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# Bates College Catalog 2003-2004

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# The College

## **Mission Statement**

Bates is a college of the liberal arts and sciences, nationally recognized for the qualities of the educational experience it provides. It is a coeducational, nonsectarian, residential college with special commitments to academic rigor, and to assuring in all of its efforts the dignity of each individual and access to its programs and opportunities by qualified learners. Bates prizes both the inherent values of a demanding education and the profound usefulness of learning, teaching, and understanding. Moreover, throughout the history of the College, Bates graduates have linked education with service, leadership, and obligations beyond themselves.

As a college of the liberal arts and sciences, Bates offers a curriculum and faculty that challenge students to attain intellectual achievements and to develop powers of critical assessment, analysis, expression, aesthetic sensibility, and independent thought. In addition, Bates recognizes that learning is not restricted to cognitive categories and that the full range of human experience needs to be encouraged and cultivated. The College expects students to appreciate the discoveries and insights of established traditions of learners as well as to participate in resolving what is unknown.

Bates is committed to an open and supportive residential environment. The College's programs are designed to encourage student development, and to foster leadership, service, and creativity. The College sponsors cultural, volunteer, athletic, social, and religious opportunities that are open to all students, and values participation in these activities.

Bates also recognizes that it has responsibilities to the larger community. Where possible and when consistent with its primary responsibilities to its students, faculty, and alumni, the College makes available its educational and cultural resources, its expertise, and its collective energies to professional as well as to regional communities outside the institution.

## **The Foundations of the College**

Bates was founded in 1855 by people who believed strongly in freedom, civil rights, and the importance of a higher education for all who could benefit from it. Bates has always admitted students without regard to race, religion, national origin, or sex, and was the first coeducational college in New England. As with many New England institutions, religion played a vital role in the College's founding. The Reverend Oren Burbank Cheney is honored as the founder and first president of Bates. He was a Freewill Baptist minister, a teacher, and a former Maine legislator. After the Parsonsfield Seminary where Cheney taught burned, he saw the need for a larger and more centrally located school for the denomination. Cheney steered through the Maine Legislature a bill creating a corporation

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for educational purposes initially called the Maine State Seminary, located in Lewiston, Maine's fastest-growing industrial and commercial center.

Cheney assembled a six-person faculty dedicated to teaching the classics and moral philosophy to both men and women. In 1863 he received a collegiate charter, and obtained financial support for an expansion from the city of Lewiston and from Benjamin E. Bates, the Boston financier and manufacturer whose mills dominated the Lewiston riverfront. In 1864 the Maine State Seminary became Bates College. The College consisted of Hathorn and Parker halls and a student body of fewer than 100. By the end of Cheney's tenure, in 1894, the campus had expanded to fifty acres and six buildings. Bates was already known for its inclusive admissions practices, classical curriculum, and commitment to preparing future teachers for Maine's public schools.

George Colby Chase succeeded Cheney in 1894. A graduate of the Bates Class of 1869, he taught English at the College for twenty-two years before assuming the presidency. A teacher-president in the old tradition, Chase taught at least one course each year throughout his incumbency. Known as "the great builder," Chase oversaw the construction of eleven new buildings on campus, including Coram Library, the Chapel, Chase Hall, Carnegie Science Hall, and Rand Hall. He tripled the number of students and faculty, as well as the endowment.

In 1919, at age seventy-four, Chase urged the Board of Trustees to select a successor who was "a man strong in scholarship, in his Christian character and influence, in business ability, and in warm sympathy with young people." That successor was Clifton Daggett Gray, a clergyman and former editor of *The Standard*, a Baptist periodical published in Chicago. Gray saw Bates through an era marked by vibrant growth and modernization, but also through the years of the Great Depression and World War II. By the early 1920s, Bates' now-famous debate team achieved recognition in international competitions. On campus, renovations were completed on Libbey Forum and the Hedge Science Laboratory, and the Clifton Daggett Gray Athletic Building and Alumni Gymnasium were built. Though the Depression placed serious financial burdens on students and on the College, Bates continued to thrive. In the 1940s, when male students abandoned college campuses to enlist in the armed forces, Gray established a V12 Naval Training Unit on campus, assuring the College talented students—men and women—during wartime. When he retired in 1944, Gray had increased the student enrollment to more than 700 and doubled the faculty to seventy; the endowment had doubled to \$2 million.

Charles Franklin Phillips, Bates' youngest president, was a professor at Colgate University and a leading economist before coming to Bates. Phillips is credited with bringing sound business acumen to the College and with encouraging students to link their own academic experiences with future careers. He initiated the Bates Plan of Education, a liberal arts "core" study program, and a "3/4 Option" that allowed students to complete their college education in three years. He also directed expansions of campus facilities, including the Memorial Commons, the Health Center, Dana Chemistry Hall, Pettigrew Hall, Treat Gallery, Schaeffer Theatre, and Page Hall. When he retired in 1967, Phillips left a student body of 1,000 and an endowment of \$7 million. Phillips' legacy continues to serve Bates directly. In 1998, he and his wife, Evelyn M. Phillips, made one of the largest presidential bequests ever to an American college. The \$13 million Phillips Endowment now supports student and faculty research fellowships, two endowed professorships, and other academic support programs.

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Thomas Hedley Reynolds assumed the presidency in 1967. His greatest achievement was the development and support of an extraordinarily talented faculty, which brought Bates recognition as a national college. In addition to recruiting outstanding teacher-scholars, Reynolds championed better faculty pay, an expanded sabbatical leave program, and smaller classes. He also worked to bring more women to the faculty. A historian, Reynolds' own experience as a professor at Middlebury College made him keenly aware of the link between great teaching and scholarship, and he did much to encourage faculty research and creativity. He also guided the College through a tumultuous period of social change, when students resisted the conservative sensibilities left over from the 1950s and demanded their own voice in College decision-making.

Additions to the campus under Reynolds' presidency included the George and Helen Ladd Library, Merrill Gymnasium and the Tarbell Pool, the Olin Arts Center and the Bates College Museum of Art, as well as the conversion of the former women's gymnasium into the Edmund S. Muskie Archives and the acquisition of the Bates-Morse Mountain Conservation Area. Many of the early twentieth-century houses on Frye Street that now accommodate students, a popular alternative to larger residential halls, were also acquired at this time.

Donald West Harward's presidency was distinguished by intellectual rigor, institutional self-examination, and commitment to civic engagement. A former philosophy professor and academic dean at the College of Wooster, Harward began his service as Bates' sixth president in 1989. His leadership of Bates was inspired by the notion that "learning is a moral activity that carries responsibility beyond the self." He challenged students and faculty to see how Bates' traditional values of egalitarianism, service, and social justice created a moral imperative to connect intellectual life to the world beyond Bates. Under Harward's presidency, students received greater opportunities to study off campus with Bates faculty or in College-approved programs. He secured funding to support student research under the direction of Bates teacher-scholars or at other institutions. He integrated more fully into student academic and intellectual life the senior thesis, the important capstone experience that has been a part of the Bates curriculum since the early twentieth century but now is a focal element.

Under Harward, Bates for the first time in many years reached out institutionally into the community of Lewiston-Auburn. Bates students and faculty built relationships in the community through one of the most active service-learning programs in the country. Harward helped Bates provide a national model for ways in which colleges and universities can maintain academic excellence and intellectual autonomy while they engage with and support local communities.

Harward worked to diversify both the faculty and its curricular offerings. He oversaw the development of a number of new academic programs, including eight in areas of interdisciplinary study. He expanded opportunities for faculty research and tripled the number of endowed professorships. More than twenty major academic, residential, and athletic facilities were built during his tenure, including Pettengill Hall, the Residential Village and Benjamin E. Mays Center, and the Bates College Coastal Center at Shortridge.

## Bates Today

Elaine Tuttle Hansen became Bates' seventh president in July 2002. Hansen is an expert in medieval English literature and in feminist literary theory. Most recently she served as provost at Haverford College, where her achievements included a strong record of faculty recruiting and the advancement of new interdisciplinary programs. She seeks to sustain and enhance Bates' traditional strengths: open and intense intellectual inquiry; individualized student and faculty interactions in a historic residential setting; and a diverse community unified by the ethical principles of integrity, egalitarianism, and social responsibility. Her immediate goals include securing resources for current priorities such as financial aid, competitive faculty and staff salaries, increased diversity of the faculty and student body, technological and other new curricular initiatives, and a campus master plan.

The College's commitment to academic excellence and intellectual rigor is best-exemplified in its faculty. These men and women carry on vital professional lives that encompass scholarship and research, but they are at Bates because they are dedicated first and foremost to teaching undergraduates. The College honors its superb teacher-scholars through a growing endowed professorship program; in the last decade alone, eleven new endowed professorships have been established. Currently, 99 percent of tenured or tenure-track faculty members hold the Ph.D. or another terminal degree. Bates students work directly with faculty; the student-faculty ratio is 10-to-1, and faculty members teach all classes. A Bates education serves graduates well and offers excellent preparation for further study and careers. More than two-thirds of recent alumni have earned graduate or professional degrees within ten years of graduation. The approximately seventeen hundred students on campus come from forty-eight states, Washington, D.C., and sixty-eight other countries. The College is recognized for its inclusive social character; there have never been fraternities or sororities, and student organizations are open to all.

In their academic work Bates students are encouraged to explore broadly and deeply, to cross disciplines, and to grow as independent thinkers. The College offers thirty-eight fields of study (thirty-two as majors) as well as opportunities for guided interdisciplinary study. Bates is one of a small number of colleges and universities requiring a senior thesis to complete most majors. The senior thesis is an unusual opportunity for extended, closely guided research and writing, performance, or studio work. A growing number of students collaborate with faculty in their research during both the academic year and the summer; each summer between sixty and eighty students receive support from the College to pursue research.

Bates recognizes the special role international study plays in providing students with the perspective and the opportunities that lead to international careers or service as well as a sense of world citizenship. In recent years more than 60 percent of each graduating class has participated in a study-abroad experience, one of the highest participation rates in the nation.

Bates has long recognized that the privilege of education carries with it responsibility to others. Learning at Bates has always been connected to action, a connection expressed by the extraordinary level of participation by students in service activities and by graduates in their choice of careers and dedication to volunteer activities and community leadership. Many faculty members routinely incorporate service-learning components into their courses, and about half of Bates students are involved in a wide variety of community-based projects with more than 140 public and private agencies.

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Bates is committed to its home communities of Lewiston and Auburn, which together form the second-largest metropolitan area in Maine, with about 60,000 people. The College intends that its many forms of engagement beyond campus be true partnerships, advancing mutual yet independent interests and honoring the integrity of all partners. The Donald W. and Ann M. Harvard Center for Community Partnerships provides an institutional hub for service-learning, community-based research by students and faculty, collaborations with local schools and nonprofits, and participation in major community development initiatives.

Bates is located on a 109-acre traditional New England campus. Primary academic resources on campus include the George and Helen Ladd Library; the Edmund S. Muskie Archives and Special Collections Library, which holds the papers of the former U.S. senator and secretary of state (and member of the Class of 1936); and the Olin Arts Center, which houses a concert hall and the Bates College Museum of Art. The College also holds access to the 574-acre Bates-Morse Mountain Conservation Area, in Phippsburg, Maine, which preserves one of the few remaining undeveloped barrier beaches on the Atlantic coast; and the neighboring Bates College Coastal Center at Shortridge, which includes an eighty-acre woodland and freshwater habitat, scientific field station, and retreat center.

Consistent with its purpose of providing the benefits of a small residential college, Bates has limited its admissions and grown slowly, yet it also has pursued an ambitious program of building and equipment acquisition to support teaching. Additions to and renovations in Carnegie Science Hall and Dana Chemistry Hall have increased facilities for research-based independent student work and have provided laboratory space for the College's interdisciplinary programs in biological chemistry and neuroscience. At the same time, study of the sciences has been enriched by the addition of several major instruments, including two electron microscopes, a high-field 400 MHz nuclear magnetic resonance spectrometer, several polymerase chain reaction thermocyclers for DNA and mRNA sequencing, a flow cytometer, and a mass spectrometer/gas chromatograph.

The College's newest academic building is Pettengill Hall, a 90,000-square-foot structure housing fully networked teaching spaces, faculty offices, laboratories, student research centers, and other facilities for eleven social science departments and interdisciplinary programs that were once dispersed around the campus. Pettengill Hall creates a arena for intellectual interaction and an environment for greater application of technology in teaching and research. The building's design also fosters the connection between formal and informal learning; the Perry Atrium is a flexible and accessible gathering space that encourages students to better integrate their academic experiences with overall life at Bates.

Student life facilities at Bates are also varied and well-equipped. The Clifton Daggett Gray Athletic Building provides a versatile center for all-campus gatherings. Three residence halls and a social center built in 1993 were designed to integrate living and learning by mixing dormitory rooms, lounges, seminar rooms, and space for dining and campus events. The Joseph A. Underhill Arena, which includes an indoor ice rink and the Davis Fitness Center, opened in 1995, and two large houses on the campus have been refurbished to serve as the College's Multicultural Center and Alumni House. In 2000 the James G. Wallach Tennis Center opened, with eight international tennis courts for varsity and intramural play. The Dunn Guest House opened in 2001.

The educational mission of the College is supported generously by a significant percentage of its more than 17,000 alumni who have made a lifetime commitment to their alma mater. The College's endowment provides resources for financial aid, academic programs, and general support of the educational mission. In fiscal year 2002, endowment investments of the College totaled more than \$156 million and provided 14 percent of operating budget support.

The College's alumni, including members of more than thirty-five national and international alumni clubs, are actively connected to Bates in various ways. More than 7,000 alumni volunteer annually as admissions representatives, career resources, fund-raisers, class agents, and alumni club leaders.

Bates is accredited by the New England Association of Schools and Colleges, the Carnegie Foundation for the Advancement of Teaching, and the American Chemical Society. It maintains chapters of Phi Beta Kappa and of Sigma Xi, the national scientific research and honor society.

### **Statement of Community Principles**

Membership in the Bates community requires that individuals hold themselves and others responsible for honorable conduct at all times. Together we create the educational and social setting that makes Bates College unique, with an atmosphere characterized by trust and mutual concern. Our actions must support our ability to work, study, live, and learn together productively and safely. We are dedicated as a community to intellectual honesty and to the protection of academic freedom. These values are fundamental to scholarship, teaching, and learning. We expect one another to maintain the highest integrity in all of our academic, social, and work-related undertakings.

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# The Admission of Students

The admission requirements and procedures are designed to help the College select, from among the men and women applying, those best-qualified to profit from the educational opportunities at Bates. As the emphasis is on the liberal arts and sciences, the secondary-school record should assure success in these fields. Applicants must present evidence of intellectual interest, good character, and thorough scholastic preparation. The College values liveliness, thoughtfulness, and curiosity; it seeks in its student body a range of intellectual, extracurricular, and personal energies. Each applicant is considered individually, and the dean of admissions may make exceptions to any requirement.

## Admission Requirements

**1. Application Form.** Bates uses the Common Application as well as a supplement. In addition to biographical data, the application requests information concerning the applicant's academic and extracurricular interests. The required essay gives the applicant the opportunity to write on a suggested topic or one of personal choice. Additional writing samples or other evidence of creative ability are encouraged.

**2. Record in Secondary School.** The secondary-school record should consist of courses of a substantial college-preparatory nature. Individual cases may vary, but it is recommended that a student have taken four years of English, at least three of mathematics, three of a foreign language, three of social science, and at least two of a laboratory science.

**3. Recommendations.** The College receives recommendations from school officials and references named by the applicant. It should be understood that when the student waives the right to inspect that information, it is kept in strict confidence and is available only to appropriate College officers.

**4. Standardized Test Scores.** The submission of standardized testing (the SAT I, SAT II, and the ACT) is optional for admission. Independent of the admissions process and solely for the purpose of the College's research, students who have taken the standardized tests must submit the official results of these tests upon matriculation.

**5. Results of a Personal Interview.** The applicant should seek an interview with a member of the College's admissions staff or a designated alumni representative in the home area. Candidates without an interview may be placing themselves at a disadvantage in the evaluation process.

## Admission Procedures

Early in the senior year (in any event not later than 15 January) a student should submit the application for admission. A nonrefundable fee of \$60 must accompany the application. Students for whom the fee would be a financial hardship may have their guidance

counselor submit a College Board “Request for Fee Waiver” with their application. Application forms may be secured by writing to the Dean of Admissions, Bates College, 23 Campus Avenue, Lewiston ME 04240. Application forms are also available on the Admissions Web site ([www.bates.edu/admissions.xml](http://www.bates.edu/admissions.xml)).

The Admissions Office reaches its decision only after it has received the completed application form, essay, and all the data in support of an application: the transcript of the secondary-school record and recommendations from the guidance counselor and from two teachers.

As a general rule, applicants are notified of decisions in late March. An accepted student is asked to respond with a payment, upon acceptance, of \$300 postmarked by the candidates’ reply date of 1 May. Part of this payment is credited to the student’s annual charge. Students usually enter the College at the beginning of the academic year, in September, although the College accepts a limited number of students for January matriculation.

### **Early Decision**

Candidates who are certain that Bates is their first choice are encouraged to apply for Early Decision (ED). Applicants for ED must fill in the written request for consideration on the application and assure the College that they will enroll if admitted. Regular applications may be submitted to other colleges with the understanding that the candidate will withdraw these applications if he or she is accepted at Bates under ED.

Students who file an ED application and whose credentials are complete by 15 November (Round I) receive a decision by 20 December. The application deadline for ED Round II is 1 January, and students receive a decision by 15 February.

### **Deferred Admission**

For some students college is a richer and more relevant experience if they take a year to engage in some nonacademic pursuit between high school and college. For this reason the College will grant deferred admission to candidates who are accepted in the normal competition. An applicant should indicate in the application that he or she is a candidate for deferred admission. If qualifications warrant it, acceptance is granted and matriculation is postponed until either January or September of the following year.

### **Early Admission**

Extremely capable students may be ready for college before they have completed the normal four-year secondary-school program. The College welcomes inquiries from those who think they are prepared scholastically, and are sufficiently mature personally and socially, to undertake college work.

### **Advanced Standing for Entering First-Year Students**

Of the total number of course credits required of students who enter as first-year students, at least twenty-four must be Bates credits. Up to eight non-Bates credits may be applied toward the degree. Advanced Placement, International Baccalaureate, A-Level Examination, and transfer credits are all considered non-Bates credits and students may therefore be awarded no more than eight total.

**Advanced Placement.** Bates participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. A student who achieves a score of four or five on

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an Advanced Placement examination given by the Educational Testing Service may be granted two course credits, or one course credit in the case of Advanced Placement courses covering the equivalent of one semester of college work. A student achieving a score of three on an examination covering the equivalent of two semesters of college work may be granted one course credit, upon approval of the chair of the appropriate department. No credit is granted for a score of three on an examination covering the equivalent of one semester of college work.

Individual departments and programs decide whether an Advanced Placement examination covers the equivalent of one or of two semesters of college work, whether any Advanced Placement credit permits exemption from their particular courses or major requirements, and whether Advanced Placement credits in their discipline provide exemption from any General Education requirements.

**International Baccalaureate.** Credit is awarded only upon receipt of the official International Baccalaureate (IB) transcript with the examination scores. The IB subjects must be equivalent to subjects taught at Bates, with “English” accepted only if the focus was on literature rather than language instruction. For courses taken in the “Higher Level Subjects” category, one Bates course credit may be awarded for each IB course with an examination grade of 5. Two Bates course credits may be awarded for each IB course with examination grades of 6 or 7. For courses taken in the “Standard Level Subjects” category, one course credit may be awarded for each course with an examination grade of 6 or 7. A maximum of eight International Baccalaureate credits may be applied to the Bates academic record.

**A-Level Examination.** Credit is awarded for successful scores on A-Level (Advanced Level) examinations only, and not for O-Level (Ordinary Level) or AS (Advanced Subsidiary) examinations. Credit is awarded upon receipt of the official copy of examination grades presented on the General Certificate of Education. No credit may be granted for English-language examinations or the general paper. Two Bates course credits may be awarded for each A-Level examination graded A or B (one course credit for a B in mathematics). One Bates course credit may be awarded for a grade of C. Individual departments and programs establish course equivalencies as appropriate. The equivalency may be applied toward General Education, major, and degree requirements according to the department’s or program’s established policy for awarding AP credit. A maximum of eight A-Level credits may be applied to the Bates academic record.

**Other Advanced Standing Programs.** Not all students have access to Advanced Placement, International Baccalaureate, or A-Level examinations, but it is not possible to evaluate fairly all of the many other advanced standing programs currently available. Course credit is awarded therefore only to successful scores on Advanced Placement, International Baccalaureate, and A-Level examinations. Course work undertaken in other advanced standing programs, however, may be used to place into higher-level Bates courses; students should consult with the appropriate department or program chair.

### **Advanced Standing for Transfer Students**

The College welcomes applications from students who wish to transfer to Bates from other institutions. Bates will transfer courses completed at accredited colleges and universities under guidelines established by the faculty. The College’s transfer credit policy is described in detail on page 33.

A student must complete thirty-two courses (one course being equal to one course credit at Bates) and two Short Term units in order to graduate. A transfer student must attend a minimum of four semesters and earn a minimum of sixteen course credits and two Short Term units at Bates to earn a Bates degree. While students may have earned more than sixteen transferable credits, they must choose which sixteen they wish to apply to their Bates record at the time of transfer.

The following credentials are due in the Office of Admissions by 1 March (15 January for international students) for fall semester consideration and 1 November for winter semester consideration: the application and fee; official secondary school and college transcripts; a college catalog describing courses completed and those in progress; a statement of good standing from a college official; three letters of recommendation (two from faculty, one from a personal source); and an essay concerning the applicant's motivation to transfer. Submission of standardized testing results is optional. An interview is strongly recommended.

## **International Students**

The College encourages international candidates with superior academic and personal qualifications to apply for admission to Bates. Non-United States citizens must submit the following: an application form, official or certified copies of secondary-school transcripts, a school profile and/or explanation of the school's marking system if available, letters of recommendation, certificates of completion and national examinations (if applicable), and the Bates Financial Statement for International Students, which may be obtained from the Admissions Office.

All documents must be presented in English; original documents must accompany all certified translations. Applicants living abroad are advised to make copies of their applications and to mail them well in advance of the deadlines.

Students who speak English as a second language, regardless of where they live, must submit results of the Test of English as a Foreign Language (TOEFL) or an equivalent form of testing. The College will accept only official score reports. Submission of SAT I, SAT II, or ACT results is optional for all students.

Need-based financial aid is available for international students. All non-U.S. citizens must complete the Financial Statement for International Students.

## **Visiting Students**

Bates welcomes applications from students attending other colleges who wish to enroll for a limited time as nondegree, visiting students. Enrollment on a visiting basis can be for one semester or a year. While enrolled, visiting students pay the same tuition, room, and board fees and have the same privileges and obligations as regular degree candidates. They are not, however, eligible to receive financial aid or to play an NCAA-sanctioned varsity sport. At the end of the term of study, a transcript of the visiting student's course work is sent to the home institution upon request.

To apply, the student should file the regular application for admission, indicating visiting student status, and submit the following credentials: an official college transcript, two letters of recommendation from college faculty, a letter of recommendation from a dean or advisor, a statement of good standing from a college official, and an essay explaining the

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student's interest in Bates and in becoming a visiting student. An interview is strongly recommended.

### **High School Students**

Under a program arranged in conjunction with the guidance offices at local high schools, a limited number of qualified high school seniors may enroll in a Bates course each semester free of charge. Application is made through the high school guidance office to the Bates Admissions Office. Students receive a transcript following successful completion of each course. Each student is limited to one course per semester for a total of two courses under this program.

### **Special Students**

Each semester, as space within courses permits, Bates admits special students who are not degree candidates. No more than two courses may be taken each semester; the fee per course for 2003-2004 is \$1,000. No financial aid is available for special students and they are responsible for any additional fees associated with a course. A special-student transcript is produced showing completion of each course. Special students are not degree-seeking candidates and are limited to a maximum of four courses as special students at Bates. College employees, spouses or domestic partners, and dependents seeking special-student status should refer to the Bates Employee Handbook for more information about the special-student program for employees.

Interested applicants should submit the special-student application form with a \$25 application fee to the registrar one month prior to the beginning of the semester, and meet with the dean of students. Entry into courses is on a space-available basis. Special students may not enroll in Short Term units.

Special students who later wish to matriculate must meet admissions requirements and will be subject to decisions made by the dean of admissions and the registrar concerning the credits toward a degree, which may include consideration of courses completed as a special student.

### **Auditing Students**

Application to audit a course is made with the registrar in consultation with the instructor of the course. Permission to audit a course will be withheld if, in the judgment of the registrar or the instructor, it is not appropriate to audit the course or too many applications to audit are received.

Members of the College staff, their spouses or partners, and their dependents may apply to audit courses with permission from the Office of Human Resources.

The auditing fee for nonmatriculated students in 2003-2004 is \$150. No credit is earned; the audit is not recorded on a permanent record. An auditor should not expect to have papers and exams graded; therefore, auditing is seldom permitted in courses where the method of instruction involves significant individual attention and guidance or extensive use of equipment. Matriculated Bates students may audit courses with prior permission of their advisor, the instructor of the course, and the registrar. An audited course may not be converted to a course taken for credit at a later date. Entry into courses is on a space-available basis. Auditing students may not enroll in Short Term units.

## **Student Enrollment**

The following definitions of enrollment apply. Students taking courses at Bates as degree-seeking students or who participate in a Bates-approved off-campus study program are considered “enrolled.” Students on a leave of absence are not considered “enrolled” during the period of the leave.

## **Student Retention and Graduation**

The federal Student Right to Know Act requires institutions of higher education to make available graduation rates. Bates has calculated an 89 percent graduation rate for first-time students entering in September 1997, using the guidelines published in the 10 July 1992 Federal Register. This calculation does not include students who have transferred into the College from other institutions.

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# The Academic Program

The College's emphasis on the liberal arts and sciences is justified both in sound educational principle and by the test of long experience. The broad knowledge achieved in a liberal education gives women and men a realistic understanding of the complexity of their world and prepares them for lives satisfying to themselves and useful to others.

## **The Liberal Arts and Sciences**

Liberal learning is fundamentally concerned with personal growth in its intellectual and moral dimensions. Educated persons welcome the hard academic work that is the price of discovery; they are stimulated by ideas, artistic expression, good talk, and great books; and they avow a continuing commitment to the search for truth in the methods of the sciences, the patterns of logic and language, and the beauties of art. The first obligation of a student is to cultivate her or his own habits of mind; the first duty of a liberal arts college is to develop, encourage, and direct that process.

With intellectual development should come a deepening moral awareness. A college woman or man should have the ability to lead as well as a willingness to cooperate. Comprehension of life's complexities should lead to a sympathetic understanding of others and a generosity in response to them. The student should develop a sense of social and civic responsibility, and integrity should guide every action.

Bates College has always held to these traditional values of the liberal arts and sciences. In a report to the Bates faculty, its Committee on Educational Policy offered a reaffirmation. The committee wrote: "The highest purpose of Bates College is to provide a community with sufficient challenge and sufficient support so that the undergraduate may mature in scholarship and in capacity for critical thinking and civilized expression. The graduate is more knowledgeable, to be sure, but above all he or she is capable of a reflective understanding of the self and its relationship to prior traditions and present environments."

The curriculum establishes the expectations for learning that form the foundation of the College's commitment to the liberal arts and sciences. College committees of faculty members and students review the educational policies and the specific curricular offerings of the College. New fields of scholarship are introduced by the faculty, and the most recent advances in technology are incorporated into the various disciplines. The College promotes the development of excellent writing and critical thinking skills through all its curricular offerings, from the first-year seminar to the senior thesis. The College encourages students to pursue their own original research as an extension of their regular course work and offers opportunities and financial support to facilitate such research during the academic year and the summer months. Recognizing the fundamental role the liberal arts play in the development of a social conscience and good citizenship, the College encourages students to integrate social service into their academic work and provides opportunities for

service internships and field research on social issues. The five-week Short Term held every spring encourages educational innovation, including the integration into the curriculum of off-campus study. The calendar arrangement also provides a three-year option whereby students who are qualified, especially those with advanced standing, can accelerate their work and graduate earlier.

## The Academic Calendar

The calendar calls for two semesters and a Short Term. The first semester ends in mid-December and the second ends in mid-April. A five-week Short Term usually concludes at the end of May. First-year and all other new students must be present for their matriculation at new-student orientation at the beginning of September. Although new students register prior to their arrival, they may adjust their registrations during the orientation period. Sophomores, juniors, and seniors register during periods established near the end of each prior semester.

**Short Term.** The Short Term provides an unusual opportunity for a variety of educational programs, frequently off campus, that cannot be offered in the regular semesters. These include marine biological studies at stations on the coast of Maine; geology fieldwork in the American Southwest and Hawaii; and art, theater, and music studies in New York City. The spring term allows time for archeological investigations by students in history and anthropology; field projects for students in economics, environmental studies, sociology, and psychology; and social-service internships associated with academic departments and programs. It provides special opportunities, on and off campus, for those carrying out laboratory experiments in the natural sciences. The term also allows for faculty-directed study in foreign countries. Recent off-campus Short Term units have focused on the study of Shakespearean drama and Renaissance culture in England; landscape painting and art history in Italy; anthropology in Bali, Greece, and Jamaica; environmental conservation in Ecuador, including its Galápagos Islands, and in Costa Rica; marine biology and geology in the Canadian Arctic; art and economics in China; history in Cuba; steel pan music in the Virgin Islands; medieval pilgrimage routes through France and Spain; and the production of plays at a professional English-language theater in Hungary.

Students may complete a maximum of three Short Term units, although only two are needed to fulfill the degree requirement. Students wishing to register for a third Short Term unit receive a lower registration priority than students registering for their first or second unit. An exception to this ranking is made for students participating in the three-year program (see below), who are required to complete three Short Term units. The ranking does not apply to units requiring "written permission of the instructor" to register.

**Three-Year Program Option.** The three-year option is designed for the especially qualified student who may benefit from an accelerated undergraduate program that allows for earlier admission to graduate school or for career placement. The accelerating student takes five courses each semester and attends every Short Term, completing the degree requirement of thirty courses, sixty quality points, and three Short Term units. Students must apply for entry into the three-year program through the Office of the Dean of Students early in their Bates career.

## Academic Advising

Each Bates student has one or more academic advisors during the college years who provide advice in planning a curriculum to meet the student's particular needs. New students

are assigned academic advisors from among members of the faculty. The advisor holds individual conferences with a student during his or her first week on campus and continues to counsel the student until the student declares a major. The major department or program assumes the advising responsibility upon the request of the student—no later than the end of the second year. The student and the advisor meet during registration periods and on an informal basis whenever the student seeks advice about the curriculum, course selection, the major program, the thesis, progress toward the degree, graduate school, or other academic concerns. While faculty members provide academic advice, final responsibility for course selection and the completion of degree requirements rests with the student. The registrar provides the student and his or her advisor with an evaluation of the student's progress toward the degree at the end of the junior year. The deans of students are also available to provide advice on academic matters.

In addition to the academic advisor, faculty committees and the Office of Career Services can provide guidance on graduate and professional schools. The Committee on Graduate Study provides general information and supervises the selection process for various graduate fellowships and grants. Students planning professional careers in medical fields are aided by the Committee on Medical Studies. Students interested in graduate or professional schools are encouraged to contact these committees and the Office of Career Services' counseling staff early in their college careers so that a curriculum and a series of related internships and work experiences can be planned to meet their professional goals.

### **The First-Year Seminar Program**

The first-year seminars are limited-enrollment courses specifically designed for first-year students. Topics vary from year to year, but they always represent a broad range of issues and questions addressed within the tradition of the liberal arts and sciences. The first-year seminars enable entering students to work with faculty and other students in the context of a small class; they provide closely supervised training in techniques of reasoning, writing, and research; and they foster an attitude of active participation in the educational process. First-year seminars carry full course credit toward the baccalaureate degree and are offered in the fall and winter semesters. A first-year seminar may be designated as fulfilling General Education requirements. First-year students are encouraged to consult the listing of first-year seminars in the description of courses and units of instruction in this Catalog (see page 191).

### **General Education**

Throughout the College's history, its faculty has expected all students to pursue certain common patterns of study as well as to complete a major or concentrated focus of study. The faculty continues to believe that there are areas of knowledge and understanding, modes of appreciation, and kinds of skills that are of general and lasting significance to the intellectual life.

In establishing these General Education requirements, the faculty reflects its conviction that a Bates graduate should have a critical appreciation of scientific and social scientific knowledge and understanding. It believes that experience with theories and methods of at least one science and at least one social science leads to awareness of both the importance of such knowledge in the modern world and its limitations. In addition, the faculty is convinced that the graduating student should have an appreciation for the manner in which quantitative techniques can increase one's capacity to describe and analyze the natural and social worlds.

The faculty also believes that the graduating student should understand both the possibilities and the limitations of disciplined study in the humanities and history. Such study permits a critical perspective on the ideas, values, expressions, and experiences that constitute our culture. General Education also encourages respect for the integrity of thought, judgment, creativity, and tradition beyond the culture of contemporary America. In addition, the faculty encourages each student to do some study in a foreign language.

## Major Fields of Study

While the faculty believes that each student should have essential familiarity with the main fields of liberal learning—the humanities, the social sciences, and the natural sciences—it also believes that a student must choose a field of special concentration—a major—to gain the advantages that come from studying one academic subject more extensively and intensively. This major field occupies a quarter to a third of the student's college work and may be related to the intended career following graduation.

Students may choose to declare two majors. The double major requires completion of all major requirements, including the comprehensive examination and/or the thesis, in two academic departments or programs.

**Departmental Majors.** Majors may be taken in fields established within the academic departments. There are twenty-four such majors: anthropology, art, biology, chemistry, Chinese, economics, English, French, geology, German, history, Japanese, mathematics, music, philosophy, physics, political science, psychology, religion, rhetoric, Russian, sociology, Spanish, and theater. The specific requirements for each major are explained in the introductory paragraphs to the department's courses and units of instruction in the Catalog.

**Interdisciplinary Program Majors.** The faculty has established interdisciplinary programs in which students may major. These include African American studies, American cultural studies, Asian studies, biological chemistry, classical and medieval studies, environmental studies, neuroscience, and women's and gender studies. The programs are administered by committees of faculty members from different departments. Major requirements for these programs are explained in the introductory paragraphs of the program's courses and units of instruction in the Catalog.

**Individual Interdisciplinary Majors.** In addition to established departmental and program majors, a student may propose an individual interdisciplinary major, should that student discover a well-defined intellectual interest that crosses one or more of the boundaries of the established fields of concentration. An interdisciplinary major involves a detailed program of study with courses drawn from at least two departments or programs but only one senior thesis and/or comprehensive examination.

Detailed guidelines and an application for the individual interdisciplinary major are available from the registrar. Proposals for interdisciplinary majors must be submitted to the registrar for approval by the Committee on Curriculum and Calendar in the sophomore year or early in the junior year. Proposals must include a faculty advisory board of at least three faculty members who have agreed collectively to act as major advisor and thesis advisor (unless the student's program includes a comprehensive examination instead of a thesis) and a list of appropriate courses and/or units to be included in the major. The student with an individual interdisciplinary major graduates with a degree in interdisciplinary studies.

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**Engineering Major.** Students interested in aerospace, biomedical, chemical, civil, electrical, environmental, mechanical, mineral, or nuclear engineering may participate in the College's Liberal Arts-Engineering Dual Degree Program, in which three years at Bates are typically followed by two years at an affiliated engineering school (see page 26). Recommended course sequences vary according to each student's particular engineering interests; curricular guidelines are available from the Dual Degree Program faculty advisor in the Department of Physics and Astronomy. Students participating in the Dual Degree Program graduate from Bates with a degree in engineering.

### **The Senior Thesis**

One of the most important components of the Bates curriculum is the senior thesis, which is offered in all departments and programs and required by most. The faculty believes that a Bates senior is well-educated and well-prepared to undertake a significant research, service, performance, or studio project in the final year of study in the major. More than 85 percent of each graduating class completes a senior thesis. The traditional senior thesis involves one or two semesters of original research and writing, culminating in a substantial paper on a research topic of the student's design. Such an effort requires that the student possess an excellent understanding of the subject area, its theoretical underpinnings, and its research methodology. The student must also be able to think critically and comprehensively about the topic, and must be able to advance a well-formulated argument. Conducting a senior thesis draws on a student's past academic experience and requires considerable independent thinking and creativity, self-discipline, and effective time management.

The student is guided in this process by the thesis advisor. Many departments and programs bring thesis students together in seminar courses or colloquia in which they meet regularly to discuss current literature, research methodologies, and their own progress. Several departments and programs require students to deliver formal presentations of their thesis work.

Some departments and programs offer or require thesis work that includes theatrical or musical performance, video production, curriculum development, service-learning, or studio art work and exhibition. Qualified students may occasionally undertake a joint thesis in which two students collaborate on one project.

In some departments a senior may culminate his or her career at Bates with an alternative project. Portfolios or comprehensive examinations are available as thesis alternatives in several major fields. Specific information on the work required of seniors in the major fields is detailed in the introductory paragraphs to the departments' and programs' courses and units of instruction in the Catalog.

### **The Honors Program**

The College's Honors Program provides qualified students an opportunity to conduct more-extensive independent study and research. Honors are awarded for special distinction in the major fields. Honors study usually is carried on throughout the senior year under the guidance of a faculty advisor. Students normally enter the program at the end of the junior year. Students who wish to be nominated to the Honors Program should apply to the chair of their major departments or programs.

The Honors Program consists of the writing of a substantial thesis and an oral examination on the thesis and the major field. Some departments require a written comprehensive examination as well. In an alternative offered by some departments, eligible students elect a program consisting of a performance or a project in the creative arts and a written statement on the project, a written comprehensive examination, or an oral examination on the project and on courses in the major. The oral-examination committee includes the thesis advisor, members of the major department or program, at least one faculty member not a member of the major department or program, and an examiner from another college or university who specializes in the field of study. Honors theses become a part of the archives of the College, held in the Edmund S. Muskie Archives and Special Collections Library. Theses are cataloged in Ladd Library, and are available on reserve for use by patrons.

### **Secondary Concentrations**

In addition to completing a major, a student may elect to complete a secondary concentration in a number of disciplines. Secondary concentration requirements vary and are detailed in the introductory paragraphs of the courses and units of instruction of the relevant departments or programs in the Catalog. Secondary concentrations are offered in anthropology, Chinese, dance, economics, education, French, German, Greek, history, Japanese, Latin, mathematics, music, philosophy, religion, rhetoric, Russian, sociology, South Asian studies, Spanish, theater, and women's and gender studies.

### **Independent Study**

Independent study courses or units allow students to pursue individually a course of study or research not offered in the Bates curriculum. This may be pursued as a course during the semester (courses designated 360) or a unit during the Short Term (s50). The student designs and plans the independent study in consultation with a faculty member. The work must be approved by a Bates department or program, supervised by a Bates faculty member who is responsible for evaluation of the work and submission of a grade, and completed during the semester or Short Term for which the student has registered for the course or unit. Faculty members advise independent studies voluntarily; they may refuse a request to advise an independent study course or unit.

Independent study course work is undertaken during the academic year, but it may reflect upon summer activities. Credit, however, is awarded for work done during the academic year and the student must register for a fall independent study during the spring before the activity takes place when a summer learning experience is a substantial component of the independent study. The student must be in residence and may not complete an independent study away from campus unless participating in a Bates Fall Semester Abroad program or a Colby-Bates-Bowdoin (CBB) Off-Campus Study program. Students may not receive both transfer credit and independent study credit for the same summer activity. Students may not receive credit for employment unless there is a clearly defined academic component to the work. Academic credit is not granted for work completed under Bates summer research grant programs. Students may register for no more than one independent study course during any given semester. A student may complete a total of only one Short Term independent study unit. For more information, students may consult the Independent Study Registration Form, available from the registrar.

### **Learning Associates**

Central to the strength of a Bates education are the intense and deep relationships formed between faculty and students, and the quality of learning that results from sustained contact between teacher and learner. To complement the focus and depth of intellectual explo-

ration among students and faculty, the College engages “learning associates,” experts in many fields who hail from around Maine and around the world. Learning associates help students and faculty by bringing new meanings and perspectives to a subject. Learning associates may be on campus for a day, a week, a semester, or a year, or may have a “virtual residence,” working with students via electronic mail, critiquing research methodology or results, or reading emerging senior theses. These experts expand the knowledge base available to students and faculty, challenge the neatness of discipline-based academic thinking, and provide rich contexts for translating ideas into action in the real world. Each year a variety of learning associates work with students in a range of disciplines. Learning associates in the last year included an attorney who co-taught a course with a classicist on the challenges facing democracies in crisis in ancient Greece and contemporary America; an expert teacher of writing in Spanish as a second language who worked with senior thesis writers in Spanish; and an Indonesian gamelan master who helped students and faculty better understand this unique instrumental ensemble.

### **Requirements for the Baccalaureate Degree**

**The Course and Unit Credit System.** A student’s progress toward the baccalaureate degree is measured by course credits and unit credits. All courses offered in the fall and winter semesters carry one course credit; all curriculum offerings in the Short Term are accorded one unit credit. Each candidate for the baccalaureate degree must complete thirty-two course credits and two Short Term units, except students who participate in the three-year degree program. Three-year students must complete thirty course credits and three Short Term units. Students may not repeat a course for credit for which they have received a passing grade.

**Grades.** The faculty of the College assesses student academic performance by assigning the following grades: A, B, C, D, and plus and minus for each; P; and F. Quality-point equivalencies for these grades are described below. A grade of ON is used to indicate that a course requires two semesters of work to receive one credit; a final grade is determined at the end of the second semester. A temporary grade of DEF indicates that a student has secured, through a faculty member and a dean of students, a formal deferral for incomplete course work. Incomplete work for which deferred grades are given must be completed in a specific period of time as determined on the deferral form. The deferred grade becomes an F# grade if the work is not completed on time. A grade of F# is an administrative grade and is computed in the GPA as zero quality points. The final grade, if previously deferred, includes an asterisk (\*) when posted on the transcript. A grade of W is used to indicate that a student withdrew from the course or unit after the official drop date. The deans of students or the Committee on Academic Standing may grant such withdrawals. Short Term unit grades are not calculated in the grade point average and carry no quality points. They appear on the transcript with a notation indicating this practice. Faculty members may choose to use Satisfactory (S) or Unsatisfactory (U) grades to assess the work of all of their students in any given Short Term unit.

**Pass/Fail Option.** Students may elect to take a total of two Bates courses (but not Short Term units) on a pass/fail basis, with a maximum of one per semester. The following conditions apply:

1. Students may declare or change a pass/fail option until the final day to add a course.
2. Students taking a course pass/fail are not identified as such on class rosters. Faculty members submit a regular letter grade (A, B, C, D, F) to the registrar, who converts the let-

ter grade to a pass or a fail. Unless the student chooses to inform the instructor, only the student, the student's advisor, and the registrar know the grading mode for the course. A grade of D-minus or above is considered a passing grade.

3. Departments and programs decide whether courses taken pass/fail can be used to satisfy major and secondary concentration requirements. This information is available in the introductory paragraphs for each department's and program's courses and units of instruction in this Catalog.

4. Courses taken pass/fail are not computed in the student's grade point average, and do not count toward General Education requirements. A pass is equivalent to two quality points.

**Grade Reports.** At the end of each semester and Short Term, grade reports are available for viewing on the Bates Garnet Gateway Online Records System ([www.bates.edu/rsfs.xml](http://www.bates.edu/rsfs.xml)). Paper copies of grade reports may be sent to students upon request to the registrar. Faculty policies governing academic standing are outlined on page 26.

**Course Evaluations.** At the end of each semester students are required to complete an evaluation of each course taken. Students have a limited amount of time in which to complete a Web-based course evaluation, available on the Garnet Gateway. Students' grade reports are not released if this requirement has not been fulfilled.

**Dean's List.** Based on semester grade point averages, at the conclusion of each semester approximately the top 25 percent of students are named to the Dean's List. To be eligible, students must have completed all course work by the end of the semester and received letter grades in at least three Bates courses. At the start of each academic year, an appropriate GPA level is determined for inclusion of students on the Dean's List for the ensuing year. This GPA level is computed as the minimum of the top 25 percent of the semester GPAs of all full-time students during the preceding three years. In 2003-2004 a student must earn a GPA of 3.6 or higher to be named to the Dean's List.

**Degree Requirements.** Students may pursue courses leading to the degree of either bachelor of arts or bachelor of science. When determining graduation eligibility, students are held to the curriculum and degree requirements listed in the Catalog for the year in which they matriculated at Bates College. Each student is solely responsible for completing all of these requirements.

Each candidate for graduation must complete the following requirements:

1. Either (a) thirty-two course credits, sixty-four quality points, and two Short Term units; or (b) thirty course credits, sixty quality points, and three Short Term units. Option (b) is available only for students who graduate under the three-year program. The following values are used in the computation of quality points:

A+ = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0	ON = 0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	F# = 0	W = 0
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	DEF = 0	P = 2

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2. All prescribed work in the major field, including at least eight courses.
  3. In the senior year, satisfactory achievement on a comprehensive examination in the major field, or a senior thesis, or both, as determined by the major department or program.
  4. Registration in each regular semester for no fewer than three or no more than five academic courses.
  5. Enrollment in courses at Bates for the final semester of the senior year. Senior work in the major field must be completed in residence.
  6. Physical education credits. The physical education requirement may be satisfied by completing two ten-week physical education activity courses. Students may also meet the requirement through department-approved participation in intercollegiate athletics, club sports, and activity courses, or any combination. This requirement should be completed by the end of the first year in residence.
  7. General Education requirements. The following four requirements must be fulfilled in addition to the requirements noted in 1-6 above:
    - a) At least three courses or designated units from the curriculum in biology, chemistry, geology, or physics and astronomy. Two of the courses or designated units must be a department-designated set, as listed under "General Education" in the department's introduction to course offerings in the Catalog. First-year seminars listed in the introduction to the department's course offerings may also satisfy the requirement. A student major in one of these departments must fulfill this requirement by including at least one course or designated unit outside the major but within one of the departments noted above. This course or unit may be one required by the major department.
    - b) At least three courses or designated units from the curriculum in anthropology, economics, education, political science, psychology, or sociology. Two of the courses or designated units must be a department-designated set, as listed under "General Education" in the department's introduction to course offerings in the Catalog. First-year seminars listed in the introduction to the department's course offerings may also satisfy the requirement. A student major in one of these departments must fulfill this requirement by including at least one course or designated unit outside the major but within one of the departments noted above. This course or unit may be one required by the major department.
    - c) At least one course or unit in which the understanding and use of quantitative techniques are essential to satisfactory performance. First-year seminars listed in the introduction to the department's course offerings may satisfy the requirement. Designations of these courses and units are made by the departments and cited in the Catalog. Courses and units designated as satisfying requirements in the natural sciences and in the social sciences—see (a) and (b) above—also may be designated to satisfy this requirement.
    - d) At least five courses from the curricula of at least three of the following fields: art, classical and medieval studies, Chinese, dance, English, French, German, Greek, history, Japanese, Latin, music, philosophy, religion, rhetoric, Russian, Spanish, and theater. Any one department- or program-designated Short Term unit or first-year seminar, as listed in the introduction to the departments' or programs' course offerings in the Catalog, may serve as options for the fifth course.

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Courses and units cross-listed in two or more departments or programs may be used to fulfill General Education requirements if they are cross-listed with an appropriate department. In some cases the course or unit may fulfill more than one requirement, if it is cross-listed in more than one academic division.

8. Bachelor of science requirements. In addition, candidates for the bachelor of science degree must complete Chemistry 107 and 108 (A or B), Mathematics 105 and 106, and Physics 107 and 108. Students with Advanced Placement credit, International Baccalaureate credit, A-Level credit, or approved transfer credit may fulfill the requirement for one or more of these courses. If students receive credit for one course, they are required to take the other course in the set. In chemistry, if they receive credit for both courses in the set, they are required to take another course or unit approved by the department.

9. Liberal Arts-Engineering Dual Degree Plan. After three years of full-time study at Bates, qualified students may enroll in a two-year engineering program at Columbia University, Dartmouth College, Rensselaer Polytechnic Institute, Case Western Reserve University, or Washington University in St. Louis. Upon completion of this five-year program, students receive both an undergraduate degree in engineering from Bates College and a bachelor of science from the engineering school affiliate. Students who wish to pursue this line of study should consult with the faculty advisor for the Dual Degree Plan within the first two weeks of their undergraduate careers.

10. Academic honors. The College recognizes academic achievement through three kinds of honors: general honors, major-field honors (see page 21), and Dean's List (see page 24).

There are three levels of general honors, based upon cumulative grade point average: cum laude, magna cum laude, and summa cum laude.

For the Class of 2004, general honors are calculated as follows: cum laude goes to those with a GPA of 3.4 to less than 3.6; magna cum laude, 3.6 to less than 3.8; summa cum laude, 3.8 or higher.

Beginning with the Class of 2005, general honors are calculated as follows: By the start of each academic year, the registrar computes the minimum cumulative grade point average necessary to rank students in the top 2 percent, 8 percent, and 15 percent of the combined last three graduating classes. These levels then serve as the minimum GPAs to receive a degree cum laude (highest 15 percent), magna cum laude (highest 8 percent), and summa cum laude (highest 2 percent).

### **Satisfactory Academic Progress**

The College is required by federal law to establish standards of satisfactory progress toward the degree and to monitor each recipient of federal aid to insure that he or she is making satisfactory progress according to the standards. The concept of satisfactory progress mandates that both grade point average (GPA)—qualitative progress—and the number of credits completed—quantitative progress—be monitored. The Committee on Academic Standing is responsible for evaluation of the student's progress, reviews the student's academic standing each semester, and evaluates petitions for exceptions to these standards. In addition, the deans of students may authorize exceptions for serious illness or personal emergencies. The College has established these standards:

**Qualitative Standards.** Student academic standing is based on the schedule below. All Bates course grades are included in a student's GPA; however, for the purposes of determining academic standing (good standing, probation, dismissal), first-year grades may be omitted from the computation if that omission benefits the student.

The Office of the Dean of Students informs students of changes in their academic standing according to the following schedule:

I. First-year students

A. First semester

1. If the GPA is less than 0.75: dismissal
2. If the GPA is greater than or equal to 0.75 but less than 1.5: probation
3. If the GPA is greater than or equal to 1.5: good academic standing

B. Second semester, for students in good academic standing

1. If the semester GPA is less than 0.75: dismissal
2. If the semester GPA is greater than or equal to 0.75 but less than 1.5: probation
3. If the cumulative GPA is greater than or equal to 1.5: good academic standing

C. Second semester, for students on academic probation

1. If the semester GPA is less than 1.5: dismissal
2. If the cumulative GPA is less than 1.75 but the semester GPA is greater than or equal to 1.5: probation
3. If the cumulative GPA is greater than or equal to 1.75: good academic standing

II. Sophomores, juniors, first-semester seniors

A. For purposes of determining academic standing internally only, the computation of the cumulative GPA for upperclass students omits first-year grades if, and only if, this is advantageous to the student.

B. For students in good academic standing

1. If the semester GPA is less than 1.0: dismissal
2. If the cumulative GPA is less than 2.0: probation
3. If the cumulative GPA is equal to or greater than 2.0: good academic standing

C. For students on academic probation

1. If the cumulative and semester GPA are less than 2.0: dismissal
2. If the cumulative GPA is less than 2.0 but the semester GPA is greater than or equal to 2.0: probation
3. If the cumulative GPA is greater than or equal to 2.0: good academic standing

III. Second-semester seniors: Students graduate if the normal degree requirements, including courses, Short Term units, and total grade point averages, are met. This applies to students on academic probation from the prior semester, even if they do not fulfill the normal probationary requirements for good academic standing in the second senior semester.

Changes in academic standing are reported to students and academic advisors, and a statistical summary, excluding students' names, is reported to the faculty each semester. Parents are informed when students are on probation or are dismissed. Students may appeal changes in academic standing to the Academic Standing Committee after consulting with the dean of students.

**Quantitative Standards.** A student's progress toward the baccalaureate degree is measured by course credits and unit credits. Students usually follow a four-year track; however, some students complete the academic program in three years (see page 18).

Normally students in the four-year program successfully complete eight courses by the end of their first year, sixteen courses by the end of their second year, twenty-four courses and one Short Term unit by the end of their third year, and thirty-two courses and two Short Term units by the end of their fourth year.

To comply with the satisfactory-progress policy, each candidate in the four-year program must successfully complete the following minimum number of course and unit credits: no fewer than six courses by the end of the first year; no fewer than twelve courses by the end of the second year; no fewer than twenty courses and one Short Term unit by the end of the third year; and thirty-two courses and two Short Term units by the end of the fourth year.

Normally students in the three-year program successfully complete ten courses and one Short Term unit by the end of their first year, twenty courses and two Short Term units by the end of their second year, and thirty courses and three Short Term units by the end of their third year.

To comply with the satisfactory-progress policy, each candidate in the three-year program must successfully complete the following minimum number of course and unit credits: no fewer than eight courses and one Short Term unit by the end of the first year; no fewer than eighteen courses and two Short Term units by the end of the second year; and no fewer than thirty courses and three Short Term units by the end of the third year.

**Maximum Time Frame.** Students are eligible to receive financial aid for eight full-time semesters of enrollment. Any student not meeting the standards of satisfactory progress is ineligible for federal student aid. The director of student financial services notifies students if they have not met the federal standards. The Office of the Dean of Students notifies students about probation or dismissal.

**Appeals.** If a student is ineligible for financial aid due to lack of satisfactory progress or exceeding the limit of eight semesters of aid, and believes that her or his case has exceptional or extenuating circumstances that caused this ineligibility, she or he may request within one week of the start of the next semester a review by the dean of students and the registrar and director of student financial services.

**Reestablishing Eligibility.** Written notice is given to all students whose financial aid eligibility is rescinded for lack of academic progress. If denied aid because of failure to meet the satisfactory-progress policy standards, students may reestablish eligibility for federal aid by subsequently meeting the standards. The Committee on Academic Standing must also readmit students to the College. After a student has reestablished eligibility, she or he may be considered for aid for upcoming periods but not for periods during which standards had not been met. The Office of the Dean of Students provides consultation to students seeking to rectify deficiencies in grades or earned credits.

**Additional Information.** Students who fail to make satisfactory academic progress do not receive the following types of financial aid: federal Pell Grant; federal Supplemental Educational Opportunity Grant; Federal College Work-Study; federal Perkins Loan; federal Stafford Loan; federal PLUS Loan; or Bates College scholarships, grants, loans, or employment. Students on probationary status are still eligible to receive financial aid; students dismissed are ineligible. Students who reduce their course load are required to repay the appropriate financial assistance. Students participating in the Federal College Work-

Study Program are subject to termination of employment. The grades of F and DEF are not considered as successful completion of a course or unit. A student who is suspended for unsatisfactory scholarship, or for disciplinary or financial reasons, is denied permission to continue to attend classes, to enroll in subsequent terms, to reside in college housing, to receive Bates-funded financial aid, and to participate in Bates-sponsored extracurricular activities or gain access to facilities in ways that are not also open to the general public.

### **Reinstatement after Withdrawal or Dismissal**

A student in good academic standing who withdraws from the College may be reinstated at the discretion of the dean of students or an associate dean of students, if the reinstatement is within two years of the withdrawal. A student in good standing who has withdrawn for more than two years, a student not in good standing, or a student who has been dismissed from the College must apply for readmission to the Committee on Academic Standing through the dean of students. Students not in good standing or dismissed must be separated from the College for at least one full semester, and must provide evidence of serious purpose and of academic or professional involvement. Candidates for readmission for the fall semester must submit their credentials by 1 May. Those seeking readmission for the winter semester must submit their credentials by 15 November.

### **Connected Learning Opportunities**

Learning in the liberal arts has historically been characterized by making connections across ideas and disciplines, usually within the confines of a traditional curriculum. Bates challenges students to consider the courses they take as part of a larger intellectual experience, but also to expand the connections they make in their learning to include—in addition to regular course offerings—the unique opportunities for discovery found in off-campus study, undergraduate research, service-learning, internships, undergraduate fellowships, volunteer experiences, employment during the summer or the academic year, and extracurricular activities. By engaging in these activities and understanding how they contribute to both attaining knowledge and cultivating the habits of mind that are the fruits of a liberal arts education, students can strengthen their academic experiences and prepare themselves well for a lifetime of learning and engagement. A number of programs, curricular and cocurricular, provide opportunities to make learning connections, and students are encouraged to participate in them.

### **Off-Campus Study Programs**

The College sponsors a variety of off-campus study programs through which students can earn either Bates credit or approved program credit. The programs are administered by the Off-Campus Study Office and are overseen by the Committee on Off-Campus Study according to policies set by the faculty. To be eligible, a student must have a 2.5 cumulative GPA at the time of application. A student may become ineligible if the GPA drops below 2.5 at any point in the application process or after admission to her or his program. Registration as a four-year student, including residence at Bates during the sophomore year, is required. The student must also consult with and obtain the approval of the chair of the major department. The Committee on Off-Campus Study also considers the student's personal maturity and character, as well as capacity for independent work, in determining eligibility. Additional information on off-campus study opportunities is available on the Off-Campus Study Office Web site ([www.bates.edu/acad/offcampusstudy/](http://www.bates.edu/acad/offcampusstudy/)).

Students planning to study off campus for a semester or a full year must register for off-campus study by the first Wednesday in March of the preceding year. The number of stu-

dents who may study off campus during the winter semester is limited to 25 percent of the junior class. For students who plan to study outside the United States, half of the spaces available are allocated at random in the registration process. Students not randomly selected, and all students who want to study elsewhere in the United States, may petition the Committee on Off-Campus Study for one of the remaining spaces. The Committee bases its selection on four criteria: (1) whether the off-campus study opportunity is available only during the winter semester; (2) whether it provides unique academic benefits such as advanced language study in context; (3) whether it provides special advantages for the major that are not available in comparable courses at Bates; and (4) whether it provides in-depth exposure to a distinctly different cultural and socioeconomic setting. There is no enrollment limit on study abroad for the fall semester or full year; however, the student must participate in Off-Campus Study Registration and meet the other requirements outlined above.

Students participating in a Bates Fall Semester Abroad program or a CBB Off-Campus Study program pay the regular comprehensive fee. Participants in other programs pay the Off-Campus Study Registration Fee. Their fee is 2 percent of the annual comprehensive fee for each semester of study. For 2003-2004, this charge is \$750 per semester. All other costs are calculated by the foreign program and are the responsibility of the individual student. However, federal, state, and Bates financial aid is available subject to the student's financial need based on the program expenses and the policies outlined on page 49. Additional information and applications for off-campus study programs are available through the Off-Campus Study Office.

With the exception of summer courses, matriculated students who wish to receive credit for study outside the United States and for affiliated domestic programs must have the pre-approval of the Committee on Off-Campus Study. They must study in a faculty-approved program, and complete their studies in accordance with the committee's guidelines. The Committee on Off-Campus Study is responsible for the awarding of approved program credit except for the Bates Fall Semester Abroad and the CBB Off-Campus Study programs. Individual departments and programs decide whether approved program credits and transfer credits that have been accepted by the College may also be applied toward General Education requirements or the major requirements.

Bates students may enhance their study-abroad experience with grants provided by the Barlow Endowment for Study Abroad. This endowment provides fellowships, grants for enrichment activities during or after the program, and grants for thesis research related to an individual's study-abroad experience. More information on the endowment is available through the Off-Campus Study Office and on line ([www.bates.edu/acad/offcampusstudy/](http://www.bates.edu/acad/offcampusstudy/)).

**The Bates Fall Semester Abroad Program.** The College sponsors one or more fall semester abroad programs under the direction of faculty members. In 2003, programs take place in China and Russia. In 2004, programs are planned for Germany and Japan. The objectives of this program include combining academic work with a cross-cultural learning experience and providing students with opportunities for intensive foreign-language study. Four course credits are awarded for successful completion of the program, which includes four required courses, two intensive language courses and two seminars in topics relevant to understanding the host country. Grades are included on the Bates transcript and in the student's grade point average. The comprehensive fee includes all program costs, including international airfare. This program is open to all students with preference to new

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matriculants. Additional information is available from the offices of Admissions and Off-Campus Study. The program and course descriptions for the 2003 Bates Fall Semester Abroad Program begin on page 349 of the Catalog.

**Colby-Bates-Bowdoin (CBB) Off-Campus Study Consortium.** Bates sponsors semester-long study-abroad programs for juniors in collaboration with Colby and Bowdoin colleges in Ecuador, South Africa, and the United Kingdom. These programs are closely associated with the curricula of the three colleges, and all courses are taught or overseen by CBB faculty. Grades are included on the Bates transcript and in grade point average calculations. The program and course descriptions for the 2003-2004 CBB Off-Campus Study programs begin on page 351 of the Catalog.

**Junior Year Programs.** To provide additional opportunities for academic study, research, and cultural experiences not readily available on campus, the College supports study in universities and in select academic programs outside the United States by qualified students during one or two semesters in the junior year. Bates has found that the variety of academic disciplines, the different methods of study, and the experience of living in a foreign culture often enhance a student's academic career.

Under the Junior Year Abroad and Junior Semester Abroad programs, students have studied in more than seventy countries. In non-English-speaking countries, students participate in a wide range of American college and university programs selected for their academic quality, their emphasis on full immersion experiences, and their association with foreign universities. Students study throughout Europe and Russia; in China, Japan, and other Asian countries; in Israel, Egypt, and other Middle Eastern and African countries; and from Mexico to Chile in the Americas. In English-speaking countries, students enroll directly at select host-country universities, experiencing the academic and social life of their students. In recent years, these universities have included Bristol, Edinburgh, the London School of Economics, Kings, Oxford, and University College London in Great Britain; Trinity and the National Universities of Ireland in Cork, Dublin, and Galway; the universities of Adelaide, Melbourne, and New South Wales in Australia; and the universities of Auckland and Otago in New Zealand.

Language skills greatly contribute to the academic and social experience in non-English-speaking settings. Therefore, students are required to have completed the equivalent of at least two years of college-level language study prior to study abroad in French-, German-, or Spanish-language settings. In Chinese-, Japanese-, and Russian-language settings, the equivalent of at least one year of college-level study is required. Prior language study is not required elsewhere, but students must include language study, ancient or modern, as part of their course work. Admission to a particular university is entirely dependent upon its decision with regard to the individual applicant. When appropriate, a student may petition the Committee on Off-Campus Study for an exception to these policies.

**Washington Semester Program.** This opportunity is administered by American University and provides a number of thematic programs coupled with internships. Residence in the District of Columbia for a semester enables students to study and research firsthand the policies and processes of the federal government, nongovernmental organizations, and the private sector in Washington, D.C.

**Maritime Studies.** Bates is one of a group of select colleges affiliated with the Williams College-Mystic Seaport Program in American Maritime Studies. In addition to taking

courses in American maritime history, marine ecology, maritime literature, marine policy, and oceanography, students are introduced to navigational and shipbuilding skills. During the semester they also spend approximately two weeks at sea, sailing and conducting research.

**Associated Kyoto Program.** Bates is one of sixteen colleges and universities that sponsor a yearlong program in Japan in association with Doshisha University. The program provides intensive Japanese language and related courses and the opportunity to live with a Japanese family. The program takes place in Kyoto, an exceptional cultural setting as the historic capital of Japan as well as a modern city of more than one million inhabitants.

**India.** Bates is a member of the South India Term Abroad (SITA) Consortium. This program provides an opportunity during the fall semester for students to study an Indian language, history, culture, and related topics in Tamil Nadu. The curriculum, taught by Indian faculty as well as faculty of the consortium colleges, is designed to ensure broad exposure to South Asian life and culture.

**Sri Lanka.** Bates has joined with other institutions to sponsor the ISLE Program for study in Sri Lanka. The program, offered during the fall semester, gives qualified students the opportunity for immersion in Sri Lankan culture under the guidance of a faculty member from one of the sponsoring colleges.

**Exchange Programs with Other U.S. Colleges.** Semester exchange programs with Morehouse College and Spelman College provide Bates students the opportunity to study at a leading historically black men's college or a leading historically black women's college, respectively. Students may also study for one semester or a year at Washington and Lee University.

**Research Semester Programs.** The College encourages qualified upperclass students to participate in special semester-long research programs offered off campus by other educational and research institutions, and for which Bates credit may be earned. Faculty of the department closely associated with the research area are familiar with these opportunities, and students should apply to these programs through the department chairs. Biological research semester programs are available at the Bigelow Laboratory for Oceanographic Studies in Boothbay Harbor, Maine; the Jackson Laboratory in Bar Harbor, Maine; Memorial Sloan-Kettering Cancer Center in New York City; and other nationally recognized research laboratories in the natural sciences.

**Academic Leave and Transfer Credit for Matriculated Students.** Some students choose to expand their Bates experience by attending classes at other institutions in the United States, from which they may receive transfer credit according to the College's transfer credit policy (see below). Students who take three or more courses elsewhere in the United States during a semester are considered to be taking an academic leave. Students who wish to take an academic leave must inform the College by registering for off-campus study no later than the first Wednesday in March of the preceding year. The number of students who may study off campus during the winter semester is limited, with most spaces reserved for individuals who plan to study in one of the College's programs outside the United States. Students who wish to transfer credits from within the United States during the winter semester may petition the Committee on Off-Campus Study for one of the remaining spaces. Students on a personal leave and students taking summer courses may take up to two courses without participating in the Off-Campus Study Registration.

Students who take academic leaves to pursue study elsewhere usually take courses at state universities and private colleges, but courses from more specialized programs, such as the Center for Northern Studies in Vermont, the Semester in Environmental Sciences at the Marine Biological Laboratory in Massachusetts, and the New York Studio School, may also be transferred.

**Transfer Credit Policy.** Three types of credit can be applied toward a Bates degree: a) *Bates credit*, earned from courses taught and/or evaluated and graded by Bates faculty, b) *approved program credit*, earned from courses taken while participating in a Bates-approved program administered by the Committee on Off-Campus Study, and c) *non-Bates credit*, earned at an institution of higher education other than Bates that meets the established standards for transfer to Bates or credit awarded from a standardized test such as the Advanced Placement, International Baccalaureate, or A-Level examination. Only grades awarded by Bates faculty are computed in the student's grade point average.

Degree candidates matriculating as *first-year students*, either in the fall or winter semester, must earn a minimum of twenty-four Bates course credits or approved program credits. *Transfer students* must earn a minimum of sixteen Bates credits. They may transfer a maximum of two non-Bates course credits earned after matriculating at Bates. A transfer student is defined as any student who has previously matriculated as a degree candidate at another institution and has earned or is earning credit.

The registrar and the department or program chair are responsible for the overall evaluation of non-Bates credit, subject to established guidelines. The Committee on Academic Standing may grant exceptions to the established guidelines. All non-Bates course credits awarded are equivalent to one Bates course credit and two quality points toward the graduation requirement of thirty-two course credits and sixty-four quality points.

Non-Bates credit is evaluated based on specific requirements. Credit must be awarded from an official college or university transcript, from an official Advanced Placement or International Baccalaureate test score report, or from an official document considered equivalent to a transcript by the registrar. Courses must be appropriate to a liberal arts and sciences college, comparable in quality to those offered at Bates, and students must achieve a grade of C or better. Courses taken in a college's or university's continuing education or extension program must be applicable toward the bachelor of arts or the bachelor of science degree being pursued by full-time undergraduate students at that institution. College courses taken prior to secondary-school graduation must have been taught on a college or university campus and graded in competition with college students. Credit must be earned at a four-year, regionally accredited institution; however, courses earned in an accredited community or junior college or any nontraditional setting may be transferable with approval of the department or program *and* the Committee on Academic Standing; matriculated Bates students must obtain these approvals *prior* to enrolling in the course(s). Courses must be worth at least three semester hours or five quarter-hours or meet a minimum of thirty-six class meeting hours to be eligible for transfer. When appropriate, quarter-hours may be added together and multiplied by two-thirds to determine the equivalent total number of semester hours to be used toward unspecified transfer credits. Students may receive credit for a maximum of two courses taken during summer school sessions. All credits must be transferred by the beginning of the final semester of the senior year. Credit for Short Term units may not be transferred from another institution. Students must be enrolled at Bates for the final semester of their senior year.

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A student who fails to graduate by the anticipated degree date may transfer credits necessary to graduate for up to two years afterwards. After two years, the student will be withdrawn automatically from the College, but may petition the Committee on Academic Standing for permission to complete the degree.

**Personal Leave.** In unusual circumstances, students may need to interrupt their study at the College for health or personal reasons. In addition, students may take a personal leave of absence to pursue an internship or other non-academic experience. Accordingly, the College permits students in good standing to apply to the dean of students or an associate dean of students for a personal leave of absence. A leave-of-absence form must be completed by the student. Students must also meet with representatives from the Office of the Registrar and Student Financial Services. Students are advised that some education loan repayments may begin if a student is on a personal leave. Students on a personal leave may take up to two courses elsewhere in the United States for Bates credit, subject to the transfer policies outlined above. The College guarantees reinstatement to the student at the end of the specified leave period, provided a registration deposit is made by 1 August for the first semester and 1 December for the second semester.

**College Venture Program.** Bates, in cooperation with Brown, Holy Cross, Swarthmore, Vassar, and Wesleyan, offers a noncredit internship placement service for students who choose to interrupt their undergraduate education by taking a personal leave of absence. Students who elect not to attend during Short Term may also use this program to secure employment from mid-April to September. A limited number of half-year or full-year placements are available for recent graduates. Students may use this service and the other internship opportunities available through the Office of Career Services to explore career interests.

## Student Research

A distinctive feature of the Bates curriculum is its emphasis on individual research. In their first year, students may participate in a first-year seminar, a small class in which the development of critical thinking, concise writing, and other research skills is emphasized. Methodology courses and advanced seminars offer further research training in a specific discipline. Many students undertake independent study courses and units in order to explore in depth a subject of particular interest. Qualified students may participate in a semester-long program at a research institution, earning Bates credit (see p. 32). Each summer, many students undertake research independently or in collaboration with a Bates faculty member. All of these research and writing experiences prepare students for the senior thesis, required in most departments and programs, and for the Honors Program.

**Support for Research during the Academic Year.** The College encourages students to pursue research associated with regular courses and Short Term units, independent studies, and the senior thesis. Funds are available through competitive grant programs that provide financial assistance for student research, including the acquisition of books, data sets, musical scores, supplies and equipment, and travel to research facilities and scholarly conferences. Information and applications are available in the Office of the Dean of the Faculty or on the student research Web site ([www.bates.edu/Research-grants.xml](http://www.bates.edu/Research-grants.xml)).

**Summer Research Opportunities.** Bates faculty members are active in scholarly research and offer qualified students the opportunity to work with them as research apprentices during the summer. These opportunities offer stipends rather than academic credit and are

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available directly from faculty researchers funded through faculty grants, or through the Office of the Dean of the Faculty, which manages a number of student summer research grant programs. Students are encouraged to explore off-campus summer research opportunities as well. Funding is available to conduct off-campus fieldwork and to support the work of a student at another research facility.

## **Service-Learning**

At the core of the College's founding mission is the notion that liberal learning, personal growth, and moral development are enhanced through service to others. Service-learning projects not only contribute to a student's academic experience at college—particularly through the reflection and discussion that are necessary components of each project—they also enhance community life through the tangible contributions they make to others. Through service-learning projects conducted in the context of academic courses, during Short Term, or during the summer, students, faculty, and staff learn about themselves, the dynamics of the world in which they live, and those with whom they work. More than half the student body participates in service-learning projects during their college years, and many faculty members have linked service-learning to course curricula.

Integrating community service into the curriculum has been the goal of the Center for Service-Learning since its establishment in 1995. The center is a clearinghouse for faculty, staff, and students interested in pursuing service-learning projects, and for community organizations, schools, and governmental agencies. The center sponsors service-learning efforts in areas as diverse as basic social services; education; literacy programs; municipal government; environmental education and advocacy; health and mental health services; public art, music, dance, and other cultural projects; and legal advocacy. The center oversees a number of grant programs, including the Arthur Crafts Service Awards for students pursuing service-learning projects during the academic year; Vincent Mulford Service Internship and Research Fund grants for service-learning projects during the summer; and Community Work-Study Fellowships, providing service-learning opportunities for eligible students in community agencies during the academic year and the summer. The center also coordinates volunteer opportunities in the Lewiston-Auburn community.

## **Undergraduate Fellowships**

The College supports two special undergraduate fellowship programs designed for highly motivated students who wish to synthesize their academic and life experiences in a unique fellowship of their own design. Fellowships usually take place during the summer, though some occur during the Short Term or during a semester's leave. Fellowships may focus on research, service-learning, career exploration, social activism, or some combination; they always involve a dimension of challenge, personal growth, and transformation.

Otis Fellowships support students whose interests and projects involve the relationship of individuals and societies to the natural world. Otis Fellowships have taken students to the national parks and Native American reservations of the American West, the fishing villages of the Canadian Maritimes, indigenous communities in Bolivia, Mexico, and the Arctic, monasteries and farms in Ireland, the high Andes of Peru, the national parks of South Africa, and the steppes of Mongolia ([www.bates.edu/Otis-fellowships.xml](http://www.bates.edu/Otis-fellowships.xml)).

Phillips Students Fellowships provide qualified students with an opportunity to conduct a project of their own design in an international or cross-cultural setting. Recent Phillips Fellows have studied traditional dress in Nigeria, drumming in Ghana, and folk music and

dance in France. They have examined return migration from the United States to Puerto Rico and the Dominican Republic, the life stories of Jews who immigrated to Mexico during World War II, the prospects for an African economic union in Ethiopia, women's education in South Africa, and the relationship of art and politics in Cuba and France. Information on Phillips Fellowships can be found on the student research Web site ([www.bates.edu/Phillips-Student-Fellowships.xml](http://www.bates.edu/Phillips-Student-Fellowships.xml)).

## Office of Career Services

The principal charge of the Office of Career Services (OCS) is to help students become aware of their interests, skills, and values, and how these relate to the career possibilities available to them after graduation. The OCS complements academic advising efforts by providing a variety of integrated career services, including career counseling, computerized career-interest testing, a library of career information, employment listings, a 5,000-member career-advisory network, confidential reference service, interviews with prospective employers and with representatives from graduate and professional schools, and links to job and career information through the OCS home page on the Web site ([www.bates.edu/career/](http://www.bates.edu/career/)). Although the Office of Career Services does not function as a job or internship placement agency, students are encouraged to start using the service early in their time at Bates in order to integrate their academic, career, and personal goals into a professional focus.

## The Writing Workshop

The College values students' ability to think critically and write clear, vigorous prose. The Writing Workshop helps students assess their needs and hone their writing skills through hourlong tutorials with members of its staff of professional writers. The Writing Workshop is open to any Bates student. Assistance is available for all academic writing, including scientific papers, senior theses, and honors theses. Students may use the workshop to learn to analyze assignments, generate and organize ideas, revise drafts, and polish their writing.

## The Mathematics and Statistics Workshop

The Mathematics and Statistics Workshop is dedicated to encouraging quantitative literacy and reasoning, and offers a variety of tutoring and help sessions to all students seeking assistance with mathematical reasoning and comprehension. Two-hour calculus study sessions are conducted by student tutors each weeknight throughout the academic year, and one-on-one assistance is available for students of mathematics as well as economics, environmental studies, geology, physics, psychology, sociology, and other disciplines requiring a command of quantitative or statistical skills.

## Information and Library Services

**The Library.** The George and Helen Ladd Library is one of the most central and important facilities of the College, housing books, periodicals, government publications, musical scores, maps, microforms, sound and video recordings, access to online databases, material in other electronic formats, and other items essential for students and faculty to carry on their research. The library offers a learning environment in which study and research can take place and provides easy access to information in a variety of formats. There are more than 750 study spaces, including individual carrels, lounge and table seating, workstations, listening stations, and viewing stations. A networked computer instruction room and an online reference area are located on the main floor. Campus network jacks at seats

and carrels are available on all floors. Quiet study is encouraged throughout the building, except in designated areas where group studying may take place.

The central point of access for information is the online catalog, located on terminals throughout the library and on the campus network. The online system is accessible, as are many electronic resources, through the library's Web site ([www.bates.edu/Library/](http://www.bates.edu/Library/)). Expert reference librarians offer instructional and reference services, as well as consultation on an individual basis. The audio and video collections are housed on the ground floor. The microform area provides readers and printers for material in those formats, including newspapers and other periodicals, books, and documents. Current periodicals are available on the main floor.

In all, the library contains more than 560,000 cataloged volumes in print, 300,000 pieces of microform, and 29,000 recordings, and it provides access to thousands of sources of information online. More than 16,000 periodicals are available in electronic form. Ladd Library resources are augmented by the collections of Bowdoin and Colby colleges. The combined cataloged collection has nearly two million bibliographic records. The three college libraries consider these collections as part of the total material available to their students and encourage faculty, students, and staff to use the consortium's resources before searching elsewhere. The BatesCard allows Bates students, faculty, and staff to borrow materials from the Bowdoin and Colby libraries. Through Maine Info Net, Bates users may initiate loan requests for materials at Bowdoin or Colby, as well as other academic and public libraries throughout the state.

The College library was founded in 1863 with fewer than 800 volumes, but had more than 20,000 when Coram Library opened in 1901. In 1883 it was designated the first depository for U.S. government documents in Maine. The library is also a selective depository for documents of the State of Maine. Ladd Library opened in 1973; renovations since 1996 have included redesigned areas for electronic services, full integration of electronic resources, improved seating, additional group study rooms, and a more convenient location for the campus computing system's Help Desk.

**Archives and Special Collections.** The Edmund S. Muskie Archives and Special Collections Library fosters research and scholarship by encouraging access to Bates College records and other historical materials by students and faculty, as well as scholars from the community at large. These collections provide students from Bates and elsewhere opportunities to perform historical research using primary documentary material. The collections have three major divisions.

The Bates College Archives serves as the official repository of records, publications, photographs, honors theses, and other materials that document the history of the College from its founding in 1855 to the present, and that have permanent administrative, legal, fiscal, and historical value.

The Rare Book and Manuscript Collections include publications pertaining to the Freewill Baptists in Maine and New England; nineteenth-century French history and literature; fine-press books published in Maine; Judaica; nineteenth-century books on natural history, particularly ornithology; and the papers of individuals generally associated with Bates College or with Freewill Baptists. Among the latter are the letters of Lydia Coombs, a Freewill Baptist missionary in India, and the papers of J.S. (Josiah Spooner) Swift, a

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Freewill Baptist minister and publisher in Farmington, Maine. The Dorothy Freeman Collection contains a large body of correspondence with the biologist, writer, and conservationist Rachel Carson.

The Edmund S. Muskie Collection consists of almost all the extant records of the life and work of Edmund S. Muskie (1914-1996), a 1936 Bates graduate who dominated Maine politics from the mid-1950s to 1981 and became a national leader for environmental protection, government reform, and fiscal responsibility. In addition, the Archives and Special Collections Library holds such related collections as the records of the Nestle Infant Formula Audit Commission, the Maine Commission on Legal Needs, and the gubernatorial papers of James B. Longley. The library also houses the Edmund S. Muskie Oral History Project, including collections of taped interviews with individuals who knew Muskie or who offer insights into the events and conditions that shaped his life and times.

**Computing and Media Services.** Bates College offers a fully integrated campus computing network that supports Macintosh, Windows, and UNIX platforms with access to Internet servers on the Bates campus. Computer labs are equipped with more than 175 workstations clustered in Coram Library, Pettigrew Hall, Hathorn Hall, Pettengill Hall, Dana Chemistry Hall, Carnegie Science Hall, and Ladd Library. Special facilities include interactive classrooms with large video screens for group instruction, graphics workstations, plotters, color laser printers, scanners, and analog and digital videotape editing machines for producing broadcast-quality video. Information and Library Services staff offer workshops in research and computing skills.

The College's computer systems continue to expand in response to user needs. All students are assigned a user ID that affords access to the Bates computers and network services, including the library catalog, network storage, and electronic mail. The Bates College Web site ([www.bates.edu](http://www.bates.edu)) provides the Internet community with access to Bates information, links Bates users with the Internet, and gives students access to on-campus services, including online registration, access to numerous library research databases, the College Catalog, Web pages for specific courses, information from Help Desk Services, campus employment and career services information, student grant guidelines, and students' personal home pages. Through the Bates proxy server, many on-campus services and library databases are available to Bates students and faculty as they work and study throughout the world. Video conferencing among Bates, Bowdoin, and Colby colleges, with connections to off-campus locations, is also available.

Many departments and programs offer courses that use computing extensively. In economics, for example, integration of theoretical and empirical work requires computer use for statistical analysis and modeling. In psychology, data sets are generated to simulate research studies that students then analyze and interpret. As a member of the Inter-university Consortium for Political and Social Research (ICPSR), Bates offers access to a growing number of social science studies. Data from ICPSR and other economic time-series databases as well as data collected by faculty and student researchers are analyzed in statistical packages including SPSS, SAS, and MINITAB. The Department of Music uses computers to teach composition and to introduce graphics applications, and music and art students use them to create multimedia works. Students of foreign languages make extensive use of the computer laboratory in Hathorn Hall. Currently, more than 100 workstations are utilized in laboratory settings in the biology, chemistry, classics, economics, foreign language, geology, mathematics, music, physics and astronomy, psychology, and soci-

ology departments. A significant and ever-increasing number of Bates classrooms are equipped with high-speed connections, workstations, and digital projection and sound equipment.

Students may also develop their computing skills by working as technology assistants or technicians for Help Desk Services or Network and Infrastructure Services, on Web production, or on faculty projects.

### **The Laboratories**

Laboratories and studios for student and faculty use are located throughout the campus. Chemistry and biochemistry laboratories and instruments are situated in Dana Chemistry Hall. Biology, environmental studies, geology, neuroscience, and physics laboratories are housed in Carnegie Science Hall. Astronomy students and faculty use the Stephens Observatory with its 0.32-meter reflecting telescope and the Spitz A-3 planetarium projector, also located in Carnegie. Archeology and psychology laboratories are housed in Pettengill Hall.

The Department of Classical and Romance Languages and Literatures and the Department of German, Russian, and East Asian Languages and Literatures make extensive use of the Language Resource Center in Hathorn Hall. This facility offers a variety of language-specific software to enhance classroom activities, word processing, and World Wide Web exploration. Versions of Netscape are available in Chinese, Japanese, French, Spanish, German, and Russian. The center is equipped with fifteen computers with AV screens and VHS players. The instructor's station controls a video projector for classroom displays.

### **Resources for the Arts**

In Pettigrew Hall, theater, dance, and performance art students use the proscenium stage of the Miriam Lavinia Schaeffer Theatre, which seats more than 300. The Department of Theater and Rhetoric conducts experimental and studio work in the smaller facilities of the Gannett Theatre.

The Olin Arts Center houses art studios for painting, drawing, printmaking, photography, and ceramics. It also provides the Department of Music with music studios and rehearsal rooms for individuals and groups. An acoustically superior 300-seat concert hall in the building is the site of performances throughout the year, ranging from student thesis recitals and weekly Noonday Concerts to special appearances by internationally known musicians.

### **The Bates College Museum of Art**

The Bates College Museum of Art is located in the Olin Arts Center. Established in 1953, the Museum maintains a small but significant permanent collection of American and European works of art, including the Marsden Hartley Memorial Collection, featuring paintings, drawings, personal papers, and memorabilia of this great early-twentieth-century modernist, a native of Lewiston. The Museum of Art is an important academic resource, supporting teaching and learning across the curriculum. It is also a leading arts and cultural center in the region. In two floors of galleries the museum exhibits the work of historical and contemporary artists; in addition to diverse group and solo shows, the museum hosts an annual exhibition of work by senior art majors. Lectures, tours, studio workshops, internships, and school programs are offered through the museum's education program.

## **The Bates-Morse Mountain Conservation Area and the Bates College Coastal Center at Shortridge**

The College, through the Bates-Morse Mountain Conservation Area (BMMCA) Corporation, is the long-term lessee of 574 acres of undeveloped barrier seacoast located about fifteen miles south of Bath, Maine; the College has been entrusted with the management of this rare property. The land lies between two tidal rivers, the Morse and the Sprague, and includes more than 150 acres of salt marsh, granite ledges, and the woods of Morse Mountain, adjacent to the Atlantic Ocean. The College conducts educational programs, scientific research, and literary study consistent with the conservation of the ecological and aesthetic values of the property in its natural state and with the protection of its ecosystems. The principal researchers are Bates College faculty and students, as well as scientists from other educational and research institutions. Public visitation is permitted as long as it is conducted in ways consistent with the area's mission and does not interfere with the quiet natural beauty and relative solitude of the place.

Adjacent to the Bates-Morse Mountain Conservation Area, the Bates College Coastal Center at Shortridge includes a seventy-acre woodland habitat, a ten-acre freshwater pond, a study and retreat center, and a field research laboratory. Two buildings on the property provide meeting accommodations, living quarters for student and faculty researchers, and a wet laboratory.

The Shortridge Center is primarily used for academic purposes, particularly research associated with the Meetinghouse Pond environs and the BMMCA. The facility provides a base location and support for research activities of Bates faculty and students. The Office of the Dean of the Faculty oversees the academic uses of the Center. On occasion, the Center is used as a retreat center for College programs, departments, and agents of the College, including authorized student organizations and selected College outreach efforts. The facility's size normally limits retreats, conferences, and meetings to thirty persons. These uses of the Shortridge Center are overseen by the Director of the BMMCA and the Bates Coastal Center at Shortridge.

## **Confidentiality of Education Records**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

1. FERPA affords the right to inspect and review the student's education records within forty-five days of the day the College receives a request for access. Students should submit to the registrar, dean of students, chair of the academic department or program, or other appropriate official written requests that identify the records they wish to inspect. The College official makes arrangements for access and notifies the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request is submitted, the official advises the student of the correct official to whom the request should be addressed.

2. FERPA affords the right to request the amendment of the student's education records that the student believes are inaccurate or misleading. A student may ask the College to amend a record that he or she believes is inaccurate or misleading. The student should write the College official responsible for the record, clearly identify the part of the record he or she wants changed, and specify why it is inaccurate or misleading. If the College

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decides not to amend the record as requested by the student, the College notifies the student of the decision and advises the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the student when notified of the right to a hearing.

3. FERPA affords the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to College officials, or officials of institutions with which the College has consor-tial agreements, with legitimate educational interests. A College official is a person employed by Bates in an administrative, supervisory, academic, or support-staff position (including Security and Health Center staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as the Committee on Student Conduct, or assisting another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an edu-cation record in order to fulfill his or her professional responsibility.

4. FERPA affords the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Bates College reserves the right to refuse to permit a student to inspect those records excluded from the FERPA definition of education records and to deny transcripts or copies of records not required to be made available by FERPA if the student has an unpaid finan-cial obligation to the College or if there is an unresolved disciplinary action against him or her. Fees are not assessed for search and retrieval of the records; however, there may be a charge for copying and postage.

The Office of the Registrar and Student Financial Services makes available copies of the federal regulations and the institutional policy on educational records as well as addition-al information about the Family Educational Rights and Privacy Act of 1974.

**Directory Information.** Bates identifies the following as directory information: name; class; address (campus, home, and e-mail); telephone listings; major and secondary-concentra-tion fields of study; participation in officially recognized sports, extracurricular activities, and off-campus study programs; dates of attendance; degrees, honors, and awards received from the College; and individually identifiable photographs and electronic images of the student solicited or maintained directly by Bates as part of the educational record.

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# Residential and Extracurricular Life

## **Residential Life**

On-campus activities form an integral part of life in a residential college. College houses and residence halls offer opportunities for shared learning, lively dialogue, and nurturing friendships. Campus residence is required of all students not living with their families, except when special permission to reside elsewhere is granted by the dean of students or when a student is required by the College to vacate College residences. Students who do not live on campus may receive a refund, and should consult with the accounts receivable manager regarding that. All dormitory rooms are equipped with standard furniture; bed linens and blankets are not provided. The College operates one central dining facility, the Memorial Commons.

The College expects Bates students to be responsible individuals who respect the rights of others. Bates encourages students to decide what style of dormitory life suits them best and, whenever possible, it accommodates that decision as long as the rights of other students and the College's academic mission are not compromised.

**Student Responsibilities.** The educational goals of the College include the strengthening of social and moral maturity. For this reason, all Bates College students are held personally responsible for their conduct at all times. Any student who becomes disorderly, is involved in any disturbance, interferes with the rights of others, damages property, brings the name of the College into disrepute, or is individually or as part of a group involved in unacceptable social behavior on or off campus is subject to disciplinary action at the discretion of the dean of students or the Committee on Student Conduct, a combined student-faculty committee.

This expectation for responsible behavior stems from the presumption that membership in the community is a voluntary act of acceptance by both the student and the College. This mutually voluntary relationship may be terminated by the student at any time without the assignment of specific reason. Conversely, this relationship may be severed either by the President and Trustees, without the assignment of specific reason, or by the procedures of the Committee on Academic Standing or the Committee on Student Conduct. Neither the College nor any of its administrative or teaching officers is under any liability whatsoever for such withdrawal of privileges.

**The Student Handbook.** The Handbook contains information concerning the details of registration; the policies relating to class absences and excuses; the basis of deficiency reports, grades, and semester reports; specific rules governing conduct; and other detailed regulations. Attendance at Bates signifies acceptance of the provisions for the organization and policies of academic, residential, and extracurricular life set forth in the Handbook.

**Religion.** Bates works actively to foster a climate of genuine religious pluralism on campus, an atmosphere in which members of the many faith traditions represented at the College regularly meet, cooperate, and learn from each other. Although founded by Freewill Baptists, the College currently has no formal religious affiliations. An opportunity for meditation, prayer, and spiritual reflection for people of all faiths is held in the Chapel each week. There are also on-campus weekly ecumenical Protestant services, Roman Catholic masses, Quaker meetings, and Jewish observances. A Muslim prayer room, a Hindu prayer room, and a Buddhist shrine are housed in the Multicultural Center. Worship services offered by the synagogues and churches of Lewiston and Auburn are always open to Bates students. The Bates Hillel, Catholic Student Community, Hindu Awareness Group, Mushahada Association, Bates Christian Fellowship, and other groups concerned with spirituality and social justice provide a variety of activities for interested students, as does the College chaplain's Multi-Faith Council. The chaplain coordinates campus religious activities and is available to all members of the Bates community—regardless of religious affiliation—for counseling, conversation, and support. The College engages volunteer associated chaplains, who provide personal counsel and religious support to those who seek it within their respective religious traditions.

**The Multicultural Center.** The Multicultural Center celebrates and promotes the diverse cultural experiences of members of the Bates community. The center acts as a catalyst on campus by initiating discussions about race, ethnicity, nationality, sexual orientation, and gender. A resource room in the center houses books, journals, and videos. There are designated areas for Muslim, Hindu, and Buddhist worship. Events, workshops, and exhibits generated by the center and its affiliated student organizations explore the diversity of intellectual, racial, ethnic, social, cultural, political, and spiritual backgrounds.

**Health Services.** The College Health Center, which includes inpatient facilities, is staffed by registered nurses twenty-four hours a day while the College is in session. Physicians and nurse practitioners hold regular office hours, and a physician is on call at all times. The Health Center also offers basic gynecological services, psychological assessment, individual counseling, and group counseling. In addition, the center sponsors a number of preventive health programs each year for groups and individuals.

The comprehensive fee includes general health care, eight counseling sessions, and a very basic insurance plan. This plan pays the first \$300 of treatment costs for an accident or sickness; after that amount a student's own insurance is billed. An additional \$800 in benefits is payable at 80 percent for sickness and accidents as secondary provider. All students should be covered under their own insurance program or purchase the additional major medical plans, Plan II or Plan III.

Just a few blocks from Bates and at the service of its students are Central Maine Medical Center and St. Mary's General Hospital, two of Maine's best-equipped and best-staffed medical institutions. Through the Health Center students may arrange for referrals to a variety of specialists who practice in the Lewiston-Auburn area.

## **Extracurricular Activities**

Because Bates is a residential college, extracurricular life is centered on campus and grows out of the many interests of the students. The Student Activities Office and the Committee on Extracurricular Activities and Residential Life, a combined student-faculty committee, are charged with overseeing extracurricular life on campus. Organizations and activities

are designed for all and open to all; there are no fraternities, sororities, or other exclusive organizations at Bates.

Amandla! promotes better understanding of the many communities of the African diaspora. The organization sponsors lectures, campus discussions, and performances for the College community.

The Bates Ballroom Society promotes the many forms of social and ballroom dance by offering lessons and presenting dances. A team of society members represents Bates in intercollegiate ballroom dance competitions.

The Bates Buddies Club links approximately forty Bates students with first-, second-, and third-graders at Longley Elementary School in Lewiston, where Bates students share lunch and recess with small groups of children, engaging in play activities and modeling social skills.

The Bates Discordians sponsor a wide variety of drug-free, alcohol-free activities for the College community.

Bates Emergency Medical Services is a round-the-clock service that is run and staffed by students who are licensed emergency medical technicians and first responders.

The Bates Modern Dance Company gives students the opportunity to dance, exercise, perform, teach, and choreograph. Each year the company presents several major productions on campus and in Maine communities.

The Bates Outing Club is one of the oldest and most active of such organizations in the country. It sponsors outdoor activities almost every weekend and provides alpine and Nordic skis, snowshoes, toboggans, camping equipment, bicycles, and canoes. Members assume responsibility for maintaining a thirteen-mile section of the Appalachian Trail.

The Chase Hall Committee has primary responsibility for social affairs and activities at Chase Hall, the student center. This committee sponsors popular concerts, coffeehouses, dances, Fall Weekend, the Winter Carnival, and other all-campus events.

Widely known throughout the English-speaking world for its debating program, Bates was the first college to begin international debate (with Oxford in 1921). Since then debaters have taken part in more than 100 international meetings. The Brooks Quimby Debate Council sponsors campus debates with visiting teams and enters Bates debaters in frequent tournaments from Maine to California.

The Environmental Coalition is concerned with campus, local, national, and international environmental issues, taking an active role in efforts ranging from campus recycling to grassroots activism.

The Filmboard, made up of student and faculty representatives, sponsors a diversified program in cinematic art for the entire community. The program includes first-run films as well as foreign film festivals and classics.

The Freewill Folk Society sponsors concerts and monthly contradances featuring traditional music from around the world.

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The International Club encourages greater appreciation of the world's cultures, peoples, communities, and nations through films, dinners, and informal gatherings.

The New World Coalition presents activities and programs designed to increase awareness of the politics of international affairs, especially in emerging nations.

OUTfront serves the Bates community by providing a forum for education and discussion of gay, lesbian, bisexual, and transgender issues. The members also serve as a support group for gay, lesbian, bisexual, and transgender students.

The Representative Assembly, the campus student government, is designed to provide a forum for discussion and resolution of problems that are within the jurisdiction of the students.

Sangai Asia hosts meetings, dinners, exhibits, and lectures that focus on Asian and Asian American identity and cultures.

The Shaggy-Dog Storytellers provide students interested in creative writing with an opportunity to share their work.

The Society of Women in Mathematics and Science (SWIMS) organizes talks, films, and social gatherings, and focuses on the challenges and opportunities for women in the sciences.

Solidaridad Latina explores Latina/o history, politics, language, and cultural traditions and promotes greater awareness of the diverse Latina/o groups in the United States.

The Women of Color student organization celebrates the rich and diverse experiences of women of color. The group confronts issues of racism, sexism, classism, heterosexism, and other forms of prejudice that affect women of color.

Opportunities for students interested in music are provided by ensembles including the College Choir, the Concert Band, the "Fighting Bobcat" Orchestra, the Javanese Gamelan Mawar Mekar, the Jazz Ensemble, the Steel Pan Rhythm Riders, the Wind Ensemble, and a number of a *cappella* vocal groups—the Crosstones, the Deansmen, the Merimanders, and Northfield.

The theater program provides opportunities to act and to do technical work behind the scenes. Associated with the Department of Theater and Rhetoric are the Robinson Players, one of the nation's oldest student theater ensembles. Strange Bedfellows are a comedy group.

Political clubs and other special-interest organizations enrich the extracurricular life of the College. Many academic departments and programs sponsor clubs organized to promote interest in their specific fields, supplementing classroom work through informal and panel discussions, talks by visiting scholars, social gatherings, and films.

*The Bates Student*, the campus newspaper, is published weekly under the supervision of an independent board of editors. A few salaried positions are available for those who do weekly reporting. Students also publish *The Garnet*, a literary magazine; *Seed*, an alternative magazine of ideas and the arts; and *The Mirror*, a yearbook.

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A student organization operates the College radio studio as a noncommercial station, WRBC (91.5 FM). It is licensed to the President and Trustees of the College as an educational station.

In addition to the extracurricular activities initiated by student organizations, campus life is enriched by frequent lectures, concerts, and films sponsored by various academic departments and programs, the College Lecture Series, the College Concert Series, the Martin Luther King Jr. Day Committee, and the Community Concert Association. The College offers a diverse program of speakers and artists as an integral aspect of liberal education. Each year invited guests present a variety of viewpoints and artistic traditions to faculty, staff, and students, as well as the broader regional community. Endowed funds help support some of these events, including the George Colby Chase Lecture, the Rayborn Lindley Zerby Lecture, and the Philip J. Otis Lecture. The Museum of Art offers rotating exhibitions by leading artists and lectures by renowned scholars.

**Athletics.** The College sponsors a variety of intercollegiate, intramural, and club athletics programs for men and women. All physical education facilities are available for student use as stipulated by the Department of Physical Education.

Campus athletic facilities are shared among physical education classes, intercollegiate varsity sports, intramurals, club sports, and open recreation. Students enjoy many informal uses of the facilities for individual sports and personal fitness programs.

Men's and women's club sports include fencing, ice hockey, rugby, and water polo. Equestrian, sailing, and ultimate Frisbee are coeducational clubs; volleyball is a men's club sport.

The majority of Bates students participate in some intramural activity every year, and the program is run primarily by students. Participation, fun, and low-key competition are the goals of the intramural sports program; coeducational intramural activities include basketball, soccer, softball, squash, tennis, volleyball, and wallyball.

Bates sponsors numerous intercollegiate sports for men and women. Opportunities for men include alpine skiing, baseball, basketball, cross country, football, golf, indoor track, lacrosse, Nordic skiing, outdoor track, rowing, soccer, squash, swimming and diving, and tennis. Women's intercollegiate teams compete in alpine skiing, basketball, cross country, field hockey, golf, indoor track, lacrosse, Nordic skiing, outdoor track, rowing, soccer, softball, squash, swimming and diving, tennis, and volleyball. The College abides by the eligibility rules appropriate to its educational mission. It is a member of state, regional, and national athletic conferences and associations, including the NCAA and the New England Small College Athletic Conference (NESCAC), whose members are Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan, and Williams.

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# Costs and Financial Aid

## Charges and Payments

Tuition, room, and board charges for all students residing at the College are included in one comprehensive fee. Upon reasonable notice, these charges are subject to adjustment in accordance with the changing costs of operation. The comprehensive fee does not include textbooks, supplies, or such personal items as clothing, travel, amusement, and vacation expenses.

### Annual Charge for 2003-2004

Comprehensive Fee .....\$37,500

### Calendar of Payments

Upon Acceptance (new students) .....\$300

1 August Comprehensive Fee, First Billing .....\$18,750

1 December Comprehensive Fee, Second Billing .....\$18,750

The registration deposit, paid by new students to indicate acceptance of the College's offer of admission, is held until graduation or withdrawal from the College.

A student who enrolls at Bates incurs financial obligation to the College. Each student who is named as a dependent on another's tax return is required to identify a guarantor, a person who, with the student, is financially responsible for the student's account.

Semester invoices and monthly bills are mailed in the name of the student to the guarantor of the student's account. Payment may be made by check or money order payable to Bates College; Bates does not accept debit cards or credit cards for payment of the comprehensive fee.

Payment in full for the comprehensive fee is expected by the due dates indicated above. Monthly bills are due by the 25th of each month. Students whose accounts are delinquent may become ineligible to register for classes, receive grades and transcripts, choose campus housing, receive financial aid for future semesters, or graduate. Bates assesses a late fee (1 percent per month) on balances that remain outstanding after the due dates. Past-due accounts may also be referred to an outside agency for collection. In such cases, all costs of collection become the responsibility of the student and his or her guarantor.

Students who leave Bates during the course of a semester are required to apply in writing and complete a leave-of-absence form or a withdrawal form through the Office of the Dean of Students. Refunds are issued by the Office of the Registrar and Student Financial Services upon request after a leave or withdrawal has been granted. Students withdrawing

on or before the fiftieth day of a full semester receive a prorated refund of the annual charge, as follows: on or before the first day of classes, 100 percent; 2-10 days, 90 percent; 11-20 days, 75 percent; 21-30 days, 50 percent; 31-50 days, 25 percent; no refund after 50 days. In accordance with federal regulations, the first day of the leave or withdrawal is the date indicated by the student on the leave-of-absence or withdrawal form. If no date is stipulated by the student, the first day of the leave or withdrawal is defined as the last day the student attended any class. Refunds of Title IV Federal Student Financial Aid funds will be made in accordance with federal regulations.

### Other Charges When Applicable

Off-Campus Study Registration Fee, fall or winter semester .....	\$750
per semester away	
Books, supplies (average annual cost) .....	\$800
Special students (nondegree candidates).....	\$1,000 per course
Auditing (nonmatriculating students) .....	\$150 per course

A few courses and Short Term units require extra fees to cover such items as applied music instructional costs, studio materials, or laboratory supplies. Extra fees for courses or units are usually indicated in individual course or unit descriptions in the Catalog; the specific amount of the fee, when available, is typically indicated in the course or unit schedule.

Bates does not assess an additional comprehensive fee for Short Term units offered on campus. Students who do not attend or who withdraw from Short Term are not entitled to a reduction in the comprehensive fee.

Some Short Term units, referred to as “off-campus extra-cost Short Term units,” involve extensive travel in the United States or abroad. Student participants are assessed additional charges that offset some of the extra costs of transportation, additional services, and accommodations required by such programs. Extra-cost Short Term unit fees are based on the actual operating cost of the program. An estimate of these fees is included in the Short Term Schedule of Units, available at the end of the preceding fall semester. Financial aid is available to qualified students to help offset the cost of faculty-approved off-campus Short Term units, but may not be applied to independent study units (numbered s50). All off-campus extra-cost Short Term units require a \$500 deposit; *this deposit is not refundable*. Students who register and then drop the unit before its completion are reimbursed *only* for those portions of the remaining cost not yet incurred on the student’s behalf, and are not reimbursed for the deposit. Students with outstanding account balances are ineligible to register and/or receive financial aid for off-campus extra-cost Short Term units.

### Financial Aid

Bates students help in many ways to meet their college costs. Assistance may come from numerous scholarships, from opportunities for part-time employment, or from student loans. Frequently students receive aid that combines these grant and self-help opportunities. In recent years Bates students have received more than \$16 million in financial aid annually in the form of scholarships and loans from the College and from outside sources.

**Conditions of Aid.** The following conditions pertain to all students applying for and receiving financial aid:

1. Financial aid is granted on the basis of demonstrated need as determined by the Office of the Registrar and Student Financial Services through an examination of aid applications submitted by students and their parents. To receive aid after the first year, a student must demonstrate satisfactory campus citizenship, show a continuance of financial need, and meet established standards of satisfactory progress toward the degree as set forth in the College's satisfactory academic progress policy (see pages 26-29).
2. To be considered for financial aid, a student *must* submit the following forms each year by the appropriate deadline: the College Scholarship Service Financial Aid PROFILE, the Free Application for Federal Student Aid (FAFSA), the federal income tax returns of the parents and student, and any other materials deemed necessary to analyze a student's family financial circumstances. Students who do not submit materials by the deadline may lose their eligibility for Bates aid.
3. Dismissal or suspension for a semester or longer automatically revokes the assignment of financial aid.
4. Scholarships and loans are credited in equal amounts to the student's account at the beginning of each semester.
5. The College reserves the right to adjust its financial aid award to a student who receives additional scholarship assistance from an outside source.
6. Aid is available for the programs listed in the section of the Catalog on off-campus study (see pages 29-33) according to policies that apply to students on campus, up to the amount the student would receive if he or she were studying on campus. The need analysis is based on the Bates comprehensive fee for those programs for which this fee is charged, or on the tuition, room, board, domestic and international airfare (if applicable), Bates off-campus study registration fee, and estimated book expenses (if any) for other programs. In both cases, personal expenses estimated for the student in Lewiston are also included. In English-speaking countries, aid is based on the cost of direct application. Other expenses, such as passports, visas, and immunizations, are the student's responsibility.
7. Students who qualify for scholarship aid during an academic year may apply for an additional grant if enrollment in a College off-campus course or program requires expenditure above the comprehensive fee. Such further aid is granted to the extent that scholarship funds are available.
8. Financial aid is not continued beyond eight semesters unless truly exceptional circumstances beyond the control of the student exist, as determined by the Committee on Academic Standing.

## Scholarships

Many individual benefactors of the College have given funds from which the income is used for scholarship aid. Other scholarships come from foundations and from the operating funds of the College. More than 40 percent of Bates students receive assistance from these sources in varying amounts, depending on need. Once grant eligibility is determined through normal aid application processes, students are automatically considered for all special College grants or scholarships for which they may be eligible. These scholarships include, but are not limited to, the following:

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**Lillian and Wallace W. Fairbanks '24 Scholarship.** The College's largest scholarship endowment, at \$3 million, the Fairbanks Fund continues Mr. and Mrs. Fairbanks' tradition of generosity to needy Bates students. Wallace Fairbanks, a Lewiston native, was associated with the Massachusetts retail firm of Cherry and Webb from his graduation until retirement in 1964; the Fairbankses lived in Fall River, Massachusetts, for sixty years. Grants are made each year for general scholarship assistance, as directed by the President and Trustees of the College.

**Joan Holmes and Ralph T. Perry Scholarship.** These are scholarships for women and men from Maine who have substantial financial need, with preference given to students who have exhibited perseverance in achieving academic, extracurricular, or personal goals. The scholarships were given in 1992 by Joan Holmes Perry and Ralph T. Perry, members of the Class of 1951.

**Benjamin E. Mays Scholarship.** Dr. Mays, Class of 1920, was president of Morehouse College, where he served more than twenty years. Mays Scholars are appointed on the basis of scholarship, leadership, and character, and hold the honor for four years.

**The Charles Irwin Travelli Fund and Alice S. Ayling Foundation Scholarship.** Annual awards, in varying but substantial amounts, are made by the Travelli Fund and Ayling Foundation to a group of carefully selected students with extreme financial need who demonstrate those qualities upon which sound and enduring American citizenship is built. Students selected are those whose records show high character and recognized leadership in some organized campus activity that contributes significantly to the interests of the College as a whole. Students selected must prove by their grades and class standing their determination to secure a good education.

**The College Key Scholarship.** The College Key, the honorary alumni organization, awards annual scholarships to qualified undergraduates. Recipients of the College Key scholarships are chosen on the basis of character, contribution to College life, and future promise, as well as financial need.

**The Mabel Eaton Scholarship.** Endowed by the College Key, in memory of Mabel Eaton, Class of 1910, College Librarian. The Mabel Eaton Scholarship is given to a student who has worked in the library.

**The Geoffrey Suess Law Traveling Scholarship.** This scholarship is awarded annually to the student or students most deserving support for study abroad. Preference is given to underclass students and to prospective participants in Short Term units offered abroad, and it is supported by a fund initiated by Mr. and Mrs. George S. Law and the Reverend Gretchen Law-Imperiale in honor of Geoffrey S. Law, for nine years a professor in the Department of History.

**Other Scholarships.** A separate publication of the College cites the almost 400 endowed scholarships awarded annually.

Financial aid grants are often secured from churches, service clubs, fraternal organizations, women's clubs, and special local and regional foundations. Students who need assistance should explore all of these sources in their local communities or regions.

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## Loans

Students throughout the country invest in their own futures by borrowing money when necessary to meet college costs.

Two widely used federal funds are the Perkins Loan and the Stafford Loan programs. Students should also look into the higher education assistance programs of the states in which they reside. Information about these possibilities may be secured from secondary school guidance offices or from the Office of the Registrar and Student Financial Services at Bates.

The College maintains a fund for emergency needs. Loans from the fund must be paid promptly in accordance with the terms of the notes and therefore should be viewed only as temporary relief.

## Student Employment

Bates offers many opportunities for students to earn money and gain valuable skills through campus and work-study jobs. The Student Employment Office is a student-managed division of the College's Department of Human Resources. The office acts as an intermediary between student employees and their employers, and is a resource center for issues concerning student employment. The primary function of the Student Employment Office is to assist Bates students in securing on-campus employment by facilitating and regulating the application process. The office also posts off-campus positions, ranging from tutoring members of the surrounding community to work-study positions at Maine nonprofit organizations.

## Student Research and Service-Learning Grant Programs

**Bates Summer Research Apprenticeships.** This program provides stipends and room-and-board support for students in all disciplines who work directly with Bates faculty members on intensive research projects during the summer.

**The Bruce Bouley Fund.** This fund, established by the family of the late Bruce Bouley '69, supports senior thesis research in field-based geologic mapping.

**Arthur Crafts Service Awards.** Established through the bequest of Arthur Crafts, the Crafts Fund provides grants to qualified students who design a service internship with a social service organization or who undertake an academic research project dealing with community issues, whether social, economic, educational, or cultural.

**Hoffman Fund for Student Research.** This endowment, established by the Maximilian E. and Marion O. Hoffman Foundation, provides support for students in all disciplines conducting individual summer research projects or assisting a faculty member with his or her research.

**Howard Hughes Medical Institute Grants.** Major grants to the College from the Howard Hughes Medical Institute provide funding for a variety of student research and outreach programs in the sciences and mathematics, including Hughes Summer Fellowships for independent or faculty-directed research, K-12 curriculum development projects, or other science and mathematics education outreach projects; Hughes Student Travel Grants; and support for student research in science during the academic year.

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**Marshall Undergraduate Scholarship.** Established by the George C. Marshall Foundation, the Marshall Undergraduate Scholarship enables a Bates student to conduct research in twentieth-century diplomatic or military history, foreign policy, or international economics at the Marshall Library in Lexington, Virginia.

**Vincent Mulford Service Internship and Research Fund.** An endowment established by the Vincent Mulford Foundation provides support for students conducting summer research projects or service internships with a social service organization, government agency, or an individual or group dedicated to addressing the needs of society.

**Natt Family Fund in Biology.** Established by Robert L. Natt and Helen Natt in honor of their daughter Beth C. Natt '98, the Natt Family Fund supports student research in the Department of Biology by providing funds for equipment and supplies, off-campus travel, and living expenses for student researchers.

**Philip J. Otis Fellowships.** The Otis Fellowships provide support for several students each year to conduct substantial off-campus projects (usually during the Short Term or the summer) that explore the relationships of individuals and societies to the environment. The fellowships are supported by an endowment established by Margaret V. B. and C. Angus Wurtle in the memory of their son, Philip '95, who died attempting to rescue a climber on Mount Rainier.

**The Anthony B. and Raeflyn R. Pelliccia Fund for Student Research.** Established by Joseph G. Pelliccia, a member of the biology faculty, and his wife, Patricia A. Pelliccia, to honor his parents, this fund supports student research in biology as well as student participation in faculty research in biology.

**Phillips Student Fellowships.** Funded through an endowment established by the fourth president of the College, Charles F. Phillips, and his wife, Evelyn M. Phillips, the fellowships offer exceptional students the opportunity to conduct a major research, service-learning, or career discovery project in an international or cross-cultural setting.

**Linda Erickson Rawlings Fund for Student/Faculty Research in Mathematics.** Established by Linda Erickson Rawlings '76, the fund provides support for exceptional students conducting pre-thesis summer research in mathematics under the direction of Bates faculty, or assisting a faculty member with his or her research.

**Ruggles Scholars Program.** Funded by an endowment established by Robert T. and Francine Paré Ruggles, parents of Anne Ruggles Pariser M.D. '83, the Ruggles Scholars Program offers summer grants for pre-thesis research to exceptional juniors working in the humanities, the social sciences, or the interdisciplinary programs.

**Sargent Student Research Fund.** Established by David C. Sargent and Jean T. Sargent, parents of Anne Sargent '78, the Sargent Fund provides support for student thesis research in any discipline.

**Scher Fellowship Program.** Established by Dr. Howard I. Scher '72 and Deborah Lafer Scher, the Scher Fellowship supports a student interested in a career in medical science who studies and conducts research at Memorial Sloan-Kettering Cancer Center in New York City.

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**Stangle Family Fund for Student/Faculty Research in Economics and Law.** Established by Bruce E. Stangle '70, a Trustee of the College, and Emily S. Stangle '72, the Stangle Family Fund offers support for students to conduct research in economics or law under the direction of a Bates faculty member, or a research or internship position in a business, professional association, or government agency that deals with issues of economics or the law.

**Dr. Jason M. Tanzer Fund for Student Research in Biology and Chemistry.** Established by Dr. Jason M. Tanzer '59, the Tanzer Fund supports students conducting research in the biological and chemical sciences.

**Aaron R. Winkler '92 Fund for Student Research in Biology.** Established by Robert O. Winkler and Susan B. Winkler, parents of Aaron R. Winkler '92, the fund provides support for qualified students to conduct research in the field of biology under the direction of a faculty member.

### **Prizes and Awards**

**Ralph J. Chances Economics Prize.** The prize is awarded annually to an outstanding senior economics major by the faculty in economics on the basis of high academic achievement and interest in the field of economics, and is given in honor of Professor Ralph J. Chances, a member of the faculty from 1958 to 1988, by faculty and alumni of the College.

**Geoffrey P. Charde Art Award.** Bestowed annually by the art history faculty to that senior student who best exemplifies great promise and a continually developing interest in the study of art history, the award is supported by a fund given by the family and friends of Geoffrey P. Charde '88 as a memorial to Geoffrey, an art student who died in 1987 while still an undergraduate at the College.

**The College Key Music Award.** The award is presented annually to senior men or women whose services to the College's musical organizations have been most outstanding.

**Charles A. Dana Award.** The Charles A. Dana award is the highest honor bestowed upon first-year students at Bates. Dana Scholars are selected from among students in the first-year class on the basis of their leadership potential, academic excellence and promise, and service to the College community. Each year up to twenty students are distinguished with this honor, based upon nominations from the faculty as well as student leaders. Dana Scholars hold the honor throughout their college careers.

**Alice Jane Dinsmore Wandke Award.** The award is given to a woman in the sophomore or first-year class who, in the judgment of the Department of English, excels in creative work in either prose or poetry. It comes from the income of a fund established by Alfred Wandke and Alfred Dinsmore Wandke as a memorial to Alice Dinsmore Wandke, Class of 1908.

**William H. Dunham Sr. '32 Literary Award.** A prize for a graduating senior English major who has displayed excellence in the study of English or American literature, its funding was given in honor of William H. Dunham Sr. '32, member of the Board of Overseers, 1944 to 1967, and Board of Fellows, 1968 to 1979, by his wife, Mary Elizabeth Dunham, and by their children, Stella D. Lydon, Thomas B. Dunham, Mary Ann Dunham, and William H. Dunham Jr. '63, and by their grandchildren.

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**Forrest K. Garderwine Award for History.** Awarded to a junior major who submits the most promising prospectus for a senior thesis or the most outstanding essay or paper during his or her junior year, as judged by members of the Department of History, the Garderwine Award is restricted to topics addressing nineteenth-century U.S. history, with preference for treatments of the Civil War, including its origins and aftermath. It was given by Forrest K. Garderwine of Terre Haute, Indiana.

**Gilbert-Townsend Graduate Fellowship.** The fellowship is for a senior of outstanding ability who plans to do graduate work in French language or literature or in other modern languages or literatures. It is derived from a fund endowed by the estate of Arthur Forester Gilbert, Class of 1885, and his wife, Blanche Townsend Gilbert '25, professor of French, 1924 to 1939.

**Harold Norris Goodspeed Jr. '40 Award and the William Hayes Sawyer Jr. '13 Award.** These awards are given annually to the senior man and the senior woman who have rendered the greatest measure of service to the Outing Club and its activities. They are derived from the income of funds given in memory of 2nd Lt. Harold Norris Goodspeed Jr. by his fellow employees of the A. C. Lawrence Leather Company, Peabody, Massachusetts, and of Dr. William Hayes Sawyer, professor of biology at Bates from 1913 to 1962 and faculty advisor of the Outing Club for twenty-five years.

**Maung Maung Gyi Award for Excellence in Political Science.** Presented annually by the political science faculty to a senior major who has shown excellence in his or her studies, with preference given for study in comparative politics, the award is given from a fund endowed by Professor Gyi, member of the faculty from 1967 to 1988.

**Paul Millard Hardy Prize.** Each year the faculty selects a senior who will be entering a graduate program in medicine, mathematics, or one of the natural sciences to receive the prize. Through high achievement in the humanities, that senior must have demonstrated an awareness of their importance to the study of medicine, mathematics, or the natural sciences. The prize is given by Paul Millard Hardy, a member of the Class of 1967 and a former member of the Board of Overseers of the College.

**William H. Hartshorn English Literature Prize.** The prize is given annually to the member of the senior class who attained the highest average rank in English literature during his or her junior and senior years. It derives from the income of a fund established by Mrs. Minnie Blake Hartshorn in memory of her husband, William Henry Hartshorn, Class of 1886, for thirty-seven years a member of the faculty.

**Dale Hatch Award.** Created in 1964 in memory of Dale Hatch, Class of 1966, this award is presented annually to the graduating senior who has demonstrated outstanding leadership and service for four years in the Robinson Players.

**Oren Nelson Hilton Prize.** This prize is given to the man or woman adjudged best in extemporaneous speaking, and it derives from income of a fund established by Oren Nelson Hilton, Class of 1871.

**Douglas I. Hodgkin Prize.** This prize is presented annually to the senior major who has excelled in political science, with preference given to the study of politics in the United States. This prize was established by the political science faculty in recognition of Professor Hodgkin's thirty-five years of teaching and service to the department and the College.

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**Rodney F. Johonnot Graduate Fellowship.** The fellowship is awarded each year at Commencement to the senior selected by the faculty as most deserving of aid in furthering his or her studies in professional or postgraduate work in any college or university during the next academic year. It was established by Rose Abbott Johonnot in memory of her husband, Rodney Fuller Johonnot, Class of 1879.

**Louis Jordan Jr. '49 Award.** This award is given to the graduating geology major whose senior thesis is judged most outstanding by the chair of the Department of Geology.

**The Libby Prizes in Public Speech and Debate.** The prizes are awarded from the fund established in the will of Almon Cyrus Libby, Class of 1873, to provide prizes for excellence in public speaking and debate. They are the Charles Sumner Libby 1876 Prizes, given to those two members of the Quimby Debate Council who have most contributed to the debate program at Bates through outstanding service to the council, and the Almon Cyrus Libby Prize, to the best debater in his or her first year of competition.

**Milton L. Lindholm Scholar-Athlete Awards.** Established by the College Club in honor of Milton L. Lindholm '35, dean of admissions for thirty-two years, the awards are given annually to the senior male and female athletes with the highest academic averages.

**Benjamin E. Mays '20 Award.** This award is given to the senior who most exemplifies the values of Dr. Benjamin E. Mays '20, in academic excellence, service to others, and moral leadership. This prize was endowed with a gift from Henry Louis Gates Jr., a former Trustee of the College, and the W. E. B. Du Bois Professor of the Humanities at Harvard University.

**The R. A. F. McDonald Graduate Fellowship.** Given by Mabel C. McDonald in memory of her husband, Robert A. F. McDonald, a member of the faculty from 1915 to 1948, the fellowship is for a worthy senior for graduate study in the field of education.

**Robert S. Moyer Prize in Experimental Psychology.** This award is given annually to the graduating major who, by vote of the faculty of the Department of Psychology, has completed the most outstanding experimental psychology project for a senior thesis. The prize was established by the psychology faculty in recognition of Professor Moyer's thirty-two years of teaching and service to Bates.

**Ernest P. Muller Prize in History.** The prize is presented to the graduating history major whose senior thesis is judged most outstanding by vote of the history faculty. The prize was established by history faculty and students in recognition of Professor Muller's thirty-eight years of teaching and service to the Department of History and the College.

**The Myhrman/Swett Award.** This award is given annually to one or more graduating seniors whose thesis in sociology is deemed the most outstanding by vote of the faculty of the Department of Sociology. The award was established by Richard Swett in honor of his parents, Robert B. Swett, Class of 1933, and Muriel Beckman Swett, Class of 1930; his aunt, Mildred Beckman Myhrman, Class of 1930; and his uncle, Anders Myhrman.

**Henry W. and Raymond S. Oakes Fellowship.** The fellowship is awarded to the best-qualified senior who intends to study law and demonstrates superior scholarship, aptitude for success at law school, and accomplishment in public speaking and/or communication

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skills. The fellowship was established by Raymond Sylvester Oakes, Class of 1909, in memory of his father, Henry Walter Oakes, Class of 1877, a member of the Board of Overseers for thirty-four years.

**Irving Cushing Phillips Award.** The award is presented to the student who has made the most progress in debate or public speaking, and derives from income of a fund established by Eva Phillips Lillibridge, Class of 1904, in memory of her father, Irving Cushing Phillips, Class of 1876.

**The Marcy Plavin Dance Award.** Awarded annually to the senior or seniors who have shown exceptional dedication to and passion for dance. Created in 2000 by the Alumni of the Bates College Modern Dance Company to honor their friend and mentor, Marcy Plavin, lecturer in dance.

**Robert Plumb Memorial Award.** Given by the Class of 1968 in memory of classmate Robert W. Plumb, the award is presented to a member of the sophomore class for achievement in the fields of athletics and academics, participation in Bates activities, and general Bates spirit.

**Harriet M. and Fred E. Pomeroy Graduate Fellowship.** Designated for recent Bates graduates who majored in biology or an interdisciplinary program including biology who plan to enter a Ph.D. or combined Ph.D. and professional program in the biological sciences, the fellowship is funded through a trust created by Fred E. Pomeroy, Class of 1899, professor of biology at Bates College, 1899 to 1947. Pomeroy scholars are asked to deliver the Pomeroy Lecture at the College.

**Senseney Memorial Award.** The award is presented to the student who has shown outstanding creative ability and promise in writing and/or the dramatic arts. It was created by the friends of William Stewart Senseney '49, a member of the Robinson Players.

**Abigail Smith Award.** In honor of Mrs. Abigail Smith, dormitory director, 1953 to 1957, the award is presented to the senior man and the senior woman, not residence coordinators, who have done the most to contribute constructively to dormitory spirit.

**The Stangle Family Awards in Economics.** Established by Bruce E. Stangle '70, a Trustee of the College, and Emily S. Stangle '72, the Stangle Family Awards in Economics honor the junior economics major with the highest grade point average at the end of the junior year, and senior economics major whose thesis is judged most outstanding by vote of the faculty in the Department of Economics.

**Albion Morse Stevens Award.** The awards are given to the man and the woman in the first-year class who have done the best work in a foreign language from the income of a fund established in memory of Albion Morse Stevens by his son, William Bertrand Stevens, Class of 1906, Episcopal bishop of Los Angeles, 1920 to 1947.

**The John Tagliabue Prize for Creative Writing.** This prize, named in honor of poet and Professor Emeritus of English, John Tagliabue, who served the College for more than thirty years, honors excellence in creative writing. The prize is given to a student or students whose work in poetry or prose is judged the most outstanding by faculty in the Department of English.

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**Garold W. Thumm Prize in Political Science.** The prize is awarded to that graduating political science major whose senior thesis is judged to be the most outstanding in empirical political science by vote of the faculty of the Department of Political Science. The thesis should make use of evidence and the scientific method in a way reflective of Professor Thumm's abiding interest in the study of political science as an empirical discipline. The prize was created by Edward Wollenberg '85 in recognition of Professor Thumm's twenty-six years of teaching and service to the department and the College.

**Clair E. Turner Award.** Awards are presented to three students who have shown in the preceding year the greatest forensic ability and integrity in public debate. Income derives from a fund established by Clair E. Turner '12, Sc.D. '37.

**Percy D. Wilkins Mathematics Award.** Established in honor of Professor Wilkins, a member of the Bates faculty from 1927 to 1968, the award is given to the senior majoring in mathematics who achieves the highest quality point ratio in his or her undergraduate work in mathematics.

**Willis Awards.** Two awards for excellence in reading from the Bible were established by Dr. Ellen A. Williamson of Los Angeles, California, in memory of her father, the Reverend West Gould Willis, Cobb Divinity School, 1871.

**Alfred J. Wright Foreign Language Award.** The award is given annually to one or more seniors who have completed outstanding theses in a foreign language and who are chosen by a committee of foreign language faculty. The award derives from the income of a fund established by Alfred J. Wright, professor of French, 1956 to 1984.



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# Courses and Units of Instruction

Courses in the First-Year Seminar Program are open to first-year students only. Courses numbered 100 to 199 are introductory and open to first-year students. Courses numbered 200-299 are primarily designed for sophomores, juniors, and seniors, though many are also open to first-year students. Courses numbered 300-399 are designed for juniors and seniors. Courses at the 400 level represent specialized work for senior majors in the departments and programs. All courses are one semester in length. Successful completion of a course earns a student one Bates course credit, except in applied music and “other foreign languages,” for which two semesters of work are required to earn one course credit.

Short Term units are generally numbered according to the following codes: s10-s29 normally have no prerequisites, although they may require permission of the instructor; s30-s39 normally have prerequisites; s40-s49 are designed primarily for majors; s50 is the designation for independent study.

Curricular offerings, schedules, and instructors for the next semester or Short Term can be found on the Bates Web site ([www.bates.edu/rsfs.xml](http://www.bates.edu/rsfs.xml)). The College reserves the right to cancel courses or units due to changes in teaching personnel, under-enrollment, the need to balance sections upon the instructor's request, or other unforeseen circumstances.

Courses and units are listed sequentially with numbers preceded by subject codes under each department and program. Subject codes with a slash indicate that the course is cross-listed in two departments or programs. The subject code INDS indicates that the course or unit is cross-listed in more than two departments and/or programs.

**Subject Codes for Cross-listed Courses and Units**

AA	African American Studies
AC	American Cultural Studies
AN	Anthropology
AR	Art
AS	Asian Studies
AT	Astronomy
BC	Biological Chemistry
BI	Biology
CH	Chemistry
CI	Chinese
CM	Classical and Medieval Studies
CS	Computer Science
DN	Dance
EC	Economics
ED	Education
EN	English
ES	Environmental Studies
FR	French
GE	Geology
GK	Greek
GM	German
HI	History
JA	Japanese
LA	Latin
MA	Mathematics
MU	Music
NS	Neuroscience
OF	Other Foreign Languages
PE	Physical Education
PH	Physics
PL	Philosophy
PS	Political Science
PY	Psychology
RE	Religion
RU	Russian
SO	Sociology
SP	Spanish
TH	Theater
RH	Rhetoric
WS	Women's and Gender Studies







# African American Studies

*Professors Taylor (English), Kessler (Political Science), Creighton (History), Bruce (Religion), and Kane (Sociology); Associate Professors Fra-Moliner (Spanish), Eames (Anthropology), Nero (Rhetoric), Carnegie (Anthropology; chair), Hill (Political Science), Jensen (History), McClendon (African American Studies and American Cultural Studies), and Houchins (African American Studies); Assistant Professor Smith (Education); Lecturer Pope.L (Theater)*

African American studies is an interdisciplinary program designed to enrich knowledge of the experience of African Americans from the past to the present, both within and beyond the United States. Attention is given to “race” as a critical tool of analysis for explaining the allocation of economic resources, the formation of personal and group identity, and the changing nature of political behavior. Study of African American experiences provides insight into secular cultural practices, intellectual traditions, religious doctrines and practices, and social institutions with attention to issues of class, gender, ethnicity, and sexual orientation.

The chair of African American studies provides a list of courses offered each year. Because of the interdisciplinary nature of the program, students should 1) consult regularly with the chair or a faculty advisor in African American studies to ensure that their program has both breadth and depth and 2) devise programs of study approved by the chair or a faculty advisor by the fall semester of the junior year.

Thesis advisors should be chosen by each student, in consultation with the chair, according to the subject matter of the thesis.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Students must complete eleven courses and a thesis. Required courses for the major include Introduction to African American Studies (African American Studies 140A), Interdisciplinary Studies: Methods and Modes of Inquiry (Interdisciplinary Studies 250), a junior-senior seminar, at least one course that has an experiential component, and a senior thesis (African American Studies 457 and/or 458). Moreover, students must take four courses/units that emphasize race as a critical tool of analysis, feminist histories and analyses, research methods and modes of inquiry, and black life outside the United States. To fulfill each of these requirements courses may be chosen, with the guidance of a faculty advisor and the approval of the chair, from African American Studies or from the list of approved electives that follows the course descriptions.

**Pass/Fail Grading Option.** There are no restrictions on the use of the pass/fail option within the major.

## Courses

**AA/AC 119. Cultural Politics.** This course examines the relationship of culture to politics. It introduces the study of struggles to acquire, maintain, or resist power and gives partic-

ular attention to the role culture plays in reproducing and contesting social divisions of class, race, gender, and sexuality. Lectures and discussion incorporate film, music, and fiction in order to evaluate the connection between cultural practices and politics. Not open to students who have received credit for Political Science 119. Normally offered every year. J. McClendon.

**AA/EN 121X. Music and Metaphor: The Sounds in African American Literature.** While African American musical traditions command attention on stages across the world, they have a unique home in African American literature. This course explores folk, sacred, blues, jazz, and hip hop music as aesthetic and sociopolitical resources for African American authors. Course texts may include poetry, drama, fiction, criticism, and theory. Authors include Sterling Plumpp, Toni Morrison, Jayne Cortez, Albert Murray, W. E. B. Du Bois, Zora Neale Hurston, Larry Neal, and Ralph Ellison. This course is the same as First-Year Seminar 287. Enrollment limited to 25. Not open to students who have received credit for African American Studies 121X or English 121X. Offered with varying frequency. K. Ruffin.

**AAS 140A. Introduction to African American Studies.** This course examines African American history and culture through four themes: fragmentation, exclusion, resistance, and community. Particular attention is given to the diversity of cultures in the African diaspora in the Americas. Enrollment limited to 40. Normally offered every year. C. Nero, Staff.

**AA/RH 162. White Redemption: Cinema and the Co-optation of African American History.** Since its origins in the early twentieth century, film has debated how to represent black suffering. This course examines one aspect of that debate: the persistent themes of white goodness, innocence, and blamelessness in films that are allegedly about black history and culture. Historical and cultural topics examined in film include the enslavement of Africans, Reconstruction, and the civil rights movement. Particular attention is given to films in the interracial male-buddy genre. Not open to students who have received credit for African American Studies 160 or Rhetoric 160. Normally offered every year. C. Nero.

**INDS 165. African American Philosophers.** This course focuses on how African American philosophers confront and address philosophical problems. Students consider the relationship between the black experience and traditional themes in Western philosophy. Attention is also given to the motivations and context sustaining African American philosophers. Recommended background: African American Studies 140A or African American Studies/American Cultural Studies 119. Cross-listed in African American studies, American cultural studies, and philosophy. Enrollment limited to 40. Not open to students who have received credit for African American Studies 165. Offered with varying frequency. J. McClendon.

**AA/WS 201. African American Women and Feminist Thought.** African American history, like European American history, omits the struggles and contributions of its women. Using historical perspectives, the individual and collective experiences of African American women are examined. Particular attention is given to developing knowledge and understanding of African American women's 1) experiences of enslavement, 2) efforts at self-definition and self-sufficiency, 3) social and political activism, and 4) forging of Afro-American/multicultural/womanist/feminist thought. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for African

American Studies 201 or Women's and Gender Studies 201. Normally offered every other year. Staff.

**AA/EN 212. Black Lesbian and Gay Literatures.** This course examines black lesbian and gay literatures in English from Africa, the Caribbean, the United Kingdom, the United States, and Canada. Students are introduced to critical and historical approaches for analyzing literature about black queer sensibilities. Open to first-year students. Normally offered every year. C. Nero.

**AA/TH 225. The Grain of the Black Image.** A study of the African American figure as represented in images from theater, movies, and television. Using the metaphor of "the grain" reduced by Roland Barthes and Regis Durand to "the articulation of the body . . . not that of language," this course explores issues of progress, freedom, and improvement, as well as content versus discontent. Students read critical literature and the major classic plays by Hansberry, Baraka, Elder, and others, and view recent movies and television shows. Open to first-year students. Not open to students who have received credit for Theater 225. Normally offered every year. W. Pope.L.

**AA/TH 226. Minority Images in Hollywood Film.** African American scholar Carolyn F. Gerald has remarked, "Image means self-concept and whoever is in control of our image has the power to shape our reality." This course investigates the ideological, social, and theoretical issues important in the representation of racial and ethnic minorities in American film from the Depression to the civil rights movement. It examines the genres, stereotypes, and gender formations associated with film images of Native Americans, Asian Americans, and African Americans. Open to first-year students. Not open to students who have received credit for Theater 226. Normally offered every year. W. Pope.L.

**INDS 239. Black Women in Music.** Angela Davis states, "Black people were able to create with their music an aesthetic community of resistance, which in turn encouraged and nurtured a political community of active struggle for freedom." This course examines the role of black women as critics, composers, and performers who challenge externally defined controlling images. Topics include: black women in the music industry; black women in music of the African diaspora; and black women as rappers, jazz innovators, and musicians in the classical and gospel traditions. Cross-listed in African American studies, music, and women's and gender studies. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for African American Studies 239, Music 239, or Women's and Gender Studies 239. Normally offered every other year. Staff.

**INDS 240. Theory and Method in African American Studies.** This course addresses the relationship between political culture and cultural politics within African American studies. Particular attention is paid to the contending theories of cultural criticism. Cornel West, Molefi Asante, Patricia Hill Collins, Angela Davis, bell hooks, Maramba Ani, and Henry Louis Gates Jr. are some of the theorists under review. Recommended background: African American Studies/American Cultural Studies 119 or significant work in political science, American cultural studies, or African American studies. Cross-listed in African American studies, American cultural studies, and philosophy. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for American Cultural Studies 240 or Political Science 240. Offered with varying frequency. J. McClendon.

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**AA/MU 249. African American Popular Music.** When Americans stared at their black-and-white television sets in the early 1950s, they saw only a white world. Variety shows primarily spotlighted the talent of white performers. Change came slowly, and during the late 1950s *American Bandstand* introduced viewers to African American artists. Over the last two decades, however, the emergence of music videos has created the need for a critical and scholarly understanding of the emerging forces of African American music. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for African American Studies 249 or Music 249. Normally offered every other year. Staff.

**INDS 250. Interdisciplinary Studies: Methods and Modes of Inquiry.** Interdisciplinarity involves more than a meeting of disciplines. Practitioners stretch methodological norms and reach across disciplinary boundaries. Through examination of a single topic, this course introduces students to interdisciplinary methods of analysis. Students examine what practitioners actually do and work to become practitioners themselves. Prerequisite(s): African American Studies 140A or Women's and Gender Studies 100, and one other course in African American studies, American cultural studies, or women's and gender studies. Cross-listed in African American studies, American cultural studies, and women's and gender studies. Enrollment limited to 40. Not open to students who have received credit for African American Studies 250, American Cultural Studies 250, or Women's and Gender Studies 250. Normally offered every year. E. Rand.

**AA/AN 251. History, Agency, and Representation in the Making of the Caribbean.** One anthropologist writing about the Caribbean asserts: "Nowhere else in the universe can one look with such certainty into the past and discern the outlines of an undisclosed future." Caribbean social systems bore the full impact of Western imperial expansion yet have adjusted to it in resilient and creative ways. The course surveys and interprets aspects of Caribbean life, and the ways in which they have been represented, drawing on a variety of sources—historical, ethnographic, literary, and visual. Open to first-year students. Not open to students who have received credit for Anthropology 250. Normally offered every year. C. Carnegie.

**AA/DN 252. Twentieth-Century American Dance II.** This course focuses on a variety of contemporary questions in dance, including the following: What is the "body image" that grows out of our culture's view of the body? How do cultural diversity and cultural blending influence contemporary dance? How are gender roles and sexuality finding expression through movement? Discussions center on the ways choreographers and dancers confront these issues. Most works are seen on video, but students also attend live performances. Open to first-year students. Not open to students who have received credit for Dance 252 or Theater 252. Normally offered every other year. Staff.

**INDS 262. Ethnomusicology: African Diaspora.** This introductory course is a survey of key concepts, problems, and perspectives in ethnomusicological theory drawing upon the African diaspora as a cross-cultural framework. This course focuses on the social, political, and intellectual forces of African culture that contributed to the growth of ethnomusicology from the late nineteenth century to the present. Cross-listed in African American studies, anthropology, and music. Open to first-year students. Enrollment limited to 25. Not open to students who have received credit for African American Studies 262, Anthropology 262, or Music 262. Normally offered every other year. Staff.

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**AA/WS 266. Gender, Race, and Science.** Examines the intersections of gender and race in the norms and practices of modern science. Using methods drawn from philosophy, history, sociology, and anthropology, the course investigates: 1) participation in the sciences by white women and people of color; 2) the formation of scientific concepts of racial and sexual difference; and 3) the influence of gender and race on key scientific categories such as nature, objectivity, and experimentation. Open to first-year students. Not open to students who have received credit for Women's and Gender Studies 266. Normally offered every other year. R. Herzig.

**INDS 291. Exhibiting Cultures.** This course examines the politics of exhibiting cultures. Each week the course analyzes specific exhibitions of cultural artifacts, visual culture, and the cultural body as a means to evaluate the larger issues surrounding such displays. These includes issues of race, colonialism, postcolonialism, and curatorial authority in relation to the politics of exhibiting cultures. A field trip to analyze an exhibition is a critical part of the students' experience in the course. Students are required to lead a discussion of the readings, participate in discussions, write a research paper deconstructing an exhibition, and work with a group to design their own theoretical exhibition. Cross-listed in African American studies, American cultural studies, and art. Offered with varying frequency. Staff.

**INDS 339. Africana Thought and Practice.** This seminar examines in depth a broad range of black thought. Students consider the various philosophical problems and the theoretical issues and practical solutions offered by such scholar/activists as W. E. B. Du Bois, Marcus Garvey, Kwame Nkrumah, Claudia Jones, C. L. R. James, Leopold Senghor, Amilcar Cabrah, Charlotta Bass, Lucy Parsons, Walter Rodney, and Frantz Fanon. Recommended background: a course on the Africana world, or a course in philosophy or political theory. Cross-listed in African American studies, American cultural studies, and philosophy. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for American Cultural Studies 339 or Political Science 339. Offered with varying frequency. J. McClendon.

**AAS 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**AA/HI 390E. African Slavery in the Americas.** Of the millions of immigrants who arrived in North and South America during the colonial period, the majority came not from Europe but from Africa. They came not for freedom but as human property, facing a lifetime of bondage for themselves and their offspring. Far from being the "peculiar institution" that whites in the U.S. South called it, slavery existed throughout the Americas before its abolition in the nineteenth century. By reading contemporary scholarship and examining such primary sources as music, letters, autobiographies, and material artifacts, students gain a sense of the ways Africans and African Americans survived and influenced an institution that sought to deny their humanity. Enrollment limited to 15. Normally offered every other year. J. Hall.

**AA/RH 391C. The Harlem Renaissance.** This course examines the New Negro Movement and the extraordinary creativity in the arts and in other aspects of intellectual life by

African Americans in the 1920s and 1930s. Although this cultural phenomenon was national in scope, most scholars agree that New York City, and Harlem in particular, was its epicenter. Topics include racial, gender, and cultural identities in literature, theater, the performing and visual arts; the formation of black queer culture; and the role in promoting the arts by political organizations such as the National Association for the Advancement of Colored People (NAACP) and Marcus Garvey's Universal Negro Improvement Association (UNIA). Prerequisite(s): one of the following: English 250, Rhetoric 275, or History 243. Enrollment limited to 15. Not open to students who have received credit for African American Studies 390A. Offered with varying frequency. C. Nero.

**AA/EN 395Z. African American Literature and the Bible.** The Bible is unmatched in its influence on African American literary and cultural traditions. No other book has inspired such a broad scope of oral and written work. From explorations of the Exodus narrative to the Gospel writers' parables of Jesus, this course examines the way Hebrew and Christian biblical texts have inspired African American artists. Beginning with oral traditions such as spirituals and sermons, students then consider the Bible's role in scribal literacy and political discourse, and conclude with its impact on contemporary writers. Students combine interpretation of biblical texts and course readings with literary/cultural theory and criticism. Prerequisite(s): one 100-level English or African American studies course. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. K. Ruffin.

**AAS 457, 458. Senior Thesis.** The research and writing of an extended essay or report, or the completion of a creative project, under the supervision of a faculty member. Students register for African American Studies 457 in the fall semester and for African American Studies 458 in the winter semester. Majors writing an honors thesis register for both African American Studies 457 and 458. Normally offered every year. Staff.

### Short Term Units

**INDS s18. African American Culture through Sports.** Sports in African American life have served in a variety of ways to offer a means for social, economic, cultural, and even political advancement. This unit examines how sports have historically formed and contemporaneously shape the contours of African American culture. Particular attention is given to such questions as segregation, gender equity, cultural images, and their political effects for African American athletes and the black community. In addition to the required and recommended readings, lectures, and discussions, videos and films are central to the teaching and learning process. Cross-listed in African American studies, American cultural studies, and philosophy. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for American Cultural Studies s18 or Political Science s18. Offered with varying frequency. J. McClendon.

**AA/AR s20. Religious Arts of the African Diaspora.** This unit examines the religious arts of the African diaspora. The arts related to the religious traditions of Candomblé, Lucumí (Santería), Rastafarianism, Vodun, and Kongo-derived religions are explored through a multidisciplinary lens. Contemporary visual culture is discussed in addition to arts created for the purpose of worship or memory, such as sculptural figures, altars, garments, and yard shows. A short trip to New York City to visit sites of these arts is an integral part of the unit. In exploring these arts of the diaspora, the unit considers and challenges constructions of race, ethnicity, and Africanity from insiders' and outsiders' perspectives.

Enrollment limited to 15. Not open to students who have received credit for Art s20. Offered with varying frequency. A. Bessire.

**INDS s21. Writing a Black Environment.** This unit studies the response of black writers and intellectuals of the Spanish-speaking world to issues related to the natural environment. In countries and regions of Afro-Hispanic majority the presence of the oil industry has brought serious challenges to notions of economic progress, human rights, and national sovereignty, as well as individual and communal identity. Writers from Esmeraldas, Ecuador, and Equatorial Guinea chronicle the contradictory discourses present in their societies between modernity, tradition, the idea of progress, and the degradation of the ecosystem. Recommended background: Spanish 202. Cross-listed in African American studies, environmental studies, and Spanish. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for African American Studies s21, Environmental Studies s21, or Spanish s21. Offered with varying frequency. B. Fra-Moliner.

**AA/AN s28. Cultural Production and Social Context, Jamaica.** Although Jamaica's artistic and popular culture enjoys international acclaim, it is at the same time often misunderstood. This unit affords students an opportunity to investigate a range of Jamaican cultural practices within the context of the specific social, historical, and political matrices in which they are generated and received. This unit begins with a preliminary introduction/orientation in Lewiston. In Jamaica, regular seminar meetings are supplemented by guest speakers and visits with writers and artists. In addition, each student carries out an individual research project using both textual and ethnographic methods of inquiry. Recommended background: previous course on the Caribbean or in African American studies. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for African American Studies s21. Offered with varying frequency. C. Carnegie.

**AAS s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Open to first-year students. Normally offered every year. Staff.

## Elective Courses

ACS 237. Multicultural Education.

ACS 348. Race and Ethnicity in America.

ANTH 155. Cinematic Portraits of Africa.

ANTH 335. The Ethnographer's Craft.

ANTH s24. Service-Learning in the Local Community.

ART 288. Visualizing Race.

ED/SO 242. Race, Cultural Pluralism, and Equality in American Education.

ENG 250. The African American Novel.

ENG 395B. Dissenting Traditions in Twentieth-Century American Literature.

HIST 243. African American History.

HIST 261. American Protest in the Twentieth Century.

HI/WS 267. Blood, Genes, and American Culture.

HIST 390P. Prelude to the Civil Rights Movement.

HIST 390W. The Civil Rights Movement.

INDS 240. Cultural Politics in African American Studies.

MUS 247. Jazz and Blues: History and Practice.

POLS 229. Race and Civil Rights in Constitutional Interpretation.

POLS 235. Black Women in the Americas.

REL 247. City upon the Hill.

REL 255. African American Religious Traditions.

REL 365B. W. E. B. Du Bois and American Culture.

RHET 275. African American Public Address.

RHET 386. Language and Communication of Black Americans.

SOC 120. Race, Gender, Class, and Society.

SOC 205. Research Methods for Sociology.

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## American Cultural Studies

*Professors Taylor (English), Kessler (Political Science), Creighton (History; chair), Bruce (Religion), and Kane (Sociology); Associate Professors Fra-Molinero (Spanish), Eames (Anthropology), Nero (Rhetoric), Carnegie (Anthropology), Hill (Political Science), Jensen (History), McClendon (African American Studies and American Cultural Studies), and Houchins (African American Studies); Assistant Professor Smith (Education); Lecturer Pope.L (Theater)*

American cultural studies is an interdisciplinary program that seeks to understand the differences and commonalities that inform changing answers to the question: What does it mean to be an American? Courses offering diverse methods and perspectives help to explore how self-conceptions resist static definition, how cultural groups change through interaction, and how disciplines transform themselves through mutual inquiry. The courses in American cultural studies help provide a lens through which to view how groups of Americans see themselves and each other and how American institutions have constructed such differences as race, gender, class, ethnicity, and sexuality. Seen as such, the critical study of what it means to be American relies not on fixed, unitary, or absolute values, but

rather on dynamic meanings that are themselves a part of cultural history. Respecting diverse claims to truth as changing also allows them to be understood as changeable.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The major in American cultural studies requires ten courses in addition to a senior thesis. There are three required courses: an introduction to African American history or African American studies; a course introducing race, ethnicity, and gender as analytical categories; and a course introducing interdisciplinary methods of analysis. Seven courses in addition to the thesis are to be chosen from the list below. These electives should include advanced courses in at least two disciplines and constitute a coherent area of concentration. In addition, one course should study the African diaspora, one course should use gender as a primary category of analysis, and one course should have a fieldwork component. This fieldwork course should involve six to eight hours per week in a community setting, as well as relevant academic work. The selection and sequence of courses must be discussed with the faculty advisor and approved by the fall semester of the junior year. All majors must complete a senior thesis (American Cultural Studies 457 and/or 458).

**Pass/Fail Grading Option.** There are no restrictions on the use of the pass/fail option within the major.

In addition to specific American cultural studies courses, the following courses from across the curriculum can be applied to the major:

- AA/EN 121X. Music and Metaphor: The Sounds in African American Literature.
- AAS 140A. Introduction to African American Studies.
- AA/RH 162. White Redemption: Cinema and the Co-optation of African American History.
- AA/WS 201. African American Women and Feminist Thought.
- AA/EN 212. Black Lesbian and Gay Literatures.
- AA/TH 225. The Grain of the Black Image.
- AA/TH 226. Minority Images in Hollywood Film.
- AA/MU 249. African American Popular Music.
- AA/AN 251. History, Agency, and Representation in the Making of the Caribbean.
- AA/DN 252. Twentieth-Century American Dance II.
- AA/WS 266. Gender, Race, and Science.
- AA/HI 390E. African Slavery in the Americas.
- AA/RH 391C. The Harlem Renaissance.
- AA/EN 395Z. African American Literature and the Bible.
- AA/MU 399B. Junior-Senior Seminar in Ethnomusicology.
- AA/AR s20. Religious Arts of the African Diaspora.
- AA/AN s28. Cultural Production and Social Context, Jamaica.
  
- ANTH 101. Social Anthropology.
- AN/RE 234. Myth, Folklore, and Popular Culture.
- ANTH 322. First Encounters: European “Discovery” and North American Indians.
- ANTH 333. Culture and Interpretation.
- ANTH 335. The Ethnographer’s Craft.

ANTH 347. New World Archeology.  
AN/ED 378. Ethnographic Approaches to Education.  
ANTH s10. Encountering Community: Ethnographic Fieldwork and Service Learning.  
ANTH s20. Refugees and Resettlement.  
ANTH s24. Service-Learning in the Local Community.  
ANTH s25. Ethnicity, Bilingualism, Religion, and Gender: Topics in Ethnographic Fieldwork.  
ANTH s32. Introduction to Archeological Fieldwork.

ART 283. Contemporary Art.  
ART 288. Visualizing Race.  
ART 361. Museum Internship.  
ART 375. Issues of Sexuality and the Study of Visual Culture.  
ART 377A. Picturesque Suburbia.  
ART s17. Consuming Consumer Culture.  
ART s23. Art and Artists in New York.  
ART s32. The Photograph as Document.

CMS 285. Democracies and Crisis: Athens and America.

DANC 250. Twentieth-Century American Dance I.  
DANC s29A. Dance as a Collaborative Art I.  
DANC s29B. Dance as a Collaborative Art II.  
DANC s29C. Dance as a Collaborative Art III.

ECON 230. Economics of Women, Men, and Work.  
ECON 331. Labor Economics.  
ECON 348. Urban Economics.

EDUC 231. Perspectives on Education.  
EDUC 240. Gender Issues in Education.  
ED/SO 242. Race, Cultural Pluralism, and Equality in American Education.  
EDUC 250. Critical Perspective on Pedagogy and Curriculum.  
EDUC 350. Anti-Oppressive Education.  
ED/SO 380. Education, Reform, and Politics.  
EDUC s27. Literacy in the Community.

EN/WS 121G. Asian American Women Writers.  
ENG 141. American Writers to 1900.  
ENG 152. American Writers since 1900.  
ENG 241. American Fiction.  
ENG 250. The African American Novel.  
ENG 294. Storytelling.  
ENG 395B. Dissenting Traditions in Twentieth-Century American Literature.  
ENG 395C. Frost, Williams, and Stevens.  
ENG 395F. To Light: Five Twentieth-Century American Women Poets.  
ENG 395K. African American Literary and Cultural Criticism.  
EN/WS 395L. Feminist Literary Criticism.  
EN/WS 395S. Asian American Women Writers, Filmmakers, and Critics.  
ENG s20. NewsWatch.

ENG s23. Beatniks and Mandarins: A Literary and Cultural History of the American Fifties.

ENG s25. Sociocultural Approaches to Children's Literature.

ENG s28. Robert Creeley and Company.

EN/RH s29. Place, Word, Sound: New Orleans.

FYS 153. Race in American Political and Social Thought.

FYS 187. Hard Times: Economy and Society in the Great Depression.

FYS 221. Medicine and the American Civil War.

FYS 234. The U.S. Relocation Camps in World War II.

FYS 245. América with an Accent.

FYS 267. American Childhood.

FYS 271. Into the Woods: Rewriting *Walden*.

FYS 286. Whitelands: Cinematic Nightmares.

FYS 287. Music and Metaphor: The Sounds in African American Literature.

FYS 294. Race and Its Representations.

FRE 240B. "*Mon pays, c'est l'hiver*": Québec Culture and Literature.

FRE s35. French in Maine.

HIST 140. Origins of the New Nation, 1500-1820.

HIST 141. America in the Age of the Civil War.

HIST 142. America in the Twentieth Century.

HIST 181. Latin American History: From the Conquest to the Present.

HI/WS 210. Technology in United States History.

HIST 243. African American History.

HIST 244. Native American History: Contact to Removal.

HIST 249. Colonial North America.

HIST 261. American Protest in the Twentieth Century.

HIST 265. Wartime Dissent in Modern America.

HI/WS 267. Blood, Genes, and American Culture.

HIST 271. The United States in Vietnam, 1945-1975.

HIST 280. Revolution and Conflict in the Caribbean and Central America.

HIST 288. Environment, Development, and Power in Latin America.

HIST 290. Gender and the Civil War.

HIST 390F. The American West.

HIST 390P. Prelude to the Civil Rights Movement.

HIST 390U. Colony, Nation, and Diaspora: Cuba and Puerto Rico.

HIST 390W. The Civil Rights Movement.

HIST 390Z. American Migration Myths.

INDS 239. Black Women in Music.

INDS 262. Ethnomusicology: African Diaspora.

INDS s21. Writing a Black Environment.

MUS 240C. Politics and Pop since 1960.

MUS 247. Jazz and Blues: History and Practice.

MUS 254. Music and Drama.

MUS s29. American Musicals on Film.

POLS 115. American Government and Public Policy.  
POLS 118. Law and Politics.  
POLS 211. American Parties and Elections.  
POLS 215. Political Participation in the United States.  
POLS 228. Constitutional Freedoms.  
POLS 229. Race and Civil Rights in Constitutional Interpretation.  
POLS 235. Black Women in the Americas.  
POLS 249. Politics of Latin America.  
POLS 276. American Foreign Policy.  
POLS 310. Public Opinion.  
POLS 325. Constitutional Rights and Social Change.  
POLS 329. Law and Gender.  
POLS 349. Indigenous Movements in Latin America.  
POLS 422. Social Justice Internships.  
POLS s21. Internships in Community Service.

PY/SO 210. Social Psychology.

REL 247. City upon the Hill.  
REL 255. African American Religious Traditions.  
REL 270. Religion and American Visual Culture.  
REL 365B. W. E. B. Du Bois and American Culture.  
REL s24. Religion and the City.  
REL s27. Field Studies in Religion: Cult and Community.

RHET 260. Lesbian and Gay Images in Film.  
RHET 265. The Rhetoric of Women's Rights.  
RHET 275. African American Public Address.  
RHET 386. Language and Communication of Black Americans.  
RHET 390. Contemporary Rhetoric.  
RHET 391A. The Rhetoric of Alien Abduction.  
RHET 391B. Presidential Campaign Rhetoric.  
RHET s30. Television Criticism: Prime-Time Women.

SOC 120. Race, Gender, Class, and Society.  
SOC 220. Family and Society.  
SOC 270. Sociology of Gender.  
SOC 395B. Beliefs about Social Inequality.

SPAN 215. Readings in Spanish American Literature.  
SPAN 225. Diaspora: Identity and Culture.  
SPAN 245. Social Justice in Hispanic Literature.  
SPAN 247. Latin American Travel Fiction.  
SPAN 250. The Latin American Short Story.  
SPAN 264. Mexican Women Writers.  
SPAN 342. Hybrid Cultures: Latin American Intersections.  
SPAN 343. Contemporary Latin American Literature.

WGST 100. Introduction to Women's and Gender Studies.  
WGST 350. Walking the Edge: About Borders.

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## Courses

**AA/AC 119. Cultural Politics.** This course examines the relationship of culture to politics. It introduces the study of struggles to acquire, maintain, or resist power and gives particular attention to the role culture plays in reproducing and contesting social divisions of class, race, gender, and sexuality. Lectures and discussion incorporate film, music, and fiction in order to evaluate the connection between cultural practices and politics. Not open to students who have received credit for Political Science 119. Normally offered every year. J. McClendon.

**INDS 165. African American Philosophers.** This course focuses on how African American philosophers confront and address philosophical problems. Students consider the relationship between the black experience and traditional themes in Western philosophy. Attention is also given to the motivations and context sustaining African American philosophers. Recommended background: African American Studies 140A or African American Studies/American Cultural Studies 119. Cross-listed in African American studies, American cultural studies, and philosophy. Enrollment limited to 40. Not open to students who have received credit for African American Studies 165. Offered with varying frequency. J. McClendon.

**ACS 220. Fieldwork in American Cultural Studies.** Central to the Program in American Cultural Studies is the examination of and engagement with diverse American communities. Students in this course first consider their own positions, identities, and privileges within America, and then, using gender, class, and race analysis, they investigate the historical cultures of the College and the Lewiston community. In cooperation with the Center for Service-Learning, students also work in service-oriented agencies. Besides extensive fieldwork, students participate in weekly seminar discussions, and prepare a research paper relevant to their experience. Enrollment limited to 12. Normally offered every year. M. Creighton.

**ACS 237. Multicultural Education.** An examination of the cultural and political dimensions of multicultural education as an academic and intellectual undertaking. Students explore how social divisions on the basis of unequal access and control of cultural institutions and instruments reproduce and affirm conditions of domination. Yet, the cultural resistance movements offer new alternatives to the dominant culture. Recommended background: courses in the social sciences and humanities. Open to first-year students. Offered with varying frequency. J. McClendon.

**INDS 240. Theory and Method in African American Studies.** This course addresses the relationship between political culture and cultural politics within African American studies. Particular attention is paid to the contending theories of cultural criticism. Cornel West, Molefi Asante, Patricia Hill Collins, Angela Davis, bell hooks, Maramba Ani, and Henry Louis Gates Jr. are some of the theorists under review. Recommended background: African American Studies/American Cultural Studies 119 or significant work in political science, American cultural studies, or African American studies. Cross-listed in African American studies, American cultural studies, and philosophy. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for American Cultural Studies 240 or Political Science 240. Offered with varying frequency. J. McClendon.

**INDS 250. Interdisciplinary Studies: Methods and Modes of Inquiry.** Interdisciplinarity involves more than a meeting of disciplines. Practitioners stretch methodological norms and reach across disciplinary boundaries. Through examination of a single topic, this course introduces students to interdisciplinary methods of analysis. Students examine what practitioners actually do and work to become practitioners themselves. Prerequisite(s): African American Studies 140A or Women's and Gender Studies 100, and one other course in African American studies, American cultural studies, or women's and gender studies. Cross-listed in African American studies, American cultural studies, and women's and gender studies. Enrollment limited to 40. Not open to students who have received credit for African American Studies 250, American Cultural Studies 250, or Women's and Gender Studies 250. Normally offered every year. E. Rand.

**INDS 260. United States Latina/Chicana Writings.** This course rests on two conceptual underpinnings: Gloria Anzaldúa's *Nueva Mestiza*, and the more recent "*U.S. Pan-latinidad*" postulated by the Latina Feminist Group. The literary and theoretical production of Chicanas and Latinas is examined through these lenses. Particular attention is given to developing a working knowledge of the key historical and cultural discourses engaged by these writings and the various contemporary United States Latina and Chicana positionalities vis-à-vis popular ethnic representations. The course also examines the function given to marketable cultural productions depending on the different agents involved. Cross-listed in American cultural studies, Spanish, and women's and gender studies. Open to first-year students. Offered with varying frequency. C. Aburto Guzmán.

**INDS 291. Exhibiting Cultures.** This course examines the politics of exhibiting cultures. Each week the course analyzes specific exhibitions of cultural artifacts, visual culture, and the cultural body as a means to evaluate the larger issues surrounding such displays. These includes issues of race, colonialism, postcolonialism, and curatorial authority in relation to the politics of exhibiting cultures. A field trip to analyze an exhibition is a critical part of the students' experience in the course. Students are required to lead a discussion of the readings, participate in discussions, write a research paper deconstructing an exhibition, and work with a group to design their own theoretical exhibition. Cross-listed in African American studies, American cultural studies, and art. Offered with varying frequency. Staff.

**INDS 339. Africana Thought and Practice.** This seminar examines in depth a broad range of black thought. Students consider the various philosophical problems and the theoretical issues and practical solutions offered by such scholar/activists as W. E. B. Du Bois, Marcus Garvey, Kwame Nkrumah, Claudia Jones, C. L. R. James, Leopold Senghor, Amilcar Cabrah, Charlotta Bass, Lucy Parsons, Walter Rodney, and Frantz Fanon. Recommended background: a course on the Africana world, or a course in philosophy or political theory. Cross-listed in African American studies, American cultural studies, and philosophy. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for American Cultural Studies 339 or Political Science 339. Offered with varying frequency. J. McClendon.

**ACS 348. Race and Ethnicity in America.** An investigation of how race and ethnicity as cultural and political categories in the United States are materially anchored in specific sets of social relations. Of particular import is the concept of whiteness as a racial category, and its connection to racism and national oppression. What social groups are excluded from the racial category of white and how are they consequently excluded from American nationality? Enrollment limited to 15. Offered with varying frequency. J. McClendon.

**ACS 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**ACS 457, 458. Senior Thesis.** Under the supervision of a faculty advisor, all majors write an extended essay that utilizes the methods of at least two disciplines. Students register for American Cultural Studies 457 in the fall semester and for American Cultural Studies 458 in the winter semester. Majors writing an honors thesis register for both American Cultural Studies 457 and 458. Normally offered every year. Staff.

### Short Term Units

**INDS s18. African American Culture through Sports.** Sports in African American life have served in a variety of ways to offer a means for social, economic, cultural, and even political advancement. This unit examines how sports have historically formed and contemporaneously shape the contours of African American culture. Particular attention is given to such questions as segregation, gender equity, cultural images, and their political effects for African American athletes and the black community. In addition to the required and recommended readings, lectures, and discussions, videos and films are central to the teaching and learning process. Cross-listed in African American studies, American cultural studies, and philosophy. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for American Cultural Studies s18 or Political Science s18. Offered with varying frequency. J. McClendon.

**ACS s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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# Anthropology

*Professors Kemper (on leave, winter semester and Short Term) and Danforth (chair); Associate Professors Eames and Carnegie; Lecturers Bourque and Lindkvist*

Anthropologists investigate culture and society, gender and ethnicity, human evolution and the concept of “race.” Anthropology is a coherent and comprehensive discipline that offers

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students a broad, comparative, and essentially interdisciplinary approach to the study of human life in all its diversity.

Anthropologists are concerned with understanding human universals, on the one hand, and the uniqueness of individual cultures, on the other. At Bates the program includes archeological, biological, and sociocultural perspectives.

Anthropology attempts to make sense, in a non-ethnocentric manner, of everyday life in both familiar and “exotic” settings. In this way the discipline enables students to achieve cultural competence in the broadest sense of the term—the ability to function effectively in a multicultural environment, to analyze material from their own and other cultures, and to appreciate the value of the cultural diversity that exists in our world. Some recent graduates have pursued careers in public health, community organizing, environmental law, international development, teaching, and museum work; some have gone on to graduate work in anthropology and archeology.

Anthropology 101, 103, and 104 are designed as introductions to the discipline of anthropology and as preparation for more advanced courses. Other 100- and 200-level courses also admit first-year students, but more closely reflect a specific field within anthropology. The 300- and 400-level courses are open to all upperclass students, but the latter are especially designed for majors.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Students majoring in anthropology study the discipline’s history and methodology by taking two types of courses: those that focus on a particular cultural area (such as Africa, the Caribbean, native North America, Europe, or South Asia) and courses that focus on a specific theoretical concern. They also conduct individual ethnographic or archeological fieldwork and are encouraged to complement their work in anthropology with participation in a study-abroad program. Major requirements may include course work in other related departments (such as art, biology, geology, languages and literatures, political science, religion, and sociology) and programs (such as African American studies, American cultural studies, Asian studies, environmental studies, and women’s and gender studies).

Students majoring in anthropology must complete successfully Anthropology 101, 103 or 104, 333, 339, 441, 458, and Anthropology s10 or s32, which should be taken during the student’s sophomore year; and at least four other courses in anthropology, not including 360. With departmental approval two of these elective courses in anthropology may be replaced by related courses from other departments or programs at Bates or from a Junior Semester or Junior Year Abroad program.

**Secondary Concentration.** A secondary concentration in anthropology allows students to develop a basic foundation in the discipline while complementing the perspectives offered in their major area of study. The department has established the following requirements for a secondary concentration in anthropology:

- 1) Anthropology 101 and 103 or 104.
- 2) Anthropology 333, 339, or 347.

- 3) Anthropology s10 or s32.
- 4) Any two other anthropology courses (including courses cross-listed in anthropology).

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major or the secondary concentration.

**General Education.** Any two courses listed below may serve as a department-designated set. First-Year Seminar 172 and 242 may be used toward the social science set or third course requirement. Short Term units may not be used to satisfy a set requirement, nor may any Short Term unit serve as an option for the third course.

## Courses

**ANTH 101. Social Anthropology.** An introduction to the study of a wide variety of social and cultural phenomena. The argument that the reality we inhabit is a cultural construct is explored by examining concepts of race and gender, kinship and religion, the individual life cycle, and the nature of community. Course materials consider societies throughout the world against the background of the emerging global system. Enrollment limited to 50 per section. Normally offered every semester. L. Danforth, S. Kemper.

**ANTH 103. Introduction to Archeology.** Archaeology is anthropology that looks into the past by examining the remains left by extinct cultures. This course introduces the theories, methods, and techniques employed by modern archeologists. It examines such issues as what is left behind, how we find and interpret it, and what it all means to us today. Using hands-on lab exercises, films, computer simulations, and field trips, this course reveals this often hidden dimension of human culture. Enrollment limited to 32. Normally offered every year. B. Bourque.

**ANTH 104. Introduction to Human Evolution.** Humans evolved to their modern form under conditions very different from those we live in today. Thus, a well-informed perspective on modern humanity must be based upon an understanding of our deep biological and cultural history. This course explores what we are learning about that history, from the appearance of the primates to modern times. Students look at how biology and culture evolved together, how humans came to dominate the earth, and at the true nature of our similarities and differences today. Using hands-on lab exercises, films and computer simulations, this course explores our rapidly developing understanding of these basic human issues. Enrollment limited to 32. Normally offered every year. B. Bourque.

**ANTH 155. Cinematic Portraits of Africa.** Most Americans have “seen” Africa only through non-African eyes, coming to “know” about African society through such characters as Tarzan and such genres as the “jungle melodrama” or the “nature show.” In this course, films from the North Atlantic are juxtaposed with ethnographic and art films made by Africans in order to examine how to “read” these cinematic texts. Related written texts help to answer central questions about the politics of representation: What are the differences in how African societies are depicted? Why are particular issues and points of view privileged? Recommended background: two or more courses from the following fields: anthropology, African studies, cultural studies, or film. Enrollment limited to 25. Normally offered every other year. E. Eames.

**ANTH 220. Medicine and Culture.** Within the American context and in much of the West, biomedicine prevails as the dominant medical system. However, diverse systems of belief

and practice about health, illness, and treatment exist within and outside the United States. Students examine how concepts such as health, illness/disease, and the body are culturally constructed and socially produced. Through readings, lectures, and assignments, students engage the theories and methods medical anthropologists use to understand the relationship between individual bodies and the social world. Recommended background: course work in anthropology. Enrollment limited to 30. Offered with varying frequency. H. Lindkvist.

**AN/RE 225. Gods, Heroes, Magic, and Mysteries: Religion in Ancient Greece.** An anthropological and historical approach to ancient Greek religion in which archeological, literary, and art historical sources are examined and compared with evidence from other cultures to gain an understanding of the role of religion in ancient Greek culture and of changing concepts of the relationship between human beings and the sacred. Topics explored include pre-Homeric and Homeric religion, cosmology, mystery cults, civil religion, and manifestations of the irrational, such as dreams, ecstasy, shamanism, and magic. Open to first-year students. Not open to students who have received credit for Anthropology 225 or Religion 225. Normally offered every other year. L. Danforth, R. Allison.

**ANTH 228. Person and Community in Contemporary Africa.** What processes have led to the present conditions on the African continent? The course examines the changing patterns of life in rural and urban Africa. Subjects range from detailed accounts of life in particular communities to the place of Africa in the modern world system. Open to first-year students. Normally offered every year. E. Eames.

**AN/RE 234. Myth, Folklore, and Popular Culture.** A variety of “texts,” including ancient Greek myths, Grimms’ folktales, Apache jokes, African proverbs, Barbie dolls, Walt Disney movies, and modern Greek folk dances, are examined in light of important theoretical approaches employed by anthropologists interested in understanding the role of expressive forms in cultures throughout the world. Major emphasis is placed on psychoanalytic, feminist, Marxist, structuralist, and cultural-studies approaches. Open to first-year students. Enrollment limited to 80. Not open to students who have received credit for Anthropology 234 or Religion 261. Normally offered every other year. L. Danforth.

**ANTH 240. Peoples and Societies of South Asia.** A broad survey of the societies of South Asia, focusing especially on India and Sri Lanka. The course considers the genealogical descent of Hindu thinking about society, gender, and the body, as well as external forces on these social realities. Open to first-year students. Offered with varying frequency. S. Kemper.

**AA/AN 251. History, Agency, and Representation in the Making of the Caribbean.** One anthropologist writing about the Caribbean asserts: “Nowhere else in the universe can one look with such certainty into the past and discern the outlines of an undisclosed future.” Caribbean social systems bore the full impact of Western imperial expansion yet have adjusted to it in resilient and creative ways. The course surveys and interprets aspects of Caribbean life, and the ways in which they have been represented, drawing on a variety of sources—historical, ethnographic, literary, and visual. Open to first-year students. Not open to students who have received credit for Anthropology 250. Normally offered every year. C. Carnegie.

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**ANTH 252. The Anthropology of Modernity.** Where anthropologists have traditionally focused on small-scale, self-sufficient societies, this course considers modernity as a cultural system, part of present-day capitalist enterprise, and a global phenomenon. It does so by focusing on three practices central to modern social life: consumption, nationalism and transnationalism, and postmodernism. Open to first-year students. Offered with varying frequency. S. Kemper.

**INDS 262. Ethnomusicology: African Diaspora.** This introductory course is a survey of key concepts, problems, and perspectives in ethnomusicological theory drawing upon the African diaspora as a cross-cultural framework. This course focuses on the social, political, and intellectual forces of African culture that contributed to the growth of ethnomusicology from the late nineteenth century to the present. Cross-listed in African American studies, anthropology, and music. Open to first-year students. Enrollment limited to 25. Not open to students who have received credit for African American Studies 262, Anthropology 262, or Music 262. Normally offered every other year. Staff.

**AN/RE 263. Buddhism and the Social Order.** The West looks upon Buddhism as an otherworldly religion with little interest in activity in this world. Such has not been the case historically. The Dhamma (Buddhist doctrine) has two wheels, one of righteousness and one of power, one for the other world and one for this world. Lectures and discussions use this paradigm to consider the several accommodations Buddhism has struck with the realities of power in various Theravada Buddhist societies in ancient India, Sri Lanka, and Southeast Asia. Open to first-year students. Not open to students who have received credit for Anthropology 244 or Religion 263. Normally offered every other year. S. Kemper.

**AN/RE 265. Anthropological Approaches to the Study of Religion.** As human societies change, so do the religious beliefs and practices these societies follow. The course examines the symbolic forms and acts that relate human beings to the ultimate conditions of their existence, against the background of the rise of science. Emphasis is placed on both Western and non-Western religions. Open to first-year students. Not open to students who have received credit for Anthropology 241, Religion 262, or Sociology 241. Offered with varying frequency. S. Kemper.

**AN/WS 275. Gender Relations in Comparative Perspective.** A comparative analysis, utilizing new feminist approaches in anthropology and women's studies, of the social construction of gender in contemporary societies, with a focus on West African, East Asian, and North American notions of gender identity and gender relations. Open to first-year students. Not open to students who have received credit for Anthropology 275 or Women's and Gender Studies 275. Normally offered every year. E. Eames.

**ANTH 276. Sex, Desire, and Culture.** Is sexuality an innate, universal category of human experience? What determines the object of an individual's desire? How does the body become "sexed," reflecting social and objective notions of sexuality and gender? An introduction to the anthropology of sexuality, this course explores the history of the field—the influential figures and dominant theories—and contemporary perspectives in the cross-cultural study of sexuality. A central premise of this course is the understanding that sexuality is a dynamic force, mediated by historical and cultural factors. Topics include ritualized sexual behavior, sexual identity, alternative sexualities (e.g., two-spirit), and body modifications. Recommended background: course work in anthropology. Offered with varying frequency. H. Lindkvist.

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**ANTH 322. First Encounters: European “Discovery” and North American Indians.** Columbus’s “discovery” of America was a major event in human history because it put Old and New World populations in contact after millennia of isolation. This course examines factors leading up to the “discovery” and the calamitous impact of early colonization upon Native Americans. Prerequisite(s): Anthropology 101. Normally offered every other year. B. Bourque.

**AN/SO 325. Ethnicity, Nation, and World Community.** The course explores the means by which social identities are constructed as ethnicity and nations. It focuses on how representations taken from categories of everyday life—such as “race,” religion, gender, and sexuality—are deployed to give these group loyalties the aura of a natural, timeless authority. This inquiry into ethnicity and nation as cultural fabrications allows for exploration of the possibility of global community not simply in its institutional dimensions, but as a condition of consciousness. Not open to students who have received credit for Anthropology 325 or Sociology 325. Normally offered every other year. C. Carnegie.

**ANTH 333. Culture and Interpretation.** Beginning with a consideration of symbolic anthropology as it developed in the 1960s and 1970s, this course surveys critiques of the anthropological turn to the study of social life from the actor’s point of view. Emphasis is placed on feminism, reflexive ethnography, and postmodernism. Normally offered every year. C. Carnegie.

**ANTH 335. The Ethnographer’s Craft.** Much of contemporary theoretical discussion in anthropology derives from self-conscious reflection on what its practitioners do—field-work—and how they write about it. By reading a selection of classic and contemporary ethnographies along with critical discourse on their formulation, and by conducting individual ethnographic research, students examine questions of representation, audience, power, and ethical responsibility entailed by ethnography. The concern is with both craft and craftiness, skill and artifice. Prerequisite(s): any course in anthropology, political science, sociology, women’s and gender studies, African American studies, or American cultural studies. Offered with varying frequency. C. Carnegie.

**ANTH 339. Production and Reproduction.** Economic anthropology challenges the assumptions of conventional economics by analyzing economic behavior from a cross-cultural perspective. Designed for upper-level economics and/or anthropology majors, this course looks at the relation between economy and society through a critical examination of neoclassical, substantivist, Marxist, feminist, and ecological approaches in anthropology. The relative merits of these explanatory paradigms are assessed as students engage ethnographic case material. Such “economic facts” as production, exchange, land tenure, marriage transactions, state formation, and social change in the modern world system are addressed, always in comparative perspective. Economics majors may select this course for major credit and are encouraged to enroll in it. Prerequisite(s): two courses in economics and/or anthropology. Normally offered every year. E. Eames.

**ANTH 347. New World Archeology.** A topical survey of New World archeology emphasizing the entry of humans into North and South America as well as the later prehistoric cultures of North America, Mesoamerica, and the Andes. Prerequisite(s): Anthropology 102. Normally offered every other year. B. Bourque.

**ANTH 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course

work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**ANTH 365. Special Topics.** A course or seminar offered from time to time and reserved for a special topic selected by the department. Normally offered every year. Staff.

**AN/ED 378. Ethnographic Approaches to Education.** Ethnography focuses on the daily lives and meaning-making processes of people who associate regularly in local networks, institutions, or communities. Ethnographers observe, interview, and participate in the routine activities of the people they study. They also explore the connections between locally situated activity and broader realms of symbolic meaning and social organization. This course introduces students to interpretive methods with which to examine the webs of meaning that give shape to educational spaces. Through active engagement in empirical research in educational settings across the Lewiston/Auburn community, students grapple with theoretical assumptions, procedures, and standards of quality in ethnographic research. A thirty-hour field experience is required. Enrollment limited to 25. P. Buck.

**ANTH 441. History of Anthropological Theory.** A consideration of some of the major theories in the development of the field of anthropology, with an emphasis on the fundamental issues of orientation and definition that have shaped and continue to influence anthropological thought. Topics include cultural evolution, the relationship between the individual and culture, the nature-nurture debate, British social anthropology, feminist anthropology, and anthropology as cultural critique. Normally offered every year. L. Danforth.

**ANTH 457, 458. Senior Thesis.** Students participate in individual and group conferences in connection with the writing of the senior thesis. Majors writing a one-semester thesis normally register for Anthropology 458. Majors writing an honors thesis register for Anthropology 457 in the fall semester and 458 in the winter semester. Prerequisite(s): approval by the department of a thesis prospectus prior to registration. Normally offered every year. Staff.

### Short Term Units

**ANTH s10. Encountering Community: Ethnographic Fieldwork and Service-Learning.** This unit offers students an opportunity to explore the cultural diversity that exists in the Lewiston-Auburn community. Students are trained to conduct original ethnographic fieldwork by doing both interviews and participant-observation research. Students may also carry out service-learning projects in conjunction with their fieldwork. Some years the unit will have a particular focus such as refugees, ethnicity, or religion. Recommended background: some coursework in anthropology. Enrollment limited to 15. Written permission of the instructor is required. Normally offered every year. Staff.

**ANTH s20. Refugees and Resettlement.** In the last two decades the state of Maine has increasingly become a site for resettling refugees. This process requires more than finding housing, work, and educational opportunities for new American families. Resettling people entails the translation of one way of life into another. This unit presents students with the opportunity both to understand the process and to volunteer with agencies trying to make the transition easier. Recommended background: one anthropology course.

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Enrollment limited to 12. Written permission of the instructor is required. Offered with varying frequency. S. Kemper.

**AN/PS s22. The Politics of Cultural Production: African Films and Filmmaking.** As self-representation, African films challenge the stereotypical images of the continent presented in Hollywood movies. They are part of the effort to create new images in the post-independence era, helping to forge national identities through a reinvention of a shared past. Using feature films produced by Africans for an African audience, this unit explores the challenges faced in contemporary African society as seen through African eyes. Recommended background: one course in African studies or film studies. Enrollment limited to 35. Not open to students who have received credit for Anthropology s22 or Political Science s22. Offered with varying frequency. E. Eames, L. Hill.

**ANTH s24. Service-Learning in the Local Community.** This unit provides students with a structured opportunity to explore American culture and various U.S. subcultures as expressed within the local community. The structure of the unit varies from year to year depending on its theme, but always involves service-learning internship placements within local institutions. Participants meet regularly with the instructor to work on some theoretical implications of their internship experiences. Enrollment limited to 12. Offered with varying frequency. E. Eames.

**ANTH s25. Ethnicity, Bilingualism, Religion, and Gender: Topics in Ethnographic Fieldwork.** After reading selected works on the nature of ethnographic fieldwork, on the political and ethical implications of such fieldwork, and on the different genres of ethnographic writing, students conduct individual research projects in the Lewiston-Auburn area. Possible topics include ethnic identity, bilingualism, religious conversion, and gender roles. Enrollment limited to 12. Offered with varying frequency. L. Danforth.

**AA/AN s28. Cultural Production and Social Context, Jamaica.** Although Jamaica's artistic and popular culture enjoys international acclaim, it is at the same time often misunderstood. This unit affords students an opportunity to investigate a range of Jamaican cultural practices within the context of the specific social, historical, and political matrices in which they are generated and received. This unit begins with a preliminary introduction/orientation in Lewiston. In Jamaica, regular seminar meetings are supplemented by guest speakers and visits with writers and artists. In addition, each student carries out an individual research project using both textual and ethnographic methods of inquiry. Recommended background: previous course on the Caribbean or in African American studies. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for African American Studies s21. Offered with varying frequency. C. Carnegie.

**ANTH s32. Introduction to Archeological Fieldwork.** This field course offers basic training in archeological survey, excavation, and analysis through work on prehistoric sites in the area. This unit requires a fee to cover transportation costs. Enrollment limited to 15. Normally offered every year. B. Bourque.

**ANTH s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospec-

tus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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## Art

*Professor Corrie; Associate Professors Harwood (chair) and Rand; Assistant Professors Johnson and Nguyen (on leave, 2003-2004); Senior Lecturers Feintuch and Heroux; Lecturers Nicoletti, Morris (on leave, winter semester and Short Term), Jones, Bessire, and Gandolf*

The department offers courses in studio practice and in the study of intersecting categories of art, architecture, visual culture, and material culture, from the distant past to the present. This study also provides insights into the intellectual currents, religious doctrines and practices, and social institutions of the past, with attention to issues of class, gender, race, ethnicity, and sexual orientation. A concentration in studio art involves the integration of traditional disciplines and methods with contemporary practices and the study of visual culture.

The major combines work in both the history of art and studio art. Students emphasizing art history and studio art take many of the same courses but fulfill different requirements. Students intending to study abroad must discuss fulfillment of major requirements with their advisor and the department chair in advance. Students planning graduate study in architecture, landscape architecture, or design are advised to confer with the department chair early in their college career in order to plan appropriate undergraduate programs.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements for Studio Art.** Potential majors should meet with the art faculty as first-year students. Majors emphasizing studio art must take a minimum of three courses in the history of art distributed across a variety of cultures and time periods, including one course in twentieth-century art. Studio majors are encouraged to enroll in at least one studio course each semester, and are required to take a minimum of five studio courses and one Short Term studio unit. The preponderance of studio major requirements should be completed prior to beginning a studio thesis. It is strongly advised that studio majors enroll in Art 350 (Visual Meaning) in the second semester of their junior year. Studio majors are required to take Art 457 and 458 (Senior Thesis) consecutively in the fall and winter semesters of their senior year. The opportunity to do an honors thesis is completely at the discretion of the departmental faculty. The department encourages study abroad for one semester. Courses taken abroad should correspond with the studio curriculum offered at Bates. The faculty recommend applying one studio course and one art history course taken

abroad towards the major requirements. Studio majors intending to study abroad must consult with the department well in advance.

**Major Requirements for History of Art.** Majors emphasizing the history of art must take one studio course (any studio course or Short Term unit in studio is acceptable; art history students are advised to take their studio course before their senior year); Art 374 (art history majors are advised to take 374 by the end of junior year if possible); and eight additional courses in history of art for a total of at least ten courses. The courses must be distributed across a variety of both cultures and time periods. Adequate distribution is determined in conjunction with the departmental advisor, who must approve each student's course of study. Art history Short Term units are not counted among these ten courses and are optional. In addition, students are required to write a senior thesis (457 or 458). Topics for theses are subject to departmental approval. The opportunity to do an honors thesis is completely at the discretion of the departmental faculty. Students who wish to continue in the history of art on a graduate level should obtain a reading knowledge of French and German, and are strongly advised to include additional courses in art theory such as Art 226 and an upper-level seminar such as 375, 376, 377, or 390.

**Pass/Fail Grading Option.** Pass/fail grading may be elected for courses applied toward the major except for Art 360, 361, 374, 457, and 458.

**General Education.** Any one art Short Term unit or First-Year Seminar 135 may serve as an option for the fifth humanities course. Advanced Placement, International Baccalaureate, or A-Level credit awarded by the department may not be used towards fulfillment of any General Education requirements.

## Courses

**ART 202. Color/Painting Fundamentals.** An examination of color theory and its application to the art of painting. Open to first-year students. Enrollment limited to 10. Normally offered every year. P. Jones.

**ART 203. Ceramic Material and Techniques.** Designing and sculpting of objects in clay, using such traditional techniques as slab construction, casting, and throwing on the potter's wheel. Students work with clay, plaster, paper, and found objects to solve problems in figurative and abstract design. Drawing is part of some assignments. The course serves as an introduction to ceramics, and is a prerequisite for Studio Pottery (Art 217). Open to first-year students. Enrollment limited to 15 per section. Normally offered every year. P. Heroux.

**ART 205. Figure Sculpting with Clay.** A study of the figure through the understanding of anatomy and the use of a model. Reliefs, fully dimensional heads, and other figurative sculpture in clay are based on preliminary drawings. The special problems of firing ceramic sculpture are covered. Prerequisite(s): Art 203, 212, or 365A. Open to first-year students. Enrollment limited to 15. Normally offered every year. P. Heroux.

**ART 212. Drawing I.** This course is a study of drawing through process and analysis. Emphasis is placed on drawing from observation using traditional techniques and materials as preparation for visual study in all media. Open to first-year students. Enrollment limited to 18 per section. Normally offered every semester. J. Nicoletti, P. Jones, P. Johnson, R. Feintuch.

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**ART 213. Painting I: Color and Form.** An investigation of traditional painting materials, techniques, methods, and supports. Emphasis is on observation and perception. Prerequisite(s): Art 212 or 365A. Open to first-year students. Enrollment limited to 10. Normally offered every year. Staff.

**ART 214. Painting I: Pictorial Structure.** Problems in representation and pictorial structure. The student learns about painting by concentrated study of the works of painters from the past and present and by painting from nature. Prerequisite(s): Art 212 or 365A. Open to first-year students. Enrollment limited to 10. Normally offered every year. J. Nicoletti.

**ART 217. Studio Pottery.** An introduction to the ceramic process covering the nature of clay, application of glazes, firing procedures, wheel- and hand-formed work, design, and aspects of the history of pottery. There is a laboratory fee. Prerequisite(s): Art 203 or s20. Open to first-year students. Enrollment limited to 12. Normally offered every year. P. Heroux.

**ART 218. Photography I.** A study of the camera's use for observation and expression of experiences. In this introductory course the student learns concepts and techniques of basic black-and-white photography and its expressive possibilities. There is a laboratory fee. Open to first-year students. Enrollment limited to 12. Normally offered every year. E. Morris.

**ART 219. The Digital Image.** An introduction to the computer as a tool for making art. Students work with image processing software (e.g., Adobe Photoshop) to produce and manipulate images. While basic technical skills are taught, assignments and discussions stress the conceptual possibilities of the medium. Recommended background: Art 100 and 283. Open to first-year students. Enrollment limited to 12. Normally offered every other year. E. Morris.

**ART 225. Iconography: Meaning in the Visual Arts from Late Antiquity to the Renaissance.** Unraveling political, sociological, religious, and philosophical messages is an intriguing process essential to the study of art history. The course focuses on a selection of iconographic problems including the political content of Late Roman sculpture, the use of the body in religious images depicting figures such as Adam and Eve, and the depiction of women such as the Virgin Mary and female saints, and ends with the study of classical subjects in Renaissance painting, such as Venus and Mars, and the political content of Elizabethan portraits. Traditional and recent modes of analysis are investigated. Open to first-year students. Enrollment limited to 25. Normally offered every other year. R. Corrie.

**AR/PL 226. Philosophy of Art.** An introduction to the major problems of philosophy of art including discussion of attempts to define art, problems concerning the interpretation of individual works of art, and recent theories of modern and postmodern art. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Art 226 or Philosophy 241. Normally offered every other year. Staff.

**AR/CM 232. Pyramid and Ziggurat.** A survey of the art and architecture of the ancient worlds of Egypt and the Near East, with attention given to topics including women in ancient Egypt, the Kingdom of Kush, and current developments in archeology. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for Art 232. Normally offered every other year. R. Corrie.

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**AR/CM 241. The Art of Islam.** Art of the Islamic world from its roots in the ancient Near East to the flowering of Safavid Persia and Mughal India in the sixteenth, seventeenth, and eighteenth centuries. Developments are traced through architecture, painting, ceramics, textiles, and metalwork. Consideration is given to the continuity of the Near Eastern artistic tradition and Islamic art in the nineteenth and twentieth centuries. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for Art 241. Normally offered every other year. R. Corrie.

**AR/AS 243. Buddhist Visual Worlds.** The course examines the history and basic teachings of Buddhism from perspectives of visual culture. It provides an introduction to a broad spectrum of Buddhist art, beginning with the emergence of early Buddhist sculpture in India and ending with Buddhist centers in the United States. Topics covered include the iconography of principal members of the Buddhist pantheon, the effect of social and political conditions on patronage, and two important schools of Buddhism: Ch'an/Zen and Pure Land. Open to first-year students. Not open to students who have received credit for Art 243 or Asian Studies 243. Normally offered every year. T. Nguyen.

**AR/RE 244. Visual Narratives: Lives Beyond Lives.** This course examines the narrative art of South and Southeast Asian traditions and the important artistic tradition of narrative paintings, bas-reliefs, and stone carvings. The course focuses on Buddhist and Hindu legends, stories, and folklore. Philosophically, it deals with religious and popular concepts of reincarnation, rebirth, cause and effect, meritorious accumulation, wisdom perfection, and the ultimate enlightenment from the visual perspective. The course explores different contexts in which the artworks were produced. Topics include narrative theory, text-image relationships, Jataka stories (the Buddha's previous lives), a youthful Siddhanta's long search for wisdom and enlightenment, and the Ramayana epic. Open to first-year students. Normally offered every other year. T. Nguyen.

**AR/AS 245. Monuments of Southeast Asia.** This course examines the arts of Southeast Asia by focusing on significant monuments of the countries in the region. It examines the architecture, sculpture, and relief carvings on the monuments and their relations to religious, cultural, political, and social contexts. Sites covered include Borobudur, Angkor, Pagan, and the Hue Citadel. Open to first-year students. Not open to students who have received credit for Art 245 or Asian Studies 245. Normally offered every other year. T. Nguyen.

**AR/AS 246. Visual Narratives: Storytelling in East Asian Art.** This course examines the important artistic tradition of narrative painting in China and Japan. Through study of visually narrative presentations of religious, historical, and popular stories, the course explores different contexts in which the works—tomb, wall, and scroll paintings—were produced. The course introduces various modes of visual analysis and art historical contexts. Topics include narrative theory, text-image relationships, elite patronage, and gender representation. Recommended background: History 171, 172, and Japanese 240. Open to first-year students. Not open to students who have received credit for Art 246 or Asian Studies 246. Normally offered every other year. T. Nguyen.

**AR/AS 247. The Art of Zen Buddhism.** The art of Zen (Ch'an) as the unique and unbounded expression of the liberated mind has attracted Westerners since the mid-twentieth century. But what is Zen, its art and its culture? This course considers the historical development of Zen art and its use in several genres within monastic and lay settings. It

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also examines the underlying Buddhist concepts of Zen art. The course aims to help students understand the basic teachings of Zen and their expression in architecture, gardens, sculpture, painting, poetry, and calligraphy. Recommended background: Art/Asian Studies 243, Asian Studies/Religion 208, 209, 250, or 309. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Art 247 or Asian Studies 247. Normally offered every other year. T. Nguyen.

**ART 248. Rock-Cut Temples in Asia.** This course explores the art of early Buddhist rock-cut temples. These temples appeared in India during the third century B.C.E., then spread along the ancient trade routes from India to eastern Asia. The rock caves not only chart artistic development, expressed through breathtaking architecture, sculpture, reliefs, and mural paintings depicting legends and stories, they also reveal the religious practice along the trade route, as well as international and local cultures. Recommended background: Art/Asian Studies 243. Open to first-year students. Normally offered every other year. T. Nguyen.

**AR/CM 251. The Age of the Cathedrals.** An investigation of medieval architecture from the Early Christian era to the end of the Gothic period in Europe, including Russia and the Byzantine East. Emphasis is placed on the development of Christian architecture and the emergence of the Gothic cathedral in the context of European political and social history before 1500. Open to first-year students. Not open to students who have received credit for Art 251. Normally offered every other year. R. Corrie.

**AR/CM 252. Art of the Middle Ages.** In Europe from the Early Christian era to the end of the Gothic age, from 300 to 1450 C.E., precious objects, manuscripts, wall paintings, and stained glass were produced in great quantities. The course traces the development of these and other media, including tapestry and sculpture. Emphasis is placed on the changing images of men and women in medieval art. The roles of liturgy, theology, and technological and social changes are stressed. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for Art 252. Normally offered every other year. R. Corrie.

**AR/CM 265. Florence to Bruges: The Early Renaissance in Europe.** This course investigates the art and architecture of Northern and Southern Europe between 1250 and 1450. Students analyze the impact of theology, liturgy, social change, urbanism, gender, and social class on visual culture. Artists considered include Cimabue, Duccio, Giotto, Fra Angelico, Donatello, Brunelleschi, Jan van Eyck, and Rogier van der Weyden. Open to first-year students. Not open to students who have received credit for Art 265. Normally offered every other year. R. Corrie.

**ART 266. Michelangelo to Sofonisba: The High Renaissance and Mannerism.** This course concerns the art and architecture of Northern and Southern Europe between 1450 and 1600, with emphasis on art in the court and the city. Students study several methods of analysis as they investigate the impact of religion, technology, urbanism, gender, sexual orientation, social class, and national identity on the visual arts. Artists discussed include Leonardo, Raphael, Michelangelo, Bronzino, Giovanni Bologna, Titian, Sofonisba Anguissola, Lavinia Fontana, Palladio, Dürer, Grünewald, Holbein, Brueghel, and Bosch. Open to first-year students. Normally offered every other year. R. Corrie.

**ART 271. Italian Baroque Art.** A survey of painting, sculpture, landscape and urban design, and architecture in Italy during the seventeenth century. Artists studied include

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Caravaggio, the Carracci, Guercino, Bernini, and Borromini. Recommended background: Art 266. Open to first-year students. Normally offered every other year. E. Harwood.

**ART 279. Abstract Expressionism.** The ideas, forms, and practices that are the basis of abstract expressionism evolved clearly from earlier movements in twentieth-century art such as Cubism, Dada, and Surrealism. It is also a movement essentially intertwined with the broader culture of its time, from politics to psychoanalysis. The course examines the emergence of abstract expressionism and its subsequent influence over the art of the 1950s and 1960s. Open to first-year students. Enrollment limited to 40. Normally offered every other year. E. Harwood.

**ART 281. Realism, Impressionism, and Post-Impressionism.** An intensive investigation of French painting from 1850 to 1900. Artists studied include Courbet, Manet, Degas, Monet, Cézanne, Seurat, Van Gogh, and Gauguin. Open to first-year students. Enrollment limited to 50. Normally offered every other year. E. Harwood.

**ART 282. Modern European Art.** This course concerns European art from 1900 to 1940, with special attention to Cubism and Surrealism. While the course surveys art of the period, its primary goal is less to provide a comprehensive historical overview than to examine the various interpretive strategies that have been used both to develop and to understand these apparently radical innovations in visual representation. Open to first-year students. Enrollment limited to 50. Normally offered every other year. E. Rand.

**ART 283. Contemporary Art.** This course concerns contemporary art, with a focus on art of the United States created in the last forty years. Topics include changing definitions of art; the relation of art production to the mechanisms for exhibition, criticism, and sale; the contentious interaction of form and content; and the increased attention of artists and critics to matters of class, race, gender, and sexual orientation. Open to first-year students. Enrollment limited to 30 per section. Normally offered every other year. E. Rand.

**ART 285. Renaissance and Post-Renaissance Gardens and Landscape Architecture.** The course examines the development and transformation of a major art form, the landscape garden, from its beginnings in fifteenth-century Italy through its later manifestations in seventeenth-century France and eighteenth-century England. While the garden provides the visual and historical framework for the course, the pervasive theme is humanity's changing attitudes toward and interpretations of nature and the world. Open to first-year students. Normally offered every other year. E. Harwood.

**ART 286. Romantic Landscape Painting.** The importance of landscape painting in the Romantic period is a clear reflection of complex cultural change. The course examines the forms and meanings of the varied approaches to landscape painting in England, Europe, and the United States between 1750 and 1850. Artists and groups considered may include Constable, Turner, Friedrich, the Pre-Raphaelites, and the Barbizon and Hudson River schools. Open to first-year students. Normally offered every other year. E. Harwood.

**AR/WS 287. Women, Gender, Visual Culture.** This course concerns women as makers, objects, and viewers of visual culture, with emphasis on the later twentieth century, and the roles of visual culture in the construction of "woman" and other gendered identities. Topics include the use of the visual in artistic, political, and historical representations of gendered and transgendered subjects; the visualization of gender in relation to race, ethnicity, nationality, class, age, sex, and sexuality; and matters of censorship, circulation, and

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resources that affect the cultural production of people oppressed and/or marginalized by sex and/or gender. Open to first-year students. Enrollment limited to 30 per section. Not open to students who have received credit for Art 287. Normally offered every other year. E. Rand.

**ART 288. Visualizing Race.** This course considers visual constructions of race in art and popular culture, with a focus on the nineteenth and twentieth centuries. General topics to be discussed include the role of visual culture in creating and sustaining racial stereotypes, racism, and white-skin privilege; the effects upon cultural producers of their own perceived race in terms of both their opportunities and their products; and the intersections of constructions of race with those of gender, class, ethnicity, and sexuality. Open to first-year students. Enrollment limited to 30 per section. Normally offered every other year. E. Rand.

**INDS 291. Exhibiting Cultures.** This course examines the politics of exhibiting cultures. Each week the course analyzes specific exhibitions of cultural artifacts, visual culture, and the cultural body as a means to evaluate the larger issues surrounding such displays. These includes issues of race, colonialism, postcolonialism, and curatorial authority in relation to the politics of exhibiting cultures. A field trip to analyze an exhibition is a critical part of the students' experience in the course. Students are required to lead a discussion of the readings, participate in discussions, write a research paper deconstructing an exhibition, and work with a group to design their own theoretical exhibition. Cross-listed in African American studies, American cultural studies and art. Offered with varying frequency. Staff.

**ART 312. Drawing II.** Continued study in drawing, emphasizing drawing from the human figure, the development of conceptual drawing attitudes, and drawing as a medium of lyric expression. Prerequisite(s): Art 212 or 365A. Enrollment limited to 18. Normally offered every year. J. Nicoletti.

**ART 314. Painting II.** An opportunity to combine experience from introductory painting courses with post-1945 painting practices. Students are encouraged to develop individual responses to thematic material. Consideration is given to the interaction of image, process, and meaning. Prerequisite(s): Art 202, 213, or 214. Enrollment limited to 10. Normally offered every year. R. Feintuch, P. Johnson, J. Nicoletti.

**ART 316. Etching Workshop I.** Students develop images using intaglio printmaking processes including drypoint, etching, softground, aquatint, sugar-lift, photo-transfer, multiple plate, and color printing. Emphasis is placed on development of sustained independent projects and critical thinking. There is a laboratory fee. Prerequisite(s): Art 212 or 365A. Open to first-year students. Enrollment limited to 10. Written permission of the instructor is required. Normally offered every year. P. Johnson.

**ART 317A. Etching Workshop II.** Continued study of intaglio printmaking processes. There is a laboratory fee. Prerequisite(s): Art 316. Enrollment limited to 10. Written permission of the instructor is required. Normally offered every year. P. Johnson.

**ART 317B. Etching Workshop III.** Further study of intaglio printmaking processes. There is a laboratory fee. Prerequisite(s): Art 317A. Enrollment limited to 10. Written permission of the instructor is required. Normally offered every year. P. Johnson.

**ART 318. Photography II.** Continued study in photography, offering refinement in technical skills as introduced in Art 218 and exposure to additional photographic image-mak-

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ing techniques. The further development of perception and critical analysis of images is emphasized. There is a laboratory fee. Prerequisite(s): Art 218. Enrollment limited to 11. Normally offered every year. E. Morris.

**ART 319. Photography III.** This course offers advanced studies in the perception and generation of photographic images. Emphasis is on photographic projects that are independently conceived and undertaken by the student. There is a laboratory fee. Prerequisite(s): Art 318. Enrollment limited to 4. Written permission of the instructor is required. Normally offered every year. E. Morris.

**ART 350. Visual Meaning: Process, Material, Format.** This course reflects changing concerns in the contemporary art world. Working in various media, students share a common investigation of the process of making meaning, and the impact material has on visual thinking/visual product. Students consider the potential of format, with emphasis on processes that balance critical thinking with creative generation. Majors should enroll in this course prior to or concurrent with the senior thesis. Prerequisite(s): three previous studio art courses. Enrollment limited to 10. Normally offered every year. P. Johnson.

**ART 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Offered with varying frequency. Staff.

**ART 361. Museum Internship.** Students who have arranged to participate in a volunteer internship at the Bates College Museum of Art may receive one course credit by taking this course at the same time. Depending on the needs of the museum, internships may involve gallery lecturing or research. The same arrangement is possible for students who obtain internships at the Portland Museum of Art. Students may have internships throughout their college careers, but may receive credit for one semester only. Written permission of the instructor is required. Normally offered every year. R. Corrie.

**ART 365. Special Topics.** A course or seminar offered from time to time and reserved for a special topic selected by the department.

**ART 365A. Drawing the Model/Sustained Study.** For a variety of reasons the human body has been and continues to be of great importance in Western art, and sustained study from the model is often central to artists' training and practices. This seminar focuses exclusively on drawing from the model in three-hour sessions. Enrollment limited to 12. Offered with varying frequency. R. Feintuch.

**ART 374. Seminar in the Literature of Art.** This course considers the history and methodology of art history, with an emphasis on recent theoretical strategies for understanding visual culture. Topics discussed include stylistic, iconographic, psychoanalytic, literary, feminist, Marxist, historicist, lesbian/gay/queer, and postmodern approaches to the study of art. Prerequisite(s): two advanced courses in the history of art. Enrollment limited to 15. Normally offered every year. E. Rand.

**ART 375. Issues of Sexuality and the Study of Visual Culture.** This course considers issues of sexuality as they affect the study of visual culture, with a focus on lesbian, gay, bisexu-

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al, and other queer sexualities. Topics include the value and politics of identifying artists and other cultural producers by sexuality; the articulation of sexuality in relation to race, ethnicity, class, and gender; and the implications of work in sexuality studies for the study of art and other forms of visual culture in general. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. E. Rand.

**AR/CM 376. Seminar in Medieval and Renaissance Art.** This seminar examines the visual culture of Europe and the Mediterranean basin in the Middle Ages and the Renaissance. In different years the seminar focuses on specific subjects, which may include manuscript illumination, regional architecture, Crusader art, and medieval urbanism.

**AR/CM 376C. Siena: Art and Social Memory.** At the height of its power Siena, Italy, bankrolled much of Europe and from 1250 to 1450 produced images that influenced painting from England to the Islamic world. Studying the work of Sieneese artists including Duccio, Simone Martini, and the Lorenzetti, this course investigates the ties between visual culture (including sculpture and architecture) and politics, economics, religion, urban structure, and social identity. Recommended background: at least one 200-level course in the history of art or the equivalent, or a course in medieval or Renaissance history. Enrollment limited to 15. Not open to students who have received credit for Art 376C or Classical and Medieval Studies 376C. Offered with varying frequency. R. Corrie.

**AR/CM 376D. Crusader Art and Architecture.** This seminar investigates the visual and material culture of the Crusader states found between 1099 and 1500 from Jerusalem to Syria, Constantinople, Greece, and the islands of the Aegean. Focused on manuscript and icon painting, sculpture, and church and military architecture of the Frankish states, it also addresses the related production of Armenian Cilicia, the Byzantine Empire, Cyprus, Greece, the Balkan kingdoms, Europe, and the Islamic Near East and North Africa, concluding with a consideration of the nineteenth- and twentieth-century fascination with the Crusades and the recent flowering of scholarship on Crusader art. Recommended background: at least one 200-level course in art history or in a related field such as history or religion. Enrollment limited to 15. Not open to students who have received credit for Art 376D or Classical and Medieval Studies 376D. Offered with varying frequency. R. Corrie.

**ART 377. Seminar in Architectural History.** The seminar considers selected topics in the history of architecture, urbanism, and landscape design. Possible subjects include Versailles, the English landscape garden, the Periclean building program, Rome in the Baroque, the architecture and landscaping of world's fairs, and the domestic architecture of Frank Lloyd Wright. Enrollment limited to 15.

**ART 377A. Picturesque Suburbia.** The seminar focuses on the interconnections among conceptions of nature and the city, emergent middle-class social practices, and developments in the design of single-family houses in the United States between 1830 and 1930. Particular attention is paid to A. J. Downing, the garden city movement, and Frank Lloyd Wright. Recommended background: a 200-level course in the history of art. Enrollment limited to 15. Offered with varying frequency. E. Harwood.

**ART 377B. The Chateau and Gardens of Versailles.** Beginning in the 1630s as a modest hunting lodge for Louis XIII, Versailles evolved over the next two centuries into a monumental palace and garden complex. This seminar considers the design and

building history of the chateau and its gardens. Particular attention is devoted to their use both as the physical setting for the court, and as the staging area for and the embodiment of an idea of a magnificent, national monarchy and its attendant culture. Recommended background: two 200-level courses in the history of art. Enrollment limited to 15. Offered with varying frequency. E. Harwood.

**ART 378. Issues in Contemporary African Popular Culture.** The seminar offers the opportunity for an intensive study of contemporary African visual arts, film, popular music, and literature. The urban and rural popular cultures within distinctive national and cultural regions are highlighted, with particular attention to the signs, text, and picture language of daily life; novels; soap operas; popular music; and film. Topics discussed may include globalization, commercialism, racial and gender stereotypes, visual appropriation, and the hybridity of contemporary “traditions.” Enrollment limited to 15. Offered with varying frequency. Staff.

**AR/AS 380. Stupas: Forms and Meanings.** Stupas are the most pervasive and symbolic form of Buddhist architecture in South, Southeast, and East Asia. Buddhist stupas serve as the symbols of illumination, and repositories for the relics of revered persons. They also serve as universal symbols, embodiments of metaphysical principles and multivalent meanings. This seminar not only examines different architectural forms of stupas, but also studies religious concepts and symbolic meanings expressed in stupas in Buddhist Asia. Prerequisite(s): one of the following: Anthropology 244, Art/Asian Studies 243, Asian Studies/Religion 250, 251, 308, or 309. Enrollment limited to 15. Not open to students who have received credit for Art 380 or Asian Studies 380. Offered with varying frequency. T. Nguyen.

**ART 390. Seminar in Nineteenth- and Twentieth-Century Art.** The seminar offers the opportunity for an in-depth consideration of a significant artist, critic, movement, or aesthetic current in the nineteenth and/or twentieth centuries. Enrollment limited to 15.

**ART 390A. Claude Monet.** Monet’s work is so often before our eyes today in exhibitions and reproductions, and so popular, that it is easy to lose sight of the complexities of both his career and his work. The seminar offers an overview of these, but focuses especially on recent efforts to contextualize and interpret them. Recommended background: two courses in the history of art. Enrollment limited to 15. Offered with varying frequency. E. Harwood.

**ART 390B. Pre-Raphaelitism to Modernism.** Through the second half of the nineteenth century, the stated goals of progressive painting evolved away from a commitment to pursue an objective, visual realism and toward artists’ recreation on their canvases of determinedly personal and subjective responses to the material world. This seminar traces that transformation through a focus, though not an exclusive one, on developments in the English art world. Topics and artists covered include Rossetti, Burne-Jones, Whistler, the Arts and Crafts Movement, post-Impressionism, aestheticism, and symbolism. Prerequisite(s): one course in the history of art. Enrollment limited to 15. Offered with varying frequency. E. Harwood.

**ART 414. Painting III.** An opportunity to combine experience from introductory painting courses with post-1945 painting practices. Students are encouraged to develop individual responses to thematic material. Consideration is given to the interaction of image, process, and meaning. Prerequisite(s): Art 202, 213, or 214 and 314. Enrollment limited to 10.

Written permission of the instructor is required. Offered with varying frequency. R. Feintuch.

**ART 457, 458. Senior Thesis.** Guidance in the preparation of a) a project in studio art accompanied by a short essay and culminating in an exhibition presented in conjunction with the Museum of Art or b) an essay in the history of art concerned with original works of art. Students register for Art 457 in the fall semester and for Art 458 in the winter semester. Normally offered every year. Staff.

### Short Term Units

**AR/EN s10. A Cultural and Literary Walk into China.** This unit has two goals: 1) to offer an introduction to Chinese aesthetics through architecture, the fine arts, the performing arts, and literature; 2) to study how Buddhist aesthetic ideas expressed in rock-cut temples, monasteries, and garden design often reappear in altered ways in poems, plays, and epics. Students travel to seven historically important cities in China: Beijing, Datong, Luoyang, Xian, Shanghai, Hangzhou, and Suzhou. Recommended background: Art 243, any course in Chinese language and literature, Asian Studies/Religion 208 and 309. Open to first-year students. Enrollment limited to 20. Not open to students who have received credit for Art s10 or English s10. Offered with varying frequency. T. Nguyen, S. Freedman.

**ART s17. Consuming Consumer Culture.** While cultural commentators, professional and otherwise, often describe U.S. consumer culture as a monolithic or homogenizing force, the complexity of consumption and variations among consumers are receiving increasing attention. This course considers consumers in consumer culture, focusing on the United States. Questions may include: How does participation in consumer culture vary according to shared factors such as gender, race, sexuality, economic status, age, and location, or conversely, the individual idiosyncrasy? What is involved in consuming such contested products as pornography or video games? How does consumption vary across products? How, for instance, is buying art different than buying shoes? Enrollment limited to 25. Offered with varying frequency. E. Rand.

**ART s18. The De/Op Pressed Muse: Creating and Reading Images.** This unit combines visual art and feminist philosophy. Students read and analyze contemporary visual texts and, in the studio, develop images using alternative printmaking and artists' bookbinding techniques. Topics may include \$Body, the manufacture of desire, construction/enforcement of gender, the Museum of Bad Art, commodity CULTure, pornography, power, and true-lies. Some of the questions the unit raises include: How do you create desire? How do you sell an idea rather than a product? What norms and assumptions shape visual propaganda, including advertisements and political campaigns? Enrollment limited to 18. Not open to students who have received credit for Philosophy s18. Offered with varying frequency. S. Stark, P. Johnson.

**AR/CM s19. From Antiquity to Renaissance in Florence and Rome.** In Florence and Rome, students investigate the persistence of the classical aesthetic in Italy through the centuries from ancient Rome to the Renaissance. Enrollment limited to 10. Written permission of the instructor is required. Not open to students who have received credit for Art s27. Offered with varying frequency. R. Corrie.

**AA/AR s20. Religious Arts of the African Diaspora.** This unit examines the religious arts of the African diaspora. The arts related to the religious traditions of Candomblé, Lucumí

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(Santeria), Rastafarianism, Vodun, and Kongo-derived religions are explored through a multidisciplinary lens. Contemporary visual culture is discussed in addition to arts created for the purpose of worship or memory, such as sculptural figures, altars, garments, and yard shows. A short trip to New York City to visit sites of these arts is an integral part of the unit. In exploring these arts of the diaspora, the unit considers and challenges constructions of race, ethnicity, and Africanity from insiders' and outsiders' perspectives. Enrollment limited to 15. Not open to students who have received credit for Art s20. Offered with varying frequency. A. Bessire.

**ART s21. Soda Firing.** This unit explores traditional and new techniques in hand-building with clay. Emphasis is on the vessel as a sculptural form, relief tiles, and installations for public space. Soda firing glazes the work in a unique way that enhances every surface. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. P. Heroux.

**ART s22. Pinhole Photography.** The method and appearance of pinhole images extend the possibilities of photography and "drawing with light." The very immediate and low-tech process of pinhole photography, using just a light-tight container with a tiny opening as a camera, offers a prolonged and intense engagement with surroundings and subjects. Due to the lensless camera, minuscule aperture, and long exposure time, pinhole images provide a different treatment of time and space, often appearing timeless and ethereal. In this unit students create pinhole cameras and images to explore this form of image making. There is a laboratory fee of \$40. Prerequisite(s): Art 218. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. E. Morris.

**ART s23. Art and Artists in New York.** Works of art often have a sensuous presence that is not revealed in slides or other reproductions, but that is central to the works' meanings. In this unit students spend five weeks in New York looking at modern and contemporary art in museums, galleries, alternative spaces, and artists' studios. Issues of making and meaning are addressed and art is discussed in terms of formal, psychological, cultural, philosophical, and political ideas. Enrollment limited to 10. Written permission of the instructor is required. Offered with varying frequency. Staff.

**ART s24. What Are You Wearing?** This unit considers clothing in terms of the production of goods, markets, and meanings. Topics may include the Nike boycott, outsourcing, and the Clean Clothes Campaign; the function of clothes in the construction of cultural, social, and personal identities; the regulation of clothes to enforce behavioral standards, such as gender normativity; selling, advertising, shopping, and acquisition, with attention to issues of class, race, gender, nationality, sex, and sexuality in the making of markets for particular products; and "ethnic" dress, queer fashion, and other clothes that may raise issues of appropriation, allegiance, and cultural theft. Enrollment limited to 25. Written permission of the instructor is required. Offered with varying frequency. E. Rand.

**ART s25. The Japanese Tea Bowl.** Tea and Zen Buddhism came to Japan from China in the twelfth century. The tea ceremony developed from these imports and many schools have been formed since then, but all have kept the ceramic tea bowl as one of the most important focal points. In this unit, students explore the history of the ceremony by making tea bowls and other related utensils. Various clays, forming methods, and styles are explored. Enrollment limited to 15. Offered with varying frequency. P. Heroux.

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**ART s26. The Museum.** A study of the emergence of the modern museum. The unit traces its development from the private collections of the Middle Ages and the Renaissance to its present role as a public institution. Discussion in the second half of the unit focuses on the administration of the museum. Topics include acquisitions and the development of collections, care and installation of works of art, and recent developments in the construction and architecture of museums. Day trips are planned. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. R. Corrie.

**ART s28. Desiring Italy.** For four centuries Italy and Italian art have drawn artists, writers, and scholars from America and transalpine Europe. This unit focuses on the literature, art, and art history that has emerged from this encounter, stressing the work of such writers as Stendhal, Hawthorne, James, Forster, Mann, and the Brownings, and artists including Mengs, West, Turner, and Hosmer. It investigates the manner in which the nature of that encounter shaped the practice of art history from Winkelmann and Ruskin to Berenson and van Marle, and even the political life and material survival of Italy itself, and concludes by considering the recent spate of films that seek to evoke this now nearly-lost expatriate world, including *A Room With a View* and *Tea with Mussolini*. Open to first-year students. Enrollment limited to 30. Offered with varying frequency. R. Corrie.

**ART s30. Arts of the African Diaspora.** This unit examines the arts of the African diaspora with particular focus on the Caribbean and the Americas from the eighteenth century to the present. Through commerce and the slave trade, African arts and culture traveled to these areas and were negotiated in unique ways by artists. In exploring the arts of the diaspora, the course considers and challenges constructions of race, ethnicity, and Africanity from insiders' and outsiders' perspectives. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. A. Bessire.

**ART s32. The Photograph as Document.** Documentary photographs generally describe human social situations that aim to be objective transcriptions of events into images. This unit examines changes in style and methodology from classical documentary approaches of the 1930s and 1940s to contemporary modes of documentary photography. Using either traditional darkroom or digital imaging techniques, students produce projects that address the photograph's function as a document. Concepts of documentary photographs as witness and testimony are analyzed as is the issue of how these notions are challenged and manipulated by many contemporary artists. Prerequisite(s): Art 218 or 219. Enrollment limited to 15. Offered with varying frequency. E. Morris.

**ART s33. The Fine Arts in England, 1550-1900.** The unit examines the bountiful English art world from the rise of the Elizabethan "prodigy houses" through the Arts and Crafts Movement. Particular attention is devoted to the architectural history of London after 1666; the country house: its architecture, art collections, and landscape gardens; the Gothic Revival; and the flowering of Romantic landscape painting. Enrollment limited to 10. Written permission of the instructor is required. Offered with varying frequency. E. Harwood.

**ART s34. Building a Studio Practice.** Choosing media they would like to investigate closely, students focus on methods and ideas in order to develop their work. Students are encouraged to investigate the possibilities that arise when they choose limitations on subjects, materials, processes, and form and make a group of closely related works. This unit offers an opportunity to try to maintain a regular, independent, and self-sustaining studio

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practice for five weeks. Prerequisite(s): one 200-level studio art course in any medium. Enrollment limited to 14. Written permission of the instructor is required. Offered with varying frequency. J. Gandolf.

**ART s35. Materials and Techniques of Drawing and Painting.** Guided individual research into various drawing media including etching, as well as consideration of the problems of landscape painting, figure drawing, and similar genres. Each Short Term focuses on one of the above categories. The Short Term registration material includes a description of the particular focus for the Short Term at hand, including specific prerequisites. Open to first-year students. Enrollment limited to 10. Written permission of the instructor is required. Offered with varying frequency. Staff.

**ART s36. Buddhist Objects and their Contexts.** This unit has two purposes: to study selected Buddhist works of art in museums in Maine and the Boston area, and to examine and experience religious objects in their religious settings. The functions and meanings of aesthetic and devotional “art” objects are discussed in terms of religious, social, and cultural contexts. Students visit selected Buddhist centers and compare the objects within two different settings, aesthetic and devotional, and from two different points of view, East and West. Recommended background: Art/Asian Studies 243, 247, Asian Studies/Religion 208, 209, or 309. Open to first-year students. Enrollment limited to 10. Offered with varying frequency. T. Nguyen.

**ART s37. Landscape Painting and Drawing in Italy.** The unit consists of field trips in and around the provinces of Tuscany and Umbria, and takes full advantage of the unique landscape and cultural opportunities of the region. Studio work alternates with regular visits to regional cities such as Florence, Siena, Perugia, and Assisi to study painting, sculpture, and architecture. Prerequisite(s): two studio courses. Recommended background: Art 212, 213 or 214, 265, 266. Open to first-year students. Enrollment limited to 10. Written permission of the instructor is required. Offered with varying frequency. J. Nicoletti.

**ART s39. Drawing and Intention.** Guided individual and collaborative research into various drawing methods including systemic approaches, off-press printing processes, mechanical reproduction, drawing as ritual, and perceptual drawing. Consideration is given to the relationship between function, form, image, and idea. Students have an opportunity to respond to an expanding definition of drawing that could include text, movement, and sound. Course work culminates in a site-specific drawing installation. Prerequisite(s): Art 212 and one additional course in either studio art, music composition, theater design, playwriting, directing, contemporary performance, theater production, dance composition, fiction writing, poetry writing, or documentary video. Open to first-year students. Enrollment limited to 18. Offered with varying frequency. P. Johnson.

# Asian Studies

*Professors Kemper (Anthropology) (on leave, winter semester and Short Term), Hirai (History), J. Strong (Religion), and Grafflin (History); Associate Professors S. Strong (Japanese) (on leave, fall semester), Yang (Chinese), Maurer-Fazio (Economics; chair, winter semester and Short Term), and Shankar (English) (on leave, 2003-2004); Assistant Professors Wender (Japanese), Nguyen (Art) (on leave, 2003-2004), and Zou (Chinese); Visiting Instructor Miao (Chinese); Lecturer Ofuji (Japanese)*

Asian Studies is an interdisciplinary program designed to acquaint students with the cultures, economies, histories, arts, languages, literatures, and religions of Asian societies. The program offers a major in East Asian studies and a secondary concentration in South Asian studies (see below). Students majoring in East Asian studies may also pursue a secondary concentration in Chinese or Japanese. Double majors in East Asian studies and either Chinese or Japanese are allowed only if there is no overlap in language courses. Students interested in majoring exclusively in Chinese or Japanese should consult the descriptions of those majors in this catalog under the Department of German, Russian, and East Asian Languages and Literatures.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The East Asian studies major has the following requirements:

1) At least two years (four courses) of Chinese or Japanese language. Two courses of this four-course requirement may be waived for students who prove proficiency in the language in tests approved by the program. Students who obtain such a waiver must fulfill their major requirement by taking two non-language courses to substitute for the waived language courses.

2) HIST 171 or 172.

3) Two courses from two of the following four groups:

- a) CHI 207 or JPN 240;
- b) AS/EC 229 or 231;
- c) AS/RE 208 or 209;
- d) AR/AS 246 or 247.

4) Three more courses (or two courses and one unit) from the list of courses in East Asian studies. At most one of these courses may be a language course.

5) A senior thesis normally written under the direction of a faculty advisor in East Asian studies with one course of appropriate preparatory work to be determined in consultation with the advisor. Honors candidates must complete Asian Studies 457 and 458 and sustain an oral defense of their thesis.

6) Distribution requirements: In fulfilling their major requirements, students must make sure that they take at least one course dealing primarily with China and one dealing pri-

marily with Japan. Students are urged to take at least one course dealing with premodern culture (China or Japan) and one course dealing with the modern period (China or Japan).

7) It is recommended that East Asian studies majors spend their junior year or at least one semester at a College-approved program in Taiwan, mainland China, or Japan. Majors interested in Japan are advised, though not required, to spend their junior year at the Associated Kyoto Program (AKP).

Students may petition the program to have courses taken during their study-abroad program applied toward the fulfillment of major requirements 1-4. The program normally approves a maximum of two language courses and two non-language courses toward this end.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major in East Asian studies.

**Secondary Concentration in South Asian Studies.** Students may complete a secondary concentration in South Asian studies by taking six courses from among the following:

ANTH 240. Peoples and Societies of South Asia.  
AN/RE 263. Buddhism and the Social Order.

AR/AS 243. Buddhist Visual Worlds.  
AR/AS 245. Monuments of Southeast Asia.  
AR/RE 244. Visual Narratives: Lives Beyond Lives.  
ART 248. Rock-cut Temples in Asia.  
AR/AS 380. Stupas: Forms and Meanings.

AS/RE 249. Religions of India: The Hindu Tradition.  
AS/RE 250. The Buddhist Tradition.  
AS/RE 251. Religions of Tibet.  
ASIA 360. Independent Study.

ENG 260. Literature of South Asia.  
EN/WS 121G. Asian American Women Writers.  
EN/WS 395S. Asian American Women Writers, Filmmakers, and Critics.

FYS 289. The Life Story of the Buddha.

In addition, the program recommends that secondary concentrators spend a semester abroad in the ISLE program in Sri Lanka, the SITA program in South India, or at some other College-approved study-abroad program in South Asia. Students may petition the program to have courses taken in their study-abroad program applied toward the fulfillment of secondary concentration requirements.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the secondary concentration in South Asian studies.

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The following courses may be taken to fulfill the East Asian studies major requirements:

- AR/AS 243. Buddhist Visual Worlds.  
 AR/AS 246. Visual Narratives: Storytelling in East Asian Art.  
 AR/AS 247. The Art of Zen Buddhism.  
 ART 248. Rock-Cut Temples in Asia.  
 AR/AS 380. Stupas: Forms and Meanings.  
 AR/EN s10. A Cultural and Literary Walk into China.  
 ART s36. Buddhist Objects and Their Contexts.
- AS/JA 125. Japanese Literature and Society.  
 AS/RE 208. Religions of East Asia: China.  
 AS/RE 209. Religions of East Asia: Japan.  
 AS/JA 210. Heterogeneous Japan.  
 AS/EC 229. Economics of Greater China.  
 AS/EC 231. Economic Development of Japan.  
 AS/RE 251. Religions of Tibet.  
 ASIA 280. Ethnicity and Gender: United States, Japan, and Korea.  
 AS/RE 308. Buddhist Texts in Translation.  
 AS/RE 309. Buddhism in East Asia.  
 AS/CI 330 (formerly 130). Chinese Culture and Agrarian Society.  
 ASIA s21. Traditional Chinese Color Ink Painting.
- CHI 101-102. Beginning Chinese I and II.  
 CHI 201-202. Intermediate Chinese.  
 CHI 207. Traditional Chinese Literature in Translation.  
 CHI 209. Modern China through Film and Fiction.  
 CHI 210. Masculinity and Criminality in Chinese Literature and Cinema.  
 CHI 261. Self and Society in Chinese Culture: Classics and Folk Tales.  
 CHI 301-302. Upper-Level Modern Chinese.  
 CHI 401-402. Advanced Chinese I and II.  
 CHI 415. Readings in Classical Chinese.  
 CHI s30. Chinese Calligraphy and Etymology.
- EC/ES s27. Sustaining the Masses.
- EN/WS 121G. Asian American Women Writers.  
 EN/WS 395S. Asian American Women Writers, Filmmakers, and Critics.
- ES/JA 290. Nature in East Asian Literature.  
 ES/JA 320. Haiku and Nature in Japan.
- FYS 280. Confucius: Faith and Transgression.
- HIST 171. China and Its Culture.  
 HIST 172. Japan: Myths, Stereotypes, and Realities.  
 HIST 274. China in Revolution.  
 HIST 275. Japan in the Age of Imperialism.  
 HIST 276. Japan since 1945 through Film and Literature.  
 HIST 278. Taiwan.  
 HIST 374. Understanding Chinese Thought.

HIST 390A. Japan's War against the United States.  
HIST 390T. Men and Women in Japanese History.  
HIST s30. Food in Japanese History.

JPN 101-102. Beginning Japanese I and II.  
JPN 201-202. Intermediate Japanese I and II.  
JA/WS 255. Modern Japanese Women Writers.  
JPN 301-302. Intermediate Japanese III and IV.  
JPN 401, 402. Advanced Japanese I and II.  
JA/WS s21. Geisha Fantasy: Representation of an Icon.  
JPN s25. Haiku Poetry.

## Courses

**AS/JA 125. Japanese Literature and Society.** This course examines major trends in Japanese literature and society from its beginnings to the present. Are there features of Japanese culture that continue unchanging through time? How have ideas of what is artistically valuable been linked with ideas of what is Japanese? How valid are the claims that Japanese culture is intimately involved with the appreciation of nature and the seasons? Students examine visual, literary, and historical texts, including classical narratives and painting scrolls of aristocratic culture, early modern plays and prints of samurai and geisha, and recent stories and films exploring questions of individual and national identity. All readings are in English. Offered with varying frequency. M. Wender, S. Strong.

**AS/HI 173. Korea and Its Culture.** The course examines the distinctive evolution of Korean civilization within the East Asian cultural sphere, from its myths of origin through its struggles to survive amidst powerful neighbors, to the twentieth-century challenges of colonial domination and its poisonous legacies of civil war and division, and the puzzles of redefining a hierarchical Neo-Confucian state in the context of global capitalism. Not open to students who have received credit for Asian Studies 173 or History 173. Normally offered every other year. M. Wender, D. Grafflin.

**AS/RE 208. Religions of East Asia: China.** A study of the various religious traditions of China in their independence and interaction. The course focuses on the history, doctrines, and practices of Taoism, Confucianism, and various schools of Mahayana Buddhism. Readings include basic texts and secondary sources. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Religion 208. Normally offered every other year. J. Strong.

**AS/RE 209. Religions of East Asia: Japan.** A study of the various religious traditions of Japan in their independence and interaction. The course focuses on the doctrines and practices of Shinto, folk religion, and various schools of Buddhism. These are considered in the context of Japanese history and culture and set against their Korean and Chinese backgrounds. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Religion 209. Normally offered every other year. J. Strong.

**AS/JA 210. Heterogeneous Japan.** Scholars of Japan have long portrayed Japan as culturally homogenous. In recent years, however, people in and outside the academy have begun to challenge this assumption. In this course, students examine autobiography, fiction, and films that emphasize Japan's ethnic, regional, and socioeconomic diversity. Readings also may include historical and analytical essays and theoretical works on the relationship of

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modernity, national identity, and narrative. Conducted in English. Open to first-year students. Not open to students who have received credit for Asian Studies 210 or Japanese 210. Offered with varying frequency. M. Wender.

**AS/EC 229. Economics of Greater China.** The Chinese are among the world's leading experimentalists in economics. The twentieth-century economic history of China, Taiwan, Hong Kong, and the overseas Chinese diaspora spans the entire gamut of economic regimes from virtually unrestricted competition to rigid state management. This course surveys economic development in Greater China with emphasis on understanding how institutions and institutional change affect economic and social development. Prerequisite(s): Economics 101 or 103. Open to first-year students. Enrollment limited to 45. Not open to students who have received credit for Economics 229. Normally offered every other year. M. Maurer-Fazio.

**AS/EC 231. The Economic Development of Japan.** This course surveys the development of Japan's economy. A brief historical introduction focuses on the preconditions for economic modernization and the role of the government in Japan's late nineteenth- and early twentieth-century experience. The course then concentrates on an overview of Japan's post-World War II experience of recovery, explosive growth, slowdown, and attempted reform. Students consider whether the Japanese economy operates according to principles, objectives, and structures that are substantially different from those of the West. Japan's economic impact on other East Asian countries and relatedness with the world economy are also explored. Prerequisite(s): Economics 101 or 103. Open to first-year students. Not open to students who have received credit for Economics 231. Normally offered every other year. M. Maurer-Fazio.

**AR/AS 243. Buddhist Visual Worlds.** The course examines the history and basic teachings of Buddhism from perspectives of visual culture. It provides an introduction to a broad spectrum of Buddhist art, beginning with the emergence of early Buddhist sculpture in India and ending with Buddhist centers in the United States. Topics covered include the iconography of principal members of the Buddhist pantheon, the effect of social and political conditions on patronage, and two important schools of Buddhism: Ch'an/Zen and Pure Land. Open to first-year students. Not open to students who have received credit for Art 243 or Asian Studies 243. Normally offered every year. T. Nguyen.

**AR/AS 245. Monuments of Southeast Asia.** This course examines the arts of Southeast Asia by focusing on significant monuments of the countries in the region. It examines the architecture, sculpture, and relief carvings on the monuments and their relations to religious, cultural, political, and social contexts. Sites covered include Borobudur, Angkor, Pagan, and the Hue Citadel. Open to first-year students. Not open to students who have received credit for Art 245 or Asian Studies 245. Normally offered every other year. T. Nguyen.

**AR/AS 246. Visual Narratives: Storytelling in East Asian Art.** This course examines the important artistic tradition of narrative painting in China and Japan. Through study of visually narrative presentations of religious, historical, and popular stories, the course explores different contexts in which the works—tomb, wall, and scroll paintings—were produced. The course introduces various modes of visual analysis and art historical contexts. Topics include narrative theory, text-image relationships, elite patronage, and gender representation. Recommended background: History 171, 172, and Japanese 240.

Open to first-year students. Not open to students who have received credit for Art 246 or Asian Studies 246. Normally offered every other year. T. Nguyen.

**AR/AS 247. The Art of Zen Buddhism.** The art of Zen (Ch'an) as the unique and unbounded expression of the liberated mind has attracted Westerners since the mid-twentieth century. But what is Zen, its art and its culture? This course considers the historical development of Zen art and its use in several genres within monastic and lay settings. It also examines the underlying Buddhist concepts of Zen art. The course aims to help students understand the basic teachings of Zen and their expression in architecture, gardens, sculpture, painting, poetry, and calligraphy. Recommended background: Art/Asian Studies 243, Asian Studies/Religion 208, 209, 250, or 309. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Art 247 or Asian Studies 247. Normally offered every other year. T. Nguyen.

**AS/RE 249. Religions of India: The Hindu Tradition.** An examination, through the use of primary and secondary texts, of the various traditions of Hinduism, with some consideration of their relation to Jainism and Indian Buddhism. Special attention is paid to the Vedas, Upanishads, and Bhagavad-Gita, as well as to the classical myths of Hinduism embodied in the Puranas. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Religion 249. Normally offered every other year. J. Strong.

**AS/RE 250. The Buddhist Tradition.** The course focuses on the Buddha's life and teachings; on early Buddhism in India and the rise of various Buddhist schools of thought; on the development of Mahayana philosophies; on rituals, meditation, and other forms of expression in India and Southeast Asia. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Religion 250. Normally offered every other year. J. Strong.

**AS/RE 251. Religions of Tibet.** Tibetan religions are a complex mixture of Indian, Chinese, and indigenous elements. This course focuses on the history, doctrines, practices, literatures, major personalities, and communities of the different religious traditions that are expressions of this mixture, including the *rNying ma*, *bKa' brgyud*, *Sa skya*, and *dGe lugs* sects of Buddhism as well as the Bön and "folk" traditions. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Religion 251. Normally offered every other year. J. Strong.

**ASIA 280. Ethnicity and Gender: United States, Japan, and Korea.** Ethnic and gender identities are formed not only by family relations and local customs but by individuals' sense of their nation and its place in diplomatic, military, and economic relations. This course explores the United States and two of its most important economic and military allies, Japan and Korea. In connecting international relations with gender and ethnicity, students see how defining others' identities is essential in the process of self-definition. How does prostitution around military bases affect the U.S. view of Korean women? How do Japanese and Koreans evaluate African American culture and how does this influence their own identity? Why is violent Japanese popular culture popular in America? Texts include fiction, ethnography, history, and films. No knowledge of Korea or Japan is assumed. Open to first-year students. Normally offered every other year. M. Wender.

**AS/RE 308. Buddhist Texts in Translation.** This seminar involves the close reading and discussion of a number of texts representing a variety of Buddhist traditions. Emphasis is

placed on several different genres including canonical sutras, commentarial exegeses, philosophical treatises, and popular legends. Prerequisite(s): Asian Studies/Religion 250 or Anthropology/Religion 263 (formerly Anthropology 244/Religion 263). Enrollment limited to 15. Not open to students who have received credit for Religion 308. Offered with varying frequency. J. Strong.

**AS/RE 309. Buddhism in East Asia.** This seminar focuses on the teachings, traditions, and contemplative practices of a number of East Asian schools of Buddhism, including the T'ien-t'ai (Tendai), Huayen (Kegon), Ch'an (Zen), Chen-yen (Shingon), and Pure Land traditions. Special consideration is given to the question of the continuities and discontinuities in the ways these schools became established in China, Korea, and Japan. Prerequisite(s): one of the following: Asian Studies/Religion 208, 209, or 250. Enrollment limited to 15. Not open to students who have received credit for Religion 309. Normally offered every other year. J. Strong.

**AS/CI 330. Chinese Culture and Agrarian Society.** This course helps students cultivate an interest in contemporary scholarship on recent cultural and social transformations in China. It provides an introduction to the critical study of China, beginning with its ongoing process of industrialization. Discussion and assigned readings emphasize interdisciplinary training that draws on both human and social sciences, and address recent social, institutional, and representational changes that accompany the country's transformation from a rural culture to a semi-urban society. Texts include literary, historical, and cinematic works. Conducted in English. Prerequisite(s): one 200-level course on Asian literature, history, or society. Open to first-year students. Not open to students who have received credit for Chinese 130 or Asian Studies/Chinese 130. Normally offered every other year. J. Zou.

**ASIA 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**AR/AS 380. Stupas: Forms and Meanings.** Stupas are the most pervasive and symbolic form of Buddhist architecture in South, Southeast, and East Asia. Buddhist stupas serve as the symbols of illumination, and repositories for the relics of revered persons. They also serve as universal symbols, embodiments of metaphysical principles and multivalent meanings. This seminar not only examines different architectural forms of stupas, but also studies religious concepts and symbolic meanings expressed in stupas in Buddhist Asia. Prerequisite(s): one of the following: Anthropology 244, Art/Asian Studies 243, Asian Studies/Religion 250, 251, 308, or 309. Enrollment limited to 15. Not open to students who have received credit for Art 380 or Asian Studies 380. Offered with varying frequency. T. Nguyen.

**ASIA 457, 458. Senior Thesis.** Students register for Asian Studies 457 in the fall semester and for Asian Studies 458 in the winter semester. Majors writing an honors thesis register for both Asian Studies 457 and 458. Prerequisite(s): one course of appropriate preparatory work to be determined in consultation with the advisor. Normally offered every year.

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**Short Term Unit**

**ASIA s21. Traditional Chinese Color Ink Painting.** A study of traditional Chinese color ink painting through practice in the use of the brush-pen on rice paper. Students explore the aesthetics as well as brush techniques and brushwork styles of this unique form of art. Techniques include *gongbi* (meticulous brushwork on details) and *xieyi* (an impressionistic way of evoking subtle moods) renditions of plant and animal images such as grapes, lotus flowers, chrysanthemums, roses, peonies, plum blossoms, chickens, butterflies, shrimp, and goldfish. There is a studio fee of \$150. Open to first-year students. Enrollment limited to 20. Offered with varying frequency. M. Maurer-Fazio, Y. Zhang.

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## Biological Chemistry

*Professor Lawson (Chemistry) (on leave, fall semester); Associate Professors Pelliccia (Biology; chair), and Abrahamsen (Biology); Assistant Professor Schlax (Chemistry); Lecturer Planchart*

Biological chemistry encompasses the study of the form and function of the proteins, lipids, carbohydrates, and nucleic acids found in living organisms. Traditionally, biological chemistry has been an interdisciplinary field, drawing on techniques and expertise from physics, medicine, biology, and chemistry. The required courses for the major give a student a solid foundation in basic science, while the array of elective courses allows wide latitude in pursuing an area of individual interest. The thesis provides a final integrating experience.

The program maintains affiliations with certain research laboratories at which students may conduct a semester of research for credit. Such credits may be used to fulfill one of the elective requirements or a portion of the thesis requirement; however, such a possibility must be arranged by the student prior to beginning the research program.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The major requires fourteen or fifteen courses, including a one- or two-semester thesis, mentored in either the biology or chemistry department. Students may choose thesis advisors from faculty not formally part of the biological chemistry program, but thesis topics must be approved by the program committee.

**Seminar Requirement.** Each major is required to present at least one seminar during the senior year and attend at least four seminars presented by visiting scholars in either the biology or chemistry department.

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**B.S. Requirements.** In addition to Chemistry 107A or Chemistry/Environmental Studies 107B, and Chemistry 108A or Chemistry/Environmental Studies 108B, two semesters of calculus (Mathematics 105-106) and two semesters of physics (Physics 107-108) are required. Since three of these courses are required for Chemistry 203 and 220, only Physics 108 is an additional requirement.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major.

For further information, students should consult a member of the program.

### Required Courses

All of the following:

Any 100-level biology course or AP biology credit (recommended: BIO 106. Animal Development, or BIO 108. Cancer, or BIO 131. Human Genetics and Biotechnology).  
BIO 201. Biological Principles.  
BIO 42. Cellular and Molecular Biology.

One of the following:

BIO 316. Molecular Aspects of Development.  
BIO 331. Molecular Biology.

One of the following:

CHEM 107A. Atomic and Molecular Structure.  
CH/ES 107B. Chemical Structure and Its Importance in the Environment.

One of the following:

CHEM 108A. Chemical Reactivity.  
CH/ES 108B. Chemical Reactivity in Environmental Systems.

One of the following:

CHEM 203. Statistical Thermodynamics.  
CHEM 220. Biophysical Chemistry.

All of the following:

CHEM 217. Organic Chemistry I.  
CHEM 218. Organic Chemistry II.  
CHEM 321. Biological Chemistry I.  
CHEM 322. Biological Chemistry II.

A one- or two-semester thesis is also required, with the thesis advisor being a faculty member in either chemistry or biology.

### Elective Courses

Choose at least two, one of which must come from biology. It is strongly recommended that students considering graduate programs in biochemistry, biophysics, or related disciplines select a chemistry elective.

BI/NS 308. Neurobiology.  
BIO 314. Virology.

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- BIO 315. Bacteriology.  
BIO 316. Molecular Aspects of Development (cannot serve as both an elective and as a required course).  
BIO 320. Pharmacology.  
BIO 331. Molecular Biology (cannot serve as both an elective and as a required course).  
BIO 337. Animal Physiology.  
BIO 338. Drug Actions on the Nervous System.  
BIO 351. Immunology.  
BIO 352. Membrane and Receptor Biology.  
BIO 380. Plant Physiology.
- BIOC 312. Genomics, Proteomics, and Bioinformatics.
- CHEM 203. Statistical Thermodynamics (cannot serve as both elective and required course).  
CHEM 206. Quantum Chemistry.  
CHEM 212. Separation Science.  
CHEM 215. Descriptive Inorganic Chemistry.  
CHEM 220. Biophysical Chemistry (cannot serve as both elective and required course).  
CHEM 223. Analytical Spectroscopy and Electrochemistry.  
CHEM 313. Spectroscopic Determination of Molecular Structure.  
CHEM 325. Organic Synthesis.  
CHEM 326. Advanced Organic Chemistry.  
CHEM 327. Topics in Macromolecular Chemistry.  
CHEM s32. Practical Genomics and Bioinformatics.

## Courses

**BIOC 312. Genomics, Proteomics, and Bioinformatics.** The genetic information encoded within the chromosomes of a vast number of organisms is now available. Consequently, biologists are faced with the need to understand the basic principles of information technology in order to extract meaning from these raw data. In this course, students explore the experimental and computational methods that are used to generate and analyze these data. Topics include genes and gene structure, gene and protein prediction algorithms, microarray technologies for DNA and protein, phylogeny and database design. Students also make extensive use of open-source programs as well as public biological data repositories in order to facilitate their exploration of this new and exciting field of biology. Prerequisite(s): Biology s42. Recommended background: Biology 331. Normally offered every year. A. Planchart.

**BIOC 457, 458. Senior Thesis.** A laboratory or library research study in an area of interest under the supervision of a member of the biology or chemistry department. Senior majors deliver presentations on their research. Students register for Biological Chemistry 457 in the fall semester and Biological Chemistry 458 in the winter semester. Majors writing an honors thesis register for both Biological Chemistry 457 and 458. Written permission of the instructor is required. Normally offered every year. Staff.

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# Biology

*Professors Minkoff (on leave, fall semester and Short Term), Thomas (on leave, winter semester and Short Term), and Baker; Associate Professors Pelliccia (chair), Kinsman, Abrahamsen, Ambrose, and Kleckner; Assistant Professors Sommer (on leave, fall semester) and Bavis; Visiting Assistant Professor Richards; Lecturers Palin and Zottoli*

Biology is the study of living systems and how they interact with the nonliving world and with one another. It is a discipline that bridges the physical and social sciences. Students who major in biology become familiar with all levels of biological organization from molecules to ecosystems, and gain practical experience in both laboratory and field studies.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** 1) Chemistry 107A or Chemistry/Environmental Studies 107B; and Chemistry 108A or Chemistry/Environmental Studies 108B; and one of Chemistry 203, 212, 218, Geology 363, or Biology 244. The Chemistry 218 option (with prerequisite of Chemistry 217) is strongly recommended for students interested in attending graduate school, and required for those planning to apply to medical school programs. Prospective majors are strongly encouraged to complete Chemistry 107A or Chemistry/Environmental Studies 107B and Chemistry 108A or Chemistry/Environmental Studies 108B in the first year.

2) At least ten courses in biology, of which a minimum of eight must be taken from the Bates faculty. Eight of the ten courses must be advanced courses (200-level and above, or the equivalent). Two introductory (100-level) courses may be applied toward the major, as long as at least one has a full laboratory component (Biology 111, 116, 121, 123, 124, 125, or 131). Chemistry 125 may be used in place of a 100-level biology course.

The ten biology courses must include:

- a) The three biology core courses, which must be completed prior to beginning the senior year and may not count toward the major if taken pass/fail: Biology 201, 270, and s42. Completion of the core courses by the end of the sophomore year is strongly recommended. Core courses have prerequisites.
- b) Biology 460, Junior-Senior Seminar, which may not count toward the major if taken pass/fail and must be taken during the fall or winter semester of the junior or senior year.
- c) Additional electives to complete the ten courses required. The advanced courses may not include Biology 244 if Biology 244 is used to complete requirement (1) above, and may include no more than two research or thesis credits from among the following biology courses: 360, 457, 458, 470 through 478, and s50, and no more than one Short Term unit (s30-level and above) in addition to s42. Short Term internships (s26 and s46) do not count toward the major.

d) At least one elective must be a laboratory course that focuses on form and function of plants or animals. Courses that currently satisfy the form and function requirement include: 111 (Freshwater Invertebrates), 116 (Freshwater Biology), 121 (Plant Diversity), 124 (Plants and Human Affairs), 211 (Marine Invertebrates), 268 (Entomology), 311 (Comparative Anatomy of the Chordates), 337 (Animal Physiology), 380 (Plant Physiology).

Chemistry 321, Chemistry 322, Psychology 355, or Psychology 363 may be substituted for one advanced course in satisfying the requirements of the major.

Excluding one 100-level biology course, and the three biology core courses (Biology 201, 270, and s42), students wishing to double major in biology and biological chemistry, environmental studies, and/or neuroscience may apply only one biology course (or substitute course such as Chemistry 321 or 322, or Psychology 355 or 363) used for the biological chemistry requirements, the environmental studies requirements, and/or the neuroscience requirements toward the requirements for a major in biology.

3) Completion of the comprehensive examination requirement. The comprehensive examination requirement must be fulfilled by a satisfactory performance on the departmental comprehensive exam given once during the winter semester of the senior year, or by achieving a score corresponding to the twenty-sixth percentile on the Graduate Record Exam Subject Test in Biology. The GRE option must be fulfilled by the December test date of the senior year; students are encouraged to take the test early.

**Planning for the Major.** Prospective majors are urged to discuss course selection and scheduling with a member of the department in the first year, particularly if use of Advanced Placement credits or participation in an off-campus study program is anticipated. The department strongly encourages students to complete the required core courses before the end of their sophomore year to allow scheduling flexibility later. Completion of the core courses prior to the beginning of the senior year is required. The department also strongly advises that electives be chosen in close consultation with faculty to ensure breadth of knowledge within biology (from molecules and cells to organisms and ecosystems). Students may apply to include in the major a one-semester biology research internship at the Jackson Laboratory in Bar Harbor, Maine, or Memorial Sloan-Kettering Cancer Center in New York.

**Pass/Fail Grading Option.** Pass/fail grading may be elected for courses applied toward the major except for four required courses: Biology 201, 270, 460, and s42.

**General Education.** Any two courses listed below may serve as a department-designated set, provided that at least one has a full laboratory component. Courses currently designated as having full laboratory components include 111, 116, 121, 123, 124, 125, 131, 201, 211, 260, 270, 308, 311, 313, 315, 316, 336, 337, 341, 351, 362, and 380. First-Year Seminar 282 and the following units listed below may serve as partial fulfillment of the natural science requirement as a third course option: s23, s24, s27, s32, s33, s37, s42, and s45. The quantitative requirement can be satisfied by completing Biology 155, 201, 244, 270, or s45. Advanced Placement, International Baccalaureate, or A-Level credit awarded by the department may not be used towards fulfillment of any General Education requirements.

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## Courses

**BIO 103. Sensory Biology.** This course examines the biology of sensation in humans and other organisms. It focuses on the chemical (taste, smell) and mechanical (touch, hearing) senses, and includes other topics such as electroreception in fish, magnetoreception in migrating animals, and vision in vertebrates and invertebrates. Laboratory exercises examine our own senses (why, for example, do peppers seem hotter to some humans than others?), as well as those of other organisms, such as aversive behaviors to chemical or tactile stimuli in invertebrates, and reaction to touch in carnivorous plants. Enrollment limited to 40. Normally offered every other year. N. Kleckner.

**BIO 104. Learning and Teaching Biology.** This course offers a way for students to investigate selected topics in biology through the development and implementation of service-learning projects at local schools. Students learn the principles, concepts, and vocabulary of selected topics in biology. Then, through work with library and Internet resources, teachers, and younger students, students design and help teach curricular units and hands-on lab experiences to younger learners. Students are encouraged to learn independently, to think beyond the college classroom, to become involved in the community, and to appreciate the interdisciplinary nature of biology. Enrollment limited to 40. Offered with varying frequency. L. Abrahamsen.

**BIO 106. Animal Development.** Development is a process by which a single fertilized egg grows and changes into a complex organism with trillions of cells. How do the cells of an embryo grow and become different within the constraint that the genes are the same in each type of cell? This course focuses on the mechanisms by which genes control development in animals. The course includes discussions of current political and ethical issues in reproductive technology, but focuses on the science underlying these technologies. Enrollment limited to 40. Not open to students who have received credit for Biology 316. Offered with varying frequency. J. Pelliccia.

**BIO 107. Microbes in the Biosphere.** Microorganisms are ubiquitous, exhibiting remarkable diversity in habitat and metabolic activity. This course explores the activities and interactions of microbial populations within their biotic and abiotic environments. Discussions and readings focus on current topics including, but not limited to, biogeochemical cycling, bioremediation, the industrial uses of microbes, and the role of microorganisms in health and disease. Enrollment limited to 40. Not open to students who have received credit for Biology 125 or 315. Offered with varying frequency. K. Palin.

**BIO 108. Cancer.** In this course, students examine the biological basis of cancer, including the role of oncogenes and tumor suppressors in regulating how the cell divides, how environmental agents and viruses can induce DNA mutations leading to cancerous growth, as well as the genetic basis of certain predispositions of inherited cancers. Students also examine how cancer treatments (radiation, chemotherapy drugs) work to kill cancerous cells. Finally, they explore emerging technologies that are developing new targeted cancer therapies, based on understanding the basic biological processes of cell division and blood vessel growth. Enrollment limited to 40. Offered with varying frequency. S. Richards.

**BIO 111. Freshwater Invertebrates: Form and Function.** This course is a survey of major freshwater invertebrate groups emphasizing form and function. The subject matter for each group includes anatomy, life histories, and the biology and ecology of dominant species. Laboratories supplement lectures. Enrollment limited to 40. Offered with varying frequency. R. Zottoli.

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**BI/GE 112. Oceanography.** An integrated, interdisciplinary overview of the chemistry, physics, geology, and biology of the world's oceans. Topics include chemical and physical properties of sea water, ocean circulation, evolution of ocean basins, coastal geomorphology, the distribution and abundance of organisms in the major marine communities, the status of the world's most important fisheries, and the role of the ocean in the global carbon cycle. Enrollment limited to 40. Not open to students who have received credit for Biology 110. Offered with varying frequency. W. Ambrose.

**BIO 115. Discover Neuroscience.** Neuroscience as a discipline is relatively new, but scientific investigation into brain and nervous system function has taken place for centuries. In this course students explore the major discoveries and ideas that have contributed to our current understanding of the nervous system. Topics may include, but are not limited to, Galen's philosophy of brain function, the contributions of women to discovery in neuroscience, comparisons of early techniques for visualizing brain tissue with modern noninvasive imaging techniques (such as PET scans), and the future of discovery in neuroscience. Enrollment limited to 40. Not open to students who have received credit for Neuroscience 115. Normally offered every year. N. Kleckner.

**BIO 116. Freshwater Biology.** A lecture and laboratory survey of major freshwater ecosystems including lakes, ponds, and streams. Topics for each ecosystem include identifications, life histories, and the biology/ecology of dominant plant and animal species. Enrollment limited to 40. Offered with varying frequency. R. Zottoli.

**BIO 118. Bugs in the System.** Insects—numerous, ubiquitous, diverse, and uniquely equipped—strongly influence ecosystem processes and human health, culture, and history. This course introduces insects' biology and diversity and explores insects' ecological roles and consequent impacts on human affairs. Selected topics—colonial and postcolonial medical entomology, typhus and war, the historical silk and contemporary cotton industries, discourses on sociobiology and biodiversity, twentieth-century popular culture, and the politics of pesticides—illustrate how insect-human interactions contribute to social history in ways both obvious and obscure. Enrollment limited to 40. Not open to students who have received credit for Biology 168 or 268. Offered with varying frequency. S. Kinsman.

**BIO 120. Toxins.** Issues and potential problems related to toxic materials are reported almost daily by the mass media. Misunderstandings raised by the reports are often due to a lack of basic knowledge about toxicology. This course introduces basic principles of toxicology by discussing topics such as the Woburn, Massachusetts, leukemia cluster and trichloroethylene groundwater contamination that was publicized by *A Civil Action*. The majority of the course emphasizes principles essential to assessing risks chemicals pose to humans but also discusses the impacts of chemicals on organisms at the population, community, and ecosystem level. Enrollment limited to 40. Normally offered every other year. R. Sommer.

**BIO 121. Plant Diversity.** A survey of marine and freshwater algae, the fungi, mosses, ferns, fern allies, and seed plants. Lecture and laboratory studies emphasize comparative structures, functions, habitats, and evolutionary relationships. Enrollment limited to 40. Normally offered every year. R. Thomas.

**BIO 124. Plants and Human Affairs.** A survey of economically and historically important plants, with emphasis on aspects of agronomy, forestry, plant biochemistry, and ethno-

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botany. Plant products studied include perfumes, spices, medicinals, fermentation products, oils, rubber, textiles, wood, sugar, cereals, and legumes. Enrollment limited to 40. Normally offered every year. R. Thomas.

**BIO 125. Environmental Microbiology.** Microorganisms live in a variety of habitats. This course explores the relationships between microorganisms, particularly the bacteria, fungi, and algae, and their biotic and physical environments. Among the topics for discussion are soil microbiology and biogeochemical cycles, bioremediation, and aquatic microbiology. Consideration is given to human health and disease. Laboratory investigations focus on microbial habitats and metabolic diversity. Not open to students who have received credit for Biology 107 or 315. Enrollment limited to 40. Normally offered every year. K. Palin.

**BIO 127. Emerging Infections across the Globe.** Emerging infections are those that are newly described, appear in different geographic regions, or move into new host populations. In this course students examine the biology of bacteria, viruses, fungi, and other organisms that cause these infections as well as the mechanisms by which they produce disease. They study transmission patterns, treatments, and preventions. Topics include infections of global concern such as malaria, tapeworms, dengue fever, HIV-AIDS, polio and other childhood diseases, cholera, and tuberculosis. Enrollment limited to 40. Offered with varying frequency. K. Palin.

**BIO 131. Human Genetics and Biotechnology.** How does DNA function to produce the traits seen in animals? How are these traits passed on from generation to generation? How can the study of human genetic disease give us insight into answering these questions? This laboratory and lecture course in genetics begins with a review of Mendelian inheritance and ends with a discussion of modern molecular research and its enormous impact on humankind. DNA fingerprinting, in vitro manipulation of embryos, and the production of transgenic animals are discussed. Special attention is given to the ecological and ethical impacts of genetic technology. This course presumes that students have a background in genetics from high school biology. Enrollment limited to 40. Offered with varying frequency. J. Pelliccia.

**BI/MA 155. Mathematical Models in Biology.** Mathematical models are increasingly important throughout the life sciences. This course provides an introduction to deterministic and statistical models in biology. Examples are chosen from a variety of biological and medical fields such as ecology, molecular evolution, and infectious disease. Computers are used extensively for modeling and for analyzing data. Recommended background: a course in biology. Enrollment limited to 30. Not open to students who have received credit for Biology 155 or Mathematics 155. Normally offered every other year. M. Greer.

**BIO 158. Evolutionary Biology.** Evolution is the great unifying theory in biology. It is the context into which all other biological subjects fit. The course examines various aspects of evolution, including the origin of life, the major events in the evolution of life on Earth, the processes that result in evolutionary change, the nature of the fossil record, the history of evolutionary theories, and creationist objections to these theories. Enrollment limited to 40. Normally offered every other year. E. Minkoff.

**BI/GE 181. Introduction to Paleontology.** The evolution of the vertebrates above the species level is treated in both biological and geological contexts. Enrollment limited to 40. Not open to students who have received credit for Biology 181. Normally offered every year. E. Minkoff.

**BIO 201. Biological Principles.** The methods and principles of biology are introduced in the context of an issues-oriented approach that emphasizes coherent understanding of the origin and cellular basis of life, mechanisms of evolution, genetics, and biological diversity. Other selected issues, which may vary from year to year, may include cancer, AIDS, drugs, sociobiology, plant adaptations, and conservation biology. Laboratories involve design and execution of experiments in cooperative groups and a collaborative project on organismal diversity. Quantitative analysis of data and peer-reviewed scientific writing are emphasized. Students experience the connections among the fields of biology, the interdisciplinary nature of today's biology, and the connections between biological and social issues. Prerequisite(s) or corequisite(s): any 100-level course in biology, or designated First-Year Seminar (215, 226, 243), or Neuroscience 200, or Chemistry 125 or s32, or Advanced Placement credit. Enrollment limited to 21 per section. Normally offered every year. J. Pelliccia.

**BIO 211. Marine Invertebrates.** A survey of the varieties, morphology, development, evolution, and behavior of invertebrates with an emphasis on marine animals. Laboratory work includes the study, through dissection and experiment, of representative organisms. The course includes field trips to local marine habitats. Prerequisite(s): Biology 101s or 201. Enrollment limited to 14 per section. Normally offered every other year. W. Ambrose.

**BIO 240. Introduction to Epidemiology.** Epidemiology is the study of the distribution and determinants of disease, injuries, and "health-related occurrences" within populations. This course examines the frequencies and types of illnesses and injuries within various groups and the multiple factors that influence their distribution. Students consider infectious, chronic, emerging, and reemerging diseases of historic and current importance. Models and preventions are discussed. Prerequisite(s): Biology 201. Offered with varying frequency. K. Palin.

**BIO 244. Biostatistics.** A course in the use of both descriptive and inferential statistics in the biological sciences, including such topics as types of data, population structure, probability distributions, common types of statistical inference (t-, F-, and chi-square tests), correlation and regression, analysis of variance, and an introduction to nonparametric statistics. Prerequisite(s): one college biology course. Open to first-year students. Enrollment limited to 50. Normally offered every year. E. Minkoff.

**BIO 260. Environmental Toxicology.** Environmental toxicology is the study of the impacts of pollutants upon organisms and the structure and function of ecological systems. It draws from a variety of disciplines, including ecology, chemistry, organismal and developmental biology, genetics, epidemiology, and mathematics. This course provides an overview of the field by discussing toxicant introduction, movement, distribution, and fate in the environment; toxicant sites and mechanisms of action in organisms and ecosystems; and toxicant impact upon organisms and ecosystems. Basics of toxicity testing design and analysis are an important part of the laboratory. Prerequisite(s): Chemistry 108A and Biology 201; or Chemistry/Environmental Studies 108B and Biology 201; or Environmental Studies 203. Open to first-year students. Enrollment limited to 24. Normally offered every other year. R. Sommer.

**BIO 268. Entomology.** A study of insects, the largest group of animals. Lectures and laboratories emphasize insect morphology and physiology, evolution and classification, as well as behavior, ecology, and field study. Selected topics may include flight, development and hormones, variations in life cycles and reproductive modes, courtship and parental

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care, and evolution of mutualisms, defense, and social behavior. Certain laboratories are scheduled as weekend afternoon field trips. In addition, one overnight museum field trip may be scheduled. Prerequisite(s): Biology 101s or 201. Enrollment limited to 14 per section. Not open to students who have received credit for Biology 168. Offered with varying frequency. S. Kinsman.

**BIO 270. Ecology.** An introduction to ecological and evolutionary patterns, principles, and processes. Topics include life history and adaptation, speciation, population dynamics and interactions, community structure, and ecosystem processes. Laboratories include experimental investigations of several levels of biological organization using cooperative lab groups. Prerequisite(s): Biology 101s or 201. Open to first-year students. Normally offered every year. S. Kinsman.

**BIO 285. Primates and Human Origins.** A course in primatology and physical anthropology for students of biology, psychology, anthropology, and other fields. Topics include primate evolution, paleoanthropology, primate sociobiology, primate behavior, human diversity, and the physical prerequisites for culture. Conflicting views on phylogeny, race, intelligence, and behavior are also discussed. Prerequisite(s): Biology 101s or 201. Offered with varying frequency. E. Minkoff.

**BI/NS 308. Neurobiology.** The course is an introduction to the molecular and cellular principles of neurobiology, and the organization of neurons into networks. Also included are the topics of developmental and synaptic plasticity, and the role invertebrate systems have played in our understanding of these processes. Laboratories include electrical recordings of nerve cells, computer simulation and modeling, and the use of molecular techniques in neurobiology. Recommended background: Neuroscience/Psychology 200. Prerequisite(s): Biology s42. Enrollment limited to 12 per section. Not open to students who have received credit for Biology 308 or Neuroscience 308. Normally offered every year. N. Kleckner.

**BIO 311. Comparative Anatomy of the Chordates.** An introduction to the comparative anatomy of the vertebrates and their kin, with laboratory study of both sharks and mammals. Prerequisite(s): Biology 101s or 201. Enrollment limited to 18. Offered with varying frequency. E. Minkoff.

**BIO 313. Marine Ecology.** An examination of the complex ecological interactions that structure marine systems. Habitats studied include intertidal, estuary, coral reef, deep sea, salt marsh, and pelagic. Laboratories include work in local marine communities and require occasional weekend trips. Prerequisite(s): Biology 170 or 270. Enrollment limited to 12 per laboratory section. Normally offered every other year. W. Ambrose.

**BIO 314. Virology.** A lecture and seminar examination of the molecular biology of viruses, including viroids and bacteriophages. Topics include viral infection and replication cycles, morphology, oncogenesis, and virus-host interactions. Viruses of epidemiologic and biotechnologic importance are emphasized. Prerequisite(s): Biology s42. Enrollment limited to 30. Normally offered every other year. L. Abrahamsen.

**BIO 315. Bacteriology.** A survey of the structure and physiology of bacteria, emphasizing adaptations of these organisms to specific environmental niches. Particular attention is given to organisms of medical, ecological, or industrial interest. Prerequisite(s): Biology s42. Enrollment limited to 25. Normally offered every year. L. Abrahamsen.

**BIO 316. Molecular Aspects of Development.** An investigation of developmental processes in complex plants and animals. The course focuses on embryonic development and includes the roles of genetic and environmental determinants. There is an emphasis on cell communication processes mediating such processes as cell fate specification, differentiation, pattern formation, and sex determination. The similarities and differences among these processes in organisms are highlighted. Prerequisite(s): Biology s42. Offered with varying frequency. J. Pelliccia.

**BIO 320. Pharmacology.** Pharmacology is the study of the actions and effects of drugs within a living organism. It studies all drugs, whether they are illegal, legal, prescription, or over-the-counter. This course places an emphasis on treatment of illness and disease in mammals and presents mechanisms of action, and therapeutic uses and toxicities of important drugs, including medications that affect the peripheral nervous system, cardiovascular system, gastrointestinal tract, endocrine system, reproductive system, and agents used to treat cancer. Prerequisite(s): Biology s42. Recommended background: Biology 337. Offered with varying frequency. R. Sommer.

**BIO 323. Forest Ecology.** Study of terrestrial plants' population dynamics, community patterns, and adaptations to physical and biological environments, with an emphasis on the North Woods. Field trip learning is central. Topics include alpine and subalpine vegetation of Mount Washington, adaptations to selected wetland conditions, plant-animal interactions, reproduction and demography, forest disturbance dynamics, and plant communities of the historically forested landscapes of northern New England. Some Saturday field trip laboratories are required. Prerequisite(s): one of the following: First-Year Seminar 226, Biology 124, 201, Environmental Studies 203, 302. Enrollment limited to 12. Offered with varying frequency. S. Kinsman.

**BIO 331. Molecular Biology.** A laboratory and lecture introduction to the molecular biology of genes and chromosomes. The course emphasizes current research about gene structure and function, experimental techniques, and eukaryotic genetics. Prerequisite(s): Biology s42. Offered with varying frequency. S. Richards.

**BIO 337. Animal Physiology.** The major physiological processes of animals, including digestion, circulation, respiration, excretion, locomotion, and both neural and hormonal regulation. Examples are drawn from several species and include a consideration of the cellular basis of organ-system function. Prerequisite(s): Biology s42. Enrollment limited to 12 per section. Normally offered every year. R. Bavis.

**BIO 338. Drug Actions on the Nervous System.** This course focuses on the biochemistry and physiology of neural tissues. An emphasis is placed on neurotransmitter systems, and on drugs thought to act on these systems. The relationships between the actions of drugs at molecular, cellular, and behavioral levels are also discussed. Prerequisite(s): Biology s42. Recommended background: Neuroscience 200, Biology/Neuroscience 308, or Psychology 363. Offered with varying frequency. N. Kleckner.

**BIO 341. Electron Microscopy.** An introduction to the principles of electron optics, with emphasis on biological applications. Topics covered in lecture or laboratory include preparation of specimens for transmission and scanning electron microscopy; use of the scanning electron microscope; use of associated photographic, X-ray dispersive, cytochemical, immunological, and autoradiographic techniques; and interpretation of data. Special-

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interest topics are chosen by students for independent research projects. Prerequisite(s): Biology s42. Enrollment limited to 6. Offered with varying frequency. R. Thomas.

**BIO 351. Immunology.** The immune system is studied as an example of the body's chemical communication networks and as one mechanism for memory. Topics include production of an immune response, immune surveillance in the maintenance of health, the effects of psychological and environmental factors on the immune system and on health, and the effects of immune dysfunctions (autoimmune diseases and immune deficiencies including AIDS). The course emphasizes the human immune system but briefly covers comparative immunology. The course includes a laboratory. Prerequisite(s): Biology s42. Normally offered every year. S. Richards.

**BIO 352. Membrane and Receptor Biology.** A detailed examination of the structure and function of biological membranes drawing on examples from the six kingdoms. Topics include the biophysical properties of cell and organelle membranes, and their biological functions, including signaling, adhesion, trafficking and transport. Prerequisite(s): Biology s42 or Chemistry 321. Offered with varying frequency. P. Baker.

**BIO 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**BIO 365. Special Topics.** Offered at irregular intervals by a faculty member in an area of contemporary interest.

**BIO 368. Seminar on the Evolution of Sex.** For more than 150 years, scientists have asked why the vast majority of living organisms reproduce sexually, when asexual reproduction (reproducing without mating) offers a much more efficient means of producing offspring. There is still little agreement among scientists as to why sex persists and why most organisms do it. In this course, students examine the many hypotheses put forward to explain sex. They study the enormous variety of reproductive modes exhibited by living creatures and investigate their ecological, evolutionary, and genetic consequences. Prerequisite(s): Biology 201. Recommended background: some background in evolution and/or genetics. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. Staff.

**BIO 380. Plant Physiology.** A study of organismal and cellular functions important in the life of green plants. Topics include mineral nutrition, water relations, metabolism, and regulatory processes. Prerequisite(s): Biology s42. Enrollment limited to 20. Offered with varying frequency. R. Thomas.

**BIO 457, 458. Senior Thesis.** Permission of the department and the thesis advisor are required. Students register for Biology 457 in the fall semester and for Biology 458 in the winter semester. Majors writing an honors thesis register for both Biology 457 and 458. Written permission of the instructor is required. Normally offered every year. Staff.

**BIO 460. Junior-Senior Seminar.** Reading original biological literature is an essential skill for biology majors. Focusing on the topics addressed by invited speakers for the semester's

biology seminar program, students review articles, write analyses, and contribute oral presentations in a small group format. Students attend afternoon and/or evening seminars and discuss the content, context, and presentation of original investigations. This course is required of all biology majors beginning with the class of 2004 and may replace the extracurricular seminar requirement for all other majors. Prerequisite(s): Biology 201, 270, and s42. One of these courses may be taken concurrently, only by permission of the instructor. Enrollment limited to 40. Normally offered every semester. Staff.

**BIO 470. Seminar and Research in Ecology.** Laboratory, field, or library study of a current research topic in experimental ecology. A topic is selected with reference to the research interests of the instructor. Prerequisite(s): Biology 270. Enrollment limited to 6. Written permission of the instructor is required. Offered with varying frequency. Staff.

**BIO 471. Seminar and Research in Experimental Botany.** Laboratory, field, or library study of a current research topic in experimental botany. A topic is selected with reference to the research interests of the instructor. Enrollment limited to 6. Written permission of the instructor is required. Offered with varying frequency. R. Thomas.

**BIO 472. Seminar and Research in Evolution and Physiology.** Laboratory or library study of a current research topic in animal physiology. Students may select a topic with reference to the research interests of the instructor. Recommended background: Biology 176, 276, or 337. Enrollment limited to 6. Written permission of the instructor is required. Offered with varying frequency. Staff.

**BIO 473. Seminar and Research in Cell Biology.** Laboratory and library study of a current research topic in the experimental study of biology at the cellular level. A topic is selected with reference to the research interests of the instructor. Recommended background: Biology s42. Enrollment limited to 6. Written permission of the instructor is required. Offered with varying frequency. Staff.

**BIO 474. Seminar and Research in Marine Ecology.** Laboratory, field, and library study of advanced topics in marine ecology. Topics are selected in relation to research interests of the instructor and students. Prerequisite(s): Biology 244 and 270. Recommended background: Biology 211. Enrollment limited to 6. Written permission of the instructor is required. Offered with varying frequency. W. Ambrose.

**BIO 475. Seminar and Research in Environmental Toxicology.** Laboratory and library study of a current research topic in environmental toxicology. Topics are selected in relation to research interests of the instructor and students. Recommended background: Biology s42. Enrollment limited to 6. Written permission of the instructor is required. Not open to students who have received credit for Biology s41. Offered with varying frequency. R. Sommer.

**BIO 476. Seminar and Research in Neurobiology.** Laboratory or library study of a current research topic in molecular or cellular neurobiology. A topic is selected in reference to the research interests of the instructor. Prerequisite(s): one of the following: Biology/Neuroscience 308, Biology 337, 338, or Psychology/Neuroscience 363. Enrollment limited to 6. Not open to students who have received credit for Biology s44. Offered with varying frequency. N. Kleckner.

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## Short Term Units

**BIO s23. Understanding Cancer.** As a cause of mortality in the Western world, cancer is second only to cardiovascular disease. What causes cancer? How is cancer diagnosed and classified? How do flaws in fundamental biological processes drive cancerous growth? What are current therapeutic options and potential new treatments in the fight against cancer? These questions and more are explored in the classroom and the laboratory. Enrollment limited to 30. Offered with varying frequency. R. Sommer.

**BIO s24. Experimental Biology.** This unit introduces students to how scientific knowledge is produced. In the unique setting of the Mount Desert Island Biological Laboratory, an internationally known research facility, students design and carry out lab and field research projects. Students learn the fundamentals of data collection, interpretation, and presentation. Through discussions and attendance at formal scientific seminars, students also consider the nature and social value of the scientific process. Enrollment limited to 16. Written permission of the instructor is required. Offered with varying frequency. P. Baker, L. Abrahamsen.

**BIO s26. Work-Study Internship in the Natural Sciences.** Participation by qualified students in the work of a local or distant institution or organization concerned with the application of scientific knowledge 35–40 hours per week. Such institutions include, but are not limited to, hospitals, medical or veterinary offices, biotechnology firms, aquaria, environmental education centers, agricultural and aquaculture farms. Internships require departmental approval via application. Application to the department must be made prior to Short Term registration. More information is available on the department's Web page. Interns are supervised by a staff member. Not open to students who have received credit for Biology s36. Written permission of the instructor is required. Normally offered every year. Staff.

**BIO s29. Nature Photography.** A study of photographic techniques used by biologists in the field and laboratory, with emphasis on close-up photography of plants and animals. Additional areas covered include landscape and aerial photography, photomicrography, and preparation of photographs for lectures or publication. Required: access to a 35mm single-lens reflex camera. Recommended background: one course in biology at the 100 level. There is a materials fee of \$120.00 per student. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. R. Thomas.

**BIO s31. Evolutionary Ecology Field Study.** This field unit focuses on the ecology of freshwater invertebrates from an evolutionary perspective. Topics of study include: biotic and abiotic aspects of freshwater habitats, species interactions, life history evolution, behaviors and their evolutionary consequences, adaptation, reproductive modes, dispersal, and genetic diversity in populations. Students use a combination of field studies and simple molecular genetic techniques to address these topics. They participate in a class project and carry out individual research projects. Prerequisite(s): Biology 270. Enrollment limited to 12. Offered with varying frequency. Staff.

**BIO s32. Experimental Marine Ecology.** A survey of marine animals and plants, and their relationships with each other and with their environment. Students learn to identify marine flora and fauna and carry out research projects. Recommended background: Biology 270 or 211. Enrollment limited to 8. Written permission of the instructor is required. Offered with varying frequency. Staff.

**BIO s37. Forest and Landscape.** An investigation of the patterns and history of New England's forests and associated plant communities, with an emphasis on field study and research. Students review the influences of geological patterns, climate, unusual soil and water conditions, natural disturbances, and human activities on community type, occurrence, and history. Central to the unit are visits to a variety of field sites, and field learning to describe the structure, composition, and history of several communities. Primary literature is emphasized. Prerequisite(s): Biology 270 or Environmental Studies 302. Enrollment limited to 8. Offered with varying frequency. S. Kinsman.

**BI/GE s38. Geologic and Biologic Field Studies in the Canadian Arctic.** This unit examines the biology and Quaternary geology of the eastern Canadian Arctic. Research focuses on glaciology, snow hydrology, and sedimentation in fjords and lakes, and the adaptations required of terrestrial and aquatic plants and animals to survive in the Arctic. Students prepare geologic and vegetation maps, examine animal distributions, study modern fjord and lacustrine environments, and collect and analyze water and sediment samples from lake and marine environments. Emphasis is placed on the relations between biological and geological patterns. Prerequisite(s): one of the following: Biology 201 or any introductory geology course. Recommended background: field experience in biology or geology. Open to first-year students. Enrollment limited to 12. Written permission of the instructor is required. Not open to students who have received credit for Biology s38 or Geology s38. Offered with varying frequency. W. Ambrose, M. Retelle.

**BIO s42. Cellular and Molecular Biology.** A view of life at the cellular and molecular levels. Topics include cellular energetics, membrane phenomena, and molecular biology. Laboratory techniques include enzymology, cell fractionation, microbial genetics, and electrophoresis. Prerequisite(s): Biology 201, and Chemistry 108A or Chemistry/Environmental Studies 108B. Open to first-year students. Normally offered every year. S. Richards, L. Abrahamsen.

**BIO s44. Experimental Neuro/Physiology.** A study of contemporary research techniques in the fields of neurobiology, physiology, and pharmacology. Topics may include the pharmacology of recombinant neurotransmitter receptors or the physiology and pharmacology of invertebrate neurons. This unit requires extensive laboratory work in independent projects. Prerequisite(s): one of the following: Biology/Neuroscience 308, Biology 278, 337, 338, or Psychology/Neuroscience 363. Enrollment limited to 12. Not open to students who have received credit for Biology 476. Offered with varying frequency. N. Kleckner.

**BIO s46. Internship in the Natural Sciences.** Off-campus participation by qualified students as team members in an experimental research program 35–40 hours per week. Internships require departmental approval via application. Application to the department must be made prior to Short Term registration. More information is available on the department's Web page. Interns are supervised by a staff member. Enrollment limited to 15. Written permission of the instructor is required. Normally offered every year. Staff.

**BIO s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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# Chemistry

*Professors Wenzel and Lawson (on leave, fall semester); Associate Professors Côté (chair) and Austin; Assistant Professors Schlax and Koviach; Lecturer Dignam*

Chemistry deals with phenomena that affect nearly every aspect of our lives and environment. A liberal education in this scientific and technological age should include some exposure to the theories, laws, applications, and potential of this science.

The chemistry curriculum is sufficiently flexible to allow students with career interests in areas such as the health professions, law, business, and education to design a major program suitable to their goals. Students interested in careers in chemistry or biochemistry will find sufficient chemistry electives to provide a strong background for graduate work, industry, or other positions requiring an in-depth foundation in chemistry. A major in biological chemistry has been developed in conjunction with the biology department. See separate listing under Biological Chemistry for more details. The department and its curriculum are approved by the American Chemical Society.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** All students majoring in chemistry are required to meet the following minimum course requirements: Chemistry 107A or Chemistry/Environmental Studies 107B; Chemistry 108A or Chemistry/Environmental Studies 108B; Chemistry 203; 212; 215; 217-218; 301; either Chemistry 302 or 310; 332; two upper-level chemistry electives or one upper-level chemistry elective with a laboratory; and Chemistry 457 or 458. Further course and unit selections depend upon the goals and interests of the student. All students preparing for graduate study or for a position in the chemical industry should include in their programs Chemistry 223, 316, and any other advanced courses in their specific area of interest. It should be noted that courses in mathematics and physics are prerequisites for some of the advanced courses in chemistry. A written thesis is required of all majors. This may be either a laboratory or library thesis. Students doing a laboratory thesis may register for Chemistry 457, 458, or both, while students doing a library project may register for Chemistry 457 or 458. Students in the Honors Program must register for 457 and 458. All senior majors must participate in the department's seminar program. Each major is required to deliver two research presentations during the senior year.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major.

**General Education.** The following courses listed below may serve as a department-designated set: 107A-108A, 107A-108B, 107B-108A, 107B-108B, 107A-125, 107B-125, 107A-s21, 107B-s21. First-Year Seminar 244 and the following units may serve as partial fulfillment of the natural science requirement as a third course: s21, s22, s28, s32, and s33. The quantitative requirement may be satisfied through any course or unit except 132, s21, or s28. Advanced Placement, International Baccalaureate, or A-Level credit awarded by the department/program may not be used towards fulfillment of any General Education requirements.

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## Courses

**CHEM 107A. Atomic and Molecular Structure.** Fundamental concepts underlying the structure and behavior of matter are developed. Major topics include states of matter, atomic structure, periodicity, and bonding. This course, or its equivalent, is a prerequisite for all advanced courses in chemistry. Laboratory: three hours per week. Enrollment limited to 60 per section. Normally offered every year. M. Côté, P. Schlax.

**CH/ES 107B. Chemical Structure and Its Importance in the Environment.** Fundamentals of atomic and molecular structure are developed with particular attention to how they relate to substances of interest in the environment. Periodicity, bonding, states of matter, and intermolecular forces are covered. The laboratory involves a semester-long group investigation of a topic of environmental significance. Enrollment limited to 60 per section. Not open to students who have received credit for Chemistry 107B or Environmental Studies 107B. Normally offered every year. T. Wenzel.

**CHEM 108A. Chemical Reactivity.** A continuation of Chemistry 107A. Major topics include thermodynamics, kinetics, equilibrium, acid/base behavior, and electrochemistry. Laboratory: three hours per week. Prerequisite(s): Chemistry 107A or Chemistry/Environmental Studies 107B. Enrollment limited to 60 per section. Normally offered every year. T. Lawson, P. Schlax.

**CH/ES 108B. Chemical Reactivity in Environmental Systems.** A continuation of Chemistry/Environmental Studies 107B. Major topics include thermodynamics, kinetics, equilibrium, acid/base chemistry, and electrochemistry. Biogeochemical cycles provide examples for course topics. The laboratory analyzes the chemistry of marine environments. Prerequisite(s): Chemistry 107A or Chemistry/Environmental Studies 107B. Enrollment limited to 60. Not open to students who have received credit for Chemistry 108B or Environmental Studies 108B. Normally offered every year. R. Austin.

**CHEM 125. Bioenergetics.** Living organisms require nutrients extracted from the environment to support the chemical reactions necessary for all life processes including development, growth, motion, and reproduction. Maintaining the chemical reactions that allow the web of life to continue to exist on Earth demands a continuous input of energy. This course examines the flow of energy from the sun into the biosphere through plants and into animals, with a focus on humans. Through the use of a combination of learning techniques, including research and oral presentations, problem solving, and group discussions, the chemistry behind this energy flow is explored, as are the ways in which energy is used by living organisms. May not be applied toward the chemistry or biological chemistry major. Recommended background: high school chemistry. Enrollment limited to 30. Normally offered every other year. T. Lawson.

**CHEM 132. Women in Chemistry.** Women continue to be under-represented in chemistry. Furthermore, important discoveries made by women are often omitted from the chemistry curriculum. Topics addressed in this course include the important scientific contributions of women chemists; the barriers that have inhibited and factors that have promoted the participation of women in chemistry, including aspects of balancing family and career; the extent to which practices and descriptive language in chemistry are inscribed with gender; and feminist critiques of science, particularly as they apply to chemistry. Enrollment limited to 50. Normally offered every other year. T. Wenzel.

**CHEM 199. Nanotechnology Project.** This hands-on course serves as an introduction to the interdisciplinary field of nanotechnology and to collaborative scientific work. Students contribute to a class nanotechnology project by working in small groups. Effective collaboration and communication within and among groups is emphasized, including informal conversations, oral presentations, and written reports. Possible projects include designing and building a simple scanned probe microscope, and fabricating and characterizing nanostructures. Enrollment limited to 15. M. Côté.

**CHEM 212. Separation Science.** A study of some of the most universally used methods and techniques of chemical separation. Both theory and applications are covered. Topics include chemical equilibrium, liquid-liquid extraction, gas and liquid chromatography, and electrophoresis. Laboratory: three hours per week. Prerequisite(s): Chemistry 108A or Chemistry/Environmental Studies 108B. Normally offered every year. T. Wenzel.

**CHEM 215. Descriptive Inorganic Chemistry.** A study of the wide-ranging aspects of inorganic chemistry. The use of periodic trends and fundamental principles of inorganic chemistry to systematize the descriptive chemistry of the elements is explored. Topics include reaction mechanisms in inorganic chemistry, ligand field theory, and solid state chemistry. Applications of inorganic chemistry to biochemistry, environmental chemistry, and geochemistry are also considered. Prerequisite(s): Chemistry 108A or Chemistry/Environmental Studies 108B. Normally offered every year. R. Austin.

**CHEM 217. Organic Chemistry I.** An introduction to organic chemistry. Topics include bonding, structure, stereochemistry, and nomenclature; reactions of alkanes, alkenes, alkylhalides, alkynes, and radicals; and spectroscopic methods. Laboratory: three hours per week. Prerequisite(s): Chemistry 108A or Chemistry/Environmental Studies 108B. Enrollment limited to 72. Normally offered every year. J. Koviach.

**CHEM 218. Organic Chemistry II.** A continuation of Chemistry 217. The reactions of alcohols, ethers, carbonyl compounds, and aromatics are studied from both a mechanistic and a synthetic point of view. Laboratory: three hours per week. Prerequisite(s): Chemistry 217. Enrollment limited to 72. Normally offered every year. J. Koviach.

**CHEM 223. Analytical Spectroscopy and Electrochemistry.** Spectroscopic and electrochemical methods employed in chemical analysis are discussed. Topics include ultraviolet, visible, infrared, and atomic spectroscopy; and potentiometric and voltametric methods of analysis. Prerequisite(s): Chemistry 108A or Chemistry/Environmental Studies 108B. Normally offered every other year. T. Wenzel.

**CHEM 301. Quantum Chemistry.** Major topics include quantum mechanics, atomic and molecular structure, and spectroscopy. Prerequisite(s): Chemistry 108A or Chemistry/Environmental Studies 108B, Physics 107, Mathematics 105 and 106. Corequisite(s): Physics 108 and Mathematics 205. Not open to students who have received credit for Chemistry 206. Normally offered every year. M. Côté.

**CHEM 302. Statistical Thermodynamics.** Major topics include statistical mechanics and thermodynamics. Prerequisite(s): Chemistry 108A or Chemistry/Environmental Studies 108B, Mathematics 105 and 106. Prerequisite(s) or corequisite(s): Physics 107. Not open to students who have received credit for Chemistry 203. Normally offered every year. M. Côté.

**CHEM 310. Biophysical Chemistry.** This course is an overview of physical chemical principles and techniques used in understanding the properties, interactions, and functions of biological molecules. Thermodynamic, kinetic, and statistical mechanical principles are applied to understanding macromolecular assembly processes (i.e., assembly of viruses or ribosomes) and macromolecular interactions involved in gene expression and regulation, DNA replication, and other biological processes. Techniques used in studying protein folding, RNA folding, and enzyme kinetics are presented. Prerequisite(s): Chemistry 108A or Chemistry/Environmental Studies 108B, Mathematics 105 and 106, Physics 107. Not open to students who have received credit for Chemistry 220. Normally offered every year. P. Schlax.

**CHEM 313. Spectroscopic Determination of Molecular Structure.** In this course the utilization of nuclear magnetic resonance (NMR) and mass spectral data for structural analysis is developed. Particular attention is given to the interpretation of proton, carbon-13, and two-dimensional NMR spectra, and to the interpretation of fragmentation patterns in electron-impact mass spectrometry. Theoretical and instrumental aspects of modern NMR spectroscopy and mass spectrometry are covered. Prerequisite(s): Chemistry 218. Normally offered every other year. T. Wenzel.

**CHEM 316. Bonding and Symmetry in Inorganic Chemistry.** A study of electronic structure in inorganic chemistry focusing both on theoretical models and spectroscopic characterizations. Primary emphasis is placed on the application of group theory to the elucidation of electronic structure. Prerequisite(s): Chemistry 206 or 215. Normally offered every other year. R. Austin.

**CHEM 321. Biological Chemistry I.** An introduction to biologically important molecules and macromolecular assemblies. Topics discussed include the structure and chemistry of proteins; the mechanisms and kinetics of enzyme catalyzed reactions; and the structure, chemistry, and functions of carbohydrates, lipids, nucleic acids, and biological membranes. Laboratory: three hours per week. Prerequisite(s): Chemistry 218. Recommended background: Biology s42. Enrollment limited to 26. Normally offered every year. T. Lawson, P. Schlax.

**CHEM 322. Biological Chemistry II.** A survey of the major metabolic processes in living cells. Topics discussed include protein synthesis, DNA replication and gene expression, the global organization of metabolic pathways, carbohydrate and fatty acid metabolism, biological oxidation, reduction and energy production, and the metabolism of nitrogen-containing compounds. Special attention is given to the mechanisms by which metabolic processes are regulated. Laboratory: three hours per week. Prerequisite(s): Chemistry 321. Normally offered every year. T. Lawson.

**CHEM 325. Organic Synthesis.** A study of important organic reactions with emphasis on structure, stereochemistry, mechanism, and synthesis. Prerequisite(s): Chemistry 218. Normally offered every other year. J. Koviach.

**CHEM 326. Advanced Organic Chemistry.** Lectures and discussions on various aspects of theoretical organic chemistry related to the structure of organic molecules and reactive intermediates. Topics include molecular orbital theory, orbital symmetry, thermodynamics, conformational analysis, and kinetics. Prerequisite(s): Chemistry 218. Recommended background: Chemistry 203. Offered with varying frequency. J. Koviach.

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**CHEM 327. Topics in Macromolecular Chemistry.** Macromolecular chemistry is a broad subject encompassing the synthesis, characterization, properties, and uses of polymers. Current areas of research in macromolecular chemistry, techniques used to characterize macromolecules, and unique physical properties of macromolecules are introduced. Students explore topics including synthesis of biodegradable plastics, structure and functions of catalytic RNA, structural characterization of polymers, characterization or uses of semiconducting polymers, dendrimer synthesis, mechanisms of molecular evolution, and harnessing DNA as a microprocessor or micromotor. Prerequisite(s): Chemistry 218. Offered with varying frequency. P. Schlax.

**CHEM 332. Advanced Chemical Measurement Laboratory.** The use of spectroscopic methods to probe atomic and molecular structure, and to identify, characterize, and quantify chemical species is examined. Measurements of thermodynamic and kinetic parameters describing chemical reactors is performed. Theoretical and experimental aspects of several techniques including nuclear magnetic resonance, infrared spectroscopy, and UV-visible spectroscopy are covered. Prerequisite(s): Chemistry 206. Normally offered every other year. M. Côté, P. Schlax.

**CHEM 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**CHEM 457, 458. Senior Research and Seminar.** A laboratory or library research study in an area of interest under the supervision of a member of the department. Each senior major delivers two presentations on his or her research. Students register for Chemistry 457 in the fall semester and for Chemistry 458 in the winter semester. Majors writing an honors thesis register for both Chemistry 457 and 458. Normally offered every year. Staff.

### Short Term Units

**CHEM s21. Biotechnology: Life Science for Citizens.** A nonscientist's introduction to the science of the biotechnology revolution. Topics include the basic biology and chemistry of cells, the biochemistry of gene expression, the development and applications of recombinant DNA and related technologies, and the structure and functioning of the biotechnology research establishment in the United States. Weekly laboratory exercises include a DNA cloning project. Not open to majors in chemistry, biological chemistry, or biology. Enrollment limited to 18. Offered with varying frequency. T. Lawson, P. Schlax.

**CHEM s22. Chemistry for the Curious Citizen.** A nonscientist's introduction to chemistry. Collaborative laboratories introduce important concepts through observation and experimentation. Emphasis is on real-life applications such as treatment of anemia or iron overload, design of a fireproof safe, detection and remediation of contaminants in the wastewater, and analysis of increasing atmospheric carbon dioxide. Recommended background: high school chemistry. Not open to science majors and to students who have received credit for Chemistry 107 and 108. Enrollment limited to 20. Offered with varying frequency. Staff.

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**CH/PH s28. Digital Signals.** Digitized signals are playing an increasing role in scientific measurements, telecommunications, and consumer electronics. While it is often claimed that “the future is digital,” there are trade-offs and limitations associated with any signal processing technique. This unit exposes students to the realities of analog and digital data acquisition, basic forms of signal processing, and their application to scientific measurements and to consumer electronics, including audio. Hands-on experience is gained by constructing simple electronic circuits and creating signal acquisition and manipulation software. No previous electronics or computer programming experience is necessary. Recommended background: Mathematics 105. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for Chemistry s28 or Physics s28. Offered with varying frequency. M. Côté.

**CHEM s32. Practical Genomics and Bioinformatics.** Genomics is the emerging science of studying genes and gene function as dynamic, coordinated systems. Bioinformatics refers to the development of methods for storing, retrieving, analyzing, and integrating biological molecule sequence data. These new branches of science have become both possible and necessary because of the recent and extremely rapid accumulation of DNA sequence data that has resulted from technological advances in biochemistry and molecular biology. This unit explores the methods by which these data are collected, including cloning techniques, sequencing procedures, and methods for monitoring gene expression. Students sequence and analyze the expression of a gene from a marine organism. Students live and work for two weeks at the Mount Desert Island Biological Laboratory. Prerequisite(s): any 100-level biology or chemistry course. Enrollment limited to 16. Offered with varying frequency. T. Lawson.

**CHEM s33. Electrochemistry, Calorimetry, and the Cold Fusion Controversy.** This unit addresses such topics as the hydrogen and oxygen electrode reactions in water and heavy water, calorimetric measurements involving electrochemical systems, claims of excess enthalpy and helium-4 production, and the major controversial issues surrounding cold nuclear fusion in the palladium-deuterium system. Prerequisite(s): Chemistry 108A or Chemistry/Environmental Studies 108B. Enrollment limited to 30. Staff.

**CHEM s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

# Classical and Medieval Studies

*Professors Thompson (English) (on leave winter semester and Short Term), Jones (History) (on leave, 2003-2004), Corrie (Art), and Allison (Religion); Associate Professors Fra-Molinero (Spanish), O'Higgins (Classics and Classical and Medieval Studies), and Read (French); Assistant Professors Imber (Classics and Classical and Medieval Studies) and Maurizio (Classics and Classical and Medieval Studies; chair); Lecturers Hayward (Classics and Classical and Medieval Studies) and Walker (Classics and Classical and Medieval Studies)*

The Bates Program in Classical and Medieval Studies combines a uniquely interdisciplinary study of cultural history with an emphasis on empowering students themselves to read and assess texts in the relevant ancient languages. The program is distinctive in linking the study of classical antiquity with that of the medieval worlds and distinctive in its scope. It embraces as classical antiquity the ancient Mediterranean as a whole, including North Africa, Crete, and Sicily, as well as the many cultures that composed "Greece" and "Rome." The medieval world includes Islamic and Viking civilizations as well as the great cathedral builders of northern Europe and the full extent of the Byzantine Empire and its border states. Students are encouraged to study abroad in selected programs in order to appreciate the material aspects of these diverse cultures. The program aims to be truly interdisciplinary, integrating the perspectives of history, literature, philosophy, religion, the environmental sciences, art, architecture, and other material culture.

The Program in Classical and Medieval Studies maintains a homepage on the World Wide Web where curricular changes and special events are posted ([www.bates.edu/cms.xml](http://www.bates.edu/cms.xml)).

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Within this interdisciplinary major students may elect to concentrate in either classical studies or medieval studies. The major requires twelve courses. This may include a Short Term unit.

- 1) Two of the following courses: Classical and Medieval Studies/History 100; 102; 106; 107; Classical and Medieval Studies/Religion 101.
- 2) Four courses in Latin or four courses in Greek to be taken at Bates or through other authorized College programs.
- 3) Five additional courses selected from Classical and Medieval Studies and the list below.
- 4) A one-semester senior thesis, Classical and Medieval Studies 457 or 458. Thesis advisors are chosen by the chair of the program in consultation with the students, according to thesis subject.

**Greek and Latin Courses.** All courses taught in Ancient Greek and Latin are listed under Classical and Romance Languages and Literatures (see page 134).

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**Pass/Fail Grading Option.** Pass/fail grading may not be elected for the ancient language courses required for the major.

**General Education.** Any one classical and medieval studies Short Term unit may serve as an option for the fifth humanities course. First-Year Seminars 191 and 251 may also count toward the humanities requirement.

## Courses

**CM/HI 100. Introduction to the Ancient World.** This course introduces the Greco-Roman world, and serves as a useful basis for 200- and 300-level courses in classical civilization. Within a general chronological framework students consider the ancient world under a series of headings: religion, philosophy, art, education, literature, social life, politics, and law. The survey begins with Bronze Age Crete and Mycenae and ends with the first century B.C.E., as Rome makes its presence felt in the Mediterranean and moves toward empire. Not open to students who have received credit for Classical and Medieval Studies 100 or History 100. Normally offered every other year. D. O'Higgins.

**CM/RE 101. Religion and Empire: Religious Conflict in Late Antiquity.** This introduction to the age we call late antiquity (the third through the eighth centuries) explores the emergence of many of today's religions from complex circumstances of the post-classical world. In addition to Judaism, Christianity, and Islam, this course investigates Zoroastrianism and Manichaeism as well as the continuation of Greco-Roman polytheism and religious philosophies (Neoplatonism). Topics include state control of religion, the increasing importance of community and ethnicity associated with religious doctrines in this period, mysticism, and ways of thinking about the individual, the divine, and eternal life. Enrollment limited to 40. Offered with varying frequency. R. Allison.

**CM/HI 102. Medieval Europe.** Far from being an "enormous hiccup" in human progress, the medieval centuries (circa 350-1350) marked the full emergence of Islamic, Byzantine, and West European civilizations. These powerful medieval cultures shape our present. The central theme of this introductory survey course is the genesis and development of a distinct Western European medieval civilization including its social, economic, political, and cultural aspects. Important topics include the devolution of the Roman Empire; the Christianization of the West; the origins of the Byzantine world; the rise of Islam; and the history of medieval women. Not open to students who have received credit for History 102. Normally offered every year. Staff.

**CM/HI 106. Greek Civilization.** This course considers: 1) the archaic civilization of Homer, a poet celebrating the heroes of an aristocratic and personal world; 2) the classical civilization of Aeschylus, Sophocles, Aristophanes, and Phidias, the dramatists and sculptor of a democratic and political Athens; 3) the synthesis of Plato, celebrating the hero Socrates and attempting to preserve and promote aristocratic values in a political world. Not open to students who have received credit for History 201. Normally offered every year. J. Cole.

**CM/HI 107. Roman Civilization.** In this course students explore Roman civilization at the end of the Republic, examining first the places of Roman life and analyzing how the Romans built their walls, temples, markets, and stadiums and why they chose to do so. Students also explore the people and the nature of the activities they engaged in at these locations, seeking answers to questions like: What did the Romans eat for breakfast?

Recommended background: Classical and Medieval Studies/History 100, Classical and Medieval Studies/Religion 101, History 201. Not open to students who have received credit for Classical and Medieval Studies 206. Normally offered every other year. M. Imber.

**CM/EN 145. Epic, Saga, Romance.** In this course students read a variety of works from the most popular narrative forms in the Middle Ages. The course may include *Beowulf*, the Icelandic sagas, the *Maginogion*, *Orfeo*, Middle English alliterative poetry, and Arthurian literature, as well as post-medieval interpreters of medieval narrative such as Tolkien and Evangeline Walton. Enrollment limited to 25. Offered with varying frequency. M. Hazard.

**CM/RH 160. Classical Rhetoric.** The Romans ran the ancient world by the sword, but also by the word. This course explores how they did the latter. Readings include classical works about rhetoric, examples of classical oratory, and the variety of exercises by which the practice of rhetoric was taught. Writing assignments include analyses of speeches by classical orators, as well as a range of ancient rhetorical exercises such as fables, speeches of praise and invective, persuasive speeches to historical figures, and mock courtroom speeches. The course concludes with an examination of the Gettysburg Address and consideration of its debt to classical rhetorical theory. All readings are in English. Not open to students who have received credit for Classical and Medieval Studies 160 or Rhetoric 160. Offered with varying frequency. M. Imber.

**CMS 180. War, Women, and Wastelands.** Homer created an imaginary world in which supermen pitted themselves against other heroes and the forces of nature, while beautiful women picked their way through the wreckage left behind. We find a similar vision of life in other ancient societies, but it is Homer's world that has captured people's imaginations for almost 3,000 years. This course focuses on Homer's two great epic adventures, the *Iliad* and the *Odyssey*. It may also include early epics from other societies, such as *Gilgamesh* or *Beowulf*, as well as later works that have been strongly influenced by the Homeric tradition, such as the *Argonauts* of Apollonius, Virgil's *Aeneid*, or Dante's *Inferno*. Offered with varying frequency. H. Walker.

**CMS 200. Ancient Comedy and Satire.** Students read (in translation) the comic poets and satirists of Greece and Rome and investigate the nature and social context of ancient humor, satire, and invective. Authors include Homer, Hesiod, Archilochus, Semonides, Aristophanes, Menander, Terence, Horace, Seneca, and Petronius. Recommended background: Classical and Medieval Studies 100. Open to first-year students. Normally offered every other year. D. O'Higgins.

**CMS 201. Gender and the Body in Ancient Greece.** How did people in ancient Greece think about the categories of male and female? How did these categories intersect with others, such as social status, age, and ethnicity? This course considers issues of gender in archaic and classical Greece, and looks at how Greek men and women thought about the body, sexuality, and "transgressive" behavior and individuals. Students analyze literary texts (in translation) as well as medical, religious, and legal evidence—inscriptional and textual—and modern scholarship. Open to first-year students. Enrollment limited to 35. Normally offered every other year. D. O'Higgins.

**CMS 202. Greek Tragedy.** This course introduces students to fifth-century Athenian tragedies (in English translation). The plays form the primary focus of the course, but there

are many related topics of discussion: the origin of tragedy and its religious significance, its political context and content, tragedy's audience and affective power, tragedy's self-conscious relationship with epic and lyric. Students also read and discuss a representative selection of modern criticism on Greek tragedy. Open to first-year students. Normally offered every other year. D. O'Higgins.

**CM/HI 203. Great Wars of Greek Antiquity.** Much of the perennial appeal of the history of the Persian Wars and the Peloponnesian War lies in storied confrontations of East and West, empire and freedom, rise and fall, folly and intelligence, war and peace, victory and defeat. More of the interest for the reflective student lies in the critical use of the classical sources, especially Herodotus and Thucydides, and in the necessary qualification of those too-simple polarities, East/West, empire/freedom, rise/fall, folly/intelligence, war/peace, victory/defeat, and, of course, good/bad. Open to first-year students. Not open to students who have received credit for History 202. Normally offered every other year. J. Cole.

**CMS 205. Ovid's *Metamorphoses* Transformed.** Very soon after its publication, Ovid's *Metamorphoses* became the standard source for the stories of Greco-Roman mythology. This course traces (in English) the various retellings of some of those myths through medieval, Renaissance, and modern times, in Europe and the Americas, primarily in literary reworkings, but with some attention to art and music as well. Reading portions of the Ovidian original in Latin is encouraged for students with one or more years of Latin. Open to first-year students. Offered with varying frequency. T. Hayward.

**CM/HI 207. The Roman World and Roman Britain.** The Roman Empire is famous for its decline and fall. Stretching from the Euphrates to the Atlantic, however, this remarkable multiethnic empire persisted for 500 years. Its story is a fascinating example of what Theodore Mommsen tagged the moral problem of "the struggle of necessity and liberty." This course is a study of the unifying and fragmenting forces at work on the social, economic, and political structures of the Roman imperial world. Key themes include the western provinces and Roman Britain, the effects of Romanization on conquered peoples, and the rise of Christianity. The survey begins with the reign of Augustus and concludes with the barbarian invasions of the fifth century. Open to first-year students. Not open to students who have received credit for History 207. Normally offered every other year. M. Jones.

**CM/HI 209. Vikings.** The Vikings were the most feared and perhaps misunderstood people of their day. Savage raiders branded as the Antichrist by their Christian victims, the Vikings were also the most successful traders and explorers of the early Middle Ages. The Viking Age lasted for three centuries (800-1100 C.E.), and the Vikings' world stretched from Russia to North America. Study of the myth and reality of Viking culture involves materials drawn from history, archeology, mythology, and literature. Prerequisite(s): History 102. Not open to students who have received credit for Classical and Medieval Studies 209 or History 209. Offered with varying frequency. M. Jones.

**CMS 210. Greek Temples for Greek Gods.** Who can think of ancient Greece without conjuring a white marble temple reaching into the blue Mediterranean sky? How did the structure, location, and sculptural details of temples embody a Greek understanding of the place of human beings in the cosmos, the nature of gods, and the relationship between the two? Students examine the temples of classical Athens in their religious, architectural, and cultural context in order to address these questions. Offered with varying frequency. L. Maurizio.

**CMS 211. Shorter Latin Poems in Translation.** The course presents an overview of selected short Latin poems (two to 200 lines each) in English translation. Latin authors may include Catullus, Virgil, Horace, Tibullus, Sulpicia, Propertius, Ovid, Persius, Petronius, Martial, Statius, and Juvenal, as well as some later classical and medieval writers. Focus is on the poetic genres—pastoral, lyric, elegy, satire, and epigram—and on the aesthetic problems of translation itself. Open to first-year students. Offered with varying frequency. T. Hayward.

**CM/RE 218. Greek and Roman Myths.** Did the Greeks and Romans believe their myths about winged horses, goddesses, and golden apples? How are myths related to the religious, political, and social world of Greece and Rome? This course examines Greek and Roman myths from a variety of theoretical perspectives in order to understand their meaning in the ancient world and their enduring influence in Western literature and art. Open to first-year students. Enrollment limited to 60. Not open to students who have received credit for Classical and Medieval Studies 218 or Religion 218. Normally offered every other year. L. Maurizio.

**CM/WS 219. Greek Myths and the Psychology of Gender.** Ever since Freud argued that Sophocles' *Oedipus Rex* revealed the most important feature of human development, the Oedipal crisis, psychologists have used Greek myths to understand the human psyche and sexual difference. What do myths tell us about men, women, femaleness, maleness, in ancient Greece or today? Students examine and criticize how influential psychologists such as Freud have interpreted Greek myths and thereby influenced Western notions of gender and sex. This course emphasizes psychological interpretations of Greek myths. It therefore differs from and complements Classical and Medieval Studies 218 (Greek and Roman Myths). Open to first-year students. Not open to students who have received credit for Classical and Medieval Studies 265. Offered with varying frequency. L. Maurizio.

**CM/TH 224. Ancient Theater: Myths, Masks, and Puppets.** Students participate in a research and design project focused on a classical or medieval play. The course examines myths and masks in classical and medieval theater and ritual. Students then revise and abridge the script of a classical or medieval play, designing and manufacturing puppets and masks in preparation for a production of the play during the Short Term. Students in this course may, but are not required to, register for the Short Term unit. Enrollment limited to 28. Not open to students who have received credit for Medieval and Classical Studies 224 or Theater 224. Offered with varying frequency. E. Seeling, L. Maurizio.

**CM/HI 231. Litigation in Classical Athens.** This course studies the practice of law in ancient Athens. About 100 speeches survive from the fourth century B.C.E. in which Athenians contested everything from wills and property disputes to the worthiness of political candidates for office and the proper conduct of domestic and international affairs. Study of these speeches illuminates not merely the procedural organization of law in the Athenian democracy, but also the nature of political, social, and cultural structures in Athens. Consequently, the course concentrates as much on the various methodological approaches scholars have applied to the orations as on learning the mechanics of Athenian legal procedure. Open to first-year students. Not open to students who have received credit for Classical and Medieval Studies 231 or History 231. Offered with varying frequency. M. Imber.

**AR/CM 232. Pyramid and Ziggurat.** A survey of the art and architecture of the ancient worlds of Egypt and the Near East, with attention given to topics including women in

ancient Egypt, the Kingdom of Kush, and current developments in archeology. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for Art 232. Normally offered every other year. R. Corrie.

**AR/CM 241. The Art of Islam.** Art of the Islamic world from its roots in the ancient Near East to the flowering of Safavid Persia and Mughal India in the sixteenth, seventeenth, and eighteenth centuries. Developments are traced through architecture, painting, ceramics, textiles, and metalwork. Consideration is given to the continuity of the Near Eastern artistic tradition and Islamic art in the nineteenth and twentieth centuries. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for Art 241. Normally offered every other year. R. Corrie.

**AR/CM 251. The Age of the Cathedrals.** An investigation of medieval architecture from the Early Christian era to the end of the Gothic period in Europe, including Russia and the Byzantine East. Emphasis is placed on the development of Christian architecture and the emergence of the Gothic cathedral in the context of European political and social history before 1500. Open to first-year students. Not open to students who have received credit for Art 251. Normally offered every other year. R. Corrie.

**AR/CM 252. Art of the Middle Ages.** In Europe from the Early Christian era to the end of the Gothic age, from 300 to 1450 C.E., precious objects, manuscripts, wall paintings, and stained glass were produced in great quantities. The course traces the development of these and other media, including tapestry and sculpture. Emphasis is placed on the changing images of men and women in medieval art. The roles of liturgy, theology, and technological and social changes are stressed. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for Art 252. Normally offered every other year. R. Corrie.

**AR/CM 265. Florence to Bruges: The Early Renaissance in Europe.** This course investigates the art and architecture of Northern and Southern Europe between 1250 and 1450. Students analyze the impact of theology, liturgy, social change, urbanism, gender, and social class on visual culture. Artists considered include Cimabue, Duccio, Giotto, Fra Angelico, Donatello, Brunelleschi, Jan van Eyck, and Rogier van der Weyden. Open to first-year students. Not open to students who have received credit for Art 265. Normally offered every other year. R. Corrie.

**CMS 285. Democracies and Crisis: Athens and America.** This course considers how the response of the democracy to external threats affects its internal notions of civil liberties. Students examine the pressures the Peloponnesian war and the rise of Macedon imposed on ancient Athenian notions about the rights of citizens. They compare these classical precedents with contemporary debates about civil liberties and executive power in the United States in the wake of 11 September 2001. This writing-intensive course is intended to help sophomores and juniors prepare for senior thesis work in the humanities and social sciences. Recommended background: Classical and Medieval Studies 231, Classical and Medieval Studies/History 100, 106, Political Science 115 and 118. Enrollment limited to 25. Offered with varying frequency. M. Imber.

**CMS 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and

permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**AR/CM 376. Seminar in Medieval and Renaissance Art.** This seminar examines the visual culture of Europe and the Mediterranean basin in the Middle Ages and the Renaissance. In different years the seminar focuses on specific subjects, which may include manuscript illumination, regional architecture, Crusader art, and medieval urbanism.

**AR/CM 376C. Siena: Art and Social Memory.** At the height of its power Siena, Italy, bankrolled much of Europe and from 1250 to 1450 produced images that influenced painting from England to the Islamic world. Studying the work of Siennese artists including Duccio, Simone Martini, and the Lorenzetti, this course investigates the ties between visual culture (including sculpture and architecture) and politics, economics, religion, urban structure, and social identity. Recommended background: at least one 200-level course in the history of art or the equivalent, or a course in medieval or Renaissance history. Enrollment limited to 15. Not open to students who have received credit for Art 376C or Classical and Medieval Studies 376C. Offered with varying frequency. R. Corrie.

**AR/CM 376D. Crusader Art and Architecture.** This seminar investigates the visual and material culture of the Crusader states found between 1099 and 1500 from Jerusalem to Syria, Constantinople, Greece, and the islands of the Aegean. Focused on manuscript and icon painting, sculpture, and church and military architecture of the Frankish states, it also addresses the related production of Armenian Cilicia, the Byzantine Empire, Cyprus, Greece, the Balkan kingdoms, Europe, and the Islamic Near East and North Africa, concluding with a consideration of the nineteenth- and twentieth-century fascination with the Crusades and the recent flowering of scholarship on Crusader art. Recommended background: at least one 200-level course in art history or in a related field such as history or religion. Enrollment limited to 15. Not open to students who have received credit for Art 376D or Classical and Medieval Studies 376D. Offered with varying frequency. R. Corrie.

**CM/HI 390D. *Decline and Fall of the Roman Empire*.** Edward Gibbon's classic *Decline and Fall* is the most famous work of history written in English. This course uses it as an introduction to the problem of the collapse of complex, premodern societies and specifically the end of the Roman West. Changing historical explanations for the fall of Rome are a microcosm of Western historiography. Students also explore basic questions on the nature of history and historians. Enrollment limited to 15. Not open to students who have received credit for History 390D. Offered with varying frequency. M. Jones.

**CM/HI 390I. Anglo-Saxon England.** This seminar concentrates on Dark Age Britain (circa 400-800 C.E.). This period is a mystery wrapped in an enigma. Ignorance and obscurity offer one advantage to students: the sources are so few that they may be explored in a single semester. The course is designed to present typical kinds of early medieval evidence (saints' lives, chronicles, annals, charters, poetry, genealogy, archeology), introduce students to their potentials and difficulties, and then set a series of problems that requires application of these materials to gain an answer. Enrollment limited to 15. Not open to students who have received credit for History 390I. Offered with varying frequency. M. Jones.

**CMS 457, 458. Senior Thesis.** Required of all majors. The research and writing of an extended essay in classical and medieval studies, following the established practices of the field, under the guidance of a supervisor in the classical and medieval studies program. Students register for Classical and Medieval Studies 457 in the fall semester and for Classical and Medieval Studies 458 in the winter semester. Majors writing an honors thesis register for both Classical and Medieval Studies 457 and 458. Normally offered every year. Staff.

### Short Term Units

**CM/EN s16. Monastic Mysteries.** In this unit, students read a selection of modern mystery novels set in the Middle Ages, primarily by Ellis Peters about the fictional Benedictine monk Cadfael. Students discuss the difficulties and choices faced by the modern writer of fiction presenting the social realities of the medieval world. Students also read primary historical sources describing that world, in particular the *Chronicle of Jocelin of Brakelond*. Enrollment limited to 25. Not open to students who have received credit for Classical and Medieval Studies s16 or English s16. Offered with varying frequency. M. Hazard.

**AR/CM s19. From Antiquity to Renaissance in Florence and Rome.** In Florence and Rome, students investigate the persistence of the classical aesthetic in Italy through the centuries from ancient Rome to the Renaissance. Enrollment limited to 10. Written permission of the instructor is required. Not open to students who have received credit for Art s27. Offered with varying frequency. R. Corrie.

**CM/TH s20. Theater Production and the Ancient Stage.** Experienced theater students work under faculty supervision and in leadership positions with other students in the production of a classical or medieval play. Not open to students who have received credit for Classical and Medieval Studies s20 or Theater s20. Offered with varying frequency. E. Seeling, L. Maurizio.

**INDS s26. Reading in the Greek New Testament.** Intensive introduction to New Testament Greek. Students begin reading in the Gospel of John, while studying the Koine, or commonly spoken Greek language of late classical and early Christian times. No previous knowledge of Greek is assumed. Cross-listed in classical and medieval studies, Greek, and religion. Enrollment limited to 8. Not open to students who have received credit for Classical and Medieval Studies s26, Greek s26, or Religion s26. Offered with varying frequency. R. Allison.

**CMS s27. Readings in the *Odyssey* of Homer.** The *Odyssey* has proved an inspiring and inexhaustible text over the centuries. This unit explores the poem in detail, examining its cultural and literary context and considering modern approaches to this most enigmatic text. The unit is taught in English, but students who have completed one or more years of ancient Greek are encouraged to read sections in Greek, and learn how to “perform” the poetry. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for Classics s20 or Greek s20. Offered with varying frequency. Staff.

**CMS s28. Food in Ancient Greece and Rome.** In this unit, students explore aspects of food in ancient Greece and Rome: the food supply, for both agrarian and urban populations; malnutrition and famine; the hierarchical symbolism of the heroic banquet—a division of

the sacrificial animal among ranked members of society, and between men and gods; cuisine and delicacies of the rich; the Roman “orgy” in film and in fact; forbidden food, and the implications of dietary transgression; and sacred food. Students engage in some actual cooking, using Apicius and other ancient sources; the course culminates in a Roman banquet. Open to first-year students. Enrollment limited to 30. Offered with varying frequency. D. O’Higgins.

**CMS s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

### Additional Courses

The following courses, described under their departmental listings, may be applied to the major.

AN/RE 225. Gods, Heroes, Magic, and Mysteries: Religion in Ancient Greece.

ENG 206. Chaucer.

ENG 209. Introduction to Medieval and Renaissance Culture.

REL 213. From Law to Mysticism.

REL 214. Bible and Quran.

REL 235. Ancient Israel: History, Religion, and Literature.

REL 236. Introduction to the New Testament.

REL 238. Early Jewish History and Thought.

REL 241. History of Christian Thought I: Conflict, Self-Definition, and Dominance.

REL 242. History of Christian Thought II: The Emergence of Modernity.

REL 245. Monks, Nuns, Hermits, and Demons: Ascetic and Monastic Christianity.

SPAN 240. *Loco amor/buen amor*.

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## Classical and Romance Languages and Literatures

*Professors Williamson (on leave, Short Term) and Rice-DeFosse (on leave, 2003-2004); Associate Professors Fra-Molinero, O’Higgins, Read (chair), and López; Assistant Professors Imber, Maurizio, Aburto Guzmán, and Fahey; Instructor Balladur; Lecturers Hayward, Walker, George, and Leff*

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The Department of Classical and Romance Languages and Literatures offers courses in Greek, Latin, French, and Spanish.

Courses in Greek and Latin introduce students to the culture, languages, and literatures of ancient Greece and Rome.

Courses in French and Spanish help students to learn basic communication skills, to understand another culture through its language, and to go beyond the study of language to achieve a deeper understanding of diverse peoples by way of their literature. Most courses are taught in French or Spanish, and texts are read closely from a contemporary critical perspective with attention to their cultural context.

**Secondary Concentrations.** In addition to a major in French or Spanish, a secondary concentration can be pursued in these languages and in Greek and Latin. Application for a secondary concentration should be made to the chair of the department before Short Term of the senior year. A secondary concentration requires a minimum of seven courses in the given language (or six courses and a designated Short Term unit). All courses taken at Bates must be from the curriculum of the department. At least one of the seven courses must involve a study of literature or culture (taught either in the language or in translation), but only one course in translation may be counted toward the concentration. A student may petition to have up to three comparable courses, completed at other institutions either in the United States or abroad, apply toward the secondary concentration.

**Foreign Study.** All students, and especially majors, are strongly encouraged to spend an extended period of time in a foreign country prior to graduation. Opportunities to do so include participation in a Bates Fall Semester Abroad Program, in the Colby-Bates-Bowdoin Off-Campus Study Program in Ecuador, in junior year or junior semester abroad programs, and in the various off-campus Short Term units sponsored by the department. The department supports programs of study it has approved for a Junior Year or Semester Abroad as significant means of increasing one's comprehension of the culture and as the most effective method of developing advanced proficiency in the language.

**Placement in Greek, Latin, French, and Spanish Courses.** Entering students are assigned to the appropriate level according to these criteria: their performance in a SAT II or Advanced Placement test of the College Entrance Examination Board taken in secondary school or in an ACTFL-certified Oral Proficiency Interview; relative proficiency based on length of study, travel abroad, or methodology; or consultation with an appropriate member of the department. Normally admission to advanced courses in language and literature is granted to those receiving a 4 or 5 on the Advanced Placement Test or a score of 600 on the SAT II Test.

**General Education.** Any one Short Term unit from the Department of Classical and Romance Languages and Literatures may serve as an option for the fifth humanities course. Advanced Placement, International Baccalaureate, or A-Level credit awarded by the department/program may not be used towards fulfillment of any General Education requirements.

## Greek and Latin

The study of Greek and Latin language has practical and professional benefits. Graduate programs in English and modern languages, for example, frequently require reading

knowledge of either Greek or Latin, and professional programs in law and medicine often favor applicants who have studied an ancient language. Studying either Greek or Latin not only offers insight into English vocabulary but also leads to understanding how languages work and hence to improving one's own writing skills and logical thinking. While these practical and professional benefits make the study of Greek or Latin valuable, they do not capture the pleasures and rewards of such study. The inspiration of poets, philosophers, holy men and women, kings and queens—Greek and Latin words have been and continue to be catalysts for some of the most influential intellectual and political movements in Western civilization. The study of Greek and Latin words is the most compelling and intimate way to learn about the civilizations of Greece, Rome, and their cultural offspring, Europe and the Americas. Ancient languages are the royal road to a complicated and vital past which, for better or worse, still haunts our present.

Courses at the 200 and 300 level have been created for second-, third-, and fourth-year students. Students who have had only one year of college-level Greek or Latin at Bates or the equivalent at another institution should register for the 200-level course. All other students should register for the 300-level course. During some semesters, second-year students may meet separately from upper-division students. Other semesters, students will meet collectively for two of three classes per week and divide into smaller groups to accommodate their individual needs. All courses focus on improving language skills (developing vocabulary, increasing reading comprehension, and learning meter if appropriate) as well as exploring the historical context of the author(s) studied.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

## Greek Courses

**GRK 101-102. Elementary Ancient Greek.** The objective of the course is to begin a study of Classical Greek as a foundation for upper-level reading courses. It covers the basics of grammar, syntax, and vocabulary building. Students learn to read Greek sentences and passages and to translate from English into Greek. During the early stage much learning by rote of forms and rules is necessary, but students find that Greek is a structured and beautiful language, and the pleasure of reading “in the original” is inestimable. Normally offered every year. D. O'Higgins, Staff.

**GRK 201. Classical Prose.** Called the “age of enlightenment,” classical Greece witnessed the invention of democracy, philosophy, and medicine, to name but a few. Students read Plato, Thucydides, Demosthenes, or Lysias in order to understand how and why the Greeks created these disciplines and institutions. Prerequisite(s): Greek 101 and 102. Open to first-year students. Normally offered every other year. Staff.

**GRK 202. Classical Poetry.** From Oedipus' self-blinding to the trial of a cheese grater, Athenian tragedies and comedies portrayed the human condition and the Athenian political world. Students read the works of the comedians, Aristophanes and Menander, and the tragic poets, Aeschylus, Sophocles, and Euripides, who dramatized and satirized the human condition. Prerequisite(s): Greek 101 and 102. Open to first-year students. Normally offered every other year. Staff.

**GRK 203. Prose about Archaic Greece.** As the population exploded in archaic Greece, so did political, social, religious, and cultural institutions. The Persians invaded Greece, the

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Olympics were inaugurated, tyrants were overthrown, and law courts invented. Students examine these momentous events in archaic authors such as Herodotus and Antiphon or in later writers such as Plutarch and Pausanias. In fall 2003 the course focuses on Herodotus, ethnography, and history. Prerequisite(s): Greek 101 and 102. Open to first-year students. Normally offered every other year. Staff.

**GRK 204. Poetry from Archaic Greece.** Homer sang about Troy's destruction and Odysseus' travels, Hesiod about the birth of gods and his cheating brother. Sappho praised the power of Aphrodite and Alcaeus, the power of wine. Students explore how the poets in archaic Greece sang about their lives and their world. In winter 2004 the course focuses on lyric poetry. Prerequisite(s): Greek 101 and 102. Open to first-year students. Normally offered every other year. Staff.

**GRK 301. Classical Prose: Advanced.** This course covers the same material as Greek 201, but is designed for students who have completed two or more years of college-level Greek. This course is the same as Classics 301. Open to first-year students. Normally offered every other year. Staff.

**GRK 302. Classical Poetry: Advanced.** This course covers the same material as Greek 202, but is designed for students who have completed two or more years of college-level Greek. Open to first-year students. Normally offered every other year. Staff.

**GRK 303. Prose about Archaic Greece: Advanced.** This course covers the same material as Greek 203, but is designed for students who have completed two or more years of college-level Greek. In fall 2003 the course focuses on Herodotus, ethnography, and history. Open to first-year students. Normally offered every other year. Staff.

**GRK 304. Poetry from Archaic Greece: Advanced.** This course covers the same material as Greek 204, but is designed for students who have completed two or more years of college-level Greek. In winter 2004 the course focuses on lyric poetry. Open to first-year students. Normally offered every other year. Staff.

**GRK 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

### Short Term Unit

**INDS s26. Reading in the Greek New Testament.** Intensive introduction to New Testament Greek. Students begin reading in the Gospel of John, while studying the Koine, or commonly spoken Greek language of late classical and early Christian times. No previous knowledge of Greek is assumed. Cross-listed in classical and medieval studies, Greek, and religion. Enrollment limited to 8. Not open to students who have received credit for Classical and Medieval Studies s26, Greek s26, or Religion s26. Offered with varying frequency. R. Allison.

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## Latin Courses

**LATN 101-102. Elementary Latin.** A humanistic introduction to classical Latin vocabulary, forms, and syntax, with special emphasis on reading the actual words of ancient authors. Relations to English grammar and etymology are stressed. The course concentrates on Latin-English translation, with some English-Latin composition. Latin 101 is not open to students with two or more years of Latin in secondary school. Normally offered every year. M. Imber, Staff.

**LATN 201. Prose of the Empire.** The persecution of Christians, the eruption of Mount Vesuvius, and Nero's fiddle are topics of the diverse literature of the Roman Empire. Students read letters, philosophical treatises, histories, and novels from the likes of Tacitus, Seneca, Pliny, and Suetonius. Prerequisite(s): Latin 101 and 102. Open to first-year students. Normally offered every other year. Staff.

**LATN 202. Poetry of the Empire.** From Ovid's fables of women turning into trees to Lucan's descriptions of battles and Seneca's drama of Thyestes who feasts on his sons, the tumultuous events of the Roman Empire find strange expression in the poets who could not write openly about the cruelties of their emperors. Students read the works of Ovid, Seneca, Lucan, Statius, and Martial. Open to first-year students. Normally offered every other year. Staff.

**LATN 203. Republican Prose.** The Roman Republic was imagined to be the result of fratricide and rape. Caesar crossed the Rubicon and Cicero's hands and ears were cut off and then hung in the Forum. The course explores the social, political, and religious foundations as well as the violence of the Roman Republic through the eyes of authors such as Livy, Cato, Cicero, Sallust, and Caesar. In fall 2003 the course focuses on Livy and the foundations of Rome. Prerequisite(s): Latin 101 and 102. Open to first-year students. Normally offered every other year. Staff.

**LATN 204. Republican Poetry.** Why do slaves always have the leading roles in Roman comedy? Was Aeneas pious or power-hungry? Did Lesbia really have 300 lovers? The Roman Republic was explained, celebrated, criticized, and ignored in the works of its poets. The course answers why and how through a study of such writers as Plautus, Catullus, Virgil, and Horace. In winter 2004 the course focuses on Lucretius and the nature of things. Prerequisite(s): Latin 101 and 102. Open to first-year students. Normally offered every other year. Staff.

**LATN 301. Prose of the Empire: Advanced.** This course covers the same material as Latin 201, but is designed for students who have completed two or more years of college-level Latin. Open to first-year students. Normally offered every other year. Staff.

**LATN 302. Poetry of the Empire: Advanced.** This course covers the same material as Latin 202, but is designed for students who have completed two or more years of college-level Latin. Open to first-year students. Normally offered every other year. Staff.

**LATN 303. Republican Prose: Advanced.** This course covers the same material as Latin 203, but is designed for students who have completed two or more years of college-level Latin. In fall 2003 the course focuses on Livy and the foundations of Rome. Open to first-year students. Normally offered every other year. Staff.

**LATN 304. Republican Poetry: Advanced.** This course covers the same material as Latin 204, but is designed for students who have completed two or more years of college-level Latin. In winter 2004 the course focuses on Lucretius and the nature of things. Open to first-year students. Normally offered every other year. Staff.

**LATN 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**LATN 365. Special Topics.** Designed for the small seminar group of students who may have particular interests in areas of study that go beyond the regular course offerings. Periodic conferences and papers are required. Written permission of the instructor is required.

## French

The major in French aims at flexibility within a structure that affords a diversity of experience in Francophone culture and literature and continuous training in the use of the language. It provides effective preparation for graduate work, but is not conceived as strictly preprofessional. The usefulness of French is highlighted by the College's proximity to Québec and by the significant number of Franco-Americans who live and work in Northern New England. In addition to the ten centuries of a rich and varied literature in France, the writers of such Francophone areas as North Africa, black West Africa, the Caribbean, and Québec have impressed the literary world with their dynamism and insights.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Students may select a major in French language and culture or a major in Francophone cultural studies.

**I. French Language and Culture.** A major in French language and culture consists of a minimum of ten courses that should include: a) French 250 or 251; b) three courses from French 205, 235, 270, 271, or 305; c) one course from French 351, 352, or 353; d) French 354 and 355; e) French 240 and 261.

A student may request the department to substitute a Short Term unit for one of the courses above. The department normally allows only four courses taken in a study-abroad program to count toward the major in French. Fluent and correct use of the language is essential to the completion of the major. All senior majors in French language and culture must pass, during the second semester, a comprehensive examination testing advanced proficiency in the language and knowledge of the literature and civilization. All senior majors in French language and culture must also assemble a portfolio of their work in the major and defend it in French before the faculty at the end of the second semester of their senior year. This portfolio contains a personal statement on the student's experience in French and an essay designed to reflect the student's critical aptitude in the discipline. If a student

elects to write a thesis in the major, an excerpt may be used in place of the essay. This portfolio may contain other components such as papers from courses taken at Bates or abroad, a journal of a study-abroad or travel experience, several cassette recordings to show progress in oral proficiency, and other personal reflections. Honors candidates register for French 457-458.

**II. Francophone Cultural Studies.** In addition to seeking to enhance the proficiency level in French language, this major serves to develop deeper understanding of one or more of the significant French-speaking areas of the world outside of France: a) French-speaking Europe (Belgium, Switzerland, Luxembourg); b) sub-Saharan Africa and the Caribbean; c) North America, particularly Québec and Northern New England; d) North Africa, the Maghreb. This major encourages interdisciplinarity and examines cultural diversity and identity in these Francophone areas.

A major in Francophone cultural studies consists of a minimum of ten courses, which should include: a) French 203; b) French 250 or 251; c) two courses from French 205, 235, 270, 271, or 305; d) French 240 or 261; e) one course from French 352, 353, 354, or 355; f) three courses in related subjects from such departments and programs as African-American studies, anthropology, art, economics, history, music, philosophy and religion, political science, theater and rhetoric, and women's and gender studies. These courses should be selected in close consultation with the major advisor and must receive approval from the department chair; and g) French 457 or 458.

A student may request the department to substitute a Short Term unit for one of the courses above. Honors candidates register for French 457-458.

Students majoring in Francophone Cultural Studies are strongly encouraged to study abroad in a country appropriate for their area of interest.

**Pass/Fail Grading Option.** There are no restrictions on the use of the pass/fail option within the major or secondary concentration.

## Courses

**FRE 101-102. Elementary French I and II.** In the first semester, emphasis is placed on oral proficiency with conversational practice in various aspects of contemporary French culture, and on the acquisition of vocabulary, basic grammar, and reading and writing skills. In the second semester, students concentrate on further development of these skills with short readings and films. French 101 is not open to students with two or more years of French in secondary school. Enrollment limited to 22 per section. Normally offered every year. R. Williamson, A. Leff.

**FRE 201. Intermediate French I.** The course focuses on proficiency in speaking, with intensive review of grammar. Students read and analyze selected texts. Class discussions in French explore both literary and cultural topics. Prerequisite(s): French 102. Open to first-year students. Enrollment limited to 22 per section. Normally offered every semester. K. Read.

**FRE 202. Intermediate French II: Language and Culture of Modern France.** This course aims to develop facility in speaking, reading, and writing French as well as familiarity with current French thought and cultural institutions. Class discussions, conducted entirely in

French, are based on such cultural material as magazine and newspaper articles, published interviews, videos, and appropriate works of current literature. Students prepare oral and written reports. Prerequisite(s): French 201. Open to first-year students. Enrollment limited to 30. Normally offered every year. R. Williamson.

**FRE 203. *Introduction au Monde Francophone.*** This course aims to develop familiarity with the Francophone world as well as greater facility in speaking, reading, and writing French. The course presents the diversity of Francophone voices, such as those of Mariama Bâ (Sénégal), Bernard Dadié (Côte d'Ivoire), Aimé Césaire (Martinique), Réne Depestre (Haïti), Assia Djebar (Algérie), Roch Carrier (Québec), and Antonine Maillet (Acadie). Class discussions, conducted entirely in French, are based on a variety of cultural materials including newspaper and magazine articles, interviews, videos, and appropriate works of literature. Prerequisite(s): French 201. Open to first-year students. Enrollment limited to 30. Normally offered every year. R. Williamson.

**FRE 205. Oral French.** Designed to develop oral fluency and aural acuity, the course introduces French phonetics, diction, intonation, and elocution. Students discuss topics of contemporary interest. In individual conferences, attention is given to the particular difficulties of the student. Not open to those who have taken French s31. Prerequisite(s): French 201. Open to first-year students. Enrollment limited to 15. Normally offered every semester. L. Balladur.

**FRE 235. Advanced French Language.** The course is designed to develop facility in conversing in idiomatic French with ease and fluency. Students review linguistic structures with attention to correct written expression. Prerequisite(s): French 205. Open to first-year students. Enrollment limited to 15. Normally offered every semester. A. Leff.

**FRE 238. Paris: Myths and Stereotypes.** In this course, students confront the reality behind representations and myths of Paris generated in the nineteenth and twentieth centuries. Students explore and analyze the perpetuation of both positive and negative stereotypes of France and the French that have accompanied these representations through literature, painting, music, cinema, architecture, fashion, cuisine, and poster art. Political, economic, cultural, and social transformations of Paris and its inhabitants are studied in an effort to understand the role this capital city has played. Authors may include Zola, Balzac, Baudelaire, Rochefort, Ernaux, and Charef. Prerequisite(s): French 202 or 203. Open to first-year students. Offered with varying frequency. A. Leff.

**FRE 240. Introduction to French Studies.** In this course, students examine literature in its social, political, and historical context with emphasis on the cultural interrelationship of text and society through short critical papers and class discussion in French. Open to first-year students.

**FRE 240B. “*Mon pays, c’est l’hiver*”: Québec Culture and Literature.** A study of the unique North American society of Québec with focus on its continual search for identity and independence. Some attention is given to the emigration of French Canadians to Maine and to their influence. Reading and analysis of texts by such authors as Hémond, Godbout, Blais, Roy, Miron, Tremblay, and Lessard. Prerequisite(s): French 202 or 203. Open to first-year students. Offered with varying frequency. R. Williamson.

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**FRE 240E. *Le Maghreb: Vue de l'Enfance.*** An appreciation and analysis of the amply recorded experience of childhood in North Africa. Students examine the rich body of memoirs, historical accounts, novels, films, and short stories that reveal the often tumultuous conditions of children caught in the calamity of colonization and its aftermath. Particular attention is paid to issues of gender, Orientalism, and religious and cultural diversity within the Maghreb. Authors include Sebbar, Ben Jelloun, Mernissi, Amrouche and filmmakers Ferroukhi and Boughedir. Recommended background: French 202 or 203. Open to first-year students. Offered with varying frequency. K. Read.

**FRE 250, 251. Introduction to French Literature I and II.** An introduction to major French authors and forms of French literature through close readings, short papers, and discussion of texts selected from various periods of French literature. The purpose is to introduce the student to a critical approach to French literature. Although this is not a survey course, the first semester does concentrate on texts written before the French Revolution, and the second semester, on texts written after 1800. Some attention is paid to the socioeconomic context of the works studied and to questions of gender. Prerequisite(s): French 202 or 203. Open to first-year students. Normally offered every year. L. Ballardur, K. Read.

**FRE 261. French Civilization: The Changing Face of French Identity.** This course traces the ways in which events have shaped French society and identity. Through various media (literature, art, film, television, popular culture, and the Internet), students explore the enduring importance of historical moments such as the conquest of Gaul, the Renaissance, the Edict of Nantes, the slave trade, the Revolution, the Dreyfus affair, and the two world wars. Students consider the effects of immigration, European unity, relations within the postcolonial Francophone world, and new constructions of the self. Prerequisite(s): French 202 or 203. Open to first-year students. Offered with varying frequency. A. Leff.

**FRE 270. Advanced French Grammar and Composition.** An intensive review of French grammar with emphasis on developing facility in writing idiomatic French, through weekly compositions, written exercises, oral drills, and grammatical analysis of literary texts. Prerequisite(s): French 202 and 203. Open to first-year students. Normally offered every other year. R. Williamson.

**FRE 271. Translation: Theory and Practice.** A study of the problems of translation. Passages from newspapers and journals and from literary, technical, and scientific works are translated and analyzed. Prerequisite(s): French 202 or 203. Open to first-year students. Normally offered every other year. M. Rice-DeFosse.

**FRE 305. *Cours Supérieur de Langue Française.*** An advanced course on the subtleties of oral French with particular attention to vocabulary acquisition and accent. Discussions of recent events in France and in Francophonic areas are based on selected newspaper or journal articles. Recommended for senior majors and others who have studied in a French-speaking country. Prerequisite(s): French 235. Enrollment limited to 15. Offered with varying frequency. R. Williamson.

**FRE 351. Early French Literature.** Literary identity in early French literature. Students read and discuss aspects of literary identity in medieval and Renaissance literature, devoting particular attention to considerations of religion, gender, family and domestic concerns, and nationality. Prerequisite(s): French 250 or 251. Normally offered every other year. K. Read.

**FRE 352. French Literature of the Seventeenth Century: “Woman Writer/Women Written.”** Reading and discussion of women writers of the seventeenth century with a focus on their important role in the formation of the novel. Attention is given to women as heroines or titular characters in the works of male authors of the period. Prerequisite(s): French 250 or 251. Normally offered every other year. K. Read.

**FRE 353. French Literature of the Eighteenth Century.** A study of major works by authors such as Marivaux, Diderot, Rousseau, Condorcet, Sade, Beaumarchais, and Montesquieu. This course is similar to History 223, which may be taken in its place upon approval of the department chair. Prerequisite(s): French 250 or 251. Offered with varying frequency. M. Rice-DeFosse.

**FRE 354. French Literature of the Nineteenth Century.** This course explores a century of enormous political, socioeconomic, and cultural change through its literature. Students consider such authors as Balzac, Sand, Flaubert, Nerval, Baudelaire, Rimbaud, Zola, Rachilde, and Huysmans. Prerequisite(s): French 250 or 251. Normally offered every other year. M. Rice-DeFosse.

**FRE 355. French Literature of the Twentieth Century.** From Proust’s “new novel” at the beginning of the century to Duras’s haunting fictions, from Apollinaire’s lyrical ideograms to Bonnefoy’s poetry of place, from *Ubu roi* of Jarry to *Les Nègres* of Genet, from *Le deuxième sexe* of Simone de Beauvoir to Irigaray’s *Ce sexe qui n’en est pas un*, the twentieth century in French literature has been marked by a spirit of adventure. This course attempts to capture that spirit and to understand it in its social and political context. Serious attention is given to questions of gender. Prerequisite(s): French 250 or 251. Normally offered every other year. R. Williamson.

**FRE 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**FRE 365. Special Topics.** Designed for the small seminar group of students who may have particular interests in areas of study that go beyond the regular course offerings. Periodic conferences and papers are required. Written permission of the instructor is required. Staff.

**FRE 365A. Femmes, Écrivaines.** This course explores gender and voice in selected literary, political, and theoretical texts by French women from 1789 to the present. Through a study of writers such as Gouges, Sand, Tristan, Colette, Beauvoir, Duras, Condé, Cixous, and Irigaray, students explore the contributions of French women writers to women’s writing, feminist theory, and questions of gender in social context. Open to first-year students. Offered with varying frequency. M. Rice-DeFosse.

**FRE 365D. Colon/Colonisé: Récits de l’Expérience Nord-Africaine.** This course studies the colonial, postcolonial, and immigrant experience of North Africans as portrayed in Francophone literature. Readings include narratives and journals from the beginning of the colonial period in Algeria (1830), as well as the contemporary novels and discourse of feminists such as Assia Djebar, Malika Mokeddem, and Leila

Sebbar. Gender is often highlighted as a category of analysis. Written permission of the instructor is required. Offered with varying frequency. K. Read.

**FRE 457, 458. Senior Thesis.** Open only to senior majors, with departmental permission. Before registering for 457 or 458 a student must present to the department chair an acceptable plan, including an outline and a tentative bibliography, after discussion with a member of the department. Students register for French 457 in the fall semester and for French 458 in the winter semester. Senior majors register for 457 or 458 only, unless the department gives permission for a second semester's credit because the nature of the project warrants it. Majors writing an honors thesis register for both French 457 and 458. Normally offered every year. Staff.

### Short Term Units

**FRE s34. French Drama in Performance.** A study and performance of scenes from French dramatic works from a variety of literary styles, movements, and eras. Students read, discuss, and perform dramatic works (or portions thereof) throughout the unit and then conceive and create a coherent production of portions of these plays to be presented in public to area high schools and colleges. Readings may include the works of Molière, Racine, Beaumarchais, De Musset, Ionesco, and Duras, which, though drawn from a wide range of time periods and approaches, are assimilated and reconciled under a common theme to be determined by the class. Prerequisite(s): French 201. Recommended background: adequate oral fluency in French, good reading comprehension. Open to first-year students. Enrollment limited to 25. Offered with varying frequency. K. Read.

**FRE s35. French in Maine.** A bilingual study of what it means to speak French and to be French in Maine. The unit explores the Franco-American heritage as well as contemporary expressions of Franco-American culture. It focuses on questions of language and identity through oral and written histories, interviews, newspaper articles, documentaries, literature, and music. Students visit local cultural sites and participate in an excursion to the St. John Valley and Québec. Prerequisite(s): French 201. Open to first-year students. Enrollment limited to 20. Offered with varying frequency. M. Rice-DeFosse.

**FRE s36. The Evolution of French Cinema.** A study of the development of theme, structure, and technique in French film through the works of directors such as Vigo, Clair, Renoir, Resnais, Godard, Truffaut, Kurys, and Beneix. Prerequisite(s): French 201. Open to first-year students. Enrollment limited to 25. Written permission of the instructor is required. Offered with varying frequency. M. Rice-DeFosse.

**FRE s38. *Des Dinosaures et des Éléphants*.** In this unit, students engage in the cultural disputes both between and within the United States and France. The unit analyzes a number of cultural debates: What can we learn from the way American directors remake popular French films, such as *Three Men and a Baby* versus *Trois Hommes et un Couffin*? Are the popular children's heroes Babar and Tin-Tin standard-bearers for the "glories" of French colonialism, or charming, innocent, storytime companions? How do these two cultures use fiction (both text and film) to address social issues differently? Discussion and most readings in French. Prerequisite(s): French 201. Enrollment limited to 30. Offered with varying frequency. K. Read.

**FRE s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work

includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

## Spanish

Spanish is the most widely spoken language in the Americas, without even including 10 percent of the United States population. It is also spoken in Spain, Equatorial Guinea, Israel, and the Philippines. The major in Spanish develops not only students' language skills, but also the exercise of critical thinking around subjects related to the culture, literatures, art, and history of the Spanish-speaking peoples of all continents. Reading, discussing, and writing in Spanish are the principal activity of the major. Spanish majors are strongly encouraged to spend a year or a semester living and studying in a Spanish-speaking country. The established cultural, political, and economic ties among all nations of the American continents underscore the importance of this major. Students interested in graduate studies in Spanish or Latin American studies, or in business, medicine, law, or international relations, are encouraged to develop advanced proficiency in Spanish.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Spanish majors acquire a broad knowledge of the different literatures and cultural histories of the Spanish-speaking peoples. In consultation with the faculty in Spanish, the student elects courses in a variety of areas. The requirements for the major consist of ten courses beyond the intermediate level, which must include:

- 1) At least two out of the following: Spanish 211, 215, and 216.
- 2) One course to be taken outside of the Spanish program previously approved by the faculty in Spanish. This course may be chosen from a number of options from literary theory to history or politics of Latin America (e.g., Anthropology 234, English 295, History 181, Political Science 249, or a research methods course in areas such as women's and gender studies, African American studies, or American cultural studies).
- 3) At least two seminars on the literatures or cultural histories of Spain or Latin America (300-level) taught by Bates faculty—usually during senior year.

In addition, majors must complete a senior thesis (Spanish 457 or 458) written in Spanish. This may be a literary or cultural analysis of any topic related to the Hispanic world or a translation accompanied by a theoretical introduction. An analytical component must always be included, even in the case of projects with a strong creative emphasis. Honors candidates register for Spanish 457 and 458.

**Pass/Fail Grading Option.** The use of the pass/fail option is restricted to one course within the major. There are no restrictions on the use of the pass/fail option within the secondary concentration in Spanish.

## Courses

**SPAN 101-102. Elementary Spanish I and II.** Emphasis is placed on oral proficiency with pronunciation exercises and conversational practice and the development of reading and writing skills. The course includes drill in the essential constructions and basic vocabulary of Spanish, complemented by short films, and cultural presentations. Spanish 101 is not open to students with two or more years of Spanish in secondary school. Enrollment limited to 22 per section. Normally offered every year. D. George, B. Fra-Molinero.

**SPAN 201. Intermediate Spanish I.** Designed to increase students' vocabulary and to improve mastery of language skills: speaking, listening, reading, and writing. The course provides a thorough review of grammar as well as an emphasis on conversational proficiency, expository writing, and Hispanic culture. Prerequisite(s): Spanish 102. Open to first-year students. Enrollment limited to 22 per section. Normally offered every year. F. Fahey, C. Aburto Guzmán.

**SPAN 202. Intermediate Spanish II.** Intensive practice in reading, composition, and conversation, as well as attention to selected grammar problems. The course focuses on discussion through visual presentations and selections of Hispanic literature, art, and culture. Prerequisite(s): Spanish 201. Open to first-year students. Enrollment limited to 22 per section. Normally offered every year. B. Fra-Molinero, C. Aburto Guzmán.

**SPAN 207. Advanced Spanish: Culture and Language.** This course develops oral fluency and aural acuity as well as reading and writing skills by means of directed and spontaneous classroom activities and regular written assignments. Conversations and compositions are based primarily on readings and films. Prerequisite(s): Spanish 202. Open to first-year students. Enrollment limited to 20 per section. Normally offered every year. D. George, F. Fahey.

**SPAN 208. Advanced Spanish: Texts and Contexts.** This course is a continuation of Spanish 207 with particular emphasis upon analyzing a variety of texts and developing more sophistication in writing. Conversations and compositions are based on both literary and cultural readings. Prerequisite(s): Spanish 202. Recommended background: Spanish 207. Open to first-year students. Enrollment limited to 20 per section. Normally offered every year. D. George, B. Fra-Molinero.

**SPAN 211. *Introducción a los estudios literarios.*** This course acquaints students of Spanish and Latin American literatures with fundamental concepts in literary genres, historical periods, and rhetorical figures, both traditional and contemporary. The course also maps a basic view of recent critical approaches to the study of literature, film, and television in the Spanish-speaking world. Prerequisite(s): Spanish 207 or 208. Open to first-year students. Normally offered every year. F. López.

**SPAN 215. Readings in Spanish American Literature.** A survey of representative Spanish American literary texts. Major emphasis is on reading and discussing texts that relate to specific problems of literary form (such as poetry, theater, and novel), literary movements, and literary periodization. The topics are also discussed in their sociocultural contexts. Prerequisite(s): Spanish 208. Open to first-year students. Normally offered every year. F. Fahey.

**SPAN 216. Readings in Peninsular Spanish Literature.** A survey of representative peninsular Spanish texts. Major emphasis is on reading and discussing texts that relate to spe-

cific problems of literary form (such as poetry, theater, and novel), literary movements, and literary periodization. The topics are also discussed in their sociocultural contexts. Prerequisite(s): Spanish 208. Open to first-year students. Normally offered every year. F. López.

**SPAN 225. Diaspora: Identity and Culture.** Until recently the term “diaspora” has been used to identify the expulsion and displacement of particular ethnic, political, and religious groups from their homeland. Today the term “diaspora” has been amplified to explore mass migrations of various groups throughout the world caused by global economic changes. In this course students examine how Latin American literary texts reflect on the various experiences caused by the conditions of diaspora. Specifically students analyze how literary texts articulate feelings of being “at home,” a sense of national affiliation, the initial trauma of exile, ongoing displacement, nostalgia, and the reconstruction of identity in a new setting. At the same time, they examine how the new identities formulated in these texts expand beyond and so complicate national identities. Prerequisite(s): Spanish 211, 215, or 216. Open to first-year students. Normally offered every other year. F. Fahey.

**SPAN 240. *Loco amor/buen amor*.** In this course students study different ways of representing the passion of love, from the love of God to loving someone of the same sex. Spanish cities in the Middle Ages and San Francisco, California, are some settings where idealized as well as forbidden forms of love take place in the texts of the Arcipreste de Hita, *La Celestina*, and gay Mexican American poets. Prerequisite(s): Spanish 211, 215, or 216. Normally offered every other year. B. Fra-Molinero.

**SP/TH 241. Spanish Theater of the Golden Age.** This course focuses on the study of Spanish classical drama of the sixteenth and seventeenth centuries. Reading and critical analysis of selected dramatic works by Lope de Vega, Tirso de Molina, Calderón de la Barca, Miguel de Cervantes, Ana Caro, María de Zayas, and Sor Juana Inés de la Cruz, among others, offer an insight into the totality of the dramatic spectacle of Spanish society during its imperial century. Prerequisite(s) or corequisite(s): Spanish 211, 215, or 216. Open to first-year students. Enrollment limited to 20. Not open to students who have received credit for Spanish 241 or Theater 241. Normally offered every other year. B. Fra-Molinero.

**SPAN 242. Advanced Grammar and Stylistics.** An intensive grammar review, with emphasis on written exercises, translation, oral drills, and grammatical analysis of literary texts. Prerequisite(s): Spanish 202. Open to first-year students. Offered with varying frequency. F. López.

**SPAN 245. Social Justice in Hispanic Literature.** At different times and in different countries, many Hispanic writers have felt compelled to create works (essays, novels, poetry, short stories, plays) that confront various types of social injustice. These range from the effects of imperialism to political repression, and often include issues of race, sexuality, gender, and class. In this course students analyze such texts within their respective social, political, and historical contexts. Prerequisite(s): Spanish 215 or 216. Open to first-year students. Enrollment limited to 25. Offered with varying frequency. F. López.

**SPAN 247. Latin American Travel Fiction.** Throughout the twentieth century, Latin American literature has been continuously enriched by fictions of travel. These fictions relate disparate stories of movement and encounter, yet time and again they have been used to make a place out of space, or in other words, to imagine community through fictional-

ized explorations of the nation or a broader region. This course examines how twentieth-century Latin American authors map individual and cultural identities in fictions of travel. Textual analyses center on questions of gender, ethnicity, race, and class, paying particular attention to the way the traveler defines place, the self, and the Other. Offered with varying frequency. F. Fahey.

**SPAN 248. *Encuentros y confrontaciones: Representaciones de otredad.*** This course undertakes a panoramic study of Latin American literature from pre-Conquest indigenous works to contemporary literature. As a way of reading across 500 years of literary production, this course studies how, since its origins, Latin American literature has narrated a struggle to come to terms with identity, difference, and cultural conflict. Drawing on philosophical, feminist, psychoanalytical, and postcolonial models of the Other, students interrogate the concept of otherness as a Western category for understanding broader geo-cultural forms of human experience. Prerequisite(s): Spanish 208 and 211. Open to first-year students. Offered with varying frequency. F. Fahey.

**SPAN 250. *The Latin American Short Story.*** A study of the short story as a genre in Latin America. Attention is given to the genre's definition and to the different trajectories and currents in its development. Students read major works as well as those by less-known writers. Prerequisite(s): Spanish 215 or 216. Open to first-year students. Normally offered every year. C. Aburto Guzmán.

**SPAN 251. *Inventing New Worlds.*** Writing in the American continents after Columbus was a cultural process marked by the creation of a new language. Spanish in these continents became a vehicle to express a radical difference. European literary genres were tested against a reality that resisted previous European categories. Columbus spoke of paradise, Las Casas denounced genocide, Garcilaso wrote about his Inca ancestors, and Sor Juana Inés de la Cruz defended women's right to knowledge. Prerequisite(s): Spanish 215 or 216. Open to first-year students. Offered with varying frequency. B. Fra-Moliner.

**INDS 260. *United States Latina/Chicana Writings.*** This course rests on two conceptual underpinnings: Gloria Anzaldúa's *Nueva Mestiza*, and the more recent "*U.S. Pan-latinidad*" postulated by the Latina Feminist Group. The literary and theoretical production of Chicanas and Latinas is examined through these lenses. Particular attention is given to developing a working knowledge of the key historical and cultural discourses engaged by these writings and the various contemporary United States Latina and Chicana positionalities vis-à-vis popular ethnic representations. The course also examines the function given to marketable cultural productions depending on the different agents involved. Cross-listed in American cultural studies, Spanish, and women's and gender studies. Open to first-year students. Offered with varying frequency. C. Aburto Guzmán.

**SPAN 262. *Contemporary Spain.*** A study of Spanish history and political ideas from 1936 to the present, starting with historical information about the civil war and an analysis of the rhetoric of both sides. The Franco period is examined through texts of "high culture" (poetry, drama, and the novel) and "popular culture" (films, songs, and newspaper clippings) that express supposedly opposing ideologies. Similar texts are used to explore the transition from dictatorship to democracy and the new and old problems that Spain has faced since the late 1970s. Prerequisite(s): Spanish 215 or 216. Open to first-year students. Offered with varying frequency. F. López.

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**SPAN 264. Mexican Women Writers.** This course examines the literature of contemporary Mexican women. The texts are studied as cultural products, as well as subjective representations of difference. Special attention is given to the relation between literature and other cultural productions. Various literary genres are considered, including poetry, short stories, essays, and novels. Prerequisite(s): Spanish 215 or 216. Normally offered every other year. C. Aburto Guzmán.

**SPAN 266. Fantastic Hispanic Cinema.** This course explores the genres of horror and fantasy in recent Spanish-language films by directors from Mexico, Chile, Argentina, Spain, and the United States. It considers how these works represent the supernatural, the diabolical, evil violence, fear, paranoia, and magic; create, perpetuate, and subvert categories of gender, class, race, and sexuality; and adapt and participate in key literary and cinematic genres such as the Gothic, parody, adventure, family drama, magical realism, and science fiction. Prerequisite(s): Spanish 208, 215, or 216. Open to first-year students. Enrollment limited to 20. Offered with varying frequency. D. George.

**SPAN 268. Galdós and Spanish Society in the Nineteenth Century.** This course introduces students to the writings of Benito Pérez Galdós (1843-1920) and his particular vision of late nineteenth-century Spain. Like Cervantes before him, Galdós was an acute observer of his times, and his novels, plays, and essays capture and respond to the social, political, and aesthetic concerns that defined Spanish society at the threshold of the twentieth century. Course readings take account of the variety of literary genres Galdós cultivated throughout his career and are engaged in light of such issues as gender, national identity, religion, history vs. fiction, and the social vs. aesthetic function of literary works of art. Prerequisite(s): Spanish 215 or 216. Enrollment limited to 20. Offered with varying frequency. D. George.

**SPAN 341. Cervantes.** A careful reading and a comprehensive formal and thematic study of *Don Quijote*. Careful consideration is given to various pieces of Cervantine scholarship. Effects of *Don Quijote* on the genre of the novel are examined. Prerequisite(s): a 200-level literature course. Normally offered every other year. B. Fra-Molinero.

**SPAN 342. Hybrid Cultures: Latin American Intersections.** Latin America is a space of intersections where cultures meet and/or crash. Concepts and experiences used to define, locate, and represent these cultures to each other are continuously modified at the crossings. This course aims to take literary products (novels, essays, short stories, and films) as a cross-section of this phenomenon. Each chosen text identifies multiple oppositions that converge violently, merely scar the individual, or craft a new prism by which we can read the dynamics taking place in these intersections. Prerequisite(s): Spanish 215, 216, or 200-level literature course. Open to first-year students. Enrollment limited to 20. Normally offered every other year. C. Aburto Guzmán.

**SPAN 343. Contemporary Latin American Literature.** This course begins by examining the sudden emergence of a number of Latin American authors on the world literary scene in the 1960s, a phenomenon referred to as the "Boom." Students consider the diverse ways in which contemporary authors have responded to and departed from the Boom and the extent to which their literature has been complicated by market forces and the influence of U.S. academic productions. In particular they examine recent uses of realism (*nuevo verismo*, *testimonio*) and the fantastic in contemporary Latin American and U.S. Latino literature. Recommended background: Spanish 215 or a course in Latin American litera-

ture. Prerequisite(s): Spanish 215 or another Latin American literature course. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. F. Fahey.

**SPAN 344. Contemporary Spanish Women Writers.** In this course, students discuss the impact of “*la Transición*” (from dictatorship to democracy) on the psychological and social dimensions of womanhood by focusing on the detailed textual analysis of novels and short stories. Authors may include Rosa Montero, Cristina Fernández Cubas, Esther Tusquets, Consuelo García, Carmen Gómez Ojea, and Soledad Puértolas. Recommended background: a course in Spanish literature. Written permission of the instructor is required. Normally offered every other year. F. López.

**SPAN 345. Twentieth-Century Spanish Drama.** A study of the evolution of political ideas and social values in Spain in the twentieth century through an examination of several plays. Interconnected and parallel sociocultural realities are analyzed along with different dramatic tendencies: from “poetic” to social-realist to avant-garde theaters. Authors may include: Lorca, Mihura, Buero Vallejo, Sastre, Nieva, Martín Recuerda, and Arrabal. Prerequisite(s): a 200-level literature course in Spanish. Recommended background: Spanish 215 or 216. Offered with varying frequency. F. López.

**SPAN 346. The Spanish American Essay: Nineteenth Century to the Present.** The purpose of this course is to gain a working knowledge of Spanish American thought. The essay is one of the preferred methods used by intellectuals to expound upon the paradoxical characteristics of the Spanish American territory. The course is divided into three major periods: nineteenth-century foundational thought, the quest for identity, and cultural hybridity. Both canonical and noncanonical essays are examined to better understand how Spanish American intellectuals problematize their own reality, and how this reality intersects the world. Furthermore, the question “What is the role of the intellectual in society?” is both the underpinning and the driving force of this inquiry. Enrollment limited to 15. Normally offered every other year. C. Aburto Guzmán.

**SPAN 353. *Un curso de cine.*** Cinema in Latin America and Spain is more than ninety years old. Silent movies recorded the Mexican Revolution of 1910. Pornographic films were part of the private collection of King Alfonso XIII of Spain. Epic and intimate, cinema also has been a vehicle for women directors, creating challenges to dominant forms of seeing. This course introduces students to the art of cinema analysis and to some of its technical and critical vocabulary. Discussions focus on significant figures in Latin American and Spanish cinema: Dolores del Río, María Félix, Libertad Lamarque, Vicente Fernández, Mario Moreno, Fernando Rey, Luis Buñuel, Tomas Gutiérrez Alea, María Novaro, María Luisa Bemberg, Jiménez Leal, Pedro Almodóvar, and Francisco Lombardi. Prerequisite(s): Spanish 215 or 216. Open to first-year students. Offered with varying frequency. B. Fra-Molinero.

**SPAN 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**SPAN 365. Special Topics.** Designed for the small seminar group of students who may have particular interests in areas of study that go beyond the regular course offerings.

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Periodic conferences and papers are required. Written permission of the instructor is required. Staff.

**SPAN 457, 458. Senior Thesis.** Research leading to writing of the senior thesis. Students participate in a limited number of group meetings, plus individual conferences. Students register for Spanish 457 in the fall semester and for Spanish 458 in the winter semester. Majors writing an honors thesis register for both Spanish 457 and 458. A detailed outline and bibliography must be approved by the department. Normally offered every year. Staff.

### Short Term Units

**INDS s21. Writing a Black Environment.** This unit studies the response of black writers and intellectuals of the Spanish-speaking world to issues related to the natural environment. In countries and regions of Afro-Hispanic majority the presence of the oil industry has brought serious challenges to notions of economic progress, human rights, and national sovereignty, as well as individual and communal identity. Writers from Esmeraldas, Ecuador, and Equatorial Guinea chronicle the contradictory discourses present in their societies between modernity, tradition, the idea of progress, and the degradation of the ecosystem. Recommended background: Spanish 202. Cross-listed in African American studies, environmental studies, and Spanish. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for African American Studies s21, Environmental Studies s21, or Spanish s21. Offered with varying frequency. B. Fra-Molinero.

**SPAN s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

## Other Foreign Languages

**FL 141-142-143-144. Self-Instructional Program in Less Commonly Taught Languages.** Learning languages through the use of tapes, textbooks, and conventional classroom procedures, with consultants proficient in the language, under the supervision of a member of the department. Where appropriate, final testing is by a visiting examiner of recognized qualifications, who consults with the department chair on the testing. One course credit is granted upon completion of two consecutive semesters. For the academic year 2003-2004 no languages are offered. Written permission of the department chair is required. Offered with varying frequency. Staff.

**FL 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

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## Short Term Units

**ED/OF s26. Practicum in Foreign Language Teaching.** This unit is intended for foreign-language students who are interested in teaching at the K-12 level. The unit focuses on current issues and methods in second language acquisition, with emphasis on oral proficiency, authentic texts, and learner-centered instruction. Students design course syllabi and daily lesson plans, review textbooks and related instructional materials, and teach practice sessions to other members of the class. Students must be available for ten to fifteen hours during Short Term for internships in the public schools. Prerequisite(s): At least one year of a foreign language at Bates beyond the second-year level. Recommended background: At least two years of college-level foreign language. Not open to students who have received credit for Education 370 or s26, or Foreign Language 370 or s26. Offered with varying frequency. D. Browne.

**FL s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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# Economics

*Professors Murray, Williams (on leave, 2003-2004), and Aschauer (on leave, winter semester); Visiting Professor Nelson; Associate Professors Schwinn, Hughes (chair), Maurer-Fazio, Lewis, and Oliver; Visiting Associate Professor Larudee; Visiting Assistant Professor Daley; Lecturer Farber*

Intelligent citizenship makes increasing demands on an individual's knowledge of economics. Policy makers in business, government, and the nonprofit sector must frequently evaluate complex economic issues. The goal of the economics curriculum is to educate students, both majors and nonmajors, about the ideas of economics and how they apply to today's world.

Introductory economics courses at Bates (courses numbered 100-199) emphasize a broad nontechnical understanding of economic institutions, policy, and analysis. Courses numbered between 200 and 249 provide nontechnical introductions to more specialized topics. Two-hundred-level courses numbered between 250 and 299 cover intermediate economic theory and introduce students to the methods of empirical analysis. Three-hundred-level courses integrate practical economic issues with empirical and theoretical analyses, enabling students to develop sophisticated insight into both contemporary and historical economic problems.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** There are five requirements for the economics major. Economics majors must take:

1) ECON 101, 103, 250, 255, 260, and 270. (Selected statistics courses from other departments are acceptable substitutes for ECON 250. A list of these courses appears on the department Web site.) At least three of these four 200-level courses must be taken at Bates.

2) MATH 105 or 106 (or the equivalent). (MATH 105 is a prerequisite for ECON 255, 260, and 270.)

3) Three 300-level electives in economics. At least two of these 300-level electives must be taken at Bates.

4) A fourth economics elective, which may be numbered 220-249, or 300-399. The following courses may substitute for a 200-level elective for purposes of the major only:

ANTH 339. Production and Reproduction.  
 POLS 222. International Political Economy.  
 SOC 260. Economic Sociology.

5) ECON 457 or 458.

More-detailed information about the major is available on the department Web site.

Students planning to study abroad are strongly urged to consult the study-abroad section of the economics department Web site. Most basic questions concerning departmental study-abroad requirements are answered there. Students should then consult with the department chair concerning the acceptability of particular courses for the major.

Because of the numerous vital and constantly developing interconnections between economics and other social sciences, economics majors are urged to take as many courses as possible in related disciplines such as anthropology, history, political science, psychology, and sociology.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major except for Economics 101 and 103.

**Secondary Concentration.** The department offers a secondary concentration in economics. The secondary concentration consists of seven courses: Economics 101, Principles of Microeconomics; Economics 103, Principles of Macroeconomics; Economics 250, Statistics (or a substitute course approved by the department chair); and any four other economics offerings, only one of which may be a Short Term unit.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the secondary concentration except for Economics 101 and 103.

**Non-Bates Credit.** Advanced Placement credit: Students receiving scores of 4 or 5 on the Economics AP exam receive credit for Economics 101 or 103. Students receiving a score of 4 or 5 on the Statistics AP exam receive credit for Economics 250. A-Level credit: Students receiving a grade of A or B on the A-Level Economics examinations may receive credit for Economics 101 and 103. No credit is given for the O-Level examinations. International Baccalaureate credit: Students receiving a grade of 6 or 7 in the IB HL program may receive credit for Economics 101 and 103. No credit is given for the IB SL program.

**General Education.** Courses listed below numbered 101 and 103, or either 101 or 103 with any course numbered from 220-249 may serve as a department-designated set. Advanced Placement, International Baccalaureate, or A-Level credit awarded by the department may be used as the third course. No Short Term units are designated as serving as part of a set or as an option for the third course. The quantitative requirement may be satisfied through Economics 250 or 255.

## Courses

**ECON 101. Principles of Microeconomics: Prices and Markets.** A study of competition and monopoly, antitrust policy and public-utility regulation, determination of wages and other sources of income, income distribution, and pollution and public policy. Enrollment limited to 35. Normally offered every semester. L. Lewis, J. Hughes, M. Larudee.

**ECON 103. Principles of Macroeconomics: Income and Employment.** A survey of major economic issues in the United States, such as economic growth, employment, and inflation. Students discuss the causes and consequences of fluctuations in income, employment, and inflation, and analyze fiscal and monetary policies designed to correct them. Economics 101 is helpful preparation, but not required. Enrollment limited to 35. Normally offered every semester. M. Daley, Staff.

**ECON 217. Introduction to Accounting.** The theory of accounting is presented to the beginner as knowledge fundamental to understanding any business enterprise. The course includes practice with accounting methods and exposure to financial statement relationships. Not open to students who have received credit for Economics s21. Open to first-year students. Normally offered every year. B. Farber.

**ECON 221. The World Economy.** Trends and patterns in international trade and finance are discussed in relation to topics such as trade and growth, tariffs and trade restrictions, economic integration, and international economic cooperation and policy. Not open to students who have received credit for Economics 334. Prerequisite(s): Economics 103. Offered with varying frequency. Staff.

**ECON 222. Environmental Economics.** The preservation of environmental quality and the struggle of people to improve their economic circumstances are often in conflict. This course explores the economic basis of environmental problems and examines alternative policies aimed at reducing environmental degradation. Among the topics are the deficiencies in the market system and existing property-rights system that contribute to environmental problems, cases where public intervention offers the potential for improvement, cases amenable to market-based approaches, and the public-policy tools available to promote environmental goals. Prerequisite(s) or corequisite(s): Economics 101. Not open to students who have received credit for Economics s36. Open to first-year students. Enrollment limited to 25. Normally offered every year. L. Lewis.

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**ECON 223. Law and Economics.** This course introduces the use of economic methods to examine laws and legal institutions. The fundamental concepts of economics—scarcity, maximization, and marginal analysis—are used to predict the effect of legal rules on behavior, and to evaluate how well a particular rule achieves its intended end. At another level, civil law may be viewed as another system of resource allocation and wealth distribution, as the legal system is often used to craft a remedy when markets fail in their allocative role. Topics may include property law, contract law, accident law, family law, criminal law, and copyright and trademark law. Prerequisite(s): Economics 101. Not open to students who have received credit for Economics 335. Enrollment limited to 20. Offered with varying frequency. J. Hughes.

**ECON 226. History of Economic Thought.** This course examines the development of contemporary neoclassical economic theory from Adam Smith to John Maynard Keynes. The focus is on the evolution of economic thought through the contributions of individual thinkers. Prerequisite(s): Economics 101 and 103. Offered with varying frequency. Staff.

**ECON 227. The Age of Industrialization, 1700-1800.** This course examines the conversion of Great Britain from an agricultural to an industrial society. Students explore the roots of modern economic growth in Britain and the contributions of science and technology, trade, government, and population. They consider the consequences of industrialization for living standards, both long-run improvements and short-run hardships, and the rise of British power abroad. The course begins by examining the economy of Britain in the eighteenth century, then takes a thematic approach to consider the causes and consequences of the Industrial Revolution of the nineteenth century. Enrollment limited to 22. Normally offered every year. M. Oliver.

**ECON 228. Antitrust and Regulation.** This course analyzes economic-policy issues of government intervention in the private sector through antitrust and regulatory policies. Specific topics examined include theories of monopoly and competition, the evolution of United States antitrust policy, key antitrust issues and cases, regulation of natural monopoly and oligopoly, capture theory, and comparative antitrust and regulatory policies. Prerequisite(s): Economics 101. Open to first-year students. Normally offered every other year. C. Schwinn.

**AS/EC 229. Economics of Greater China.** The Chinese are among the world's leading experimentalists in economics. The twentieth-century economic history of China, Taiwan, Hong Kong, and the overseas Chinese diaspora spans the entire gamut of economic regimes from virtually unrestricted competition to rigid state management. This course surveys economic development in Greater China with emphasis on understanding how institutions and institutional change affect economic and social development. Prerequisite(s): Economics 101 or 103. Open to first-year students. Enrollment limited to 45. Not open to students who have received credit for Economics 229. Normally offered every other year. M. Maurer-Fazio.

**ECON 230. Economics of Women, Men, and Work.** An examination of the changing roles of women and men in the market economy. Introductory topics include the family as an economic unit, discrimination, and occupational segregation. Other topics include the economics of marriage, fertility, divorce, child care, and the growing feminization of poverty. The final section of the course examines the feminist critique of the assumptions and methodology of neoclassical economics, and the potential for incorporating these insights

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into the practice of economics. Prerequisite(s): Economics 101. Open to first-year students. Enrollment limited to 22. Offered with varying frequency. J. Nelson.

**AS/EC 231. The Economic Development of Japan.** This course surveys the development of Japan's economy. A brief historical introduction focuses on the preconditions for economic modernization and the role of the government in Japan's late nineteenth- and early twentieth-century experience. The course then concentrates on an overview of Japan's post-World War II experience of recovery, explosive growth, slowdown, and attempted reform. Students consider whether the Japanese economy operates according to principles, objectives, and structures that are substantially different from those of the West. Japan's economic impact on other East Asian countries and relatedness with the world economy are also explored. Prerequisite(s): Economics 101 or 103. Open to first-year students. Not open to students who have received credit for Economics 231. Normally offered every other year. M. Maurer-Fazio.

**EC/HI 232. Britain's Prime and Decline, 1870-2000.** In the late Victorian period, Britain was not only the "workshop of the world", it was also the world's banker and leading trading nation. However, the rise of Continental powers, followed by the United States, challenged Britain's leadership of the international economy. By 1929 the British economy was beset by depression, foreign economic competition, and the prospect of industrial and financial stagnation. This course examines why decline occurred and how British governments struggled to prevent it. The changing fortunes of the British economy are examined, together with the increasingly determined efforts of governments to dictate economic progress. Prerequisite(s): Economics 101 or 103. Enrollment limited to 22. Not open to students who have received credit for Economics 232. Normally offered every year. M. Oliver.

**ECON 235. Growth, Inequality, and Globalization.** Over the past fifty years, economic growth has raised hundreds of millions of people out of poverty, while leaving the lives of additional hundreds of millions untouched or worse. The enormous expansion in world trade since the end of the Cold War has fueled concern about threats to national culture and identity and the homogenization of society. This course introduces students to classical and contemporary economic growth models and measures of income inequality. Students examine elements of trade theory such as comparative advantage, gains from trade, and trade liberalization in order to ascertain whether globalization may threaten economic growth. Prerequisite(s): Economics 101 or 103. Open to first-year students. Enrollment limited to 22. Offered with varying frequency. Staff.

**EC/MA 239. Linear Programming and Game Theory.** Linear programming grew out of the recognition that a wide variety of practical problems reduces to maximizing or minimizing a linear function whose variables are restricted by a system of linear constraints. A closely related area is game theory, which deals with decision problems in a competitive environment where conflict, risk, and uncertainty are often involved. The course focuses on the underlying theory, but applications to social, economic, and political problems abound. Topics include the simplex method of solving linear programming problems and two-person zero-sum games, the duality theorem of linear programming, and the min-max theorem of game theory. Additional topics are drawn from such areas as  $n$ -person game theory, network and transportation problems, and relations between price theory and linear programming. Computers are used regularly. Prerequisite(s): Computer Science 101 and Mathematics 205. Not open to students who have received credit for Economics 239 or Mathematics 239. Offered with varying frequency. Staff.

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**ECON 250. Statistics.** Topics include probability theory, sampling theory, estimation, hypothesis testing, and linear regression. Prospective economics majors should take this course in or before the fall semester of the sophomore year. Open to first-year students. Enrollment limited to 36. Normally offered every semester. M. Murray.

**ECON 255. Econometrics.** Topics include multiple regression using time series and cross-sectional data, simultaneous equation models, and an introduction to forecasting. Prerequisite(s): Economics 250 and Mathematics 105. Normally offered every semester. C. Schwinn.

**ECON 260. Intermediate Microeconomic Theory.** Compares models of perfect competition and market failure, with emphasis on the consequences for efficiency and equity. Topics include consumer choice, firm behavior, markets for goods and inputs, choice over time, monopoly, oligopoly, monopolistic competition, externalities, and public goods. Prerequisite(s): Economics 101 and Mathematics 105. Normally offered every semester. J. Hughes.

**ECON 270. Intermediate Macroeconomic Theory.** This study of national income determination includes movements involving consumption, saving, investment, demand for money, supply of money, interest rates, price levels, wage rates, and unemployment. Monetary policy, fiscal policy, inflation, and growth models are considered. Prerequisite(s): Economics 101 and 103 and Mathematics 105. Normally offered every semester. M. Oliver.

**ECON 309. Economics of Less-Developed Countries.** The course examines the causes of the poverty of nations, various potential paths to economic growth, and the effects of policies of the rich countries on less-developed countries. Included are such topics as industrialization, the green revolution, population growth, environmental degradation, trade policies, debt, multinational corporations, and foreign aid. The development of individual countries is examined in light of the great diversity of experiences among developing economies. Prerequisite(s): Economics 255, 260, and 270. Normally offered every other year. M. Maurer-Fazio, Staff.

**ECON 311. Public Economics.** An analysis of basic issues in the field of public finance. The course covers a wide range of topics, including the welfare implications of expenditure and taxation policies of governments, the economic rationale of governmental provision of goods and services, fiscal institutions in the United States, efficiency and distributive aspects of taxation, effects of taxation on household and firm behavior, intergovernmental fiscal relations, and the public debt. Prerequisite(s): Economics 255, 260, and 270. Normally offered every other year. M. Murray.

**ECON 312. Economic History of Europe in the Twentieth Century.** This course examines the economic history of the Western European industrial nations during the twentieth century. The final part of the course examines recent developments in Eastern Europe. The topics studied include major trends in European economic development, the "growth process debate", changes in comparative advantage in industrial performance, the role of economic policy, and country and industry case studies. Prerequisite(s): Economics 250, 255, 260, and 270. Enrollment limited to 40. Normally offered every other year. M. Oliver.

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**ECON 318. Advanced Macroeconomics.** Theories and empirical studies of business cycles: fixed-investment behavior, inventory activity, and monetary fluctuations. The course examines recent work on inflation, expectations, economic growth theory, and techniques in current use for forecasting general economic activity. Prerequisite(s): Economics 255 and 270. Normally offered every other year. D. Aschauer, Staff.

**ECON 321. Monetary Policy and Financial Markets.** An analysis of money supply, money demand, alternative theories of the monetary mechanism, central banking, and the conduct of monetary policy. Prerequisite(s): Economics 255 and 270. Normally offered every year. D. Aschauer, Staff.

**ECON 323. Exchange Rate Regimes in the Twentieth Century.** Since the long golden age of the nineteenth century, the international monetary mechanism has experienced many changes in exchange rate regimes. International monetary history raises interesting issues, many of which have been the subject of vigorous debate in recent years. Why do monetary regimes change and how do they evolve over time? Are fixed exchange systems prone to decay because of inflexibility and disharmony among the members? Why do some regimes appear more successful than others? This course considers these questions as it examines exchange rate regimes in the twentieth century and how they have affected the macroeconomic environment. Prerequisite(s): Economics 255, 260 and 270. Normally offered every other year. M. Oliver.

**ECON 324. Corporate Finance.** The cost of capital, dividend policy, security valuation, portfolio theory, capital budgeting, and the efficient-markets hypothesis are among the topics investigated. Emphasis is on the testing of hypotheses derived from economic theory. Prerequisite(s): Economics 255 and 260. Normally offered every year. C. Schwinn.

**ECON 325. Prices, Property, and the Problem of the Commons.** An analysis of water resources and fisheries economics. Topics include water allocation, scarcity and pricing, water rights, cost-benefit analysis, valuation, water markets, and problems related to common property resources such as underground aquifers and fisheries. Economic incentives for pollution control including tradable pollution permit programs for water quality maintenance are also covered. Prerequisite(s): Economics 250, 255, and 260. Enrollment limited to 25. Normally offered every year. L. Lewis.

**ECON 330. History of Economic Thought in the Twentieth Century.** This course examines the impact of the "Keynesian Revolution," the ideas and policies associated with John Maynard Keynes; the "Monetarist Revolution," the ideas and theories associated with Milton Friedman; and the adaptation of these two schools of thought during the twentieth century. Apart from a technical examination of the ideas of Keynesianism and Monetarism and the emergence of new schools of thought (e.g., Rational Expectations, New Classical economics, and New Keynesian economics), the course also investigates the wider issues underlying each school of thought and evaluates the influence of each theory on economic policy and the economics profession. Prerequisite(s): Economics 255, 260, and 270. Enrollment limited to 25. Normally offered every other year. M. Oliver.

**ECON 331. Labor Economics.** A study of human resources and the labor market. Topics include racial and sexual discrimination, theories of unemployment and job search, income distribution and poverty, Becker's new household economics, unions and collective bargaining, and government intervention in the labor market. Prerequisite(s): Economics 255 and 260. Enrollment limited to 25. Normally offered every other year. J. Hughes.

**ECON 333. International Trade.** Classical and modern theories of international trade analyzed in light of current trends and patterns in the world economy. Attention is focused on the gains from trade, the impact of tariffs and other types of trade restrictions on national economic welfare, the trade problems of less-developed countries, and the theory of economic integration. Prerequisite(s): Economics 255 and 260. Offered with varying frequency. M. Larudee.

**ECON 334. International Macroeconomics.** Study of the impact of international trade; international capital movements; and balance of payments policies on domestic output, employment, and price levels. Prerequisite(s): Economics 255 and 270. Enrollment limited to 30. Offered with varying frequency. D. Aschauer, Staff.

**ECON 336. Population Economics.** The effects of population on the economy include issues of economic growth and development, resource use, immigration, aging, and the social-security system. Effects of the economy on population trends include topics such as health and mortality as they relate to income levels, economic roles of women and other determinants of birth rates, and economic causes of migration decisions. Prerequisite(s): Economics 255 and 260. Offered with varying frequency. A. Williams.

**ECON 339. Industrial Organization.** Theories of the firm are used to explain the organization of economic activity across markets and within firms. The effects of pricing behavior, merger activity, advertising, and research and development on efficiency and social welfare are examined. Prerequisite(s): Economics 255 and 260. Normally offered every other year. C. Schwinn.

**ECON 348. Urban Economics.** Microeconomic tools are applied to analyze cities. Among the topics are the spatial structure of cities, trends in urban development in the United States, urbanization and African development, industrial and residential location choices, rent control, housing subsidies, squatter settlements, racial segregation, and urban finance. Prerequisite(s): Economics 255 and 260. Normally offered every other year. M. Murray.

**ECON 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**ECON 457, 458. Senior Thesis.** Prior to entrance into Economics 457, students must submit for approval a thesis proposal based on work done in a nonintroductory course. All majors take Economics 457; honors candidates take Economics 458 after completing Economics 457. Prerequisite(s): at least two 300-level economics courses. Normally offered every year. Staff.

### Short Term Units

**EC/SO s19. Issues for a United Europe in the Twenty-First Century.** As European integration deepens, issues related to governance, economic life, and identity emerge. A united Europe requires common political, economic, and cultural systems. This unit examines the nature, limitations, potential, and legitimacy of those systems, by providing firsthand visits to key countries, institutions, and associations. Students visit Brussels, Paris, London,

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Copenhagen, and Barcelona. Different cities offer different opportunities to investigate political, economic, or cultural systems. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for Economics s19 or Sociology s19. Offered with varying frequency. F. Duina, M. Oliver.

**ECON s21. Principles and Applications of Accounting.** An introduction to the concepts and uses of accounting utilizing case studies. Emphasis is on the accounting cycle, construction and analysis of financial statements, asset valuation, and corporate accounting. Not open to students who have received credit for Economics 217. Enrollment limited to 30. Normally offered every year. B. Farber.

**ECON s23. Strategic Behavior.** This unit introduces students to the basic concepts of game theory, engages them in stylized games to highlight selected aspects of strategic behavior, and leads them through a series of case studies of strategic interactions. Recommended background: a liking for quantitative reasoning. Open to first-year students. Offered with varying frequency. M. Murray.

**EC/ES s27. Sustaining the Masses.** Students in this unit investigate the contradictions and complementarities between economic development and global economic integration on the one hand and environmental protection on the other. Students spend up to four weeks in China visiting farming communities, large- and small-scale industrial enterprises, reforestation sites, nature reserves, and pollution control facilities. They also meet with villagers, workers, and government officials. Linkages between local and international economics, politics, history, culture, and the environment are explored using China as a case study. Recommended background: one or more of the following: Economics 101, 222, 227, 229, or Environmental Studies 202. Open to first-year students. Enrollment limited to 10. Written permission of the instructor is required. Not open to students who have received credit for Economics s27 or Environmental Studies s27. Offered with varying frequency. M. Maurer-Fazio, J. Hughes.

**ECON s31. Economic Growth and Productivity Enhancement.** An intensive study of economic growth from theoretical and empirical perspectives, including the Solow growth model, the Ramsey optimizing model, and theories emphasizing imperfect competition and increasing returns to scale. This unit examines empirical studies of economic growth and factors found to be important determinants of growth in real output, with particular emphasis on productivity growth. Prerequisite(s): Economics 255 and 270. Not open to students who have received credit for Economics 235. Enrollment limited to 15. Offered with varying frequency. D. Aschauer.

**EC/PL s33. Valuing the Environment: Ethics and Economics in Practice.** Water is one of the most politicized natural resources in part because it is a basic resource required for life. This unit examines the history, politics, economics, and ethics of large dams. Dam building and removal illustrate the interdisciplinary, complex, and contentious nature of most environmental questions. The unit highlights the intersection of philosophy and economics as two disciplines that are each concerned with value. The unit includes a trip to a large dam site, for example, Glen Canyon Dam in Arizona. Prerequisite(s): Economics 101 and one 100-level philosophy course. Open to first-year students. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for Economics s33 or Philosophy s33. Normally offered every other year. L. Lewis, F. Chessa.

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**ECON s34. Democratic Enterprises and Corporate Governance.** Democratic decision making, involving all the employees of a firm, represents a form of corporate governance that seems natural in a democratic society. Why, then, are so few firms governed in this manner? After examining democratically managed firms in the former Yugoslavia, firms in the Mondragón community of Spain, and plywood cooperatives in the Pacific Northwest, this unit explores the economic incentives and political forces that have shaped the dominant, nondemocratic form of corporate governance found in democratic societies. Prerequisite(s): Economics 101 and 103. Open to first-year students. Offered with varying frequency. C. Schwinn.

**ECON s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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## Education

*Associate Professor Smith; Assistant Professor Buck; Visiting Assistant Professor Makris (chair); Senior Lecturer Dodd*

Schools possess a “paradoxical potentiality” to either create opportunity or perpetuate the social inequalities that stratify our larger society. This duality plays out across the most far-reaching education policy and within the routines of everyday classroom interactions. The Bates education department seeks to foster the democratic possibility of schooling through reflective engagement, empirical research, and critical action. The aim of the department is to create an environment in which students and faculty analyze together the complex dynamics between the purposes and products of schooling and the social structures and cultural processes that characterize our nation.

The education department offers courses that attract students who are interested in the field for many possible reasons: they may want to pursue educational studies as part of their general pursuit of liberal arts at Bates; they may want to teach after they graduate and apply to the teacher education certification program (grades 7-12) or prepare to eventually teach in elementary school after further graduate study; they may want to link their interest in social institutions, child and family welfare, community development, or legal and ethical issues in public policy to a direct and deeper understanding of American schools. They may want to know more about education so that they can be better prepared to fulfill their future roles as citizens and parents. Most education courses require a field placement in a local school or community setting, so that students can integrate their course work and the practice of teaching and learning with children. Students are expected to reflect systematically on the larger questions raised by their experiences.

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The department offers a program approved by the Maine State Board of Education leading to Maine certification as a public school teacher in several disciplines in grades seven through twelve: English, social studies, science, mathematics, and modern languages (K-12). Maine currently enjoys certification reciprocity with approximately forty other states. Certification is not required for teaching in a private (independent or parochial) school, but students who complete the program will be better-prepared for the challenges they will face when they enter a classroom on their own for the first time.

Although the department does not offer all the courses necessary for certification at the elementary level, except in modern languages, it can help students who wish to teach in the lower grades plan a program to meet state requirements for later certification. It may be possible for some students to take the additional courses necessary during the summer at other institutions. Students who wish to become special-education teachers can also benefit from taking courses at Bates, but they, too, need to enroll in a program at another institution after graduation to complete the requirements. In both cases students should consider graduate programs that offer both certification and a master's degree.

Students who wish to pursue a secondary concentration in either teacher education (Maine certification in grades 7-12) or educational studies (no certification) should begin planning their course schedules no later than the sophomore year. With early planning they will be able to meet all of the requirements for a major and for certification/secondary concentration, and to spend some time abroad during the junior year. Students also need to think about how to manage the demands of student teaching with other courses and work on a thesis during the senior year.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Secondary Concentration in Teacher Education.** Requirements for the College's recommendation for certification in Maine as secondary school teacher include: 1) Education 231; 362; a department elective; and all of the following: 447, 448, 460, 461 (student teaching) including field experience in conjunction with each of these; 2) a major in an appropriate teaching field, although some fields may require additional courses; 3) fulfillment of the College's General Education and other degree requirements; and 4) fulfillment of state requirements, which include passing a standardized test and fingerprinting. Note that licensing of teachers is a state function; requirements differ from state to state, and change frequently. Courses and experiences other than those offered at Bates may be required. Students interested in certification should consult with a faculty member as early as possible to plan for required course work. Applications must be submitted by 30 September of the junior year.

**Secondary Concentration in Educational Studies.** Students choosing this option, which does not include student teaching, must complete seven courses. Beginning with the class of 2006, the secondary concentration requires that six of the seven courses be Department of Education courses. Education 231 (Perspectives on Education) is required for all students. Education courses include at least thirty hours of field experience (such as tutoring or action research) in local schools or educational settings or fieldwork related to education more generally, such as research on policy. In addition, at least one field experience (or a combination of more than one) must be extended to the equivalent of a semester-long experience of at least seventy hours. Students may also meet this requirement in other

ways, such as a faculty-approved and supervised placement in a semester when they are not currently enrolled in an education course or an off-campus program with prior departmental approval and appropriate documentation. Students may apply to have an off-campus program or course, such as Urban Ed or experience abroad, count as one of the six required education courses. These requests require the prior approval of education faculty. The student has the responsibility of demonstrating that the planned program has a clear focus of study and is not just a collection of seven courses. Students in the classes of 2004 and 2005 may choose instead to meet the previous requirements through advisement with a member of the education faculty. Students are strongly advised to begin preliminary planning and application as soon as possible and no later than the beginning of the junior year at which time they will be assigned an education faculty advisor. A formal application must be submitted by 30 September of the senior year.

**Pass/Fail Grading Option.** Pass/fail grading may be elected for courses applied toward the secondary concentrations.

**General Education.** Education 231 and any other course listed below may serve as a department-designated set. The department incorporates a field experience into its first-year seminar offering (First-Year Seminar 261); this course meets the requirements for an elective in the education department and may count as a third social science.

**Title II “Report Card.”** An amendment to Title II, Higher Education Act (HEA), passed by Congress in 1998, requires that states and institutions with teacher-preparation programs annually report to the public the pass rates of program completers on assessments required by the state for teacher certification and other program information. Maine requires Praxis I tests in reading, writing, and mathematics. One hundred percent of Bates program completers in 2002 who took the examination earned passing scores required for Maine certification. Seven students were enrolled in the program as seniors in 2002-2003 (a student-faculty ratio of approximately 2 to 1). The current requirement for clinical experience in the program is 450 hours. Further information about the program’s annual report is available from the chair of the department.

## Courses

**EDUC 231. Perspectives on Education.** This course introduces students to theories about education and their relationships to the realities present in contemporary schools and classrooms. Students consider several large questions: What should be the purpose of education in a democratic society? What should be the role of the school? What should be the ideal of an educated person? Should this be the same for all students or differentiated in some way for particular individuals or groups of students? Who should participate in making decisions about schools? Students explore these questions through reading, writing, and discussion and also by spending at least thirty hours observing and assisting a teacher in a local school. Not open to students who have received credit for Education s21. Open to first-year students. Enrollment limited to 28. Normally offered every semester. Staff.

**EDUC 240. Gender Issues in Education.** This course considers education, especially classroom teaching, in relation to recent theory and research on gender. In addition to providing a feminist philosophical perspective on education, the course explores the implications of gender, race, class, and sexual orientation on ways of knowing, developing, and interacting for K-12 curriculum and classroom practice for both male and females. A thirty-hour field experience is required. Open to first-year students. Enrollment limited to 25. Normally offered every year. A. Dodd.

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**ED/SO 242. Race, Cultural Pluralism, and Equality in American Education.** Through historical, judicial, and philosophical lenses this course explores the question: What would equal educational opportunity look like in a multicultural society? The course compares divergent approaches to the education of distinct racial/ethnic groups within the United States—African Americans, Asian Americans, European Americans, Hispanics, and Native Americans. In light of contextual perspectives in educational thought, the course confronts contemporary debates surrounding how the race/ethnicity of students should affect the composition, curriculum, and teaching methods of schools, colleges, and universities. Specific issues explored include bilingual education, college admissions, curriculum inclusion, desegregation, ethnic studies, hiring practices, and tracking. A thirty-hour field experience is required. Recommended background: Education 231. Open to first-year students. Enrollment limited to 25. Not open to students who have received credit for Education 242 or Sociology 242. Normally offered every other year. S. Smith.

**EDUC 245. Literacy in Preschool and Elementary Years.** This course examines how literacy is defined and developed through a child's early and elementary years from a variety of perspectives: social, educational, political, and linguistic. Students connect these theories with practice by exploring various methods and materials that foster literacy development in elementary students and by doing fieldwork in local schools. Working collaboratively with classroom teachers, students design and implement literacy development strategies and projects with elementary students. A thirty-hour field experience is required. Recommended background: Education 231 and Education/Psychology 262. Enrollment limited to 25. Offered with varying frequency. H. Gurney.

**EDUC 250. Critical Perspective on Pedagogy and Curriculum.** This course examines and critiques shifting historical and contemporary notions of good pedagogy and curriculum, with particular emphasis on how teaching can contribute to social justice. Students are introduced to a variety of theoretical perspectives. Possible models of good teaching include: teachers who are professionals researchers, saviors, caregivers, performers, "unteachers," and third parties; and teaching that critiques and transforms, that is culturally relevant, and that engages in activism. Students spend thirty hours in a local classroom and create a curriculum unit and statement of pedagogical philosophy that draws on the different models. A thirty-hour field experience is required. Recommended background: Education 231 Open to first-year students. Enrollment limited to 25. Normally offered every year. Staff.

**ED/PY 262. Action Research.** Action research often begins with a general idea that some kind of improvement or change is desirable. For example, a teacher who is experiencing discipline problems in a classroom may seek an understanding of this issue with the help of trusted observers. In this course, students collaborate with local teachers or service providers on research projects that originate in their work sites. Class meetings introduce design issues, methods of data collection and analysis, and ways of reporting research. Prerequisite(s): Psychology 218 or Education 231/s21. Enrollment limited to 15 per section. Not open to students who have received credit for Education 262 or Psychology 262. Normally offered every year. G. Nigro.

**EDUC 343. Learning and Teaching: Theories and Practice.** Students explore learning and teaching in the classroom with an emphasis on reflective practice. The course presents several theories about learners and the learning process including those developed by Skinner, Piaget, and Vygotsky. Students examine the ways in which various learning theories affect curriculum, classroom practice, and the roles of both students and teachers. They consid-

er how their teaching philosophies are bound by the views they adopt about human nature and the intellectual, behavioral, and ethical growth of children. A thirty-hour field experience is required. Recommended background: Education 231, Psychology 101. Enrollment limited to 25. Offered with varying frequency. M. Makris.

**EDUC 350. Anti-Oppressive Education.** This seminar examines the multiple forms of oppression playing out in schools and society, especially those based on class, race, gender, sexual orientation, and other social markers. Drawing on writings from critical, feminist, multicultural, queer, and postmodernist educators, this seminar explores approaches to working against oppression in schools. Students spend a substantial amount of time observing and participating in a local classroom, and conclude the semester designing and teaching their own anti-oppressive lessons. A thirty-hour field experience is required. Recommended background: Education 231. Enrollment limited to 15. Written permission of the instructor is required. Normally offered every year. Staff.

**EDUC 355. Literacy Development and Assessment: Theory and Practice.** This course examines literacy development and engages students in active literacy assessment and improvement in local schools. The course explores a variety of perspectives on literacy using the lenses of social, educational, political, and linguistic theory. Students collaborate with teachers in local schools to explore and use the Guided Reading Model of reading improvement and assessment. This provides, in turn, the knowledge base for a critical examination of the program as well as an understanding of its impact upon schools, teachers, and students as individuals and as communities. A thirty-hour field experience is required. Recommended background: Education 231, 262, or Psychology 262. Enrollment limited to 12. H. Gurney.

**EDUC 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**EDUC 362. Basic Concepts in Special Education.** This course examines the characteristics of children who require special consideration in order to learn. It considers the ethical bases and the legal requirements for educating students with special needs. It explores ways all children can be helped to succeed in the mainstream classroom despite their different learning styles and abilities, physical impairments, and emotional/behavioral disorders. Attention is given to the influences of cultural, social, racial, and ethnic backgrounds, and gender. A thirty-hour field experience is required. This course meets the particular requirement of a course in special needs established by the State of Maine for certification. Recommended background: Education 231. Open to first-year students. Enrollment limited to 25. Normally offered every year. A. Dodd.

**EDUC 365. Special Topics.** A course or seminar offered from time to time and reserved for a special topic selected by the department. Staff.

**AN/ED 378. Ethnographic Approaches to Education.** Ethnography focuses on the daily lives and meaning-making processes of people who associate regularly in local networks, institutions, or communities. Ethnographers observe, interview, and participate in the routine activities of the people they study. They also explore the connections between locally

situated activity and broader realms of symbolic meaning and social organization. In this course students are introduced to interpretive methods with which to examine the webs of meaning that give shape to educational spaces. Through active engagement in empirical research in educational settings across the Lewiston-Auburn community, students grapple with theoretical assumptions, procedures, and standards of quality in ethnographic research. A thirty-hour field experience is required. Enrollment limited to 25. P. Buck.

**ED/SO 380. Education, Reform, and Politics.** The United States has experienced more than three centuries of growth and change in the organization of private and public education. The goals of this course are to examine 1) contemporary reform issues and political processes in relation to the constituencies of school, research, legal, and policy-making communities and 2) alternative educational philosophies, practices, and pedagogies. The study of these areas emphasizes public K-12 education but includes postsecondary and graduate education. Examples of specific study areas are school choice (e.g., charter schools, magnet schools, and vouchers), school funding, standards and assessment, teacher effectiveness and accountability, and parental involvement. A research-based field component of at least thirty hours is required. Recommended background: one or more courses in education and sociology. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for Education 380 or Sociology 380. Normally offered every year. S. Smith.

**EDUC 447. Curriculum and Methods.** This course presents the concepts needed to understand curriculum design and program evaluation. It also helps students develop the skills needed to design and teach curriculum units in their subject area. The course emphasizes methodological perspectives on education; many approaches are discussed in theory and modeled in practice. Throughout, the course is both conceptual and practical. The course is part workshop: students plan, develop, teach, and evaluate their own curriculum units. At the same time, students read about and reflect on classic questions in curriculum and instruction, such as: To what extent are teachers responsible for developing their own curriculum? Should curriculum and instruction focus on transmitting established knowledge, developing individuals' talents, or preparing successful members of society? Can teachers assess students' knowledge in ways that allow them to learn from the assessments? What particular teaching methods are appropriate for the different disciplines? Students develop a repertoire of methods to use in student teaching and in future teaching. Prerequisite(s): Education 231. Corequisite(s): Education 448 and 461. Normally offered every year. S. Smith, M. Makris, P. Buck.

**EDUC 448. Senior Seminar: Reflection and Engagement.** The seminar helps students reflect on and engage with their experiences as teachers. Students are encouraged to develop their own philosophies of education and to use these philosophies in planning and teaching their classes. The seminar also addresses three areas of practice—technology, environmental education, and interdisciplinary approaches—and helps students incorporate these into their teaching. Prerequisite(s): Education 231, 362, and 460. Corequisite(s): Education 447 and 461. Written permission of the instructor is required. Normally offered every year. S. Smith, M. Makris, P. Buck.

**EDUC 460. Student Teaching I.** This is an intensive field experience in secondary education. Students begin by observing a host teacher in their academic field, spending one or two class periods each day in the high school. Soon they begin teaching at least one class per day. In regular, informal meetings, they are guided and supported by their host teachers, a supervisor from the Bates Department of Education, and other members of a super-

visory support team. Students also meet weekly at Bates to address conceptual matters and to discuss problems and successes in the classroom. These weekly seminars include workshops in content area methods and extensive informal reflective writing. Students begin to move toward proficiency in four areas of practice: curriculum, instruction, and evaluation; classroom management, interactions, and relationships; diversity; time management and organizational skills. Prerequisite(s): Education 231 and 362. Written permission of the instructor is required. Normally offered every year. M. Makris, P. Buck.

**EDUC 461. Student Teaching II.** This course continues and deepens the experiences and reflection begun in Education 460. Students spend four or five class periods each day in a local high school observing, teaching, and becoming fully involved in the life of the school. Students continue to meet regularly with their host teacher, College supervisor, and others on their supervisory support team. Although there are no weekly meetings for this course, students spend extensive time planning their classes and reflecting in writing on their experiences. Prerequisite(s): Education 231, 362, and 460. Corequisite(s): Education 447 and 448. Normally offered every year. S. Smith, M. Makris, P. Buck.

### Short Term Units

**EDUC s23. Educating for Democracy.** Voter turnout and civic participation in the United States are at an all-time low. Youth, in particular, express a sense of alienation from government and formal political processes. What does this say about education for democracy? If education is vital to the success of democratic governance, what might be done in schools and other educational institutions to better engage young people in public life? This unit explores the relationship between education and democracy and various approaches to civic and citizenship education. Students participate in a service-learning field experience (at least thirty hours) in order to investigate and inform education for democracy in local communities. Recommended background: Education 231. Open to first-year students. Enrollment limited to 30. Offered with varying frequency. S. Smith.

**ED/OF s26. Practicum in Foreign Language Teaching.** This unit is intended for foreign language students who are interested in teaching at the K-12 level. The unit focuses on current issues and methods in second language acquisition, with emphasis on oral proficiency, authentic texts, and learner-centered instruction. Students design course syllabi and daily lesson plans, review textbooks and related instructional materials, and teach practice sessions to other members of the class. Students must be available for ten to fifteen hours during Short Term for internships in the public schools. Prerequisite(s): At least one year of a foreign language at Bates beyond the second-year level. Recommended background: At least two years of college-level foreign language. Not open to students who have received credit for Education 370 or s26, or Foreign Language 370 or s26. Offered with varying frequency. D. Browne.

**EDUC s27. Literacy in the Community.** The field of “new literacy studies” calls into question the traditional emphasis upon discrete reading and writing skills. In an expanded definition scholars place literacy within anthropological and cross-cultural frameworks that attend to the embeddedness of reading and writing practices within families, communities, and cultures. This unit introduces students to the literature of new literacy studies and educational anthropology in conjunction with a thirty-hour service-learning placement at out-of-school educational settings in the Lewiston area. Students are asked to investigate the impact culturally informed knowledge and experience have upon the literacy practices of

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those community members with whom they work closely. Finally, students analyze data gathered to identify potential linkages that might be strengthened between the literacy practices of members of the local community and those employed in public schools. Enrollment limited to 30. P. Buck.

**EDUC s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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## English

*Professors Turlish (on leave, winter semester and Short Term), Thompson (on leave, winter semester and Short Term), Taylor, Dillon (chair), Malcolmson, and Nayder; Associate Professors S. Freedman and Shankar (on leave, 2003-2004); Assistant Professor Ruffin; Visiting Assistant Professors Hazard and D. Freedman; Lecturers Farnsworth and Hanrahan*

Through a wide range of course offerings the Department of English seeks to develop each student's capacity for reading—the intense, concerned involvement with textual expression. All courses are intended to foster critical reading, writing, and thinking, in which “criticism” is at once passionate appreciation, historical understanding, and the perpetual re-thinking of values. More specifically, the English major prepares students for careers such as teaching, publishing, and writing, for graduate study in literature, and for graduate programs leading to the study or practice of medicine or law. Though the department embodies a variety of teaching styles and interests, the faculty all believe in the art of patient, engaged reading as both knowledge and pleasure.

Departmental offerings are intended to be taken in sequence. Courses at the 100 level are open to all students. Courses at the 200 level are open to students who have completed one 100-level course, and are more difficult in terms of both the amount of material covered and the level of inquiry; they also address questions of theory and methodology in more self-conscious ways. Seminars at the 300 level are generally for juniors and seniors who have completed several English courses (the latter requirement may be waived at the discretion of the instructor for certain interdisciplinary majors).

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Majors must complete eleven courses of which a minimum of seven must be taken from the Bates faculty. Students may receive no more than two credits for junior semester abroad courses, and, normally, no more than two credits for junior year abroad courses. Under special circumstances, and upon written petition to the English department, junior year abroad students may receive credit for three courses. In a CBB off-campus study program focused on the English major, students may receive credit for three courses without petitioning. Unless specifically designated as a seminar by the Bates English department, none of the CBB courses can be used to fulfill seminar credit. One course credit is granted for Advanced Placement scores of four or five, but these credits count only toward overall graduation requirements, not toward the eleven-course major requirement.

The eleven courses required for the major must include one or two courses at the 100 level and nine or ten courses at the 200 level or above. Upper-level courses must include: a) three courses on literature before 1800; b) one course emphasizing critical thinking; c) two junior-senior seminars; and d) a senior thesis (English 457), which may be undertaken independently or as part of a junior-senior seminar (457A with a thesis written through 395A, for example). Although writing a thesis through a seminar may fulfill both a seminar requirement and the thesis requirement, it counts as a single course credit.

Students may count one course in a foreign literature (with primary focus on literature rather than on language instruction) and/or one course in creative writing toward the major.

English majors may elect a program in creative writing. This program is intended to complement and enhance the English major and to add structure and a sense of purpose to those students already committed to creative writing. Students who wish to write a creative thesis must undertake this program.

Requirements for the focus on creative writing include:

- 1) Two introductory courses in the writing of prose (291), poetry (292), or drama (Theater 240).
- 2) One advanced course in the writing of prose or poetry (391 or 392).
- 3) Three related courses in the English department or in the literature of a foreign language.
- 4) A one- or two-semester thesis (nonhonors) in which the student writes and revises a portfolio of creative work.

Students who elect the creative writing concentration must fulfill all English major requirements but may count toward them one creative writing course as well as the related literature courses and thesis.

With departmental approval, students may write a two-semester honors thesis in the senior year. Majors who wish to present themselves as potential honors candidates are encouraged to register for at least one junior-senior seminar in their junior year. Majors who elect to participate in a junior year abroad program and who also want to present themselves as honors candidates must submit evidence of broadly comparable course work

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or independent study pursued elsewhere; such persons are encouraged to consult with the department before their departure or early in their year abroad. At the end of their junior year, prospective honors candidates must submit a two-page proposal and a one-page bibliography; those wishing to write a two-semester creative thesis must submit a one-page description of a project and a substantial writing sample. Both are due at the department chair's office on the first Friday after Short Term begins.

Students planning to do graduate work should seek out advice early on concerning their undergraduate program, the range of graduate school experience, and vocational options. Graduate programs frequently require reading proficiency in up to two foreign languages, so it is strongly recommended that prospective graduate students achieve at least a two-year proficiency in a classical (Latin, Greek) or modern language.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses counting toward the major.

**General Education.** No English Short Term unit may serve as an option for the fifth humanities course. First-Year Seminars 285, 287 and 291 may count toward the humanities requirement. Advanced Placement, International Baccalaureate, or A-Level credit awarded by the department may not be used towards fulfillment of any General Education requirements. All first-year seminars taught by department faculty count as one course credit towards general education.

## Courses

**ENG 121. Colloquia in Literature.** Colloquia introduce students to the study of literature from a variety of perspectives, with a focus on such objects as author, genre, and literary period. These courses not only delve into their particular subject matter, but also allow a preliminary discussion of critical vocabulary and methods that will carry over into more advanced courses. Discussion and frequent writing assignments characterize each section. Prospective majors are urged to take at least one colloquium. Enrollment limited to 25 per section.

**ENG 121B. Introduction to Narrative Poetry.** Reading a broad variety of poetry, students engage in a series of questions about the difference between poems that tell stories in a conventional sense and those that do not. Poets include Wordsworth, Rossetti, Frost, and Rich, among others. The colloquium seeks to foster an understanding of the pleasure and power of poetry through thinking and writing about poetry, reading poetry aloud, and writing poetry. Enrollment limited to 25 per section. Offered with varying frequency. A. Thompson.

**ENG 121E. Introduction to Poetry.** An introduction to reading poetry through the close reading of British and American poems from the Renaissance to the present day. Topics include authorial intention, literary "meaning," cultural context, the diversity of traditional forms, and contemporary lyric genres. The course is based on the discussion of one or two poems each class day. Enrollment limited to 25 per section. Normally offered every year. S. Dillon.

**EN/WS 121G. Asian American Women Writers.** This course examines fictional, autobiographical, and critical writings by Asian American women including Sui Sin Far, Gish Jen, Maxine Hong Kingston, Trinh Minh-ha, Bharati Mukherjee, Tahira Naqvi, Cathy Song, Marianne Villanueva, and Hisaye Yamamoto from a sociohis-

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torical perspective. Students explore their issues, especially with concerns of personal and cultural identity, as both Asian and American, as females, as minorities, as (often) postcolonial subjects. The course highlights the varied immigration and social histories of women from different Asian countries, often homogenized as “Oriental” in mainstream American cultural representations. Enrollment limited to 25 per section. Not open to students who have received credit for English 121G or Women’s and Gender Studies 121G. Offered with varying frequency. L. Shankar.

**ENG 121H. The Brontës.** Reading a selection of fiction and poetry by the three Brontë sisters, as well as critical essays about them, students consider questions of authorial intention, and discuss the relation between literature and history in the Victorian period. Particular attention is paid to the Brontës’ representations of gender and class, and to the interrelations between these social categories. Enrollment limited to 25 per section. Offered with varying frequency. L. Nayder.

**ENG 121K. Frankenstein’s Creatures.** Focusing on the monstrous figures of nineteenth-century fiction, this course explores their cultural meaning for Victorians as well as ourselves, examining their ongoing fascination and purpose—their relation to changing conceptions of the marginal and other and to social norms and their violation. Students consider the tie between the monstrous or “unnatural” and the threat of class revolt, sexual “deviance,” and imperial rise and fall. Readings include *Frankenstein*, *Dr. Jekyll and Mr. Hyde*, *Dracula*, and *The War of the Worlds*, as well as contemporary revisions of these works in novels and films. Enrollment limited to 25. Offered with varying frequency. L. Nayder.

**ENG 121L. Modern Short Stories.** A study of the short story and novella as characteristic twentieth-century genres, with a brief introduction to works in the previous century. The course focuses on both “classic” and contemporary texts by writers selected from among Thomas Hardy, Henry James, Joseph Conrad, W. Somerset Maugham, James Joyce, D. H. Lawrence, Katherine Mansfield, Doris Lessing, David Lodge, Bernard Malamud, Susan Sontag, Susan Minot, and David Leavitt. Students also have the opportunity to experiment with writing a short story. Enrollment limited to 25. Offered with varying frequency. D. Freedman.

**ENG 121P. The Love Lyric and Society.** Poetry has been used to express love throughout the ages. But is love a form of ideology? Could love poems sustain traditional power relations? This course examines love sonnets written in the age of Shakespeare from two points of view: the celebration of individualistic expression and aesthetic brilliance central to formalism, and the analysis of lyric and society important to historical approaches. Writers include William Shakespeare, Mary Wroth, Louise Labé, John Donne, and Thomas Wyatt. This course is the same as First-Year Seminar 285. Enrollment limited to 25. Offered with varying frequency. C. Malcolmson.

**ENG 121T. Apprenticeship and Creative Mastery.** This course examines the early and late works of four American artists. Students examine how the achieved artistry of their mature work evolved out of the “coming of age” struggles reflected in their early work. They read the poetry of Robert Frost, the fiction of Edith Wharton and F. Scott Fitzgerald, and they view the early and late films of director John Huston. Enrollment limited to 25. Offered with varying frequency. L. Turlish.

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**ENG 121V. Reading Arthurian Literature.** In this course, students examine literature about King Arthur from the twelfth through the twentieth centuries, seeing how authors adapted the stories and literary forms to address changing audiences. Authors may include Chrétien de Troyes, Alfred Lord Tennyson, Mark Twain, and Sir Thomas Malory. Enrollment limited to 25. Offered with varying frequency. M. Hazard.

**AA/EN 121X. Music and Metaphor: The Sounds in African American Literature.** While African American musical traditions command attention on stages across the world, they have a unique home in African American literature. This course explores folk, sacred, blues, jazz, and hip hop music as aesthetic and sociopolitical resources for African American authors. Course texts may include poetry, drama, fiction, criticism, and theory. Authors include Sterling Plump, Toni Morrison, Jayne Cortez, Albert Murray, W. E. B. Du Bois, Zora Neale Hurston, Larry Neal, and Ralph Ellison. This course is the same as First-Year Seminar 287. Enrollment limited to 25. Not open to students who have received credit for African American Studies 121X or English 121X. Offered with varying frequency. K. Ruffin.

**ENG 121Y. Stories, Plots, Poems.** Reading a broad variety of poetry, as well as selected examples of prose fiction, students engage in a series of questions about the difference between poems that tell stories in a conventional sense and those that do not. Poets include Wordsworth, Rossetti, Frost, and Rich among others. The colloquium seeks to foster an understanding of the pleasure and power of poetry through thinking and writing about poetry aloud, and writing poetry. Enrollment limited to 25. Offered with varying frequency. C. Taylor.

**ENG 141. American Writers to 1900.** A study of ten to twelve American texts selected from the works of such writers as Bradford, Mather, Bradstreet, Edwards, Franklin, Cooper, Hawthorne, Fuller, Emerson, Thoreau, Jacobs, Melville, Douglas, Stowe, Wilson, Whitman, and Poe. Enrollment limited to 25 per section. Normally offered every year. L. Turlish, C. Taylor.

**CM/EN 145. Epic, Saga, Romance.** In this course students read a variety of works from the most popular narrative forms in the Middle Ages. The course may include *Beowulf*, the Icelandic sagas, the *Mabinogion*, *Orfeo*, Middle English alliterative poetry, and Arthurian literature, as well as post-medieval interpreters of medieval narrative such as Tolkien and Evangeline Walton. Enrollment limited to 25. Offered with varying frequency. M. Hazard.

**ENG 152. American Writers since 1900.** A study of ten to twelve American texts selected from the works of such writers as Dickinson, Twain, Gilman, Chesnut, James, Adams, Dreiser, Hughes, Frost, Stein, Hemingway, Larsen, Fitzgerald, Faulkner, Pound, Eliot, Crane, Cullen, Wright, Stevens, Williams, Baldwin, Plath, Albee, Brooks, Walker, Ellison, Pynchon, and Morrison. Enrollment limited to 25 per section. Normally offered every year. C. Taylor, L. Turlish.

**ENG 171. European Literature: European Tradition from Homer to Cervantes.** A study of major texts of European literature, read in English, with attention to their importance as both works of art and documents of cultural history. Texts include works by Homer, the Greek tragedians, Plato, Sappho, Virgil, Dante, Rabelais, Montaigne, Cervantes, and others. Enrollment limited to 25 per section. Normally offered every year. S. Dillon, M. Hazard.

**ENG 206. Chaucer.** Reading and interpretation of the greatest work of the fourteenth-century Middle-English poet, the *Canterbury Tales*. All works are read in Middle English. Prerequisite(s): one 100-level English course. Enrollment limited to 25. (Pre-1800.) Normally offered every year. A. Thompson, M. Hazard.

**ENG 209. Introduction to Medieval and Renaissance Culture.** Why study pre-1800 literature? This course seeks to engage students in reading a culture very different from, and yet significantly linked to, our own. The course is a study of intersections and development in late medieval and early Renaissance literature from the origins of romance and Christian chivalry to the emergence of secular politics, the Elizabethan theater, and the colonization of the Americas. Writers include Marie de France, Christine de Pizan, Chaucer, Petrarch, Machiavelli, Anne Askew, and Shakespeare. Prerequisite(s): one 100-level English course. Enrollment limited to 25. (Pre-1800.) Normally offered every year. M. Hazard.

**ENG 211. English Literary Renaissance (1509-1603).** A study of the Elizabethan Age through developments in literature, particularly the sonnet (William Shakespeare, Louise Labé, Philip Sidney, Mary Wroth) and the romance epic Spenser's *Faerie Queene*, studied in relation to medieval romances by Chrétien de Troyes and Marie de France. Attention is given to developments in religion, politics, and society. Prerequisite(s): one 100-level English course. Enrollment limited to 25. (Pre-1800.) Offered with varying frequency. C. Malcolmsen.

**AA/EN 212. Black Lesbian and Gay Literatures.** This course examines black lesbian and gay literatures in English from Africa, the Caribbean, the United Kingdom, the United States, and Canada. Students are introduced to critical and historical approaches for analyzing literature about black queer sensibilities. Open to first-year students. Normally offered every year. C. Nero.

**ENG 213-214. Shakespeare.** A study of the major plays, with some emphasis on the biography of Shakespeare and the Elizabethan milieu. Students planning to take both English 213 and 214 are advised to take 213 first. Prerequisite(s): one 100-level English course. Enrollment limited to 25 per section. (Pre-1800.) Normally offered every year. C. Malcolmsen, S. Freedman.

**ENG 216. The Waste Land and After.** This course examines the backgrounds, themes, and techniques of T. S. Eliot's *The Waste Land* in terms of its influence upon subsequent American poetry and prose fiction. Primary readings include texts by Hart Crane, William Faulkner, John Berryman, and Bernard Malamud. Secondary readings and student presentations focus on background texts by such writers as Sir James Frazer, Jessie Weston, and Hermann Hesse. Prerequisite(s): one 100-level English course. Enrollment limited to 30. Offered with varying frequency. L. Turlish.

**ENG 220. Dickens Revised.** Focusing on several works that span Dickens's career, students place Dickens in his Victorian context and consider how and why his fiction has been adapted and reworked in the twentieth century. Students discuss film and musical adaptations as well as fictional reworkings, and examine changes in Dickens's reputation and the evolving cultural meaning of his stories. Novels, films, and musicals include *Oliver!*, *Jack Maggs*, *The D. Case*, and *The Mystery of Edwin Drood: The Solve-It-Yourself Broadway Musical*. Prerequisite(s): one 100-level English course. Open to first-year students. Enrollment limited to 25. Offered with varying frequency. L. Nayder.

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**ENG 221. Dickens and Victorian Culture.** Reading Dickens's work as a novelist and journalist in the context of Victorian politics and culture, students consider his reputation as a social reformer and a disciplinarian as well as a literary genius, and focus on his varying representations of class conflict, criminality, and gender relations. Works include *Sketches by Boz*, *Oliver Twist*, *Bleak House*, *Great Expectations*, and *Our Mutual Friend*, in addition to critical and biographical studies. Prerequisite(s): one 100-level English course. Enrollment limited to 40. Offered with varying frequency. L. Nayder.

**ENG 222. Seventeenth-Century Literature.** A study of significant writers of the seventeenth century. Writers may include William Shakespeare, John Donne, George Herbert, Aemilia Lanyer, John Milton, and Aphra Behn. Attention is given to the intellectual, political, and scientific revolutions of the age. Prerequisite(s): one 100-level English course. Enrollment limited to 25. (Pre-1800.) Offered with varying frequency. C. Malcolmson.

**ENG 226. Milton's *Paradise Lost*.** Milton's Christian epic, *Paradise Lost* (1668), which retells the story of man's fall from Paradise, is one of the most influential and interesting works in English literature. Students read this poem twice: once before midterm, with attention to internal form and structure, and then again afterwards, focusing on significant problems from the history of Milton criticism, and on the remarkable influence of Milton's poem in the eighteenth and nineteenth centuries. Prerequisite(s): one 100-level English course. Enrollment limited to 25. (Pre-1800.) Offered with varying frequency. S. Dillon.

**ENG 232. Eighteenth-Century Literature.** A study of Restoration and eighteenth-century British authors, including Dryden, Congreve, Swift, Pope, Fielding, and Johnson. Attention is given to parallel developments in Continental literature and to continuity with Renaissance humanism. Prerequisite(s): one 100-level English course. (Pre-1800.) Offered with varying frequency. S. Freedman.

**ENG 238. Jane Austen: Then and Now.** Students read Austen's six major works, investigate their relation to nineteenth-century history and culture, and consider the current Austen revival in film adaptations and fictional continuations of her novels. The course highlights the various and conflicting ways in which critics represent Austen, and the cultural needs her stories now seem to fulfill. Readings include *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, *Northanger Abbey*, and *Persuasion*. Prerequisite(s): one 100-level English course. Enrollment limited to 25. Offered with varying frequency. L. Nayder.

**ENG 241. American Fiction.** Critical readings of representative works by American writers such as Hawthorne, Twain, Howells, James, Crane, Norris, Chopin, Hurston, Dreiser, Dos Passos, Le Sueur, Fitzgerald, Stein, Faulkner, Cather, Steinbeck, Wright, Warren, Baldwin, and Welty. Discussions of individual novels examine their form within the context of the major directions of American fiction. Prerequisite(s): one 100-level English course. Enrollment limited to 25 per section. Offered with varying frequency. Staff.

**ENG 243. Romantic Literature (1790-1840).** The theoretical foundations of English and European Romanticism, including its philosophical, critical, and social backgrounds. The course concentrates on Rousseau, Blake, Coleridge, Wordsworth, Byron, Shelley, and Keats. Attention is also given to Lamb, Hazlitt, De Quincey, Swedenborg, and other prose figures and critics of the period. Prerequisite(s): one 100-level English course. Enrollment limited to 25 per section. Offered with varying frequency. R. Farnsworth, S. Dillon.

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**ENG 245. Studies in Victorian Literature (1830-1900).** Selected topics in the period, organized by author, genre, and historical connections. Special attention is given to philosophical backgrounds and the critical language of the day. Prerequisite(s): one 100-level English course. Enrollment limited to 25 per section. Offered with varying frequency. S. Dillon.

**ENG 250. The African American Novel.** An examination of the African American novel from its beginnings in the mid-1800s to the present. Issues addressed include a consideration of folk influences on the genre, its roots in the slave narrative tradition, its relation to Euro-American texts and culture, and the “difference” that gender as well as race makes in determining narrative form. Readings include narratives selected from among the works of such writers as Douglass, Jacobs, Wilson, Delany, Hopkins, Harper, Chesnut, Johnson, Toomer, Larsen, Hurston, Wright, Petry, Ellison, Baldwin, Walker, Morrison, Marshall, Reed, and others. Prerequisite(s): one 100-level English course. Enrollment limited to 25. Offered with varying frequency. K. Ruffin.

**ENG 254. Modern British Literature since 1900.** An introduction to the birth of modern British literature and its roots, with attention to its social and cultural history, its philosophical and cultural foundations, and some emphasis on its relationship to the previous century. Texts are selected from the works of writers such as Forster, Lawrence, Joyce, Woolf, Mansfield, Eliot, Yeats, Orwell, Rushdie, and Lessing. Prerequisite(s): one 100-level English course. Open to first-year students. Enrollment limited to 25. Offered with varying frequency. L. Shankar.

**ENG 260. Literature of South Asia.** This course introduces fiction, poetry, and films by writers who are of South Asian descent, or who have considered the Indian subcontinent their home. Topics include British influence on South Asia, the partition of India, national identity formation, women’s social roles, the impact of Western education and the English language, and the emergence of a new generation of postcolonial literary artists. Writers are selected from among Salman Rushdie, Arundhati Roy, Anita Desai, Ruth Praver Jhabvala, Satyajit Ray, Rabindranath Tagore, Sarojini Naidu, Jhumpa Lahiri, Mahasweta Debi, U. R. Anantha Murthy, Amitav Ghosh, Ved Mehta, and Ismat Chughtai. Prerequisite(s): one 100-level English course. Open to first-year students. Enrollment limited to 25. Offered with varying frequency. L. Shankar.

**ENG 264. Modern Irish Poetry.** A study of the development and transformation of Anglo-Irish poetry in the twentieth century, especially as it responds to the political, social, and gender forces at work in Ireland’s recent history. Beginning with brief but concentrated study of poems by W. B. Yeats and Patrick Kavanagh, the course then examines the work of inheritors of these major figures’ legacies, including Seamus Heaney, Derek Mahon, Thomas Kinsella, Eavan Boland, Eamon Grennan, Paul Muldoon, and Medbh McGuckian. Prerequisite(s): one 100-level English course. Enrollment limited to 25. Offered with varying frequency. R. Farnsworth.

**ENG 275. English Novel.** A study of the English novel from its origins to the early nineteenth century. Readings include selections from Homer’s *Iliad*, and novels by Defoe, Richardson, Fielding, Radcliffe, Austen, and Scott. Among the issues addressed by this course are the relation of the novel to the epic, and the social and political orientation of this new genre. Prerequisite(s): one 100-level English course. Enrollment limited to 25. (Pre-1800.) Offered with varying frequency. L. Nayder.

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**ENG 291. Prose Writing.** A course for students who wish practice and guidance in the writing of prose. The course may alternate between fiction and nonfiction. Admission by writing sample. Prerequisite(s): one 100-level English course. Enrollment limited to 15. Written permission of the instructor is required. Normally offered every year. C. Taylor.

**ENG 292. Poetry Writing.** A course for students who wish practice and guidance in the writing of poetry. Admission by writing sample. Prerequisite(s): one 100-level English course. Enrollment limited to 15. Written permission of the instructor is required. Normally offered every year. S. Dillon.

**ENG 294. Storytelling.** This course introduces cross-cultural forms, contexts, and strategies of storytelling in the process of analyzing the role of stories in everyday life. Primary readings include a range of stories characteristic of diverse traditions. Prerequisite(s): one 100-level English course. Recommended background: introductory courses in literature, anthropology, or the sociology of knowledge. Open to first-year students. Enrollment limited to 25 per section. Offered with varying frequency. C. Taylor.

**ENG 295. Critical Theory.** Major literary critics are read, and major literary works are studied in the light of these critics. Critical approaches discussed may include neoclassical, Romantic, psychoanalytical, formalist, generic, archetypal, structuralist, and deconstructionist. Prerequisite(s): one 100-level English course. Enrollment limited to 25. (Critical thinking.) Normally offered every year. S. Freedman.

**EN/WS 297. Feminisms.** This course develops students' ability to analyze gender in relation to other issues, including race, class, and sexuality. Students explore the multiple theories of how these issues intersect in literature, including black feminism, socialist feminism, queer theory, deconstruction, and psychoanalytic theory. Some attention is paid to media feminism, both the brand of feminism popular in current movies and television shows, and media reactions to feminism. Prerequisite(s): one 100-level English course. Enrollment limited to 25. Not open to students who have received credit for English 395L, English/Women's and Gender Studies 395L, or Women's and Gender Studies 395L. Offered with varying frequency. C. Malcolmson.

**ENG 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Prerequisite(s): one 100-level English course. Normally offered every semester. Staff.

**ENG 365. Special Topics.** Offered occasionally by a faculty member in subjects of special interest. Prerequisite(s): one 100-level English course. Staff.

**ENG 391. Advanced Prose Writing.** Prerequisite(s): English 291. Enrollment limited to 12. Written permission of the instructor is required. Normally offered every year. R. Farnsworth.

**ENG 392. Advanced Poetry Writing.** Prerequisite(s): English 292. Enrollment limited to 12. Written permission of the instructor is required. Normally offered every year. R. Farnsworth.

**ENG 395. Junior-Senior Seminars.** Seminars provide an opportunity for concentrated work in a restricted subject area. Two such seminars are required for the English major. Students are encouraged to see the seminar as preparation for independent work on a senior thesis. They may also choose to use the seminar itself as a means of fulfilling the senior thesis requirement. Sections are limited to 15. Written permission of the instructor is required.

**ENG 395B. Dissenting Traditions in Twentieth-Century American Literature.** This seminar examines literature by or about those who have felt themselves outside the mainstream of American culture. Focusing on issues concerning poverty, class, race, ethnicity, gender, and sexuality, it places close reading in the context of cultural history and theory. Works include texts by such writers as Anaya, Baldwin, Erdrich, Hurston, Kingston, Naylor, Morrison, Pinzer, Roth, Silko, and Steinbeck. Prerequisite(s): one 100-level English course. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. C. Taylor.

**ENG 395C. Frost, Williams, and Stevens.** As inheritors of Emersonian slants on poetics and imagination, Robert Frost, Wallace Stevens, and William Carlos Williams constitute a solid American grain of modernism in poetry. Thorough reading of their work reveals their surprising affinities and differences. How dark a vision of life (social and existential) does each seem to have? What roles do wit, irony, verbal extravagance, and inherited poetic forms play in the work? What does each take to be the function of poetry in modern American life? The work of tutelary ancestors, competitors, and critics complements the substance of the course: comprehensive reading, writing, and discussion of these poets' poems and theoretical prose. Prerequisite(s): one 100-level English course. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. R. Farnsworth.

**ENG 395D. Victorian Crime Fiction.** The seminar examines the detective fiction written by British Victorians, the historical context in which this literature was produced, and its ideological implications. Students consider the connection between gender and criminality, and the relation of detection to class unrest and empire-building. Readings include works by Charles Dickens, Mary Elizabeth Braddon, Wilkie Collins, Arthur Conan Doyle, and Grant Allen. Prerequisite(s): one 100-level English course. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. L. Nayder.

**EN/WS 395E. Mary Elizabeth Braddon.** Known among Victorians as the "Queen of the Circulating Libraries," Mary Elizabeth Braddon (1835-1915) was immensely popular in her day. Reading a selection of Braddon's best- and lesser-known works, students explore the reasons for her popularity. They consider the subversive and conservative strains in Braddon's writing, her aims and accomplishments as a "sensation novelist," and the significance of her own unconventional lifestyle. Readings include a number of Braddon's novels, short stories, and plays, as well as biographical and critical studies. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. L. Nayder.

**ENG 395F. To Light: Five Twentieth-Century American Women Poets.** Concentrated study of the poetry (and some prose) of five major American poets: Elizabeth Bishop, Gwendolyn Brooks, Sylvia Plath, Adrienne Rich, and Marianne Moore, whose various poetic stances and careers illuminate particular dilemmas facing female poets at

mid-century—issues of subject matter, visibility, literary tradition, and ideology. Corollary readings may be drawn from the work of other poets, including Anne Sexton and Denise Levertov. Prerequisite(s): one 100-level English course. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. R. Farnsworth.

**ENG 395J. The Gothic Tradition.** This seminar traces the Gothic tradition from its European origins in the mid-eighteenth century to its current use by African American writers, and considers the subgenre from various critical perspectives. Particular emphasis is placed on the politics of the Gothic: on its relation to revolutionary movements, on its representations of intimacy and violence, and on the ways in which Gothic novelists both defend and subvert prevailing conceptions of sexual and racial difference. Writers studied include Horace Walpole, Matthew Lewis, Ann Radcliffe, Mary Shelley, Charlotte Brontë, Wilkie Collins, Harriet Jacobs, and Gloria Naylor. Prerequisite(s): one 100-level English course. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. L. Nayder.

**EN/WS 395L. Feminist Literary Criticism.** This seminar examines feminist literary theories and the implications and consequences of theoretical choices. It raises inter-related questions about forms of representation, the social construction of critical categories, cross-cultural differences among writers and readers, and the critical reception of women writers. Students explore the use of literary theory through work with diverse texts. Enrollment limited to 15. Written permission of the instructor is required. (Critical thinking.) Not open to students who have received credit for English 395L or Women's and Gender Studies 400B. Normally offered every year. L. Shankar, C. Malcolmson, C. Taylor.

**ENG 395N. Joyce's *Ulysses*.** A study of James Joyce's novel as both a mimetic and self-reflexive fiction. Emphasis is given to the biographical and social contexts of the novel. Students consider the influence of such figures as Ibsen, Flaubert, and Krafft-Ebing on the novel. Prerequisite(s): one 100-level English course. Recommended background: English 254 or 264. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. L. Turlish.

**ENG 395O. Poetry and Place.** Premised on William Carlos Williams's definition of culture as the relation of a place to the lives lived within it, this course begins with a brief exploration of Western conceptions of the pastoral, then focuses on nineteenth- and twentieth-century visions of nature's relation to the poetic imagination, where nature is understood to include ideas of wilderness, cultivated landscape, and even urban space. Psychological, political, philosophical, and prophetic preoccupations come to startling focus in poetries specifically responsive to the earth and locale. From several traditions a number of poets is considered from among Virgil, Horace, Marvell, Bashō, Wordsworth, Emerson, Whitman, Dickinson, Baudelaire, Hardy, Frost, E. Thomas, W. C. Williams, Jeffers, Neruda, Kavanagh, Bishop, Snyder, Heaney, Momaday, Ammons, Berry, Walcott, Oliver, and Haines. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. R. Farnsworth.

**ENG 395P. Pre-1800 Women Writers.** The seminar considers the conditions that obstructed and supported writing by British women from the Middle Ages to the eighteenth century. Topics include changing accounts of gender difference, the possibility

of a self-conscious female tradition, elite versus non-elite genres, and the emergence of the professional woman writer. Enrollment limited to 15. Written permission of the instructor is required. (Pre-1800.) Offered with varying frequency. C. Malcolmson.

**ENG 395R. *Ut Pictura Poesis*.** This course concerns the relation between poetry and the visual arts. How do temporal and spatial arts relate? What can theories of image and imagination reveal about this relation? After initial theoretical study, beginning with Aristotle and Horace, the course attends to poet-painters such as Blake and Rossetti, Romantic landscape poets and painters, Pre-Raphaelite explorations of narrative and symbol, and to poems of Keats, Browning, Tennyson, Baudelaire, Rilke, and Yeats, with attention to the painting and sculpture associated with their work. Students also investigate modern developments in the work of Williams, Stevens, Moore, Bishop, Ashbery, Dobyns, and Boland, as well as recent poetic experiments in visual art and video poetry. Recommended background: at least two 200-level English courses, as well as art history courses. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. R. Farnsworth.

**EN/WS 395S. Asian American Women Writers, Filmmakers, and Critics.** This seminar studies from a literary and a sociohistorical perspective the fiction, memoirs, and critical theories of Asian American women such as Meena Alexander, Rey Chow, Chitra Banerjee Divakaruni, Ginu Kamani, Maxine Hong Kingston, Lisa Lowe, Bapsi Sidhwa, Cathy Song, Shani Mootoo, Jhumpa Lahiri, Joy Kogawa, and Hisaye Yamamoto. It explores their constructions of personal and national identity, as hybridized Asians and Americans, and as postcolonial diasporics making textual representations of real and “imaginary” homelands. Films by Trinh T. Minh-ha, Indu Krishnan, Deepa Mehta, Mira Nair, Jayasri Hart, and Renee Tajima are also analyzed through critical lenses. Enrollment limited to 15. Written permission of the instructor is required. (Critical thinking.) Not open to students who have received credit for English 395S. Offered with varying frequency. L. Shankar.

**ENG 395U. Postmodern Novel.** The seminar examines diverse efforts to define “post-modernism.” Students read novels by Joyce, Pynchon, Wallace, Eco, and Rushdie. Contemporary reviews, secondary criticism, narrative theory, issues of socially constructed reality, and some problems in the philosophy of language mark out its concerns. Prerequisite(s): one 100-level English course. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. S. Freedman.

**ENG 395V. The Lives of Victorians.** How are the lives of the Victorians represented by biographers (Victorian, modern, and postmodern)? Who seems worthy of representation, and why? Students in this seminar address these questions as they examine the methods and aims of biography as a literary and historical genre; consider its relation to ideas of individuality and heroism, to social norms, and to conceptions of nationality, gender, and class; and undertake their own biographical research. Readings include critical studies as well as biographical works from the nineteenth and twentieth centuries. Prerequisite(s): one 100-level English course. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. L. Nayder.

**ENG 395Y. Colonialism and Literature in Early Modern England.** The course considers the simultaneous development of “high” literature during the age of Shakespeare and colonial settlement in Ireland and the Americas, as well as British

trade and exploration in Africa and Asia. Particular attention is paid to early versions of “race,” the role of gender in representing “New World” encounters, and the relationship between travel narratives and scientific discourse. Prerequisite(s): one 100-level English class. Enrollment limited to 15. Written permission of the instructor is required. (Pre-1800.) Offered with varying frequency. C. Malcolmson.

**AA/EN 395Z. African American Literature and the Bible.** The Bible is unmatched in its influence on African American literary and cultural traditions. No other book has inspired such a broad scope of oral and written work. From explorations of the Exodus narrative to the Gospel writers’ parables of Jesus, this course examines the way Hebrew and Christian biblical texts have inspired African American artists. Beginning with oral traditions such as spirituals and sermons, students then consider the Bible’s role in scribal literacy and political discourse, and conclude with its impact on contemporary writers. Students combine interpretation of biblical texts and course readings with literary/cultural theory and criticism. Prerequisite(s): one 100-level English or African American studies course. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. K. Ruffin.

**ENG 457, 458. Senior Thesis.** Students register for English 457 in the fall semester and for English 458 in the winter semester. Majors writing an honors thesis register for both English 457 and 458. Normally offered every year. Staff.

### Short Term Units

**AR/EN s10. A Cultural and Literary Walk into China.** This unit has two goals: 1) to offer an introduction to Chinese aesthetics through architecture, the fine arts, the performing arts, and literature; 2) to study how Buddhist aesthetic ideas expressed in rock-cut temples, monasteries, and garden design often reappear in altered ways in poems, plays, and epics. Students travel to seven historically important cities in China: Beijing, Datong, Luoyang, Xian, Shanghai, Hangzhou, and Suzhou. Recommended background: Art 243, Asian Studies/Religion 208 and 309, and any course in Chinese language and literature. Open to first-year students. Enrollment limited to 20. Not open to students who have received credit for Art s10 or English s10. Offered with varying frequency. T. Nguyen, S. Freedman.

**CM/EN s16. Monastic Mysteries.** In this unit, students read a selection of modern mystery novels set in the Middle Ages, primarily by Ellis Peters about the fictional Benedictine monk Cadfael. Students discuss the difficulties and choices faced by the modern writer of fiction presenting the social realities of the medieval world. Students also read primary historical sources describing that world, in particular the *Chronicle of Jocelin of Brakelond*. Enrollment limited to 25. Not open to students who have received credit for Classical and Medieval Studies s16 or English s16. Offered with varying frequency. M. Hazard.

**ENG s17. Telling Stories about the Saints.** The saints of the Christian church were not only central to the belief system of the European Middle Ages, they also provided an opportunity for rich and varied narrative and cultural constructions. The saints’ legends found in the thirteenth-century Middle English collection that is the focus of the unit sometimes reveal more about the hopes and fears of the people by and for whom they were composed than about the saints themselves, but they are no less interesting for that reason. Literal translation of a chosen text, historical investigation, and creative rewriting all play a part in the process of acquainting students with the nature of narrative and the continuing hold upon our imagination of the saints and the stories that have been told about them.

Recommended background: a willingness to work closely with the language of a rather difficult thirteenth-century text is highly desirable. Open to first-year students. Enrollment limited to 12. Offered with varying frequency. A. Thompson.

**ENG s19. Introduction to Film Analysis: Formalism and Beyond.** The unit breaks into three: 1) an introduction to languages of cinematic description through the viewing and discussion of clips and films complemented by theoretical essays in, for instance, formalism, narratology, deconstruction, and feminism; 2) an intensive reading of a single film, first in terms of its own structure and elements, then in light of various methodological contexts; 3) a substantial critical writing project. Directors studied may include Scorsese, Renoir, Hitchcock, Wells, and Stone. Enrollment limited to 15. Offered with varying frequency. S. Freedman.

**ENG s20. NewsWatch.** What criteria determine that some aspects of experience are regarded as newsworthy and others not? What conventions determine how to represent this news? What are the boundaries between journalism and other nonfictional narratives (history, essay, documentary, biography, for example)? What tensions exist between “all the news that’s fit to print” and commercial, consumer-based media? This unit considers how diverse media collect, represent, and comment on the “news,” drawing on media and cultural studies, discourse analysis, and narrative theory to critically explore both dominant media representations in the United States and alternatives to it, especially in foreign presses and/or alternatively supported media. Enrollment limited to 25. Offered with varying frequency. C. Malcolmson, C. Taylor.

**ENG s23. Beatniks and Mandarins: A Literary and Cultural History of the American Fifties.** An examination of established and adversarial culture in the American 1950s. Readings are in the literature and social commentary of such representative figures as Lionel Trilling, Norman Mailer, and Jack Kerouac. Some attention is given to film noir as the definitive Fifties cinematic style and to the phenomenon that wed the recitation of poetry to American jazz. Open to first-year students. Enrollment limited to 25. Offered with varying frequency. L. Turlish.

**ENG s25. Sociocultural Approaches to Children’s Literature.** This unit studies some of the “classics” in British and American literature written to educate and entertain children, including works by Hans Christian Andersen, Lewis Carroll, Edward Lear, J. M. Barrie, Louisa May Alcott, R. L. Stevenson, A. A. Milne, E. B. White, Mildred Taylor, Robert McCloskey, Dr. Seuss, and Jean Fritz. By employing the tools of sociocultural and psychological analysis, students examine the formation of gendered, racial, cultural, and social class identities through childhood literary experiences. Some attention is given to film versions of children’s stories. This course has a required service-learning component of work with elementary school children and teachers. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. L. Shankar.

**EN/WS s26. Felicia Skene.** This unit examines the life and writings of the largely forgotten Victorian novelist and social reformer, Felicia Skene (1821-1899). Students investigate Skene’s life story and read a number of her works, including *The Inheritance of Evil, Or, the Consequence of Marrying a Deceased Wife’s Sister* (1849) and “Penitentiaries and Reformatories” (1865). Focusing on the novel *Hidden Depths* (1866), students consider the subject of Victorian prostitution, its primary theme, and engage in the research necessary to produce a new edition of that work. Open to first-year students. Enrollment limited.

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ed to 15. Not open to students who have received credit for English s26 or Women's and Gender Studies s26. Offered with varying frequency. L. Nayder.

**ENG s28. Robert Creeley and Company.** Robert Creeley (b.1926) is one of the most important and interesting poets of the twentieth century. This unit explores a range of Creeley's poetry and prose from his earliest works associated with the Black Mountain school to recent books, such as *Life and Death* (1998). Creeley's writing situates itself in a network of relationships, and students therefore also read poetry and correspondence by Charles Olson, Robert Duncan, and Denise Levertov. Creeley's later collaborations with artists are also discussed. Recommended background: English 121E. Enrollment limited to 25. Offered with varying frequency. S. Dillon.

**EN/RH s29. Place, Word, Sound: New Orleans.** This unit offers an interdisciplinary and experiential approach to the study of New Orleans, the most African city in continental North America. The goal of the unit is to understand the impact of place on culture and aesthetic practices, learn how institutions represent New World and Creole transformations of Africanity, and introduce students to historical and contemporary debates about African influences in the United States. Students examine cultural memory, questions of power, and definitions of cultural terrain as expressed in literature, art, music, and architecture. In addition to attending the seven-day Jazz and Heritage Festival, students visit various sites of literary, cultural, and historical significance to New Orleans. Recommended background: a course in African American studies offered in English, music, rhetoric, or African American studies. Enrollment limited to 16. Written permission of the instructor is required. Offered with varying frequency. K. Ruffin, C. Nero.

**ENG s31. "Letters from Tasmania": Writing an Epistolary Novella.** Students read an epistolary novel, and collectively write a novella of their own. They are presented with a specific historical context for their novella—the colonization of Tasmania by the British. They study historical source materials, and each assumes a different fictional "persona"; the cast includes both Tasmanian and British correspondents. Each student is required to contribute at least ten letters to the novella, with a minimum of twenty-five pages. This unit enables students to put into practice concepts they have studied in literature courses, and encourages them to make connections among politics, history, and literature. Recommended background: at least one course in the study of fiction, British or American. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. L. Nayder.

**ENG s43. Shakespeare in the Theater.** A study of Shakespeare's plays in performance, intended to acquaint the student with problems in the interpretation of the plays that are created by actual stage production. Students see Shakespearean productions in various locations, including London and Stratford-on-Avon, England. Prerequisite(s): English 213 and 214. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. Staff.

**ENG s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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# Environmental Studies

*Professors Straub (Religion), Wenzel (Chemistry), Costlow (Russian; chair), Smedley (Physics), and Richter (Political Science); Associate Professors Lewis (Economics) and Austin (Chemistry); Assistant Professors Bohlen (Environmental Studies), Sommer (Biology) (on leave, fall semester), Rogers (Environmental Studies), and Chessa (Religion); Lecturers Holtwijk (Environmental Studies) and Farady (Environmental Studies)*

Environmental Studies encompasses a broad range of issues that arise from the interaction of humans with the natural world. To understand these issues, students must think across and beyond existing disciplinary boundaries. The environmental studies major provides a framework for students to study how humans experience, investigate, and interact with their natural environment. The curriculum includes, first, an interdisciplinary core that encourages students to explore the social, aesthetic, ethical, scientific, and technical aspects of environmental questions, and second, a disciplinary-based concentration that allows students to approach these questions with more focused knowledge and methodological tools.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The major requirements listed below differ significantly from the requirements listed in catalogs before 2001-2002. Students who enter Bates College after September 2001 must meet the requirements outlined below. Students who entered Bates College prior to September 2001 may choose to fulfill either the requirements listed below or the requirements listed in the catalog during their first year at the College.

Students majoring in environmental studies must fulfill core requirements of six courses, a concentration consisting of five courses, a two-semester thesis, and a 200-hour internship. Students may apply a maximum of one Short Term unit toward fulfilling their major requirements.

Students should note that there may be flexibility in requirements due to changes in the curriculum.

The environmental studies committee recommends that all students interested in environmental studies take a department-designated set in biology, chemistry, or geology during their first year. Chemistry 107B-108B is a set designed specifically for students interested in environmental studies.

Students interested in environmental education are advised to take a secondary concentration in education in addition to their major in environmental studies.

## **Core Requirements.**

A. The following courses are required of all majors:

ENVR 203. Material and Energy Flow in Engineered and Natural Systems.

ENVR 204. Environment and Society.

ENVR 205. "Nature" in Human Culture.  
ENVR 457-458. Senior Seminar and Thesis.

B. Each student must take at least one course from two of the following groups of courses. These courses cannot be counted as part of a concentration.

1) 200-level courses focusing on natural sciences:

BIO 260. Environmental Toxicology.

BIO 270. Ecology.

CHEM 212. Separation Science.

GEO 240. Environmental Geochemistry.

2) 200-level courses focusing on social sciences:

ECON 222. Environmental Economics.

ES/PS 218. U.S. Environmental Politics and Policy.

ENVR 225. Comparative Environmental Politics and Policy.

POLS 258. Environmental Diplomacy.

3) 200-level courses focusing on humanities:

ENVR 212. Attached to Earth: Writing and Relationship to Place.

ENVR 213. Nature, Landscape, and the Literature of Place.

ES/PL 214. Ethics and Environmental Issues.

ES/RE 215. Environmental Ethics.

INDS 228. Caring for Creation.

ES/JA 290. Nature in East Asian Literature.

C) Each student must take one 300-level seminar in the environmental studies curriculum. This course cannot count toward the student's concentration.

BIO 323. Forest Ecology.

ECON 325. Prices, Property, and the Problem of the Commons.

ENVR 302. Wetland Science and Social Policy.

ES/RU 314. "Nature" in Russian Literature.

ENVR 325. Seminar on World Agriculture.

ENVR 345. African Wildlife Conservation.

ENVR 365D. Principles of Town Design.

ENVR 365E. Marine Resource Policy and Management in the Twenty-First Century.

REL 310. "Wilderness" in the Religious Imagination.

**The Concentration.** Concentrations consist of five courses, with the possible addition of another course as a prerequisite, focusing on a particular aspect of environmental studies. Students interested in environmental studies should refer to the program's Web site or to a member of the environmental studies committee for more information regarding the content of these concentrations. The concentrations are:

Ecology.

The Environment and Human Culture.

Environmental Chemistry.

Environmental Economics.

Environmental Ethics.

Environmental Geology.

Global Environmental Politics.

“Nature” in the Literary and Visual Arts.

Regional Perspectives on Environment and Society.

U.S. Environmental Politics.

**The Thesis.** All students must complete a two-semester thesis. Theses must build in some significant way upon the courses that students take as part of their concentration. Students interested in writing a thesis concerning environmental education also must fulfill a secondary concentration in education.

**The Internship.** Every student must complete a 200-hour internship in an environmentally-oriented organization off the Bates campus by the end of the fall semester of their senior year. Internships at academic research organizations, those requiring only physical labor, and those at summer camps are generally unacceptable.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major.

**General Education.** Students should be aware that courses listed only in environmental studies, without being cross-listed in another department, cannot be counted toward requirements in General Education. There is one exception: 203 may fulfill the quantitative requirement. Advanced Placement, International Baccalaureate, or A-Level credit awarded by the program may not be used towards fulfillment of any General Education requirements.

## Courses

**CH/ES 107B. Chemical Structure and Its Importance in the Environment.** Fundamentals of atomic and molecular structure are developed with particular attention to how they relate to substances of interest in the environment. Periodicity, bonding, states of matter, and intermolecular forces are covered. The laboratory involves a semester-long group investigation of a topic of environmental significance. Enrollment limited to 60 per section. Not open to students who have received credit for Chemistry 107B or Environmental Studies 107B. Normally offered every year. T. Wenzel.

**CH/ES 108B. Chemical Reactivity in Environmental Systems.** A continuation of Chemistry/Environmental Studies 107B. Major topics include thermodynamics, kinetics, equilibrium, acid/base chemistry, and electrochemistry. Biogeochemical cycles provide examples for course topics. The laboratory analyzes the chemistry of marine environments. Prerequisite(s): Chemistry 107A or Chemistry/Environmental Studies 107B. Enrollment limited to 60. Not open to students who have received credit for Chemistry 108B or Environmental Studies 108B. Normally offered every year. R. Austin.

**ENVR 203. Material and Energy Flow in Engineered and Natural Systems.** An introduction to central concepts in environmental science, the transport and transformation of mat-

ter and the generation of use of energy, through the study of specific cases. The laboratory links mathematical modeling of environmental systems to experimental activities. This course serves as the foundation for further study of environmental science at Bates College. Prerequisite(s): one science set: Biology 201 and one of the following: Biology 110, 120, 121, 124, 125, 168, First-Year Seminar 226 or any two of the biology 100-level courses listed above as long as one has a lab; or Chemistry 107A and 108A; or 107B and 108B; or any two geology 100-level courses which include Geology 103, 104 or Biology/Geology 112; or Physics 106, 107/s25 and 108. Enrollment limited to 40. Normally offered every year. R. Austin, C. Bohlen.

**ENVR 204. Environment and Society.** This course provides an introduction to the ways in which people interact with the natural environment. It concentrates on two main issues: 1) How do people think about the relationship between the environment and society? 2) What are some key empirical issues in the environment-society relationship that illustrate the various ways of thinking about the environment? Open to first-year students. Enrollment limited to 40. Normally offered every year. P. Rogers.

**ENVR 205. "Nature" in Human Culture.** The course aims to introduce students to the dynamics between the natural environment and human culture. First, it seeks a theoretical framework for appreciating how cultural traditions screen human perceptions and hence grant human meaning to the natural world. Second, it studies selected interpretations of nature from the traditions of indigenous peoples, Asian cultures, and the Western experience. Third, the course considers the prospects for moving beyond inherited perspectives to fresh envisagements of the lands, the seas, and living creatures. Open to first-year students. Enrollment limited to 30 per section. Normally offered every year. C. Straub.

**ENVR 212. Attached to Earth: Writing and Relationship to Place.** How have people of different cultures participated in what Barry Lopez calls "conversations" with the land they inhabit? What are their stories of place, creation, attachment, and estrangement? How are the stories they tell about nature and the world around them shaped by the givens of climate, geography, and culture? How do they respond to the disruptions and new vistas of "modernity"? This course explores writing about connections to place and nature in the Western tradition, focusing on American and European writing of the last two centuries. Open to first-year students. Normally offered every other year. J. Costlow.

**ENVR 213. Reading the Watershed: Nature and Place in Literature.** Environmental thinkers from Gary Snyder to Wendell Berry have linked environmental responsiveness to localness and to an intimate knowledge of place and home. What role does literature, oral and written, play in producing, recording, and transmitting such knowledge? How are nature and the landscape around us remembered, imagined, shaped, mourned, and possibly protected by the stories, songs, and poems we humans create? In what ways do writers assign personal or spiritual significance to the landscape? This course uses our own locality of Northern New England and the watershed of the Androscoggin as a base to investigate these questions. Readings include stories from Abenaki oral literature, poems, and stories by contemporary local writers, as well as other selected American writers who have given a strong voice to regionalism in their work. Open to first-year students. Not open to students who have received credit for Environmental Studies 212. Normally offered every other year. S. Strong.

**ES/PL 214. Ethics and Environmental Issues.** A study of selected issues in environmental ethics, including questions about population growth, resource consumption, pollution, the

responsibilities of corporations, environmental justice, animal rights, biodiversity, and moral concern for the natural world. The course explores debates currently taking place among environmental thinkers regarding our moral obligations to other persons, to future generations, to other animals, and to ecosystems and the Earth itself. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Environmental Studies 214 or Philosophy 214. Normally offered every other year. T. Tracy.

**ES/RE 215. Environmental Ethics.** Values are important influences on the ways human communities relate to ecological communities, and hence on the character of the interaction between persons and their natural worlds. The course examines a range of environmental issues as moral problems requiring ethical reflection. This ethical reflection takes into account both the cultural and religious contexts that have given rise to what is understood as a technological dominion over nature, and the cultural resources still remaining that may provide clues on how to live in friendship with the Earth. Recommended background: one course in philosophy or religion. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Environmental Studies 214 or 215, or Philosophy 214, or Religion 215. Normally offered every other year. Staff.

**ENVR 217. Mapping and GIS.** Geographical information systems (GIS) are computer-based systems for geographical data presentation and analysis. They allow rapid development of high quality maps, and enable sophisticated examination of spatial patterns and interrelationships. This course begins with a consideration of maps and general principles of cartography. Then it introduces GIS software running on the Windows operating system. Students are introduced to common sources of geographic data, learn methods for collecting novel spatial data, and consider data quality. Finally, students learn to extend the capabilities of GIS software to tackle more advanced spatial analysis tasks. Open to first-year students. Enrollment limited to 30. Normally offered every other year. C. Bohlen.

**ES/PS 218. U. S. Environmental Politics and Policy.** This course examines the development and current state of environmental policy in the United States at the federal, state, and local levels, while placing the making of this policy in the broader context of American politics, economics, and society. The course begins with a short history of environmentalism and the current state of American environmental politics and policy. Students then take a case study approach to a specific environmental issue relevant to the local area. This case study provides an opportunity for students to meet and interact with stakeholders involved with this issue. Prerequisite(s): Environmental Studies 204 or any political science course. Open to first-year students. Not open to students who have received credit for Political Science 218. Normally offered every other year. P. Rogers.

**ENVR 225. Comparative Environmental Politics and Policy.** Variations in political forms, economic status, cultural contexts, and the natural environment are significant factors in shaping environmental politics and policy around the world. This course investigates these differences using the framework of political ecology, and explores the potential of comparative analysis between cases. The regions of Western Europe, post-communist Eurasia, East Asia, Latin America, and Africa are examined. Prerequisite(s): Environmental Studies 202 or 204. Open to first-year students. Offered with varying frequency. P. Rogers.

**INDS 228. Caring for Creation: Physics, Religion, and the Environment.** This course considers scientific and religious accounts of the origin of the universe, examines the relations between these accounts, and explores the way they shape our deepest attitudes toward the

natural world. Topics of discussion include the biblical creation stories, contemporary scientific cosmology, the interplay between these scientific and religious ideas, and the roles they both can play in forming a response to environmental problems. Cross-listed in environmental studies, physics, and religion. Enrollment limited to 40. Not open to students who have received credit for Environmental Studies 228, Physics 228, or Religion 228. Offered with varying frequency. J. Smedley, T. Tracy.

**ES/JA 290. Nature in East Asian Literature.** How have poets and other writers in Japan and China portrayed, valued, and responded to the myriad phenomena that Western tradition calls “nature”? What ideas have they used to construct the relationship between human beings and the environment? Do their views offer the modern world a possible antidote to its environmental ills? Are these views too deeply conditioned by Asian traditions to be understood in the West? This course looks closely at several works from Japanese and Chinese traditions whose authors pay particular attention to the relationship between the self and the physical world the self observes. Specific writers may include Hitomaro, Saigyō, Kamo no Chomei, Bashō, Li Po, and Wang Wei. Conducted in English. Open to first-year students. Not open to students who have received credit for Environmental Studies 290 or Japanese 290. Normally offered every other year. S. Strong.

**ENVR 302. Wetland Science and Policy.** This course is an introduction to wetland ecosystems, wetland management, and current controversies over wetland policy. The course emphasizes hydrological, geological, and ecological processes that structure wetland ecosystems, the connections between wetlands and adjacent ecosystems, and how those ecological relationships affect wetland management. The emphasis is on wetlands as dynamic components of a complex landscape that may itself be changing in response to human actions. Prerequisite(s): One natural science set except physics sets. Enrollment limited to 20. Normally offered every year. C. Bohlen.

**ES/RU 314. “Nature” in Russian Culture.** How does a given culture understand and represent its relationship to the specific geography of its place in the world? This course explores the cultural landscape of Russia through a broad range of literary works, visual images, and ethnographic studies. Students examine some of the following issues: the relationship between geography and national identity; the political uses of cultural landscape; the interaction of agriculture, official religion, and traditional belief in peasant culture; and the role of class and revolutionary reimaginings of nature in the Soviet era. Conducted in English. Prerequisite(s): one course in Russian or environmental studies. Not open to students who have received credit for Environmental Studies 314 or Russian 314. Normally offered every other year. J. Costlow.

**ES/JA 320. Haiku and Nature in Japan.** The concise, seventeen-syllable verse form known today as haiku rose to prominence in the popular culture of seventeenth-century Japan. With its emphasis on the experience of the present moment and its use of clear natural imagery, haiku is seen by many as defining the way generations of Japanese have perceived and related to the natural world. This seminar examines the poetics of haiku and linked verse (*renku*) and looks at the expression of their aesthetics in recent Japanese literature and culture from architecture to the novel to Zen. The final section of the seminar investigates the apparent inability of this nature aesthetic to influence Japanese government policy on the environment. Recommended background: courses in Japanese or English literature, or human culture and the environment. Conducted in English. Normally offered every other year. S. Strong.

**ENVR 325. Seminar on World Agriculture.** This seminar introduces students to the history of agriculture, the manner in which contemporary agriculture is practiced around the globe, and the ever-changing nature of agriculture and its relationships to the broader social and natural worlds. Two important themes are emphasized in this seminar. The first is the continuing, though often overlooked, importance of agriculture in the modern world. The second is that agriculture is a multidimensional activity with social, cultural, political, economic, and environmental elements. There is a field component where students engage in on-farm research using farming system theories and participatory research techniques. Prerequisite(s): two of the following: Environmental Studies 203, 204, and 205. Enrollment limited to 15. Not open to students who have received credit for Environmental Studies 216. Normally offered every other year. P. Rogers.

**ES/PL 330. Seminar: Topics in Environmental Philosophy.** This seminar focuses on advanced topics in environmental philosophy and environmental ethics. A seminar from this topic is offered every other year.

**ES/PL 330A. Nature and Intrinsic Value.** Would it be wrong for the last person on earth to pollute a beautiful river? Many environmentalists answer with a resounding “Yes!” and thereby align themselves with some version of the claim that nature has intrinsic value. This course investigates the meaning and plausibility of that claim. Insights from ecology, political science (policy analysis), and economics augment the philosophical treatment of the topic. Prerequisite(s): One of the following: Environmental Studies 205, 212, 214, 215, 228, Philosophy 211, 212, 214, 256, 258, or 324. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. F. Chessa.

**ENVR 345. Seminar in African Wildlife Conservation.** This seminar explores three periods of sub-Saharan African history—precolonial, colonial, and postcolonial—in order to assess the changing fortunes of wildlife, habitat, and communities during these eras. Unlike popular views of Africa as an Eden untouched by human activity, the seminar emphasizes the long history and continuing importance of interrelationships between human communities and wildlife in sub-Saharan Africa. While the empirical focus is most definitely on Africa, broader theoretical and policy issues that are applicable to wildlife conservation elsewhere in the world also play a prominent role in the course. Prerequisite(s): two of the following: Environmental Studies 203, 204, and 205. Open to first-year students. Enrollment limited to 15. Normally offered every other year. P. Rogers.

**ENVR 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Open to first-year students. Normally offered every semester. Staff.

**ENV 365. Special Topics.** Offered occasionally in subjects of special interest.

**ENVR 365D. Principles of Town Design.** Faced with the gradual transformation of once-distinctive communities into sprawling agglomerations of subdivisions, shopping centers, and highway commercial uses, citizens at the beginning of the twenty-first century are taking a growing interest in physical aspects of community and town

design. Only through understanding some of the basic principles underlying the form and function of traditional towns will we be able to successfully redevelop existing developments and fit new developments harmoniously into our communities to reinforce their “sense of place.” This course analyzes how the physical scale and arrangement of buildings, open spaces, and streets can contribute to the function and perception of a community as a workable and livable place. Enrollment limited to 15. T. Holtwijk.

**ENVR 365E. Marine Resource Policy and Management in the Twenty-First Century.**

The coasts and oceans are “the last frontier” of natural resource and public lands policy making. As our technological abilities, population, and desire to use coastal and ocean resources have expanded exponentially in the last century, our management policies have lagged behind, rooted in an open-access “commons” theory. This course examines the resulting complex tension in the Gulf of Maine and around the world as scientists, managers, fishermen, conservationists, and many other stakeholders grapple with increasingly complicated issues of science, socioeconomics, and regulations, and we shift among open access, public lands, and private ownership management schemes. Enrollment limited to 15. S. Farady.

**ENVR 457-458. Senior Thesis.** This course involves research for and writing of the senior thesis, under the direction of a faculty advisor, and participation in a weekly seminar with other environmental studies seniors under the supervision of an environmental studies faculty member. The seminar supplements students’ one-on-one work with their advisors and provides a space for students to learn about each other’s work. Guidelines for the thesis are published on the program Web site or are available from the program chair. Students register for Environmental Studies 457 in the fall semester and for Environmental Studies 458 in the winter semester. Normally offered every year. Staff.

### Short Term Units

**ENVR s11. Ecological Restoration.** This unit examines ecological restoration, rehabilitation, and recovery within a broad environmental management context. Field trips, case studies, and a class project planning a restoration effort are used to explore why restoration is undertaken, how it is carried out, how one can assess the value or benefits of restoration, and how it fits into larger environmental and social contexts. Students examine restoration and natural recovery processes primarily in the context of Maine ecosystems, especially wetlands and aquatic ecosystems. Recommended background: Biology 270, Geology 103, or 106. Enrollment limited to 16. Offered with varying frequency. C. Bohlen.

**ES/RU s20. Environment and Culture in Russia.** This unit introduces a broad range of environmental issues in contemporary Russia, and invites students to consider those issues in cultural and historical context. Students spend three and one-half weeks at different locations in European Russia and the Urals, visiting sites ranging from newly privatized farms and peasant markets to industrial centers and conservation areas. A period of intensive preparation at Bates is followed by visits and conversations in Russia that acquaint students with ecologists, activists, governmental officials, and ordinary Russian citizens. Recommended background: one course in environmental studies or Russian studies. Enrollment limited to 12. Written permission of the instructor is required. Offered with varying frequency. J. Costlow.

**INDS s21. Writing a Black Environment.** This unit studies the response of black writers and intellectuals of the Spanish-speaking world to issues related to the natural environment. In countries and regions of Afro-Hispanic majority the presence of the oil industry has brought serious challenges to notions of economic progress, human rights, and national sovereignty, as well as individual and communal identity. Writers from Esmeraldas, Ecuador, and Equatorial Guinea chronicle the contradictory discourses present in their societies between modernity, tradition, the idea of progress, and the degradation of the ecosystem. Recommended background: Spanish 202. Cross-listed in African American studies, environmental studies, and Spanish. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for African American Studies s21, Environmental Studies s21, or Spanish s21. Offered with varying frequency. B. Fra-Moliner.

**ENVR s26. Using the Land.** Land use is one of the most significant environmental issues we face today. This unit examines the relationship between humans and land, as well as issues such as the ability of current land management practices to ensure the survival of human and other species, and the relative rights of human and other species to the land. Readings represent an American perspective and include *Walden, Wilderness and the American Mind, Sand County Almanac, Pilgrim at Tinker Creek, and Desert Solitaire*. Open to first-year students. Enrollment limited to 14. Offered with varying frequency. T. Wenzel.

**EC/ES s27. Sustaining the Masses.** Students in this unit investigate the contradictions and complementarities between economic development and global economic integration on the one hand and environmental protection on the other. Students spend up to four weeks in China visiting farming communities, large- and small-scale industrial enterprises, reforestation sites, nature reserves, and pollution control facilities. They also meet with villagers, workers, and government officials. Linkages between local and international economics, politics, history, culture, and the environment are explored using China as a case study. Recommended background: one or more of the following: Economics 101, 222, 227, 229, or Environmental Studies 202. Open to first-year students. Enrollment limited to 10. Written permission of the instructor is required. Not open to students who have received credit for Economics s27 or Environmental Studies s27. Offered with varying frequency. M. Maurer-Fazio, J. Hughes.

**ENVR s28. Contemporary Maine Environmental Issues.** This field research unit gives students an opportunity to explore important local environmental issues and to begin the development of social science field research skills. Student research focuses on identifying relevant stakeholders and describing relations between stakeholders in terms of a specific environmental issue. Examples of relevant issues include, but are not limited to, urban planning and sprawl, wildlife management, impacts of recreational use, water quality, and brownfields redevelopment. During the first week the unit introduces students to topics and research methods. Student groups then undertake research under the supervision of the instructor. Research results and methodological lessons learned occupy the last week. Prerequisite(s): Environmental Studies 202 or 204. Open to first-year students. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. P. Rogers.

**ENVR s46. Internship in Environmental Studies.** Projects may include hands-on conservation work, environmental education, environmental research, political advocacy, envi-

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ronmental law, or other areas related to environmental questions. Specific arrangement and prior approval of the Committee on Environmental Studies is required. Normally offered every year. Staff.

**ENVR s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Open to first-year students. Normally offered every year. Staff.

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## First-Year Seminars

Each First-Year Seminar offers an opportunity for entering students to develop skills in writing, reasoning, and research that will be of critical importance throughout their academic careers. Enrollment is limited to fifteen students to ensure the active participation of all class members and to permit students and instructor to concentrate on developing the skills necessary for successful college writing. Seminars typically focus on a current problem or a topic of particular interest to the instructor. First-Year Seminars are not open to upperclass students. They carry full course credit.

**General Education.** One designated seminar may be used in fulfilling General Education requirements. In addition, one designated seminar may be used to fulfill the quantitative requirement. Designations are listed in the introductory paragraphs of departments in the Catalog.

### Courses

**FYS 069. Psychology and Peace.** This seminar considers the contribution of psychological concepts to the development and maintenance of world peace. The concepts are used to both analyze the conditions that have led to the current level of international tensions and evaluate proposals for the promotion of world peace. R. Wagner.

**FYS 071. Ancient Stories to Modern Ears.** Much of the literature that has survived from antiquity, including the scriptures of the world's major religious traditions, was once communicated orally. Through analysis of storytelling technique and the impact of oral delivery on hearers, the course addresses the problem of how to interpret stories from remote ages and varying ethnic and religious traditions, and how meaning has been affected in the shift from events of communication between persons to literary works. Students examine stories from Homer, Aesop, Genesis, the Gospels, Jewish Rabbinic and Hasidic sages, early Christian hermits, and the Islamic Hadith. R. Allison.

**FYS 084. Anatomy of a Few Small Machines.** One can treat the products of technology as “black boxes”—plain in purpose but mysterious in function. A more flexible and exciting life is available to those who look on all such devices as mere extensions of their hands and minds—who believe they could design, build, modify, and repair anything they put their hands on. This course helps students do this primarily through practice. Only common sense is required, but participants must be willing to attack any aspect of science and technology. Field trips are required. G. Clough.

**FYS 135. Women in Art.** Beginning in the 1970s in response to the feminist movement, the investigation of women’s roles in the production of visual culture has expanded the traditional parameters of art history. Now a leading method of analysis, this approach provides exciting insights into fields ranging from Egyptian sculpture to contemporary photography. This seminar discusses women as subjects, makers, and patrons. Topics include Egyptian royal imagery, women as Renaissance subjects and painters, Venus in Renaissance marriage paintings, women as Impressionist painters and subject matter, artists and models in the twentieth century, and women in the New York art world since World War II. R. Corrie.

**FYS 172. Power and Perception: Cinematic Portraits of Africa.** Most Americans have “seen” Africa only through non-African eyes, coming to “know” about African society through such characters as Tarzan and such genres as the “jungle melodrama” or the “nature show.” In this seminar, films from the North Atlantic are juxtaposed with ethnographic and art films made by Africans in order to examine how to “read” these cinematic texts. Related novels and ethnographic texts help to answer central questions about the politics of representation: what are the differences in how African societies are depicted and why are different issues and points of view privileged? E. Eames.

**FYS 187. Hard Times: Economy and Society in the Great Depression.** The Great Depression was a watershed in the experience of Americans and Europeans, bringing a transformation in many dimensions of life, such as unemployment, poverty, agriculture, unions, financial markets, and leisure. This seminar examines the Depression years, focusing on economic and social issues, and the debate about the role of government in citizens’ lives. M. Oliver.

**FYS 191. Love and Friendship in the Classical World.** The ancient meanings of friendship and the ways in which friendship was distinguished from love are the subject of this course. Students read and analyze ancient theorists on friendship and love, such as Plato and Cicero, and also texts illustrating the ways in which Greek and Roman men and women formed and tested relationships within and across gender lines. The topics under discussion include: friendship as a political institution; notions of personal loyalty, obligation, and treachery; the perceived antithesis between friendship and erotic love; the policing of sexuality; friendship, love, and enmity in the definition of the self. All discussions use the contemporary Western world as a reference point for comparison and contrast. D. O’Higgins.

**FYS 227. Montaigne.** Montaigne had the unprecedented idea of focusing his one great book, *The Essays* (1580), on himself. Because he was so perceptive and so candid in carrying out this project, we can get to know him more intimately and more completely than any prior person. Because he had filled his head with the Greek and Latin classics, we can watch him use these ancient materials to fashion a modern self. Finally, because he was never quite content with the first form of any essay, but returned to revise and re-revise in

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an effort to improve his thinking and writing, we apprentices and journeymen can go to school with a past master of prose composition. J. Cole.

**FYS 234. The U.S. Relocation Camps in World War II.** During World War II, the United States government interned more than 110,000 resident Japanese and American citizens of Japanese descent in “relocation camps” far away from their homes. This course studies the history of Asian immigration to the United States; the political, social, and economic conditions of the United States prior to internment; the relocation camps themselves; and the politics of redress leading to the presidential apology over the wartime “mistake” a half century later. A. Hirai.

**FYS 244. (Un/Nu)clear Fallout: Nuclear Fission Technologies and Environmental Human Health.** After the bombs were dropped on the Japanese cities of Hiroshima and Nagasaki, atomic fission technologies were a part of modern culture. Were humans prepared for the environmental and human health effects of atomic fission? If they were not prepared, was it due to ignorance, hubris, deliberate indifference, or some other factor or combination of factors? In this seminar students examine the environmental and human health effects of atomic fission technologies, and the people who made decisions about these effects, beginning with the earliest experiments and continuing through present-day controversies surrounding the disposal of radioactive material. R. Austin.

**FYS 247. Growing into Japaneseness: Childhood and Adolescence in Japanese Society and Culture.** How do people come to experience themselves as being of a particular nationality, and how do they come to define that nationality as they do? How is this related to the process of their becoming men and women? This seminar explores these questions by looking at the experience of one group of people in one particular contemporary society: children in Japan. The course considers in particular the roles of education and mass culture in the process of coming to adulthood. Texts include historical and social scientific analyses as well as fiction and comics. All readings and discussion are in English. M. Wender.

**FYS 251. Spectacles of Blood: Roman Gladiators and Christian Martyrs.** This course considers the sociology of violence in the ancient world by exploring the question, “Why did Romans like to watch people die?” Students trace the history of gladiatorial games from their origins as Etruscan funeral rites to their culmination in violent spectacles of death routinely enjoyed by Romans of every segment of society in the early empire. In the second half of the course, students trace the phenomenon of martyrdom in the early Christian Church and the reasons why Christian martyrs might embrace a violent, public death in the arena. Assigned readings are drawn from English translations of primary sources and selected secondary readings. M. Imber.

**FYS 255. The Psychology of Influence.** Much of human behavior is directed toward influencing others. The field of social psychology has systematically investigated the nature of people’s influence on one another. This course uses social psychological theory and research to examine the phenomenon of how people influence one another. Topics to which social psychological theory and research are applied include the Holocaust, advertising, pseudoscience, health prevention programs, cults, eyewitness identifications, and prejudice. A. Bradfield.

**FYS 261. “Ain’t I a Woman”: Writing a Woman’s Life.** Drawn from a speech given at the Women’s Rights Convention in Akron, Ohio, in 1852, the words of Sojourner Truth,

“Ain’t I a woman?” still ring forth to remind women of their right to explore, to claim, and to express their own realities. Students examine classic and contemporary writings that have awakened and sustained women in their search for a unique place in the world as they attempt to move beyond the conventions defined for them. Students approach the course material from the perspective of what autobiography, biography, memoirs, and fiction have in common, as they are used to re-create educational experiences. Students both explore their own educational autobiographies and conduct thirty hours of field-based research. M. Makris.

**FYS 271. Into the Woods: Rewriting *Walden*.** On 4 July 1845, Henry David Thoreau declared his independence and moved to a shack in the woods near Walden Pond. Since 1845, many individuals have repeated his experiment in one form or another. This course examines a number of these Thoreauvian experiments and their historical context. Why do these individuals take to the woods? What do they find there? What do their experiences say about American culture and society? In seeking answers to these questions, students read a variety of literary, historical, and autobiographical texts. G. Lexow.

**FYS 274. Physics in the Twentieth Century.** An introduction to great twentieth-century discoveries in physics, including the wave-particle duality of light and matter, quantum effects, special relativity, nuclear physics, and elementary particles. Laboratory experiments such as the photoelectric effect and electron diffraction are incorporated into the seminar. This seminar can substitute for Physics 108 and is designed for students who had a strong background in high school physics. J. Pribram.

**FYS 276. Mathematics and War.** From Archimedes, who designed ingenious devices to help defend Syracuse against a siege by the Romans in the third century B.C.E., to John von Neumann and many others who worked on the Manhattan Project in World War II, mathematicians have played an important role in supporting their country’s war effort. In this course students explore what happens when mathematical thinking is applied to situations of conflict. Can mathematical understanding help us to fight wars more effectively? Could mathematical models help us prevent wars? Students investigate and critically assess the power and the limitations of applying mathematical techniques to study war and peace. B. Shulman.

**FYS 278. Hell’s Fire.** The idea of hell and damnation plays a crucial role throughout much of Western culture. It provides a dark shadow of religious belief and evocative imagery to continually evolving concepts of divine justice, sin and its commensurate punishment, and the end of time. This seminar undertakes an archeology of knowledge regarding the history and practice of hell and damnation. Students investigate philosophical and religious writings, great works of literature such as Dante’s *Inferno* and Goethe’s *Faust*, and view representations of hell in the arts and film. The seminar concludes by posing the question: Do hell and damnation, now secularized and this worldly, continue to live on in the modern period, as in Auschwitz and the Gulag? D. Sweet.

**FYS 280. Confucius: Faith and Transgression.** This course introduces a set of values and a way of life often understood to be at the core of East Asian civilizations. Confucius’ teachings began spreading as early as the sixth century B.C.E., first in China and then in other parts of East Asia. For much of the past two millennia, the Confucian canon provided a compelling if not always universal foundation for spiritual and cultural development, social institutions, and state government in China, Japan, Korea, and Vietnam. This course begins with the very basic question of what it means to be a Confucian, and then

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proceeds to explore the Confucian commitment to ethics, culture, politics, and society, and the canon's sometimes controversial relationship with commerce, nature, and womanhood. All materials are presented in English. J. Zou.

**FYS 281. Globalization through Numbers.** Globalization is an increasingly familiar term, but there is little consensus about what exactly the phenomenon means, and how we should go about studying it. Globalization has been blamed for increased income inequality in poor countries; praised for making us all, on average, better off; and accused of rendering the state powerless by turning the globe into a “McWorld.” This course introduces the pros and cons of globalization and research methods to evaluate these competing claims. Students learn how to collect, process, evaluate, and incorporate numerical data into their research. Á. Ásgeirsdóttir.

**FYS 282. Issues in Oceanography.** Even though the ocean covers nearly three-quarters of the earth's surface, we know less about many aspects of the ocean than we know about the backside of the moon. Yet the ocean is an important source of food and mineral resources, it supports diverse ecosystems, and ocean processes are critically important in determining short- and long-term climate change. This course examines current topics in oceanography through reading, writing, discussion, and occasional field trips. The issues explored include fishing, deep-sea mining, marine pollution, coral bleaching, coastal development and erosion, El Niño, and climate change. W. Ambrose.

**FYS 283. Bodies in Pain.** Few subjects so reveal the limits of human understanding as the experience of pain. For one experiencing pain, few things seem more certain; yet for one hearing about another's pain, few things seem more difficult to describe, to share, or to confirm. Bodies in pain thus raise difficult, consequential questions about the nature of vulnerability and credibility. This seminar examines questions of knowledge and embodiment, through intensive study of literary, philosophical, and ethnographic accounts of suffering. Students devote particular attention to the racial, sexual, and economic politics of pain, using source material ranging from nineteenth-century literature to contemporary medical policy. R. Herzig.

**FYS 284. Burning Our Planet.** From the first campfires of the Paleolithic people several hundred thousand years ago to the invention of the modern internal combustion engine in the twentieth century, fire has played a key role in human cultural, economic, and technological development. The deliberate use of fire, however, has resulted in major modification of the planet's environment, including widespread changes in the landscape, a loss of biodiversity, and global warming. This course examines the history of and relationship between humans and fire, and the impact of fire on the planetary environment. B. Johnson.

**FYS 285. The Love Lyric and Society.** Poetry has been used to express love throughout the ages. But is love a form of ideology? Could love poems sustain traditional power relations? This course examines love sonnets written in the age of Shakespeare from two points of view: the celebration of individualistic expression and aesthetic brilliance central to formalism, and the analysis of lyric and society important to historical approaches. Writers include William Shakespeare, Mary Wroth, Louise Labé, John Donne, and Thomas Wyatt. C. Malcolmson.

**FYS 287. Music and Metaphor: The Sounds in African American Literature.** While African American musical traditions command attention on stages across the world, they have a unique home in African American literature. This course explores folk, sacred,

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blues, jazz and hip hop music as aesthetic and sociopolitical resources for African American authors. Course text include poetry, drama, fiction, criticism, and theory. Authors may include Sterling Plump, Toni Morrison, Jayne Cortez, Albert Murray, W. E. B. Du Bois, Zora Neale Hurston, Larry Neal, and Ralph Ellison. K. Ruffin.

**FYS 288. Luck and the Moral Life.** Our lives are deeply subject to luck. Many human needs are subject to fate yet are necessary not only to a good life, but to a morally virtuous life as well. This course explores the relationship between luck and morality, beginning with the metaphysical problem of free will. Then, turning to Aristotle's virtue ethics, students examine the role friendship plays in the moral life and the way it protects us from bad luck. Finally, they look at Kant's attempt to make morality "safe" from luck alongside Euripides' *Hecuba*, which dramatically highlights the issue of whether virtue can ever be immune from misfortune. S. Stark.

**FYS 289. The Life Story of the Buddha.** The Buddha Siddhartha Gautama, also known as Sakyamuni, is famed as the founder of the Buddhist religion. Though he lived in Northern India about 2,500 years ago, most of what we know about him consists of legends that were developed by Buddhists over the centuries. The course examines these legends, with an eye on the factors that led to their evolution, and the ways in which changing conceptions of the Buddha reflect developments in Buddhist thought. At the same time, it serves as a basic introduction to the fundamental teachings and practices of Buddhism. J. Strong.

**FYS 290. Controversies in Criminal Policy.** Does the death penalty deter anyone? Do prisons rehabilitate? Should criminal offenders be "out" after "three strikes"? Should the names of registered sex offenders be made public? Should the laws of self-defense be modified to include certain forms of domestic homicide? Is anything accomplished by treating some juvenile offenders as adults? Ought the police be permitted to "profile" suspects on the basis of race? These and other questions reflect some of the issues about crime control that are debated in the criminal justice system, in the news media, and among segments of the general public. The seminar focuses on the ways by which such issues are framed, the persons and interests involved in their debate, and the effects on crime and the criminal justice system of such debate and its resolution. S. Sylvester.

**FYS 291. The Computer, the Book, and Beyond.** The hypertexts enabled by the computer age are the latest incarnation of the technology of writing. We could argue, as many literary theorists do, that writing has always already involved technology of one kind or another. Using examples from medieval manuscript culture and from early modern print culture, this course examines the relation between technology and writing. After exploring the reading and writing practices permitted and promoted by pre-print and print cultures, the course turns its attention to hypermedia. The move from tactile to digital, from material to virtual textuality involves and engagement of the theories of interpretation that are reconfiguring the contemporary field of literary studies. M. Hanrahan.

**FYS 292. Growing Up Perfect.** Every one of us wonders what we would be like if we realized our full potential, and every society struggles to describe the royal road to human perfection. From Aristotle's "reflective intelligence" to J. K. Rowling's Harry Potter, the library shelves bulge with examples and advice. In this course, students read classic guides of self-improvement from 2,000 years of global culture—Roman, Chinese, American, and European—looking for the cultural supermodel that makes a bestseller, or moves a society. D. Grafflin.

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**FYS 293. *Mephisto*: Film, Novel, Screenplay.** This seminar studies the astounding motion picture *Mephisto*, directed by the Oscar-winning Hungarian film director Istvan Szabo. The film is a study of evil and temptation in Nazi Germany. Students read the original novel written by Klaus Mann, son of Thomas Mann, and compare it with the film by using the screenplay to analyze the various aspects of narrative and enunciation as they are manifested in the two media. Topics include historical and political background to the film; students also perform a detailed character study of the main role and an analysis of the acting profession. K. Vecsey.

**FYS 294. Race and Its Representations.** Despite contemporary rhetoric of “colorblindness,” the discourse of race is both obvious in public affairs and subtly embedded in ostensibly neutral social phenomena. This course studies the historical formation of racial categories—especially in the United States—and explores some theoretical literature on race. Students examine how representations of race in film, art, and literature act in the production of different identities; how to uncover hidden forms of racial expression; and how gender, sexuality, and class interact with race. The class asks whether “colorblindness” is indeed a perspective for which we should strive as a society or whether we can achieve an enlightened humanism without erasing racial specificity with its ethical and political imperatives. S. Houchins.

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## Geology

*Professors Creasy, Retelle, and Eusden (chair); Assistant Professor Johnson; Lecturer Clough*

Located in the northern Appalachian mountains, the College affords students excellent opportunities for study and research in the geological sciences. The curriculum utilizes this setting by stressing field-oriented and laboratory-supported inquiry into bedrock, surficial, and environmental geology. This program leads students and faculty alike to a fuller understanding and appreciation of the geological sciences.

Earth Surface Processes (103), Plate Tectonics (104), Impacts and Mass Extinctions (115), and Lunar and Planetary Science (110) introduce students to areas of active research and current interest in earth and environmental sciences and are vehicles for acquiring a basic understanding of processes that have formed and continue to shape the Earth and other planets.

Short Term units in geology offer a unique experience to students. Geologic field methods, mapping techniques, and geochemical analyses are learned in a variety of spectacular settings, including Australia, the Canadian Arctic, the American Southwest, and the lakes, mountains, and coast of Maine.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The major requirements include two courses at the 100 level, four courses at the 200 level (Geology 210, 223, 230, and 240), two elective courses at the 300 level, and a geology Short Term unit. The program in geology culminates in a two-semester senior research experience (Geology 457 and 458) that consists of an original contribution based on field and/or laboratory investigations by the student under the supervision of a faculty committee.

For the B.S. degree a student is required to complete Chemistry 107 and 108, Math 105 and 106, and Physics 107 and 108. For the B.A. degree a student is required to complete one year of chemistry or of physics. The B.S. degree is recommended for students planning careers in geology or environmental science.

**Interdisciplinary Interests.** The departmental course offerings allow a maximum of flexibility to meet individual interests. Students with environmental interests are encouraged to choose a major in geology or environmental studies with a geology concentration or a double major involving geology and another natural science such as biology, chemistry, or physics. Students contemplating a major in geology or an interdisciplinary major or double major must consult with the geology faculty during their second year to plan an appropriate program of study. All programs are subject to departmental approval.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses counting toward the major except for 100 level courses.

**General Education.** The following courses may serve as a department designated set: 1) any two courses listed at the 100-level with the subject "GEO" or one 100-level "GEO" course and one course numbered at the 100-level that is cross-listed with Geology; 2) one 100-level geology course and one geology Short Term unit. A student may request that the department approve a two-course set with one course at the 200-level prior to enrolling in the 200-level course. Any Short Term unit listed below, or First-Year Seminar 084 or 284 may serve as the third course option as partial fulfillment of the natural science requirement. The quantitative requirement may be satisfied through 110, 115, 210, 223, 230, or 240.

## Courses

**GEO 103. Earth Surface Processes.** The earth's surface environments are in a constant state of change resulting from the interaction of its atmosphere, hydrosphere, biosphere, and lithosphere. Changes on the surface occur on various time scales from brief, severe storms to glaciations lasting thousands of years. Studies of surficial processes and materials illustrate the dynamic nature of the earth and provide a key to understanding past and future environmental change. The lecture is complemented with field and laboratory study. Field experiences include day trips to the Saco River, the Bates-Morse Mountain Conservation Area, and Acadia National Park. Enrollment limited to 52. Normally offered every year. B. Johnson, M. Retelle.

**GEO 104. Plate Tectonics.** Plate tectonic theory provides a model for the origin and evolution of mountains. The slow and steady movements of lithospheric plates govern the dis-

tribution of rocks, volcanoes, earthquakes, and continents. Study of active and ancient tectonism reveals dramatic past, present, and future global environmental changes. The laboratory illustrates the tectonic history of the Earth's crust through interpretation of geologic and tectonic maps and rocks. Field trips include day trips to local quarries, Mount Washington, and the Maine coast. Enrollment limited to 52. Normally offered every year. J. Eusden, J. Creasy, Staff.

**AT/GE 110. Lunar and Planetary Science.** An introduction to the solar system using the methods of physics and geology. The historical development of our understanding of planetary motion leads to the contemporary view of celestial mechanics essential to exploration by spacecraft. The composition, formation, and age of the solar system are examined, together with the physical processes involved in the development of planetary interiors and surfaces. Basic algebra and geometry are used throughout. Laboratory work emphasizes the principles of remote sensing and exploration technology. Nighttime telescope work is expected. Enrollment limited to 56. Not open to students who have received credit for Astronomy 110 or Geology 110. Normally offered every year. G. Clough.

**BI/GE 112. Oceanography.** An integrated, interdisciplinary overview of the chemistry, physics, geology, and biology of the world's oceans. Topics include chemical and physical properties of sea water, ocean circulation, evolution of ocean basins, coastal geomorphology, the distribution and abundance of organisms in the major marine communities, the status of the world's most important fisheries, and the role of the ocean in the global carbon cycle. Enrollment limited to 40. Not open to students who have received credit for Biology 110. Offered with varying frequency. W. Ambrose.

**AT/GE 115. Impacts and Mass Extinctions.** What happens when a ten-kilometer rock, traveling at forty kilometers per second, hits the Earth? As the dinosaurs discovered sixty-five million years ago, it is not a pretty picture. Scientists now believe that such catastrophically violent collisions, apparently common in the past, are inevitable in the future as well. But impacts alone may not explain the mass extinction events that have shaped the history of life on earth; global-scale volcanism and climate change are examples of more familiar processes. This course examines the role of impacts in the Earth's history and the heated debate regarding the causes of mass extinctions. Enrollment limited to 64. Not open to students who have received credit for Geology 115 or Astronomy 115. Offered with varying frequency. J. Creasy, E. Wollman.

**BI/GE 181. Introduction to Paleontology.** The evolution of the vertebrates above the species level is treated in both biological and geological contexts. Enrollment limited to 40. Not open to students who have received credit for Biology 181. Normally offered every year. E. Minkoff.

**GEO 210. Sedimentology.** The study of modern sedimentary processes and environments provides geologists with a basis for comparison with ancient deposits preserved in the rock record. When viewed in light of modern plate-tectonic models, the analysis of modern sedimentary environments and reconstruction of ancient environments permit stratigraphic reconstructions at regional and global scales. Laboratory work includes studies of processes and interpretation of modern and ancient depositional systems. Prerequisite(s): any two introductory geology courses or one introductory geology course and one of the following: Chemistry 107A, Chemistry/Environmental Studies 107B, Mathematics 105, or Physics 107. Normally offered every year. M. Retelle.

**GEO 223. Rock-Forming Minerals.** Geochemical processes that occur in the lithosphere, such as the formation of rocks, are understood through the study of minerals. This course covers the principles of crystal chemistry and the occurrence, composition, and compositional variation of the common silicate minerals. The laboratory involves hand-specimen identification and determination of mineral composition by optical microscopy, scanning electron microscopy, and energy dispersive X-ray spectrometry. Prerequisite(s): any introductory geology course. Corequisite(s) or prerequisite(s): Chemistry 107A or Chemistry/Environmental Studies 107B. Normally offered every year. J. Creasy, Staff.

**GEO 230. Structural Geology.** The processes of mountain building and plate tectonics are understood by observing the structure and architecture of rocks. This course explores the nature and types of structures present in rocks that make up the earth's crust. Fundamental concepts and principles of deformation are examined in a variety of field settings. The laboratory introduces the techniques used in descriptive and kinematic structural analysis. Several one-day excursions and one several-day field trip take place throughout Maine and the mountains of the northern Appalachians. Prerequisite(s): any two introductory geology courses or one introductory geology course and Chemistry 107A or Chemistry/Environmental Studies 107B, or Mathematics 105 or Physics 107. Normally offered every year. J. Eusden.

**GEO 240. Environmental Geochemistry.** This course is an introduction to the chemistry of geological processes that occur at the Earth's surface. Basic concepts are presented in the framework of biogeochemical cycling of the major organic elements through geologic time. Topics revolve around the hydrologic cycle and include biologically mediated chemical weathering of rocks and minerals and interactions between organic and inorganic species. The laboratory includes field trips to local environmental "hotspots" and chemical analysis of geologic samples using inductively coupled plasma emission spectroscopy, gas chromatography, written reports, and problem sets. Prerequisite(s): any 100-level geology course and Chemistry 107A or Chemistry/Environmental Studies 107B. Enrollment limited to 20. Normally offered every year. B. Johnson.

**GEO 310. Quaternary Geology.** The Quaternary Period, representing the last 1.6 million years of geologic history, is characterized by extreme climatic fluctuations with effects ranging from globally synchronous glacier expansions to periods warmer than present. Records of the climatic fluctuations are contained in sediments on land and in the oceans and lakes and also in the stratigraphy of ice caps. This course examines the various climate proxy records and the dating methods used to constrain them. Fieldwork focuses on the recovery of sediment cores from local lakes, while indoor labs emphasize physical, chemical, and paleontological analyses of the sediment cores. Prerequisite(s): any 200-level geology course. Normally offered every other year. M. Retelle.

**GEO 315. Glacial Geology.** Glaciers, ice caps, and ice sheets are presently located in high latitude and high altitude areas of the globe. However, during the height of the last ice age, about 18,000 years ago, major ice sheets extended to mid-latitudes from the polar regions and to lower elevations in mountainous regions of low latitudes. Lectures investigate processes of modern glaciers, evidence for former extent, and the cause of climatic variability between glacial and interglacial periods. The laboratory introduces students to glaciogenic sediments, stratigraphic analysis, glacial landforms, and field mapping. Several one-day local field trips and one overnight field trip take students to sites in Maine and northern New England. Prerequisite(s): any 200-level geology course. Normally offered every other year. M. Retelle.

**GEO 325. Electron Microscopy and Energy Dispersive Spectrometry.** The intent of this course is for students to become proficient in geologic applications of the scanning electron microscope (SEM) equipped with an energy dispersive spectrometer (EDS). Microscopic textural analyses of rocks and minerals, X-ray microanalysis of minerals, and compositional imaging and digital image processing are techniques performed in this course. Students are trained in the use of the SEM/EDS system and a variety of sample preparation methods. Lectures focus on the theoretical aspects of electron microscopy as well as the methods and interpretations of data collected using the SEM/EDS. Students work individually or in small teams on a self-designed research or curriculum development project involving the SEM/EDS. Prerequisite(s): any 200-level geology course. Offered with varying frequency. J. Eusden.

**GEO 340. Stable Isotopes and Past Environments.** The stable isotope analysis of organic matter preserved in the geologic record has revolutionized human understanding of paleoenvironments and biogeochemical cycling at the earth's surface. For example, stable carbon isotope analysis of soil organic matter reveals major shifts in terrestrial vegetation through geologic time, which has a major impact on atmospheric carbon dioxide levels. This course focuses on the theory and applications of stable isotope fractionation in biological materials for modern and past environmental research. The laboratory includes field work at Maine coastal settings and analysis of geologic materials using an isotopic ratio mass spectrometer. Possible projects include tracking changes in terrestrial carbon cycling of Maine over the last 8,000 years and documenting changes in energy flow in marine food webs through time. Prerequisite(s): any 200-level geology course. Enrollment limited to 10. Offered with varying frequency. B. Johnson.

**GEO 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**GEO 364. Plate Tectonics, Climate Change, and Landscape.** Plate tectonics and climate often interact in profound ways. For example, high rainfall creates rapid erosion that reduces the height of compressional mountain ranges; ash plumes from arc volcanism may trigger global cooling and also restore water to the atmosphere and oceans. This seminar explores these and other relationships with a focus on active tectonic environments and today's climate as well as paleoclimate change and ancient tectonics. Students give in-class presentations on these topics from the current literature and investigate in the lab the fundamentals of tectonic processes. They also participate in field excursions to rock exposures demonstrating the relationships between ancient tectonics and paleoclimate in the Appalachians. Prerequisite(s): any 200-level geology course. Offered with varying frequency. J. Eusden.

**GEO 365. Special Topics.** A course reserved for a special topic selected by the department. Written permission of the instructor is required.

**GEO 367. Biomolecular Paleoclimatology.** Biologically synthesized compounds in the geologic record can persist for billions of years. The presence of these compounds in core sediments, bones, potsherds, and rocks provides valuable information on past environments, climates, and biological processes. This course focuses on the use of compound-specific

data in conjunction with other types of paleoenvironmental proxies to reconstruct paleoclimatology. Prerequisite(s): any 200-level geology course. Enrollment limited to 8. Normally offered every other year. B. Johnson.

**GEO 381. The Lithosphere.** The formation and occurrence of rocks in the lithosphere are directly relatable to plate tectonic processes. Specific tectonic environments such as rift valleys or oceanic subduction zones are characterized by specific assemblages of igneous and metamorphic rocks. The course examines rock assemblages typical of global tectonic environments, the processes by which they are generated, and the methods by which they are studied. The laboratory is project-oriented and includes field studies, optical and X-ray analytical techniques, and written reports. Prerequisite(s): any 200-level geology course. Normally offered every year. J. Creasy.

**GEO 391. Seminar in Appalachian Geology.** A description of the Appalachian Mountain Belt. The purpose is to understand the tectonic evolution of the Appalachian Mountains. Plate tectonic models that are particularly helpful in enhancing our understanding are discussed in detail. Students are expected to do independent work and to give oral and written reports. Fieldwork includes several day trips and an overnight traverse through the northern Appalachians of Vermont, New Hampshire, and Maine. Prerequisite(s): any 200-level geology course. Normally offered every other year. J. Eusden.

**GEO 457-458. Senior Thesis.** The thesis is a program of independent research conducted by the student, on a field and/or laboratory problem, under the direction of a faculty mentor. All seniors must take both courses and participate in the regularly scheduled weekly seminar. Such participation includes preparation of a thesis proposal and a thesis outline, timely submission of written results, and oral progress reports of thesis research. Students are responsible for scheduling individual meetings with their faculty committee. A final thesis document is submitted by the student at the end of the winter semester. All non-honors theses in 2003-2004 are due 2 April. A public presentation and an oral defense are scheduled during reading week of the winter semester. Students register for Geology 457 in the fall semester and for Geology 458 in the winter semester. Normally offered every year. Staff.

### Short Term Units

**AT/GE s22. The Exploration of Space.** This unit is an intensive introduction to space exploration, emphasizing the science and technology upon which it is based. The unit is conducted as multiple parallel short courses, with topics including the mechanical engineering of spacecraft design, the mathematics of space navigation, the political history of space exploration, and the significance of exploration in the human experience. The unit makes extensive use of NASA data, films, and other materials. Recommended background: proficiency in high school algebra and trigonometry. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Astronomy s22 or Geology s22. Offered with varying frequency. G. Clough.

**GEO s28. Paleoenvironments in Maine.** This laboratory and field-based unit examines paleoenvironmental information derived from biochemicals preserved in the geologic record of Maine. The focus is on the late and postglacial record archived in lake, marine, and salt marsh sediments. Field work entails the study of stratigraphic sections and recovery of core materials. Lab work involves the analysis of the physical nature and biochemical composition of the sediments for paleoenvironmental reconstructions. Students

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acquire basic biogeochemical laboratory skills using organic glassware and gas chromatography (GC) and an understanding of the power of biogeochemistry for paleoenvironmental research. Prerequisite(s): any 100-level geology course. Open to first-year students. Enrollment limited to 10. Offered with varying frequency. B. Johnson.

**GEO s34. Field Geology in the Southern Rocky Mountains.** A mobile course in geologic field methods and mapping provides experience with a wide variety of rock types and structural styles in the southwestern United States. Detailed studies are done at several sites in the Foreland Fold and Thrust Belt of New Mexico and Colorado, the Colorado Plateau of Arizona and Utah, and the Basin and Range Province. Recommended for majors. Prerequisite(s): any 100-level geology course. Open to first-year students. Enrollment limited to 10. Written permission of the instructor is required. Offered with varying frequency. J. Creasy.

**BI/GE s38. Geologic and Biologic Field Studies in the Canadian Arctic.** This unit examines the biology and Quaternary geology of the eastern Canadian Arctic. Research focuses on glaciology, snow hydrology, and sedimentation in fjords and lakes, and the adaptations required of terrestrial and aquatic plants and animals to survive in the Arctic. Students prepare geologic and vegetation maps, examine animal distributions, study modern fjord and lacustrine environments, and collect and analyze water and sediment samples from lake and marine environments. Emphasis is placed on the relations between biological and geological patterns. Prerequisite(s): one of the following: Biology 201 or any introductory geology course. Recommended background: field experience in biology or geology. Open to first-year students. Enrollment limited to 12. Written permission of the instructor is required. Not open to students who have received credit for Biology s38 or Geology s38. Offered with varying frequency. W. Ambrose, M. Retelle.

**GEO s39. Geology of the Maine Coast by Sea Kayak.** Six hundred million years of geologic history are preserved in the spectacular rock exposures of the Maine coast. Students learn how to interpret this geologic history by completing four one-week bedrock mapping projects of coastal exposures on offshore islands. Islands in Casco Bay, Penobscot Bay, and Acadia National Park are used as both base camps and field sites for these projects. Travel to and from these islands is done in sea kayaks. Students are trained in kayaking techniques, sea kayak rescue and safety, and low-impact camping by a certified kayak instructor who stays with the group for the entire Short Term. No previous kayaking experience is necessary. Participants must be able to swim. Prerequisite(s): any 100-level geology course. Open to first-year students. Enrollment limited to 10. Offered with varying frequency. J. Eusden.

**GEO s46. Internship in the Natural Sciences.** Off-campus participation by qualified students as team members in an experimental program in a laboratory or field setting. Internships require specific arrangement and prior department approval. Offered with varying frequency. Staff.

**GEO s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

# German, Russian, and East Asian Languages and Literatures

*Professors Decker (chair), Costlow, and Sweet; Associate Professors Browne, Strong (on leave, fall semester), and Yang; Assistant Professors Wender and Zou; Instructor Miao; Lecturers Neu-Sokol (on leave, winter semester), Ofuji, and Pesenson*

Students of German, Russian, and East Asian languages gain particular insight into peoples whose lives are in the process of unprecedented change. The curricula in Chinese, Japanese, German, and Russian emphasize the interconnections of society, culture, and language. They assert the vitality of traditions challenged and invigorated by change, and the importance of attaining fluency not just in language but in the nuances of cultural understanding. The department offers majors in Chinese, German, Japanese, and Russian language and literature.

**Secondary Concentration.** A secondary concentration can be pursued in all languages offered. Application for a secondary concentration should be made to the chair of the department. A secondary concentration requires a minimum of seven courses in the given language (or six courses and a designated Short Term unit). At least one of the seven courses must involve a study of literature or culture (taught either in the language or in translation), but only one course in translation may be counted toward the concentration. A student may petition to have up to three comparable courses, completed at other institutions either in the United States or abroad, apply toward the secondary concentration.

All students, and especially majors, are strongly encouraged to spend an extended period of time abroad prior to graduation. Opportunities to do so include participation in the Bates Fall Semester Abroad programs in Austria, China, Japan, Germany, and Russia; junior year or junior semester abroad programs; summer sessions; and the various off-campus Short Term units sponsored by the department.

Entering students are assigned to the appropriate level in language courses according to the following criteria: their performance on a SAT II or Advanced Placement Test of the College Entrance Examination Board taken in secondary school, relative proficiency based on length of previous study, and/or after consultation with an appropriate member of the department.

**Foreign Literatures and Cultures in Translation.** While the department emphasizes the importance of acquiring the fluency needed to study literature and culture in the original, many courses are offered in translation. See listings under individual languages for detailed descriptions of these courses.

CHI 207. Masterworks of Chinese Literature in Translation.

CHI 209. Modern China through Film and Fiction.

CHI 210. Masculinity and Criminality in Chinese Literature and Cinema.

CHI 261. Self and Society in Chinese Culture: Classics and Folk Tales

AS/CI 330. Chinese Culture and Agrarian Society.

CHI s30. Chinese Calligraphy and Etymology.

GER 230. Individual and Society.  
 GER 290. Nietzsche, Kafka, Goethe.  
 GER s24. Monsters: Imagining the Other.  
 GER s25. The German Cinema.

AS/JA 125. Japanese Literature and Society.  
 JPN 208. Modern Japanese Literature: Texts and Context.  
 AS/JA 210. Heterogeneous Japan.  
 JPN 240. Japanese Literature: A Survey.  
 JA/WS 255. Modern Japanese Women's Literature.  
 ES/JA 290. Nature in East Asian Literature.  
 ES/JA 320. Haiku and Nature in Japan.  
 JPN s25. Haiku Poetry.  
 JPN s26. Japanese Popular Culture.

RUSS 105. Fantasy and Realism in Russian Literature.  
 RUSS 125. Modern Russia through Fiction and Film.  
 RUSS 240. Women and Russia.  
 RUSS 261. Russian Culture.  
 RUSS 270. Nineteenth-Century Russian Literature.  
 RUSS 271. Topics in Modern Russian Literature.  
 RUSS 275. Literature and Politics in Russia.  
 RUSS 276. Dostoevsky and the Culture of Crisis.  
 ES/RU 314. "Nature" in Russian Culture.  
 RUSS s22. Tolstoy's *War and Peace*.  
 RUSS s24. Rock: The Triumph of Vulgarity.  
 RUSS s26. Russian and Soviet Film.

**General Education.** Any one Short Term unit from the Department of German, Russian, and East Asian Languages and Literatures may be used as an option for the fifth humanities course. First-Year Seminars 247, 278 and 280 may count toward the humanities requirement.

## Chinese

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The major offers a structured sequence of instruction in language skills leading to competency in spoken and written Mandarin Chinese, with classical Chinese taught at the advanced level. Emphasis is also placed on familiarizing students with the rich cultural heritage of China's 4,000 years' history, which is transmitted and embodied by the native language of more than one billion people. The department strongly recommends that majors spend their junior year at any departmentally recognized study-abroad program in mainland China and/or Taiwan. Together with the major in Japanese, this major replaces the former major in East Asian languages and cultures. Students wishing to pursue a broadly based, interdisciplinary study of East Asia should consult the listings for the East Asian studies major in the Program in Asian Studies.

The major consists of a minimum of twelve courses that must include: a) Chinese 101-102, 201-202, 301-302, or the equivalent; b) Chinese 207; c) three courses from the following: Chinese 209, 210, 261, s24, s30, First Year Seminar 280, or History 374, d) either Chinese 401 or 415; and e) a senior thesis project, Chinese 457 or 458, completed in the senior year. Students are expected to utilize some source materials in Chinese in conducting research for the thesis. Qualified students are encouraged to write in Chinese. Note that students may petition the department to have courses taken in their study-abroad program applied toward the fulfillment of requirements a) and c).

**Pass/Fail Grading Option.** Pass/fail grading may be elected for courses applied toward the major or secondary concentration.

## Courses

**CHI 101. Beginning Chinese I.** An introduction to spoken and written modern Chinese. Conversation and comprehension exercises in the classroom and laboratory provide practice in pronunciation and the use of basic patterns of speech. Normally offered every year. S. Yang, Staff.

**CHI 102. Beginning Chinese II.** A continuation of Chinese 101 with increasing emphasis on the recognition of Chinese characters. By the conclusion of this course, students know over one quarter of the characters expected of an educated Chinese person. Classes, conducted increasingly in Chinese, stress sentence patterns that facilitate both speaking and reading. Prerequisite(s): Chinese 101. Normally offered every year. S. Yang, Staff.

**CHI 201-202. Intermediate Chinese.** Designed to enable students to converse in everyday Chinese and to read simple texts in Chinese (both traditional and simplified characters). Classes conducted primarily in Chinese aim at further development of overall language proficiency. Prerequisite(s): Chinese 102. Open to first-year students. Normally offered every year. L. Miao.

**CHI 207. Traditional Chinese Literature in Translation.** An exploration of Chinese literature through reading and discussion of some of its masterworks of poetry, drama, fiction, and *belles-lettres* prose pieces from ancient times through the premodern era. Open to first-year students. Normally offered every year. S. Yang.

**CHI 209. Modern China through Film and Fiction.** This course explores modern China through a number of short stories and feature films produced in the twentieth century, from Lu Hsun's fiction written around 1920 to recent films directed by such world-famous directors as Zhang Yimou and Ang Lee. The focus of the course is on ways of interpreting different cultural products of modern China. Students thereby also gain a general knowledge of the history of modern Chinese fiction and film. All readings, lectures, and discussions are in English. Open to first-year students. Enrollment limited to 35. Normally offered every year. S. Yang.

**CHI 210. Masculinity and Criminality in Chinese Literature and Cinema.** This course introduces literary works from China in the late imperial and modern times that represent criminality and legality, with close reference to the construction of masculine identities. Discussion focuses on the correlation between literature and society, and particularly the cultural transition from tradition to modernity since the nineteenth century. Special attention is given to law and identity in the context of the emergence of the nation state, the ritualistic aspect of patriarchal charisma, historicization of violence, social transgression as a

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form of male bonding, and persecution through public storytelling. Conducted in English. Open to first-year students. Normally offered every other year. J. Zou.

**CHI 261. Self and Society in Chinese Culture: Classics and Folk Tales.** An introduction to Chinese culture and civilization through reading and discussion of a number of classical texts of Confucian, Taoist, and Buddhist thought, as well as traditional tales, popular stories, and legends in which these basic philosophies are reflected. Readings and lectures are all in English. Open to first-year students. Normally offered every other year. S. Yang.

**CHI 301-302. Upper-Level Modern Chinese.** Designed for students who already have a strong background in spoken Chinese, the course gives an intensive review of the essentials of grammar and phonology, introduces a larger vocabulary and a variety of sentence patterns, improves conversational and auditory skills, and develops some proficiency in reading and writing. The course makes extensive use of short texts (both literary and non-fictional) and some films. Classes are conducted primarily in Chinese. Prerequisite(s): Chinese 202. Open to first-year students. Normally offered every year. L. Miao.

**AS/CI 330. Chinese Culture and Agrarian Society.** This course helps students cultivate an interest in contemporary scholarship on recent cultural and social transformations in China. It provides an introduction to the critical study of China, beginning with its ongoing process of industrialization. Discussion and assigned readings emphasize interdisciplinary training that draws on both human and social sciences, and address recent social, institutional, and representational changes that accompany the country's transformation from a rural culture to a semi-urban society. Texts include literary, historical, and cinematic works. Conducted in English. Prerequisite(s): one 200-level course on Asian literature, history, or society. Open to first-year students. Not open to students who have received credit for Asian Studies/Chinese 130 or Chinese 130. Normally offered every other year. J. Zou.

**CHI 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**CHI 365. Special Topics.** Designed for the small seminar group of students who may have particular interests in areas of study that go beyond the regular course offerings. Periodic conferences and papers are required. Written permission of the instructor is required. Offered with varying frequency. Staff.

**CHI 401. Advanced Chinese.** This course is designed to further enhance students' ability to understand and speak idiomatic Mandarin Chinese. Included are readings of modern and contemporary literary works, journalistic writings, and other nonliterary texts. Classical texts may also be studied upon students' request. Prerequisite(s): Chinese 302. Recommended background: three years or more of Chinese. Open to first-year students. Normally offered every year. S. Yang, Staff.

**CHI 402. Advanced Chinese II.** A continuation of Chinese 401. Prerequisite(s): Chinese 302 or 401. Recommended background: three years of Chinese or more. Open to first-year students. Normally offered every year. Staff.

**CHI 415. Readings in Classical Chinese.** An intensive study of classical Chinese through reading selections of ancient literary, historical, and philosophical texts in the original, including excerpts from the *Analects*, the *Mencius*, *Laozi*, *Zhuangzi*, *Shiji*, Tang-Song prose and poetry. Conducted in Chinese. Prerequisite(s): Chinese 302 or 401. Open to first-year students. Normally offered every other year. S. Yang, Staff.

**CHI 457, 458. Senior Thesis.** An extended research or translation project on a topic in Chinese literature, culture, or language utilizing some source materials in Chinese. Qualified students may choose to write the thesis in Chinese. Before registering for either 457 or 458, the student should consult with his or her advisor and submit a concise description and a tentative bibliography. Students register for 457 in the fall semester and for 458 in the winter semester, unless the department gives approval for a two-semester project. Majors writing an honors thesis register for both Chinese 457 and 458. Normally offered every year. Staff.

### Short Term Units

**CHI s20. Beginning Chinese: Intensive.** This unit introduces students to spoken and written modern Mandarin Chinese. Conversation and comprehension exercises in the classroom and laboratory provide practice in pronunciation and the use of basic patterns of speech. Open to first-year students. Offered with varying frequency. Staff.

**CHI s30. Chinese Calligraphy and Etymology.** A study of Chinese calligraphy through practice in the use of the brush-pen and through analysis of the aesthetics as well as the historical development of this graphic art. Calligraphy or brushwriting (*shufa* in Chinese and *shodo* in Japanese) is considered in East Asia as a spontaneous yet premeditated act of self-expression, which embraces philosophy, religion, culture, and an artistic tradition thousands of years old. Conducted in English. Prerequisite(s): Chinese 101 or Japanese 101. Recommended background: some knowledge of Chinese characters or *kanji*. Open to first-year students. Enrollment limited to 20. Offered with varying frequency. S. Yang.

**CHI s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

## Japanese

As we enter the twenty-first century, Japanese culture and language have gained increasing visibility across the globe. Japanese is also the medium of an enduring, complex, and constantly developing culture to which the rest of the world has repeatedly turned for insight and understanding. The major in Japanese offers an opportunity for an in-depth and focused study of Japanese language and culture. The major places emphasis on the student's acquisition of oral and written language proficiency as well as on the development of cultural awareness and competency. The department strongly recommends that majors spend their junior year at the Associated Kyoto Program or some other departmentally recognized two-semester study-abroad program in Japan. Students wishing to pursue a broadly based, interdisciplinary study of East Asia should also consult the listings for the East Asian studies major in the Program in Asian Studies.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The major consists of a minimum of twelve courses, which must include: a) Japanese 101-102, 201-202, 301-302, or the equivalent; b) Japanese 125; c) two courses/units from the following: First-Year Seminar 247 or another first-year seminar on Japan; Japanese 210, 255, 290, s26, or another Short Term unit on Japan, Chinese s30, or Asian Studies 280; d) one 300-level seminar on Japan; e) Japanese 401; and f) a senior thesis project, Japanese 457 or 458, which may be completed independently or, for students who wish to write in Japanese, in conduction with Japanese 402 (with thesis components). Students are expected to utilize some source materials in Japanese when conducting research for the thesis. Note that students may petition the department to have courses taken in their study-abroad program (including the Bates Fall Semester Abroad) applied toward the fulfillment of requirements a) and c).

**Pass/Fail Grading Option.** Pass/fail grading may be elected for courses applied toward the major or secondary concentration.

## Courses

**JPN 101-102. Beginning Japanese I and II.** An introduction to the basics of spoken and written Japanese as a foundation for advanced study and proficiency in the language. Fundamental patterns of grammar and syntax are introduced together with a practical, functional vocabulary. Mastery of the *katakana* and *hiragana* syllabaries, as well as approximately 100 written characters, introduce students to the beauty of written Japanese. Normally offered every year. M. Wender, S. Strong.

**AS/JA 125. Japanese Literature and Society.** This course examines major trends in Japanese literature and society from its beginnings to the present. Are there features of Japanese culture that continue unchanging through time? How have ideas of what is artistically valuable been linked with ideas of what is Japanese? How valid are the claims that Japanese culture is intimately involved with the appreciation of nature and the seasons? Students examine visual, literary, and historical texts, including classical narratives and painting scrolls of aristocratic culture, early modern plays and prints of samurai and geisha, and recent stories and films exploring questions of individual and national identity. All readings are in English. Offered with varying frequency. M. Wender, S. Strong.

**JPN 201-202. Intermediate Japanese I and II.** A continuation of Japanese 102, the course stresses the acquisition of new and more complex spoken patterns, vocabulary building, and increasing knowledge of cultural context through use of calligraphy, role play, video, and varied reading materials. One hundred fifty Chinese characters are introduced. A range of oral as well as written projects and exercises provide a realistic context for language use. Prerequisite(s): Japanese 102. Open to first-year students. Normally offered every year. K. Ofuji.

**JPN 208. Modern Japanese Literature: Texts and Contexts.** This course is an introduction to key texts and ideas of Japanese literature from Meiji Ishin (1868) to the present. A major premise of the course is that understanding literary works requires consideration of two different sorts of contexts: that of their production and that of their consumption. Topics for discussion include: How is the development of a unified written language relat-

ed to the construction of the modern nation? Can autobiographical fiction have social or political significance? What might it mean to read Japanese literature in an American classroom? Readings include literary, historical, and critical works. Conducted in English. Open to first-year students. Normally offered every other year. M. Wender.

**AS/JA 210. Heterogeneous Japan.** Scholars of Japan have long portrayed Japan as culturally homogenous. In recent years, however, people in and outside the academy have begun to challenge this assumption. In this course, students examine autobiography, fiction, and films that foreground Japan's ethnic, regional, and socioeconomic diversity. Readings also may include historical and analytical essays and theoretical works on the relationship of modernity, national identity, and narrative. Conducted in English. Open to first-year students. Not open to students who have received credit for Asian Studies 210 or Japanese 210. Offered with varying frequency. M. Wender.

**JPN 240. Japanese Literature: A Survey.** This course examines major trends in the history of Japanese literature from its beginnings up to the Tokugawa period. Particular attention is paid to thematic and cultural issues such as class, gender, and the role of women as producers of literary culture. Through selected readings and discussion, students consider a range of genres including popular tales, poetry collections, diaries, narrative fiction, and drama. Conducted in English. Open to first-year students. Normally offered every other year. S. Strong.

**JA/WS 255. Modern Japanese Women Writers.** In its beginnings, Japanese literature was considered a female art: the greatest writers of the classical period were women, while men at times assumed a female persona in order to write. How do Japanese women writers of the late twentieth and early twenty-first centuries portray the complexities of today's world? How do they negotiate the gendered institutions of the society in which they live? What values do they assign to being a woman, to being Japanese? What significance does the female canon hold for them as modern and postmodern writers? Students consider issues such as family, power, gender roles, selfhood, and the female body in reading a range of novels, short stories, and poems. Authors may include Enchi and Fumiko, Ohba Minako, Kurahashi Yumiko, Tsushima Yuko, Tawara Machi, Yamada Eimi, and Yoshimoto Banana. Readings and discussion are in English. Open to first-year students. Not open to students who have received credit for Japanese 250. Normally offered every other year. S. Strong.

**ES/JA 290. Nature in East Asian Literature.** How have poets and other writers in Japan and China portrayed, valued, and responded to the myriad phenomena that Western tradition calls "nature"? What ideas have they used to construct the relationship between human beings and the environment? Do their views offer the modern world a possible antidote to its environmental ills? Are these views too deeply conditioned by Asian traditions to be understood in the West? This course looks closely at several works from Japanese and Chinese traditions whose authors pay particular attention to the relationship between the self and the physical world the self observes. Specific writers may include Hitomaro, Saigyō, Kamo no Chomei, Bashō, Li Po, and Wang Wei. Conducted in English. Open to first-year students. Not open to students who have received credit for Environmental Studies 290 or Japanese 290. Normally offered every other year. S. Strong.

**JPN 301-302. Intermediate Japanese III and IV.** The course completes the introduction of essential Japanese syntactic forms and sentence patterns. Students continue development of oral skills, particularly focusing on informal everyday speech, while emphasis is placed

on increased competence in the written language. Two hundred new characters are introduced. Prerequisite(s): Japanese 202. Normally offered every year. S. Strong, K. Ofuji.

**ES/JA 320. Haiku and Nature in Japan.** The concise, seventeen-syllable verse form known today as haiku rose to prominence in the popular culture of seventeenth-century Japan. With its emphasis on the experience of the present moment and its use of clear natural imagery, haiku is seen by many as defining the way generations of Japanese have perceived and related to the natural world. This seminar examines the poetics of haiku and linked verse (*renku*) and looks at the expression of their aesthetics in recent Japanese literature and culture from architecture to the novel to Zen. The final section of the seminar investigates the apparent inability of this nature aesthetic to influence Japanese government policy on the environment. Recommended background: courses in Japanese or English literature, or human culture and the environment. Conducted in English. Normally offered every other year. S. Strong.

**JPN 345. The Supernatural and the Grotesque: Along the Continuum of Life and Death.** This course examines how Japanese writers and some English and American writers from the eighteenth to the twentieth centuries use the supernatural and the grotesque as a means of addressing sociohistorical conditions and literary issues. Representations of a transcendental world can be seen as an expression of contemporary fears and desires regarding women and the encroachment of the “Other.” Students consider different theoretical approaches to the nature and function of such literature in drama, the novel, and the short story. The readings are in English. Offered with varying frequency. Staff.

**JPN 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**JPN 401. Advanced Japanese I.** Through the discussion and study of contemporary literary texts and other journalistic modes, the course seeks to utilize, develop, and integrate skills acquired in the earlier stages of language learning. Particular emphasis is placed on reading and writing, and translation. Through class presentations and discussion students further develop oral skills and expand their understanding of Japanese culture. Prerequisite(s): Japanese 302. Normally offered every year. M. Wender.

**JPN 402. Advanced Japanese II.** This course covers materials in Japanese such as newspaper articles, other media material, and short stories. Through presentations and discussions students utilize, develop, and integrate spoken skills acquired in the earlier stages of language learning. Written skills are also emphasized; normally students complete a final research project on a topic of their choice. Students taking this course in conjunction with the thesis should also register for Japanese 458. Prerequisite(s): Japanese 401. Normally offered every year. K. Ofuji.

**JPN 457, 458. Senior Thesis.** An extended research or translation project on a topic in Japanese literature, culture, or language utilizing some source materials in Japanese. Qualified students may choose to write the thesis in Japanese. Before registering for either 457 or 458, the student should consult with his or her advisor and submit a concise description of the proposed project as well as a tentative bibliography. Students register for

Japanese 457 in the fall semester and for Japanese 458 in the winter semester, unless the department gives approval for a two-semester project. Majors writing an honors thesis register for Japanese 457 and 458. Normally offered every year. Staff.

### Short Term Units

**JA/WS s21. Geisha Fantasy: Representations of an Icon.** This course examines the stereotypes of the cultural category of geisha in film, literature, visual culture, and the performing arts. Students locate the discourse surrounding the geisha in both Japan and the United States, which leads to themes of “orientalism” (differentiating self and other in a way that hierarchizes the self), “self-orientalism,” and *nihonjinron* (doctrine of a Japanese essence). Students focus on historical contexts in which the category of geisha was formed and developed largely as a projection of male desire and male fantasy, and explore the homogenizing and dichotomizing of racial and sexual identities in the construction of the geisha. Conducted in English. Offered with varying frequency. Staff.

**JPN s25. Haiku Poetry.** Matsuo Bashō (1644-1694) is one of Japan’s most celebrated poets. As a *haikai* master he led group compositions in linked verse (*renga*), in addition to writing the seventeen-syllable *hokku* for which he is best known. His travel diaries represent a landmark in the history of Japanese literature. This unit explores the background and nature of the *haikai* genre, with particular attention to Bashō’s outstanding achievement. Students of Japanese language are encouraged to do some guided reading in the original. Recommended background: Japanese 240 and History 172. Conducted in English. Enrollment limited to 25. Normally offered every other year. S. Strong.

**JPN s26. Japanese Popular Culture.** Texts include theoretical writings on consumer culture and the mass media; anthropological writings on Japanese culture; and a number of primary texts, including novels, comics, films, and television animation. Discussion topics include sexuality and violence in animation, ethnic consciousness in the fashion industry, and Japan’s global technological prowess and science fiction. Conducted in English. Enrollment limited to 30. Offered with varying frequency. M. Wender.

**JPN s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

## German

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The major consists of nine courses at the 200 level or above. Required are German 233, 234, and at least one course from each of the following four groups: 1) 241, 242, 301, 303; 2) 243, 244; 3) 357, 358; 4) 270, 356. In addition, majors must complete at least one of the following: History 227, 229, English 295, Philosophy 241, 273, Music 242, 243, 244. Majors also choose either to a) write a senior thesis or b)

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pass a series of comprehensive examinations in the second semester of the senior year. Students choosing to write a thesis must register for 457 or 458.

**Pass/Fail Grading Option.** Pass/fail grading may be elected for courses applied toward the major or secondary concentration.

## Courses

**GER 101-102. Fundamentals of German I and II.** This course introduces students to the German language and its cultural contexts. By emphasizing communicative skills, students learn to speak, act out real-life situations, build vocabulary, and develop their listening comprehension. German 101 is not open to students who have had two or more years of German in secondary school. Normally offered every year. C. Decker.

**GER 201-202. Intermediate German I and II.** A continuation of German 101-102, with added emphasis on the development of reading strategies and composition skills. Open to first-year students who enter with at least two years of German. Prerequisite(s): German 102. Open to first-year students. Normally offered every year. D. Sweet, Staff.

**GER 230. Individual and Society.** This course explores the conflicts of women, Jews, artists, and revolutionaries as depicted in twentieth-century German literature. Students read prose, poetry, and drama, and view film versions of some works. Authors include Mann, Hesse, Keun, Brecht, Kafka, Lasker-Schüler, and Wolf. Topics include concepts and self-concepts of women; the artist in conflict with society; fascism, persecution, and the Holocaust; life in exile; resistance and heroism; and concern for the fate of the Earth. Conducted in English. Students of German are encouraged to read and discuss texts in German. Open to first-year students. Recommended background: some knowledge of European or German history. Open to first-year students. Offered with varying frequency. G. Neu-Sokol.

**GER 233-234. German Composition and Conversation.** Topical course designed to develop linguistic and cultural competency. Through reading and discussing a variety of texts, working with multimedia, and completing weekly writing assignments, students attain greater oral and written proficiency in German while deepening their understanding of the culture of German-speaking countries. Open to first-year students. Normally offered every year. D. Sweet, G. Neu-Sokol.

**GER 241. German Literature of the Twentieth Century I.** A study of German literature and society from 1890 through 1933, with emphasis on the aesthetic and sociohistorical underpinnings of Naturalism, Impressionism, Expressionism, and selected works of Mann, Kafka, and Brecht. Prerequisite(s): German 234. Open to first-year students. Offered with varying frequency. C. Decker.

**GER 242. German Literature of the Twentieth Century II.** A continuation of German 241, focusing on post-World War II literature and emphasizing such authors as Böll, Brecht, Frisch, Dürrenmatt, Bachmann, and Wolf. Attention is given to contemporary women writers and poets whose works center on utopian visions and the search for peace. Prerequisite(s): German 234. Offered with varying frequency. G. Neu-Sokol.

**GER 243. Introduction to German Poetry.** A study of poetry in German-speaking countries since 1800. The course focuses on four or five well-known poets, to be chosen from

among the following: Hölderlin, Novalis, Mörke, Heine, Droste-Hülshoff, Rilke, Trakl, Brecht, Celan, and Bachmann. Attention is also given to the poetry of Lasker-Schüler, Kolmar, Bobrowski, Lavant, Enzensberger, and Kirsch. Students make oral presentations, and write short interpretations or translations of poems. Prerequisite(s): German 234. Offered with varying frequency. G. Neu-Sokol.

**GER 244. The Development of German Drama.** A study of major issues in German dramaturgy from the Enlightenment to the present, explored through texts that dramatize problems relating to marriage. Authors include Lessing, Büchner, Brecht, Horváth, and Kroetz. Prerequisite(s): German 234. Offered with varying frequency. C. Decker.

**GER 270. Living with the Nazi Legacy.** A study of contemporary works from Austria and Germany that articulate the experiences of children of Nazis. Texts, which include autobiographical writings, novels, films, interviews, and essays, are analyzed in terms of their representation of the Nazi past and its continuing impact on the present. Prerequisite(s): German 234. Offered with varying frequency. C. Decker.

**GER 290. Nietzsche, Kafka, Goethe.** These three writers demarcate significant milestones on the road to modernity and beyond. Their ideas permeate even today's popular language: "Faustian" man, Nietzschean will to power, and the "death of God," Kafkaesque. With these writers as guides, this course undertakes a critical investigation of some of the way stations of modernity: the autonomy of the individual (Goethe); radical horizontality as a response to the crisis of culture (Nietzsche); dispossession and rootlessness, anonymity and the search for community as the fundamental characteristics of our age (Kafka). Class discussions are conducted in English; students may read texts either in German or in English translation. Recommended background: one course in literature, history, or philosophy. Open to first-year students. Offered with varying frequency. D. Sweet.

**GER 301. The Enlightenment in Germany.** The Enlightenment was a formative force of modernity. Its adherents promulgated tolerance and universality, new forms of education, and social utopias. This course is an interdisciplinary investigation of the movements, protagonists, and ideas of the Enlightenment in Germany and includes a postscript to the project of enlightenment at the beginning of the twenty-first century. Readings by Kant and Goethe, Lessing and Mendelssohn, Wieland and Herder. Contemporary writers include Horkheimer, Adorno, and Foucault. Prerequisite(s): one 200-level literature course taught in German. Offered with varying frequency. D. Sweet.

**GER 303. German Romanticism.** Profoundly affected by the French Revolution, Germany's young generation sought to create a philosophical literature (German Romanticism) to reform human consciousness. To achieve this, they posited new forms for sexuality and gender relations and sought to renew spirituality and consciousness of the supernatural. This course examines key philosophical and literary writings by the early German Romantics, including Schlegel, Novalis, Wackenroder, and Tieck. Prerequisite(s): one 200-level literature course taught in German. Offered with varying frequency. D. Sweet.

**GER 356. Representing Austrian Fascism.** Official state documents and popular historical imagination frequently present Austria as the "first victim of Nazi aggression," thus discounting the active role that Austrians played in the Anschluss and the Third Reich. This course explores the myth of Austria's victimization through analysis of government documents, literary texts, and documentary films that represent Austrian involvement in and

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response to the Nazi past. Prerequisite(s): one 200-level German literature course. Offered with varying frequency. C. Decker.

**GER 357. Austrian Literature.** A study of Austrian fiction that emerges from and responds to three important periods in Austrian political and cultural history: the restorative and revolutionary period of the mid-nineteenth century; fin-de-siècle Vienna and the impending collapse of the Habsburg Empire; and the post-World War II Second Austrian Republic. Prerequisite(s): one 200-level German literature course. Offered with varying frequency. C. Decker.

**GER 358. Literature of the German Democratic Republic.** Reading and discussion of selected prose and poetry of the German Democratic Republic. Topics include the theory of Socialist Realism, the role of the GDR Writers' Union, GDR authors who emigrated to the West, and the emergence of younger, independent writers. Works by Schneider, Becker, Wolf, Heym, and Wander are among those examined. Prerequisite(s): one 200-level German literature course. Recommended background: German 242. Offered with varying frequency. D. Sweet.

**GER 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**GER 365. Special Topics.** Designed for the small seminar group of students who may have particular interests in areas of study that go beyond the regular course offerings. Periodic conferences and papers are required. Permission of the department is required. Staff.

**GER 457, 458. Senior Thesis.** Research leading to writing of a senior thesis. Open to senior majors, including honors candidates. Students register for German 457 in the fall semester or for German 458 in the winter semester. Majors writing an honors thesis register for both German 457 and 458. Normally offered every year. Staff.

### Short Term Units

**GER s24. Monsters: Imagining the Other.** This unit investigates the cultural functions of monsters, their significance as signifiers of the excluded, the absolute Other. Beginning with classical antiquity and proceeding to the present, students discuss texts by philosophers, historians, psychologists, a dictator, literary writers, and monster theorists in order to forge a historical and theoretical understanding of monsters, their messages, and their makers. Students view up to three monster movies each week. Conducted in English. Enrollment limited to 30. Offered with varying frequency. D. Sweet.

**GER s25. The German Cinema.** An introduction to methods of filmic analysis and to major issues in German film history from the 1920s to the present. Special attention is devoted to representations of the Nazi past in recent German films. Discussions and readings in English; films in German with English subtitles. Enrollment limited to 25. Offered with varying frequency. C. Decker.

**GER s30. German Language in Germany.** Intensive work for eight weeks at the Goethe Institute in Germany. This unit is offered at three levels: 1) for students who have had no German; 2) for students who have completed one year of college German; 3) for students who have completed two or more years of college German. Permission of the department is required. Enrollment limited to 4. Offered with varying frequency. Staff.

**GER s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

## Russian

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Students may major in either Russian literature and culture or Russian studies. The department expects students in either field of study to have broad exposure to Russian language and culture, and strongly encourages majors to spend some portion of an academic year in Russia by the end of the junior year.

To fulfill the major in Russian literature and culture, students complete any seven courses from the language sequence and four courses from the literature/culture offerings. Majors may substitute one related course in either political science or history for a literature/culture course.

To fulfill the requirements for Russian studies, students complete eleven courses: five from the language sequence, Political Science 232, History 222, any Russian literature/culture course, and three electives from the offerings in Russian literature/culture or History 221.

Students may petition to have appropriate Short Term unit(s) count toward either major. Students in either field of study have the option of writing a senior thesis or taking a comprehensive examination some time during their last semester (comprehensive examinations are based on the student's course work).

**Pass/Fail Grading Option.** Pass/fail grading may be elected for courses applied toward the major or secondary concentration.

## Courses

**RUSS 101-102. Elementary Russian I and II.** An introduction to Russian language and culture with an emphasis on communicative skills: listening, speaking, reading, and writing. Students also experience the variety and richness of modern Russia through authentic texts including music, film and television excerpts, and selected items from recent newspapers. Conducted in Russian. Normally offered every year. M. Pesensen, D. Browne.

**RUSS 105. Fantasy and Realism in Russian Literature.** Russian writers of the nineteenth and twentieth centuries sought to probe human dilemmas and invited self-examination. Their works reveal a disturbing world of the uncanny populated by murderous doubles,

bloodthirsty vampires, ghosts, talking animals, and other diabolical creatures existing side by side and interacting with the everyday world around us. These works challenge our imagination and posit the questions: Can the real and the fantastic be defined as two different streams or one? Can fantasy sometimes reveal more about reality than realistic prose? Authors include Gogol, Pushkin, Lermontov, Dostoevsky, Chekhov, Tolstoy, Nabokov, Bulgakov, Makanin, and Pelevin. Conducted in English; advanced students are expected to do some readings in Russian. Offered with varying frequency. M. Pesenson.

**RUSS 125. Modern Russia through Film and Fiction.** This course explores Russia in the twentieth century through short fiction, memoir, and film. From avant-garde film explorations of the revolutionary era to the aesthetic and moral quests of post-Stalinist filmmakers; from women's accounts of life in the thirties to post-Soviet writers' attempts to find new foundations for Russia without communism; from the official optimism of the thirties to the tragic heroism of World War II, this course offers students a chance to learn more about the Soviet experiment, its achievements and costs. Conducted in English. Offered with varying frequency. J. Costlow.

**RUSS 201-202. Intermediate Russian I and II.** A continuation of Russian 101-102 focusing on vocabulary acquisition and greater control of more complex and extended forms of discourse. Greater emphasis is placed on students' creative use of Russian to express themselves orally and in writing. Prerequisite(s): Russian 102. Conducted in Russian. Open to first-year students. Normally offered every year. J. Costlow.

**RUSS 240. Women and Russia.** How have Russian women left their mark on the twentieth century—and how has it shaped their lives? Why are contemporary Russian women—inheritors of a complicated legacy of Soviet “emancipation”—so resistant to Western feminism? What sources of nourishment and challenge do Russian women find in their own cultural traditions? This course examines some of the great works of twentieth-century Russian writing—autobiography, poetry, novellas, and short fiction—and considers central representations of women in film, in order to understand how women have lived through the upheavals of what Anna Akhmatova called the “true twentieth century.” Conducted in English. Open to first-year students. Normally offered every other year. J. Costlow.

**RUSS 261. Russian Culture.** A topical survey of Russian culture as realized in a number of social institutions including the family, the church, the popular media, and the arts. Particular attention is given to texts emphasizing both the real and imagined role the urban environment plays in shaping Russian identity. Conducted in English. Open to first-year students. Offered with varying frequency. D. Browne.

**RUSS 270. Nineteenth-Century Russian Literature.** Russia's great prose writers raise “accursed questions” about social justice, religious truth, and the meanings of life. Their critiques of modernity and vividly imagined and often unorthodox characters continue to resonate and challenge. Readings are drawn from such writers as Tolstoy, Dostoevsky, Gogol, Pushkin and Chekhov. Conducted in English. Open to first-year students. Normally offered every other year. J. Costlow.

**RUSS 271. Modern Russian Literature.** The Devil comes to Soviet Moscow to do good! A cosmonaut discovers that the Soviet space program is a hoax carried out underground! Jesus Christ leads a march through revolutionary St. Petersburg! Who needs fantastic realism? Russian writers of the twentieth century continued to build on a world-class literary

tradition established in the nineteenth century. They did so as their country experienced unparalleled political and social revolutions, and even when they were directly targeted by one of the twentieth century's most powerful and terrifying political regimes. This course looks at ways in which writers have responded to political, social, and cultural upheaval, and how they provide spiritual strength to a beleaguered population. Conducted in English. Open to first-year students. Normally offered every other year. D. Browne.

**RUSS 275. Literature and Politics in Russia.** Since at least the eighteenth century, literature in Russia has been deeply intertwined with the political. Fiction and poetry have recorded meanings that state censorship outlawed; writers have used memoirs and literary reviews to discuss Russia's "accursed problems"—everything from serfdom and women's rights to anti-Semitism and the war in Afghanistan. This course explores the relationship between writers and politics, focusing on Russia's imperial presence in the Caucasus and Central Asia; the Bolshevik revolution and the inception of socialist realism; and post-Stalinist dissidence. Conducted in English. Open to first-year students. Normally offered every other year. J. Costlow.

**RUSS 276. Dostoevsky and the Culture of Crisis.** The works of Fyodor Dostoevsky describe a world on the edge of catastrophe or transformation, in which madmen, prostitutes, saints, and seekers lay claim to visions of revolution or redemption. This course introduces students to the work of Dostoevsky within the context of Russian cultural and political history. Reading includes two major novels (one of them being *The Brothers Karamazov*) and a selection of his shorter prose works, memoirs, and polemical pieces. Conducted in English. Open to first-year students. Normally offered every other year. J. Costlow.

**RUSS 301-302. Advanced Russian I and II.** This sequence completes the essentials of contemporary colloquial Russian. Students read short unabridged texts in both literary and journalistic styles, and write one- and two-page papers on a variety of topics. Conducted in Russian. Prerequisite(s): Russian 202. Open to first-year students. Normally offered every year. D. Browne.

**RUSS 306. Advanced Russian Culture and Language.** This course develops oral fluency and aural acuity as well as reading and writing skills through directed and spontaneous classroom activities and individual and collaborative written assignments. Conversations and compositions are based on literary and nonliterary texts, feature films, and documentary films. Prerequisite(s): Russian 202. Open to first-year students. Offered with varying frequency. M. Pesenson.

**ES/RU 314. "Nature" in Russian Culture.** How does a given culture understand and represent its relationship to the specific geography of its place in the world? This course explores the cultural landscape of Russia through a broad range of literary works, visual images, and ethnographic studies. Students examine some of the following issues: the relationship between geography and national identity; the political uses of cultural landscape; the interaction of agriculture, official religion, and traditional belief in peasant culture; and the role of class and revolutionary reimaginings of nature in the Soviet era. Conducted in English. Prerequisite(s): one course in Russian or environmental studies. Not open to students who have received credit for Environmental Studies 314 or Russian 314. Normally offered every other year. J. Costlow.

**RUSS 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**RUSS 365. Special Topics.** Designed for the small seminar group of students who may have particular interests in areas of study that go beyond the regular course offerings. Periodic conferences and papers are required. Conducted in Russian. Written permission of the instructor is required. Offered with varying frequency. Staff.

**RUSS 401-402. Contemporary Russian I and II.** The course is designed to perfect students' ability to understand and speak contemporary, idiomatic Russian. Included are readings from Aksyonov, Dovlatov, Shukshin, and Baranskaya and viewings of contemporary Russian films. Conducted in Russian. Prerequisite(s): Russian 302. Normally offered every year. Staff.

**RUSS 457, 458. Senior Thesis.** Open only to senior majors, with departmental permission. Students register for Russian 457 in the fall semester and for Russian 458 in the winter semester. Before registering for 457 or 458 a student must present to the department an acceptable plan, including an outline and a tentative bibliography, after discussion with a department member. Majors writing an honors thesis register for both Russian 457 and 458. Normally offered every year. Staff.

### Short Term Units

**ES/RU s20. Environment and Culture in Russia.** This unit introduces a broad range of environmental issues in contemporary Russia, and invites students to consider those issues in cultural and historical context. Students spend three and one-half weeks at different locations in European Russia and the Urals, visiting sites ranging from newly privatized farms and peasant markets to industrial centers and conservation areas. A period of intensive preparation at Bates is followed by visits and conversations in Russia that acquaint students with ecologists, activists, governmental officials, and ordinary Russian citizens. Recommended background: one course in Russian studies or environmental studies. Enrollment limited to 12. Written permission of the instructor is required. Offered with varying frequency. J. Costlow.

**RUSS s22. Tolstoy's *War and Peace*.** An intensive reading of the novel as fiction and history. Supplementary readings include basic criticism, history, memoirs, letters, and other primary documents. The novel is read in English. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. Staff.

**RUSS s24. Rock: The Triumph of Vulgar.** "America has perfected the rites of vulgar Romantic pantheism. It gives them to an astonished world. And the music of its ritual is rock" (Robert Pattison, *The Triumph of Vulgar*). Through individual and collaborative work, students in this unit test Pattison's hypothesis that the aesthetic of rock is that of vulgar Romanticism triumphant. They also examine the nature of rock in the non-English-speaking world: is rock the "McMusic" of the early twenty-first century? Materials for the unit include texts, documentaries, fiction films, and ear-splitting rock and roll. Knowledge

of a foreign language and culture is desirable, but not a requirement. Open to first-year students. Offered with varying frequency. D. Browne.

**RUSS s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every semester. Staff.

## Other Foreign Languages

**FL 141-142-143-144. Self-Instructional Program in Less Commonly Taught Languages.** Learning languages through the use of tapes, textbooks, and conventional classroom procedures, with consultants proficient in the language, under the supervision of a member of the department. Where appropriate, final testing is by a visiting examiner of recognized qualifications, who consults with the department chair on the testing. One course credit is granted upon completion of two consecutive semesters. For the academic year 2003-2004 no languages are offered. Written permission of the department chair is required. Offered with varying frequency. Staff.

**FL 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

### Short Term Units

**ED/OF s26. Practicum in Foreign Language Teaching.** This unit is intended for foreign language students who are interested in teaching at the K-12 level. The unit focuses on current issues and methods in second language acquisition, with emphasis on oral proficiency, authentic texts, and learner-centered instruction. Students design course syllabi and daily lesson plans, review textbooks and related instructional materials, and teach practice sessions to other members of the class. Students must be available for ten to fifteen hours during Short Term for internships in the public schools. Prerequisite(s): At least one year of a foreign language at Bates beyond the second-year level. Recommended background: At least two years of college-level foreign language. Not open to students who have received credit for Education 370 or s26, or Foreign Language 370 or s26. Offered with varying frequency. D. Browne.

**FL s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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# History

*Professors Cole (chair), Hirai, Grafflin, Jones (on leave, 2003-2004), Hochstadt, Tobin, and Creighton; Associate Professor Jensen; Assistant Professors Guerra and Hall; Lecturers Beam, Lexow, Williams, and Lualdi*

History has been defined as the collective memory of things said and done, arranged in a meaningful pattern. Such knowledge of the past supplies context, perspective, and clarity in a diverse and changing world. The members of the history department offer widely different views of the history of a broad variety of peoples, yet they agree that the study of the past provides meaning in the present and informed choices for the future.

The study of history teaches an appreciation of both change and continuity, the critical examination of evidence, the construction of arguments, and the articulation of conclusions. In addition to teaching and to graduate studies in history and law, majors find careers in related fields, such as work in museums and archives, public service, indeed any profession requiring skills of research, analysis, and expression.

Courses in the history department are designed to be taken in sequence: first, introductory survey courses (100-level), then more specialized intermediate courses (200- and 300-level), and ultimately advanced seminars (390). While nonmajors are welcomed in any history course, all students are encouraged to begin their study of history with 100-level courses.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Majors must complete at least nine courses and the mandatory Short Term unit or eight courses, the mandatory Short Term unit, and one other Short Term unit. Majors choose a primary concentration from one of the following five fields: East Asia, Latin America, Europe, the United States, and premodern history. The primary concentration includes five courses in the chosen field: one 100-level course; two more specific courses in that field, which may include 200- or 300-level courses, a Short Term unit, or a First-Year Seminar; a 390 seminar; and the senior thesis (History 457 or 458).

Majors must take two courses from either of the two following fields: East Asia or Latin America. Students whose primary concentration is in one of these two fields must take two courses in any other field. Courses that are listed in two fields may be counted in either field, but not in both.

**Mandatory Short Term Unit.** All history majors must complete History s40, Introduction to Historical Methods, which focuses on critical analysis, research skills, and historiography. Students are strongly advised to take this unit in their sophomore year, and must do so by the end of their junior year. This unit is a prerequisite for registering for the senior thesis.

**Senior Thesis.** All senior history majors write a thesis in the fall or winter semester (History 457 or 458). Thesis writing develops the skills learned in earlier courses and demonstrates

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the ability to work independently as a historian. To ensure that students have adequate background knowledge of their topic, the department recommends that a senior thesis grow out of an existing paper. The student should bring this paper to the thesis advisor when initially discussing the subject of the thesis. This works best when the paper has been written for a Junior-Senior Seminar (History 390), but students may also use papers written for 200-level courses. A major planning a fall thesis must consult with a thesis advisor in the previous spring; those planning winter theses must consult with thesis advisors in the fall of the senior year.

**Pass/Fail Grading Option.** Pass/fail grading may be elected for courses applied toward the major except for the following courses: any History 390 course, History 457, History 458, and History s40.

**Departmental Honors.** The honors program in history focuses on a major research project written during both semesters of the senior year (History 457 and 458), allowing more time for the maturation of a satisfying project. This also helps to indicate the competence, discipline, and independence sought by graduate schools and potential employers. The candidate presents the two-semester, double-credit thesis to a panel of professional readers. This increases the required number of history courses and units for an honors major to eleven. For honors students, there is also a foreign language requirement of competence at the intermediate level (most commonly met by satisfactorily completing the fourth semester of college language). This level of study should be regarded as the bare minimum for students considering graduate work in history.

Successful completion of an honors major requires imagination, critical judgment, and good writing. Therefore the history department invites majors with exceptional academic records to consider the honors program. Invitees are informed toward the end of their junior year. Any invitee who intends to pursue an honors thesis should discuss his or her proposed topic with an advisor before the end of the junior year.

**External Credits.** Majors must take a minimum of six history courses and units from Bates faculty members. This means that students may use a maximum of four credits taken elsewhere (transfer or off-campus study courses) toward the major requirements. Advanced Placement credits, awarded for a score of four or five on the relevant examination, may count toward overall college graduation requirements, but do not count toward the history major.

Students considering graduate study in history should achieve at least a two-year proficiency in a foreign language, and should take some work in American and modern European history prior to taking the Graduate Record Examination.

**Secondary Concentration.** The secondary concentration in history consists of at least six courses or units. The history department's offerings cover an enormous range in space and time. Like history majors, secondary concentrators should focus their studies in one of the department's areas of specialization and also sample at least one other area outside of the modern U.S. or European experience. Secondary concentrators should also take at least one course at the highest level, the 390 seminars. The six courses and/or units must consist of: 1) At least three courses and/or units in one of the history department's areas of concentration: United States, Europe, Latin America, East Asia, or premodern. Of these three, one must be at the 100 level and one must be a 390 seminar. 2) At least one course

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must be in Latin American or East Asian history, or if the focus is in one of these areas, at least one course must be in any other area of concentration.

**Pass/Fail Grading Option.** Courses for a secondary concentration in history can be taken pass/fail except for History 40 and any 390 seminar.

**General Education.** Any history course, Short Term unit or First-Year Seminars 227, 234, 271, and 292 count toward the humanities requirement. Advanced Placement, International Baccalaureate, or A-Level credit awarded by the department may not be used towards fulfillment of any General Education requirements.

## Courses

**CM/HI 100. Introduction to the Ancient World.** This course introduces the Greco-Roman world, and serves as a useful basis for 200- and 300-level courses in classical civilization. Within a general chronological framework students consider the ancient world under a series of headings: religion, philosophy, art, education, literature, social life, politics, and law. The survey begins with Bronze Age Crete and Mycenae and ends with the first century B.C.E., as Rome makes its presence felt in the Mediterranean and moves toward empire. Not open to students who have received credit for Classical and Medieval Studies 100 or History 100. (Premodern.) Normally offered every other year. D. O'Higgins.

**CM/HI 102. Medieval Europe.** Far from being an "enormous hiccup" in human progress, the medieval centuries (circa 350-1350) marked the full emergence of Islamic, Byzantine, and West European civilizations. These powerful medieval cultures shape our present. The central theme of this introductory survey course is the genesis and development of a distinct Western European medieval civilization including its social, economic, political, and cultural aspects. Important topics include the devolution of the Roman Empire; the Christianization of the West; the origins of the Byzantine world; the rise of Islam; and the history of medieval women. Not open to students who have received credit for History 102. (Premodern.) Normally offered every year. Staff.

**HIST 104. Europe, 1789 to the Present.** An introduction to modern European history. The course analyzes major events, such as the French Revolution, the development of capitalism, and the two world wars. It also introduces students to the uses of evidence by historians. Materials include primary documents, secondary texts, novels, and film. Themes that run throughout the course are class conflict, gender relations, and the developing relationship between the state and the individual. Normally offered every year. S. Hochstadt.

**CM/HI 106. Greek Civilization.** This course considers: 1) the archaic civilization of Homer, a poet celebrating the heroes of an aristocratic and personal world; 2) the classical civilization of Aeschylus, Sophocles, Aristophanes, and Phidias, the dramatists and sculptor of a democratic and political Athens; 3) the synthesis of Plato, celebrating the hero Socrates and attempting to preserve and promote aristocratic values in a political world. Not open to students who have received credit for History 201. (Premodern.) Normally offered every year. J. Cole.

**CM/HI 107. Roman Civilization.** In this course students explore Roman civilization at the end of the Republic, examining first the places of Roman life and analyzing how the Romans built their walls, temples, markets, and stadiums and why they chose to do so. Students also explore the people and the nature of the activities they engaged in at these

locations, seeking answers to questions like: What did the Romans eat for breakfast? Recommended background: Classical and Medieval Studies/History 100, Classical and Medieval Studies/Religion 101, History 201. Not open to students who have received credit for Classical and Medieval Studies 206. (Premodern.) Normally offered every other year. M. Imber.

**HIST 140. Origins of the New Nation, 1500-1820.** The first course in a three-course sequence that presents the American experience from a deliberately interpretive point of view. The current theme is the continuous redefinition of liberty through the various stages of American development. The course employs primary and secondary sources, lectures, and discussion to examine political, social, economic, and cultural dimensions of change and continuity and contrasts between ideals and reality. Normally offered every year. J. Hall.

**HIST 141. America in the Age of the Civil War.** This course surveys United States history from the early nineteenth to the early twentieth centuries, focusing particularly on the experience of immigrants, women, the plantation South and the urbanizing North. Special attention is also given to the history of the American Civil War. Normally offered every other year. M. Creighton.

**HIST 142. America in the Twentieth Century.** This course surveys the American experience in the twentieth century from a deliberately interpretive point of view, examining political, social, economic, and cultural dimensions of life in the United States. Special attention is directed to the impact of war, corporate globalism, and movements for change upon the development of an increasingly complex, variegated modern society confronting the paradox of simultaneous social segmentation—by race, class, gender, ethnicity—and cultural homogenization. Students consider the disjunction between Americans' democratic ideals and their administered reality and what can be done to heal the split. Normally offered every year. H. Jensen.

**HIST 171. China and Its Culture.** An overview of Chinese civilization from the god-kings of the second millennium and the emergence of the Confucian familial state in the first millennium B.C.E., through the expansion of the hybrid Sino-foreign empires, to the revolutionary transformation of Chinese society by internal and external pressures in the nineteenth and twentieth centuries. (East Asian; premodern.) Normally offered every year. D. Grafflin.

**HIST 172. Japan: Myths, Stereotypes, and Realities.** This course surveys the development of Japanese culture and society from earliest times to the mid-nineteenth century, and discusses myths, stereotypes, and realities about Japan's so-called traditions and characteristics. Topics include the emperor's institution, samurai (warrior) culture, women's place in society, feudalism versus anti-authoritarian tradition, cosmopolitanism versus isolationism, and towns and villages, all in a comparative framework of world history. In addition to reading primary sources, class participants regularly watch taped segments on relevant topics from Japanese television programs. (East Asian; premodern.) Normally offered every year. A. Hirai.

**AS/HI 173. Korea and Its Culture.** The course examines the distinctive evolution of Korean civilization within the East Asian cultural sphere, from its myths of origin through its struggles to survive amidst powerful neighbors, to the twentieth-century challenges of

colonial domination and its poisonous legacies of civil war and division, and the puzzles of redefining a hierarchical Neo-Confucian state in the context of global capitalism. Not open to students who have received credit for Asian Studies 173 or History 173. (East Asian; premodern.) Normally offered every other year. M. Wender, D. Grafflin.

**HIST 181. Latin American History: From the Conquest to the Present.** This course explores the history of Latin America as a process of cultural transformation, political struggle, and drastic economic change. Drawing on interdisciplinary approaches and primary source materials, this course analyzes the evolution of colonialism, the reasons for its collapse, and the complex challenges that its legacies have posed to emerging nation-states in the nineteenth and twentieth centuries. In particular, students consider how the social construction of identities (in terms of race, class, gender, and culture) relate to systems of control, strategies of resistance, and ideological change over time. (Latin American.) Normally offered every year. L. Guerra.

**CM/HI 203. Great Wars of Greek Antiquity.** Much of the perennial appeal of the history of the Persian Wars and the Peloponnesian War lies in storied confrontations of East and West, empire and freedom, rise and fall, folly and intelligence, war and peace, victory and defeat. More of the interest for the reflective student lies in the critical use of the classical sources, especially Herodotus and Thucydides, and in the necessary qualification of those too-simple polarities, East/West, empire/freedom, rise/fall, folly/intelligence, war/peace, victory/defeat, and, of course, good/bad. Open to first-year students. Not open to students who have received credit for History 202. (Premodern.) Normally offered every other year. J. Cole.

**CM/HI 207. The Roman World and Roman Britain.** The Roman Empire is famous for its decline and fall. Stretching from the Euphrates to the Atlantic, however, this remarkable multiethnic empire persisted for 500 years. Its story is a fascinating example of what Theodore Mommsen tagged the moral problem of “the struggle of necessity and liberty.” This course is a study of the unifying and fragmenting forces at work on the social, economic, and political structures of the Roman imperial world. Key themes include the western provinces and Roman Britain, the effects of Romanization on conquered peoples, and the rise of Christianity. The survey begins with the reign of Augustus and concludes with the barbarian invasions of the fifth century. Open to first-year students. Not open to students who have received credit for History 207. (Premodern.) Normally offered every other year. M. Jones.

**CM/HI 209. Vikings.** The Vikings were the most feared and perhaps misunderstood people of their day. Savage raiders branded as the Antichrist by their Christian victims, the Vikings were also the most successful traders and explorers of the early Middle Ages. The Viking Age lasted for three centuries (800-1100 C.E.), and the Vikings’ world stretched from Russia to North America. Study of the myth and reality of Viking culture involves materials drawn from history, archeology, mythology, and literature. Prerequisite(s): History 102. Not open to students who have received credit for Classical and Medieval Studies 209 or History 209. (Premodern.) Offered with varying frequency. M. Jones.

**HI/WS 210. Technology in U. S. History.** A survey of the development, distribution, and use of technology in the United States from colonial roadways to microelectronics, using primary and secondary source material. Subjects treated include the emergence of the factory system; the rise of new forms of power, transportation, and communication; sexual and racial divisions of labor; and the advent of corporate-sponsored scientific research.

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Enrollment limited to 40. Not open to students who have received credit for History 210 or Women's and Gender Studies 210. Normally offered every other year. R. Herzig.

**HIST 215. The Jewish Diaspora of Latin America.** This course explores the causes, culture, and experience of Jewish immigration in the Dominican Republic, Argentina, Mexico, Bolivia, Cuba, and the Dutch colony of Curaçao. It uses the diverse minority experiences of Jews to illustrate common historical patterns in the development of these societies. Topics include the obsession of Latin America's ruling elites with "whitening" their countries as a step toward modernization; the rise of the urban labor movement; revolutions in Europe and their connections to radical anti-imperialist and leftist politics in Latin America; and the reliance of Latin American states on terror to repress calls for social change during the last two decades of the Cold War. Recommended background: Latin American, Jewish, Holocaust history; courses dealing with race and identity, immigration and nationalism. (Latin American.) Normally offered every other year. L. Guerra.

**HIST 221. History of Russia, 1762-1917.** Despite a backward political and social structure, Russia has been a world power since the eighteenth century. This course considers how Russia's rulers from Catherine the Great to Nicholas II tried to prevent the forces of Western ideas and industrialization from weakening their power, causing radical intellectuals, peasants, and workers to join together in a unique revolutionary movement. The course ends with a study of the successful overthrow of the government in 1917 and the creation of a Bolshevik state. Recommended background: History 104. Offered with varying frequency. S. Hochstadt.

**HIST 222. History of the Soviet Union, 1917-1991.** The history of the Soviet Union has turned out differently from the hopes of the revolutionaries in 1917. Beginning with an analysis of the Revolution and its aftermath, this course studies the growth of the Bolshevik-Communist government under Lenin, the attempts to create a workers' state and culture in the 1920s, the transformation of state and society under Stalin, the emergence of the Soviet Union as a superpower after 1945, and the dissolution of the USSR in the 1990s. Gender and class are used as important categories of analysis. Recommended background: History 104. Offered with varying frequency. S. Hochstadt.

**HIST 223. The French Enlightenment.** Eighteenth-century men of letters broke radically from traditional and previously authoritative ideas, values, and beliefs. Simplifying outrageously, they challenged the sovereignty of the Christian faith, preaching instead varieties of rationalism, liberalism, and utilitarianism. For their opponents, now as then, this is to risk making a god of the dear self. For sympathizers, it marks the beginning of modernity. The course centers on five great figures: Descartes, Montesquieu, Voltaire, Rousseau, and Diderot, whose works are read in translation. Research projects can be designed to serve French majors. Open to first-year students. Not open to students who have received credit for French 353. Normally offered every other year. J. Cole.

**HIST 224. The French Revolution.** This course considers three periods and related problems: 1) the pre-Revolutionary Old Regime and its defining political, religious, and social structures; 2) the "more moderate" Revolution of 1789-1791, which destroyed the old order of throne and altar, nobles and nobodies, in order to construct a new order of liberty and equality; 3) the "more radical" Revolution of 1792-1794, which defended this new order and its principles by acknowledged terror, while giving political voice to numbers of ordinary French men and women and formally emancipating rebellious slaves in the Caribbean colonies. Open to first-year students. Normally offered every year. J. Cole.

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**HIST 227. Germany in the Era of the Two World Wars.** Between 1914 and 1945, Germany's diplomacy and territorial ambitions precipitated two world wars, with terrible consequences for soldiers and civilians; during the same period Germany experienced one socialist revolution, an experiment in democracy, and a racist dictatorship. Between the wars, German dramatic and visual artists were among the most exciting in Europe. This course examines Germany during this period of extraordinary cultural and political ferment, seeking to understand its causes and its legacy for us today. Recommended background: one history course. Offered with varying frequency. E. Tobin.

**HIST 228. Inventing Equalities, Experiencing Inequalities.** This course studies the lives and works of four great figures who, having experienced real inequalities, produced classics contrarily advocating—even inventing—ideal equalities. The four are Jean-Jacques Rousseau, Mary Wollstonecraft, Frederick Douglass, and Karl Marx, and the respective equalities/inequalities are those of order, gender, race, and class. The course collectively pays particular attention to the historical settings of these persons, while encouraging students individually to relate their democratic ideas to the realities of our contemporary world. Open to first-year students. Offered with varying frequency. J. Cole.

**HIST 229. The Holocaust in History.** No event has shocked Western sensibility as much as the mass murder of European Jews and others by Nazis and their collaborators. How could Europeans, who considered themselves highly civilized people, have engaged in pre-meditated genocide? This course begins by contrasting the rich culture of European Jews around 1900 with the rise of modern anti-Semitism. The focus of the course is the gradual escalation of Nazi persecution, culminating in concentration camps and mass murder. The varied reactions of Jews and non-Jews in Europe and America are a central subject. Recommended background: History 104. Enrollment limited to 130. Normally offered every other year. S. Hochstadt.

**CM/HI 231. Litigation in Classical Athens.** This course studies the practice of law in ancient Athens. About 100 speeches survive from the fourth century B.C.E. in which Athenians contested everything from wills and property disputes to the worthiness of political candidates for office and the proper conduct of domestic and international affairs. Study of these speeches illuminates not merely the procedural organization of law in the Athenian democracy, but also the nature of political, social, and cultural structures in Athens. Consequently, the course concentrates as much on the various methodological approaches scholars have applied to the orations as on learning the mechanics of Athenian legal procedure. Open to first-year students. Not open to students who have received credit for Classical and Medieval Studies 231 or History 231. (Premodern.) Offered with varying frequency. M. Imber.

**EC/HI 232. Britain's Prime and Decline, 1870-2000.** In the late Victorian period, Britain was not only the "workshop of the world", it was also the world's banker and leading trading nation. However, the rise of Continental powers, followed by the United States, challenged Britain's leadership of the international economy. By 1929 the British economy was beset by depression, foreign economic competition, and the prospect of industrial and financial stagnation. This course examines why decline occurred and how British governments struggled to prevent it. The changing fortunes of the British economy are examined, together with the increasingly determined efforts of governments to dictate economic progress. Prerequisite(s): Economics 101 or 103. Enrollment limited to 22. Not open to students who have received credit for Economics 232. Normally offered every year. M. Oliver.

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**HIST 240. Colonial New England, 1660-1763.** This 100-year period in New England's history is filled with crises: a new imperial system, the Glorious Revolution in England, accompanied by rebellions in the colonies, wars against the Indians, the French, and—in Massachusetts—against the Devil. Less dramatic but equally traumatic were economic and social changes that struck at the heart of Puritan self-confidence. By the end of this era, however, New England had regained a new self-image and revived sense of “mission” as a chosen people. Recommended background: History 140. (Premodern.) Offered with varying frequency. Staff.

**HIST 241. The Age of the American Revolution, 1763-1789.** A study of the Revolution from its origins as a protest movement to one seeking independence from Britain. The course examines differences among Americans over the meaning of the Revolution and over the nature of society in the new republic. The debates over state and national constitutions help to illustrate these differences. The course considers the significance of the Revolution for Americans and for Europeans as well. Recommended background: History 140. Offered with varying frequency. Staff.

**HIST 243. African American History.** Blacks in this country have been described as both “omni-Americans” and a distinctive cultural “nation within a nation.” The course explores this apparent paradox using primary and interpretive sources, including oral and written biography, music, fiction, and social history. It examines key issues, recurrent themes, conflicting strategies, and influential personalities in African Americans’ quest for freedom and security. It surveys black American history from seventeenth-century African roots to current problems that remain in building an egalitarian, multiracial society for the future. Recommended background: one of the following: History 140, 141, or 142. Open to first-year students. Normally offered every other year. H. Jensen.

**HIST 244. Native American History: Contact to Removal.** In this course, students consider how scholars study groups of people who had no formal written language, and what happens when different civilizations meet. How did Europeans and Indians affect one another? The course focuses on the fifteenth through the middle of the nineteenth centuries, from pre-contact native groups through the early national period and the effort of the new American nation to remove Indians from the eastern part of the country. Students examine both Native American voices and European voices to explore the meanings of the encounters for both of these groups. They also consider the lasting effects of these interactions. Recommended background: History 140 or 141. Open to first-year students. Normally offered every other year. J. Hall.

**HIST 249. Colonial North America.** This course seeks to rectify the common misconception that American colonial history consists only of the thirteen British colonies of the Atlantic seaboard. Instead, students examine the colonial period from a continental perspective, examining a number of societies that Europeans, Americans, and Africans created in North America before 1800. Combining historical readings with primary sources such as documents, paintings, and architecture, students can appreciate the wide variety of American colonial experiences and some of the ways these societies were connected. Open to first-year students. Normally offered every other year. J. Hall.

**HI/WS 252. A Woman's Place: Gender and Geography in the United States, 1800-2000.** Using a case study approach, this course looks at diverse American women from the early 1800s through to the present and how they shaped, traversed, and contested the spaces

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they inhabited or were assigned, whether public or private, rural or urban, temporary or lifelong. Recommended background: History 141 or 142 or Women's and Gender Studies 100. Offered with varying frequency. M. Creighton.

**HIST 261. American Protest in the Twentieth Century.** This course examines the persistent and uniquely American impetus toward individual liberty, equality, and collective moral reform by studying a variety of protest movements and representative dissenters from Emma Goldman to the Ruckus Society of 1999 Seattle. It consequently investigates the development and interplay of American variants of anarchism, socialism, pacifism, syndicalism, racial egalitarianism, counter-culture, feminism, radical environmentalism, sexual freedom, and the new anti-corporatism along with their influences—intended and fortuitous—upon the larger society. Recommended background: History 142. Normally offered every other year. H. Jensen.

**HIST 265. Wartime Dissent in Modern America.** Periods of war—whatever their justifications—have proven to be dangerous times for American civil liberties. The price of patriotic unity is often paid directly by American dissenters targeted—by political or racial profiling and repressive legislation—for government surveillance, harassment, prosecution, detention, internment, imprisonment, and deportation. This course explores whether such costs are ever defensible, why dissenters risk such sanctions, and what the long-term consequences of even short-term curtailments of freedom portend for the future of American democracy. Conflicts from World War I through the contemporary “War on Terror” are examined. Open to first-year students. Offered with varying frequency. H. Jensen.

**HI/WS 267. Blood, Genes, and American Culture.** The course places recent popular and scientific discussions of human heredity and genetics in social, political, and historical context. Topics include racial categories of the eighteenth and nineteenth centuries, eugenics, the “gay gene,” cloning, reproductive rights, the patenting and commercialization of genetic material, and the Human Genome Project. Recommended background: course work in biology. Enrollment limited to 40. Not open to students who have received credit for History 267 or Women's and Gender Studies 267. Offered with varying frequency. R. Herzig.

**HIST 271. The United States in Vietnam, 1945-1975.** This course examines United States military and political intervention in Vietnam, which became a dominant—and divisive—issue in the post-World War II era. Topics explored include the origins and development of Vietnamese anticolonial resistance movements, the Cold War and the evolution of U.S. policy in Southeast Asia, the U.S. decision to intervene and later withdraw, domestic opposition to the war, and the impact of the conflict on Americans and Vietnamese. The objective of the course is to develop a coherent historical understanding of what became one of the costliest conflicts in U.S. history. Enrollment limited to 50. (East Asian.) Normally offered every year. C. Beam.

**HIST 274. China in Revolution.** Modern China's century of revolutions, from the disintegration of the traditional empire in the late nineteenth century, through the twentieth-century attempts at reconstruction, to the tenuous stability of the post-Maoist regime. Recommended background: History 171. (East Asian.) Normally offered every year. D. Grafflin.

**HIST 275. Japan in the Age of Imperialism.** A course on Japan's modern transformation necessitated by the global expansion of the West's imperialism and colonialism in the nine-

teenth century. In the spirit that “imitation is the best defense,” Japan adopted many Western institutions and technologies in government, law, defense, industry, and foreign affairs. Along with them came cultural and social changes. But not all was well with this Westernization as modernization. This course examines the nature of nineteenth-century imperialism, Japan’s adaptation to it, and the vast majority of Japanese who bore the burden: peasants, industrial workers, women, and children. Recommended background: History 172. (East Asian.) Normally offered every other year. A. Hirai.

**HIST 276. Japan since 1945 through Film and Literature.** A course on Japan since World War II. A brief survey of Japan’s prewar history is followed by a detailed analysis of postwar developments. The focus is cultural and social history, but these aspects of postwar Japan are examined in their political, economic, and international context. Study materials combine great works of literature and film with scholarly writings on related subjects. Kurosawa’s *Rashomon* is viewed in conjunction with a book on the Tokyo War Crimes Trials. Kobo Abe’s novels and their film renditions are coupled with excerpts from Marx’s treatises on alienation in capitalist society. Open to first-year students. (East Asian.) Normally offered every other year. A. Hirai.

**HIST 278. Taiwan.** On 20 May 2000, with the inauguration of a president from the opposition, Taiwan added political democracy to the list of Chinese historical achievements. This course surveys the history of the island from seventeenth-century piracy to the emergence of the world’s twelfth-largest trading power. Open to first-year students. (East Asian.) Normally offered every other year. D. Grafflin.

**HIST 280. Revolution and Conflict in the Caribbean and Central America.** This course focuses on the Caribbean and Central America, a region whose internal struggles for national sovereignty and social change have been shaped by the interests and interventionist policies of the United States. Specifically, it seeks to explain the origins, development, and dialectical relationship between United States imperialism and the emergence of nationalisms in Cuba, Nicaragua, Guatemala, El Salvador, and Haiti. By understanding the conditions under which certain groups were included and excluded from power in these national states, students explore ideologies of modernity and civilization, the growth of corporate capital, labor struggles, and the impact of the Cold War. Not open to students who have received credit for History 390H. (Latin American.) Normally offered every other year. L. Guerra.

**HIST 288. Environment, Development, and Power in Latin America.** This course traces how models of development, discourses of nation, and images of the environment became linked to national and international systems of unequal power in Latin America. Covering the nineteenth century through the present, students consider such topics as the rise of coffee, the Amazonian rubber boom, myths of modernity, the evolving struggles of indigenous peoples for control of natural resources, the politics of conservation, and the commodification of environmentalism itself. Recommended background: History 181, 280, and/or related study. Open to first-year students. (Latin American.) Normally offered every other year. L. Guerra.

**HIST 290. Gender and the Civil War.** This course forefronts gender analysis to study the causes, course, and repercussions of the American Civil War. Open to first-year students. Not open to students who have received credit for History 390C. Offered with varying frequency. M. Creighton.

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**HIST 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**HIST 365. Special Topics.** A course or seminar offered from time to time and reserved for a special topic selected by the department. Staff.

**HIST 374. Understanding Chinese Thought.** Reading (in translation) the three greatest books ever written in Chinese, as a way of understanding the foundations of East Asian culture. The works are the philosophical/religious anthologies known as the *Analects* (attributed to Confucius), the *Chuang-tzu* (commonly labeled Taoist), and the Buddhist scripture, *Sutra of the Lotus Flower of the Wonderful Law* (as translated in 406 from a source now unknown). Willingness to engage in the close reading and discussion of a wide variety of philosophical materials is required, but no background in Asian studies is assumed. (East Asian; premodern.) Offered with varying frequency. D. Grafflin.

**HIST 390. Junior-Senior Seminars.** These seminars provide opportunities for concentrated work on a particular theme, national experience, or methodology for advanced majors and nonmajors alike. Junior and senior majors are encouraged to use these seminars to generate thesis topics.

**HIST 390A. Japan's War against the United States.** This seminar examines Japan's war against the United States within a larger context of the Sino-Japanese War and World War II in Europe, and attempts to debunk myths about Japan's fanaticism in executing a holy war. After surveying Japan's geopolitical, strategic, and diplomatic intrigues, the roles of culture and ideology, and above all, comprehensive war goals, seminar participants write a research paper that best explains how a trans-Pacific war resulted in a creation of far more complex new Asia. Participants learn to analyze (in English translation) Japanese archival materials, pamphlets, memoirs, and other publications. Enrollment limited to 15. (East Asian.) Normally offered every other year. A. Hirai.

**CM/HI 390D. Decline and Fall of the Roman Empire.** Edward Gibbon's classic *Decline and Fall* is the most famous work of history written in English. This course uses it as an introduction to the problem of the collapse of complex, premodern societies and specifically the end of the Roman West. Changing historical explanations for the fall of Rome are a microcosm of Western historiography. Students also explore basic questions on the nature of history and historians. Enrollment limited to 15. Not open to students who have received credit for History 390D. (Premodern.) Offered with varying frequency. M. Jones.

**AA/HI 390E. African Slavery in the Americas.** Of the millions of immigrants who arrived in North and South America during the colonial period, the majority came not from Europe but from Africa. They came not for freedom but as human property, facing a lifetime of bondage for themselves and their offspring. Far from being the "peculiar institution" that whites in the U.S. South called it, slavery existed throughout the Americas before its abolition in the nineteenth century. By reading contemporary scholarship and examining primary sources like music, letters, autobiographies, and

material artifacts, students gain a sense of the ways Africans and African Americans survived and influenced an institution that sought to deny their humanity. Enrollment limited to 15. Normally offered every other year. J. Hall.

**HIST 390F. The American West.** Focusing in particular on the late nineteenth and early twentieth centuries, this course considers the changing cultural, economic, and social landscapes of the American West. Class discussion and readings pay special attention to the way that the West as a social construct intersected with the West as it was lived by multiple communities. After completing an intensive overview of the subject, participants produce a carefully researched paper. Enrollment limited to 15. Offered with varying frequency. M. Creighton.

**CM/HI 390I. Anglo-Saxon England.** This seminar concentrates on Dark Age Britain (circa 400-800 C.E.). This period is a mystery wrapped in an enigma. Ignorance and obscurity offer one advantage to students: the sources are so few that they may be explored in a single semester. The course is designed to present typical kinds of early medieval evidence (saints' lives, chronicles, annals, charters, poetry, genealogy, archeology), introduce students to their potentials and difficulties, and then set a series of problems that requires application of these materials to gain an answer. Enrollment limited to 15. Not open to students who have received credit for History 390I. (Premodern.) Offered with varying frequency. M. Jones.

**HIST 390J. Laboring Classes, Dangerous Classes.** The increase in the numbers of industrial workers in Europe in the nineteenth and twentieth centuries alarmed politicians, the wealthy, and academics. Some reformers and revolutionaries acclaimed workers as the agents of a better world. Were workers dangerous to the status quo? This course considers how historians and others in the past have perceived workers, explained patterns of accommodation and resistance to employers and the government, and analyzed the role of gender in workers' labor and politics. Students use this background to construct their own understandings of whether laboring classes were always dangerous classes. Enrollment limited to 15. Normally offered every other year. E. Tobin.

**HIST 390M. Holocaust Memoirs: Gender and Memory.** In this course students use close textual readings, gender analysis, and scholarship on memory to think about Holocaust memoirs as sources of our knowledge about camp inmates' experiences. Students look both at women's and men's experiences in the camps and at the ways each has chosen to write about them. Did the different kinds of socialization women received at home mean they behaved differently from men in the camps? To what extent do male and female survivors describe similar experiences differently? How should historians regard texts written from memory? Recommended background: course work in German history, Holocaust studies, or gender analysis. Enrollment limited to 15. Normally offered every other year. E. Tobin.

**HIST 390P. Prelude to the Civil Rights Movement.** This course explores the forgotten years of the civil rights movement, the seedtime of black protest and insurgency, from the New York Riot of 1900 to the Supreme Court's landmark desegregation decision in 1954. Emphasis is placed upon the development of protest techniques, conflicting organizational strategies of advance, leadership struggles, and the flowering of distinct and innovative cultural forms. Harlem, the cultural capital of black America, is examined as a paradigmatic case study of the effects of northern migra-

tion, urbanization, and proletarianization on America's bellwether minority. Enrollment limited to 15. Normally offered every other year. H. Jensen.

**HIST 390T. Men and Women in Japanese History.** The seminar examines women and men in Japanese history from ancient to modern times. Study materials are taken from various sources: myths, government documents, literary works, scholarly writings, and films. Some of the personalities portrayed in these sources are historical figures, others are fictive. Together they enable students to follow the evolution of the relationship between the sexes as well as their respective lives in history. The course attempts to identify religious, economic, political, biographical, and other variables that best explain gender roles and relations. It also introduces perspectives comparing Japanese experiences and ideas with those in other parts of the world. Enrollment limited to 15. (East Asian) Normally offered every other year. A. Hirai.

**HIST 390U. Colony, Nation, and Diaspora: Cuba, Puerto Rico, and the Dominican Republic.** This seminar explores the cultural and political dimensions of national struggles for liberation and their connections to the U.S. Latino experience. Using scholarly texts as well as novels, poetry, and plays, students engage the historical dynamics between U.S. imperialism and Caribbean nationalisms in the twentieth century. In particular, they study the cases of Cuba and Puerto Rico as well as their exile/migrant communities in the United States. Recommended background: History 181, 280, and/or relevant study in related fields. Enrollment limited to 15. (Latin American.) Offered with varying frequency. L. Guerra.

**HIST 390W. The Civil Rights Movement.** Between 1954 and 1968, the civil rights movement rearranged the terrain and composition of American social relations, altered the domestic agenda of American politics, created a hopeful climate for change, unleashed hidden turbulences of racial nationalism and gender division, and broached still-unanswered questions about the nation's uneven distribution of wealth. It enunciated the moral vocabulary of a generation. By critically examining primary documents, film, audio records, social history, and participant testimony, this course seeks to deflate the mythology surrounding this subject and comprehend it as "living history" infused with new meaning for the present. Enrollment limited to 15. Written permission of the instructor is required. Normally offered every other year. H. Jensen.

**HIST 390X. French Diseases, English Cures.** Locke's *Two Treatises of Government* (1690) and Burke's *Reflections on the Revolution in France* (1790) established opposition traditions that still largely define political choices: liberalism and conservatism. Yet both books supported the Glorious Revolution of 1688 and the subsequent Settlement in England, and each author reacted against contemporaneous French thought and practice. This seminar considers the thinkers, their books, and the French ideals and realities against which they reacted, "the French disease" of monarchical absolutism associated with Louis XIV and the Revolutionary fevers of the National Assembly and rioting crowds in 1789. Enrollment limited to 15. Not open to students who have received credit for History 225. Normally offered every other year. J. Cole.

**HIST 390Z. American Migrations.** Alexis de Tocqueville once observed, "In the United States a man builds a house in which to spend his old age, and he sells it before the roof is on." Americans seemed perpetually to be seeking to improve themselves by leaving home. The transformative power of migration appears not just in the Frenchman's rendition of the archetypal "frontier myth." By focusing on Native

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Americans' migrations, African and European American movements, and the contemporary experiences of Maine's immigrant communities, this course explores the forces that shape (and the stories that explain) migrations. Students examine these experiences to understand how people use acts of uprooting and resettlement to define themselves. Enrollment limited to 15. J. Hall.

**HIST 457, 458. Senior Thesis.** The research and writing of an extended essay in history, following the established practices of the discipline, under the guidance of a departmental supervisor. Students register for History 457 in the fall semester and for History 458 in the winter semester. Majors writing an honors thesis register for both History 457 and 458. Normally offered every year. Staff.

### Short Term Units

**HIST s12. Film, Food, and Baseball in Cuba.** This unit explores the social and political codes embedded in the cultural rituals and practices of sport and leisure in Cuba. In the unit, hands-on cooking lessons mesh with intellectual debates over the cultural implications of socialist food rationing and the nationalist underpinnings of Cubans' love of baseball. In addition to completing readings on the politics of sport, students view and analyze how Cuban films illuminate themes of state power and the changing meanings of social justice from the mid-twentieth century to the present. Recommended background: study of Latin America. Enrollment limited to 20. (Latin American.) Offered with varying frequency. L. Guerra.

**HIST s15. Pacifism in Twentieth-Century Japan.** An uninterrupted pacifist tradition has thrived among Japanese people since the Russo-Japanese War of 1904-1905 that continued through World War II and beyond. Those pacifists were women, students, laborers, political activists, adherents of various religious beliefs, or just ordinary people who did not want war. By examining their letters, diaries, pamphlets, and other publications (all in English translation), seminar participants understand their goal and desire and also their influence inside and outside Japan, and evaluate limits and potentials for their successes, not to mention their overall contributions. Open to first-year students. Offered with varying frequency. A. Hirai.

**HIST s30. Food in Japanese History.** This unit examines the food and dietary practices of the Japanese from prehistoric times to the present. Of particular concern is the connection between food and religious rites and beliefs. Students consider what people ate and avoided on which occasions of life and for what reasons. They also inquire into the dietary habits of the deities and the dead. Students visit local eateries as well as practice their own culinary skills to sample Japanese food. Open to first-year students. Enrollment limited to 12. (East Asian.) Offered with varying frequency. A. Hirai.

**HIST s33. The Development and Legacies of Slavery in Cuba.** Based in the old colonial town of Trinidad, Cuba, this unit examines the experience and long-term impact of slavery as the central axis of Cuba's cultural, economic, and political life for more than 300 years. Study combines reading and discussion of classic works in the history of Cuban slavery with excursions to eighteenth-century sugar plantations, walking tours of Trinidad, Havana, and Cienfuegos, visits to historical museums and art galleries, and lessons in Afro-Cuban dance. Students spend a total of three weeks in Trinidad and one week in Havana. Prerequisite(s): History 181, 215, 280, 288, or 390U and good Spanish language

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proficiency. Enrollment limited to 10. Written permission of the instructor is required. Offered with varying frequency. L. Guerra.

**HIST s40. Introduction to Historical Methods.** This unit provides an intensive introduction to research skills, historical literature, and the principles and methods of historical critical analysis (historiography). The unit is team-taught to acquaint students with a variety of historical assumptions and methodologies ranging from the perception of history as fiction to the belief that history is the accumulation of objective data about an ascertainable past. This unit provides important preparation for the senior thesis. Recommended background: a college-level course in history. Required of all majors. Open to first-year students. Normally offered every year. Staff.

**HIST s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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## Interdisciplinary Studies

Students may choose to major in an established interdisciplinary program supported by faculty committees or design an independent interdisciplinary major. Established programs are African American studies, American cultural studies, Asian studies, biological chemistry, classical and medieval studies, environmental studies, neuroscience, and women's and gender studies. Students should consult the chairs of these programs for information about requirements and theses.

Students undertaking independent interdisciplinary majors should consult the section of the Catalog on the Academic Program (see page 20). Independent interdisciplinary majors are supported by the Committee on Curriculum and Calendar and students should consult the committee chair for information about requirements and theses.

### Courses

**INDS 165. African American Philosophers.** This course focuses on how African American philosophers confront and address philosophical problems. Students consider the relationship between the black experience and traditional themes in Western philosophy. Attention is also given to the motivations and context sustaining African American philosophers. Recommended background: African American Studies 140A or African American Studies/American Cultural Studies 119. Cross-listed in African American studies, American cultural studies, and philosophy. Enrollment limited to 40. Not open to students who have received credit for African American Studies 165. Offered with varying frequency. J. McClendon.

**INDS 228. Caring for Creation: Physics, Religion, and the Environment.** This course considers scientific and religious accounts of the origin of the universe, examines the relations between these accounts, and explores the way they shape our deepest attitudes toward the natural world. Topics of discussion include the biblical creation stories, contemporary scientific cosmology, the interplay between these scientific and religious ideas, and the roles they both can play in forming a response to environmental problems. Cross-listed in environmental studies, physics, and religion. Enrollment limited to 40. Not open to students who have received credit for Environmental Studies 228, Physics 228, or Religion 228. Offered with varying frequency. J. Smedley, T. Tracy.

**INDS 239. Black Women in Music.** Angela Davis states, “Black people were able to create with their music an aesthetic community of resistance, which in turn encouraged and nurtured a political community of active struggle for freedom.” This course examines the role of black women as critics, composers, and performers who challenge externally defined controlling images. Topics include: black women in the music industry; black women in music of the African diaspora; and black women as rappers, jazz innovators, and musicians in the classical and gospel traditions. Cross-listed in African American studies, music, and women’s and gender studies. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for African American Studies 239, Music 239, or Women’s and Gender Studies 239. Normally offered every other year. Staff.

**INDS 240. Theory and Method in African American Studies.** This course addresses the relationship between political culture and cultural politics within African American studies. Particular attention is paid to the contending theories of cultural criticism. Cornel West, Molefi Asante, Patricia Hill Collins, Angela Davis, bell hooks, Maramba Ani, and Henry Louis Gates Jr. are some of the theorists under review. Recommended background: African American Studies/American Cultural Studies 119 or significant work in political science, American cultural studies, or African American studies. Cross-listed in African American studies, American cultural studies, and philosophy. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for Political Science 240 or American Cultural Studies 240. Offered with varying frequency. J. McClendon.

**INDS 250. Interdisciplinary Studies: Methods and Modes of Inquiry.** Interdisciplinarity involves more than a meeting of disciplines. Practitioners stretch methodological norms and reach across disciplinary boundaries. Through examination of a single topic, this course introduces students to interdisciplinary methods of analysis. Students examine what practitioners actually do and work to become practitioners themselves. Prerequisite(s): African American Studies 140A or Women’s and Gender Studies 100, and one other course in African American studies, American cultural studies, or women’s and gender studies. Cross-listed in African American studies, American cultural studies, and women’s and gender studies. Enrollment limited to 40. Not open to students who have received credit for African American Studies 250, American Cultural Studies 250, or Women’s and Gender Studies 250. Normally offered every year. E. Rand.

**INDS 260. United States Latina/Chicana Writings.** This course rests on two conceptual underpinnings: Gloria Anzaldúa’s *Nueva Mestiza*, and the more recent “*U.S. Pan-Latinidad*” postulated by the Latina Feminist Group. The literary and theoretical production of Chicanas and Latinas is examined through these lenses. Particular attention is given to developing a working knowledge of the key historical and cultural discourses engaged

by these writings and the various contemporary United States Latina and Chicana positionalities vis-à-vis popular ethnic representations. The course also examines the function given to marketable cultural productions depending on the different agents involved. Cross-listed in American cultural studies, Spanish, and women's and gender studies. Open to first-year students. Offered with varying frequency. C. Aburto Guzmán.

**INDS 262. Ethnomusicology: African Diaspora.** This introductory course is a survey of key concepts, problems, and perspectives in ethnomusicological theory drawing upon the African diaspora as a cross-cultural framework. This course focuses on the social, political, and intellectual forces of African culture that contributed to the growth of ethnomusicology from the late nineteenth century to the present. Cross-listed in African American studies, anthropology, and music. Open to first-year students. Enrollment limited to 25. Not open to students who have received credit for African American Studies 262, Anthropology 262, or Music 262. Normally offered every other year. Staff.

**INDS 291. Exhibiting Cultures.** This course examines the politics of exhibiting cultures. Each week the course analyzes specific exhibitions of cultural artifacts, visual culture, and the cultural body as a means to evaluate the larger issues surrounding such displays. These includes issues of race, colonialism, postcolonialism, and curatorial authority in relation to the politics of exhibiting cultures. A field trip to analyze an exhibition is a critical part of the students' experience in the course. Students are required to lead a discussion of the readings, participate in discussions, write a research paper deconstructing an exhibition, and work with a group to design their own theoretical exhibition. Cross-listed in African American studies, American cultural studies, and art. Offered with varying frequency. Staff.

**INDS 339. Africana Thought and Practice.** This seminar examines in depth a broad range of black thought. Students consider the various philosophical problems and the theoretical issues and practical solutions offered by such scholar/activists as W. E. B. Du Bois, Marcus Garvey, Kwame Nkrumah, Claudia Jones, C. L. R. James, Leopold Senghor, Amilcar Cabrah, Charlotta Bass, Lucy Parsons, Walter Rodney, and Frantz Fanon. Recommended background: a course on the Africana world, or a course in philosophy or political theory. Cross-listed in African American studies, American cultural studies, and philosophy. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for American Cultural Studies 339 or Political Science 339. Offered with varying frequency. J. McClendon.

**INDS 457, 458. Interdisciplinary Senior Thesis.** Independent study and writing of a major research paper in the area of the student's interdisciplinary major, supervised by an appropriate faculty member. Students register for Interdisciplinary Senior Thesis 457 in the fall semester. Interdisciplinary majors writing an honors thesis register for both Interdisciplinary Thesis 457 and 458. Normally offered every year. Staff.

### Short Term Units

**INDS s18. African American Culture through Sports.** Sports in African American life have served in a variety of ways to offer a means for social, economic, cultural, and even political advancement. This unit examines how sports have historically formed and contemporaneously shape the contours of African American culture. Particular attention is given to such questions as segregation, gender equity, cultural images, and their political effects for African American athletes and the black community. In addition to the required and rec-

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ommended readings, lectures, and discussions, videos and films are central to the teaching and learning process. Cross-listed in African American studies, American cultural studies, and philosophy. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for American Cultural Studies s18 or Political Science s18. Offered with varying frequency. J. McClendon.

**INDS s21. Writing a Black Environment.** This unit studies the response of black writers and intellectuals of the Spanish-speaking world to issues related to the natural environment. In countries and regions of Afro-Hispanic majority the presence of the oil industry has brought serious challenges to notions of economic progress, human rights, and national sovereignty, as well as individual and communal identity. Writers from Esmeraldas, Ecuador, and Equatorial Guinea chronicle the contradictory discourses present in their societies between modernity, tradition, the idea of progress, and the degradation of the ecosystem. Recommended background: Spanish 202. Cross-listed in African American studies, environmental studies, and Spanish. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for African American Studies s21, Environmental Studies s21, or Spanish s21. Offered with varying frequency. B. Fra-Moliner.

**INDS s26. Reading in the Greek New Testament.** Intensive introduction to New Testament Greek. Students begin reading in the Gospel of John, while studying the Koine, or commonly spoken Greek language of late classical and early Christian times. No previous knowledge of Greek is assumed. Cross-listed in classical and medieval studies, Greek, and religion. Enrollment limited to 8. Not open to students who have received credit for Classical and Medieval Studies s26, Greek s26, or Religion s26. Offered with varying frequency. R. Allison.

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## Mathematics

*Professors Haines (chair), and Wong (on leave, 2003-2004); Associate Professors Ross, Rhodes, and Shulman; Assistant Professor Greer; Visiting Assistant Professors Johnson and Hildebrand; Lecturers Harder and Coulombe*

A dynamic subject, with connections to many disciplines, mathematics is an integral part of a liberal arts education, and is increasingly vital in understanding science, technology, and society. Entry-level courses introduce students to basic concepts and hint at some of the power and beauty behind these fundamental results. Upper-level courses and the capstone experience provide majors with the opportunity to explore mathematical topics in greater depth and sophistication, and delight in the fascination of this important discipline.

During new-student orientation the department assists students planning to study mathematics in choosing an appropriate starting course. Based on a student's academic back-

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ground and skills, the department recommends Mathematics 101, 105, 106, 205, 206, or a more advanced course.

The mathematics department offers a major in mathematics, a secondary concentration in mathematics, and a secondary concentration in computing science (available to the classes of 2004 and 2005 only).

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The mathematics major requirements accommodate a wide variety of interests and career goals. The courses provide broad training in undergraduate mathematics and computer science, preparing majors for graduate study, and for positions in government, industry, and the teaching profession.

The major in mathematics consists of:

- 1) Mathematics 205 and 206;
- 2) Mathematics s21, which should be taken during Short Term of the first year;
- 3) Mathematics 301 and 309, which should be taken before beginning a senior thesis or the senior seminar;
- 4) four elective mathematics or computer science courses numbered 200 or higher, not including 360, 395, 457, 458 or s50;
- 5) completion of either a one-semester thesis (Mathematics 457 or 458), a two-semester thesis (Mathematics 457-458), or the senior seminar (Mathematics 395). The thesis option requires departmental approval.

Any mathematics or computer science Short Term unit numbered 30 or above may be used as one of the electives in 4). One elective may also be replaced by a departmentally approved course from another department.

While students must consult with their major advisors in designing appropriate courses of study, the following suggestions may be helpful. For majors considering a career in secondary education the department suggests Mathematics 312, 314, 315, 341, and Computer Science 101 and 102. Students interested in operations research, business, or actuarial science should consider Mathematics 218, 239, 314, 315, 341, and the courses in computer science. Students interested in applied mathematics in the physical and engineering sciences should consider Mathematics 218, 219, 308, 314, 315, 341, and the courses in computer science. In addition to the computer science courses, students interested in computer science should also consider Math 218, 239, 314, and 315. Majors planning on graduate study in pure mathematics should particularly consider Mathematics 308, 313, and 457-458. Mathematics majors may pursue individual research either through Independent Study (360 or s50), or Senior Thesis (457 and/or 458).

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major.

**Secondary Concentration in Mathematics.** Designed either to complement another major, or to be pursued for its own sake, the secondary concentration in mathematics provides a structure for obtaining a significant depth in mathematical study. It consists of seven courses, four of which must be Mathematics 105, 106, 205, and 206. (Successful completion of

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Mathematics 206 is sufficient to fulfill the requirements for Mathematics 105 and 106, even if no course credit for these has been granted by Bates.)

In addition, the concentration must include at least two courses forming a coherent set. Approved sets include: 1) Analysis: s21 and 301; 2) Algebra: s21 and 309; 3) Geometry: 312 and 313; 4) Mathematical Biology: 155 and either 219 or 341; 5) Actuarial Science: 314 and either 218, 239, or 315; 6) Statistics: 314 and 315; 7) Applied/Engineering Mathematics: 219 and either 218, 308, or 341.

The final course in the concentration can be any mathematics or computer science course at the 150 level or above (or a unit at the 20 level or above), or Computer Science 102. The following do not count toward the mathematics secondary concentration: Mathematics or Computer Science 360, s50, Mathematics 457-458.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the secondary concentration in mathematics.

**General Education.** The quantitative requirement is satisfied by any of the mathematics or computer science courses or units. Advanced Placement, International Baccalaureate, or A-Level credit awarded by the department for mathematics, computer science, or statistics may also satisfy the quantitative requirement.

## Courses

**MATH 101. Working with Data.** Techniques for analyzing data are described in ordinary English without emphasis on mathematical formulas. The course focuses on graphical and descriptive techniques for summarizing data, design of experiments, sampling, analyzing relationships, statistical models, and statistical inference. Applications are drawn from everyday life: drug testing, legal discrimination cases, and public opinion polling. Enrollment limited to 30. Not open to students who have received credit for Biology 244, Economics 250 or 255, Environmental Studies 181, Mathematics 315, Psychology 218, or Sociology 305. Normally offered every year. B. Shulman.

**MATH 105. Calculus I.** While the word *calculus* originally meant any method of calculating, it has come to refer more specifically to the fundamental ideas of differentiation and integration that were first developed in the seventeenth century. The subject's early development was intimately connected with understanding rates of change within the context of the physical sciences. Nonetheless, it has proved to be widely applicable throughout the natural sciences and some social sciences, as well as crucial to the development of most modern technology. This course develops the key notions of derivatives and integrals and their interrelationship, as well as applications. An emphasis is placed on conceptual understanding and interpretation, as well as on calculational skills. Graphing calculators are used in the course for graphical and numerical explorations. Enrollment limited to 25 per section. Normally offered every semester. Staff.

**MATH 106. Calculus II.** A continuation of Calculus I. Further techniques of integration, both symbolic and numerical, are studied. The course then treats applications of integration to problems drawn from fields such as physics, biology, chemistry, economics, and probability. Differential equations and their applications are also introduced, as well as approximation techniques and Taylor series. Graphing calculators are used in the course for graphical and numerical explorations. Prerequisite(s): Mathematics 105. Enrollment limited to 25 per section. Normally offered every semester. Staff.

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**BI/MA 155. Mathematical Models in Biology.** Mathematical models are increasingly important throughout the life sciences. This course provides an introduction to deterministic and statistical models in biology. Examples are chosen from a variety of biological and medical fields such as ecology, molecular evolution, and infectious disease. Computers are used extensively for modeling and for analyzing data. Recommended background: a course in biology. Enrollment limited to 30. Not open to students who have received credit for Biology 155 or Mathematics 155. Normally offered every other year. M. Greer.

**MATH 205. Linear Algebra.** Vectors and matrices are introduced as devices for the solution of systems of linear equations with many variables. Although these objects can be viewed simply as algebraic tools, they are better understood by applying geometric insight from two and three dimensions. This leads to an understanding of higher dimensional spaces and to the abstract concept of a vector space. Other topics include orthogonality, linear transformations, determinants, and eigenvectors. This course should be particularly useful to students majoring in any of the natural sciences or economics. Prerequisite(s): one 100-level mathematics course. Open to first-year students. Enrollment limited to 25. Normally offered every semester. W. Johnson, J. Hildebrand.

**MATH 206. Multivariable Calculus.** This course extends the ideas of Calculus I and II to deal with functions of more than one variable. Because of the multidimensional setting, essential use is made of the language of linear algebra. While calculations make straightforward use of the techniques of single-variable calculus, more effort must be spent in developing a conceptual framework for understanding curves and surfaces in higher-dimensional spaces. Topics include partial derivatives, derivatives of vector-valued functions, vector fields, integration over regions in the plane and three-space, and integration on curves and surfaces. This course should be particularly useful to students majoring in any of the natural sciences or economics. Prerequisite(s): Mathematics 106 and 205. Open to first-year students. Normally offered every semester. D. Haines.

**MATH 218. Numerical Analysis.** This course studies the best ways to perform calculations that have already been developed in other mathematics courses. For instance, if a computer is to be used to approximate the value of an integral, one must understand both how quickly an algorithm can produce a result and how trustworthy that result is. While students implement algorithms on computers, the focus of the course is the mathematics behind the algorithms. Topics may include interpolation techniques, approximation of functions, solving equations, differentiation and integration, solution of differential equations, iterative solutions of linear systems, and eigenvalues and eigenvectors. Prerequisite(s): Mathematics 106 and 205 and Computer Science 101. Normally offered every other year. B. Shulman.

**MATH 219. Differential Equations.** A differential equation is a relationship between a function and its derivatives. Many real-world situations can be modeled using these relationships. This course is a blend of the mathematical theory behind differential equations and their applications. The emphasis is on first- and second-order linear equations. Topics include existence and uniqueness of solutions, power series solutions, numerical methods, and applications such as population modeling and mechanical vibrations. Prerequisite(s): Mathematics 206. Normally offered every year. Staff.

**EC/MA 239. Linear Programming and Game Theory.** Linear programming grew out of the recognition that a wide variety of practical problems reduces to maximizing or minimizing a linear function whose variables are restricted by a system of linear constraints. A

closely related area is game theory, which deals with decision problems in a competitive environment where conflict, risk, and uncertainty are often involved. The course focuses on the underlying theory, but applications to social, economic, and political problems abound. Topics include the simplex method of solving linear programming problems and two-person zero-sum games, the duality theorem of linear programming, and the min-max theorem of game theory. Additional topics are drawn from such areas as  $n$ -person game theory, network and transportation problems, and relations between price theory and linear programming. Computers are used regularly. Prerequisite(s): Computer Science 101 and Mathematics 205. Not open to students who have received credit for Economics 239 or Mathematics 239. Offered with varying frequency. Staff.

**MATH 301. Real Analysis.** An introduction to the foundations of mathematical analysis, this course presents a rigorous treatment of fundamental concepts such as limits, continuity, differentiation, and integration. Elements of the topology of the real numbers are also covered. Prerequisite(s): Mathematics 206 and s21. Normally offered every year. P. Wong.

**MATH 308. Complex Analysis.** This course extends the concepts of calculus to deal with functions whose variables and values are complex numbers. Instead of producing new complications, this leads to a theory that is not only more aesthetically pleasing, but is also more powerful. The course should be valuable to those interested in pure mathematics, as well as those who need additional computational tools for physics or engineering. Topics include the geometry of complex numbers, differentiation and integration, representation of functions by integrals and power series, and the calculus of residues. Prerequisite(s): Mathematics 206. Normally offered every other year. Staff.

**MATH 309. Abstract Algebra I.** An introduction to basic algebraic structures common throughout mathematics. These include the integers and their arithmetic, modular arithmetic, rings, polynomial rings, ideals, quotient rings, fields, and groups. Prerequisite(s): Mathematics 205 and s21. Normally offered every year. P. Wong.

**MATH 312. Geometry.** This course studies geometric concepts in Euclidean and non-Euclidean geometries. Topics include isometries, arc lengths, curvature of curves and surfaces, and tessellations, especially frieze and wallpaper patterns. Prerequisite(s): Mathematics 206. Normally offered every other year. Staff.

**MATH 313. Topology.** The notion of “closeness” underlies many important mathematical concepts, such as limits and continuity. Topology is the careful study of what this notion means in abstract spaces, leading to a thorough understanding of continuous mappings and the properties of spaces that they preserve. Topics include metric spaces, topological spaces, continuity, compactness, and connectedness. Additional topics, such as fundamental groups or Tychonoff’s theorem, may also be covered. Prerequisite(s): Mathematics 206 and s21. Normally offered every other year. P. Wong.

**MATH 314. Probability.** Probability theory is the foundation on which statistical data analysis depends. This course together with its sequel, Mathematics 315, covers topics in mathematical statistics. Both courses are recommended for math majors with an interest in applied mathematics and for students in other disciplines, such as psychology and economics, who wish to learn about some of the mathematical theory underlying the methodology used in their fields. Prerequisite(s): Mathematics 106. Normally offered every other year. M. Harder.

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**MATH 315. Statistics.** The sequel to Mathematics 314. This course covers estimation theory and hypothesis testing. Prerequisite(s): Mathematics 314. Normally offered every other year. M. Harder.

**MATH 341. Mathematical Modeling.** Often, analyzing complex situations (like the weather, a traffic flow pattern, or an ecological system) is necessary to predict the effect of some action. The purpose of this course is to provide experience in the process of using mathematics to model real-life situations. The first half examines and critiques specific examples of the modeling process from various fields. During the second half each student creates, evaluates, refines, and presents a mathematical model from a field of his or her own choosing. Prerequisite(s): Mathematics 206. Normally offered every other year. Staff.

**MATH 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**MATH 365. Special Topics.** Content varies from semester to semester. Possible topics include chaotic dynamical systems, number theory, mathematical logic, representation theory of finite groups, measure theory, algebraic topology, combinatorics, and graph theory. Prerequisites vary with the topic covered but are usually Mathematics 301 and/or 309.

**MATH 365C. Introduction to  $q$ -Analysis.** In this course students work with two simple notions, permutations and partitions. Each is worth examining by itself, but there are also important relationships between them. Students examine all the rearrangements (permutations) of a sequence of numbers and ways in which they differ. Permutations are closely tied to a certain kind of finite product. Similar products (finite and infinite) and corresponding series are intimately connected with partitions—ways of writing a positive integer as sum of positive integers. Prerequisite(s): Mathematics 106. Recommended background: Mathematics s21. Not open to students who have received credit for Mathematics s45G. Offered with varying frequency. W. Johnson.

**MATH 395. Senior Seminar.** While the subject matter varies, the seminar addresses an advanced topic in mathematics. The development of the topic draws on students' previous course work and helps consolidate their earlier learning. Students are active participants, presenting material to one another in both oral and written form, and conducting individual research on related questions.

**MATH 395A. Hyperbolic Geometry.** The year was 1829. Bolyai and Lobachevsky independently discovered a new non-Euclidean geometry—a subject too radical to be accepted by the mathematical community at the time. After the work of Beltrami and Klein, Poincaré stepped in and put the subject—hyperbolic geometry—in the limelight; this once-obscure discipline has secured a prominent position in mathematics ever since. This seminar examines the role of hyperbolic geometry in modern mathematics. In particular, the focus is on the connections of hyperbolic geometry to other branches of mathematics and physics, such as complex analysis, group theory, and special relativity. Prerequisite(s): Mathematics 301 and 309. Written permission of the instructor is required. Offered with varying frequency. P. Wong.

**MATH 395B. Einstein's Theory of Relativity.** The main focus of this course is the mathematics behind Einstein's special theory of relativity. Students discuss the Lorentz group, study the geometry of Minkowski's space, and compare special relativity to Galilean relativity. Possible additional topics include hyperbolic geometry, pseudo-Riemannian geometry, and curved space-time. Prerequisite(s): Mathematics 301 and 309. Written permission of the instructor is required. Offered with varying frequency. P. Wong.

**MATH 395C. History of the Proof.** In this senior seminar students examine notions of rigor and proof in mathematics. Through readings of original sources, students trace particularly the evolution of the "epsilon-delta" proofs in calculus. They read excerpts (in translation) from Cauchy, Weierstrass, Dedekind, and others. Students also choose their own readings to present to the class. Prerequisite(s): Math 301. Corequisite: Math 309. Required of all majors not writing a thesis. Not open to students who have received credit for a mathematics thesis. Enrollment limited to 10. Offered with varying frequency. B. Shulman.

**MATH 395D. Chaotic Dynamical Systems.** One of the major scientific accomplishments of the last twenty-five years was the discovery of chaos and the recognition that sensitive dependence on initial conditions is exhibited by so many natural and man-made processes. To really understand chaos, one needs to learn the mathematics behind it. This seminar considers mathematical models of real-world processes, and studies how these models behave, as they demonstrate chaos and its surprising order. Prerequisite(s): Mathematics 301. Corequisite(s): Mathematics 309. Offered with varying frequency. S. Ross.

**MATH 457, 458. Senior Thesis.** Prior to entrance into Mathematics 457, students must submit a proposal for the work they intend to undertake toward completion of a thesis. Open to all majors upon approval of the proposal. Required of candidates for honors. Students register for Mathematics 457 in the fall semester and Mathematics 458 in the winter semester. Normally offered every year. Staff.

### Short Term Units

**MATH s21. Introduction to Abstraction.** An intensive development of the important concepts and methods of abstract mathematics. Students work individually, in groups, and with the instructors to prove theorems and solve problems. Students meet for up to five hours daily to explore such topics as proof techniques, logic, set theory, equivalence relations, functions, and algebraic structures. The unit provides exposure to what it means to be a mathematician. Prerequisite(s): one semester of college mathematics. Required of all majors. Enrollment limited to 30. Normally offered every year. Staff.

**MATH s45. Seminar in Mathematics.** The content varies. Recent topics have included number theory and an introduction to error correcting codes. Staff.

**MATH s45G. Introduction to  $q$ -Analysis.** This unit considers two simple notions, permutations and partitions. Students examine all the rearrangements of some sequences of numbers, and study some of the ways in which they differ. Students also consider all the ways to write a given number as a sum of smaller numbers. In the process they learn about certain kinds of finite and infinite series and products. Prerequisite(s): Mathematics 106. Recommended background: Mathematics s21. Not

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open to students who have received credit for Mathematics 365C. Offered with varying frequency. W. Johnson.

**MATH s45H. Introduction to the Symmetric Group.** The symmetric group was the foundation on which the concept of modern group theory was built. Therefore questions related to the symmetric group serve as an introduction to many important branches of higher level mathematics. This unit introduces students to the basic idea of group theory via the symmetric group and considers some of its applications, particularly in the areas of combinatorics and algebra. Emphasis is placed on student presentations. Prerequisite(s): Math 205 and s21. Enrollment limited to 30. Offered with varying frequency. J. Hildebrand.

**MATH s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

## Computer Science

**COMP 101. Computer Science I.** An introduction to computer science, with the major emphasis on the design, development, and testing of computer software. It introduces the student to a disciplined approach to algorithmic problem-solving in a modern programming environment using an object-based event-driven programming language. Students develop programs in Visual BASIC to run under the Windows operating system. The course has an associated laboratory that provides hands-on experience. Students complete a substantial individual or group project. Normally offered every year. S. Ross.

**COMP 102. Computer Science II.** A continuation of Computer Science I. The major emphasis of the course is on advanced program design concepts and techniques, and their application to the development of high-quality software. Specific topics covered include the software development cycle, abstract datatypes, files, recursion, and object-oriented programming. Computer Science 101 and 102 provide a foundation for further study in computer science. Prerequisite(s): Computer Science 101. Enrollment limited to 25. Normally offered every year. S. Ross.

**COMP 301. Algorithms.** The course covers specific algorithms (e.g., searching, sorting, merging, numeric, and network algorithms), related data structures, an introduction to complexity theory (O-notation, the classes **P** and **NP**, **NP**-complete problems, and intractable problems), and laboratory investigation of algorithm complexity and efficiency. Prerequisite(s) or corequisite(s): Computer Science 102, and Computer Science 205 or Mathematics s21. Normally offered every other year. D. Haines.

**COMP 302. Theory of Computation.** A course in the theoretical foundations of computer science. Topics include finite automata and regular languages, pushdown automata and context-free languages, Turing machines, computability and recursive functions, and complexity. Prerequisite(s): Computer Science 205 or Mathematics s21. Normally offered every other year. Staff.

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**COMP 303. Principles of Computer Organization.** Computer and processor architecture and organization including topics such as operating systems, buses, memory organization, addressing modes, instruction sets, input/output, control, synchronization, interrupts, multiprocessing, and multitasking. The course may include training in digital logic, machine language programming, and assembly language programming. Prerequisite(s) or corequisite(s): Computer Science 102, and Computer Science 205 or Mathematics s21. Normally offered every other year. Staff.

**COMP 304. Principles of Programming Languages.** An introduction to the major concepts and paradigms of contemporary programming languages. Concepts covered include procedural abstraction, data abstraction, tail-recursion, binding and scope, assignment, and generic operators. Students write programs in SCHEME to illustrate the paradigms. Prerequisite(s): Computer Science 205 or Mathematics s21. Normally offered every other year. D. Haines.

**COMP 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every year. Staff.

**COMP 365. Special Topics.** A seminar usually involving a major project. Recent topics have included the mathematics and algorithms of computer graphics, in which students designed and built a computer-graphics system, and contemporary programming languages and their implementations, in which students explored new languages, in some cases using the Internet to obtain languages such as Oberon, Python, Haskell, and Dylan. Written permission of the instructor is required. Staff.

### Short Term Units

**COMP s45. Seminar in Computer Science.** The content varies. Recent topics include cryptography and data security, computers and contemporary society, and functional programming. Prerequisites vary with the topic covered. Offered with varying frequency.

**COMP s45D. Advanced Visual Basic.** This unit provides students the opportunity to further their programming skills in a modern object-based computer language, while investigating topics not usually covered in mainstream computer science courses. These topics include deployment of applications, Help-File creation, database programming, use of ActiveX controls, graphics routines, and Win32 API programming. Working in small teams, students create and present programs and compare results formally in a seminar setting. Enrollment limited to 12. Written permission of the instructor is required. Offered with varying frequency. S. Ross.

**COMP s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

# Music

*Professors Scott (on leave, 2003-2004), Anderson (chair), Matthews, and Parakilas (on leave, 2003-2004); Associate Professor Williams; Visiting Assistant Professors Fatone and Pruiksmā; Lecturers Glazer, Corrie, Carlsen, and Snow*

The Department of Music gives students the opportunity to study music from cultural, historical, ethnomusicological, theoretical, creative, and interpretive perspectives. The courses offered are suitable for general liberal arts students and for music majors, and include study of Western and non-Western musical traditions. In recent years, students have completed a number of interdisciplinary and double-major programs including substantial work in music.

The department sponsors the following faculty-led extracurricular performing organizations: the College Choir, the Concert Band, the Fiddle Band, the "Fighting Bobcat" Orchestra, the Javanese Gamelan Mawar Mekar, the Jazz Ensemble, the Steel Pan Rhythm Riders, and ad hoc vocal and instrumental ensembles performing chamber music or jazz.

Music 101, 102, and 103 are three independent introductions to the study of music, through different repertoires and methodologies. Each of them, however, introduces students to a common set of analytical concepts and the vocabulary essential to further work in the department. Students considering a major or secondary concentration in music should enroll in Music 231 as their first course in the department.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** All students majoring in music are required to take four courses in music theory (Music 231, 232, 331, and 332), one two-semester course of applied music, two 200-level courses other than applied music, Music 399, Music s28, and Music 457 or 458. Honors candidates or others pursuing full-year theses register for both 457 and 458.

In addition to these courses, music majors have requirements specific to their field of specialization. Performers take two additional credits of applied music and participate in at least four semesters of small and large departmental performing ensembles. Composers take Music 235 and Music 237. History and theory students take two additional 200- or 300-level courses of their choice. Ethnomusicology students take Music 262 and an additional course in ethnomusicology.

**Pass/Fail Grading Option.** Pass/Fail grading may be elected for courses applied towards the major.

**Secondary Concentration.** The secondary concentration in music consists of seven courses: Music 231-232, 331-332, and three additional 200- or 300-level courses (one, but no more than one, of which may be a two-semester credit in applied music).

**Pass/Fail Grading Option.** Pass/fail grading may be elected for courses applied toward the secondary concentration.

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Study of foreign languages is strongly recommended for students planning graduate work in music.

Private instruction for credit is normally offered in banjo (Mr. Anthony Shostak); bassoon (Ms. Ardith Keef); clarinet (Ms. Carol Furman); double bass (Mr. George Rubino); drum set (Mr. Stephen Grover); electric bass (Mr. Kenneth Labrecque); euphonium (Ms. Anita Jerosch); fiddle (Mr. Gregory Boardman); flute (Ms. Kay Hamlin); French horn (Ms. Andrea Lynch); guitar (Mr. Kenneth Labrecque); harpsichord (Mr. Marion R. Anderson); jazz clarinet (Mr. Richard Gordan); jazz piano (Mr. Stephen Grover); oboe (Mr. Louis Hall); organ (Mr. Marion R. Anderson); percussion (Ms. Nancy Smith); piano (Mrs. Natasha Chances, Mr. John Corrie, Mr. Frank Glazer, Mr. Mark Howard); saxophone (Mr. Richard Gordan); trombone (Mr. Sebastian Jerosch); trumpet (Mr. John Furman); tuba (Ms. Anita Jerosch); viola (Ms. Julia Adams); violin (Mr. Stephen Kecskemethy); violoncello (Ms. Kathleen Foster); and voice (Ms. Christina Astrachan, Mr. John Corrie). Instructors are available to teach other classical, jazz, folk and non-Western instruments when demand exists. The conditions for taking applied music are set out below, under Music 270.

**General Education.** Music s28 (Survey of Western Music) may serve as an option for the fifth humanities course. Advanced Placement, International Baccalaureate, or A-Level credit awarded by the department may not be used towards fulfillment of any General Education requirements.

## Courses

**MUS 101. Introduction to Listening.** Reading and listening assignments, demonstrations, and class discussion provide opportunity to become familiar with the structures of music. The elements of music and the sociology of music making are studied, using repertoire from various cultures and historical periods, chosen mostly from music of the United States. Emphasis is placed on the student's perception of and involvement in the musical work. The course is open to, and directed toward, students unskilled in reading music as well as those with considerable musical experience. Enrollment limited to 96. Normally offered every year. J. Parakilas.

**MUS 102. Composers, Performers, and Audiences.** Designed for students with little or no previous experience of the subject, this course considers the ways composers, performers, and audiences have affected one another in the history of Western music making. What were the employment conditions for composers? What is the relation between the composer and the performer? What sorts of audiences have different composers addressed, and how? The lives of a small number of composers, including Hildegard von Bingen, Johann Sebastian Bach, Ludwig van Beethoven, Clara Schumann, and Duke Ellington serve as case studies as students address these questions, and basic musical vocabulary is introduced both at the beginning of the course and along the way. Enrollment limited to 96. Normally offered every year. M. Anderson.

**MUS 103. Introduction to World Music.** This course introduces students to the fundamental elements of music in selected music cultures of the world. The lectures use recordings, films, live performance, and hands-on training to enhance the student's understanding of performance practices and musical belief systems. The course explores the basic principles of ethnomusicology; musical connections to dance and ritual; and specific performance contexts in representative cultures of the United States, sub-Saharan Africa, and

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Central and Southeast Asia. Enrollment limited to 40. Normally offered every year. G. Fatone.

**MUS 231. Music Theory I.** Beginning with a study of notation, scales, intervals, and rhythm, the course proceeds through composition and analysis of melodic forms, a study of harmonic motion, an introduction to the principles of counterpoint, and the analysis and composition of complete works from several popular and classical styles. The course includes practical ear-training and keyboard work in additional regularly scheduled laboratory sessions. Prerequisite(s): a reading knowledge of music. Open to first-year students. Normally offered every year. M. Anderson, R. Pruiksmā.

**MUS 232. Music Theory II.** A continuation of Music Theory I. Prerequisite(s): Music 231. Open to first-year students. Normally offered every year. G. Fatone, R. Pruiksmā.

**MUS 233. Jazz Performance Workshop.** Participants study jazz composition and harmonic theory and apply that knowledge to the practice and performance of small-group jazz improvisation. Course activities include the transcription and analysis of historical performances, composing and/or arranging, individual practice, group rehearsals on a common repertoire of standards, and at least two public performances. Vocalists and performers on any instrument may enroll. Prerequisite(s): Music 231. Recommended background: instrumental or vocal performance experience. Open to first-year students. Written permission of the instructor is required. Normally offered every year. Staff.

**MUS 235. Music Composition.** Composition may be pursued by students at various levels of expertise and training. The course includes a weekly seminar and private lessons, and concentrates upon—without being limited to—contemporary idioms. Prerequisite(s): Music 232. Open to first-year students. Written permission of the instructor is required. Normally offered every year. P. Carlsen.

**MUS 236. The Piano as a Culture Machine.** The piano has been part of the furniture of private and public life for three centuries. It has an amazingly rich repertory of its own, and it used to be the main medium for propagating every kind of music in Western culture. It was at the center of women's upbringing and at the root of the worldwide entertainment industry. The course explores the development of the instrument, its music, and its role in shaping our culture. Open to first-year students. Offered with varying frequency. J. Parakilas.

**MUS 237. Computers, Music, and the Arts.** A hands-on study of music making with computers, using the facilities of the Bates Computer Music Studio. Topics include digital synthesis, sampling, MIDI communications, simple programming, and the aesthetics of art made with computers. No computing experience is presumed, and the course is especially designed for students of the arts who wish to learn about new tools. Work produced in the course is performed in concert. Open to first-year students. Enrollment limited to 18. Normally offered every year. W. Matthews.

**INDS 239. Black Women in Music.** Angela Davis states, "Black people were able to create with their music an aesthetic community of resistance, which in turn encouraged and nurtured a political community of active struggle for freedom." This course examines the role of black women as critics, composers, and performers who challenge externally defined controlling images. Topics include: black women in the music industry; black women in music of the African diaspora; and black women as rappers, jazz innovators,

and musicians in the classical and gospel traditions. Cross-listed in African American studies, music, and women's and gender studies. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for African American Studies 239, Music 239, or Women's and Gender Studies 239. Normally offered every other year. Staff.

**MUS 240. Music in its Time and Place.** Study of the music and musical culture of a single historical time and place.

**MUS 240A. Music and Identity, 1600-1789.** Music played an important role in the formation of cultural identities in early modern Europe. Italy could take credit for the invention of opera—the realization of a union of drama and music—while the French laid claim to the dance, for instance. Grand theatrical spectacles often accompanied important state events like weddings, coronations, funerals, and victory celebrations. In this course, students read from primary sources in translation, master the historical outlines of the period, and develop an understanding of the ways musical spectacle displayed, revealed, and manipulated cultural identity and power in this era. Students examine a wide range of musical materials from theatrical spectacle to broadsheet ballads. Prerequisite(s): one of the following: Music 101, 102, 103, or 231. Open to first-year students. Offered with varying frequency. R. Pruiksma.

**MUS 240B. Music in Fin-de-Siècle Paris.** “The century of aeroplanes deserves its own music. As there are no precedents, I must create anew,” said Claude Debussy. Debussy and his compatriots in Paris, such as Eric Satie and Maurice Ravel, attempted to forge a musical style that was different from the music of the previous century, particularly that of the German composers who preceded them. The musical styles that they developed in Paris during this period were pivotal in the formation of a distinctly new musical language of the twentieth century. The music of composers active in Paris from 1870 through the early decades of the twentieth century is studied along with the influences of impressionistic art, symbolist poetry, and the impact of nationalistic music from Russia, Spain, and the Americas. Recommended background: Music 101, 102, or 231. Open to first-year students. Offered with varying frequency. M. Anderson.

**MUS 240C. Politics and Pop since 1960.** This course examines folk rock of the 1960s, British and American punk of the 1970s, hip hop, the women's music of Lilith Fair, and contemporary white-supremacist rock. Students listen to and analyze recordings, transcribe lyrics, read historical and critical materials, write a number of short papers, and complete final projects. Prerequisite(s): one of the following: Music 101, 102, 103, or 231. Open to first-year students. Enrollment limited to 40. Offered with varying frequency. W. Matthews.

**MUS 243. Music of the Classical Period.** What to us is music of the Classical period or simply “classical music,” the epitome of perfection and equilibrium in music, was actually created in a revolutionary age: the age of the Industrial Revolution and the French Revolution. This course examines not just music by Haydn, Mozart, and Beethoven, but the dynamics of musical life, musical institutions, the music business, and the musical trends in which those composers and their contemporaries participated. It examines music and music making in the cultural capitals of Paris, London, and Vienna, but also elsewhere in Europe and the Americas. Prerequisite(s): one of the following: Music 101, 102, 103, or 231. Open to first-year students. Normally offered every other year. R. Pruiksma.

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**MUS 247. Jazz and Blues: History and Practice.** American jazz and blues offer two rich traditions through which one can study music, race, and American history. Through extensive listening, reading assignments, and interaction with musicians themselves, students explore the recorded history and contemporary practice of jazz and blues. Prerequisite(s): one of the following: Music 101, 102, 103, or 231. Open to first-year students. Enrollment limited to 96. Normally offered every other year. W. Matthews.

**AA/MU 249. African American Popular Music.** When Americans stared at their black-and-white television sets in the early 1950s, they saw only a white world. Variety shows primarily spotlighted the talent of white performers. Change came slowly, and during the late 1950s *American Bandstand* introduced viewers to African American artists. Over the last two decades, however, the emergence of music videos has created the need for a critical and scholarly understanding of the emerging forces of African American music. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for African American Studies 249 or Music 249. Normally offered every other year. Staff.

**MUS 254. Music and Drama.** How do music and drama go together, and how are the possible relationships between them exploited in different media? This course is a study of dramas that use music, not only opera, but also musicals, movies, and non-Western musical theater. Works are heard and seen on audio and video recordings, and the class may attend an opera performance in Boston or Portland. Gender issues pertaining to all genres are discussed throughout the course. Open to first-year students. Normally offered every other year. J. Parakilas.

**MUS 255. The Orchestra.** The orchestra has come to represent a stronghold of Western culture—the massive and serious ensemble for which the “masters” set down their most profound musical ideas. Challenging notions of the “masterwork” and the transcendence of orchestral music, this course explores the origins of the ensemble—grounded in the dance—and presents changing cultural contexts and the concurrent changes in the status of orchestral music across time. Students listen to repertory ranging from the music of Louis XIV’s court to Duke Ellington’s jazz orchestra through the filter of cultural studies. Prerequisite(s): one of the following: Music 101, 102, 103, or 231. Open to first-year students. Offered with varying frequency. Staff.

**MUS 260. Women in Music.** This course explores the multiple ways women have made their voices heard in music—as performers, composers, patrons, and listeners—across time and culture. Taking a broad concept of voice from musical instrument to a powerful expression of individuality, students examine a range of women’s musical experience and the ways performance, composition, and patronage have interacted to construct musical expression and women’s articulation of their experiences. Case studies cover a range of material, from the nuns for whom Hildegard von Bingen composed her distinctive liturgical chants, to the female singers of the Javanese gamelan ensemble. This course involves regular listening and readings as the basis for in-class discussion; students are evaluated on classroom participation, brief writing assignments in response to the listenings and readings, a final research paper, and presentations to the class. Prerequisite(s): one of the following: Music 101, 102, 103, or 231, or any course in women’s and gender studies. Open to first-year students. Offered with varying frequency. R. Pruiksma.

**INDS 262. Ethnomusicology: African Diaspora.** This introductory course is a survey of key concepts, problems, and perspectives in ethnomusicological theory drawing upon the

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African diaspora as a cross-cultural framework. This course focuses on the social, political, and intellectual forces of African culture that contributed to the growth of ethnomusicology from the late nineteenth century to the present. Cross-listed in African American studies, anthropology, and music. Open to first-year students. Enrollment limited to 25. Not open to students who have received credit for African American Studies 262, Anthropology 262, or Music 262. Normally offered every other year. Staff.

**MUS 265. Great Composers.** A study of the works of one or two composers. Open to first-year students.

**MUS 265C. John Cage.** The controversial composer John Cage (1912-1992) is widely recognized as one of the most influential artistic thinkers of the twentieth century. This course examines Cage's engagement with music, visual arts, dance, literature, Zen, nature, and social protest by studying his commitment to the work of Satie, Duchamp, Joyce, Rauschenberg, Buckminster Fuller, Thoreau, and others. Cage's innovations in instrumental, vocal, and electronic techniques; chance and indeterminate procedures; and multimedia performance art inform students' assessment of his interdisciplinary influence. Students evaluate performances; study Cage's texts, scores, recordings, graphics, and collaboration with Merce Cunningham; and perform some of Cage's works. Open to first-year students. Offered with varying frequency. Staff.

**MUS 265D. Ludwig van Beethoven.** This course examines the life, compositions, and reception of Beethoven. Through a close reading of his connection to German Romanticism and the French Revolution, and through theoretical analysis of his sonatas, string quartets, and symphonies, students evaluate Beethoven's position as a link between the Classical and Romantic eras of musical style. The course also considers the myths and legends surrounding the figure of Beethoven, as well as the momentous reception—both musical and scholarly—his work received during the nineteenth and twentieth centuries. Prerequisite(s): one of the following: Music 101, 102, or 103. Open to first-year students. Offered with varying frequency. Staff.

**MUS 265E. Igor Stravinsky.** Stravinsky's music, including instrumental and vocal music for the concert hall and the ballet, is studied in the context of the work of other major twentieth-century composers such as Arnold Schoenberg, Béla Bartók, and Aaron Copland. Open to first-year students. Offered with varying frequency. M. Anderson.

**MUS 270. Applied Music.** An exploration of the literature for voice or a solo instrument through weekly instruction. Problems of performance practice, style, and form are emphasized equally to build technique. One course credit is granted upon completion of every two consecutive semesters of lessons. A maximum of four course credits may be earned in Music 270. Students register for Music 270 whenever they take the course; the actual sequential course number (271-278) is recorded in the student's registration. Those who register for applied music instruction on an instrument must have at least a beginner's facility with that instrument. Corequisite(s): Participation in a department ensemble during both semesters of applied music study or enrollment in one departmental course other than applied music during that year. A special fee of \$290 per semester is charged for each course. Written permission of the department chair is required for the first semester of applied music (270 A), but not for subsequent semesters (270 B). Open to first-year students. Normally offered every semester. M. Anderson.

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**MUS 280. Applied Music II.** See Music 270 for course description. Students register for both Music 270 and 280 if they are studying two musical instruments (or an instrument and voice) during the same semester. Students register for Music 280 whenever they take the course; the actual sequential course number (281-288) is recorded in the student's registration. A maximum of four course credits may be earned in Music 280. Those who register for applied music instruction on an instrument must have at least a beginner's facility with that instrument. A special fee of \$290 is charged for each course. Written permission of the department chair is required for the first semester of applied music (280 A), but not for any subsequent semester (280 B). Corequisite(s): Music 270. Open to first-year students. Normally offered every semester. M. Anderson.

**MUS 331. Music Theory III.** A continuation of Music Theory II, emphasizing four-voice textures, modulation, chromatic harmony, and sonata forms. Students compose music in several forms and styles, and continue practical ear-training and keyboard work. Regularly scheduled laboratory sessions. Prerequisite(s): Music 232. Normally offered every year. M. Anderson.

**MUS 332. Music Theory IV.** A continuation of Music Theory III, emphasizing chromatic harmony and the post-tonal styles of the twentieth century. Regularly scheduled laboratory sessions. Prerequisite(s): Music 331. Normally offered every year. M. Anderson.

**MUS 335. Jazz Harmony.** A study of jazz harmony and composition, focusing on piano music by Jelly Roll Morton, Duke Ellington, Thelonius Monk, and Bill Evans. Students transcribe and analyze representative compositions and complete exercises to expand their own understanding of jazz harmony. A large component of the course consists of keyboard practice and performance. Prerequisite(s): Music 232. Enrollment limited to 12. Offered with varying frequency. W. Matthews.

**MUS 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**MUS 365. Special Topics.** A course or seminar offered from time to time and reserved for a special topic selected by the department. Offered with varying frequency. Staff.

**MUS 399. Junior-Senior Seminar.** Intensive analytical or theoretical study for advanced students. The particular topics vary from year to year according to the needs and interests of students and instructor. At least one junior-senior seminar is offered each year.

**MUS 399B. Junior-Senior Seminar in Ethnomusicology.** This course introduces students to ethnomusicological methods by encouraging the development of critical and analytical tools of inquiry necessary for fieldwork and research. The course focuses on the social, cultural, political, and intellectual forces that shaped the growth of ethnomusicology in the United States and abroad. Students are expected to undertake an innovative research project on a theoretical approach for musical study in its cultural and historical context. They incorporate into their projects musical analysis, current philosophical thoughts on ethnomusicology, and their own personal interviews with musicians. Prerequisite(s): Music 232. Enrollment limited to 15. Not open to students

who have received credit for African American Studies 399B or African American Studies/Music 399B. Offered with varying frequency. G. Fatone.

**MUS 399D. Junior-Senior Seminar in Analysis: Musical Variations.** Variation is such a pervasive and universal musical procedure that it almost seems to define music. It works very differently, though, in a jazz improvisation, a Baroque dance, an Indian raga, and a minimalist ensemble. In this course music from a wide variety of musical traditions and repertoires is explored and the following questions are asked: How broadly can the concept of the variation be usefully applied? What purposes are served by variation in music? Is it best analyzed as a form or as a process, or in some other way? Musical analysis is the main activity in the course, but opportunities are provided for performance and composition as well. Prerequisite(s): Music 332. Offered with varying frequency. J. Parakilas.

**MUS 399E. Junior-Senior Seminar in Analysis: Recent and Contemporary Topics.** This seminar offers opportunities for intensive research and analytical study of music in all styles composed after 1950. Students choose a particular stylistic area they wish to consider, and during the semester they examine that music's development, its forms and sound sources, performance practices, historical context, and economic and political place in society. Students polish writing and research skills and give frequent class presentations. Prerequisite(s): Music 332. Offered with varying frequency. Staff.

**MUS 399F. Junior-Senior Seminar in Analysis: Political Satire in Song, 1200-2000.** Each historical period generates its own forms of satirical and political song, often drawing on pre-composed musical resources to which new texts are added. This course focuses on political and satirical songs from the thirteenth through the twenty-first centuries, addressing issues of intertextuality in contrafacta, melody transmission, quotation, reference, and the creation of meaning in music, particularly focused on humor and sociopolitical commentary. Students explore these issues across a broad range of musical styles, from the medieval *Play of Daniel*, to the songs of the French Revolution, to the Capitol Steps. Prerequisite(s): Music 332. Offered with varying frequency. R. Pruiksma.

**MUS 399G. Junior-Senior Seminar in Musicology: Texts, Performances, Recordings.** The field of musicology was created with the purpose of perpetuating the notated music of past eras as a musical tradition. Musicologists have created canons of works, editing their texts and offering guidance to their performance. But the field has increasingly concerned itself with unnotated kinds of music as well, especially folk music and jazz. Some scholars have treated this unnotated music as texts—through transcriptions, recordings, and films—while others have demanded more appropriate approaches to it. At the same time, scholars working on notated music have challenged the field's tradition of text worship. This course introduces the debates. Prerequisite(s): Music 232. Offered with varying frequency. J. Parakilas.

**MUS 457, 458. Senior Thesis.** An independent study program culminating in: a) an essay on a musical topic; b) an original composition accompanied by an essay on the work; or c) a recital accompanied by an essay devoted to analysis of works included in the recital. Students register for Music 457 in the fall semester and for Music 458 in the winter semester. Majors writing an honors thesis register for both Music 457 and 458. Normally offered every year. Staff.

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## Short Term Units

**MUS s22. Making Music.** Independent or group study of a particular form of musical composition or performance. Prerequisite(s): an ability to perform. Written permission of the instructor is required. Offered with varying frequency.

**MUS s22B. Computer Composition.** This unit is a hands-on exploration of the software and hardware used to make music with computers. Students complete a series of projects with sequenced and algorithmically-generated digital sounds, culminating in public performances. Enrollment limited to 12. Written permission of the instructor is required. Offered with varying frequency. W. Matthews.

**MUS s23. Steel Pan Performance and Tradition.** This unit introduces students to advanced steel pan techniques by exploring specific styles of steel pan performance. Students must be able to form their own decisions on phrasing, tempo, dynamics, and articulation through a thorough understanding of the individual work. The unit involves structural analysis of selected works, examination of the stylistic contexts to which they belong, and historical study of the appropriate performance practices. Students work independently or in small groups with a master steel pan professor. Students travel and study for three weeks in St. Thomas and St. John, Virgin Islands. The unit culminates in a performance based on this study. Open to first-year students. Enrollment limited to 13. Written permission of the instructor is required. Offered with varying frequency. Staff.

**MUS s27. Exploring Jazz Guitar.** This unit explores the nature of the guitar in jazz. A historical survey of jazz guitarists includes extensive listening and viewing of video performances, with special attention to the techniques that established their individual voices on the instrument. Elements of guitar acoustics are discussed and demonstrated in the laboratory. While the unit is designed for players and nonplayers, it includes a discussion of jazz theory and analysis. Private lessons are available for guitarists. Open to first-year students. Enrollment limited to 30. Offered with varying frequency. J. Smedley.

**MUS s28. Survey of Western Music.** A survey of Western music from circa 1000 C.E. to the present. Compositions are studied chronologically and within their cultural context. Extensive listening assignments provide material for daily class lectures and discussion. Open to first-year students. Normally offered every year. Staff.

**MUS s29. American Musicals on Film.** From *The Jazz Singer* of 1927 to *Chicago* of 2002, American musicals on film have been remarkably reflexive: “show business about show business.” On closer analysis, they provide us with fascinating clues about American popular taste and our culture in general. The unit examines more than twenty films and includes the videotaping of a class production. Offered with varying frequency. Staff.

**MUS s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

# Neuroscience

*Professor Kelsey (Psychology; chair); Associate Professors Pelliccia (Biology), Low (Psychology), McCormick (Psychology), and Kleckner (Biology)*

Neuroscience examines the bidirectional interrelations between the nervous system and behavior. Neuroscience takes an interdisciplinary approach that includes perspectives from biology, psychology, chemistry, and philosophy. Neuroscience majors become familiar with neurobiology, physiological psychology, and cognitive neuroscience through classroom and laboratory experiences that include a thesis.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The sixteen courses required to receive a B.A. in neuroscience include four core neuroscience courses (Neuroscience/Psychology 200, 330, 363 and Biology/Neuroscience 308), which should be completed by the end of the junior year. In addition, three upper-level courses from the two elective lists below are required. All three courses may come from list A, consisting of neuroscience-related courses. Alternatively, one course from list B, consisting of background courses, may be substituted for a course from list A. Also required are Biology 201 and s42; Psychology 218; Chemistry 107A or Chemistry/Environmental Studies 107B; Chemistry 108A or Chemistry/Environmental Studies 108B; Chemistry 217 and 218. Some of these courses have prerequisites.

**Required Thesis and Senior Seminar.** At least a one-semester thesis, typically supervised by one of the three neuroscience faculty, is required of all neuroscience majors (Neuroscience 457 and/or 458). Given the difficulty of generating sufficient data in one semester, a two-semester thesis is the norm and is highly recommended, especially for those who intend to go on to graduate school. Preliminary thesis proposals are due by the end of the junior year. Seniors are also required to participate in the senior seminar in neuroscience as part of their thesis credit and to present their thesis in the form of a poster or oral presentation at the end of the winter semester.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major.

## Courses

**NS/PY 200. Introduction to Neuroscience.** In this course, students study the structure and function of the nervous system, and how they are related to mind and behavior. Topics introduced include neuroanatomy, developmental neurobiology, neurophysiology, neuropharmacology, and neuropsychiatry. The course is aimed at prospective majors and non-majors interested in exploring a field in which biology and psychology merge, and to which many other disciplines (e.g., chemistry, philosophy, anthropology, computer science) have contributed. Required of neuroscience majors. Prerequisite(s): Psychology 101 or any 100-level biology course. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for Neuroscience 200 or Psychology 200. Normally offered every year. C. McCormick.

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**BI/NS 308. Neurobiology.** The course is an introduction to the molecular and cellular principles of neurobiology, and the organization of neurons into networks. Also included are the topics of developmental and synaptic plasticity, and the role invertebrate systems have played in our understanding of these processes. Laboratories include electrical recordings of nerve cells, computer simulation and modeling, and the use of molecular techniques in neurobiology. Recommended background: Neuroscience/Psychology 200. Prerequisite(s): Biology s42. Enrollment limited to 12 per section. Not open to students who have received credit for Biology 308 or Neuroscience 308. Normally offered every year. N. Kleckner.

**NS/PY 330. Cognitive Neuroscience.** The human brain is a fascinating system in terms of its structure and function. The main questions addressed in this course are: How are brain structure and organization related to how people think, feel, and behave? Conversely, how are thoughts and ideas represented in the brain? Although these questions are examined from a variety of research approaches, the main one is the study of brain-damaged individuals. Prerequisite(s): Neuroscience/Psychology 200 or 363 or Psychology 230. Not open to students who have received credit for Neuroscience 330 or Psychology 330. Normally offered every year. C. McCormick.

**NRSC 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**NS/PY 363. Physiological Psychology.** The course is an introduction to the concepts and methods used in the study of physiological mechanisms underlying behavior. Topics include an introduction to neurophysiology and neuroanatomy; an examination of sensory and motor mechanisms; and the physiological bases of ingestion, sexual behavior, reinforcement, learning, memory, and abnormal behavior. Laboratory work includes examination of neuroanatomy and development of surgical and histological skills. Prerequisite(s): Neuroscience/Psychology 200 or Biology/Neuroscience 308. Not open to students who have received credit for Neuroscience 363 or Psychology 363. Normally offered every year. J. Kelsey.

**NRSC 457, 458. Senior Thesis and Seminar in Neuroscience.** Independent laboratory research in neuroscience under the supervision of a faculty member. All participants also meet as a group at least once a month to discuss topics related to neuroscience and, most especially, their theses. Students register for Neuroscience 457 in the fall semester and/or for Neuroscience 458 in the winter semester. Majors writing an honors thesis register for both Neuroscience 457 and 458. Normally offered every year. Staff.

### Short Term Unit

**NRSC s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair is required. Students may register for no more than one

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independent study during a Short Term. Prerequisite(s): Neuroscience/Psychology 200. Open to first-year students. Normally offered every year. Staff.

### **Required Courses**

NS/PY 200. Introduction to Neuroscience.

NS/BI 308. Neurobiology.

NS/PY 330. Cognitive Neuroscience.

NS/PY 363. Physiological Psychology.

NRSC 457 or 458. Senior Thesis and Seminar in Neuroscience.

BIO 201. Biological Principles.

BIO s42. Cellular and Molecular Biology.

CHEM 107A. Atomic and Molecular Structure or CH/ES 107B. Chemical Structure and Its Importance in the Environment.

CHEM 108A. Chemical Reactivity or CH/ES 108B. Chemical Reactivity in Environmental Systems.

CHEM 217. Organic Chemistry I.

CHEM 218. Organic Chemistry II.

PSYC 218. Statistics and Experimental Design.

### **Elective Courses**

Majors must take three courses from these two lists, either all three from list A or two from list A and one from list B. Students are encouraged to take these courses from three different faculty members. A student may count Biology 362 or Psychology 305 toward the major, but not both. A student may count only one of Biology 320, Biology 338, or Psychology 362 toward the major. Only one Short Term unit from list A can count toward the major.

List A: Courses Related to Neuroscience.

BIO 331. Molecular Biology.

BIO 337. Animal Physiology.

BIO 338. Drug Actions on the Nervous System.

BIO 351. Immunology.

BIO 476. Seminar and Research in Neurobiology.

BIO s44. Experimental Neuro/Physiology.

PSYC 305. Animal Learning.

PSYC 355. Behavioral Endocrinology.

PSYC 362. Psychopharmacology: How Drugs Affect Behavior.

PSYC 401. Junior-Senior Seminar in Biological Psychology.

PSYC s31. Animal Models of Behavioral Disorders.

List B: Background Courses.

BIO 320. Pharmacology.

BIO 352. Membrane and Receptor Biology.

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CHEM 321. Biological Chemistry I.

PHIL 211. Philosophy of Science.

PHIL 232. Philosophy of Psychology.

PHIL 235. Philosophy of Mind and Language.

PHIL 236. Theory of Knowledge.

PHIL s26. Biomedical Ethics.

PSYC 261. Research Methodology.

PSYC 302. Sensation and Perception.

PSYC 303. Health Psychology.

PSYC 333. Topics in Abnormal Psychology.

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## Philosophy and Religion

*Professors Straub, Kolb (on leave, 2003-2004), Okrent (on leave, winter semester and Short Term), Tracy, Strong (chair), Allison, and Bruce; Associate Professor Cummiskey; Assistant Professors Stark, Chessa, and O'Callaghan; Lecturer Caspi*

### Philosophy

Philosophy examines our personal and shared beliefs about who we are and what we ought to do. Philosophy demands that we discover and critically reflect on our fundamental beliefs and the presuppositions of our various fields of knowledge. Such discussion has been continuing since the time of the Greeks, yet the subject remains in continual ferment, an interplay of insight and critical reason. The philosophy curriculum emphasizes both the history of thought and contemporary issues. For the beginning student there are courses that survey and others that treat single problems. More advanced courses concentrate on single thinkers or on crucial issues.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Students who choose to major in philosophy are ordinarily expected to complete eleven courses in the field, distributed according to the requirements indicated below. Students arrange their programs individually in consultation with their departmental advisors. In individual cases, students may fulfill some of the requirements with appropriate Short Term units from philosophy or courses from other fields. The philosophy faculty has structured the major to allow students to plan their own program within the constraints of a broad philosophical education. To this end, almost every course offered by the department can satisfy one or another of the following requirements:

- 1) 195. Introduction to Logic.
- 2) 271. Greek Philosophy.
- 3) 272. Philosophy from Descartes to Kant.
- 4) Ethics and Political Philosophy (the good, the right, and community). One course from among:
  - 212. Contemporary Moral Disputes;
  - 214. Ethics and Environmental Issues;
  - 256. Moral Philosophy;
  - 258. Philosophy of Law.
- 5) Metaphysics (being, meaning, knowledge). One course from among:
  - 211. Philosophy of Science;
  - 232. Philosophy of Psychology;
  - 235. Philosophy of Mind and Language;
  - 236. Theory of Knowledge;
  - 245. Metaphysics.
  - 260. Philosophy of Religion.
- 6) Metaphilosophy (critical reflections on the tradition). One course from among:
  - 241. Philosophy of Art;
  - 262. Philosophy and Feminism;
  - 273. Philosophy in the Nineteenth Century;
  - 274. Phenomenology;
  - 275. Existentialism and Deconstruction;
  - 339. Africana Thought and Practice.
- 7) Two courses at the 300 level.
- 8) Senior Thesis: 457 or 458.

Students are urged to take the courses listed in 1) through 3) as soon as possible after they decide to major in philosophy.

The department encourages students to design interdisciplinary majors involving philosophy and religion.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major.

**Secondary Concentration.** The secondary concentration in philosophy consists of six courses. A coherent program for each student's secondary concentration is designed in accord with program guidelines and in consultation with a member of the philosophy faculty who is chosen or appointed as the student's departmental advisor for the secondary concentration. Among the six courses there should be a) at least one seminar at the 300 level; b) at least four courses related in a coherent group. Examples might include a group of courses relevant to philosophical reflections about the student's major field, or a group of courses on ethical and political questions, or a group of courses on a specific historical period. This group of courses should be designated, in consultation with the departmental

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advisor, before registration for the third course in the group. The secondary concentration may include up to two Short Term units in philosophy.

**Pass/Fail Grading Option.** Pass/fail grading may be elected for only one course applied toward the secondary concentration.

**General Education.** Any one philosophy Short Term unit may serve as an option for the fifth humanities course. First-Year Seminar 071, 288, and 289 count toward the humanities requirement.

## Courses

**PHIL 150. Introduction to Philosophy.** This course introduces students to philosophy and philosophical reasoning by examining some of the fundamental philosophical problems of human existence. Among these are the problem of doubt and uncertainty as an aspect of human knowledge; the justification and importance of religious belief; and the nature of mind, matter, and freedom. An attempt is made to establish a balance between philosophy as a vigorous and professional discipline and philosophy as a personally useful method for exploring one's own reasoning and beliefs. Readings include both historical and contemporary works. Enrollment limited to 30 per section. Normally offered every year. F. Chessa.

**INDS 165. African American Philosophers.** This course focuses on how African American philosophers confront and address philosophical problems. Students consider the relationship between the black experience and traditional themes in Western philosophy. Attention is also given to the motivations and context sustaining African American philosophers. Recommended background: African American Studies 140A or African American Studies/American Cultural Studies 119. Cross-listed in African American studies, American cultural studies, and philosophy. Enrollment limited to 40. Not open to students who have received credit for African American Studies 165. Offered with varying frequency. J. McClendon.

**PHIL 195. Introduction to Logic.** An investigation of the nature of valid reasoning, coupled with training in the skills of critical thinking. Close attention is paid to the analysis of ordinary arguments. Enrollment limited to 40 per section. Normally offered every year. C. O'Callaghan.

**PHIL 211. Philosophy of Science.** Science has become our model for what counts as knowledge; the course examines that model and discusses how far its claims are justified in the light of the nature and history of science. Topics for consideration are drawn from the nature of scientific explanation, scientific rationality, progress in science, the nature of scientific theories, and the relations of science to society and to other views of the world. Readings include traditional, contemporary, and feminist work in the philosophy of science. Open to first-year students. Enrollment limited to 30. Normally offered every other year. F. Chessa.

**PL/RE 212. Contemporary Moral Disputes.** The course focuses on particular moral issues and the ethical arguments provoked by them. Topics discussed in the course may include abortion and euthanasia, war and nuclear arms, world hunger, and the use of natural resources. Open to first-year students. Enrollment limited to 30 per section. Not open to students who have received credit for Philosophy 212 or Religion 212. Normally offered every year. D. Cummiskey.

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**ES/PL 214. Ethics and Environmental Issues.** A study of selected issues in environmental ethics, including questions about population growth, resource consumption, pollution, the responsibilities of corporations, environmental justice, animal rights, biodiversity, and moral concern for the natural world. The course explores debates currently taking place among environmental thinkers regarding our moral obligations to other persons, to future generations, to other animals, and to ecosystems and the Earth itself. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Environmental Studies 214 or Philosophy 214. Normally offered every other year. T. Tracy.

**AR/PL 226. Philosophy of Art.** An introduction to the major problems of philosophy of art including discussion of attempts to define art, problems concerning the interpretation of individual works of art, and recent theories of modern and postmodern art. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Art 226 or Philosophy 241. Normally offered every other year. Staff.

**PHIL 232. Philosophy of Psychology.** We attribute beliefs, desires, emotions, and all sorts of other psychological states (such as moods or feelings) to human beings. We use these psychological states to explain the actions that human beings take, to evaluate the rationality of an action or of a human being, and to explain when and how a person's psychological development has gone awry. This course investigates the nature of these psychological states, the ways in which they are linked to behavior, and the problems that arise when those linkages are ineffective. Specifically, this course investigates a host of issues in the philosophy of psychology including, but not limited to, self-deception, weakness of the will, motivation, irrationality, the nature of emotions, and mental health and illness. Enrollment limited to 30. Normally offered every other year. S. Stark.

**PHIL 235. Philosophy of Mind and Language.** An inquiry into the nature of human mentality that pays special attention to the issues raised by the phenomenon of language and the relation between thought and language. Is mind distinct from body? If not, are mental states identical with brain states, or does the mind relate to the brain as programs relate to computer hardware? What makes linguistic expressions meaningful? What do people know when they know a language? What is the connection between thought and language? Readings are drawn from historical and contemporary sources. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Okrent.

**PHIL 236. Theory of Knowledge.** Is knowledge possible, and if so, how? The course investigates how we can know the ordinary things we take ourselves to know. Students are introduced to major philosophical theories concerning when our thoughts about ourselves and the world are rationally justified. Open to first-year students. Enrollment limited to 30. Normally offered every other year. Staff.

**PHIL 239. Dwelling and Dispersion.** Amid the disjointedness and the increasing homogeneity of the contemporary world, philosophers and urbanists have developed rival theories exalting either a deep and unified dwelling that we are in danger of losing, or a condition of dispersion that we embrace. This course examines representatives of both schools and compares them with analyses and proposals for suburban and urban development. Readings include philosophers (Heidegger, Deleuze, Derrida, and others) as well as architects and urban theorists (Norberg-Schulz, Benedikt, Eisenman, Duany, and others). Open to first-year students. Not open to students who have received credit for Philosophy 240. Offered with varying frequency. Staff.

**INDS 240. Theory and Method in African American Studies.** This course addresses the relationship between political culture and cultural politics within African American studies. Particular attention is paid to the contending theories of cultural criticism. Cornel West, Molefi Asante, Patricia Hill Collins, Angela Davis, bell hooks, Maramba Ani, and Henry Louis Gates Jr. are some of the theorists under review. Recommended background: African American Studies/American Cultural Studies 119 or significant work in political science, American cultural studies, or African American studies. Cross-listed in African American studies, American cultural studies and philosophy. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for American Cultural 240 or Political Science Studies 240. Offered with varying frequency. J. McClendon.

**PHIL 245. Metaphysics.** This course introduces students to some of the central issues in metaphysics. Possible questions considered include: Which kinds of things exist? What is one saying when one says that something “exists”? What does it mean to say that something causes something else? What is one saying when one says that something might possibly be other than it is? What does it mean to say that something is the same identical thing at one time that it is at another? Open to first-year students. Enrollment limited to 30. Normally offered every other year. C. O’Callaghan.

**PHIL 256. Moral Philosophy.** Is there a difference between right and wrong? Is it merely a matter of custom, convention, preference, or opinion, or is there some other basis for this distinction, something that makes it “objective” rather than “subjective”? How can we tell, in particular cases and in general, what is right and what is wrong? Is there some moral principle or method for deciding particular moral problems? Philosophers discussed include Aristotle, Hobbes, Hume, Kant, and Mill. Open to first-year students. Enrollment limited to 30 per section. Normally offered every year. D. Cummskey.

**PHIL 258. Philosophy of Law.** What is law? What is the relationship of law to morality? What is the nature of judicial reasoning? Particular legal issues include the nature and status of liberty rights (the right to privacy including contraception, abortion, and homosexuality, and the right to die), the legitimacy of restrictions on speech and expression (flag burning and racist hate speech), and the nature of equality rights (race and gender). Readings include traditional, contemporary, and feminist legal theory, case studies, and court decisions. Open to first-year students. Enrollment limited to 30. Normally offered every year. D. Cummskey.

**PL/RE 260. Philosophy of Religion.** A consideration of major issues that arise in philosophical reflection upon religion. Particular issues are selected from among such topics as the nature of faith, the possibility of justifying religious beliefs, the nature and validity of religious experience, the relation of religion and science, and the problem of evil. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Philosophy 260 or Religion 260. Normally offered every other year. T. Tracy.

**PHIL 262. Philosophy and Feminism.** To what extent, and in what sense, are the methods and concepts of traditional Western philosophy “male”? What implications might the answer to this question have for feminist philosophical thinking? This course examines the suggestion that many philosophical conceptions of knowledge, reality, autonomy, mind, and the self express a typically or characteristically male point of view. Students examine the contributions that women are making to philosophy, as well as the contributions that

philosophy makes to feminism. Open to first-year students. Enrollment limited to 30. Normally offered every year. S. Stark.

**PHIL 271. Greek Philosophy.** A study of the basic philosophical ideas underlying Western thought as these are expressed in the writings of Plato and Aristotle. Greek thought is discussed in its historical and social context, with indications of how important Greek ideas were developed in later centuries. Open to first-year students. Enrollment limited to 30. Normally offered every year. S. Stark.

**PHIL 272. Philosophy from Descartes to Kant.** The problems of knowledge, reality, and morality are discussed as they developed from the time of the scientific revolution and the birth of modern philosophy until their culmination in Kant. The course considers thinkers from among the classic rationalists (Descartes, Spinoza, Leibniz) and empiricists (Locke, Berkeley, Hume) as well as Kant. Open to first-year students. Enrollment limited to 30. Normally offered every year. C. O'Callaghan.

**PHIL 273. Philosophy in the Nineteenth Century.** The course follows the development of modern thought from Kant, through the rise and breakup of Hegelianism, to the culmination of nineteenth-century thought in Nietzsche. The impact of science, the relation of the individual and society, and the role of reflection in experience are examined in readings drawn from among Kant, Hegel, Schopenhauer, Feuerbach, Marx, Mill, Nietzsche, and Kierkegaard. Recommended background: two courses in philosophy or Philosophy 272. Open to first-year students. Normally offered every other year. M. Okrent.

**PHIL 274. Phenomenology.** A survey of several of the dominant themes in twentieth-century phenomenology. The course is designed to familiarize students with this area through the study of some of the works of Husserl and Heidegger, among others. Prerequisite(s): one course in philosophy. Normally offered every other year. M. Okrent.

**PHIL 275. Existentialism and Deconstruction.** A survey of major themes and writers in the traditions of existentialism and deconstruction. Readings may include thinkers such as Kierkegaard, Sartre, Camus, Deleuze, Derrida, and Merleau-Ponty. Recommended background: at least one course in the history of philosophy. Normally offered every other year. M. Okrent.

**PHIL 321. Seminar: Topics in the Contemporary Philosophy of Mind and Language.** An examination of recent discussions of topics concerning language, intentionality, and what it is to be a person. Topics vary from year to year.

**PHIL 321A. Evolution, Teleology, and Mind.** Recently several philosophers, including Ruth Millikan and Daniel Dennett, have articulated "evolutionary" accounts of meaning. This seminar undertakes an evaluation of Millikan's and Dennett's proposals. In order to assess these accounts it is necessary to understand the logic of both teleological and evolutionary explanations. The seminar achieves such an understanding by looking at the work of both philosophers and biologists. Readings are taken from the work of Millikan, Dennett, Richard Dawkins, Stephen Jay Gould, Larry Wright, Elliot Sober, and Robert Cummins. Recommended background: Philosophy 235. Enrollment limited to 15. Offered with varying frequency. M. Okrent.

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**PHIL 321B. Meaning Holism.** Meaning holism is the doctrine that “only whole languages or whole theories or whole belief systems really have meanings, so that the meaning of smaller units—word, sentences, . . . , texts, thoughts, and the like—are merely derivative.” Meaning holism characterizes a variety of twentieth-century views regarding mind and language in both the analytic and continental traditions. This seminar considers meaning holism in W. V. O. Quine and his descendants, Donald Davidson and Daniel Dennett, among others, as well as recent criticism of this position by Jerry Fodor. Enrollment limited to 15. Offered with varying frequency. M. Okrent.

**PHIL 322. Seminar: Topics in Contemporary European Philosophy.** An examination of recent developments in Continental philosophy. Normally offered every other year. Staff.

**PHIL 324. Seminar: Topics in Ethics.** This course focuses on important issues in ethics and political theory.

**PHIL 324B. Consequentialism and its Critics.** Consequentialism is the view that the morally right act is whatever act produces the most good. The appeal of such a view is obvious: it provides a clear way of judging between moral claims, and it generally requires acts that benefit society. Critics complain that consequentialists can manipulate and even kill individuals to achieve their ends, and may also destroy themselves in the process of promoting the good. This course looks at this contemporary debate and the truth about what we ought morally to do. Prerequisites: Philosophy 212 or 256. Open to first-year students. Enrollment limited to 12. Offered with varying frequency. D. Cummiskey.

**PHIL 324C. Liberty and Equality.** Liberty and equality are the central values of contemporary political philosophy. These values, however, inevitably seem to conflict. Unlimited freedom leads to inequality, and remedies to inequality restrict liberty. This seminar focuses on competing accounts of the proper balance of liberty and communitarian political theories, and the issues of economic class, racial injustice, gender difference, and the basic liberties, rights, and responsibilities of citizenship. Enrollment limited to 15. Offered with varying frequency. D. Cummiskey.

**PHIL 325. Seminar: Topics in Meta-Ethics.** This course examines contemporary theories on the meaning of moral language, the possibility of moral knowledge, the existence of moral facts, the nature of moral arguments, and the relationship between morality and rationality. Philosophers typically discussed include Moore, Ayer, Stevenson, Hare, Foot, and Mackie. Some background in moral or political theory is recommended. Enrollment limited to 15.

**PHIL 325A. Moral Realism and Irrealism.** Statements that seem to make an ethical judgement are a familiar feature of public and private discourse. Are these utterances really disguised expressions of emotion and personal preference? Or are they genuine claims that try to state a fact about the world and that may be assessed for their truth and falsity? This seminar investigates the debate between moral realists (who hold that moral utterances are fact stating) and moral irrealists (who hold that utterances are merely expressions of emotion and preference). The debate is relevant to a wide range of topics in ethical theory, including cultural relativism, skepticism about morality, and authority of civil and moral rules. Prerequisite(s): Philosophy 150, 256, or

324. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. F. Chessa.

**PHIL 325B. Moral Particularism.** Until recently many moral philosophers have assumed that moral justification proceeds by showing that, for example, an action falls under some more general moral principle. However, the existence and epistemic value of moral generalities have increasingly come to be questioned by a group of contemporary moral philosophers, including Aristotelians, feminists, and some British moral realists. These particularists have advanced the striking metaphysical claim that there are no codifiable moral generalities, as well as the epistemological claim that moral justification need not be parasitic on a supposed metaphysical relationship between justified and justifying properties. This course investigates these claims. Prerequisite(s): Philosophy 256 or First-Year Seminar 248. Enrollment limited to 15. Offered with varying frequency. S. Stark.

**ES/PL 330. Seminar: Topics in Environmental Philosophy.** This seminar focuses on advanced topics in environmental philosophy and environmental ethics. A seminar from this topic is offered every other year.

**ES/PL 330A. Nature and Intrinsic Value.** Would it be wrong for the last person on earth to pollute a beautiful river? Many environmentalists answer with a resounding "Yes!" and thereby align themselves with some version of the claim that nature has intrinsic value. This course investigates the meaning and plausibility of that claim. Insights from ecology, political science (policy analysis), and economics augment the philosophical treatment of the topic. Prerequisite(s): One of the following: Environmental Studies 205, 212, 214, 215, 228, Philosophy 211, 212, 214, 256, 258, or 324. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. F. Chessa.

**INDS 339. Africana Thought and Practice.** This seminar examines in depth a broad range of black thought. Students consider the various philosophical problems and the theoretical issues and practical solutions offered by such scholar/activists as W. E. B. Du Bois, Marcus Garvey, Kwame Nkrumah, Claudia Jones, C. L. R. James, Leopold Senghor, Amilcar Cabrah, Charlotta Bass, Lucy Parsons, Walter Rodney, and Frantz Fanon. Recommended background: a course on the Africana world, or a course in philosophy or political theory. Cross-listed in African American studies, American cultural studies, and philosophy. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for American Cultural Studies 339 or Political Science 339. Offered with varying frequency. J. McClendon.

**PHIL 340. Feminist and Postmodern Critiques of Rationality.** A study of current debates about the place of rationality and critical thought in life and history. These critiques reach into areas of rationality, rights, subjectivity, and normative judgment. Some see these critiques as a sign and perhaps a cause of a general decay of Western civilization. Others see them as the beginning of a new kind of liberation. This seminar includes readings from some classical philosophical systems, and from feminist and postmodern criticisms of systematic rationality. Readings include postmodern and feminist essays in the deconstructive and pragmatic traditions. Prerequisite(s): two courses in philosophy, political theory, or women's and gender studies. Offered with varying frequency. Staff.

**PHIL 350. Seminar on Major Thinkers.** The course examines in depth the writings of a major philosopher. Thinkers who may be discussed include Plato, Aristotle, Plotinus, Descartes, Spinoza, Leibniz, Hume, Marx, Wittgenstein, and Quine.

**PHIL 350A. Hegel's *Phenomenology of Spirit*.** A reading of Hegel's *Phenomenology of Spirit*. In one of the most original and difficult works of philosophy, Hegel developed significant insights about the theory of knowledge and reason and about the interactions of persons and communities. Recommended background: two courses in philosophy or political theory. Written permission of the instructor is required. Offered with varying frequency. Staff.

**PHIL 351. Kant.** This course is an intensive study of Kant's *Critique of Pure Reason*. Interpretations by contemporary critics are considered. Prerequisite(s): Philosophy 272. Offered with varying frequency. M. Okrent.

**PHIL 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**PHIL 365. Special Topics.** A course or seminar offered from time to time and reserved for a special topic selected by the department.

**PL/WS 365B. Sex, Love, and Marriage.** This seminar focuses on differing feminist conceptions of love, sexuality, and marriage and other domestic partnerships. Readings include critical examination of writings on both heterosexual and homosexual relationships and their political and cultural implications. Prerequisite(s): one course in philosophy or women's and gender studies. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. Staff.

**PHIL 457, 458. Senior Thesis.** Students register for Philosophy 457 in the fall semester and for Philosophy 458 in the winter semester. Majors writing an honors thesis register for both Philosophy 457 and 458. Normally offered every year. Staff.

### Short Term Units

**INDS s18. African American Culture through Sports.** Sports in African American life have served in a variety of ways to offer a means for social, economic, cultural, and even political advancement. This unit examines how sports have historically formed and contemporaneously shape the contours of African American culture. Particular attention is given to such questions as segregation, gender equity, cultural images, and their political effects for African American athletes and the black community. In addition to the required and recommended readings, lectures, and discussions, videos and films are central to the teaching and learning process. Cross-listed in African American studies, American cultural studies, and philosophy. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for American Cultural Studies s18 or Political Science s18. Offered with varying frequency. J. McClendon.

**PL/RE s23. Environmental Ethics.** This unit uses readings, seminar discussions, and field trips to examine and evaluate environmental issues. Consideration is given to the idea of expanding the moral universe to include forests, oceans, and other species. The class may travel to different locales in Maine to look at specific environmental situations. Internships also may be arranged for more extended study in the field. Open to first-year students. Enrollment limited to 12. Written permission of the instructor is required. Not open to students who have received credit for Philosophy s23 or Religion s23. Offered with varying frequency. Staff.

**PHIL s26. Biomedical Ethics.** During the past forty years, the rapid changes in the biological sciences and medical technology have thoroughly transformed the practice of medicine. The added complexity and power of medicine has in turn revolutionized the responsibilities and duties that accompany the medical professions. This unit explores the values and norms governing medical practice; the rights and responsibilities of health care providers and patients; the justification for euthanasia; and the problems of access, allocation, and rationing of health care services. Open to first-year students. Enrollment limited to 12. Normally offered every other year. F. Chessa.

**EC/PL s33. Valuing the Environment: Ethics and Economics in Practice.** Water is one of the most politicized natural resources in part because it is a basic resource required for life. This unit examines the history, politics, economics, and ethics of large dams. Dam building and removal illustrate the interdisciplinary, complex, and contentious nature of most environmental questions. The unit highlights the intersection of philosophy and economics as two disciplines that are each concerned with value. The unit includes a trip to a large dam site, for example, Glen Canyon Dam in Arizona. Prerequisite(s): Economics 101 and one 100-level philosophy course. Open to first-year students. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for Economics s33 or Philosophy s33. Normally offered every other year. L. Lewis, F. Chessa.

**PHIL s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

## Religion

The study of religion is a humanistic discipline that focuses on religion as one important element in culture. Historical, literary, anthropological, and theological methods of study offer a critical approach to understanding religion and its expressions in myths, symbols, and ideas, as well as in religious communities, rituals, and moral actions.

Because this study often considers fundamental human questions that are asked by every generation, it is closely linked with other academic disciplines that study the nature and character of human life.

Majoring in the field of religion provides a focus for integrated study in the humanities. Majors are expected to consult with members of the department in designing their pro-

gram. The study of religion often embraces work in other fields, and majors are encouraged to coordinate courses in other fields with their work in religion.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The religion major consists of eleven courses (twelve for honors candidates), one of which must be taken in another academic program. These courses must include:

- 1) Two courses in theoretical and comparative studies of religion. The courses that satisfy this requirement are: any 100-level religion course, 200, 222, 260, 261, 262.
- 2) Two two-course sequences (four courses total). Each sequence must be drawn from a different area below and may consist of any pair of courses listed for that area. Note: courses need not be taken in the order in which they are listed.

Area A (Ancient Near Eastern and Mediterranean Religions): 225-236, 235-236, 235-238, 236-241, 235-264, 264-214, 235-214, 235-210, 235-213.

Area B (Medieval, Modern Western, and American Religions): 238-258, 241-245, 241-242, 242-245, 242-243, 243-260, 217-247, 200-258, 264-214.

Area C (South and East Asian Religions): 249-250, 208-209, 208-251, 250-208, 250-209, 250-251, 250-263.

- 3) A 300-level seminar associated with one of the two sequences.

Area A: 303A.

Area B: 301, 303A, 304, 306A, 310, 365A, 365B.

Area C: 308, 309.

4) A course from outside the religion curriculum that is associated with one of the two two-course sequences, and that must be approved by the student's advisor. Courses cross-listed with religion (e.g., in anthropology or philosophy) may be used to satisfy this requirement. This requirement may also be met through two semesters of a relevant foreign language at the college level.

- 5) Religion 450, the senior research seminar.

- 6) Thesis (Religion 457) or honors thesis (Religion 457 and 458).

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major.

**Secondary Concentration.** The secondary concentration in religion consists of six courses (or five courses and one Short Term unit), which must normally be specified prior to the

start of a student's senior year. These courses are to be selected according to the following guidelines and in consultation with a member of the religion faculty who is chosen or appointed as the student's departmental secondary concentration advisor: a) at least one (and preferably two) of the six courses must be seminars at the 300 level; b) at least four must be related in a coherent group; and c) at least two must reflect a diversity of approaches or fields within the study of religion. The principle of coherence and the assurance of diversity must be discussed with the student's secondary concentration advisor, and approved by the department chair.

**Pass/Fail Grading Option.** Pass/fail grading may be elected for only one course applied toward the secondary concentration.

**General Education.** Any one religion Short Term unit may serve as an option for the fifth humanities course. First-Year Seminar 071, 288, and 289 count toward the humanities requirement.

## Courses

**REL 100. Religion and Film.** This course introduces students to cinematic representations of religion in feature and documentary films. Films about religion are cultural documents in and through which individual artists, religious and nonreligious groups, and nations symbolically construct their conceptions of themselves and the world. They are also the occasion for political, social, and cultural debates about ethnic and national identities. This course adopts a cultural studies approach to the study of films about religion and invites students to investigate the public debate and interdisciplinary questions and issues raised by the release of films such as *Jesus of Montreal* (Canada), *The Last Temptation of Christ* (the United States), *The Mahabharata* (England and India), *Shoah* (France), and *The Color Purple* (the United States). Enrollment limited to 40 per section. Normally offered every year. M. Bruce.

**CM/RE 101. Religion and Empire: Religious Conflict in Late Antiquity.** This introduction to the age we call late antiquity (the third through the eighth centuries) explores the emergence of many of today's religions from complex circumstances of the post-classical world. In addition to Judaism, Christianity, and Islam, this course investigates Zoroastrianism and Manichaeism as well as the continuation of Greco-Roman polytheism and religious philosophies (Neoplatonism). Topics include state control of religion, the increasing importance of community and ethnicity associated with religious doctrines in this period, mysticism, and ways of thinking about the individual, the divine, and eternal life. Enrollment limited to 40. Offered with varying frequency. R. Allison.

**REL 110. Death and Afterlife: Bodies and Souls in Comparative Perspective.** An introduction to the comparative study of religion centering around the ways in which various traditions have addressed a basic question: What happens to humans when they die? Primary attention is given to the answers of at least three of the following religions: Christianity, Hinduism, Buddhism, and Chinese and Japanese religions. Ways of studying these answers in their many dimensions (ritual, doctrinal, mythological, sociological, psychological) are introduced; and topics such as notions of heaven and hell, reincarnation, relics, burial patterns, ghosts, visionary journeys to the other world, quests for immortality, near-death experiences, and resurrections are addressed. Enrollment limited to 40. Normally offered every other year. J. Strong.

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**REL 115. Sacred Space: Religion and the Sense of Place.** An introductory study of the ways religious traditions help define and develop a sense of place, lending significance to landscapes and cityscapes alike. Particular attention is given to understanding the nature of religion as a phenomenon that takes place, and continues to take place, in all cultures and historical periods. Enrollment limited to 40. Normally offered every other year. C. Straub.

**REL 124. Religion and Life Stories.** An introduction to Western religious thought through autobiographical writings. Topics explored include the nature and functions of religion, the formation and questioning of religious beliefs, religious conceptions of good and evil, and the links between religion and social-political action. Readings are drawn from figures such as Augustine, Joyce Hollyday, Malcolm X, Rigoberta Menchu, and Elie Wiesel. Enrollment limited to 40. Normally offered every other year. T. Tracy.

**RE/WS 200. Women's Journey: Still Waters Run Deep.** Women in biblical literature, post-biblical literature, and the oral literature of the Middle East are not silent bystanders. They actively define the world around them and pursue their own relationship with the divine, their environment, and the search for perfection. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Religion 200 or Women's and Gender Studies 200. Normally offered every other year. M. Caspi.

**AS/RE 208. Religions of East Asia: China.** A study of the various religious traditions of China in their independence and interaction. The course focuses on the history, doctrines, and practices of Taoism, Confucianism, and various schools of Mahayana Buddhism. Readings include basic texts and secondary sources. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Religion 208. Normally offered every other year. J. Strong.

**AS/RE 209. Religions of East Asia: Japan.** A study of the various religious traditions of Japan in their independence and interaction. The course focuses on the doctrines and practices of Shinto, folk religion, and various schools of Buddhism. These are considered in the context of Japanese history and culture and set against their Korean and Chinese backgrounds. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Religion 209. Normally offered every other year. J. Strong.

**REL 210. The Binding of Isaac: Three Traditions.** The story of Abraham and Isaac is a paradigmatic story of faith in three traditions. In the biblical narrative, Isaac (Jesus, Ishmael) does not speak upon the altar, nor does he cry out. Is it possible that he would not say a word? Still, he became the focus of a dialogic connection between God and the individual. As a reborn object of the transformative sacrifice, he became the crux (Jesus, the second Isaac) around which the world unfolded. Prerequisite(s): one course in religion. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Caspi.

**REL 211. Religion and Sex.** A study of the variety of ways human conceptions of sexuality are constructed, complicated, consecrated, and institutionalized by religious discourses. This course examines major doctrines, institutional rituals and practices, and visual representations concerning sexuality in Judaism, Christianity, Islam, Hinduism, and Buddhism. Additional topics include figurations of the sacred; myths of origin; gender; singleness, marriage, and celibacy; sexual orientation; sanctified and taboo sexual practices; eroticism and mysticism; and religious iconography. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Bruce.

**PL/RE 212. Contemporary Moral Disputes.** The course focuses on particular moral issues and the ethical arguments provoked by them. Topics discussed in the course may include abortion and euthanasia, war and nuclear arms, world hunger, and the use of natural resources. Open to first-year students. Enrollment limited to 30 per section. Not open to students who have received credit for Philosophy 212 or Religion 212. Normally offered every year. D. Cummiskey.

**REL 213. From Law to Mysticism.** The literary works of Jewish sages were largely formed under the impact of catastrophe. This course surveys how social, religious, and political events shaped Jewish writings, beginning with the post-biblical works of the Chariot in the first century B.C.E. and C.E., through the Qabbala (Jewish mysticism) in thirteenth-century Spain, to the Hassidic movement in eighteenth-century Eastern Europe. This course includes readings from the Book of Formation, the Zohar, and stories of Hassidic masters, as well as interpretive texts. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Caspi.

**REL 214. Bible and Quran.** Judaism and Islam are each presented by a religious text that is considered the “word of God.” This course explores the “divinity” of the texts vis-à-vis their “secular” aspects. Special attention is given to a comparative literary examination of selected stories in each text (e.g., the story of Joseph, Elijah, the Queen of Sheba), and to an analysis of the sociopolitical features of these major religious texts. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Caspi.

**ES/RE 215. Environmental Ethics.** Values are important influences on the ways human communities relate to ecological communities, and hence on the character of the interaction between persons and their natural worlds. The course examines a range of environmental issues as moral problems requiring ethical reflection. This ethical reflection takes into account both the cultural and religious contexts that have given rise to what is understood as a technological dominion over nature, and the cultural resources still remaining that may provide clues on how to live in friendship with the Earth. Recommended background: one course in philosophy or religion. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Environmental Studies 214 or 215, Philosophy 214, or Religion 215. Normally offered every other year. Staff.

**CM/RE 218. Greek and Roman Myths.** Did the Greeks and Romans believe their myths about winged horses, goddesses, and golden apples? How are myths related to the religious, political, and social world of Greece and Rome? This course examines Greek and Roman myths from a variety of theoretical perspectives in order to understand their meaning in the ancient world and their enduring influence in Western literature and art. Open to first-year students. Enrollment limited to 60. Not open to students who have received credit for Classical and Medieval Studies 218 or Religion 218. Normally offered every other year. L. Maurizio.

**REL 222. Myths and Their Meaning.** Specific examples of myths drawn from a variety of religious traditions (ancient Greece, the ancient Near East, India, and nonliterate societies) are examined in the light of classic and contemporary theories about myth. What role do myths play? What do they mean? How do they reflect and relate to other forms of religious expression? These questions are among those addressed from a variety of perspectives. Open to first-year students. Enrollment limited to 40. Offered with varying frequency. J. Strong.

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**AN/RE 225. Gods, Heroes, Magic, and Mysteries: Religion in Ancient Greece.** An anthropological and historical approach to ancient Greek religion in which archeological, literary, and art historical sources are examined and compared with evidence from other cultures to gain an understanding of the role of religion in ancient Greek culture and of changing concepts of the relationship between human beings and the sacred. Topics explored include pre-Homeric and Homeric religion, cosmology, mystery cults, civil religion, and manifestations of the irrational, such as dreams, ecstasy, shamanism, and magic. Open to first-year students. Not open to students who have received credit for Anthropology 225 or Religion 225. Normally offered every other year. L. Danforth, R. Allison.

**INDS 228. Caring for Creation: Physics, Religion, and the Environment.** This course considers scientific and religious accounts of the origin of the universe, examines the relations between these accounts, and explores the way they shape our deepest attitudes toward the natural world. Topics of discussion include the biblical creation stories, contemporary scientific cosmology, the interplay between these scientific and religious ideas, and the roles they both can play in forming a response to environmental problems. Cross-listed in environmental studies, physics, and religion. Enrollment limited to 40. Not open to students who have received credit for Environmental Studies 228, Physics 228, or Religion 228. Offered with varying frequency. J. Smedley, T. Tracy.

**REL 230. Religion in Literature.** The most fruitful approach to the meeting of religion and literature is not simply to examine literature for its explicitly religious content, but to discover how literature expresses what it means to be human (or inhuman). The course examines religious metaphors, images, and similes that express holistic meanings and human values in literature. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Caspi.

**AN/RE 234. Myth, Folklore, and Popular Culture.** A variety of "texts," including ancient Greek myths, Grimms' folktales, Apache jokes, African proverbs, Barbie dolls, Walt Disney movies, and modern Greek folk dances, are examined in light of important theoretical approaches employed by anthropologists interested in understanding the role of expressive forms in cultures throughout the world. Major emphasis is placed on psychoanalytic, feminist, Marxist, structuralist, and cultural studies approaches. Open to first-year students. Enrollment limited to 80. Not open to students who have received credit for Anthropology 234 or Religion 261. Normally offered every other year. L. Danforth.

**REL 235. Ancient Israel: History, Religion, and Literature.** Introduction to the Hebrew Bible (in English translation) with readings in related ancient literature. This course traces the history of ancient Israel from its prehistory in the Bronze Age (the time of the Patriarchs) through to the fall of Jerusalem to the Babylonian Empire (the end of the First Temple Period). Major topics of study include the evolution of Israelite religious ideas and practices and the various literary traditions represented in the Hebrew Bible (especially the prophetic, priestly, and wisdom traditions) and such topics as biblical mythology, nationhood, women in ancient Israel, internal politics, and international relations with the ancient Near Eastern centers of civilization. Open to first-year students. Enrollment limited to 40. Normally offered every other year. R. Allison.

**REL 236. Introduction to the New Testament.** Readings in the New Testament and related Greek and early Christian literature. Studies of the gospels include investigation into the

nature of the early Jesus movement and Jesus' place in the Judaism of his day, the interpretation of Jesus' teaching in the context of Roman-occupied Palestine, and the growth of the Jesus tradition in the early Church. Topics such as the diversity of ideas about salvation, influence of Greco-Roman religious thought, the place of women in the early Church, the break between Christianity and Judaism, and the formation of the early Church in its first century are covered in the study of the New Testament epistles (emphasis on the apostle Paul's epistles) and the Book of Revelation. Open to first-year students. Enrollment limited to 40. Normally offered every other year. R. Allison.

**REL 238. Early Jewish History and Thought.** Introduction to the later books of the Hebrew Bible and to the literature, religion, and history of Judaism from the Persian Period through the Second Temple Period and the beginnings of the Roman occupation of Palestine. Major topics of study include the formation of Judaism, concepts of nationhood and the Diaspora, the origins of anti-Semitism, Hellenized Judaism, and Jewish apocalyptic. Readings include the later biblical books, selected writings from wisdom and apocalyptic works from the Apocrypha and Pseudepigrapha and from the Dead Sea Scrolls, Jewish historian Josephus, Philo of Alexandria, and selected early rabbinical writings. Open to first-year students. Enrollment limited to 40. Normally offered every other year. R. Allison.

**REL 241. History of Christian Thought I: Conflict, Self-Definition, and Dominance.** This course is a study of the convictions, controversies, and conflicts by which an egalitarian Jewish revitalization movement in Palestine became a worldwide religion. Students follow Christianity's development from martyrdom and persecution to a state-sponsored religion of the Roman Empire, from internal heresy and schism to the "One Great Holy and Apostolic Catholic Church." Special attention is given to regional diversity and the changing place of women in the church. Open to first-year students. Enrollment limited to 40. Offered with varying frequency. R. Allison.

**REL 242. History of Christian Thought II: The Emergence of Modernity.** A study of the development of Christian thought from the fall of the Roman Empire to the beginnings of the modern era. The history of religious ideas in the West is considered in its social and political context. Readings include selections from Augustine, Gregory the Great, Anselm, Hildegard von Bingen, Aquinas, Luther, and Calvin. Open to first-year students. Enrollment limited to 40. Offered with varying frequency. T. Tracy.

**REL 243. Christianity and Its Modern Critics.** A study of some encounters between Christian traditions and modern culture, as they have developed since the Enlightenment. Attention is given to significant critiques of religion that have helped define the context for understanding religious meaning in a post-Christian culture. Readings are drawn from critics such as Kant, Hume, Schleiermacher, Kierkegaard, Feuerbach, Marx, Nietzsche, and Freud. Open to first-year students. Enrollment limited to 40. Offered with varying frequency. C. Straub.

**AR/RE 244. Visual Narratives: Lives Beyond Lives.** This course examines the narrative art of South and Southeast Asian traditions and the important artistic tradition of narrative paintings, bas-reliefs, and stone carvings. The course focuses on Buddhist and Hindu legends, stories, and folklore. Philosophically, it deals with religious and popular concepts of reincarnation, rebirth, cause and effect, meritorious accumulation, wisdom perfection, and the ultimate enlightenment from the visual perspective. The course explores different con-

texts in which the artworks were produced. Topics include narrative theory, text-image relationships, Jataka stories (the Buddha's previous lives), a youthful Suddhana's long search for wisdom and enlightenment, and the Ramayana epic. Open to first-year students. Normally offered every other year. T. Nguyen.

**REL 245. Monks, Nuns, Hermits, and Demons: Ascetic and Monastic Christianity.** The history of Christian monasticism from the hermits of the Egyptian and Palestinian deserts to the monastic orders of the Western Middle Ages, to Eastern Orthodox Palamism, and to modern monastic revivals. Topics include monastic demonology; hermit sages and wonderworkers; ascetical mysticism; virgins, widows, and the escape from sexual suppression; pilgrimage and the cult of relics; and the rise of monastic orders. Includes a field trip to a New England monastery. Open to first-year students. Enrollment limited to 40. Offered with varying frequency. R. Allison.

**REL 246. Biblical Narrative.** Biblical narratives present various stories where we find fear, loss of love, death, and anxiety, all of which are part of the human condition. These aspects are examined through the narratives of Creation, and the stories of Joseph, Moses, Samson, Jonah, and Job. Enrollment limited to 40. Offered with varying frequency. M. Caspi.

**REL 247. City upon the Hill.** From John Winthrop to Ronald Reagan, Americans imagined themselves as a chosen people, a righteous empire, and a city upon a hill. The course examines this religious view of America and its role in shaping American ideas regarding politics, education, work, women, ethnic groups, and other countries. Assigned readings include works by Edmund Morgan, Sacvan Bercovitch, R. W. B. Lewis, and William Clebsch. Prerequisite(s): one course in religion. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Bruce.

**REL 248. Religion and Sacred Texts.** This course has two major goals. The first is to understand the nature and role of "sacred texts" in the three monotheistic traditions (Judaism, Christianity, and Islam). The second is to evoke the wonderful variety of their teachings and to engage the spiritual world they present. Readings are drawn from the Hebrew Bible, New Testament, Quran, Dead Sea Scrolls, Midrash, Fathers of the Church, and Qisas. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Caspi.

**AS/RE 249. Religions of India: The Hindu Tradition.** An examination, through the use of primary and secondary texts, of the various traditions of Hinduism, with some consideration of their relation to Jainism and Indian Buddhism. Special attention is paid to the Vedas, Upanishads, and Bhagavad-Gita, as well as to the classical myths of Hinduism embodied in the Puranas. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Religion 249. Normally offered every other year. J. Strong.

**AS/RE 250. The Buddhist Tradition.** The course focuses on the Buddha's life and teachings; on early Buddhism in India and the rise of various Buddhist schools of thought; on the development of Mahayana philosophies; on rituals, meditation, and other forms of expression in India and Southeast Asia. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Religion 250. Normally offered every other year. J. Strong.

**AS/RE 251. Religions of Tibet.** Tibetan religions are a complex mixture of Indian, Chinese, and indigenous elements. This course focuses on the history, doctrines, practices, literatures, major personalities, and communities of the different religious traditions that are expressions of this mixture, including the *rNying ma*, *bKa' brgyud*, *Sa skya*, and *dGe lugs* sects of Buddhism as well as the Bön and "folk" traditions. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Religion 251. Normally offered every other year. J. Strong.

**REL 255. African American Religious Traditions.** This course examines the origins, historical development, and diversity of African American religious traditions from the colonial era to the present. Throughout American history, African Americans have used religion not only as a means of expressing complex views of themselves and their world, but also as a form of cultural critique, social reform, economic independence, and political activism. Among the movements and topics discussed are African and Caribbean religious influences, slave religion, the rise of African American denominations, the Nation of Islam, the importance of spirituals and gospel music, Afrocentricity, and the civil rights movement. Given the complex nature of African American religious experience, this course adopts an interdisciplinary approach and draws upon scholarship on religion in sociology, political science, history, art, literature, and music. Prerequisite: Religion 100. Enrollment limited to 40. Offered with varying frequency. M. Bruce.

**REL 258. From Shoah to Shoah: Judaism in the Modern World.** This course explores issues and thinkers in modern Judaism. Topics vary from year to year, and may include one or more of the following: twentieth-century European and American Jewish experience, the varieties of modern Judaism, religion and politics in contemporary Jewish thought, gender issues in Judaism, and interreligious relations with Islam or Christianity. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Caspi.

**PL/RE 260. Philosophy of Religion.** A consideration of major issues that arise in philosophical reflection upon religion. Particular issues are selected from among such topics as the nature of faith, the possibility of justifying religious beliefs, the nature and validity of religious experience, the relation of religion and science, and the problem of evil. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Philosophy 260 or Religion 260. Normally offered every other year. T. Tracy.

**AN/RE 263. Buddhism and the Social Order.** The West looks upon Buddhism as an otherworldly religion with little interest in activity in this world. Such has not been the case historically. The Dhamma (Buddhist doctrine) has two wheels, one of righteousness and one of power, one for the other world and one for this world. Lectures and discussions use this paradigm to consider the several accommodations Buddhism has struck with the realities of power in various Theravada Buddhist societies in ancient India, Sri Lanka, and Southeast Asia. Open to first-year students. Not open to students who have received credit for Anthropology 244 or Religion 263. Normally offered every other year. S. Kemper.

**REL 264. The Islamic Tradition.** An introduction to the history and the classical forms of Islam with special attention to the Shi'ah and the Sunnis. In addition to introducing the Quran, the course explores basic teachings of Islam in their historical and social contexts, and covers such subjects as the life and teachings of the Prophet, the Khalifahs and the expansion of Islam, Islamic theology and law, Islamic worship and ritual, and Islamic mys-

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ticism. Open to first-year students. Enrollment limited to 40. Offered with varying frequency. M. Caspi.

**AN/RE 265. Anthropological Approaches to the Study of Religion.** As human societies change, so do the religious beliefs and practices these societies follow. The course examines the symbolic forms and acts that relate human beings to the ultimate conditions of their existence, against the background of the rise of science. Emphasis is placed on both Western and non-Western religions. Open to first-year students. Not open to students who have received credit for Anthropology 241, Religion 262, or Sociology 241. Offered with varying frequency. S. Kemper.

**REL 270. Religion and American Visual Culture.** A study of the constitutive role of visual culture in the formation of American religious traditions and the influence of religious experience on American art and mass culture. Moving from the colonial period to the present, this course examines the symbiotic relationship between American visual culture and religion in painting, photography, illustrated media, mass-produced objects, memorials, architecture, and decorative items. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Bruce.

**REL 301. Seminar in Religion and Culture.** A consideration of religious experience and of the consequent creation of religious symbols. Historical and theoretical study aims for an appreciation of the cultural forms of religious meaning. Enrollment limited to 15. Written permission of the instructor is required. Normally offered every other year. C. Straub.

**REL 303. Seminar in Biblical Criticism.** Each year the seminar focuses upon a particular subject in biblical studies, employing the techniques of textual, historical, and form criticism and exegesis for the purpose of developing sound hermeneutical conclusions.

**REL 303A. Tolerance and Intolerance in the Bible and Ancient Near Eastern and Mediterranean Cultures.** This seminar, a comparative study of the phenomenon of religious tolerance and intolerance, begins with the Hebrew Bible and contemporary literature of the ancient Near East. Then students examine relations among ancient Greco-Roman paganism, Judaism, and Christianity, including the policies of Alexander the Great and his successors and the early Roman Empire. The semester concludes by turning to questions of tolerance and intolerance in the Middle Ages among the religions of the Book—Judaism, Christianity, and Islam. Prerequisite(s): one of the following: Religion 235, 236, or 238. Enrollment limited to 15. Offered with varying frequency. R. Allison.

**REL 303C. Apocalypse.** From the perspective of a new millennium, this seminar looks back at 2,000 years of Christian apocalypses and books of revelation to gain an understanding of how this kind of thinking originated and developed. The seminar focuses on apocalypse as a genre and on the major themes, images, and symbol systems of Judeo-Christian apocalyptic imagination. Readings include a wide range of Jewish and Christian books of revelation and personal accounts of journeys out of the body to heavens and hells. These texts are from the Bible, the Dead Sea Scrolls, and Jewish and Christian Apocrypha ("hidden books"). Prerequisite(s): one of the following: Religion 100, 235, 236, or 238. Enrollment limited to 15. Offered with varying frequency. R. Allison.

**REL 304. The Problem of Evil.** The presence of profound suffering and appalling injustice in the world raises some of the deepest questions that religions seek to address. Can the evils we see around us be reconciled with the classical affirmation that the world is created by a just and all-powerful God? This seminar considers the problem of evil as it arises in the theological and philosophical traditions of the West. Readings include Genesis and Job, Holocaust literature and Jewish theological responses, and contemporary writings in philosophy of religion and theology. Prerequisite(s): one course in philosophy or religion. Enrollment limited to 15. Offered with varying frequency. T. Tracy.

**REL 305. Seminar in Western Religious Thought.** The seminar focuses upon a different figure, movement, or issue of significance for the development of Western religious thought. Enrollment limited to 15. T. Tracy.

**REL 306. Seminar on American Religious Thought and History.** The seminar focuses on a different figure, movement, or issue of significance for the development of American religious thought and history. Recommended background: a course in American cultural studies or philosophy. Enrollment limited to 15.

**REL 306A. William James, Pragmatism, and American Culture.** This course introduces students to the work of William James and explores, first, how his work developed new and radical definitions of human experience and reality; second, the extent to which his thought was representative of the rapidly changing culture and society of late nineteenth- and early twentieth-century America; third, how his work influenced and anticipated the work of a whole new generation of thinkers such as W. E. B. Du Bois, Gertrude Stein, Walter Lippmann, and Horace Kallen, each of whom used James's pragmatism to address pressing social, political, and cultural problems of twentieth-century America. Prerequisite(s): Religion 100. Enrollment limited to 15. Offered with varying frequency. M. Bruce.

**AS/RE 308. Buddhist Texts in Translation.** This seminar involves the close reading and discussion of a number of texts representing a variety of Buddhist traditions. Emphasis is placed on several different genres including canonical sutras, commentarial exegeses, philosophical treatises, and popular legends. Prerequisite(s): Asian Studies/Religion 250 or Anthropology/Religion 263 (formerly Anthropology 244/Religion 263). Enrollment limited to 15. Not open to students who have received credit for Religion 308. Offered with varying frequency. J. Strong.

**AS/RE 309. Buddhism in East Asia.** This seminar focuses on the teachings, traditions, and contemplative practices of a number of East Asian schools of Buddhism, including the T'ien-t'ai (Tendai), Huayen (Kegon), Ch'an (Zen), Chen-yen (Shingon), and Pure Land traditions. Special consideration is given to the question of the continuities and discontinuities in the ways these schools became established in China, Korea, and Japan. Prerequisite(s): one of the following: Asian Studies/Religion 208, 209, or 250. Enrollment limited to 15. Not open to students who have received credit for Religion 309. Normally offered every other year. J. Strong.

**REL 310. "Wilderness" in the Religious Imagination.** "Wilderness," like "desert" or its antinomies, "garden" or "paradise," carries a complex set of religious and hence cultural meanings. These meanings continue to inform our effort to locate ourselves not only in an ecological place, but also in mythological space. The maps of meaning that we draw are

often works of our imagination, religious and secular. This course, dependent on significant individual student research, considers these maps and this map making. Prerequisite(s): one course in religion, or Environmental Studies 205. Junior and senior majors in environmental studies or religion are given preference for registration. Enrollment limited to 15. Offered with varying frequency. C. Straub.

**REL 312. Why Hidest Thy Face? Job in Three Traditions and Literature.** Victor Hugo, the nineteenth-century poet and essayist, once declared that the Book of Job is perhaps the greatest masterpiece of human history. Indeed, readers, scholars, and poets have gradually elevated this impressive amalgamation of poetry, prose, monologues, and dialogues to a monolithic stature. Nevertheless, in spite of initial portrayals of Job as a biblical rebel who courageously protests the judgment and the action of his Creator, the epilogue of the story leaves the reader somewhat disturbed. In response to Job's silent repentance the reader objects: Repent? For what sin? Enrollment limited to 15. Normally offered every other year. M. Caspi.

**REL 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**REL 365. Special Topics.** Offered from time to time on topics of special interest.

**REL 365A. The Sublime.** What is the sublime? Can it be described, labeled, categorized, analyzed, and/or presented? Or is it, as the French philosopher Jean-Francois Lyotard suggests, the unrepresentable, that which we can conceive of and allude to but never present? Can both the desire and attempt to present the sublime in some enduring form become the occasion for terror? This seminar seeks to address these questions in the writings of Lyotard and four contemporary authors who have become witnesses of the unrepresentable: Toni Morrison, Primo Levi, Edward Said, and Paul Monette. Each views narration as both a responsible act and a way of mediating the terror of such moments as slavery, genocide, exile, and disease; each attempts to say and write what seems and appears to be unrepresentable. Students review the history of the concept of the sublime, discuss works by the above-mentioned authors, and examine the critical reception of their writings. Prerequisite(s): one 100-level religion course. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. M. Bruce.

**REL 365B. W. E. B. Du Bois and American Culture.** William Edward Burghardt Du Bois (1868-1963) is one of the twentieth century's leading American educators, political activists, scholars, and cultural critics. Du Bois was the first African American to receive a Ph.D. from Harvard, a founder of the NAACP, author of the first major sociological study of an African American community, a crucial precursor of the American civil rights movement, a spokesperson for Pan-Africanism, and a supporter and eventually a citizen of the African state of Ghana. He witnessed and, in many instances, played a role in shaping contemporary perspectives on the major historical, political, and social events of American society. This course offers a chronicle and critical examination of Du Bois's life, career, and role in the formation of American cul-

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ture. Prerequisite(s): Religion 100 or African American Studies 140A. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. M. Bruce.

**REL 450. Senior Research Seminar.** A course designed to give senior majors a common core experience in research in religion. Through writing, presenting, and discussing several papers, students explore topics of their own choosing from different theoretical and comparative perspectives. Required of all majors. Enrollment is limited to junior and senior majors and, by written permission of instructor, to interdisciplinary majors. Normally offered every year. T. Tracy.

**REL 457, 458. Senior Thesis.** Research for and writing of the senior thesis, under the direction of a member of the department. Majors writing a regular thesis register for Religion 457 in the fall semester. Majors writing an honors thesis register for both Religion 457 in the fall semester and 458 in the winter semester. Normally offered every year. Staff.

### Short Term Units

**REL s20. The Life and Writings of Mircea Eliade.** The Romanian historian of religions, Mircea Eliade (1907-1986), was one of the twentieth century's leading scholars of the study of religion. Renowned for his authoritative writings on such topics as yoga, shamanism, alchemy, myth, and the sacred and the profane, he was also a diligent diarist and a prolific writer of fiction (novels, short stories, and plays). The seminar considers both his scholarly and his fictional oeuvre in the context of his life story, as he moved from Bucharest to Calcutta to Paris and to Chicago. Open to first-year students. Enrollment limited to 25. Offered with varying frequency. J. Strong.

**PL/RE s23. Environmental Ethics.** This unit uses readings, seminar discussions, and field trips to examine and evaluate environmental issues. Consideration is given to the idea of expanding the moral universe to include forests, oceans, and other species. The class may travel to different locales in Maine to look at specific environmental situations. Internships also may be arranged for more extended study in the field. Open to first-year students. Enrollment limited to 12. Written permission of the instructor is required. Not open to students who have received credit for Philosophy s23 or Religion s23. Offered with varying frequency. Staff.

**REL s24. Religion and the City.** This unit examines the specific challenges faced by religious communities and organizations working to meet the needs of inner-city residents in Lewiston, Maine. It analyzes 1) the manner in which religious leaders within a particular community articulate and set about realizing the social, political, and economic agenda of their communities and 2) how religious communities and organizations often become the site of the very conflicts that characterize their interactions with other groups on their boundaries. The course addresses intrafaith/interfaith conflicts and the problems of the city. It includes discussions led by those working in the inner city, field trips to various institutions, and fieldwork in agencies and religious communities in Lewiston. Recommended background: a course in religion. Open to first-year students. Enrollment limited to 12. Offered with varying frequency. M. Bruce.

**INDS s26. Reading in the Greek New Testament.** Intensive introduction to New Testament Greek. Students begin reading in the Gospel of John, while studying the Koine,

or commonly spoken Greek language of late classical and early Christian times. No previous knowledge of Greek is assumed. Cross-listed in classical and medieval studies, Greek, and religion. Enrollment limited to 8. Not open to students who have received credit for Classical and Medieval Studies s26, Greek s26, or Religion s26. Offered with varying frequency. R. Allison.

**REL s27. Field Studies in Religion: Cult and Community.** The unit provides an opportunity for in-depth study of one of the many religious groups in southern Maine. In addition to mainstream Catholic, Protestant, and Jewish communities, there are many nearby religious movements of particular interest: Shakers, Jehovah's Witnesses, Eckankar, Transcendental Meditation, the Shiloh Community, Catholic charismatics, Unitarians, and others. Students carry out their own field research, focusing on the social structure, beliefs, and practices of a community of their choice. The unit ends with a seminar in which students share the results of their research. Enrollment limited to 15. Offered with varying frequency. T. Tracy.

**REL s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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## Physical Education

*Associate Professors Court, Purgavie, Coffey (on leave, fall semester; chair, winter semester and Short Term), Graef, Mulholland (chair, fall semester), and Murphy; Assistant Professors Reilly and Hohlt; Instructor Fereshetian*

The charge of a liberal arts education includes opportunities for intellectual, physical, and spiritual development. The offerings of the Department of Physical Education are coeducational and introductory unless otherwise labeled. They are designed to instruct students in various lifetime physical recreative activities that will provide a foundation for a healthy, physically active lifestyle. Activities offered may emphasize one or more of the different components of physical fitness: cardiovascular endurance, muscle strength, muscle endurance, flexibility, coordination, agility, learning skills of a sport/activity, weight loss and increase of lean body mass, and maintenance of good fitness.

Students are encouraged to select an activity that will offer a new exposure, develop skills in an activity with which they are already familiar, or supplement a current fitness program. Physical education courses emphasize physical activity and fitness components and are based on active participation, which allows the student to accrue the physical, social,

and healthful benefits of the activity. Regular physical activity is a vital part of a healthy lifestyle—it prevents disease and enhances health and the quality of life.

## Performance

Performance courses provide all students with an opportunity to build a foundation for a lifetime of enriched living. The department offers a diverse program of seasonal physical recreative activities in a setting of instructional physical education. Specialized courses in outdoor activities utilizing Maine's natural resources as well as many traditional activities courses are available to all students.

**Required Physical Education.** The program consists of two activities courses, each ten weeks in length and scheduled for two periods per week. Successful completion of this program, a requirement for graduation, is recommended to all students during their first year in residence. All students are encouraged to participate in this program beyond the two-activity requirement on an elective basis. Permission of the instructor is required.

Physical education courses include: African Dance, Aikido, Alpine Skiing, Archery, Badminton/Pickleball, Ballet (Beginning and Intermediate), Ballroom Dance, Bowling, Conditioning (Beginning and Advanced), Cross-Country Skiing, Figure Skating, Golf, Hockey Skating, Indoor Climbing, Individual Fitness Program, Jazz Dance, Juggling, Karate, Kayaking, Kickboxing, Modern Dance (Beginning and Advanced), Racquetball (Beginning and Intermediate), Self-Defense for Women, Snowboarding, Snowshoeing, Squash, Strength Training (Beginning and Intermediate), Swimming, Tennis (Beginning and Intermediate), Wallyball, and Yoga.

## Theory and Study

The courses cited below are designed for students planning careers in education and for those wishing to study the role of physical recreative activities in modern society. Students considering professional careers in physical education, coaching, recreation, and related areas should confer early in their college careers with the chair of the department.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

## Courses

**PE 210. Orthopedic Aspects of Sports Medicine.** Intensive study of human anatomy as it relates to athletic injuries. Classes provide a basic understanding of medical terminology, prevention, post-injury care and rehabilitation of athletic injuries. This course provides a useful introduction to anatomy for those contemplating medical careers. Students who achieve a final grade of 80 or better may enter a mentoring program to become a sports medicine assistant. This opportunity expands the student's academic knowledge and exposes her or him to the practical applications, such as taping and first aid care, within the allied health field of athletic training. This program of thirty non-paid hours is conducted under the supervision of a certified athletic trainer. There is no academic grade given for this portion of the course; however, individuals who become sports medicine assistants may work in the sports medicine clinics under the work-study program. A current certification in first aid and CPR is mandatory in order to work as a sports medicine assistant. Open to first-year students. Enrollment limited to 30. Normally offered every year. Staff.

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**PE 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

### Short Term Units

**PE s20. Methodology of Coaching.** This unit explores various methodologies of successful coaching. Students complete the ACEP (American Coaching Education Program) Coaching Principles Course, which leads to a level of certification widely accepted in secondary school systems. Topics include the development of a coaching philosophy; sport psychology; sport pedagogy; and team management. In addition to the classroom component, the course involves a service-learning component, in which each student coaches in an assigned elementary school or another community program related to youth development and mentoring. Enrollment limited to 25. Offered with varying frequency. G. Purgavie.

**PE s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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## Physics and Astronomy

*Professors Ruff (on leave, 2003-2004), Pribram, Semon, Wollman (chair), and Smedley; Associate Professor Lin; Assistant Professor Gensemer; Lecturer Clough*

The study of physics, generally regarded as the most fundamental of the sciences, is an important part of a liberal education. Introductory courses in physics and astronomy are designed to give a student a broad background in the fundamentals of the discipline, an introduction to the logic and philosophy of science, and insight into the understanding and applications of contemporary physics and astrophysics. Advanced courses provide greater depth and sophistication as the student's background in physics and mathematics develops. Laboratory investigation, designed to accommodate each student's particular needs, provides direct experience of the central role that experimental research plays in the advancement of science.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** A major program can be structured to meet the individual needs of students planning graduate study in physics or engineering, as well as those considering careers in business, teaching, government, law, or medicine. The requirement for a major is ten courses in physics, including the following eight, usually taken in this order: Physics 108 (or First-Year Seminar 274), 222, 211, 231, 301, 308, 409 or 412 or 422, and 457 or 458. The additional two courses must include one of the following: Physics s30, s32, or s45, or any physics course numbered 300 or higher. Either Physics 107 or s25 may count toward the major requirement if taken prior to Physics 108. Only one semester of senior thesis may count toward satisfying the minimum ten-course requirement. To learn physics effectively, it is important that courses be taken in the recommended order and, if at all possible, with the recommended background. Nevertheless, prerequisites and corequisites can be waived in appropriate circumstances, especially in cases of incoming students with strong backgrounds. Students considering graduate study in physics or engineering should take Physics 409 and 422 as well as other courses numbered 300 or higher. In exceptional cases, a student who otherwise meets the nine-course requirement may petition the department to take a comprehensive examination in lieu of the senior thesis project.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major.

A student interested in using physics as a basis for an engineering career should inquire about the Bates dual-degree plans with Dartmouth, Rensselaer, Columbia, Washington, or Case Western Reserve (see page 26; also, a descriptive brochure is available). By careful planning at registration time, similar combination curricula may sometimes be designed with other engineering institutions. Students participating in a dual-degree program declare a major in engineering.

**General Education.** Departmentally designated general education sets must include at least one course or unit having a full laboratory component. Introductory laboratory courses and units which may be used as part of a set are Physics 103, 104, 107 (or s25), 108 (or First-Year Seminar 274), Astronomy 101, and Astronomy/Geology 110. Introductory non-laboratory courses and units which may be used as part of a set are Physics 105 and 106, Astronomy 104, and Astronomy/Geology 115. A student who has been awarded Advanced Placement, International Baccalaureate, or A-Level credit equivalent to Physics 107 may satisfy the set requirement by completing any of the courses listed above. A student may request that the department approve a two-course set not currently designated prior to enrolling in the courses. Introductory courses which may be used only as third courses are Interdisciplinary Studies 228, Astronomy s21, Astronomy/Geology s22, and Chemistry/Physics s28. The quantitative requirement may be satisfied through any course or unit listed below except Interdisciplinary Studies 228, Astronomy s21, and Astronomy/Geology s22.

## Astronomy

**ASTR 101. An Introduction to the Large Scale.** Although Immanuel Kant proposed the existence of galaxies more than 200 years ago, most of what is known about galaxies has

been learned in recent decades. Driving this sudden explosion of knowledge are the new technologies of radio, infrared, X-ray, and gamma-ray astronomy. This course explores the methods of contemporary astronomical research as they have been applied to the modern discovery of the galaxies. Laboratory exercises introduce various techniques of data acquisition in astronomy. Facilities include the Stephens Observatory 0.3-meter telescope, the planetarium, and portable telescopes. Enrollment limited to 64. Normally offered every year. S. Gensemer.

**ASTR 104. The Evolution of Cosmology.** As long as there have been natural scientists, there have been efforts to comprehend the size, shape, and internal motions of the universe as a whole. The application of Einstein's general theory of relativity to these questions has yielded new and unexpected possibilities. This course traces essential developments in our understanding of the physical universe, with special attention to contemporary models. Enrollment limited to 64. Normally offered every year. E. Wollman.

**AT/GE 110. Lunar and Planetary Science.** An introduction to the solar system using the methods of physics and geology. The historical development of our understanding of planetary motion leads to the contemporary view of celestial mechanics essential to exploration by spacecraft. The composition, formation, and age of the solar system are examined, together with the physical processes involved in the development of planetary interiors and surfaces. Basic algebra and geometry are used throughout. Laboratory work emphasizes the principles of remote sensing and exploration technology. Nighttime telescope work is expected. Enrollment limited to 56. Not open to students who have received credit for Astronomy 110 or Geology 110. Normally offered every year. G. Clough.

**AT/GE 115. Impacts and Mass Extinctions.** What happens when a ten-kilometer rock, traveling at forty kilometers per second, hits the Earth? As the dinosaurs discovered sixty-five million years ago, it is not a pretty picture. Scientists now believe that such catastrophically violent collisions, apparently common in the past, are inevitable in the future as well. But impacts alone may not explain the mass extinction events that have shaped the history of life on earth; global-scale volcanism and climate change are examples of more familiar processes. This course examines the role of impacts in the earth's history and the heated debate regarding the causes of mass extinctions. Enrollment limited to 64. Not open to students who have received credit for Astronomy 115 or Geology 115. Offered with varying frequency. J. Creasy, E. Wollman.

### Short Term Units

**ASTR s21. Planetarium Production.** Since 1963, the College's Ladd Planetarium has been a resource for school and civic groups in the Lewiston-Auburn area. In this unit, students conceive, write, and produce planetarium shows for public presentation and educational outreach. Recommended background: one course in astronomy. Enrollment limited to 12. Normally offered every other year. E. Wollman.

**AT/GE s22. The Exploration of Space.** This unit is an intensive introduction to space exploration, emphasizing the science and technology upon which it is based. The unit is conducted as multiple parallel short courses, with topics including the mechanical engineering of spacecraft design, the mathematics of space navigation, the political history of space exploration, and the significance of exploration in the human experience. The unit makes extensive use of NASA data, films, and other materials. Recommended back-

ground: proficiency in high school algebra and trigonometry. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Astronomy s22 or Geology s22. Offered with varying frequency. G. Clough.

## Physics

**PHYS 103. Musical Acoustics.** An introduction to the science of sound and the acoustics of musical instruments through the study of mechanical vibrations and waves. Concepts such as resonance, standing waves, and Fourier synthesis and analysis are developed and applied to theoretical and laboratory investigations of musical sound. Additional topics include hearing, psychoacoustics, and musical scales and harmony. No background in physics or mathematics beyond algebra is assumed. Demonstrations and laboratory exercises are integrated with class work. Enrollment limited to 72. Normally offered every other year. J. Smedley.

**PHYS 104. Physics of Electronic Sound.** An introduction to electromagnetism and electronics through the analysis of high fidelity sound recording and reproduction, as well as room acoustics. Demonstrations and laboratory exercises are integrated with class work. Enrollment limited to 64. Normally offered every other year. J. Smedley.

**PHYS 105. Physics in Everyday Life.** Designed for nonscience majors, this course introduces physics by studying objects in our everyday environment and the principles upon which they are based. Laws of motion, electric and magnetic forces, light and optics, and other physics topics are examined through the study of colored paints, cameras, microwave ovens, radios, televisions, telephones, photocopying machines, laser printers, electrostatic air filters, electric power generation and distribution, lasers, medical imaging, nuclear radiation, and nuclear bombs. Recommended background: high school algebra and geometry. Enrollment limited to 64. Offered with varying frequency. M. Semon.

**PHYS 106. Energy and Environment.** This course examines energy as a fundamental concept in physics and an essential element in the functioning of human society. Basic principles of energy conservation and transformation are developed in order to understand the different types of energy resources, how they are utilized, and resultant environmental consequences. No background in physics or mathematics beyond algebra is assumed. Enrollment limited to 72. Normally offered every other year. J. Smedley.

**PHYS 107. Classical Physics.** A calculus-based introduction to Newtonian mechanics, electricity and magnetism, and geometrical optics. Topics include kinematics and dynamics of motion, applications of Newton's laws, energy and momentum conservation, rotational motion, electric and magnetic fields and forces, electric circuits, the laws of reflection and refraction, and the theory of basic optical instruments. Laboratory investigations of these topics are computerized for data acquisition and analysis. Prerequisite(s) or corequisite(s): Mathematics 105. Enrollment limited to 72 per section. Normally offered every year. M. Semon.

**PHYS 108. Modern Physics.** This course applies the material covered in Physics 107 to a study of physical optics and modern physics, including the wave-particle duality of light and matter, quantum effects, special relativity, nuclear physics, and elementary particles. Laboratory work includes experiments such as the charge-to-mass ratio for electrons, the photoelectric effect, and electron diffraction. Prerequisite(s): Physics 107 or s25. Not open

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to students who have received credit for First-Year Seminar 274. Enrollment limited to 72 per section. Normally offered every year. J. Pribram.

**PHYS 211. Newtonian Mechanics.** A rigorous study of Newtonian mechanics. Beginning with Newton's laws, the concepts of energy, momentum, and angular momentum are developed and applied to gravitational, harmonic, and rigid-body motions. Prerequisite(s): Physics 107 or s25, and Mathematics 106. Open to first-year students. Normally offered every year. M. Semon.

**PHYS 222. Electricity, Magnetism, and Waves.** A detailed study of the basic concepts and fundamental experiments of electromagnetism. The development proceeds historically, culminating with Maxwell's equations. Topics include the electric and magnetic fields produced by charge and current distributions, forces and torques on such distributions in external fields, properties of dielectrics and magnetic materials, electromagnetic induction, and electromagnetic waves. Prerequisite(s): Physics 107 or s25, and Mathematics 106. Open to first-year students. Normally offered every year. S. Gensemer.

**INDS 228. Caring for Creation: Physics, Religion, and the Environment.** This course considers scientific and religious accounts of the origin of the universe, examines the relations between these accounts, and explores the way they shape our deepest attitudes toward the natural world. Topics of discussion include the biblical creation stories, contemporary scientific cosmology, the interplay between these scientific and religious ideas, and the roles they both can play in forming a response to environmental problems. Cross-listed in environmental studies, physics, and religion. Enrollment limited to 40. Not open to students who have received credit for Environmental Studies 228, Physics 228, or Religion 228. Offered with varying frequency. J. Smedley, T. Tracy.

**PHYS 231. Laboratory Physics I.** Students perform selected experiments important in the development of contemporary physics. They also are introduced to the use of computers, electronic instruments, machine tools, and vacuum systems. Prerequisite(s): Physics 108 or First-Year Seminar 274, and Physics 211, 222, or s30. Enrollment limited to 12. Normally offered every semester. S. Gensemer, H. Lin.

**PHYS 232. Laboratory Physics II.** For students with a special interest in experimental research, this course provides an opportunity for open-ended experiments and developmental projects. Prerequisite(s): Physics 231 and s30. Normally offered every semester. S. Gensemer, H. Lin.

**PHYS 301. Mathematical Methods of Physics.** A study of selected mathematical techniques necessary for advanced work in physics and other sciences. The interpretation of functions as vectors in Hilbert space provides a unifying theme for developing Fourier analysis, special functions, methods for solving ordinary and partial differential equations, and techniques of vector calculus. These methods are applied to selected problems in acoustics, heat flow, electromagnetic fields, and classical and quantum mechanics. Prerequisite or corequisite(s): Mathematics 206. Normally offered every year. E. Wollman.

**PHYS 308. Introductory Quantum Mechanics.** An investigation of the basic principles of quantum mechanics in the Schrödinger representation and the application of these principles to tunneling, the harmonic oscillator, and the hydrogen atom. Basic theoretical concepts such as Hermitian operators, Ehrenfest's theorem, commutation relations, and

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uncertainty principles are developed as the course proceeds. Prerequisite(s): Physics 108 or First-Year Seminar 274, and Physics 211, and 301. Normally offered every year. H. Lin.

**PHYS 315. Acoustics.** A mathematical introduction to acoustics, including the vibration of strings, bars, plates, and membranes. The acoustic wave equation is developed and applied to reflection, transmission, radiation, and absorption of sound waves, as well as to the acoustics of pipes and resonators. Acoustical principles also are applied to musical instruments, the human voice, and environmental noise. Prerequisite(s): Physics 211 or 222, and 301. Normally offered every other year. J. Smedley.

**PHYS 341. Solid State Physics.** A study of crystal structures and the electronic properties of solids, together with an investigation of some active areas of research. Topics include crystal binding, X-ray diffraction, lattice vibrations, metals, insulators, semiconductors, electronic devices, superconductivity, and magnetism. Prerequisite(s): Physics 108 or First-Year Seminar 274, and Physics 301. Prerequisite or corequisite(s): Physics 222. Recommended background: Physics 308. Normally offered every other year. J. Pribram.

**PHYS 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**PHYS 361. Thermal Physics.** The theory of equilibrium states is developed in a general way and applied to specific thermodynamic systems. The concepts of classical and quantum statistical mechanics are formulated. The ability to understand partial derivatives is expected. Prerequisite(s): Physics 108 or First-Year Seminar 274. Prerequisite(s) or corequisite(s): Mathematics 206, and Physics 211 or 222. Normally offered every other year. J. Pribram.

**PHYS 373. Classical and Modern Optics.** A general course on light treated as an electromagnetic wave, including the theory and operation of common optical instruments. A significant part of the course is devoted to topics in modern optics, such as the use of lasers and the nonlinear effects produced by intense light sources. Prerequisite(s): Physics 108 or First-Year Seminar 274, and Physics 222. Normally offered every other year. H. Lin.

**PHYS 385. Electromagnetic Radiation and Cosmology.** This course develops fundamentals of astrophysics through a study of modern physical cosmology, with special attention to the role of electromagnetic radiation as both agent in and informant about the universe. Specific topics include the dynamics and thermodynamics of cosmic expansion, early universe nucleosynthesis, the cosmic microwave background radiation, structure formation, and dark matter. Both standard and nonstandard modes are considered. Prerequisite(s): Physics 211 and 222. Normally offered every other year. E. Wollman.

**PHYS 409. Quantum Theory.** A formal development of quantum theory using Dirac notation, including application to the two-dimensional harmonic oscillator and the hydrogen atom. The general theory of angular momentum and time-independent perturbation theory are developed and used to derive the fine and hyperfine structures of hydrogen; the Stark, Zeeman, and Paschen-Back effects; and the polarizability and electric dipole

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moments of simple atoms. Time-dependent perturbation theory is developed and applied to simple radiation problems. Prerequisite(s): Physics 308. Normally offered every year. J. Smedley.

**PHYS 412. Advanced Classical Mechanics.** A development of the Lagrangian and Hamiltonian formulations of classical mechanics, together with the ideas of symmetry and invariance and their relation to fundamental conservation laws. Additional topics include kinematics and dynamics in noninertial reference frames, a detailed analysis of rigid-body motion, and the theory of small oscillations and normal modes. Prerequisite(s): Physics 211 and 301. Normally offered every other year. M. Semon.

**PHYS 422. Electromagnetic Theory.** Starting from Maxwell's equations, this course develops electrostatics from solutions to Poisson's equation, magnetostatics using the vector potential, electrodynamics with scalar and vector potentials, and properties of electromagnetic waves. Simple radiation problems are discussed, as well as the relativistic formulation of electrodynamics. Prerequisite(s): Physics 222 and 301. Normally offered every year. M. Semon.

**PHYS 457, 458. Senior Thesis.** An independent study program for students working on a research problem in a field of interest, culminating in the writing of a senior thesis. Students register for Physics 457 in the fall semester and for Physics 458 in the winter semester. Majors writing an honors thesis register for both Physics 457 and 458. Written permission of the instructor is required. Normally offered every year. Staff.

### Short Term Units

**PHYS s25. Alternative Introduction to Physics.** The study of physics is a creative and satisfying intellectual adventure shared by a relatively small number of people, most of whom are male. The instructors believe that by taking advantage of the Short Term schedule's flexibility, this experience can be made attractive to a more diverse group. Physics s25 is an alternative to Physics 107; it emphasizes student-directed laboratory exploration, classroom discussion, and collaboration. As a complementary activity, visiting middle school students may participate in laboratory investigations designed by the course participants. Ongoing group discussion of unit activities and procedures is aimed at creating a more inclusive and welcoming atmosphere. Students who are interested in physics but discouraged by negative perceptions of the field are especially encouraged to enroll. Recommended background: Mathematics 105 or high school calculus. Not open to students who have received credit for Physics 107. Open to first-year students, to whom preference is given. Enrollment limited to 16. Normally offered every year. H. Lin.

**CH/PH s28. Digital Signals.** Digitized signals are playing an increasing role in scientific measurements, telecommunications, and consumer electronics. While it is often claimed that "the future is digital," there are trade-offs and limitations associated with any signal processing technique. This unit exposes students to the realities of analog and digital data acquisition, basic forms of signal processing, and their application to scientific measurements and to consumer electronics, including audio. Hands-on experience is gained by constructing simple electronic circuits and creating signal acquisition and manipulation software. No previous electronics or computer programming experience is necessary. Recommended background: Mathematics 105. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for Chemistry s28 or Physics s28. Offered with varying frequency. M. Côté.

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**PHYS s30. Electronics.** A laboratory-oriented study of the basic principles and characteristics of semiconductor devices and their applications in circuits and instruments found in a research laboratory. Both analog and digital systems are included. Prerequisite(s): Physics 108 or First-Year Seminar 274. Enrollment limited to 12. Normally offered every year. J. Smedley.

**PHYS s32. Physics and the Calculus of Variations.** This unit begins by developing the calculus of variations and applying it to problems it was invented to solve (e.g., finding paths of least distance and surfaces of minimum area). It then uses the calculus of variations to derive classical mechanics from Hamilton's Principle (that systems evolve in the way that minimizes the difference between their potential and kinetic energies), and geometrical optics from Fermat's Principle (that light follows the path of least time). The unit ends by studying the role of variational principles in current theories of particles and fields. Prerequisite(s): Mathematics 206. Recommended background: Physics 301. Open to first-year students. Offered with varying frequency. M. Semon.

**PHYS s33. Engineering Physics.** An investigation of topics in applied physics that are fundamental to the fields of mechanical, civil, and electrical engineering. Topics include statics, fluid mechanics, thermodynamics, and electrical networks. Prerequisite(s): Physics 107 or s25, and Mathematics 106. Open to first-year students. Enrollment limited to 20. Offered with varying frequency. Staff.

**PHYS s45. Seminar in Theoretical Physics.** An intensive investigation into a contemporary field of physics. Special topics vary from year to year. Areas of investigation have included general relativity, relativistic quantum mechanics, the quantum theory of scattering, quantum optics, and variational methods and principles. Offered with varying frequency. M. Semon.

**PHYS s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

# Political Science

*Professors Corlett, Kessler, and Richter (chair); Associate Professors MacLeod and Hill; Assistant Professors Baughman (on leave, fall semester), Ásgeirsdóttir, and Nelson; Visiting Assistant Professor Haughney; Lecturer Broome*

The major in political science offers students the opportunity to examine politics from a variety of theoretical, cultural, and methodological perspectives. By raising fundamental questions about politics, courses encourage students to reflect carefully about the behaviors, institutions, ideologies, and dynamics of political life. Students are asked to reexamine their commonsense assumptions regarding politics, and to learn to think and write critically about political questions. As the study of politics is inherently multicultural and multidisciplinary, courses stress the importance of the diversity of the political experience, including a global range of cultural issues that address the roles of race, class, ethnicity, sexuality, and gender in political life.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Students majoring in political science must complete ten courses or units.

- 1) At least four courses in an approved major concentration of political science (described below) or a self-designed concentration approved by the department. Students may not count internships or transfer courses for the major concentration requirement.
- 2) At least three political science courses in multicultural studies (described below), one of which must be non-Western. Courses in the major concentration may meet the multicultural requirement.
- 3) At least one 300-level seminar in political science. This seminar serves as a prerequisite for Political Science 457 or 458, the senior thesis.
- 4) Political Science 457, 458. The senior thesis must be related to the major concentration, unless the student petitions successfully for a waiver.
- 5) Subject to departmental approval, students may receive credit toward the major for no more than two nondepartmental courses in African American studies or women's and gender studies offered by the College. Students may also petition for departmental approval of a maximum of two relevant courses completed in a junior year abroad or junior semester abroad program or the Washington Semester Program.
- 6) Students may count no more than three 100-level courses and one Short Term unit toward the major.

**Major Concentrations.** Students must either complete four courses/units in one of these approved areas or successfully petition the department to develop their own concentration.

U.S. National Institutions (115, 211, 217, 227, 230, 276, 322).

U.S. Political Processes (115, 118, 211, 214, 230, 310, s23, s25).

Legal Studies (118, 227, 228, 229, 296, 322, 325, 329, 394).

Cultural Politics (121, 168, 243, 244, 254, 289, 293, 298, 310, 325, 327, 346, 348, 349, 352, s29, s33).

Postcolonial Politics (195, 235, 247, 249, 250, 254, 295, 327, 346, 349, 365A, 395, s33).

Economic Aspects of Politics (171, 191, 214, 222, 224, 225, 227, 232, 249, 250, 258, 276, 293, 295, 315, s23, s25).

International Studies (121, 122, 171, 195, 222, 224, 225, 247, 249, 250, 254, 258, 276, 315, 327, 345, 347, 348, 349, 383, 395, s33).

History of Western Political Thought (121, 191, 243, 244, 293, 295, 296, 297, 346, 352, 394, s29).

Women and Politics (118, 155, 191, 235, 245, 297, 298, 329, 346, 347, 352).

Politics of Development and Transformation (121, 195, 222, 232, 235, 243, 244, 245, 247, 249, 250, 254, 258, 327, 346, 348, 349, 352, s29, s33).

**Multicultural Studies.** Multicultural studies explore the complexity of human difference and political activity in local and global settings. Multicultural courses in political science contribute, each in specific ways, to discussions of human diversity across asymmetries of social, political, and economic power.

If the courses selected within the major concentration do not already meet this requirement, the student must complete three courses in multicultural studies, one of which must be non-Western. Non-Western courses/units include Political Science 121, 232, 235, 245, 247, 248, 249, 327, 346. Other courses in multicultural studies include Political Science 118, 155, 191, 195, 229, 243, 244, 254, 293, 295, 298, 310, 325, 329, 347, 348, 352.

**Declaring a Major in Political Science.** To declare a major in political science, the student must complete both the College's and the department's major declaration forms. The student should complete the department's form in consultation with a major advisor, who will be assigned after consultation with the department chair. The student is expected to select courses within a major concentration that will serve as the area of a potential thesis topic. A new form must be completed if the student's interests change.

**Pass/Fail Grading Option.** Pass/fail grading may be elected for one course applied toward the major. This course must be below the 300 level.

**General Education.** Any two courses listed below, only one of which may be numbered at the 100 level, may serve as a department-designated set. First-Year-Seminar 281 may be used either as part of a social science set or as a third course. No Short Term units are designated as serving as an option for the third course. (Note: Units are not eligible to satisfy a set requirement.) The quantitative requirement may be satisfied through Political Science

310 or 322. Advanced Placement, International Baccalaureate, or A-Level credit awarded by the department may not be used towards fulfillment of any General Education requirements.

## Courses

**POLS 115. American Government and Public Policy.** An introductory description and analysis of American governmental and political institutions and processes, with particular focus upon the formulation and administration of public policy. Enrollment limited to 50 per section. Normally offered every year. J. Baughman.

**POLS 118. Law and Politics.** An examination of the political nature of law, legal processes, and legal institutions. Special emphasis is placed on the participation of women and people of color in the legal system and the impact of race and class on legal processes and outcomes. Topics may include stratification in the legal profession, the law school experience, criminal justice, legal discourse, and the utility of law for effecting social and political change. Enrollment limited to 50 per section. Normally offered every year. M. Kessler.

**POLS 121. Morality and Political Change.** The world is growing smaller, and life in a global context involves making decisions about controversial political questions. On what basis do we make these decisions? What is the right way to think about questions of poverty, violence, women's roles, or human rights, and how do we know? This course explores the moral questions embedded in discussions of political change. Students read a diverse range of theoretical, historical, and fictional materials to think about questions of human nature, proper human interactions, justice, freedom, responsibility, and potentiality. The objective is to better understand the moral and political questions involved in citizenship in a global world. Enrollment limited to 50. Not open to students who have received credit for First-Year Seminar 237. Normally offered every other year. A. MacLeod.

**POLS 122. Government and Politics in Global Perspective.** Citizens of the United States tend to be relatively ill-informed about and even uninterested in politics in other countries. As a result, many of us misinterpret events in other countries and fail to adequately evaluate our own political system and way of life. This course offers concepts and theories to analyze politics throughout the globe. It covers the party and interest group systems of West European countries, Islam and the possibility for democracy in the Middle East, processes of democratization in Latin America, and efforts at "consensus" politics and development in South and East Asia. Enrollment limited to 50 per section. Normally offered every year. Staff.

**POLS 155. Women, Power, and Political Systems: Introduction to Women and Politics.** Recent scholarship examines roles and activities of women in political systems and the impact of women's participation on political life and public policy. Does sex make a difference? Does women's participation affect power relations between the sexes? This introduction uses the lenses of various fields in the discipline—voter behavior, constitutional law, comparative politics, and international relations—to examine women as political actors and to consider how notions of gender difference affect women's access to and exercise of power in public decision making and government. Enrollment limited to 50 per section. Normally offered every year. L. Hill.

**POLS 171. International Politics.** This course explores some of the many structures and processes that organize world politics, including the system of sovereign states, the global capitalist economy, and the varied meanings assigned to "nation" and "gender." To exam-

ine how these structures reinforce, intrude upon, and sometimes subvert each other, this course focuses on specific case studies such as international efforts to regulate ozone depletion, nuclear proliferation, the politics of international trade, and world population policies. Enrollment limited to 50 per section. Normally offered every year. J. Richter.

**POLS 191. Western Political Theory.** The course examines the relation of Western political thought to current struggles against various forms of oppression. When white Western male theorists use the language of truth and justice, law and order, or rights and liberty, do they speak for everyone? Or do their writings reinforce asymmetries of economic and social power? Students consider various responses to questions such as these, while reading and discussing selections from Plato, Machiavelli, Locke, Wollstonecraft, and Marx. Enrollment limited to 50 per section. Normally offered every year. W. Corlett.

**POLS 195. Postcolonial States and Societies.** This course provides a general introduction to state-society relations in the postcolonial world, stretching from Africa and Latin America to the Middle East and South and Southeast Asia. Each week the class engages an important theoretical theme, and combines a discussion of this theme with at least two case studies. The course begins with an examination of postcolonial state formation in Africa. It then proceeds with an analysis of economic exploitation in Latin America, cultural transformation in the Middle East, and political collapse in various parts of South and Southeast Asia. The course concludes with an effort to illuminate emerging patterns of contestation and reform, particularly in the context of globalization and "development." Enrollment limited to 50. M. Nelson.

**POLS 211. American Parties and Elections.** The structures, activities, and functions of parties in the American political system. Students analyze elections, voter behavior, campaign strategy and finance, and the role of parties in the operation of government. Open to first-year students. Normally offered every other year. J. Baughman.

**POLS 214. City Politics.** The government and politics of cities, towns, counties, and special districts, with emphasis on metropolitan areas and suburbia. Topics include analysis of governing coalitions, racial politics, problems of spending and taxation, and the dependence of cities on decisions by corporations and by state and national governments. Open to first-year students. Offered with varying frequency. Staff.

**POLS 215. Political Participation in the United States.** Citizen participation lies at the very heart of democratic decision making, but its importance extends well beyond formal tools like voting. This course explores the many ways in which Americans participate in politics and voice demands on the government, both formally and informally, from letters to the president to demonstrations in the streets. Students also look at who uses these tools, including the ways in which class, race, and gender circumscribe political influence. Open to first-year students. Enrollment limited to 40. Normally offered every other year. J. Baughman.

**ES/PS 218. U. S. Environmental Politics and Policy.** This course examines the development and current state of environmental policy in the United States at the federal, state, and local levels, while at the same time placing the making of this policy in the broader context of American politics, economics, and society. The course begins with a short history of environmentalism and the current state of American environmental politics and policy. Students then take a case study approach to a specific environmental issue relevant to the local area. This case study provides an opportunity for students to meet and interact with

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stakeholders involved with this issue. Prerequisite(s): Environmental Studies 204 or any political science course. Open to first-year students. Not open to students who have received credit for Political Science 218. Normally offered every other year. P. Rogers.

**POLS 222. International Political Economy.** This course offers an introduction to the theories and debates regarding the politics of trade, multinational corporations, money and finance, and regional integration of developed and developing countries. Students are encouraged to explore the connections between international politics and economics both historically and in the contemporary era of “globalization.” Specific topics addressed include the power of transnational corporations, the emergence and significance of the World Trade Organization and the European Union, the role of the International Monetary Fund in the development world, and transitions from state socialism to free-market capitalism. Open to first-year students. Enrollment limited to 40. Normally offered every year. Á. Ásgeirsdóttir.

**POLS 224. Politics of International Trade.** International trade is a contentious political issue within developed as well as developing nations. This course explores the political impact of international trade on governments and societies. Students discuss the economic and political aspects of free trade as well as the changes in the politics of international trade over the past two centuries. Specific topics covered include trade protection, regional and global trade agreements, trade in agricultural goods, international trade and human rights, intellectual property rights and the impact of trade on the environment. Open to first-year students. Enrollment limited to 40. Normally offered every other year. Á. Ásgeirsdóttir.

**POLS 225. States and Markets.** The course examines the relationship between states and markets, exploring such questions as: What is a state? What is a market? How do markets constrain the state? To what extent can the state rein in market forces? Has the relationship between states and markets changed over time? Do states differ in their ability to influence markets? Given the current debate over globalization, these questions have become increasingly important. However, interdependence among nations has changed over time, influencing the relationship between states and markets. With that in mind, the course explores how the relationship between states and markets has changed over the past two centuries. Recommended background: Political Science 171. Open to first-year students. Enrollment limited to 40. Offered with varying frequency. Á. Ásgeirsdóttir.

**POLS 227. Judicial Power and Economic Policy.** An introduction to the political nature and policy-making role of the U.S. Supreme Court. The course concentrates on 1) the establishment of judicial review and some limits on the exercise of this power and 2) the role of American courts in making public policy with respect to such matters as taxation, labor unions, and the regulation of business and industry. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Kessler.

**POLS 228. Constitutional Freedoms.** An analysis of judicial interpretations of freedoms provided in the First Amendment. Topics may include subversive advocacy, obscenity and pornography, libel, fighting words, hate speech, and commercial expression. Students read and discuss Supreme Court opinions and commentaries. Recommended background: Political Science 118 and/or 227. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Kessler.

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**POLS 229. Race and Civil Rights in Constitutional Interpretation.** An examination of judicial responses to issues of race and civil rights throughout United States history. Topics may include slavery, segregation in public accommodations, school desegregation, employment discrimination, and affirmative action. Students read and discuss Supreme Court opinions and commentaries. Recommended background: Political Science 227 and/or 228. Open to first-year students. Enrollment limited to 40. Normally offered every other year. M. Kessler.

**POLS 230. The U.S. Congress.** This course explores the U.S. Congress and legislative politics. Students examine the practice and significance of congressional elections and the organization and behavior of congressional institutions, with a special emphasis on the connection between electoral behavior and lawmaking. Open to first-year students. Enrollment limited to 40. Normally offered every other year. J. Baughman.

**POLS 232. The Politics of Post-Communism.** The continuing upheaval in the countries of the former Soviet Union provides a unique opportunity to examine why things change and why they stay the same. This course investigates the experience of Russia and at least one of the new states in Central Asia to compare and contrast different responses to issues that all countries abandoning Soviet-style communism must face, including the creation of a civil society, economic and institutional transformation, the rearrangement of class structures, the status of women, and nationalism. Open to first-year students. Enrollment limited to 40. Normally offered every other year. J. Richter.

**POLS 235. Black Women in the Americas.** This course focuses on the political and feminist thought as well as the activism of women of African descent in the Americas. In some years, the course features only one socio-political location: the United States or the Caribbean and Latin America; in other years, multiple regions form the locus of inquiry. Students use a historical lens to review Africana women's experiences in the context of struggles to democratize the polity, and a comparative lens—viewing black women in relation to women of other racial-ethnic groups—to better understand their location in social, cultural, legal, and economic structures. They examine testimonies of black women and review their collective efforts to extend democracy and justice in some cases, or support the status quo in others. The course explores the tensions, affirmations, critiques, and contributions made by Africana women to politics—gender, race, sexual, and national—in their home country and globally. Open to first-year students. Enrollment limited to 40. Offered with varying frequency. L. Hill.

**POLS 243. Politics and Literature.** This course explores the links between politics and literature, focusing on the origins and consequences of the unique powers of fictional reality. Students read and discuss novels, short stories, and plays drawn from diverse historical and cultural settings, including the Middle East and China. Topics may include the construction of authority; fiction, women, and politics; war, violence, and narratives; forms of regime and political power; the construction of alternative realities; private and political virtue; and the relationship between stories and democratic and authoritarian politics. Students create short stories (historical or science fiction) of their own. Open to first-year students. Enrollment limited to 40. Normally offered every other year. A. MacLeod.

**POLS 244. Political Imagination.** Has our society lost the ability to imagine and create alternative political arrangements? This course uses theoretical and cross-cultural materials to explore the nature of political imagination. What are the sources of political imagination? What constraints limit the envisioning of alternative polities? How do identity dif-

ferences shape imagining, and who typically voices alternatives? What is the relationship between art, popular culture, and politics? This course explores the politics of ideology, consciousness, and change in the West, the Middle East, and China to better understand the nature of political creativity. Open to first-year students. Enrollment limited to 40. Normally offered every other year. A. MacLeod.

**POLS 245. Political Change, Gender Politics.** What is the connection between democracy and gender relations? Democracy movements create possibilities for women's activism and for enhancing women's political status. This course uses a comparative approach to investigate cases of regime change in Latin America, Eastern and Central Europe, and Southern Africa and to understand the effects of democratization on women's political lives. Students consider transitions, state-civil society relations, and their impact on gender relations. Recommended background: Political Science 118, 120, 155, 161, or Women's and Gender Studies 100. Open to first-year students. Offered with varying frequency. L. Hill.

**POLS 247. Regional Politics in Southern Africa: Transition and Transformation.** Two questions inform this study of politics in Southern Africa: What are the dimensions of internal political transformation? How do they affect interstate political and economic relations in the region? This course examines political, economic, and social features of anti-colonial and liberation struggles, civil and regional wars, and anti-apartheid resistance to discover the enduring factors underlying new state formation, regional political economy, and interstate relations. Close scrutiny of political change in South Africa and its impact on development in the region provides a substantial focus for the course. Recommended background: Political Science 122, 155, 171, or 290. Open to first-year students. Enrollment limited to 40. Offered with varying frequency. L. Hill.

**POLS 249. Politics of Latin America.** This course introduces some key issues in current Latin American politics: economic development and social inequality, international debt, the breakdown of democracies, as well as transitions from authoritarian rule, revolutions, and the role of working-class, women's, peasant, and ethnic movements. Students in this course learn how history, economics, culture, politics, and society shape the complex realities of Latin America today. Recommended background: Political Science 120, 168, or 171. Open to first-year students. Enrollment limited to 40. Normally offered every other year. D. Haughney.

**POLS 250. Politics of Third World Development.** Does the Third World exist? Is it underdeveloped, developing, or something else? This course is an introductory exploration of the relationships, struggles, issues, and actors that drive Third World politics. Because the idea of "development" has underpinned much of the discourse in and about the Third World, the course is centered on the politics of development in poorer countries. While much of the course emphasizes the broad processes, theories, and issues of development, it also gives some attention to the ways ordinary people are affected by development, and what ordinary (and in some cases, extraordinary) people do to adapt to or confront development. Recommended background: Political Science 122, 155, 222, 234, 247, or 249. Open to first-year students. Enrollment limited to 40. Normally offered every other year. Staff.

**POLS 254. Religion and Politics in South Asia.** This course combines the study of religion and politics in South Asia with a series of general theoretical issues concerning political "identities," economic "interests," and state "institutions." It focuses, in particular, on the institutional parameters of modern secularism. Students explore the role of colonial rule,

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postcolonial democracy, constitutional law, and political ideology, first in the context of ethnic war in Sri Lanka and then in the context of Hindu nationalism in India, sectarianism in Pakistan, and fundamentalism in Afghanistan. The course concludes with an effort to understand the relationship between religion and politics in the wake of 11 September 2001. Open to first-year students. Enrollment limited to 40. M. Nelson.

**POLS 258. Environmental Diplomacy.** Environmental hazards rarely recognize state boundaries; people acting to eliminate these hazards often cannot avoid them. Through a series of case studies, this course examines the obstacles to international cooperation on the environment and the strategies people use to overcome them. Case studies include the politics surrounding the depletion of the ozone layer, the depletion of international fisheries, deforestation, and urbanization. Open to first-year students. Enrollment limited to 40. Normally offered every other year. J. Richter.

**POLS 276. American Foreign Policy.** A study of the problems and processes of American foreign policy. This course considers the historical and institutional setting for this policy, then examines the challenges facing U.S. foreign policy in the contemporary world. Special attention is given to the conflict between an effective foreign policy and American democracy. Enrollment limited to 30 per section. Offered with varying frequency. J. Richter.

**POLS 290. Politics in Sub-Saharan Africa.** The 1990s represented a period of great transformation in Africa, giving cause for both optimism and pessimism about the continent's political and economic future. While some states have realized unprecedented degrees of political stability, others have fragmented into civil chaos. Novel democratic experiments have persisted while authoritarian impulses remain entrenched. And despite the highest levels of poverty in the world, Africa as a whole has witnessed economic growth for the first time in two decades. This course exposes students to the diverse mosaic of political life in Africa and examines the factors that have shaped development and governance since the close of the colonial era. Attention is given to Africa's historical experiences, economic heritage, and the international context in which they are embedded. Students also explore the unfolding patterns of change witnessed at the opening of the twenty-first century and the way that Africans continue to shape their own political and economic situations. Recommended background: Political Science 115, 122, or 171. Open to first-year students. Enrollment limited to 40. Offered with varying frequency. L. Hill.

**POLS 293. Environmental Justice.** A critical examination of environmental thought at the intersection of contemporary arguments on political rights, social equality, and economic development. When does public regulation of health in the workplace and community conflict with the property rights of private corporations? Where does environmental thought illuminate and where does it obfuscate local and global problems related to racism and sexism? How does contemporary thinking about environmental problems come to terms with uneven economic development at home and abroad? Students think critically about arguments concerning environmental racism, ecofeminism, sustainable development, deep ecology, green political activism, and other issues from a variety of political perspectives. Enrollment limited to 40. Not open to students who have received credit for Political Science 393. Normally offered every other year. W. Corlett.

**POLS 295. Reading Marx, Rethinking Marxisms.** Students practice different ways of reading and rethinking the work of Karl Marx. The first part of the course permits unrushed, close reading and discussion of Marx's best-known texts. The second part emphasizes

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recent efforts by critical theorists to revise the original doctrine without abandoning radical politics. Topics for reading and discussion include various Marxist feminisms, Marxist literary theory, and other Marxist interventions against capitalism. Open to first-year students. Enrollment limited to 40. Offered with varying frequency. W. Corlett.

**POLS 296. Contract and Community.** Western political thought frequently explores relationships—including contracts and community—between individuals and the state, but the terms of this discourse are hotly contested. Why do “contracts” so often seem to ignore the unequal power of the parties involved? Must terms like “community” erase the politics of human difference? How do categories such as “individual” and “state” restrict even the politics of privileged men as well as neglect considerations of gender, race, and class? Students read and discuss a variety of texts, including Hobbes, Rousseau, and contemporary theorists. Open to first-year students. Enrollment limited to 40. Normally offered every other year. W. Corlett.

**POLS 297. The Household and Political Theory.** Western political theories often acknowledge, either implicitly or explicitly, the importance of domestic considerations—such as child bearing, sexual relations, and issues of home economics—but rarely appreciate their political significance. And sometimes theorists who acknowledge that the personal is political miss the significance of the so-called racial classification or class position of the domestic situations they study. Drawing from Western and non-Western feminist, socialist, and other sources, this course stresses close reading of theories that highlight the politics of domestic life. Because many of these arguments involve criticism of Western political thought, students also examine how various Western classics (for example, Plato, Aristotle, Rousseau, or Hegel) situate domesticity. Recommended background: Political Science 191. Open to first-year students. Enrollment limited to 40. Normally offered every other year. W. Corlett.

**POLS 298. Sexuality and the Politics of Difference.** Picture females and males learning how to be women and men by distancing themselves from each others’ prescribed gender roles. What’s missing from this picture? Identity politics often gives the impression that patterns of self and other are fixed in nature, culture, or both. The politics of difference marks a refusal to reduce life’s ambiguities to orderly patterns. Various gay and lesbian constructions of sexuality provide suggestive terrain for exploring how theories of difference undermine fixed patterns of sexuality. Students read, discuss, and write about recent work in political theory within a context of difference influenced in part by Foucault, Lacan, and Derrida. Recommended background: Political Science 191. Open to first-year students. Enrollment limited to 40. Normally offered every other year. W. Corlett.

**POLS 310. Public Opinion.** An analysis of controversies concerning the formation, nature, and role of public opinion in American politics. The course examines attitudes on selected current issues among persons with a variety of social and economic backgrounds. Students learn the methodology of sample surveys (polls), appropriate statistics, and the use of computers to analyze data. No previous knowledge of statistics or computing is assumed. Prerequisite(s): Political Science 115 or 211. Enrollment limited to 16. Normally offered every other year. J. Baughman.

**POLS 315. International Cooperation.** In this course students analyze the twin questions of why nations cooperate and how they cooperate. The course begins with the problems of cooperation in an anarchic world and investigates how nations overcome this problem. In the process, the course examines different analytical perspectives such as realism, liber-

alism, and regime theory, as well as solutions to cooperative problems proposed by game theory and negotiation analysis. Substantively, the course examines cooperation over trade issues, financial affairs, global commons, and the environment. Recommended background: Political Science 171, 222 and 234. Enrollment limited to 15. Normally offered every year. Á. Ásgeirsdóttir.

**POLS 325. Constitutional Rights and Social Change.** An exploration of relationships between constitutional rights and movements for social change. Rights are examined as legal declarations that empower the oppressed, as ideological constructions that reinforce privilege, and as resources of unknown value that may be employed in political struggle. The utility of rights is examined in the civil rights and women's rights movements. Prerequisite(s): one of the following: Political Science 118, 227, 228, or 329. Enrollment limited to 15. Normally offered every other year. M. Kessler.

**POLS 328. Representation in Theory and Practice.** Are citizens in a representative democracy more like stage directors or probation officers? This course is an analysis of the purpose and limits of political representation. Topics include the role of formal representation in democratic government, the ways citizens hold governments accountable, the responsiveness of political leaders, and representation of and by women and minorities, and alternative mechanisms for ensuring accountability. Students consider historical and contemporary sources on the United States, Europe, and Latin America. Recommended background: one of the following: Political Science 115, 122, 211, 230, or 249. Enrollment limited to 15. Offered with varying frequency. J. Baughman.

**POLS 329. Law and Gender.** An analysis of legal constructions of gender and women's rights in legal documents, legal processes, and judicial decisions. Among the theoretical issues addressed are debates over conventional equality approaches in legal doctrine, equality versus difference perspectives, ways in which legal language constructs gender, the incorporation of gender in ideologies of law, and the intersection of gender and race in legal doctrine and theory. Prerequisite(s): one of the following: Political Science 118, 227, 228, 229, 325, or any course in Women's and Gender Studies. Enrollment limited to 15. Normally offered every other year. M. Kessler.

**POLS 340. Democracy in South Africa.** This seminar explores the dynamics of building a democratic state and political community in South Africa following a century of white minority rule. Using theoretical scholarship on the state, political economy, and democratization students consider the political transition as well as efforts aimed at social and economic transformation. In a complementary approach from the bottom up, students examine case studies of critical formations in civil society—labor unions, youth, women, nationalist enclaves, and “tribal authorities”—to understand their influence on nation-building processes. Prerequisite(s): any one of the following political science courses: 122, 168, 171, 222, 234, 235, 243, 244, 249, 290, or any 300-level seminar. Enrollment limited to 15. Normally offered every other year. L. Hill.

**POLS 345. NGOs and World Politics.** The phenomenal growth of nongovernmental organizations (NGOs) in recent decades has made them increasingly influential actors in international politics. This course examines NGO strategies in human rights (including the rights of women) and environmental policy, and critically evaluates their role in global affairs. What is the relation between international NGOs, their donors, and their constituents? What happens when relatively rich international NGOs interact with relatively

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poor indigenous organizations and populations? Has growing NGO activity caused changes in current understandings of state sovereignty? Prerequisite(s): one of the following: Political Science 161, 171, 234, 236, 245, or 278. Enrollment limited to 15. Normally offered every other year. J. Richter.

**POLS 346. Power and Protest.** The role of subordinates in power relations ranges from resigned acceptance of exploitation to active revolution. This course examines the nature of power; the focus is a comparative study of the parts played by subordinate groups in different power relationships and cultural contexts. Readings and discussion center on a combination of theoretical studies of power and case materials, primarily on peasants and women in the developing world. The goal is to better understand the complex meaning of "resistance." Enrollment limited to 15. Normally offered every other year. A. MacLeod.

**POLS 347. Gender and the State.** Two key questions provide the focus for this course: How does gender define citizenship, politics, and the state? What roles do states play in shaping masculinities and notions of womanhood? Theoretical framings of gender and politics form the basis for reviewing women's relationships to states. Students examine processes through which gender ideologies and gender regimes shape state power and policy while being subject themselves to change by state projects such as economic development or war. Using case studies of women's political activism, students investigate how women redefine their political roles and seek access to state power, thus articulating different visions of gender's relationship to the state. Prerequisite(s): one course in comparative politics; political theory; or women, gender, and politics. Enrollment limited to 15. Normally offered every other year. L. Hill.

**POLS 348. Islam and Democracy.** This seminar uses the study of Islam and democracy to reexamine conventional theories regarding the relationship between "rights" and "religious practice." It begins with a thorough introduction to Islam and Islamic political thought, including the Quran, the relationship between religious scholarship and political leadership (especially in the context of Islamic law), diverse conceptions of Islamic piety, and a careful examination of the Islamic "public sphere." Following this introduction, it returns to conventional theories of democracy, looking for points of conflict, compromise, and consensus. The course concludes with a discussion of several different countries throughout the Muslim world, including Turkey, Malaysia, Egypt, Pakistan, Iran, and India. Enrollment limited to 15. M. Nelson.

**POLS 349. Indigenous Movements in Latin America.** During the last twenty years one of the most marginalized groups in Latin America has become a consequential political actor. This course examines the origins, agency, and impact of indigenous peoples' movements through four questions: Do colonial practices or contemporary conditions shape indigenous peoples' grievances? Are indigenous movements different from other social movements in Latin America? How do indigenous movements act politically and with what consequences? How do national and global contexts shape possibilities for indigenous advancement? Students consider these questions by working with conceptual material on race and ethnicity, social movements, and postcolonialism, and through comparison with other movements in Latin America and beyond. Recommended background: Political Science 119, 235, 244, or 249, and/or Sociology 120 or 256. Enrollment limited to 15. Normally offered every other year. D. Haughney.

**POLS 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course

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work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**POLS 365. Special Topics.** A course or seminar offered from time to time and reserved for a special topic selected by the department. A course satisfies the department's 300-level requirement only if specified in the individual course description. Staff.

**POLS 383. Change in the International System.** This course examines different theoretical approaches to international politics and their explanations for international change. Readings and discussion focus particularly on different and changing conceptions of state sovereignty in a world in which economic organization and political activism increasingly transcend state boundaries. Students are required to write a research paper applying these approaches to a case study of contemporary interest in international relations. Prerequisite(s): Political Science 171. Enrollment limited to 20. Normally offered every other year. J. Richter.

**POLS 394. Contemporary Liberalism and Democratic Action.** Twentieth-century Western liberalism has faced new challenges of cultural pluralism: including people previously excluded on the grounds of race, gender, and sexuality; speaking to both sides of the widening gap between rich and poor nations; coming to terms with the rights of indigenous peoples; and reconciling capitalism and democracy. Do contemporary formulations of this diverse and venerable tradition show how to negotiate the contested terrain of twenty-first-century cultural politics? Or is Western liberalism necessarily an apologist for the exclusionary politics of a bygone era? Students read and criticize recent authors who discuss these questions against the backdrop of canonical texts. Prerequisite(s): one of the following: Political Science 191, 296, 346, Philosophy 256 or 257. Enrollment limited to 15. Normally offered every other year. W. Corlett.

**POLS 421. Congressional Internship.** Part-time internships, primarily in local offices of members of the Maine delegation in the United States Congress. Reading and writing on congressional staffs, constituencies, and relations with the bureaucracy. Prerequisite(s): Political Science 115 or 322. Enrollment is limited to available positions. Written permission of the instructor is required. Normally offered every semester. J. Baughman.

**POLS 422. Social Justice Internships.** Part-time internships in several community organizations that deal with problems of racism, heteronormativity, gender inequity, and economic distress. Students work on projects in policy areas such as health care, environmental justice, and HIV prevention. Students read and write about community organizing, action research, and public policy. Prerequisite(s): one of the following: Political Science 191, 295, 298, or 393. Enrollment is limited to available positions. Open to first-year students. Written permission of the instructor is required. Normally offered every semester. W. Corlett.

**POLS 457, 458. Senior Thesis.** Discussion of methods of research and writing, oral reports, and regular individual consultation with instructors. Students undertake a one-semester thesis by registering for Political Science 457 in the fall semester or Political Science 458 in the winter semester. Majors writing an honors thesis register for both Political Science 457 and 458. Prerequisite(s): one 300-level seminar in political science. Normally offered every year. Staff.

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**Short Term Units**

**POLS s20. Spy Games: The Role of Espionage in International Affairs.** What is espionage? Why do nations spy? Espionage is often referred to as the world's second oldest profession. Intelligence operations have often played an important role in international affairs, especially during wartime. This unit looks at the role of espionage in international affairs with a focus on the twentieth century. Topics covered include the political implications of spying, the myths and realities of espionage, overt operations, counterintelligence, intelligence operations in the global north (CIA, MI5, MI6, Mossad), intelligence operations in the global south, and the role of women in espionage. Enrollment limited to 20. Offered with varying frequency. Á. Ásgeirsdóttir.

**POLS s21. Internships in Community Service.** Students gain exposure to daily living experiences different from their own through service internship placements in such settings as shelters for the homeless and for abused women, soup kitchens, and food banks. Participants meet with the instructor to explore relationships between academic writings related to the people the students serve and their own internship experiences and observations. Enrollment limited to 20. Offered with varying frequency. W. Corlett.

**AN/PS s22. The Politics of Cultural Production: African Films and Filmmaking.** As self-representation African films challenge the stereotypical images of the continent presented in Hollywood movies. They are part of the effort to create new images in the post-independence era, helping to forge national identities through a reinvention of a shared past. Using feature films produced by Africans for an African audience, this unit explores the challenges faced in contemporary African society, as seen through African eyes. Recommended background: one course in African studies or film studies. Enrollment limited to 35. Not open to students who have received credit for Anthropology s22 or Political Science s22. Offered with varying frequency. E. Eames, L. Hill.

**POLS s23. Simulating the Legislative Process.** Over the course of the Short Term, students engage in a simulation of the federal legislative process by playing the roles of interest groups and officeholders in writing a major law. They explore the goals, strategies, and constraints of political actors in making policy. At the same time, attention is paid to the policy process generally and how in particular cases the process can be altered or subverted to suit the interests of actors. Parallels are drawn with real-world instances of contemporary congressional lawmaking. Recommended background: Political Science 115 and 230. Enrollment limited to 20. Offered with varying frequency. J. Baughman.

**POLS s25. Labor, Class, Community Action.** Students practice using class as an organizing principle in political theory. The unit emphasizes analysis and evaluation of arguments that relate class to problems of labor organization and community action. Readings include selections from the classics (such as Marx and Weber) as well as recent theoretical work that pays close attention to gender and race. Projects may focus on local community organization, the politics of labor in the United States, or international labor movements. Recommended background: Political Science 191. Enrollment limited to 20. Offered with varying frequency. W. Corlett.

**POLS s29. Politics and the Essay.** The essay is experiencing a renaissance, appropriated by a diverse range of writers for new purposes. In this unit, students examine the politics of the essay by studying the special qualities of this genre, and by reading a wide range of essays drawn from diverse historical periods and cultural locations. Students also write

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and discuss a series of essays of their own, and may experiment with photo or video essays. Special attention is paid to understanding the politics of the essay genre, constructions of self and other, questions of identity and expression, and women writers and the essay. Open to first-year students. Enrollment limited to 12. Normally offered every other year. A. MacLeod.

**PS/WS s32. Global Flows: Sex, Politics, and War.** Globalization processes underlie profound changes in politics from the state to “private” lives. This unit focuses on sex and gender—as aspects of global economics, war, and politics—to uncover how power is structured, used, and challenged in the transnational age. Sex trafficking, militarized prostitution, women’s factory work, and intimate labor are some of the topics through which students examine flows of people, ideas, capital, and political strategies. In doing so, students ask: How do gender relations and gender ideologies affect global restructuring? How does globalization (re)shape notions of manhood, womanhood, and the ways people live out those ideas in sex, politics, and war? Recommended background: any of the following, Political Science 168, 171, 222, 232, 234, 235, 243, 245, 289, 329, 345, 346, 347, 352, 383, Women’s and Gender Studies 234 or s25. Enrollment limited to 20. Offered with varying frequency. L. Hill.

**POLS s33. Territoriality and Transnationalism.** International relations scholar John Ruggie stated that neglecting territoriality in studying world politics is akin to not looking at the ground one walks upon. This unit takes a step toward correcting this oversight by examining how visions and orderings of space or “areas” shape the theory and practice of international and national politics. It brings together literature from human geography, political science, and cultural studies to understand and critique how countries, regions, and “the globe” are made and transformed through the representation and manipulation of spaces and identities. Taking the 11 September 2001 attacks as a focus, students engage in research that includes interviews with local residents. Recommended background: Political Science 122. Enrollment limited to 20. Offered with varying frequency. Staff.

**POLS s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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## Psychology

*Professors Wagner (on leave, winter and Short Term), Kelsey, Nigro, and Reich; Associate Professors Low (chair), and McCormick; Assistant Professors Sargent, Bradfield, Kahan, and Scottham; Visiting Instructor Fraser-Thill*

Students who major in psychology examine the influences on behavior that derive from biology (especially the brain), from individual psychological processes such as cognitions and emotions, and from our sociocultural surroundings. Students also learn and utilize the various methodologies that psychologists use to uncover these influences. Senior majors must complete an empirical or service-learning thesis. For an empirical thesis, a student conducts original research on an issue of theoretical or practical concern. For a service-learning thesis, a student works in a local school or agency, using his or her training in psychology to address social issues in an applied setting.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The major consists of at least eleven courses. All majors are required to complete successfully:

1) PSYC 101, 218, and either 261 or ED/PY 262. These courses must be completed by the end of the junior year. Psychology 101 may be waived for students who achieve a 4 or 5 on the Advanced Placement examination in psychology or who pass a departmental examination.

2) Four courses from one of the three areas listed below (A, B, or C); only one of these four courses may be a 200-level course. With permission of his or her major advisor, a student may substitute a relevant course or Short Term unit from psychology or another department or program for a course in this category, so long as the substitution is not used to fulfill other departmental requirements.

3) Two courses from each of the two remaining areas listed below; only one in each area may be a 200-level course.

Areas:

#### A. Biological Psychology.

NS/PY 200. Introduction to Neuroscience.

PSYC 250. Motivation and Emotion.

PSYC 303. Health Psychology.

NS/PY 330. Cognitive Neuroscience.

PSYC 355. Behavioral Endocrinology.

PSYC 362. Psychopharmacology: How Drugs Affect Behavior.

NS/PY 363. Physiological Psychology.

PSYC 401. Junior-Senior Seminar in Biological Psychology.

#### B. Individual Psychology.

PSYC 211. Psychology of Personality.

PYSC 230. Cognitive Psychology.

PYSC 302. Sensation and Perception.

PYSC 305. Animal Learning.

PYSC 313. Personality Theory.

PYSC 317. Psychology and Law.

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PYSC 333. Topics in Abnormal Psychology.

PYSC 374. Psychology of Language.

PSYC 380. Social Cognition.

### C. Sociocultural Psychology.

PY/SO 210. Social Psychology.

PYSC 240. Developmental Psychology.

PY/SO 310. Advanced Topics in Social Psychology.

PSYC 341. Advanced Topics in Developmental Psychology.

PY/WS 343. Women, Culture, and Health.

PYSC 370. Psychology of Women and Gender.

PYSC 371. Prejudice and Stereotyping.

PYSC 376. Psychology of Social Conflict.

PYSC 403. Junior-Senior Seminar in Sociocultural Psychology.

4) In addition to taking these eleven courses, all majors must complete a senior thesis that takes one of two forms: empirical research or service-learning.

A thesis may be completed during the fall and/or winter semester of the senior year. Topics for theses must be approved by the department. For fall semester and two-semester theses: 1) students register for Psychology 457A (for empirical research) or Psychology 457B (for service-learning); 2) proposals must be submitted by Friday of the second full week of classes (19 September 2003). For winter semester theses: 1) students register for Psychology 458A (for empirical research) or Psychology 458B (for service-learning); 2) proposals must be submitted by the second Friday in November (14 November 2003). Guidelines for proposals are on the department's Web site ([www.bates.edu/acad/depts/psychology](http://www.bates.edu/acad/depts/psychology)). Candidates for the honors program are invited by the department from among those seniors conducting two-semester thesis projects who have shown a high degree of initiative and progress by the end of the fall semester. The faculty thesis advisor must assure the department that the student's work is of honors caliber and is progressing satisfactorily before the department will invite the student.

Please note that in the fall semester, students in Psychology 457B meet in a seminar, and the instructor serves as advisor. In the winter semester, students who choose Psychology 458B must find an individual advisor. Students contemplating this option should talk to staff members at the Center for Service-Learning and to their instructor or advisor before contacting a placement site. Once a site is selected, students must submit a contract, signed by a representative of the organization and by the student, with their thesis proposal.

All seniors must present their thesis work at a general meeting of the department at the end of the semester. Presentations take the form of a ten- to fifteen-minute talk or a poster that describes the project.

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major.

**General Education.** The following sets are available: Psychology 101-200, 101-202, 101-210, 101-211, 101-220, 101-240, 101-250. If Psychology 101 has been waived, any pair of the aforementioned 200-level courses may constitute a set. First-Year Seminar 069 or 255 may count as either part of a social science set or as a third course. A student may

request that the department approve a two-course set not currently designated. The quantitative requirement may be satisfied through Psychology 218. Advanced Placement, International Baccalaureate, or A Level credit awarded by the department may not be used towards fulfillment of any General Education requirements.

## Courses

**PSYC 101. Introductory Psychology.** A general course intended to introduce the student to the study of behavior in preparation for more advanced work in psychology and related fields. Fundamental psychological laws and principles of human behavior are examined in the light of the scientific method. The course is a prerequisite for all other courses in the department. Enrollment limited to 75 per section. Normally offered every semester. C. McCormick, T. Kahan, R. Wagner.

**NS/PY 200. Introduction to Neuroscience.** In this course, students study the structure and function of the nervous system, and how they are related to mind and behavior. Topics introduced include neuroanatomy, developmental neurobiology, neurophysiology, neuropharmacology, and neuropsychiatry. The course is aimed at prospective majors and non-majors interested in exploring a field in which biology and psychology merge, and to which many other disciplines (e.g., chemistry, philosophy, anthropology, computer science) have contributed. Required of neuroscience majors. Prerequisite(s): Psychology 101 or any 100-level biology course. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for Neuroscience 200 or Psychology 200. Normally offered every year. C. McCormick.

**PY/SO 210. Social Psychology.** A study of people in social settings. Topics covered include group composition and structure, conformity, self-identity, interpersonal attraction, and attitude formation and change. Theoretical principles are applied to such social phenomena as social conflict, stereotyping, competition, and altruism. Prerequisite(s): Psychology 101. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for Psychology 210 or Sociology 210. Normally offered every year. M. Sargent.

**PSYC 211. Psychology of Personality.** This course introduces the fundamentals of personality and abnormal psychology. Topics include a variety of personality theories, the trait debate, physiological factors that may shape personality, assessment of personality and psychopathology, approaches to personality research, and application of theory to psychopathology. Readings include Freud, Erikson, Rogers, and research articles on abnormal psychology and personality. Prerequisite(s): Psychology 101. Open to first-year students. Enrollment limited to 50. Normally offered every year. K. Low, K. Scottham.

**PSYC 218. Statistics and Experimental Design.** A laboratory course in the use of statistical methods for describing and drawing inferences from data. Experimental and correlational research designs are studied by analyzing data for numerous problems. Topics covered include sampling theory, correlation and regression, t-tests, chi-square tests, and analysis of variance. Prerequisite(s): Psychology 101. Enrollment limited to 30. Normally offered every semester. A. Bradfield.

**PSYC 230. Cognitive Psychology.** This course provides an overview of contemporary research and theories concerning the structure and processes of the mind. Topics covered include information processing, artificial intelligence, sensory memory, masking effects,

object recognition, attention, short-term/working memory, long-term memory, false memories, language, and decision making. Prerequisite(s): Psychology 101. Open to first-year students. Enrollment limited to 50. Normally offered every year. T. Kahan.

**PSYC 240. Developmental Psychology.** A comprehensive introduction to current thinking and research in developmental psychology. This course covers prenatal development through adolescence. Topics include attachment, gender, language acquisition, play, and adolescent suicide. Prerequisite(s): Psychology 101. Open to first-year students. Enrollment limited to 50. Normally offered every year. G. Nigro.

**PSYC 250. Motivation and Emotion.** The course examines the mechanisms involved in activating and directing behavior and in forming emotions. Analysis includes evaluation of the role of physiological, environmental, and cognitive variables in mediating the following behavioral processes: thirst, hunger, sex, arousal, reward, stress, choice, consistency, and achievement. Prerequisite(s): Psychology 101. Open to first-year students. Enrollment limited to 50. Normally offered every year. J. Kelsey.

**PSYC 261. Research Methodology.** This course provides comprehensive coverage of the major methods used in psychological research, with special emphasis on experimental design. Students receive extensive practice in designing, conducting, analyzing, and interpreting the results of research studies, and writing reports in American Psychological Association style. Prerequisite(s): Psychology 218. Enrollment limited to 15 per section. Normally offered every semester. M. Sargent, T. Kahan, K. Scottham.

**ED/PY 262. Action Research.** Action research often begins with a general idea that some kind of improvement or change is desirable. For example, a teacher who is experiencing discipline problems in a classroom may seek an understanding of this issue with the help of trusted observers. In this course, students collaborate with local teachers or service providers on research projects that originate in their work sites. Class meetings introduce design issues, methods of data collection and analysis, and ways of reporting research. Prerequisite(s): Psychology 218 or Education 231/s21. Enrollment limited to 15 per section. Not open to students who have received credit for Education 262 or Psychology 262. Normally offered every year. G. Nigro.

**PSYC 302. Sensation and Perception.** The course examines the field of perception: how we organize and interpret sensory information so that we can understand the external world. Topics to be covered include principles of psychophysics; the eye and brain; pattern perception; color vision; perception of depth, size, and motion; hearing and auditory system; touch; taste and smell. Prerequisite(s): Psychology 101. Enrollment limited to 20. Normally offered every year. T. Kahan.

**PSYC 303. Health Psychology.** This course introduces health psychology from a biopsychosocial perspective. The course first describes the theoretical underpinnings of the biopsychosocial model, and the fundamentals of anatomy and physiology. The course then reviews the current research on stress, coping and illness, and stress management techniques. Research on psychosocial contributors to heart disease, cancer, chronic pain syndromes, and other illnesses is reviewed, along with implications for prevention and treatment. Prerequisite(s): one of the following: Neuroscience/Psychology 200, Psychology 211 or 250. Enrollment limited to 50. Normally offered every other year. K. Low.

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**PSYC 305. Animal Learning.** The course examines historical and recent trends in animal learning. Lecture and laboratory topics include classical and operant conditioning, biological constraints on learning, and cognitive processes. Prerequisite(s): one of the following: Neuroscience/Psychology 200, Psychology 230 or 250. Normally offered every other year. J. Kelsey.

**PY/SO 310. Advanced Topics in Social Psychology.** This seminar allows students to explore particular areas of social psychology in depth. The primary goal is to help students deepen their understanding of human social behavior, through extensive study of social psychological theory and research, class discussion, and student projects. Topics vary with each offering of the course, but may include the following: the self, stigma, and persuasion. Prerequisite(s): Psychology 210 and either Psychology 261 or Education/Psychology 262. Enrollment limited to 20. Not open to students who have received credit for Psychology 310 or Sociology 310. Normally offered every other year. M. Sargent.

**PSYC 313. Advanced Personality Theory.** An in-depth analysis of four or five different theorists, including Freud, Jung, and Rogers. This course proceeds through discussion of primary sources and includes a comparison and critique of the theories based on their personal and social relevance. Prerequisite(s): Psychology 211. Offered with varying frequency. R. Wagner.

**PSYC 317. Psychology and Law.** In the American criminal justice system, the administration of justice is influenced by a broad range of variables, many of which have been the subject of empirical research in social and cognitive psychology. This course examines how psychological research informs the dialogue surrounding controversial issues in the criminal justice system. Topics covered include eyewitness testimony, confession evidence, detection of deception, child witnesses, expert testimony, and reconstructed/repressed memories. Prerequisite(s): Psychology 261 or Education/Psychology 262. Enrollment limited to 25. Normally offered every year. A. Bradfield.

**NS/PY 330. Cognitive Neuroscience.** The human brain is a fascinating system in terms of its structure and function. The main questions addressed in this course are: How are brain structure and organization related to how people think, feel, and behave? Conversely, how are thoughts and ideas represented in the brain? Although these questions are examined from a variety of research approaches, the main one is the study of brain-damaged individuals. Prerequisite(s): Neuroscience/Psychology 200 or 363 or Psychology 230. Not open to students who have received credit for Neuroscience 330 or Psychology 330. Normally offered every year. C. McCormick.

**PSYC 333. Topics in Abnormal Psychology.** A consideration of contemporary categories of abnormality from several points of view: psychoanalytic, biological, cognitive-behavioral, and existential. Additional topics include differential diagnosis, treatment methods, DSM-IV, and legal issues related to mental illness. Prerequisite(s): Psychology 211 and 218. Normally offered every other year. K. Low.

**PSYC 341. Advanced Topics in Developmental Psychology.** A seminar that examines the concepts and methods of developmental psychology. Topics vary from year to year and may include the effects of new media, peer relations, physical and sexual abuse, and resiliency in development. Students conduct observational projects in local field settings. Prerequisite(s): Psychology 240 and either Psychology 261, Education/Psychology 262, or

other methodology course. Enrollment limited to 20. Normally offered every other year. G. Nigro.

**PY/WS 343. Women, Culture, and Health.** This course examines a variety of perspectives on women's health issues, including reproductive health, body image, sexuality, substance use and abuse, mental health, cancer, AIDS, heart disease, poverty, work, violence, access to health care, and aging. Each topic is examined in sociocultural context, and the complex relationship between individual health and cultural demands or standards is explored. Prerequisite(s): Psychology 211 or 303. Open to first-year students. Not open to students who have received credit for Psychology 343 or Women's and Gender Studies 343. Offered with varying frequency. K. Low.

**PSYC 355. Behavioral Endocrinology.** Behavioral endocrinology is the study of the relationship between hormones and behavior. This course explores topics such as the involvement of hormones in sexual behavior, in the regulation of feeding, in mechanisms of stress, and in cognition. Prerequisite(s): Neuroscience/Psychology 200. Offered with varying frequency. C. McCormick.

**PSYC 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**PSYC 362. Psychopharmacology: How Drugs Affect Behavior.** This course examines the powerful effects that drugs have on behavior, including the ability to cause addiction and to reduce neurologic and behavioral disorders such as epilepsy, Parkinson's disease, anxiety, ADHD, depression, and schizophrenia. By examining the effects of these drugs on neurotransmitters, students better understand how the brain mediates these behaviors. Attention is also paid to methodology, drug development, regulatory policy, and the role of pharmaceutical companies. Prerequisite(s): Neuroscience/Psychology 200, Psychology 250 or 305. Normally offered every other year. J. Kelsey.

**NS/PY 363. Physiological Psychology.** The course is an introduction to the concepts and methods used in the study of physiological mechanisms underlying behavior. Topics include an introduction to neurophysiology and neuroanatomy; an examination of sensory and motor mechanisms; and the physiological bases of ingestion, sexual behavior, reinforcement, learning, memory, and abnormal behavior. Laboratory work includes examination of neuroanatomy and development of surgical and histological skills. Prerequisite(s): Neuroscience/Psychology 200 or Biology/Neuroscience 308. Not open to students who have received credit for Neuroscience 363 or Psychology 363. Normally offered every year. J. Kelsey.

**PSYC 365. Special Topics.** Offered from time to time for small groups of students working with a faculty member on specialized projects or experiments. Prerequisite(s): Psychology 261 or Education/Psychology 262. Written permission of the instructor is required. Staff.

**PSYC 370. Psychology of Women and Gender.** This course takes a critical look at psychology's theories and findings about women and gender. Students examine topics such as

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menarche, mothering, and menopause from a variety of perspectives; the ways that race, ethnicity, class, sexual orientation, and age modify women's experiences are considered. The utility of psychological knowledge for effecting social change is explored. Prerequisite(s) or corequisite(s): one of the following: Psychology 261, Education/Psychology 262, Interdisciplinary Studies 250, or other research methodology course. Offered with varying frequency. G. Nigro.

**PY/SO 371. Prejudice and Stereotyping.** Two issues that have long held the interest of social psychologists and that are of great social importance are prejudice and stereotyping. This course explores traditional and contemporary social psychological research on unconscious and covert forms of prejudice, as well as the relationship between stereotyping and self-esteem. Prerequisite(s): Psychology 261 or Education/Psychology 262. Enrollment limited to 50. Not open to students who have received credit for Psychology 371 or Sociology 371. Normally offered every year. M. Sargent.

**PSYC 374. Psychology of Language.** This course examines the perception, comprehension, and production of language. Topics covered include psychological and linguistic aspects of phonology, syntax, and semantics; the biological bases of language; reading; bilingualism; and disorders. Prerequisite(s): Psychology 101. Enrollment limited to 30. Offered with varying frequency. T. Kahan.

**PSYC 376. Psychology of Social Conflict.** This course considers the bases and consequences of social conflict and its resolution, from interpersonal to cultural and political conflict. Topics include escalation of conflict, ethnic and international conflict, negotiation, third-party intervention, and building community and peace. Prerequisite(s): Psychology/Sociology 210, or permission of instructor. Enrollment limited to 25. Offered with varying frequency. R. Wagner.

**PSYC 380. Social Cognition.** Every day we characterize and evaluate other people, endeavor to understand the causes of their behavior, and try to predict their future actions. This course examines these social judgments and the cognitive processes upon which they depend. Topics include attribution theory, biases in social-information processing, impression formation, and prejudice. Prerequisite(s): Psychology/Sociology 210 and either Psychology 261 or Education/Psychology 262. Enrollment limited to 18. Offered with varying frequency. M. Sargent.

**PSYC 401. Junior-Senior Seminar in Biological Psychology.** A course designed to give junior and senior majors an opportunity to explore a significant new area in biological psychology. The topic changes from year to year and with the expertise of the faculty member. Possible topics include neural bases of addiction, memory, sexual behavior, and stress. Prerequisite(s): one of the following: Biology/Neuroscience 308, Neuroscience/Psychology 330 or 363. Enrollment limited to 15. Offered with varying frequency. Staff.

**PSYC 403. Junior-Senior Seminar in Sociocultural Psychology.** A course designed to give junior and senior majors an opportunity to explore a significant new area in sociocultural psychology. The topic changes from year to year and with the expertise of the faculty member. Possible topics include conflict resolution, cultural psychology, and social policies toward children. Enrollment limited to 15. Offered with varying frequency. Staff.

**PSYC 457A, 458A. Senior Thesis/Empirical Research.** This type of thesis involves empirical research and report writing, supplemented by individual conferences with an advisor.

Students register for Psychology 457A in the fall semester or for Psychology 458A in the winter semester. Majors writing a two-semester or honors thesis register for both Psychology 457A and 458A. Normally offered every year. Staff.

**PSYC 457B, 458B. Senior Thesis/Service-Learning.** This type of thesis involves a combination of community service and related academic study. Students complete 50 to 60 hours of service in a community placement and meet in seminar once a week for structured reflection about ethics, the cultural context of students' service work, individual and social change, and other topics specific to students' placements. In the fall semester, students register for Psychology 457B. In the winter semester, students register for Psychology 458B. Normally offered every year. G. Nigro, Staff.

### Short Term Units

**PSYC s19. Animal Cognition: Exploring the Minds of Birds, Bees, Chimps, and Dolphins.** The goals of this unit are to introduce students to the basic principles of comparative cognition by examining the mental abilities of several nonhuman species and to convey the importance of studying these animals for their survival. In order to achieve these goals, students in this unit 1) are provided with a general historical and evolutionary framework in which to consider cognitive functioning, 2) discuss an extensive reading list during class sessions, and 3) visit the laboratories of distinguished researchers in the field of animal cognition during the last week of the term. Prerequisite(s): Psychology 101. Enrollment limited to 16. Written permission of the instructor is required. T. Kahan.

**PSYC s30. Contemporary Psychotherapies with Practicum.** This unit surveys a variety of contemporary psychotherapies, ranging from dynamic approaches to behavior modification. The unit is "hands on," in that students are asked to role-play therapy sessions on videotape as part of the unit requirements, and practice a variety of therapeutic techniques. The unit also includes opportunities to observe treatment on videotape. Prerequisite(s): Psychology 333. Enrollment limited to 20. Offered with varying frequency. K. Low.

**PSYC s31. Animal Models of Behavioral Disorders.** The unit examines how we can understand and develop treatments for human behavioral and neurological disorders by developing animal models of these disorders. Emphasis is on laboratory development and examination of environmental and physiological (particularly neurochemical) determinants of these behavioral disorders in animals. Possible topics are schizophrenia, depression, anxiety, addiction, obesity, ADHD, Parkinson's disease, Alzheimer's disease, and Huntington's disease. Prerequisite(s): Neuroscience/Psychology 200, Psychology 305 or 362. Open to first-year students. Enrollment limited to 10. Written permission of the instructor is required. Offered with varying frequency. J. Kelsey.

**PSYC s34. New Directions in Developmental Psychology.** This unit provides students with an opportunity to explore a significant new area in developmental psychology. The structure of the unit varies, depending on the topic, but always involves a service-learning and/or research component. Topics may include youth and AIDS, children and the law, and memory development. Prerequisite(s): Psychology 240. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. G. Nigro.

**PSYC s38. Political Psychology.** Political psychology emphasizes the application of psychological research methods and theories to the analysis of political problems. This interdisciplinary approach also draws ideas extensively from political science, as well as from

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history, economics, sociology, political philosophy, and other areas. Students in this unit explore classic and contemporary research in political psychology. Daily readings consist of empirical reports, theoretical papers, and review articles on such topics as political participation, social justice, affirmative action, prejudice and stereotyping, international relations, judgment and decision making, and voting. Most readings involve the quantitative analysis of experimental or survey data, so familiarity with statistics is essential. Class sessions involve a mixture of lecture, discussion, and activities. Prerequisite(s): Economics 250, Political Science 310, Psychology 218, or Sociology 205. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. M. Sargent.

**PSYC s40. Tests: Do They Bias Anything?** Standardized tests are frequently among the criteria used by organizations and schools to decide which applicants to admit. This practice raises a number of important questions. What are the causes of racial and gender differences in standardized test performance? Are intelligence tests culturally biased? Do standardized tests predict college performance? What costs and benefits are associated with employing affirmative action as a substitute for, or supplement to, standardized testing? Students engage these and other issues through an intensive combination of readings, discussion, and projects. Prerequisite(s): Psychology 101 and at least one other psychology course. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. M. Sargent.

**PSYC s46. Internship in Psychology.** Participation in off-campus research or service-learning opportunities. Internships are made by specific arrangement and require departmental approval. Normally offered every year. Staff.

**PSYC s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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## Sociology

*Professors Sylvester and Kane (chair); Assistant Professors Duina (on leave, 2003-2004) and Chirayath; Instructor Kunovich*

The curriculum in sociology is designed to introduce students to a sociological perspective, which explores social structures and their intersections with individual lives. Courses address a wide range of social phenomena, from patterns of everyday interaction to social and political revolutions. Sociology as a discipline focuses on recognizing and analyzing

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social determinants that shape our lives. That focus offers a unique potential not only for understanding society, but also for social action and social change.

The courses offered in sociology include a variety of 100- and 200-level courses introducing sociology and many of the specific topics and issues addressed by sociologists. Most 200-level courses are open to first-year students and have no prerequisites. The core courses for the major and secondary concentration also begin at the 200 level. These core courses focus on developing the skills and tools necessary for a more advanced application of a sociological perspective, preparing students for junior/senior research seminars at the 300-level.

The methods and substantive areas of sociology provide an excellent background for a wide range of careers in fields such as government, public policy, law, social research, community work, social activism, human services, social work, counseling, education, business, personnel, advertising, and market research, as well as a strong foundation for graduate study in sociology and a variety of applied or related areas (including law, criminal justice, social work, business, public policy and public administration, urban and community planning, health care administration, education, survey research administration, and journalism).

A handbook describing the major and secondary concentration in greater detail, including additional career information, is available from the department chair.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Students majoring in sociology must complete eleven courses: Sociology 204, 205, two junior-senior research seminars (Sociology 395), a senior thesis (Sociology 457 or 458), and any six additional courses in the Department of Sociology (up to two Short Term units in the Department of Sociology may be substituted for up to two of these courses; one independent study course can normally be applied to the major).

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the major.

**Secondary Concentration.** The requirements for the secondary concentration are: Sociology 204, 205, one junior-senior research seminar (Sociology 395), and any three additional courses in the Department of Sociology (a Short Term unit in the department may be substituted for one of these courses).

**Pass/Fail Grading Option.** Pass/fail grading may not be elected for courses applied toward the secondary concentration.

**General Education.** Any two courses or Short Term units listed below and First-Year Seminar 290 count toward the social science set or third course requirement. The quantitative requirement may be satisfied through Sociology 205.

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## Courses

**SOC 101. Principles of Sociology.** The course is concerned with social behavior, social institutions, and with the characteristics of sociology as a discipline that studies such behavior and institutions. Students become familiar with the use of such basic concepts in sociology as norms, values, roles, socialization, stratification, power and authority, deviance and control, social conflict, and social change. Enrollment limited to 40. Normally offered every year. H. Chirayath.

**SOC 116. Criminology.** The course considers the nature of the criminal act and how some wrongs are defined and prosecuted as crimes by the legal system. It is concerned with the variety of criminal behaviors as products of individual differences and social circumstances, with the techniques available for the description and measurement of crime, and with the nature and validity of the explanations of crime provided by criminological theories. Enrollment limited to 40. Not open to students who have received credit for Sociology 216. Normally offered every year. S. Sylvester.

**SOC 120. Race, Gender, Class, and Society.** An introduction to the sociological perspective, this course explores the basic concepts of sociology and some of its major subfields through an examination of social inequalities. Among the topics considered are culture, socialization, social control, social movements, power and authority, the family and education as social institutions, and demography/population studies. All of these are introduced through application to issues related to inequalities of race, class, gender, and sexuality, primarily in the United States. Enrollment limited to 40. Normally offered every other year. E. Kane.

**SOC 160. Globalization: Sociological Perspectives.** Globalization occurs in a series of distinct—though related—arenas, including the economy, politics, culture, the environment, the law, and others. Sociology can offer a unique perspective on the driving causes, means, and consequences of this process. Salient current events and topics, such as the recent World Trade Organization meetings, the role of the United Nations, global warming, the unpredictable flow of international investment capital, the Free Trade Area of the Americas, the formation of new nation-states, consumerism, and the Internet, inform this course's exploration of sociological perspectives on globalization. Enrollment limited to 40. Normally offered every year. F. Duina.

**SOC 204. Theoretical Foundations of Sociology.** Theories of society are used in a variety of ways to make sense of the world in which we live. This course examines the evolution of sociological theory, and the history of sociology as a discipline. Major schools of social theory are compared and analyzed, with emphasis on their role as foundations of sociology. Prerequisite(s): one prior course in sociology. Enrollment limited to 30. Not open to students who have received credit for Sociology 411 or Sociology 311. Normally offered every semester. S. Kunovich, S. Sylvester.

**SOC 205. Research Methods for Sociology.** This course is a practical introduction to the research methods used by sociologists, including survey research, content analysis, participant observation and field research, qualitative interviewing, and comparative historical research. The assumptions of various approaches to social science research are considered, along with application of methods of collection and analysis for both qualitative and quantitative data. Prerequisite(s) or corequisite(s): Sociology 204. Enrollment limited to 30. Not open to students who have received credit for Sociology 305. Normally offered every year. E. Kane, H. Chirayath.

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**PY/SO 210. Social Psychology.** A study of people in social settings. Topics covered include group composition and structure, conformity, self-identity, interpersonal attraction, and attitude formation and change. Theoretical principles are applied to such social phenomena as social conflict, stereotyping, competition, and altruism. Prerequisite(s): Psychology 101. Open to first-year students. Enrollment limited to 50. Not open to students who have received credit for Psychology 210 or Sociology 210. Normally offered every year. M. Sargent.

**SOC 217. The Treatment of Criminal Offenders.** The course considers the social role of police and law enforcement, the criminal justice system and the problems of criminal prosecution, the philosophy and effectiveness of various types of punishment and alternatives to punishment, and the scope of criminological research in testing the effectiveness of criminal policy. Open to first-year students. Enrollment limited to 30. Normally offered every other year. S. Sylvester.

**SOC 220. Family and Society.** This course offers an introduction to family sociology, exploring the history and structure of the family as a social institution, primarily in the United States. Attention is given to contemporary patterns of family life (e.g., patterns of marriage, divorce, cohabitation, parenting, and household labor); how the family has changed in response to social and economic change; how race, ethnicity, class, gender, and sexuality shape family structure and ideologies of family; patterns of family violence; and trends in family-related public policy. Open to first-year students. Enrollment limited to 30. Normally offered every other year. E. Kane.

**SOC 224. Sociology of Law.** The course examines the law as a system of social behavior within cultural and historical context and as a body of knowledge within the sciences of human behavior. The course considers the relationship between the law and other institutions of contemporary society such as politics, the economy, education, and science. Enrollment limited to 30. Normally offered every other year. S. Sylvester.

**SOC 225. Science and Law.** The course considers the relationship between law and science, especially the use of scientific evidence in civil and criminal litigation. Legal admissibility and scientific validity are discussed in light of the U.S. Supreme Court case of *Daubert v. Merrell Dow Pharmaceuticals, Inc.*, and the influence of that case and its aftermath in the development and use of the forensic sciences. Open to first-year students. Enrollment limited to 30. Normally offered every other year. S. Sylvester.

**SOC 230. Sociology of Health and Illness.** This course examines how social and structural forces shape health, illness, and the health care system. Through critical analysis of health and illness in the United States, the course traces the history of medical sociology. Topics include social factors associated with health and disease, disability, the organization of health care, medical ethics, and the relationship between health care and human rights. Open to first-year students. Enrollment limited to 30. Normally offered every other year. H. Chirayath.

**SOC 235. Global Health: Sociological Perspectives.** This course introduces students to the health care systems of nations in the developed and developing world. Health care takes place within culturally unique social, historical, and political contexts, which shape factors such as disease, nutrition, violence, reproductive health, and environmental and occupational hazards. The course explores how these diverse forces shape illness experience,

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health care utilization, organization and training of health care providers, and systems of health care delivery. Drawing on a critical perspective, this course utilizes sociological methods and theories to explore health and illness around the globe. Recommended background: one 100-level course in sociology. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Sociology s23. Normally offered every other year. H. Chirayath.

**ED/SO 242. Race, Cultural Pluralism, and Equality in American Education.** Through historical, judicial, and philosophical lenses this course explores the question: What would equal educational opportunity look like in a multicultural society? The course compares divergent approaches to the education of distinct racial/ethnic groups within the United States—African Americans, Asian Americans, European Americans, Hispanics, and Native Americans. In light of contextual perspectives in educational thought, the course confronts contemporary debates surrounding how the race/ethnicity of students should affect the composition, curriculum, and teaching methods of schools, colleges, and universities. Specific issues explored include bilingual education, college admissions, curriculum inclusion, desegregation, ethnic studies, hiring practices, and tracking. A thirty-hour field experience is required. Recommended background: Education 231. Open to first-year students. Enrollment limited to 25. Not open to students who have received credit for Education 242 or Sociology 242. Normally offered every other year. S. Smith.

**SOC 245. Self and Society.** An introduction to the everyday details of how people create, maintain, and respond to social structures and social relationships. Topics considered include the social construction of the self, socialization, social structure and personality, emotions, social interaction, intergroup relations, and the role of social locations in structuring individual consciousness. Open to first-year students. Enrollment limited to 30. Normally offered every other year. E. Kane.

**SOC 260. Economic Sociology.** Most, if not all, economic activity—whether it takes place at the level of individuals, organizations, or markets—requires rules, norms, and institutions. Efficiency alone cannot account for the existence and nature of those rules, norms, and institutions. Beliefs, values, power structures, perceptions of self-interest, political structures, history, and numerous additional factors hold explanatory potential as well. This course investigates these factors. In the process, students explore some of the most important theoretical frameworks in sociology and political science, such as rational choice theory, historical institutionalism and statist theory, and some key topics in sociology, such as international development. Open to first-year students. Enrollment limited to 30. Normally offered every year. F. Duina.

**SOC 270. Sociology of Gender.** This course focuses on the social construction of gender through a consideration of a series of interrelated social institutions and practices central to gender stratification: family, employment, sexuality, reproduction, and beauty. Emphasis is placed on the ideologies surrounding each of these social institutions/practices and the ways in which those ideologies structure gender relations, as well as on the complex intersections between gender inequality and inequalities of race/ethnicity, class, and sexual orientation. Recommended background: one or more courses in the social sciences and/or women's and gender studies. Open to first-year students. Enrollment limited to 30. Normally offered every other year. E. Kane.

**PY/SO 310. Advanced Topics in Social Psychology.** This seminar allows students to explore particular areas of social psychology in depth. The primary goal is to help students

deepen their understanding of human social behavior, through extensive study of social psychological theory and research, class discussion, and student projects. Topics vary with each offering of the course, but may include the following: the self, stigma, and persuasion. Prerequisite(s): Psychology 210 and either Psychology 261 or Education/Psychology 262. Enrollment limited to 20. Not open to students who have received credit for Psychology 310 or Sociology 310. Normally offered every other year. M. Sargent.

**AN/SO 325. Ethnicity, Nation, and World Community.** The course explores the means by which social identities are constructed as ethnicity and nations. It focuses on how representations taken from categories of everyday life—such as “race,” religion, gender, and sexuality—are deployed to give these group loyalties the aura of a natural, timeless authority. This inquiry into ethnicity and nation as cultural fabrications allows for exploration of the possibility of global community not simply in its institutional dimensions, but as a condition of consciousness. Not open to students who have received credit for Anthropology 325 or Sociology 325. Normally offered every other year. C. Carnegie.

**SOC 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**SOC 365. Special Topics.** A course or seminar offered from time to time to small groups of students working on special topics. Written permission of the instructor is required. Offered with varying frequency. Staff.

**PY/SO 371. Prejudice and Stereotyping.** Two issues that have long held the interest of social psychologists and that are of great social importance are prejudice and stereotyping. This course explores traditional and contemporary social psychological research on unconscious and covert forms of prejudice, as well as the relationship between stereotyping and self-esteem. Prerequisite(s): Psychology 261 or Education/Psychology 262. Enrollment limited to 50. Not open to students who have received credit for Psychology 371 or Sociology 371. Normally offered every year. M. Sargent.

**ED/SO 380. Education, Reform, and Politics.** The United States has experienced more than three centuries of growth and change in the organization of private and public education. The goals of this course are to examine 1) contemporary reform issues and political processes in relation to the constituencies of school, research, legal, and policy-making communities and 2) alternative educational philosophies, practices, and pedagogies. The study of these areas emphasizes public K-12 education but includes postsecondary and graduate education. Examples of specific study areas are school choice (e.g., charter schools, magnet schools, and vouchers), school funding, standards and assessment, teacher effectiveness and accountability, and parental involvement. A research-based field component of at least thirty hours is required. Recommended background: one or more courses in education and sociology. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for Education 380 or Sociology 380. Normally offered every year. S. Smith.

**SOC 395. Junior-Senior Research Seminar.** These seminars provide advanced coverage of specific topics in sociology. Special attention is paid to the theories and methods adopted

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by sociologists to investigate these topics. Each seminar requires a substantial research project, related to the seminar theme. Prerequisite(s): Sociology 204 and 205.

**SOC 395A. European Integration: Politics, Society, and Geography.** The European Union (E.U.) represents one of the most remarkable achievements of the contemporary world. This seminar first reviews the history and structure of the E.U. It then examines a series of topics related to the political, social, and geographical dimensions of European integration. These topics include the drivers of integration, the transformation of domestic policies and institutions, the demands of E.U. law, the rise of a European identity, the consequences of expansion in Eastern and Central Europe, the salience of regions, and the E.U. on the international scene. Comparisons with South America's Mercosur conclude the seminar. Students are exposed to numerous theoretical tools and methodologies, including institutionalism, rational choice theory, intergovernmentalism, and comparative methods. Prerequisite(s): Sociology 204 and 205. Enrollment limited to 15. Normally offered every other year. F. Duina.

**SOC 395B. Beliefs about Social Inequality.** This seminar focuses on the belief systems surrounding social inequality, particularly race, class, and gender inequality, and inequality based on sexual orientation. Topics include the role of beliefs in structuring social inequality, the nature of beliefs as a social psychological construct, and an examination of the research literature on beliefs about social inequality in the United States. Emphasis is on quantitative public opinion literature, though consideration is given to qualitative studies as well. Theories and methods addressed include theories of ideology, approaches to understanding the sources of social inequality, survey research methods, qualitative interviewing, and content analysis. Prerequisite(s): Sociology 204 and 205. Enrollment limited to 15. Normally offered every other year. E. Kane.

**SOC 395C. Research Seminar in Criminology.** The seminar considers the broad range of contemporary theory that can be applied to patterns of criminal behavior. It also concentrates on the various methods currently available within criminology for producing and analyzing the data of crime. The seminar is intended to advance a student's ability to carry out individual research. Prerequisite(s): Sociology 204 and 205. Enrollment limited to 15. Normally offered every other year. S. Sylvester.

**SOC 395D. Advanced Topics in the Sociology of Gender.** This seminar explores current topics and debates within the sociology of gender, including attention to the intersections of gender, race, class, and sexuality. Theories addressed include a wide range of feminist theories, especially those most commonly used by sociologists. Particular emphasis is placed on qualitative research methods, including participant observation, qualitative interviewing, and qualitative content analysis. Opportunities to explore quantitative and/or comparative approaches are also offered. Recommended background: course work on gender, race, and/or class inequality. Prerequisite(s): Sociology 204 and 205. Enrollment limited to 15. Normally offered every other year. E. Kane.

**SOC 395E. Sociology of Health Professions.** This seminar draws on theoretical perspectives and research methodologies employed by two major subfields of sociology, the sociology of work and medical sociology. Health professionals in the United States work in rapidly changing technological, political, economic, and demographic environments. Students explore these and other issues facing health professionals, such as

job satisfaction, stress, and efforts to balance work and family. They examine a wide range of health occupations, including (but not limited to) physicians, nurses, dentists, allied health professionals, and practitioners of complementary medicine. Students draw on a diverse range of theoretical frameworks and both qualitative and quantitative research methods employed in the study of health professions. Prerequisite(s): Sociology 204 and 205. Enrollment limited to 15. Normally offered every other year. H. Chirayath.

**SOC 395F. Research Seminar in Forensic Sociology.** The seminar focuses on the forensic use of social and behavioral data in the courts and other agencies of the judicial system, and the role of the social scientist as expert witness. An important question considers the degree to which courts evaluate social and behavioral data by the same standards as other scientific data. Topics for individual research may include: profiling in law enforcement and corrections; unlawful discrimination; predicting violence; battered-woman, battered-child, and rape-trauma syndromes; and eyewitness identification. Prerequisite(s): Sociology 204 and 205. Enrollment limited to 15. Not open to students who have received credit for Sociology 314. Normally offered every other year. S. Sylvester.

**SOC 395G. Comparative Sociology.** Comparative sociology studies social institutions, economic systems, political systems, cultures and norms, legal systems, public policy, social change, and behavior in two or more settings. Comparisons can be qualitative or quantitative in nature and are usually driven by a desire to test theories or hypotheses. Topics of study might include the role of the state in stimulating economic development in advanced and developing countries, the rise of anti-globalization movements in North American and European countries, the spread of democracy in Central and Eastern European nations, and the role of women in business in Japan, Korea, and Taiwan. This seminar introduces students to comparative sociology through an examination of recent exemplary works and the completion of individual projects related to each student's interests. Prerequisite(s): Sociology 204 and 205. Enrollment limited to 15. Normally offered every other year. S. Kunovich.

**SOC 457, 458. Senior Thesis.** Individual and group conferences in connection with the writing of the senior thesis. Students register for Sociology 457 in the fall semester and for Sociology 458 in the winter semester. Normally offered every year. Staff.

### Short Term Units

**EC/SO s19. Issues for a United Europe in the Twenty-First Century.** As European integration deepens, issues related to governance, economic life, and identity emerge. A united Europe requires common political, economic, and cultural systems. This unit examines the nature, limitations, potential, and legitimacy of those systems, by providing firsthand visits to key countries, institutions, and associations. Students visit Brussels, Paris, London, Copenhagen, and Barcelona. Different cities offer different opportunities to investigate political, economic, or cultural systems. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for Economics s19 or Sociology s19. Offered with varying frequency. F. Duina, M. Oliver.

**SOC s22. Race, Gender, Class, and Popular Culture.** This unit offers an exploration of popular culture through the lens of race, gender, sexuality, and class. Students are introduced to sociological approaches to these interlocking forms of social identity, as well as

to popular culture. After this introduction, the unit focuses on how television—as one particular form of popular culture—represents, shapes, and is shaped by inequalities of race, gender, sexuality, and class. These issues are explored through readings as well as individual case studies completed by students. Recommended background: at least one course or unit in the social sciences addressing issues of race, class, gender, and/or sexuality. Open to first-year students. Enrollment limited to 20. Offered with varying frequency. E. Kane.

**SOC s27. Studies in Crime Prevention.** Current efforts to deal with crime consist principally of law enforcement and punishment. Punishable offenses increase and punishments become more severe with, some argue, little effect on the overall state of crime. An alternative effort is to prevent crimes. The unit explores the variety of crime prevention practices, from those that direct attention to offenders' behavior to those that—taking into account that most crimes involve not only an offender but also a victim and a situation surrounding both—seek to alter that critical situation. Major topics include community policing, crime analysis, and crime prevention through environmental design. Enrollment limited to 20. Normally offered every other year. S. Sylvester.

**SOC s28. Capitalism and Happiness.** Thinkers have long proposed that the rise of capitalism prior to the twentieth century and its continued expansion as the dominant form of economic activity thereafter has somehow influenced the happiness of members of society. Arguments have greatly varied in their nature, ranging from very pessimistic to optimistic. To date, few efforts have been made to examine, compare, and contrast the various existing strands in a systematic fashion. Students analyze works by writers such as Chuang-tzu, Aristotle, Adam Smith, Hobbes, Locke, Rousseau, Marx, Weber, Durkheim, Nietzsche, Freud, Ortega y Gasset, Sartre, Hitler, Habermas, Friedman, Bellah, and others. Recommended background: some familiarity with social theory and philosophy. Open to first-year students. Offered with varying frequency. F. Duina.

**SOC s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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## Theater and Rhetoric

*Professors Andrucki (chair, fall semester; on leave, winter semester and Short Term) and Kuritz; Associate Professor Nero; Assistant Professors Seeling and Kelley-Romano (on leave, winter semester); Visiting Assistant Professor Dilley; Lecturers Plavin (on leave, 2003-2004), Pope.L, Vecsey, Brito, and Reidy*

## Theater

The major in theater combines the study of dramatic literature from the Greeks to the present with work in acting, directing, dance, and design. Students thus acquire skills in production and performance while learning the history and literature of one of the world's major forms of artistic expression. Majors are prepared for graduate work in the humanities or for further professional training in theater. The theater major is also a valuable asset for a wide variety of careers—such as business, law, or teaching—requiring collaborative effort, public poise, imagination, and a broad background in the liberal arts.

In addition to its academic work, the department annually produces more than a dozen plays, dance concerts, and other performance events in its three theatres. These require the participation of large numbers of students, both majors and nonmajors. The department invites all members of the community to join in the creation of these events.

Majors in theater and rhetoric who are interested in secondary-school teaching should consult the Department of Education about requirements for teacher certification.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** The theater major is required to complete the following:

1) a) All of the following:

- THEA 101. An Introduction to Drama.
- THEA 130. Introduction to Design.
- THEA 200. The Classical Stage.
- THEA 261. Beginning Acting.

b) One course required from among:

- THEA 231. Scene Design.
- THEA 232. Lighting Design: The Aesthetics of Light.
- THEA 233. Costume Design.

c) One course required from among:

- DANC 251. Dance Composition.
  
- THEA 227. Seventies and Eighties Avant-Garde Theater and Performance Art.
- THEA 370. Directing.

d) Two additional courses in theater.

2) One course or unit in the Department of Art and one course or unit in the Department of Music, one of which must be in the history of the field.

3) A comprehensive examination in the senior year, except for those majors invited by the department to enroll in Theater 457 or 458.

Theater majors must also earn five production credits by the end of the senior year. Students considering a major should consult with the department chair early in their

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careers for information on fulfilling this requirement. In addition, the theater major must enroll in one semester of dance or in a physical education activity course approved by the Department of Theater and Rhetoric.

**Pass/Fail Grading Option.** There are no restrictions on the use of the pass/fail option within the major.

**Secondary Concentration in Theater.** The secondary concentration in theater consists of six courses or units and 2.5 production credits. Students interested in pursuing a secondary concentration should consult with the department chair about specific course requirements.

**Pass/Fail Grading Option.** There are no restrictions on the use of the pass/fail option with the secondary concentration in theater.

**General Education.** Any one theater Short Term unit may serve as an option for the fifth humanities course. First-Year Seminar 293 counts toward the humanities requirement.

## Courses

**THEA 101. An Introduction to Drama.** A study of the elements of drama and performance focusing on selected periods in theater history: fifth-century Athens, England in the Renaissance, France in the seventeenth century, Russia and Scandinavia in the nineteenth century, and postmodern America. Readings may include works by Sophocles, Aristotle, Shakespeare, Molière, Ibsen, Chekhov, Brecht, Fornes, and S.-L. Parks. Topics for discussion include styles of acting and performance, the varieties of theater space, the principles of scene design, the function of the director, and the relationships between stage and society. Attendance at films and performances supplements work in class. Normally offered every year. M. Andrucki.

**THEA 130. Introduction to Design.** An approach to the principles and elements of design, offering instruction in drawing, simple drafting, sculpture, painting, and costume and mask construction. Accompanying research in world styles of visual expression informs the exploration of line, mass, shape, time, space, light, and color. Research topics may include African festival, Islamic design, Asian dance-drama, European carnival, and Russian fairground theater. The goal of the course is to “tease out” a fresh expression using the simplest of elements. No previous artistic or theatrical training is required. Enrollment limited to 14. Normally offered every year. E. Seeling.

**THEA 132. Stagecraft.** This course provides an introduction to the technical skills and techniques used to stage theater productions. Students are introduced to theater terminology, stage lighting equipment, scenery and property construction, scene painting, sound engineering, and theater management. Crew work on department productions is required. Enrollment limited to 14. Normally offered every other year. M. Reidy.

**THEA 200. The Classical Stage.** According to the mad Frenchman Artaud, classical drama was the original “theater of cruelty.” This course studies the aristocratic violence and punitive laughter of about a dozen tragedies and comedies from Aeschylus to Racine. Correlated readings in the theater history and dramatic theory of classical Greece and Rome, Elizabethan England, and seventeenth-century France establish the social and intellectual context for the most challenging and disturbing body of drama in the Western tra-

dition. Required of all majors. Open to first-year students. Normally offered every other year. M. Andrucki.

**THEA 210. The Revolutionary Stage.** From 1700 to 1900, Europe was transformed by the revolutionary currents of radical politics, industrialization, and Romantic individualism. This course studies the impact of these forces on the central dramatic ideas of character and action in plays by (among others) Beaumarchais, Goethe, Ibsen, Strindberg, Chekhov, and Shaw. Correlated readings in theater history and dramatic theory establish the cultural and intellectual context for these playwrights. Open to first-year students. Normally offered every other year. P. Kuritz.

**THEA 220. The Modern Stage.** A visionary modern theorist of the stage wrote from his asylum cell, "We are not free and the sky can still fall on our heads. And the theater has been created to teach us that first of all." By examining the mirrors and masks of Pirandello and Genet, the incendiary rallying cries of Kaiser and Brecht, the erotic and violent silence of Pinter and Handke, and the surreal iconoclasm of Apollinaire and Shepard, this course surveys the ways the contemporary theater seeks to elucidate the baffling condition of humanity. Correlated readings in theater history and dramatic theory explore the cultural contexts of these works. Open to first-year students. Normally offered every other year. M. Andrucki.

**CM/TH 224. Ancient Theater: Myths, Masks, and Puppets.** Students participate in a research and design project focused on a classical or medieval play. The course examines myths and masks in classical and medieval theater and ritual. Students then revise and abridge the script of a classical or medieval play, designing and manufacturing puppets and masks in preparation for a production of the play during the Short Term. Students in this course may, but are not required to, register for the Short Term unit. Enrollment limited to 28. Not open to students who have received credit for Classical and Medieval Studies 224 or Theater 224. Offered with varying frequency. E. Seeling, L. Maurizio.

**AA/TH 225. The Grain of the Black Image.** A study of the African American figure as represented in images from theater, movies, and television. Using the metaphor of "the grain" reduced by Roland Barthes and Regis Durand to "the articulation of the body . . . not that of language," this course explores issues of progress, freedom, and improvement, as well as content versus discontent. Students read critical literature and the major classic plays by Hansberry, Baraka, Elder, and others, and view recent movies and television shows. Open to first-year students. Not open to students who have received credit for Theater 225. Normally offered every year. W. Pope.L.

**AA/TH 226. Minority Images in Hollywood Film.** African American scholar Carolyn F. Gerald has remarked, "Image means self-concept and whoever is in control of our image has the power to shape our reality." This course investigates the ideological, social, and theoretical issues important in the representation of racial and ethnic minorities in American film from the Depression to the civil rights movement. It examines the genres, stereotypes, and gender formations associated with film images of Native Americans, Asian Americans, and African Americans. Open to first-year students. Not open to students who have received credit for Theater 226. Normally offered every year. W. Pope.L.

**THEA 227. Seventies and Eighties Avant-Garde Theater and Performance Art.** This course is a hands-on poetic exploration of the binary territories of "language as object" and "subject as language" as they have been articulated in the work of contemporary performance-

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theater artists from Robert Wilson, Richard Foreman, and Fluxus to Holly Hughes, Karen Finley, and Jim Neu. Some background in performance is recommended. Open to first-year students. Enrollment limited to 12. Written permission of the instructor is required. Normally offered every year. W. Pope.L.

**THEA 228. Puppet Theater Workshop Production I.** This course provides students an opportunity to participate in the development and production of a new play for puppet theater. Modified bunraku, rod, and shadow puppets, as well as object animation, may be used in conjunction with live actors as dictated by the script. Participants help develop the script and learn puppet history, design, construction, and manipulation. The course culminates in workshop presentations of the play, with students performing and managing the technical needs of the production. Acting experience is strongly recommended. Open to first-year students. Enrollment limited to 14. Offered with varying frequency. E. Seeling.

**THEA 231. Scene Design.** A study of the dynamic use of stage space, from Renaissance masters to twentieth-century modernists, offering instruction in scale drawing, drafting, scene painting, model making, and set construction. Students may use scheduled departmental productions as laboratories in their progress from play analysis and research to the realization of the design. This course focuses on the use of visual imagery to articulate textual idea, and is recommended for students with an interest in any area of drama and performance. Prerequisite(s) or corequisite(s): Theater 101 or 130. Open to first-year students. Enrollment limited to 14. Written permission of the instructor is required. Normally offered every other year. E. Seeling.

**THEA 232. Lighting Design: The Aesthetics of Light.** This course provides an introduction to the unique aesthetic and technical decisions a lighting designer must make. Students examine the modern lighting aesthetic by studying popular culture and learning to translate these images to the stage. Students also are required to serve on a lighting crew for one of the department's productions and design part of the spring dance concert. Prerequisite(s) or corequisite(s): one of the following: Theater 101, 130, or 132. Open to first-year students. Enrollment limited to 14. Written permission of the instructor is required. Normally offered every other year. M. Reidy.

**THEA 233. Costume Design.** An approach to costume design offering instruction in drawing the figure, color rendering, script and character analysis, and the various skills of costume construction from pattern making to tailoring. Work in fabric printing, mask making, and makeup is available to students with a special interest in these areas. Research in period styles informs the exploration of the design elements of line, shape, and color. The goals of the course are skill in the craft and the flair of creation. Prerequisite(s) or corequisite(s): Theater 101 or 130. Open to first-year students. Enrollment limited to 14. Normally offered every other year. E. Seeling.

**THEA 240. Playwriting.** After reviewing the fundamentals of dramatic structure and characterization, students write one full-length or two one-act plays. Recommended background: two courses in theater or in dramatic literature. Open to first-year students. Enrollment limited to 15. Written permission of the instructor is required. Normally offered every year. W. Pope.L.

**SP/TH 241. Spanish Theater of the Golden Age.** This course focuses on the study of Spanish classical drama of the sixteenth and seventeenth centuries. Reading and critical analysis of selected dramatic works by Lope de Vega, Tirso de Molina, Calderón de la

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Barca, Miguel de Cervantes, Ana Caro, María de Zayas, and Sor Juana Inés de la Cruz, among others, offer an insight into the totality of the dramatic spectacle of Spanish society during its imperial century. Prerequisite(s) or corequisite(s): Spanish 211, 215, or 216. Open to first-year students. Enrollment limited to 20. Not open to students who have received credit for Spanish 241 or Theater 241. Normally offered every other year. B. Fra-Molineró.

**THEA 242. Screenwriting.** This course presents the fundamentals of screenwriting: plot, act structure, character development, conflict, dialogue, and format. Lectures, writing exercises, and analyses of contemporary films, such as *Happiness*, *American Beauty*, and *Sleepless in Seattle*, provide the student with the tools to create a short screenplay. Prerequisite(s): Theater 240. Open to first-year students. Enrollment limited to 12. Written permission of the instructor is required. Normally offered every year. W. Pope.L.

**THEA 261. Beginning Acting.** This course introduces the student to the physiological processes involved in creative acting. The student studies the Stanislavski approach to the analysis of realistic and naturalistic drama. Exercises leading to relaxation, concentration, and imagination are included in an improvisational context. Studies in motivation, sense perception, and emotion-memory recall lead the student to beginning work on scene performance. Not open to senior majors in theater. Open to first-year students. Enrollment limited to 16. Normally offered every semester. P. Kuritz.

**THEA 262. Acting for the Classical Repertory.** Students extend their basic acting technique to explore the classical dramas of the world's stages. The unique language of the dramas—verse—is explored as both an avenue to character study and to vocal and physical representation. Prerequisite(s) or corequisite(s): Theater 261. Open to first-year students. Written permission of the instructor is required. Normally offered every other year. Staff.

**THEA 263. Voice and Speech.** Students examine the nature and working of the human voice. Students explore ways to develop the voice's potential for expressive communication with exercises and the analysis of breathing, vocal relaxation, pitch, resonance, articulation, audibility, dialect, and text performance. Recommended background: one course in acting, performance, or public speaking. Open to first-year students. Enrollment limited to 20. Normally offered every year. K. Vecsey.

**TH/WS 264. Voice and Gender.** This course focuses on the gender-related differences in voice from the beginning of language acquisition through learning and development of a human voice. A variety of interdisciplinary perspectives is examined according to the different determinants of voice production—physiological, psychological, social interactional, and cultural. Students explore how race, ethnicity, class, sexual orientation, and age affect vocal expression. Students also analyze “famous” and “attractive” human voices and discuss what makes them so. Recommended background: Theater 263 and/or Women's and Gender Studies 100. Open to first-year students. Not open to students who have received credit for Theater 264 or Women's and Gender Studies 264. Normally offered every other year. K. Vecsey.

**THEA 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospec-

tus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**THEA 363. Playing Comedy.** Students extend their basic acting technique to explore the peculiar nature of comic performance on stage. Concepts of normalcy, incongruity, ignorance, power, and situation are applied to comic traits, invention, and diction. Prerequisite(s) or corequisite(s): Theater 261. Open to first-year students. Written permission of the instructor is required. Normally offered every other year. P. Kuritz.

**THEA 364. Advanced Voice and Speech.** A study of vocal and physical techniques for the exploration of theatrical texts. Specialized topics for the vocal professional include: characterization as it relates to voice and speech; cold readings; assessing and preparing for the vocal demands of a role; and working with the vocal coach. Recommended for students intending to focus on acting or performance art in the senior thesis. Enrollment limited to 12. Written permission of the instructor is required. Normally offered every other year. K. Vecsey.

**THEA 365. Special Topics.** Offered occasionally in selected subjects. Staff.

**THEA 370. Directing.** An introduction to the art of directing, with an emphasis on creative and aesthetic problems and their solutions. Included is an examination of the director's relationship to the text, the design staff, and the actor. The approach is both theoretical and practical, involving readings, rehearsal observation, and the directing of scenes and short plays. Prerequisite(s) or corequisite(s): Theater 261. Open to first-year students. Written permission of the instructor is required. Normally offered every year. P. Kuritz.

**THEA 457, 458. Senior Thesis.** By departmental invitation only. Students undertake a substantial academic or artistic project. Students register for Theater 457 in the fall semester and for Theater 458 in the winter semester. Majors writing an honors thesis register for both Theater 457 and 458. Normally offered every year. Staff.

### Short Term Units

**THEA s10. Bates Theater Abroad.** Bates students produce a play in a theater outside the United States. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. Staff.

**THEA s11. Theater in London.** A study of contemporary theater production in London. For four weeks students attend a variety of plays and performance events from the classical to the avant-garde. Concurrently, students read a number of important modern critical texts on the nature and purpose of the stage, including works by Brecht, Beckett, Artaud, and Peter Brook. During the last week, students return to Bates and write a critical essay about eight of the plays attended in London, applying the ideas encountered in theoretical readings to the performances seen on stage. Recommended background: one course in theater or dramatic literature. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. M. Andrucki.

**CM/TH s20. Theater Production and the Ancient Stage.** Experienced theater students work under faculty supervision and in leadership positions with other students in the production of a classical or medieval play. Not open to students who have received credit for Classical and Medieval Studies s20 or Theater s20. Offered with varying frequency. E. Seeling, L. Maurizio.

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**THEA s21. Oral Interpretation.** In this unit, students learn the artistic process of studying literature through performance and sharing that study with an audience. Students analyze the language of prose fiction, drama, poetry, and minor literary forms; develop rehearsal strategies for performance; and perform the words for an audience. The unit culminates in a work of chamber or readers theater. Enrollment limited to 20. Offered with varying frequency. P. Kuritz.

**THEA s22. Contemporary Performance Poetry.** An investigation of poetry as a performance medium. Included is a historical overview comparing the European traditions of Dadaism, Futurism, and their proponents in America to the Afro-American tradition exemplified by Shange, Baraka, and present-day hip-hop rappers. The approach is theoretical and practical, utilizing readings, discussion, film, recordings, and texts created and performed by students. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. W. Pope.L.

**THEA s26. Theater Production Workshop I.** Working under faculty supervision and with visiting professional artists, student actors, directors, designers, and technicians undertake the tasks necessary to produce a play. Readings and discussions explore various ways of understanding and producing a text. Written permission of the instructor is required. Offered with varying frequency. P. Kuritz.

**THEA s30. Theater Production Workshop II.** Experienced students, working under faculty supervision and occasionally with visiting professional artists, produce a play under strict time, financial, and material constraints. Readings and discussions explore various ways of understanding and producing a play. Prerequisite(s): Theater s26. Written permission of the instructor is required. Offered with varying frequency. P. Kuritz.

**THEA s32. Theater Production Workshop III.** The most experienced theater students work under faculty supervision and in leadership positions with other students in the production of a play. Readings and discussions challenge students' notions about acting, directing, and design for the theater. Prerequisite(s): Theater s26 and s30. Written permission of the instructor is required. Offered with varying frequency. P. Kuritz.

**THEA s36. Work-Study Internship in Theater.** Qualified students participate in the artistic and educational programs of professional theater companies. Each intern is supervised by a staff member. By specific arrangement and departmental approval only. Recommended background: two courses in acting, directing, design, or playwriting; participation in departmental productions. Open to first-year students. Written permission of the instructor is required. Offered with varying frequency. Staff.

**THEA s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

## Dance

**Secondary Concentration in Dance.** The dance program emphasizes original, creative work in dance, integrated into the mainstream of a liberal arts education. The secondary concentration in dance consists of six courses or units and other production credits.

The following courses or an equivalent are required:

DANC 250. Twentieth-Century American Dance I.

DANC 251. Dance Composition.

DANC 252. Twentieth-Century American Dance II.

DANC 253A. Dance Repertory Performance I.

One Short Term unit or an equivalent in dance education, such as DANC s29A (Dance as a Collaborative Art I).

One course from among:

Any music or art history course.

DANC 360. Independent Study in Dance.

DANC s25. Ballroom Dance: Part and Present.

THEA 227. Seventies and Eighties Avant-Garde Theater and Performance Art.

THEA 232. Lighting Design: The Aesthetics of Light.

THEA 261. Beginning Acting.

2.5 production credits.

Students are expected to take modern technique and/or ballet twice a week and perform in two productions a year for a minimum of two years.

Technique classes are listed with the physical education department's activity courses and may be taken to fulfill the physical education activity degree requirement. The following classes are generally offered: modern, ballet, hip hop, ballroom, jazz, and African. Participation in the three-week summer Bates Dance Festival is strongly recommended, but not required.

**Pass/Fail Grading Option.** There are no restrictions on the use of the pass/fail option within the secondary concentration in dance.

**General Education.** Any one dance Short Term unit or First-Year Seminar 293 may serve as an option for the fifth humanities course.

## Courses

**DANC 250. Twentieth-Century American Dance I.** Dance activity in America presents an overwhelming array of talent and diversity ranging from turn-of-the-century artists such as Isadora Duncan and Ruth St. Denis, through such mid-century innovators as Martha Graham and Doris Humphrey, to Merce Cunningham and the Judson Dance Theater in the sixties. In addition to these artists, the course studies dances from musicals and ballets by choreographers such as George Balanchine, Jerome Robbins, and Agnes De Mille. Most works are seen on video, but students also attend live performances. Open to first-year students. Not open to students who have received credit for Theater 250. Normally offered every other year. C. Dilley.

**DANC 251. Dance Composition.** Exploration of both the craft and the art of making dances using images, pictures, words, music, and elements of time, space, and energy as sources for improvisations and compositional studies and their applications to group choreography. This course includes discussions, readings, journals, and critiques, and culminates in a project in which each student choreographs a piece that is presented in the the-

atre with costumes and lighting. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for Theater 251. Normally offered every year. C. Dilley.

**AA/DN 252. Twentieth-Century American Dance II.** This course focuses on a variety of contemporary questions in dance, including: What is the “body image” that grows out of our culture’s view of the body? How do cultural diversity and cultural blending influence contemporary dance? How are gender roles and sexuality finding expression through movement? Discussions center on the ways choreographers and dancers confront these issues. Most works are seen on video, but students also attend live performances. Open to first-year students. Not open to students who have received credit for Dance 252 or Theater 252. Normally offered every other year. Staff.

**DANC 253A. Dance Repertory Performance I.** Modern dance consists of a plethora of styles with each choreographer’s process and technique expressed through his or her work. In this course, students experience three points of view with three different guest artists as each guest artist sets a piece on them during an intensive short-term residency. Students perform each piece informally at the end of each residency and in a formal setting on the stage with costumes and lights at the end of the semester. Recommended background: previous dance experience. This course is offered every other fall in even years. Open to first-year students. Enrollment limited to 20. Written permission of the instructor is required. Not open to students who have received credit for Theater 253A. Staff.

**DANC 253B. Dance Repertory Performance II.** Modern dance consists of a plethora of styles with each choreographer’s process and technique expressed through his or her work. In this course, students experience continued study of three points of view with three different guest artists as each one sets a piece on them during an intensive short-term residency. Students perform the piece informally at the end of each residency and in a formal setting on the stage with costumes and lights at the end of the semester. Prerequisite(s): Dance 253A. Recommended background: previous dance experience. This course is offered every other fall in even years. Enrollment limited to 20. Written permission of the instructor is required. Not open to students who have received credit for Theater 253B. Staff.

**DANC 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**DANC 457, 458. Senior Thesis.** A substantial project usually in the form of choreography. Students register for Dance 457 in the fall and Dance 458 in the winter semester. Normally offered every year. Staff.

### Short Term Units

**DANC s25. Ballroom Dance: Past to Present.** From 1875 through the turn of the twentieth century, social dancers in America rebelled against proper dance and the court dances of Northern Europe and Great Britain. This gave a new look to dance, introducing exot-

ic, playful music and a new attitude of what social dance in America could be. In this unit, students learn the movements and study the cultures and histories of dances that were inspired by this new music. This unit begins with dances from the early 1900s and continues through ragtime, the Swing Era, the Latin invasion, jitterbug, and disco, to today's dancesport. The unit culminates with three performances based on the swing, the tango, and Latin American rhythms. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Theater s25. Normally offered every year. Staff.

**DANC s29A. Dance as a Collaborative Art I.** The integration of dance and other arts for the purpose of producing a forty-minute piece that is performed mostly for elementary school children. The productions, usually choreographed by guest artists during the first two weeks of Short Term, encompass a wide variety of topics from dances of different cultures to stories that are movement-based. Students participate in all aspects of the dance production necessary to tour for a three-week period of teaching and performing in schools throughout southern Maine. Open to dancers and nondancers. Open to first-year students. Enrollment limited to 25. Not open to students who have received credit for Theater s29A. Normally offered every year. C. Dille.

**DANC s29B. Dance as a Collaborative Art II.** Continued study of the integration of dance and other arts for the purpose of producing a forty-minute piece that is performed mostly for elementary school children. The productions, usually choreographed by guest artists during the first two weeks of Short Term, encompass a wide variety of topics from dances of different cultures to stories that are movement-based. Students participate in all aspects of the dance production necessary to tour for a three-week period of teaching and performing in schools throughout southern Maine. Open to dancers and non-dancers. Prerequisite(s): Dance s29A Enrollment limited to 25. Not open to students who have received credit for Theater s29B. Normally offered every year. C. Dille.

**DANC s29C. Dance as a Collaborative Art III.** Further study of the integration of dance and other arts for the purpose of producing a forty-minute piece that is performed mostly for elementary school children. The productions, usually choreographed by guest artists during the first two weeks of Short Term, encompass a wide variety of topics from dances of different cultures to stories that are movement-based. Students participate in all aspects of the dance production necessary to tour for a three-week period of teaching and performing in schools throughout southern Maine. Open to dancers and non-dancers. Prerequisite(s): Dance s29B. Enrollment limited to 25. Not open to students who have received credit for Theater s29C. Normally offered every year. C. Dille.

**DANC s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

## Rhetoric

The major in rhetoric offers an interdisciplinary approach to the study of human communication. Students complete a series of core courses in rhetorical theory and criticism, history of public address, and film and television studies, complemented by courses on lan-

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guage, media, and communication drawn from the curricula of other departments. All students complete a senior thesis.

**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Students must choose a concentration in either rhetorical theory and criticism or in film and television studies. Each major consists of eleven courses distributed as follows:

**Rhetorical Theory and Criticism.** Required core courses:

- 1) RHET 155. What is Rhetoric?
- 2) One of the following:
  - RHET 185. Public Discourse.
  - RHET 291. Introduction to Argumentation.
- 3) One of the following:
  - RHET 257. Rhetorical Criticism.
  - RHET 276. Television Criticism.
- 4) One of the following:
  - RHET 260. Lesbian and Gay Images in Film.
  - RHET 265. The Rhetoric of Women's Rights.
- 5) One of the following:
  - AA/RH 162. White Redemption: Cinema and the Co-optation of African American History.
  - RHET 275. African American Public Address.
  - RHET 386. Language and Communication of Black Americans.
- 6) One of the following:
  - RHET 390: Contemporary Rhetoric.
  - RHET 391. Topics in Rhetorical Criticism.
- 7) RHET 457 and/or 458. Senior Thesis.
- 8) Students are also required to complete at least one course from each of the following areas. No single course may be used to complete more than one requirement. No more than one Short Term unit may be counted toward the major.
  - a) Theories of Communication:
    - ANTH 333. Culture and Interpretation.
    - CM/RH 160. Classical Rhetoric.
    - CM/HI 231. Litigation in Classical Athens.
    - PHIL 195. Introduction to Logic.
    - PHIL 235. Philosophy of Mind and Language.
    - PSYC 380. Social Cognition.

## b) Representation:

AA/TH 225. The Grain of the Black Image.

AA/TH 226. Minority Images in Hollywood Film.

ART 225. Iconography: Meaning in the Visual Arts from Late Antiquity to the Renaissance.

AR/WS 287. Women, Gender, Visual Culture.

ART 288. Visualizing Race.

ART 375. Issues of Sexuality and the Study of Visual Culture.

ART s32. The Photograph as Document.

RHET 195. Documentary Production.

RHET s18. Goldberg's Canon: Makin' Whoopi.

RHET s30. Television Criticism: Prime-Time Women.

RHET s31. Conspiracy Rhetoric.

## c) Social and Political Movements:

HIST 261. American Protest in the Twentieth Century.

PL/RE 212. Contemporary Moral Disputes.

POLS 346. Power and Protest.

REL 247. City upon the Hill.

## d) Critical Methods:

ENG 295. Critical Theory.

INDS 250. Interdisciplinary Studies: Methods and Modes of Inquiry.

**Film and Television Studies.** Required core courses:

1) RHET 155. What is Rhetoric?

2) AA/RH 162. White Redemption: Cinema and the Co-optation of African American History.

3) One of the following:

RHET 185. Public Discourse.

RHET 291. Introduction to Argumentation.

4) RHET 260. Lesbian and Gay Images in Film.

5) RHET 276. Television Criticism.

6) One of the following:

RHET 390. Contemporary Rhetoric.

RHET 391. Topics in Rhetorical Criticism.

7) RHET 457 and/or 458. Senior Thesis.

8) Students are required to complete three film and television studies courses from among the following. No more than one Short Term unit may be counted toward the major.

AA/TH 226. Minority Images in Hollywood Film.

ANTH 155. Cinematic Portraits of Africa.

AN/PS s22. Politics of Cultural Production: African Films and Filmmaking.

FRE s36. The Evolution of French Cinema.

GER s25. The German Cinema.

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MUS s29. American Musicals in Film.  
 REL 100. Religion and Film.  
 RHET s18. Goldberg's Canon: Makin' Whoopi.  
 RHET s30. Television Criticism: Prime-Time Women.  
 SPAN 353. *Un curso de cine*.  
 THEA 242. Screenwriting.

9) Students are also required to complete one critical methods course from among the following:

ENG 294. Storytelling.  
 ENG 295. Critical Theory.  
 INDS 250. Interdisciplinary Studies: Methods and Modes of Inquiry.

**Pass/Fail Grading Option.** There are no restrictions on the use of the pass/fail option within the major.

**Secondary Concentration in Rhetoric.** The secondary concentration consists of six courses. A coherent program for each student's secondary concentration is designed in accord with the following guidelines and in consultation with a member of the rhetoric faculty who is chosen or appointed as the student's departmental advisor for the secondary concentration.

The courses or units required for the secondary concentration in rhetoric include

- 1) RHET 155. What is Rhetoric?
- 2) One of the following:
  - RHET 255. Rhetorical Criticism.
  - RHET 276. Television Criticism.
- 3) One of the following:
  - AA/RH 162. White Redemption: Cinema and the Co-optation of African American History.
  - RHET 275. African American Public Address.
  - RHET 386. Language and Communication of Black Americans.
- 4) One of the following:
  - RHET 260. Lesbian and Gay Images in Film.
  - RHET 265. The Rhetoric of Women's Rights.
- 5) One of the following:
  - RHET 185. Public Discourse.
  - RHET 291. Introduction to Argumentation.
- 6) One of the following:
  - RHET 390. Contemporary Rhetoric.
  - RHET 391. Topics in Rhetorical Criticism.

**General Education.** Any one rhetoric Short Term unit or First-Year Seminar 293 may serve as an option for the fifth humanities course.

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## Courses

**RHET 155. What is Rhetoric?** Although the oldest discipline, rhetoric may be the least understood. Aristotle defined rhetoric as “the faculty of observing in any given case the available means of persuasion.” In this course, students conduct a historical survey of rhetorical theory from classical times to the present. Rhetorical artifacts examined include political speeches, television programs, print advertisements, editorials, music, film, and Internet sites. Required of all majors. Enrollment limited to 30. Normally offered every year. S. Kelley-Romano.

**CM/RH 160. Classical Rhetoric.** The Romans ran the ancient world by the sword, but also by the word. This course explores how they did the latter. Readings include classical works about rhetoric, examples of classical oratory, and the variety of exercises by which the practice of rhetoric was taught. Writing assignments include analyses of speeches by classical orators, as well as a range of ancient rhetorical exercises such as fables, speeches of praise and invective, persuasive speeches to historical figures, and mock courtroom speeches. The course concludes with an examination of the Gettysburg Address and consideration of its debt to classical rhetorical theory. All readings are in English. Not open to students who have received credit for Classical and Medieval Studies 160 or Rhetoric 160. Offered with varying frequency. M. Imber.

**AA/RH 162. White Redemption: Cinema and the Co-optation of African American History.** Since its origins in the early twentieth century, film has debated how to represent black suffering. This course examines one aspect of that debate: the persistent themes of white goodness, innocence, and blamelessness in films that are allegedly about black history and culture. Historical and cultural topics examined in film include the enslavement of Africans, Reconstruction, and the civil rights movement. Particular attention is given to films in the interracial male buddy genre. Not open to students who have received credit for African American Studies 160 or Rhetoric 160. Normally offered every year. C. Nero.

**RHET 185. Public Discourse.** This course is designed to develop an awareness of and skill in the techniques needed by a speaker in varying situations, from the large gathering to the small group. Students analyze and compose public speeches on various political issues. Enrollment limited to 24. Normally offered every year. Staff.

**RHET 195. Documentary Production.** This course provides an introduction to documentary production, including videography, sound, lighting, and editing. Students learn both to produce documentaries and to recognize the importance of production decisions in shaping the meanings and influence of documentaries. Students collaboratively produce short documentaries on subjects of their own design. Recommended background: prior production experience and course work in film criticism. Enrollment limited to 16. Written permission of the instructor is required. Offered with varying frequency. Staff.

**RHET 257. Rhetorical Criticism.** In this course, students apply rhetorical theories to a variety of artifacts to understand the unique insights afforded by rhetorical studies. Students write, present, and discuss papers in which they apply and analyze different rhetorical perspectives. Rhetorical artifacts examined include political speeches, campaign advertising, television, print advertisements, editorials, music, film, Internet sites, and social movement rhetoric. Prerequisite(s): Rhetoric 155. Open to first-year students. Normally offered every other year. S. Kelley-Romano.

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**RHET 260. Lesbian and Gay Images in Film.** This course investigates the representation of lesbians and gays in film from the Golden Age of Hollywood to the contemporary independent filmmaking movement. Topics may include the effect of the “closet” on Hollywood film, homophobic imagery, international queer films, “camp” as a visual and narrative code for homosexuality, the independent filmmaking movement, and the debates about queer visibility in contemporary mass-market and independent films. Open to first-year students. Normally offered every other year. C. Nero.

**RHET 265. The Rhetoric of Women’s Rights.** Prior to the ratification of the Nineteenth Amendment in 1920, women were almost totally without political, economic, or social power. Because of their situation, women necessarily employed rhetorical means to attain the goal of women’s suffrage. This course is a study of the oratory of the women’s suffrage movement. Specifically, it highlights the barriers women faced and how they dealt with those difficulties rhetorically. Students learn and apply the tools of rhetorical criticism in order to identify, describe, and evaluate the speakers of the movement and their ideas. Open to first-year students. Enrollment limited to 30. Normally offered every other year. S. Kelley-Romano.

**RHET 275. African American Public Address.** This course is a study of the history of oratory by African American women and men. Students examine religious, political, and ceremonial speeches. Historical topics include the abolition of slavery, Reconstruction, suffrage, the black women’s club movement, Garveyism, and the civil rights and Black Power movements. Contemporary topics include affirmative action, gender politics, poverty, education, and racial identity. Open to first-year students. Normally offered every year. C. Nero.

**RHET 276. Television Criticism.** This course examines the representational strategies employed by television to convey social messages. The goals of the course are twofold: first, to acquaint students with the basic theoretical premises of rhetorical approaches to television; and second, to provide students an opportunity for critical and original research. Possible televisual texts include prime-time dramas, situation comedies, soap operas, talk shows, news programming, and sporting events. Prerequisite(s): one of the following: Rhetoric 155, 185, or 291. Open to first-year students. Normally offered every other year. S. Kelley-Romano.

**RHET 291. Introduction to Argumentation.** An examination of the theory and practice of argumentation. This course explores argument theory from antiquity to the present and gives students the opportunity to develop skills in structured academic debates. Open to first-year students. Enrollment limited to 20. Normally offered every year. R. Brito.

**RHET 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every semester. Staff.

**RHET 365. Special Topics.** Offered occasionally in selected subjects. Offered with varying frequency. Staff.

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**RHET 386. Language and Communication of Black Americans.** Charles Dickens wrote in 1842 that “all the women who have been bred in slave states speak more or less like Negroes, from having been constantly in their childhood with black nurses.” This course examines the linguistic practices of African Americans alluded to by Dickens. Readings focus on the historical development of “Black English” as a necessary consequence of contact between Europeans and Africans in the New World; on patterns and styles of African American communication such as call-and-response, signifying, and preaching; and on sociopolitical issues such as naming traditions, racial/ethnic identity, gender and language acquisition, and education and employment policy. Enrollment limited to 15. Offered with varying frequency. C. Nero.

**RHET 390. Contemporary Rhetoric.** A seminar devoted to the close textual analysis of recent and provocative political discourse. The texts for analysis are drawn from various media, including controversial political speeches, documentaries, music, and advertising. This course is designed to offer students extensive personal experience in criticism and to introduce key concepts in critical theory and practice. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. Staff.

**RHET 391. Topics in Rhetorical Criticism.** The topic varies from semester to semester. The seminar relies largely upon individual student research, reports, and discussion. Enrollment limited to 15. Offered with varying frequency.

**RHET 391A. The Rhetoric of Alien Abduction.** This seminar examines the discourse surrounding UFOs and alien abduction. Texts are drawn from various media including print, television, film, and the Internet. Topics for discussion revolve around issues of social influence and popular culture. The course examines conspiracy, narrative, television criticism, the Internet, the rhetoric of outer space, and intertextuality. Prerequisite(s): one course in rhetoric. Recommended background: Rhetoric 331 or a criticism course. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. S. Kelley-Romano.

**RHET 391B. Presidential Campaign Rhetoric.** In this course, students explore the wide array of discourse surrounding presidential campaigns. Texts examined include political speeches, political advertisements, debates, and news reporting on the campaign. Special attention is paid to newspaper and television coverage of candidates and the development of image. Prerequisite(s): Rhetoric 155 or 185. Offered with varying frequency. S. Kelley-Romano.

**AA/RH 391C. The Harlem Renaissance.** This course examines the New Negro Movement and the extraordinary creativity in the arts and in other aspects of intellectual life by African Americans in the 1920s and 1930s. Although this cultural phenomenon was national in scope, most scholars agree that New York City, and Harlem in particular, was its epicenter. Topics include racial, gender, and cultural identities in literature, theater, the performing and visual arts; the formation of black queer culture; and the role in promoting the arts by political organizations such as the National Association for the Advancement of Colored People (NAACP) and Marcus Garvey’s Universal Negro Improvement Association (UNIA). Prerequisite(s): one of the following: English 250, Rhetoric 275, or History 243. Enrollment limited to 15. Not open to students who have received credit for African American Studies 390A. Offered with varying frequency. C. Nero.

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**RHET 457, 458. Senior Thesis.** A substantial academic or artistic project. Students register for Rhetoric 457 in the fall semester or for Rhetoric 458 in the winter semester. Majors writing an honors thesis register for both Rhetoric 457 and 458. Normally offered every year. Staff.

### Short Term Units

**RHET s18. Goldberg's Canon: Makin' Whoopi.** Whoopi Goldberg has been a locus of cultural contradictions since her arrival in the public's consciousness. Her dark skin and perennially nappy hair defy cultural standards about female beauty, yet she is one of a handful of actresses who can open big budget Hollywood films. The same Hollywood film industry acknowledges her as a "leading lady," yet it has seldom given her "leading lady" roles. This course examines Goldberg's film and television performances, her career as a humorist, and her controversial persona as an antagonistic public figure. Some of the social and cultural issues students address in this unit include skin color and hair texture chauvinism, the grotesque and the comical, racial and gender stereotypes, black lesbianism, and discourses about the black female body. Enrollment limited to 30. Offered with varying frequency. C. Nero.

**RHET s21. Documentary Video Production.** In this unit, students direct and produce video documentaries on subjects of their own selection. Classic documentaries are viewed and discussed in class. Students make weekly presentations of their work-in-progress and analyze the works of others. Prior coursework or production experience in film or video is recommended. Enrollment limited to 12. Written permission of the instructor is required. Offered with varying frequency. Staff.

**EN/RH s29. Place, Word, Sound: New Orleans.** This unit offers an interdisciplinary and experiential approach to the study of New Orleans, the most African city in continental North America. The goal of the unit is to understand the impact of place on culture and aesthetic practices, learn how institutions represent New World and Creole transformations of Africanity, and introduce students to historical and contemporary debates about African influences in the United States. Students examine cultural memory, questions of power, and definitions of cultural terrain as expressed in literature, art, music, and architecture. In addition to attending the seven-day Jazz & Heritage Festival, students visit various sites of literary, cultural, and historical significance to New Orleans. Recommended background: a course in African American studies offered in English, music, rhetoric, or African American studies. Enrollment limited to 16. Written permission of the instructor is required. Offered with varying frequency. K. Ruffin, C. Nero.

**RHET s30. Television Criticism: Prime-Time Women.** In this unit, television programs are examined to understand how they negotiate social issues. Specifically, rhetorical approaches to television are employed to underscore the usefulness of critical attention to television discourse. Programs such as *The Mary Tyler Moore Show*, *Bewitched*, *Charlie's Angels*, *The Honeymooners*, *I Dream of Jeannie*, and *Murphy Brown* are examined to reveal how women's roles have been articulated and represented to the American public. The development of feminist themes are then examined in contemporary television programs, such as *Law and Order*, *The X-Files*, *Ally McBeal*, *Friends*, and *Sex in the City*, to assess the current condition of "prime-time women." Prerequisite(s): one course in rhetoric. Recommended background: a course in criticism/critical methods. Enrollment limited to 30. Offered with varying frequency. S. Kelley-Romano.

**RHET s31. Conspiracy Rhetoric.** “Just because you’re paranoid does not mean they’re not out to get you.” This unit examines the rhetoric that has surrounded conspiracy theories in American culture. Specifically, students focus on the argumentative form as well as the social functions of conspiracy discourse. Particular attention is paid to those conspiracies that surround UFO and alien abductions discourse. Prerequisite: at least one rhetoric course. Open to first-year students. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. S. Kelley-Romano.

**RHET s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

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## Women's and Gender Studies

*Professor Kane (Sociology); Associate Professors Kinsman (Biology), Rand (Art), and Hill (Political Science; chair); Assistant Professors Herzig (Women's and Gender Studies) and Zou (Chinese)*

Women's and Gender Studies at Bates is an interdisciplinary program of study. In addition to offering women's studies and gender studies courses, as well as specialized courses in methodology, the program draws its curriculum from courses taught by faculty members from across the disciplines and interdisciplinary programs. Faculty with expertise in a wide range of fields—including art, classics, languages, history, mathematics, natural sciences, social sciences, and interdisciplinary studies—contribute to the program's curriculum.

The goal of the Program in Women's and Gender Studies is to enable learners to recognize, analyze, and transform gender relations as they appear in everyday life. The program provides the opportunity to study women as social agents whose identities and experiences are shaped by systems of race, class, sexuality, and national power. To study gender is to refute simple assertions about women and men, and to strive instead for richly detailed accounts of the political, economic, and technological conditions through which relations of power have been established and maintained. Analyzing gender enriches our ability to apprehend the differing social roles assigned to individuals, the inequitable distribution of material resources, and the ties between structures of knowledge and larger systems of privilege and oppression. Courses examine women and gender relations in multiple cultural, historical, and material contexts, encouraging the use of transnational, multiracial feminist perspectives. Students may choose either to major or to pursue a secondary concentration in women's and gender studies.

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**Cross-listed Courses.** Note that unless otherwise specified, when a department/program references a course or unit in the department/program, it includes courses and units cross-listed with the department/program.

**Major Requirements.** Any student considering a major in women's and gender studies should take Women's and Gender Studies 100 and Interdisciplinary Studies 250 before the end of the sophomore year. Students must complete the following set of requirements: a total of ten courses, including Women's and Gender Studies 100, 201, Interdisciplinary Studies 250, Women's and Gender Studies 400, and 457 or 458 (senior thesis). One of the five remaining courses must be at the 300 or 400 level. The remainder must be chosen from the list of women's and gender studies courses that follows. Beginning with students entering in fall 2000, major and secondary concentration requirements can be fulfilled only through women's and gender studies core courses. Core courses focus directly on women, gender, and/or sexuality.

The women's and gender studies course list represents only those courses that are currently part of the Bates curriculum. Students may use courses—including first-year seminars and topics courses—which were listed as women's and gender studies core courses in a previous year, provided the catalog year is one in which the student was matriculated. No more than one Short Term unit may be counted toward the major.

Because of the interdisciplinary nature of the program, many courses in women's and gender studies have prerequisites in other departments. Many majors also develop a focus in one division or group of departments and need to supplement their women's and gender studies courses with other courses in that area of focus. Majors should plan their schedules carefully and are urged to consult regularly with the chair to ensure that their program has both breadth and depth. Majors should consider taking Women's and Gender Studies 400 in the junior year because this course includes theoretical review, which can help prepare them for the senior thesis.

A thesis advisor is chosen by each student, in consultation with the chair, according to the subject matter of the thesis. Planning for the senior thesis and choosing a thesis advisor begin in the junior year. Majors, with the assistance of their advisor, submit a thesis proposal to the Committee on Women's and Gender Studies, during the semester before thesis writing begins. Students should consult the program chair for thesis guidelines and a schedule of deadlines.

**Pass/Fail Grading Option.** Aside from the thesis, which must be taken for a grade, there are no restrictions on the use of the pass/fail option within the major.

**Secondary Concentration.** In the fall of their junior year, students submit to the program committee a secondary concentration proposal consisting of seven courses. Normally, a secondary concentration in women's and gender studies consists of Women's and Gender Studies 100, 201, Interdisciplinary Studies 250, at least two 300-level women's and gender studies courses, and two other committee-approved courses.

**Pass/Fail Grading Option.** There are no restrictions on the use of the pass/fail option within the secondary concentration.

## Courses

**WGST 100. Introduction to Women's Studies.** An interdisciplinary study of women's experiences in cross-cultural and historical perspective. Emphasis is given to the diversity of women's lives and to the potential for solidarity among women divided by race, class, ethnicity, age, (dis)ability, sexuality, nationality, and religion. Enrollment limited to 40. Normally offered every year. R. Herzig.

**EN/WS 121G. Asian American Women Writers.** This course examines fictional, autobiographical, and critical writings by Asian American women including Sui Sin Far, Gish Jen, Maxine Hong Kingston, Trinh Minh-ha, Bharati Mukherjee, Tahira Naqvi, Cathy Song, Marianne Villanueva, and Hisaye Yamamoto from a sociohistorical perspective. Students explore their issues, especially with concerns of personal and cultural identity, as both Asian and American, as females, as minorities, as (often) postcolonial subjects. The course highlights the varied immigration and social histories of women from different Asian countries, often homogenized as "Oriental" in mainstream American cultural representations. Enrollment limited to 25 per section. Not open to students who have received credit for English 121G or Women's and Gender Studies 121G. Offered with varying frequency. L. Shankar.

**RE/WS 200. Women's Journey: Still Waters Run Deep.** Women in biblical literature, post-biblical literature, and in the oral literature of the Middle East are not silent bystanders. They actively define the world around them and pursue their own relationship with the divine, their environment, and the search for perfection. Open to first-year students. Enrollment limited to 40. Not open to students who have received credit for Religion 200 or Women's and Gender Studies 200. Normally offered every other year. M. Caspi.

**AA/WS 201. African American Women and Feminist Thought.** African American history, like European American history, omits the struggles and contributions of its women. Using historical perspectives, the individual and collective experiences of African American women are examined. Particular attention is given to developing knowledge and understanding of African American women's 1) experiences of enslavement, 2) efforts at self-definition and self-sufficiency, 3) social and political activism, and 4) forging of Afro-American/multicultural/womanist/feminist thought. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for African American Studies 201 or Women's and Gender Studies 201. Normally offered every other year. Staff.

**HI/WS 210. Technology in U.S. History.** A survey of the development, distribution, and use of technology in the United States from colonial roadways to microelectronics, using primary and secondary source material. Subjects treated include the emergence of the factory system; the rise of new forms of power, transportation, and communication; sexual and racial divisions of labor; and the advent of corporate-sponsored scientific research. Enrollment limited to 40. Not open to students who have received credit for History 210 or Women's and Gender Studies 210. Normally offered every other year. R. Herzig.

**CM/WS 219. Greek Myths and the Psychology of Gender.** Ever since Freud argued that Sophocles' *Oedipus Rex* revealed the most important feature of human development, the Oedipal crisis, psychologists have used Greek myths to understand the human psyche and sexual difference. What do myths tell us about men, women, femaleness, maleness, in ancient Greece or today? Students examine and criticize how influential psychologists such

as Freud have interpreted Greek myths and thereby influenced Western notions of gender and sex. This course emphasizes psychological interpretations of Greek myths. It therefore differs from and complements Classical and Medieval Studies 218 (Greek and Roman Myths). Open to first-year students. Not open to students who have received credit for Classical and Medieval Studies 265. Offered with varying frequency. L. Maurizio.

**INDS 239. Black Women in Music.** Angela Davis states, "Black people were able to create with their music an aesthetic community of resistance, which in turn encouraged and nurtured a political community of active struggle for freedom." This course examines the role of black women as critics, composers, and performers who challenge externally defined controlling images. Topics include: black women in the music industry; black women in music of the African diaspora; and black women as rappers, jazz innovators, and musicians in the classical and gospel traditions. Cross-listed in African American studies, music, and women's and gender studies. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for African American Studies 239, Music 239, or Women's and Gender Studies 239. Normally offered every other year. Staff.

**INDS 250. Interdisciplinary Studies: Methods and Modes of Inquiry.** Interdisciplinarity involves more than a meeting of disciplines. Practitioners stretch methodological norms and reach across disciplinary boundaries. Through examination of a single topic, this course introduces students to interdisciplinary methods of analysis. Students examine what practitioners actually do and work to become practitioners themselves. Prerequisite(s): African American Studies 140A or Women's and Gender Studies 100, and one other course in African American studies, American cultural studies, or women's and gender studies. Cross-listed in African American studies, American cultural studies, and women's and gender studies. Enrollment limited to 40. Not open to students who have received credit for African American Studies 250, American Cultural Studies 250, or Women's and Gender Studies 250. Normally offered every year. E. Rand.

**HI/WS 252. A Woman's Place: Gender and Geography in the United States, 1800-2000.** Using a case study approach, this course looks at diverse American women from the early 1800s through to the present and how they shaped, traversed, and contested the spaces they inhabited or were assigned, whether public or private, rural or urban, temporary or lifelong. Recommended background: History 141 or 142 or Women's and Gender Studies 100. Offered with varying frequency. M. Creighton.

**JA/WS 255. Modern Japanese Women Writers.** In its beginnings, Japanese literature was considered a female art: the greatest writers of the classical period were women, while men at times assumed a female persona in order to write. How do Japanese women writers of the late twentieth and early twenty-first centuries portray the complexities of today's world? How do they negotiate the gendered institutions of the society in which they live? What values do they assign to being a woman, to being Japanese? What significance does the female canon hold for them as modern and postmodern writers? Students consider issues such as family, power, gender roles, selfhood, and the female body in reading a range of novels, short stories, and poems. Authors may include Enchi and Fumiko, Ohba Minako, Kurahashi Yumiko, Tsushima Yuko, Tawara Machi, Yamada Eimi, and Yoshimoto Banana. Readings and discussion are in English. Open to first-year students. Not open to students who have received credit for Japanese 250. Normally offered every other year. S. Strong.

**INDS 260. United States Latina/Chicana Writings.** This course rests on two conceptual underpinnings: Gloria Anzaldúa's *Nueva Mestiza*, and the more recent "*U.S. Pan-latinidad*" postulated by the Latina Feminist Group. The literary and theoretical production of Chicanas and Latinas is examined through these lenses. Particular attention is given to developing a working knowledge of the key historical and cultural discourses engaged by these writings and the various contemporary United States Latina and Chicana positionalities vis-à-vis popular ethnic representations. The course also examines the function given to marketable cultural productions depending on the different agents involved. Cross-listed in American cultural studies, Spanish, and women's and gender studies. Open to first-year students. Offered with varying frequency. C. Aburto Guzmán.

**TH/WS 264. Voice and Gender.** This course focuses on the gender-related differences in voice from the beginning of language acquisition through learning and development of a human voice. A variety of interdisciplinary perspectives is examined according to the different determinants of voice production—physiological, psychological, social interactional, and cultural. Students explore how race, ethnicity, class, sexual orientation, and age affect vocal expression. Students also analyze "famous" and "attractive" human voices and discuss what makes them so. Recommended background: Theater 263 and/or Women's and Gender Studies 100. Open to first-year students. Not open to students who have received credit for Theater 264 or Women's and Gender Studies 264. Normally offered every other year. K. Vecsey.

**AA/WS 266. Gender, Race, and Science.** Examines the intersections of gender and race in the norms and practices of modern science. Using methods drawn from philosophy, history, sociology, and anthropology, the course investigates: 1) participation in the sciences by white women and people of color; 2) the formation of scientific concepts of racial and sexual difference; and 3) the influence of gender and race on key scientific categories such as nature, objectivity, and experimentation. Open to first-year students. Not open to students who have received credit for Women's and Gender Studies 266. Normally offered every other year. R. Herzig.

**HI/WS 267. Blood, Genes, and American Culture.** The course places recent popular and scientific discussions of human heredity and genetics in social, political, and historical context. Topics include racial categories of the eighteenth and nineteenth centuries, eugenics, the "gay gene," cloning, reproductive rights, the patenting and commercialization of genetic material, and the Human Genome Project. Recommended background: course work in biology. Enrollment limited to 40. Not open to students who have received credit for History 267 or Women's and Gender Studies 267. Offered with varying frequency. R. Herzig.

**AN/WS 275. Gender Relations in Comparative Perspective.** A comparative analysis, utilizing new feminist approaches in anthropology and women's studies, of the social construction of gender in contemporary societies, with a focus on West African, East Asian, and North American notions of gender identity and gender relations. Open to first-year students. Not open to students who have received credit for Anthropology 275 or Women's and Gender Studies 275. Normally offered every year. E. Eames.

**AR/WS 287. Women, Gender, Visual Culture.** This course concerns women as makers, objects, and viewers of visual culture, with emphasis on the later twentieth century, and the roles of visual culture in the construction of "woman" and other gendered identities. Topics include the use of the visual in artistic, political, and historical representations of

gendered and transgendered subjects; the visualization of gender in relation to race, ethnicity, nationality, class, age, sex, and sexuality; and matters of censorship, circulation, and resources that affect the cultural production of people oppressed and/or marginalized by sex and/or gender. Open to first-year students. Enrollment limited to 30 per section. Not open to students who have received credit for Art 287. Normally offered every other year. E. Rand.

**EN/WS 297. Feminisms.** This course develops students' ability to analyze gender in relation to other issues, including race, class, and sexuality. Students explore the multiple theories of how these issues intersect in literature, including black feminism, socialist feminism, queer theory, deconstruction, and psychoanalytic theory. Some attention is paid to media feminism, both the brand of feminism popular in current movies and television shows, and media reactions to feminism. Prerequisite(s): one 100-level English course. Enrollment limited to 25. Not open to students who have received credit for English 395L, English/Women's and Gender Studies 395L, or Women's and Gender Studies 395L. Offered with varying frequency. C. Malcolmson.

**PY/WS 343. Women, Culture, and Health.** This course examines a variety of perspectives on women's health issues, including reproductive health, body image, sexuality, substance use and abuse, mental health, cancer, AIDS, heart disease, poverty, work, violence, access to health care, and aging. Each topic is examined in sociocultural context, and the complex relationship between individual health and cultural demands or standards is explored. Prerequisite(s): Psychology 211 or 303. Open to first-year students. Not open to students who have received credit for Psychology 343 or Women's and Gender Studies 343. Offered with varying frequency. K. Low.

**WGST 350. Walking the Edge: About Borders.** What happens to identity when we move beyond conventional definitions of space, region, territory, or nation? What happens when a hybrid or *mestiza* subject defies traditional categories of nationality, ethnicity, race, or gender? This seminar explores the fluid, unpredictable dynamic of "borderlands," those places where identity and relationships are always in process. The course raises questions about representations and expressions of those who inhabit the borderlands—women of color, of mixed heritage, of multiple nationality—in order to reconceptualize notions of the self. Prerequisite(s): one women's and gender studies or literature course. Enrollment limited to 20. Offered with varying frequency. C. Aburto Guzmán, M. Rice-DeFosse.

**WGST 360. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Normally offered every year. Staff.

**WGST 365. Special Topics.** A course or seminar offered from time to time and reserved for a special topic selected by the Committee on Women's and Gender Studies.

**WGST 365A. Science and Colonialism.** From the collection of flora to the observation of astronomical phenomena, Western sciences came of age as part of the ethos of European colonialism. This reading-intensive course examines connections between scientific observation and experimentation and projects of European expansion from

the seventeenth century to the present. Prerequisite(s): one course in women's and gender studies. Enrollment limited to 22. Offered with varying frequency. R. Herzig.

**PL/WS 365B. Sex, Love, and Marriage.** This seminar focuses on differing feminist conceptions of love, sexuality, and marriage and other domestic partnerships. Readings include critical examination of writings on both heterosexual and homosexual relationships and their political and cultural implications. Prerequisite(s): one course in philosophy or women's and gender studies. Open to first-year students. Enrollment limited to 15. Offered with varying frequency. Staff.

**EN/WS 395E. Mary Elizabeth Braddon.** Known among Victorians as the "Queen of the Circulating Libraries," Mary Elizabeth Braddon (1835-1915) was immensely popular in her day. Reading a selection of Braddon's best- and lesser-known works, students explore the reasons for her popularity. They consider the subversive and conservative strains in Braddon's writing, her aims and accomplishments as a "sensation novelist," and the significance of her own unconventional lifestyle. Readings include a number of Braddon's novels, short stories, and plays, as well as biographical and critical studies. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. L. Nayder.

**EN/WS 395L. Feminist Literary Criticism.** This seminar examines feminist literary theories and the implications and consequences of theoretical choices. It raises interrelated questions about forms of representation, the social construction of critical categories, cross-cultural differences among writers and readers, and the critical reception of women writers. Students explore the use of literary theory through work with diverse texts. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for English 395L or Women's and Gender Studies 400B. Normally offered every year. L. Shankar, C. Malcolmson, C. Taylor.

**EN/WS 395S. Asian American Women Writers, Filmmakers, and Critics.** This seminar studies from a literary and a sociohistorical perspective the fiction, memoirs, and critical theories of Asian American women such as Meena Alexander, Rey Chow, Chitra Banerjee Divakaruni, Ginu Kamani, Maxine Hong Kingston, Lisa Lowe, Bapsi Sidhwa, Cathy Song, Shani Mootoo, Jhumpa Lahiri, Joy Kogawa, and Hisaye Yamamoto. It explores their constructions of personal and national identity, as hybridized Asians and Americans, and as postcolonial diasporics making textual representations of real and "imaginary" homelands. Films by Trinh T. Minh-ha, Indu Krishnan, Deepa Mehta, Mira Nair, Jayasri Hart, and Renee Tajima are also analyzed through critical lenses. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for English 395S. Offered with varying frequency. L. Shankar.

**WGST 400. Junior-Senior Seminar.** This seminar is an advanced inquiry into feminist theories and methods. Drawing on work in several disciplinary fields, students ask how using gender as a category of analysis illuminates and/or changes the questions of other disciplines. Students also investigate the development of core theories and methods within women's and gender studies. Required of all majors. Normally, one 400-level seminar is offered each year.

**WGST 400C. Understanding Disease.** Some recent scholars have argued that most human diseases have specific genetic or biochemical etiologies. Others have claimed that "disease" as such does not exist outside human practices and perceptions. This

advanced course considers debates about the nature, causes, and consequences of human disease, situating specific illnesses in their historical and cultural contexts. Students examine the birth of the germ theory and biomedical model of disease; the professionalization of medical care; practices of representation; and the role of class, gender, and race in disease research and treatment. Prerequisite(s): five core courses in women's and gender studies. Enrollment limited to 15. Offered with varying frequency. R. Herzig.

**WGST 400D. Global Feminisms.** A seminar exploring feminist movements in an international context. Topics include divisions of labor and the “global assembly line,” immigration and transnationalism, postcolonialism, and cultural imperialism. Students analyze local and international feminist activism and examine multiple definitions of gender, race, ethnicity, and nationhood. Prerequisite(s): five core courses in women's and gender studies. Enrollment limited to 15. Written permission of the instructor is required. Offered with varying frequency. Staff.

**WGST 457, 458. Senior Thesis.** The research and writing of an extended essay or report, or the completion of a creative project, under the supervision of a faculty member. Majors normally register for Women's and Gender Studies 458 in the winter semester. Majors writing an honors thesis register for both Women's and Gender Studies 457 in the fall semester and 458 in the winter semester. Normally offered every year. Staff.

### Short Term Units

**JA/WS s21. Geisha Fantasy: Representations of an Icon.** This course examines the stereotypes of the cultural category of geisha in film, literature, visual culture, and the performing arts. Students locate the discourse surrounding the geisha in both Japan and the United States, which leads to themes of “orientalism” (differentiating self and other in a way that hierarchizes the self), “self-orientalism,” and *nihonjinron* (doctrine of a Japanese essence). Students focus on historical contexts in which the category of geisha was formed and developed largely as a projection of male desire and male fantasy, and explore the homogenizing and dichotomizing of racial and sexual identities in the construction of the geisha. Conducted in English. Offered with varying frequency. Staff.

**WGST s24. Technology in New England.** A historical survey of the development and use of technologies in New England, focusing on gendered divisions of labor. Students travel to regional historic sites, factories, and corporations in order to examine the machines and processes under consideration. Topics include colonial manufactures, early textile production, extractive industries, infrastructure development, and biotechnology. Enrollment limited to 12. Offered with varying frequency. R. Herzig.

**EN/WS s26. Felicia Skene.** This unit examines the life and writings of the largely forgotten Victorian novelist and social reformer, Felicia Skene (1821-1899). Students investigate Skene's life story and read a number of her works, including *The Inheritance of Evil, Or, the Consequence of Marrying a Deceased Wife's Sister* (1849) and “Penitentiaries and Reformatories” (1865). Focusing on the novel *Hidden Depths* (1866), students consider the subject of Victorian prostitution, its primary theme, and engage in the research necessary to produce a new edition of that work. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for English s26 or Women's and Gender Studies s26. Offered with varying frequency. L. Nayder.

**PS/WS s32. Global Flows: Sex, Politics, and War.** Globalization processes underlie profound changes in politics from the state to “private” lives. This unit focuses on sex and gender—as aspects of global economics, war, and politics—to uncover how power is structured, used, and challenged in the transnational age. Sex trafficking, militarized prostitution, women’s factory work, and intimate labor are some of the topics through which students examine flows of people, ideas, capital, and political strategies. In doing so, students ask: How do gender relations and gender ideologies affect global restructuring? How does globalization (re)shape notions of manhood, womanhood, and the ways people live out those ideas in sex, politics, and war? Recommended background: any of the following, Political Science 168, 171, 222, 232, 234, 235, 243, 245, 289, 329, 345, 346, 347, 352, 383, Women’s and Gender Studies 234 or s25. Enrollment limited to 20. Offered with varying frequency. L. Hill.

**WGST s50. Independent Study.** Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. Normally offered every year. Staff.

### Core Courses

The following courses meet the requirements for the women’s and gender studies major and secondary concentration.

AA/WS 266. Gender Race and Science.

AN/WS 275. Gender Relations in Comparative Perspective.

AR/WS 287. Women, Gender, Visual Culture.

ART 375. Issues of Sexuality and the Study of Visual Culture.

ART s18. The De/Op Pressed Muse: Creating and Reading Images.

CHEM 132. Women in Chemistry.

CHI 210. Masculinity and Criminality in Chinese Literature and Cinema.

CMS 201. Gender and the Body in Ancient Greece.

CM/WS 219. Greek Myths and the Psychology of Gender.

ECON 230. Economics of Women, Men, and Work.

EDUC 240. Gender Issues in Education.

EN/WS 121G. Asian American Women Writers.

ENG 238. Jane Austen: Then and Now.

EN/WS 297. Feminisms.

EN/WS 395E. Mary Elizabeth Braddon.

ENG 395J. The Gothic Tradition.

EN/WS 395L. Feminist Literary Criticism.

ENG 395P. Pre-1800 Women Writers.

EN/WS 395S. Asian American Women Writers, Filmmakers, and Critics.

EN/WS s26. Felicia Skene.

FRE 352. French Literature of the Seventeenth Century.

HI/WS 210. Technology in U.S. History.

HI/WS 252. A Women's Place: Gender and Geography in the United States, 1800-2000.

HI/WS 267. Blood, Genes, and American Culture.

HIST 290. Gender and the Civil War.

HIST 390M. Holocaust Memoirs: Gender and Memory.

HIST 390T. Men and Women in Japanese History.

INDS 239. Black Women in Music.

INDS 260. United States Latina/Chicana Writings.

JA/WS 255. Modern Japanese Women Writers.

JA/WS s21. Geisha Fantasy: Representations of an Icon.

PHIL 262. Philosophy and Feminism.

PHIL 340. Feminist and Postmodern Critiques of Rationality.

PL/WS 365B. Sex, Love, and Marriage.

POLS 155. Women, Power, and Political Systems: Introduction to Women and Politics.

POLS 235. Black Women in the Americas.

POLS 245. Political Change, Gender Politics.

POLS 297. The Household and Political Theory.

POLS 298. Sexuality and the Politics of Difference.

POLS 329. Law and Gender.

POLS 347. Gender and the State.

PS/WS s32. Global Flows: Sex, Politics, and War.

PY/WS 343. Women, Culture, and Health.

PSYC 370. Psychology of Women and Gender.

RE/WS 200. Women's Journey: Still Waters Run Deep.

RHET 260. Lesbian and Gay Images in Film.

RHET 265. The Rhetoric of Women's Rights.

RHET s30. Television Criticism: Prime-Time Women.

RUSS 240. Women and Russia.

SOC 270. Sociology of Gender.

SPAN 264. Mexican Women Writers.

SPAN 344. Contemporary Spanish Women Writers.

THEA 110. Women in Film.

TH/WS 264. Voice and Gender.

WGST 350. Walking the Edge: About Borders.

WGST 365A. Science and Colonialism.

WGST s24. Technology in New England.

# Bates Fall Semester Abroad

## China

*Associate Professors Maurer-Fazio (Economics) and Yang (Chinese)*

During the fall semester 2003, Bates students, including entering first-year students, can study Chinese language, culture, and economics in Nanjing, China. Nanjing served as China's capital for six dynasties and has a recorded history dating back to the Warring States Period (476-221 B.C.E.). Today Nanjing is a modern metropolis of 4.5 million people, and one of China's major cultural centers. In addition to their course work, students have the opportunity to undertake lessons in martial arts, Tai Chi Chuan, Chinese painting, calligraphy, and traditional Chinese music. No prior experience with Chinese language is required.

The program begins in late August with one-week orientation on the Bates campus, which provides information on social conditions in China, teaches basic Mandarin sentence patterns and phrases, and prepares students to get along in Chinese society. Between September and December, students continue language instruction in Nanjing, and take two courses taught by Bates faculty. Students live at Nanjing University.

### Courses

**BSAN 001. Self and Society in Chinese Culture: Classics and Folktales.** This course explores concepts of self and society expressed in classics and reflected in traditional tales, popular stories, and legends. How does selfhood differ in East and West? How do heroes and protagonists diversely express their authors' vision? How do stories, poems, and plays express and/or reveal different views on interpersonal relationships? The first half of the course is devoted to the reading of classical texts of Confucianism, Taoism, and Buddhism, and the second half to literary works in which these ideas are reflected. Open to first-year students. S. Yang.

**BSAN 002. China's Economy: Selected Topics.** China has experienced stellar economic growth and performance in the post-Mao period. Its economy is now the world's third largest. One hundred and sixty million people have been raised above the poverty line—one of the most significant improvements in human welfare in history. The dynamism of China's economy creates opportunities and challenges for itself, its trading partners, and its East Asian neighbors. This course investigates the policies and institutions that have contributed to China's economic and social development as well as some of the controversial issues that challenge China today. Topics include the decollectivization of agriculture, the surplus rural labor force, family planning policies, the Three Gorges Dam, the reform of the social security system, the effects of reforms of women's status, China's entry into the World Trade Organization, and environmental effects of economic growth. Open to first-year students. M. Maurer-Fazio.

**BSAN 003. Intensive Chinese I.** Open to first-year students. Staff.

**BSAN 004. Intensive Chinese II.** Open to first-year students. Staff.

## Russia

*Professor Aschauer (Economics) and Associate Professor Browne (Russian)*

During the fall semester 2003, Bates students, including entering first-year students, have the opportunity to live among St. Petersburg's people and explore their city, its history, and cultural life. St. Petersburg is one of the most beautiful and cultured cities in the world, but to Russians it signifies much more. In 1703 Tsar Peter the Great founded the city as part of his project to westernize Russia. Since then St. Petersburg has been the focus of debate about Russian identity. The capital of tsarist Russia for two centuries, the city has maintained many of the great cultural institutions of the era—the Hermitage Museum and the Kirov Ballet and Opera—in completely changed circumstances. In the twentieth century, Peter's capital was the center of momentous struggles: the Russian Revolution, which overthrew the tsarist empire and established communist rule, and the invasion of Hitler's army, which besieged the city for two years. In 2003, as St. Petersburg celebrates its 300th anniversary, this great city re-examines its place as a cosmopolitan, Western-looking center for the new Russia.

The program begins in mid-August, when students undertake a three-week intensive Russian language course at the Nevsky Institute. From September to December they continue language study and take courses from Bates faculty in English. During this time they live with Russian families in St. Petersburg. No prior study or knowledge of Russian is required.

### Courses

**BSAR 001. From *Kommunizm* to *Kapitalizm*: Economic Transition in the Former Soviet Republics.** The economies of Russia, Ukraine, and other former Soviet republics have changed tremendously since the breakup of the Soviet Union in 1991. As the structure of the economy has moved away from the “plan” to the “market,” prices have been “liberalized” and state enterprises have been “privatized.” In order to properly understand the nature and extent of these changes, students survey the performance of the Russian and Soviet economies from the end of the nineteenth century to the present. Topics include economic performance under the last of the tsars, war and communism, the New Economic Policy, the theory of economic planning, economic performance of the Soviet Union, transition theory and performance, and economic prospects for the twenty-first century. Open to first-year students. D. Aschauer.

**BSAR 002. St. Petersburg: Peter's Impossible City.** Founded by Peter the Great during Russia's lengthy war with Sweden, Sankt Pieter Burkh was celebrated as Peter's “window on the West.” Peter the Great himself called it “paradise.” But Peter's paradise was, for most Russians of the early eighteenth century, nothing more or less than the city of an after-death world founded by the tsar-antichrist. Sankt Pieter Burkh—later known as St. Petersburg, Petrograd, Leningrad, or simply Piter, as more recent inhabitants affectionately call it—has survived domestic and foreign enemies, natural and civil disasters, and revolutions of all varieties. Today “Peter's impossible city” occupies a unique place in the Russian psyche. In this course students examine the city's symbolic place in Russian culture and its role in modern Russian history from 1703 to 2003. Open to first-year students. D. Browne.

**BSAR 003. Intensive Russian I.** Open to first-year students. Staff.

**BSAR 004. Intensive Russian II.** Open to first-year students. Staff.

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## Colby-Bates-Bowdoin Off Campus Study Program

### Ecuador

*Professor Nelson (Colby, Geology)*

During the fall semester 2003, Bates students may join students from Bowdoin and Colby colleges in the study of Andean geology, Ecuadorian history, and Spanish language. The program is headquartered in Quito at the Andean Center for Latin American Studies.

Ecuador is an eloquent example of a Latin American country re-creating its national identity as it straddles the forces of tradition and modernity, unity and diversity. In recent years the monolithic concept of Ecuador has been challenged by notions of multiculturalism and a "plurinational" Ecuador, where indigenous peoples and Afro-Ecuadorians have the same rights as Euro-Ecuadorians. The CBB Off-Campus Study Program in Ecuador offers students an opportunity for advanced preparation toward a major in Spanish or Latin American studies, though students with other academic interests are also encouraged to participate.

Students are required to take one Spanish language course unless they can demonstrate fluency in the language, in which case a Spanish literature course is substituted. Spanish language skills are tested upon arrival in Quito.

### Courses

**CBBE 008. Spanish Language Study.** This course is conducted by faculty of the Andean Center for Latin American Studies, the host institution of the program. Students are tested and placed in a Spanish-language course of appropriate level. Staff.

**CBBE 022. Introduction to Volcanoes and Volcanology.** This course is an introduction to the scientific study of volcanoes and volcanic phenomena and includes an introduction to global plate tectonics, origins and chemistry of magmas and volcanic gases, reasons for differing eruptive styles and the resulting landforms, impacts of volcanic eruptions, distribution of volcanoes, and areas of high volcanic risk. Students take advantage of the proximity of active volcanoes in the Ecuadorian Andes and the Galápagos Islands for field trips; laboratories present introductions to basic map-reading, rocks, and minerals, with emphasis on volcanic materials. R. Nelson.

**CBBE 023. Principles of Geomorphology.** The origin, history, and classification of landforms and the processes that shape the Earth's surface are examined. Emphasis is placed on the study of physical processes, and both lectures and laboratory work are included. Laboratories focus on aerial photograph and topographic map interpretation and the ability to recognize the geologic significance of particular landforms. Field trips to areas around Quito illustrating fault- and fold-related structures and resulting landforms, active volcanoes, fluvial phenomena, and alpine glacial features complement lectures and labs. R. Nelson.

**CBBE 024. History and Culture of Ecuador.** This course provides an introduction to the archeology, mythology, and culture of pre-Inca peoples; the Inca Empire; the Spanish conquest; and the indigenous peoples and general population of Ecuador. Students visit museums and archeological sites in and around Quito. Staff.

## South Africa

*Associate Professors O'Neill (Colby, Classics) and Stakeman (Bowdoin, History and Africana Studies)*

During the 2002-2003 academic year, Bates students may join students from Bowdoin and Colby colleges in the study of the history, mythology, and anthropology of South Africa at the CBB Cape Town Center. Students take two courses in the CBB program and two from a wide range of course offerings at the University of Cape Town.

### Fall 2003 Courses

- 039. A History of Apartheid, 1948-1994.
- 040. The Oral History Workshop.

### Winter 2004 Courses

- 041. World Myth and Film.
- 042. Crisis and Catharsis: Myth and the Visual Media in South Africa.

### Courses

**CBBA 039. A History of Apartheid, 1948-1994.** Whatever else it was, apartheid was a major feat of social engineering. How was it able to become the dominant ideology of South Africa? How was it able to persuade people to follow its tenets? How was it able to translate its ideas into practice? This course examines the background and events leading to the Nationalist Party victory that instituted apartheid in 1948, the development of apartheid's ideology, its organization and implementation, and its effects on the people of South Africa. Students then consider the anti-apartheid movement, its organization, changing ideologies, iconography, and effects. Finally, the course shows how the two positions interacted to end apartheid and form the new South Africa. R. Stakeman.

**CBBA 040. The Oral History Workshop.** South Africa is a place where everyone has a story to tell. How can we translate these stories into a "people's history" of South Africa? This course offers training in how to conduct an oral history project. Topics include research design, how to identify subjects, the ethnographic interview, how to use interviews historically, and how to coordinate oral and written sources, as well as practice using equipment to conduct mock interviews. Students then use this knowledge to design and execute approved historical research projects in South Africa. R. Stakeman.

**CBBA 041. World Myth and Film.** This course provides the theoretical background, methodology, and vocabulary to discuss ancient and modern myths whether they are transcribed on paper or recorded on film. Students examine myths and films from Europe, the Near East, Asia, the Americas, and Africa. Myths drawn from the oral traditions of South Africa (particularly Xhosa and Zulu myth) form a major component of all sections of the course. Students address a variety of questions: Is there a method common to humanity for palliating recurring sexual, social, and political dilemmas? Do ancient and modern cultures confront them in similar or different ways? What lessons can we learn from each culture's mediation of the oppositions of male and female, rich and poor, familiar and unfamiliar? Topics include the hero, coming of age, sexuality, gender roles, plague and punishment, and rape and society. Readings are taken from *Beowulf*, *Gilgamesh*, the *Odyssey*, the *Tain*, *Oedipus Rex*, *The African Storyteller*, and *Metamorphoses*. Films include *Star Wars*, *The Matrix*, *Crouching Tiger, Hidden Dragon*, *Chinatown*, *Lone Star*, *Blade Runner*, and *The Usual Suspects*. K. O'Neill.

**CBBA 042. Crisis and Catharsis: Myth and the Visual Media in South Africa.** South Africa is currently experiencing the excitement and growing pains of a major social and political transformation. As part of that transformation, South Africa is confronting issues of gender, sexuality, rape, disease, social hierarchy, and political change. Film and popular television dramas have become vehicles to explore these themes, which have previously been treated in the myths and folktales of various cultures within and outside South Africa. This course considers mythic treatment of these social issues as well as their expression in television dramas, documentaries, and contemporary African films. K. O'Neill.

## United Kingdom

*Professor Okrent (Bates, Philosophy); Associate Professor Collings (Bowdoin, English); Assistant Professor Laurence (Bowdoin, Government)*

During the fall semester 2003, Bates students may join students from Bowdoin and Colby colleges in the study of literature, philosophy, and genetics at the CBB London Centre. During the winter semester 2004, courses are offered in British politics and culture and the performing arts. Elective courses, called "Centre courses" are offered in the fall and winter semesters in archeology, British art and architecture, British politics, economics, and the performing arts. Students register for a concentration (two or three courses) and take their remaining one or two courses from among the other concentration offerings or Centre courses.

### Fall 2003 Courses

Literature Concentration:

086. London Amusements, 1770-1820.

087. Rural England.

Philosophy Concentration:

084. The Concepts of Race and Gender.

085. The Rise of Philosophical Analysis.

Biomedical Sciences Concentration:

088. Human Genetics.

One or two courses from among these courses offered by the University of East London:

- UEL BS 241. Introductory Pharmacology.
- UEL BS 249. Physiological Function and Dysfunction.
- UEL BS 303. Medical Biotechnology I.
- UEL BS 323. Infectious Disease Process.
- UEL BS 343. Toxicology.
- UEL BS 348. Medical Physiology.

## Winter 2004 Courses

Government Concentration:

- 089. British Media and Politics in Global Perspective.
- 090. London and the Politics of International Finance.

Performing Arts Concentration:

- 011. Voice and Movement.
- 066. Professional Skills Acting Workshop.
- 091. Contemporary British Theater.

## Centre Courses, Fall 2003 and Winter 2004

- 022. Contemporary British Politics.
- 040. The Economic Integration of the European Union.
- 065. Physical Theater and Performance.
- 067. Roman Britain: Continuity and Change.
- 068. From Stonehenge to the Anglo-Saxons.
- 075. Text and Performance.
- 077. Literary London: Mapping the City.
- 079. British Art and Architecture.

## Courses

**CBBU 011. Voice and Movement.** Advanced study of voice and movement for the stage, under the direction of professional coaches. Staff.

**CBBU 022. Contemporary British Politics.** A comparative politics course examining the British system of government and the most important issues and developments in British politics since 1945. Topics include parliamentary government, the evolving party system, electoral behavior, the rise and fall of the welfare state, Thatcher's economic revolution, race relations, the breakup of the Empire, NATO, the European Union, Welsh and Scottish devolution, and Northern Ireland. Staff.

**CBBU 040. Economic Integration of the European Union.** The course provides a comprehensive examination of the processes of European economic integration, and offers a critical analysis of E.U. policies in their broader political-economic context. A historical overview of the main economic events and currents is followed by a brief introduction to the key institutions and processes. The course then shifts its attention to the analysis of the main economic policies that continue to shape the integration processes of the E.U., including the Single Market, Economic and Monetary Union, and the Common Agricultural Policy. The course closes with a look at the E.U. and its impact on global economics, ranging from the World Trade Organization to E.U. enlargement and the Third World. Staff.

**CBBU 065. Physical Theater and Performance.** This course explores contemporary modes of physical theater and performance in British and European theater. Students work

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together in an ensemble and learn a basic physical theater vocabulary. The emphasis of the course is on developing new skills, exploring the group imagination, and applying the techniques to a wide range of plays, including Greek tragedy, Shakespeare, Restoration comedy, and the work of modern European playwrights. Theater games engage students physically and mentally, encouraging the development of physical and vocal confidence. Staff.

**CBBU 066. Professional Skills Acting Workshop.** In this course, actors and directors develop the professional skills used in theater, film, and television. Sight-reading, monologue work, scene study, interview techniques, and creating a résumé are explored. The students then choose a project for performance. Past work has included one-act plays, workshop performances, and Jacobean plays. Staff.

**CBBU 067. Roman Britain: Continuity and Change.** This course examines the impact of the Roman conquest on Britain in the first to fifth centuries C.E. in the light of modern studies of cultural and technological interaction. Emphasis is placed upon the archeological evidence for cultural change, adaptation, and resistance through detailed studies of key monuments and excavations. Material cultural evidence such as coins, pottery, glass, and other artifacts is examined. Contemporary historical narratives are contrasted with less-formal written evidence such as inscriptions and graffiti. Field trips are an essential element of the course and have included Hadrian's Wall, Fishbourne Villa, the Roman Baths at Bath, and the British and London Museums. Staff.

**CBBU 068. From Stonehenge to the Anglo-Saxons.** This course focuses on the archeology of Britain from the introduction of agriculture to the end of the Saxon Kingdom (circa 4500 B.C.E.-1066 C.E.). The course considers the archeological evidence for the establishment of complex societies in Britain in the Neolithic, Bronze, and Iron ages. The impact of Rome on Britain and the effects of its decay and replacement by Saxon settlers are examined. The continuity of communities over millennia is considered as a framework for modern Britain. Field trips include Stonehenge/Avebury, Bath, Canterbury, York, and St. Albans. Staff.

**CBBU 075. Text and Performance.** London is the capital of world theater and this course focuses on the wide range of plays and production styles in both the West End and fringe venues. Students see approximately twelve plays (including one musical), ranging from Shakespeare and Greek tragedy to the contemporary British playwrights. Students analyze the productions and supporting text in the context of theater history and criticism. Field trips include a backstage tour of the National Theatre and a visit to Shakespeare's reconstructed Globe Theatre Museum. Staff.

**CBBU 077. Literary London: Mapping the City.** This course examines different literary "mappings" of London by British writers from the nineteenth century to the present. Students read and discuss texts written in a variety of genres (including novels, short stories, and poetry) and concerned with diverse themes. The course includes field trips to relevant sites, such as Greenwich or the British Library manuscript gallery, to give richer and more precise contexts for the set of texts. Staff.

**CBBU 079. British Art and Architecture.** This course examines art, architecture, and the British art world between 1700 and 1900. Works by painters such as Hogarth, Wright of Derby, Constable, and Turner, the portraitists, and the pre-Raphaelite Brotherhood are studied at London museums. Walking tours around London to view particular architectural monuments supplement the lectures on British architecture. Staff.

**CBBU 084. The Concepts of Race and Gender.** British and American societies, among many others, classify persons in terms of their gender and their race. How these classifications are made and who belongs to which class have enormous consequences for the people classified. But the basis for these classifications is anything but clear. Are someone's race and gender social facts about a person, or are they biological facts? How are determinations rooted in the biology of a group different from determinations based on social relations within that group? This course examines the similarities and differences between American and British ways of applying these kinds of concepts, using the techniques of conceptual analysis which were developed in Britain in the first sixty years of the twentieth century. M. Okrent.

**CBBU 085. The Rise of Philosophical Analysis.** This course explores the history of twentieth-century British philosophy by examining the methods and characteristic doctrines of two successive British philosophical movements. Students first focus on the early twentieth-century attempt, pioneered by Russell and the early Wittgenstein, to apply the newly developed techniques of formal logic to the analysis of the cognitive significance of our ordinary ways of talking. They then consider the way in which a later generation of "ordinary language" philosophers, including Ryle, Austin, and the later Wittgenstein, reacted against this attempt. M. Okrent.

**CBBU 086. London Amusements: 1770-1820.** This course examines the emergence of a wide array of new urban pleasures in the era when London took its distinctive shape as a great modern city. Drawing on a number of disciplines, the course is anchored in the period's literature, especially in readings depicting London life by such authors as Goldsmith, Sheridan, Burney, Wordsworth, Hazlitt, and Keats. Students also discuss works of art from the period in London museums, including works by Gainsborough, Reynolds, Turner, and Constable. They visit public gardens, gathering places, and museums that emerged as places of public enjoyment, display, curiosity, and instruction, such as Kew Gardens, Regent's Park, Covent Garden, and the British Museum. They study buildings that exemplify Adam and Regency style in architecture, and consider styles of clothing, manners, and social behavior new at the turn of the nineteenth century, particularly as they relate to gender, sexuality, and social class. D. Collings.

**CBBU 087. Rural England.** This course considers writing that emerged from rural England during and after the period of increased urbanization over the past two centuries, with an emphasis on the way authors conceive of rural life as resistance to urban life, as the cultivation of the local or traditional, as the site for more elemental forms of living or working, or as a world that haunts a largely urbanized present. Authors may include Wordsworth, Austen, Clare, Hardy, Lawrence, Forster, Thorpe, and Sebald. D. Collings.

**CBBU 088. Human Genetics.** This course explores cytogenetics and genomics, developmental genetics, population genetics, and transgenics. A laboratory component complements visiting lectures and field trips to such places as the Human Genome Project, Cambridge, or a meeting at the Royal Society of London. Staff.

**CBBU 089. British Media and Politics in Global Perspective.** What effects do the mass media—newspapers, television, popular culture and the Internet—have on politics and society? Do commercial pressures on media corporations lead to a "dumbing down" of news and a weakening of democratic discourse? Is the alternative—public provision of news and information—any better? Will the information technology revolution empower

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more citizens or exacerbate divisions between information “haves” and “have-nots”? Should the media be regulated, and if so, how, why and by whom? This course examines how differences in the ownership and regulation of media affect how news is selected and presented, and examines various forms of government censorship and commercial self-censorship. It considers the role of the media and “pop culture” in creating national identities, perpetuating ethnic stereotypes, and providing regime legitimation. H. Laurence.

**CBBU 090. London and the Politics of International Finance.** London has been the epicenter of the world’s financial markets for the past two hundred years. This course takes advantage of London’s unique position as the cradle of economic globalization to examine how international finance affects national politics and vice-versa. Students consider globalization in historical perspective: How does British financial hegemony in the nineteenth century compare to U.S. hegemony today? What lessons, if any, can we learn from the past? Students look at the interplay of financial globalization and domestic politics today. What are the effects of “hot money” on national sovereignty? On democracy? On equality and social justice? Are governments helpless in the face of the international capital markets, or can they control them? H. Laurence.

**CBBU 091. Contemporary British Theater.** This course studies the relationship of dramatic text to theatrical performance in the contemporary London theater. A variety of types of theater is explored. Students attend twelve productions and write analytical papers about them. Staff.



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*Chair, Interdisciplinary Programs*
- Margaret Scott Creighton (1987), B.A., Indiana; Ph.D., Boston University . . . . . *Professor of History*
- Robert William Allison (1980), B.A., Brown; Ph.D., Chicago . . . . . *Professor of Religion*
- Michael James Retelle (1987), B.S., Salem State; M.S., Ph.D., Massachusetts . . . . . *Professor of Geology*
- Steven Charles Dillon (1988), B.A., Colorado; M.Phil., Ph.D., Yale . . . . . *Professor of English*
- \* Peter Ngai-Sing Wong (1988), B.A., Ph.D., Wisconsin (Madison) . . . . . *Professor of Mathematics*
- Marcus Coleman Bruce (1987), B.A., Bates; M.Div., M.A., M.Phil., Ph.D., Yale . . . . . *Professor of Religion*
- James Gerard Richter (1987), B.A., Cornell; M.A., Ph.D., California (Berkeley) . . . . . *Professor of Political Science*
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\* On sabbatical leave, 2003-2004

- 
- Cristina Malcolmson (1991), B.A., Ph.D., California (Berkeley). . . . . *Professor of English*
- John Dykstra Eusden Jr. (1988), B.S., Bates; M.S., New Hampshire; Ph.D., Dartmouth . . . *Professor of Geology*
- \*\*\* Thomas Glen Lawson (1989), B.A., Anderson; Ph.D., Purdue . . . . . *Professor of Chemistry;*  
*Chair, Division of the Natural Sciences*
- Lillian Rose Nayder (1989), B.A., Johns Hopkins; M.A., Ph.D., Virginia . . . . . *Professor of English*
- Pamela Jean Baker (1989), B.Sc., University of Wales (Swansea); B.S., Bates;  
M.A., Ph.D., State University of New York (Buffalo) . . . . . *Professor of Biology;*  
*Associate Dean of the Faculty*
- Emily Wright Kane (1996), B.A., Oberlin; M.A., Ph.D., Michigan . . . . . *Professor of Sociology*
- Julie A. Nelson (2003), B.A., St. Olaf; M.A., Ph.D., Wisconsin (Madison) . . . *Thomas Sowell Visiting Professor*  
*of Economics*

### **Associate Professors**

---

- c James Walter Carignan (1970), B.A., Bates; Ph.D., Rochester . . . . . *Associate Professor of History*
- Carl Robert Schwinn (1975), B.A., Wisconsin (Madison); M.A., Ph.D., Cornell . . . . . *Associate Professor*  
*of Economics*
- Sanford Alan Freedman (1978), B.A., Columbia; M.A., Cantab.; Ph.D., Harvard . . . . . *Associate Professor*  
*of English*
- Joseph Gerard Pelliccia (1979), B.S., Cornell; Ph.D., Johns Hopkins . . . . . *Associate Professor of Biology*
- Carolyn Ann Court (1979), B.S., Southern Connecticut State; M.S., Pennsylvania State . . . . *Associate Professor*  
*of Physical Education*
- Edward Smith Harwood (1981), B.A., M.F.A., Ph.D., Princeton . . . . . *Associate Professor of Art*
- George Scott Purgavie (1983), B.S., West Chester; M.S., South Carolina . . . . . *Associate Professor*  
*of Physical Education*
- Sharon Kinsman (1985), B.A., Iowa; Ph.D., Cornell. . . . . *Associate Professor of Biology*
- \*\* Suzanne Rousseau Coffey (1985), B.A., New Hampshire; M.A., Southern Maine . . . . . *Associate Professor*  
*of Physical Education*
- Marsha Ann Graef (1985), B.S., Central Missouri State; M.A., Northern Arizona . . . . . *Associate Professor*  
*of Physical Education*
- Shepley Littlefield Ross II (1985), B.S., New Hampshire; M.A., Ph.D., Rochester . . . . . *Associate Professor*  
*of Mathematics*
- Arlene Elowe MacLeod (1986), B.A., Bowdoin; M.A., M.Phil., Ph.D., Yale . . . . . *Associate Professor*  
*of Political Science*
- Dennis Ralph Browne (1986), B.A., Southern Illinois; B.A., Tennessee; M.A., Ph.D., Virginia. . . . . *Associate*  
*Professor of Russian*
- David Ross Cumiskey (1986), B.A., Washington College; M.A., Ph.D., Michigan. . . . . *Associate Professor*  
*of Philosophy*
- Baltasar Fra-Molinero (1994), Licenciado, Universidad de Santiago de Compostela; M.A., Indiana;  
Doctor en Filología, Universidad de Sevilla; Ph.D., Indiana . . . . . *Associate Professor of Spanish*
- John Anthony Rhodes (1986), B.A., Dartmouth; Ph.D.,  
Massachusetts Institute of Technology . . . . . *Associate Professor of Mathematics*

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\*\* On sabbatical leave, fall semester, 2003

c On leave, 2003-2004

\*\*\* On sabbatical leave, fall semester, 2003, and Short Term, 2004

- 
- Elizabeth Anne Eames (1988), B.A., Bryn Mawr; M.A., Ph.D., Harvard . . . . . *Associate Professor of Anthropology*
- † Sarah Mehlhop Strong (1983), B.A., Oberlin; M.A., Ph.D., Chicago . . . . . *Associate Professor of Japanese Language and Literature*
- Lee Huber Abrahamsen (1989), B.S., Franklin and Marshall; Ph.D., Medical College of Pennsylvania . . . . . *Associate Professor of Biology*
- Dolores Mary O'Higgins (1990), B.A., Trinity College Dublin; M.A., Ph.D., Cornell . . . . . *Associate Professor of Classics and Classical and Medieval Studies*
- Dana Melvin Mulholland (1991), B.S., Maine; M.S., State University of New York (Cortland) . . . . . *Associate Professor of Physical Education*
- Erica Rand (1990), B.A., Princeton; M.A., Ph.D., Chicago . . . . . *Associate Professor of Art*
- Kirk Dorrance Read (1990), B.A., Dartmouth; M.A., Ph.D., Princeton . . . . . *Associate Professor of French*
- Kathryn Graff Low (1990), B.A., Bowdoin; Ed.M., Harvard; Ph.D., Stanford . . . . . *Associate Professor of Psychology*
- Charles Isidore Nero (1991), B.A., Xavier; M.A., Wake Forest; Ph.D., Indiana . . . . . *Associate Professor of Rhetoric*
- Charles Valentine Carnegie (1991), B.A., Cornell; Ph.D., Johns Hopkins . . . . . *Associate Professor of Anthropology*
- James Wesley Hughes (1992), B.A., M.A., Boston University; Ph.D., Michigan . . . . . *Associate Professor of Economics*
- Francisca López (1990), B.A., Universidad de Córdoba; Ph.D., University of Connecticut . . . . . *Associate Professor of Spanish*
- Matthew John Côté (1991), B.S., Syracuse; Ph.D., Illinois . . . . . *Associate Professor of Chemistry*
- Hong Lin (1991), B.S., M.S., Beijing Institute of Aeronautics and Astronautics; Ph.D., Bryn Mawr . . . . . *Associate Professor of Physics*
- Shuhui Yang (1991), B.A., Fudan University; M.A., Ph.D., Washington University . . . . . *Associate Professor of Chinese*
- Bonnie Jean Shulman (1991), B.A., M.A., Ph.D., Colorado . . . . . *Associate Professor of Mathematics*
- Cheryl McDonell McCormick (1992), B.A., McGill; Ph.D., McMaster . . . . . *Associate Professor of Psychology*
- Leslie Irene Hill (1988), B.A., Barnard; M.A., Atlanta; Ph.D., Union Institute . . . . . *Associate Professor of Political Science*
- Hilmar Ludvig Jensen III (1992), B.A., Goddard; M.A., Ph.D., Cornell . . . . . *Associate Professor of History*
- William Gerald Ambrose Jr. (1994), B.A., Princeton; Ph.D., North Carolina . . . . . *Associate Professor of Biology*
- James Patrick Murphy (1994), B.A., Bates; M.Ed., Boston University . . . . . *Associate Professor of Physical Education*
- Nancy Way Kleckner (1994), B.S., Illinois; M.S., Maine; Ph.D., North Carolina . . . . . *Associate Professor of Biology*
- Margaret Maurer-Fazio (1994), B.A., M.A., Western Ontario; Ph.D., Pittsburgh . . . . . *Associate Professor of Economics*
- John Howard McClendon III (1999), B.A., Central State University; M.A., Ph.D., Kansas . . . . . *Associate Professor of African American Studies and American Cultural Studies*
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- 
- Lynne Y. Lewis (2000), B.A., Ph.D., Colorado (Boulder) . . . . . *Associate Professor of Economics*
- Michael John Oliver (2000), B.A., University of Leicester; Ph.D.,  
Manchester Metropolitan University. . . . . *Associate Professor of Economics*
- Rachel Narehood Austin (1995), B.A., North Carolina (Greensboro);  
Ph.D., North Carolina (Chapel Hill) . . . . . *Associate Professor of Chemistry*
- c Linda Fae Williams (1996), B.S., Virginia State; M.M., Michigan; Ph.D., Indiana . . . . . *Associate  
Professor of Music*
- c Lavina Dhingra Shankar (1996), B.A., Wheaton; M.A., Ph.D., Tufts. . . . . *Associate Professor of English*
- Sue Edna Marie Catherine Houchins (2003), B.A., California (Los Angeles); Ph.D., Union Institute . . *Associate  
Professor of African American Studies*
- Mehrene Emma Larudee (2003), B.A., California (Berkeley); M.A., Ph.D., Massachusetts . . . *Visiting Associate  
Professor of Economics*

### **Assistant Professors**

---

- Curtis Carleton Bohlen (1996), B.S., M.S., Stanford; Ph.D., Cornell . . . . . *Assistant Professor  
of Environmental Studies*
- Marcia Makris (1996), B.A., M.A., Ph.D., New Hampshire . . . . . *Visiting Assistant Professor of Education*
- Ellen Elizabeth Seeling (1997), B.F.A., Herron School of Art; M.F.A., Brandeis . . *Assistant Professor of Theater*
- Margaret Anne Imber (1997), B.A., Chicago; J.D., Michigan; Ph.D., Stanford . . . . . *Assistant Professor  
of Classics and Classical and Medieval Studies*
- Joseph Patrick Reilly (1997), B.A., Trinity; M.B.A., Rhode Island. . . . *Assistant Professor of Physical Education*
- Stacy Lee Smith (1997), B.A., William Smith; M.P.S., M.S., Ph.D., Cornell . . . *Assistant Professor of Education*
- Paula Jean Schlax (1998), B.S., Clarkson; Ph.D., Wisconsin (Madison) . . . . . *Assistant Professor of Chemistry*
- Winifred Ann Hohlt (1998), B.A., Williams; M.S., Smith . . . . . *Assistant Professor of Physical Education*
- Rebecca Margaret Herzig (1998), B.A., California (Santa Cruz);  
Ph.D., Massachusetts Institute of Technology . . . . . *Assistant Professor of Women's Studies*
- † Rebecca Jean Sommer (1998), B.S., Ph.D., Wisconsin (Madison). . . . . *Assistant Professor of Biology*
- Claudia Aburto Guzmán (1997), B.A., Florida State; M.A., Ph.D., Arizona. . . . . *Assistant Professor of Spanish*
- Lisa Maurizio (1999), B.A., Wellesley; M.A., Ph.D., Princeton . . . . . *Assistant Professor of Classics  
and Classical and Medieval Studies*
- Susan Allison Stark (1999), B.A., Brown; M.A., Ph.D., Georgetown . . . . . *Assistant Professor of Philosophy*
- Melissa Louise Wender (1999), B.A., Harvard; M.A., Ph.D., Chicago . . . . . *Assistant Professor of Japanese  
Language and Literature*
- Pamela Ann-Elizabeth Johnson (1999), B.F.A., Kansas; B.F.A.,  
Kansas City Art Institute; M.F.A., Bennington . . . . . *Assistant Professor of Art*
- Michael James Sargent (1999), B.A., Hendrix; M.A., Ph.D., Ohio State. . . . . *Assistant Professor  
of Psychology*
- ††† Stephanie Kelley-Romano (1999), B.S., M.A., Emerson; Ph.D., Kansas . . . . . *Assistant Professor of Rhetoric*
- Peter John Rogers (1999), B.A., North Carolina; M.A., Ph.D., Florida . . . . . *Assistant Professor*

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††† On leave, winter semester, 2004  
c On leave, 2003-2004

† On leave, fall semester, 2003

- † *of Environmental Studies*
- c John Russell Baughman (2000), B.A., Harvard; M.A., Ph.D., Chicago . . . . . *Assistant Professor of Political Science*
- Francesco Giovanni Duina (2000), B.A., M.A., Chicago; M.A., Ph.D., Harvard . . . . . *Assistant Professor of Sociology*
- Beverly Jane Johnson (2000), B.Sc., M.Sc., Delaware; Ph.D., Colorado . . . . . *Assistant Professor of Geology*
- Frank Chessa (2000), B.A., Dickinson; M.A., South Florida; Ph.D., Georgetown . . . . . *Assistant Professor of Philosophy*
- c Trian Nguyen (2000), B.A., San Francisco State; M.T.S., Harvard Divinity School; Ph.D., California (Berkeley) . . . . . *Assistant Professor of Art and Luce Junior Professor of Asian Studies*
- Lillian Guerra (2000), B.A., Dartmouth; M.A., Ph.D., Wisconsin (Madison) . . . . *Assistant Professor of History*
- Rose Pruiksmá (2000), B.A., Calvin; M.A., Ph.D., Michigan . . . . . *Visiting Assistant Professor of Music*
- Jennifer Lori Koviach (2001), B.A., Oberlin; Ph.D., Minnesota . . . . . *Assistant Professor of Chemistry*
- Felicia Lynne Fahey (2001), B.A., California (Berkeley); Ph.D., California (Santa Cruz) . . . . . *Assistant Professor of Spanish*
- Mark D. Hazard (2001), B.A., University of Washington; M.A., San Francisco State; Ph.D., Cornell . . . . . *Visiting Assistant Professor of English*
- John Yu Zou (2001), B.A., Fudan University; M.A., Maryland (Baltimore); Ph.D., California (Berkeley) . . . . . *Assistant Professor of Chinese*
- Áslaug Ásgeirsdóttir (2001), B.J., Missouri; Ph.D., Washington University . . . . . *Assistant Professor of Political Science*
- Warren Pierstorff Johnson (2001), B.S., Minnesota; Ph.D., Wisconsin (Madison) . . . . . *Visiting Assistant Professor of Mathematics*
- Amy Lynn Bradfield (2001), B.A., Williams; M.S., Ph.D., Iowa State . . . . . *Assistant Professor of Psychology*
- Kimberly Nicole Ruffin (2001), B.A., M.A., Ph.D., Illinois (Chicago) . . . . . *Assistant Professor of English*
- Stephen Dale Gensemer (2002), B.A., Bates; Ph.D., University of Connecticut . . . *Assistant Professor of Physics*
- Todd Aaron Kahan (2002), B.S., Syracuse; Ph.D., State University of New York (Albany) . . . . . *Assistant Professor of Psychology*
- Joseph McLean Hall (2002), B.A., Amherst; Ph.D., Wisconsin (Madison) . . . . . *Assistant Professor of History*
- Jeffrey David Hildebrand (2002), B.A., Swarthmore; Ph.D., Wisconsin (Madison) . . . . . *Visiting Assistant Professor of Mathematics*
- Heidi Taylor Chirayath (2002), B.A., Gettysburg; Ph.D., Case Western Reserve . . . . . *Assistant Professor of Sociology*
- Meredith Lynn Greer (2002), B.A., Delaware; M.S., Ph.D., Vanderbilt . . . . . *Assistant Professor of Mathematics*
- Patricia Susan Buck (2002), B.A., Hampshire; M.A., M.S.Ed, Ph.D, Pennsylvania . . . . . *Assistant Professor of Education*
- Stephanie A. Richards (2003), B.S., Bates; Ph.D., Vermont . . . . . *Visiting Assistant Professor of Biology*
- Matthew Jeremy Nelson (2003), B.A., Bowdoin; Ph.D., Columbia . . . . . *Assistant Professor of Political Science*
- Casey O'Callaghan (2003), B.A., Rutgers; M.A., Ph.D., Princeton . . . . . *Assistant Professor of Philosophy*

- 
- Krista Maywalt Scottham (2003), B.A., Ithaca; M.A., Ph.D., Michigan . . . . . *Assistant Professor of Psychology*
- Ryan William Bavis (2003), B.A., St. Mary's (Maryland); Ph.D., Montana . . . . . *Assistant Professor of Biology*
- Gina Andrea Fatone (2003), B.M., Connecticut; M.M., New England Conservatory of Music;  
M.A., California (Santa Cruz); Ph.D., California (Los Angeles) . . . . . *Visiting Assistant  
Professor of Music*
- Michael Charles Daley (2003), B.S., Maine; M.S., Ph.D., New Hampshire . . . . . *Visiting Assistant Professor of  
Economics*
- Diane Haughney (2003), B.A., Vassar; M.A., Middlebury;  
Ph.D., City University of New York . . . . . *Visiting Assistant Professor of Political Science*
- Carol Jane Dilley (2003), B.A., Delaware; M.F.A., University of Washington . . . . . *Visiting Assistant Professor  
of Dance*
- Danielle O. Freedman (2003), B.A., Bristol University; M.A., Ph.D., Harvard . . . . . *Visiting Assistant Professor  
of English*

## Instructors

---

- Li-ping Miao (1989), Beijing Foreign Language Institute; Beijing Normal University . . . . . *Visiting Instructor  
in Chinese*
- Albert Malcom Fereshetian Jr. (1995), B.S., New Hampshire . . . . . *Instructor in Physical Education*
- Sheri Locklear Kunovich (2003), B.S., Texas A&M; M.A., Ohio State . . . . . *Visiting Instructor in Sociology*
- Laura Cecilia Balladur (2003), B.A., M.A., California (Santa Barbara) . . . . . *Visiting Instructor in French*
- Rebecca Lynn Fraser-Thill (2003), B.A., Drew; M.A., Cornell . . . . . *Visiting Instructor in Psychology*

## Senior Lecturers

---

- Anne Wescott Dodd (1984), B.A., Maine; M.A., California State (Los Angeles);  
Ed.D., Maine . . . . . *Senior Lecturer in Education*
- Robert Alan Feintuch (1976), B.F.A., Cooper Union; M.F.A., Yale . . . . . *Senior Lecturer in Art*
- Paul Richard Heroux (1982), Fourth-Year Diploma, Masters of the Studio,  
School of the Museum of Fine Arts (Boston) . . . . . *Senior Lecturer in Art*

## c Lecturers

---

- Marcia Phyllis Plavin (1971), B.A., Maine; M.A., Wesleyan . . . . . *Lecturer in Dance; Faculty Marshal*
- Bruce Joseph Bourque (1972), B.A., Massachusetts;  
# M.A., Colorado; Ph.D., Harvard . . . . . *Lecturer in Anthropology*
- Gerda Neu-Sokol (1975), University of Freiburg . . . . . *Lecturer in German*
- Thomas Ames Hayward (1978), B.A., Harvard; M.A., Maine; M.L.S., Rutgers . . . . . *Lecturer in Classics and  
Classical and Medieval Studies*
- Frank Glazer (1980) . . . . . *Lecturer in Music; Artist in Residence*
- Joseph L. Nicoletti (1980), B.A., Queens; M.F.A., Yale . . . . . *Lecturer in Art*

---

c On leave, 2003-2004

# On sabbatical leave, winter semester, 2004

- Joyce Seligman (1981), B.A., City College of New York; M.A., Maine . . . . . *Lecturer in Writing and Director of the Writing Workshop*
- Barry Michael Farber (1987), B.S., Purdue; M.B.A., California (Los Angeles) . . . . . *Lecturer in Economics*
- Gene Alan Clough (1987), B.S., M.S., Ph.D., California Institute of Technology . . . . . *Lecturer in Geology and Physics*
- Christopher Merriman Beam (1989), B.A., Williams; M.A., Ph.D., Illinois (Urbana-Champaign) . . . . . *Lecturer in History*
- Melinda Hungerford Harder (1990), B.A., Dartmouth; M.S., Chicago; Ph.D., Rochester . . . . . *Lecturer in Mathematics*
- Robert Lambton Farnsworth (1990), B.A., Brown; M.F.A., Columbia . . . . . *Lecturer in English*
- William Pope.L (1990), B.A., Montclair State College; M.F.A., Rutgers . . . . . *Lecturer in Theater*
- Keiko Ofuji (1991), B.A., Metropolitan State College; M.A., Kansas . . . . . *Lecturer in Japanese Language*
- ## Henry John Walker (1993), B.A., Trinity College Dublin; M.A., Ph.D., Cornell . . . . . *Lecturer in Classics and Classical and Medieval Studies*
- Elke Morris (1993), B.A., Nevada; M.A., M.F.A., New Mexico . . . . . *Lecturer in Art*
- Michael Maswari Caspi (1995), B.A., Hebrew University; M.A., Santa Clara; Ph.D., California (Berkeley) . . . . . *Lecturer in Religion*
- Karen Anklan Palin (1995), B.A., Ph.D., Minnesota . . . . . *Lecturer in Biology*
- Katalin Vecsey (1995), B.A., M.A., Bárczi Gusztáv College for Teachers of the Disabled; Ph.D., Eötvös Lóránd University . . . . . *Lecturer in Theater*
- Penelope Jones (1998), B.F.A., Maine College of Art; M.F.A., Cornell . . . . . *Lecturer in Art*
- Grace Leslie Coulombe (2000), B.A., Bates, M.A., Boston College . . . . . *Lecturer in Quantitative Studies and Director of the Mathematics and Statistics Workshop*
- Holly Louise Gurney (2000), B.A., Milliken; M.A., M.Ed., Ph.D., Indiana . . . . . *Lecturer in Education*
- David Russell George Jr. (2000), B.A., M.A., Purdue; M.A., Minnesota . . . . . *Lecturer in Spanish*
- Robert Bryan Brito (2001), B.A., Pepperdine; M.A., Northwestern . . . . . *Lecturer in Rhetoric and Director of Debate*
- Adam Andrew Leff (2001), B.A., Middlebury; M.A., Pennsylvania . . . . . *Lecturer in French*
- Aimée Holloway Conlin Bessire (2001), B.A., Lake Forest; M.A., New York University; M.A., Ph.D., Harvard . . . . . *Lecturer in Art*
- Michael A. Pesenson (2002), B.A., Pennsylvania; Ph.D., Yale . . . . . *Lecturer in Russian*
- Gwen L. Lexow (2002), B.A., Knox; B.A., Ph.D., Harvard . . . . . *Lecturer in History*
- Philip Caldwell Carlsen (2002), B.A., B.Mus, University of Washington; M.A., Brooklyn College; Ph.D., City University of New York . . . . . *Lecturer in Music*
- Michael Ellison Reidy (2002), B.F.A., Carnegie-Mellon; M.F.A., California Institute of the Arts. . . . . *Lecturer in Theater*
- Heather Lynn Lindkvist (2002), B.A., California (San Diego); M.A., Chicago . . . . . *Lecturer in Anthropology*
- Antonio José Planchart (2002), B.Sc., Texas A&M; Ph.D., Vanderbilt . . . . . *Lecturer in Biological Chemistry*
- Robert A. Zottoli (2002), B.A., Bowdoin; M.S., Ph.D., New Hampshire . . . . . *Lecturer in Biology*
- Jessica Blanche Gandolf (2002), B.A., Oberlin; M.F.A., Brooklyn College . . . . . *Lecturer in Art*

- 
- Michael Hanrahan (2003), B.A., Columbia; M.A., Ph.D., Indiana . . . . . *Lecturer in English*
- Catherine Frances Dignam (2003), B.A., Smith . . . . . *Lecturer in Chemistry*
- Theodoor Hugo Bernard Matthias Holtwijk (2003), B.A., M.A., University of Utrecht;  
M.A., Massachusetts. . . . . *Lecturer in Environmental Studies*
- Robert Chadwell Williams (2003), B.A., Wesleyan; M.A., Ph.D., Harvard . . . . . *Lecturer in History*
- Susan Elizabeth Farady (2003), B.A., Colorado; J.D., Vermont . . . . . *Lecturer in Environmental Studies*
- Mark Helm Conlin Bessire (2003), B.A., New York University;  
M.A., City University of New York; M.B.A., Columbia. . . . . *Lecturer in the Humanities  
and Director of the Museum of Art*
- Katharine Jackson Lualdi (2003), B.A., M.A., Ph.D., Pennsylvania . . . . . *Lecturer in History*
- Thomas Peter Snow (2003), B.A., Berklee College of Music . . . . . *Lecturer in Music*
- John Harry Corrie (2003), B.Mus., Oberlin Conservatory;  
M.M., Northwestern School of Music; M.M.A., Yale . . . . . *Lecturer in Music*
- Anna T. Broome (2003), B.A., University of Canterbury; M.A., Ph.D., Washington University. . . . . *Lecturer  
in Political Science*

### **Assistants in Instruction**

---

- Mary Elizabeth Brushwein (1979) . . . . . *Assistant in Chemistry*
- Gregory James Anderson (1986), B.S., M.S., University of Washington . . . . . *Assistant in Biology*
- Marita Lucia Bryant (1988), B.A., Boston University; M.S., Freie Universität Berlin . . . . . *Assistant in Geology*
- Lorna H. Clark (1991), B.S., Southeastern Massachusetts . . . . . *Assistant in Chemistry*
- Tina Marie Rioux (1997), B.A., Maine (Farmington); M.S., Southern Maine . . . . . *Assistant in Neuroscience*
- Stephanie Jean Haskins (1998), B.A., B.S., Maine . . . . . *Assistant in Physics*
- Gary Starzynski (2000), B.A., Maine; M.S., Lowell . . . . . *Assistant in Chemistry*
- Bethany S. Whalon (2001), B.A., Bowdoin . . . . . *Assistant in Biological Chemistry*
- Eric Christopher Towne (2002), B.A., Harvard . . . . . *Assistant in Mathematics*
- Brian T. Pfohl (2003), B.A., Vanderbilt . . . . . *Assistant in Psychology*

### **Learning Associates**

---

- Camille S. Parrish (2001), B.A., Carleton; M.S., Rutgers . . . . . *Learning Associate in Environmental Studies*
- Judith Robbins (2001), B.A., Bates; M.T.S., Harvard Divinity School . . . . . *Learning Associate in the Humanities*
- Judith A. Head (2002), B.A., M.A., Oklahoma; Ph.D., Texas (Austin) . . . . . *Learning Associate  
in Interdisciplinary Studies*
- Rachel Herzig (2002), B.A., California (Santa Cruz) . . . . . *Learning Associate in Political Science*

### **Applied Music Faculty**

---

- Natasha Chances (1971), Licence d'enseignement, École Normale de Musique de Paris . . . . . *Instructor of Piano*
- Carol Furman (1980), B.S., Kent State . . . . . *Instructor of Clarinet*

- 
- John Furman (1983), B.S., Kent State . . . . . *Instructor of Trumpet*
- Stephen Kecskemethy (1985), B.M., Artist's Diploma, Eastman School of Music; D.Mus. . . . *Instructor of Violin*
- Stephen Grover (1985) . . . . . *Instructor of Jazz Piano and Drum Set*
- Kenneth Labrecque (1987), B.M., Maine . . . . . *Instructor of Guitar and Electric Bass*
- Julia Adams (1988), B.A., Oberlin; M.A., San Francisco State College; D.Mus. . . . . *Instructor of Viola*
- George Rubino (1988) . . . . . *Instructor of Double Bass*
- Gregory Boardman (1989) B.M., Southern Maine . . . . . *Instructor of Folk Fiddling*
- Kathleen Foster (1991), B.M., Indiana; M.M., Bowling Green . . . . . *Instructor of Violoncello*
- Ardith Keef (1993), B.M., M.M., Eastman School of Music . . . . . *Instructor of Bassoon*
- Richard Gordan (1994), B.S., Southern Maine; M.A., New Hampshire . . . . . *Instructor of Saxophone  
and Jazz Clarinet*
- Nancy Smith (1996), B.M., New England Conservatory of Music . . . . . *Instructor of Percussion*
- Anthony J. Shostak (1997), B.F.A.,  
Philadelphia College of Art of the University of the Arts. . . . . *Instructor of Banjo*
- Mark Howard (1998), B.A., Bates . . . . . *Instructor of Piano*
- Christina Astrachan (1998), Diploma of Vocal Performance and Pedagogy,  
Zürich Conservatory of Music . . . . . *Instructor of Voice*
- Andrea Lynch (2000), B.S., Maine; M.S., Nazareth . . . . . *Instructor of French Horn*
- Anita-Ann Jerosch (2000), B.A., Maine (Augusta) . . . . . *Instructor of Bass Trombone, Euphonium, and Tuba*
- Sebastian Jerosch (2000), B.M., Mannes College of Music . . . . . *Instructor of Tenor and Alto Trombone*
- Kay Hamlin (2000), B.M., Southern Maine; M.M., Arizona State . . . . . *Instructor of Flute*
- Louis Hall (2002), Ed.D., Illinois . . . . . *Instructor of Oboe*

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## Committees of the Faculty, 2003-2004

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The starred committees include student members, who are appointed at the beginning of the academic year. The President and Dean of the Faculty are *ex officio* members of all committees.

*Academic Standing*: C.R. Schwinn, *Chair*, W.G. Ambrose, F.C. Branham (*ex officio*), M.H. Braz (*ex officio*), A.M. Fereshetian, P.T. Kuritz, F. López, S.W. Sawyer (*ex officio*)

\**Admissions and Financial Aid*: M.J. Retelle, *Chair*, P.J. Baker (*ex officio*), E.W. Kane, J.L. Koviach, W.L. Mitchell (*ex officio*), K.N. Ruffin, E.E. Seeling

*African American Studies and American Cultural Studies*: C.V. Carnegie, *Co-chair*, M.S. Creighton, *Co-chair*, M.C. Bruce, H.L. Jensen, J.H. McClendon, C.I. Nero, W. Pope, L. C.A. Taylor

*Asian Studies*: M. Maurer-Fazio, *Chair* (winter semester and Short Term), D. Grafflin, S.E.G. Kemper (fall semester), J.S. Strong, S.M. Strong (winter semester and Short Term), S. Yang (winter semester and Short Term), J.Y. Zou

*Animal Care and Use*: J.E. Kelsey, *Chair*, D.R. Cummiskey, M. Hughes, C.M. McCormick, T. Reissfelder, C. Ring

\**Athletics*: M.A. Imber, *Chair*, A.L. Bradfield, S.R. Coffey (*ex officio*; winter semester and Short Term), J.E. Kelsey, D.M. Mulholland (*ex officio*; fall semester), J.P. Murphy, S.W. Sawyer (*ex officio*)

*Biological Chemistry*: J.G. Pelliccia, *Chair*, L.H. Abrahamsen, M.J. Côté (*ex officio*), T.G. Lawson (winter semester), P.J. Schlax

*Classical and Medieval Studies*: L. Maurizio, *Chair*, R.W. Allison, R.W. Corrie, B. Fra-Molinero, M.A. Imber, L. Maurizio, K.D. Read (*ex officio*)

\**College Concerts*: M.J. Oliver, *Co-chair*, J.Y. Zou, *Co-chair*, J.R. Baughman (winter semester and Short Term), M.J. Sargent

\**College Lectures*: D.M. Sweet, *Chair*, B.J. Johnson, M.J. Sargent

*Committees and Governance*: R.W. Allison, M.A. Imber, K.G. Low, R.J. Sommer (winter semester and Short Term)

*Conference with Trustees*: L.H. Abrahamsen, J.D. Eusden, R.M. Herzig, P.A.E. Johnson, J.G. Richter, M.J. Sargent

\**Curriculum and Calendar*: J.S. Strong, *Chair*, M.H. Braz (*ex officio*), L.A. Juraska (*ex officio*), L. Maurizio, J.K. Pribram, S.F. Sylvester

\**Educational Policy*: J.N. Reich, *Chair* (*ex officio*), P.J. Baker (*ex officio*), L.Y. Lewis, F. López, S.L. Smith, M.L. Wender, E.L. Wiemers (*ex officio*), E.R. Wollman

*Environmental Studies*: J.T. Costlow, *Chair*, R.N. Austin, C.C. Bohlen, L.Y. Lewis, J.G. Richter, P.J. Rogers, R.J. Sommer (winter semester and Short Term), C.B. Straub, T.J. Wenzel

*Evaluation of Teaching*: J.W. Hughes, *Chair*, P.J. Baker (*ex officio*), S.D. Gensemer, M.L. Greer, K.N. Ruffin, M.J. Sargent

\**Extracurricular Activities and Residential Life*: S.L. Hochstadt, *Chair*, T.J. Beckmann (*ex officio*), F.C. Branham (*ex officio*), H.T. Chirayath, J.D. Eusden, S. Kelley-Romano (fall semester), J.P. Reilly

*Faculty Review Board:* D.R. Browne (winter semester and Short Term), R.W. Corrie, D.R. Cummiskey, E.A. Eames, J.E. Kelsey, D.M. O'Higgins, J.A. Rhodes, J.G. Richter, B.J. Shulman

*\*First-Year Seminars and the Writing Workshop:* B.J. Shulman, *Chair*, G.A. Clough, J.M. Hall, M. Hanrahan (*ex officio*), G.N. Nigro, E.H. Tobin (*ex officio*), L.A. Turlish (fall semester), S. Yang (winter semester and Short Term)

*Graduate Studies:* E.A. Eames, *Chair*, R.W. Allison, Á. Ásgeirsdóttir, C.C. Bohlen, E. Rand

*\*Honors Study:* B. Fra-Molinero, *Chair*, L.Y. Lewis, C. Malcolmson, P.J. Rogers

*\*Information Services Advisory Committee:* P.J. Schlax, *Chair*, J.F. Bauer (*ex officio*), M.H. Braz (*ex officio*), J.C. Ferguson (*ex officio*), T.A. Kahan, S.E.G. Kemper (fall semester), A.W. White (*ex officio*), E.L. Wiemers (*ex officio*), E.P. Zimmerman (*ex officio*)

*Institutional Review Board:* A.L. Bradfield, *Co-chair*, L.M. Danforth, *Co-chair*, M.M. Caspi, F. Chessa, J. Gould, M.A. Graef, M. Maurer-Fazio (winter semester and Short Term), D.M. O'Higgins

*Legal Studies:* M.A. Imber, *Chair*, F.C. Branham (*ex officio*), S.L. Ross

*\*Library:* S.F. Sylvester, *Chair*, M.R. Anderson, A. Hirai, A.E. MacLeod, E.C. Minkoff, H.J. Walker, E.L. Wiemers (*ex officio*)

*Martin Luther King Jr. Day Planning:* J.H. McClendon, *Chair*, B. Fra-Molinero, C.I. Nero

*Medical Studies:* L.H. Abrahamsen, *Chair*, C.J. Decker, K.A. Palin, S.W. Sawyer (*ex officio*), R.J. Sommer (winter semester and Short Term), T.F. Tracy

*Neuroscience:* J.E. Kelsey, *Chair*, N.W. Kleckner, K.G. Low (*ex officio*), C.M. McCormick, J.G. Pelliccia (*ex officio*)

*\*Off-Campus Study:* H.L. Jensen, *Chair*, P.J. Baker (*ex officio*), F.C. Branham (*ex officio*), E.A. Eames, G. Neu-Sokol (fall semester), S.W. Sawyer (*ex officio*)

*Personnel:* E.T. Hansen, *Chair (ex officio)*, M.C. Bruce, J.T. Costlow, L.M. Danforth, K.G. Low, L.R. Nayder, J.A. Rhodes, E.R. Wollman

*Personnel for Physical Education:* E.T. Hansen, *Chair (ex officio)*, C.M. McCormick, M.J. Retelle, C.R. Schwinn

*President's Institutional Planning and Advisory:* E.T. Hansen, *Chair (ex officio)*, R.N. Austin, J.R. Baughman (winter Semester and Short Term), H.J. Chirayath, C.J. Decker, M. Maurer-Fazio (winter and Short Term), P.J. Rogers

*\*Student Conduct:* W.A. Hohlt, *Chair*, C. Aburto Guzmán, M.P. Murray, J.G. Pelliccia, M. Semon

*Teaching Development:* K.D. Read, *Chair*, F. Chessa, M.A. Makris, J. Seligman

*Women's and Gender Studies:* L.I. Hill, *Chair*, R.M. Herzig, E.W. Kane, S. Kinsman, E. Rand, J.Y. Zou

*Board of Examiners:* N.W. Kleckner, H. Lin, A.E. MacLeod, K.D. Read

*Judicial Educators:* R.W. Corrie, C.A. Court

*Standing Member of Student Conduct Appeals Committee:* J.R. Cole

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# The College Library

- Eugene Lee Wiemers (1994), B.A., Macalester; M.S., Illinois (Urbana-Champaign); M.A., Ph.D., Chicago . . . . .  
*Associate Vice President for Academic Affairs, Director of Information Services, and Librarian*
- Laura Ann Juraska (1983), B.A., Wisconsin; P.M.C., M.L.S., Indiana . . . . . *Associate College Librarian for Reference Services*
- Sandra Lee Groleau (1972), B.A., Edinboro State; M.L.S., Maine . . . . . *Documents Librarian*
- LaVerne Paipolas Winn (1976), B.A., M.S., M.S. in L.S., Illinois (Urbana-Champaign). . . . . *Science Reference Librarian*
- Thomas Ames Hayward (1976), B.A., Harvard; M.A., Maine; M.L.S., Rutgers . . . . . *Humanities Reference Librarian*
- Christopher Merriman Beam (1989), B.A., Williams; M.A., Ph.D., Illinois (Urbana-Champaign). . . . . *Archivist*
- Sharon Kramer Saunders (1990), B.F.A., Carnegie-Mellon; M.A., M.L.S., Pittsburgh. . . . . *Principal Cataloger*
- Julie Ann Retelle (1991), B.A., Salem State; M.L.I.S., South Carolina. . . . . *Assistant College Librarian for Access Services*
- Susan L. MacArthur (1994), B.A., Allegheny; M.L.S., State University of New York (Buffalo). . . . . *Electronic Resources Librarian*
- John Charles Harrison (1996), B.A., M.L.I.S., Texas (Austin) . . . . . *Assistant College Librarian for Bibliographic Services*
- Christopher Patrick Schiff (2002), B.A., Colorado (Boulder);  
 M.A., Wesleyan; M.L.S., Wisconsin (Madison) . . . . . *Music and Arts Librarian*
- Anne Brown Dunbar (1976), L.T.A., Westbrook . . . . . *Library Assistant, Acquisitions*
- James Albert Lamontagne (1977), B.A., St. Francis . . . . . *Library Assistant, Cataloging*
- Janice Ruth Lee (1981), B.Mus., Northwestern. . . . . *Audio Supervisor*
- Pamela Bubier (1985). . . . . *Library Assistant, Preservation*
- Gilbert Emile Marcotte (1985), B.A., Holy Cross; M.D., Boston University . . . *Library Assistant, Public Services*
- Margaret Anne Gardner (1986), R.T., St. Mary's Hospital. . . . . *Library Assistant, Catalog Services*
- Rachel Claire Jacques (1990). . . . . *Assistant to the Director*
- Carole Anne Parker (1990), B.A., Southern Maine . . . . . *Library Assistant, Acquisitions*
- Elaine Morrill Ardia (1992), B.A., Eastern College . . . . . *Archives Assistant*
- Brenda Denise Reynolds (1995). . . . . *Library Assistant, Public Services*
- Andrea Ross L'Hommedieu (1997), B.A., Maine; M.L.I.S., Kentucky (Lexington) . . . . . *Oral Historian*
- Meteena L. Edwards (2000), A.S., Maine (Augusta). . . . . *Library Assistant, Public Services*
- Simone Marie Dupont (2000), B.F.A., Maine (Farmington) . . . . . *Library Assistant, Government Documents*

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Perrin Joel Lumbert (2000), B.S., Syracuse . . . . .	<i>Library Assistant, Interlibrary Loan</i>
Sarah Joyce McLellan (2000), B.S., Maine . . . . .	<i>Library Assistant, Public Services</i>
Jane Boyle (2001) . . . . .	<i>Library Assistant, Public Services</i>
Zachary Handlen, B.A., Brandeis . . . . .	<i>Library Assistant, Public Services</i>

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# The Administration

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## Office of the President

Elaine Tuttle Hansen, Ph.D. . . . .	<i>President</i>
Katharine Frances Stevens . . . . .	<i>Secretary to the President</i>
Claire B. Schmoll . . . . .	<i>Administrative Assistant to the President and to the Board of Trustees</i>

---

## Office of the Vice President for Academic Affairs and Dean of the Faculty

Jill N. Reich, Ph.D. . . . .	<i>Vice President for Academic Affairs and Dean of the Faculty</i>
Eugene Lee Wiemers, Ph.D. . . . .	<i>Associate Vice President for Academic Affairs, Director of Information Services, and Librarian</i>
Pamela Jean Baker, Ph.D. . . . .	<i>Associate Dean of the Faculty; Professor of Biology</i>
Elizabeth Howard Tobin, Ph.D. . . . .	<i>Associate Dean of the Faculty; Professor of History</i>
Kerry Anne O'Brien, M.A. . . . .	<i>Assistant Dean of the Faculty</i>
Janet Diane Bureau, A.S. . . . .	<i>Administrative Assistant</i>
Lori Lee Ouellette . . . . .	<i>Administrative Assistant</i>
Denise A. Schreiber, B.A. . . . .	<i>Staff Assistant</i>

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## Office of the Vice President for Finance and Administration and Treasurer

Terry J. Beckmann, M.B.A., C.P.A. . . . .	<i>Vice President for Finance and Administration and Treasurer</i>
Marie S. Hastings . . . . .	<i>Administrative Assistant</i>
Natalie Williamson, M.B.A., C.P.A. . . . .	<i>Director of Accounting</i>
Charles M. Bonney, M.B.A. . . . .	<i>Accounting Manager</i>
Susan N. Dionne . . . . .	<i>Accounts Payable Manager</i>
Edouard G. Plourde, B.A. . . . .	<i>Budget Manager</i>
Melissa M. Lavallee, B.S. . . . .	<i>Treasury and Risk Manager</i>
Jason Wentworth, B.A. . . . .	<i>Environmental Coordinator</i>

---

## Office of the Vice President for External Affairs

---

William C. Hiss, Ph.D. . . . . *Vice President for External Affairs*

## Office of the Dean of Students

---

F. Celeste Branham, M.P.A. . . . . *Dean of Students*

Mary E. Gravel . . . . . *Administrative Assistant*

Stephen Weld Sawyer, Ph.D. . . . . *Associate Dean of Students*

Doris J. Vincent . . . . . *Staff Assistant*

James Lorenzo Reese, B.A. . . . . *Associate Dean of Students*

Jeannine M. Ferron . . . . . *Staff Assistant*

Holly Louise Gurney, Ph.D. . . . . *Associate Dean of Students*

Roland S. Davis, M.A. . . . . *Assistant Dean of Students*

Celine V. Roth . . . . . *Staff Assistant*

Keith M. Tannenbaum, M.A. . . . . *Assistant Dean of Students*

Claire D. Lavallee . . . . . *Staff Assistant*

Erin Foster Zsiga, B.A. . . . . *Director of Housing; Alcohol, Tobacco, and Other Drug Counselor*

Diana Lewicki . . . . . *Staff Assistant*

David H. Das, Ph.D. . . . . *Study Abroad Advisor; Mentoring Coordinator*

## Office of the Vice President for College Advancement

---

Victoria M. Devlin, B.A. . . . . *Vice President for College Advancement*

Kristen H. Andersen, B.A. . . . . *Assistant Director of Alumni and Parent Programs*

Sandra S. Anthoine, B.A. . . . . *Associate Director of Alumni and Parent Programs*

Kathleen A. Arsenault . . . . . *Administrative Assistant*

Marcella J. Bernard, B.A. . . . . *Senior Foundations and Corporations Officer*

Dennis T. Brown, B.A. . . . . *Director of Principal Gifts*

Sean P. Campbell, B.A. . . . . *Leadership Giving Officer*

David V. Chirayath, B.A. . . . . *Researcher*

Marianne Nolan Cowan, M.A. . . . . *Assistant Director of Alumni and Parent Programs  
and Director of Parents & Family Association*

Nancy E. Crosby, M.B.A. . . . . *Information Systems Specialist*

Elizabeth L. Ferguson, B.A. . . . . *Director of Planned Giving*

Leah Wiedman Gailey, B.A. . . . . *Assistant Director of Alumni and Parent Programs*

Catherine B. Griffiths, B.S. . . . . *Assistant Director of Donor Relations*

Susan W. Harriman, M.S. . . . . *Associate Director of Alumni and Parent Programs*

Kimberly A. Hokanson, Ed.D. . . . . *Director of Alumni and Parent Programs*

Susan E. Hubley, B.A. . . . . *Senior Researcher*

---

Marc A. Johnson, Ed.M. . . . .	<i>Associate Director of Alumni and Parent Programs</i>
Margo H. Knight, B.A. . . . .	<i>Director of Advancement Research</i>
Susan E. Lauenstein, B.A. . . . .	<i>Planned Giving Coordinator</i>
Amy J. Nadzo, M.S. . . . .	<i>Assistant Director of Alumni and Parent Programs</i>
Elizabeth O. Nash, B.A. . . . .	<i>Director of Donor Relations</i>
Robert L. Pallone, M.A. . . . .	<i>Director of Corporate and Foundation Relations and Advancement Services</i>
Elizabeth K. Sheppard, B.A. . . . .	<i>Director of Alumni Programs</i>
Christina Wellington Traister, B.A. . . . .	<i>Campaign Director</i>
Julie P. Walker, M.A. . . . .	<i>Leadership Giving Officer</i>

### **Office of the Dean of Admissions**

---

Wylie L. Mitchell, B.A. . . . .	<i>Dean of Admissions</i>
Virginia E. Harrison, B.A. . . . .	<i>Associate Dean of Admissions</i>
Karen M. Kothe, M.A. . . . .	<i>Associate Dean of Admissions</i>
Katherine R. Moran Madden, B.A. . . . .	<i>Associate Dean of Admissions</i>
Linda Mitchell Strunk, B.S. . . . .	<i>Associate Dean of Admissions</i>
Dia D. Harris, M.A. . . . .	<i>Director of Multicultural Recruitment</i>
Hilary J. Rice, B.A. . . . .	<i>Assistant Dean of Admissions</i>
Jack N. Sandler, B.A. . . . .	<i>Assistant Dean of Admissions</i>
Edward L. Walker, B.A. . . . .	<i>Assistant Dean of Admissions</i>
Cathy L. McQuarrie . . . . .	<i>Office Manager</i>
Kathleen L. Smith . . . . .	<i>Administrative Assistant</i>

### **Office of Affirmative Action and Institutional Diversity**

---

B. Cecilia Zapata, Dr.P.H. . . . .	<i>Director of Affirmative Action and Institutional Diversity</i>
Carmen L. Nadeau . . . . .	<i>Assistant to the Director</i>

### **Office of the Director of Athletics**

---

Suzanne R. Coffey, M.A. . . . .	<i>Director of Athletics</i>
Janice K. Beaudoin . . . . .	<i>Department Business Manager</i>
Jennifer Bowman, B.A., B.S. . . . .	<i>Coach of Volleyball; Assistant Coach of Softball</i>
Carol B. Carpentier . . . . .	<i>Administrative Assistant</i>
Andrew Carter, M.S. . . . .	<i>Coach of Men's Rowing and Women's Rowing</i>
Rogan T. Connell, B.A. . . . .	<i>Coach of Alpine Skiing; Assistant Coach of Men's Lacrosse</i>
Carolyn A. Court, M.S. . . . .	<i>Coach of Women's Cross Country and Track</i>
Albert M. Fereshetian Jr., B.S. . . . .	<i>Coach of Men's Cross Country and Track</i>

---

Nancy Fournier, B.S. . . . . .	<i>Athletic Trainer</i>
Paul Gastonguay, B.A. . . . . .	<i>Coach of Men's Tennis and Women's Tennis</i>
Marsha A. Graef, M.A. . . . . .	<i>Assistant Director of Athletics; Coordinator of Physical Education, Club Sports, and Intramurals</i>
David C. Haefele, B.A. . . . . .	<i>Equipment Manager</i>
Mark Harriman, B.S. . . . . .	<i>Coach of Football</i>
Winifred Ann Hohlt, M.S. . . . . .	<i>Coach of Field Hockey and Women's Lacrosse</i>
John Illig, B.A. . . . . .	<i>Coach of Men's Squash and Women's Squash</i>
Scott A. Larkee, B.A. . . . . .	<i>Assistant Coach of Football</i>
Peter Lasagna, B.A. . . . . .	<i>Coach of Men's Lacrosse, Men's Golf, and Women's Golf</i>
Gwen L. Lexow, Ph.D. . . . . .	<i>Coach of Softball</i>
Dana M. Mulholland, M.S.Ed. . . . . .	<i>Associate Director of Athletics; Coach of Swimming and Diving</i>
James P. Murphy, M.Ed. . . . . .	<i>Coach of Women's Soccer and Women's Basketball</i>
George S. Purgavie, M.S. . . . . .	<i>Coach of Men's Soccer</i>
Joseph P. Reilly, M.B.A. . . . . .	<i>Coach of Men's Basketball; Assistant Coach of Women's Soccer</i>
James E. Taylor. . . . . .	<i>Equipment Manager</i>
Craig Vandersea, B.S. . . . . .	<i>Coach of Baseball; Assistant Coach of Football</i>
Michael N. Verville, B.S., A.T.C. . . . . .	<i>Director of Sports Medicine</i>
Jeffrey Vartabedian, M.Ed. . . . . .	<i>Assistant Coach of Football and Men's Lacrosse</i>
Steven M. Vashel, M.Ed. . . . . .	<i>Assistant Coach of Football and Baseball</i>
Rebecca F. Woods, B.A. . . . . .	<i>Coach of Nordic Skiing; Assistant Coach of Field Hockey</i>

### **Office of Career Services**

---

A. Charles Kovacs, M.A. . . . . .	<i>Director</i>
Michael Wisnewski, M.Ed. . . . . .	<i>Assistant Director for Internships</i>
Sarah P. Jones, M.Ed. . . . . .	<i>Assistant Director for Sciences and Health Careers</i>
Mariah Bumps, M.A. . . . . .	<i>Assistant Director for Legal Studies</i>
Eileen Wisnewski, B.A. . . . . .	<i>Assistant Director for Receiving and Employer Relations</i>
Mark Sheldon, B.F.A. . . . . .	<i>Technology Coordinator</i>
Bonnie A. Trundy, B.S. . . . . .	<i>Receptionist/Director's and Office Assistant</i>

### **Office of the College Chaplain**

---

Kerry A. Maloney, M.Div. . . . . .	<i>College Chaplain</i>
Rachel C. Herzig, B.A. . . . . .	<i>Assistant Chaplain</i>



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**Health Service**


---

Christy P. Tisdale, A.N.P., M.S.N., M.S.Ed. . . . .	<i>Director; Nurse Practitioner</i>
Betty Kennedy, M.D. . . . .	<i>Clinic Physician</i>
Sally Beck, R.N.L., M.S.N., A.P.R.N. . . . .	<i>Nurse Practitioner</i>
Eric Griffey, M.D. . . . .	<i>Consultant in Psychiatry</i>
Michael Drouin, M.D. . . . .	<i>Consultant in Gynecology</i>
Paul Cain, M.D. . . . .	<i>Consultant in Orthopedics</i>
David Brown, M.D. . . . .	<i>Consultant in Orthopedics</i>
Beverly Daley, R.N. . . . .	<i>Staff Nurse</i>
Margaret Leonard, R.N.C. . . . .	<i>Staff Nurse</i>
Donna M. Morin, R.N.C. . . . .	<i>Staff Nurse</i>
Carole A. Quinn, R.N. . . . .	<i>Staff Nurse</i>
Bernard J. Vigna, R.N. . . . .	<i>Staff Nurse</i>
Jane Zocchi, M.P.H., R.N.C. . . . .	<i>Staff Nurse</i>
Cynthia Visbaras, R.N.C., M.Ed. . . . .	<i>Health Educator</i>
Margaret Daros, L.C.S.W., L.S.A.C. . . . .	<i>Counselor</i>
Andrea Eusden, L.C.S.W. . . . .	<i>Counselor</i>
Susan Powers, Psy.D. . . . .	<i>Psychologist</i>
James McDonough, L.C.S.W. . . . .	<i>Counselor</i>
Linda A. Meier, M.S., L.C.P.C., L.M.F.T. . . . .	<i>Counselor</i>
Paula Marcus Platz, L.C.S.W. . . . .	<i>Counselor</i>
Katrine Scholl, L.C.S.W. . . . .	<i>Counselor</i>
Ralph Sprague, M.A., P.A. . . . .	<i>Counselor</i>
June Thornton-Marsh, L.C.S.W. . . . .	<i>Counselor</i>
Adelaide Trafton, R.N., M.S.N. . . . .	<i>Counselor</i>
Karen Legere . . . . .	<i>Staff Assistant</i>
Doris Ducharme . . . . .	<i>Insurance Coordinator</i>

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**Office of Human Resources**


---

Christopher D. Lee, Ph.D. . . . .	<i>Director of Human Resources</i>
Patricia W. Brann, A.S.S. . . . .	<i>Senior Payroll Specialist</i>
Kenneth C. Emerson, B.S. . . . .	<i>Assistant Director of Human Resources; Benefits Manager</i>
Shirley M. Govindasamy, B.S. . . . .	<i>Payroll Manager</i>
Sandra J. Leavitt . . . . .	<i>Payroll Specialist</i>
Dorothy C. Letourneau . . . . .	<i>Senior Payroll Assistant</i>
Susan J. Levesque . . . . .	<i>Human Resources Assistant</i>

---

Melani G. McGuire, M.B.A. . . . .	<i>Human Resources Manager</i>
Brenda J. Sawyer . . . . .	<i>Human Resources Specialist</i>
Heather J. Taylor, A.S. . . . .	<i>Human Resources Specialist</i>
Lucille M. Ward, A.S.S. . . . .	<i>Administrative Assistant</i>
Daniel T. Wiederkehr, M.Ed. . . . .	<i>Environmental Health and Safety Coordinator</i>

## **Information Services**

---

Eugene Lee Wiemers, Ph.D. . . . .	<i>Associate Vice President for Academic Affairs, Director of Information Services, and Librarian</i>
James F. Bauer, B.S. . . . .	<i>Director of Network and Infrastructure Services</i>
Eileen P. Zimmerman, B.A. . . . .	<i>Director of Administrative Computing</i>
Andrew W. White, M.A., M.L.S. . . . .	<i>Director of Academic Technology Services</i>
Sarah Jane Bernard, M.L.I.S. . . . .	<i>Programmer/Analyst</i>
Peter T. Bradley, A.S. . . . .	<i>Microsystems Analyst</i>
Kristen L. Carey, B.S. . . . .	<i>Media Support Specialist</i>
Marsha Cook, M.S. . . . .	<i>Programmer/Analyst</i>
Gerald G. Dawbin, B.S. . . . .	<i>Programmer/Analyst</i>
Lee Philip J. Desiderio, M.B.A. . . . .	<i>Manager of Help Desk Services</i>
Glenn W. Dudley, A.A., A.A.S. . . . .	<i>Desktop Application and Support Analyst</i>
Michael A. Duskis, M.A. . . . .	<i>Web Application Developer</i>
Ronald R. Fazio, B.S. . . . .	<i>Desktop Application and Support Analyst</i>
Jane K. Frizzell, B.A. . . . .	<i>Network Services Administrator</i>
Michael Hanrahan, Ph.D. . . . .	<i>Instruction Coordinator</i>
James Allen Hart, B.A. . . . .	<i>Academic Technology Project Manager</i>
David M. Kareken, M.F.A. . . . .	<i>Media Support Specialist</i>
Catherine A. LeBlanc . . . . .	<i>Database Administrator</i>
Daniel R. Lindahl, B.A. . . . .	<i>Database Analyst</i>
William F. Maiert, M.A., M.Ed. . . . .	<i>Foreign Language Technology Manager</i>
Karen R. McArthur, B.S. . . . .	<i>Systems Administrator</i>
Jonathan Meier . . . . .	<i>Desktop Application and Support Analyst</i>
Stephen A. Moitozo II . . . . .	<i>Manager of Web Technology Services</i>
Susan G. Murphy, B.A. . . . .	<i>Manager of Computer Sales, Service, and Fiscal Operations</i>
Monica D. Parker, B.A. . . . .	<i>Technology Support Specialist</i>
Michel D. Perron . . . . .	<i>Communications Analyst</i>
Renee S. Phelan, B.A. . . . .	<i>Technology Support Specialist</i>
Kevin B. Poland . . . . .	<i>Network Support Technician</i>
William L. Quenga . . . . .	<i>Desktop Application and Support Analyst</i>

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Regan Richards, B.S. . . . .	<i>Academic Technology Project Manager</i>
Kenney W. Russell . . . . .	<i>Telecommunications Administrator</i>
Thomas Ronald Schipper, B.A. . . . .	<i>Manager of Media Production</i>
Robert Lyman Spellman, B.S. . . . .	<i>Assistant Director of Network Services</i>
Greg Struve . . . . .	<i>Academic Technology Project Manager</i>
Scott P. Tiner, B.S. . . . .	<i>Manager of Classroom Technologies and Events Support</i>
Janice Upham, M.S. . . . .	<i>Purchasing, Sales, and Accounting Specialist</i>
John E. Wyman, M.A. . . . .	<i>Programmer/Analyst</i>
David Zellinger, B.A. . . . .	<i>Programmer/Analyst</i>

### **Office of Institutional Planning and Analysis**

---

James C. Ferguson, M.A. . . . .	<i>Director</i>
Robert W. Leighton Jr., M.S. . . . .	<i>Enrollment Analyst</i>
C. Ellen Peters, M.Ed. . . . .	<i>Associate Director for Institutional Research</i>

### **Mathematics and Statistics Workshop**

---

Grace L. Coulombe, M.A. . . . .	<i>Director</i>
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### **Office of Multicultural Affairs**

---

Czerny Brasuell, M.Ed. . . . .	<i>Director</i>
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### **The Bates College Museum of Art**

---

Mark H. C. Bessire, M.A., M.B.A. . . . .	<i>Director</i>
William H. Low, M.A. . . . .	<i>Assistant Curator</i>
Anthony J. Shostak, B.F.A. . . . .	<i>Education Coordinator</i>

### **Office Services**

---

Laurie H. Henderson . . . . .	<i>Director</i>
Edward J. Jawor, B.A. . . . .	<i>Print, Mail, and Copy Manager</i>

### **Physical Plant**

---

Robert D. Bremm, B.E. . . . .	<i>Director</i>
Robert G. Leavitt, B.S. . . . .	<i>Assistant Director of Maintenance and Operations</i>
Daniel F. Nein, B.S. . . . .	<i>Assistant Director of Custodial Services and Grounds Operations</i>

---

Pamela Wichroski, A.I.A. . . . . *Architect*  
Paul E. Farnsworth, M.S. . . . . *Project Manager*

---

**Office of the Registrar and Student Financial Services**

---

Meredith H. Braz, M.A.T. . . . . *Registrar and Director of Student Financial Services*  
Leigh P. Campbell, B.A. . . . . *Associate Director of Student Financial Services*  
Tammy L. Couturier, B.S. . . . . *Office Coordinator*  
Wendy G. Glass, B.A. . . . . *Associate Director of Student Financial Services*  
Kathleen E. Haines, B.A. . . . . *Associate Director of Student Financial Services*  
Annette Laneville, B.S. . . . . *Assistant Director of Student Financial Services*  
Robert W. Leighton Jr., M.S. . . . . *Enrollment Analyst*  
David Mahoney, B.A. . . . . *Associate Director of Student Financial Services*  
Mary K. Meserve, B.A. . . . . *Associate Registrar*  
Anita J. Farnum . . . . . *Student Records Specialist*  
Nancy Lepage . . . . . *Student Services Specialist*  
Anne M. Odom . . . . . *Student Records Specialist*

---

**Office of Security and Campus Safety**

---

Thomas P. Carey, M.P.A. . . . . *Director*

---

**The Writing Workshop**

---

Joyce H. Seligman, M.A. . . . . *Director*  
Patricia M. Hager, B.A. . . . . *Learning Associate in Writing*  
Michele C. Pavitt, M.S. . . . . *Learning Associate in Writing*  
Susann Pelletier, M.S. . . . . *Learning Associate in Writing*  
Seri G. Rudolph, Ph.D. . . . . *Learning Associate in Writing; Coordinator for Scientific Writing*  
Richard L. Wile, M.A. . . . . *Learning Associate in Writing*



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# The Alumni Council

Neil D. Jamieson Jr. '82, <i>President</i> . . . . .	14 Kerryman Circle, Scarborough, ME 04074
Barbara M. Rath '96, <i>Vice President</i> . . . . .	94 Vesper Street, Apt. 3, Portland, ME 04101
Victoria M. Devlin, <i>Co-secretary</i> . . . . .	Bates College, 2 Andrews Road, Lewiston, ME 04240
Elizabeth K. Sheppard, <i>Co-secretary</i> . . . . .	Bates College, 2 Andrews Road, Lewiston, ME 04240
Kelli J. Armstrong '86 . . . . .	850 Temple Street, Duxbury, MA 02332
Brigid Beech '05 . . . . .	Bates College, Box 59, Lewiston, ME 04240
Jessica H. Collins '95 . . . . .	6 Durant Circle, Wellesley, MA 02482
Sally J. Ehrenfried '89 . . . . .	1173 Plantation Lane, Mount Pleasant, SC 29464
Katherine Segal Frekko, '95 . . . . .	10106 Baldwin Court, Bethesda, MD 20817
Ralph H. Hinckley Jr. '93. . . . .	235 Merriam Street, Weston, MA 02493
Patricia M. James '80 . . . . .	832 West Avenue, Jenkintown, PA 19046
Lancelot Matthiesen '85 . . . . .	5400 Huntington Parkway, Bethesda, MD 20814
Dana Petersen Moore '79 . . . . .	Whiteford, Taylor & Preston, 7 Saint Paul Street, 14th Floor, Baltimore, MD 21202
Grant C. Reynolds '57. . . . .	10909 Rock Run Drive, Potomac, MD 20854
Allison E. Slaughter '00 . . . . .	1 Saint John Street, Apt. 3, Norwalk, CT 06855
Jyotika D. Vasirani '91 . . . . .	1632 Oaklawn Court, Silver Spring, MD 20903
Graham Veysey '04 . . . . .	Bates College, Box 783, Lewiston, ME 04240
Alexander W. Wood '66 . . . . .	35 Goldbert Road, Ho-Ho-Kus, NJ 07423

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## Mission Statement of the Alumni Council of the Alumni Association

Bates College possesses a unique cultural and intellectual history. The College's geographic location and desire to hold firmly to liberal arts traditions place an unusually high responsibility on its alumni to communicate the value of a Bates education to the world at large. The role of the Alumni Council, the governing body of the Alumni Association, is to facilitate, to educate, to lead, and to increase the interaction among the alumni, the Bates community, and outside constituencies. In doing so, the Alumni Council plays a critical role in promoting an environment where admissions, career services, development, and other business of the College can more easily and successfully be conducted. The purpose of the Alumni Council is to unite the alumni body in supporting the College; to promote interaction between the alumni and the College's administration, faculty, and student body; and to communicate the concerns and aspirations of the alumni body to the College's administrators.

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# The Graduate Honor Societies

*Phi Beta Kappa, Gamma Chapter of Maine: President*, Eugene L. Wiemers, Ladd Library; *Vice President*, Rebecca Herzig, Program in Women's and Gender Studies; *Secretary-Treasurer*, Shepley L. Ross II, Department of Mathematics

*Sigma Xi, The Scientific Research Society, Southern Maine Chapter: President and Secretary-Treasurer*, Bonnie J. Shulman, Department of Mathematics

*The College Key: President*, Heather Chichester Pettis '97, 85 Leslie Drive, Portsmouth, NH 03801; *Vice President*, Stuart Abelson '97, 5885 Forest View Road, Apt. 702, Lisle, IL 60532; *Recording Secretary*, Kendall A. Snow '62, 150 Birchwood Road, Manchester, NH 03104; *Treasurer*, Sally Ehrenfried '89, 1173 Plantation Lane, Mount Pleasant, SC 29464; *Corresponding Secretary*, Elizabeth K. Sheppard, Office of College Advancement, Bates College, Lewiston, ME 04240; *Immediate Past President*, Stuart Abelson '97, 5885 Forest View Road, Apt. 702, Lisle, IL 60532

# Gifts and Bequests

As an independent, coeducational institution of liberal arts and sciences, Bates College relies on the generosity of public-spirited men and women for substantial support.

The College offers a variety of opportunities for giving, and federal and most state tax laws provide certain tax advantages for donors to colleges and universities. Gifts of cash, securities, real estate or other valuable property, and life insurance can be given in ways to take maximum advantage of charitable-deduction tax provisions.

Gifts establishing endowed funds can be named to honor a professor, a family member, or the donor. Careful planning with College officials can maximize gift benefits for both the donor and Bates, especially when a specific purpose for the fund is intended, or when financial and estate planning is involved.

## Bequests

Traditionally, bequests to the College have been a significant source of its voluntary financial support. The following are phrases that an attorney might use to make provision for Bates College in a will:

### General Gift

I give and bequeath to the President and Trustees of Bates College, Lewiston, Maine, the sum of \_\_\_\_\_ dollars to be used for the general purposes of the College at the discretion of its Board of Trustees.

### General Endowment Gift — Income Only To Be Used

...the sum of \_\_\_\_\_ dollars to be held in trust and the spendable income only to be used for the general purposes of the College at the discretion of its Board of Trustees. The fund shall be known as the \_\_\_\_\_ Fund.

### For Particular Purposes — Principal and Income To Be Used

....the sum of \_\_\_\_\_ dollars and direct that the principal and the income therefrom shall be used for the purposes following: (here specify in detail the purposes).

### For Particular Endowment Purposes — Income Only To Be Used

....the sum of \_\_\_\_\_ dollars to be held in trust and the net income only to be used for the following: (here specify in detail the purposes). The fund shall be known as the \_\_\_\_\_ Fund.

### Memorial Fund

When a gift is intended to establish an endowed memorial fund, a sentence may be added to the form: "This gift is made in memory of \_\_\_\_\_ and shall be known as the \_\_\_\_\_ Fund."

### Safeguard

A phrase similar to the following may be a safeguard against loss of usefulness of a restricted gift: "If it is found by the Trustees of the College that all or part of this gift cannot be used to the best advantage for the above purpose, then all or any balance of this gift not so expended may be used for any purpose approved by said Trustees which is within the corporate powers of the College."

## Additional Information

The legal name of the corporation is "President and Trustees of Bates College." Bates College welcomes an opportunity to offer detailed information on the different methods of making a deferred gift by agreement or by Will. It extends a cordial invitation to anyone to join in the strong commitment to its academic purpose. Inquiries regarding gifts or bequests should be addressed to Elizabeth L. Ferguson, Office of College Advancement, Bates College, Lewiston, ME 04240 (207-786-6249).

# 2003-2004 Calendar

**AUGUST**

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**SEPTEMBER**

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**OCTOBER**

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**NOVEMBER**

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**DECEMBER**

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**JANUARY**

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**FEBRUARY**

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**MARCH**

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**2003**

- August 1 . . . . . *Fall charge due*
- August 30 . . . . . *New Student Orientation begins*
- September 3, 8 A.M. . . . . *Classes begin, fall semester*
- September 3, 4:10 P.M. . . . . *Convocation*
- September 16 . . . . . *Last day for fall semester registration adjustments\**
- September 19-21 . . . . . *Alumni Homecoming Weekend*
- October 15-19 . . . . . *Fall recess*
- October 31 . . . . . *Last day for withdrawal from fall semester courses*
- October 31-November 2 . . . . . *Parents and Families Weekend*
- November 1-7, 4 P.M. . . . . *Registration for winter semester*
- November 22-30 . . . . . *Thanksgiving recess*
- December 1 . . . . . *Winter charge due*
- December 5, 4 P.M. . . . . *Classes end, fall semester*
- December 9, 8 A.M. . . . . *Final examinations begin*
- December 13, 12:30 P.M. . . . . *Final examinations end\*\**

**2004**

- January 12, 8 A.M. . . . . *Classes begin, winter semester*
- January 19 . . . . . *Martin Luther King Jr. Day—workshops take the place of classes*
- January 23 . . . . . *Last day for winter semester registration adjustments\**
- January 31-February 6, 4 P.M. . . . . *Registration for off-campus Short Term units*
- February 15-23 . . . . . *Winter recess*
- March 3 . . . . . *Registration for off-campus study, abroad or in the United States, for the next fall, winter, or academic year*
- March 5 . . . . . *Last day for withdrawal from winter semester courses*
- March 20-26, 4 P.M. . . . . *Registration for on-campus Short Term units and fall semester*
- April 9, 4 P.M. . . . . *Classes end, winter semester*
- April 13, 8 A.M. . . . . *Final examinations begin*
- April 17, 12:30 P.M. . . . . *Final examinations end\*\**
- April 26, 8 A.M. . . . . *Classes begin, Short Term*
- April 28 . . . . . *Last day for on-campus Short Term registration adjustments\**
- April 30 . . . . . *Last day for withdrawal from on-campus Short Term units*
- May 28, 4 P.M. . . . . *Classes end, Short Term*
- May 31 . . . . . *Commencement*
- June 11-13 . . . . . *Reunion Weekend*

\* Students must register unless currently on a Bates-approved program or approved leave  
 Late registrants are subject to late fees and may be required to petition the Committee on Academic Standing to request late registration approval.

\*\* Final examinations cannot be rescheduled because of student travel plans.

# 2004-2005 Calendar

## 2004

August 1 . . . . . *Fall charge due*

September 4 . . . . . *New Student Orientation begins*

September 8, 8 A.M. . . . . *Classes begin, fall semester*

September 8, 4:10 P.M. . . . . *Convocation*

September 21 . . . . . *Last day for fall semester registration adjustments\**

October 8-10 . . . . . *Parents and Families Weekend*

October 20-24 . . . . . *Fall recess*

October 29-31 . . . . . *Alumni Homecoming Weekend*

November 5 . . . . . *Last day for withdrawal from fall semester courses*

November 6-12, 4 P.M. . . . . *Registration for winter semester*

November 20-28 . . . . . *Thanksgiving recess*

December 1 . . . . . *Winter charge due*

December 10, 4 P.M. . . . . *Classes end, fall semester*

December 14, 8 A.M. . . . . *Final examinations begin*

December 18, 12:30 P.M. . . . . *Final examinations end\*\**

## 2005

January 10, 8 A.M. . . . . *Classes begin, winter semester*

January 17 . . . . . *Martin Luther King Jr. Day—workshops take the place of classes*

January 21 . . . . . *Last day for winter semester registration adjustments\**

January 29-February 4, 4 P.M. . . . . *Registration for off-campus Short Term units*

February 19-27 . . . . . *Winter recess*

March 2 . . . *Registration for off-campus study, abroad or in the United States, for the next fall, winter, or academic year*

March 4 . . . . . *Last day for withdrawal from winter semester courses*

March 19-25, 4 P.M. . . . . *Registration for on-campus Short Term units and fall semester*

April 8, 4 P.M. . . . . *Classes end, winter semester*

April 12, 8 A.M. . . . . *Final examinations begin*

April 16, 12:30 P.M. . . . . *Final examinations end\*\**

April 26, 8 A.M. . . . . *Classes begin, Short Term*

April 28 . . . . . *Last day for on-campus Short Term registration adjustments\**

April 29 . . . . . *Last day for withdrawal from on-campus Short Term units*

May 27, 4 P.M. . . . . *Classes end, Short Term*

May 30 . . . . . *Commencement*

June 10-12 . . . . . *Reunion Weekend*

AUGUST

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NOVEMBER

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MARCH

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APRIL

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JUNE

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JULY

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\* Students must register unless currently on a Bates-approved program or approved leave. Late registrants are subject to late fees and may be required to petition the Committee on Academic Standing to request late registration approval.  
 \*\* Final examinations cannot be rescheduled because of student travel plans.

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