onyinyechi Nwanma *Lagos, Nigeria*
Adwoa A. Nyame *Shakopee, Minn.*
Emily Elizabeth Nyman *Corinna, Maine*

Devon Kelly O'Connell *Coventry, Conn.*

William Francis O'Connor *Mount Kisco, N.Y.*
Deirdre Kelly O'Flynn *Ipswich, Mass.*
Olivia Anne O'Halloran *Yarmouth, Maine*
Bridget Rachel Oliver *Saint Louis, Mo.*
Lauren Alexandra Oliver *Duxbury, Mass.*
Silas D. Olsen *Lebanon, Conn.*
Samuel George Onche Jr. *Waterville, Maine*
Andrew Taylor Ordentlich *Lexington, Mass.*
Christa Danielle Ouellette *Lamoine, Maine*
Alexander Isaac Ozols *South Salem, N.Y.*

Henry Pacheco Cachon *Reseda, Calif.*
Emily Lynn Padula *Westwood, Mass.*
Adeline S. Paige *Glen Rock, N.J.*
Lylah Tucker Paine *Boxford, Mass.*
Vincent Soo Nam Pak *Wayland, Mass.*
Siyuan Pan *Beijing, China*
Jonathan Pankauski *Harrington Park, N.J.*
Ju-young Park *Salisbury, Md.*
Kevin Seung Lee Park *La Crescenta, Calif.*
Mykela Z. Patton *Oakland, Calif.*
Matilda Weld Peck *Philadelphia, Pa.*
Sebastian Penados Betancourt *Petén, Guatemala*
Deanna Crystal Perez *Houston, Texas*
Alexis Hope Phillips *Syracuse, N.Y.*
Emilie Sandrine Pilchowski *Renton, Wash.*
Benjamin Ethan Plevin *Remsenburg, N.Y.*
Emily Elizabeth Podgorni *Littleton, Mass.*
Elizabeth Harwood Pohle *New Canaan, Conn.*
Domnika Popov *New York, N.Y.*
Alec Westervelt Potts *Old Saybrook, Conn.*
Laura Elizabeth Powell *Scarborough, Maine*
Rachel Elizabeth Powers *Woodstock, N.Y.*
Cheshta Prasad *Schenectady, N.Y.*
Simon Joseph Pratico *Falmouth, Maine*
Vivienne Rose Predock *Santa Monica, Calif.*
Jackson Barrett Prettyman *Silver Spring, Md.*
Nina Pruenster *Salzburg, Austria*

Yixuan Qiu *Changshu, Jiangsu, China*

Nikola Ranitovic *Cacak, Republic of Serbia*
Tahseen Safayat Rashid *Dhaka, Bangladesh*
Abigail Rose Recko *Stow, Mass.*
Thea Williams Reddin *Charlotte, N.C.*
Mila Monique-Renée Reeves *Harlem, N.Y.*
Skye Rhomberg *Westminster, Vt.*
John Scott Rickards Jr. *Andover, Mass.*
Brian Michael Riley *Belchertown, Mass.*
Alexey Felix Rizvanov *Essex Junction, Vt.*
Hannah Elizabeth Roberge *Wayland, Mass.*
Kyle James Rochford *North Hampton, N.H.*
Christopher Lyn Rodiger *Sudbury, Mass.*
Charlotte A. Rogerson *Seattle, Wash.*
Parthasarathy Viswa Rohildev *Mumbai, India*
Christina Roinou *Pilea (Thessalonikis), Greece*
Linzy Rosen *Westfield, N.J.*
Annah Hualu Rossvall *Portland, Maine*

Phoebe Ann Sander *Hastings on Hudson, N.Y.*
 Ryan Brennan Santoro *Santa Monica, Calif.*
 Brian Christopher Sanzone *Schaumburg, Ill.*
 Joseph Daniel Thiruvathukal Savage *Portland, Ore.*
 Caroline Anne Scarola *Mountain Lakes, N.J.*
 Cameron Gwon Schluter *Weston, Mass.*
 Joshua Ryan Schluter *Murphy, N.C.*
 Mila Tatjana Schowtka *Weston, Mass.*
 Maxwell James Schuermann *Dover, Mass.*
 Anne Alexis Schulman *Bedford, N.H.*
 Katie Anne Schumacher *Marietta, Ga.*
 Hallie Rebekah Schwartzman *Kennebunk, Maine*
 Samuel Owen Scott *Haymarket, Va.*
 Isabelle K. Seeman *Weston, Mass.*
 David Javier Serrano Jr. *Pearland, Texas*
 Julian Bartes Shapiro-Lopez *Miami, Fla.*
 Haley Jean Sharp *Billerica, Mass.*
 Margaret Carmel Sharpe *Larchmont, N.Y.*
 Adithya M. Shastry *Coppell, Texas*
 Liana Emi Shiroma *Blacklick, Ohio*
 Anna Mei Meyer Shorb *Lincoln, Mass.*
 William Karl Short *Barrington, R.I.*
 Robert Edward Shue *Seven Valleys, Pa.*
 Emily Rae Simas *Newburyport, Mass.*
 Natalie Jean Simonton *Scarborough, Maine*
 Rachel-Marie Fua Sinco *Stockton, Calif.*
 Jack Patrick Sine *South Dartmouth, Mass.*
 Aidan A. Sites *Leeds, Maine*
 William Henry Solow *Hinesburg, Vt.*
 Shalini Davi Somar *Scarsdale, N.Y.*
 Eduardo Sosa *Long Island City, N.Y.*
 Alexander D. Spafford *North York, Ont., Canada*
 Katherine Connolly Specht *Wellesley Hills, Mass.*
 Christina Speliakos *Milford, Mass.*
 Meredith Rose Spencer *Portland, Ore.*
 Ethan Harris Springhorn *Wellesley, Mass.*
 Madeline Anne Squire *Rye, N.Y.*
 Michael W. Staiger *Hanover, N.H.*
 Sarah Katherine Stark *Pittsford, N.Y.*
 Oliver J. Steeves *Darien, Conn.*
 Anne Calder Sternberg *Hartsdale, N.Y.*
 Edward L. Storrs III *Carlisle, Mass.*
 Sawyer Francis Strong *Windham, N.H.*
 Blair Fairburn Sullivan *Delray Beach, Fla.*
 Cullen H. Sullivan *Cape Elizabeth, Maine*
 Luhang Sun *Qinhuangdao, China*
 Mark Edward Sunoo *Old Greenwich, Conn.*
 Aidan Patrick Sweeny *Ross, Calif.*
 Hillary Elaine Swimmer *Glencoe, Ill.*

Katerina Milenko Tanasijevic *West Newton, Mass.*
 Jella Gabrielle Balgos Tatil *Nogales, Ariz.*
 Sabrina Tiffany Teope *Bronx, N.Y.*
 Emma Hansen Terwilliger *Ely, Minn.*
 Luca Raman Thamattoor *Waterville, Maine*
 William Swmfeej Thao *Saint Paul, Minn.*
 Walter Thilly *Winchester, Mass.*
 Mary Amelia Thomas *Wilton, Conn.*
 Michael Barry Thomas *Park Ridge, Ill.*
 Sangya Tiwari *Jodhpur, India*
 Isabella Claire Tomasetti *Pine Plains, N.Y.*

Jack Sanford Tomlin *Medfield, Mass.*
Grace Lyndsey Toner *Weston, Conn.*
Hoang Anh Tran *Hanoi, Vietnam*
Nhi Tuyet Trinh *Stafford, Texas*
Katherine Claire Tuohy *Driftwood, Texas*
Sydney Mariel Kitsu Turner *Englewood, Colo.*

Chiamaka Georgina Ubani *Elmont, N.Y.*
Althea Kate Ulin *San Marino, Calif.*

Isabella Annalise Valdes *Seminole, Fla.*
Elizabeth Clark Van Arsdall *Washington, D.C.*
Johna Bridget Vandergraaf *Hudson, N.H.*
Emily Elizabeth Van Der Veen *Duxbury, Mass.*
Isabel Varghese *Grand Rapids, Mich.*
Audrey Heller Vaver *Westborough, Mass.*
Dahlia Venny *Brooklyn, N.Y.*
Alexandria Anne-Marie Denisha Vieux *Coral Springs, Va.*
Leon Vi Khang Vo *Memphis, Tenn.*
Luiz Eduardo Schiper Voldman *Stamford, Conn.*

Kristina Catherine Walker *Belmont, Maine*
Thomas Huntington Walker *Summit, N.J.*
Dora Youjia Wang *Presque Isle, Maine*
YingQiao Wang *Beijing, China*
Aliza McKay Ward *Wellesley, Mass.*
Ashley Katherine Weaver *Potomac, Md.*
Madeline Grace Wehr *East Greenwich, R.I.*
Eden Alexandra Wenberg *Greenwich, Conn.*
Kayla Amber Wesley *Brooklyn, N.Y.*
Charlotte Cooper White *Washington, D.C.*
Teresa Dionne White *Mont Vernon, N.H.*
Meredith Anne Whitman *Nashville, Tenn.*
Nichols Champion Wilcox *Lawrenceville, N.J.*
Alec Henry Wilson *Lake Bluff, Ill.*
Natalie-Francesca Jiayue Marrok Woods *Palo Alto, Calif.*
Christie Rose Woodside *Hampden, Maine*
Isabelle Grace Wright *Blaine, Maine*
Lacey Ann Wright *Olympia, Wash.*
Trevaughn Anthony Wright-Reynolds *Medford, Mass.*
Yuxuan Wu *Beijing, China*

Kaiyu Xi *Dalian, Liaoning, China*
Yutong Xia *Suzhou, Jiangsu, China*
Zhiling Xia *Sichuan, China*
Songtao Xu *Hefei, Anhui, China*
Yan Xuan *Shanghai, China*

Trevor Hideo Yamada *Winnetka, Ill.*
Duoer Yan *Sichuan, China*
Evan J. Yao *South Hamilton, Mass.*
Ruxin Ye *Wenzhou, Zhejiang, China*
Michael Connor Yorsz *Winchester, Mass.*
Azalea Abisara Yunus *Lexington, Mass.*

Jordan Tyler Zajac *North Granby, Conn.*
Yanqiqi Zeng *Chengdu, Sichuan, China*

Chang Zhang *Tianjin, China*
Pinyi Zhang *Suzhou, Jiangsu, China*
Suixin Zhang *Guangzhou, China*
Xingyu Zhang *Beijing, China*
Yifan Zhang *Wuxi, Jiangsu, China*
Zihan Zhao *Changchun, Jilin, China*
Yu Zhi *Beijing, China*
Roujia Zhong *Guangzhou, Guangdong, China*
Mingwei Zhu *Hubei, China*
Yaoyao Zhu *Suzhou, Jiangsu, China*
Eli Anderson Zibello *Cambridge, Mass.*
Adam Francis Zucatti *Wrightstown, N.J.*

Special Distinction

Class Marshal

Suixin Zhang

Honors

Summa Cum Laude

Tess M. Baldwin
Angela P. Biron
Emma Catherine Donigan
Katharine Rose Dougherty
Daniel Thomas Hiller
Riley Kelfer
David Jose Sancho Lopez-Briones Kenet
William Leigh Maines
Brendan Flynn Martin
Annie Caroline Muller
Olivia Anne O'Halloran
Silas D. Olsen
Yixuan Qiu
Skye Rhomberg
Anne Alexis Schulman
Samuel Owen Scott
Emma Hansen Terwilliger
Emily Elizabeth Van Der Veen
Yan Xuan
Michael Connor Yorsz
Suixin Zhang
Roujia Zhong
Eli Anderson Zibello

Magna Cum Laude

Misael Beltran-Guzman
Devon Jayne Berkeley
Catherine Boldt Canfield
Kendall Nicole Chaput
Hannah M. Davidsen
Thomas Matthew DeAngelo
Serena Desai
Eli Thomas Friedman
Qianhan Gao

Talia Annmarie Gebhard
Jensen Marie Ghidella
Curtis Murphy Haas
Madeleine Leilani Hand
Sarah Madelyn Haynes
Sharde Alexandria Johnson
Stephanie Rose Keane
Changling Li
Di Luo
Katherine Elizabeth McKinley
Houston Alexander Newsome
Emily Elizabeth Nyman
Emily Lynn Padula
Lylah Tucker Paine
Matilda Weld Peck
Domnika Popov
Linzy Rosen
William Henry Solow
Edward L. Storrs III
Luhang Sun
Isabella Annalise Valdes
Teresa Dionne White
Xingyu Zhang

Cum Laude

Benjamin Jules Altschul
Amelia Kate Ashton
Madeline Cranson Brodrick
Evan Burstein
Conall Butchart
Jakub Bystricky
Emilia Callery
Abigail Elizabeth Carson
Erica Chung
Rachel Mei-Lian Covitz
Katrina Cubanski
Hannah Elizabeth Darby
Sebastian Cole Doiron
Keagan Mckenzie Dunbar
Georgia Victoria Freeland
Ewan Robert Frick
Molly Elizabeth Gardner
Sara Motoko Gardner
Emily Thompson Glass
Stella Margarita Gonzalez
Meredith Cronan Griffin
Xinrong Guo
Tyler Michael Hansen
Brett Michael Holmes
Morgan Eileen Honor
Julia Hiroko Hutchings
Aidan Bailey Larned
Jordan Collins Lawlor
Haemi Lee
Muxin Li
Zhengzhou Li
Hannah M. McGrath
Henry John Menz
Lindsey Samantha Merolla
Christa Danielle Ouellette
Siyuan Pan

Benjamin Ethan Plevin
Abigail Rose Recko
Robert Edward Shue
Natalie Jean Simonton
Rachel-Marie Fua Sinco
Eduardo Sosa
Michael W. Staiger
Isabella Claire Tomasetti
Katherine Claire Tuohy
Isabel Varghese
Madeline Grace Wehr
Trevaughn Anthony Wright-Reynolds
Yutong Xia
Jordan Tyler Zajac
Yu Zhi
Mingwei Zhu
Yaoyao Zhu

Honors Programs

Honors in Anthropology

Emma Hansen Terwilliger

Honors in Biology

Katherine M. Andre
Thomas Matthew DeAngelo
Joseph Daniel Thiruvathu Savage
Anne Alexis Schulman
Michael Connor Yorsz

Honors in Chemistry

Pegah Honarmand
Caleb Samuel Jacques
Chang Liu
Jarret Thomas Mayo
Isabel Varghese

Honors in Classics

Leah Kassie Montello

Honors in Computer Science

Tyler Michael Hansen
Dhruv Amod Joshi
Changling Li
Mingyang Li
Matthew Hayden Maring
Brendan Flynn Martin
Charlotte A. Rogerson
Sawyer Francis Strong
Yuxuan Wu
Yaoyao Zhu

Honors in Economics

Hannah M. Davidsen
Yusuke Fukuda
Jason Henry Garrelick

Daniel Thomas Hiller
Muxin Li
Terri Onyinyechi Nwanma
Alexander Isaac Ozols
Benjamin Ethan Plevin
Katherine Connolly Specht
Jack Sanford Tomlin
Yaoyao Zhu

Honors in Education

Lauren Asch Bendheim
Elizabeth Southworth Marsh
Olivia Anne O'Halloran
Silas D. Olsen
Rachel-Marie Fua Sinco

Honors in English

Tess M. Baldwin
Serena Desai
Georgia Rose Harper
Piper Scout Loglisci
Samuel Jacob McGrath Holmquist
Siyuan Pan
Rachel Elizabeth Powers
Samuel Owen Scott
Madeline Anne Squire

Honors in Environmental Studies

Megan Hanne Andersen
Madeline Cranson Brodrick
Georgia Marie Dettmann
Benjamin Graham Gustafson
Hannah M. McGrath
Linzy Rosen
Roujia Zhong

Honors in Global Studies

Mannon Ruth Frykholm
Molly Elizabeth Gardner
Sara Motoko Gardner
Blair Fairburn Sullivan
Yutong Xia

Honors in Government

Lukas Karl Olof Alexander
Emma Gilmore
Ravi Shalom Joshi-Wander
Keerthi Joseph Martyn
Andrew Taylor Ordentlich

Honors in History

Clarisse Dorothy Allehaut
Matthew Philip Gawley
Owen Paul Sakmar Hobbs
Nicholas Lee Kim
Jason S. Leong

William Leigh Maines

Honors in Independent Studies

Matilda Weld Peck

Honors in Mathematics

Jakub Bystricky

Eduardo Sosa

Suixin Zhang

Honors in Philosophy

Zhengzhou Li

Honors in Physics and Astronomy

Jakub Bystricky

Ryan Thomas Curry

Curtis Murphy Haas

Emily Lynn Padula

Ethan Harris Springhorn

Isabella Annalise Valdes

Yu Zhi

Eli Anderson Zibello

Honors in Psychology

Erica Chung

Sharde Alexandria Johnson

David Jose Sancho Lopez-Briones Kenet

Ekaterina Lara Koelliker

Honors in Religious Studies

Teresa Dionne White

Honors in Science, Technology, and Society

George McClain Eisenhauer

Alyssia Rose Getschow

Conrad Kellogg Hampson

Stephanie Rose Keane

Fariel Claudia Annie LaMountain

Katherine Martinez

Jordan Rhyse McClintock

Johna Bridget Vandergraaf

Honors in Spanish

Minori Cohan

Katerina Milenko Tanasijevic

Honors in Women's, Gender, and Sexuality Studies

Lylah Tucker Paine

Distinction in Major

African-American Studies

Kalayah Angelique Bennett
Rohnique Paulette Victoria Davy
Sakina Y. Mustafa
Kayla Amber Wesley

American Studies

Lauren Asch Bendheim
Stella Margarita Gonzalez

Anthropology

Katrina Cubanski
Emma Catherine Donigan
Mannon Ruth Frykholm
Justin Cooper Hegel
Morgan Eileen Honor
Henry John Menz
Ana Teresa Molestina
Alexis Hope Phillips
Maxwell James Schuermann
Emma Hansen Terwilliger

Architecture and Design (Independent)

Helen Ann Bennett

Art History

Eileen Sophia Chung
Stella Margarita Gonzalez
Alyssa Louise Kent
Alexis Caroline Kinney
Maria Minuesa-Sicilia
Annie Caroline Muller
Caroline Anne Scarola

Biology

Taha Majid Akhtar
Katherine M. Andre
Angela P. Biron
Alexandra Janine Cafiero
Christine Seojung Chang
Sophie Abbe Cohen
Rachel Mei-Lian Covitz
Keagan Mckenzie Dunbar
Jacob William Eichmann
Lillian Adelaide Fisher
Talia Annmarie Gebhard
Iliana Gjerci
Xinrong Guo
Benjamin Graham Gustafson
Julia Hiroko Hutchings
Alyssa Louise Kent
Anna Katharina Kiem
Jimmy Kieu
Naoki Iwasaki Kihata
Sadie Elaina Kuhn
Isabel Clare Lobon
Katherine Elizabeth McKinley
Lucas Neil Norfleet
Devon Kelly OíConnell

Ju-young Park
Cheshta Prasad
Abigail Rose Recko
Joseph Daniel Thiruvathu Savage
Anne Alexis Schulman
Haley Jean Sharp
Michael W. Staiger
Isabella Claire Tomasetti
Emily Elizabeth Van Der Veen
Kristina Catherine Walker
Yan Xuan
Duoer Yan
Michael Connor Yorsz
Jordan Tyler Zajac
Yanqiqi Zeng

Chemistry

Irfan Rauf Chaudhuri
Emma Catherine Donigan
Caleb Samuel Jacques
Annie Caroline Muller
Robert Edward Shue
Leon Vi Khang Vo

Chemistry-Biochemistry

Chang Liu
Brian Christopher Sanzone
Isabel Varghese

Classical Civilization

Damian Brown
Brian Michael Riley
Evan J. Yao

Classics

Sarah Madelyn Haynes
Emily Elizabeth Nyman

Computational Biology

Thomas Matthew DeAngelo
Joseph Daniel Thiruvathu Savage
Hoang Anh Tran
Songtao Xu

Computer Science

Qianhan Gao
Tyler Michael Hansen
Dhruv Amod Joshi
Haemi Lee
Changling Li
Mingyang Li
Di Luo
Matthew Hayden Maring
Brendan Flynn Martin
Bret George Miller Jr.
Domnika Popov
Yixuan Qiu

Skye Rhomberg
Charlotte A. Rogerson
William Henry Solow
Eduardo Sosa
Luhang Sun
Yuxuan Wu
Roujia Zhong
Yaoyao Zhu

East Asian Studies

Damian Brown
Abigail Hara Koschik

Economics

Benjamin S. Abramson
Taha Majid Akhtar
Amelia Kate Ashton
Ethan James Boone
Nolan Patrick Burke
Carly Marie Christofori
Aditi Dalal
Hannah M. Davidsen
Gabriela d'Empaire-Poirier
Quinn Michael Doyle
Jamènard Etienne Exavier
Phoebe Elizabeth Ferguson
Ewan Robert Frick
Yusuke Fukuda
Jason Henry Garrelick
Jacob Robin Pierre Gray
Zijing Gu
Russell Benton Guth
Sophya Ju Guwn
Ping He
Daniel Thomas Hiller
Dylan Patrick James
Thomas Almy Lapointe III
Aidan Bailey Larned
Maxwell Jacob Lessans
Carly Nicole Levitz
Muxin Li
Alessandra Annamaria Marciano
Lindsey Samantha Merolla
Everett S. Metchick
Michael Gregory Minard
Velan Nandhakumaran
Terri Onyinyechi Nwanma
Bridget Rachel Oliver
Andrew Taylor Ordentlich
Alexander Isaac Ozols
Kevin Seung Lee Park
Benjamin Ethan Plevin
Nina Pruenster
Katherine Connolly Specht
Sarah Katherine Stark
Oliver J. Steeves
Luhang Sun
Mark Edward Sunoo
Sangya Tiwari
Jack Sanford Tomlin

Grace Lyndsey Toner
Audrey Heller Vaver
Luiz Eduardo Schiper Voldman
Dora Youjia Wang
Yutong Xia
Zhiling Xia
Yaoyao Zhu
Adam Francis Zucatti

Educational Studies

Misael Beltran-Guzman
Lauren Asch Bendheim
Devon Jayne Berkeley
Katharine Rose Dougherty
Oscar Garcia
Elizabeth Southworth Marsh
Olivia Anne O'Halloran
Silas D. Olsen
Deanna Crystal Perez
Rachel-Marie Fua Sinco

English

Tess M. Baldwin
Kendall Nicole Chaput
Serena Desai
Piper Cody Dunton
Matthew Philip Gawley
Jensen Marie Ghidella
Philomena Christina Gildea
Georgia Rose Harper
Riley Kelfer
Piper Scout Loglisci
Samuel Jacob McGrath Holmquist
Leah Kassie Montello
William Francis O'Connor
Siyuan Pan
Rachel Elizabeth Powers
Vivienne Rose Predock
Samuel Owen Scott
Madeline Anne Squire
Blair Fairburn Sullivan
Cullen H. Sullivan
Katherine Claire Tuohy
Natalie-Francesca Jiayue Woods

Environmental Computation

Makaylah A. Cowan

Environmental Policy

Madeline Cranson Brodrick
Aditi Dalal
Georgia Marie Dettmann
Joshua William McCarthy
Henry John Menz
Linzy Rosen
Edward L. Storrs III

Environmental Science

Benjamin S. Abramson
Megan Hanne Andersen
Conall Butchart
Jacob William Eichmann
Molly Elizabeth Gardner
Ping He
Henry Francis Heck
Emma Katherine Henderson
Jimmy Kieu
Hannah M. McGrath
Natalie Jean Simonton
Michael W. Staiger
Ashley Katherine Weaver
Xingyu Zhang
Roujia Zhong

Environmental Humanities (Independent)

Matilda Weld Peck

French Studies

Sara Motoko Gardner
Emma Gilmore
Madeleine Leilani Hand
Maria Minuesa-Sicilia
Siyuan Pan
Natalie Jean Simonton
Edward L. Storrs III

German Studies

Catherine Theresa duBoulay
Anna Katharina Kiem

Global Studies

Benjamin Jules Altschul
Hayden Joseph Armos
Amelia Kate Ashton
Nena Cymone Burgess
Conall Butchart
Katrina Cubanski
Jeanette Coleman Cunningham
Sarah Josephine Figler
Mannon Ruth Frykholm
Emily Reed Gallagher
Molly Elizabeth Gardner
Sara Motoko Gardner
Russell Benton Guth
Sophya Ju Guwn
Madeleine Leilani Hand
Anita Kirschenbaum
Sonia Pearl Lachter
Keerthi Joseph Martyn
Hannah Elizabeth Roberge
Phoebe Ann Sander
Isabelle K. Seeman
Blair Fairburn Sullivan
Meredith Anne Whitman
Yutong Xia
Zhiling Xia

Government

Benjamin Jules Altschul
Emilia Callery
Serena Desai
George McClain Eisenhower
Lauren Catherine Gervais
Emily Thompson Glass
Meredith Cronan Griffin
Ravi Shalom Joshi-Wander
Sonia Pearl Lachter
Maxwell Jacob Lessans
Anna Lynn MacKenzie
Adwoa A. Nyame
Emily Elizabeth Nyman
Andrew Taylor Ordentlich
Lylah Tucker Paine
Luiz Eduardo Schiper Voldman
Madeline Grace Wehr
Azalea Abisara Yunus
Mingwei Zhu

History

Clarisse Dorothy Allehaut
Erik Ananyan
Samuel Alford Donahue
Catherine Theresa duBoulay
Yusuke Fukuda
Matthew Philip Gawley
Meredith Cronan Griffin
Owen Paul Sakmar Hobbs
Brett Michael Holmes
Tanvi Hari Iyer
Nicholas Lee Kim
Jason S. Leong
Anna Lynn MacKenzie
William Leigh Maines
James T. Munz
Thomas Huntington Walker
Meredith Anne Whitman
Lacey Ann Wright

Latin American Studies

Misael Beltran-Guzman
Donovan James Lynch
William Leigh Maines
Lucia T. Middleton

Mathematical Sciences

Catherine Boldt Canfield
Qianhan Gao
Yixuan Qiu
Teresa Dionne White
Yuxuan Wu

Mathematics

Curtis Murphy Haas
Zhengzhou Li
Silas D. Olsen

Skye Rhomberg
Joshua Ryan Schluter
William Henry Solow
Eduardo Sosa
Suixin Zhang
Yu Zhi

Music

Paul David Hawkins
Christian Theodor Krohg
Karl Andreas Lackner
Houston Alexander Newsome

Music-Interdisciplinary Computation

Erik J. Cohen

Performance, Theater, and Dance

Brianna Eleanor LaValle
Sakina Y. Mustafa
Courtney Elizabeth Naughton

Philosophy

Madeline Cranson Brodrick
Edward Harrison Kolb
Zhengzhou Li
William Francis O'Connor
Adam Francis Zucatti

Physics

Philip Ampong
Jakub Bystricky
Catherine Boldt Canfield
Ryan Thomas Curry
Curtis Murphy Haas
Nicholas Davenport Hall
Tyler Michael Hansen
Emma Katherine Henderson
Changling Li
Henry Pacheco Cachon
Emily Lynn Padula
Robert Edward Shue
Ethan Harris Springhorn
Isabella Annalise Valdes
Yu Zhi
Eli Anderson Zibello

Psychology

Devon Jayne Berkeley
Evan Burstein
Hailey Lynne Cerrato
Carly Marie Christofori
Erica Chung
Penelope Wheaton Coues
Hannah M. Davidsen
Alexandra DeStaebler
Sebastian Cole Doiron
Katharine Rose Dougherty

Georgia Victoria Freeland
Louis Anthony Gordon
Sierra Jacqueline Guequierre
Lindsey Angeles Hernandez
Dylan Patrick James
Zixuan Jia
Sharde Alexandria Johnson|
David Jose Sancho Lopez-Briones Kenet
Ekaterina Lara Koelliker
James Vincent Lisanti
Elizabeth Southworth Marsh
Juliette Jane Nadeau
Bridget Rachel Oliver
Christa Danielle Ouellette
Nina Pruenster
Annah Hualu Rossvall
Katie Anne Schumacher
Hallie Rebekah Schwartzman
Rachel-Marie Fua Sinco
Nhi Tuyet Trinh
Alexandria Anne-Marie Den Vieux
Yan Xuan
Yanqiqi Zeng
Zihan Zhao

Religious Studies

Lukas Karl Olof Alexander
Abigail Elizabeth Carson
Edward Harrison Kolb
Jordan Collins Lawlor
Abigail Rose Recko
Teresa Dionne White

Russian Language and Culture

Talamh Owens Devlin
Domnika Popov

Science, Technology, and Society

George McClain Eisenhauer
Alyssia Rose Getschow
Conrad Kellogg Hampson
Stephanie Rose Keane
Fariel Claudia Annie LaMountain
Katherine Martinez
Johna Bridget Vandergraaf

Sociology

Katelyn Haxton Angeli
Jassleen K. Bhullar
Talamh Owens Devlin
Piper Cody Dunton
Olivia Anne O'Halloran

Spanish

Brooklyn Elise Clark
Minori Cohan
Anna Catherine Denman
Henry Dawson Ekstrom

Caleb William Kern
Donovan James Lynch
Peter Morariu
Elizabeth Harwood Pohle
Thea Williams Reddin
Katerina Milenko Tanasijevic
Sabrina Tiffany Teope
Ashley Katherine Weaver

Statistics

Makaylah A. Cowan
Mingyang Li
Muxin Li

Studio Art

Torsten Jacob Brinkema
Lucy Rose Brumberger
Joseph Bui
Christine Seojung Chang
Mira Felicia DiSilvestro
Stewart Adams Egan
Xinran Liu
Samuel George Onche Jr.
Christopher Lyn Rodiger
Charlotte A. Rogerson
Dora Youjia Wang
Chang Zhang

Visual Storytelling (Independent)

Hannah Elizabeth Darby

Women's, Gender, and Sexuality Studies

Alexandra DeStaebler
Kevin James Fong
Lylah Tucker Paine
Duoer Yan

Phi Beta Kappa

Tess M. Baldwin
Misael Beltran-Guzman
Devon Berkeley
Angela P. Biron
Catherine B. Canfield
K. Nicole Chaput
Hannah M. Davidsen
Thomas M. DeAngelo
Emma C. Donigan *
Katharine R. Dougherty
Eli T. Friedman
Qianhan Gao
Talia A. Gebhard
Jensen Ghidella
Emily T. Glass
Xinrong Guo
Curtis Haas

Madeleine L. Hand
Sarah M. Haynes
Daniel T. Hiller *
Sharde A. Johnson
Stephanie R. Keane
Riley Kelfer *
Jiwoo Kim *
Changling Li
Di Luo
William L. Maines
Brendan F. Martin
Jameson M. McCue
Katherine E. McKinley
Annie C. Muller *
Houston Alexander Newsome
Emily E. Nyman
Olivia A. O'Halloran
Christa D. Ouellette
Emily L. Padula
Lylah T. Paine
Matilda W. Peck
Domnika Popov
Yixuan Qiu
Abigail R. Recko
Skye O. Rhombert
David Jose Sancho Lopez-Briones Kenet
Samuel O. Scott *
Anne A. Schulman
William H. Solow
Edward L. Storrs III
Luhang Sun
Emma H. Terwilliger *
Isabella A. Valdes
Emily Elizabeth van der Veen *
Teresa D. White
Yutong Xia
Yan Xuan *
Michael C. Yorsz *
Jordan T. Zajac
Suixin Zhang *
Xingyu Zhang
Roujia Zhong
Yaoyao Zhu
Eli A. Zibello

* elected in junior year

Senior Scholar

Riley Kelfer