

Bates

2001-2002 Catalog



Bates College Catalog 2001-2002

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Bates values a diverse college community. Moreover, Bates does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, marital or parental status, age, or disability, in the recruitment and admission of its students, in the administration of its educational policies and programs, or in the recruitment and employment of its faculty and staff.

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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 exclusively 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 the resolution of 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 student 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.

Bates Today

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, ten 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 under 10-to-1, and faculty members teach all classes. A Bates education serves graduates well and offers excellent preparation for further study and careers. Over two-thirds of recent alumni have earned graduate or professional degrees within ten years of graduation.

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 forty 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 more than sixty students receive support from the College to pursue research full time.

Bates has long recognized the special role it plays in providing students with the perspective and opportunities that lead to international service and a vision of world citizenship. In recent years more than 56 percent of each graduating class has participated in a study-abroad experience. Bates ranks seventh in the nation among baccalaureate institutions in the percentage of students who take advantage of opportunities for international study.

Bates is located on a 109-acre traditional New England campus in Lewiston, Maine. 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, a member of the Class of 1936, and hosts an extensive public affairs series; 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.

Bates was founded 146 years ago by people who believed strongly in freedom, civil rights, and the importance of a higher education for all who could benefit from it. Bates was the first coeducational college in New England, admitting students without regard to race, religion, national origin, or sex. Today the approximately 1,650 students on campus come from all fifty states and Puerto Rico, and from sixty-six countries. The College is recognized for its inclusive social character; there have never been fraternities or sororities, and student organizations are open to all.

Bates has a long tradition of recognizing 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 persistence in volunteer activities and community leadership. More than one-third of the faculty routinely incorporates service-learning components into courses, and Bates students are involved in a wide variety of community-based projects with diverse public and private agencies.

Bates is committed to its home community of Lewiston and neighboring Auburn, which together form a small urban center of about sixty-five thousand people. The College and the two cities are involved in an extensive collaboration known as LA Excels, in which leaders from all sectors of Lewiston and Auburn work toward the highest standards in five areas of community life: educational aspirations, economic vitalization, culture and diversity, environment and quality of life, and leadership development. LA Excels promotes selective transformative change based on a shared community vision of excellence.

As with most New England institutions, religion played a vital part in the College's founding. In the mid-nineteenth century, Oren B. Cheney, a minister of the Freewill Baptist denomination, conceived the idea of founding the Maine State Seminary in Lewiston. Within a few years the seminary became a college, and it was Cheney who obtained financial support from Benjamin E. Bates, the Boston manufacturer for whom the College was named.

Oren B. Cheney is now honored as the founder and first president of the College. He was followed in 1894 by George Colby Chase, who led the young institution through a period of growth in building, endowment, and academic recognition—a growth that continued from 1920 to 1944 under President Clifton Daggett Gray, and through 1966 under President Charles Franklin Phillips. Thomas Hedley Reynolds, the College's fifth president, brought Bates national attention by developing a superior faculty and innovative academic programs.

Donald W. Harward, Bates' sixth president, began service to the College in 1989. Under his leadership, Bates has secured its place as one of the nation's finest colleges. By engaging in discussions about the challenges the College faces and planning appropriately, Bates is poised for continued excellence in the new century. These challenges include the information explosion, accelerating fragmentation of knowledge, shifting boundaries of traditional academic disciplines and methodologies, an increasingly collaborative approach to discovery and communication, the challenge of articulating the value of liberal education, and the continued fiscal health of the institution.

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 available for research-based independent student work and have provided laboratory space for the College's interdisciplinary programs in biological chemistry and neuroscience, as well as a state-of-the-art chemical storage facility. At the same time, the sciences have been enriched by the addition of several major instruments, including two electron microscopes, an NMR spectrometer, a PCR thermocycler for DNA sequencing, and a flow cytometer.

The College's newest academic building is Pettengill Hall. Dedicated in 1999, Pettengill Hall is a ninety-thousand-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 once physically dispersed around the campus. Pettengill Hall creates a new arena for intellectual interaction and an environment for greater utilization 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 educational mission of the College is supported generously by a significant percentage of its sixteen thousand alumni who have made a lifetime commitment to their alma mater. The College has tripled its endowment over the last decade, in addition to increasing resources for financial aid, academic programs, and improvements to the campus, including Pettengill Hall. In fiscal year 2000, endowment investments of the College totaled over \$198 million.

The College's alumni, who are members of more than thirty-five national and international clubs, are actively connected to Bates in a variety of ways. More than eighteen hundred 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.

Goals 2005: The Vision for Bates

In 2005 Bates will celebrate its sesquicentennial. The College has made the commemoration of this milestone an opportunity to think critically about Bates' future in a process known as "Goals 2005." A committee of faculty, students, and administrators has set strategic priorities for Bates, identified resources to achieve those goals, and developed ways to measure progress toward attaining them. Defining Bates as a learning community of distinction and excellence that provides leadership as one of the nation's finest undergraduate colleges, the "Vision for Bates" affirms the following goals for the College:

- Bates will emphasize academic rigor and achievement, an active faculty of teacher/scholars, superb programs, high expectations of those who participate, the centrality of individual responsibility for learning, and the dignity and value of difference.
- Bates will strengthen and build on its persisting ethos and culture of engagement as it encourages actions that will further civility, trust, responsibility, and service.
- The College will develop the connections and integrating cohesion that give flexibility and vitality to the educational opportunities that it provides—local, global, academic, curricular, and life-enduring.
- Bates will be organized as a flexible, principled residential community, valuing individuals and their interactions while celebrating their common purpose and the connections of the College community to the local area and to the world beyond.

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.

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 give assurance of 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. Aside from biographical data, the application requests information concerning the academic and extracurricular interests of the applicant. 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 should 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 mail the application for admission. A nonrefundable fee of \$50 must accompany the application. Students for whom the fee would be a financial hardship may have their guidance coun-

selor 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, Maine 04240. Application forms are also available on the Admissions Web site (www.bates.edu/admissions/).

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 regularly enter college at the beginning of the academic year in September, although the College accepts a 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 1 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 Placement

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

A maximum of eight Advanced Placement credits can be applied to the Bates academic record.

International Baccalaureate

Credit is awarded only upon receipt of the official International Baccalaureate 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.

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 29.

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 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 area 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 will 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 College courses permits, Bates admits special students who are not degree candidates. Those who already hold a bachelor's degree from a four-year college are normally ineligible for the program; exceptions may be made for teachers wishing to recertify their skills, for Bates employees, or for Bates graduates who need particular courses to qualify for graduate school programs. No more than two courses may be taken each semester; the fee per course for 2001-2002 is \$900. No financial aid is available for special students. A special-student transcript is produced following completion of each course. Special students are not degree-seeking candidates and are limited to a maximum of six courses as special students at Bates.

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.

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 2001-2002 is \$100. 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. 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.

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 87-percent graduation rate for first-time students entering in September 1995, 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.

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 both 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 the complexities of life 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 recent 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 stu-

dents 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 has encouraged 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 pre-register prior to their arrival, they complete 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, Hawaii, Canada, and Scotland; and art, theater, and music studies in New York City and Europe. 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; anthropological study in Bali, Greece, and Jamaica; conservation studies in Ecuador, the Galápagos Islands, and Costa Rica; field biology in Trinidad; the study of economics in China and Taiwan; the history of the Cuban Revolution in Cuba; the study of indigenous politics in Mexico; the retracing on bicycle of medieval pilgrimage routes through France and Spain; the production of a Hungarian play in translation at a professional theatre in Budapest; and documentary production in Croatia and Yugoslavia.

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 to 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 legal and medical areas are aided by the Legal Studies and the Medical Studies committees. Students interested in these fields or in other graduate and professional schools are encouraged to contact these committees and the Office of Career Services' counseling staff early in their college career 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 that may be taken only by 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 seminar may fulfill a General Education requirement in the humanities and history, and designated seminars may satisfy the quantitative requirement. First-year students are encouraged to consult the listing of first-year seminars in the description of courses and units of instruction in the Catalog (p. 164).

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 for 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 con-

vinced 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. The Faculty also 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 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 but only one senior thesis and/or comprehensive examination. The thesis may be supervised, graded, and credited within one of the departments involved; or it may be sponsored by a member of the faculty under the interdisciplinary major thesis designation (Interdisciplinary Studies 457 and/or 458).

Detailed guidelines and an application for the individual interdisciplinary major are available from the registrar. Proposals for interdisciplinary majors must be submitted to the reg-

istrar for approval by the Committee on Curriculum and Calendar in the sophomore year or early in the junior year. Students interested in this kind of major should consult with the chairs of the relevant departments and programs and with the intended major advisor. The student with an individual interdisciplinary major graduates with a degree in interdisciplinary studies.

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 p. 22). 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 not only draws on a student's past academic experience; it also 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 gives qualified students an opportunity to conduct more extensive independent study and research in their major fields. 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.

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, computing science, dance, economics, French, German, Greek, history, Japanese, Latin, mathematics, music, philosophy, religion, rhetoric, Russian, sociology, South Asian studies, Spanish, theater, and women 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 (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.

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 or is a two-semester thesis; a final grade will be 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 will become an F grade if the work is not completed on time. 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 may grant W grades. 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.

Short Term unit grades are not calculated in the grade point average and carry no quality points. They appear on the transcript with a note indicating this practice.

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 letter 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- 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 the 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 NoLine OnLine Student Records System (www.bates.edu/admin/offices/reg). Paper copies of grade reports may be sent to students upon request to the registrar. Faculty policies governing academic standing are outlined on page 23.

Course Evaluations. At the end of each semester students are required to complete an evaluation of each course taken. Students' grade reports are not released until this requirement has 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.

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 of 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	W = 0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	DEF = 0	P = 2
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	ON = 0	

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. For students in the class of 2002, the requirement may be satisfied by completing four five-week physical education activity courses (offered through 1998-1999), two ten-week physical education activity courses (offered beginning in 1999-2000), or some combination thereof. For students in the class of 2003 and beyond, the 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 from the curriculum in biology, chemistry, geology, or physics and astronomy. Two of the courses must be a department-designated set, as listed under "General Education" in the department's introduction to course offerings in the Catalog. A department-designated Short Term unit, also listed in the introduction to the department's course offerings, may serve as an option for the third course. 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 from the curriculum in anthropology, economics, education, political science, psychology, or sociology. Two of the courses must be a department-designated set, as listed under "General Education" in the department's introduction to course offerings in the Catalog. A department-designated Short Term unit, also listed in the introduction to the department's course offerings, may serve as an option for the third course. 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. 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) Two options for meeting a humanities and history General Education requirement:

i. Available to all classes: At least five courses from the curriculum 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, as listed in the introduction to the departments' or programs' course offerings in the Catalog, may serve as an option for the fifth course.

ii. Available to students in the classes of 2002 only: At least five courses from the curriculum of three of the following fields: art, English, foreign languages and literatures, history, music, philosophy, religion, theater, and rhetoric. Three of these five courses must comprise an approved cluster, which is a group of courses organized around a principle of coherence. The cluster normally must be drawn from at least two of the fields listed above. The cluster may include one course in the social or natural sciences, but not more than one. The two remaining courses need not be related to the cluster. A secondary concentration in a foreign language or music, or participation in the Bates Fall Semester Abroad Program may replace the three-course cluster. Lists of faculty-approved clusters are published yearly. Before registration for the first semester of the senior year, a student may propose an alternative cluster, which must be approved by the Committee on Cluster Development. Forms for making such proposals are available from the registrar. In the committee's design of clusters or in its approval of student-initiated clusters, one course from outside the humanities and history may be included. Such a designated course may fulfill both the course and field-distribution requirements.

8. Bachelor of Science Requirements. In addition, candidates for the bachelor of science degree must complete Chemistry 107-108 (A or B), Mathematics 105-106, Physics 107-108, or their equivalents (Advanced Placement credit, transfer credit, or placement out of a course and substitution of a more advanced course in the department). Courses taken on a pass/fail basis may be applied to the bachelor of science degree.

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 p. 18), and Dean's List (see p. 20).

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

For the classes of 2002, 2003, and 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 for students to rank 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 necessary to be granted 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 the names of students, 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 p. 15).

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 Committee on Academic Standing.

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 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. The College 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 the attainment of knowledge and the cultivation of 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. More information on connected learning may be found online (www.bates.edu/careers/connectedlearning/).

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. Financial aid is available for these programs as outlined on page 45. Additional information on off-campus study opportunities is available on the Off-Campus Study Office Web site (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 members of the Faculty. In 2000 the programs were held in China, Germany, and Russia. In 2001 a program will take place in Vienna, Austria. In 2002 a program is planned in Germany. The objectives of this program include combining academic work with a cross-cultural learning experience and providing students with significant improvement in a foreign-language proficiency. 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. Although this program is open to all students, preference is given to new matriculants. Additional information is available from the Office of Admissions and the Off-Campus Study Office. The program and course descriptions for the 2001 Bates Fall Semester Abroad Program begin on page 301 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 2001 CBB Off-Campus Study Programs begin on page 302 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 aca-

demical 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 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.

To be eligible for the Junior Year Abroad Program or the Junior Semester Abroad Program, a student must have a 2.5 cumulative GPA at the time of application for study abroad. A student may become ineligible if the GPA drops below 2.5 at any point in the application process or after admission to the foreign institution. 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. Students are expected 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. 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. 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.

Students planning to study off campus the succeeding year must participate in the Off-Campus Study Registration, held in conjunction with the March preregistration for fall courses. The number of students who may study off campus during the winter semester is limited to a specific number of at least 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 preregistration 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 plan 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 the Off-Campus Study Registration and meet the other requirements outlined above.

The Off-Campus Study Registration fee is 1.5 percent of the annual comprehensive fee for one semester of study and 2 percent for the academic year. For 2001-2002, these charges are \$510 and \$680, respectively. All other costs are calculated by the foreign program and are the responsibility of the individual student. Federal, state, and Bates financial aid is available, however, subject to the student's financial need based on the program expenses and the policies outlined on page 45. Students may also apply for support from the Barlow Endowment for Study Abroad, which provides funds for fellowships, special projects, and student research while abroad. Additional information and applications for off-campus study programs and the Barlow Fund are available through the Off-Campus Study Office.

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 small 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 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 in Atlanta provide Bates students with 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 in Virginia.

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 participate in the Off-Campus Study Registration, held in conjunction with the March preregistration for fall courses. 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. There are three types of credit that 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 or International Baccalaureate examination. Only grades awarded by Bates faculty are computed in the student's grade point average.

All degree candidates must earn a minimum of sixteen Bates credits. 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* 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 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 $\frac{2}{3}$ 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.

With the exception of summer courses, matriculated students who wish to receive credit for study outside the United States 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 award of approved program credit.

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. The Committee on Cluster Development is responsible for approving any proposed cluster, including multiple courses taken elsewhere when those courses correspond to courses in more than one department or program at Bates.

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. If a dean approves the leave of absence, 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 undergraduate education by taking a personal leave of absence. Students who elect not to be in attendance for 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. The student may choose employment from nearly three hundred career-entry positions in a wide variety of fields. This service is often used by students to test their interests in various careers.

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. 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.

Research Internship Programs. The College encourages qualified students to earn course credit by participating in special research programs offered off campus by other educational and research institutions. Faculty of the department closely associated with the research area are familiar with these opportunities, and students should apply to them through the department chairs. Internships are usually for one semester or a Short Term during the upperclass years. Biological research internships are available to selected students 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.

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.

Summer Research Opportunities. Bates faculty members are actively involved in scholarly research and offer qualified students the opportunity to work with them as research apprentices during the summer months. These opportunities offer stipends rather than academic credit and are 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 (www.bates.edu/acad/studentresearch/). 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 components of each project—they also enhance the quality of community life by 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 they live in, and those with whom they work. More than half the student body participates in service-learning projects during the college years, and more than one-third of the Faculty has integrated service-learning into 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 cultural projects; and legal advocacy. The center oversees a number of grant programs, including 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 Volunteer Office places interested students in rewarding service projects and internships in the Lewiston-Auburn community. The office oversees the Community Volunteer Internship Program, which provides students with opportunities for public service and career exploration. Bates students volunteer through numerous student-run programs in local service agencies, businesses, and government offices.

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 World Wide Web (www.bates.edu/career). Although the Office of Career Services does not function as a job or internship placement agency, students are encouraged to use the service early in order to integrate their academic, career, and personal goals into a professional focus.

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 project are concerned with the relationship of individuals and societies to the environment. Phillips Students Fellowships provide qualified students with an opportunity to conduct a project of their own design in some international or cross-cultural setting.

The Writing Workshop

The College values students' ability to think critically and write clear, vigorous prose. The Writing Workshop helps students to assess their needs and hone their writing skills through hour-long 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 available 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.

The Library and Information 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, music scores, maps, microforms, sound recordings, 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 six hundred 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. A joint enterprise initiated in 1989 with Bowdoin and Colby colleges, the catalog has nearly two million bibliographic records representing the cataloged collections of all three libraries. The system is Web-based and provides access to many electronic resources available through the library's Web site (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, periodicals, books, and documents. Current periodicals are available on the main floor.

In all, the library contains about 550,000 catalogued volumes in print, 70,000 pieces of microform, more than 27,000 recordings, more than 300,000 government publications, and provides access to thousands of sources of information online. The Ladd Library resources are augmented by the collections of Bowdoin and Colby colleges. The three college libraries consider their collections to be 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 at either of those 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 eight hundred volumes, but had more than twenty thousand when Coram Library opened in 1901. In 1883 it was designated the first depository for United States 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, improved seating, full integration of electronic resources, and additional group study rooms.

Archives and Special Collections. The Edmund S. Muskie Archives and Special Collections Library fosters research and scholarship by making available and encouraging the use of 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 an opportunity to gain firsthand experience in historical research using primary documentary material. Its collections are divided into three major divisions.

The Bates College Archives serves as the official repository of records and other materials that document the history of the College from its founding in 1855 to the present and 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 those 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 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. The Archives and Special Collections Library also holds related collections such as the records of the Nestle Infant Formula Audit Commission, the Maine Commission on Legal Needs, and the gubernatorial papers of James B. Longley. This 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 microcomputer network system for Macintosh and IBM-compatible personal computers with access to the Internet and the World Wide Web as well as to academic minicomputers on the Bates campus. Students use a number of different types of computers, depending upon the application. Abacus, the College's main academic computer, is a cluster of Compaq DS20s running the UNIX operating system. Computer labs are available with more than 175 public microcomputers in clusters in 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. Library and computing staff offer workshops in research and computing skills. As a member of 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 College's computer systems continue to expand in response to user needs. All students are assigned an ID that allows them access to the Bates computers and network services, including the library catalog and electronic mail. The Bates College Web site (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 the admissions application, access to numerous library research databases, the College Catalog, Web pages for specific courses, Help Desk information, 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 is also available.

Courses in computer science are offered by the Department of Mathematics, and many other departments 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. The Department of Music uses microcomputers to teach composition and to introduce graphics applications. Music and art students may create multimedia works using computers. Students of foreign languages make extensive use of the computer laboratory in Hathorn Hall. Currently, more than one hundred microcomputers and workstations are in use in laboratory settings in the biology, chemistry, classics, economics, foreign languages, geology, mathematics, music, physics and astronomy, psychology, and sociology departments.

Students may also develop their computing skills by working as computing assistants or technicians at the computing HelpDesk, a central location for computer questions, or as network installation specialists for Network and Infrastructure Services.

The Laboratories

Laboratories and studios for student and faculty use are located throughout the campus. Chemistry and biochemistry laboratories and instrumentation are located 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 Science Hall. 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 three hundred. The Department of Theater and Rhetoric conducts experimental and studio work in the smaller facilities of the Gannett Theatre.

Built with a gift from the F. W. Olin Foundation of New York and Minneapolis, the Olin Arts Center provides art studios for painting, drawing, printmaking, photography, and ceramics. It also provides the Department of Music with music studios and individual as well as group rehearsal rooms. A three-hundred-seat concert hall in the building is the site of numerous performances, ranging from student thesis recitals and weekly Noonday Concerts to special appearances by internationally-known musicians.

The Bates College Museum of Art

Within the Olin Arts Center, the Museum of Art offers students and the public opportunities to study the visual arts. It houses the College's collection of internationally significant works of art, including the Marsden Hartley Memorial Collection, and maintains an active exhibition schedule. In the upper gallery are exhibitions of contemporary and historical arts, solo and group invitationals, and an annual student exhibition. Collection highlights are on view in the lower gallery on a rotating basis. Lectures, tours, studio workshops, and internships are offered as a part of the museum's educational program (www.bates.edu/acad/museum/).

The Bates-Morse Mountain Conservation Area and 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 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 does not interfere with the quiet natural beauty and the experience of relative solitude of the place, and is conducted in ways consistent with the area's mission.

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, as well as a field research laboratory. Two buildings on the property provide meeting space, living quarters for student and faculty researchers, accommodations for meeting attendees, and a wet laboratory.

The primary use of the Shortridge Center is for academic purposes, particularly research associated with the Meetinghouse Pond environs and the Bates-Morse Mountain Conservation Area. 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 may also be used as a retreat center for College programs, departments, and agents of the College, including authorized student organizations and selected College outreach efforts. Given the size of the facility, retreats, conferences, and meetings are normally limited to thirty persons. The use of the Shortridge Center for retreats, conferences, and meetings is overseen by the Director of the BMMCA and 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 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 consensual 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 education 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 financial 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 additional information about the Family Educational Rights and Privacy Act of 1974.

Residential and Extracurricular Life

Residential Life

On-campus residence is an integral part of college life. College houses and residence halls offer opportunities for shared learning, for lively dialogue, and for nurturing friendships.

The College expects Bates students to be responsible individuals who respect the rights of others and who may be trusted to regulate their lives with minimal interference and according to their own moral convictions. The College encourages students to decide what style of dormitory life suits them best and, whenever possible, it accommodates that decision.

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 a member of a group involved in unacceptable social behavior on or off campus is subject to disciplinary action at the discretion of 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 based on 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 willingness to accept the provisions for the organization and policies of academic, residential, and extracurricular life set forth in the Handbook.

Religion. Although founded by Freewill Baptists, the College currently has no formal religious affiliations. A weekly opportunity for meditation, prayer, and spiritual reflection is held in the Chapel for people of all faiths. 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. The worship services offered by the synagogues and churches of

Lewiston and Auburn are always open to Bates students. The Jewish Cultural Community, Catholic Student Community, the Hindu Awareness Group, the Mushahada Association, the Bates Christian Fellowship, and other groups concerned with spirituality and social justice provide a variety of activities for interested students, as does the Chaplain's Multi-Faith Council. The College 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. Events, workshops, and exhibits generated by both the center and its affiliated student organizations explore the diversity of intellectual, 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 basic health care, certain medications, counseling sessions, and a very basic academic-year insurance plan. This plan pays the first \$200 of an accident or sickness. After that amount, an additional \$800 in benefits payable at 80 percent for sickness and accidents is provided, in coordination with other insurance, as secondary provider. For an additional fee, students may elect to extend this accident and sickness coverage throughout summer vacation, and they may add a major medical insurance program. All students should be covered under their own insurance program or purchase the additional major medical plan.

In Lewiston, Central Maine Medical Center and St. Mary's General Hospital, two of the best-equipped and staffed medical institutions in Maine, are at the service of the students. Both hospitals are only a few blocks from campus. 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 Committee on Extracurricular Activities and Residential Life, a combined student-faculty committee, is charged with overseeing extracurricular life on campus. Organizations and activities are designed for all and open to all; there are no fraternities, sororities, or exclusive organizations.

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 composed of society members represents Bates in intercollegiate ballroom dance competitions.

The Bates Buddies Club links approximately forty Bates student mentors with first, second, and third graders at Longley Elementary School in Lewiston.

Bates Discordians sponsor a wide variety of chem-free, alcohol-free activities for the college community.

Bates Emergency Medical Services is a student-run round-the-clock EMS service 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 over one hundred 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.

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 provides 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 the College Choir, the Chamber Singers, the Orchestra, the Early Music Group, the Woodwind Quintet, the Brass Quintet, the String Quartet, the Stage Band, the African Drum Ensemble, the Wind Ensemble, the Deansmen, the Merimanders, the Crosstones, Northfield, and other instrumental and vocal ensembles.

The program in theater gives students an opportunity to act and to do technical work behind the scenes. Associated with the Department of Theater and Rhetoric are the Robinson Players, who also stage plays each year. Strange Bedfellows is a comedy performance group.

Political clubs and other special-interest organizations also mark the extracurricular life of the College. Many of the 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.

The College radio studios are operated by the student radio organization as a noncommercial FM 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 the 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 to 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 athletics 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 teams include fencing, ice hockey, riding, rugby, sailing, water polo, and water skiing; volleyball is a men's club sport. Many club teams practice together and often compete as coeducational teams. 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 features of the intramural sports program; coeducational intramural sports teams play basketball, soccer, softball, and volleyball.

There are numerous intercollegiate sports for men and women. The 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. The 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 NCAA, ECAC, 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.

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 2001-2002

Comprehensive Fee\$34,100

Calendar of Payments

Upon Acceptance (new students)\$300

1 August Comprehensive Fee, First Billing\$17,050

1 December Comprehensive Fee, Second Billing\$17,050

New students' acceptance of the College's offer of admission is effective upon payment of the registration deposit of \$300, which will be held until graduation or withdrawal from the College.

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 it. 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 requires that all students be covered by adequate insurance in case of serious emergencies. A \$1,000 group accident and sickness insurance policy for the academic year, including interim vacations, is included in the comprehensive fee cited above; however, all students should be covered under their own insurance plan. Detailed information is available at the Health Center (see p. 39).

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 upon request to the Office of the Registrar and Student Financial Services 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.

All student charges must be paid or satisfactory arrangements made with the Office of the Registrar and Student Financial Services before the opening of classes each semester.

Other Charges When Applicable

Off-Campus Study Registration Fee, fall or winter semester	\$510
Off-Campus Study Registration Fee, full year	\$680
Books, supplies (average annual cost)	\$800
Key deposit (refundable upon surrender of keys)	\$20
Special students (nondegree candidates).....	\$900 per course
Auditing (nonmatriculating students)	\$100 per course

A few courses require extra fees to cover such items as applied music instructional costs, studio materials, or laboratory supplies. Courses with extra fees are indicated in individual course descriptions in the Catalog; the specific amount of the fee, if available, is also indicated in the course description.

Some Short Term units involve extensive travel off campus, either elsewhere in the United States or abroad. Additional charges are assessed for these Short Term units to cover partially the special cost of transportation, additional facilities, and different accommodations required by such programs. Extra fees vary with the cost of operating particular programs. The extra fees charged for off-campus Short Term units are specified in the Short Term "Schedule of Units," available at the end of the fall semester. Financial aid is available to qualified students to help offset the costs of faculty-approved off-campus Short Term units, but may not be applied to independent study units (\$50). All off-campus extra cost Short Term units require a nonrefundable \$500 deposit. Students who register and then drop the unit before its completion will be reimbursed only for those portions of the remaining cost not yet incurred on the student's behalf.

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 the aid that a student receives is in the form of a combination of these grant and self-help opportunities. In recent years Bates students have received more than \$15 million of 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 financial need and satisfactory academic progress by a student toward the bachelor's degree.
2. To be considered for financial aid, a student must submit the following forms each year by the appropriate deadline: the College Scholarship Service (CSS) Financial Aid PRO-

FILE, the Free Application for Federal Student Aid (FAFSA), and the federal income tax returns of the parents and student.

3. 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 23-25).

4. Dismissal or suspension for a semester or longer will automatically revoke the assignment of financial aid.

5. Scholarships and loans will be credited in equal amounts to the bills payable at the beginning of each semester.

6. The College reserves the right to adjust its grant-in-aid to a student who receives additional scholarship assistance from an outside source.

7. Aid is available for the programs listed in the section of the Catalog on off-campus study (see pages 26-29) 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.

8. 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.

9. Scholarships are not regarded as loans, but if the recipient should later return to the College the sum given, the money would be added to the scholarship funds and be made available to other deserving students.

10. 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, the income from which 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, students are automatically considered for all special College grants or scholarships for which they may be eligible. Some of these scholarships include, but are not limited to, the following:

Lillian and Wallace W. Fairbanks '24 Scholarship. The College's largest scholarship endowment at \$3 million, the Fairbanks Fund continues Mr. and Mrs. Fairbanks's tradition of generosity to needy Bates students. Wallace Fairbanks, a Lewiston native, was asso-

ciated 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 four 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 on a competitive basis 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 four hundred 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 in need of assistance should explore all of these sources in their local communities or regions.

Loans

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

Two widely used funds are the Federal Perkins Loan and the Federal Stafford Loan pro-

grams. Interested students may secure information about these programs from secondary school guidance offices or from the Office of the Registrar and Student Financial Services.

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.

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

Student Employment

The Student Employment Office assists students in finding jobs on and off campus during the academic year and during the summer. Preference is given to students with campus employment listed as a component of their financial aid award. Positions range from life-guarding at the campus pool and caring for the plants in the biology department greenhouse to tutoring a local high school student in algebra. Jobs offer students the opportunity to earn money toward tuition or expenses while enjoying an enriching experience and developing meaningful relationships with coworkers and supervisors.

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.

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.

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.

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.

Sigety Family Fund for Computer Science. Established by C. Birge Sigety '75 in honor of his family, the Sigety Family Fund supports activities and purchases dedicated to students' computer science needs.

Stangle Family Fund for Student/Faculty Research in Economics and Law. Established by Bruce E. Stangle '70, a Trustee of the College, and Emily J. 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. Awarded 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 fund providing the award was 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. Bates considers the Charles A. Dana award to be one of the highest honors bestowed upon its students. Dana Scholars are selected from among students in the first-year class on the basis of leadership potential, academic excellence and promise, and service to the College community. Each year up to twenty students are chosen, based upon nominations from Faculty and student leaders.

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.

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 and is 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.

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 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.

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.

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 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, who directs the dance program.

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.

Senseneby Memorial Award. The award is presented to the student who has shown outstanding creative ability and promise in writing and/or the dramatic arts and was created by the friends of William Stewart Senseneby '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 J. 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.

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.



Courses and Units of Instruction

Courses in the First-Year Seminar Program are open only to first-year students. Unless otherwise noted, departmental courses numbered in the 100s are introductory and open to first-year students. Courses numbered in the 200s are designed for sophomores, juniors, and seniors; where indicated, they are open to first-year students; 300-level courses are designed for juniors and seniors; 400-level courses represent specialized work for senior majors in the departments and programs. Courses bearing two hyphenated numbers, such as Physics 107-108, run through two semesters. All courses of instruction are of equal credit value.

Short Term units are numbered according to the following codes: s10-s29 have no prerequisites, although they may require the permission of the instructor; s30-s39 have prerequisites but are not designed primarily for majors; s40-s49 are designed primarily for majors; and s50 is the designation for individual research.

An exact list of course offerings, schedules, and instructors for the next semester or Short Term can be found in the Schedule of Courses and Units, available during the preregistration period held in the preceding semester. The College reserves the right to cancel courses due to changes in teaching personnel, under-enrollment, or other unforeseen circumstances.

African American Studies

Professors Taylor (English), Kessler (Political Science), and Creighton (History); Associate Professors Bruce (Religion), Fra-Molinero (Spanish), Eames (Anthropology), Kane (Sociology), Nero (Rhetoric), Carnegie (Anthropology), Chair; Hill (Political Science), Jensen (History), and McClendon (African American Studies and American Cultural Studies); Assistant Professors Williams (Music) and Smith (Education); Mr. 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.

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 (African American 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, 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 should be taken from the following list:

African American Studies 160. White Redemption: Cinema and the Co-optation of African American History.

African American Studies/Anthropology/Music 262. Ethnomusicology: African Diaspora.

African American Studies/Spanish s22. Africa in Me: Cultural Transmission in Brazil.

American Cultural Studies 237. Multicultural Education.

American Cultural Studies/Political Science 240. Cultural Politics in African American Studies.

American Cultural Studies/Political Science 339. Africana Thought and Practice.

American Cultural Studies 348. Race and Ethnicity in America.

Anthropology 250. Caribbean Societies.

Anthropology/African American Studies/Music 262. Ethnomusicology: African Diaspora.

Anthropology 335. The Ethnographer's Craft.

Anthropology s21. Cultural Production and Social Context, Jamaica.

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

English 250. The African American Novel.

History 243. African American History.

Music/African American Studies/Anthropology 262. Ethnomusicology: African Diaspora.

Political Science 229. Race and Civil Rights in Constitutional Interpretation.

Political Science 235. Black Women in the Americas.

Political Science/American Cultural Studies 240. Cultural Politics in African American Studies.

Political Science/American Cultural Studies 339. Africana Thought and Practice.

Rhetoric 275. African American Public Address.

Rhetoric 331. Rhetorical Theory and Practice.

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

Sociology 305. Quantitative Research Methods.

Sociology 306. Qualitative Research Methods.

Spanish/African American Studies s22. Africa in Me: Cultural Transmission in Brazil.

Women and Gender Studies 201. African American Women and Feminist Thought.

Women and Gender Studies 266. Gender, Race, and Science.

To complete the major the remaining courses may be selected from the following list of electives:

African American Studies/Music 239. Black Women in Music.

African American Studies/Music 249. African American Popular Music.

African American Studies 390A. The Harlem Renaissance.

Anthropology 155. Power and Perception: Cinematic Portraits of Africa.

Art 291. Representations of Africa/African Representations.

Art 378. Issues in Contemporary African Popular Culture.

Classical and Medieval Studies 305. Africa and the Classics.

Dance 250. Twentieth-Century American Dance I.

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

History 144. The Social History of the Civil War.
History 261. American Protest in the Twentieth Century.

Music/African American Studies 239. Black Women in Music.
Music 247. Jazz and Blues: History and Practice.
Music/African American Studies 249. African American Popular Music.

Political Science 233. African American Politics.

Religion 255. African American Religious Tradition.

Rhetoric 386. Language and Communication of Black Americans.

Theater 225. The Grain of the Black Image.
Theater 226. Minority Images in Hollywood Film.

Women and Gender Studies 267. Blood, Genes, and American Culture.

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

Courses

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. L. Williams.

160. 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. Some of the films include the mini-series *Roots*, *Mississippi Burning*, the four versions of *Uncle Tom's Cabin*, *Glory*, *Birth of a Nation*, and *Rosewood*. Particular attention is given to films in the interracial male buddy genre, such as *The Defiant Ones*, *In the Heat of the Night*, *48 Hours*, and *Lethal Weapon*. C. Nero.

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. This course is the same as Music 239 and Women and Gender Studies 239. Open to first-year students. Enrollment limited to 30. L. Williams.

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. As with music, variety shows primarily spotlighted the talent of white performers. Change came slowly, and during the late 1950s *American Bandstand* introduced viewers to such African American

artists as Dizzy Gillespie and Chubby Checker. 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, dance, and drama in the United States from the 1950s to the present. This course is the same as Music 249. Open to first-year students. Enrollment limited to 40. L. Williams.

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): any two courses in women and gender studies, African American studies, or American cultural studies. This course is the same as American Cultural Studies 250 and Women and Gender Studies 250. Enrollment limited to 40. R. Herzig.

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. This course is the same as Music 262 and Anthropology 262. Open to first-year students. Enrollment limited to 25. L. Williams.

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 is required. Students may register for no more than one independent study per semester. Staff.

390A. The Harlem Renaissance. This course examines 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. Possible topics include: the artist as iconoclast; contributions to the theater and the performing arts; racial and cultural identity in literature; the formation of a community of black critical theorists; the role in promoting the arts by political movements such as the National Association for the Advancement of Colored People (NAACP) and Marcus Garvey's Universal Negro Improvement Association; the visual arts and racial identity; and the New Negro Movement, campus revolts, and the "first wave" of demands for black studies in the college and university curriculum. Prerequisite(s): one of the following: English 250, Rhetoric 275, or History 243. Enrollment limited to 15. C. Nero.

399B. Junior-Senior Seminar in Ethnomusicology. This course trains students in 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 to study music in its cultural and historical context. Students critically examine the music, current philosophical thoughts on ethnomusicology, and their own personal interviews with musicians. Prerequisite(s): one of the following: African American Studies/Music 249, African American Studies/ Anthropology/Music 262, or Music 232. This course is the same as Music 399B. Enrollment limited to 15. L. Williams.

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. Staff.

Short Term Units

s22. Africa in Me: Cultural Transmission in Brazil. Brazil is second only to Nigeria in population of people of African descent. Brazil, along with Cuba, has the longest history of slavery in the Western world in modern times. Slavery was abolished in Brazil in 1888, and its long history continues to have a decisive effect upon contemporary social and political institutions. This unit examines the impact of slavery in modern Brazil by examining African retentions in history, culture, and religion. This unit is the same as Spanish s22. Open to first-year students. Enrollment limited to 60. B. Fra-Molinero, C. Nero, Staff.

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 independent study during a Short Term. Open to first-year students. Staff.

American Cultural Studies

Professors Taylor (English), Kessler (Political Science), and Creighton (History), Chair; Associate Professors Bruce (Religion), Fra-Molinero (Spanish), Eames (Anthropology), Kane (Sociology), Nero (Rhetoric), Carnegie (Anthropology), Hill (Political Science), Jensen (History), and McClendon (African American Studies and American Cultural Studies); Assistant Professors Williams (Music) and Smith (Education); Mr. 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.

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 an experiential or fieldwork component. The sequence of courses should 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:

- African American Studies 140A. Introduction to African American Studies.
- African American Studies 160. White Redemption: Cinema and the Co-optation of African American History.
- African American Studies/Music/Women and Gender Studies 239. Black Women in Music.
- African American Studies/Music 249. African American Popular Music.
- African American Studies/Anthropology/Music 262. Ethnomusicology: African Diaspora.
- African American Studies 390A. The Harlem Renaissance.
- African American Studies/Music 399B. Junior-Senior Seminar in Ethnomusicology.

- Anthropology 101. Social Anthropology.
- Anthropology 234/Religion 261. Myth, Folklore, and Popular Culture.
- Anthropology 250. Caribbean Societies.
- Anthropology/African American Studies/Music 262. Ethnomusicology: African Diaspora.
- Anthropology 322. First Encounters: European “Discovery” and North American Indians.
- Anthropology 333. Culture and Interpretation.
- Anthropology 335. The Ethnographer’s Craft.
- Anthropology 347. New World Archeology.
- Anthropology s20. Refugees and Resettlement.
- Anthropology s21. Cultural Production and Social Context, Jamaica.
- Anthropology s25. Ethnicity, Bilingualism, Religion, and Gender: Topics in Ethnographic Fieldwork.
- Anthropology s32. Introduction to Archeological Fieldwork.

- Art 283. Contemporary Art.
- Art 288. Visualizing Race.
- Art 361. Museum Internship.
- Art s23. Art and Artists in New York.
- Art s29. Just View It: Popular Culture, Critical Stances.
- Art s32. The Photograph as Document.

Asian Studies 280. Ethnicity and Gender: United States, Japan, and Korea.

Dance 250. Twentieth-Century American Dance I.
 Dance 252. Twentieth-Century American Dance II.
 Dance s29A. Dance as a Collaborative Art I
 Dance s29B. Dance as a Collaborative Art II.
 Dance s29C. Dance as a Collaborative Art III.

Economics 220. American Economic History.
 Economics 230. Economics of Women, Men, and Work.
 Economics 310. Economic History of the Americas.
 Economics 331. Labor Economics.
 Economics 348. Urban Economics.
 Economics s37. The Great Depression.

Education 231. Perspectives on Education.
 Education 240. Gender Issues in Education.
 Education/Sociology 242. Race, Cultural Pluralism, and Equality in American Education.
 Education 350. Anti-Oppressive Education.
 Education/Sociology 380. Education, Reform, and Politics.
 Education s21. Perspectives on Education.

English 121G. Asian American Women Writers.
 English 141. American Writers to 1900.
 English 152. American Writers since 1900.
 English 241. American Fiction.
 English 250. The African American Novel.
 English 294. Storytelling.
 English 395B. Dissenting Traditions in Twentieth-Century American Literature.
 English 395C. Frost, Williams, and Stevens.
 English 395F. To Light: Five Twentieth-Century American Women Poets.
 English 395K. African American Literary and Cultural Criticism.
 English 395L/Women and Gender Studies 400B. Feminist Literary Criticism.
 English/Women and Gender Studies 395S. Asian American Women Writers, Filmmakers, and Critics.
 English s13. The *Fin de Siècle* in American Literature.
 English s20. NewsWatch.
 English s23. Beatniks and Mandarins: A Literary and Cultural History of the American Fifties.
 English s25. Sociocultural Approaches to Children's Literature.
 English s37. Representing Labor in Fiction and Film.

First-Year Seminar 014. Slavery in America.
 First-Year Seminar 153. Race in American Political and Social Thought.
 First-Year Seminar 187. Hard Times: Economy and Society in the Great Depression.
 First-Year Seminar 234. The U.S. Relocation Camps in World War II.
 First-Year Seminar 245. América with an Accent.

French s35. French in Maine.

History 140. Origins of the New Nation, 1500-1820.
 History 141. America in the Nineteenth Century.
 History 142. America in the Twentieth Century.
 History 144. The Social History of the Civil War.
 History 181. Latin American History.

History 210. Technology in United States History.
History 240. Colonial America, 1660-1763.
History 243. African American History.
History 244. Native American History.
History 261. American Protest in the Twentieth Century.
History 271. The United States in Vietnam, 1945-1975.
History 280. Revolution and Conflict in the Caribbean and Central America.
History 288. Environment, Development, and Power in Latin America.
History 390C. Gender and the American Civil War: Abolition and Women's Rights.
History 390F. The American West.
History 390P. Prelude to the Civil Rights Movement.
History 390U. Colony, Nation, and Diaspora: Cuba, Puerto Rico, and the Dominican Republic.
History s25A. Japanese American "Relocation" Camps.

Music/African American Studies/Women and Gender Studies 239. Black Women in Music.

Music 247. Jazz and Blues: History and Practice.

Music/African American Studies 249. African American Popular Music.

Music 254. Music and Drama.

Music/African American Studies/Anthropology 262. Ethnomusicology: African Diaspora.

Music/African American Studies 399B. Junior-Senior Seminar in Ethnomusicology.

Music s29. American Musicals on Film.

Political Science 115. American Government and Public Policy.

Political Science 118. Law and Politics.

Political Science 119. Cultural Politics.

Political Science 211. American Parties and Elections.

Political Science 214. City Politics.

Political Science 215. Political Participation in the United States.

Political Science 217. The American Presidency.

Political Science 227. Judicial Power and Economic Policy.

Political Science 228. Constitutional Freedoms.

Political Science 229. Race and Civil Rights in Constitutional Interpretation.

Political Science 230. The U.S. Congress.

Political Science 233. African American Politics.

Political Science 235. Black Women in the Americas.

Political Science 249. Politics of Latin America.

Political Science 276. American Foreign Policy.

Political Science 294. Political Thought in the United States.

Political Science 310. Public Opinion.

Political Science 322. American Legislative Behavior.

Political Science 325. Constitutional Rights and Social Change.

Political Science 329. Law and Gender.

Political Science 365A. Race and Ethnicity in Latin America.

Political Science 421. Congressional Internship.

Political Science 422. Social Justice Internships.

Political Science s19. Guerillas, Guns, and Ganja: What We See, What We Don't, and Why.

Political Science s21. Internships in Community Service.

Political Science s25. Labor, Class, Community Action.

Psychology/Sociology 210. Social Psychology.

Religion 217. Religion in the American Experience.

Religion 247. City upon the Hill.

Religion 255. African American Religious Tradition.

Religion 261/Anthropology 234. Myth, Folklore, and Popular Culture.

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

Religion s24. Religion and the City.

Religion s27. Field Studies in Religion: Cult and Community.

Rhetoric 260. Lesbian and Gay Images in Film.

Rhetoric 265. The Rhetoric of Women's Rights.

Rhetoric 275. African American Public Address.

Rhetoric 386. Language and Communication of Black Americans.

Rhetoric 390. Contemporary Rhetoric.

Rhetoric 391A. The Rhetoric of Alien Abduction.

Rhetoric 391B. Presidential Campaign Rhetoric.

Rhetoric s30. Television Criticism: Prime-Time Women.

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

Sociology/Psychology 210. Social Psychology.

Sociology 220. Family and Society.

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

Sociology 270. Sociology of Gender.

Sociology s20. Gender and Childhood.

Spanish 215. Readings in Spanish American Literature.

Spanish 245. Social Justice in Hispanic Literature.

Spanish 250. The Latin American Short Story.

Spanish 264. Contemporary Mexican Women Writers.

Spanish 342. Hybrid Cultures: Latin American Intersections.

Theater 225. The Grain of the Black Image.

Theater 226. Minority Images in Hollywood Film.

Women and Gender Studies 100. Introduction to Women's Studies.

Women and Gender Studies 201. African American Women and Feminist Thought.

Women and Gender Studies/African American Studies/Music 239. Black Women in Music.

Women and Gender Studies 266. Gender, Race, and Science.

Women and Gender Studies 267. Blood, Genes, and American Culture.

Women and Gender Studies/English 395S. Asian American Women Writers, Filmmakers, and Critics.

Women and Gender Studies 400B/English 395L. Feminist Literary Criticism.

Courses

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 come to know something of this diversity through fieldwork and experiential learning in Maine. The course begins with the study of Bates's own cultures, using exercises in home-based ethnography, material culture analysis, and archives in the Edmund S. Muskie Archives and Special Collections Library. In cooperation with

the Center for Service-Learning, students then move beyond the Bates periphery to work in service-oriented settings in the state. Besides extensive fieldwork, students participate in weekly seminar discussions, and prepare a research paper relevant to their community experience. Enrollment limited to 12. M. Creighton.

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. J. McClendon.

240. Cultural Politics 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 Lewis Gates Jr. are some of the theorists under review. Recommended background: Political Science 119 or significant work in political science, American cultural studies, or African American studies. This course is the same as Political Science 240. Open to first-year students. Enrollment limited to 50. J. McClendon.

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): any two courses in women and gender studies, African American studies, or American cultural studies. This course is the same as African American Studies 250 and Women and Gender Studies 250. Enrollment limited to 40. R. Herzig.

339. Africana Thought and Practice. This seminar examines in depth a broad range of black thought. Students study 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. This course is the same as Political Science 339. Open to first-year students. Enrollment limited to 15. J. McClendon.

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 they are consequently excluded from American nationality? Enrollment limited to 15. J. McClendon.

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 is required. Students may register for no more than one independent study per semester. Staff.

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. Staff.

Short Term Units

s18. African American Culture through Sports. Sports in African American culture 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. This unit is the same as Political Science s18. Open to first-year students. Enrollment limited to 30. J. McClendon.

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 independent study during a Short Term. Staff.

Anthropology

*Professors Kemper and Danforth, Chair; Associate Professors Eames and Carnegie;
Mr. Bourque*

Anthropologists investigate culture and society, gender and ethnicity, human evolution and the concept of “race.” Anthropology is a coherent and comprehensive discipline that offers 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 and 102 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.

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 studies).

Students majoring in anthropology must complete successfully Anthropology 101, 102, 333, 339, 441, and 458; a course or unit containing a fieldwork component (Anthropology 335, s25, 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 102.
- 2) Anthropology 333, 339, or 347.
- 3) A course that involves ethnographic or archeology fieldwork: Anthropology 335, s21, s25, or s32.
- 4) Any two other anthropology courses.

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 anthropology courses may serve as a department-designated set. Short Term units may not serve as options for the third course.

Courses

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. L. Danforth, S. Kemper.

102. Archeology and Human Evolution. Introduction to archeological method and theory, together with an introductory survey of human evolution, from the appearance of the first primates to the present day. Enrollment limited to 32. B. Bourque.

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. Not open to students who have received credit for First-Year Seminar 172. E. Eames.

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. This course is the same as Religion 225 and Classical and Medieval Studies 225. Open to first-year students. L. Danforth, R. Allison.

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. E. Eames.

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 dance, are examined in light of important theoretical approaches employed by anthropologists interested in understanding the role of such expressive forms in cultures throughout the world. Major emphasis is placed on psychoanalytic, feminist, Marxist, structuralist, and cultural studies approaches. This course is the same as Religion 261. Open to first-year students. Enrollment limited to 80. L. Danforth.

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 weighs out 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. S. Kemper.

241. 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 upon both Western and non-

Western religions. This course is the same as Religion 262 and Sociology 241. Open to first-year students. S. Kemper.

244. 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. This course is the same as Religion 263. Open to first-year students. S. Kemper.

250. Caribbean Societies. One anthropologist writing of 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, drawing on a variety of sources—historical, ethnographic, literary, and visual—to present a “post-nationalist” reading of these societies. Open to first-year students. C. Carnegie.

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

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. This course is the same as Music 262 and African American Studies 262. Open to first-year students. Enrollment limited to 25. L. Williams.

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. This course is the same as Women and Gender Studies 275. Open to first-year students. E. Eames.

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. B. Bourque.

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. Prerequisite(s): any course in anthropology, political science, or sociology. This course is the same as Sociology 325. C. Carnegie.

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. S. Kemper.

335. The Ethnographer's Craft. Much of contemporary theoretical discussion in anthropology derives from self-conscious reflection on what its practitioners do—fieldwork—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, participants 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 and gender studies, African American studies, or American cultural studies. C. Carnegie.

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. E. Eames.

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. B. Bourque.

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 is required. Students may register for no more than one independent study per semester. Staff.

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

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. L. Danforth.

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. Staff.

Short Term Units

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. Enrollment limited to 12. Written permission of the instructor is required. S. Kemper.

s21. Cultural Production and Social Context, Jamaica. Although Jamaica's artistic and popular culture enjoys an internationally acclaimed reputation, 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 18. Written permission of the instructor is required. Not open to students who have received credit for English s21. C. Carnegie.

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 and/or film studies. This unit is the same as Political Science s22. Enrollment limited to 35. E. Eames, L. Hill.

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. L. Danforth.

s27. Religion and Society in Contemporary Bali. This unit exposes students firsthand to a society that is the exuberant example of a Hindu-Buddhist civilization that once spread over great parts of Southeast Asia. It attempts to understand the interaction of religion and society in Bali—from ordinary people's involvement in an elaborate ritual calendar to the way traditional practice has responded to the presence of tourists—by way of readings, interviews, lectures, demonstrations, and fieldwork. Recommended background: course work in Hinduism, Buddhism, South Asia, Southeast Asia. Open to first-year students. Enrollment limited to 8. Written permission of the instructor is required. S. Kemper.

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.
B. Bourque.

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 independent study during a Short Term. Staff.

Art

Professor Corrie; Associate Professors Harwood, Chair (winter semester and Short Term), and Rand, Chair (fall semester); Assistant Professors Johnson and Nguyen; Mr. Feintuch, Mr. Nicoletti, Mr. Heroux, Ms. Morris, and Ms. Jones

The department offers courses in the history of art and in studio practice. The history of art is a field of cultural study in which works of art, other forms of visual culture, and related documents are studied for the purpose of understanding visual 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.

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 also encouraged to take Art s23 (Art and Artists in New York) in advance of the senior thesis. 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, 457, and 458.

General Education. Any one art Short Term unit may serve as an option for the fifth humanities course.

Courses

100. Introductory Studies in Art. A survey of Western art with emphasis on the development of the student's ability to "see" art and of his or her critical judgment in interpreting the form and content of a work of art. Enrollment limited to 15 per section. E. Harwood.

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 15. P. Jones.

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. P. Heroux.

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 or 212. Open to first-year students. Enrollment limited to 15. P. Heroux.

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. J. Nicoletti, P. Jones, P. Johnson, R. Feintuch.

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. Open to first-year students. Enrollment limited to 10. Staff.

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. Open to first-year students. Enrollment limited to 10. J. Nicoletti.

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. P. Heroux.

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. E. Morris.

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. E. Morris.

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. R. Corrie.

226. Philosophy of Art. An introduction to the major problems of the philosophy of art, including a discussion of attempts to define art, a treatment of problems concerning the interpretation of individual works of art, and a discussion of recent theories of modern and postmodern art. This course is the same as Philosophy 241. Open to first-year students. D. Kolb.

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. R. Corrie.

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. R. Corrie.

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. This course is the same as Asian Studies 243. Open to first-year students. T. Nguyen.

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. This course is the same as Asian Studies 245. Open to first-year students. T. Nguyen.

246. Visual Narratives: Storytelling in East Asian Art. This course examines the important artistic tradition of narrative paintings 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. Emphasis is also given to the biographical and social contexts of the Japanese narrative scrolls. 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. This course is the same as Asian Studies 246. Open to first-year students. T. Nguyen.

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 takes a broad view of Zen art, its historical development, and considers 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 and historical development of Zen with a strong emphasis on appreciation of Zen art expressed through architecture, gardens, sculpture, painting, poetry, and calligraphy. Recommended background: Art 243, Religion 208, 209, 250, or 309. This course is the same as Asian Studies 247. Open to first-year students. Enrollment limited to 30. T. Nguyen.

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. R. Corrie.

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. R. Corrie.

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. R. Corrie.

266. Michelangelo to Sofonisbai: The High Renaissance and Mannerism. This course examines 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, Bruegel, and Bosch. Open to first-year students. R. Corrie.

271. Italian Baroque Art. A survey of painting, sculpture, landscape and urban design, and architecture in Italy during the seventeenth century. Artists studied include Caravaggio, the Carracci, Guercino, Bernini, and Boromini. Recommended background: Art 266. Open to first-year students. E. Harwood.

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. E. Harwood.

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. E. Harwood.

282. Modern European Art. This course investigates 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. E. Rand.

283. Contemporary Art. This course examines contemporary art, with a focus on art of the United States created in the last forty years. Topics discussed 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. E. Rand.

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. E. Harwood.

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. E. Harwood.

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 50. E. Rand.

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. E. Rand.

291. Representations of Africa/Africa Representations. The course examines photography in Africa through two distinct lenses: that of the nonindigenous outsider and that of the African insider. The first half of the course is devoted to photographic representations of Africa by European and American explorers, missionaries, colonial officials, and tourists from the nineteenth century to the present. In the second half of the course, the works of African photographers from the nineteenth century to the present are examined, as well as the interface/distance between these photographers and their nonindigenous counterparts. Open to first-year students. Enrollment limited to 25 per section. Staff.

292. Royal and Religious Arts of Africa. This course examines the royal and religious arts of sub-Saharan Africa. The arts commissioned by African kingdoms and royal individuals to define royal identity are explored, as well as the ways in which these arts have been interpreted by the populace. In addition, the course addresses the arts related to religion, many of which interface with arts in the royal context. This includes discussions of divination and religious belief systems, arts related to spirit possession, the role of art in communicating with another realm, and the ways that religious arts have been affected by missionaries, colonialism, and postcolonialism. Open to first-year students. Staff.

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. Enrollment limited to 18. J. Nicoletti.

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. R. Feintuch, P. Johnson, J. Nicoletti.

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. Open to first-year students. Enrollment limited to 10. Written permission of the instructor is required. P. Johnson.

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. P. Johnson.

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. P. Johnson.

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

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. E. Morris.

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. P. Johnson.

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 is required. Students may register for no more than one independent study per semester. Staff.

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. R. Corrie.

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

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. Written permission of the instructor is required. E. Harwood.

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, bisexual, 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. E. Rand.

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.

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. R. Corrie.

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. This course is the same as Classical and Medieval Studies 376D. Enrollment limited to 15. R. Corrie.

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.

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. E. Harwood.

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. E. Harwood.

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. Staff.

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, repositories for the relics of revered persons. They also serve as a universal symbol, 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, Religion 250, 251, 308 or 309. This course is the same as Asian Studies 380. Enrollment limited to 15. T. Nguyen.

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 century. Enrollment limited to 15.

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. E. Harwood.

390B. Pre-Raphaelitism to Modernism. Through the second half of the nineteenth century, the stated goals of progressive painting evolve 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. E. Harwood.

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. Staff.

Short Term Units

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. S. Stark, P. Johnson.

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. P. Heroux.

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. R. Feintuch.

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; "ethnic" dress, queer fashion, and other clothes that may raise issues of appropriation, allegiance, and cultural theft. Enrollment limited to 25. E. Rand.

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. P. Heroux.

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. R. Corrie.

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. R. Corrie.

s29. Just View It: Popular Culture, Critical Stances. Although many people view popular culture as an entertaining escape from serious matters, others consider such products as movies, television, magazines, music videos, romance novels, and the world of Barbie worthy of serious critical study. This unit considers popular culture and recent critical approaches to it. Issues discussed include the validity of distinctions among “high,” “popular,” and “mass” cultures and the ideological messages and effects of popular culture. Enrollment limited to 25. Written permission of the instructor is required. E. Rand.

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. A. Bessire.

s31. Museum Internship. Students who have arranged to participate in a non-paid internship at the Bates College Museum of Art may receive one Short Term credit by taking this unit at the same time. Permission may be given for internships carried out at other institutions, including the Portland Museum of Art, upon petition to the Department of Art in advance. Students may have internships throughout their college careers, but may receive credit for one Short Term unit only. Not open to students who have received credit for Art s38. Enrollment limited to 30. Written permission of the instructor is required. R. Corrie.

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. Written permission of the instructor is required. E. Morris.

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. E. Harwood.

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. Staff.

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. Issues of aesthetic and devotional “art” objects, their functions and meanings, are addressed and discussed in terms of religious, social, and cultural contexts. Students then visit selected Buddhist centers to observe and experience the devotional objects arranged in their traditional religious environment. This approach compares and evaluates the objects within two different settings, aesthetic and devotional, and from two different points of view, east and west. Recommended background: Art 243, Art 247, Religion 208, 209, or 309. Open to first-year students. Enrollment limited to 10. T. Nguyen.

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, 214, 265, or 266. Open to first-year students. Enrollment limited to 10. Written permission of the instructor is required. J. Nicoletti.

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. P. Johnson.

Asian Studies

Professors Kemper (Anthropology), Hirai (History), J. Strong (Religion) (on leave, winter semester), and Grafflin (History), Chair; Associate Professors S. Strong (Japanese), Yang (Chinese), and Maurer-Fazio (Economics) (on leave, 2001-2002); Assistant Professors Shankar (English), Wender (Japanese), Nguyen (Art), and Zou (Chinese); Ms. Miao (Chinese) (on leave, winter semester) and Ms. Ofuji (Japanese) (on leave, fall semester)

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. 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.

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) History 171 or 172.
- 3) Two courses from two of the following three groups:
 - a) Chinese 207 or Japanese 240;
 - b) Economics 229 or 231;
 - c) Religion 208 or 209.
- 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 primarily with Japan. Students are urged to take at least one course dealing with pre-modern 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:

Anthropology 240. Peoples and Societies of South Asia.
 Anthropology 244/Religion 263. Buddhism and the Social Order.

Art/Asian Studies 245. Monuments of Southeast Asia.

Asian Studies 360. Independent Study.

English 260. Literature of South Asia.

English 395G. Postcolonial Literatures and Theory.

Religion 249. Religions of India: The Hindu Tradition.

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.

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

Art/Asian Studies 243. Buddhist Visual Worlds.

Art/Asian Studies 246. Visual Narratives: Storytelling in East Asian Art.

Art/Asian Studies 247. The Art of Zen Buddhism.

Art/Asian Studies 380. Stupas: Forms and Meanings.

Art/Asian Studies s36. Buddhist Objects and Their Contexts.

Asian Studies/History 173. Korea and Its Culture.

Asian Studies/Japanese 210. Heterogeneous Japan.

Asian Studies 280. Ethnicity and Gender: United States, Japan, and Korea.

Chinese 101-102. Beginning Chinese I and II.

Chinese 201-202. Intermediate Chinese.

Chinese 207. Masterworks of Chinese Literature in Translation.

Chinese 209. Modern China through Film and Fiction.

Chinese 261. Self and Society in Chinese Culture: Classics and Folk Tales.

Chinese 301-302. Upper-Level Modern Chinese.

Chinese 401. Advanced Chinese.

Chinese 415. Readings in Classical Chinese.

Chinese s24. Chinese Language and Culture in Beijing, China.

Chinese s30. Chinese Calligraphy and Etymology.

Economics 229. Economics of Greater China.

Economics 231. Economic Development of Japan.

Economics s27. Sustaining the Masses.

English/Women and Gender Studies 121G. Asian American Women Writers.

English/Women and Gender Studies 395S. Asian American Women Writers, Filmmakers, and Critics.

History 171. China and Its Culture.

History 172. East Asian Civilizations: Japan.

History 274. China in Revolution.

History 275. Japan in the Age of Imperialism.
 History 276. Japan since 1945 through Film and Literature.
 History 278. Taiwan.
 History 374. Understanding Chinese Thought.
 History 390A. World War II in the Pacific.
 History s25A. Japanese American "Relocation" Camps.
 History s30. Food in Japanese History.

Japanese 101-102. Beginning Japanese I and II.
 Japanese 201-202. Intermediate Japanese I and II.
 Japanese 240. Japanese Literature: A Survey.
 Japanese 250. Modern Japanese Women's Literature.
 Japanese 301-302. Intermediate Japanese III and IV.
 Japanese 401, 402. Advanced Japanese I and II.
 Japanese s25. Haiku Poetry.
 Japanese s32. Appreciation of Japanese People and Society through Films.

Religion 208. Religions of East Asia: China.
 Religion 209. Religions of East Asia: Japan.
 Religion 308. Buddhist Texts in Translation.
 Religion 309. Buddhism in East Asia.

Courses

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. This course is the same as History 173. (East Asian) (premodern) M. Wender, D. Grafflin.

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. This course is the same as Japanese 210. M. Wender.

243. Buddhist Visual Worlds. The course examines the history and basic teachings of Buddhism from the 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. This course is the same as Art 243. Open to first-year students. T. Nguyen.

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. This course is the same as Art 245. Open to first-year students. T. Nguyen.

246. Visual Narratives: Storytelling in East Asian Art. This course examines the important artistic tradition of narrative paintings 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. Emphasis is also given to the biographical and social contexts of the Japanese narrative scrolls. 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. This course is the same as Art 246. Open to first-year students. T. Nguyen.

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 takes a broad view of Zen art, its historical development, and considers its use in several genres within monastic and lay settings. It also examines the underlying of Zen art. The course aims to help students understand the basic teachings and historical development of Zen with a strong emphasis on appreciation of Zen art expressed through architecture, gardens, sculpture, painting, poetry, and calligraphy. Recommended background: Art 243, Religion 208, 209, 250, or 309. This course is the same as Art 247. Open to first-year students. Enrollment limited to 30. T. Nguyen.

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. Not open to students who have received credit for Japanese 280. M. Wender.

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 is required. Students may register for no more than one independent study per semester. Staff.

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, repositories for the relics of revered persons. They also serve as a universal symbol, 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, Religion 250, 251, 308 or 309. This course is the same as Art 380. Enrollment limited to 15. T. Nguyen.

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.

Biological Chemistry

Professors Minkoff (Biology), Thomas (Biology), and Wenzel (Chemistry); Associate Professors Pelliccia (Biology), Lawson (Chemistry), Abrahamsen (Biology), Baker (Biology), Côté (Chemistry), Chair, and Kleckner (Biology); Assistant Professors Austin (Chemistry), Schlax (Chemistry), Sommer (Biology), O'Steen (Biology), and Koviach (Chemistry)

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.

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.

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 (recommended: Biology 131. Human Genetics and Biotechnology [formerly Biology 231]).

Biology 201. Biological Principles [formerly Biology 101s].

Biology 342. Cellular and Molecular Biology.

One of the following:

Biology 316. Molecular Aspects of Development.

Biology 331. Molecular Biology.

One of the following:

Chemistry 107A. Atomic and Molecular Structure.

Chemistry/Environmental Studies 107B. Chemical Structure and Its Importance in the Environment.

One of the following:

Chemistry 108A. Chemical Reactivity.

Chemistry/Environmental Studies 108B. Chemical Reactivity in Environmental Systems.

One of the following:

Chemistry 203. Statistical Thermodynamics.

Chemistry 220. Biophysical Chemistry.

All of the following:

Chemistry 217. Organic Chemistry I.

Chemistry 218. Organic Chemistry II.

Chemistry 321. Biological Chemistry I.

Chemistry 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.

Biology/Neuroscience 308. Neurobiology.

Biology 314. Virology.

Biology 315. Bacteriology.

Biology 316. Molecular Aspects of Development (cannot serve as both an elective and a required course).

Biology 320. Pharmacology.

Biology 331. Molecular Biology (cannot serve as both an elective and a required course).

Biology 337. Animal Physiology.

Biology 338. Drug Actions on the Nervous System.

Biology 351. Immunology.

Biology 352. Membrane and Receptor Biology.

Biology 380. Plant Physiology.

Chemistry 206. Quantum Chemistry.

Chemistry 212. Separation Science.

Chemistry 215. Descriptive Inorganic Chemistry.
Chemistry 223. Analytical Spectroscopy and Electrochemistry.
Chemistry 313. Spectroscopic Determination of Molecular Structure.
Chemistry 325. Organic Synthesis.
Chemistry 326. Advanced Organic Chemistry.

Courses

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. Staff.

Biology

Professors Minkoff, Chair, and Thomas; Associate Professors Pelliccia, Kinsman, Abrahamsen, Baker, Ambrose, and Kleckner; Assistant Professors Sommer and O'Steen; Ms. Palin

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.

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 after graduation. 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 121, 123, 124, 125, 131, 168, or 176).

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 (formerly Biology

101s), Biology 270 (formerly Biology 170), and Biology 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. 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: 121 (Plant Diversity), 124 (Plants and Human Affairs), 176 (Physiology of Locomotion), 211 (Marine Invertebrates), 268 (Entomology), 311 (Comparative Anatomy of the Chordates), 337 (Animal Physiology), 362 (Animal Behavior), 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), majors in 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 biology 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 towards the major except for four required courses: Biology 201, 270, 460, and s42.

General Education. A set in biology consists of any two courses in biology, provided that at least one has a full laboratory component. Courses with full laboratory components

currently include Biology 121, 123, 124, 125, 131, 168, 176, 201, 211, 260, 270, 308, 311, 313, 315, 316, 336, 337, 341, 351, 362, and 380. Any biology course or designated unit may be used to fulfill the third course for the natural-science requirement. Designated units include s24, s27, s32, s33, s37, s42, and s45. The quantitative requirement can be satisfied by completing Biology 155 (or 255), 201 (or 101s), 244, 270 (or 170), or s45. Advanced Placement credit may not be used for general education requirements.

Courses

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. L. Abrahamsen.

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. K. Palin.

110. 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 210. W. Ambrose.

115. Discover Neuroscience. Neuroscience as a discipline is relatively new, but the process of 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 First-Year Seminar 215 or Neuroscience 115. N. Kleckner.

120. Toxins. Issues and potential problems related to toxic materials are reported almost daily by the mass media. Major misunderstandings and confusion often raised by the reports usually are due to a lack of basic knowledge about toxicology. This course introduces basic principles of toxicology by discussing topics such as contaminants in food, endocrine disruption in wildlife, and dioxins and PCBs (polychlorinated biphenyls). Enrollment limited to 40. R. Sommer.

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 struc-

tures, functions, habitats, and evolutionary relationships. Enrollment limited to 40. Not open to students who have received credit for Biology 221. R. Thomas.

124. Plants and Human Affairs. A survey of economically and historically important plants, with emphasis on aspects of agronomy, forestry, plant biochemistry, and ethnobotany. Plant products studied include perfumes, spices, medicinals, fermentation products, oils, rubber, textiles, wood, sugar, cereals, and legumes. Not open to students who have received credit for Biology 224. Enrollment limited to 40. R. Thomas.

125. Environmental Microbiology. Microorganisms are ubiquitous and 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 215 or 315. Enrollment limited to 40. K. Palin.

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? These questions are the focus of a laboratory and lecture course in genetics that 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. Not open to students who have received credit for Biology 231. J. Pelliccia.

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. This course is the same as Mathematics 155. Enrollment limited to 30. Not open to students who have received credit for Biology 255. B. Shulman.

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 nature of the fossil record, the history of evolutionary theories, and creationist objections to these theories. Enrollment limited to 40. E. Minkoff.

164. Introduction to Parasites. This course emphasizes diversity in form and function of major parasite groups, as well as the impacts of parasites on individual hosts, host populations, and ecological communities. Lectures and discussion sessions focus on current research and controversies in parasitology (e.g., parasites and the evolution of sex, parasite-induced behavioral change, the emerging field of "Darwinian" medicine). This course includes a field trip to explore the impacts of parasites on species in intertidal communities. Enrollment limited to 40. Staff.

181. Introduction to Paleontology. Evolutionary principles above the species level are illustrated by studying the evolution of the vertebrates. Enrollment limited to 40. Not open to students who have received credit for Biology 281. E. Minkoff.

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 laboratory groups and a group 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 Advanced Placement credit. Enrollment limited to 21 per section. Not open to students who have received credit for Biology 101s. R. Sommer, J. Pelliccia.

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. Staff.

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 101s or 201. K. Palin.

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. E. Minkoff.

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 or Chemistry/Environmental Studies 108B, and Biology 101s or 201. Open to first-year students. Enrollment limited to 24. R. Sommer.

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 hor-

mones, variations in life cycles and reproductive modes, courtship and parental 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. S. Kinsman.

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. Not open to students who have received credit for Biology 170. Staff.

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. Not open to students who have received credit for Biology 185. E. Minkoff.

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 200. Prerequisite(s): Biology s42. This course is the same as Neuroscience 308. Enrollment limited to 24. N. Kleckner.

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. Not open to students who have received credit for Biology 251. E. Minkoff.

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. Not open to students who have received credit for Biology 213. W. Ambrose.

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. L. Abrahamsen.

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. Not open to students who have received credit for Biology 215. L. Abrahamsen.

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 different organisms are highlighted. Prerequisite(s): Biology s42. Not open to students who have received credit for Biology 216. J. Pelliccia.

320. Pharmacology. Pharmacology is the study of the actions and effects of drugs within a living system. It deals with all drugs, legal and illegal, prescription and over-the-counter, used to prevent disease or treat illness. This course presents mechanisms of action, therapeutic uses, and toxicity of important drugs, including drugs that affect the peripheral nervous system, central nervous system, cardiovascular system, gastrointestinal tract, endocrine system, and reproductive system, as well as agents used to treat cancer. Prerequisite(s): Biology s42. Recommended background: Biology 176 or 337. R. Sommer.

331. Molecular Biology. An 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. J. Pelliccia.

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. Recommended background: Biology 176 or 276. Enrollment limited to 12 per section. Staff.

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. Students review current literature related to topics of special interest. Prerequisite(s): Biology s42. Recommended background: Neuroscience 200, Biology/Neuroscience 308, or Psychology 363. N. Kleckner.

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

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. P. Baker.

352. Membrane and Receptor Biology. A detailed examination of the structure and function of biological membranes drawing on examples of the six kingdoms. Topics include the biophysical properties of cell and organelle membranes, and their biological functions,

including signalling, adhesion, trafficking and transport. Prerequisite(s): Biology s42 or Chemistry 321. P. Baker.

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 is required. Students may register for no more than one independent study per semester. Staff.

362. Animal Behavior. In this course students investigate a wide range of theories and experiments on why animals behave as they do, while developing the confidence and skills needed to create original research. The course examines how genetics, development, physiology, ecology, and evolution all shape behaviors, ranging from foraging and escape strategies to reproductive and social interactions. The course emphasizes the process of science by evaluating methods, examining old and new research, and developing and testing students' own ideas. Prerequisite(s): Biology 201 and 270. Enrollment limited to 24. Not open to students who have received credit for Biology 162. S. O'Steen.

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

365D. Seminar in Invertebrate Evolution. An investigation of current theories about the origins of multicellular life and deep metazoan phylogeny. The course provides an introduction to the processes and perils of phylogeny reconstruction, utilizing current literature with an emphasis on comparisons of molecular, morphological, and developmental evidence. Prerequisite(s): Biology 201 and 211. Written permission of the instructor is required. Staff.

368. Seminar on the Evolution of Sex. For over 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) or Corequisite(s): Biology 270. Recommended background: some background in evolution and/or genetics. Enrollment limited to 15. Written permission of the instructor is required. Staff.

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. R. Thomas.

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 department chair is required. Staff.

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. Staff.

470. Seminar and Research in Experimental 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 170 or 270. Enrollment limited to 6. Written permission of the instructor is required. Staff.

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. R. Thomas.

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. Staff.

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. Staff.

474. Seminar and Research in Marine Biology. Laboratory, field, and library study of advanced topics in marine biology. 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. W. Ambrose.

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. R. Sommer.

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 278, 337, 338, or Psychology/Neuroscience 363. Enrollment limited to 6. Not open to students who have received credit for Biology s44. N. Kleckner.

478. Seminar and Research in the Molecular Biology of Model Organisms. The fruit fly, *Drosophila melanogaster*, and the nematode, *Caenorhabditis elegans*, have served as useful model organisms for cellular and molecular research. The genome sequencing projects for these organisms have given us an unprecedented insight into what it takes to code for

the myriad functions that make a multicellular animal. A diversity of molecular genetic techniques makes the production and analysis of transgenic animals routine, and basic developmental and neurobiological processes first described in these model organisms have served as a starting point for understanding the function of homologous processes in more complex animals. Students perform laboratory, literature, and genome database research on current problems in the biology of these model organisms. Prerequisite(s): Biology s42. Recommended background: at least one elective course in genetics, biochemistry, or cellular or molecular biology. Enrollment limited to 6. Written permission of the instructor is required. J. Pelliccia.

Short Term Units

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. R. Sommer.

s24. Experimental Biology. This unit introduces students to how scientific knowledge is produced. In the unique setting of the Mt. Desert Island Biological Laboratory, an internationally-known biological 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. P. Baker, L. Abrahamsen.

s26. Work-Study Internship in the Natural Sciences. Participation by qualified students in the work of some local or distant institution or agency concerned with the application of scientific knowledge. Such institutions may include hospitals, aquacultural farms, and medical or veterinary offices, among others. Internships are undertaken by specific arrangement and with departmental approval only. Each intern is supervised by a staff member. Not open to students who have received credit for Biology s36. Written permission of the instructor is required. Staff.

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. R. Thomas.

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 also carry out individual research projects. Prerequisite(s): Biology 270. Enrollment limited to 12. Staff.

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 individual research projects. Recommended background: Biology 270 or 211. Enrollment limited to 10. Written permission of the instructor is required. Staff.

s37. Forest History. An investigation of the patterns and history of New England's forests, with an emphasis on field study and research. Students review the influences of geological events, climate, unusual soil and water conditions, natural disturbance, and human activities on forest type, occurrence, and history. Visits to a variety of forests, both old-growth and young, emphasize the importance of field learning. Central to the unit is a research project to describe a forest's structure, composition, and history. Primary literature is emphasized. Prerequisite(s): Biology 270 or Environmental Studies 302. Enrollment limited to 10. Not open to students who have received credit for First-Year Seminar 226. S. Kinsman.

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. This unit is the same as Geology s38. Open to first-year students. Enrollment limited to 12. Written permission of the instructor is required. M. Retelle, W. Ambrose.

s39. Studying Evolution in the Wild: Trinidad Rainforest Fauna. Rapid changes in environment are ubiquitous in the modern world. We most often consider immediate impacts, such as damage to ecological relationships, physiology, and reproduction. Yet these types of damage can lead to rapid evolution of affected species, and the speed and practical implications of evolutionary change are little understood. In this unit, students examine the evolution of vertebrates in the wild, by designing and conducting independent research projects using a rare model system for such studies: the mountain rainforest fauna of Trinidad. The unit begins at Bates with a week of discussion of project ideas and the natural history and culture of Trinidad. Students then spend three weeks at a field station in Trinidad conducting projects. On return to Bates they write up their findings and present them at an open symposium. Prerequisite(s): Biology 201 and 270. Enrollment limited to 6. S. O'Steen.

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. Staff.

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. N. Kleckner.

s45. Computer Applications in Biology and Medicine. Through individual projects, students are introduced to some of the techniques of computer programming, as well as some of the biological problems that lend themselves to investigation with the aid of computers. No previous experience in computer programming is assumed. Prerequisite(s): Biology 158 or 270. Enrollment limited to 15. E. Minkoff.

s46. Internship in the Natural Sciences. Off-campus participation by qualified students as team members in an experimental research program. Internships are undertaken by specific arrangement and with departmental approval only. Enrollment limited to 15. Written permission of the instructor is required. Staff.

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 independent study during a Short Term. Staff.

Chemistry

Professors Ledlie (on leave, 2001-2002), and Wenzel; Associate Professors Lawson and Côté, Chair; Assistant Professors Austin, Schlax, and Koviach

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.

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; 206; 212; 215; 217-218; either Chemistry 331 or 332; either Chemistry 223 or any 300-level chemistry course (except Chemistry 331 and 332); and at least one course selected from the following: Computer Science 101; Mathematics 205; Mathematics 206; Physics 301;

or Psychology 218. 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 sets are available: 107A-108A, 107A-108B, 107B-108A, 107B-108B, 107A-125, 107B-125. Chemistry 125, 132, s21, s23, s24, and s28 may serve as an option for the third course. The quantitative requirement may be satisfied through any chemistry course or unit except Chemistry 132, s21, or s28.

Courses

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. Not open to students who have received credit for Chemistry 107. M. Côté, P. Schlax.

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. This course is the same as Environmental Studies 107B. Enrollment limited to 60 per section. Not open to students who have received credit for Chemistry 107. T. Wenzel.

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. Not open to students who have received credit for Chemistry 108. T. Lawson, P. Schlax.

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. This course is the same as Environmental Studies 108B. Enrollment limited to 60 per section. Not open to students who have received credit for Chemistry 108. R. Austin.

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. T. Lawson.

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. T. Wenzel.

203. 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. M. Côté.

206. 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. Recommended background: Physics 301. M. Côté.

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. T. Wenzel.

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. Laboratory: three hours per week. Prerequisite(s): Chemistry 108A or Chemistry/Environmental Studies 108B. R. Austin.

217. Organic Chemistry I. An introduction to organic chemistry. Topics include bonding, structure, and nomenclature; reactions of alkanes, alkenes, alkylhalides, alkynes, and aromatics; and spectroscopic methods. Laboratory: three hours per week. Prerequisite(s): Chemistry 108A or Chemistry/Environmental Studies 108B. J. Koviach.

218. Organic Chemistry II. A continuation of Chemistry 217. The reactions of organic halides, alcohols, phenols, ethers, carbonyl compounds, and organic nitrogen compounds are studied from both a mechanistic and a synthetic point of view. Laboratory: three hours per week. Prerequisite(s): Chemistry 217. J. Koviach.

220. 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, Physics 107, Mathematics 105 and 106. Recommended background: Biology s42 and Chemistry 321. P. Schlax.

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. T. Wenzel.

306. Electrons in Solids. A study of the electronic properties of solid materials. Subjects include the application of quantum theory to simple models of crystalline solids, the chemical and optical properties of solids, the impact of surfaces on material behavior, and quantum confinement. Prerequisite(s): Chemistry 206. M. Côté.

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. T. Wenzel.

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. R. Austin.

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. T. Lawson.

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. T. Lawson.

325. Organic Synthesis. A study of important organic reactions with emphasis on structure, stereochemistry, mechanism, and synthesis. Prerequisite(s): Chemistry 218. Staff.

326. Advanced Organic Chemistry. Lectures and discussions on various aspects of theoretical organic chemistry related to the structure of organic molecules and reactive inter-

mediates. Topics include molecular orbital theory, orbital symmetry, thermodynamics, conformational analysis, and kinetics. Prerequisite(s): Chemistry 218. Recommended background: Chemistry 203. Staff.

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, harnessing DNA as a microprocessor or micromotor. Prerequisite(s): Chemistry 218. P. Schlax.

331. Thermodynamics and Kinetics Laboratory. The application of thermodynamics and kinetics to the experimental study of chemical systems. Students measure changes in thermodynamic quantities associated with chemical, biochemical, and physical processes, and interpret their results. Both standard and more recently developed experimental techniques are employed. In addition, the kinetics of chemical reactions are observed and then modelled both analytically and through computer-based numerical techniques. Prerequisite(s) or Corequisite(s): Chemistry 203 or 220. M. Côté, P. Schlax.

332. Spectroscopy Laboratory. The use of spectroscopic methods to probe atomic and molecular structure, and to identify, characterize, and quantify chemical species is examined. Theoretical and experimental aspects of several techniques including nuclear magnetic resonance, infrared spectroscopy, and UV-visible spectroscopy are covered. Prerequisite(s): Chemistry 206. M. Côté, T. Wenzel.

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 is required. Students may register for no more than one independent study per semester. Staff.

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. Staff.

Short Term Units

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. T. Lawson, P. Schlax.

s22. Chemistry for the Curious Citizen. A nonscientist's introduction to chemistry. Collaborative laboratories introduce important concepts through observation and experi-

mentation. 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, effects of increasing atmospheric carbon dioxide, and other problems. Recommended background: high school chemistry course. Not open to science majors and to students who have received credit for Chemistry 107 and 108. Enrollment limited to 20. Staff.

s23. Science Meets Art: Loudspeaker Design and Construction. Hands-on experience in the science and art of designing, building, and testing audio loudspeakers serves as a practical introduction to the concepts of waves and resonance. Students purchase parts and materials to build loudspeakers of their own design, which they then keep. Students with either technical or nontechnical backgrounds are equally welcome. Enrollment limited to 8. M. Côté.

s27. Nucleic Acids. This unit provides an overview of the structure and function of DNA and RNA. Major topics include techniques for discerning structure, DNA structure, RNA structure, RNA catalysis, and interactions of nucleic acids with ligands. The unit involves critical reading and discussion of primary literature in a seminar format. Prerequisite(s): Chemistry 218. Recommended background: Biology s42 and Chemistry 321. Enrollment limited to 20. P. Schlax.

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. This unit is the same as Physics s28. Open to first-year students. Enrollment limited to 15. M. Côté.

s34. Chemical Pollutants: Science and Policy. On what basis are chemicals in the environment regulated? How are acceptable levels of exposure determined? This unit examines how these sorts of public policy decisions are made by studying a few chemicals as examples. Topics covered include chemical structures and toxicity, the notion of “risk” and who defines it, and the role of scientific information in the legal process. Prerequisite(s): Chemistry 108A or Chemistry/Environmental Studies 108B. This unit is the same as Environmental Studies s34. Open to first-year students. Enrollment limited to 30. R. Austin.

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 independent study during a Short Term. Staff.

Classical and Medieval Studies

Professors Thompson (English) (on leave, 2001-2002), Williamson (French), Jones (History), and Corrie (Art); Associate Professors Allison (Religion), Fra-Molinero (Spanish), and O'Higgins (Classics and Classical and Medieval Studies) (on leave, fall semester), Chair (winter semester and Short Term); Assistant Professors Imber (Classics and Classical and Medieval Studies) and Maurizio (Classics and Classical and Medieval Studies), Chair (fall semester); Mr. Hayward (Classics and Classical and Medieval Studies) and Mr. 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/pubs/Dept.Letters/classical.medieval.html).

Major Requirements. Within this interdisciplinary major students may elect to concentrate in either classical studies or medieval studies. The major requires twelve courses (or eleven courses and one Short Term unit).

- 1) Two of the following courses: CMS 100; CMS 101; CMS 206; History 102; History 201; Religion 236.
- 2) Four courses in Latin or four courses in Greek to be taken at Bates or through other authorized College programs. Greek and Latin courses are listed under Classical and Romance Languages and Literatures.
- 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.

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.

The following courses, described under their departmental listings, may be applied to the major. All Greek and Latin courses are listed under Classical and Romance Languages and Literatures.

Art 225. Iconography: Meaning in the Visual Arts from Late Antiquity to the Renaissance.
 Art 232. Pyramid and Ziggurat.
 Art 241. The Art of Islam.
 Art 251. The Age of the Cathedrals.
 Art 252. Art of the Middle Ages.
 Art 265. The Early Renaissance: Interpreting European Art, 1250-1450.
 Art 266. The High Renaissance and Mannerism: Interpreting European Art, 1450-1600.
 Art 376. Seminar in Medieval and Renaissance Art.
 Art s27. From Antiquity to Renaissance in Florence and Rome.

English 171. European Literature: European Tradition from Homer to Cervantes.
 English 205. Middle English Literature.
 English 210. Medieval Drama.
 English 211. English Literary Renaissance (1509-1603).

French 351. Early French Literature.

History 102. Medieval Europe.
 History 201. Greek Civilization.
 History 202. Herodotus and Thucydides: Storytelling and Analytical Intelligence.
 History 390D. Decline and Fall of the Roman Empire.
 History 390I. Anglo-Saxon England.

Philosophy 270. Medieval Philosophy.
 Philosophy 271. Greek Philosophy.

Religion 213. From Law to Mysticism.
 Religion 214. Bible and Quran.
 Religion 222. Myths and Their Meaning.
 Religion 235. Ancient Israel: History, Religion, and Literature.
 Religion 236. Introduction to the New Testament.
 Religion 238. Early Jewish History and Thought.
 Religion 241. History of Christian Thought I: Conflict, Self-Definition, and Dominance.
 Religion 242. History of Christian Thought II: The Emergence of Modernity.
 Religion 245. Monks, Nuns, Hermits, and Demons: Ascetic and Monastic Christianity.
 Religion s26. Reading in the Greek New Testament.

Spanish 240. *Loco amor/buen amor*.
 Spanish s32. Medieval Spain: Christians, Jews, and Muslims.

Theater 200. The Classical Stage.

Courses

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. This course is the same as History 100. Not open to students who have received credit for Classics 100. D. O'Higgins.

101. Lost Worlds: How We Make the Distant Past. At first glance the classical and medieval past seems like a stable, remote, and quiet place. Yet in fact, our visions of classical and medieval Europe have changed drastically over time, and sometimes have inspired vehement debate in the contemporary world. This course introduces students to the wide range of tools and methods required to study the distant past. It also shows how these tools and methods change over time, often reflecting current preoccupations and ideologies. The course also considers how we should chart our intellectual course in the future. Recommended background: a course in classical and medieval studies. R. Allison, L. Maurizio.

150. Trials of Conscience. Why do people sue when they could kill? This course examines trials from the classical and medieval periods (e.g., Socrates, Joan of Arc), as well as theoretical models for the role of litigation in Western culture. The course considers the role litigation plays in both generating and containing a critique of dominant ideology. It explores the interpretative problems that the rhetorical nature of the sources poses for historical analysis of these trials. Students analyze the rhetorical strategies that the actors in these trials deployed to fashion an identity in opposition to their communities, and analyze why these strategies usually failed at the trial but succeeded in subsequent historical memory. All readings are in English. This course is the same as Rhetoric 150. M. Imber.

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. This course is the same as Rhetoric 160. M. Imber.

170. Introduction to Latin Literature. This introductory survey of classical Latin literature in translation extends from the earliest writings in Latin to the authors of early imperial Rome. Students read and analyze selections from Roman comedy, tragedy, epic, lyric, letters, and satire. They also read modern scholarship on the works, and learn about the world in which they were written. Not open to students who have received credit for Classics 170. D. O'Higgins.

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. Not open to students who have received credit for Classics 200. D. O'Higgins.

201. Women in Antiquity. This course looks at women in ancient Greece and Rome, their image in men's art and literature and (in rare cases) in their own, their status under various law codes, their perceived powers and weaknesses, and their role in public and private life. The course also examines female cults and divinities, and myths of rebellion, transsexuality, matriarchies, and monsters. Students read ancient texts (in English translation) and modern works of scholarship on the subject. Recommended background: Classical and Medieval Studies 100 (or other classics courses). Open to first-year students.

Enrollment limited to 35. Not open to students who have received credit for Classics 201. D. O'Higgins.

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, and 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. Not open to students who have received credit for Classics 202. D. O'Higgins.

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 the Ovidian original in Latin is available to students with one or more years of Latin who register for this course under the rubric Latin 205. Open to first-year students. Not open to students who have received credit for Latin 205. T. Hayward.

206. Roman Civilization. "People and places, the things that they do, and the times that they do them," Andy Sipowicz, the hero of *NYPD Blue*, once informed his son, were the matters that a good patrol officer needed to pay attention to. The advice also serves cultural historians well. In this course students study 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. 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 100 and 101, History 201. Open to first-year students. M. Imber.

208. Introduction to Medieval Archeology. The Middle Ages were a time of major cultural changes that laid the groundwork for Northwest Europe's emergence as a global center of political and economic power in more recent centuries. However, many aspects of life in the period from 1000 to 1500 c.e. were unrecorded in contemporary documents and art, and archeology has become an important tool for recovering that information. This course introduces the interdisciplinary methods and the findings of archeological studies of topics including medieval urban and rural lifeways, health, commerce, religion, social hierarchy, warfare, and the effects of global climate change. This course is the same as Anthropology 208 and History 208. Open to first-year students. M. Jones.

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 almost three centuries (800-1100 c.e.), and their 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. This course is the same as History 209. M. Jones.

210. Ancient Archeology and Modern Museums. Do the Elgin marbles belong in England? Why is the altar to Zeus from Pergamon now in Germany? The love of ancient art has sometimes prompted theft and sometimes generous patronage. Students first explore the

development, use, and cultural context of ancient art (vase painting, sculpture, or temple architecture) from Egypt, Greece, or Rome. They then consider how such art has been interpreted and collected by scholars, curators, mountebanks, and adventurers in museums, villas, and even on the World Wide Web. L. Maurizio.

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. This course is the same as Religion 218. Open to first-year students. Enrollment limited to 60.

L. Maurizio.

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. This course is the same as Theater 224. Enrollment limited to 28. E. Seeling, L. Maurizio.

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 man and the sacred. Topics explored include pre-Homeric and Homeric religion and religious thought, cosmology, mystery cults, civil religion, and manifestations of the irrational, such as dreams, ecstasy, shamanism, and magic. This course is the same as Religion 225 and Anthropology 225. Open to first-year students. R. Allison, L. Danforth.

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. This course is the same as History 231. Open to first-year students. M. Imber.

265. Gender and Greek Myths. Why do only virgins appear in Greek myths about human sacrifice? Why were only adult men allowed to sacrifice animals at the gods' altars? This course explores the relationship between Greek religious practices and Greek myths about gender and the human body. Students read ancient texts and modern scholarship on gender, myth, and religion. The course emphasizes skills necessary for writing a major research paper in many fields. Prerequisite(s): Classical and Medieval Studies 101 or Women and Gender Studies 100. Enrollment limited to 30. L. Maurizio.

302. Seminar: Topics in Classics. Topics courses require intensive reading and discussion of a single author or genre. Topics vary from year to year. Enrollment limited to 15. Not open to students who have received credit for Classics 302. Staff.

305. Africa and the Classics. The field of classics, long seen as fundamental to and defining the culture of the Western world, recently has begun to examine its own definitions, canons, and presumptions. One of the most controversial areas of this self-reflective research is that of race and the role that race has played in our definitions of cultural heritage. This course examines the cultures of ancient Egypt and Nubia and how the ancient Greeks and Romans viewed the African civilizations with which they came in contact. In the last part of the semester students read and discuss M. Bernal's *Black Athena* (among other works) and consider how the modern study of classics has been shaped. Recommended background: previous courses in Greek or Roman antiquity, the ancient Mediterranean, historiography. Enrollment limited to 20. Written permission of the instructor is required. Not open to students who have received credit for Classics 305.

D. O'Higgins.

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 is required. Students may register for no more than one independent study per semester. Staff.

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. This course is the same as Art 376D. Enrollment limited to 15. R. Corrie.

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. Staff.

Short Term Units

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 an classical or medieval play. This unit is the same as Theater s20. Written permission of the instructor is required. E. Seeling, L. Maurizio.

s21. Readings in Latin Epic. This unit introduces students to two major Latin epics: Vergil's *Aeneid* and Lucan's *Pharsalia*. These poems span a critical century during which Rome moved from republic to empire. Taken together, they provide insights into sharply changing views of the Roman state and of the poet's function within it. Students read both poems, together with relevant modern scholarship. The unit is taught in English, but stu-

dents who have completed one or more years of Latin are encouraged to read sections in Latin. Enrollment limited to 15. Not open to students who have received credit for Classics/Latin s21. D. O'Higgins.

s22. Lights, Cameras, Centurions: Hollywood's Imagined Rome. This unit proposes the hypothesis that Hollywood's fascination with Roman epics is linked, at least in part, to the "Red Scare" of the 1950s and government inquiries about and witchhunts against alleged communists active in the American government, academe, and the entertainment industry. Students watch five films (including *Spartacus*, *Ben-Hur*, and *The Robe*) from the period and read the novels on which they were based. Students also read secondary material on the House Committee on Un-American Activities and the "Hollywood Ten," in order to consider the question: Why did American filmmakers in the 1950s choose to imagine and speak about contemporary politics with the metaphors of the Roman world? Not open to students who have received credit for Classics s22. M. Imber.

s23. Fighting Monsters: Gladiators, Slaves, and Emperors in Imperial Rome. The Roman gladiatorial games were extremely popular for hundreds of years. This unit studies the games from a variety of perspectives to explain their enduring appeal to ancient and modern audiences. The gladiators themselves and their status in Roman society, and the ways in which gladiators seem simultaneously monstrous and heroic, are central topics. Other topics include slavery in Roman society (since most of the gladiators were slaves); how the gladiators both exemplify and defy their status as slaves; and the spectacle of imperial cruelty (with a focus on the personal lives of emperors who at once declared themselves to be gods and yet perpetrated unfathomable acts of all-too-human savagery). Open to first-year students. Not open to students who have received credit for Classics s23. Staff.

s24. The Once and Future Middle Ages. Working with historical source materials as well as with historical fiction, students create their own fictional representations of some aspect of the medieval world. Prerequisite(s): at least one of the following: English 201, 205, 206, 210, 395Q, History 102, Art 251, 252, Philosophy 270, or Religion 242. This unit is the same as English s24. Enrollment limited to 12. Written permission of the instructor is required. A. Thompson.

s25. Roman Law. Modern America's obsession with the law can be traced back two millennia to ancient Rome. The Romans had their celebrity lawyers, "trials of the century," and professional legal pundits, just as we do. In this course, students learn how to think like a Roman lawyer, by studying the Roman law of delict (a branch of the law analogous to both modern criminal and tort law), using the American law school "case book" method of analysis. In addition students explore the role of law in Roman culture and the practice of law as an activity in ancient Rome. Recommended background: Classical and Medieval Studies/History 100. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Classics s25. M. Imber.

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/Greek s20. Staff.

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 independent study during a Short Term. Staff.

Classical and Romance Languages and Literatures

Professors Williamson, Chair, and Rice-DeFosse; Associate Professors Fra-Molinero, O'Higgins (on leave, fall semester), Read, and F. López (on leave, 2001-2002); Assistant Professors Imber, Aburto Guzmán, Maurizio, and Fahey; Mr. George; Mr. Hayward, Mr. Walker, Mr. Leff, and Ms. P. López de Jaramillo

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. 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 an Achievement 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 CEEB Achievement 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.

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.

Greek Courses

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. Staff.

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. Staff.

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. Staff.

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 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. Prerequisite(s): Greek 101 and 102. Staff.

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. Prerequisite(s): Greek 101 and 102. Staff.

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. Not open to students who have received credit for Classics 301. Staff.

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. Staff.

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. Staff.

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. Staff.

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 is required. Students may register for no more than one independent study per semester. Staff.

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.

Short Term Units

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. This unit is the same as Classical and Medieval Studies s26 and Religion s26. Enrollment limited to 8. R. Allison.

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 independent study per semester. Staff.

Latin Courses

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. Staff.

201. Prose of the Empire. The persecution of Christians, the eruption of Mount Vesuvius, and Nero's fiddle are the 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. Staff.

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. Staff.

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. Prerequisite(s): Latin 101 and 102. Staff.

204. Republican Poetry. Why do slaves always have the leading roles in Roman comedy? Was Aeneas pious or power-hungry? Did Lesbia really have three hundred 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. Prerequisite(s): Latin 101 and 102. Staff.

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. Staff.

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. Staff.

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. Staff.

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. Staff.

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 is required. Students may register for no more than one independent study per semester. Staff.

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.

Short Term Units

s20. Intensive Latin. This unit offers students an intensive, Short Term version of Latin 101-102, including principles of Latin grammar, morphology, syntax, and diction. The class meets five days a week, for four hours each day. Students complete all of the textbook, *Intensive Latin* by Moreland and Fleischer, during the first four weeks of the Short Term, and spend the final week translating passages of Latin prose and poetry. The unit is intended both for students who have developed an interest in classics over the course of the fall and winter terms, but did not have the opportunity to take Latin 101-102, and for students who wish to study Latin to support their work in other majors (e.g., history, art history, English). By the end of the unit, students are prepared to enter Latin 201 in the fall. M. Imber.

s50. Individual 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 independent study per semester. Staff.

French

The major in French aims at flexibility within a structure that affords a diversity of experience in Francophonic 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 pre-professional. 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 Francophonic areas as North Africa, black West Africa, the Caribbean, and Québec have impressed the literary world with their dynamism and insights.

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 must 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 may contain several 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, or personal reflections upon the major in French. 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 that must 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 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

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. R. Williamson, K. Read.

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. M. Rice-DeFosse.

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. R. Williamson.

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), René 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. A. Leff.

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. K. Read.

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. A. Leff.

240. Introduction to French Studies. In this course, students examine literature in its social, political, 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.

240C. Problématiques de l'Identité. An examination of the problems of self and other in selected Francophone texts from the Caribbean and sub-Saharan Africa. Works by such authors as Fanon, Oyono, Césaire, Bâ, Confiant, Zobel, Sow Fall, and Condé are treated in the context of French colonialism and the postcolonial world. Issues of race and gender are discussed. Prerequisite(s): French 202 or 203. Open to first-year students. R. Williamson.

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. K. Read.

250, 251. Introduction to French Literature I. 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. R. Williamson, M. Rice-DeFosse.

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 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 self. Prerequisite(s): French 202 or 203. Open to first-year students. M. Rice-DeFosse.

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. R. Williamson.

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. M. Rice-DeFosse.

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. R. Williamson.

351. Early French Literature. "Literary Identity in Early French Literature." Reading and discussion of aspects of literary identity in medieval and Renaissance literature, with particular attention devoted to considerations of religion, gender, family and domestic concerns, and nationality. Prerequisite(s): French 250 or 251. K. Read.

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. K. Read.

353. French Literature of the Eighteenth Century. Students study major works by authors such as Marivaux, Diderot, Rousseau, Condorcet, Sade, Beaumarchais, and Gouges. 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. M. Rice-DeFosse.

354. French Literature of the Nineteenth Century. This course explores a century of enormous political, socioeconomic, and cultural change through its literature. Students study such authors as Balzac, Sand, Flaubert, Nerval, Baudelaire, Rimbaud, Zola, Rachilde, and Huysmans. Prerequisite(s): French 250 or 251. M. Rice-DeFosse.

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. R. Williamson.

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 is required. Students may register for no more than one independent study per semester. Staff.

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.

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. M. Rice-DeFosse.

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. K. Read.

370. L'Individu Face à la Société. A study of the role of the individual in society in French literature written just prior to, during, and after the Revolution of 1789. The course explores issues of privilege and power, rights and responsibilities, nature and culture in works by authors such as Marivaux, Diderot, Beaumarchais, Sade, Nodier, Balzac, and Sand. Prerequisite(s): French 250 or 251. Open to first-year students. M. Rice-DeFosse.

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 accept-

able 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. Staff.

Short Term Units

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 drawing on 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. K. Read.

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. M. Rice-DeFosse.

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. M. Rice-DeFosse.

s38. *Des Dinosaures et des Éléphants*. In this unit, students engage in the cultural disputes both between and within the United States and France. Claude Berri's French epic film *Germinal* was made with a huge, nationally-subsidized budget and was destined to reanimate the French cinema. What were the consequences when its premiere coincided with the arrival of the very American import, *Jurassic Park*? The films are metaphors for the underdog French film industry struggling against the monstrous, omnivorous American action movie. 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. K. Read.

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 independent study during a Short Term. 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.

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., English 295, Anthropology 234, History 181, Political Science 249, or a research methods course in areas such as women 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. There are no restrictions on the use of the pass/fail option within the major or secondary concentration.

Courses

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. B. Fra-Molineró, D. George.

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. F. Fahey, C. Aburto Guzmán, F. López.

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. D. George, C. Aburto Guzmán.

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. D. George, F. López.

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. F. López.

211. Introducción a los estudios literarios. This course familiarizes 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) or corequisite(s): Spanish 207 or 208. B. Fra-Molinero.

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. F. Fahey.

216. Readings in Peninsular Spanish Literature. A survey of representative peninsular Spanish 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. D. George.

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 215 or 216. B. Fra-Molinero.

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 215 or 216. This course is the same as, Theater 241. Open to first-year students. Enrollment limited to 20. B. Fra-Molinero.

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. F. López.

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. F. López.

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. C. Aburto Guzmán.

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. B. Fra-Molinero.

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. F. López.

263. Cuba from Within and Without. This course analyzes constructions of Cuban identity inside and outside of the island. Particular attention is paid to the role of class, race, gender, and sexuality in those constructions. Literature, film, essays, and music are the bases for the analysis. Authors considered may include José Martí, Alejo Carpentier, Lydia Cabrera, Severo Sarduy, Virgilio Piñera, Chely Lima, Silvio Rodríguez, Tomás Gutiérrez Alea, Cristina García, and Achy Obejas. Prerequisite(s): Spanish 215 or 216. Open to first-year students. F. López.

264. Contemporary 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 litera-

ture and other cultural productions. Various literary genres are considered, including poetry, short stories, essays, and novels. Prerequisite(s): Spanish 215 or 216. C. Aburto Guzmán.

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. B. Fra-Molinero.

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. C. Aburto Guzmán.

344. Women Writers of Post-Franco Spain. 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. F. López.

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. F. López.

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 from a Spanish American perspective. The essay is chosen for this inquiry, as it 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 into Spanish American thought. Enrollment limited to 15. C. Aburto Guzmán.

353. Un curso de cine. Cinema in Latin America and Spain is more than eighty 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. B. Fra-Molinero.

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 is required. Students may register for no more than one independent study per semester. Staff.

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.

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. Staff.

Short Term Units

s22. Africa in Me: Cultural Transmission in Brazil. Brazil is second only to Nigeria in population of people of African descent. Brazil, along with Cuba, has the longest history of slavery in the Western world in modern times. Slavery was abolished in Brazil in 1888, and its long history continues to have a decisive effect upon contemporary social and political institutions. This unit explores the impact of slavery in modern Brazil by examining African retentions in history, culture, and religion. This unit is the same as African American Studies s22. Open to first-year students. Enrollment limited to 60. B. Fra-Molinero, C. Nero, Staff.

s32. Medieval Spain: Christians, Jews, and Muslims. Spain developed three different literary traditions during the Middle Ages. The presence in the Iberian Peninsula of three different established religions—Christianity, Islam, and Judaism—gave rise to three distinctive intellectual communities and practices. Muslim philosophers and scientists developed knowledge in areas like medicine, optics, algebra, and chemistry. Jewish scholars gave shape to the Talmudic tradition. Christian Europe sent its theologians to discover Aristotle among the few who still could read Greek in Western Europe, the Arab and Jewish scholars of Córdoba and Toledo. Conducted in English. One section reads and discusses texts in Spanish. The second section is conducted in English. Prerequisite(s): Spanish 216. Open to first-year students. Enrollment limited to 30. Written permission of the instructor is required. Not open to students who have received credit for Religion s32. B. Fra-Molinero.

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 independent study during a Short Term. Staff.

Other Foreign Languages

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 2001-2002 no languages are offered. Written permission of the department chair is required. Staff.

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 is required. Students may register for no more than one independent study per semester. Staff.

Short Term Units

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. This unit is the same as Education s26. Not open to students who have received credit for Education/Foreign Language 370. D. Browne.

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 independent study during a Short Term. Staff.

Economics

Professor Emeritus Walther; Professors Murray, Williams, and Aschauer; Associate Professors Schwinn, Hughes, Chair, Maurer-Fazio (on leave 2001-2002), and Lewis; Visiting Associate Professor Oliver; Assistant Professor Mechner (on leave, winter semester and Short Term); Mr. Moledina; Mr. 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. Two-hundred-level 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.

Major Requirements. There are five requirements for the economics major. Economics majors must take:

- 1) Economics 101, 103, 250, 255, 260, and 270. (Selected statistics courses from other departments are acceptable substitutes for Economics 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) Mathematics 105 or 106 (or the equivalent). (Mathematics 105 is a prerequisite for Economics 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:

Anthropology 339. Production and Reproduction.
 Political Science 222. International Political Economy.
 Sociology 260: Economic Sociology.

- 5) Economics 457 or Economics 458.

A pamphlet describing the major in more detail is available from the department. Students planning on off-campus study in the junior year should consult with the department chair as early as possible during the sophomore year.

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.

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 may receive credit for Economics 250 upon approval of the department chair.

General Education. The following sets are available: Economics 101-103, or either Economics 101 or 103 and any Economics course numbered from 220-249. The quantitative requirement may be satisfied through Economics 250 or 255.

Courses

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. Not open to students who have received credit for Economics 102. Enrollment limited to 35. L. Lewis, M. Murray, Staff.

103. Principles of Macroeconomics: Income and Employment. A survey of major problems confronting 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. Not open to students who have received credit for Economics 100. Enrollment limited to 35. M. Oliver, Staff.

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. B. Farber.

220. American Economic History. A hundred years ago, the United States was a predominantly agricultural country experiencing rapid immigration, urbanization, and industrial growth along with the transforming impact of new technologies like electricity and the automobile. This course examines the transformation of the United States economy and its role in the world over the course of the twentieth century. Topics may include changes

in agriculture, industry, transport, and government; the rise and fall of cities; the demographic transition; the Great Depression and its economic policy legacy; wars and their economic consequences; immigration and internal migration; changes in education and income distribution; the changing economic roles of women; and the different economic experiences of African Americans. Prerequisite(s): Economics 101 or 103. Open to first-year students. Enrollment limited to 22. Staff.

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.

T. Walther.

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. L. Lewis.

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 s35. Enrollment limited to 20. J. Hughes.

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. Staff.

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. C. Schwinn.

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. Not open to students

who have received credit for Economics 227. Prerequisite(s): Economics 101 or 103. Open to first-year students. Enrollment limited to 45. M. Maurer-Fazio.

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 into the practice of economics. Prerequisite(s): Economics 101. Open to first-year students. Enrollment limited to 22. J. Hughes.

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. It also addresses the debate and controversies concerning 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. M. Maurer-Fazio.

233. Economic Policy Debates. Both citizens and policy makers need to understand complex issues when making informed policy choices. This course focuses on five or six current policy controversies. The topics studied vary from year to year. They may include, among others: management of limited natural resources and the environment, impact of immigration, job markets and discrimination, free trade, health care financing, anti-poverty and welfare programs, consumer protection, and deregulation. Prerequisite(s): Economics 101. Open to first-year students. Enrollment limited to 40. A. Williams.

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. This course is the same as Mathematics 239. Staff.

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. Recommended background: one course in economics. Open to first-year students. Enrollment limited to 36. A. Williams.

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. C. Schwinn.

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. J. Hughes.

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. D. Aschauer.

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. M. Maurer-Fazio, Staff.

310. Economic History of the Americas. Understanding today's world and current economic issues requires an appreciation of the past and of historical economic change. This course surveys the history of the American economy from colonial times to the twentieth century. Latin America, the Caribbean, and Canada are included alongside the United States for both comparative and topical purposes. Topics include conquest and settlement, population growth and demographics, migration and immigration, slavery throughout the Americas, trade and trade policy, economic growth, industrialization and technological change, urbanization, and the economic roles of governments. Prerequisite(s): Economics 255, 260, and 270. Staff.

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. M. Murray.

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. M. Oliver.

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. D. Aschauer.

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. D. Aschauer.

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. C. Schwinn.

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.

L. Lewis.

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. M. Oliver.

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. J. Hughes.

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. Staff.

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. D. Aschauer.

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. A. Williams.

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. C. Schwinn.

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. M. Murray.

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 is required. Students may register for no more than one independent study per semester. Staff.

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. Staff.

Short Term Units

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. B. Farber.

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. M. Murray.

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. This unit is the same as Environmental Studies s27. Open to first-year students. Enrollment limited to 10. Written permission of the instructor is required. M. Maurer-Fazio, J. Hughes.

s28. The New England Economy in Historical Perspective. The economic history of New England both mirrors the experience of the rest of the country and diverges from it. This unit explores New England's peculiar demographic, commercial, industrial, and institutional development from precolonial times to the present. Topics include the Native American and early colonial economy, the agricultural sector and its transformation, New

England's foreign trade, the Industrial Revolution, immigration and urbanization, industrial decline, and economic rebirth. Lectures and readings are supplemented by trips to museums and archeological and historic sites around New England. Prerequisite(s): Economics 101 and 103. Open to first-year students. Enrollment limited to 30. Staff.

s29. Generational Equity. The government plays a large role in transferring resources between generations. Taxes are collected and transfers are paid throughout a generation's lifetime. This unit examines how and why transfers take place. First, the unit explores the need for intergenerational transfers. Next, a history of age-targeted programs in the United States and other countries, including developing economies, is presented. Tools for calculating the magnitude of intergenerational transfers are developed and used to determine which birth cohort is the "winning generation." Finally, students look at current reform proposals for Social Security and Medicare and discuss notions of "generational fairness." Prerequisite(s): Economics 101 or 103. Open to first-year students. Enrollment limited to 30. Staff.

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 course 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. Enrollment limited to 15. D. Aschauer.

s34. Democratic Enterprises. Decisions of democratically run enterprises in matters of income distribution, pricing, and investment are compared theoretically and empirically with the decisions of capitalist firms. Additional topics include the behavior of Yugoslavian firms, the Mondragón community in Spain, case studies in the United States, and employee stock ownership plans. Prerequisite(s): Economics 101 and 103. Open to first-year students. C. Schwinn.

s37. The Great Depression. The Great Depression of the 1930s was a watershed in the American experience, bringing transformations to many dimensions of life, such as unemployment, poverty, agriculture, unions, financial markets, leisure, and the role of government. A major focus of this unit is to examine economic and social issues of the 1930s by collecting oral histories and studying the experiences of individuals who lived in Maine during the crash of 1929 and the ensuing decade. After transcribing their interviews, students analyze the Maine experience in comparison with that of the nation as a whole. Prerequisite(s): Economics 101 or 103. Open to first-year students. Not open to students who have received credit for First-Year Seminar 187. A. Williams.

s39. Dynamite Economics. The Nobel Prize in Economic Science is the world's most prestigious award for contributions to the field of economics. It has been awarded annually since 1969 by the Royal Swedish Academy of Sciences for specific discoveries or breakthroughs as well as for the impact of these on the economics discipline. This unit examines the lives and work of the recipients of the Nobel Prize in Economic Science. For each recipient, students ask questions such as: What was the central idea (or ideas) that merited the prize? What impact did the idea have on the profession? How did the idea change the way that economic policy is conducted? Prerequisite(s): Economics 101 and 103. Open to first-year students. Enrollment limited to 15. D. Aschauer.

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 independent study during a Short Term. Staff.

Education

Visiting Associate Professor Dodd, Chair; Assistant Professors Smith and Kumashiro; Ms. Makris and Ms. Gurney

Education, in the largest sense, is the process of continuing the human race. We are all born uneducated. Human infants are immature, and they only become fully human as they take on knowledge, skills, and dispositions from others. So, for the human race to continue, one generation must pass on to the next the knowledge, skills, and dispositions that make us human.

Because education is so fundamental, scholars in many academic disciplines study it. The curriculum in education at Bates introduces students to the anthropology, history, philosophy, politics, psychology, and sociology of education. Education, however, is more than an academic discipline. It is also a practice that goes on—formally and informally—throughout the College and the surrounding community. The Department of Education offers students opportunities to participate in a variety of educational activities. Almost all education courses include an internship in a local school, so that students can integrate theory with the practice of education. The department's faculty members want students to become engaged by teaching actual students. And they also want them to reflect systematically on the larger questions that their experiences raise.

The Department of Education offers courses for students who want to include educational studies as part of their general pursuit of liberal arts at Bates, for students who want to explore the possibility of teaching, and for students who already know they want to teach after they graduate from Bates. The study of educational issues can add breadth and depth to students' study in another field. Through fieldwork with children, students can obtain direct experience as they explore the idea of teaching or a career in a related human services field. By becoming more knowledgeable about any aspect of education, all students will be better prepared to fulfill their future roles as citizens and parents. The skills and knowledge gained from education courses also have a wide application in many other occupations and professions. Moreover, students who enter graduate study in any discipline often teach as graduate assistants.

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 become certified or to pursue a secondary concentration in educational studies (without student teaching) 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.

Secondary Concentration in Teacher Education. Requirements for the College's recommendation for certification in Maine as secondary school teacher include: 1) Education 231 or s21; and all of the following: Education 343, 362, 447, 448, 460, 461, 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; 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 coursework. 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, at least five of which must be Department of Education courses. Requirements include 231 (or s21) and course work in both special education and learning theories, which can be met by taking either two courses, 343 (Learning) and 362 (Concepts of Special Education) or one course, 216/s31 (Teaching Exceptional Students in the Regular Classroom). Students choosing 216/s31 may not take either 343 or 362 and add instead another education elective. Students must also complete one semester-long, seventy-hour field experience in a local school or other educational setting or fieldwork related to education more generally, such as research on policy. This requirement can be met by extending a thirty-hour experience in one education course, by combining more than one to serve as an equivalent, or in another way if approved in advance. Students must also demonstrate in their applications that the planned program has a clear focus of study and is not just a collection of seven courses. They are strongly advised to begin preliminary planning no later than the beginning of the junior year and must submit a formal application by 30 September of the senior year.

Pass/Fail Grading Option. Pass/fail grading may be elected for courses applied toward the secondary concentration.

General Education. Education 231 and any other Education course (not units) may serve as a department-designated set. Education s21 may serve as an option for the third course. No education courses fulfill the quantitative requirement.

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. Graduates in the class of 2000, the first students affected by this law, took the Praxis II Core Battery examination. (A different test, Praxis I, is required for 2001.) One hundred percent of Bates program completers in 2000 who took the examination earned passing scores required for Maine certification. The Maine passing rate for all programs in 2000 was 91 percent. Students were enrolled in the program as seniors in 2000- 2001 (a student-faculty ratio of 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

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 25. Staff.

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 males and females. A field experience is required. Open to first-year students. Enrollment limited to 25. A. Dodd.

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, ebonics, ethnic studies, hiring practices, and tracking. A thirty-hour field experience is required. Recommended background: Education 231. This course is the same as Sociology 242. Open to first-year students. Enrollment limited to 25. S. Smith.

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 and growth of 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. Prerequisite(s): Education 231 or s21. Recommended background: Education/Psychology 262 and Education 343. Enrollment limited to 25. H. Gurney.

250. Models/Methods of “Good” Teaching. This course examines and critiques different models of good teaching and teachers, with particular emphasis on how teaching can contribute to social justice. Students are introduced to a variety of theoretical perspectives, including multicultural, critical, queer, Buddhist, psychoanalytic, and poststructural. Possible models of good teaching include: teachers who are professionals researchers, savors, 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 lesson plans that draw on the different models. Recommended background: course work in education and activism. Open to first-year students. Enrollment limited to 25. K. Kumashiro.

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. This course is the same as Psychology 262. Enrollment limited to 15 per section. G. Nigro.

316. Teaching Exceptional Students in the Regular Classroom. This course examines the education of students with special needs in the mainstream classroom, provides an introduction to major theories of learning, including those of Skinner, Piaget, Vygotsky, and considers the results of recent research on how students learn. Topics include an overview of state and federal laws and regulations governing special education, the process for obtaining support services, the characteristics of exceptional students, learning styles/instructional strategies, classroom management, and parental involvement. A field experience is required. Prerequisite(s): Education 231 or s21. Recommended background: Psychology 101 and 240. Enrollment limited to 25. Not open to students who have received credit for Education 343, 362, or s31. A. Dodd.

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 consider how their teaching philosophies are bound by the views they adopt about human nature and the intellectual, behavioral, and ethical growth of children. Each student spends thirty hours observing and assisting a teacher in a local school. Prerequisite(s): Education 231 or s21. Recommended background: Psychology 101. Enrollment limited to 25. M. Makris.

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, multicult-

tural, 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. Recommended background: Education 231, 240, and 242. Enrollment limited to 15. Written permission of the instructor is required. K. Kumashiro.

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 is required. Students may register for no more than one independent study per semester. Staff.

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 field experience is required. This course meets the particular requirement of a course in special needs established by the State of Maine for certification. Prerequisite(s): Education 231 or s21. Open to first-year students. Enrollment limited to 25. M. Makris.

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

380. Education, Reform, and Politics. The United States has experienced over three centuries of growth and change in the organization of private and public education. The goals of this course are to examine 1) alternative educational philosophies, practices, and pedagogies and 2) contemporary issues and organizational processes in relation to the constituencies of schools, learning, research, legal decisions, planning, and policy. The study of these areas includes K-12, postsecondary, graduate, and vocational schools, as well as home schooling. 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 is required. Recommended background: one or more courses in education and sociology. This course is the same as Sociology 380. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for Education 280 or African American Studies 280/Education/Sociology 280. S. Smith.

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 and 343. Corequisite(s): Education 448 and 461. A. Dodd, S. Smith, K. Kumashiro.

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/s21, 343, 362, and 460. Corequisite(s): Education 461 and Education 447. Written permission of the instructor is required. A. Dodd, S. Smith, K. Kumashiro.

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 supervisory 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/s21, 343, and 362. Written permission of the instructor is required. A. Dodd, S. Smith, K. Kumashiro.

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/s21, 343, 362, and 460. Corequisite(s): Education 448 and 447. A. Dodd, S. Smith, K. Kumashiro.

Short Term Units

s21. Perspectives on Education. An alternative and intensive version of Education 231. Not open to students who have received credit for Education 231. Enrollment limited to 25. Staff.

s22. Teaching: Stories and Research. This unit explores education and K-12 schools through the perspectives of teachers as they are revealed in fictional and nonfictional accounts by and about teachers at different times in different settings. Through course texts, fieldwork in local schools, and independent reading and research, students examine the professional lives of teachers, the art of teaching, current issues, and continuing dilemmas. How do particular sociocultural contexts and practical and philosophical differences affect the challenges teachers face and the decisions they make? What might an analysis of teachers' stories suggest about ways schools could be improved for all students? What further research is needed? Recommended background: a course in education. Open to first-year students. Enrollment limited to 25. A. Dodd.

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 15. S. Smith.

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. This unit is the same as Foreign Language s26. Not open to students who have received credit for Foreign Language 370 or Education 370. D. Browne.

s31. Teaching Exceptional Students in the Regular Classroom. This course examines the education of students with special needs in the mainstream classroom, provides an introduction to major theories of learning, including those of Skinner, Piaget, Vygotsky, and considers the results of recent research on how students learn. Topics include an overview of state and federal laws and regulations governing special education, the process for obtaining support services, the characteristics of exceptional students, learning styles/instructional strategies, classroom management, and parental involvement. A field experience is required. Prerequisite(s): Education 231 or s21. Enrollment limited to 25. Not open to students who have received credit for Education 316, 343, or 362. A. Dodd.

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 independent study during a Short Term. Staff.

English

Professors Deiman (on leave 2001-2002), Turlish, Thompson (on leave, 2001-2002), and Taylor; Associate Professors Freedman, Dillon, Chair, Malcolmson (on leave, fall semester), and Nayder; Assistant Professor Shankar; Visiting Assistant Professors Hazard and Hecker; Ms. Ruffin; Mr. Farnsworth

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).

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 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 three 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.

Courses

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, they 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.

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.

A. Thompson.

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.

A. Thompson.

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) post-colonial 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. This course is the same as Women and Gender Studies 121G. Enrollment limited to 25 per section. L. Shankar.

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. L. Nayder.

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. L. Nayder.

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. L. Shankar.

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. Enrollment limited to 25. C. Malcolmson.

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. L. Turlish.

121V. Reading Arthurian Literature. In this course, students examine literature about King Arthur from the twelfth through the twentieth century, 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. Staff.

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. L. Turlish, C. Taylor.

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. C. Taylor, L. Turlish.

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, Vergil, Dante, Rabelais, Montaigne, Cervantes, and others. Enrollment limited to 25 per section. S. Dillon, M. Hazard.

200. Closely Watched Poems: Investigating the Authority of the Canon. Why do some poems and not others become canonized? Is canonization testimony to greatness or to the conventions of a particular group of readers (a moment in history of fixed cultural agreement)? Students closely examine English and American poems, analyzing metre, form, diction, poetic convention, historical context, gender, and the commonalities and differences of reading communities. Prerequisite(s): one 100-level English course. Open to first-year students. Enrollment limited to 25. S. Freedman.

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) A. Thompson, M. Hazard.

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) Staff.

210. Medieval Drama. A study of the origins and development of medieval drama in its many and varied manifestations, from the simple liturgical plays that formed part of the tenth-century church service, to the elaborate performances of the great mystery cycles whose popularity with the public continued right up until the time of the Reformation when they were finally suppressed. Emphasis is on close reading of selected texts in Middle English as well as on the social, civic, and religious functions served by medieval drama. Prerequisite(s): one 100-level English course. Enrollment limited to 25. (pre-1800) A. Thompson.

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) C. Malcolmson, P. Hecker.

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) C. Malcolmson, P. Hecker, S. Freedman.

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. L. Turlish.

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. L. Nayder.

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) C. Malcolmson.

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. Enrollment limited to 25. (pre-1800) S. Dillon.

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. L. Nayder.

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. Staff.

243. Romantic Literature (1790-1840). The theoretical foundations of English and European Romanticism, including its philosophical, critical, and social backgrounds. Students concentrate 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. R. Farnsworth, S. Dillon.

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. S. Dillon.

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. K. Ruffin.

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. L. Shankar.

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. L. Shankar.

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. R. Farnsworth.

275. English Novel I. 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) L. Naylor.

276. English Novel II. A study of the English novel from the mid-nineteenth century to the early twentieth. Readings include novels by Collins, Eliot, Stoker, Ford, Forster, and Woolf, as well as theoretical works by M.M. Bakhtin, D.A. Miller, and Lennard Davis. Special attention is given to the revisionary nature of the novel and its relation to social change and the status quo. Prerequisite(s): one 100-level English course. Enrollment limited to 25. L. Naylor.

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. C. Taylor.

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. S. Dillon.

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. C. Taylor.

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) S. Freedman.

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 is required. Students may register for no more than one independent study per semester. Prerequisite(s): one 100-level English course. Staff.

365. Special Topics. Offered occasionally by a faculty member in subjects of special interest. Prerequisite(s): one 100-level English course. Staff.

391. Advanced Prose Writing. Prerequisite(s): English 291. Enrollment limited to 12. Written permission of the instructor is required. R. Farnsworth.

392. Advanced Poetry Writing. Prerequisite(s): English 292. Enrollment limited to 12. Written permission of the instructor is required. S. Dillon, R. Farnsworth.

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.

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. C. Taylor.

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 abide? 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. R. Farnsworth.

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. L. Nayder.

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. R. Farnsworth.

395G. Postcolonial Literatures and Theory. A study of selected contemporary world literatures focused on postcolonial texts and the major critical, theoretical statements. The course interrogates the social and historical imperatives of European imperialism and its aftermath; neocolonialism; transnationalism; and educational, linguistic, and cultural hegemony, and the “(de)colonizing of the mind.” The course focuses on works by Ama Ata Aidoo, Anita Desai, Tsitsi Dangarembga, Frantz Fanon, Albert Memmi, N’gugi wa Thiong’o, Salman Rushdie, Edward Said, Gayatri Chakravorty Spivak, Sara Suleri Goodyear. Prerequisite(s): one 100-level English course. Enrollment limited to 15. Written permission of the instructor is required. (critical thinking) L. Shankar.

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. L. Nayder.

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. This course is the same as Women and Gender Studies 400B. Enrollment limited to 15. Written permission of the instructor is required. (critical thinking) L. Shankar, C. Malcolmson, C. Taylor.

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. L. Turlish.

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) C. Malcolmson.

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 related to 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. R. Farnsworth.

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. This course is the same as Women and Gender Studies 395S. Enrollment limited to 15. Written permission of the instructor is required. (critical thinking) L. Shankar.

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. S. Freedman.

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. L. Nayder.

395W. Lyric Film. Ordinarily studies of film center on narrative and emphasize links to narrative forms such as the novel. This course centers on non-narrative film and

emphasizes links to poetry. What is the relationship between poetry and film? How can we characterize and understand structure in works where plot is weak or absent? Students view films by poet-directors, films with interpolated poems, and films starring actual poets or archetypal poets. Discussion centers on one or two films each week, along with related poems and critical materials. Directors may include Theo Angelopolous, Stan Brakhage, Jean Cocteau, Maya Deren, Atom Egoyan, Derek Jarman, Andrei Tarkovsky, and Wim Wenders. Enrollment limited to 15. Written permission of the instructor is required. S. Dillon.

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. Staff.

Short Term Units

s11. Writing in Lewiston. Where are you, when you write? Are your feet touching the ground? Don't drive; walk down College Street a while, and now see where you are. This creative writing unit asks students to go off campus—to find out who they are, and what they sound like, by finding out where they are. Students share with classmates their prose in various genres (autobiography, sketch, journal, report, interview). A substantially researched project is expected. Enrollment limited to 20. S. Dillon.

s13. The *Fin de Siècle* in American Literature. Henry Adams echoed Matthew Arnold's poem when he described America in the 1890s as "caught between two worlds, one dead, the other powerless to be born." This unit considers the American 1890s, especially in the light of our own *fin de siècle*. Themes include cultural exhaustion, apocalypticism, "decadence," and aestheticism. Authors include Henry Adams, Kate Chopin, and Stephen Crane. Open to first-year students. Enrollment limited to 15. L. Turkish.

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. A. Thompson.

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 (reading consists of 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. S. Dillon, S. Freedman.

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” (or see or hear) 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. C. Malcolmson, C. Taylor.

s22. Glenn Gould: Musician and Muse. A poetry-writing workshop that takes inspiration—both directly and indirectly—from the recordings, writings, and films of Glenn Gould (1932-1982), the Canadian pianist. No technical knowledge of music is required, although a willingness to listen to “classical” music (i.e., Bach, Webern, Sibelius) is necessary. Students may prepare for this unit by listening to Gould’s rendition of Bach’s *Well-Tempered Clavier* ten times. Recommended background: English 121E. Enrollment limited to 12. S. Dillon.

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. L. Turkish.

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. L. Shankar.

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. L. Nayder.

s35. Constructing Catherine Dickens. Combining literary and biographical study with archival research, this unit focuses on the neglected figure of Catherine Dickens, wife of the novelist, who was forced from her home in 1858 after twenty years of marriage and ten children. Reading conflicting accounts of Mrs. Dickens as well as her own unpublished letters and book (a cookbook), students examine her family life in the context of Victorian gender norms and marriage law, consider how and why she has been represented by crit-

ics and biographers, and construct their own portraits of her. Prerequisite(s): one English course. Open to first-year students. Enrollment limited to 15. L. Naylor.

s37. Representing Labor in Fiction and Film. This unit explores how workers in the twentieth-century United States have represented their own lives and struggles, and how writers and directors have transformed personal narratives into fiction and film of often epic sweep. Diverse storytellers contribute to what is remembered and forgotten as the story of labor becomes public history, from the slave system to the factories of the North, from the Dust Bowl's westward migration to migrant laborers moving across borders and sometimes back again. Works include Solomon Northrup's slave narrative and Gordon Parks Sr.'s *Half Slave, Half Free: Solomon Northrup's Legacy*; Upton Sinclair's *The Jungle* and William Duke's *The Killing Floor*; John Steinbeck's and John Ford's *Grapes of Wrath*; Tomás Rivera's and Severo Pérez's *...And the Earth Did Not Devour Him*; Gregory Nava's *El Norte*; and Harriet Arnow's and Daniel Petrie's *The Dollmaker*. Prerequisite(s): one English course. Enrollment limited to 15. C. Taylor.

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. Usually offered in alternate years. Enrollment limited to 15. Written permission of the instructor is required. Staff.

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 independent study during a Short Term. Staff.

Environmental Studies

Professors Straub (Religion), Wenzel (Chemistry), Chair (fall semester), Costlow (Russian) (on leave, fall semester), and Smedley (Physics) (on leave, fall semester and Short Term); Associate Professors Richter (Political Science), Chair (winter semester and Short Term), and Hughes (Economics); Assistant Professors Austin (Chemistry), Bohlen (Environmental Studies), and Sommer (Biology); Mr. Rogers (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.

note: The major requirements listed below differ significantly from the requirements listed in catalogs of previous years. 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.

Major Requirements. 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 the 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:

Environmental Studies 203. Material and Energy Flow in Engineered and Natural Systems.

Environmental Studies 204. Environment and Society.

Environmental Studies 205. "Nature" in Human Culture.

Environmental Studies 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:

Biology 260. Environmental Toxicology.

Biology 270. Ecology.

Chemistry 212. Separation Science.

Geology 240. Low Temperature Geochemistry.

2) 200-level courses focusing on social sciences:

Economics 222. Environmental Economics.

Environmental Studies 218. U.S. Environmental Politics and Policy.

Environmental Studies 225. Comparative Environmental Politics and Policy.

Political Science 258. Environmental Diplomacy.

3) 200-level courses focusing on humanities:

Environmental Studies 212. Nature, Literature, and the Cultural Imagination.

Environmental Studies 214. Ethics and Environmental Issues.

Environmental Studies 215. Environmental Ethics.

Environmental Studies 228. Caring for Creation.

Environmental Studies 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.

Economics 325. Prices, Property, and the Problem of the Commons.

Environmental Studies 302. Wetlands and Social Policy.

Environmental Studies 314. "Nature" in Russian Literature.

Environmental Studies 325. Seminar on World Agriculture.

Environmental Studies 345. African Wildlife Conservation.

Religion 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 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, except for the quantitative requirement. The following courses may fulfill the quantitative requirement: Environmental Studies 181 and Environmental Studies 203.

Courses

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. This course is the same as Chemistry 107B. Enrollment limited to 60 per section. Not open to students who have received credit for Chemistry 107. T. Wenzel.

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. This course is the same as Chemistry 108B. Enrollment limited to 60 per section. Not open to students who have received credit for Chemistry 108. R. Austin.

181. Working with Environmental Data. This course uses lectures, problems, and projects to introduce students to experimental design, data collection, and data analysis. The course introduces basic principles of statistical thinking and trains students to be informed consumers of statistics commonly encountered in environmental science and policy contexts. The course covers basic concepts in probability and statistics, principles of experimental design, measures of location and dispersion, statistical estimation, and testing of hypotheses. Recommended background: a working knowledge of algebra. C. Bohlen.

203. Material and Energy Flow in Engineered and Natural Systems. An introduction to central concepts in environmental science—the transport and transformation of matter 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 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 102, 103, 104, 105, 106; or Physics 107/s25 and 108. Enrollment limited to 40. R. Austin, C. Bohlen.

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. P. Rogers.

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. C. Straub.

212. Nature, Literature, and the Cultural Imagination. This course gives students a broad introduction to the range of ways in which writers have represented humans’ relationships with the natural world. Students read a variety of genres of writing, from different cultures and historical periods. Students consider issues of both text and context: how novels and poems present self, community, and the natural world; human interactions with animals; “cultural landscape” and its manipulation to political ends; the relevance of race and gender in narratives of human/natural relationships. Texts are drawn from the Western “canon” and from the work of contemporary, emerging voices. Open to first-year students. S. Strong, J. Costlow.

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. This course is the same as Philosophy 214. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Environmental Studies/Religion 215. T. Tracy.

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. This course is the same as Religion 215. Open to first-year students. Not open to students who have received credit for Environmental Studies/Philosophy 214. C. Straub.

218. U.S. Environmental Politics and Policy. This course introduces students to critical historical and contemporary issues in the politics and policy of the natural environment in the United States. It 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 in the United States. The middle part of the course is a general overview of the current state of American environmental politics and policy. The last section of the course takes a case study approach to a specific environmental issue relevant to the local area. This case study provides an opportunity for students to apply the knowledge developed earlier in the course and to meet and interact with stakeholders involved with this issue. Prerequisite(s): Environmental Studies 202 or 204. This course is the same as Political Science 218. Open to first-year students. P. Rogers.

225. Comparative Environmental Politics and Policy. While virtually all the peoples of the earth face important environmental issues, the form and content of these human-nature interactions differ widely from place to place. 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. Concerns specific to each region receive attention. Prerequisite(s): Environmental Studies 202 or 204. Open to first-year students. P. Rogers.

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. This course is the same as Religion 228 and Physics 228. Enrollment limited to 40. T. Tracy, J. Smedley.

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, Saigyô, Kamo no Chomei, Bashô, Li Po, and Wang Wei. This course is the same as Japanese 290. S. Strong.

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. C. Bohlen.

305. Global Warming: Development of the Hot Debate. Over the past century, temperatures at the earth's surface have been steadily increasing. Concurrently, since the beginning of the Industrial Revolution, combustion of fossil fuels for energy and transportation purposes has also steadily increased, resulting in greater emissions of carbon dioxide and other greenhouse gases. Many scientists—though far from all—attribute global warming to higher concentrations of greenhouse gases as a result of fossil fuel use. This course traces the development of the greenhouse concept, examines studies offered as evidence of global warming, reviews arguments by skeptics, investigates potential impacts, and explores efforts to reduce atmospheric CO₂. The interplay among science, policy, and technology is explored through assigned readings, class discussions, and documentary films. Prerequisite(s): two of the following: Environmental Studies 203, 204, or 205. Enrollment limited to 20. Staff.

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 explore 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 literature or Environmental Studies 212. This course is the same as Russian 314. J. Costlow.

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 multi-dimensional 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. P. Rogers.

345. Seminar in African Wildlife Conservation. This seminar examines wildlife and its habitat in sub-Saharan Africa, and the manner in which populations and ecosystems have been affected by human activity. It explores three periods of African history—precolonial, colonial, and postcolonial—in order to assess the changing fortunes of wildlife, habitat, and African 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. Students are expected to take an active role in the course, with each taking a turn organizing and leading discussion. Prerequisite(s): two of the following: Environmental Studies 203, 204, and 205. Open to first-year students. Enrollment limited to 15. Not open to students who have received credit for Environmental Studies 245. P. Rogers.

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 is required. Students may register for no more than one independent study per semester. Open to first-year students. Staff.

457, 458. Senior Thesis. Research for and writing of the senior thesis, under the direction of a faculty member. Guidelines for the thesis are published on the environmental studies Web site (www.bates.edu/acad/depts/environ), 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. Staff.

Short Term Units

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 see restoration efforts for forests, wetlands, lakes, estuaries, and flowing waters, as well as sites at which recovery processes are occurring without human intervention. Landscape-scale restoration efforts from the Chesapeake Bay and Mississippi watersheds are also examined. Recommended background: Biology 270, Geology 103 or 106. Enrollment limited to 15. C. Bohlen.

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. Not open to students who have received credit for Chemistry s26 or First-Year Seminar 201. T. Wenzel.

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. This unit is the same as Economics s27. Open to first-year students. Enrollment limited to 10. Written permission of the instructor is required. M. Maurer-Fazio, J. Hughes.

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. It takes a “stakeholder” perspective on environmental problems and concerns: 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. The first week of the unit introduces students to topics and research methods. During the second, third, and fourth weeks, student groups 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. P. Rogers.

s34. Chemical Pollutants: Science and Policy. On what basis are chemicals in the environment regulated? How are acceptable levels of exposure determined? This unit examines how these sorts of public policy decisions are made by studying a few chemicals as examples. Topics covered include chemical structures and toxicity, the notion of “risk” and who defines it, and the role of scientific information in the legal process. Prerequisite(s):

Chemistry 108A or Chemistry/Environmental Studies 108B, or Environmental Studies 203. This unit is the same as Chemistry s34. Open to first-year students. Enrollment limited to 30. R. Austin.

s46. Internship in Environmental Studies. Projects may include hands-on conservation work, environmental education, environmental research, political advocacy, environmental law, or other areas related to environmental questions. Specific arrangement and prior approval of the Committee on Environmental Studies is required. Staff.

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 independent study during a Short Term. Open to first-year students. Staff.

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 seminar may be used in fulfilling the General Education requirement in humanities and history. In addition, designated seminars may be used to fulfill the quantitative requirement. (See 7C under “Degree Requirements,” p. 22.)

Courses

014. Slavery in America. This course studies American slavery from various perspectives. Attention is given to the roots of slavery and its emergence in the North American colonies in the seventeenth century; the economic, political, and social characteristics of slavery; and the effects of slavery on blacks and whites. Fall semester. J. Carignan.

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. Fall semester. G. Clough.

127. Experimental Music. Whether in classical, jazz, popular, or category-defying music styles, experimentalists challenge inherited definitions and social conventions of music by favoring expanded sound sources, unconventional formal structures, and radical performance practices. This seminar examines the roots, history, and musical documents of American experimental music from Benjamin Franklin to Frank Zappa. Fall semester. R. Pruiksma.

150. *Hamlet*. This course undertakes an intensive study of Shakespeare's play, with particular emphasis on the various ways it has been interpreted through performance. Students read the play closely, view several filmed versions, and investigate historical productions in order to arrive at a sense of *Hamlet's* changing identity and enduring importance. Winter semester. M. Andrucki.

153. Race in American Political and Social Thought. Race as an idea has changed during the course of American history in response to shifting political and economic circumstances, and social and scientific debates. This seminar explores constructions of race shaped by society, rather than by nature, through examination of political documents, scientific research, oral history, and film. Readings include accounts of people challenging dominant images in daily life as well as in heroic moments. Fall semester. L. Hill.

177. Doing It, Getting It, Seeing It, Reading It. This course studies a broad representation of sex and sexualities, both "straight" and "queer," within a variety of cultural products ranging from painting and poetry to music and 'zines. Issues discussed include the relationship between sexual representation and sexual practice; the validity of distinctions between pornography and erotica; the politics of censorship; the interrelations between constructions of sexuality and those of race, ethnicity, gender, nationality, and class; and the representations of power, pleasure, and danger in sex from both the margin and the mainstream. Winter semester. E. Rand.

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. Fall semester. M. Oliver.

198. Childhood and Literature. Many writers, especially in the last two centuries, have turned to childhood for inspiration and subject matter. Whether the childhood they write about is their own or another, imagined or observed, these writers find in the early years of life a mysterious and fertile wilderness, a place to think evocatively and clearly about the most essential human questions. Such questions shade from the psychological to the social to the metaphysical and aesthetic, but they provide multiple windows upon cultural habits, and some excellent opportunities to think across disciplines. Students read, discuss, and frequently write about many different sorts of literature and childhood—memoirs, poetry, essays, short fiction, and novels. Fall semester. R. Farnsworth.

232. Human Nature and Perfectibility. This seminar looks at influential theories of human nature and different conceptions of the possibility of human perfection. What is the essence of human nature? Is the capacity to improve upon itself part of its essence? What is the best possible human life and why is it so difficult to achieve? The course considers a

wide range of sources from ancient philosophical and religious texts to modern and contemporary scientific and philosophical theories of human nature. Winter semester. D. Cummiskey.

234. The U.S. Relocation Camps in World War II. During World War II, the United States government interned over 110,000 American citizens of Japanese descent and resident Japanese 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. Fall semester. A. Hirai.

235. Einstein: The Man and His Ideas. An introduction to the life of Albert Einstein and to his special theory of relativity. The seminar begins with a study of Einstein’s life, through biographies and his own writings. Next, his special theory of relativity is developed, and its seemingly bizarre predictions about time, length, and mass are discussed. The experimental verifications of these predictions are then studied. Finally, some of the philosophical implications of the theory are discussed, as well as some of its applications to nuclear weapons and modern theories of the universe. Fall semester. M. Semon.

236. Epidemics: Past, Present, and Future. The course covers principles of epidemiology, mechanisms of disease transmission, and the effects of diseases on society throughout history. Emergence of new diseases, drug resistance, and biological terrorism are discussed. Social effects of bubonic plague, typhoid, tuberculosis, smallpox, yellow fever, Ebola, Marburg, AIDS, hantaviruses, and Legionnaire’s Disease are studied. Fall semester. P. Schlax.

242. Identities. Aspects of ourselves we hold most dear, most changeless, are, in actuality, socially fashioned. This seminar examines the raw materials out of which identities are formed, fixed, and made to appear timeless. Students consider how our variously gendered, raced, classed, and otherwise imperatively regarded selves become named, learned, performed, and enforced in different cultural and institutional settings. Students examine how systems of production, ownership, and religion help mold notions of personhood. Through ethnographic interviews, historical research, and the analysis of print and Web-based texts, students have ample opportunity to explore in their research papers aspects of personal, family, and other corporate identities. Fall semester. C. Carnegie.

245. América with an Accent. This course examines the historical background and experiences of Chicanas/os and Latinas/os in the United States. Issues discussed include historical erasure, saving heritage by problematizing gender, strategies of self-representation, and surviving capitalist America and the media hype. Particular attention is paid to the process of negotiating difference versus celebrating diversity. Historical, autobiographical, literary, and popular texts are used throughout the course. Fall semester. C. Aburto Guzmán.

250. Ethics and Human Rights in Sports. Sports play a major role in many aspects of most cultures. This course examines some of the philosophical, political, economic, sociological, religious, and legal issues associated with sports. Topics addressed include corporate ethics, gender issues, racism, sports-related ethical decision making, and specific sports-related human rights issues. Winter semester. S. Coffey.

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. Fall semester. M. Imber.

253. NATO’s Moral War. On 24 March 1999 NATO launched the last major military campaign of the twentieth century. For seventy-eight days the world’s most powerful military alliance applied its sophisticated arsenal against the rogue government of Yugoslav president Slobodan Milosevic. NATO leaders claimed a moral responsibility to take action to end Milosevic’s repressive policies against the ethnic Albanians living in Yugoslavia’s southernmost province, Kosovo. In the end, NATO achieved its goals, but at what cost? In this course students examine the diplomacy leading up to the NATO campaign, the propaganda and media manipulation used to justify “going to war,” the environmental impact of the bombing, and questions of sovereignty and international law that were finessed by all sides. Fall semester. D. Browne.

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. Fall semester. Staff.

256. Positive Psychology. While historically psychologists have spent considerable time investigating human frailty, recently a number of psychologists have become interested in studying human excellence. This new movement, “positive psychology,” has been described as a “science of positive subjective experience, positive traits, and positive institutions.” What is the “good life”? How do psychologists study topics such as happiness, optimism, wisdom, creativity, resilience, volunteerism, and human excellence? Fall semester. G. Rich.

257. To Fly. This course introduces the science, mathematics, and practice of aeronautics as practiced by pilots of small private aircraft. The course serves as a private pilot ground school where students learn operations and procedures for planning flights, navigation, communication, obtaining and interpreting weather information, and operation of piston-powered aircraft. The lab focuses on the use of PC-based flight simulators to demonstrate aviation principles, navigation, and pilot maneuvers. Field trips include FAA and National Weather Service facilities as well as actual flights in small aircraft. Fall semester. J. Pelliccia.

258. Health Care in America. Health care in the United States is unique in the world because a) it is the most technically advanced care anywhere in the world; b) it relies on private firms, independent physicians, and markets to produce and distribute it; c) it is virtually unavailable to over one-tenth of its population. Students in this seminar investigate such questions as: What would constitute a “fair” health care system in the United States? How did the present system come into being? How does the United States’ system com-

pare to other countries' systems in terms of quality and access? What changes in the present system are feasible and desirable? Winter semester. J. Hughes.

259. Shakespeare on Film. This seminar explores the many ways in which Shakespeare's plays have been adapted for film. From Hollywood to Bollywood to Japan, and from westerns to sci-fi to cartoons, Shakespeare has been reworked and reconceived in every filmmaking culture and in every genre. A number of major plays are considered both through "straightforward" versions as well as through some of their more unconventional adaptations. Using the tools of both literary criticism and film analysis, the course seeks to assess the interpretive value of these films in the study of Shakespeare, their place in performance history and film history, as well as their status as individual works of art. Plays include *Henry V*, *King Lear*, *Romeo and Juliet*, *Othello*, and *Twelfth Night*. Fall semester. Staff.

260. Life, Sex, and Cells. One of the great mysteries of evolution is the origin, prevalence, and diversity of sexual reproduction. How did sex—DNA mixing—begin? What are its evolutionary patterns in microorganisms, plants, and animals, including species without distinct "female" and "male" individuals? This seminar takes a wide perspective to investigate the patterns of sex, gender, and reproductive alliances among the species, assessing popular ideas and traditional explanations—and their critiques—of the evolution and consequences of sex and gender. Fall semester. S. Kinsman.

261. "Ain't I a Woman": Reading and Writing a Women'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. This course invites students to examine classic and contemporary writings that have awakened and sustained women, young and older, in their search for a unique place in the world and in their attempts 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, what is being said, and what has been left unsaid. As students read a representative selection of twentieth-century writing, they may come closer to being able to write their own lives. Fall semester. M. Makris.

262. Stealth Infections. Specific microorganisms, including some bacteria, viruses, and prions, have recently been associated with specific chronic, long-term diseases. Some of these diseases, termed "stealth infections," include Creutzfeldt-Jakob disease, ulcers, cervical cancer, obsessive compulsive disorder, coronary artery disease, diabetes, and Crohn's disease. In this seminar, students explore the links between microorganisms and these particular diseases and consider several questions: What is the scientific evidence linking microorganisms with these stealth infections? Have the organisms co-evolved with their human hosts? How are the organisms transmitted? Can we control them? What might be the public health impact of such stealth infections? Fall semester. K. Palin.

263. Tales of the City. Cities feature uncommon activity and diversity, not to mention singular amounts of real or imagined nuisances. Within them materializes what we humans hold real, what we cherish, what we expect or hope. A nonfictional genre, urban ethnography, has attempted to render social life in our urban places with the kind of firsthand detail and verve that novelists might envy. What is this particular approach to community study, and what does it tell us about the way cities are experienced? Using classical and contemporary urban ethnographies, as well as selected fictional renderings of urban experience and more recent media depictions, this seminar examines urban representation (and reality) through a variety of observational lenses and voices. Fall semester. J. Phillips.

Geology

Professor Creasy; Associate Professors Retelle and Eusden, Chair; Assistant Professor Johnson; Mr. 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.

Environmental Geology (102), The Surface of the Earth and Global Environmental Change (103), Plate Tectonics, Mountains and Climate (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, the Caledonides of Scotland, and the lakes, mountains, and coast of Maine.

Major Requirements. The major requirements include two courses at the 100 level, four courses at the 200 level (Geology 230, 223, 240, and 210), 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, Physics 107 and 108, and Math 105 and 106 or their equivalents. 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 sets are available: any two 100-level courses. The quantitative requirement may be satisfied by Geology 110, 115, 210, 223, 230, 240, or s22.

Courses

102. Environmental Geology. Environmental geology considers the interaction between geologic processes and human activities. The course first examines the basic processes con-

trolling our environment (e.g., atmospheric circulation, ocean circulation, plate tectonics, and the hydrologic cycle). It then examines hazardous earth processes (e.g., rivers and flooding, landslides, and coastal erosion) and human impacts on the environment (e.g., water/air pollution and waste management.) The laboratory is a set of applied exercises relevant to Maine environmental geology, and includes field trips to the coast. Enrollment limited to 52. B. Johnson.

103. The Surface of the Earth and Global Environmental Change. 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. M. Retelle.

104. Plate Tectonics, Mountains, and Climate. Plate tectonic theory provides a model for the origin and evolution of mountains, which in turn influence long-term global climate. The slow and steady movements of lithospheric plates govern the distribution 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, Mt. Washington, and the Maine coast. Enrollment limited to 52. J. Eusden, J. Creasy.

105. History of Earth and Life. The newly formed earth was a vision of Hades: molten rock, noxious gases, and cataclysmic bombardment. Today the earth is an oasis in space. The intervening 4.5 billion years are marked by incremental change, rapid transitions, and periodic catastrophes that have made earth's atmosphere, lithosphere, and hydrosphere unique. Life flourishes on earth today even though it originated in earlier, less equable times. Indeed, the evolution of the biosphere and of planet earth are interwoven. This course examines the history of earth and of life from Hadean times to the present. Laboratory includes field trips, discussion, and written assignments. Enrollment limited to 52. J. Creasy.

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. This course is the same as Astronomy 110. Enrollment limited to 56. G. Clough.

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. Laboratory meetings include experiments, discussion, and written assignments. This course is the same as Astronomy 115. Enrollment limited to 64. Not open to students who have received credit for First-Year Seminar 154 or Geology 105. J. Creasy, E. Wollman.

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. M. Retelle.

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. J. Creasy.

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 Physics 107 or Mathematics 105. J. Eusden.

240. Low Temperature 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 components of the earth system through geologic time. The physical behavior and chemical interactions between the hydrosphere, the atmosphere, the geosphere, and the biosphere are explored both prior to and after humans became a significant environmental factor on the earth. Topics revolve largely around the hydrologic cycle and include the chemistry of surface and groundwater, rainwater and atmospheric chemistry, and chemical weathering of rocks and minerals. The laboratory includes field trips, chemical analysis of water and sediment samples, written reports and problem sets. Prerequisite(s): any 100-level geology course and Chemistry 107A or Chemistry/Environmental Studies 107B. Enrollment limited to 20. B. Johnson.

266. Groundwater Hydrology. The course explores groundwater hydrology through such topics as aquifer identification, groundwater movement, aquifer tests and data analysis, contamination and remediation, groundwater supply, and well construction. Through lectures, reading, independent study, and field and laboratory exercises, the student is introduced to the geohydrologic cycle, and the effects of human interaction on this important

natural resource. Prerequisite(s): one of the following: Geology 103, 104, or 105. Recommended background: Mathematics 105. Staff.

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): Geology 210.

M. Retelle.

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): Geology 210. M. Retelle.

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): Geology 223. J. Eusden.

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 is required. Students may register for no more than one independent study per semester. Staff.

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): Geology 230. J. Eusden.

365. Special Topics. A course reserved for a special topic selected by the department. Written permission of the instructor is required. Staff.

381. The Lithosphere. The formation and occurrence of rocks in the lithosphere are directly related 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): Geology 223. J. Creasy.

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): one of the following: Geology 210, 223, or 230. J. Eusden.

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 nonhonors theses in 2001-2002 are due 29 March. 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. Staff.

Short Term Units

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. This unit is the same as Astronomy s22. Open to first-year students. Enrollment limited to 30. G. Clough.

s28. Paleoenvironments in Maine. This laboratory and field-based unit examines paleoenvironmental information derived from biochemicals preserved in the geologic record of Maine. Changes in the lipid, amino acid, lignin, and carbohydrate concentrations of geologic samples can provide valuable information about a sample's age and environmental history. For example, lipid and lignin analyses of core material can provide information on changes in terrestrial and aquatic plant input over time. Students have the opportunity to make field collections (i.e., collect mollusk shells, take sediment cores) from key Quaternary sites in Maine and process them for amino acid and lipid composition in the laboratory. Students develop basic biogeochemical laboratory skills using organic glassware and gas chromatography (GC) and an understanding of the power of biogeochem-

istry for paleoenvironmental research. Prerequisite(s): any 100-level geology course. Open to first-year students. Enrollment limited to 10. B. Johnson.

s29. The Last Ice Age in New England. This field and laboratory unit examines evidence for glaciation and deglaciation in New England. The region is rich in classical examples of landforms and stratigraphic sections from the alpine zones of Mt. Katahdin and Mt. Washington to glacial marine deposits in the coastal lowlands of Maine and glacial lacustrine settings in the interior valleys of Central New England. Surficial geologic mapping skills and techniques for stratigraphic analysis are developed through a series of field projects undertaken on several-day field trips. Prerequisite(s): any introductory geology course. Enrollment limited to 12. M. Retelle.

s34. Field Geology in the Cordillera. A mobile course in geologic field methods and mapping provides experience with a wide variety of rock types and structural styles in the Cordillera. 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. J. Creasy.

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 geology or biology. This unit is the same as Biology s38. Open to first-year students. Enrollment limited to 12. Written permission of the instructor is required. M. Retelle, W. Ambrose.

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. J. Eusden.

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, by specific arrangement and prior department approval only. Staff.

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 independent study during a Short Term. Staff.

German, Russian, and East Asian Languages and Literatures

Professors Decker, Costlow (on leave, fall semester), and Sweet; Associate Professors Browne, Chair, Strong, and Yang; Assistant Professors Wender and Zou; Ms. Neu-Sokol, Ms. Miao (on leave, winter semester), Ms. Ofuji (on leave, fall semester), Ms. Sorochenko, and Ms. Leich

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). 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.

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 an Achievement 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,

the following courses are offered in translation. See listings under individual languages for detailed descriptions of these courses.

Chinese 207. Masterworks of Chinese Literature in Translation.

Chinese 209. Modern China through Film and Fiction.

Chinese s30. Chinese Calligraphy and Etymology.

German 254. Berlin and Vienna, 1900-1914.

German 280. Goethe, Schiller, Heine.

German s24. Monsters: Imagining the Other.

German s25. The German Cinema.

Japanese 208. Modern Japanese Literature: Texts and Contexts.

Japanese 210. Heterogeneous Japan.

Japanese 240. Japanese Literature: A Survey.

Japanese 250. Modern Japanese Women's Literature.

Japanese s26. Japanese Popular Culture.

Russian 240. Women and Russia.

Russian 261. Russian Culture.

Russian 270. Nineteenth-Century Russian Literature.

Russian 271. Topics in Modern Russian Literature.

Russian 314. "Nature" in Russian Culture.

Russian s22. Tolstoy's *War and Peace*.

Russian s24. Rock: The Triumph of Vulgarity.

Russian 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.

Chinese

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 four thousand years' history, which is transmitted and embodied by the native language of over 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 and Japanese 240; c) two courses from the following: Chinese 209, 261, s24, s30, History 374, or one from this list and an additional course on the literature of another culture; 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.

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. S. Yang, Staff.

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. S. Yang, Staff.

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. L. Miao.

207. Masterworks of 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 pre-modern era. Open to first-year students. S. Yang.

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 25. S. Yang.

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 nonfictional) and some films. Classes are conducted primarily in Chinese. Prerequisite(s): Chinese 202. Open to first-year students. L. Miao.

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 is required. Students may register for no more than one independent study per semester. Staff.

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.

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. S. Yang, Staff.

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. Staff.

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. S. Yang, Staff.

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. Staff.

Short Term Units

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. Staff.

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. S. Yang.

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 independent study during a Short Term. Staff.

Japanese

Japanese is one of the leading languages of the Pacific Rim and is rapidly becoming an international language in its own right. 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.

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 240 and Chinese 207; c) two courses/units from the following: Japanese 208, 210, 250, 290, s25, s26, s32, Chinese s30, or one from this list and an additional course on the literature of another culture; d) either Japanese 401 or 402; and e) a senior thesis project, Japanese 457 or 458, completed in the senior year. Students are expected to utilize some source materials in Japanese when conducting research for the thesis. Qualified students are encouraged to write in Japanese. 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

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 *kata kana* and *hiragana* syllabaries as well as approximately 100 written characters introduce students to the beauty of written Japanese. M. Wender, S. Strong.

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. S. Strong, K. Ofuji.

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 related 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. M. Wender.

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. This course is the same as Asian Studies 210. M. Wender.

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. S. Strong.

250. Modern Japanese Women's Literature. 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. S. Strong.

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 useful 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. This course is the same as Environmental Studies 290. S. Strong.

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 while emphasis is placed on increased competence in the written language. Two hundred new characters are introduced. Prerequisite(s): Japanese 202. S. Strong, K. Ofuji.

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 is required. Students may register for no more than one independent study per semester. Staff.

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 on the acquisition of written characters. Through class discussion students expand their understanding of Japanese culture. Students write a research paper as a final project. Prerequisite(s): Japanese 302. M. Wender.

402. Advanced Japanese II. Through the discussion of materials in Japanese such as newspaper articles, other media material, and short stories, the course seeks to utilize, develop, and integrate skills acquired in the earlier stages of language learning. Particular emphasis is placed on increasing the student's range of oral and written competency and on the acquisition of written characters. Class discussion involves issues of both Japanese and global cultures. Prerequisite(s): Japanese 401. K. Ofuji.

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. Staff.

Short Term Units

s22. Intensive Japanese Language and Culture. This unit develops the communicative skills and cultural awareness for the intermediate Japanese language student. Emphasis is placed on discussion and vocabulary building, as well as on listening and reading comprehension. Films, short readings, and guest speakers familiarize students with aspects of contemporary Japanese culture. This unit is strongly recommended for students preparing for a junior year or semester in Japan. Prerequisite(s): Japanese 202. Enrollment limited to 30. S. Strong.

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. Enrollment limited to 30. M. Wender.

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 independent study during a Short Term. Staff.

German

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 243. Majors also choose either to a) write a senior thesis or b) 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

101-102. Fundamentals of German I. 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. K. Leich, C. Decker.

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. K. Leich, D. Sweet.

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. G. Neu-Sokol.

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. D. Sweet, G. Neu-Sokol.

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. K. Leich.

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. G. Neu-Sokol.

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: Hölderin, Novalis, Mörike, 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. Prerequisite(s): German 234. G. Neu-Sokol.

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. C. Decker.

254. Berlin and Vienna, 1900-1914. From the beginning of the twentieth century to the outbreak of World War I, the capital cities of Berlin and Vienna were home to major political and cultural developments, including diverse modernist movements in art, architecture, literature, and music, as well as the growth of mass party politics. The ascending German Empire and the multi-ethnic Habsburg Empire teetering on the verge of collapse provide the context within which this course examines important texts of fin-de-siècle modernism, a modernism that continues to exert a profound effect on our lives today. Conducted in English. Open to first-year students. C. Decker.

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. C. Decker.

280. Goethe, Schiller, Heine. Social and intellectual upheaval lashed Germany in the latter part of the eighteenth and first half of the nineteenth centuries, a period often called the "Age of Goethe." This course examines the works of three key writers who reflect the struggles of their age from humanism to revolution and political reaction to the belief in beauty as a way to educate the human race. Class discussions are conducted in English; students may read texts either in German or in English translation. Open to first-year students. D. Sweet.

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 end of the twentieth 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. D. Sweet.

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. D. Sweet.

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 response to the Nazi past. Prerequisite(s): one 200-level German literature course. C. Decker.

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. C. Decker.

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. D. Sweet.

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 is required. Students may register for no more than one independent study per semester. Staff.

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.

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. Staff.

Short Term Units

s20. Intensive German Language and Culture. This unit 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. Field trips, films, and guest lectures familiarize students with contemporary German culture. This unit is not open to students who have received credit for German 102. Prerequisite(s): German 101. Open to first-year students. G. Neu-Sokol, D. Sweet.

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. D. Sweet.

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. C. Decker.

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. Staff.

s32. Austria: Its Languages and Culture. The unit combines intensive study of German with cultural immersion in Austria. Students attend the Deutsch-Institut Tirol in Kitzbühel, which offers instruction in the German language and in the geography, history, and culture of Austria. Open to first-year students. Enrollment limited to 15. Written permission of the instructor is required. C. Decker.

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 independent study during a Short Term. Staff.

Russian

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

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. D. Browne.

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. T. Sorochenko, J. Costlow.

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—inher-

itors 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. J. Costlow.

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. D. Browne.

270. Nineteenth-Century Russian Literature. An introduction to the nineteenth-century novel and short story, with readings from such authors as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Conducted in English. Open to first-year students. J. Costlow.

271. Topics in Modern Russian Literature. In the twentieth century, Russian literature has continued its tradition as one of the great world literatures by producing several outstanding and influential authors. However, Russia has experienced violent political upheavals and has been plagued by some of the most tragic abuses of human rights and freedom of speech. The authors discussed share one common fate: the inability to publish their works in the Soviet Union. Some, like Solzhenitsyn and Sinyavsky, were imprisoned and subsequently exiled, while others, like Bulgakov and Pasternak, were silenced in their Motherland. The course traces the effects of censorship through the seventy-four-year reign of the Soviet empire. Conducted in English. Open to first-year students. J. Costlow.

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. D. Browne.

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. T. Sorochenko.

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 explore 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 literature or Environmental Studies 212. This course is the same as Environmental Studies 314. J. Costlow.

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 is required. Students may register for no more than one independent study per semester. Staff.

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. Staff.

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. T. Sorochenko, Staff.

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. Staff.

Short Term Units

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. Staff.

s23. Russian Language and Culture in Russia. Language study with Russian instructors in Oryol. Excursions to points of historical and cultural interest, and the opportunity to become familiar with Russian life through home stays. Open to students with no previous knowledge of Russian. Enrollment limited to 12. J. Costlow.

s24. Rock: The Triumph of Vulgarly. "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 Vulgarly*). 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 late twentieth 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. D. Browne.

s26. Russian and Soviet Film. From the early years of the Soviet avant-garde to the post-Stalinist era of covert critique, Russian film of the twentieth century offers an intriguing and important perspective on Soviet and post-Soviet life. This unit explores the avant-garde cinema of Eisenstein and Pudovkin, the propaganda films of the 1930s, the representation of World War II in Soviet film, the aesthetic and moral quests of post-Stalinist filmmakers, and new directions in filmmaking of the last decade. Films in Russian and other Soviet languages, with subtitles. All reading and writing is in English. J. Costlow.

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 independent study during a Short Term. Staff.

Other Foreign Languages

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 2001-2002 no languages are offered. Written permission of the department chair is required. Staff.

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 is required. Students may register for no more than one independent study per semester. Staff.

Short Term Units

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. This unit is the same as Education s26. Not open to students who have received credit for Education/Foreign Language 370. D. Browne.

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 independent study during a Short Term. Staff.

History

Professor Emeritus Leamon; Professors Cole, Hirai, Grafflin, Jones, Hochstadt, Chair, Tobin, and Creighton; Associate Professors Carignan and Jensen; Assistant Professor Guerra; Mr. Gentes, Mr. Beam

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.

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 six courses focused on the chosen field: one 100-level course, three 200- or 300-level courses (or two plus one Short Term unit), one 390 seminar, and a senior thesis (History 457 or 458).

Majors must take two courses from any one of the three following fields: East Asia, Latin America, or premodern history. Students whose primary concentration is in one of these three 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 do so no later than the end of their sophomore year, and must do so by the end of their junior year. This requirement is a prerequisite for registering for the senior thesis. Majors must present to the department chair an acceptable plan for completing this requirement before being approved for study abroad in their junior year.

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 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 major should discuss his or her proposed topic with an advisor by 1 September of the senior 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 Western 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) One other course that deals with historical methods: either another 390 or History s40, Introduction to Historical Methods. 3) At least one course must be in Latin American, East Asian, or premodern 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 s40 and any 390 seminar.

General Education. Any one history Short Term unit may serve as an option for the fifth humanities course.

Courses

100. Introduction to the Ancient World. This course introduces the Greco-Roman world and serves as a useful basis for 200- or 300-level courses in classical civilization and ancient history. 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 in the first century b.c.e., as Rome makes its presence felt in the Mediterranean and moves toward empire. This course is the same as Classical and Medieval Studies 100. Not open to students who have received credit for Classics 100. (premodern) D. O'Higgins.

102. Medieval Europe. A study of the genesis and development of Western European civilization from the later Roman Empire in 300 c.e. to the crisis and collapse of the medieval world in the fourteenth century. Attention centers around the political, social, economic, and cultural aspects of an evolving western medieval civilization. (premodern) M. Jones.

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 state and individual. A. Gentes.

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. J. Leamon

141. America in the Nineteenth Century. The second 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. M. Creighton.

142. America in the Twentieth Century. The third 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. H. Jensen.

144. The Social History of the Civil War. This course examines the causes and course of the American Civil War. The course considers military campaigns, but it focuses on the

ways that different social groups, including African Americans, women, and Southern and Northern whites, defined the war, carried it out, and remembered it. M. Creighton.

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) D. Grafflin.

172. Japanese History: A Survey. This course explores the roots of Japanese civilization and its modern transformation, by studying the evolution of Japan's political, social, and economic institutions as well as cultural, intellectual, and literary achievements. It examines Japan in the global context through its contact with East Asia, South Asia, Europe, America, and the Pacific Rim at various moments of its history. (East Asian) (premodern) A. Hirai.

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. (East Asian) (premodern). This course is the same as Asian Studies 173. M. Wender, D. Grafflin.

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 seeks to understand 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) L. Guerra.

201. 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. Open to first-year students. (premodern) J. Cole.

202. The Great Wars of Greek Antiquity. Much of the perennial appeal of the history of the Persian Wars and the Peloponnesian War lies in the storied confrontations of East and West, empire and freedom, rise and fall, folly and intelligence, war and peace, victory and defeat. But more of the interest for the attentive and reflective student lies in the critical study of the first contrasting masterpieces of Western history, the works of Herodotus and Thucydides, and in the qualifications that a historian must now make to 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. (premodern) J. Cole.

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 multi-ethnic empire persisted for five hundred 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. (premodern) M. Jones.

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 almost three centuries (800-1100 c.e.) and their 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. This course is the same as Classical and Medieval Studies 209. (premodern) M. Jones.

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. This course is the same as Women and Gender Studies 210. Enrollment limited to 40. R. Herzig.

215. The Jewish Diaspora of Latin America. This course explores the causes, culture, and experience of Jewish immigration to the Caribbean and Latin America. In particular, it compares the history of Jewish communities in Argentina, Mexico, Bolivia, Cuba, and the Dutch colony of Curaçao, site of the first Jewish synagogue in the Americas. This course opens a window onto the diversity and contrasting responses of Jewish immigrants to Latin America. Moreover, it uses the experience of Jews, a small minority in Latin American societies, to illustrate common historical patterns in the development of these societies over time. Topics include the obsession of Latin America’s ruling elites with “whitening” their countries as the first 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 finally, the reliance of Latin American states on terror as a means of repressing 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) L. Guerra.

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. S. Hochstadt.

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. S. Hochstadt.

223. The French Enlightenment. The eighteenth-century men of letters who thought of themselves as “Philosophers” broke radically from traditional and previously authoritative ideas, values, and beliefs. Simplifying outrageously, they challenged the sovereignty of the Christian faith, advocating instead a cultural relativism, a rational utilitarianism, and a liberal rehabilitation of human nature. Their opponents have always thought that this was for them to put the dear self in the place of God; their followers think that this makes them the precursors of modernity. The course centers on the works of five great figures: Descartes, Montesquieu, Voltaire, Rousseau, and Diderot. All assigned reading is in English; research projects can be defined to suit the capacities and interests of French majors. This course is similar to French 353. Not open to students who have taken French 353. Open to first-year students. J. Cole.

224. The French Revolution. This course devotes approximately equal time to each of three periods and problems: 1) the pre-Revolutionary eighteenth century and its most important social, political, and religious structures; 2) the more “moderate” Revolution of 1789, which destroyed the old order of throne and altar, nobles and commoners, in attempting to create a new order based on liberty and equality; 3) the more “radical” Revolution that climaxed in the Year II (1793-1794) without managing to secure the “blessings of liberty”—and equality—to such groups as women and blacks. Open to first-year students. J. Cole.

225. England, France, and Modernity. This course concerns the interrelated histories of England and France in the seventeenth and eighteenth centuries. The general emphasis of the course is on political history and culture, and particular attention is paid to the first classics of British liberalism and conservatism, John Locke’s two *Treatises of Government* (1690) and Edmund Burke’s *Reflections on the Revolution in France* (1790). Each of these works defined British ideals in reaction against what the author perceived as French realities. Open to first-year students. J. Cole.

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. E. Tobin.

229. The Holocaust in History: The Genocide of European Jews. No event has shocked Western sensibility as much as the mass murder of European Jews by Nazis and their collaborators. How could Europeans, who considered themselves the most highly civilized people on earth, have engaged in premeditated 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. The question of the Holocaust’s uniqueness is discussed, as well as its continuing effects on European, Jewish, and Middle Eastern politics. Recommended background: History 104 or 227. Enrollment limited to 130. S. Hochstadt.

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. This course is the same as Classical and Medieval Studies 231. Open to first-year students. (premodern) M. Imber.

240. Colonial New England, 1660-1763. This one-hundred-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) Staff.

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. Staff.

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 the African American's quest for freedom and security. It surveys black American history from seventeenth-century African roots to present problems remaining in building an egalitarian, multiracial society for the future. Recommended background: History 140, 141, or 142. Open to first-year students. H. Jensen.

244. Native American History: Contact to Removal. In this course, students consider how we 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 study both Native American voices and European voices to explore the meanings for both of these groups of the encounters. They also consider the lasting effects of these interactions. Recommended background: History 140 or 141. Open to first-year students. Staff.

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 Jesse Jackson. It consequently investigates the development and interplay of American variants of anarchism, socialism, pacifism, syndicalism, anticommunism, racial egalitarianism, feminism, and radical environmentalism and their influences—

intended and fortuitous—upon the larger society. Recommended background: History 142. H. Jensen.

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) C. Beam.

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) D. Grafflin.

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 nineteenth 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) A. Hirai.

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) A. Hirai.

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 the seventeenth-century piracy to the emergence of the world's twelfth-largest trading power. Open to first-year students. (East Asian) D. Grafflin.

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, Panama, 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 role of the Cold War in changing the terms of political debate.

Open to first-year students. Not open to students who have received credit for History 390H. (Latin American) L. Guerra.

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 study 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. Case studies include Brazil, Argentina, and Costa Rica. Recommended background: History 181, 280, and/or related study. Open to first-year students. (Latin American) L. Guerra.

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 is required. Students may register for no more than one independent study per semester. Staff.

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

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) D. Grafflin.

390. Junior-Senior Seminars. These seminars provide opportunities for concentrated work on a particular theme, national experience, or methodology for advanced majors and non-majors alike. Junior and senior majors are encouraged to use these seminars to generate thesis topics.

390A. World War II in the Pacific. Social, political, and diplomatic history of and between the United States and Japan before and during the war. Western imperialism; Japanese aggression; the war and the Great Depression; biographies of national leaders; oral history of women, children, and soldiers; atomic bombs; Tokyo War Crimes Trial; and other topics are addressed. The course includes weekly discussion, occasional short written assignments, and a seminar paper. Enrollment limited to 15. (East Asian) A. Hirai.

390C. Gender and the Civil War: Abolition and Women's Rights. This course focuses on women's activities in the anti-slavery and women's rights movements of nineteenth-century America, looking especially at issues of race and gender within those. Enrollment limited to 15. Written permission of the instructor is required. M. Creighton.

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. (premodern) M. Jones.

390E. 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 an imaginary construct intersected with the West as a social "reality," and to the history of contact between Native Americans and whites. After completing an intensive overview of the subject, participants are expected to produce a carefully researched paper of substantial length. Enrollment limited to 15. M. Creighton.

390I. Anglo-Saxon England. This seminar concentrates on Dark Age Britain, from the arrival of the Anglo-Saxon invaders in the fifth century c.e. to the consolidation of England in the face of the Viking invasions in the ninth century. The field of study is a mystery wrapped in an enigma. Ignorance and obscurity offer one advantage to students: the sources for this period 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. The course culminates in a research paper. Enrollment limited to 15. (premodern) M. Jones.

390J. Laboring Classes, Dangerous Classes. Since the nineteenth century, sociologists and historians have worried about the connections between laboring classes and dangerous classes. Workers who did not follow the rules and expectations of established governments and of wealthier classes caused trouble, whether by crime, refusal to work, or outright resistance. This course looks at the ways in which European workers tried to deal with industrialization, from adaption to revolution. What united and what divided groups of workers? Which conditions encouraged accommodation and which encouraged resistance to employers? How did the experiences of female and male workers differ? Students concentrate on the period between 1815 and 1920. Enrollment limited to 15. E. Tobin.

390K. Modern American Intellectual History: From Cultural Pluralism to Multiculturalism and Beyond. If the problems of delineating and constituting an American intellectual "tradition" have become more exasperating in the past few years, they are not new. Conflicting definitions of the inclusive or exclusive characteristics of that tradition and its significance to the development and maintenance of a strong multicultural democratic community have been at the heart of our civic conversation for most of the last hundred years. Armed with that insight, students explore a variety of influential primary sources—social theory, historiography, biography, and literature—by American thinkers whose distinction lies in their having thought long, hard, and critically about the nation's most pressing problems without regard to disciplinary bounds or personal consequences. The course endeavors to balance close textual reading with a sensitivity to the individual quirks, social origins,

and temporal contexts of representative thinkers from 1917 to the present. Enrollment limited to 15. H. Jensen.

390L. Shanghai, 1927-1937. The Nationalist government of the Republic of China had a single decade in power before full-scale Japanese invasion threw it on the defensive. One spot in particular where it had to prove its ability to govern a modern society and economy was the special Shanghai municipal zone. Scholarly attention in recent years has focused on the surviving archives of the British-controlled police force in the International Settlement. Students have the opportunity to evaluate recent scholarship and pursue their own projects in the microfilm edition of the archives. Recommended background: History 171 and 274. Enrollment limited to 15. (East Asian) D. Grafflin.

390M. Holocaust Memoirs: Gender and Memory. In this course students use close textual readings, discourse analysis, and scholarship on memory to think about Holocaust memoirs as sources of our knowledge about what camp inmates experienced at the hands of the Nazis, how inmates responded to Nazi actions, and how inmates interacted with each other. A principal concern is thinking about potential gender differences. Students look both at women's and men's experiences in the camps and also 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. E. Tobin.

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 migration, urbanization, and proletarianization on America's bellwether minority. Enrollment limited to 15. H. Jensen.

390T. Women in Japanese History. The seminar examines women 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 women portrayed in these sources are historical figures, others are fictive. The course attempts to follow the evolution of women's lives in Japan and identify religious, economic, political, biographical, and other variables that best explain women's roles in historical as well as contemporary Japan. It also introduces perspectives comparing Japanese women and ideas about them with women in other parts of the world. Enrollment limited to 15. (East Asian) A. Hirai.

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, Puerto Rico, and the Dominican

Republic and 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) L. Guerra.

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. Written permission of the instructor is required. Enrollment limited to 15. Not open to students who have received credit for History s24A. H. Jensen.

390X. French Diseases, English Cures. Locke's two *Treatises of Government* (1690) and Burke's *Reflections on the Revolution in France* (1790) established opposing traditions that still largely define political choices for Anglo-Saxons: liberalism and conservatism. Yet both books were published to support the Glorious Revolution of 1688 and the subsequent Settlement in England, and each author defined his own position in reaction against contemporaneous French thought and practice. This seminar considers the two political thinkers, their great 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. J. Cole.

390Y. Understanding Stalinism. This course takes a multifaceted approach to various phenomena collectively referred to as "Stalinism," which occurred in the Soviet Union between 1928 and 1953. Through monographs, memoirs, primary sources, and film, students explore the psychological persona of Stalin, his policies, and their impact on average Soviet citizens. Students also consider the value of Stalinism as a heuristic device. Recommended background: course on Soviet history. Enrollment limited to 15. A. Gentes.

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. Staff.

Short Term Units

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) L. Guerra.

s14. Writing to the Future. Standing on the cusp between two millennia has had effects that reverberate through our politics, religions, and popular culture, not to mention the world of embedded microprocessors and software designers. These effects tantalize us with suggestions of transformative changes and threats of looming disaster. By looking at these issues as historical events, this unit builds a foundation for thinking forward in time, and considering one's own historical agency. Open to first-year students. Enrollment limited to 30. D. Grafflin.

s16. Leadership Studies. Students review recent theories of leadership as presented by Gardner, Heifetz, and Burns. The unit emphasizes different perspectives on the nature of leadership drawn from other historical epochs, distinctive cultures, and different disciplines. Students spend three days each week associated with a leader in a local organization studying leadership and engaging in leadership activities and issues. Enrollment limited to 12. J. Carignan.

s25. A Brief History of Korea. An overview of the history of Korea, starting from ancient Korea, continuing through the Silla Kingdom, the Koryo Kingdom, and the Chosen Kingdom, ending with the annexation of Korea by Japan, the division of the peninsula during the Korean War, and a look at Korea today. Recommended background: History 171. Open to first-year students. (premodern) D. Grafflin.

s25A. Japanese American "Relocation" Camps. This unit examines the United States' policy of "relocating" Japanese Americans during World War II. It probes the connection between the racially prejudicial government policy—the American version of Europe's concentration camps—and the social and economic interests of the people involved in the formulation and execution of that policy. A. Hirai.

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) A. Hirai.

s39A. Wollstonecraft: First Feminist. In the 1970s, toward the beginnings of the vigorous, sustained, and institutionalized academic study of women, Mary Wollstonecraft (1759-1797) was finally established in the pantheon of modern feminism as a sort of Founding Mother. Her remarkably liberated personal life, as much as her radical works, had long offended traditionalists. But in an era of women's liberation and self-conscious radicalism, these very qualities won her newly respectful attention from a generation of younger scholars. This unit studies her life and works in the historical context of the French Revolution. The unit is intended to support majors in English, French, history, political science, and women and gender studies by preparing underclass students for related research projects. Enrollment limited to 15. J. Cole.

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 back-

ground: a college-level course in history. Required of all majors. Open to first-year students. Written permission of the instructor is required. Staff.

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 independent study during a Short Term. Staff.

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 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 p. 17). 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. Thesis work may be designed departmentally or, where more appropriate, by the following interdisciplinary courses:

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. Staff.

Mathematics

Professors Brooks (on leave, 2001-2002) and Haines; Associate Professors Ross, Rhodes, Wong, Chair, and Shulman (on leave, 2001-2002); Assistant Professors Tajdari and Johnson; Ms. Harder (on leave, fall semester) and Mr. Towne

Mathematics today is a dynamic and ever-changing subject, and an important part of a liberal arts education. Mathematical skills such as data analysis, problem solving, and abstract reasoning are increasingly vital to science, technology, and society itself. Entry-level courses introduce students to basic concepts and tools and hint at some of the power and beauty behind these fundamental results. Upper-level courses and the senior thesis option provide majors with the opportunity to explore mathematical topics in greater depth and sophistication, and delight in the fascination of this “queen of the sciences.”

During new-student orientation the department assists students planning to study mathematics in choosing an appropriate starting course. Based on a student’s academic background 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.

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) five elective mathematics or computer science courses numbered 200 or higher, not including 360.
- 5) a one-hour oral presentation.
- 6) completion of either 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. Courses used to complete 6) may also be applied to 4).

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, s32, 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. 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 360 or s50 (Independent Study), or 457-458 (Senior Thesis).

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 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, 315, or s32; 6) Statistics: 314 and 315; 7) Decision Making/Optimization: 239 and s32; 8) 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.

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

Computer Science and Secondary Concentration in Computing Science. Students normally begin study of computer science with Computer Science 101. New students who have had the equivalent of 101 should consult with the department.

The secondary concentration in computing science consists of seven courses. These include: 1) Computer Science 101, 102; 2) either Computer Science 205 or Mathematics s21; 3) at least two of Computer Science 301, 302, 303, and 304; and 4) two additional courses or units from the following list: all computer science courses at the 200 level or above, not including 360, (or units at the 20 level or above), Mathematics 218, 239, Physics s30, Music 237, and Biology s45.

Students interested in a career in computer science should consider not only computer science courses, but also Mathematics 205, 218, 239, 314, and 315.

Pass/Fail Grading Option. Pass/fail grading may not be elected for courses applied toward the secondary concentration in computing science.

General Education. The quantitative requirement is satisfied by any of the mathematics or computer science courses or units. Credit awarded for advanced placement mathematics, computer science, or statistics may also satisfy the quantitative requirement.

Courses

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 hypothesis testing. Applications are drawn from everyday life: drug testing, legal discrimination cases, public opinion polling, industrial quality control, and reliability analysis. Students are instructed in the use of the computer, which is employed extensively throughout the course. Enrollment limited to 30. Not open to students who have received credit for Economics 255, Biology 244, Economics 250, Mathematics 315, Psychology 218, Sociology 305. M. Harder.

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 of wide applicability 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. Staff.

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. Staff.

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. This course is the same as Biology 155. Enrollment limited to 30. Not open to students who have received credit for Biology 255. Staff.

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. J. Rhodes.

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 con-

ceptual 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. Staff.

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 will 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. Staff.

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. Staff.

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 for 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. This course is the same as Economics 239. Staff.

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. J. Rhodes.

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. Staff.

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. P. Wong.

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. P. Wong.

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. Staff.

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. Staff.

315. Statistics. The sequel to Mathematics 314. This course covers estimation theory and hypothesis testing. Prerequisite(s): Mathematics 314. Staff.

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. D. Haines.

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 is required. Students may register for no more than one independent study per semester. Staff.

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.

365B. Number Theory. The theory of numbers is concerned with the properties of the integers, one of the most basic of mathematical sets. Seemingly naive questions of number theory stimulated much of the development of modern mathematics and still provide rich opportunities for investigation. Topics studied include classical ones such

as primality, congruences, quadratic reciprocity, and Diophantine equations, as well as more recent applications to cryptography. Additional topics such as continued fractions, elliptical curves, or an introduction to analytic methods, may be included. Prerequisite(s): Mathematics s21. J. Rhodes.

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.

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. S. Ross.

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 two-semester 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. Staff.

Short Term Units

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. Staff.

s32. Topics in Operations Research. An introduction to a selection of techniques that have proved useful in management decision making: queuing theory, inventory theory, network theory (including PERT and CPM), statistical decision theory, computer modeling, and dynamic programming. Prerequisite(s): Mathematics 105 and a course in probability or statistics. Enrollment limited to 20. Written permission of the instructor is required. Staff.

s45. Seminar in Mathematics. The content varies. Recent topics have included number theory and an introduction to error correcting codes. Staff.

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 independent study during a Short Term. Staff.

Computer Science

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. S. Ross.

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. S. Ross.

205. Discrete Structures. This course provides an introduction to logic, mathematical reasoning, and the discrete structures that are fundamental to computer science. Learning to reason effectively about discrete structures and, thereby, about the behavior of computer programs is the primary goal of the course. Learning to read and write clear and correct mathematical proofs is an important secondary aim. Specific topics include propositional and predicate logic, logic circuits, basic set theory, relations, functions, induction, recursion, and graph theory. Prerequisite(s) or Corequisite(s): Computer Science 101. Not open to students who have received credit for Mathematics s21. Open to first-year students. D. Haines.

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 either Computer Science 205 or Mathematics s21. Staff.

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 102, and either Computer Science 205 or Mathematics s21. D. Haines.

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 either Computer Science 205 or Mathematics s21. Not open to students who have received credit for Computer Science 201. S. Ross.

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. Paradigms covered include imperative (e.g., Pascal and C), functional (e.g., LISP), object-oriented (e.g., Smalltalk), and logic (e.g., Prolog). Students write programs in

SCHEME to illustrate the paradigms. Prerequisite(s): Computer Science 102, and either Computer Science 205 or Mathematics s21. Not open to students who have received credit for Computer Science 202. Staff.

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 is required. Students may register for no more than one independent study per semester. Staff.

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

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. Staff.

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 independent study during a Short Term. Staff.

Music

Professors Scott, Anderson, Matthews, and Parakilas, Chair; Assistant Professors Williams and Pruiksmas; Mr. Glazer and Mr. Gordan

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 active extracurricular performing organizations: the College Choir, the Chamber Singers, the “Fighting Bobcat” Orchestra, the Concert Band, the Jazz Ensemble, the Steel Pan Orchestra, the Javanese gamelan, the Early Music group, 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.

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.

Remaining major requirements are designed to suit the special needs of performers, composers, musicologists, theorists, and ethnomusicologists. 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 toward the major.

Secondary Concentration. Students who wish may earn a secondary concentration in music. This secondary concentration 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.

Study of foreign languages is strongly recommended for students planning graduate work in music.

Applied Music. Some private instruction in music is available. Applied music lessons emphasize performance practice, style, and form to build technique. Students taking music lessons through Bates may earn one course credit for every two consecutive semesters of applied music, but must enroll in a course in music during the year in which they are taking lessons for credit. Students register for Music 270 to take voice or instrument lessons for credit. They register for Music 270 and 280 if they are studying two instruments (or one instrument and voice).

Instruction is normally offered in voice (Ms. Christina Astrachan, Mr. John Corrie); harpsichord (Mr. Marion R. Anderson); piano (Mrs. Natasha Chances, Mr. John Corrie, Mr. Frank Glazer, Mr. Mark Howard); jazz piano (Mr. Stephen Grover); organ (Mr. Marion R. Anderson); violin (Mr. Stephen Kecskemethy); viola (Ms. Julia Adams); violoncello (Ms. Kathleen Foster); double bass (Mr. George Rubino); folk fiddling (Mr. Gregory Boardman); bassoon (Ms. Ardith Keef); flute (Ms. Kay Hamlin); oboe (Ms. Stefani Burk); clarinet (Ms. Carol Furman); trumpet (Mr. John Furman); trombone (Mr. Sebastian

Jerosch); French horn (Ms. Andrea Lynch); saxophone (Mr. Richard Gordan); guitar (Mr. Kenneth Labrecque); percussion (Ms. Nancy Smith); drum set (Mr. Stephen Grover); banjo (Mr. Anthony Shostak); and euphonium (Ms. Anita Jerosch). Instruction may also be offered in other instruments if there is sufficient demand.

General Education. Music s28 (Survey of Western Music) may serve as an option for the fifth humanities course.

Courses

101. Introduction to Listening. Reading and listening assignments, demonstrations, and class discussion provide an opportunity to become familiar with the structure 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. J. Parakilas.

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. M. Anderson.

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 Central and Southeast Asia. Enrollment limited to 40. R. Pruiksma.

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. M. Anderson, A. Scott.

232. Music Theory II. A continuation of Music Theory I. Prerequisite(s): Music 231. Open to first-year students. J. Parakilas.

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. R. Gordan.

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. W. Matthews.

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. J. Parakilas.

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. Enrollment limited to 18. W. Matthews.

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. This course is the same as African American Studies/Women and Gender Studies 239. Open to first-year students. Enrollment limited to 30. L. Williams.

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 the theatrical spectacle to broadsheet ballads. Prerequisite(s): one of the following: Music 101, 102, 103, or 231. Open to first-year students. R. Pruiksma.

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. J. Parakilas.

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 study the recorded history and contemporary practice of jazz and blues. Prerequisite(s): one of the following: Music 101, 102, 103, or 231. Enrollment limited to 96. Not open to students who have received credit for Music s26. W. Matthews.

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. As with music, variety shows primarily spotlighted the talent of white performers. Change came slowly, and during the late 1950s *American Bandstand* introduced viewers to such African American artists as Dizzy Gillespie and Chubby Checker. 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, dance, and drama in the United States from the 1950s to the present. This course is the same as African American Studies 249. Open to first-year students. Enrollment limited to 40. L. Williams.

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, principally operas. Works are heard and seen on records and videocassettes, and the class may attend an opera performance in Boston or Portland. Gender issues pertaining to all phases of opera are discussed throughout the course. Term projects may include productions and performances of music-theatrical works or excerpts. Prerequisite(s): one of the following: Music 101, 102, or 231. Open to first-year students. J. Parakilas.

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. Class discussion, research projects, and readings provide students with the critical apparatus to evaluate and articulate their responses to a wide variety of musics. Prerequisite(s): one of the following: Music 101, 102, 103, 231, or 232. Open to first-year students. R. Pruiksmā.

260. Women and Music. Through a concentration on American women musicians of the twentieth century (including, but not limited to, Laurie Anderson, Amy Beach, Aretha Franklin, Billie Holiday, Bessie Smith, and Joan Tower), this course addresses the variety of contributions that women make to music and considers how feminist aesthetics relate to music. Recommended background: basic ability to read music and some capacity to use musical vocabulary, or one or more women and gender studies courses. Open to first-year students. Staff.

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. This course is the same as Anthropology 262/African American Studies 262. Open to first-year students. Enrollment limited to 25. L. Williams.

265. Great Composers. A study of the works of one or two composers. Open to first-year students.

265A. Johannes Brahms. This course explores the music of Johannes Brahms (1833-1897). Prerequisite(s): one of the following: Music 101, 102, 103, or 231. Recommended background: ability to read music. Open to first-year students. A. Scott, F. Glazer.

265B. Beethoven and Schubert. Symphonies, chamber music, and piano music of Beethoven are compared with and contrasted to works by Schubert. Prerequisite(s): one of the following: Music 101, 102, 103, or 231. Staff.

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. Staff.

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. R. Pruiksma.

270. Applied Music. An exploration of the literature for voice or solo instruments 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, but not for subsequent semesters. Open to first-year students. J. Parakilas.

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, but not for any subsequent semester. Corequisite(s): Music 270. Open to first-year students. J. Parakilas.

331. Music Theory III. A continuation of Music Theory II, emphasizing four-voice textures, tonal sonata forms, and Schenkerian analysis. Students compose music in several forms and styles, and continue practical ear-training and keyboard work. Regularly scheduled laboratory sessions. Prerequisite(s): Music 232. W. Matthews.

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. M. Anderson.

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 is required. Students may register for no more than one independent study per semester. Staff.

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

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.

399B. Junior-Senior Seminar in Ethnomusicology. This course trains students in 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 studying music in its cultural and historical context. Students critically examine the music, current philosophical thoughts on ethnomusicology, and their own personal interviews with musicians. Prerequisite(s): one of the following: African American Studies/Music 249, African American Studies/ Anthropology/Music 262 or Music 232. This course is the same as African American Studies 399B. Enrollment limited to 15. L. Williams.

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 varia-

tion 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. J. Parakilas.

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. Staff.

457, 458. Senior Thesis. An independent study program culminating in: a) an essay on an aspect of music history or theory; 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. Staff.

Short Term Units

s22. Analysis and Interpretation. In order to perform intelligently, the performer must form his or her 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, historical study of the appropriate performance practices, and consideration of various more general performance issues. The unit culminates in a performance based on this study. Prerequisite(s): an ability to perform. Written permission of the instructor is required. Staff.

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 or 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. J. Smedley.

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. Required of all majors. Open to first-year students. Staff.

s29. American Musicals on Film. From *The Jazz Singer* of 1927 to *Purple Rain* of 1984, 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 twenty-three films and includes the videotaping of a class production. Staff.

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 independent study during a Short Term. Staff.

Neuroscience

Professors Minkoff (Biology), Kelsey (Psychology), Chair, and Nigro (Psychology); Associate Professors 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.

Major requirements. The sixteen courses required to receive a B.A. in neuroscience include four core neuroscience courses (Neuroscience 200, 308, 330, and 363), 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; Biology 42; Psychology 218; Chemistry 107A or Chemistry/Environmental Studies 107B; Chemistry 108A or Chemistry/Environmental Studies 108B; Chemistry 217; and Chemistry 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

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 nonmajors 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. This course is the same as Psychology 200. Open to first-year students. Enrollment limited to 50. C. McCormick.

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 development 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. Prerequisite(s): Biology s42. Recommended background: Neuroscience/Psychology 200. This course is the same as Biology 308. Enrollment limited to 24. N. Kleckner.

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. This course is the same as Psychology 330. C. McCormick.

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 is required. Students may register for no more than one independent study per semester. Staff.

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. This course is the same as Psychology 363. J. Kelsey.

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. Staff.

Short Term Unit

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 independent study during a Short Term. Staff.

Required Courses

Neuroscience/Psychology 200. Introduction to Neuroscience.
Neuroscience/Biology 308. Neurobiology.
Neuroscience/Psychology 330. Cognitive Neuroscience.
Neuroscience/Psychology 363. Physiological Psychology.
Neuroscience 457 or 458. Senior Thesis and Seminar in Neuroscience.

Biology 201. Biological Principles (formerly 101s).
Biology s42. Cellular and Molecular Biology.
Chemistry 107A. Atomic and Molecular Structure or Chemistry/Environmental Studies
107B. Chemical Structure and Its Importance in the Environment.
Chemistry 108A. Chemical Reactivity or Chemistry/Environmental Studies 108B.
Chemical Reactivity in Environmental Systems.
Chemistry 217. Organic Chemistry I.
Chemistry 218. Organic Chemistry II.

Psychology 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 338, Biology 320, or Psychology 362 toward the major, but not both. Only one Short Term unit from list A can count toward the major.

List A: Courses Related to Neuroscience.

Biology 337. Animal Physiology.
Biology 338. Drug Actions on the Nervous System.
Biology 351. Immunology.
Biology 362. Animal Behavior.
Biology 476. Seminar and Research in Neurobiology.
Biology s44. Experimental Neuro/Physiology.

Psychology 305. Animal Learning.
Psychology 355. Behavioral Endocrinology.
Psychology 362. Psychopharmacology: How Drugs Affect Behavior.
Psychology 401. Junior-Senior Seminar in Biological Psychology.
Psychology s26. Developmental Psychobiology.
Psychology s31. Animal Models of Behavioral Disorders.

List B: Background Courses.

Biology 316. Molecular Aspects of Development.
Biology 320. Pharmacology.
Biology 331. Molecular Biology.
Biology 352. Membrane and Receptor Biology.

Chemistry 321. Biological Chemistry I.

Philosophy 211. Philosophy of Science.
 Philosophy 232. Philosophy of Psychology.
 Philosophy 235. Philosophy of Mind and Language.
 Philosophy 236. Theory of Knowledge.
 Philosophy 266. Biomedical Ethics.

Psychology 261. Research Methodology.
 Psychology 301. Visual Perception.
 Psychology 303. Health Psychology.

Psychology 318. Advanced Topics in Statistics.
 Psychology 333. Advanced Topics in Abnormal Psychology.

Philosophy and Religion

Professors Straub, Kolb, Okrent, Tracy (on leave, winter semester and Short Term) and Strong (on leave, winter semester); Associate Professors Allison, Cummiskey, Chair, and Bruce; Assistant Professors Stark and Chessa (on leave, 2001-2002); Mr. Caspi

Philosophy

Philosophy examines our personal and shared beliefs about who we are, where we find ourselves, 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.

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, every course offered by the department, with the exception of the Introduction to Philosophy, 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:

- a) 212. Contemporary Moral Disputes;
- b) 256. Moral Principles;
- c) 258. Philosophy of Law.

5) Metaphysics: being, meaning, knowledge. One course from among:

- a) 211. Philosophy of Science;
- b) 235. Philosophy of Mind and Language;
- c) 236. Theory of Knowledge;
- d) 260. Philosophy of Religion.

6) Metaphilosophy: critical reflections on the tradition. One course from among:

- a) 241. Philosophy of Art;
- b) 262. Philosophy and Feminism;
- c) 273. Philosophy in the Nineteenth Century;
- d) 274. Phenomenology;
- e) 275. Existentialism and Deconstruction.

7) Three courses at the 300 level, one of which may be a 360.

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 (and preferably two) seminars 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 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.

Courses

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. S. Stark.

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. M. Okrent.

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 philosophy of science. Open to first-year students. Enrollment limited to 30. M. Okrent.

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. This course is the same as Religion 212. Open to first-year students. Enrollment limited to 30 per section. T. Tracy.

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. This course is the same as Environmental Studies 214. Open to first-year students. Enrollment limited to 30. Not open to students who have received credit for Religion 215. T. Tracy.

232. Philosophy of Psychology. We attribute beliefs, desires, emotions, and all sorts of other psychological states (moods, feelings, etc.) 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, and 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. S. Stark.

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. Not open to students who have received credit for Philosophy 225. M. Okrent.

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. Staff.

240. 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. D. Kolb.

241. Philosophy of Art. An introduction to the major problems of the 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. This course is the same as Art 226. Open to first-year students. Enrollment limited to 40 per section. D. Kolb.

256. Moral Principles. An introduction to moral philosophy. Topics include: 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. D. Cummiskey.

258. Philosophy of Law. An introduction to legal theory. Central questions include: 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. D. Cummiskey.

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. This course is the same as Religion 260. Open to first-year students. Enrollment limited to 30. T. Tracy.

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 sug-

gestion 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. S. Stark.

270. Medieval Philosophy. A survey of the basic ideas of thinkers such as Aquinas and Okham, and other medieval philosopher-theologians, together with discussion of their links to earlier philosophy, the Jewish and Islamic influences on their thought, and their relation to current philosophical issues and positions. Prerequisite(s): one course in philosophy or classical and medieval studies. D. Kolb.

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. D. Kolb.

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. M. Okrent.

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, Kierkegaard. Recommended background: two courses in philosophy or Philosophy 272. Open to first-year students. D. Kolb.

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. M. Okrent.

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. D. Kolb.

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.

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. M. Okrent.

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. M. Okrent.

322. Seminar: Topics in Contemporary European Philosophy. An examination of recent developments in Continental philosophy. Staff.

323. Seminar: Topics in Metaphysics and Epistemology. This course focuses on advanced issues in the theory of knowledge and in the theory of ultimate reality. Staff.

324. Seminar: Topics in Ethics. This course focuses on important issues in ethics and political theory.

324A. Kantian Ethics. This seminar uses Kant’s moral theory as a vehicle to explore some of the central questions and assumptions of Western moral theory. Kantian ethics is typically contrasted with the moral theory of David Hume and its heirs, the utilitarians. Central to this contrast between Kantians and Humeans is an emphasis on the dualisms of reason and passion, duty and sentiment, principle and sympathy, autonomy and heteronomy, right acts and good consequences. In each case, Kant is identified with the first and Hume with the second of the pairs. On the other hand, recent interpretations of Kant’s ethics by Marcia Baron, Barbara Herman, Thomas Hill, Christine Korsgaard, and Onora O’Neill present a more unified, and perhaps more compelling, picture of Kantian ethics. This seminar focuses on these new interpretations of Kantian moral theory. Prerequisite(s): one of the following: Philosophy 212, 256, 257, or 258. D. Cummiskey.

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 256 or 212. Open to first-year students. Enrollment limited to 12. D. Cummiskey.

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. D. Cummiskey.

324D. Luck and the Moral Life. Our lives are deeply subject to the impress of luck. Most 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. Students begin with the metaphysical problem of free will and then explore the different roles that luck plays in the ethics of Kant and Aristotle. They also consider issues in moral psychology. Ultimately the course raises two questions: What role does luck play in moral virtue? What role does it play in human happiness? Prerequisite(s): one of the following: Philosophy 256, 271, 324A, 324B, 324C or 325. Enrollment limited to 15. S. Stark.

325. Seminar 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.

325A. Moral Realism and Irrealism. Statements that seem to make an ethical judgment 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, which 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, or 256, or 324. Open to first-year students. Enrollment limited to 15. F. Chessa.

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. S. Stark.

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 studies. D. Kolb.

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.

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. D. Kolb.

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. M. Okrent.

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 is required. Students may register for no more than one independent study per semester. Staff.

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

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. Staff.

Short Term Units

s19. The Concepts of Race and Gender. Many societies 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? In what sense are social facts "objective"? This unit focuses on these questions. Open to first-year students. Enrollment limited to 20. M. Okrent.

s21. Philosophical Classics. This unit offers an experience of intense close reading of a classic major philosophical text. The book chosen varies from year to year. Members of the unit work through the text line by line, trying to understand the work, while continuing discussions of the issues and methods involved.

s21A. Philosophical Classics: Aristotle. This unit focuses on the central books of Aristotle's *Metaphysics*. Recommended background: Philosophy 271. Open to first-year students. Enrollment limited to 15. Written permission of the instructor is required. M. Okrent.

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, 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. This unit is the same as Religion s23. Open to first-year students. Enrollment limited to 12. Written permission of the instructor is required. C. Straub.

s26. Biomedical Ethics. We are all aware of the remarkable accomplishments of modern medicine. 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. D. Cummiskey.

s27. Hyperwriting. The computer makes possible new types of nonlinear writing that need not follow the standard forms of fiction or of academic discourse. What will their new forms be, and will they have their own ways of being both creative and self-critical? This unit offers a chance to experiment in the creation of new forms by writing hypertexts together, using Storyspace and Mosaic. There are both individual and group projects, with peer review and critique sessions each week. Enrollment limited to 15. D. Kolb.

s28. Architecture, Tradition, and Innovation. This unit studies issues of building and planning in our (post)modern world. Students read texts from philosophy and architecture while working on a series of projects in design and planning. Enrollment limited to 20. Written permission of the instructor is required. D. Kolb.

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 independent study during a Short Term. 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 program. 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.

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: 303A, 306A, 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.

Courses

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. M. Bruce.

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 50. J. Strong.

115. Sacred Space: Religion and the Sense of Place. An introductory study to 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. C. Straub.

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 Menchú, and Elie Wiesel. Enrollment limited to 40. T. Tracy.

130. 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. Stories from Homer, Aesop, Genesis, the Gospels, Jewish Rabbinic and Hasidic sages, early Christian hermits, and the Islamic Hadith. R. Allison.

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. This course is the same as Women and Gender Studies 200. Open to first-year students. Enrollment limited to 50. M. Caspi.

208. Religions of East Asia: China. A study of the various religious traditions of China in their independence and interaction. The focus of the course is 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. J. Strong.

209. Religions of East Asia: Japan. A study of the various religious traditions of Japan in their independence and interaction. The focus of the course is 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 50. J. Strong.

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 20. M. Caspi.

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. This course is the same as Philosophy 212. Open to first-year students. Enrollment limited to 30 per section. T. Tracy.

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. M. Caspi.

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, Queen of Sheba), and to an analysis of the sociopolitical features of these major religious texts. Open to first-year students. M. Caspi.

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. This course is the same as Environmental Studies 215. Open to first-year students. Not open to students who have received credit for Environmental Studies/Philosophy 214. C. Straub.

217. Religion in the American Experience. The course seeks to understand the importance of religion in the evolution of a sense of national identity and of national destiny for the United States. Consideration is given to the importance of religious traditions both in the development and sanctioning of national mythologies, and in the critique or criticism of these mythologies. The historical background of such considerations begins with Native

American religions. The course concludes with a study of “religious freedom” in a multi-cultural nation again uncertain of its grounds for unity. Open to first-year students. C. Straub.

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. This course is the same as Classical and Medieval Studies 218. Open to first-year students. L. Maurizio.

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 50. J. Strong.

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 relation between man and the sacred. Topics explored include pre-Homeric and Homeric religion and religious thought, cosmology, mystery cults, civil religion, and manifestations of the irrational, such as dreams, ecstasy, shamanism, and magic. This course is the same as Anthropology 225 and Classical and Medieval Studies 225. Open to first-year students. R. Allison, L. Danforth.

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. This course is the same as Environmental Studies 228 and Physics 228. Enrollment limited to 40. T. Tracy, J. Smedley.

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 wholistic meanings and human values in literature. Open to first-year students. M. Caspi.

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, nation-

hood, women in ancient Israel, internal politics, and international relations with the ancient Near Eastern centers of civilization. Open to first-year students. R. Allison.

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 study of the New Testament epistles (emphasis on the apostle Paul's epistles) and the Book of Revelation. Open to first-year students. R. Allison.

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. R. Allison.

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. R. Allison.

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. T. Tracy.

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. C. Straub.

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. The course includes a

field trip to a New England monastery. Open to first-year students. Enrollment limited to 14. R. Allison.

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. Not open to students who have received credit for Religion 303B. M. Caspi.

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. M. Bruce.

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. M. Caspi.

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. J. Strong.

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. J. Strong.

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. Not open to students who have received credit for Religion 307. J. Strong.

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 movements. 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. M. Bruce.

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. M. Caspi.

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 functions of religious language, the relation of religion and science, and the problem of evil. This course is the same as Philosophy 260. Open to first-year students. Enrollment limited to 30. T. Tracy.

261. 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 dance are examined in light of important theoretical approaches employed by anthropologists interested in understanding the role of such expressive forms in cultures throughout the world. Major emphasis is placed on psychoanalytic, feminist, Marxist, structuralist, and cultural studies approaches. This course is the same as Anthropology 234. Open to first-year students. L. Danforth.

262. 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 upon both Western and non-Western religions. This course is the same as Anthropology 241 and Sociology 241. Open to first-year students. S. Kemper.

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. This course is the same as Anthropology 244. Open to first-year students. S. Kemper.

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 mysticism. Open to first-year students. M. Caspi.

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.

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. The middle third of the semester is devoted to 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. R. Allison.

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. R. Allison.

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. T. Tracy.

306. Seminar on American Religious Thought and History. Each year 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.

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. M. Bruce.

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): Religion 250 or Anthropology 244/Religion 263. Enrollment limited to 20. J. Strong.

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: Religion 208, 209, or 250. J. Strong.

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. C. Straub.

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 is required. Students may register for no more than one independent study per semester. Staff.

365. Special Topics. Offered from time to time on topics of special interest.

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-François 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. M. Bruce.

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 N.A.A.C.P., 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 culture. Prerequisite(s): Religion 100 or African American Studies 140A. Enrollment limited to 25. Written permission of the instructor is required. M. Bruce.

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.

T. Tracy.

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. Staff.

Short Term Units

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. J. Strong.

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, 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. This unit is the same as Philosophy s23. Open to first-year students. Enrollment limited to 12. Written permission of the instructor is required. C. Straub.

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 program involves study of selected texts dealing with intrafaith/interfaith conflicts and the problems of the city, discussions led by those working in the inner city, field trips to various institutions of the city, and fieldwork in agencies and religious communities in Lewiston, Maine. Recommended background: a course in religion. Open to first-year students. Enrollment limited to 12. M. Bruce.

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. This unit is the same as Classical and Medieval Studies s26 and Greek S26. Enrollment limited to 8. R. Allison.

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 main-stream 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. T. Tracy.

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 independent study during a Short Term. Staff.

Physical Education

Associate Professors Court, Purgavie, Coffey, Chair; Graef, Mulholland, and Murphy; Assistant Professors Reilly and Hohlt; Mr. 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 of 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, Beach Volleyball, Bowling, Conditioning (Beginning and Advanced), Contradance, Cross-Country Skiing, Figure Skating, Golf, Hockey Skating, Indoor Climbing, In-Line Skating, Individual Fitness Program, Jazz Dance, Juggling, Karate, Kayaking, Lifeguard Training, Lifeguard Instructor, Modern Dance (Beginning and Advanced), Racquetball (Beginning and Intermediate), Self-Defense for Women, Snowshoeing, Squash, Step Aerobics, Strength Training (Beginning and Intermediate), Swimming, Tap Dance, Tennis (Beginning and Intermediate), Wallyball, Water Aerobics, and Water Safety Instructor.

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.

Courses

210. Orthopedic Aspects of Sports Medicine. Intensive study of human anatomy and physiology in relation to athletics and athletic injury or illness. Classes and laboratories provide basic understanding of prevention, immediate care, and rehabilitation of common and complex athletic injuries. Required of students seeking athletic trainer certification. Open to first-year students. Enrollment limited to 30. Staff.

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 is required. Students may register for no more than one independent study per semester. Staff.

Short Term Units

s20. Methodology of Coaching. This unit explores various areas and methodologies involved in successful coaching, through readings, discussions, presentations, and practical field experiences. Topics include the development of a coaching philosophy based on athletics first, winning second; a physiological approach to training including aerobic, anaerobic, strength, and motor skill development; the psychological approach to motivation, imagery training, and relaxation; and sport pedagogy, including program organization and periodization of training. Enrollment limited to 25. G. Purgavie.

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 independent study during a Short Term. Staff.

Physics and Astronomy

Professors Ruff, Pribram, Semon, Wollman, Chair, and Smedley (on leave, fall semester and Short Term); Associate Professor Lin; Assistant Professor Gensemer; Mr. 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.

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 students considering careers in business, teaching, government, law, or medicine. The requirement for a major is nine courses in physics or astronomy, including the following seven (usually taken in the order given): Physics 108, 222, 211, 231, 301, 308, and 457 or 458 (senior thesis). The additional two courses must include one of the following: Physics s30, s45, or any physics or astronomy course numbered 232 or higher. Either Physics 107 or s25 may count toward the major requirement if it is taken in sequence with Physics 108. Students planning graduate study in physics or engineering are encouraged to take at least six additional 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 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 (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. The following sets are available: any two 100-level courses in astronomy and physics. A student who has earned AP credit equivalent to Physics 107 may complete a set by taking one 100-level course in physics or astronomy. The following units may serve as options for the third course: Astronomy s21 or s22; Physics s25, s28, s30, or s33. A student may request that the department approve a two-course set not currently designated, but must do so before registering for the set. The quantitative requirement may be satisfied through any course in astronomy and physics, except Physics 228, or with any unit numbered s25 or higher.

Astronomy

101. An Introduction to the Large Scale. Although Immanuel Kant proposed the existence of galaxies more than two hundred 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. Staff.

102. The Domain of the Sun. A survey of the solar system. Topics include theories of origin, results of the space program, new and unexpected discoveries about the sun, and developments in the search for extraterrestrial life. Enrollment limited to 64. E. Wollman.

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 the essential developments in our understanding of the physical universe, with special attention to contemporary models. Enrollment limited to 64. E. Wollman.

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. This course is the same as Geology 110. Enrollment limited to 56. G. Clough.

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. Laboratory meetings include experiments, discussion, and written assignments. This course is the same as Geology 115. Enrollment limited to 64. Not open to students who have received credit for First-Year Seminar 154 or Geology 105. J. Creasy, E. Wollman.

381. Astrophysics. This course investigates the physics of astronomical phenomena and the instruments and techniques with which these phenomena are studied. Topics, which vary from year to year, include stellar structure and evolution, the interstellar medium, galaxies and galaxy clusters, dark matter, cosmic background radiation, and physical cosmology. Prerequisite(s): Physics 211, 222, and 301. This course is the same as Physics 381. E. Wollman.

Short Term Units

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. E. Wollman.

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. This unit is the same as Geology s22. Open to first-year students. Enrollment limited to 30. G. Clough.

Physics

103. Musical Acoustics. An introduction to sound and the acoustics of musical instruments through the study of mechanical vibrations. Concepts such as waves, resonance, standing waves, and Fourier synthesis and analysis are developed and applied to discussions of hearing, scales and harmony, musical instruments, the human voice, and auditorium acoustics. No background in physics or mathematics beyond algebra is assumed. Demonstrations and laboratory exercises are integrated with class work. Recommended background: algebra and trigonometry. Enrollment limited to 64. J. Smedley.

104. Physics of Electronic Sound. An analysis of the basic elements of high fidelity sound recording and reproduction, electronic music, and room acoustics. Demonstrations and laboratory exercises are integrated with class work, as in Physics 103. Recommended background: Physics 103. Enrollment limited to 64. J. Smedley.

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 is limited to 64 per section in the fall semester and 40 in the winter semester. E. Wollman.

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. Prerequisite(s) or Corequisite(s): Mathematics 106. Enrollment is limited to 40 in the fall semester and 64 per section in the winter semester. J. Pribram.

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. Open to first-year students. H. Lin.

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 108. Open to first-year students. M. Semon.

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. This course is the same as Environmental Studies 228 and Religion 228. Enrollment limited to 40. T. Tracy, J. Smedley.

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. G. Ruff.

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. G. Ruff.

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. Corequisite(s): Mathematics 206. M. Semon.

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 uncertainty principles are developed as the course proceeds. Prerequisite(s): Physics 108 and 301. G. Ruff.

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. J. Smedley.

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 crys-

tal binding, X-ray diffraction, lattice vibrations, metals, insulators, semiconductors, electronic devices, superconductivity, and magnetism. Prerequisite(s): Physics 108 and 301. Prerequisite or Corequisite(s): Physics 222. Recommended background: Physics 308. J. Pribram.

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 is required. Students may register for no more than one independent study per semester. Staff.

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. Prerequisite(s) or Corequisite(s): Mathematics 206, and Physics 211 or 222. J. Pribram.

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 222. G. Ruff.

381. Astrophysics. This course investigates the physics of astronomical phenomena and the instruments and techniques with which these phenomena are studied. Topics, which vary from year to year, include stellar structure and evolution, the interstellar medium, galaxies and galaxy clusters, dark matter, cosmic background radiation, and physical cosmology. Prerequisite(s): Physics 211, 222, and 301. This course is the same as Astronomy 381. E. Wollman.

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 moments of simple atoms. Time-dependent perturbation theory is developed and applied to simple radiation problems. Prerequisite(s): Physics 308. G. Ruff.

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. H. Lin.

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. E. Wollman.

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. Staff.

Short Term Units

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. H. Lin, J. Pribram, E. Wollman.

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 by creating signal acquisition and manipulation computer software. No previous electronics or computer programming experience is necessary. Recommended background: Mathematics 105. This unit is the same as Chemistry s28. Open to first-year students. Enrollment limited to 15. M. Côté.

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. Enrollment limited to 12. G. Ruff, H. Lin.

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. The computer is used extensively as a problem-solving tool, and instruction in the use of a computer language is provided. Prerequisite(s): Physics 107 and Mathematics 106. Open to first-year students. Enrollment limited to 20. Staff.

s35. Chaos. An introduction to chaotic dynamics. The driven harmonic oscillator is employed to introduce the important mathematical tools of phase diagrams, Poincaré sections, and bifurcation diagrams. These tools are then used to develop insight into the central notions of chaos, such as period doubling, basins of attraction, Lyapunov exponents, and fractal dimensions. Prerequisite(s): Physics 211 or Mathematics 219. Enrollment limited to 15. Staff.

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. M. Semon.

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 independent study during a Short Term. Staff.

Political Science

Professors Hodgkin (on leave, 2001-2002), Corlett, Chair, and Kessler; Associate Professors MacLeod, Richter, and Hill; Assistant Professors Asher (on leave, 2001-2002), Baughman, Ásgeirsdóttir, and Andolina

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 role of race, class, ethnicity, sexuality, and gender in political life.

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 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, 233, 276, 322).

U.S. Political Processes (115, 118, 211, 214, 230, 233, 294, 310, s23, s24, s25).

Legal Studies (118, 227, 228, 229, 296, 322, 325, 329, 394).

Cultural Politics (119, 168, 233, 243, 244, 289, 294, 298, 310, 325, 327, 346, 352, 365, 393, s19, s29).

Postcolonial Politics (168, 234, 235, 247, 249, 295, 327, 346, 365A, 395, s19).

Economic Aspects of Politics (168, 171, 191, 214, 222, 227, 232, 234, 249, 258, 276, 295, 393, s23, s25).

International Studies (171, 222, 232, 234, 247, 249, 258, 276, 327, 345, 347, 383, 395, s19).

History of Western Political Thought (168, 191, 243, 244, 294, 295, 296, 297, 346, 352, 393, 394, s29).

Women and Politics (118, 155, 191, 234, 235, 245, 297, 298, 329, 346, 347, 352).

Politics of Development and Transformation (168, 222, 232, 234, 235, 243, 244, 245, 247, 249, 258, 327, 346, 352, 395, s29).

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 168, 232, 233, 234, 235, 245, 247, 248, 249, 327, 346, s19. Other courses in multicultural studies include Political Science 118, 155, 191, 214, 229, 243, 244, 295, 298, 310, 325, 329, 347, 352, 393.

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, only one of which may be at the 100-level, within any one of the major concentrations listed above may serve as a department-designated set. The quantitative requirement may be satisfied through Political Science 310 or 322.

Courses

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. J. Baughman.

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. M. Kessler.

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. Enrollment limited to 50. J. McClendon.

122. Concepts and Theories in Comparative Politics. 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 objectively evaluate our own political system and way of life. This course is designed to help students develop a "tool kit" to effectively analyze politics in countries around the globe. Students learn theories and concepts that political scientists use to describe and understand politics and apply those concepts and theories to explore substantive issues. These issues include processes of political liberalization and democratization in Mexico and Russia, the emergence and decline of welfare states in Europe and America, and the prospects for political stability and development in Kenya. Enrollment limited to 50 per section. Staff.

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. L. Hill.

168. An Introduction to Modern and Postmodern Political Analysis. This course addresses the emergence, conformation, and future of social and political sciences by focusing on the following questions: How and when did “modern” states and the capitalist economy emerge? What is the relation between political and economic forces? How are cultural and social processes affected by politics and economics? And how do these processes in turn constitute politics? How was the formation of “modern/Western” states influenced by the rest of the world? And how does the rest of the world influence the nature of politics and society in the “modern/Western” states? The concluding section of the course examines the changing role of social and political science within a “globalizing,” “postmodern” world. Enrollment limited to 50 per section. Not open to students who have received credit for Political Science 161. K. Asher.

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 examine 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. Á. Ásgeirsdóttir.

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. W. Corlett.

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. J. Baughman.

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. Staff.

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. J. Baughman.

217. The American Presidency. An examination of 1) theories of political leadership underlying the American executive; 2) constitutional and statutory definitions of its formal powers; and 3) the behavior of presidents and their role in the American political system. Open to first-year students. J. Baughman.

218. United States Environmental Politics and Policy. This course introduces students to critical historical and contemporary issues in the politics and policy of the natural environment in the United States. It 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 in the United States. The middle part of the course is a general overview of the current state of American environmental politics and policy. The last section of the course takes a case study approach to a specific environmental issue relevant to the local area. This case study provides an opportunity for students to apply the knowledge developed earlier in the course and to meet and interact with stakeholders involved with this issue. This course is the same as Environmental Studies 218. Open to first-year students. P. Rogers.

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 included the power of transnational corporations, the emergence and significance of 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. Á. Ásgeirsdóttir.

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. M. Kessler.

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. M. Kessler.

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. M. Kessler.

230. The U.S. Congress. This course is an exploration of 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. J. Baughman.

232. The Politics of Post-Communism. The continuing upheaval in the countries of Eastern and Central Europe provides a unique opportunity to examine why things change

and why they stay the same. This course investigates the experience of Russia, at least one of the new states in Central Asia, and at least one of the states in Central Europe 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. J. Richter.

233. African American Politics. This course surveys the place of African Americans in the politics of the United States. Specifically, this course situates the African American political experience in a world rife with change. This transformation simultaneously calls for a politics of race as well as a politics of class. Further, the new politics of identity tosses sexualities and genderings into the fray. This course considers this metamorphosis as it shapes and is shaped by the political process in the United States. Topics include affirmative action, redistricting, AIDS, environmental racism, rap music, and “sushi and grits.” Open to first-year students. Enrollment limited to 40. J. McClendon.

234. Third World Women and Gender in Economic Development. This course is designed to give students a critical introduction to the central issues within the field of women/gender in economic development in developing countries. Students approach this topic by exploring three broad themes. First, they examine the conceptual literature related to economic development and gender. Second, they explore praxis-oriented strategies to include women in economic development projects. Finally, they explore how mainstream discourses and practices of development are being critiqued and influenced by Third World feminism. Recommended background: one course each in economic development and women’s studies. This course is the same as Women and Gender Studies 234. Open to first-year students. Enrollment limited to 40. K. Asher.

235. Black Women in the Americas. Political economy is the framework for examining black women’s status, roles, and activities in the United States, the Caribbean, and Latin America. The course surveys political, economic, social, and cultural experiences of women of African descent, paying close attention to similar historical experiences—African heritage, slavery, post-emancipation struggles for political rights, and economic security—as well as to factors such as class and nationality that make for divergent experiences. Review of current issues highlights differences in the impact of gender, race, ethnicity, and class on black women’s lives in First and Third World societies. Open to first-year students. Enrollment limited to 40. L. Hill.

240. Cultural Politics 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 Lewis Gates Jr. are some of the theorists under review. Recommended background: Political Science 119 or significant work in political science, American cultural studies or African American studies. This course is the same as American Cultural Studies 240. Open to first-year students. Enrollment limited to 50. J. McClendon.

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 include: the construction of authority; women and writing politics; war, violence, and narratives; forms of regime and political power; the construction of alternative realities and breaking hegemony; and the

relationship between stories and democratic and authoritarian politics. Students write on literature and politics, and write and discuss short stories of their own. Morality, private and political virtue, imagination, and political change are central concerns. Open to first-year students. Enrollment limited to 40. A. MacLeod.

244. Political Imagination. Has 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 differences 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. A. MacLeod.

245. Political Change, Gender Politics. This course examines comparatively the interplay between democratization and gender relations. Democracy movements create possibilities for women's activism and for enhancing women's political status. This course investigates cases of regime change in Latin America, Eastern and Central Europe, and Southern Africa in order to understand the effects of democratization on women's political status. Students study transitions, state-civil society relations, and their impact on gender relations. Recommended background: Political Science 118, 120, 155, 161, or Women and Gender Studies 100. Open to first-year students. L. Hill.

247. Regional Politics in Southern Africa: Transition and Transformation. Two questions inform this study of post-World War II 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 is a substantial focus of the course. Open to first-year students. Enrollment limited to 40. L. Hill.

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 critically review several theoretical approaches to study Latin America in order to understand how history, economics, culture, politics, and society shape the complex realities of the continent today. Recommended background: Political Science 120, 168, or 171. Open to first-year students. Enrollment limited to 40. R. Andolina.

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. J. Richter.

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. J. Richter.

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 it is embedded. Students also explore the unfolding patterns of change witnessed at the close of the twentieth century and the way that Africans continue to shape their own political and economic situations. Recommended background: Political Science 115, 122, or 161. Open to first-year students. Enrollment limited to 40. L. Hill.

294. Political Thought in the United States. Debates about liberalism shape political discourse in the United States. Liberalism, in theory, offers great promise if one subscribes to individualism. In practice, however, liberalism leaves much to be desired, especially as liberalism contributes to social stratification. Covering thinkers from the seventeenth century to the present, this course considers competing views of liberalism in the United States and especially explores the thinking of those who challenge the dominant liberal paradigm based on liberalism's inability to deal with difference and the resulting social stratification. Open to first-year students. Enrollment limited to 40. J. McClendon.

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 most well-known texts. The second part emphasizes 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. W. Corlett.

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 women, 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. W. Corlett.

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 study 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. W. Corlett.

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 in 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. W. Corlett.

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. J. Baughman.

322. American Legislative Behavior. Analysis of the behavior of American legislators, including such topics as constituency relations, norms and roles, committee decision making, leadership strategies, determinants of roll-call voting, and patterns of legislative policy making. Students learn appropriate statistics and how to use the computer to analyze roll-call votes or other behavior. No previous knowledge of statistics or computing is assumed. Prerequisite(s): one of the following: Political Science 115, 211, or 217. Enrollment limited to 16. J. Baughman.

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. M. Kessler.

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, how citizens hold governments accountable and the responsiveness of political leaders, 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. J. Baughman.

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, or 325. Enrollment limited to 15. M. Kessler.

339. Africana Thought and Practice. This seminar examines in depth a broad range of black thought. Students study 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. This course is the same as American Cultural Studies 339. Open to first-year students. Enrollment limited to 15. J. McClendon.

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 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. J. Richter.

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 understand the meaning of "resistance." Recommended background: one course in comparative politics or political theory. Enrollment limited to 15. A. MacLeod.

347. Gender and the State. Two key questions provide the focus in this course: How is gender related to definitions of citizenship, politics, and the state? What is the nature of women's political roles and activities in contemporary societies? Connections between gender and politics made by political theorists form the basis for examining women's relationship to states cross-nationally. The impact of gender in shaping women's and men's political status, roles, and behavior in political institutions and public policy is a focus of study. The course culminates in an examination of women's political activism directed toward redefining their roles in politics and controlling important aspects of their lives, thus articulating different visions of women's relationship to the state. Recommended background: one course in comparative politics, political theory, or women and politics. Enrollment limited to 15. L. Hill.

352. Women as Political Subjects. The ambiguity of women's agency within relations of power is the central theme of this seminar. How do women construct identity in the face of domination? How can women speak with an authentic voice? How can alternatives be created, and what is women's part in political transformations? Should feminist theory insist on retaining an idea of woman as subject at all? Using a diverse range of theoretical works and case studies, drawn from the Western political tradition, feminist theory, and the developing world, students consider the politics of constructing and expressing the self.

Recommended background: one course in political theory or comparative politics. Enrollment limited to 15. A. MacLeod.

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 is required. Students may register for no more than one independent study per semester. Staff.

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.

365A. Race and Ethnicity in Latin America. In nineteenth-century Latin America, *mestizaje* (racial mixing) became the foundation for the construction of new, independent nations. This course examines how Latin American states used their indigenous and African American peoples to construct national histories and to distinguish themselves from their European counterparts. The course examines how class and racial/ethnic identity have intersected in contemporary Latin America. Specific attention is paid to African American and indigenous movements that have used race as a basis for political activity and collective action. How are these groups proposing to remake the nation and to renegotiate nationalism today? Recommended background: one course in comparative politics. Enrollment limited to 15. K. Asher.

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. J. Richter.

393. 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, eco-feminism, sustainable development, deep ecology, green political activism, and other issues from a variety of political perspectives. Prerequisite(s): two courses in political science. Recommended background: Political Science 191. Enrollment limited to 15. W. Corlett.

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, 294, 296, 346, Philosophy 256 or 257. Enrollment limited to 15. W. Corlett.

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. J. Baughman.

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. W. Corlett.

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. Staff.

Short Term Units

s18. African American Culture through Sports. Sports in African American culture 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. This unit is the same as American Cultural Studies s18. Open to first-year students. Enrollment limited to 30. J. McClendon.

s19. Guerillas, Guns, and Ganja: What We See, What We Don't, and Why. This unit focuses on two much maligned Latin American nations, Cuba and Colombia. What images and ideas come to our minds when we think about these two countries? Who "creates" these pictures and why? Students examine how representations of Cuba and Colombia in films, music, print and electronic media, as well as other sources, shape popular knowledge about, as well as U.S. foreign policy toward, these nations. Given that the United States continues its devastating blockade against Cuba and that Colombia now ranks third in the list of recipients of U.S. military aid, this "politics of representation" is of more than academic interest. Gathering and disseminating information about current issues of concern in these countries and connecting with local solidarity groups is an integral part of the unit. Enrollment limited to 20. Not open to students who have received credit for Political Science 161. K. Asher.

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. M. Kessler.

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 and/or film studies. This unit is the same as Anthropology s22. Enrollment limited to 35. E. Eames, L. Hill.

s24. Urban Political Change: Lewiston. An examination of the political and governmental development of American cities. Using Lewiston as a case study, students conduct research on such topics as changes in institutions; evolution of selected municipal services; class, gender, and ethnic backgrounds of office holders; patterns in election returns; and the roles of party machines, business, key politicians, and other participants in local politics. Open to first-year students. Enrollment limited to 15. J. Baughman.

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. W. Corlett.

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 write and discuss a series of essays of their own. Special attention is paid to understanding the essay genre, constructions of self and other, and women writers and the essay. Students also examine political writing, situating the essay within other forms of political expression. Open to first-year students. Enrollment limited to 12. A. MacLeod.

s30. Scientific Knowledge, Culture, and Political Economy in Latin America. How does “scientific knowledge”—which purports to be “free” of the social underpinnings of race and gender—shape much of the discourse about knowledge production in the natural and social sciences? How is scientific knowledge deployed within political economies of development in Latin America? What are the implications of these scientific, cultural, and economic modes of production considering the power inequity between global markets and regional interests? These are the questions that shape the discussions in this interdisciplinary unit. Recommended background: one 200-level course in political science and women and gender studies. This unit is the same as Women and Gender Studies s30. Open to first-year students. Enrollment limited to 20. K. Asher.

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—as an aspect of international trade, war, and politics—to uncover how power is structured, used, and challenged in the global age. Sex trafficking, militarized prostitution, birth control, and

human rights campaigns 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 ideology affect global restructuring? How does globalization shape notions of manhood, womanhood, and the ways people live out those ideas in sex lives, 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 and Gender studies 234 or s25. This unit is the same as Women and Gender Studies s32. Enrollment limited to 20. L. Hill.

s36. Comparative Democratization. Since the mid-1970s, the world has witnessed a dramatic increase in the number of countries experimenting with democratic rule. Some have been able to consolidate democratic changes. Others have struggled in this process, in some cases reverting to authoritarian forms of governance. This unit explores the complex issue of democratization in the late twentieth century. Students examine literature on various factors that shape processes of democratic transitions and consolidation. They then apply that knowledge to conduct informed case studies of democratization on countries of their choice. The goal is for students to not only expand their theoretical knowledge of democracy, but also refine their skills in political research and reporting. The unit emphasizes readings and discussions, independent student work, and interactive learning through the sharing of research findings. Recommended background: Political Science 116 or 122. Enrollment limited to 20. Staff.

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 independent study during a Short Term. Staff.

Psychology

Professors Wagner; Moyer (on leave, 2001-2002), Bradley (on leave, winter semester and Short Term), Kelsey, Nigro, Chair; and Reich; Associate Professors Low and McCormick; Assistant Professors Sargent and Bradfield; Mr. Rich

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. Requiring application of content, theory, and methodology, 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.

Major Requirements. The major consists of at least eleven courses. Psychology 360 may count as only one of these courses. All majors are required to complete successfully:

1) Psychology 101, 218, and either 261 or 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.

Psychology/Neuroscience 200. Introduction to Neuroscience.
Psychology 250. Motivation and Emotion.
Psychology 303. Health Psychology.
Psychology/Neuroscience 330. Cognitive Neuroscience.
Psychology 355. Behavioral Endocrinology.
Psychology 362. Psychopharmacology: How Drugs Affect Behavior.
Psychology/Neuroscience 363. Physiological Psychology.
Psychology 401. Junior-Senior Seminar in Biological Psychology.

B. Individual Psychology.

Psychology 202. Human Sexuality.
Psychology 207. Psychology of Creativity.
Psychology 211. Psychology of Abnormal Personality.
Psychology 301. Visual Perception.
Psychology 305. Animal Learning.
Psychology 313. Advanced Personality Theory.
Psychology 317. Psychology and Law.
Psychology 333. Advanced Topics in Abnormal Psychology.
Psychology 380. Social Cognition.

C. Sociocultural Psychology.

Psychology 210. Social Psychology.
Psychology 240. Developmental Psychology.
Psychology 310. Advanced Topics in Social Psychology.
Psychology 341. Advanced Topics in Developmental Psychology.
Psychology 343. Women, Culture, and Health.
Psychology 370. Psychology of Women and Gender.
Psychology 371. Prejudice and Stereotyping.

Psychology 376. Psychology of Social Conflict.

Psychology 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 (21 September 2001). 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 (9 November 2001). Guidelines for proposals are on the department's Web site (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 complete service-learning projects in the different programs at St. Mary's Regional Medical Center; in the winter semester, a greater variety of sites is available. Students contemplating this option should talk to staff members at the Center for Service-Learning and to the instructor of Psychology 457B/458B 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, 101-240, 101-250. If Psychology 101 has been waived, any pair of the aforementioned 200-level courses may constitute a set. A student may request that the department approve a two-course set not currently designated. A student may also request that the department approve a Short Term unit as the third course for the general education requirement. The quantitative requirement may be satisfied through Psychology 218.

Courses

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. Prerequisite for all other courses in the department. Enrollment limited to 75 per section. G. Rich, R. Wagner.

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, neurophar-

macology, and neuropsychiatry. The course is aimed at prospective majors and nonmajors 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. This course is the same as Neuroscience 200. Open to first-year students. Enrollment limited to 50. C. McCormick.

202. Human Sexuality. The course is an introduction to topics of human sexuality. Including sexual anatomy and physiology, sexual behaviors and lifestyles, and sexual health. Human sexuality is discussed from psychological, biological, and cross-cultural perspectives. Prerequisite(s): Psychology 101. Open to first-year students. Enrollment limited to 50. C. McCormick.

207. Psychology of Creativity. A critical examination of conceptual, theoretical, and methodological problems related to the systematic study of creativity. Special attention is given to background factors related to creative behavior. Prerequisite(s): Psychology 101. Open to first-year students. Enrollment limited to 50. G. Rich.

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, sex-role behavior, competition, and leadership. Prerequisite(s): Psychology 101. This course is the same as Sociology 210. Open to first-year students. Enrollment limited to 50. M. Sargent.

211. Psychology of Abnormal Personality. The 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. Prerequisite(s): Psychology 101. Open to first-year students. Enrollment limited to 50. K. Low.

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 computer-simulated 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. D. Bradley, A. Bradfield.

240. Developmental Psychology. A comprehensive introduction to current thinking and research in developmental psychology. Topics include attachment, gender, language acquisition, play, and adolescent suicide. Prerequisite(s): Psychology 101. Open to first-year students. Enrollment limited to 50. G. Nigro.

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. J. Kelsey.

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 APA style. Prerequisite(s): Psychology 218. Enrollment limited to 15 per section. M. Sargent, A. Bradfield.

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. This course is the same as Education 262. Enrollment limited to 15 per section. G. Nigro.

301. Visual Perception. The course examines perceptual phenomena at several levels of analysis, ranging from the physiology of vision to the cultural determinants of perception. Topics covered include color vision, the perceptual constancies, depth perception, perceptual adaptation, visual illusions, perceptual organization, and form perception. Prerequisite(s): Psychology 218. D. Bradley.

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. K. Low.

305. Animal Learning. The course examines historical and recent trends in animal learning. Lecture and laboratory topics include classical and operant conditioning, cognitive processes, and biological constraints on learning. Prerequisite(s): one of the following: Neuroscience/Psychology 200, Psychology 220 or 250. J. Kelsey.

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, stereotypes, and persuasion. Prerequisite(s): Psychology 210 and either Psychology 261 or 262. Enrollment limited to 20. M. Sargent.

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. R. Wagner.

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 jus-

tice system. Topics covered include eyewitness testimony, confession evidence, detection of deception, child witnesses, expert testimony, and reconstructed/repressed memories. Prerequisite(s): Psychology 261 or 262. Enrollment limited to 25. A. Bradfield.

318. Advanced Topics in Statistics. A laboratory course in the use of advanced statistical methods for analyzing data. Multiple regression and correlation, curvilinear regression, complex analysis of variance, and post hoc statistical methods are covered. Students learn to use statistical packages and specialized computer programs for analyzing data. Prerequisite(s): Psychology 218. Staff.

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. This course is the same as Neuroscience 330. C. McCormick.

333. Advanced 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. K. Low.

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 racial and ethnic identity, physical and sexual abuse, and resiliency in development. Students conduct observational projects in local field settings. Prerequisite(s): Psychology 240 and either 261, 262, or other methodology course. Enrollment limited to 20. G. Nigro.

343. Women, Culture, and Health. This course examines a variety of perspectives on women's health issues. Issues include 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. This course is the same as Women and Gender Studies 343. Open to first-year students. K. Low.

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. Laboratories involve research projects in the field and focus on the development of a variety of research skills. Prerequisite(s): one of the following: Biology/Neuroscience 308, Neuroscience/Psychology 330 or 363. C. McCormick.

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 is required. Students may register for no more than one independent study per semester. Staff.

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, depression, and schizophrenia. By examining the effects of these drugs on neurotransmitters in the brain, students better understand not only how these drugs affect behavior, but the behavioral processes themselves. Attention is paid to methodology, drug development, regulatory policy, and the role of pharmaceutical companies. Prerequisite(s): Neuroscience/Psychology 200 or Psychology 250. J. Kelsey.

363. Physiological Psychology. The course emphasizes the concepts and methods used in the study of the 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. This course is the same as Neuroscience 363. J. Kelsey.

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 262. Written permission of the instructor is required. Staff.

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 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, 262, African American Studies/American Cultural Studies/ Women and Gender Studies 250, or other research methodology course. G. Nigro.

371. Prejudice and Stereotyping. Two issues that have long held the interest of social psychologists and 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 262. This course is the same as Sociology 371. Enrollment limited to 50. M. Sargent.

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 210. Enrollment limited to 25. R. Wagner.

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 210 or 220 and either 261 or 262. Enrollment limited to 18. M. Sargent.

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. J. Kelsey.

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. Staff.

457A, 458A. Senior Thesis/Empirical Research. This type of thesis involves empirical research and report writing, supplemented by individual conferences with an adviser. 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. Staff.

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, and community placements involve children. In the winter semester, students register for Psychology 458B, and there are no restrictions on the type of placement. Staff.

Short Term Units

s21. Sense and Nonsense. How many people believe "weird" things? Why? How do we go about finding out what's "really real" and what's "too good to be true"? This unit critically examines a number of controversial contemporary topics in alternative health, mental health, and ethnopsychologies. Students not only read academic research on these issues, they read the "pop" sources as well, including supermarket tabloids. The unit offers an introduction to skepticism for the open-minded. Prerequisite(s): Psychology 101. Recommended background: any other course in psychology. Enrollment limited to 30. G. Rich.

s26. Developmental Psychobiology. Seminar and research in developmental psychobiology. Students conduct laboratory and/or library study of current topics in developmental psychobiology. How do signals from the prenatal and postnatal environment interact with genetic signals to shape the development of brain structure and function? Laboratories involve research projects in the field of developmental psychobiology and the use of developmental neuroscience techniques. Prerequisite(s): one of the following: Neuroscience/Psychology 200, 363, Psychology 240, or Biology/Neuroscience 308. Enrollment limited to 12. C. McCormick.

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 12. K. Low.

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 chorea. Prerequisite(s): Neuroscience/Psychology 200. Open to first-year students. Enrollment limited to 10. Written permission of the instructor is required. J. Kelsey.

s32. Group Dynamics. An applied approach to the study of small groups. Topics include group composition, development, performance and leadership, and the use of groups as effective educational mechanisms. Students read theoretical and experimental literature and observe small groups. Prerequisite(s): Psychology 210. Enrollment limited to 15. Written permission of the instructor is required. R. Wagner.

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. G. Nigro.

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. M. Sargent.

s46. Internship in Psychology. Participation in off-campus research or service-learning opportunities. By specific arrangement and departmental approval only. Staff.

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 independent study during a Short Term. Staff.

Sociology

Professor Sylvester; Associate Professor Kane, Chair; Assistant Professor Duina; Ms. Phillips

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 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 300-level courses are more specialized, and include the core courses for the major and secondary concentration. These core courses focus on developing the skills and tools necessary for a more advanced application of a sociological perspective.

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, 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.

Major Requirements. Students in the classes of 2002 and 2003 majoring in sociology must complete eleven courses: two courses in sociological research methods (Sociology 305 and 306); one course in sociological theory (Sociology 311 or 411); a senior thesis (Sociology 457 or 458); and any seven 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 additional courses; one independent study course can normally be applied to the major).

Students in the classes of 2004 and later 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).

In addition, majors in any class year have the option of specializing in a subfield of sociology, by taking at least three of their courses within one of the department's designated subfields (shown below) and completing their senior thesis on a topic related to that subfield. Majors are also welcome to design their own subfield, including at least three courses and the thesis, in consultation with their advisor and with the approval of the department.

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

Secondary Concentration. For students in the classes of 2002 and 2003, the requirements for the secondary concentration are: one course in sociological research methods (Sociology 305 or 306); one course in sociological theory (Sociology 311 or 411); and any four additional courses in the Department of Sociology (a Short Term unit in the department may be substituted for one of these courses).

For students in the classes of 2004 and beyond, 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).

Students completing the secondary concentration have the option of specializing in a subfield of sociology, by taking at least three of their courses within one of the department's designated subfields.

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

Designated Subfields. The designated subfields offered by the Department of Sociology represent the teaching and research specialties of its faculty. Majors and secondary concentrators have the option of specializing in one of these subfields, designing their own subfield in consultation with department faculty, or choosing courses from across subfields for a broader overview of the discipline. The subfields currently available are as follows (and information on the courses associated with each is available from the department chair): Child and Family Studies, Criminology and Law, Economic Sociology, Globalization and International Sociology, Political Sociology, Social Inequality, and Social Psychology.

General Education. Any two sociology courses may serve as a department-designated set. Any Short Term unit in the Department of Sociology can be used as a third course in the social science requirement. The quantitative requirement may be satisfied through Sociology 205 or 305.

Courses

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. Staff.

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 but also internationally. Enrollment limited to 40. E. Kane.

150. Social Control and Deviance. The course considers the nature of rules and norms in society, from smaller systems such as taking turns and queuing to state legal systems, and the part each contributes to social control. The course also deals with the consequences of violating norms, including the process by which individuals are defined as deviant. S. Sylvester.

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. F. Duina.

204. Conceptual Foundations of Sociology. Theories of society are used in a variety of ways to make sense of the worlds 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. Not open to students who have received credit for Sociology 311 or 411. F. Duina, S. Sylvester.

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. Not open to students who have received credit for Sociology 305. E. Kane.

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, sex-role behavior, competition, and leadership. Prerequisite(s): Psychology 101. This course is the same as Psychology 210. Open to first-year students. Enrollment limited to 50. M. Sargent.

216. Criminology I: The Analysis of Criminal Behavior. 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. Open to first-year students. Enrollment limited to 60. S. Sylvester.

217. Criminology II: 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. Prerequisite(s): Sociology 216. Open to first-year students. S. Sylvester.

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 40. E. Kane.

224. Sociology of Law. The course examines law as a system of behavior within a social, 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. Not open to students who have received credit for Sociology 324. S. Sylvester.

241. 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 upon both Western and non-Western religions. This course is the same as Anthropology 241 and Religion 262. Open to first-year students. S. Kemper.

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—namely 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, ebonics, ethnic studies, hiring practices, and tracking. A thirty-hour field experience is required. Recommended background: Education 231. This course is the same as Education 242. Open to first-year students. Enrollment limited to 25. S. Smith.

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. Prerequisite(s): any 100-level course in sociology. Open to first-year students. Enrollment limited to 40. E. Kane.

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. F. Duina.

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 studies. Prerequisite(s): any 100-level sociology course or Women and Gender Studies 100. Open to first-year students. Enrollment limited to 40. E. Kane.

275. The Sociology of Place. From discovery through disaster, people hold intense attachments to place. Using a variety of sociocultural analyses, the course examines the social construction of "place" (particularly though not exclusively in built environments). It explores our attachment to such places as well as what happens when place-attachments are disrupted, prevented, or turned to other cultural uses. Prerequisite(s): Any 100-level sociology course. Open to first-year students. J. Phillips.

305. Quantitative Research Methods. This course is a practical, "hands-on" introduction to quantitative research methods used by sociologists, especially survey research and quantitative content analysis. Topics addressed include: the assumptions underlying various approaches to social science research; the logic of quantitative research; specific methods of quantitative data collection (including questionnaire construction, sampling, and content analysis); and methods of data analysis for quantitative data (including descriptive statistics, bivariate and multivariate analysis using contingency tables, and multiple regression). Prerequisite(s): one course in sociology. E. Kane.

306. Qualitative Research Methods. This course is a practical introduction to qualitative research methods used by sociologists, including participant observation and field research, qualitative interviewing, and comparative historical research. The assumptions underlying various approaches to social science research, especially interpretive approaches, are considered. Methods for the analysis of qualitative data are also presented. Prerequisite(s): one course in sociology. F. Duina.

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, stereotypes, and persuasion. Prerequisite(s): Psychology 210 and either Psychology 261 or 262. Enrollment limited to 20. M. Sargent.

314. Forensic Sociology. The course considers the use of sociological data and their interpretation in decisions made by courts and other agencies of the judicial system and the role of the sociologist as an expert witness. Areas considered may include profiling in law enforcement and corrections, unlawful discrimination, spousal abuse, pornography, toxic torts, and premises liability. Emphasis is given to the relationship between the standards of validity and reliability in sociology and the rules of evidence. S. Sylvester.

318. Markets and Culture: International Perspectives. This course explores the dynamic relationship between markets and culture. How do markets influence culture? How does culture influence markets? To explore these questions, the course first considers the writings of theorists such as Adam Smith, Weber, Marx, and Habermas. The course then turns

to several case studies from around the world: nations (such as Japan, the United States, France, England, Italy, Korea, Taiwan, and Brazil), local trading sites (such as bazaars in Morocco), and supranational trading blocks (such as NAFTA and the E.U.). Recommended background: Some background in economics and social theory. F. Duina.

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. Prerequisite(s): any course in anthropology, political science, or sociology. This course is the same as Anthropology 325. C. Carnegie.

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 is required. Students may register for no more than one independent study per semester. Staff.

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. Staff.

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 262. This course is the same as Psychology 371. Enrollment limited to 50. M. Sargent.

380. Education, Reform, and Politics. The United States has experienced nearly two centuries of growth and change in the organization of private and public education. The goals of this course are to examine 1) alternative educational philosophies, practices, and pedagogies and 2) contemporary issues and organizational processes in relation to the constituencies of schools, learning, research, legal decisions, planning, and policy. The study of these areas includes K-12, postsecondary, graduate, and vocational schools, as well as home schooling. Examples of specific areas of study 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 is required. Recommended background: one or more courses in education and sociology. This course is the same as Education 380. Enrollment limited to 15. Written permission of the instructor is required. Not open to students who have received credit for African American Studies/Education/Sociology 280. S. Smith.

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 by sociologists to investigate these topics. Each seminar requires a substantial research project related to the seminar theme. Prerequisite(s): Sociology 204 and 205.

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. F. Duina.

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. E. Kane.

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, 205, and 216. Enrollment limited to 15. S. Sylvester.

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. E. Kane.

411. History of Sociological Theory. The development of sociology as a discipline within the context of Western social, political, and intellectual history. Students analyze and compare the major schools of sociological theory. S. Sylvester.

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. Majors writing an honors thesis register for both 457 and 458. Staff.

Short Term Units

s20. Gender and Childhood. Research has documented that adult observers often perceive gender differences in newborn babies even when no such differences exist. This unit

explores the social construction of gender from infancy through the childhood years. The unit examines physical, cognitive, and emotional differences that actually exist between boys and girls but focuses more on differences that are constructed through social interaction and social influences. How does the process of constructing these differences take place? What social institutions and social actors are involved? How do children work to accommodate and resist gendered social expectations? Recommended background: one or more courses in the social sciences and/or women's studies. Open to first-year students. E. Kane.

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. E. Kane.

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. S. Sylvester.

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. The unit undertakes such an exercise. Students study closely selected 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. They examine the assumptions, logic, and implications of their arguments, paying attention to and evaluating the reasonableness of their prescriptive visions. Recommended background: some familiarity with social theory and philosophy. Open to first-year students. F. Duina.

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 independent study during a Short Term. Staff.

Theater and Rhetoric

Professors Andrucki, Chair; and Kuritz; Associate Professor Nero; Assistant Professors Seeling and Kelley-Romano; Ms. Plavin, Mr. Pope.L, Ms. Vecsey, and Mr. Brito

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.

Major Requirements. The theater major is required to complete the following:

1) a) All of the following:

Theater 101. An Introduction to Drama.

Theater 130. Introduction to Design.

Theater 200. The Classical Stage.

Theater 261. Beginning Acting.

b) One course required from among:

Theater 231. Scene Design.

Theater 232. Lighting Design: The Aesthetics of Light.

Theater 233. Costume Design.

c) One course required from among:

Theater 370. Directing.

Theater 227. Seventies and Eighties Avant-Garde Theater and Performance Art.

Dance 251. Dance Composition.

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 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.

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.

Courses

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. M. Andrucki.

102. An Introduction to Film. A survey of film style and technique, including an overview of film history from the silent era to the present. Enrollment limited to 70. M. Andrucki.

110. Women in Film. This course investigates the depiction of women in film from the silent era to the present. Using feminist film criticism as a lens, it examines the impact of these film images on our society. The history of women filmmakers is also surveyed, highlighting the major contributors in the field. Enrollment limited to 50. E. Seeling.

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 fair-ground 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. E. Seeling.

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. Staff.

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 tradition. Required of all majors. Open to first-year students. M. Andrucki.

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. P. Kuritz.

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. M. Andrucki.

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 in which the play is staged. This course is the same as Classical and Medieval Studies 224. Enrollment limited to 28. E. Seeling, L. Maurizio.

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 Régis 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 classical plays by Hansberry, Baraka, Elder, and others, and view recent movies and television shows. Open to first-year students. W. Pope.L.

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. W. Pope.L.

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-the-

ater 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. W. Pope.L.

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. E. Seeling.

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. E. Seeling.

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. Staff.

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. E. Seeling.

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. W. Pope.L.

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. Conducted in Spanish. Prerequisite(s) or Corequisite(s): Spanish 215 or

216. This course is the same as Spanish 241. Open to first-year students. Enrollment limited to 20. B. Fra-Molineró.

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*, are used to 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. W. Pope.L.

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. P. Kuritz.

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. Staff.

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 or performance or public speaking. Open to first-year students. Enrollment limited to 20. K. Vecsey.

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 are 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 and Gender Studies 100. This course is the same as Women and Gender Studies 264. Open to first-year students. K. Vecsey.

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 is required. Students may register for no more than one independent study per semester. Staff.

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. P. Kuritz.

365. Special Topics. Offered occasionally in selected subjects. Staff.

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. P. Kuritz.

457, 458. Senior Thesis. By departmental invitation only. 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. Staff.

Short Term Units

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. Staff.

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. M. Andrucki.

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 and medieval play. This unit is the same as Classical and Medieval Studies s20. Written permission of the instructor is required. E. Seeling, L. Maurizio.

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. P. Kuritz.

s24. Advanced Performance-Theater. Within a festival/workshop format and working under the supervision of faculty and visiting artists, students explore and extend their knowledge of making performance-theater. The unit includes physical work and studio games; reading/discussion of cutting-edge performance-theater practice and theory; creating, performing, and producing performance-theater works; and master classes and performances by visiting artists. There is a materials fee of \$25.00 per student. Recommended background: Theater 227. Open to first-year students. Enrollment limited to 24. Written permission of the instructor is required. E. Seeling, W. Pope.L.

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. P. Kuritz.

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. P. Kuritz.

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. P. Kuritz.

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. Staff.

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 independent study during a Short Term. 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:

Dance 250. Twentieth-Century American Dance I.

Dance 251. Dance Composition.

Dance 252. Twentieth-Century American Dance II.

Dance 253A. Dance Repertory Performance I.

One Short Term unit or an equivalent in dance education such as Dance s29A, Dance as a Collaborative Art I.

One course from among:

Any music or art history course.

Dance 360. Independent Study in Dance.

Dance s25. Ballroom Dance: Past and Present. Any music or art history course.

Theater 227. Seventies and Eighties Avant-Garde Theater and Performance Art.
 Theater 232. Lighting Design: The Aesthetics of Light.
 Theater 233. Costume Design.
 Theater 261. Beginning Acting. Plus 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 may serve as an option for the fifth humanities course.

Courses

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. M. Plavin.

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, critiques, and a choreography project. Open to first-year students. Enrollment limited to 15. M. Plavin.

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. M. Plavin.

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. M. Plavin.

253B. Dance Repertory Performance II. Continued study of dance performance with artists in residence. Prerequisite(s): Theater 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. M. Plavin.

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 is required. Students may register for no more than one independent study per semester. Staff.

457, 458. Senior Thesis. A substantial project usually in the form of choreography. Students register for Dance 457 in the fall semester and Dance 458 in the winter semester. Staff.

Short Term Units

s25. Ballroom Dance: Past to Present. From 1875 through the turn of the 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 exotic, 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 the present day of dance-sport. 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. M. Plavin.

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 Maine. Open to dancers and nondancers. Open to first-year students. Enrollment limited to 25. M. Plavin.

s29B. Dance as a Collaborative Art II. Continued study of the integration of dance and other arts performance. Prerequisite(s): Theater s29A. Enrollment limited to 25. M. Plavin.

s29C. Dance as a Collaborative Art III. Further study of the integration of dance and other arts for performance. Prerequisite(s): Theater s29B. Enrollment limited to 25. M. Plavin.

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 independent study during a Short Term.

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, complemented by courses on language, media, and communication drawn from the curricula of other departments. All students complete a senior thesis.

Major Requirements. The major in rhetoric consists of eleven courses distributed as follows:

a) Required Core Courses.

Rhetoric 155. What is Rhetoric?

Rhetoric 185. Public Discourse or Rhetoric 291. Introduction to Debate.

Rhetoric 257. Rhetorical Criticism or Rhetoric 276. Television Criticism.

Rhetoric 265. The Rhetoric of Women's Rights or Rhetoric 260. Lesbian and Gay Images in Film.

Rhetoric 275. African American Public Address or Rhetoric 386. Language and Communication of Black Americans.

Rhetoric 331. Rhetorical Theory and Practice or Rhetoric 390. Contemporary Rhetoric or Rhetoric 391. Topics in Rhetorical Criticism.

Rhetoric 457 and/or 458. Senior Thesis.

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.

b) Theories of Communication.

Anthropology 333. Culture and Interpretation.

Philosophy 195. Introduction to Logic.

Philosophy 235. Philosophy of Mind and Language.

Psychology 380. Social Cognition.

Rhetoric 150. Trials of Conscience.

Rhetoric 160. Classical Rhetoric.

c) Representation.

Art 225. Iconography: Meaning in the Visual Arts from Late Antiquity to the Renaissance.

Art 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.

Rhetoric 195. Documentary Production.

Rhetoric s30. Television Criticism: Prime-Time Women.

Theater 102. An Introduction to Film.

Theater 110. Women in Film.

Theater 225. The Grain of the Black Image.

Theater 226. Minority Images in Hollywood Film.

d) Social and Political Movements

History 261. American Protest in the Twentieth Century.

Philosophy/Religion 212. Contemporary Moral Disputes.

Political Science 346. Power and Protest.

Political Science 352. Women as Political Subjects.

Religion 247. City upon the Hill.

e) Critical Methods.

African American Studies/American Cultural Studies/Women and Gender Studies 250.

Interdisciplinary Studies: Methods and Modes of Inquiry.

English 295. Critical Theory.

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) Rhetoric 155. What is Rhetoric?

2) Rhetoric 257. Rhetorical Criticism.

3) One of the following:

Rhetoric 275. African American Public Address.

Rhetoric 386. Language and Communication of Black Americans.

4) One of the following:

Rhetoric 265. The Rhetoric of Women's Rights.

Rhetoric 260. Lesbian and Gay Images in Film.

5) One of the following:

Rhetoric 185. Public Discourse.

Rhetoric 291. Introduction to Debate.

6) One of the following:

Rhetoric 331. Rhetorical Theory and Practice.

Rhetoric 390. Contemporary Rhetoric.

Rhetoric 391. Topics in Rhetorical Criticism.

General Education. Any one rhetoric Short Term unit may serve as an option for the fifth humanities course.

Courses

150. Trials of Conscience. Why do people sue when they could kill? This course examines trials from the classical and medieval periods (e.g., Socrates, Joan of Arc), as well as theoretical models for the role of litigation in Western culture. The course considers the role litigation plays in both generating and containing a critique of dominant ideology. It explores the interpretative problems that the rhetorical nature of the sources poses for historical analysis of these trials. Students analyze the rhetorical strategies that the actors in these trials deployed to fashion an identity in opposition to their communities, and analyze why these strategies usually failed at the trial but succeeded in subsequent historical memory. All readings are in English. This course is the same as Classical and Medieval Studies 150. M. Imber.

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 learn to identify the various means of persuasion and understand how they work in different rhetorical situations. Rhetorical artifacts examined include political speeches, campaign advertising, television programs, print advertisements, editorials, music, film, Internet sites, and social movement rhetoric. Required of all majors. Enrollment limited to 30. S. Kelley-Romano.

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. This course is the same as Classical and Medieval Studies 160. M. Imber.

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 study and compose public speeches on various political issues. Enrollment limited to 24. Staff.

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. Staff.

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. S. Kelley-Romano.

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. C. Nero.

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 in this course 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. S. Kelley-Romano.

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. C. Nero.

291. Introduction to Debate. A theoretical and practical study of academic debate designed for students without extensive previous experience in the activity. Lectures in debate theory are accompanied by student participation in several different debate formats, including a regularly scheduled public discussion forum. Open to first-year students. Enrollment limited to 20. Staff.

331. Rhetorical Theory and Practice. A study of the historical evolution of rhetorical theory through reading and analysis of primary texts, from classical times to the present. Students write, present, and discuss papers analyzing divergent rhetorical perspectives and refining their own. Specific attention is given to feminist and African American rhetoric. Prerequisite(s): one course in rhetoric. Open to first-year students. Enrollment limited to 15. S. Kelley-Romano.

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 is required. Students may register for no more than one independent study per semester. Staff.

365. Special Topics. Offered occasionally in selected subjects. Staff.

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. C. Nero.

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. Staff.

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.

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. S. Kelley-Romano.

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. Staff.

Short Term Units

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 and 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. S. Kelley-Romano.

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. S. Kelley-Romano.

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 independent study during a Short Term. Staff.

Women and Gender Studies

Associate Professors Malcolmson (English) (on leave, fall semester), Eames (Anthropology), Rand (Art), F. López (Spanish) (on leave, 2001-2002), Shulman (Mathematics) (on leave, 2001-2002), and Hill (Political Science), Chair; Assistant Professors Shankar (English), Herzig (Women and Gender Studies), and Asher (Political Science) (on leave, 2001-2002)

Women and Gender Studies at Bates is an interdisciplinary program of study. In addition to offering courses in methodology, specialized topics in science studies, as well as women and gender studies, the program draws its curriculum from courses taught by faculty members across from the disciplines and programs. Faculty with expertise in a wide range of fields, including anthropology, art, classics, economics, languages, history, mathematics, political science, psychology, rhetoric, sociology, and interdisciplinary studies, contribute to the program's curriculum.

The goal of the Program in Women and Gender Studies is to enable students to recognize and use gender as an effective analytical tool. This approach to analysis can help us understand the realities and meanings of women's lives in many cultures and historical periods. Women and gender studies not only increases what we know about women, it enriches what we know about men, enabling us to understand how gender relations—the roles assigned to men and women—structure our societies, shaping our personal interactions and public policies. The courses offered provide a cross-cultural comparison and encourage students to view women's experiences and gender relations from the perspectives of a variety of fields. Students may choose either to major or to pursue a secondary concentration in women and gender studies.

Major requirements. Any student considering a major in women and gender studies should take Women and Gender Studies 100 and Women and Gender Studies 250 before the end of the sophomore year. Students must complete the following set of requirements: a total of ten courses, including Women and Gender Studies 100, 201, 250, 400, and 458 (senior thesis). In addition, one of the ten courses must be a 300- or 400-level core course. The remainder must be chosen from the list of women and gender studies courses that follows. Beginning with students entering in Fall 2000, major and secondary concentration requirements can be fulfilled only through women and gender studies core courses. Students graduating in 2002 and 2003 can continue to use component courses, but they are encouraged to choose primarily core courses as well. Core courses focus directly on women, gender, and/or sexuality. Component courses include approximately one-third (or more) women's studies or gender studies content.

The women 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 and gender studies core or component 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 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 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 and Gender Studies 400 in the junior year because this course includes theoretical thinking, 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 normally write a thesis in the second semester of the senior year and, with the assistance of their advisor, submit a thesis proposal to the Committee on Women and Gender Studies during the semester before thesis writing begins, that is, before Thanksgiving break to enroll in 458 (or, for those beginning to write the thesis in the fall semester, by 1 April).

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. Students submit a secondary concentration proposal consisting of seven courses, to the program committee in the fall of their junior year. Normally, a secondary concentration in women and gender studies consists of Women and Gender Studies 100, 201, 250, at least two 300-level women 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

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. R. Herzig.

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. This course is the same as English 121G. Enrollment limited to 25 per section. L. Shankar.

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. This course is the same as Religion 200. Open to first-year students. Enrollment limited to 50. M. Caspi.

201. African American Women and Feminist Thought. African American history, like white 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. Staff.

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. R. Herzig.

234. Third World Women and Gender in Economic Development. This course is designed to give students a critical introduction to the central issues within the field of women/gender in economic development in developing countries. Students approach this topic by exploring three broad themes. First, they examine the conceptual literature related to economic development and gender. Second, they explore praxis-oriented strategies to include women in economic development projects. Finally, they explore how mainstream discourses and practices of development are being critiqued and influenced by Third World feminism. Recommended background: one course each in economic development and women and gender studies. This course is the same as Political Science 234. Open to first-year students. Enrollment limited to 40. K. Asher.

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. This course is the same as African American Studies 239 and Music 239. Open to first-year students. Enrollment limited to 30. L. Williams.

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): any two courses in women and gender studies, African American studies, or American cultural studies. This course is the same as African American Studies 250 and American Cultural Studies 250. Enrollment limited to 40. R. Herzig.

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 are 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 and Gender Studies 100. This course is the same as Theater 264. Open to first-year students. K. Vecsey.

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. R. Herzig.

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, *The Bell Curve*, and the Human Genome Project. Recommended background: course work in biology. Enrollment limited to 40. R. Herzig.

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. This course is the same as Anthropology 275. Open to first-year students. E. Eames.

343. Women, Culture, and Health. This course examines a variety of perspectives on women’s health issues. Issues include 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. This course is the same as Psychology 343. Open to first-year students. K. Low.

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, women of mixed heritage, women of multiple nationality—in order to reconceptualize notions of the self. Prerequisite(s): one women and gender studies or literature course. Enrollment limited to 20. C. Aburto Guzmán, M. Rice-DeFosse.

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 is required. Students may register for no more than one independent study per semester. Staff.

365. Special Topics. A course or seminar offered from time to time and reserved for a special topic selected by the Committee on Women and Gender Studies.

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 and gender studies. Enrollment limited to 20. R. Herzig.

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. This course is the same as English 395S. Enrollment limited to 15. Written permission of the instructor is required. L. Shankar.

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 and gender studies. Required of all majors.

400B. 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. This course is the same as English 395L. Enrollment limited to 15. Written permission of the instructor is required. L. Shankar, C. Malcolmson, C. Taylor.

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 cultural practices and perceptions. This course considers debates about the nature, causes, and consequences of human disease, situating specific illnesses in their historical and cultural contexts. Students study the rise of third-party insurance; 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 courses in women and gender studies. Enrollment limited to 15. R. Herzig.

400D. Global Feminisms. A seminar exploring feminism in an international context and in relation to the politics of globalization. Topics include divisions of labor and the “global assembly line,” immigration and transnationalism, and postcolonialism and cultural imperialism. Students analyze local and international feminist activism and examine global definitions of gender, race, ethnicity, and nationhood. Prereq-

uisite(s): five courses in women and gender studies. Enrollment limited to 15. Written permission of the instructor is required. Staff.

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 458 in the winter semester. Majors writing an honors thesis register for both Women's Studies 457 in the fall semester and 458 in the winter semester. Staff.

Short Term Units

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. R. Herzig.

s30. Scientific Knowledge, Culture, and Political Economy in Latin America. How does "scientific knowledge"—which purports to be "free" of the social underpinnings of race and gender—shape much of the discourse about knowledge production in the natural and social sciences? How is scientific knowledge deployed within political economies of development in Latin America? What are the implications of these scientific, cultural, and economic modes of production considering the power inequity between global markets and regional interests? These are the questions that shape the discussions in this interdisciplinary unit. Recommended background: one 200-level course in political science and women and gender studies. This unit is the same as Political Science s30. Open to first-year students. Enrollment limited to 20. K. Asher.

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—as an aspect of international trade, war, and politics—to uncover how power is structured, used, and challenged in the global age. Sex trafficking, militarized prostitution, birth control, and human rights campaigns 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 ideology affect global restructuring? How does globalization shape notions of manhood, womanhood, and the ways people live out those ideas in sex lives, 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 and Gender Studies 234 or s25. This unit is the same as Political Science s32. Enrollment limited to 20. L. Hill.

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 independent study during a Short Term. Staff.

The following courses meet the 2001-2002 requirements for the women and gender studies major:

Core Courses

Courses on women, gender, and/or sexuality:

African American Studies/Music/Women and Gender Studies 239. Black Women in Music.

Anthropology/Women and Gender Studies 275. Gender Relations in Comparative Perspective.

Art 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.

Chemistry 132. Women in Chemistry.

Classical and Medieval Studies 201. Women in Antiquity.

Classical and Medieval Studies 265. Gender and Greek Myths.

Economics 230. Economics of Women, Men, and Work.

Education 240. Gender Issues in Education.

English/Women and Gender Studies 121G. Asian American Women Writers.

English 238. Jane Austen: Then and Now.

English 395J. The Gothic Tradition.

English 395L/Women and Gender Studies 400B. Feminist Literary Criticism.

English 395P. Pre-1800 Women Writers.

English/Women and Gender Studies 395S. Asian American Women Writers, Filmmakers, and Critics.

English s35. Constructing Catherine Dickens.

French 352. French Literature of the Seventeenth Century.

History/Women and Gender Studies 210. Technology in United States History.

History 390C. Gender and the Civil War: Abolition and Women's Rights.

History 390M. Holocaust Memoirs: Gender/Memory.

History 390T. Women in Japanese History.

Japanese 250. Modern Japanese Women's Literature.

Music/African American Studies/Women and Gender Studies 239. Black Women in Music.

Music 260. Women and Music.

Philosophy 262. Philosophy and Feminism.

Philosophy 340. Feminist and Postmodern Critiques of Rationality.

Political Science 155. Women, Power, and Political Systems: Introduction to Women and Politics.

Political Science/Women and Gender Studies 234. Third World Women and Gender in Economic Development.

Political Science 235. Black Women in the Americas.

Political Science 245. Political Change, Gender Politics.
 Political Science 297. Household and Political Theory.
 Political Science 298. Sexuality and the Politics of Difference.
 Political Science 329. Law and Gender.
 Political Science 347. Gender and the State.
 Political Science 352. Women as Political Subjects.

Psychology/Women and Gender Studies 343. Women, Culture, and Health.
 Psychology 370. Psychology of Women and Gender.

Religion/Women and Gender Studies 200. Women's Journey: Still Waters Run Deep.

Rhetoric 260. Lesbian and Gay Images in Film.
 Rhetoric 265. The Rhetoric of Women's Rights.
 Rhetoric 275. African American Public Address.
 Rhetoric s30. Television Criticism: Prime-Time Women.

Russian 240. Women and Russia.

Sociology 270. Sociology of Gender.
 Sociology s20. Gender and Childhood.

Spanish 264. Contemporary Mexican Women Writers.
 Spanish 344. Women Writers of Post-Franco Spain.

Theater 110. Women in Film.
 Theater/Women and Gender Studies 264. Voice and Gender.

Component Courses

Courses with approximately one-third women's studies or gender studies content:

African American Studies 140A. Introduction to African American Studies.

Anthropology 101. Social Anthropology.
 Anthropology 234/Religion 261. Myth, Folklore, and Popular Culture.
 Anthropology/Sociology 325. Ethnicity, Nation, and World Community.

Art 225. Iconography: Meaning in the Visual Arts from Late Antiquity to the Renaissance.
 Art 252. Art of the Middle Ages.
 Art 266. The High Renaissance and Mannerism: Interpreting European Art, 1450-1600.
 Art 283. Contemporary Art.
 Art s24. What Are You Wearing?
 Art s29. Just View It: Popular Culture, Critical Stances.

Classical and Medieval Studies 200. Ancient Comedy and Satire.

Dance 250. Twentieth-Century American Dance I.
 Dance 252. Twentieth-Century American Dance II.

Economics 336. Population Economics.

English 209. Introduction to Medieval and Renaissance Culture.
English 241. American Fiction.
English 250. The African American Novel.
English 260. Literature of South Asia.
English 294. Storytelling.
English 395B. Dissenting Traditions in Twentieth-Century American Literature.
English 395F. To Light: Five Twentieth-Century American Women Poets.
English 395G. Postcolonial Literatures and Theory.
English 395K. African American Literary and Cultural Criticism.
English s25. Sociocultural Approaches to Children's Literature.

French 250. Introduction to French Literature I.
French 251. Introduction to French Literature II.
French 351. Early French Literature.
French 353. French Literature of the Eighteenth Century.
French 354. French Literature of the Nineteenth Century.
French 355. French Literature of the Twentieth Century.
French 370. *L'Individu Face à la Société*.

German 230. Individual and Society.
German 242. German Literature of the Twentieth Century II.
German 243. Introduction to German Poetry.

History 141. America in the Nineteenth Century.
History 144. The Social History of the Civil War.
History 181. Latin America.
History 224. The French Revolution.
History 276. Japan since 1945 through Film and Literature.

Japanese 240. Japanese Literature: A Survey.

Music 102. Composers, Performers, and Audiences.
Music 254. Music and Drama.

Philosophy 211. Philosophy of Science.
Philosophy 258. Philosophy of Law.
Philosophy s19. The Concepts of Race and Gender.

Political Science 191. Western Political Theory.
Political Science 296. Contract and Community.
Political Science 345. NGOs and World Politics.
Political Science 346. Power and Protest.
Political Science 394. Contemporary Liberalism and Democratic Action.

Psychology 202. Human Sexuality.
Psychology 240. Developmental Psychology.

Religion 235. Ancient Israel: History, Religion, and Literature.
Religion 236. Introduction to the New Testament.
Religion 241. History of Christian Thought I: Conflict, Self-Definition, and Dominance.
Religion 261/Anthropology 234. Myth, Folklore, and Popular Culture.

Rhetoric 331. Rhetorical Theory and Practice.
 Sociology 120. Race, Gender, Class, and Society.
 Sociology 220. Family and Society.
 Sociology/Anthropology 325. Ethnicity, Nation, and World Community.
 Sociology s22. Race, Gender, Class, and Popular Culture.

Theater 226. Minority Images in Hollywood Film.

Bates Fall Semester Aboard

Austria

Professor Decker (German) and Associate Professor Richter (Political Science)

During fall semester 2001, Bates students, including entering first-year students, can study language, culture, history, and politics in Vienna and its environs. No prior knowledge of German is required, though language learning is a focus of the program. Located in the heart of Europe, Vienna combines the elegance of an old imperial capital with the vibrancy of a modern metropolis. The former seat of the Habsburg Empire, Vienna is renowned for its museums, palaces, and historic sites. The city of Mozart, Schubert, Mahler, Freud, and Klimt, Vienna has a rich intellectual heritage and remains one of the key centers of the performing arts in Europe. Vienna is also a political center; its close proximity and historical ties to former communist capitals such as Prague, Budapest, and Bratislava have given it a unique role in the creation of a new Europe since the end of the Cold War.

The program begins in late August with a three-week intensive German course at Cultura Wien, a German language institute. Students continue their language study in German courses through the semester. Students are placed in German courses based on their ability. Travel to the Danube Valley, Prague, Budapest, Bratislava, Salzburg, Innsbruck, and Munich is integrated with course work.

Courses

001. Austria in the Twentieth Century. This course explores major political and cultural developments in Austria from the end of the nineteenth century to the present, giving particular attention to the changing role of Vienna. Students examine the decline of the multiethnic Habsburg Empire and the outbreak of World War I; the ill-fated First Austrian Republic, which emerged from the Great War; Austro-fascism and the National Socialist Anschluss; and the establishment of a stable democracy in the post-World War II period. Attention is given to the emergence of modernism in turn-of-the-century Vienna, post-World War II attempts to come to terms with Austria's past, and evolving concepts of Austrian identity. Open to first-year students. C. Decker.

002. Vienna, Budapest, and Prague: A Comparison in History and Politics. This course traces the history of these Central European capitals from the fall of the Austro-Hungarian Empire through the end of the Cold War. Though these cities experienced events of the

twentieth century differently, their common Habsburg heritage and geographical position has meant that, in many respects, their fates have been linked. The course examines the roles the cities played under the Habsburg Empire and their respective countries' efforts to create a new identity after its demise. Next, the course focuses on the part the cities played in World War II and the Cold War. Students examine Prague and Budapest under Soviet-style communism and the unique role that neutral Austria played in a divided Europe, and consider the recent postcommunist transitions to democracy in Hungary and the Czech Republic. Open to first-year students. J. Richter.

003. Intensive German I. Open to first-year students. Staff.

004. Intensive German II. Open to first-year students. Staff.

Colby-Bates-Bowdoin Off-Campus Study Program

Ecuador

Professor Wheelwright (Bowdoin, Biology)

During fall semester 2001, Bates students may join students from Bowdoin and Colby colleges in the study of tropical ecology, Spanish language, and Latin American culture. 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.

All courses except Spanish Language Study are taught in English. 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

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.

011. Tropical Ecology: Concepts and Methods. The course covers the fundamental principles of ecology with special reference to tropical systems. The course focuses on three aspects of the study of ecology, in a tropical context: theoretical concepts (population dynamics, biogeography, ecosystem classifications); natural history classification and evolutionary relationships of the major Ecuadorian groups of plants and animals; and methods (hypothesis formulation and testing of experimental design, statistical analysis, graphics). Seminar presentations in English and Spanish are an important part of the course; course work is concentrated at the beginning of the semester in order to prepare students for independent research projects. Classroom concepts are illustrated through field trips. N. Wheelwright.

012. Tropical Ecology: Independent Research Project. Students work independently or in small groups to explore specific questions in tropical biology, in consultation with the instructor or possibly local and visiting faculty and graduate students. Different prospective study sites are visited; the semester begins with one or two short-term research projects focused on discrete questions. With a better idea of the sorts of systems and taxa they enjoy working with—and of the types of pitfalls involved in field research—students are expected to write up independent research projects in the form of papers for publication and to present the results of their research to their peers and perhaps to Ecuadorian students as well. N. Wheelwright.

013. Environmental Issues in Ecuador. Introduces students to environmental issues in Ecuador, particularly the complicated ones that confront developing countries, tropical countries, and countries with large indigenous populations. The course investigates questions and concepts such as the roles of governmental and nongovernmental organizations (NGOs), indigenous and European attitudes toward nature, economic pressures and incentives, political institutions, citizen involvement, environmental education, land ownership patterns, population growth, and environmental legislation. Field trips may include visits to waste treatment plants, NGOs, or the legislature, as well as interviews with students, agricultural workers, and policy makers. Staff.

South Africa

Associate Professors MacEachern (Bowdoin, Anthropology) and Webb (Colby, History); Visiting Assistant Professor McGee (Bowdoin, Art History)

During the fall semester 2001, Bates students may join students from Bowdoin and Colby colleges in the study of the art history and history of South Africa at the CBB Cape Town Center. During winter semester 2002, courses are planned in archeology. Students take two courses in the CBB program and two from a wide range of course offerings at the University of Cape Town.

Fall 2001 Courses

019. Arts of Resistance. This course examines the various ways in which artists have used and continue to use the visual arts as a vehicle of protest, to give voice to various forms of oppression, or to spawn change. Students examine South African art in the comparative context of varying art movements, such as Chicano art and the arts of Black Power, and investigate the relationship of art to issues of race, gender, class, and other systems of power. J. McGee.

020. Contemporary South African Art. An introduction to South African art, followed by close examination of the contemporary arts of South Africa. The particular focus is Cape Town and the surrounding townships. Field trips to museums, galleries, and artists' coop-

eratives are an intrinsic part of the course, in which the academic side of art history comes face to face with the commercial, communal, personal, and professional aspects of art. Students develop a relationship with a practicing artist, curator, gallery or museum professional, or a community arts center. Student projects conjoin the experiential, historical, and theoretical. J. McGee.

021. Environmental History of Africa: Major Issues in African Environmental History.

This course examines the environmental history of South Africa, with particular attention to the introduction of domesticated animals, plants, and technologies; biological imperialism; historical epidemiology; European and African images of the natural world; the international conservation movement and the creation of game parks; and the environmental justice movement. Students write short weekly response papers that analyze and critique the assigned readings. Some day travel within the Cape Town region is planned. J. Webb.

022. AIDS in Southern Africa: History, Politics, Epidemiology, and Cultures of the Epidemic.

This course examines current thinking in South Africa about the origin(s) and transmission of AIDS, what accounts for the high percentage of HIV-positive people in South Africa, why the government has been reluctant to adopt Western strategies for coping with the epidemic, and how South Africans deal with people who have AIDS. Visiting local experts address various aspects of Southern Africa's most serious public health problem. Students undertake independent research projects working with local NGOs in the Cape Town area. J. Webb.

Winter 2002 Courses

023. The Emergence of Civilizations. This course considers the reason for the fall from favor of the concept of "civilizations" among many professional archeologists. Students examine the development of complex societies in different areas of the world where these societies developed with few outside influences, concentrating primarily upon the Near East and sub-Saharan Africa, but with consideration also given to Mesoamerica, the Indus Valley, and China. The course investigates the attributes of a "civilization," the utility of a distinction between "primary" and "secondary" states, and the importance of factors such as trade, warfare, population density, and subsistence strategies in the rise of politically complex societies. S. MacEachern.

024. Culture and Archeology: Using the Present to Understand the Past. This course employs ethnoarcheology—the discipline through which archeologists use information collected from ethnographic and historical sources—and present-day observations, to gain insights into the functions of past societies. The course first examines the use of ethnographic analogy by archeologists, and then considers how ethnoarcheologists use studies of present-day material culture to inform and enrich archeological reconstructions. Students discuss the relationships and discontinuities between historical and anthropological accounts of past lifeways. Examples are drawn from Southern Africa, as well as from other areas of the continent, the Americas, and Asia. S. MacEachern.

United Kingdom

Associate Professors Freedman (Bates, English), Greenwood (Colby, Biology), Harwood (Bates, Art), and Wing (Colby, Theater and Dance); Assistant Professor Yoder (Colby, Government and International Studies)

During the fall semester 2001, Bates students may join students from Bowdoin and Colby colleges in the study of archeology, art history, biology, economics, English literature, and politics in London at the CBB London Centre. During winter semester 2002, courses are

offered in archeology, art history, economics, English literature, government, and the performing arts.

Students register for three courses from one of two programs of concentration (see below), as well as a fourth from among those offered outside the area of concentration.

Fall 2001 Courses

Biology Concentration:

046. The Cell and Its Control.

Courses offered at the University of East London in immunology, toxicology, medical parasitology, infectious disease, or pharmacology.

English Literature Concentration:

047. The English Stage, 1580-1725.

048. Disease and the City.

049. The Growth of a World-Class City.

Electives:

007. Performing Arts: Theory and Practice.

008. The History of London through Literature.

022. Contemporary British Politics.

024. Archeology of Roman Britain.

040. Economic Integration of the European Union.

055. Britain and the Baroque.

056. Nature, Nationalism, and New Money: British Art, 1750-1850.

057. Postcolonial Fiction in English.

Winter 2002 Courses

Government Concentration:

050. Subnational Politics in Europe: A Europe of the Regions.

051. Supranational Politics in Europe: The European Union.

052. British Politics of the Post-World War II Period.

Performing Arts Concentration:

028. Shakespeare.

053. Comedy and Revolution, London Style.

054. Women Playwrights in Britain since 1970.

Electives:

007. Performing Arts: Theory and Practice.

008. The History of London through Literature.

022. Contemporary British Politics.

024. Archeology of Roman Britain.

040. Economic Integration of the European Union.

057. Postcolonial Fiction in English.

Courses

007. Performing Arts: Theory and Practice. A course designed to make students into informed theatergoers. Through attendance at twelve major professional productions and the reading of the texts upon which they were based, this course gives students an overview

of London's current theater season as well as an introduction to various types of theater. Enrollment limited to 15. Staff.

008. The History of London through Literature. This course explores the history of London through its literature and art. It looks at the ways in which writers over the last three hundred years have responded to the city, and at the contemporary novelists who are turning to its past in order to understand the cultural and political challenges of modern London. Staff.

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.

024. The Archeology of Roman Britain. The course examines the impact of the Roman Conquest on Britain in the first through the fifth centuries c.e. in the light of modern studies of cultural and technological interaction. Emphasis is placed upon the archaeological 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. A program of site and museum visits is an essential element of the course. Recent classes have visited Hadrian's Wall, Fishbourne Villa, the Roman Baths at Bath, and the British and London Museums. No knowledge of Latin is required; sources are studied in translation. Staff.

028. Shakespeare. A study of stage production and the interpretive nature of performance in the context of the urban environment. As well as attending several Shakespeare plays in London and Stratford, students visit relevant areas in order to consider their implications for Shakespeare's biography, the shape of the city in the sixteenth and seventeenth centuries, and the cultural meaning of the theater for urban audiences. Staff.

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.

046. The Cell Cycle and Its Control. Students consider recent biomedical research into the cellular mechanisms that control the cell cycle, the tightly regulated process by which cells reproduce. The course investigates the signal transduction pathways that trigger cell cycle events, the anomalies that frequently occur in the cell cycle control of cancerous cells, and how cancer cell lines persist. Researchers from the London area address specific topics in guest lectures. Prerequisite(s): one year of college-level biology and chemistry. P. Greenwood.

047. The English Stage, 1580 to 1725. Drawing equally on Elizabethan, Jacobean, Restoration, and eighteenth-century plays, this course explores the continuation of theater after Shakespeare and the explosion of playwrights by the early 1700s, reflecting on Samuel Johnson's comments about the barbarity of Elizabethan drama against the refinement of his own. Students consider the ethnic and racial changes and shifts in marital conventions that occurred in London during this period and their manifestations in performance. Students attend contemporary productions in London's environs by both well-known and lesser-known companies, and visit theatrical and costume museums. The nature of the viewing audience and its class representation are also discussed. S. Freedman.

048. Disease and the City. This course considers fictional writings that contextualize London, as well as other cities, by authors such as Defoe (*Journal of the Plague Year*), DeQuincey (*Confessions of an English Opium Eater*), Dickens (*Bleak House*), Dostoevsky (*Crime and Punishment*), Woolf (*Mrs. Dalloway*), and Eliot (*The Waste Land*). It investigates changes in the concepts of physical and mental illnesses, and the complex social structures denoted in fiction by prostitution, homosexuality, lesbianism, asylums, consumption, and syphilis. Works by critics such as Foucault, Gilman, Hyam, and Hackings inform these topics. S. Freedman.

049. The Growth of a World-Class City. The course traces the transformation of the medieval town of London into a major city. It examines such topics as urban planning, public buildings, palaces, churches, sanitation systems, emigration patterns, monasteries, hospitals, trade, and craft as London grew from a city of 50,000 inhabitants in the mid-sixteenth century to a city of well over one million inhabitants by the mid-nineteenth century. Students are asked to envisage by way of painting, drawing, mapping, or other documentary means the "old London" amidst the new. Staff.

050. Subnational Politics in Europe: A Europe of the Regions. The course focuses on regionalism in Western Europe, examining the cases of northern Italy, Brittany, the Basque country, Catalonia, eastern Germany, Scotland, Wales, and Northern Ireland. J. Yoder.

051. Supranational Politics in Europe: The European Union. The course provides an introduction to the theories of integration, the evolution of the E.U., and the current controversies over widening the scope of E.U. membership to include postcommunist countries and over deepening the extent of E.U. authority to include, for example, foreign policy and security matters. J. Yoder.

052. British Politics in the Post-World War II Period. An introduction to the challenges to and changes in British politics in the post-World War II period, and to the main actors, institutions, and policy debates in Britain today, in particular concerning the issues of subnational and supranational challenges to central political authority. The course provides the British perspective on devolution and European integration—two of the most important political issues in the country today. Staff.

053. Comedy and Revolution, London Style. The course focuses on the generic imperatives of comedy and how playwrights have used comic shape for social and political critique throughout the ages. It begins with a study of the origins of comedy within the Western tradition, examining both its ritual and its structural components; readings traverse several centuries, starting with Aristophanes and theories of early fertility rituals. Then students turn specifically to British playwrights, from Ben Jonson through Oscar

Wilde, from George Bernard Shaw through Joe Orton. Students visit comedy clubs and improvisational “Theatresport” venues in London. J. Wing.

054. Women Playwrights in Britain since 1970. Theater was stimulated by political and social unrest throughout Europe and the United States in the late sixties and early seventies. This course considers the work of Caryl Churchill and lesser-known playwrights and cooperative theater groups whose experimental approaches to theater explore the intersection of sexual, social, and theatrical politics. The course investigates the new generation of women writers whose works are just now being staged throughout London, from “pub theatres” to the West End. Students examine the theatrical process from a feminist perspective, with guest speakers from the wide range of women working in all aspects of London theater. J. Wing.

055. Britain and the Baroque. The course examines the significant change of direction for British artistic culture when the British elite of the seventeenth and early eighteenth centuries embraced the forms and meanings of European Baroque painting, architecture, and landscape architecture. Consideration of late sixteenth-century British painting (especially portraiture) and architecture (Hatfield House) sets the stage for understanding later transformations under the influence of European painters and designers. Particular attention is paid to Anthony Van Dyck and the transformation of the portrait, and to the architects Inigo Jones, Christopher Wren, and John Vanbrugh. The course operates almost entirely outside of the classroom, taking full advantage of such sites and museums in and around London as the National Gallery, Hatfield House, Hampton Court, Greenwich, Chiswick House, and Blenheim Palace. E. Harwood.

056. Nature, Nationalism, and New Money: British Art, 1750-1850. The course considers British painting from William Hogarth to the Pre-Raphaelite Brotherhood, following several interconnected themes related to nature, nationalism, and new money: the startling rise to social, economic, and political prominence in the eighteenth century of numerous individuals who had made considerable money through trade and manufacturing; the emergence of a public discussion of the concept of taste; the transformation of the art market in painting; the relationship of evolving conceptions of nature to the emergence of great landscape painting in England, most notably with Constable and Turner; and the definition of the Gothic style in architecture as both rooted in natural forms and expressive of national character and the national past. The course meets almost entirely outside of the classroom, and takes full advantage of London’s museums. E. Harwood.

057. Postcolonial Fiction in English. The course covers novels and short stories written in English by the citizens of former British colonies. The regions are as various as the fiction itself and may include Canada, Australasia, the Caribbean, India, and Africa. Staff.



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* On sabbatical leave, 2001-2002

†† On leave, 2001-2002

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- Elizabeth Howard Tobin (1979), B.A., Swarthmore; M.A., Ph.D., Princeton *Professor of History; Associate Dean of Faculty*
- Mark Allen Kessler (1989), B.A., Pittsburgh; M.A., Ph.D., Pennsylvania State *Professor of Political Science; Chair, Division of the Social Sciences*
- Georgia Nell Nigro (1983), B.A., Brown; M.S., Yale; Ph.D. Cornell ... *Whitehouse Professor of Psychology*
- Rebecca Wells Corrie (1982), B.A., M.A., Oberlin; Ph.D., Harvard *Phillips Professor of Art; Chair, Division of the Humanities*
- Mary Theresa Rice-DeFosse (1984), B.A., Boston College; M.A., M.Phil., Ph.D., Yale *Professor of French*
- Craig Joseph Decker (1984), B.A., Bates; M.A., Ph.D., California (Irvine) *Professor of German*
- Jill N. Reich (1999), B.A., Regis; Ph.D., Dartmouth *Professor of Psychology; Vice President for Academic Affairs and Dean of the Faculty*
- ** Jane Tussey Costlow (1986), B.A., Duke; M.Phil., Ph.D., Yale *Professor of Russian and Christian A. Johnson Professor of Interdisciplinary Studies*
- Denis Marshall Sweet (1984), B.A., M.A., Ph.D., Stanford *Professor of German*
- *** John Edward Smedley (1987), B.A., Colby; Ph.D., Colorado *Professor of Physics; Chair, Interdisciplinary Programs*
- Margaret Scott Creighton (1987), B.A., Indiana; Ph.D., Boston University *Professor of History*

Associate Professors

- 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*
- Robert William Allison (1980), B.A., Brown; Ph.D., Chicago *Associate Professor of Religion; Chair, Interdisciplinary Programs (Fall Semester)*
- 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*

** On sabbatical leave, fall semester 2001

***On sabbatical leave, fall semester 2001 and Short Term 2002

-
- Suzanne Rousseau Coffey (1985), B.A., New Hampshire *Associate Professor of Physical Education; Faculty Marshal*
- 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*
- Michael James Retelle (1987), B.S., Salem State; M.S., Ph.D., Massachusetts *Associate Professor of Geology*
- David Ross Cummiskey (1986), B.A., Washington College; M.A., Ph.D., Michigan *Associate Professor of Philosophy*
- Marcus Coleman Bruce (1987), B.A., Bates; M.Div., M.A., M.Phil., Ph.D., Yale *Associate Professor of Religion*
- 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*
- Steven Charles Dillon (1988), B.A., Colorado; M.Phil., Ph.D., Yale *Associate Professor of English*
- Peter Ngai-Sing Wong (1988), B.A., Ph.D., Wisconsin (Madison) *Associate Professor of Mathematics*
- James Gerard Richter (1987), B.A., Cornell; M.A., Ph.D., California (Berkeley) *Associate Professor of Political Science*
- ††† Cristina Malcolmson (1991), B.A., Ph.D., California (Berkeley) *Associate Professor of English*
- 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*
- John Dykstra Eusden Jr. (1988), B.S., Bates; M.S., New Hampshire; Ph.D., Dartmouth *Associate Professor of Geology*
- Thomas Glen Lawson (1989), B.A., Anderson; Ph.D., Purdue *Associate Professor of Chemistry*
- Lillian Rose Nayder (1989), B.A., Johns Hopkins; M.A., Ph.D., Virginia *Associate Professor of English*
- Lee Huber Abrahamsen (1989), B.S., Franklin and Marshall; Ph.D., Medical College of Pennsylvania *Associate Professor of Biology*
- Pamela Jean Baker (1989), B.Sc., University of Wales (Swansea); B.S., Bates; M.A., Ph.D., State University of New York (Buffalo) *Associate Professor of Biology; Chair, Division of the Natural Sciences*
- ††† 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*
- Emily Wright Kane (1996), B.A., Oberlin; M.A., Ph.D., Michigan *Associate Professor of Sociology*
-

-
- 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*
- Lynn Y. Lewis (2000), B.A., Ph.D., Colorado (Boulder) *Associate Professor of Economics*
- Michael J. Oliver (2000), B.A., University of Leicester; Ph.D.,
Manchester Metropolitan University *Visiting Associate Professor of Economics*

Assistant Professors

- Rachel Narehood Austin (1995), B.A., North Carolina (Greensboro);
Ph.D., North Carolina (Chapel Hill) *Assistant Professor of Chemistry*
- Curtis Carleton Bohlen (1996), B.S., M.S., Stanford; Ph.D., Cornell *Assistant Professor of Environmental Studies*
- Linda Faye Williams (1996), B.S., Virginia State; M.M., Michigan; Ph.D., Indiana *Assistant Professor of Music*

* On sabbatical leave, 2001-2002

-
- Lavina Dhingra Shankar (1996), B.A., Wheaton; M.A., Ph.D., Tufts *Assistant Professor of English*
- 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*
- †† Kiran Asher (1998), B.S., St. Xavier's College (Bombay);
M.E.M., Duke; Ph.D., Florida *Assistant Professor of Political Science*
- Claudia Aburto Guzmán (1997), B.A., Florida State; M.A., Ph.D., Arizona *Assistant Professor of Spanish*
- # Emily Mechner (1998), B.A., Boston University; Ph.D., Harvard *Assistant Professor of Economics*
- 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*
- 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*
- Triam 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*
- Shryll O'Steen (2000), B.S., University of Washington; M.S., Ph.D., Chicago *Assistant Professor of Biology*
- Lillian Guerra (2000), B.A., Dartmouth; M.A., Ph.D., Wisconsin (Madison) *Assistant Professor of History*
- Kevin Kiyoshi Kumashiro (2000), B.A., Pomona; M.A., Ph.D., Wisconsin (Madison) *Assistant Professor of Education*

†† On leave, 2001-2002

On Leave, winter semester and Short Term, 2002

-
- Mohammad Tajdari (2000), B.D., M.S., Ph.D., Florida State *Assistant Professor of Mathematics*
- Rose A. Pruiksma (2000), B.A., Calvin; M.A., Ph.D., Michigan *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) *Assistant Professor of Mathematics*
- Robert James Andolina (2001), B.A., Rochester;
Ph.D., Minnesota *Assistant Professor of Political Science*
- Pierre Alexandre Hecker (2001), B.A., Wesleyan; M.A., Columbia;
D.Phil., University of Oxford *Visiting Assistant Professor of English*
- Amy Lynn Bradfield (2001), B.A., Williams; M.S. Ph.D., Iowa State *Assistant Professor of Psychology*
- Stephen D. Gensemer (2002), B.A., Bates; Ph.D., University of Connecticut *Assistant Professor of Physics*

Instructors

- Albert Malcom Fereshetian Jr. (1995), B.S., New Hampshire *Instructor in Physical Education*
- Peter John Rogers (1999), B.A., North Carolina; M.A., Florida *Instructor in Environmental Studies*
- Grant Jewell Rich (2000), B.A., Oberlin; M.A., Chicago *Instructor in Psychology*
- David Russell George Jr. (2000), B.A., M.A., Purdue;
M.A., Minnesota *Instructor in Spanish*
- Andrew Armand Gentes (2000), B.A., Keene State; M.A., California (Riverside);
M.A., Brown *Instructor in History*
- Kimberly Nicole Ruffin (2001), B.A., M.A., Illinois (Chicago) *Instructor in English*
- Amyaz Amirali Moledina (2001), B.A., Macalester *Instructor in Economics*

Lecturers

- Marcia Phyllis Plavin (1971), B.A., Maine; M.A., Wesleyan *Lecturer in Dance*
- 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*
- Robert Alan Feintuch (1976), B.F.A., Cooper Union; M.F.A., Yale *Lecturer in Art*
- 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*
- Joyce Seligman (1981), B.A., City College of New York; M.A., Maine *Lecturer in Writing
and Director of the Writing Workshop*
- Paul Richard Heroux (1982), Fourth-Year Diploma, Masters of the Studio,
School of the Museum of Fine Arts (Boston) *Lecturer in Art*
- Anne Wescott Dodd (1984), B.A., Maine; M.A., California State (Los Angeles);
Ed.D., Maine *Lecturer in Education*
- 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*
- ## Li-ping Miao (1989), Beijing Foreign Language Institute; Beijing Normal University..... *Lecturer in Chinese*
- ** 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*
- Mishael 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*
- Marcia Makris (1996), B.A., M.A., Ph.D., New Hampshire *Lecturer in Education*
- Penelope Jones (1998), B.F.A., Maine College of Art; M.F.A., Cornell *Lecturer in Art*
- Richard L. Gordan (2000), B.S., Southern Maine; M.A., New Hampshire *Lecturer in Music*
- Grace L. Coulombe (2000), B.A., Bates, M.A., Boston College..... *Lecturer in
Quantitative Studies and Director of the Mathematics and Statistics Workshop*
- Eric Christopher Towne (2000), B.A., Harvard *Lecturer in Mathematics*
- Holly Louise Gurney (2000), B.A., Milliken; M.A., M.Ed., Ph.D., Indiana *Lecturer in Education*
- 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*
- Tatyana Vladimirovna Sorochenko (2001), St. Petersburg State University *Lecturer in Russian*
- Patricia López de Jaramillo (2001) B.A., Pontificia Universidad Católica del Ecuador;
M.A., Alabama *Lecturer in Spanish*
- Jananne K. Phillips (2001), B.A., M.A., Brown *Lecturer in Sociology*
- Karin-Emilia Leich (2001), M.A., University of Marburg *Lecturer in German*
-

** On sabbatical leave, fall semester 2001

On sabbatical leave, winter semester 2002

Assistants in Instruction

Mary Elizabeth Brushwein (1979).....	<i>Assistant in Chemistry</i>
John H. Corrie (1982), B.Mus., Oberlin Conservatory; M.M., Northwestern School of Music; M.M.A., Yale	<i>Assistant in Music</i>
Gregory J. Anderson (1986), B.S., M.S., University of Washington	<i>Assistant in Biology</i>
Marita L. Bryant (1988), B.A., Boston University; M.S., Freie Universitat Berlin	<i>Assistant in Geology</i>
Lorna H. Clark (1991), B.S., Southeastern Massachusetts	<i>Assistant in Chemistry</i>
Laura P. Dorsey (1993), A.S., Becker College; B.S., Maine; M.S., Antioch New England Graduate School.....	<i>Assistant in Biology</i>
Sarah I. Wolpov (1996), B.A., Columbia	<i>Assistant in Psychology</i>
Tina M. Rioux (1997), B.A., Maine (Farmington); M.S., Southern Maine	<i>Assistant in Neuroscience</i>
Stephanie J. Haskins (1998), B.A., B.S., Maine	<i>Assistant in Physics</i>
Gary Starzynski (2000), B.A., Maine; M.S., Lowell	<i>Assistant in Chemistry</i>

Learning Associates

Camille S. Parrish (2001), B. A., Carleton; M.S., Rutgers.....	<i>Learning Associate in Environmental Studies</i>
Judith Robbins (2001), B.A., Bates; M.T.S., Harvard Divinity School	<i>Learning Associate in the Humanities</i>

Applied Music Faculty

Natasha Chances (1971), Licence d'enseignement, École Normale de Musique de Paris	<i>Instructor of Piano</i>
Carol Furman (1980), B.S., Kent State	<i>Instructor of Clarinet</i>
John Furman (1983), B.S., Kent State	<i>Instructor of Trumpet</i>
Stephen Kecskemethy (1985), B.M., Artist's Diploma, Eastman School of Music	<i>Instructor of Violin</i>
Stephen Grover (1985)	<i>Instructor of Jazz Piano and Drum Set</i>
Kenneth Labrecque (1987), B.M., Maine	<i>Instructor of Classical Guitar</i>
Julia Adams (1988), B.A., Oberlin; M.A., San Francisco State College; D.M.A.	<i>Instructor of Viola</i>
George Rubino (1988)	<i>Instructor of Double Bass</i>
Gregory Boardman (1989) B.M., Southern Maine	<i>Instructor of Folk Fiddling</i>
Kathleen Foster (1991), B.M., Indiana; M.M., Bowling Green	<i>Instructor of Violoncello</i>
Ardith Keef (1993), B.M., M.M., Eastman School of Music	<i>Instructor of Bassoon</i>
Richard Gordan (1994), B.S., Southern Maine; M.A., New Hampshire	<i>Instructor of Saxophone and Jazz Improvisation</i>
Nancy Smith (1996), B.M., New England Conservatory of Music	<i>Instructor of Percussion</i>
Anthony J. Shostak (1997), B.F.A., Philadelphia College of Art of the University of the Arts	<i>Instructor of Banjo</i>
Mark Howard (1998), B.A., Bates	<i>Instructor of Piano</i>
Christina Astrachan (1998), Diploma of Vocal Performance and Pedagogy, Zürich Conservatory of Music	<i>Instructor of Voice</i>

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*
Stefani Burk (2000), B.A., M.A., Iowa *Instructor of Oboe*

Committees of the Faculty, 2001 - 2002

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, S.W. Sawyer (*ex officio*), S.A. Stark, P.N.S. Wong

**Admissions and Financial Aid*: D.C. Haines, *Chair*, S. Kelley-Romano, P.T. Kuritz, W.L. Mitchell (*ex officio*), M.J. Retelle

African American Studies and American Cultural Studies: C.V. Carnegie, *Co-chair*, M.S. Creighton, *Co-chair*, M.C. Bruce, E.A. Eames, L.I. Hill, H.L. Jensen, J.H. McClendon, C.I. Nero, W. Pope.L, C.A. Taylor

Asian Studies: D. Grafflin, *Chair*, A. Hirai, S.E.G. Kemper, T. Nguyen, J.S. Strong, S.M. Strong, M.L. Wender, S. Yang

**Athletics*: D.A. Aschauer, *Chair*, S.R. Coffey (*ex officio*), M.A. Imber, J.P. Murphy, M.B. Okrent, S.W. Sawyer (*ex officio*)

Biological Chemistry: M.J. Côté (*ex officio*), *Chair*, L.H. Abrahamsen, T.G. Lawson, E.C. Minkoff (*ex officio*), J.G. Pelliccia, P.J. Schlax

Classical and Medieval Studies: D.M. O'Higgins, *Chair* (winter semester and Short Term), L. Maurizio, *Chair* (fall semester), R.W. Allison, R.W. Corrie, M.A. Imber, M.E. Jones (winter semester and Short Term), R.C. Williamson (*ex officio*)

Cluster Development: J.D. Eusden, *Chair*, J.W. Carignan

**College Concerts*: F.G. Duina, *Chair* (fall semester), S.A. Freedman, *Chair* (winter semester), A. Hirai, L.F. Williams

**College Lectures*: D.M. Sweet, *Chair*, B.J. Johnson, M.J. Sargent

Committees and Governance: R.W. Allison, M.A. Imber, N.W. Kleckner, G.N. Nigro

Conference with Trustees: L.H. Abrahamsen, D. Grafflin, P.A. Johnson, H.Lin, S.L. Smith, L.F. Williams

**Curriculum and Calendar*: J.S. Strong, *Chair* (fall semester), S.F. Sylvester, *Chair* (winter semester), M.H. Braz (*ex officio*), L.A. Juraska (*ex officio*), L. Maurizio, P.J. Schlax

**Educational Policy*: J.N. Reich (*ex officio*), *Chair*, M.E. Andrucki, E.W. Kane, H. Lin, J.A. Rhodes, A.B. Scott (*ex officio*), S.L. Smith, M.L. Wender, E.L. Wiemers (*ex officio*)

Environmental Studies: J.G. Richter, *Chair* (winter semester and Short Term), T.J. Wenzel, *Chair* (fall semester), R.N. Austin, C.C. Bohlen, J.T. Costlow (winter semester and Short Term), L.Y. Lewis, P.J. Rogers, R.J. Sommer, C.B. Straub

Evaluation of Teaching: E.R. Wollman, *Chair*, A.W. Dodd, J.W. Hughes, K.G. Low, M.J. Sargent

**Extracurricular Activities and Residential Life*: S.L. Hochstadt, *Chair*, T.J. Beckmann (*ex officio*), F.C. Branham (*ex officio*), J.D. Eusden, L. Guerra, J.P. Reilly

Faculty Review Board: D.R. Cummiskey, E.A. Eames, D. Grafflin, M.A. Kessler, G.N. Nigro, J.A. Rhodes, J.G. Richter (winter semester and Short Term), G.A. Ruff, A.D. Williams

**First-Year Seminars and the Writing Workshop*: M.C. Bruce, *Chair*, M. Hight (*ex officio*), S. Kinsman, E.E. Seeling, S.A. Stark, L.A. Turlish, S. Yang

Graduate Studies: S.E.G. Kemper, *Chair*, R.W. Allison, C.C. Bohlen, E.A. Eames, E. Rand

**Honors Study*: B. Fra-Molinero, *Chair*, W.S. Corlett, L.Y. Lewis, P.J. Rogers

**Information Services Advisory Committee:* D.A. Kolb, *Chair*, J.F. Bauer (*ex officio*), J.R. Baughman, M.H. Braz (*ex officio*), J.C. Ferguson (*ex officio*), P.A. Johnson, B.M. Kenney (*ex officio*), A.W. White (*ex officio*), E.L. Wiemers (*ex officio*)

Legal Studies: M.A. Imber, *Chair*, F.C. Branham (*ex officio*), S.L. Ross

**Library:* S.F. Sylvester, *Chair*, M.R. Anderson, A.E. MacLeod, E.C. Minkoff, C.B. Straub, H.J. Walker, E.L. Wiemers (*ex officio*)

Medical Studies: L.H. Abrahamsen, *Chair*, C.J. Decker (winter semester and Short Term), R.M. Herzig, K.A. Palin, S.W. Sawyer (*ex officio*), R.J. Sommer, T.F. Tracy (fall semester)

Neuroscience: J.E. Kelsey, *Chair*, N.W. Kleckner, C.M. McCormick, E.C. Minkoff (*ex officio*), G.N. Nigro (*ex officio*)

**Off-Campus Study:* H.L. Jensen, *Chair*, F.C. Branham (*ex officio*), M.E. Jones, G. Neu-Sokol, S.W. Sawyer (*ex officio*), A.B. Scott (*ex officio*)

Personnel: D.W. Harward (*ex officio*), *Chair*, C.V. Carnegie, J.W. Creasy, L.M. Danforth, J.E. Kelsey, S.M. Strong, C.A. Taylor, E.R. Wollman

Personnel for Physical Education: D.W. Harward (*ex officio*), *Chair*, M.J. Côté, C.M. McCormick, R.C. Williamson

President's Institutional Planning and Advisory: R.N. Austin, F.G. Duina, J.E. Kelsey, W.R. Matthews, J.G. Pelliccia, M.L. Wender

**Student Conduct:* D.R. Browne, *Chair*, C. Aburto Guzmán, W.A. Hohlt, M.P. Murray, M.D. Semon, R.V. Wagner

Teaching Development: N.W. Kleckner, *Chair*, M.A. Makris, T. Nguyen, J. Seligman

Women and Gender Studies: L.I. Hill, *Chair*, R.M. Herzig, S. Kinsman, K.K. Kumashiro, C. Malcolmson (winter semester and Short Term), E. Rand, L.D. Shankar

Board of Examiners: M.E. Jones, E.W. Kane, N.W. Kleckner, T.G. Lawson

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 and Instructional 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 *Assistant College Librarian for Bibliographic Services*
- Kurt Frederick Kuss (1997), B.A., M.L.S., Maryland *Curator of Rare Books, Manuscripts, and Photographs*
- Maryann Hight (1998), B.A., M.L.S., Indiana *Instructional Services Librarian*
- Andrew William White (1999), B.A., State University of New York (Buffalo); M.A., M.L.S., Indiana
Assistant College Librarian and Director of Academic Technology Services
- 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 *Archival 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*
Perrin Joel Lumbert (2000), B.S., Syracuse *Library Assistant, Interlibrary Loan*
Jane Boyle (2001) *Library Assistant, Public Services*

The Administration

Office of the President

Donald W. Harward, 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>
Joyce I. Caron	<i>Secretary, Office of the President</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>
Ann Besser Scott, Ph.D.	<i>Associate Dean of the Faculty; Charles A. Dana Professor of Music</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 to the Dean</i>
Lori L. Ouellette	<i>Administrative Assistant to the Dean</i>
Sandra V. McEachern	<i>Secretary</i>

Office of the Vice President for Asset Management and Treasurer

Peter C. Fackler, M.B.A., C.P.A.	<i>Vice President for Asset Management and Treasurer</i>
Karen L. Levesque	<i>Administrative Assistant to the Vice President and Treasurer</i>
Melissa M. Lavallee, B.S.	<i>Treasury and Risk Manager</i>

Office of the Vice President for Budgeting and Accounting

Terry J. Beckmann, M.B.A., C.P.A.	<i>Vice President for Budgeting and Accounting and Controller</i>
Marie S. Hastings	<i>Administrative Assistant to the Vice President</i>
Natalie Williamson, M.B.A., C.P.A.	<i>Assistant Controller</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>

Office of the Vice President for External and Alumni Affairs

William C. Hiss, Ph.D.	<i>Vice President for External and Alumni Affairs</i>
Elizabeth K. Sheppard, B.A.	<i>Coordinator of Major Events and Alumni/Development Projects</i>
Marianne Nolan Cowan, M.A.	<i>Assistant Director of Alumni Relations</i>
Kate W. Flewelling, B.A.	<i>Alumni Relations Counselor</i>
Veronica L. Munsey, B.A.	<i>Administrative Assistant to the Vice President</i>
Bonnie A. Trundy, B.A.	<i>Secretary, Office of Alumni Relations</i>

Office of the Dean of Students

F. Celeste Branham, M.P.A.	<i>Dean of Students</i>
Mary E. Gravel	<i>Secretary to the Dean and Office Manager</i>
Stephen Weld Sawyer, Ph.D.	<i>Associate Dean of Students</i>
Doris J. Vincent	<i>Secretary to the Dean</i>
James Lorenzo Reese, B.A.	<i>Associate Dean of Students</i>
Jeannine M. Ferron	<i>Secretary to the Dean</i>
Peter H. Taylor, M.Ed.	<i>Associate Dean of Students</i>
Holly L. Gurney, Ph.D.	<i>Assistant Dean of Students</i>
Celine V. Roth.....	<i>Secretary to the Deans</i>
Keith M. Tannenbaum, M.A.	<i>Assistant Dean of Students</i>
Claire D. Lavallee	<i>Secretary to the Dean</i>
Erin Foster Zsiga, B.A.	<i>Coordinator of Housing and Assistant Coordinator of Student Activities</i>
Laura J. Bolduc.....	<i>Secretary to the Coordinator of Housing</i>
David H. Das, Ph.D.....	<i>Study Abroad Advisor</i>

Office of the Vice President for Development

Victoria M. Devlin, B.A.	<i>Vice President for Development</i>
Kristen H. Andersen, B.A.	<i>Assistant Director of Annual Giving</i>
Sandra S. Anthoine, B.A.	<i>Associate Director of Annual Giving</i>
Kathleen A. Arsenault	<i>Administrative Assistant to the Vice President</i>
Marcella J. Bernard, B.A.	<i>Senior Foundations and Corporations Officer</i>
Dennis T. Brown, B.A.	<i>Director of Leadership and Planned Giving</i>
Sean P. Campbell, B.A.	<i>Leadership Gifts Officer</i>
Nancy E. Crosby, M.B.A.	<i>Information Systems Specialist</i>
Deborah J. Dutton, M.S.	<i>Senior Leadership Gifts Officer</i>
Elizabeth L. Ferguson, B.A.	<i>Director of Planned Giving</i>
Chesley H. Flotten, M.A.	<i>Campaign Liaison</i>
Catherine B. Griffiths, B.S.	<i>Donor Relations Coordinator</i>

Kimberly A. Hokanson, Ed.D.	<i>Director of Annual Giving</i>
Susan E. Hubley, B.A.	<i>Researcher</i>
Marc A. Johnson, Ed.M.	<i>Associate Director of Annual Giving</i>
Margo H. Knight, B.A.	<i>Director of Donor Research</i>
Susan E. Lauenstein, B.A.	<i>Researcher</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 Development Services</i>
Christina W. Traister, B.A.	<i>Associate Director of Annual Giving</i>
Julie P. Walker, M.A.	<i>Leadership Gifts Officer</i>

Office of the Dean of the College

James Walter Carignan, Ph.D.	<i>Dean of the College</i>
Laura J. Biscoe, B.A.	<i>Director of Special Projects and Summer Programs</i>
Margaret R. Rotundo, B.A.	<i>Associate Director of the Center for Service-Learning</i>
Susan Martin, M.A.	<i>Assistant Director of the Center for Service-Learning</i>
Brenda L. Pelletier	<i>Associate Director of Special Projects and Summer Programs</i>
[To be announced].....	<i>Environmental Coordinator</i>
Sylvia Mary Deschaine	<i>Administrative Assistant to the Dean</i>
Martha S. Deschaines, B.A.	<i>Secretary, Center for Service-Learning; Volunteer Program Assistant</i>
Catherine Farrell	<i>Secretary, Office of Special Projects and Summer Programs</i>
Holly C. Lasagna, B.A.	<i>Service-Learning Assistant</i>

Office of the Dean of Admissions

Wylie L. Mitchell, B.A.	<i>Dean of Admissions</i>
Kim Ma Gustafson, B.A.	<i>Associate 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>
Lawrence M. Epstein, B.A.	<i>Assistant Dean of Admissions</i>
Adam J. Garcia, J.D.	<i>Assistant Dean of Admissions</i>
Cathy L. McQuarrie	<i>Office Manager</i>

Office of Affirmative Action

Joanna E. Lee, M.A.	<i>Director of Affirmative Action</i>
Carmen L. Nadeau	<i>Assistant to the Director of Affirmative Action</i>

Office of the Director of Athletics

Suzanne R. Coffey, B.A.	<i>Director of Athletics</i>
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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 to the Director</i>
Andrew Carter, M.S.	<i>Coach of Men's Rowing and Women's Rowing</i>
Carolyn A. Court, M.S.	<i>Coach of Women's Cross Country and Track</i>
Jason DesJarlais, M.S.	<i>Assistant Coach of Football</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. Haeefe, B.A.	<i>Equipment Manager</i>
Mark Harriman, B.S.	<i>Coach of Football</i>
Winifred 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>
Peter Lasagna, B.A.	<i>Coach of Men's Lacrosse</i>
Gwen L. Lexow, Ph.D.	<i>Coach of Softball; Coach of Volleyball</i>
Eric A. Mackey, B.S.	<i>Coach of Alpine Skiing; Coach of Men's Golf and and Women's Golf</i>
Dana M. Mulholland, M.S.Ed.	<i>Associate Director of Athletics; Coach of Swimming and Diving</i>
James P. Murphy, M.A.	<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>
Matthew Todd, M.S.	<i>Athletic Trainer</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>

**Bates College Coastal Center at Shortridge and
Bates' Morse Mountain Conservation Area**

Judith Ann Marden, B.A. *Director*

Office of Career Services

A. Charles Kovacs, M.A.	<i>Director</i>
Michael Wisnewski, M.Ed.	<i>Assistant Director</i>
Angela Cole, M.A.	<i>Assistant Director for Medical Studies and the Sciences</i>
[To be announced]	<i>Assistant Director</i>

Eileen Wilkins, B.A.	<i>Assistant Director for Employer Relations</i>
Mark Sheldon, B.F.A.	<i>Technology and Career Information Coordinator</i>
Alice E. Sanborn	<i>Credentials Coordinator and Project Administrator</i>
Christine Tanous	<i>Receptionist and Office Manager</i>
[To be announced]	<i>Project Administrator</i>

Office of the College Chaplain

Kerry A. Maloney, M.Div.	<i>College Chaplain</i>
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Office of College Relations

Bryan McNulty, B.A.	<i>Director of College Relations</i>
Camille A. Buch, M.A.	<i>Manager of Design Services</i>
Tammy M. Roy Caron, B.F.A.	<i>Senior Designer</i>
Henry J. Burns Jr., A.B.	<i>Editor, Bates Magazine</i>
Phyllis Graber Jensen, M.S.	<i>Senior Staff Writer</i>
Kenneth C. Zirkel, M.G.D.	<i>Web and Systems Coordinator</i>
Adam Levin, B.A.	<i>Sports Information Director</i>
Christopher C. Bournakel, B.F.A.	<i>Designer</i>
Carol S. Wyse-Ricker	<i>Secretary</i>

College Store

Sarah E. Potter, B.A.	<i>Director of the Contracting Office and the College Store</i>
Rebecca Lovett, B.A.	<i>Assistant Bookstore Manager</i>
Patrick M. Allen, B.S.	<i>Course Materials Buyer</i>

Dining Services

Robert P. Volpi, B.A.	<i>Director of Dining Services</i>
Christine Schwartz, B.S.	<i>Associate Director of Dining Services</i>
Cheryl Lacey, B.A.	<i>Assistant Director of Dining Services</i>

Health Service

Christy P. Tisdale, R.N.C., M.S.N., M.S.Ed., A.N.P.	<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>
Thomas B. Johnson Jr., Ed.D.	<i>Psychologist</i>
Susan Powers, Psy.D.	<i>Psychologist</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 Thorton-Marsh, L.C.S.W.	<i>Counselor</i>
Adelaide Trafton, R.N., M.S.N.	<i>Counselor</i>
Margaret Ashton	<i>Secretary and Receptionist</i>
Doris Ducharme	<i>Insurance Coordinator</i>

Office of Human Resources

Christopher D. Lee, Ph.D.	<i>Director of Human Resources</i>
Mark F. Bosse	<i>Human Resources Assistant</i>
Patricia W. Brann, A.S.S.	<i>Payroll Specialist</i>
Deirdre M. Buffington, M.P.A.	<i>Human Resources Manager</i>
Shirley M. Govindasamy, B.S.	<i>Payroll Manager</i>
Kelsey M. Lauridsen	<i>Safety Codes Technician</i>
Sandra J. Leavitt	<i>Human Resources Assistant</i>
Dorothy C. Letourneau	<i>Payroll Team Leader</i>
Melani G. McGuire, B.S.	<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.B.S.	<i>Administrative Assistant to the Director</i>
Daniel T. Widerkehr, 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>
Bernadette M. Kenney, B.A.	<i>Director of Administrative Computing</i>

Andrew W. White, M.A., M.L.S.	<i>Assistant College Librarian and 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>
Blair Carswell, B.A.	<i>Media Specialist</i>
Marsha A. Cook, M.S.	<i>Programmer/Analyst</i>
Hugh J. Costello, M.A.L.S.	<i>Academic Technology Support Specialist</i>
Gerald G. Dawbin, B.S.	<i>Programmer/Analyst</i>
Lee Philip J. Desiderio, M.B.A.	<i>Manager, Help Desk Services</i>
Glenn W. Dudley, A.A., A.A.S.	<i>Field Support Technologist</i>
Ronald R. Fazio, B.S.	<i>Desktop Application and Support Analyst</i>
Jane K. Frizzell, B.A.	<i>Network Services Administrator</i>
James Allen Hart, B.A.	<i>Academic Technology Project Manager</i>
R. Bruce Huntington	<i>Support Technologist Assistant</i>
Catherine A. LeBlanc	<i>Database Analyst</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>
Susan A. Nattress	<i>Repair and Support Technologist</i>
Michael D. Perron, A.C.I.S.	<i>Support Technologist</i>
Michel D. Perron	<i>Communications Analyst</i>
Renee S. Phelan, B.A.	<i>Academic Technology Support Specialist</i>
Kevin B. Poland	<i>Communications Specialist</i>
William L. Quenga	<i>Desktop Application and Support Analyst</i>
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 Services and Technologies</i>
Raymond J. Siegler	<i>Microsystems Analyst</i>
Robert Lyman Spellman, B.S.	<i>Senior Network Administrator</i>
Greg Struve.....	<i>Academic Technology Project Manager</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>
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Robert W. Leighton Jr., M.S. *Enrollment Analyst*
 C. Ellen Peters, M.Ed. *Assistant Director for Institutional Research*

Mathematics and Statistics Workshop

Grace L. Coulombe, M.A. *Director*

Office of Multicultural Affairs

Czerny Brasuell, M.Ed. *Director*

The Bates College Museum of Art

Genetta McLean, Ph.D. *Director and Curator*
 William H. Low, M.A. *Assistant Curator*
 Anthony J. Shostak, B.F.A. *Education Coordinator*

Office Services

Laurie H. Henderson *Director*

Physical Plant

Robert D. Bremm, B.E./M.E. *Director*
 Robert G. Leavitt, B.S. *Assistant Director of Maintenance and Operations*
 Daniel F. Nein, B.S. *Assistant Director of Custodial Services and Grounds Operations*
 Pamela Wichroski, A.I.A. *Architect*

Office of the Registrar and Student Financial Services

Meredith Horton Braz, M.A.T. *Registrar and Director of Student Financial Services*
 Leigh P. Campbell, B.A. *Associate Director of Student Financial Services*
 Wendy G. Glass, B.A. *Associate Director of Student Financial Services*
 Kathleen E. Haines, B.A. *Associate Director of Student Financial Services*
 Robert W. Leighton Jr., M.S. *Enrollment Analyst*
 David Mahoney, B.A. *Associate Director of Student Financial Services*
 Mary Katherine Meserve, B.A. *Associate Registrar*
 Sharon L. Bell *Student Services Specialist*
 Elaine Marie Caouette *Student Services Specialist*
 Anita J. Farnum *Student Records Specialist*
 Annette Laneuville, B.S. *Student Records Coordinator*
 Nancy Lepage *Student Services Specialist*
 Anne Marie Odom *Student Records Specialist*

Office of Security and Campus Safety

Larry Johnson, M.S. *Director*
 Sherri L. Brooks *Associate Director*
 Christine Cuevas, A.A. *Assistant Director*

The Writing Workshop

Joyce H. Seligman, M.A. *Director*
 Maria C. Boza, M.F.A. *Assistant in Instruction*
 Margaret Fisher, M.A. *Assistant in Instruction*
 Susann Pelletier, M.S. *Assistant in Instruction*
 Seri G. Rudolph, Ph.D. *Assistant in Instruction; Coordinator for Scientific Writing*
 Richard L. Wile, M.A. *Assistant in Instruction*



The Alumni Council

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Lisa B. Barry '77	5608 Western Avenue, Chevy Chase, MD 20815
Kimberley Rose Bosse '02	Bates College, Box 44, Lewiston, ME 04240-6094
Richard H. Brown '63	Governors Landing, 13 Cross Drive, Waterford, CT 06385
Richard J. Gelles '68	642 Pine Street, Philadelphia, PA 19106
Jennifer L. Guckel '88	Circles, 300 Congress Street, 6th Floor, Boston, MA 02210
Ralph H. Hinckley Jr. '93	440 Hanover Street, Apt. 2A, Boston, MA 02113
Lancelot Matthiesen '85	5400 Huntington Parkway, Bethesda, MD 20814
Christian Jacques Nauvel '02.....	Bates College, Box 542, Lewiston, ME 04240-6094
Barbara M. Raths '96	94 Vesper Street, Apt. 3, Portland, ME 04101
Sally Nutting Somes '83	2 Island View Drive, Cumberland Foreside, ME 04110
Neil A. Toner '54	17 Mast Road, Scarborough, ME 04074
Quoc K. Tran '95	2315 North Commonwealth, Apt. 2S, Chicago, IL 60614
Jyotika D. Vasirani '91	1632 Oaklawn Court, Silver Spring, MD 20903

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.

The Graduate Honor Societies

Phi Beta Kappa, Gamma Chapter of Maine: President, Lavina D. Shankar, 154 Russell Street, Lewiston 04240; *Vice President*, Eugene L. Wiemers, 959 Middle Street, Bath 04530; *Secretary-Treasurer*, Shepley L. Ross II, 219 Winter Street, Auburn 04210.

Sigma Xi, The Scientific Research Society, Southern Maine Chapter: President and Secretary-Treasurer, Bonnie J. Shulman, 3 Mountain View Drive, Poland 04274.

College Key (formed by merger of the Bates Key and the College Club): *President*, Stuart Abelson '97, 5885 Forest View Road, Apt. 702, Lisle, Illinois 60532; *Vice President*, Heather Chichester '97, 843A Middle Street, Portsmouth, New Hampshire 03801; *Recording Secretary*, Kendall Snow '62, 150 Birchwood Road, Manchester, New Hampshire 03104; *Treasurer*, Felicia A. Garant '82, 112 Tuttle Road, Cumberland, Maine 04021; *Corresponding Secretary*, C. Ellen Peters '87, 15 Shepley Street, Auburn, Maine 04210; *Auditor*, Jane Parsons Norris '46, 93 Field Avenue, Auburn, Maine 04210; *Immediate Past President*, Melissa J. Weisstuch '82, 7 Lake Street, Apt. 4E, White Plains, New York 10603.

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."

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, Development Office, Bates College, Lewiston, Maine 04240 (207-786-6249).

2001-2002 Calendar

2001

August 1/Fall charge due

September 1/New Student Orientation begins

September 5, 8:00 a.m./Classes begin, fall semester

September 5, 4:10 p.m./Convocation

September 18/Last day for late fall semester registration*

September 28-30/Celebrate Bates! Alumni and Parents Weekend

October 17-21/Fall recess

November 2/Last day for withdrawal from fall semester courses

November 3-9, 4:00 p.m./Preregistration for winter semester

November 17-25/Thanksgiving recess

December 1/Winter charge due

December 7, 4:00 p.m./Classes end, fall semester

December 11, 8:00 a.m./Final examinations begin

December 15, 12:30 p.m./Final examinations end

2002

January 7, 8:00 a.m./Classes begin, winter semester

January 18/Last day for late winter semester registration*

January 21/Martin Luther King Jr. Day—no classes

January 26-February 1, 4:00 p.m./Preregistration for Short Term

February 16-24/Winter recess

March 1/Last day for withdrawal from winter semester courses

March 2-8, 4:00 p.m./Preregistration for fall semester

March 8/Last day to request study in an off-campus program,
including all study abroad, for the next academic year

April 5, 4:00 p.m./Classes end, winter semester

April 9, 8:00 a.m./Final examinations begin

April 13, 12:30 p.m./Final examinations end

April 22, 8:00 a.m./Classes begin, Short Term

April 24/Last day for late Short Term registration*

April 26/Last day for withdrawal from Short Term unit

May 24, 4:00 p.m./Classes end, Short Term

May 27/Commencement

June 7-9/Reunion Weekend

AUGUST						
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* Students must preregister unless currently on a Bates-approved program or approved leave. Late registrants are subject to late fees and must petition the Committee on Academic Standing to request late registration approval.

2002-2003 Calendar

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2002

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September 17/Last day for late fall semester registration*

October 4-6/Celebrate Bates! Alumni and Parents Weekend

October 16-20/Fall recess

November 1/Last day for withdrawal from fall semester courses

November 2-8, 4:00 p.m./Preregistration for winter semester

November 23-December 1/Thanksgiving recess

December 1/Winter charge due

December 6, 4:00 p.m./Classes end, fall semester

December 10, 8:00 a.m./Final examinations begin

December 14, 12:30 p.m./Final examinations end

2003

January 6, 8:00 a.m./Classes begin, winter semester

January 17/Last day for late winter semester registration*

January 20/Martin Luther King Jr. Day—no classes

January 25-31, 4:00 p.m./Preregistration for Short Term

February 15-23/Winter recess

February 28/Last day for withdrawal from winter semester courses

March 1-7, 4:00 p.m./Preregistration for fall semester

March 7/Last day to request study in an off-campus program,
including all study abroad, for the next academic year

April 4, 4:00 p.m./Classes end, winter semester

April 8, 8:00 a.m./Final examinations begin

April 12, 12:30 p.m./Final examinations end

April 22, 8:00 a.m./Classes begin, Short Term

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May 26/Commencement

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