

Bowdoin

ACADEMIC HANDBOOK:
POLICIES AND PROCEDURES
2016–2017



AUGUST 2016
BRUNSWICK, MAINE
bowdoin.edu/academic-handbook

Bowdoin College complies with applicable provisions of federal and state laws that prohibit discrimination in employment, admission, or access to its educational or extracurricular programs, activities, or facilities based on race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity and/or expression, age, marital status, place of birth, veteran status, or against qualified individuals with disabilities on the basis of disability.

The information in this publication was accurate at the time of publication. However, the College is a dynamic institution and must reserve the right to make changes in degree requirements, regulations, procedures, and charges.

In compliance with the Campus Security Act of 1990, Bowdoin College maintains and provides information about campus safety policies and procedures and crime statistics. A copy of the report is available upon request or by accessing bowdoin.edu/security/crime-prevention-personal-safety/campus-crime-report.

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GENERAL INFORMATION

Bowdoin is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 22,000 situated close to the Maine coast, twenty-five miles from Portland and about 120 miles from Boston.

Terms and Vacations: The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages 6–7.

Accreditation: Bowdoin College is accredited by the New England Association of Schools and Colleges.

Enrollment: The student body numbers 1,796 students (50 percent men, 50 percent women; last two classes 50/50 and 50/50 percent); about 275 students study away one or both semesters annually; 94 percent complete the degree within five years.

Faculty: Student/faculty ratio 9:1; the equivalent of 207 full-time faculty in residence, 98 percent with PhD or equivalent; twenty-three head athletic coaches.

Geographic Distribution of Students: New England, 37.0 percent; Middle Atlantic states, 23.1 percent; Midwest, 8.2 percent; West, 13.6 percent; Southwest, 3.6 percent; South, 7.5 percent; international, 6.7 percent. Forty-nine states, the District of Columbia, Guam, Puerto Rico, US Virgin Islands, and thirty-one countries are represented. Minority and international enrollment is 37 percent.

Statistics: As of June 2016, 39,419 students have matriculated at Bowdoin College, and 31,135 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni include 20,090 graduates, 1,999 non-graduates, and 120 honorary degree holders (31 alumni, 89 non-alumni).

Offices and Office Hours: The Admissions Office is located in Burton-Little House. The Offices of the President and Dean for Academic Affairs are located in Hawthorne-Longfellow Hall, the west end of Hawthorne-Longfellow Library. The Treasurer's Office is located in Ham House on Bath Road. The Controller's Office and the Human Resources Office are located at 216 Maine Street. The Development and Alumni Relations offices are located at 83 and 85 Federal Street and in Copeland House. The offices of the Registrar, the Dean of Student Affairs, and Bowdoin Career Planning are in the Moulton Union. The Counseling Service is at 32 College Street. The Department of Facilities Management and the Office of Safety and Security are in Rhodes Hall.

In general, the administrative offices of the College are open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Telephone Switchboard: Bowdoin College uses an automated call processing system on its main number, 207-725-3000. A live operator can be reached twenty-four hours a day, seven days a week, by pressing "0." Further information about telephone numbers can be found at bowdoin.edu/directory/.

Bowdoin College Website: bowdoin.edu. The electronic version of Bowdoin College's *Academic Handbook* can be found at bowdoin.edu/academic-handbook.

COLLEGE CALENDAR

215th Academic Year

2016

August 23, Tuesday	First-year students arrive
August 24–27, Wed.–Sat.	Orientation Trips
August 27–30, Sat.–Tues..	Orientation
August 29, Monday	College housing ready for occupancy for sophomore, junior, and senior students, 8:00 a.m.
August 30, Tuesday	Opening of the College—Convocation, 3:30 p.m.
August 31, Wednesday	Fall semester classes begin, 8:00 a.m.
September 5, Monday	Labor Day (Classes in session, College holiday, some offices closed)
September 17, Saturday	Common Good Day
September 22–24, Thurs.–Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
October 2–4, Sun.–Tues.	Rosh Hashanah, begins at sundown on Oct. 2 and concludes at sundown on Oct. 4
October 6–8, Thurs.–Sat.	Meetings of the Board of Trustees
October 7, Friday	Fall vacation begins after last class; <i>Note:</i> Columbus Day is Monday, Oct. 10
October 7–9, Fri.–Sun.	Homecoming Weekend
October 11–12, Tues.–Wed.	Yom Kippur, begins at sundown on Oct. 11 and concludes at sundown on Oct. 12
October 12, Wednesday	Fall vacation ends, 8:00 a.m.
October 21, Friday	Sarah and James Bowdoin Day
October 21–22, Fri.–Sat.	Family Weekend
November 23, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (November 23–25: College holidays, many offices closed)
November 28, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 9, Friday	Last day of classes
December 10–13, Sat.– Tues.	Reading period
December 14–19, Wed.– Mon.	Fall semester examinations
December 20, Tuesday	College housing closes for winter break, noon
December 23 –30, Fri.–Fri.	College holidays, many offices closed

2017

January 2, Monday	New Year's Day Holiday observed (College holiday, many offices closed)
January 16, Monday	Martin Luther King Jr. Day (College holiday, many offices closed)
January 21, Saturday	College housing available for occupancy, 8:00 a.m.
January 23, Monday	Spring semester classes begin, 8:00 a.m.
February 9–11, Thurs.–Sat.	Meetings of the Board of Trustees
February 20, Monday	Presidents' Day, (Classes in session; College holiday, some offices closed)
March 10, Friday	Spring vacation begins after last class
March 11, Saturday	College housing closes for spring vacation, noon
March 25, Saturday	College housing available for occupancy, 8:00 a.m.
March 27, Monday	Spring vacation ends, 8:00 a.m.
March 30–April 1, Thurs.–Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
April 10–18, Mon.–Tues.	Passover, begins at sundown on April 10 and concludes at sundown on April 18
April 14, Friday	Good Friday
April 16, Sunday	Easter
May 10, Wednesday	Last day of classes; Honors Day
May 11–13, Thurs.–Sat.	Meetings of the Board of Trustees
May 11–14, Thurs.–Sun.	Reading Period
May 15–20, Mon.–Sat.	Spring semester examinations
May 21, Sunday	College housing closes for non-graduating students, noon
May 26, Friday	Baccalaureate
May 27, Saturday	The 212th Commencement Exercises
May 27, Saturday	College housing closes for graduating students, 6:00 p.m.
May 29, Monday	Memorial Day (College holiday, many offices closed)
June 1–4, Thurs.–Sun.	Reunion Weekend

Note: Regular class schedules in effect on holidays listed meet unless otherwise noted. Staff, check with supervisor to determine if office is closed.

THE OFFER OF THE COLLEGE

To be at home in all lands and all ages;
To count Nature a familiar acquaintance,
And Art an intimate friend;
To gain a standard for the appreciation of others' work
And the criticism of your own;
To carry the keys of the world's library in your pocket,
And feel its resources behind you in whatever task you undertake;
To make hosts of friends . . .
Who are to be leaders in all walks of life;
To lose yourself in generous enthusiasms
And cooperate with others for common ends—
This is the offer of the college for the best four years of your life.

Adapted from the original "Offer of the College," published in 1906 as the foreword to *The College Man and the College Woman* by William DeWitt Hyde, seventh president of Bowdoin College (1885–1917).

ADMISSION AND FINANCIAL AID

ADMISSION TO THE COLLEGE

Each year the Admissions Committee at Bowdoin College evaluates applications for admission through its three application programs: Early Decision I, Early Decision II, and Regular Decision. The College strives to attract a diverse, multitalented, intellectually adventurous student body. In selecting the first-year class, the Committee pays close attention to a variety of factors; these include a student's academic achievements, extracurricular involvements, and potential to contribute to the Bowdoin community.

Bowdoin requires all applicants to submit the Common Application or the Coalition Application, and complete the additional essay. The Common Application and Coalition Application are available online and provide students a uniform framework to present their credentials. No preference is given between the two applications.

While no single factor determines a candidate's eligibility for admission, Bowdoin College is, first and foremost, an academic institution. Therefore, an applicant's high school performance and the level of challenge represented by the coursework are of particular concern to the members of the Admissions Committee. Each applicant must make arrangements with the appropriate high school administrator to submit all official high school transcripts. The Admissions Committee strives to understand each student's performance in the proper context and therefore requires high school administrators to submit a Secondary School Report (SSR) and a High School Profile. Doing so enables the Committee to properly interpret the information presented on the transcript(s). Ideally, the profile illuminates individual high school policies regarding issues such as weighting of grades, rank in class, Honors/AP/IB course offerings, etc. Comments from school officials on the SSR as well as letters of recommendation from two teachers who have taught the student in an academic core subject (core subjects include English, math, lab sciences, social sciences, and foreign languages) can also help the Admissions Office better understand a prospective student's preparation for Bowdoin. Since 1969, the College has made the submission of standardized testing an optional part of the application. Prospective students may decide whether or not their individual test results will enhance their academic profile and application. Exceptions to the score optional policy include home-schooled students and students who attend high schools that do not issue grades. These applicants are required to submit results from either the ACT or the SAT and two SAT subject tests. The subject tests must include either Math Level 1 or Math Level 2 and a science test.

Because of the residential nature of the College, the strong emphasis on community values, and a core belief in collaboration and the open exchange of ideas both in and beyond the classroom, the Admissions Committee does not limit its assessment to a student's transcript and testing. Students have the opportunity, through the personal statement and the supplement, to reveal the quality and depth of their thinking, their ability to communicate ideas in writing, and how they approach learning and the opportunity to interact with others. Students also detail the activities that have captured their interest, areas of accomplishment and recognition, and how they have focused their energies outside the classroom. When possible, applicants are encouraged to visit the campus for an interview or to meet with an alumni representative. On-campus interviews are available from late May until early December. Students who choose to interview with a Bowdoin alumnus or alumna must submit their requests before December 5, 2016.

All Early Decision and Regular Decision admissions decisions for US citizens and permanent residents are made under a “need blind” policy. Under this policy, an applicant’s financial resources are not a factor in determining whether or not the student will be admitted. While Bowdoin is committed to enrolling students from overseas, the College does observe a strict budget when supporting non-residents. Therefore, admission for non-US citizens may take a family’s financial resources into consideration. To be eligible for financial assistance, international students must apply for aid when submitting their application for admission. All students who anticipate needing financial aid are required to complete an aid application. See Financial Aid, below, for more details.

More information is available at bowdoin.edu/admissions.

FINANCIAL AID

At Bowdoin, more than 46 percent of enrolled students receive some amount of grant assistance to help pay for college costs. Grant assistance is money that reduces billed charges on a dollar-for-dollar basis and does not require repayment. With the exception of transfer, international, and admitted wait-list students, admission to Bowdoin is “need blind”—that is, admission does not consider a student’s economic status. Bowdoin’s financial aid meets 100 percent of a student’s demonstrated need.

Eligibility for Bowdoin grant assistance is “need based,” determined through an analysis of income, asset, and other family information submitted on the CSS PROFILE, federal FAFSA, and federal income tax returns. Bowdoin does not offer merit-based scholarships or grants, with the exception of those awarded through the National Merit Scholarship program.

Bowdoin uses a proprietary need analysis system to determine grant eligibility. State and federal assistance programs use the federal methodology (FM) formula to calculate eligibility. As such, awards may vary from college to college, depending on institutional policies and the formula used to determine need.

When determining institutional grant eligibility, the College evaluates the family’s financial capacity to contribute to college costs. Financial aid supplements family resources to enable students from all economic backgrounds to attend Bowdoin.

Bowdoin meets calculated need with grant money from federal, state, and institutional sources and a small work award. If parents need help paying remaining billed charges, eligible students and parents may elect to borrow from available loan programs.

Most Bowdoin students work during the summer and approximately 70 percent work on campus during the academic year to pay for books, supplies, personal expenses, and travel.

In most cases, receipt of private scholarships from local sources does not affect Bowdoin grant awards.

Award decisions are determined annually. Awards can increase from year to year because of tuition increases or reduction in income, for example. Awards can also decrease because of higher family income or fewer children attending undergraduate college. Fairness and equitable treatment guide Bowdoin’s need analysis practices. Families with similar financial circumstances receive similar levels of grant support.

For more information about Bowdoin’s Student Aid program, go to: bowdoin.edu/studentaid.

EXPENSES

COLLEGE CHARGES

Fees for the 2016–2017 academic year are listed below. Travel, books, and personal expenses are not included; students must budget for such items on their own. For planning purposes, students and parents should anticipate that tuition and other charges will increase each year to reflect program changes and other cost increases experienced by the College.

	By Semester	Full Year
Tuition*	\$24,708	\$49,416
Housing	3,178	6,356
Board (19-meal plan)	3,622	7,244
Student Activities Fee*	242	484
Class Dues*:		
Seniors	30	60
Other classes	15	30

Health Insurance (*See Health Care section, page 13.*)

* *Required fees for all students.*

Off-Campus Study Fee

The College assesses a fee for participation in off-campus study programs. The fee for 2016–2017 is \$1,000 per program.

Registration and Enrollment

All continuing students are required to register for courses during registration “rounds” held during the prior semester in accordance with the schedules posted at the College. Any student who initially registers after the first week of classes must pay a \$50 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment Form serves to notify the College that the student is on campus and attending classes. A fee of \$50 is assessed for late submission of the Enrollment Form.

Refunds

Students leaving the College during the course of a semester are refunded tuition and fees based on the following schedule:

During the first two weeks	80%
During the third week.....	60%
During the fourth week.....	40%
During the fifth week.....	20%
Over five weeks	No refund

After adjustments for fixed commitments and applicable overhead expense, refunds for room and board are prorated on a daily basis in accordance with the student's attendance based on the College's calendar. Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds. Financial aid awards will be credited in proportion to educational expenses, as stipulated in a student's award letter, but in no case will they exceed total charges to be collected. Title IV funds will be refunded in accordance with federal regulations. Refunds will be made within thirty days of the student's departure.

Financial Aid

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Information about scholarships and other financial aid may be found on page 11.

Room and Board

First-year students and sophomores are guaranteed housing and are required to live on campus. Entering first-year students may indicate their residence preferences online the summer preceding their arrival at Bowdoin. The Office of Residential Life coordinates housing accommodations for the remaining classes through a lottery system.

Residence hall suites consist of bedroom(s) and a common room and are furnished with essential furniture. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

Board charges are the same regardless of whether a student eats at the Moulton Union or Thorne Hall. Students who live in Bowdoin facilities, except apartments and a few other student residences, are required to take a 19-meal, 14-meal, or 10-meal residential board plan. First-year students are required to take the 19-meal plan for their entire first year on campus. Students living in College apartments or off campus may purchase a 9-meal or declining balance board plan or one of the residential plans, if they choose.

Other College Charges

All damage to the buildings or other property of the College by persons unknown may be assessed equally on all residents of the building in which the damage occurred. The Student Activities Fee is set by the student government, and its expenditure is allocated by the Student Activities Fee Committee.

Health Care

The facilities of the Peter Buck Center for Health and Fitness and the Counseling Service are available to all students. All students must maintain health insurance coverage while enrolled at Bowdoin. The College offers its own policy for those students who do not carry comparable insurance. The College's policy provides year-round coverage, whether a student is enrolled at Bowdoin or in an approved off-campus study program. The full-year accident and sickness insurance plan costs \$2,239.

A pamphlet specifying the coverage provided by the student health policy is available from the health center and will be mailed in the summer preceding the policy year. Any costs not covered by the insurance will be charged to the student's account.

Motor Vehicles

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence, must be registered with the Office of Safety and Security. The registration decals cost \$40 and are valid for the academic year in which they are purchased. Vehicles must be reregistered each academic year. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with the Office of Safety and Security. All students maintaining motor vehicles at the College are required to carry adequate liability insurance. The College assumes no responsibility for the security of or damage to vehicles parked on campus. Parking on campus is limited and students will be assigned parking space based on availability. Comprehensive information regarding motor vehicles and campus parking is available at bowdoin.edu/security/parking/index.shtml and in the *Bowdoin College Student Handbook* online.

PAYMENT OF COLLEGE BILLS

By registering for courses, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if a student officially withdraws from the College before the start of classes. Students' accounts must be current (namely, payment of all outstanding balances, including any past due balances) for semester enrollment and course registration to occur. A student with a past due account will not be permitted to register for courses or to enroll without the written consent of the College. After the first week of classes, students who have not enrolled for any reason are dropped from courses. A student's access to their residence hall, meal plan, and the library is deactivated at that time. The student is placed on an involuntary leave of absence for the semester (see Academic Standards and Regulations, pages 21–36). Degrees, diplomas, and transcripts are not available to students with overdue accounts.

Bills for tuition, board, room rent, and fees for the fall and spring semesters are generated and posted online in July and December, respectively. Bills are delivered electronically to students who are enrolled or who are participating in off-campus study programs. E-mail notifications are directed to the student's Bowdoin e-mail account. Payment for each semester is due thirty days from the billing date.

Payment may be made by the semester due date, by installment payment plan over the course of the semester, or by combining the two options. Payment plans may be arranged with Tuition Management Systems (TMS); Bowdoin does not operate its own in-house payment plan. Credit cards are not accepted in payment of college charges.

A LIBERAL EDUCATION AT BOWDOIN COLLEGE

William DeWitt Hyde's "The Offer of the College" (page 9) spelled out a vision of the aspirations of a liberal education appropriate to the early twentieth century. Many elements of it still have currency more than one hundred years later. At the beginning of the twenty-first century, a vastly changed College in a dramatically altered world provides a related but expanded offer—of intellectual challenge and personal growth in the context of an active and engaged learning community closely linked to the social and natural worlds.

A liberal education cultivates the mind and the imagination; encourages seeking after truth, meaning, and beauty; awakens an appreciation of past traditions and present challenges; fosters joy in learning and sharing that learning with others; supports taking the intellectual risks required to explore the unknown, test new ideas, and enter into constructive debate; and builds the foundation for making principled judgments. It hones the capacity for critical and open intellectual inquiry—the interest in asking questions, challenging assumptions, seeking answers, and reaching conclusions supported by logic and evidence. A liberal education rests fundamentally on the free exchange of ideas—on conversation and questioning—that thrives in classrooms, lecture halls, laboratories, studios, dining halls, playing fields, and residence halls. Ultimately, a liberal education promotes independent thinking, individual action, and social responsibility.

Since its opening in 1802, Bowdoin has understood the obligation to direct liberal education toward the common good. In the twenty-first century, that obligation is stronger than ever. The challenge of defining a "common good" and acting on it is highlighted, however, in an interconnected world of widely varied cultures, interests, resources, and power. To prepare students for this complexity, a liberal education must teach about differences across cultures and within societies. At the same time, it should help students understand and respect the values and implications of a shared natural world and human heritage. By doing so, a liberal education will challenge students to appreciate and contend with diversity and the conflicts inherent in differing experiences, perspectives, and values at the same time that they find ways to contribute to the common project of living together in the world.

Although a liberal education is not narrowly vocational, it provides the broadest grounding for finding a vocation by preparing students to be engaged, adaptable, independent, and capable citizens.

A student in a residential liberal arts college is removed from many of the immediate responsibilities of daily adult life, making the four years of education extraordinarily privileged ones. Such an education, however, must engage that world—both contemporary and historical, both local and global. This engagement comes through individual and group research, service learning, volunteer activities, summer internships, off-campus study, and more.

The success of a Bowdoin education is evident in the capacity of graduates to be informed and critically analytic readers of texts, evidence, and conclusions; to be able to construct a logical argument; to communicate in writing and speaking with clarity and self-confidence; to understand the nature of artistic creation and the character of critical aesthetic judgment; to have the capacity to use quantitative and graphical presentations of information critically and confidently; and to access, evaluate, and make effective use of information resources in varied forms and media. These fundamental capacities serve as crucial supports for a commitment to active intellectual inquiry—to taking independent and multifaceted approaches to solving complex problems; knowing how to ask important and fruitful questions and to pursue answers critically and effectively; sharing in the excitement of discovery and creativity; and being passionately committed to a subject of study. Graduates should thus have the ability to engage competing views critically, to make principled judgments that inform their practice, and to work effectively with others as informed citizens committed to constructing a just and sustainable world.

THE CURRICULUM

Bowdoin offers a course of study leading to the degree of bachelor of arts. Bowdoin students must design an education in the context of their own developing goals and aspirations and in relation to the College's vision of a liberal education, its distribution requirements, and the requirements of a major field of study. The College requires students to seek breadth in their education through a set of distribution and division requirements that stimulate students to navigate the curriculum in ways that encourage exploration and broaden students' capacities to view and interpret the world from a variety of perspectives.

To graduate, a student must also complete an approved major. The major program challenges students to develop a deeper understanding and self-assurance as independent and creative contributors to an area of study. Students choose a major, using the departmental or interdisciplinary approaches available at Bowdoin, as a way to engage a discipline in depth.

The College's curriculum introduces students to academic disciplines that bring conceptual and methodological traditions to bear in teaching disciplined inquiry, analysis, argument, and understanding. Throughout their four years, students build intellectual capabilities, self-confidence as independent thinkers and problem-solvers, and come to know the pleasures of discovering and developing proficiencies in new areas of knowledge. A liberal education founded in both breadth and depth teaches students how to continue learning as the world changes and demands new perspectives, knowledge, and skills.

Designing an education is an education in itself. The most fulfilling liberal arts education cannot be fully planned before the first day of class because such mapping would not permit the many new paths for exploration that students discover as they learn about unfamiliar fields, find exciting questions and ideas, and uncover unanticipated interests and talents. Nor can a challenging education emerge if a student selects courses one by one each semester; a liberal education is much more than the sum of thirty-two credits. Bowdoin College permits a wide set of choices to enable students to broaden their views of the world and of their own talents and interests, and to deepen their knowledge and capacities. Designing an education thus requires self-examination, careful thought, substantial flexibility, some intellectual daring, and the wise counsel of academic advisors.

A vital part of the educational experience takes place in the interaction between students and their academic advisors. Each student is assigned a pre-major academic advisor at the start of the first year. The pre-major academic advising system is intended to help students take full advantage of the first two years at Bowdoin and begin to plan the remaining years. It provides a framework within which a student can work with a faculty member to make informed academic decisions. Such a partnership is particularly important during the period of transition and adjustment that typically takes place during the first year in college. Academic advisors may make recommendations about courses, combinations of courses, or direct students toward other resources of the College. They may also play a role at moments of academic difficulty. The effectiveness of the system depends on the commitment of the student and the advisor. Students must declare their majors in the fourth semester of their college enrollment and afterwards are advised by members of their major departments.

ACADEMIC REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have:

Successfully passed thirty-two full-credit courses (or the equivalent);

Spent four semesters (successfully passed sixteen credits) in residence, at least two semesters of which have been during the junior and senior years;

Completed a first-year seminar; this should normally be completed by the end of the first semester and must be completed by the end of the second semester in college;

Completed at least one full-credit course (or the equivalent) in each of the following five distribution areas—mathematical, computational, or statistical reasoning; inquiry in the natural sciences; exploring social differences; international perspectives; and visual and performing arts; these should normally be completed by the end of the fourth semester in college;

Completed at least one full-credit course (or the equivalent) in each of the following three divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities (in addition to the required course in the visual and performing arts); and

Completed an approved major.

No student will ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

DISTRIBUTION REQUIREMENTS

Students must take at least one full-credit course (or the equivalent) for a letter grade (unless the course is only graded Credit/D/Fail, i.e., some courses in theater and dance and music) in each of the following five distribution areas:

Mathematical, Computational, or Statistical Reasoning (MCSR). These courses enable students to use mathematics and quantitative models and techniques to understand the world around them either by learning the general tools of mathematics and statistics or by applying them in a subject area.

Inquiry in the Natural Sciences (INS). These courses help students expand their understanding of the natural sciences through practices associated with questioning, measuring, modeling, and explaining the natural world.

Exploring Social Difference (ESD). These courses develop awareness and critical understanding of differences in human societies (such as class, environmental resources, ethnicity, gender, race, religion, and sexual orientation). ESD courses build the analytic skills to examine differences within a society and the ways they are reflected in and shaped by historical, cultural, social, political, economic, and other processes.

International Perspectives (IP). These courses assist students in developing a critical understanding of the world beyond the United States. IP courses provide students with the tools necessary to analyze non-US cultures, societies, and states (including indigenous societies and sovereign nations within the United States and its territories), either modern or historical.

Visual and Performing Arts (VPA). These courses help students expand their understanding of artistic expression and judgment through creation, performance, and analysis of artistic work in the areas of dance, film, music, theater, and visual art.

First-year seminars, independent study courses, and honors projects do not fulfill any of the five Distribution Requirements. Further, these requirements may not be met by Advanced Placement or International Baccalaureate credits, and may only be satisfied with courses taken at Bowdoin. These requirements should be completed by the end of the student's fourth semester in college. A course will be counted as meeting a Distribution Requirement if a student earns a grade of D or better; courses will only be counted if they are taken for a letter grade, though courses will count if they are required to be taken for a Credit/D/Fail grade. Students may not count the same course toward more than one Distribution Requirement.

Also note that the requirement of completing a first-year seminar will only be met if the seminar is taken for regular letter grades.

DIVISION REQUIREMENTS

Students must take at least one full-credit course (or the equivalent) from each of the following three divisions of the curriculum:

- *Natural Science and Mathematics*
- *Social and Behavioral Sciences*
- *Humanities*

Like the Distribution Requirements, Division Requirements may not be met by Advanced Placement or International Baccalaureate credits, and may only be satisfied with courses taken at Bowdoin. A course will be counted as meeting a Division Requirement if a student earns a grade of D or better; courses will only be counted if they are taken for a letter grade, though courses will count if they are required to be taken for a Credit/D/Fail grade. With one exception, students may count the same course to meet a division and a distribution requirement. The exception is a course that is designated to meet the humanities division requirement and the visual and performing arts distribution requirement; students may not count such a course to meet both requirements.

THE MAJOR PROGRAMS

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, two departmental majors (a double major), a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. The requirements for completing specific majors and minors in each department are presented in detail in the section beginning on page 40. Interdisciplinary majors are described beginning on page 82.

Students should have ample time to be exposed to a broad range of courses and experiences before focusing their educational interests and so do not declare their majors until the fourth semester of their college enrollment. Normally students are required to declare their majors before registering for courses for the junior year or applying to participate in junior- or senior-year off-campus study programs. Students declare their majors only after consultation with a major academic advisor(s). Since some departments have courses that must be passed or criteria that must be met before a student will be accepted as a major, students are encouraged to think well in advance about possible majors and to speak with faculty about their educational interests. Students may change their majors after consultation with the relevant departments, but they may not declare a new major after the first semester of the senior year. Special procedures exist for student-designed majors. These are described below.

Departmental and Program Majors

Departmental and program majors are offered in the following areas:

Africana Studies	German
Anthropology	Government and Legal Studies
Art History	Hispanic Studies
Asian Studies	History
Biochemistry	Latin American Studies
Biology	Mathematics
Chemistry	Music
Classical Archaeology	Neuroscience
Classical Studies	Philosophy
Classics	Physics
Computer Science	Psychology
Earth and Oceanographic Science	Religion
Economics	Romance Languages and Literatures
English	Russian
Francophone Studies	Sociology
Gender, Sexuality, and Women's Studies	Visual Arts

A student may choose to satisfy the requirements of one department or program (single major) or to satisfy all of the requirements set by two departments or programs (double major). A student who chooses a double major may drop one major at any time.

Coordinate Major

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. The coordinate majors are offered in education and environmental studies. For a specific description of these majors, see pages 66 and 72.

Interdisciplinary Major

Interdisciplinary majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme that integrates the two areas. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdisciplinary studies, several departments have specified standard requirements for interdisciplinary majors.

These are:

Art History and Archaeology	Eurasian and East European Studies
Art History and Visual Arts	Mathematics and Economics
Chemical Physics	Mathematics and Education
Computer Science and Mathematics	Physics and Education
English and Theater	

For complete descriptions of these interdisciplinary majors, see pages 82-88.

Student-Designed Major

Some students may wish to pursue a major program that does not fit the pattern of a departmental major, a coordinate major, or an interdisciplinary major. In such cases, a student may work with two faculty members to develop a major program that demonstrates significant strength in at least two departments. Such strength is to be shown in both the number and pattern of courses involved. A synthesizing project is required. Guidelines for the development of student-designed majors are available from the Office of the Registrar. Student-designed majors require the approval of the Curriculum Implementation Committee. Students must submit their proposals to the Curriculum Implementation Committee by December 1 of their sophomore year.

The Minor

Most departments and programs offer one or more minor programs consisting of no fewer than four courses and no more than seven courses, including all prerequisites. A minor program must be planned with and approved by both the student's major and minor departments no later than the end of the first semester of the senior year. A minor may be dropped at any time.

The following departments and programs offer a minor:

Africana Studies	Gender, Sexuality, and Women's Studies
Anthropology	German
Art (Art History or Visual Arts)	Government and Legal Studies
Asian Studies (Asian Studies, Chinese, or Japanese)	History
Biology	Latin American Studies
Chemistry	Mathematics
Cinema Studies*	Music
Classics (Archaeology, Classical Studies, Classics, Greek, or Latin)	Philosophy
Computer Science	Physics
Dance*	Psychology
Earth and Oceanographic Science	Religion
Economics (Economics or Economics and Finance)	Romance Languages and Literatures (Francophone Studies, Italian Studies, and Hispanic Studies)
Education	Russian
English	Sociology
Environmental Studies	Theater*

* *These departments and programs offer only a minor.*

ACADEMIC STANDARDS AND REGULATIONS

INFORMATION ABOUT COURSES

Course Credit

Bowdoin courses typically meet for three hours a week, with the anticipation that additional time may be spent in lab, discussion group, film viewings, or preparatory work. Most courses earn one credit each. Music and dance performance courses generally earn one-half credit each; the one exception is Advanced Individual Performance Studies in music, which earn one credit each.

Course Load

All students at Bowdoin are full-time students and, in order to make normal progress toward the degree, are expected to register for no fewer than four credits each semester. Students may not take fewer than three credits per semester without approval from the Recording Committee; first-year students may not take fewer than four credits per semester without the approval of both their academic advisor and the dean of first-year students. Students may not take more than five credits without approval from their academic advisor(s) and dean. Students may not take more than four credits while on academic probation without approval from the Recording Committee. Seniors may be required to take one course per semester in their major department, at the department's discretion.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits during any of their eight semesters at Bowdoin. A student may be granted a tuition reduction for taking fewer than three credits only if a ninth semester is required to complete the degree and they have previously been a full-time Bowdoin student for eight semesters. All such appeals should be made in writing to the dean of student affairs and the head of finance and administration.

Attendance and Examinations

Students are expected to attend the first meeting of any course in which they are registered. Students who do not attend the first meeting may be dropped from the course at the discretion of the instructor, but only if the course was officially full before the first day of the semester. Regular attendance at classes is expected and individual instructors may establish specific attendance expectations. At the beginning of each semester, instructors will make clear to students the attendance regulations of each course. If expectations are unclear, students should seek clarification from their instructors.

Attendance at examinations is mandatory. An absence from any examination, be it an hour examination or a final examination, may result in a grade of F. In the event of illness or other unavoidable cause of absence from examinations, instructors may require documentation of excuses from the Office of the Dean of Student Affairs after consultation with the Health Center or the Counseling Service. Students bear ultimate responsibility for arranging make-up or substitute coursework. In unusual cases (family and personal emergencies, illness, etc.), examinations may be rescheduled by agreement of the course instructor and a dean.

Final examinations of the College are held at the close of each semester and must be given according to the schedule determined each semester by the Office of the Registrar. Extra classes may only be scheduled during Reading Period with permission from the dean for academic affairs. All testing activity is prohibited during Reading Period including, but not limited to, take-home exams, final exams, and hour exams. All academic work, except for final examinations, final papers, final lab reports, and final projects, is due on or before the last day of classes; although instructors may set earlier deadlines, they may not set later deadlines. All final academic work, including final examinations, final papers, final lab reports, and final projects, is due at or before 5:00 p.m. on the last day of the final examination period; although instructors may set earlier deadlines, they may not set later deadlines. In all cases, students should consult their course syllabi for specific deadlines for specific courses. The deadline for submitting final, approved honors projects for the Library is determined by the College.

Athletics and other extracurricular activities do not exempt students from the normal policies governing attendance at classes and examinations. When conflicts arise, students should immediately discuss possible alternatives with course instructors. At times, however, students may find themselves having to make serious choices about educational priorities.

A student with three hour examinations in one day or three final examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor. Other changes may be made for emergencies or for educational desirability, but only with the approval of the Office of the Dean of Student Affairs.

Also, no student is required to take an examination or fulfill other scheduled course requirements on recognized major religious holidays and Martin Luther King Jr. Day. The College encourages instructors to avoid scheduling examinations on the following holidays:

2016:

Rosh Hashanah*	October 2–4
Yom Kippur*	October 11–12

2017:

First Day of Passover	April 10
Good Friday	April 14
Easter	April 16

** Holidays begin at sunset on the earlier date shown.*

Course Registration and Course Changes

Students register for courses each semester by obtaining their academic advisor's approval of their course requests and submitting them by the deadline specified by the Office of the Registrar. Since most courses have maximum and minimum registration limits as well as registration priorities, students cannot assume they will be registered for their top-choice courses. Consequently, students should participate in all available "rounds" of registration to have their alternate course choices considered and to make adjustments to their schedules.

Registration for continuing students occurs at the end of the prior semester, generally about six weeks before final examinations. Registration for new students occurs during orientation. Students who are studying away are strongly encouraged to register at the same time as students who are on campus; the Office of the Registrar provides registration instructions and information at bowdoin.edu/registrar and sends registration instructions to students at their

Bowdoin e-mail addresses. Registration in courses is complete only when students submit the Enrollment Form, which must be submitted by the end of the first week of classes. This form verifies that a student is on campus and attending classes. A student who does not submit the Enrollment Form may be removed from all classes and barred from using many of the services of the College, including, but not limited to, dining services, library services, and fitness services. Enrollment Forms submitted late are subject to a \$50 fine. Any student who registers initially for courses after the first week of classes must pay a \$50 late fee.

Students may adjust their course schedules by participating in the course add/drop process. Instructions for this process are provided by the Office of the Registrar. An instructor will allow a student to add a course if the following two conditions have been met: (1) the student has the necessary qualifications, including but not limited to the course prerequisites; (2) the student and instructor have agreed on how missed class material and assignments will be managed. An instructor may choose to override the class enrollment limit and allow additional students to register. Normally, no course may be added after the second week of classes. Students may drop courses without permission during the first two weeks of the semester. Students in their first semester at Bowdoin may drop in the third through the sixth weeks with the permission of their dean and advisor. Students in their second semester or later may drop a total of two courses in their Bowdoin career during weeks three through six of a semester with the permission of their academic advisor. This is a serious decision that can impact the completion of a student's education and should only be made in extenuating circumstances. If a student has previously dropped two courses after the second week of the semester in their second semester or beyond, the student will need to petition the Recording Committee for subsequent requests to drop a course during that period. At no time may a student drop below three courses during any semester without permission from the Recording Committee. Any student who wants to add a course after the two-week deadline must also petition the Recording Committee. Generally petitions are only approved if the student can show extreme personal or medical reasons for the lateness of the change. Any course dropped between the first and end of the sixth week of the semester will not appear on a student's transcript; anything dropped by the Recording Committee will appear on the transcript with a grade of W (for withdrew). In order to add a course late, a student must have been attending the course from the very beginning of the semester. Documentation may be required. Course changes approved by the Recording Committee will require payment of a \$50 late fee per change, unless the change is made for reasons outside the control of the student.

Students will not receive a grade for a course unless they have completed all steps to register for or add the course. Also, students will receive a failing grade for a course they stop attending unless all steps to drop the course have been completed before the deadline. Students are expected to monitor their records in Polaris (polaris.bowdoin.edu), the College's student information system; this includes monitoring the courses for which they are registered. Students bear ultimate responsibility for completing the processes that provide the College with an accurate record of their course schedule.

Independent Study

With approval of a project director, a student may elect a course of independent study for which regular course credit will be given. A department will ordinarily approve one or two semesters of independent study. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases that have the support of the department, credit may be extended for additional semester courses beyond two.

There are normally two levels of independent study and each should be registered for using a paper registration form under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered 2970–2998. An independent study that will culminate in substantial and original research or in a fine arts, music, or creative writing project; shall be numbered 4000–4028. If a student, in consultation with a department, intends to pursue honors, the student can register for an appropriate honors project course number, 4050–4079. If a department determines that a project does not meet the standards for honors, the course number(s) for one or two semesters of independent study will be changed to 4000–4028. Collaborative studies allow students to work in small groups guided by a member of the faculty. Intermediate collaborative studies are numbered 2999; advanced collaborative studies are numbered 4029. Independent and collaborative studies may not be taken on a Credit/D/Fail basis.

In independent study and honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular letter grade. An S grade must be converted to a regular letter grade by the end of the subsequent term. All independent study grades must be regular letter grades by the end of the project's final semester.

Course Grades

Course grades are defined as follows:

- A, the student has mastered the material of the course and has demonstrated exceptional critical skills and originality;
- B, the student has demonstrated a thorough and above average understanding of the material of the course;
- C, the student has demonstrated a thorough and satisfactory understanding of the material of the course;
- D, the student has demonstrated a marginally satisfactory understanding of the basic material of the course (only a limited number of D grades may be counted toward the requirements for graduation);
- F, the student has not demonstrated a satisfactory understanding of the basic material of the course.
- Plus (+) or minus (–) modifiers may be added to B and C grades; only the minus (–) modifier may be added to the A grade.

Faculty report grades to the Office of the Registrar at the close of the semester. Each student in each course must be given a grade by the grade submission deadline as established by the registrar. Grade reports are available to students in Polaris shortly after the grade submission deadline.

Once reported, no grade is changed (with the exception of clerical errors) without the approval of the Recording Committee. Recorded grades cannot be changed on the basis of additional student work without prior approval of the Recording Committee. If students are dissatisfied with a grade received in a course, they should discuss the problem with the instructor. If the problem cannot be resolved in this manner, the student should consult with the chair of the department and, if necessary, with an associate dean in the Office of the Dean for Academic Affairs who will consult with the department as needed. The student may request a final review of the grade by the Recording Committee.

Most departments will not accept as prerequisites, or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit will be given for successful completion of a given course. For grades recorded prior to Fall 2013, only the first grade earned in a repeated course is counted in a student's GPA; beginning with grades recorded for Fall 2013, all grades earned in repeated courses are counted in a student's GPA.

Credit/D/Fail Option

A student may choose to take a limited number of courses with the Credit/D/Fail grading option as opposed to earning regular letter grades. A course may be changed from letter grades to Credit/D/Fail or vice versa up until the end of the sixth week of classes using the process established by the Office of the Registrar. When a student chooses the Credit/D/Fail grading option, a grade of CR (credit) is given if the student produces work at a level of C- or above, a grade of D is given if the student produces work at a D level, and a grade of F is given otherwise.

In any given semester, a student must be registered for a minimum of 4.0 total credits to elect the Credit/D/Fail grading option for a course. A student who has 5.0 or more credits in their semester course load may elect to take an additional course on a Credit/D/Fail basis. A student may elect the Credit/D/Fail grading option for up to four courses within the 32 credits required for graduation; courses in excess of the 32 credits required may be taken Credit/D/Fail beginning with the semester following the one in which the 32 credits are completed and as long as the semester course load totals 4.0 credits or more. No more than two courses per semester can be taken Credit/D/Fail after the required 32 credits are earned. Courses that are only graded Credit/D/Fail (music ensemble and dance and theater performance courses, as examples) are not counted within these restrictions.

Most departments and programs require that all courses taken to satisfy requirements for the major or minor be taken for regular letter grades. Courses taken to satisfy the College's first-year seminar requirement must be graded with regular letter grades, and courses satisfying distribution and division requirements must also be taken for regular letter grades (unless CR, D, and F are the only grades given for the course). An independent study, collaborative study, or honors project must be graded with regular letter grades.

A grade of CR (credit) will not count toward a student's GPA. A grade of D or F received on the Credit/D/Fail grading scale will count toward a student's GPA, and it will count toward academic standing (probation, suspension, and dismissal).

Incompletes

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the dean of student affairs and the instructor, a grade of INC (Incomplete) may be recorded.

An Incomplete represents a formal agreement among the instructor, a dean, and the student for the submission of unfinished coursework under prescribed conditions. Students must initiate their request for an Incomplete on or before the final day of classes by contacting a dean. If the Incomplete Agreement Form has not been approved and received in the Office of the Registrar by the grade submission deadline and no other grade has been assigned, a grade of F will be recorded. If the Incomplete Agreement Form has been approved and signed by all

necessary individuals, a date is set by which time all unfinished work must be submitted. In all cases, students are expected to finish outstanding coursework in a period of time roughly equivalent to the period of distraction from their academic commitments. In no case will this period of time extend beyond the end of the second week of classes of the following semester. The instructor should submit a final grade within two weeks of this date. If the agreed-upon work is not completed within the specified time limit, the Office of the Registrar will change the Incomplete to Fail or ask the instructor to give a grade based on work already completed. Extensions must be approved by the dean of student affairs. Any exceptions to these rules may require approval of the Recording Committee.

Comment and Failure Cards

Faculty communicate the progress of students in their classes periodically through Comment Cards. These written observations alert students, academic advisors, and the deans in the Office of Student Affairs to potential problems confronting students. They can also be used by faculty to highlight improvement or successes. Students should view Comment Cards as academic progress reports providing warnings or highlighting achievements. When a Comment Card provides a warning, the student should immediately seek out their instructor to discuss strategies for improvement. Academic advisors and deans can also be very helpful in developing strategies for improvement and identifying existing support services and resources, but it is the student's responsibility to seek out each of these people. Not all course instructors utilize Comment Cards so students should not rely on this form of communication as their only source of feedback regarding their progress or standing in a course.

At the end of each semester, instructors issue Failure Cards to students who fail courses. These notations provide precise reasons for a student's failing grades. Students and academic advisors generally find these comments instructive as they plan future coursework.

Transcripts

The Office of the Registrar will furnish official transcripts upon receipt of a request through the National Student Clearinghouse that includes the student's signature. There is no charge for transcripts unless it is requested that materials be sent by an overnight delivery service.

Statement of Student Responsibility

The College's *Academic Handbook: Policies and Procedures* is available online to every Bowdoin student at bowdoin.edu/academic-handbook. Also, students have access to their academic records on Polaris, the College's student information system. In all cases, the student bears ultimate responsibility for reading and following the academic policies and regulations of the College and for notifying the Office of the Registrar of any problems in their records.

THE AWARD OF HONORS

General Honors

General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of sixteen credits required for the computation. To compute the average, an A is assigned four points; a B, three points; a C, two points; a D, one point; and an F, zero points. Plus (+) or minus (-) modifiers add or subtract three-tenths of a point (0.3). Half-credit courses are weighted as one-half course. Credit grades (CR) are omitted from the computation, but a D or F grade received in a course taken on a Credit/D/Fail basis does count. In the case of a course taken at Bowdoin one or more times prior to Fall 2013, only the first grade is included; beginning with grades recorded for Fall 2013, all grades earned in repeated courses are included. The resulting grade point average (GPA) is not rounded. A degree *summa cum laude* is awarded to the top 2 percent of the graduating class as calculated by GPA; a degree *magna cum laude* is awarded to the top 8 percent of the graduating class as calculated by GPA; and a degree *cum laude* is awarded to the top 20 percent of the graduating class as calculated by GPA.

Departmental Honors: The Honors Project

The degree with a level of honors in a major subject is awarded to students who have distinguished themselves in coursework in the subject and in an honors project. The award is made by the faculty upon recommendation of the department or program.

The honors project offers seniors the opportunity to engage in original work under the supervision of a faculty member in their major department or program. It allows qualified seniors to build a bridge from their coursework to advanced scholarship in their field of study through original, substantial, and sustained independent research. The honors project can be the culmination of a student's academic experience at Bowdoin and offers an unparalleled chance for intellectual and personal development.

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic performance, or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. Students must complete an honors project to be eligible for departmental or program honors. If a student, in consultation with a department, intends to pursue honors, the student will register for an appropriate honors project course number, 4050–4079. All written work accepted as fulfilling the requirements for departmental honors is to be deposited in the College Library. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters and the course number will be changed to 4000–4028.

Sarah and James Bowdoin Scholars (Dean's List)

Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the top 20 percent of students, as calculated by grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded with regular letter grades and seven credits of which were graded with regular letter grades or non-elective Credit/D/Fail grades. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be graded Credit/D/Fail, but only one credit may be for a course(s) the student elected to take with the Credit/D/Fail grading option. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 27.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who has earned a GPA of 4.00.

Students who receive College honors have their names sent to their hometown newspaper by the Office of Communications. Students not wishing to have their names published should notify the Office of Communications directly.

DEFICIENCY IN SCHOLARSHIP

Students are expected to make normal progress toward the degree, defined as passing the equivalent of four full-credit courses each semester. Students not making normal progress may be asked to make up deficient credits in approved courses at another accredited institution of higher education. In addition, students are expected to meet the College's standards of academic performance. The Recording Committee meets twice each year to review the academic records of students who are not meeting these standards. Students are placed on probation or suspension according to the criteria below; students on probation or suspension are not considered to be in good academic standing. In cases of repeated poor performance, a student may be dismissed from the College. In cases when a student's academic standing changes, copies of correspondence with the student that outline the student's academic standing are sent to the student's parents or guardian.

Academic Probation

Students are placed on academic probation for one semester if they:

- Receive one F or two Ds in any semester; or
- Receive one D while on academic probation; or
- Receive during their tenure at Bowdoin a total of four or five Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

Note: Under some circumstances, a student may qualify for academic suspension. See Academic Suspension on page 29.

Also, students are placed on academic probation for one semester upon returning from academic suspension. Students on academic probation will be assigned to work closely with their academic advisor and a person from the Office of the Dean of Student Affairs. Students are required to enroll in four full-credit courses graded with regular letter grades while on academic probation. Students on academic probation normally are not eligible to study away.

Academic Suspension

Students are placed on academic suspension if they:

- Receive two Fs, one F and two Ds, or four Ds in any semester; or
- Receive one F or two Ds while on academic probation; or
- Receive during their tenure at Bowdoin a total of six Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

A student on suspension for academic deficiency normally is suspended for one year and may be asked to complete coursework at another accredited four-year institution before being readmitted. Students are expected to earn grades of C- or better in these courses. Other conditions for readmission are set by the Recording Committee and stated in writing at the time of suspension. A suspended student must submit a letter requesting readmission. The Readmission Committee meets to consider these requests. A student who is readmitted is eligible for financial aid, according to demonstrated need, as long as the student adheres to the relevant financial aid deadlines. Once the student is readmitted, the Office of the Registrar will send course and registration information to the student's Bowdoin e-mail address unless an alternative e-mail address has been provided. Students are ineligible for housing until after they have been readmitted, and there is no guarantee that College housing will be available at that time. While suspended, students are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are unable to participate in Bowdoin College athletic programs until they have been readmitted. Students are permitted to submit an application for Off-Campus Study (normal deadlines apply); however they are not eligible to apply for resident assistant (RA), proctor, or house resident positions until readmitted.

Dismissal

Students will be subject to dismissal if they:

- Incur a second academic suspension; or
- Receive during their tenure at Bowdoin a total of seven or eight Ds (or some combination of Fs and Ds where one F is equivalent to two Ds), after having previously been placed on academic suspension; or
- Receive during their tenure at Bowdoin a total of nine Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

OTHER ACADEMIC REGULATIONS

Leave of Absence

Students may, with the approval of a dean and in consultation with their academic advisor, interrupt their Bowdoin education and take a leave of absence to pursue nonacademic interests for one or two semesters. The conditions governing a leave of absence are as follows:

- Students must be in good academic and social standing at the end of the semester immediately prior to the start of the leave.
- Leaves typically begin at the start of a regular semester and may not extend beyond two terms. Exceptions may be granted by the dean of student affairs.
- Leave extensions, terminations, or cancellations must have the approval of a dean.

- Students on leave are not considered enrolled at Bowdoin and are expected to leave the College community. Exceptions may be granted by the dean of student affairs.
- Students on leave may not transfer academic credit to Bowdoin for coursework taken while on leave.

Students on leave of absence will be able to participate in course registration for the semester in which they are expected to return. Course registration instructions will be sent to the student's Bowdoin e-mail address. Students will be able to participate in the selection of housing via a proxy process and are free to visit campus without the dean's permission. While on leave, students are unable to compete in Bowdoin College athletic programs until after the last day of exams prior to the semester that they are scheduled to return. Students are permitted to submit applications for Off-Campus Study and for resident assistant (RA), proctor, or house resident positions, and normal deadlines apply. Students are expected to return at the conclusion of their leave. Readmission is unnecessary, and individuals retain financial aid eligibility if they adhere to College deadlines.

If a student intends to withdraw from the College, they should complete the Intent to Withdraw form, reference the Withdrawal Checklist and any other associated paperwork, and return it to the Office of the Dean of Student Affairs.

Medical/Personal Leave of Absence

In unusual circumstances, the dean of student affairs or their designee may, upon careful consideration of the welfare of the individual student and the College community, place a student on leave of absence from the College. This policy outlines the circumstances of such leaves as well as various procedures and conditions, including readmission criteria and processes and implications for the student in terms of academic, financial, insurance, and housing matters.

Voluntary Medical Leave: A student is encouraged to request a voluntary medical leave in the event that the student believes that physical and/or mental health concerns are significantly interfering with the ability to succeed at Bowdoin and/or that the demands of college life are interfering with recovery or safety. A student who, in consultation with either the director of the Health Center or director of the Counseling Service, determines that the student needs to request a voluntary medical leave should contact their dean to discuss the terms of the leave as decided by the College. If possible, students intending to go on a medical leave from the College should complete the Intent to Withdraw form, reference the Withdrawal Checklist and any other associated paperwork, and return it to the Office of the Dean of Student Affairs.

Involuntary Medical Leave: In unusual circumstances, the senior associate dean of student affairs or their designee, in consultation with Health Center and/or counseling professionals, may determine that a student needs to be placed on involuntary medical leave. In the event such a determination is made, the College will immediately convey that determination in writing to the student. The determination will be based upon an individualized and objective assessment of the student's ability to safely participate in the College's programs and will examine whether the student presents a direct threat of substantial harm to that student or other members of the College community. The assessment will determine the nature, duration, and severity of the risk; the probability that the potentially threatening injury will actually occur; and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk. In addition, a student who is not attending class or making satisfactory academic progress may be placed on an involuntary medical or personal leave at the dean's discretion.

Return from Hospitalization: A student who is hospitalized as a result of a physical or mental health issue may wish to take a medical leave from Bowdoin to recover. If so, the student should follow the voluntary medical leave process set forth herein. In the event the student no longer requires a hospital setting and does not wish to take a medical leave, that student must be evaluated by Bowdoin for readiness to return to campus before the student can return. Note that, in some situations, the hospital may determine that the student can be discharged; however, a separate administrative decision is to be made by Bowdoin with respect to whether or not that student can return to campus. It may be determined, upon such an individualized evaluation, that the student has recovered such that the student no longer requires a hospital setting but may still need more support than the student can receive in a residential college setting. In such situations, a required withdrawal from Bowdoin for medical reasons may be considered to allow for a more extended period of recuperation. In that situation, the involuntary medical leave process shall be followed as set forth herein.

Parental Notification: The College reserves the right to notify a parent or guardian of their student's status if circumstances warrant and if it is believed to be in the best interest of the student and the College community without limitations to state and federal privacy laws.

Appeal Procedure for Involuntary Medical Leave: If a student believes that a decision for an involuntary medical leave made by the College is unreasonable or that the procedures and/or information relied upon in making the decision were wrong or unfair, the student may appeal the decision. The appeal must be made in writing to the dean of student affairs. Appeals should clearly state the specific unreasonable, wrong, and/or unfair facts and should present relevant information to support the statements. Once notified of the involuntary medical leave, the student has five (5) business days to submit their appeal. The student may not remain on campus during the appeal period. If no timely appeal is submitted, the decision about the involuntary medical leave is final. The dean or their designee will respond in writing to the student's written appeal within five (5) business days. The response will provide a conclusion as to whether or not the involuntary medical leave is appropriate upon a thorough review of the relevant facts and information. The dean may request an assessment by an outside medical provider at the student's expense, unless the student demonstrates an inability to afford such an assessment, in which case an alternative payment arrangement shall be made upon mutual discussion by the College and the student.

Readmission Criteria and Procedures: A student who has been placed on medical or personal leave, whether voluntary or involuntary, must complete the following readmission procedures before the student is allowed to return to Bowdoin College:

The student must send a letter to the Readmission Committee, to the attention of the senior associate dean of student affairs, requesting formal readmission to the College. The student must send to the Readmission Committee a report from the student's physician and/or mental health provider; the report will include discussion of the student's current health status, course of treatment undergone during the leave, as well as any specific recommendations for the student and the College with respect to the student's successful return to Bowdoin. The report will address the following: (a) the student's readiness to return to the academic and co-curricular demands of college life; (b) the student's readiness to live on campus; (c) the student's ongoing treatment needs; (d) the student's readiness to return to competitive sports, if the student is a collegiate athlete; and (e) any other suggestions that the health care provider deems appropriate.

The student's physician and/or mental health provider must be a licensed physician if the evaluation is regarding medical concerns and must be a licensed mental health provider if

evaluating mental health concerns. Further, all providers must be unrelated to the student and must have a specialty and credentials appropriate for the condition(s) of concern. The student is responsible for any cost associated with the physician or mental health provider's evaluation.

The Readmission Committee will review the information provided by the student and evaluate the appropriateness of the student's return. The committee may request further information from the student's medical or mental health providers. In order to provide for such requests, the student will be asked to sign and return a release form so that those individuals at the College who are involved in evaluating the student's return can have access to the student's outside health care providers and have the ability to openly discuss relevant aspects of the student's condition. In addition, the director of the Health Center and/or the director of the Counseling Service may also choose to meet with the student as part of the evaluation.

Once the Readmission Committee has reached a decision, the student will be notified by his or her dean. The decision of the committee is final.

In the event that the student is permitted to return to Bowdoin, the student will speak with their dean before returning in order to discuss the terms of the student's readmission including, if appropriate, a discussion of a continuing treatment plan for the student. If such a plan is established, and if the student does not follow the established plan, the College will have the right to revoke its decision to readmit the student and will have the right to require the student to resume their medical leave immediately.

Additional Considerations: Academic Implications

Students should refer to the Withdrawal Checklist, available from the Office of the Dean of Student Affairs, to receive further guidance on the implications of withdrawing from the College.

Enrollment Status: While on medical leave, a student is not an enrolled student at Bowdoin College. The medical leave status will continue until the student is prepared to return to the College and is readmitted by the Readmission Committee.

Taking Courses at Other Institutions: The College discourages students on medical leave from transferring course credit to Bowdoin. The Office of the Dean of Student Affairs may allow a limited course load (one or two courses pre-approved by the College) with the support, in writing, of the student's health care provider. All requests for such course approval must be made in writing to the senior associate dean of student affairs. Requests for transferring course credit for more than two courses are seldom granted and require prior approval of the Recording Committee.

Off-Campus Study Applications: Students on medical leave are permitted to submit applications for Off-Campus Study, but must comply with the deadlines for those programs. Questions should be directed to the Office of International Programs and Off-Campus Study.

Course Registration: Once the student on medical leave has been readmitted to the College, the student will be able to participate in course registration. Course registration instructions will be sent to the student's Bowdoin e-mail address. It is strongly advised that the student consult with their course instructors, advisor, and dean when choosing courses following a medical leave.

Educational Record Reflection: The student's transcript will not reflect their medical leave. In the event a medical leave occurs after the second week of the semester, courses for that semester will be listed on the transcript with grades of W (Withdrew). A copy of the student's medical leave approval letter will be placed in the student's file in the Office of Dean of Student Affairs.

The handling of the student's educational record is governed by the Family Education Rights and Privacy Act (FERPA). For more information about FERPA and a student's rights under the law, consult the *Student Handbook* online.

Financial Implications

Financial Aid Eligibility: Any student not in attendance for one or more terms, for voluntary or involuntary reasons, should be aware that their withdrawal from the College may affect any financial aid they are receiving and/or any federal loans borrowed while enrolled. The student is advised to 1) ensure that all aid forms and required documents have been submitted prior to leaving the College, 2) review any loan obligations that may come due during the leave, and 3) understand the deadlines and form requirements for aid application for return to the College.

Tuition and Fee Refunds: Tuition and fee refunds for medical leaves taken during the course of a semester are made in accordance with the College's Refunds Policy. For more information, consult the Refunds section on page 12.

Tuition Insurance: Tuition insurance is available, but it must be purchased prior to the start of the semester. Questions should be directed to the College bursar.

Insurance Implications

Student Health Insurance: If the student is currently enrolled in the Bowdoin Student Accident and Sickness Insurance Plan, coverage will continue as specified by the policy. If the student waived Bowdoin's plan, the student should consult their comparable plan for any exclusions or limitations. Questions should be directed to the student health insurance coordinator.

Housing Implications

On a case-by-case basis, the College, in consultation with the student's health care providers, may determine that the returning student should not live on campus but is capable of attending classes. In addition, College housing may not be available to the student upon their return, due to space limitations. Once the student has been readmitted, the student can discuss availability and options with the Office of Residential Life. In the event that College housing is not available, the student may choose to live in housing in the local area. The Office of Residential Life maintains information on local area rental listings. Questions should be directed to the Office of Residential Life.

Presence on Campus: While a student is on medical leave, whether voluntary or involuntary, the student will not be permitted to visit campus without prior written permission of the dean of student affairs. Permission will be granted for certain pre-approved educational or health treatment purposes only.

Transfer of Credit from Other Institutions

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. It is normally expected that all of a student's coursework after matriculation will be completed either at Bowdoin or in an approved semester- or year-long off-campus study program. (More information about such programs can be found in the section on Off-Campus Study on page 39.)

Apart from taking courses at Bowdoin or in approved off-campus study programs, the College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the

work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

A student may transfer a cumulative total of no more than four credits from study in summer school programs from four-year accredited colleges/universities. The College does not regularly grant credit for work completed through two-year institutions, domestic for-profit institutions, correspondence courses, bridge programs, or abbreviated winter terms (“Jan Plans”) or their equivalent at other times of the year, or programs such as HBX CORE. The College does not grant credit for professional or vocational study at other institutions. Beginning with courses taken in the Summer 2014 term forward, students may apply for transfer credit approval for online or hybrid courses. Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students must apply to the Office of the Registrar for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit requires the approval of the appropriate Bowdoin department chair; in order to make this determination the department chair will need to see a course description and/or syllabus for each course. In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed. The College may decline to grant credit if the course or the student’s work in the course does not satisfy Bowdoin academic standards. Credit is not awarded for courses in which the student has earned a grade below C- or for courses not graded with regular letter grades. Students are responsible for ensuring these regulations are met.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received from the other institution. It is the student’s responsibility to ensure that the official transcript is sent directly to the Office of the Registrar, and the transcript must arrive in a sealed envelope. Normally the transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be transferred if a longer time period has elapsed.

Transcripts of credit earned at other institutions that have been presented to Bowdoin College for admission or transfer of credit become part of the student’s permanent record, but are not issued, reissued, or copied for distribution. Course titles and grades for courses that were transferred from other institutions are not recorded on the Bowdoin transcript; credit only is listed.

Students should be aware that credits earned elsewhere may not transfer on a one-to-one basis; some courses may be accorded less than a full Bowdoin credit. Students are advised to consult with the Office of the Registrar in advance to learn the basis on which transfer credit will be determined. For comparison purposes, students should know that one Bowdoin course is generally understood to be equal to four semester-hours or six quarter-hours.

Pre-Matriculation Credit: Students may have the opportunity to enroll in college-level coursework prior to matriculating at Bowdoin. Bowdoin College will consider granting credit for pre-matriculation coursework, providing the following criteria have been met: (1) the coursework must have been completed on a college campus at an accredited four-year college/university in courses taught by college faculty, (2) the coursework must have been completed in a class with matriculated college students, (3) the courses may not have been used to satisfy any high-school graduation requirements, and (4) the coursework must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts. Bowdoin also recognizes Advanced Placement, International Baccalaureate,

and other international exams and may grant credit toward graduation requirements for them. Students should refer to the Advanced Placement and International Baccalaureate rules in effect at the time of their matriculation. Students may receive a maximum of four pre-matriculation credits toward the Bowdoin degree from approved exams or other approved college/university courses.

Graduation

Students submit to the Office of the Registrar the Notice of Intent to Graduate by November 1 of the academic year in which they will graduate. This required form is considered the official application for graduation. Submission of this form begins the final degree audit process and ensures that students receive all notices related to Commencement. Students will generally receive written notice by May 1 that they have been given preliminary clearance to graduate. Final clearance is determined after all academic work has been completed and final grades for the spring semester have been recorded.

Students may take part in only one Commencement, and they are normally expected to complete all degree requirements before they participate in graduation exercises. Students with two or fewer credits remaining and who can expect to complete all requirements by the end of the following August may be allowed to participate in Commencement but will not receive a diploma. In such cases, the degree will actually be conferred at the May Commencement following the completion of all requirements, and the diploma will be mailed to the student at that time. Speakers at Commencement and other students playing visible leadership roles in the ceremony must have completed all requirements for graduation.

Resignation

Students may resign from Bowdoin at any time. Resignation permanently terminates the student's official relationship with the College. If a student were to wish at some future date to return to Bowdoin, the student would need to reapply to the College through the regular admissions process as a transfer student. Applicants for readmission are reviewed on a case-by-case basis and should contact the transfer coordinator in the Office of Admissions for further information. Given the permanency of resignation, students are encouraged to discuss their plans thoroughly with advisors, parents, and a dean. In instances where students have been away from the College for multiple semesters, they may be administratively resigned.

A decision to resign should be submitted in writing using the Intent to Withdraw form. Students should also reference the Withdrawal Checklist and any other associated paperwork. Forms are available in the Office of the Dean of Student Affairs.

Students should consult the Expenses section of this publication for information about tuition and room and board refunds.

The Recording Committee and Student Petitions

The Recording Committee is a standing committee of the College whose purpose is to address matters pertaining to the academic standing of individual students and to consider exceptions to the policies and procedures governing academic life. The committee meets regularly to consider individual student petitions and meets at the end of each semester to review the records of students who are subject to probation, suspension, or dismissal. Decisions of the committee are final.

Students who are seeking exceptions to academic regulations or curricular requirements must petition the Recording Committee. Petition forms may be obtained from the Office of the

Dean of Student Affairs. All petitions require the signature of a dean, and, depending on the nature of the request, some may require supporting documentation from a faculty member, doctor, or counselor. Students are notified of the outcome of their petitions by the secretary of the Recording Committee.

The Readmission Committee

The Readmission Committee is chaired by the senior associate dean of student affairs and comprises the senior, associate, and assistant deans of student affairs; director of student aid; director of residential life; director of the counseling service; director of the health center; director of the Baldwin Program for Academic Development; and a representative from the Office of Admissions. The Committee meets twice a year, in June and December, to consider the petitions of students who are seeking to return from academic suspension, disciplinary suspension, and/or medical leave. Letters requesting readmission and supporting materials should be directed to the Office of the Dean of Student Affairs. Students on academic suspension, disciplinary suspension, and/or medical leave are not normally eligible to register for classes or make housing arrangements until they have been readmitted. Students seeking readmission are notified of the outcome of their petitions by the Office of the Dean of Student Affairs.

SPECIAL AREAS OF STUDY

Arabic

Students interested in Arabic should contact Russell Hopley, lecturer in Arabic, or Lynn Brettler, academic department coordinator.

Arctic Studies

A concentration in Arctic studies, offered through a variety of departments including the Department of Sociology and Anthropology, the Department of Earth and Oceanographic Science, the Environmental Studies Program, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore artistic, cultural, social, political, and environmental issues involving Arctic lands, seas, and communities. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program involving course work and field work at Bowdoin, in study abroad programs, and in the North. Work-study and internship opportunities at the Arctic Museum complement the academic program.

Coastal Studies

The College offers expertise in the marine sciences primarily through the biology, earth and oceanographic science, and environmental studies departments and programs and two unique field sites: the Coastal Studies Center located on Orr's Island in Harpswell, Maine, and the more remote Kent Island Scientific Station located in Canada's Bay of Fundy. The College offers the Bowdoin Marine Science Semester (BMSS), an immersion experience in marine field work, lab work, and independent research open to sophomores, juniors, and seniors from Bowdoin and other colleges who are interested in marine science. Students take four courses sequentially in three-to-four-week modules taught at the Coastal Studies Center, while residing on Bowdoin's main campus. Other courses during regular semesters also take advantage of the temperate and subarctic environments of coastal Maine and the Canadian Maritime provinces; contact department coordinators for details. Summer research fellowships in coastal

and marine studies are also available annually. Interested students should speak with David B. Carlon, associate professor of biology and director of the Bowdoin College Coastal Studies Center, or Rosemary Armstrong, coastal studies program coordinator.

Digital and Computational Studies

Digital and Computational Studies (DCS) is a curricular initiative premised on the recognition that the power of computation is fundamentally changing the world. Students in DCS courses, using digital and computational tools, explore methods in problem solving and creative expression across the curriculum while appreciating the historical and ethical implications of using these tools. DCS currently offers introductory courses that engage with topics such as the disruptive role of computation and digital information across disciplines, the basic elements of programming, the complex nature of data, computational thinking, and the power and privileges associated with the pervasiveness of digital culture in everyday lives. DCS courses at the advanced level are cross-listed with a variety of departments where the basic critical approaches of DCS are applied within particular disciplines. DCS is coordinated by Professors Crystal Hall and Eric L. Chown (co-chairs) and supported by faculty appointed in DCS (Professor Mohammad T. Irfan and Fellow Michael Kowal) as well as other faculty members in a variety of disciplines who teach DCS courses.

Engineering Dual-Degree Options

Bowdoin College arranges shared studies programs with the University of Maine College of Engineering (open only to Maine residents), the School of Engineering and Applied Science of Columbia University, the California Institute of Technology (Caltech), and the Thayer School of Engineering at Dartmouth College.

Columbia and the University of Maine allow qualified Bowdoin students to transfer into the third year of their engineering programs after three years at Bowdoin (three years at Bowdoin and two years at the other institution, called a 3-2 option). Columbia also offers a 4-2 option, which may be of interest to some students.

Caltech invites highly qualified students to apply to their 3-2 Program. Determination of acceptance is decided by the Caltech Upperclass Admissions Committee for students to transfer upon completion of their junior year.

Dartmouth offers a number of options, including taking the junior year at the Dartmouth's Thayer School of Engineering, senior year at Bowdoin, and a fifth year of engineering at Dartmouth.

The student successfully completing the Columbia, Maine, or Caltech program earns a bachelor of science degree from the engineering school and a bachelor of arts degree from Bowdoin, both conferred at the end of their fifth year. For the Dartmouth program, the engineering courses are used as transfer credits to complete the Bowdoin degree, conferred after the fourth year. The Dartmouth engineering degree is conferred upon successful completion of a fifth year in engineering at Dartmouth.

Once a student decides to pursue a dual degree, the student must receive departmental permission and then meet with the associate registrar and submit a declaration of intent to pursue this program to the Office of the Registrar when applying to the subsequent institution.

Finally, students may also apply as regular transfer students into any nationally recognized engineering program, earning only a degree from that engineering institution.

These programs are coordinated by Associate Dean for Academic Affairs, James Higginbotham, with assistance from representatives from each natural science department, including Professor

SPECIAL AREAS OF STUDY

William Barker in the Department of Mathematics, Professor Stephen Majercik in the Department of Computer Science, and Professor Dale Sypers and Laboratory Instructor Gary Miers in the Department of Physics and Astronomy. Curricular requirements for engineering dual-degree options vary by program. It is important for students to get advising about the program early in their career at Bowdoin to plan a course of study that will satisfy major and distribution requirements. Students interested in these programs should contact James Higginbotham, associate dean for academic affairs, or seek out the representative in the department/program of their intended major.

Legal Studies

Students considering the study of law may consult with Scheherazade Mason at Bowdoin Career Planning. Bowdoin applicants from every major and department have been successful applicants to highly competitive law schools. Students will be provided guidance and assistance on all aspects of the application process. It is best to begin planning for law school by the beginning of the junior year. Bowdoin Career Planning can introduce students to alumni attending law school or practicing law. In addition, the Career Planning library has excellent written and online resources about law schools and careers in the legal field. Bowdoin Career Planning also supports and assists Bowdoin alumni with the law school application process if they choose to apply in the years following graduation.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the JD at Columbia also receive an AB from Bowdoin. Students interested in the Columbia program should meet with Professor Allen Springer during their first year at Bowdoin to plan a course of study that will satisfy major and distribution requirements. In addition, the student must meet with the associate registrar once departmental permission is received and submit a declaration of intent to pursue this program to the registrar's office when applying to Columbia University.

Teaching

Students interested in teaching or enrolling in graduate programs in education should discuss their plans with faculty in the education department. Because the coursework leading to the coordinate major or minor in education, along with a concentration in a core secondary school subject area (English, world language, life science, physical science, mathematics, or social studies), is necessary for certification, it is strongly recommended to begin planning early. For information on the college's teacher education program, Bowdoin Teacher Scholars, see page 67. Bowdoin Career Planning offers resources for students interested in education through career counseling and a small library that contains information on teaching. In-depth information about summer and academic year internships, volunteer opportunities with youth, and public and private school job openings can be found on the career planning website: careerplanning.bowdoin.edu/education.

OFF-CAMPUS STUDY

Semester and Academic Year: The Office of International Programs and Off-Campus Study prepares students to “be at home in all lands” through advising and programming that promote intentionality and integration to broaden and enrich the Bowdoin education. Whether off-campus study occurs abroad or in the United States, students are encouraged to participate in semester- and year-long programs of off-campus study as an extension of the on-campus educational experience, and expectations are that the courses in which students earn credit toward the degree be in a field of study characteristic of the liberal arts and be academically engaging and complementary to their studies at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of International Programs and Off-Campus Study. If the student wishes to count credits earned in the program toward the major or minor, the approval of the major and minor department is required as well. Students contemplating off-campus study should consult the online Academics Abroad section on the Office of International Programs and Off-Campus Study website; they are urged to begin planning early in the academic year before that in which they hope to study away, and must complete both a registration of intent in November and a full application in February to request permission to study away. Separately, students apply directly to the university or program they wish to attend. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) Approvals of late applications to study off-campus are rare and considered on a case-by-case basis. To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College’s academic standards and form an integral part of a student’s overall academic plan. Approval of individual requests may also be affected by the College’s concern to maintain a balance between the number of students away during the fall and spring terms.

Students are expected to carry a full course load in any off-campus study program. Credit earned is not formally transferred until the Office of the Registrar has received and reviewed appropriate documentation from the program. In some cases, it may be required that the appropriate Bowdoin department review the student’s completed work.

Bowdoin charges an off-campus study fee (see page 12). Financial aid normally continues to be available for students who qualify.

Depending on their academic needs, students normally are expected to select from the options list of approximately one hundred programs and universities kept by the Office of International Programs and Off-Campus Study, which may be found at bowdoin.edu/ocs/journey/options-list.

Summer: A student may also elect to study abroad during the summer. To transfer credit for courses taken in a summer study-abroad program, a student must gain approval in advance by submitting an Application for Transfer of Credit to the Office of International Programs and Off-Campus Study as well as the Office of the Registrar; refer to Transfer of Credit from Other Institutions on page 33-35. Financial aid does not transfer for summer study abroad, nor is the student considered enrolled at Bowdoin for federal reporting purposes.

DEPARTMENTS, PROGRAMS OF INSTRUCTION, AND INTERDISCIPLINARY MAJORS

The departments of instruction in the following descriptions are listed in alphabetical order. Course titles and course descriptions are available at bowdoin.edu/classfinder. Note that major and minor requirements listed apply to students who matriculate in 2016–2017; other students must follow the major and minor requirements that were in place the year they matriculated.

For more information, refer to the online Classfinder at bowdoin.edu/classfinder and Course Guide at bowdoin.edu/registrar.

EXPLANATION OF SYMBOLS USED

* On leave for the fall semester.

** On leave for the spring semester.

† On leave for the entire academic year.

Course Numbering: Courses are numbered according to the following system:

1000–1049	First-year seminars
1050–1099	Courses intended for the non-major
1100–1999	Introductory courses
2000–2969	Intermediate courses and seminars
2970–2998	Intermediate independent studies
2999	Intermediate collaborative study
3000–3999	Advanced courses and seminars
4000–4079	Advanced independent studies, advanced collaborative study, senior projects, and honors projects

AFRICANA STUDIES

Brian Purnell, *Program Director*

Professor: Olufemi O. Vaughan (History)

Associate Professors: Judith S. Casselberry, Tess Chakkalakal† (English), Brian Purnell (History)

Contributing Faculty: Ericka A. Albaugh†, Dana E. Byrd, Guy Mark Foster, David M. Gordon, David K. Hecht, Scott MacEachern, Tracy McMullen†, Elizabeth Muther, H. Roy Partridge Jr., Patrick J. Rael†, Hanétha Vété-Congolo, Anthony E. Walton

Africana studies offers courses in the following fields of study: African American, African, and African Diaspora. Over the course of their major/minor in Africana studies, students acquire knowledge and develop skills through course work, independent studies, and, in some cases, a senior honors project. These skills and knowledge include:

- learning about the past and present of the African continent and its diaspora, with a particular focus on the United States, by employing interdisciplinary methods;
- writing clear and concise arguments about the historical, literary, economic, political, social, visual, and religious texts of Africa and its diaspora;
- working collaboratively with peers and/or faculty on research pertaining to African American and African political thought and historical contexts;
- speaking or performing coherently to a diverse audience about a specific topic pertaining to African American and African culture and politics; and
- designing a project using primary and secondary sources regarding Africa and its diaspora.

Requirements for the Major in Africana Studies

The major in Africana studies consists of nine courses.

There are two tracks or concentrations:

- *African American*, on the national black experience in the United States; and
- *African and African Diaspora*, on African regional, trans-regional, and African diaspora themes.

Required courses:

- Africana Studies 1101
- one Africana studies intermediate seminar (2000–2969)
- one Africana studies senior seminar (3000–3999)
- six additional electives:
 - at least five courses at the intermediate or advanced level (2000 or higher)
 - Students in the African American concentration must take at least one course from the African and African Diaspora track.
 - Students in the African and African Diaspora concentration must take at least one course from the African American track.

AFRICANA STUDIES

For both concentrations:

- A maximum of two courses, either as independent study or study away, can count toward the major.
- An approved honors project can count toward the senior seminar requirement.

Requirements for the Minor in Africana Studies

The minor in Africana studies consists of five courses.

Required courses:

- Africana Studies 1101
- four Africana studies elective courses from either of the two Africana studies tracks
 - Three of these courses must be at the 2000 and 3000 levels.
 - Only one of these four electives can be an independent study course or a course taken at another college or university.

Additional Information

- A first-year seminar in Africana studies counts toward the major or minor in Africana studies.
- Courses that count toward the major or minor must be taken for regular letter grades, and students must earn grades of C- or better.

ART

Susan E. Wegner, *Director*, Art History Division
 Michael Kolster, *Department Chair and Director*, Visual Arts Division
 Martha R. Janeway, *Coordinator*, Art History Division
 Alicia Menard, *Coordinator*, Visual Arts Division
 Tara Youngborg, *Visual Arts Technician*

Professors: Pamela M. Fletcher, Mark C. Wethli

Associate Professors: Michael Kolster, James Mullen, Stephen G. Perkinson, Carrie Scanga†, Susan E. Wegner

Assistant Professors: Jackie Brown, Dana E. Byrd, Peggy Wang† (Asian Studies)

Lecturer: Natasha Goldman

Visiting Faculty: Mary Hart, Erin Colleen Johnson

Fellow: Alison J. Miller

The Department of Art comprises two programs: art history and visual arts. Majors in the department are expected to elect one of these programs. The major in art history is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of humanity's cultural values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive development of perceptual, creative, and critical abilities in visual expression.

ART HISTORY

Requirements for the Major in Art History

The art history major consists of ten courses, excluding first-year seminars.

Required courses:

- Art History 1100
- one course in African, Asian, or pre-Columbian art history numbered 1103 or higher
- one course from Art History 2090 (same as Archaeology 1101), 2100 (same as Archaeology 1102), 2130, 2140, 2150, or 2260
- one course from Art History 2220, 2230, 2240, or 2320
- one course from Art History 2420, 2520, 2540, 2620, or 2640
- one additional intermediate course (numbered 2000–2969)
- two advanced seminars (numbered 3000–3999)
- two additional art history courses numbered higher than 1100 (Only one independent study may be used to satisfy this requirement.)

Art history majors are also encouraged to take courses in foreign languages and literature, history, philosophy, religion, and the other arts.

A maximum of two courses for one semester of study from another college or university may count toward the major in art history with departmental approval of that transfer credit. If a

ART

student studies away for a full academic year, three courses from another college or university may count toward their art history major with departmental approval.

Students who received a minimum score of four on the Art History Advanced Placement Exam are exempt from taking Art History 1100, but they must take an additional course to replace Art History 1100. In order to receive this placement, students must have their AP scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

Interdisciplinary Majors

The department participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. Art history majors may do a coordinate major with environmental studies. See pages 82-88.

Requirements for the Minor in Art History

The minor consists of five courses, excluding first-year seminars.

Required courses:

- Art History 1100
- two intermediate courses (numbered 2000–2969)
- one advanced course (numbered 3000–3999)
- one additional art history course numbered higher than 1100 (An independent study may be used to satisfy this requirement.)

Courses that count toward the major and minor must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

Seminars in Art History

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a sufficient background. The department does not expect to give all, or in some cases any, seminars each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

VISUAL ARTS

Requirements for the Major in Visual Arts

The major consists of eleven courses.

Required courses:

- Visual Arts 1101
- two of Visual Arts 1201, 1401, or 1601
- Visual Arts 3902
- Five additional visual arts courses, one of which must be numbered 3000–3999, and no more than one of which may be an independent study course.
- two courses in art history

Requirements for the Minor in Visual Arts

The minor consists of six courses.

Required courses:

- Visual Arts 1101
- one of Visual Arts 1201, 1401, or 1601
- Three additional visual arts courses, no more than one of which may be an independent study course.
- one course in art history

Courses that count toward the major and minor must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

A maximum of two studio visual arts courses and one art history course (for a total of three courses) taken at another college or university may count toward the major or minor in visual arts with departmental approval of that transfer credit.

No major or minor credit is given for Advanced Placement or International Baccalaureate scores; however, students who have completed Visual Arts 1101, 1201, 1401, 1501, or 1601 with a minimum grade of B- may be eligible to receive a general credit toward their degree for qualifying AP/IB scores. Students should reference the AP/IB guidelines on the website of the Office of the Registrar and consult the visual arts department regarding this policy.

Visual arts courses without prerequisites are frequently oversubscribed; registration preference is then given to first- and second-year students, as well as to juniors and seniors fulfilling requirements of the visual arts major or minor.

ASIAN STUDIES

Vyjayanthi Ratnam Selinger, *Program Director*

Suzanne M. Astolfi, *Program Coordinator*

Professors: John C. Holt** (Religion), Shu-chin Tsui (Cinema Studies)

Associate Professors: Songren Cui, Belinda Kong (English), Henry C. W. Laurence† (Government), Vyjayanthi Ratnam Selinger, Rachel L. Sturman (History)

Assistant Professors: Christopher Heurlin (Government), Peggy Wang† (Art History), Ya (Leah) Zuo* (History)

Instructor: Sakura Christmas (History)

Senior Lecturer: Hiroo Aridome

Lecturer: Xiaoke Jia

Visiting Faculty: Emily Clough (Government)

Fellow: Alison J. Miller (Art History)

Research Assistant Professor: Sree Padma Holt

Contributing Faculty: Connie V. Chiang, David Collings, Rachel Ex Connelly, Sara A. Dickey, Divya Gupta, Nancy E. Riley, Suwana Satha-Anand*, Vineet Shende, Yao Tang†

Students in Asian studies focus on the cultural traditions of China, Japan, or South Asia (India, Sri Lanka, Pakistan, Bangladesh, and Nepal). In completing the major, each student is required to gain a general understanding of one of these cultural areas, to acquire a working proficiency in one of the languages of South or East Asia, to develop a theoretical or methodological sophistication, and to demonstrate a degree of applied specialization. These principles are reflected in the requirements for an Asian studies major.

Requirements for the Major in Asian Studies

Students major in Asian studies by focusing on a particular geographic and cultural area—China, Japan, East Asia, or South Asia—or by specializing in the subfield of disciplinary Asian studies. Eight courses are required in addition to the study of an Asian language.

Language requirements: Two years of an East Asian language; or one year of a South Asian language; or the equivalent through intensive language study.

- In addition to the required two years of language study, students may apply up to three, advanced intermediate (2205–2206) or advanced (3307–3308) East Asian language courses toward the total of eight required courses.
- The College does not directly offer courses in any South Asian language. Arrangements may be made with the director of the program and the Office of the Registrar to transfer credits from another institution, or students may meet this requirement by studying Sinhala on the ISLE Program or Tamil on the SITA Program.

Area-specific option requirements: China, Japan, or East Asia require eight courses, seven of which should focus on the geographical area of specialization, and one in an area outside that specialization.

- Up to three credits from off-campus study (excluding first- and second-year language courses) may count toward the eight required courses.
- Students specializing in China must take one pre-modern course in China (2000–2049), and one modern course in China (2050–2249).
- Students specializing in Japan must take one pre-modern course in Japan (2250–2299), and one modern course in Japan (2300–2499).
- Students focusing on South Asia require two of the following three areas:
 - Anthropology (2500–2749)
 - History (1026–1038), (1550–1774), (2500–2749), or (2750–2969)
 - Religion (2500–2749) or (2750–2969)

Disciplinary-based option requirements: Students must consult their advisor concerning course selection.

- At least five courses must be in the chosen discipline, e.g., government, history, literature and visual culture, religion, and other approved areas. One of those five courses must be an advanced course (3000–4079) in the discipline of focus.
- Three remaining courses must explore related themes or relate to the student's language study. The study of an Asian language must be in one of the student's areas of study.
- Of the eight courses required in total, a maximum of three may be advanced intermediate (2205–2206) or advanced (3307–3308) East Asian language courses. Up to three credits from off-campus study (excluding first- and second-year language courses) may count toward these eight courses.

Additional notes concerning both area-specific and disciplinary-based option requirements:

- Senior seminar is required (3000–4079) and must be taken at Bowdoin.
- One first-year seminar may count for the major.
- One course taken with the Credit/D/Fail grading option may count for the major as long as a CR (Credit) grade is earned and the course is not at the 3000 level.
- Students must earn a grade of C- or better in order to have a course count for the major.

Requirements for the Minor in Asian Studies

Students minor in Asian studies by focusing on the traditions of either East Asia or South Asia.

Required courses:

- For East Asia, five courses in one geographic area, or four courses in one geographic area and one course outside that area of specialization.
- Specialization in South Asia requires five courses. Of those five, two intermediate courses (2500–2749) focusing on South Asia are required from two of the following three areas: anthropology, history, or religion.
- Two courses may be advanced language courses (2205–3308).
- Up to two credits from off-campus study (excluding first- and second-year language courses) may count.

ASIAN STUDIES

- One course taken with the Credit/D/Fail grading option may count for the minor as long as a CR (Credit) grade is earned and the course is not at the 3000 level.
- Students must earn a grade of C- or better in order to have a course count for the minor.
- One first-year seminar may count for the minor.

Requirements for the Minor in Chinese or Japanese Language

Required courses:

- Four courses are required in the chosen language.
- One additional course may be either an advanced language class or a literature, film, art history, or visual culture course in the area of language study, including a first-year seminar.
- Students who have a background in the language must take four classes in their chosen language from the point where they are placed in the placement exam.
- Up to two credits from an approved off-campus study program may count for the minor.
- One course taken with the Credit/D/Fail grading option may count for the minor as long as a CR (Credit) grade is earned and the course is not at the 3000 level.
- Students must earn a grade of C- or better in order to have a course count for the minor.

Off-Campus Study

Study abroad for students interested in Asian studies is highly recommended. Established programs in the People's Republic of China, Hong Kong, and Taiwan are available for students interested in China. Students are particularly encouraged to attend the ACC, CET, and IUP programs, and the Middlebury Program in Kunming. The SILS at Waseda University, IES at Nanzan University, and JCMU programs are recommended for students interested in Japan, but students may select another program based upon their academic interests. The ISLE and SITA programs are recommended for students interested in South Asia. Students should consult with the Asian studies office or website, and the Office of Off-Campus Study for information about these and other programs.

Up to three credits from off-campus study (excluding first- and second-year language courses) may count toward the major. Up to two credits from off-campus study (excluding language courses) may count for the minors.

Program Honors

A student who wishes to graduate with honors in the program must also write an honors thesis, which is normally a one-year project. Students contemplating honors candidacy in the program must have earned a B or above in program course offerings and present clearly articulated, well-focused proposals for scholarly research. Students must prepare an honors thesis and successfully defend their theses in an oral examination.

BIOCHEMISTRY

Bruce D. Kohorn, *Program Director*

Mary Keenan, *Program Coordinator*

Professor: Bruce D. Kohorn (Biology)

Associate Professors: Danielle H. Dube† (Chemistry), Anne E. McBride† (Biology)

Assistant Professors: Benjamin C. Gorske (Chemistry), Kana Takematsu (Chemistry)

Visiting Faculty: Ibrahim Moustafa (Chemistry)

Laboratory Instructor: Kate R. Farnham

Contributing Faculty: Richard D. Broene, Barry A. Logan†

Requirements for the Major in Biochemistry

Required courses:

- Biology 1102 or 1109
- Biology 2124
- Chemistry 1092, 1102, or 1109
- Chemistry 2250, 2260, 2320, and 2510
- Mathematics 1700 or higher
- Physics 1130 and 1140

Two electives from the following: (One must be 3000 or above.)

- Biology 2210, Plant Physiology
- Biology 2112, Genetics and Molecular Biology
- Biology 2118, Microbiology
- Biology 2175, Developmental Biology
- Biology 2557, Immunology
- Biology 2566, Molecular Neurobiology
- Biology 3304, Topics in Molecular Biology
- Biology 3306, Free Radicals and Antioxidants
- Biology 3314, Advanced Genetics and Epigenetics
- Biology 3333, Advanced Cell Biology
- Chemistry 2100, Quantitative Analysis
- Chemistry 3250, Structure Determination in Organic Chemistry
- Chemistry 3270, Biomimetic and Supramolecular Chemistry
- Chemistry 3310, Chemical Biology

A minimum of eleven courses related to biochemistry must be completed for the major.

Students placing out of Math 1700 must take Math 1300 (Biostatistics) or one math course higher than 1700.

Students placing out of Biology 1109, Chemistry 1109, Physics 1130 or 1140 must still complete a minimum of eleven courses related to biochemistry.

Additional Information

- Only one D grade is allowed in courses required for the major. This D must be offset by a grade of B or higher in another course also required for the major. The course for which the D is earned cannot serve as a prerequisite. Courses that count toward the major must be taken for regular letter grades (not Credit/D/Fail).
- Advanced placement exams are used for placement in courses for the biochemistry major, but do not count toward the eleven courses required for the major.
- Biochemistry majors cannot minor or major in biology, chemistry, or neuroscience. Bowdoin does not offer a minor in biochemistry.
- Students may request transfer credit by talking with the program director the semester prior to enrolling in a course.
- Independent studies do not count as an elective, but can count as one of the eleven required courses for the major.

BIOLOGY

Nathaniel T. Wheelwright, *Department Chair*

Mary Keenan, *Department Coordinator*

Professors: Patsy S. Dickinson (Neuroscience), Amy S. Johnson, Bruce D. Kohorn (Biochemistry), John Lichter* (Environmental Studies), Barry A. Logan†, Nathaniel T. Wheelwright

Associate Professors: Jack R. Bateman, David Carlon, Hadley Wilson Horch (Neuroscience), William R. Jackman, Anne E. McBride† (Biochemistry), Michael F. Palopoli

Assistant Professor: Vladimir Douhovnikoff

Interim Director of Bowdoin Scientific Station on Kent Island: Donald Dearborn

Director of Coastal Studies Center: David Carlon

Visiting Faculty: Barbara R. Lyon, Stephanie A. Richards

Fellow: Sarah Kingston

Laboratory Instructors: Pamela J. Bryer, Shana Stewart Deeds, Aimee M. Eldridge, Kate R. Farnham, Sandra Fussell, Stephen A. Hauptman, Jaret S. Reblin, Bethany Whalon

Requirements for the Major in Biology

The major consists of twelve courses, including at least eight courses in the department, exclusive of independent study and courses below 1100.

Required courses:

- Biology 1102 or 1109
- Chemistry 1092, 1102, or 1109, or higher
- two courses above 1100 chosen from any two of the following departments:
 - computer science, earth and oceanographic science, mathematics, or physics
 - Psychology 2520 may also satisfy this requirement.

- one course in Mathematics 1300 (or higher), or one 2000-level course (or above) in any of the natural sciences including biology (division *a* courses)
- three of the twelve core courses listed below:
 - Core courses are divided into three groups.
 - One course must be taken from each of the three groups.
 - Courses listed in more than one group may not be counted double between groups.
- four elective courses
 - Two of the elective courses must be numbered higher than 2499.

Group 1:

- Biology 2112, Genetics and Molecular Biology
- Biology 2118, Microbiology
- Biology 2124, Biochemistry and Cell Biology
- Biology 2135, Neurobiology
- Biology 2175, Developmental Biology

Group 2:

- Biology 2135, Neurobiology
- Biology 2175, Developmental Biology
- Biology 2210, Plant Ecophysiology
- Biology 2214, Comparative Physiology

Group 3:

- Biology 2315, Behavioral Ecology and Population Biology
- Biology 2316, Evolution
- Biology 2319, Biology of Marine Organisms
- Biology 2325, Biodiversity and Conservation Science
- Biology 2330, Marine Molecular Ecology and Evolution

Students are advised to complete Biology 1102 or 1109 and most of the non-biology courses by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools are likely to have additional admissions requirements in chemistry, mathematics, and physics. It is strongly advised that students consult with faculty on the design of their major and discuss the options of research projects through independent studies, fellowship-funded summer research, and honors projects. Students planning careers in the health professions should contact Seth Ramus, director of health professions advising.

Advanced placement credits may not be used to fulfill any of the course requirements for the major.

BIOLOGY/CHEMISTRY

The biology department participates in the biochemistry, environmental studies, and neuroscience programs. See pages 49, 72, and 96 for more information. Students majoring or minoring in biology may not also major in biochemistry or neuroscience.

With departmental approval, students are allowed to count two courses taken at a different college or university toward the major.

Requirements for the Minor in Biology

The minor consists of five courses within the department, exclusive of independent study and courses below the 1100 level.

Required courses:

- Biology 1102 or 1109
- two core courses, each from a different core group (see Requirements for the Major in Biology)
- two elective courses above the 1100 level

Grade Requirements

Only one D grade is allowed in courses required for the major or minor. This D must be offset by a grade of B or higher in another course also required for the major or minor. Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).

CHEMISTRY

Dharni Vasudevan, *Department Chair*

Professors: Richard D. Broene, Jeffrey K. Nagle, Elizabeth A. Stemmler, Dharni Vasudevan (Environmental Studies)

Associate Professor: Danielle H. Dube† (Biochemistry)

Assistant Professors: Soren N. Eustis, Benjamin C. Gorske (Biochemistry), Kana Takematsu (Biochemistry)

Lecturer: Michael P. Danahy

Visiting Faculty: Ibrahim Moustafa

Laboratory Instructors: Rene L. Bernier, Martha B. Black, Beverly G. DeCoster, Colleen T. McKenna, Paulette M. Messier, Daniel Tesfabagaber

Requirements for the Major in Chemistry

The chemistry major consists of a core curriculum and additional electives within a single area of concentration.

Required courses:

- Chemistry 1092 or 1102 or 1109
- Chemistry 2100
- Chemistry 2250
- Chemistry 2400

- Mathematics 1700 or 1750, or placement above Mathematics 1750
 - Students who place above Math 1700/1750 intending to pursue graduate studies are encouraged (not required) to take a math course.
- Physics 1130 and 1140
 - For students who place into Physics 1140, only one physics course is required.

Students are advised to begin their core curriculum as soon as possible. Depending on preparation and placement results, some students may begin with advanced courses.

Area of Concentration Requirements

Chemical Concentration, five credits:

- Chemistry 2260
- Chemistry 2510
- Chemistry 2520
- two electives from the following:
 - Chemistry 2310 or 2320
 - Chemistry 3000 or higher
 - Only one course numbered 4000 or higher can serve as one of the two electives.

Educational Concentration, seven credits:

- Chemistry 2510 or 2520
- Education 1101, 2203, 3301, and 3302
- two additional chemistry electives selected in consultation with the advisor
- Students interested in qualifying for the education minor and/or the Bowdoin Teacher Scholars certification program should consult with their major advisor as well as with a faculty member in the Department of Education to determine additional “physical science” course requirements.

Environmental Concentration, five credits:

- Chemistry 2510
- two molecular perspective courses from the following:
 - Chemistry 2050, 3050, 3060, or 3100
- one environmental perspectives course from the following:
 - Chemistry 1105; Earth and Oceanographic Science 2005, 2665, 2585, 3020, 3525; Physics 2810, 3810; Biology 2232, 2315, 2319, 2325, 2581, 3394, 3399
- one additional course from the molecular or environmental perspectives course lists
- at least one course from the advanced level (3000–3999) of either molecular or environmental perspectives courses

CHEMISTRY

Geochemical Concentration, five credits:

- Chemistry 2050
- Chemistry 2510
- Chemistry 3100
- two electives from the following:
 - Earth and Oceanographic Science 2005, 2165, 2585, 3020, or 3115
 - At least one elective must be at the advanced level (3000–3999).

Neurochemical Concentration, seven credits:

- Biology 1102 or 1109
- Chemistry 2260
- Chemistry 2310 or 2320
- Chemistry 2510 or 2520
- two electives from the following:
 - Biology 2135, 2553, 2566
- one advanced neuroscience course (3000-3999)

Requirements for the Minor in Chemistry

The minor consists of four chemistry courses at or above the intermediate level (2000–2969).

Biochemistry majors may not declare a major or minor in chemistry.

Additional Information

Only one grade of D may be counted for the major or minor. This D must be offset by a grade of B or higher in another chemistry course also required for the major or minor. Generally, courses for the major or minor must be taken for regular letter grades (not Credit/D/Fail). Under special circumstances, however, a student may petition the department chair to allow one required course or one other course required for the major or minor to be taken with the Credit/D/Fail grading option. With prior approval from the department chair, up to two transfer credits can count toward the major or minor.

Advanced Placement/International Baccalaureate (AP/IB)

Students who received a minimum score of four on the Chemistry AP exam or a minimum score of five on the Chemistry IB exam are eligible to receive a credit toward the major or minor after completion of Chemistry 2050, 2100, 2250, 2400, 2510, or 2520 with a minimum grade of C-; however, credit is not given if the student places into or elects to take Chemistry 1091, 1101, or 1109. Regardless of AP/IB score, all students must take the placement exam. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in the sciences, medicine, secondary school teaching, and many fields in the business world. The department offers programs based on the interests and goals of the student; therefore, a prospective major should discuss their plans with the

department as soon as possible. Regardless of career goals, students are encouraged to develop their critical thinking and problem-solving skills by participating in a collaborative student-faculty research project (Chemistry 2970–2979, 4000–4051, or summer research).

The department also offers an American Chemical Society-certified major in chemistry. The requirements for certification are met by taking additional courses in chemistry and other disciplines. Students interested in this certification program should consult their advisor and refer to guidelines found at acs.org/cpt.

Independent Study

Students may engage in independent study at the intermediate (2970–2979) or advanced (4000–4051) level.

Interdisciplinary Majors

The chemistry department participates in the biochemistry and environmental studies programs as well as the interdisciplinary chemical physics major. See pages 82–88 for more information.

CINEMA STUDIES

Shu-chin Tsui, *Program Director*

Laurie Holland, *Program Coordinator*

Professors: Aviva Briefel† (English), Shu-chin Tsui (Asian Studies), Tricia Welsch

Assistant Professor: Allison A. Cooper (Romance Languages and Literatures)

Fellow: Derisa Grant (Education)

Film has emerged as one of the most important art forms of the modern era. The Cinema Studies Program at Bowdoin introduces students to the techniques, history, and literature of film in order to cultivate an understanding of both the vision and craft of film artists and the views of society and culture expressed in cinema. Bowdoin College does not offer a major in cinema studies.

Requirements for the Minor in Cinema Studies

Students minoring in cinema studies are required to complete a total of five courses with a grade of C- or better. Courses taken Credit/D/Fail do not count toward the minor.

Required courses:

- Cinema Studies 1101
- Cinema Studies 2201 or 2202
- one 3000-level seminar that must be taken at Bowdoin
- one cinema studies course that incorporates theory
- one cinema studies course in non-US cinema

Additional Information

- Students may count one class for more than one requirement, e.g. a 3000-level course with a theory component.
- No more than two courses below the 2000 level, including first-year seminars, count toward the minor.
- No more than one independent study may count toward the minor.
- Normally one course taken at another college or university may be approved for credit toward the minor pending approval.

CLASSICS

Jennifer Clarke Kosak, *Department Chair*

Sandra Kauffman, *Department Coordinator*

Professor: Barbara Weiden Boyd

Associate Professors: James A. Higginbotham, Jennifer Clarke Kosak, Robert B. Sobak

Lecturer: Michael Nerdahl

Visiting Faculty: Catherine Baker

The Department of Classics offers three major programs: one with a focus on language and literature (classics), one with a focus on classical archaeology (classical archaeology), and one that looks at the ancient world from multiple perspectives (classical studies). Students pursuing these majors are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the three major programs. For all three major programs, requirements in Greek and/or Latin and in classical culture must be fulfilled.

Classics

The classics program is arranged to accommodate both those students who have not studied classical languages and those who have had extensive training in Latin and Greek. The objective of Greek and Latin courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

Requirements for the Major in Classics

The major in classics consists of ten courses.

Required courses:

- at least six courses in Greek or Latin, two of which must be at the 3300 level
- Archaeology 1101 or 1102
- Classics 1101 or 1102
- Classics 1111 or 1112
- a research seminar taken in the junior or senior year

- At least one of the required advanced level courses (3300–3999) must be taken during the senior year.

Students concentrating in one of the languages are encouraged to take at least two courses in the other. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed.

Requirements for the Major in Classical Studies

The classical studies major provides a useful foundation for students who seek a multi-disciplinary view of the ancient world. The major combines coursework in an ancient language (Greek or Latin) with courses that explore the culture, history, and traditions of the ancient Mediterranean.

The major in classical studies consists of ten courses.

Required courses:

- at least three courses in Greek or Latin
- Classics 1111 or 1112
- one of Classics 1101, Classics 1102, Archaeology 1101, or Archaeology 1102
- three courses selected from 2200-level offerings in classics or classical archaeology
- One introductory or intermediate course must be chosen from the offerings in classical archaeology.
- One introductory or intermediate course may be selected from appropriate offerings outside the department, with classics department approval.
- two courses at the advanced level (3300–3999), at least one of which must be taken during the senior year
- a research seminar taken in the junior or senior year

Requirements for the Major in Classical Archaeology

The classical archaeology major pays special attention to the physical remains of classical antiquity. Students studying classical archaeology should develop an understanding of how archaeological evidence can contribute to our knowledge of the past, and of how archaeological study interacts with such related disciplines as philology, history, and art history. In particular, they should acquire an appreciation for the unique balance of written and physical sources that makes classical archaeology a central part of classical studies.

The major in classical archaeology consists of ten courses.

Required courses:

- Archaeology 1101
- Archaeology 1102
- one advanced archaeology course (3300–3999)
- at least four semesters of Latin or three semesters of Greek
- a research seminar taken in the junior or senior year
- At least one of the required advanced level courses (3300–3999) must be taken during the senior year.

CLASSICS

Students majoring in classical archaeology are also encouraged to take at least one course from the department's offerings in ancient history.

Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See pages 82-88.

Requirements for the Minor

Students may choose a minor in one of five areas:

- Greek: five courses in the department, including at least four in the Greek language
- Latin: five courses in the department, including at least four in the Latin language
- Classics: five courses in the department, including at least four in the classical languages; of these four, one should be either Greek 2204 or a Latin course at the advanced level (3300–3999)
- Archaeology: six courses in the department, including either Archaeology 1101 or 1102, one archaeology course at the advanced level (3300–3999), and two other archaeology courses
- Classical Studies (Greek or Roman): six courses, including:
 - for the Greek studies concentration, two courses in the Greek language; Archaeology 1101; one of the following: Classics 1011 (or any other appropriate first-year seminar), Classics 1101, 1102, or 1111; Government 2200; or Philosophy 2111; and two of the following: any advanced archaeology course (3300–3999) focusing primarily on Greek material; Classics 2970–2973 (Independent Study), or any intermediate or advanced Greek or classics course (2000–2969 or 3300–3999) focusing primarily on Greek material
 - for the Roman studies concentration, two courses in the Latin language; Archaeology 1102; one of the following: Classics 1018 (or any other appropriate first-year seminar), Classics 1101, 1102, or 1112; or Government 2200; or Philosophy 2111; and two of the following: Archaeology 2202 or any archaeology course numbered 3000–3999 focusing primarily on Roman material; Classics 2970–2973 (Independent Study) or any intermediate or advanced Latin or classics course (2000–2969 or 3300–3999) focusing primarily on Roman material

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the Department of Classics.

Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students majoring in classics and classical archaeology can study in the junior year. It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the

department for further information. Normally three courses per semester taken abroad can count toward the major and normally one course per semester toward the minor.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

Advanced Placement and International Baccalaureate (AP/IB)

Students who received a minimum score of four on the Latin Advanced Placement exam are eligible to receive a general credit toward the degree if they take a Latin course at the 3000 level and earn a minimum grade of B-. Regardless of AP scores, students must take the placement exam. No major or minor credit is given.

Students who took the Latin International Baccalaureate exam should consult the department for credit.

Additional Information

- As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed.
- Courses that count toward the programs offered by the department must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.
- First-year seminars count as electives toward the major and minor.
- Normally independent studies and honors projects only count toward the major or minor with prior approval of the department.

COMPUTER SCIENCE

Laura I. Toma, *Department Chair*

Suzanne M. Theberge, *Senior Department Coordinator*

Professor: Eric L. Chown

Associate Professors: Stephen M. Majercik, Laura I. Toma

Assistant Professor: Sean Barker, Mohammad T. Irfan (Digital and Computational Studies)

Visiting Faculty: Clare Bates Congdon, Allen Harper

The major in computer science is designed to introduce students to the two fundamental questions of the discipline: What computational tasks is a computer capable of doing? How can we design, analyze, and implement efficient algorithms to solve large, complex problems? Thus, the discipline requires thinking in both abstract and concrete terms, and the major provides an opportunity for students to develop the analytical skills necessary for efficient algorithm design as well as the practical skills necessary for the implementation of those algorithms. The range of problems that can be attacked using the techniques of computer science spans many disciplines, and computer scientists often become proficient in other areas. Examples of areas that students can study in the department include distributed systems, cloud computing, sustainability, social and economic networks, algorithms for large data and high-performance computing, cognitive science, robotics, swarm intelligence, and artificial intelligence and the arts. The computer science major can serve as preparation for graduate study in computer science as well as careers in teaching, research, and industry (such as financial services and Internet-related businesses).

Requirements for the Major in Computer Science

The major consists of eleven courses.

Required courses:

- one mathematics course numbered 1000 or higher
- Computer Science 1101, Introduction to Computer Science
- Computer Science 2101, Data Structures
- Computer Science 2200, Algorithms
- Seven computer science electives at the intermediate level (2000–2969) or above that satisfy the following requirements:
 - at least one course in each of the following three areas:
 - Algorithms and Theory: Computer Science 2210, 3225, 3250
 - Artificial Intelligence: Computer Science 2400, 3400, 3415, 3420, 3445, 3455
 - Systems: Computer Science 2300, 2310, 2325, 2330, 2505, 3300, 3325
 - at least one course designated as a projects course: Computer Science 2325, 2505, 3225, 3325, 3415, 3445
 - at least three advanced-level courses (3000–3999)

At most, one independent study, including those enrolled in as part of honors, can count toward the major, except for the advanced-level course requirement and area requirements.

Prospective majors should take Computer Science 2101 and 2200 as soon as possible after Computer Science 1101, since these courses are prerequisites for many other computer science courses. Students, particularly those who intend to do graduate work in computer science or a related field, are encouraged to collaborate with faculty on research projects through independent studies, honors projects, and fellowship-funded summer research. These students are also encouraged to take courses in the mathematics department; courses of particular interest are Mathematics 2000, 2020, 2109, 2206, 2209, 2301, 2502, 2601, 2602, 2603, 2606, 2702, 3209, 3404, 3602, and 3702.

Computer science shares interests with a number of other disciplines, i.e. probability and statistics in mathematics, logic in philosophy, and cognition in psychology. In addition, computers are increasingly being used as a tool in other disciplines, including the social sciences and the humanities, as well as the natural sciences. The department encourages students to explore these relationships; courses that may be of particular interest include the mathematics courses listed above; Music 2551; Philosophy 2410, 2223, and 2233; and Psychology 2040 and 2740.

Requirements for the Minor in Computer Science

The minor consists of five courses.

Required courses:

- Computer Science 1101
- Computer Science 2101
- three additional computer science courses at the intermediate level (2000–2969) or above

Independent studies in computer science cannot count toward the minor.

Interdisciplinary Major

The department participates in an interdisciplinary major program in computer science and mathematics. See pages 82-88.

Advanced Placement/International Baccalaureate (AP/IB)

Students who received a minimum score of five on the Computer Science Advanced Placement exam are eligible to receive a credit toward the major or minor and are exempt from taking Computer Science 1101 and do not need to take an additional course to replace it. Students who took the International Baccalaureate exam should consult the department regarding credit. In order to receive this placement for AP work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

Additional Information

- For courses at the 2000 level or above, a grade of C- or better must be earned in the course for it to serve as a prerequisite for another computer science course. Courses taken to fulfill major or minor requirements must be taken for regular letter grades (not Credit/D/Fail), with a minimum earned grade of C-. The prerequisite for 2000 level courses is a grade of C or better on the final in Computer Science 1101.
- At most two of the ten classes required for the major, or one of the five courses required for the minor, can be transfer credit from other institutions.

EARTH AND OCEANOGRAPHIC SCIENCE

Philip Camill III, *Department Chair*

Professors: Rachel J. Beane, Philip Camill III (Environmental Studies), Collin S. Roesler

Associate Professor: Peter D. Lea

Assistant Professors: Emily M. Peterman, Michèle G. LaVigne†

Visiting Faculty: Rachel Eveleth, Christian Schrader

Laboratory Instructors: Cathryn Field, Joanne Urquhart, Elizabeth Walker

Instrument Technician: Emily Kallin

Requirements for the Major in Earth and Oceanographic Science (EOS)

The major consists of ten courses.

Required courses:

- one of EOS 1105, 1305, 1505, or 1515
- EOS 2005
- one of the following:
 - Biology 1102 or 1109; or Chemistry 1092 or 1102 or 1109; or Computer Science 1101; or Mathematics 1200, 1300, 1800, 1808, or 2000 level; or Physics 1140
- one course with a laboratory (numbers ending in five) from each of the following three areas:
 - Solid Earth: EOS 2125, 2115, 2145, 2165, or 2215
 - Earth Surface Processes: EOS 2315, 2335, 2345, 2355, or 2365
 - Oceans: EOS 2525, 2535, 2575, 2585, 2605, 2635, or 2665
- one research experience course: EOS 3115, 3515, 3525, or 3625
- one senior seminar: EOS 3020, 3140, or 3520
- two EOS electives at the intermediate (2000–2969) or advanced (3000–3999) level
 - One of these electives may be one of the following courses: Biology 2319, 2325; or Chemistry 3050, 3060; or Computer Science 3225; or Environmental Studies 2004 or 2331; or Physics 2250, 2510; or a department-approved off-campus study or summer field course

Additional Information

- Only one course numbered 1100–1999 in earth and oceanographic science may be counted toward the major requirements.
- Students may opt to begin the major with EOS 2005 having previously taken Biology 1102 or 1109, or Chemistry 1092, 1102, or 1109. Such students may substitute an intermediate EOS laboratory course (2000–2969) or research experience course (EOS 3115, 3515, or 3625) for introductory EOS (1100–1999).
- Independent studies do not count toward the major requirements.
- All courses counted toward the major must be completed with a C- or better.

- Courses taken to fulfill major or minor requirements must be taken for regular letter grades (not Credit/D/Fail).
- Normally one course taken at another college or university may be counted toward the earth and oceanographic science major requirements with departmental approval.

Requirements for the Minor in Earth and Oceanographic Science

The minor consists of four courses.

Required courses:

- EOS 2005
- three EOS electives at the intermediate (2000–2969) or advanced (3000–3999) level
- No more than one introductory course (1100–1999) in EOS may be included.
- All courses counted toward the minor must be completed with a C- or better.
- Courses taken at other institutions or study away programs may not be counted toward the EOS minor.

Postgraduate Study

Students planning postgraduate study in earth and oceanographic science should note that they might present a stronger application if they take additional courses in the department and in the contributing sciences: biology, chemistry, computer science, mathematics, and physics. It is strongly advised that students consult with faculty on the design of their major and discuss the options of research projects through independent studies, fellowship-funded summer research, and honors projects.

Interdisciplinary Majors

The department does not explicitly participate in formal interdisciplinary programs. However, the Departments of Earth and Oceanographic Science and Physics have identified major and minor pathways for students interested in majoring in earth and oceanographic science with an interest in physics (earth and oceanographic science major/physics minor), and students interested in majoring in physics with an earth and oceanographic science application (physics major/earth and oceanographic science minor). Students interested in an earth and oceanographic science major/physics minor with an interest in the solid earth discipline would be best served by selecting their optional physics courses from Physics 2130, 2150, 2230, 2250, 2510, 3000, 3010, 3020; those with an interest in the surface earth discipline should choose from Physics 2130, 2220, 2230, 2810, 3010, 3020, 3810; those with an interest in the oceanography discipline should choose from Physics 2130, 2150, 2230, 2240, 2810, 3000, 3010, 3020, 3120, 3130, 3810.

ECONOMICS

Guillermo E. Herrera, *Department Chair*

Elizabeth Weston, *Department Coordinator*

Professors: Rachel Ex Connelly, Deborah S. DeGraff, John M. Fitzgerald, Jonathan P. Goldstein, Guillermo E. Herrera, B. Zorina Khan

Associate Professors: Gregory P. DeCoster, Stephen J. Meardon†, Yao Tang†

Assistant Professors: Matthew J. Botsch, Stephen D. Morris, Erik Nelson, Gonca Senel, Daniel F. Stone

Visiting Faculty: Leslie Julian Lipschitz

The major in economics is designed for students who wish to obtain a systematic introduction to the theoretical and empirical techniques of economics. It provides an opportunity to learn economics as a social science, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to apply economic theory to particular social problems. Such problems include economic development, the functioning of economic institutions, i.e. financial markets, labor markets, corporations, government agencies, and current policy issues, i.e. the federal budget, poverty, the environment, globalization, deregulation. The major is a useful preparation for graduate study in economics, law, business, finance, or public administration, but majors have gone on to medicine, environmental policy, and many other fields.

Requirements for the Major in Economics

Required courses:

- core: Economics 2555, 2556, 2557
- three advanced topics courses numbered in the 3000s, at least one of which must be designated as a seminar (course number higher than 3500)
- one additional course in economics numbered 2000 or higher

Because Economics 1101 is a prerequisite for Economics 1102, and both are prerequisites for most other economics courses, most students begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should normally be completed by the end of the junior year. Advanced topics courses normally have one or more of Economics 2555, 2556, and 2557 as prerequisites. An independent study can be used to satisfy no more than one major requirement. An intermediate independent study can satisfy a 2000-level elective or an advanced independent study can satisfy a 3000-level non-seminar. First-year seminars do not fulfill departmental requirements or serve as prerequisites for higher-level courses.

All prospective majors and minors are required to complete Mathematics 1600 or its equivalent prior to enrolling in the core courses. Students who aspire to advanced work in economics (e.g., an honors thesis and/or graduate study in a discipline related to economics) are strongly encouraged to master multivariate calculus (Mathematics 1800) and linear algebra (Mathematics 2000) early in their careers. Such students are also encouraged to take Mathematics 2606 instead of Economics 2557 as a prerequisite for Economics 3516. The Economics 2557 requirement is waived for students who complete Mathematics 2606 and Economics 3516. Students should consult the Department of Economics about other mathematics courses that are especially useful for advanced study in economics.

Interdisciplinary Major

The department participates in an interdisciplinary major in mathematics and economics. See pages 82-88.

Requirements for the Minor in Economics

Required courses:

- Economics 2555 or 2556
- two additional elective courses numbered 2000 or higher
- one course from Economics 2557, Mathematics 1300, Mathematics 2606, or Psychology 2520; or a score of four or five on the AP Statistics exam (Of this list, only Economics 2557 can simultaneously satisfy the elective requirement.)

Requirements for the Minor in Economics and Finance

Required courses:

- Economics 2555, 3301, 3302
- one additional elective course numbered 2000 or higher and either one additional course from Economics 2557, Mathematics 1300, Mathematics 2606, or Psychology 2520; or a score of four or five on the AP Statistics exam (Of this list, only Economics 2557 can simultaneously satisfy the elective requirement.)

Because Economics 2555 is a prerequisite for Economics 3302 and other upper-level economics courses, prospective minors are encouraged to complete 2555 by the end of their sophomore year.

Economics majors cannot also minor in economics and finance.

To fulfill major or minor requirements, or to serve as a prerequisite for other courses, a grade of C- or better must be earned in a course. Courses required for the major or minor must be taken for regular letter grades (not Credit/D/Fail).

Advanced Placement/International Baccalaureate (AP/IB)

Students who received a score of four or five on the Microeconomics AP exam are eligible to receive credit for Economics 1101 and students who received a minimum score of four on the Macroeconomics AP exam are eligible to receive credit for Economics 1102. Students who received a minimum score of six on the Economics IB exam are eligible to for placement into courses requiring either Econ 1101 and/or Econ 1102, and will receive one college credit. In order to receive credit for AP/IB work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

Additional Information

- Normally two courses taken at another college or university may be counted toward economics major or minor requirements with departmental approval.

EDUCATION

Doris A. Santoro, *Department Chair*

Lynn A. Brettler, *Department Coordinator*

Professor: Charles Dorn

Associate Professor: Doris A. Santoro

Assistant Professor: Alison Riley Miller

Lecturer: Kathleen A. O'Connor

Visiting Faculty: Sarah B. Jessen

Fellow: Derisa Grant (Cinema Studies)

Coordinate Major in Education

A coordinate major in education requires six courses:

- Education 1101: Contemporary American Education
- five courses at the 2000-level or higher, except Education 2251; Teaching Writing
- Students may count one intermediate independent study and one advanced independent study toward the major.
- With departmental approval, one study away course or course that is not cross-listed with the education department may be used to fulfill the major requirements.

Course selection for the coordinate major is completed in close consultation with an education department advisor. Students who choose to major in sociology, for instance, might construct a course of study that explores “schooling and social difference” and take courses in educational philosophy; sociology of education; student exceptionality; education and citizenship; and gender, sexuality, and schooling. Students who choose to major in government and legal studies might construct a course of study in “school reform” and take courses in educational policy, education and law, school privatization, urban education, and educational history. Students who choose to major in biology and are considering becoming life science teachers might construct a course of study around “science teaching and learning” and take courses in student exceptionality, science education, teaching and learning, curriculum development, and urban education.

Students may choose to coordinate their study of education with any department/program at Bowdoin that offers a major. Students may count courses cross-listed with education and the home department/program toward both the home department/program major and the coordinate major. Students may not declare a coordinate major in education with any of the following: a second departmental major, a student-designed major, or an interdisciplinary major.

Note: Students who have already declared a double major and are interested in adding a coordinate major in education should consult with both the Department of Education and the associate dean for academic affairs.

Minor in Education

A minor in education requires four courses:

- Education 1101: Contemporary American Education

- three courses at the 2000-level or above, except Education 2251: Teaching Writing
- Students may count up to one intermediate or advanced independent study toward the minor.
- With departmental approval, one study away course or course that is not cross-listed with the Department of Education may be used to fulfill the minor requirements.

Additional Information

- Students should be aware that Education 3301: Teaching and Learning, and Education 3302: Curriculum Development, have “content area” prerequisite courses that are taken outside of the education department. Students should consult the education department website for details.
- Students interested in the Bowdoin Teacher Scholars teacher certification program (see description below) may complete the program’s four prerequisite courses in the context of the coordinate major or the minor, or they may choose to do so outside of either the coordinate major or the minor.
- Courses that count toward the coordinate major or minor must be taken for regular letter grades.
- Students must earn a grade of C- or better in order to have a course count toward the coordinate major or minor.
- Students must earn a grade of C- or higher in all prerequisite courses.

Bowdoin Teacher Scholars Program

The Bowdoin Teacher Scholars are a select group of Bowdoin undergraduates and graduates who embrace the College’s commitment to the common good by becoming teachers through a rigorous scholarly and classroom-based program.

Teacher Scholars:

- complete a full-time, fourteen-week, student-teaching practicum in a public school
- participate in a reflective weekly seminar
- develop a professional portfolio
- receive a Maine State initial teacher certification, with highly qualified status (*Note: Maine State initial teacher certification carries reciprocity with all states and Washington, DC.*)
- gain access to the Boston, New York, and Philadelphia Teaching Induction Programs sponsored by the Consortium for Excellence in Teacher Education

To become a Teacher Scholar, students must apply for candidacy through the education department, be a community member in good standing as verified by a dean’s review, and have a strong academic record. A cumulative 3.0 grade point average is required as well as a 3.0 grade point average in Education 3301 and 3302. Subject areas of certification include mathematics, life science, physical science, English, world languages, and social studies. Since majors at Bowdoin do not correspond directly with subject areas for public school certification, students are strongly encouraged to meet with a member of the education department early in their college careers.

EDUCATION

Content Area Requirements for Bowdoin Teacher Scholars

- *Social Studies*: six courses in history (at least two of which must be non-US) and one course each in two of the following departments: anthropology, economics, government, psychology, or sociology
- *English*: eight courses
- *Mathematics*: eight courses
- *World Languages*: eight courses in the language in which certification is sought
- *Life Science*: six courses in biology and two additional courses in biology, biochemistry, or neuroscience
- *Physical Science*: Six courses in one of the following: chemistry, earth and oceanographic science, or physics, and one course in each of the other two departments

Also note that teaching candidates must be fingerprinted and earn a passing score on all examinations specified by the Maine Department of Education. Since this requirement was first instituted, Bowdoin students' pass rate has been 100 percent.

Pathways

Bowdoin Teacher Scholars follow one of two pathways. In the first, students participate in the program as undergraduates during the spring semester of their junior or senior year. In the second, they participate in the program during a spring semester within two years following their Bowdoin graduation.

Undergraduate Pathway

By the end of the fall semester of their junior or senior year, Teacher Scholars:

- complete prerequisite coursework in education (Education 1101, 2203, 3301, and 3302) and in the chosen content area.

During the spring semester of their junior or senior year, Teacher Scholars:

- complete a full-time, fourteen-week practicum (Students receive course credit for this practicum through Education 3303: Student Teaching Practicum.);
- enroll in Education 3304: Bowdoin Teacher Scholars Seminar; and
- may enroll in an advanced independent study on portfolio development.

Postgraduate Pathway

By the time they graduate from Bowdoin, Teacher Scholars:

- complete prerequisite coursework in Education (Education 1101, 2203, 3301, and 3302) and in the chosen content area.

During a spring semester and within two years of their Bowdoin graduation, Teacher Scholars:

- complete a full-time, fourteen-week practicum (Students receive course credit for this practicum through Education 3303: Student Teaching Practicum.); and
- enroll in Education 3304: Bowdoin Teacher Scholars Seminar.

ENGLISH

Aaron W. Kitch, *Department Chair*

Laurie Holland, *Department Coordinator*

Professors: Aviva Briefel† (Cinema Studies), Brock Clarke, David Collings, Celeste Goodridge, Marilyn Reizbaum

Associate Professors: Tess Chakkalal† (Africana Studies), Guy Mark Foster, Ann Louise Kibbie, Aaron W. Kitch, Belinda Kong (Asian Studies), Elizabeth Muther

Assistant Professors: Samia Rahimtoola, Emma Maggie Solberg†, Hilary J. Thompson

Senior Writer in Residence: Anthony E. Walton

Visiting Faculty: Morten K. Hansen, Russell Rymer

Fellow: Angel Daniel Matos

Requirements for the Major in English

There is no required gateway course to the major. All entering first-year students may enroll in first-year seminars, 1100-level courses, and some 2000-level courses. All second-semester first years may enroll in any 2000-level course. We encourage prospective majors to take a first-year seminar in their first year and an intermediate (2000-level) seminar in their second year. Students planning to undertake an honors project are encouraged to take a 3000-level seminar and the “Introduction to Literary Theory” course in their junior year. The department hosts an informational meeting for new concentrators each February, before the College’s deadline for declaring a major/minor.

The major requires a minimum of ten courses. These must include the following:

- three pre-1800 courses (only one of which may be a Shakespeare course)
- one intermediate seminar (2000–2099)
- one 3000-level seminar

The remaining courses may be selected from first-year seminars, introductory courses at the 1100 level, intermediate or advanced literature courses at the 2000 and 3000 levels, Independent Study, Advanced Independent Study or Honors (numbered 4000–4029), and Introductory or Advanced Creative Writing.

Note: No more than two courses may come from the department’s roster of first-year seminars and introductory courses; no more than two creative writing courses will count toward the major. ENGL 1060 does not count toward the major; ENG 1070 is eligible for major credit.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and theater. See pages 82-88.

Requirements for the Major in English with Concentration in Creative Writing

English majors with a concentration in creative writing must satisfy the requirements for the major, including an introductory-level and an intermediate- or advanced-level creative writing course in a single genre (poetry or fiction), and an additional elective course in creative writing. Two of these creative writing courses may be the two allowed within the ten courses required for the major, with an additional creative writing course above the ten required (for a total of eleven courses).

Requirements for the Minor in English

The minor requires five courses in the department. At least three of these must be numbered 2000 or higher. No more than one creative writing course may count toward the minor. ENGL 1060 does not count toward the minor.

Major/Minor Grade Policy

Courses that will count toward the major and minor must be taken for a grade (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

Curriculum Map of the English Major

Introductory Courses

- First-year seminars in English offer reading- and writing-intensive introductions to Anglophone literature and film focused on particular themes. They also introduce students to college-level analytical writing.
- English Composition (1060) is a skills-based and workshop-driven class aimed at helping students to improve their writing. It focuses on the nuts and bolts of composition, including grammar and mechanics, modes of argumentation and analysis, and citation practices. Students gain portable writing skills for college and for life, through practice and revision. (Does not count for the English major.)
- The Art of Rhetoric (1070) is a workshop-driven class aimed at helping students perfect their writing and speaking. Intended for confident writers, it focuses on imitating excellent models of analysis drawn from the history of rhetoric and literature, including etymology, use of literature for writing persuasive prose, and modes of public speaking. (Does count toward the English major)
- Courses numbered in the 1100s are general introductions to Anglophone literature through broad overviews of particular genres, methods, and topics that transcend specific historical periods. Students learn to apply basic methods to literary analysis and cultivate greater appreciation of primary texts. Intended for prospective majors and non-majors alike.

Intermediate Courses

- 2000-level courses constitute the core offerings in the major, covering all periods in the Anglophone literary tradition, from early medieval literature to the present.
- Intermediate seminars are 2000-level courses with a cap of sixteen students per class. They offer the opportunity for more intensive work in literary analysis and deeper focus on methodological skills required for advanced research in the major. Students practice applying and move toward mastery of theoretical and critical paradigms. Potential majors are strongly encouraged to take an intermediate seminar in their sophomore year.
- Remaining 2000-level courses offer in-depth and period-based study of Anglophone literature through specific historical or cultural subfields. Students learn to analyze literary texts informed by an engagement with secondary sources and develop greater awareness of critical paradigms and methodologies.

Advanced Courses

- 3000-level seminars offer a capstone experience in the major. Students gain greater awareness of current critical trends within a literary subfield and develop facility with reading and evaluating scholarship. These advanced courses offer students the opportunity for collaborative work and for conducting independent research that may lead to an honors project.

Off-Campus Study Policy

Some English majors choose to study away in their junior year. English majors must meet with their advisors prior to studying away to discuss their plans and to receive approval for their intended course of study. They should complete a registration of intent to study off-campus form to be signed by the chair of the department and returned to the Off-Campus Study office. Upon return from study-away, students must meet with the English department chair and complete a study-away approval form. Refer to the English department's guidelines for study-away courses. For more information about study-away programs, contact the Office of Off-Campus Study.

Transfer Credit Policies

The English department accepts up to two transfer credits for classes taken outside of the department, either at Bowdoin or at another institution. Students may count one upper-level course in Cinema Studies toward the major. Students planning to study away should meet with the chair of the department at least one semester prior to departure. Only one pre-1800 course may be transferred for credit. The department does not give transfer credit for 2000-level seminars or 3000-level seminars. Students may not apply transfer credits to the minor.

Advanced Placement/International Baccalaureate (AP/IB)

Students who received a minimum score of four on the English Literature and Composition AP exam, or a minimum score of six on the English IB exam, are eligible to receive a general credit toward their degree (though not toward a major or minor) following the completion of an English course, not including creative writing courses, with a minimum grade of B-. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

ENVIRONMENTAL STUDIES

Matthew W. Klinge, *Program Director*

Eileen Sylvan Johnson, *Program Manager*

Rosemary Armstrong, *Program Coordinator*

Professors: Philip Camill III (Earth and Oceanographic Science), John Lichter* (Biology), Dharni Vasudevan (Chemistry)

Associate Professors: Connie Y. Chiang (History), Matthew W. Klinge (History)

Senior Lecturer: Jill E. Pearlman

Lecturers: Anne C.J. Hayden, Eileen Sylvan Johnson

Visiting Faculty: Divya Gupta (Government)

Contributing Faculty: Jennifer Baca, Mark O. Battle†, David Carlon, David Collings, Vladimir Douhovnikoff, Jens Elias Klenner, Divya Gupta, Laura A. Henry, Guillermo E. Herrera, Amy S. Johnson, Susan A. Kaplan, Sarah Kingston, Michèle G. LaVigne†, Peter D. Lea, Barry A. Logan†, Marcos F. Lopez, Barbara R. Lyon, Sarah F. McMahan, Erik Nelson, Emily M. Peterman, Samia Rahimtoola, Nancy E. Riley, Strother Roberts, Collin S. Roesler, Russell Rymer, Allen L. Springer, Anthony E. Walton, Allen Wells, Nathaniel T. Wheelwright, Mary Lou Zeeman

Requirements for the Coordinate Major in Environmental Studies

To receive a major in environmental studies at Bowdoin, students must complete the nine credits detailed below and also have a disciplinary major either in an academic department, e.g. biology, or an academic program, e.g. Asian studies. For a full listing of Bowdoin's academic departments and programs, please see pages 19–20.

Required courses:

- Environmental Studies 1101, Our Earth: Introduction to Environmental Studies (preferably taken as a first-year student)
- one introductory course with a weekly lab in biology, chemistry, earth and oceanographic science, or physics
- Environmental Studies 2201, Perspectives in Environmental Science
- one environmental social science course chosen from environmental studies courses numbered 2300–2330
- Environmental Studies 2403, Environment and Culture in North American History
- one senior seminar chosen from environmental studies courses numbered 3900–3999
 - This is a culminating course providing an opportunity for exploration of a topic, or a senior capstone course experience of one semester.
 - Such courses are multidisciplinary, studying a topic from at least two areas of the curriculum.
 - It is preferable to take this course during the senior year.

Beyond these six courses, students choose a concentration made up of three environmental

studies (ES) courses of the students' choice. The concentration is an opportunity for students to develop a particular interest from the broad spectrum of environmental studies courses offered at Bowdoin. Each concentration consists of three ES courses (or three ES-approved courses) that are linked by a cohesive theme. Examples of such a theme might be ecology, food systems, or energy. Students meet with their ES advisor to discuss possible themes and submit a major tracking and concentration form to the ES Program. (Go to the ES Program website for more information.)

Requirements for the Minor in Environmental Studies

The minor consists of five courses.

Required courses:

- Environmental Studies 1101
- two intermediate courses (2000–2969) or higher, one of which should be outside a student's departmental major
- two core courses in the disciplinary area as specified below:
 - natural science majors: Environmental Studies 2403, Environment and Culture in North American History; and one social science course from environmental studies courses numbered 2300–2330
 - social science majors: Environmental Studies 2201, Perspectives in Environmental Science; and Environmental Studies 2403, Environment and Culture in North American History
 - humanities majors: Environmental Studies 2201, Perspectives in Environmental Science; and one social science course from environmental studies courses numbered 2300–2330

Independent Study

Students may engage in independent study at the intermediate (2970–2979) or advanced (4000–4051) level. Only one course numbered 4000–4051 may count toward the major.

Additional Information

- A grade of C- or better must be earned in a course to fulfill the major or minor requirements and no courses taken Credit/D/Fail may be applied to the major or minor.
- Advanced Placement/International Baccalaureate: With a score of five, a student can earn one general credit if the student completes ES 2201 with a minimum grade of B-.

GENDER, SEXUALITY, AND WOMEN'S STUDIES

Kristen R. Ghodsee, *Program Director*

Anne E. Clifford, *Program Administrator*

Professors: Kristen R. Ghodsee, Jennifer Scanlon

Assistant Professor: Joseph Jay Sosa

Contributing Faculty: Todd Berzon**, Aviva Briefel†, Judith S. Casselberry, David Collings, Sarah O'Brien Conly, Rachel Ex Connelly, Sara A. Dickey, Pamela M. Fletcher, Guy Mark Foster, Celeste Goodridge, David K. Hecht, Sree Padma Holt, Ann Louise Kibbie, Aaron W. Kitch, Matthew W. Klinge, Tracy McMullen†, Kristi Olson, Elizabeth A. Pritchard, Marilyn Reizbaum, Nancy E. Riley, Jill S. Smith, Rachel L. Sturman, Susan L. Tananbaum, Birgit Tautz, Shu-chin Tsui, Krista E. Van Vleet**, Hanétha Vété-Congolo, Tricia Welsh

The interdisciplinary Gender, Sexuality, and Women's Studies Program (GSWS) combines the scholarly traditions of each field in new and productive ways to develop a culture of critical thinking about the intersections of sexuality, gender, race, and class. Courses in GSWS investigate the experiences of women and men in light of the social construction of gender and its meaning across cultures and historic periods. Gender construction is explored as an individual, institutional, cultural, and national means of structuring and perpetuating inequality, social justice, and dominance. Sexuality studies examines how social, historical, psychological, literary, legal, biological, and political contexts shape sexual practices, expressions, identities, and representations.

Requirements for the Major in Gender, Sexuality, and Women's Studies

The major consists of nine courses, including three required core courses.

Required courses:

- GSWS 1101, Introduction to Gender, Sexuality, and Women's Studies
- GSWS 2201, Feminist Theory; or GSWS 2001, Queer Theory
- GSWS advanced-level capstone seminar (3000–3999) (Designed to illuminate the diverse realities of women's experience while making available some of the main currents of feminist thought.)

Students may wish to concentrate within the major in gender and women's studies or sexuality studies, in line with the theory course they elect (gender and women's studies or sexuality), but students may take both 2201 or 2001, both of which count toward the major.

The six remaining courses for the major may be chosen from the set of GSWS courses, or from a set of courses in other disciplines that have been approved by the Gender, Sexuality, and Women's Studies Program Committee to count toward the major. GSWS courses are numbered to indicate the level of course instruction. (The general level of instruction is indicated by the first number, so that courses numbered 1000–1049 are first-year seminars, those numbered 1100–1999 are introductory courses, those numbered 2000–2969 are intermediate-level courses, and those numbered 3000–3999 are advanced seminars intended for juniors and seniors.)

In total, no more than three of the six elective courses may be from any single department outside of GSWS. The departmental affiliation of the course is considered the department of

which the instructor is a member. Courses count toward the major if grades of C- or better are earned. One course taken with the Credit/D/Fail grading option may count for the major as long as a CR (credit) grade is earned for the course.

During the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent study project. The honors project supervisor must have taught GSWS courses and served on the Gender, Sexuality, and Women's Studies Program Committee. If the student's chosen supervisor has not fulfilled both of these requirements, the student may appeal for permission from that committee. Two semesters of advanced independent work (Gender, Sexuality, and Women's Studies 4000 and 4001) are required for an honors project in GSWS. No more than two independent study courses may count toward the major.

Requirements for the Minor in Gender, Sexuality, and Women's Studies

The minor consists of six courses.

Gender, Sexuality, and Women's Studies 1101 and 2201 or 2001, normally taken in the first or second year, and three additional courses.

Required courses:

- GSWS 1101
- GSWS 2201, Feminist Theory or GSWS 2001, Queer Theory
- three additional courses

Only two courses from any single department outside of GSWS count toward the minor. All courses must be taken for regular letter grades (not Credit/D/Fail) and students must earn a grade of C- or better in order for a course to count toward the minor.

GERMAN

Birgit Tautz, *Department Chair*

Kate Flaherty, *Department Coordinator*

Professor: Birgit Tautz

Associate Professor: Jill S. Smith

Assistant Professor: Jens Elias Klenner

Teaching Fellow: Katharina Weygold

The German department offers courses in the language, literature, and culture of the German-speaking countries of Europe. The program is designed for students who wish to become literate in the language and culture, comprehend the relationship between the language and culture, and gain a better understanding of their own culture in a global context. The major is a valuable asset in a wide variety of postgraduate endeavors including business, science, and international careers; and in law and graduate school.

Requirements for the Major in German

The major consists of eight courses.

Required courses:

- German 2204 or the equivalent; and seven additional courses. Of those:
 - One course may be taken from German 1151–1156 or German 2251–2256; or may be a course taught by German faculty in other programs may be substituted for this requirement upon prior approval.
 - The other courses (or all of the seven courses) must be taken from German 2205–4052.

All majors are required to do course work with the department in their senior year; the configuration of this senior work must be determined in direct consultation with the department. This consultation takes place prior to registering for the fall semester of the senior year, which for some students means before they depart for study away. Normally senior work includes two courses at the 33xx level. Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study abroad. Majors are encouraged to consider a number of study-abroad programs with different calendars and formats.

Requirements for the Minor in German

Required courses:

- German 1102 or the equivalent
- any four courses, two must be in the language (2203–2289 and 3300–3999)

Courses from another college or university may count toward the major or minor with departmental approval of that transfer credit.

Additional Information

- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail) and earn a course grade of C- or better.

- First-year seminars count to the major and minor.
- Students may engage in independent study at the intermediate (2970–2979) or advanced (4000–4051) level. Independent studies, including honors projects, may count toward the major.
- Advanced Placement/International Baccalaureate (AP/IB): Students who received a minimum score of four on the German Advanced Placement exam receive a general credit toward their degree, normally no credit to the major or minor, after completion of a 3000-level German course with a minimum grade of B-. Students who took the German IB exam should consult the department regarding credit. Regardless of earned scores, all students are expected to take the placement exam. In order to receive credit for AP/IB work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

GOVERNMENT AND LEGAL STUDIES

Michael M. Franz, *Department Chair*

Lynne P. Atkinson, *Department Coordinator*

Professors: Paul N. Franco, Janet M. Martin, Christian P. Potholm, Andrew C. Rudalevige†, Allen L. Springer, Jean M. Yarbrough

Associate Professors: Ericka A. Albaugh†, Michael M. Franz, Laura A. Henry, Henry C. W. Laurence† (Asian Studies), Jeffrey S. Selinger

Assistant Professors: Barbara I. Elias Klenner†, Christopher Heurlin (Asian Studies), Maron Sorenson

Lecturer: George S. Isaacson

Visiting Faculty: Emily Clough, Rebecca Davis Gibbons, Divya Gupta (Environmental Studies)

Courses within the department are divided into three levels:

Level A Courses (Government 1000–1999)

First-Year Seminars (1000–1049)

All first-year seminars offered by the department are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills. Registration is limited to sixteen first-year students in each seminar.

Introductory Lectures

Government 1100, 1400, and 1600 are large lecture courses, limited to fifty students in each, and designed to provide a substantive introduction to American politics, comparative politics, or international relations, respectively. These courses are intended for first-year students and sophomores. Others may take them only with the permission of the instructor.

Level B Courses (Government 2000–2999)

Courses are designed to introduce students to or extend their knowledge of a particular aspect of government and legal studies. Courses range from the more introductory to the more

advanced. Registration is limited to thirty-five students in each course. Students should consult the individual course descriptions regarding any prerequisites.

Level C Courses (Government 3000–3999)

Courses provide seniors and juniors, with appropriate background, the opportunity to do advanced work within a specific subfield. Registration is limited to fifteen students in each seminar. These courses are not open to first-year students. Students should consult the individual course descriptions regarding any prerequisites.

Courses within the department are further divided into four subfields:

- American politics: Government 1000–1009, 1037–1039, 1100, 2000–2199, 2700–2799, 3000–3199, and 3700–3799
- Comparative politics: Government 1017–1029, 1400, 2300–2599, and 3300–3599
- Political theory: Government 1007–1019, 1040–1045, 2100–2399, 2800–2899, 3100–3399, and 3800–3899
- International relations: Government 1025–1045, 1600, 2500–2899, and 3500–3899

Requirements for the Major in Government and Legal Studies

The major consists of nine courses.

- no more than two courses taken at Level A, no more than one of these a first-year seminar
- a field of concentration, selected from the above list of subfields, in which at least four courses including one Level C course and no more than one Level A course are taken
- at least one course taken in each of the three subfields outside the field of concentration

Requirements for the Minor in Government and Legal Studies

The minor consists of five courses from at least three of the departmental subfields.

- no more than two courses taken at Level A, no more than one of these a first-year seminar

Independent Study and Honors Projects

One semester of independent study work, at either the intermediate level (Government 2970–2989) or the advanced level (Government 4000–4019), may count toward the major or minor. An advanced independent study or an honors project (Government 4050–4066) may be used to fulfill the Level C major concentration requirement. Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of independent study work, and have that paper approved by the department.

Additional Information

- To fulfill major or minor requirements, a grade of C- or better must be earned in a course. Courses used to fulfill major or minor requirements must be taken for regular letter grades (not Credit/D/Fail).

- A total of two credits from outside Bowdoin can normally be applied to the government major or minor. Only one credit can be applied (as a Level B course) to the four-course major concentration requirement. The Level C concentration requirement must be completed at Bowdoin.
- The following courses, while not fulfilling the requirement for any of the four fields of concentration, may be counted toward the total number of courses required for the major or minor: Government 1046–1049, 2900–2969, 2990–2999, 3900–3999, 4020–4029, and Environmental Studies 2304.
- Students who received a minimum score of four on the US Government AP exam or the Comparative Government AP exam are eligible to receive up to one general credit toward the degree after completing a Level B course in government and legal studies in the same subfield as the AP exam and earning a minimum grade of B-. If a student has scores for more than one exam, only one total credit will be awarded.

HISTORY

Dallas G. Denery II, *Department Chair*

Rebecca Banks, *Department Coordinator*

Professors: Dallas G. Denery II, David M. Gordon, Patrick J. Rael†, Susan L. Tananbaum*, Olufemi O. Vaughan (Africana Studies), Allen Wells

Associate Professors: Connie Y. Chiang (Environmental Studies), David K. Hecht, K. Page Herrlinger, Matthew W. Klinge (Environmental Studies), Sarah F. McMahon, Brian Purnell (Africana Studies), Rachel L. Sturman (Asian Studies)

Assistant Professors: Meghan K. Roberts, Strother Roberts, Ya (Leah) Zuo* (Asian Studies)

Instructor: Sakura Christmas (Asian Studies)

Requirements for the Major in History

History offers courses in the following fields of study: Africa, East Asia, Europe, Latin America, South Asia, the United States, Atlantic Worlds, and Colonial Worlds. Multi-field courses fall into more than one of these fields of study.

Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history. In consultation with a faculty advisor in the department, a student should plan a program that begins at either the introductory or the intermediate level and progresses to the advanced level.

The major consists of ten courses, with the following stipulations and required courses:

- no more than two courses below the intermediate level (numbered below 2000) may count toward the major, and these must be taken prior to the junior year;
- no more than six courses in a single field of study may count toward the major;
- a multi-field course may count toward any one of its designated fields;
- three non-Euro/US courses;

HISTORY

- one pre-modern course (These courses are designated by professors and noted in the course descriptions.); and
- three courses numbered 2500 or higher (This includes intermediate seminars (2500–2999), advanced research seminars (3000s), advanced independent studies, or honors (4000s)).
 - One of the three upper-level seminars must be a 3000-level capstone seminar. In consultation with a faculty advisor, a major may fulfill this requirement with an honors project.

Requirements for the Minor in History

The minor consists of five courses, with the following stipulations and required courses:

- a maximum of one course below the intermediate level (numbered below 2000), which must be taken prior to the junior year;
- a maximum of one course may be taken at another institution (may not count as an intermediate seminar or higher);
- one course must be taken at the level of intermediate seminar or higher (course must be taken at Bowdoin); and
- one course must be non-Euro/US.

Additional Information

- *Grades:* Students must obtain a minimum course grade of C- to receive credit toward the major or minor. Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- *Study Away:* In their sophomore year, students anticipating study away from Bowdoin should discuss with the departmental advisor a plan for the history major that includes work at Bowdoin and elsewhere. Students participating in approved off-campus study may count one history course per semester toward the history major or minor. In exceptional cases, students may petition to receive credit for more than one course per semester toward the history major. In all cases, a maximum of three history courses taken away from Bowdoin may count toward the history major.
- *Honors:* To be eligible to register for honors, a student must have the equivalent of a B+ average in courses taken in the department and the approval of a thesis advisor. All history majors seeking departmental honors must research and write an honors thesis.
- *Languages:* History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.
- *Advanced Placement/International Baccalaureate (AP/IB):* Students who received a four or higher on the US History AP exam or European History AP exam must complete a history course at the 2000 level or higher with a minimum grade of B in order to receive a college credit for the exam. AP credits do not count toward the history major or any college requirements; credits from AP exams only count toward total credits needed for graduation. If a student has scores for more than one AP History exam, only one total credit is awarded. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

Curriculum

- *First-year seminars* (1000–1049) introduce students to college-level writing through the study of history as a discipline. Registration is limited to sixteen students in each seminar. First-year seminars numbered 1028–1049 fulfill the non-Euro/US requirement for history majors.
- *Introductory courses* (1100–1999) introduce students to the methods and skills of history as a humanities and social science discipline. (Generally closed to seniors.) Introductory 1000-level courses numbered 1370–1999 fulfill the non-Euro/US requirement for history majors.
- *Core courses* (2000–2499) survey historical themes and problems and offer opportunities to deepen skills in historical thinking and writing. (Open to all students, including first-year students.) Core courses numbered 2270–2499 fulfill the non-Euro/US requirement for history majors.
- *Intermediate seminars* (2500–2999) offer the opportunity for more intensive work in critical reading and discussion, analytical writing, library or archival research, and methodology. (Not open to first-year students without instructor's permission; some background in the discipline assumed.) Seminars numbered 2740–2899 fulfill the non-Euro/US requirement for history majors.
- *Advanced seminars* (3000–3999) expect students to build on prior coursework by developing a substantial piece of historical research. (Not open to first-year students without instructor's permission.) Seminars numbered 3270–3999 fulfill the non-Euro/US requirements for history majors.

INTERDISCIPLINARY MAJORS¹

ART HISTORY AND ARCHAEOLOGY

The art history and archaeology major consists of thirteen courses.

Required courses:

- Art History 1100
- Archaeology 1101
- Archaeology 1102
- one of Classics 1101, 1111, 1112, 2970–2973, Philosophy 2111, or an intermediate course in religion (2000–2669)
- one of Art History 2130, 2140, or 2150
- Art History 2220
- one of Art History 3000–3999
- two additional art history courses
- three additional archaeology courses, one of which must be at the advanced level (3000–3999)
- Art History 4000 or Archaeology 4000

ART HISTORY AND VISUAL ARTS

The art history and visual arts major consists of thirteen courses.

Required courses:

- Art History 1100
- Visual Arts 1101
- one course in African, Asian, or pre-Columbian art history numbered 1103 or higher
- one of Visual Arts 1201, 1401, or 1601
- four additional art history courses numbered 2000 or higher
- four additional visual arts courses, no more than one of which may be an independent study
- one advanced seminar in art history (3000–3999)

¹*An interdisciplinary major cannot be combined with a second departmental or coordinate major.*

CHEMICAL PHYSICS

The chemical physics major consists of twelve courses.

Required courses:

- Chemistry 1102 or 1109
- Physics 1130
- Physics 1140
- Mathematics 1600
- Mathematics 1700
- Mathematics 1800
- Physics 2130
- Physics 2150
- Chemistry 2510
- one of Chemistry 2520 or Physics 3140
- two courses from the following:
 - Chemistry 3100, 3400, or approved topics in 4000 or higher
 - Physics 2250, 3000, 3130, 3810 or approved topics in 4000 or 4001
 - At least one of these must be at the advanced level (3000–3999).

Other possible electives may be feasible; interested students should check with the departments.

COMPUTER SCIENCE AND MATHEMATICS

The computer science and mathematics major consists of ten courses.

Required courses:

- Mathematics 2000
- Mathematics 2020
- Computer Science 2101
- Computer Science 2200
- three additional computer science courses, higher than 2000, that satisfy the following:
 - at least one course in each of the areas Artificial Intelligence and Systems
 - at least one of which is an advanced course (3000–3999)
- three additional mathematics courses, 1800 or higher

Independent studies in computer science cannot count toward this major. Courses that count for this major must be taken for a regular letter grade, no Credit/D/Fail, with a minimum earned grade of C-. At most, two of these courses can be transfer credits from other institutions.

ENGLISH AND THEATER

The interdisciplinary major in English and theater focuses on the dramatic arts, broadly construed, with an emphasis on the critical and embodied study of drama and literature.

Students of English and theater may blend introductory and advanced course work in both fields, while maintaining flexibility in the focus of their work. Honors theses in English and theater are listed as honors in both departments. Students wishing to study abroad are allowed to count two courses in approved study away programs toward the requirements for the major.

The English and theater major consists of eleven required courses.

Required courses:

- an English first-year seminar or introductory course (1000–1049 or 1100–1999)
- one introductory theater course (1100–1999)
- one course from English on drama before 1800, such as English 1115, English 2200, or the equivalent in English or another department
- one course in modern drama, such as English 2452, 2654, or the equivalent in English or another department
- one advanced course in theater (3000–3999)
- one advanced English seminar (3000–3999)
- one elective in English at the intermediate level (2000–2899)
- one elective in theater or dance at the intermediate level (2000–2999)
- any three additional courses in theater

EURASIAN AND EAST EUROPEAN STUDIES

The interdisciplinary major in Eurasian and East European studies (EEES) combines the study of the Russian language with related courses in anthropology; economics; German; government; history; music; and gender, sexuality, and women's studies. The major emphasizes the common aspects of the geo-political area of Eurasia and East Europe, including the European and Asian countries of the former USSR, East Central Europe, and the Balkans. The EEES major allows students to focus their study on one cultural, social, political, or historical topic, illuminating the interrelated linkages of these countries.

This major combines multiple fields into a study of one common theme, in order to provide a multidisciplinary introduction to the larger region, while allowing for an in-depth study of the student's specific geographical area of choice. EEES independent study allows an interested student to work with one or more faculty members in order to merge introductory and advanced course work into a focused and disciplined research project. Course work in Russian language or other regional languages is expected to start as early as possible in the student's academic career.

Careful advising and consultation with EEES faculty members is essential to plan a student's four-year program, taking into consideration course prerequisites, the rotation of courses, and/or sabbatical or research leaves. Independent study allows a student to conduct interdisciplinary research under the careful guidance of two or more advisors or readers.

Required courses:

- two years of Russian (Russian 1101, 1102, 2203, 2204), or the equivalent in another language (i.e., Slovene, Serbian/Croatian)
- four courses from the concentration core courses after consultation with EEES faculty
- At least one course should be at the intermediate level (numbered 2000–2969) and one at the advanced level (numbered 3000–3999).
- Upon petition to EEES faculty, a student completing the EEES concentration can satisfy the requirement by substituting a course from the complementary list of Russian courses (listed below) or through independent studies in those cases in which: (1) faculty members are on sabbatical leave, (2) the course is not rotated often enough, (3) a course is withdrawn (as when a faculty member leaves), and/or (4) a new, related course is offered on a one-time-only basis.
- Any two courses outside the EEES concentration selected from the complementary list below, one at the intermediate level (numbered 2000–2969) and one at the advanced level (numbered 3000–3999).
- With approval of an EEES faculty member, requirements (2) and (3) may be fulfilled in part by an independent study in the concentration or in the area of complementary courses.
- Only one introductory course or first-year seminar may count toward the major.
- An honors project in either concentration requires two semesters of independent study for a total of eleven courses in the major. EEES offers three levels of honors.
- Off-campus study in an approved program is strongly recommended. Up to three courses in an approved program may be counted toward the major.

EEES Concentration Core and Complementary Courses (beyond Russian 2204)*A. Concentration in Russian/East European Politics, Economics, History, Sociology, and Anthropology*

Core courses:

- Economics 2221, Marxian Political Economy
- Gender and Women's Studies 2600, Gender and Sexuality in Contemporary Eastern Europe [Government 2410, Post-Communist Russian Politics and Society] [Government 3510, Post-Communist Pathways]
- History 2108, The History of Russia, 1725–1924 [History 2109, Russia's Twentieth Century: Revolution and Beyond]

B. Complementary Courses in Eurasian and East European Literature and Culture

- German 1151, The Literary Imagination and the Holocaust [German 3317, German Literature and Culture since 1945]
- Music 2773, Chorus (when content applies)
- Russian 1022, "It Happens Rarely, Maybe, but It Does Happen"—Fantasy and Satire in East Central Europe
- Russian 2220, Nineteenth-Century Russian Literature
- Russian 2221, Soviet Worker Bees, Revolution, and Red Love in Russian Film (same as Gender and Women's Studies 2510)
- Russian 2223, Dostoevsky and the Novel (same as Gender and Women's Studies 2221)

INTERDISCIPLINARY MAJORS

Courses in Russian:

- Russian 3077, Russian Folk Culture
- Russian 3099, Nineteenth-Century Russian Literature
- Russian 3100, Modern Russian Literature
- Russian 3166, Russian Poetry

MATHEMATICS AND ECONOMICS

The mathematics and economics interdisciplinary major consists of eleven required courses.

Required courses:

- Mathematics 1800
- Mathematics 2000
- Mathematics 2206
- Mathematics 2606
- two of Mathematics 2109, 2208, 3108, 3109, 3208, 3209
- either Computer Science 2101, or Mathematics 2209 or 3606
- Economics 2555
- Economics 2556
- Economics 3516
- one additional advanced course in Economics (3000–3999)

Courses that count for this major must be taken for a regular letter grade, no Credit/D/Fail, with a minimum earned grade of C-.

MATHEMATICS AND EDUCATION

The interdisciplinary major in mathematics and education combines the study of mathematics and pedagogy. The prescribed mathematics courses represent the breadth of preparation necessary for both the scholarly study as well as the practice of secondary school mathematics. The required education courses provide students with the theoretical knowledge and practicum-based experiences crucial to understanding the challenges of secondary mathematics education. Students completing this major are prepared to become leaders in the field of mathematics education, either as scholars or educators.

The mathematics and education interdisciplinary major consists of eleven required courses.

Required courses:

- Mathematics 1800
- Mathematics 2000
- Mathematics 2020
- at least one mathematics course in modeling chosen from Mathematics 1808, 2109, 2208, or 2209

- at least one mathematics course in algebra and analysis chosen from Mathematics 2301, 2303, 2502, 2602, 2603, or 2702
- at least one mathematics course in geometry chosen from Mathematics 2404 or 3404
- at least one course in statistics chosen from Mathematics 1200, 1300, or 2606
 - This statistics requirement may alternately be met with a score of four or five on the AP Statistics exam, Economics 2557, or Psychology 2520, provided that the student also completes Mathematics 2206.
- Education 1101
- Education 2203
- Education 3301 and 3302
 - Students must take Education 3301 and 3302 concurrently during the fall semester of their junior or senior year.

Courses that count for this major must be taken for a regular letter grade, not Credit/D/Fail, with a minimum earned grade of C-. At most, two of the courses in mathematics can be transfer credits from other institutions. Transfer credits are not accepted for the courses in education.

PHYSICS AND EDUCATION

The physics and education interdisciplinary major consists of eleven required courses.

Required courses:

- Physics 1130
 - If a student places out of 1130, no replacement course is required.
- Physics 1140
- Physics 2130
- Physics 2140 or Physics 2150
- Physics 3010
- Earth and Oceanographic Science 1105 (or higher)
- Chemistry 1092, 1102, or 1109 (or higher)
- Education 1101
- Education 2203
- Education 3301 and 3302
 - Students must take Education 3301 and 3302 concurrently during the fall semester of their junior or senior year.

Majors are eligible to apply for admission to the Bowdoin Teacher Scholars teacher certification program. Completing the major requirements in a timely fashion requires advanced planning, so students are strongly encouraged to meet with faculty from both the mathematics and education departments early in their college careers.

INTERDISCIPLINARY MAJORS / LATIN AMERICAN STUDIES

Students pursuing this major may be able to use up to two transfer credits toward the physics, chemistry, or earth and oceanographic science part of the requirements. None of the education requirements can be fulfilled with transfer credit.

In addition, physics and education interdisciplinary majors must:

- achieve a grade of C- or higher in education courses required for this major; and
- achieve a grade of C- or higher in the physics courses if they are to serve as a prerequisite.

Students pursuing this major may receive one D in a required physics course (as long as it is not serving as a prerequisite) and count the course toward the major. No courses taken Credit/D/Fail will be accepted toward the major.

Students may pursue honors projects or independent studies, but they do not replace any of the requirements for this major.

LATIN AMERICAN STUDIES

Allen Wells, *Program Director*

Jean M. Harrison, *Program Coordinator*

Fellow: Jennifer Baca

Contributing Faculty: Greg Beckett†, Margaret Boyle*, Nadia V. Celis**, Elena M. Cueto Asín, Gustavo Faverón Patriau, Marcos F. Lopez, Stephen J. Meardon†, Krista E. Van Vleet**, Hanétha Vété-Congolo, Susan E. Wegner, Allen Wells, Eugenia Wheelwright, Nathaniel T. Wheelwright, Carolyn Wolfenzon†

The Latin American Studies Program explores the history, aesthetic production, and contemporary relationships of the diverse cultural groups of Mexico, the Caribbean, Central and South America, and Latinas and Latinos in the United States. Its multidisciplinary approach is designed to integrate the scholarly methods and perspectives of several disciplines in order to foster increased understanding of Latin America's social differences and economic realities, cultural diversity, transnational connections, historical trajectories, and range of popular culture and artistic and literary expression. Competence in a language spoken in the region other than English (such as Spanish, French, or Portuguese) is required, and it is strongly recommended that students participate in an off-campus study program in Latin America.

Requirements for the Major in Latin American Studies

The major consists of nine courses:

- one course offering a survey of cultural production (literature, art, music, mass media, etc.) in Latin America in Spanish, French, or Portuguese:
 - Latin American Studies 2407, Francophone Cultures; or
 - Latin American Studies 2409, Introduction to Hispanic Studies: Poetry and Theater; or
 - Latin American Studies 2410, Introduction to Hispanic Studies: Essay and Narrative

- one course in Latin American history covering several countries and periods in the region:
 - Latin American Studies 2401, Colonial Latin America; or
 - Latin American Studies 2402, Modern Latin America; or
 - Latin American Studies 2403, Latin American Revolutions
- one intermediate course (2500–2799) in the social sciences (anthropology, economics, government, psychology, or sociology) that focuses on Latin America or Latinas/Latinos in the United States
 - Students may need to take prerequisite courses in the cross-listed department.
- a concentration of four additional courses centered on a particular theme, e.g. identity and inequality; or geographic region, e.g. the Andes, Caribbean; selected by each major in consultation with a faculty advisor in the Latin American Studies Program
 - The courses for the concentration should be at the intermediate (2000–2969) or advanced (3000–3999) level.
- an elective course in Latin American studies outside the student's concentration
- an advanced course (3000–3999) or advanced independent study in Latin American studies during the senior year

Requirements for the Minor in Latin American Studies

Required courses:

- one Hispanic Studies course at Bowdoin beyond Hispanic Studies 2204 (or another appropriate language)
- Latin American Studies 2402, Modern Latin America
- three additional courses, two of which must be taken from disciplines outside the student's major department(s)

Independent Studies and Honors Projects

Independent studies can meet requirements for the major or minor only with the approval by the director of Latin American studies of a written prospectus of the project. Students contemplating honors candidacy must have established records of A and B grades in program course offerings and must present clearly articulated proposals for scholarly research. Students must prepare and defend an honors thesis before a program faculty committee.

Additional Information

- A maximum of three courses from off-campus study programs may count toward the major and two courses from off-campus study programs may count toward the minor with the approval of the director of Latin American studies.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.
- A student may count a first-year seminar toward the major or minor elective requirements.

MATHEMATICS

Adam B. Levy, *Department Chair*

Suzanne M. Theberge, *Senior Department Coordinator*

Professors: William Barker, Adam B. Levy, Jennifer Taback, Mary Lou Zeeman

Associate Professor: Thomas Pietraho

Assistant Professors: Christopher Chong, John D. O'Brien, Amanda Redlich†, Manuel L. Reyes

Lecturers: Eric C. Gaze, Michael King

Visiting Faculty: Charles E. Cunningham, Mario Micheli

Requirements for the Major in Mathematics

A major consists of at least nine courses numbered 1800 or higher.

Required courses:

- Mathematics 2000 and 2020
- an advanced course (3000–3969)
- The requirement of an advanced course (3000–3969) is meant to ensure that all majors have sufficient experience in at least one specific area of mathematics as listed below:
 - algebra (Mathematics 2502, 2602, 2702, 3602, and 3702)
 - analysis (Mathematics 2303, 2603, 3204, and 3603)
 - modeling and dynamics (Mathematics 2208, 3108, and 3208)
 - optimization and numerical methods (Mathematics 2109, 2209, 3109, and 3209)
 - probability and statistics (Mathematics 2206, 2606, and 3606)
 - geometry (Mathematics 2404 and 3404)

Students who have already mastered the material in Mathematics 2000 and 2020 may substitute a more advanced course after receiving approval from the department chair. Students must submit a planned program of courses to the department when they declare a major.

Requirements for the Minor in Mathematics

A minor in mathematics consists of a minimum of five courses numbered 1800 or higher.

Interdisciplinary Majors

The department participates in three interdisciplinary majors: computer science and mathematics, mathematics and economics, and mathematics and education. See pages 82–88.

Recommended Courses

Listed below are some of the courses recommended to students with the indicated interests.

- Graduate study: Mathematics 2303, 2501, 2602, 2603, 2702, and at least two advanced courses from Mathematics 3204, 3602, 3603, and 3702
- Engineering and applied mathematics: Mathematics 1808, 2208, 2209, 2303, 2501, 2601, 2606, 3108, 3109, 3208, and 3209

- Mathematical economics and econometrics: Mathematics 2000, 2109, 2206, 2209, 2603, 2606, 3108, 3109, 3208, 3209, 3603, and 3606
- Statistics: Mathematics 2000, 2206, 2208, 2209, 2603, 2606, and 3606
- Operations research and management science: Mathematics 2000, 2020, 2109, 2206, 2601, 2606, 3109, and 3606

Additional Information

- Each of the courses required for the major or minor must be taken for a regular letter grade, not Credit/D/Fail, with a minimum earned grade of C-.
- At most two of these nine courses required for the major, or one of the five courses required for the minor, can be transfer credits from other institutions.
- To serve as a prerequisite, a grade of C- or better must be earned in a course.
- Independent studies and honors projects can count toward major and minor requirements with prior departmental approval.
- Advanced Placement and International Baccalaureate scores, in addition to the mathematics placement questionnaire, are only used for placement.

MUSIC

Vineet Shende, *Department Chair*

Linda Marquis, *Senior Department Coordinator*

Professors: Robert K. Greenlee, Mary Hunter

Associate Professor: Vineet Shende

Assistant Professor: Tracy McMullen†

Senior Lecturer: Frank Mauceri

Lecturers: Anthony F. Antolini, Jeffrey Christmas, Eric LaPerna, Amos Libby, John Morneau, Christopher Watkinson

Artist in Residence: George Lopez

Visiting Faculty: Darien Lamén

Requirements for the Major in Music

The music major consists of twelve credits that include courses from three areas: social and historical context (x1xx–x3xx), theory and composition (x4xx–x5xx), and performance (x6xx–x8xx). Majors can choose either to pursue a broader curriculum with some balance among these areas or to concentrate in one of them, as indicated in the specific courses listed below. All majors are also required in their final semester to take an independent study that includes a seminar component. Honors work normally adds one extra course credit, and its second semester counts as the senior independent study. Only one academic course in which the grade of CR (Credit) is received may count toward the major, and only grades of C- or higher will count toward the major.

General Concentration

Required courses:

- social and historical context: at least three credits
 - Music 1101 or 2101
 - two elective courses (x1xx–x3xx)
- theory and composition: at least three credits
 - Music 1401
 - two elective courses (x4xx–x5xx)
- performance: at least two credits
 - two consecutive semesters in a single ensemble (27xx)
 - two consecutive semesters in individual performance studies (28xx)
- three additional classroom electives from any area (x1xx–x6xx)
- Music 4040, Senior Project
- At least four elective courses must be at the 2000 level or above; at least one of these must be at the 3000 level.

Music in Social and Historical Context Concentration

Required courses:

- social and historical context: seven credits
 - Music 1101
 - Music 2101
 - five elective courses (x1xx–x3xx)
 - Three of these electives must be at the 2000 level or above, and at least one must be at the 3000 level. With departmental approval, two of these electives may be in a related field outside the music department.
- theory and composition: two credits
 - Music 1051 or 1401
 - one elective course (x4xx–x5xx)
- performance: two credits
 - two consecutive semesters in each of two different ensembles (27xx); or
 - two consecutive semesters of ensembles (27xx), and two consecutive semesters in individual performance studies (28xx)
- Music 4040, Senior Project

Theory and Composition Concentration

Required courses:

- social and historical context: two credits
 - Music 1101 or 2101
 - one elective at the 2000 level or above (x1xx–x3xx)
- theory and composition: seven credits
 - Music 1401
 - Music 2403
 - Music 2501
 - one of Music 1451 or 2551
 - one of Music 2401 or 2602
 - one of Music 3401 or 3403
 - one of Music 3501 or 3551
- performance: two credits
 - two consecutive semesters in a single ensemble (27xx)
 - two consecutive semesters in individual performance studies (28xx)
- Music 4040, Senior Project

MUSIC

Performance Concentration

Required courses:

- social and historical context: at least two credits
 - Music 1101 or 2101
 - one elective course relevant to student's area of performance
- theory and composition: at least two credits
 - Music 1401
 - Music 2401 or 2403
- performance: six credits
 - Music 2601 or 2603
 - Music 2602
 - two consecutive semesters in each of two different ensembles (27xx)
 - two consecutive semesters of individual performance studies (28xx)
 - Music 3805
- one additional classroom elective from any area (x1xx–x6xx) at the 2000 level or higher
- Music 4040, Senior Project

Requirements for the Minor in Music

The minor in music consists of six credits. Only one academic course in which the grade of CR (Credit) is received may count toward the minor, and only grades of C- or higher will count toward the minor.

Required courses:

- Music 1401
- four other classroom electives (x1xx–x6xx) (At least two of these must be courses at the intermediate level [21xx–26xx] or higher.)
- either two consecutive semesters in a single ensemble (27xx), or two consecutive semesters in individual performance studies (28xx)

Ensemble and Individual Performance Studies

Ensembles (27xx) and intermediate-level individual performance courses (28xx) may be repeated for credit. Up to six credits of ensemble and intermediate-level individual performance courses together may be taken for graduation credit. (*Note:* Advanced Individual Performance Studies, 3805–3807, count for academic credit and are thus not included in this limitation.) With the exception of Advanced Individual Performance Studies (3805–3807), all ensembles and individual performance courses count for one half credit per semester and are graded on a Credit/D/Fail basis. Advanced Individual Performance Studies count for a full credit and are graded with a letter grade. Two consecutive semesters of participation in an auditioned ensemble fulfills the Visual and Performing Arts (VPA) distribution requirement. Students may participate on a non-credit basis in lessons, some large ensembles, chamber ensembles, and jazz ensembles upon instructor or departmental approval only. Please see the Course Guide or Polaris for additional provisions and information on ensemble and individual performance courses.

Music Ensembles

- Ensembles meet regularly for a minimum of three hours weekly, inclusive of time without the ensemble director; ensemble directors establish appropriate attendance policies.
- Returning students need not normally audition again.
- Members of ensembles must attend rehearsals regularly and participate in all dress rehearsals and performances.
- *Auditioned Ensembles* (count toward VPA)
 - Music 2771 Chamber Choir
 - Music 2773 Chorus
 - Music 2777 Orchestra
 - Music 2779 Chamber Ensembles
 - Music 2783 Jazz Ensembles
- *Non-auditioned Ensembles*
 - Music 2769 Middle Eastern Ensemble
 - Music 2775 Concert Band
 - Music 2781 Afro-Latin Music Ensemble

Individual Performance Studies

- Only students who are at an intermediate level or beyond (determined by audition) may take individual performance studies for credit.
- Students and instructors meet weekly for hour-long lessons; exact meeting times are determined based on the students' and instructors' schedules.

Instructors for 2016–2017

Bassoon: David Joseph

Cello: Christina Chute

Classical guitar: John Johnstone

Flute: Krysia Tripp

Harpichord: Naydene Bowder

Jazz Bass: Duane Edwards

Jazz Guitar: Gary Wittner

Jazz Piano: Matt Fogg

Low Brass: Anita Jerosch

Oboe: Kathleen McNerney

Organ: Ray Cornils

Piano: Naydene Bowder, George Lopez, and Joyce Moulton

Pop/Jazz Voice: Taylor O'Donnell

Saxophone: Tim O'Dell

Trumpet: Mark Tipton

Tuba: Scott Vaillancourt

Viola: Kirsten Monke

Violin: Dean Stein and Yasmin Vitalius

Voice: Christina Astrachan and Elizabeth Printy

Additional Information

- With departmental approval, students may count up to two courses taken at another college or university toward the major.
- Advanced Placement/International Baccalaureate (AP/IB): Students who received a minimum score of four on the Music Theory AP exam or an IB Music Theory score of 6 or higher should take the music theory placement exam. Placement in Music 2403 results in one credit that is the equivalent of Music 1401. If a student earns a grade of C- or higher in Music 2403, this credit can count towards the major. Placement into Music 1401 or Music 1051 results in no credit. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

NEUROSCIENCE

Hadley Wilson Horch, *Program Director*

Mary Keenan, *Program Coordinator*

Professors: Patsy S. Dickinson (Biology), Richmond R. Thompson† (Psychology)

Associate Professor: Hadley Wilson Horch (Biology)

Assistant Professor: Erika M. Nyhus* (Psychology)

Visiting Faculty: Leah C. Wilson (Psychology), Christopher M. Warren

Contributing Faculty: Amy S. Johnson, Mary Lou Zeeman

Laboratory Instructor: Nancy J. Curtis

Requirements for the Major in Neuroscience

The major consists of thirteen courses, including ten core courses and three electives from the lists to follow. Advanced placement credits may not be used to fulfill any of the course requirements for the major except Introductory Chemistry. Independent study in neuroscience may be used to fulfill one of the three elective credits. If students place out of Psychology 1101 or Biology 1109, thirteen courses related to neuroscience must still be completed.

Note: The information provided below is a listing of required and elective courses for the major in neuroscience. These courses are offered by other departments and programs within the College. Please refer to bowdoin.edu/classfinder and the Departments of Biology, Chemistry, Computer Science, Mathematics, Physics, and Psychology for further information, including course descriptions, instructors, and semesters when these courses will next be offered.

I. CORE COURSES

Introductory Level and General Courses:

- Biology 1102 or 1109
- Chemistry 1092, 1102, or 1109
- Chemistry 2250, Organic Chemistry I
- Psychology 1101, Introduction to Psychology
- Psychology 2520, Data Analysis; or Mathematics 1300, Biostatistics

Introductory Neuroscience Course:

- Biology 2135, Neurobiology; or Psychology 2050, Physiological Psychology

Mid-level Neuroscience Courses:

Three from the list below:

- Biology 2553, Neurophysiology
- Biology 2566, Molecular Neurobiology
- Psychology 2750, Laboratory in Behavioral Neuroscience: Social Behavior
- Psychology 2775, Laboratory in Cognitive Neuroscience

Advanced Neuroscience Courses:

- Biology 3325, Topics in Neuroscience
- Biology 3329, Neuronal Regeneration
- Psychology 3050, Hormones and Behavior
- Psychology 3051, Comparative Neuroanatomy
- Psychology 3055, Cognitive Neuroscience of Memory

II. ELECTIVES

Three electives may be chosen from the courses listed above (but not already taken), or below:

- Biology 1101, Biological Principles I
- Biology 2112, Genetics and Molecular Biology
- Biology 2124, Biochemistry and Cell Biology
- Biology 2175, Developmental Biology
- Biology 2214, Comparative Physiology
- Biology 2423, Biochemistry of Cellular Processes
- Biology 3333, Advanced Cell and Molecular Biology
- Chemistry 2310, Fundamentals of Biochemistry
- Chemistry 2320, Biochemistry
- Computer Science 1101, Introduction to Computer Science
- Computer Science 3400, Cognitive Architecture
- Mathematics 2108, Biomathematics
- Physics 1140, Introductory Physics II
- Psychology 2010, Infant and Child Development
- Psychology 2040, Cognitive Psychology
- Psychology 2060, Cognitive Neuroscience
- Psychology 2510, Research Design in Psychology
- Psychology 2725, Laboratory in Clinical Psychology
- Psychology 2740, Laboratory in Cognition
- Neuroscience 2970–2973, Intermediate Independent Study in Neuroscience
- Neuroscience 2999, Intermediate Collaborative Study in Neuroscience
- Neuroscience 4000–4003, Advanced Independent Study in Neuroscience
- Neuroscience 4029, Advanced Collaborative Study in Neuroscience
- Neuroscience 4050–4051, Honors Project in Neuroscience

PHILOSOPHY

Sarah O'Brien Conly, *Department Chair*

Jean M. Harrison, *Department Coordinator*

Professors: Scott R. Sehon, Matthew Stuart†

Associate Professor: Sarah O'Brien Conly

Assistant Professor: Kristi Olson

Fellow: Jonathan Vertanen

Requirements for the Major in Philosophy

The major consists of nine courses.

Required courses:

- Philosophy 2111
- Philosophy 2112
- Philosophy 2223
- six additional elective courses in philosophy (one course with a primary focus on epistemology and metaphysics)
- Philosophy 1040–1049, 1400–1499, 2400–2499, 3400–3499 (one course with a primary focus on value theory)
- Philosophy 1030–1039, 1300–1399, 2300–2399, 3300–3399 (At least two courses must be from the advanced level (3000–3999).)

Requirements for the Minor in Philosophy

The minor consists of five courses.

Required courses:

- Philosophy 2111
- Philosophy 2112
- one course from the intermediate level (2000–2969)
- one course from the advanced level (3000–3999)
- one additional elective from any level

Additional Information

- Unless an exception is made by the department, a course that counts toward the major or minor must be taken for a letter grade (not Credit/D/Fail), and the student must earn a grade of C- or better.
- Topics in first-year seminars change from time to time but are restricted in scope and make no pretense to being an introduction to the whole field of philosophy. They are topics in which contemporary debate is lively, and as yet unsettled, and to which contributions are often being made by more than one field of learning. First-year seminars count toward the major and minor.
- Introductory courses are open to all students regardless of year and count toward the

major. They do not presuppose any background in philosophy and are good first courses.

- Two semesters of independent study or honors project may count toward the major with departmental approval. Although courses numbered in the 3000s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one 2000-level course in Philosophy is a helpful preparation.
- Of the nine courses required of the major, at least five must be taken at Bowdoin; of the five required for a minor, at least three must be taken at Bowdoin. Students who wish to complete the major or minor are encouraged to take Philosophy 2111, 2112, and 2223 at Bowdoin. In some circumstances, an appropriate non-Bowdoin course may meet one of these requirements; this is determined by the department after review of the syllabus. No credit is given for either 2111 or 2112 for a single-semester course that covers both ancient and modern philosophy; credit for 2223 is typically not given for a course on critical thinking or informal logic.

PHYSICS AND ASTRONOMY

Dale A. Syphers, *Department Chair*

Emily C. Briley, *Department Coordinator*

Professors: Thomas Baumgarte, Madeleine E. Msall, Stephen G. Naculich, Dale A. Syphers

Associate Professor: Mark O. Battle†

Senior Lecturer: Karen Topp

Visiting Faculty: Juan R. Burciaga

Laboratory Instructors: Kenneth Dennison, Gary L. Miers, Jonathan Pearce

Requirements for the Major in Physics

The major requires nine courses.

Required courses:

- Mathematics through 1700, or placement above 1700
- Physics 1130, or placement above 1130
- Physics 1140
- Physics 2130
- Physics 2140
- Physics 2150
- one advanced methods course (Physics 3000, 3010, or 3020)
- two additional approved courses higher than 1140 (one may be Mathematics 1800 or higher; or Computer Science 1101)

In addition to the requirements listed above, students pursuing honors are expected to take: Mathematics 1800, Physics 3000, Physics 4050

- At least three courses taken for the major must be at the advanced level, 3000–3999.

Requirements for the Minor in Physics

The minor consists of at least four physics courses (completed at Bowdoin) numbered 1130 or higher, one of which must be Physics 1140.

Interdisciplinary Majors

The department participates in an interdisciplinary program in chemical physics. See pages 82-88. The department does not participate in a formal interdisciplinary program with the Department of Earth and Oceanographic Science. However, the Departments of Physics and Earth and Oceanographic Science have identified major/minor pathways for students majoring in physics with an interest in earth and oceanographic science (physics major/earth and oceanographic science minor) and students majoring in earth and oceanographic science with an interest in physics (earth and oceanographic science major/physics minor).

Students pursuing the physics major/earth and oceanographic science minor with interests in the solid earth discipline would be best served by selecting Earth and Oceanographic Science 1105, 2005 (same as Environmental Studies 2221), and two of the following earth and oceanographic science courses: 2125, 2145, 2165, 3115.

Those with interests in the surface earth discipline should select Earth and Oceanographic Science 1305 (same as Environmental Studies 1104), 2005 (same as Environmental Studies 2221); and two from 2315 (same as Environmental Studies 2277), 2325, 2345 (same as Environmental Studies 2270), and 2355.

Those with interests in the oceanography discipline should choose Earth and Oceanographic Science 1505, 2005 (same as Environmental Studies 2221); and two from 2525, 2530, 2540, 2585 (same as Environmental Studies 2282), 2635 (same as Environmental Studies 2267), and 3515.

Students planning to pursue one of the 3-2 engineering options and graduating with a physics degree must take Physics 1140, 2130, 2150, and Physics 3000 or Mathematics 2208; Chemistry 1102 or 1109; Mathematics through 1800; and Computer Science 1101. Other courses are expected by the engineering institution and students should contact the advisor in the department.

Additional Information

- Students must earn a grade of C- or above in any prerequisite physics course. Up to two courses with a grade of D are allowed to be counted toward the major if they are not prerequisites.
- Majors must complete at least five physics courses at Bowdoin.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- Students interested in applying course work taken at another college or university to the major or minor should consult the department.
- Independent studies, including honors projects, may count toward the major or minor.
- Advanced Placement/International Baccalaureate (AP/IB):
 - Students who receive a minimum score of four on the Physics 1 AP exam are eligible to receive one credit toward the major, are exempt from taking Physics 1130, and do not need to take an additional course to replace it.

- Students who receive a minimum score of four on the Physics C: Mechanics AP exam or a minimum score of six on the Physics without Optics IB exam are eligible to receive one credit toward the major, are exempt from taking Physics 1130, but must take Physics 1140 and earn a minimum grade of C- before the end of their junior year or no credit is awarded.
 - Minors meeting either of the criteria above are exempt from taking Physics 1130, but must take at least four Bowdoin physics courses.
 - Students who receive a minimum score of six on the Physics with Optics IB exam are eligible to receive two credits toward the major, are exempt from taking Physics 1130 and 1140, but must take Physics 2130 and earn a minimum grade of C- before the end of their junior year or no credit is awarded. Only one credit is awarded if a student elects to take Physics 1140 and earns a C- or higher by the end of their junior year.
 - Minors meeting these criteria are exempt from taking Physics 1130 and 1140, but must take at least four Bowdoin physics courses.
 - No credit is awarded for the Physics 2 or Physics C: Electricity and Magnetism AP exams.
- The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project.
 - Students considering a program in engineering should consult page 37.
 - A major with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography should choose appropriate courses in related departments.
 - Secondary school teaching requires a broad base in science courses, as well as the necessary courses for teacher certification. Students who know they want to do this should consider the physics and education interdisciplinary major.
 - For a career in industrial management, some courses in economics and government should be included.

PSYCHOLOGY

Louisa M. Slowiaczek, *Department Chair*

Donna M. Trout, *Senior Department Coordinator*

Professors: Samuel P. Putnam†, Louisa M. Slowiaczek, Richmond R. Thompson†
(Neuroscience)

Associate Professor: Suzanne B. Lovett

Assistant Professors: Erika M. Nyhus* (Neuroscience), Hannah E. Reese, Zachary K. Rothschild

Visiting Faculty: Michael Buccigrossi, Leah R. Dickens, Leah C. Wilson (Neuroscience),
Christopher M. Warren (Neuroscience)

Students in the Department of Psychology may elect a major within the psychology program, or they may elect an interdisciplinary major in neuroscience, sponsored jointly by the Departments of Psychology and Biology (see Neuroscience, page 96). The program in psychology examines contemporary perspectives on principles of human behavior in areas ranging from cognition, language, development, and behavioral neuroscience to interpersonal relations and psychopathology. Its approach emphasizes scientific methods of inquiry and analysis.

Requirements for the Major in Psychology

The psychology major comprises ten courses; these are selected by students with their advisors and subject to departmental review.

Required courses:

- The following three core courses should be completed before the junior year when feasible:
 - Psychology 1101, which is a prerequisite to further study in psychology
 - Psychology 2510
 - Psychology 2520
- laboratory and advanced courses:
 - option 1: two of Psychology 2700–2799 and two of 3000–3999
 - option 2: three of Psychology 2700–2799 and one of 3000–3999
 - Only one of Psychology 2750 or 2775 may be taken.
 - Only one of Psychology 3010, 3011, or 3013 may be taken.
 - Only one of Psychology 3050, 3051, or 3055 may be taken.
- Three additional elective courses chosen from among all psychology courses.

Requirements for the Minor in Psychology

The psychology minor comprises six courses, including Psychology 1101, 2510, and 2520 and one laboratory course (2700–2799).

Additional Information

- Students are encouraged to consider an independent study course on a library, laboratory, or field research project. Independent study courses at any level count as electives, but do not count toward the laboratory requirement or the advanced-course requirement.
- Students who are considering a major in psychology are encouraged to enroll in Psychology 1101 during their first year at Bowdoin and to enroll in Psychology 2510 and 2520 during their second year.
- Students must take Psychology 2510 before 2520 and prior to any course numbered 2700 or higher. Psychology 2520 must be taken concurrently with or prior to any laboratory course (numbered 2700–2799). Psychology 2520 must be taken prior to advanced courses 3000–3999. If possible, students should begin their laboratory work no later than the fall of their junior year.
- Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and plan their courses so that they can complete the major after returning to campus. Students should speak with the chair of the department regarding their off-campus study plans and transfer of credit toward the major. Laboratory or advanced courses taken elsewhere may be counted as electives, but are not normally counted toward the laboratory or advanced course requirement.

Grade Requirements

To fulfill a major (or minor) requirement in psychology, a course must be taken for a standard letter grade and a grade of C- or better must be earned. There is one exception: Psychology 1101 may be taken with the Credit/D/Fail grading option, and it counts toward the major (or minor) if a grade of CR (Credit) is earned for the course.

Advanced Placement/International Baccalaureate (AP/IB)

Students who receive a minimum score of four on the Psychology AP exam or a minimum score of five on the Psychology IB exam are considered to have met the prerequisite for courses requiring Psychology 1101. If students place out of Psychology 1101, ten psychology courses must still be completed for the major, and six for the minor.

RELIGION

Robert G. Morrison, *Department Chair*

Lynn A. Brettler, *Department Coordinator*

Professors: John C. Holt** (Asian Studies), Robert G. Morrison

Associate Professor: Elizabeth A. Pritchard

Assistant Professor: Todd Berzon**

Visiting Faculty: Suwanna Satha-Anand

The Department of Religion offers students opportunities to study the major religions of the world, East and West, ancient and modern, from a variety of academic viewpoints and without sectarian bias.

There are three common entry points into the department:

- *First-year seminars:* These introductory courses focus on the study of a specific aspect of religion and may draw on other fields of learning. These seminars include readings, discussions, presentations, and substantial writing assignments. Topics change from time to time and reflect emerging or debated issues in the study of religion. For a full description of first-year seminars, go to bowdoin.edu/classfinder.
- *1000-level courses:* For students desiring a broad overview of the academic study of religion, the department offers Religion 1101, Introduction to the Study of Religion, both semesters. This course often uses case studies from different religions to illustrate thematic questions in the academic study of religion. Religion 1150, offered in the spring, uses the setting of the modern Middle East to introduce students to religions such as Christianity, Islam, and Judaism.
- *2000-level courses:* The bulk of the department's offerings are at this level. These courses have no prerequisites and are an appropriate first course for a student desiring a more focused examination of a religion, book(s), or theme.

3000-level courses study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. Religion 3390, Theories about Religion, is required for majors and minors and presupposes previous course work in the department. Other advanced courses are open to any interested student.

Requirements for the Major in Religion

The major consists of nine courses.

Required courses:

- Religion 1101, Introduction to the Study of Religion
- Religion 3390, Theories about Religion
- one intermediate course (2000–2999) from each of the following areas:
 - Asian religions
 - Bible and comparative studies
 - Christianity and gender
 - Islam and post-biblical Judaism

- one additional advanced course (3000–3999)
- two elective courses, one of which may be a first-year seminar (1000–1049)

Requirements for the Minor in Religion

A minor consists of five courses.

Required courses:

- Religion 1101
- Religion 3390
- three courses at the intermediate level (2000–2969), at least one of which must be in Western religions and cultures, and one in Asian religions and cultures

Additional Information

- No more than one first-year seminar may be counted toward the major.
- Typically, up to three courses taken at another college or university may count toward the major with departmental approval.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- In order to enroll in Religion 3390, a major normally is expected to have taken four of the nine required courses.
- Each religion course required for the major or minor must be passed with a grade of C-.

Honors in Religion

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivations and scholarly maturity. At the start of the fall semester of their senior year, honors candidates enroll in an advanced independent study with a faculty member who has agreed to supervise the project. If the proposal, due toward the end of the fall semester, is accepted, the student goes on to enroll in an advanced independent study for the spring semester in order to complete the project. Please see the Department of Religion website for more details.

ROMANCE LANGUAGES AND LITERATURES

Hanétha Vété-Congolo, *Department Chair*

Kate Flaherty, *Department Coordinator*

Professor: Hanétha Vété-Congolo

Associate Professors: Margaret Boyle*, Elena M. Cueto Asín, Nadia V. Celis**, Charlotte Daniels†, Katherine L. Dauge-Roth, Gustavo Faverón Patriau, Arielle Saiber

Assistant Professors: Meryem Belkaïd, Allison A. Cooper, Carolyn Wolfenzon†

Senior Lecturers: Davida Gavioli, Anna Reïn, Eugenia Wheelwright

Visiting Faculty: Erin Curren, Janice Jaffe, Lyes Salem, Julia Venegas

Fellows: Matthew Goldmark, Michelle Lee, Sebastian Daniel Urli

Teaching Fellows: Darléne Dabrigeon, Julien Denigot, Rubén Guitérrez López, Angela Lavecchia

The Department of Romance Languages and Literatures offers courses in Francophone studies, Hispanic studies, and Italian studies. In addition to focusing on developing students' fluency in the languages, the department provides students with a broad understanding of the cultures and literatures of the French-speaking, Italian-speaking, and Spanish-speaking worlds through a curriculum designed to prepare students for teaching, international work, or graduate study. Native speakers are involved in most language courses. Unless otherwise indicated, all courses are conducted in the respective language.

Requirements for Majors in the Department of Romance Languages and Literatures

Students may declare a major in Francophone studies or in Hispanic studies or in Romance languages and literatures (with courses in two of the three languages: French, Italian, and Spanish). All majors are expected to achieve breadth in their knowledge of the French-, Italian- and/or Spanish-speaking worlds by taking courses on the literatures and cultures of these areas from their origins to the present. Students should also take complementary courses in study-away programs or in other departments and programs such as art history, Latin American studies, history, English, and Africana studies.

Francophone Studies Major Requirements

Nine courses higher than Francophone Studies 2204¹, including:

- Francophone Studies 2407² or 2408²
- Francophone Studies 2409²
- Francophone Studies 2410²
- three courses at the advanced level (3000–3999)
 - Francophone Studies 3299, if offered
 - At least two advanced courses must be taken at Bowdoin.

Hispanic Studies Major Requirements

Nine courses higher than Hispanic Studies 2204¹, including:

- Hispanic Studies 2305²

- Hispanic Studies 2409²
- Hispanic Studies 2410²
- three courses at the advanced level (3000–3999)
 - At least two advanced courses must be taken at Bowdoin.

Romance Languages and Literatures Major Requirements

Nine courses higher than 2204³. Students must fulfill the requirements below from two different languages.

Francophone studies requirements:

- Francophone Studies 2409²
- Francophone Studies 2410²

Hispanic studies requirements:

- Hispanic Studies 2409²
- Hispanic Studies 2410²

Italian studies requirements:

- Italian Studies 2305²
- Italian Studies 2408²

For any of the above combinations, three additional courses at the advanced level (3000–3999) are required, at least two of which must be taken at Bowdoin. These courses may be taken in either or both languages. If one of the languages is Italian, at least one advanced-level course (numbered 3000–3999) must be in Italian.

¹ *Or eight courses higher than 2204 for students beginning with 2203 or lower.*

² *Or an equivalent course from off-campus, in consultation with a faculty advisor for the major.*

³ *Or eight courses higher than 2204 for students beginning with 2203 or lower in one or both languages.*

Requirements for Minors in Romance Languages and Literatures

Students may declare a minor in Francophone studies, Hispanic studies, or Italian Studies.

Francophone studies and Hispanic studies minors:

- at least four Bowdoin courses in one language numbered higher than 2204
- One must be an advanced course (3000–3999).
- Courses taken abroad do not satisfy the requirements for these minors.

Italian studies minors:

- at least three Bowdoin Italian courses numbered higher than 2204
- One must be an advanced course (3000–3999) and it must be taken at Bowdoin.
- One course taken abroad may be counted toward this minor pending departmental approval.

Placement

Entering first-year and transfer students who plan to take Francophone studies, Hispanic studies, or Italian studies courses must take the appropriate placement test administered online during the summer. Students with questions regarding placement should speak with a faculty member in the department.

Advanced Placement and International Baccalaureate

Students who receive a minimum score of four on the French Language and Culture AP exam, or a minimum score of six on the French IB exam, are eligible to receive a general credit toward the degree, not the major/minor, if they complete Francophone Studies 2305 or higher and earn a minimum grade of B-. Students meeting these criteria do not receive credit if they place into or elect to take a course lower than Francophone Studies 2305.

Students who receive a minimum score of four on the Italian Language and Culture AP exam or a minimum score of six on the Italian IB exam are eligible to receive a general credit toward the degree, not the major/minor, if they complete Italian Studies 2305 or higher and earn a minimum grade of B-. Students meeting these criteria do not receive credit if they place into or elect to take a course lower than Italian Studies 2305.

Students who receive a minimum score of four on the Spanish Language AP exam or the Spanish Literature and Culture AP exam, or a minimum score of six on the Spanish IB exam, are eligible to receive a general credit toward the degree, not the major/minor, if they complete Hispanic Studies 2305 or higher and earn a minimum grade of B-. Students meeting these criteria do not receive credit if they place into or elect to take a course lower than Hispanic Studies 2305.

Study Away

A period of study in an appropriate country, usually in the junior year, is strongly encouraged for all students of language. Bowdoin College is affiliated with a wide range of excellent programs abroad and interested students should seek the advice of a member of the department early in their sophomore year to select a program and to choose courses that complement the offerings at the College. Students who study away for one semester receive a maximum of three credits toward the major. Those who study away for the academic year receive a maximum of four credits toward the major.

Independent Study

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular course work. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

Honors in Romance Languages and Literatures

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a faculty committee. Candidates for departmental honors must have an outstanding record in other courses in the department.

Additional Information

- Students must achieve a grade of C- or higher in all courses for the major or minor, including prerequisites.
- No more than two courses may be in independent study, and no fewer than five courses should be taken at Bowdoin for majors.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).

RUSSIAN

Alyssa Dinega Gillespie, *Department Chair*

Sandra Kauffman, *Department Coordinator*

Associate Professor: Alyssa Dinega Gillespie

Fellow: Rita Safariants

Requirements for the Major in Russian

The Russian major consists of ten courses (eleven for honors).

Required courses:

- Russian 1101
- Russian 1102
- Russian 2203
- Russian 2204
- four courses in Russian higher than Russian 2204
- two approved courses in either Russian literature in translation or Eurasian/East European culture; or approved related courses in government, history, or economics (e.g., History 2108, *The History of Russia, 1825–1936*)

Interdisciplinary Major

The department participates in an interdisciplinary major in Eurasian and East European studies. See pages 82–88.

Requirements for the Minor in Russian

The minor consists of seven courses.

Required courses:

- Russian 1101
- Russian 1102
- Russian 2203
- Russian 2204
- three additional Russian courses

Study Away

Students are encouraged to spend at least one semester in Russia. There are several approved Russian language programs in Moscow, St. Petersburg, Irkutsk, and other cities that are open to all students who have taken the equivalent of two or three years of Russian. Programs should be discussed with the Russian department. Students returning from study away are expected to take two courses in the department unless exceptions are granted by the chair. Two of the four semester credits from a one-semester study abroad program may be counted toward both the Eurasian and East European major and the Russian major; four credits may be counted toward a Russian major from a year-long program. Students who wish to transfer credit from summer study abroad should gain approval of their plans in advance; refer to Transfer of Credit from Other Institutions, page 33-34.

Advanced Independent Study

This is an option intended for students who wish to work on honors projects or who have taken advantage of all the available regular course offerings and wish to work more closely on a particular topic already studied. Independent study is not an alternative to regular course work. Application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate basic knowledge. Two semesters of advanced independent studies are required for honors in Russian. Petition for an honors project must be made in the spring of the junior year.

Courses Taught in English Translation

The department offers courses in English that focus on Russian history, literature, and culture. These may be taken by non-majors and include a series of 2000-level courses: Russian 2220–2251.

Additional Information

- Students must achieve a grade of C- or higher in all courses for the major or minor, including prerequisites.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- Up to two independent studies may be counted toward the major and one toward the minor. One semester of honors work counts toward the major.
- First-year seminars can count toward the major or minor.

SOCIOLOGY AND ANTHROPOLOGY

Nancy E. Riley, *Department Chair*

Lori A. Brackett, *Department Coordinator*

Professors: Sara A. Dickey, Susan A. Kaplan, Scott MacEachern, Nancy E. Riley

Associate Professor: Krista E. Van Vleet**

Assistant Professors: Greg Beckett†, Theodore C. Greene, Marcos F. Lopez†, Ingrid A. Nelson

Visiting Faculty: Oyman Basaran, Simon May, H. Roy Partridge Jr., April Strickland, Kimberly Underwood

Fellow: Holly Donahue Singh

Requirements for the Major

In consultation with an advisor, each student plans a major program that nurtures an understanding of society and the human condition, demonstrates how social and cultural knowledge are acquired through research, and enriches their general education. On the practical level, a major program prepares the student for graduate study in sociology or anthropology and contributes to pre-professional programs such as law and medicine. It also provides background preparation for careers in urban planning, public policy, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, journalism, secondary school teaching, and development programs.

A student may choose either of two major programs or two minor programs.

The major in sociology consists of ten courses.

Required courses:

- four core courses: Sociology 1101, 2010 (which should be taken sophomore year), 2030, 3010
- six additional courses, 1000–3999
- Seven of the ten courses required for the major, including 1101, 2010, 2030, and 3010, must be Bowdoin sociology courses.
- The remaining three of the ten required courses for the major, may be, with department approval, from off-campus study (maximum of two courses); Bowdoin anthropology courses (2000 or 3000 level, maximum of two courses); or, with approval by the department chair, from related fields to meet the student's specific interests.

The major in anthropology consists of ten courses.

Required courses:

- five core courses: Anthropology 1101, 1102, 2010 or 2020, 2030, 3010
- five electives:
 - One elective must be an advanced course (numbered 3000–3999) other than 3010.
 - One elective must focus on a geographical area (numbered 2500–2969).
 - Only one elective below the intermediate level (numbered 1000–1999) is counted toward the major.

SOCIOLOGY AND ANTHROPOLOGY

- Eight of the ten courses required for the major, including 1101, 1102, 2010 or 2020, 2030, and 3010, must be taken at Bowdoin.
- One or two of the ten courses may be taken from intermediate and advanced offerings in sociology (numbered 2000–2969 and 3000–3999) and/or, with departmental approval, from off-campus study programs.

Requirements for the Minor

The minor in sociology consists of five courses.

Required courses:

- Sociology 1101
- four other courses at or above the intermediate level (numbered 2000–3999)
- One of the elective courses may be from anthropology (numbered 2000–3999) or, with department approval, from off-campus study.

The minor in anthropology consists of five courses.

Required courses:

- Anthropology 1101
- Anthropology 1102
- three intermediate or advanced courses (numbered 2000–2969 and 3000–3999)
- One of the electives must focus on a geographical area (numbered 2500–2969 and 3500–3999).
- One of the courses, with department approval, may be from off-campus study.
- Sociology courses do not count toward the anthropology minor.

Independent Studies

For the anthropology major or minor program, one semester of independent study may be counted. For the sociology major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

Departmental Honors

Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors is ordinarily based on grades attained in major courses and a written project (emanating from independent study), and recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

Off-Campus Study

Study away in a demanding academic program can contribute substantially to a major in sociology and anthropology. Students are advised to plan study away for their junior year. A student should complete either the Sociology 2010 or Anthropology 2010 research methods course, depending on their major, before studying away. Students must obtain provisional approval for their study away courses in writing by department faculty before they leave for study away, and then seek final approval upon their return to Bowdoin.

Advanced Placement and International Baccalaureate

For information on credit for International Baccalaureate tests, please see the department. No credit is given for Advanced Placement.

Additional Information

- In order for a course to fulfill the major or minor requirements in sociology or anthropology, a grade of C- or above must be earned in that course.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- First-year seminars count toward the major or minor in either discipline.

THEATER AND DANCE

Sarah Bay-Cheng, *Department Chair*

JJ Peeler, *Department Coordinator*

Professors: Sarah Bay-Cheng, Davis R. Robinson

Associate Professor: Abigail Killeen

Assistant Professor: Aretha Aoki

Senior Lecturers: Gwyneth Jones, Paul Sarvis†

Lecturer: Judy Gailen

Students may minor in dance or theater. Although no major is offered in the Department of Theater and Dance, students with special interest may, with faculty advice, self-design a major in conjunction with another academic discipline. More information on student-designed majors may be found on page 20.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and theater. See pages 82–86.

DANCE

The dance curriculum provides a coherent course of study through classes in dance technique and repertory, choreography, performance histories, theory, and criticism. The department emphasizes dance's relation to the performing and fine arts and its fundamental connection to the broad liberal arts curriculum. The program's goal is dance literacy and the development of skills important to original work in all fields: keen perception, imaginative problem solving, discipline, and respect for craft.

The department offers technique and repertory classes in modern dance—a term designating a wide spectrum of styles that focus on an inventive, unrestricted approach to movement. Other dance techniques and styles (e.g., ballet, Afro-modern) may also be offered periodically. Many of these are half-credit courses, offered only on a Credit/D/Fail basis—and may be repeated up to four times for credit. Full credit is given to students enrolled in both a technique class and its corresponding repertory class. Attendance at all classes is required. See course descriptions at bowdoin.edu/classfinder for full details.

Requirements for the Minor in Dance

The minor consists of five course credits.

Required courses:

- one course in creative process (x4xx or Dance 1101)
- one course in history or theory (x5xx or Dance 1102)
- one combined technique/repertory course (x2x1 and x2x2)
- two additional courses

Additional Information

- Students must earn a grade of CR (Credit) or C- or better in order to have a course count toward the minor in dance.
- Students may not count more than three full credits from courses graded Credit/D/Fail, including those graded only on a Credit/D/Fail basis.
- Typically, one course taken at another college or university may count toward the minor with departmental approval. No more than one course taken outside the department may be counted toward the minor, except by advance departmental permission.

THEATER

The theater program at Bowdoin combines practice and theory to explore questions of representation and embodiment while developing students' skills as innovative theater artists and thinkers. Students explore theatrical performance through critical study, collaborative productions, and the development of independent student projects. The curriculum includes studio-based courses in theatrical production (e.g., acting, directing, design, playwriting), as well as courses focused on performance history, theory, and criticism. Theater courses emphasize the centrality of performance as a liberal art in which other areas of study (e.g., aesthetics, language, history, politics, media, culture) converge. See course descriptions at bowdoin.edu/classfinder for full details.

Requirements for the Minor in Theater

The minor consists of five courses.

Required courses:

- one course at the 1000 level
- one course in history or theory (x5xx)
- three additional courses, including at least two taken above the 1000 level
 - One of the three additional courses may be taken in dance. One 2000-level course taken abroad may count toward the minor.

Additional Information

- Students must earn a grade of CR (Credit) or C- or better in order to have a course count toward the minor in theater.
- Students may not count more than one full credit from courses graded Credit/D/Fail.
- Typically, one course taken at another college or university may count toward the minor with departmental approval. No more than one course taken outside the department may be counted toward the minor, except by advance departmental permission.
- First-year seminars can count toward the minors.
- Independent studies count toward either minor.
- No credit is given for Advanced Placement and International Baccalaureate.

EDUCATIONAL RESOURCES AND FACILITIES

BOWDOIN COLLEGE LIBRARY

Bowdoin's library—the intellectual heart of the College—provides a gateway to the world of information and ideas, helps students succeed academically, and supports teaching and research. In addition to notable print and manuscript collections, historically recognized as among Bowdoin's hallmarks of excellence, the Library offers a wealth of electronic resources and offers instructional programs in their use.

The Library's website (library.bowdoin.edu) is the portal to the combined Colby, Bates, and Bowdoin library catalog (CBBcat), rich collections of electronic and print resources, and useful digital research and discovery tools. The Library's collections, developed over a period of 200 years, exceed one million volumes and include more than 60,000 print and electronic periodical and newspaper subscriptions, 430 online indexes and databases, as well as e-books, audiovisual items, maps, photographs, a growing repository of born-digital content, and over 5,600 linear feet of manuscripts and archival records.

Librarians and faculty partner to encourage the use of scholarly resources throughout the curriculum and to teach students to identify, select, and evaluate information for course work and independent scholarship. All students receive information literacy instruction in their first-year seminars, and librarians provide personalized assistance in using library resources.

Interlibrary loan and document delivery services allow students and faculty to request materials not held at Bowdoin; most journal articles are delivered electronically, and books arrive daily from Colby and Bates colleges, other libraries in New England, and worldwide.

Library Locations and Collections

The **Hawthorne-Longfellow Library**, the main library building, houses humanities and social sciences materials, the George J. Mitchell Department of Special Collections & Archives, and a depository of federal and Maine State documents. It features an array of popular student study spaces, ranging from quiet individual carrels to technologically equipped group learning spaces, as well as an electronic classroom for instruction, a student gallery, and meeting rooms for public events and student exhibits, presentations, and other activities. The Library's new Media Commons features teaching and screening spaces, audio and video recording and production studios, and workstations to support media viewing, capture, and design.

The **George J. Mitchell Department of Special Collections & Archives** includes rare books and manuscripts of unusual depth for a college library, plus images, recordings, and historical documents of the College, as well as the personal papers of notable alumni, including Senator George J. Mitchell (Class of 1954). These research materials afford an invaluable opportunity for undergraduates to experience conducting original research; using primary resources in Special Collections & Archives is a distinguishing characteristic of a Bowdoin education.

The **Government Documents Collection** provides the Bowdoin community and the public access to print and digital government information reflecting over two centuries of federal and state history.

The **Hatch Science Library** offers research and instructional services and a variety of individual and group study facilities in support of its science-related print and digital resources.

The **William Pierce Art Library** and the **Robert Beckwith Music Library**, located adjacent to classrooms and offices for those departments, serve as centers for research and study. The Art Library offers a strong collection of art books and exhibition catalogs. The Music Library contains scores, sound recordings, videos, music books, and computer and listening stations.

BOWDOIN COLLEGE MUSEUM OF ART

The Bowdoin College Museum of Art, the cornerstone of the arts and culture at Bowdoin, was recently renovated and expanded to better house and display its renowned collection. One of the earliest collegiate art collections in the nation, it came into being through the 1811 bequest of James Bowdoin III of seventy European paintings and a portfolio of 141 old master drawings. Over the years, the collection has been expanded through the generosity of the Bowdoin family, alumni, and friends, and now numbers more than 20,000 objects, including paintings, sculpture, works on paper, decorative arts, and artifacts from prehistory to the present from civilizations around the world.

The Museum's landmark Walker Art Building was commissioned for the College by Harriet and Sophia Walker in honor of their uncle, a Boston businessman who had supported the creation of the first art gallery at Bowdoin in the mid-nineteenth century. The Walker sisters, encyclopedic collectors and supporters of art education, stipulated that the building be used exclusively for art purposes. Designed by Charles Follen McKim, the building was completed in 1894 and is on the National Register of Historic Places. Its brick, limestone, and granite façade is based on Renaissance prototypes, with a loggia flanked by large lion sculptures upon which generations of Brunswick children have been photographed.

The antiquities collections contain over 1,800 Assyrian, Egyptian, Greek, Roman, and Byzantine objects and constitute one of the most comprehensive compilations of ancient art in any college museum. European art includes paintings, illustrated manuscripts, sculptures, and decorative arts. Among twelve European Renaissance and Baroque paintings given in 1961 by the Kress Foundation is a panel depicting nymphs pursued by a youth that recently has been attributed to the young Fra Angelico. The collection of prints, drawings, and photographs is large and varied, numbering more than 8,000 works and representing artists from Rembrandt and Rubens through Callot, Goya, and Manet to Picasso and Warhol.

The Museum's American collection includes an important grouping of colonial and Federal portraits, with, for example, seven major paintings by Gilbert Stuart, including the famous presidential portraits of Thomas Jefferson and James Madison, together with other works by Robert Feke, John Copley, Thomas Sully, and Joseph Blackburn. Among other notable works are the murals commissioned by McKim to decorate the Museum's rotunda by the four leading painters of the American Renaissance: Elihu Vedder, Kenyon Cox, Abbott Thayer, and John LaFarge. The collection also includes works by significant nineteenth- and twentieth-century artists such as Mary Cassatt, Thomas Eakins, John Sloan, Rockwell Kent, Marsden Hartley, and Andrew Wyeth, and an archive of memorabilia from Winslow Homer's Maine studio.

Non-western materials range from Japanese, Chinese, Korean, and Southeast Asian prints, ink paintings, sculpture, and decorative arts to modest but distinguished holdings of African, Pacific, Pre-Columbian, and Native American artifacts.

The recent renovation expanded galleries, added a seminar room, and improved art storage facilities. The restored Museum retains the building's iconic architectural features and provides state-of-the-art climate control and mechanical systems. A new, dramatic glass and bronze

EDUCATIONAL RESOURCES AND FACILITIES

entry pavilion designed by Machado and Silvetti Associates and completed in 2007, houses a glass elevator and “floating” steel staircase, while a rear addition to the building features an expansive glass curtain wall behind which the Museum has installed its five celebrated ancient Assyrian relief sculptures.

The Museum, open to the public at no charge, is a teaching facility, with the core of its mission to keep its rich collections within immediate reach of Bowdoin students, faculty, scholars, and visitors from near and far. Its active emphasis on the study of original objects as an integral part of the Bowdoin curriculum makes the Museum the ultimate cross-disciplinary and multicultural enterprise. Although online resources are no substitute for an actual visit, the collections can be searched and information on Museum programs and publications found on the website at bowdoin.edu/art-museum.

PEARY-MACMILLAN ARCTIC MUSEUM AND ARCTIC STUDIES CENTER

The Peary-MacMillan Arctic Museum was founded in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary became the first person to reach the North Pole. MacMillan was a crew member on that North Pole expedition. Between 1908 and 1954, MacMillan explored Labrador, Baffin Island, Ellesmere Island, and Greenland. Most of his expeditions were made on board the *Bowdoin*, a schooner he designed for work in ice-laden northern waters. MacMillan took college students on the expeditions and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin.

The Museum's collections include equipment, paintings, and photographs relating to the history of Arctic exploration; natural history specimens; artifacts and drawings made by indigenous people of Arctic North America; contemporary Canadian Inuit sculptures and prints; and Alaskan Inupiat sculptures, masks, and baleen baskets. The museum has large collections of ethnographic photographs and films recording past lifeways of Native Americans taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the Museum's collections are housed in the Special Collections section of the Hawthorne-Longfellow Library.

The Museum, established in 1967, is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and financial supporter of Peary's Arctic ventures. The museum's original galleries were designed by Ian M. White, former director of the Fine Arts Museum of San Francisco, who sailed with MacMillan in 1950. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the Museum a reality. Continued support from friends of the College, the Kane Lodge Foundation, Inc., and federal and state grants have allowed the Museum to continue to grow.

The Arctic Studies Center was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the center, in recognition of the Doubledays' close relationship to MacMillan. The center links the

resources of the Museum and Library with teaching and research efforts, and hosts lectures, workshops, and educational outreach projects. Through course offerings, field research programs, employment opportunities, and special events, the center promotes anthropological, archaeological, geological, and environmental investigations of the North.

ARTS FACILITIES

Bowdoin has a deep and historic commitment to the role of the arts in a liberal education, which is supported by state-of-the-art facilities and numerous opportunities for participation in the vibrant student performance and art exhibition scene on campus. For students wishing to specialize in an artistic field, Bowdoin's programs offer exceptional flexibility and the opportunity for in-depth study with recognized faculty. Bowdoin also hosts an exciting array of performances and exhibitions, bringing renowned artists and scholars to campus from all parts of the world.

Robert H. and Blythe Bickel Edwards Center for Art and Dance

The Robert H. and Blythe Bickel Edwards Center for Art and Dance, an ambitious renovation of a former landmark elementary school completed in 2013, offers a dynamic and communal center for the full range of activities in the visual arts and dance on campus, with modern studios, classrooms, spaces for student critiques and exhibitions, and a state-of-the-art digital media lab. This new addition to the campus replaced a number of disparate arts spaces. The Edwards Center for Art and Dance enables faculty and students engaged in dance, painting, drawing, photography, sculpture, printmaking, woodworking, and digital media and design to work together under a single roof, creating a cohesive arts community and numerous new opportunities for artistic synergy.

The Visual Arts Center houses the faculty in Art History, the Pierce Art Library, Beam Classroom, and Kresge Auditorium. (See also Museums, pages 117–119.)

Pickard and Wish Theaters

Memorial Hall includes performance, rehearsal, set, and instructional facilities. The centerpiece is Pickard Theater, a 600-seat theater with proscenium stage equipped with a full fly system and computer lighting. The 150-seat Wish Theater addresses the needs of experimental, educational theater with a very flexible, relatively small space with high-tech lighting and sound. Memorial Hall also features a fully equipped design classroom, seminar rooms, and a dance studio.

Gibson Hall

Gibson Hall houses the Department of Music and offers classrooms, rehearsal and practice rooms, teaching studios, the Beckwith Music Library, an electronic music lab, a state-of-the-art projection system, faculty offices, a sixty-eight-seat classroom/recital hall, and a more intimate seminar room. It is located on the main quadrangle between the Walker Art Building and the Hawthorne-Longfellow Library.

Studzinski Recital Hall

The world-class Studzinski Recital Hall is a transformation of the Curtis Pool building into a 280-seat, state-of-the-art facility for small- and medium-sized musical performances. The hall includes a rehearsal room, nine practice rooms, and a number of Steinway pianos. Kanbar Auditorium features raked seating, exceptional acoustics, advanced technical capabilities, and

a stage designed to accommodate different performance configurations and types of musical programs, including classical, jazz, electronic, and world music.

CENTER FOR LEARNING AND TEACHING

Bowdoin College's Center for Learning and Teaching (CLT) houses a group of programs designed to support learning and teaching throughout the curriculum. The programs offer writing assistance, peer tutoring, academic mentoring, and study groups. The three programs and the English for Multilingual Students consultant are housed in Kanbar Hall, Room 102, and work cooperatively to enhance Bowdoin's curricular resources and to strengthen students' academic experience. The programs are described below.

The Baldwin Program for Academic Development

The Baldwin Program for Academic Development opened in 1999–2000 with the mission of creating a space in which students, faculty, and staff members can address issues related to learning at Bowdoin College. Established through a gift to the College by Linda G. Baldwin '73, the program offers resources to help students attain their academic goals and faculty to enhance student learning.

Based on an individualized and holistic approach to learning, the program offers activities and services such as study skills workshops and individual consultation with peer academic mentors. Mentors help fellow students assess their academic strengths and weaknesses and develop individually tailored time management, organizational, and study strategies. Mentors may be particularly useful to students encountering difficulty balancing the academic and social demands of college life; struggling to find more effective approaches to understanding, learning, and remembering new material; experiencing problems with procrastination; or simply achieving the self-structuring demanded by an independent course or honors project.

Quantitative Reasoning Program

The Quantitative Reasoning (QR) Program was established in 1996 to assist with the integration of quantitative reasoning throughout the curriculum and to encourage students to develop competence and confidence in using quantitative information. The program was established in recognition of the increasing demand to understand and use quantitative information in college-level work, in employment situations, and for effective citizenship.

The QR Program assists students in a variety of ways. Entering students are tested to assess their proficiency with quantitative material. Utilizing the test results and other indicators, the director of Quantitative Reasoning and faculty advisors counsel students regarding appropriate courses to fulfill their Mathematical, Computational, or Statistical Reasoning (MCSR) distribution requirement, including placement in the Mathematics 1050: Quantitative Reasoning course. In addition, students are encouraged to take courses across the curriculum that enhance their quantitative skills. The QR Program supplements many of the quantitative courses by providing small study groups led by trained peer tutors, as well as drop-in tutoring. Upon the request of instructors, workshops on special topics are also provided by the QR Program. One-on-one tutoring is available on a limited basis.

The Writing Project

The Writing Project is based on the premise that students are uniquely qualified to serve as intelligent, empathetic, and helpful readers of one another's writing. As collaborators rather than authorities, peer writing assistants facilitate the writing process for fellow students by

providing helpful feedback while encouraging writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the draft and the assistant's comments. Students in any course on campus may also reserve conferences with a writing assistant in the Writing Workshop, open each week from Sunday through Thursday.

Students interested in becoming writing assistants apply before spring break. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work. A list of courses participating in the Project will be available during the first week of each semester. For further information, contact Kathleen O'Connor, director of the Writing Project, or go to the Writing Project website, bowdoin.edu/writing-project/.

English for Multilingual Students

Students who are multilingual or who have non-native English speaking parents may work individually with the English for Multilingual Students consultant. Students may seek help with understanding assignments and readings and attend to grammar, outlining, revising, and scholarly writing conventions. Specific attention to pronunciation and oral presentation skills is also offered. Any student wishing to make an appointment with the English for Multilingual Students consultant is welcome.

FIELD STATIONS

The Bowdoin Pines

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 135 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the Pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. A system of trails within the Pines makes the site accessible to students and community members.

Bowdoin Scientific Station

The College maintains an island-based scientific field station in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. The Bowdoin Scientific Station (BSS) is located on a cluster of islands in the Grand Manan Archipelago known as Three Islands. Three Islands consists of Kent, Sheep, and Hay Islands, which are owned entirely by the College. Kent Island, the largest of the Three Islands (250 acres), was presented to the College in 1936 by J. Sterling Rockefeller. In 2003, the College acquired neighboring Hay and Sheep Islands to help preserve the unique environment offered by Three Islands. The Bowdoin Scientific Station has an international reputation, with numerous peer-reviewed publications based on research at Three Islands, many of which were co-authored by students.

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Three Islands is a major seabird breeding ground. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. Three Islands also features a variety of terrestrial habitats.

Although formal courses are not offered at BSS, students from Bowdoin and other institutions select problems for investigation at Three Islands during the summer and conduct independent field work with the advice and assistance of a faculty director. Students have the opportunity to collaborate with faculty members and graduate students from numerous universities and colleges. Three-day field trips to BSS are a feature of Bowdoin's courses in ecology and ornithology.

Coastal Studies Center

The Coastal Studies Center occupies a 118-acre coastal site that is twelve miles from the campus on Orr's Island and known as Thalheimer Farm. The Center offers the Bowdoin Marine Science Semester each fall, and interdisciplinary teaching and research throughout the College.

The Center's facilities include the Marine Laboratory renovated in 2014, allowing researchers to study a diversity of benthic and pelagic marine organisms. The Marine Laboratory includes a new dry-laboratory classroom that features light microscopy and molecular biology. The site has 2.5 miles of coastline, a dock and pier facility, and a buoy facility that provides continuous monitoring of Harpswell Sound. The Center maintains a small boat fleet including the twenty-eight-foot research vessel, the *R/V A.O.K.*, the twenty-three-foot *R/V Laine*, and a maritime skiff. Other facilities include the Bowdoin sailing team's Leighton Sailing Center, and additional floats for sailing team boats. A centrally located farmhouse serves as a meeting space with a forty-five person capacity and a facility for computationally demanding science laboratories. Classes, students, and faculty from all disciplines use the Center for field work, research, lab work, meetings, and recreation.

The Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and old-growth spruce-fir forest. A 4.5-mile interpretive trail runs through the site, offering students and the local community a glimpse into the cultural and natural history of the property and surrounding coastal waters.

STUDENT FELLOWSHIPS AND RESEARCH

The Office of Student Fellowships and Research connects Bowdoin students to merit-based academic experiences. Often, the application forms for these merit-based scholarships and fellowships require applicants to concisely articulate their past experiences, interests, and future aspirations. While sometimes challenging, this requirement encourages students to undergo a process of self-assessment and self-development. The Office of Student Fellowships and Research is committed to making the application process a worthwhile learning experience for all students, regardless of whether a fellowship is awarded.

The Office of Student Fellowships and Research works with students and alumni to identify and to apply for relevant nationally competitive fellowships and scholarships such as Fulbright, Marshall, Rhodes, and Watson. Numerous Bowdoin students receive these prestigious awards each year, enabling them to engage in a variety of activities including spending time overseas, conducting independent research, receiving support toward their undergraduate tuition, and attending graduate school.

The Office of Student Fellowships and Research also strives to inform all Bowdoin students about undergraduate research opportunities, primarily at Bowdoin, but also at institutions across the country. Each year the College awards Bowdoin research fellowships to more than 200 Bowdoin students to carry out faculty-mentored research across all disciplines. A Bowdoin research fellowship allows a student to delve deeply into a research question and can lead to an enhanced independent study or honors project, co-authoring a paper with a faculty mentor, or presenting findings at a professional meeting. These research experiences enrich students' undergraduate experience, make students more competitive for entrance to graduate school, and prepare students to successfully undertake graduate study.

JOSEPH MCKEEN CENTER FOR THE COMMON GOOD

At the opening of Bowdoin College in 1802, President Joseph McKen declared that:

...literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education. It is not that they may be enabled to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society. If it be true, that no man should live to himself, we may safely assert, that every man who has been aided by a public institution to acquire an education, and to qualify himself for usefulness, is under peculiar obligations to exert his talents for the public good.

Encouraging students to live up to McKen's vision is a central mission of the College as a whole, and the Joseph McKen Center for the Common Good provides opportunities for students to discover the ways in which their unique talents, passions, and academic pursuits can be used for the "benefit of society" through public engagement.

Although housed in Banister Hall, the McKen Center supports work that takes place across the campus, in local communities, and at selected locations around the world. The Center assists student-led volunteer organizations that provide service to the local community through activities such as mentoring, tutoring, visiting with senior citizens, serving meals at the local homeless shelter, and working with immigrant populations in nearby Portland. Fostering student initiative and leadership, the Center provides opportunities for students to propose and lead alternative winter and spring break trips that connect their peers with community organizations to address public issues in places ranging from New York City to Arizona, and from Northern Maine to Guatemala. The McKen Center also encourages students to reflect upon their public engagement and connect these experiences to curricular and vocational interests.

In coordination with other departments, the Center administers summer fellowships for students interested in non-profit internships and provides grants for international service. It assists students in finding community partners with whom to engage in community-connected independent research and honors projects and helps identify courses at the College that provide context for the issues students address through their community work. The McKen Center supports faculty in developing and teaching community-engaged courses that take students out of the classroom to conduct interviews, record oral histories, develop curriculum for schools, and collect scientific data in conjunction with community partners.

The Center also encourages and helps sponsor campus-wide events that challenge students, faculty, and staff to examine the varied meanings of public service and the "common good." These events include the *What Matters* dialogue series, and Common Good Day, a traditional day of service that introduces the Bowdoin community to the local community each fall.

INFORMATION AND TECHNOLOGY

Technology is embedded within the fabric of the academic and social experience. Upon arrival, students, faculty, and staff have access to the latest software, informed consultants, and targeted training to take full advantage of technical resources. The senior vice president and chief information officer leads Information and Technology, which consults with faculty, students and staff and works in partnership with departments to provide reliable and innovative technological solutions.

Access to technology is ubiquitous. Bowdoin has one of the most robust wired and wireless campuses in the nation. Over 600 software packages are supported, High Performance Computing, many discipline-specific, providing students and faculty with the latest tools to assist with their studies, analysis, and research. A full-time, professionally staffed Service Desk supports Macintosh, Windows, and Linux computers and software applications. A student-run Service Desk works with students answering questions and resolving software and hardware issues throughout the day, as well as providing help during evenings and weekends. Application support is available twenty-four hours a day.

The campus has twenty academic computer labs, a 24-hour public lab, and over thirty public printers. Students are provided e-mail accounts, network storage, video conferencing capability, satellite television, VoIP telephones, and voice mail. There is a free equipment loaner pool that includes video, sound, projection, laptops, recording devices, digital cameras, GoPros, and newer technology for testing and evaluation.

IT is constantly exploring technology trends while helping to create some of the best solutions in higher education and business to deliver easily accessible, secure, stable technology services. If you have an idea or solution that uses technology to enhance the student experience, share it with—or join—the Student Information Technology Advisory Council (ITAC), a student-run organization—it just might get funded.

STUDENT AFFAIRS

A residential college adds significantly to the education of students when it provides the opportunity for a distinctive and dynamic learning community to develop. In such a community, Bowdoin students are encouraged, both directly and indirectly, to engage actively in a quest for knowledge both inside and outside the classroom, and to take responsibility for themselves, for others, and for their community. They are challenged to grow personally by constant contact with new experiences and different ways of viewing the world. Simultaneously, they are supported and encouraged by friends, faculty, staff, and other community members and find opportunities for spontaneous as well as structured activities. Such a community promotes the intellectual and personal growth of individuals and encourages mutual understanding and respect in the context of diversity.

The programs and services provided by the Division of Student Affairs exist to support students and the College in developing and maintaining the learning community. Staff throughout the Division of Student Affairs assist students with their studies, their leadership and social growth, their well-being, and their future. The *Bowdoin College Student Handbook* online provides comprehensive information about student life and the programs and services of the Division of Student Affairs. Additional information is available at bowdoin.edu.

THE ACADEMIC HONOR AND SOCIAL CODES

The success of the Academic Honor Code and Social Code requires the active commitment of the College community. Since 1964, with revisions in 1977 and 1993, the community pledge of personal academic integrity has formed the basis for academic and social conduct at Bowdoin. The institution assumes that all Bowdoin students possess the attributes implied in the codes. Bowdoin College expects its students to be responsible for their behavior on and off the campus and to assure the same behavior of their guests.

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College. Students and faculty are obligated to ensure its success. Uncompromised intellectual inquiry lies at the heart of a liberal education. Integrity is essential in creating an academic environment dedicated to the development of independent modes of learning, analysis, judgment, and expression. Academic dishonesty is antithetical to the College's institutional values and constitutes a violation of the Honor Code.

The Social Code describes certain rights and responsibilities of Bowdoin College students. While it imposes no specific morality on students, the College requires certain standards of behavior to secure the safety of the College community and ensure that the campus remains a center of intellectual engagement.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but are encouraged to refer their concerns to the Office of the Dean of Student Affairs. The College reserves the right to impose sanctions on students who violate these codes on or off campus. A thorough description of the Academic Honor Code, the Social Code, and the disciplinary process is included in the *Bowdoin College Student Handbook* online.

OFFICERS OF INSTRUCTION

FACULTY

Clayton S. Rose, B.A., M.B.A. (Chicago), M.A., Ph.D. (Pennsylvania), President of the College. (2015) †

Ericka A. Albaugh, B.A. (Pepperdine), M.A. (Tufts–Fletcher School), Ph.D. (Duke), Associate Professor of Government. (On leave for the academic year.) (2008)

Anthony F. Antolini, A.B. (Bowdoin), M.A., M.A., Ph.D. (Stanford), Director of the Bowdoin Chorus. (Adjunct)

Aretha Aoki, B.F.A. (Simon Fraser), M.F.A. (Smith), Assistant Professor of Dance. (2016)

Hiroo Aridome, B.A. (Waseda University–Japan), M.A. (Minnesota), Senior Lecturer in Japanese. (2013)

Jennifer Baca, B.A. (Stanford), Ph.D. (California–Berkeley), CFD Postdoctoral Fellow in Latin American Studies. (2015)

Catherine Baker, B.A. (Brandeis), M.A. (New York University), M.A.(Cincinnati), Visiting Instructor in Classics.* (2016)

Sean Barker, B.A. (Williams), M.S., Ph.D. (Massachusetts–Amherst), Assistant Professor of Computer Science. (2014)

William Barker, A.B. (Harpur College), Ph.D. (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics. (1975)

Oyman Basaran, B.A., M.A. (Bogazici), Ph.D. candidate (Massachusetts–Amherst), Visiting Instructor in Sociology.* (2016)

Jack R. Bateman, B.Sc. (Dalhousie), Ph.D. (Harvard), Samuel S. Butcher Associate Professor in the Natural Sciences. (2008)

Mark O. Battle, B.S. (Tufts), B.M. (New England Conservatory), M.A., Ph.D. (Rochester), Associate Professor of Physics. (On leave for the academic year.) (1999)

Thomas Baumgarte, Diplom. Ph.D. (Ludwig-Maximilians-Universität Munich), William R. Kenan Jr. Professor of Physics. (2001)

Sarah Bay-Cheng, A.B. (Wellesley), Ph.D. (Michigan), Professor of Theater and Dance. (2015)

Rachel J. Beane, B.A. (Williams), Ph.D. (Stanford), Professor of Earth and Oceanographic Science and Associate Dean for Academic Affairs. (1998)

Greg Beckett, B.A., M.A. (Western Ontario), M.A., Ph.D. (Chicago), Assistant Professor of Anthropology. (On leave for the academic year.) (2012)

† *Date of first appointment to the faculty.*

* *Indicates candidate for doctoral degree at time of appointment.*

- Meryem Belkaïd**, M.A.-equivalent (Sciences Po), M.A.-equivalent, Ph.D. (Paris–Sorbonne), Assistant Professor of Romance Languages and Literatures. (2015)
- Todd Berzon**, B.A. (Columbia), B.A. (Oxford), M.A., Ph.D. (Columbia), Assistant Professor of Religion. (On leave for the spring semester.) (2014)
- Matthew J. Botsch**, B.A. (Amherst), Ph.D. (California–Berkeley), Assistant Professor of Economics. (2014)
- Barbara Weiden Boyd**, A.B. (Manhattanville), A.M., Ph.D. (Michigan), Winkley Professor of Latin and Greek. (1980)
- Margaret Boyle**, B.A. (Reed), M.A., Ph.D. (Emory), Associate Professor of Romance Languages and Literatures. (On leave for the fall semester.) (2012)
- Aviva Briefel**, B.A. (Brown), M.A., Ph.D. (Harvard), Professor of English and Cinema Studies. (On leave for the academic year.) (2000)
- Richard D. Broene**, B.S. (Hope), Ph.D. (California–Los Angeles), Professor of Chemistry. (1993)
- Jackie Brown**, B.A. (Hamilton), M.F.A. (Virginia Commonwealth), Assistant Professor of Art. (2014)
- Michael Buccigrossi**, B.S. (Northeastern), Ph.D. (Columbia), Adjunct Lecturer in Psychology. (Fall semester.)
- Juan R. Burciaga**, B.S., M.A. (Texas–Arlington), Ph.D. (Texas A&M), Visiting Assistant Professor of Physics. (2015)
- Dana E. Byrd**, B.A. (Yale), M.A. (Delaware), Ph.D. (Yale), Assistant Professor of Art History. (2012)
- Philip Camill III**, B.A. (Tennessee), Ph.D. (Duke), Rusack Professor of Environmental Studies and Earth and Oceanographic Science. (2008)
- David Carlon**, B.A. (Boston University), M.S. (Massachusetts–Boston), Ph.D. (New Hampshire), Associate Professor of Biology and Director of the Bowdoin College Coastal Studies Center. (2013)
- Judith S. Casselberry**, B.Mus. (Berklee), M.A. (Wesleyan), M.Phil., M.A., Ph.D. (Yale), Associate Professor of Africana Studies. (2009)
- Nadia V. Celis**, B.A. (Universidad de Cartagena), M.A., Ph.D. (Rutgers), Associate Professor of Romance Languages and Literatures. (On leave for the spring semester.) (2007)
- Tess Chakkalakal**, B.A. (Toronto), M.A., Ph.D. (York), Associate Professor of Africana Studies and English. (On leave for the academic year.) (2008)
- Connie Y. Chiang**, B.A. (California–Santa Barbara), M.A., Ph.D. (Washington), Associate Professor of History and Environmental Studies. (2002)
- Christopher Chong**, B.S. (New Hampshire), M.S. (San Diego State University), Ph.D. (Karlsruhe Institute of Technology–Germany), Assistant Professor of Mathematics. (2015)
- Eric L. Chown**, B.A., M.S. (Northwestern), Ph.D. (Michigan), Professor of Computer Science. (1998)
- Jeffrey Christmas**, B.S. (Appalachian State), M.M. (Boston Conservatory), Adjunct Lecturer in Music. (Fall semester.)

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Sakura Christmas, A.B., Ph.D. candidate (Harvard), Instructor in History and Asian Studies.* (2015)

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David Collings, A.B. (Pacific Union), A.M., Ph.D. (California–Riverside), Professor of English. (1987)

Clare Bates Congdon, B.A. (Wesleyan), M.S., Ph.D. (Michigan), Visiting Associate Professor of Computer Science. (2015)

Sarah O'Brien Conly, A.B. (Princeton), M.A., Ph.D. (Cornell), Associate Professor of Philosophy. (2005)

Rachel Ex Connelly, A.B. (Brandeis), A.M., Ph.D. (Michigan), Bion R. Cram Professor of Economics. (1985)

Allison A. Cooper, B.A. (Knox), Ph.D. (California–Los Angeles), Assistant Professor of Romance Languages and Literatures. (2012)

Elena M. Cueto Asín, B.A. (Universidad Complutense de Madrid), M.A., Ph.D. (Purdue), Associate Professor of Romance Languages and Literatures. (2000)

Songren Cui, B.A. (Zhongshan), M.A., Ph.D. (California–Los Angeles), Associate Professor of Asian Studies. (1999)

Charles Cunningham, A.B. (Dartmouth), M.S., Ph.D. (Tufts), Visiting Assistant Professor of Mathematics. (2015)

Erin Curren, B.A. (Colby), M.A.-equivalent (Université Paris 7), M.A., Ph.D. (Columbia), Adjunct Lecturer in French. (Fall semester)

Michael P. Danahy, B.S. (Bates), M.A., Ph.D. (Princeton), Lecturer in Chemistry. (2009)

Charlotte Daniels, B.A./B.S. (Delaware), M.A., Ph.D. (Pennsylvania), Associate Professor of Romance Languages and Literatures. (On leave for the academic year.) (1999)

Katherine L. Dauge-Roth, A.B. (Colby), D.E.U.G. (Université de Caen), M.A., Ph.D. (Michigan), Associate Professor of Romance Languages and Literatures. (1999)

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Leah R. Dickens, B.A. (Connecticut College), M.A., Ph.D. (Northeastern), Visiting Assistant Professor of Psychology. (2016)

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Patsy S. Dickinson, A.B. (Pomona), M.S., Ph.D. (Washington), Josiah Little Professor of Natural Sciences. (1983)

- Charles Dorn**, B.A. (George Washington), M.A. (Stanford), Ph.D. (California–Berkeley), Professor of Education, Associate Dean for Academic Affairs, and Associate Affirmative Action Officer. (2003)
- Vladimir Douhovnikoff**, B.A., M.S., Ph.D. (California–Berkeley), Assistant Professor of Biology. (2011)
- Danielle H. Dube**, B.A. (Cornell), Ph.D. (California–Berkeley), Associate Professor of Chemistry and Biochemistry. (On leave for the academic year.) (2007)
- Barbara I. Elias Klenner**, B.A. (Brown), M.A., Ph.D. (Pennsylvania), Assistant Professor of Government. (On leave for the academic year.) (2013)
- Jens Elias Klenner**, M.A. (Friedrich-Alexander Universitat), A.B.D. (George Mason), M.A., Ph.D. (Princeton and Universitat Konstanz), Assistant Professor of German. (2014)
- Soren N. Eustis**, B.A. (Grinnell), M.A., Ph.D. (Johns Hopkins), Assistant Professor of Chemistry. (2012)
- Rachel Eveleth**, A.B. (Bowdoin), Ph.D. (Duke), Visiting Assistant Professor of Earth and Oceanographic Science. (2016)
- Gustavo Faverón Patriau**, B.A., Lic. (Pontificia Universidad Católica del Perú), M.A., Ph.D. (Cornell), Associate Professor of Romance Languages and Literatures. (2005)
- John M. Fitzgerald**, A.B. (Montana), M.S., Ph.D. (Wisconsin), William D. Shipman Professor of Economics. (1983)
- Pamela M. Fletcher**, A.B. (Bowdoin), M.A., Ph.D. (Columbia), Professor of Art History. (2001)
- Guy Mark Foster**, B.A. (Wheaton), M.A., Ph.D. (Brown), Associate Professor of English. (2006)
- Paul N. Franco**, B.A. (Colorado College), M.Sc. (London School of Economics), Ph.D. (Chicago), Professor of Government. (1990)
- Michael M. Franz**, B.A. (Fairfield), M.A., Ph.D. (Wisconsin–Madison), Associate Professor of Government. (2005)
- Judy Gailen**, M.F.A. equivalent (Yale School of Drama), Adjunct Lecturer in Theater. (Fall semester.)
- Davida Gavioli**, Laurea (Bergamo–Italy), Ph.D. (Pennsylvania State), Senior Lecturer in Italian. (2008)
- Eric C. Gaze**, B.A. (Holy Cross), M.A., Ph.D. (Massachusetts–Amherst), Director of Quantitative Reasoning and Lecturer in Mathematics. (2009)
- Kristen R. Ghodsee**, B.A. (California–Santa Cruz), M.A., Ph.D. (California–Berkeley), Professor of Gender, Sexuality, and Women’s Studies. (2002)
- Rebecca Davis Gibbons**, B.A. (Dartmouth), M.A., Ph.D. (Georgetown), Visiting Assistant Professor of Government. (2016)
- Alyssa Dinega Gillespie**, B.A. (Brandeis), M.A., Ph.D. (Wisconsin–Madison), Associate Professor of Russian. (2016)
- Natasha Goldman**, B.A. (Syracuse), M.A., Ph.D. (Rochester), Adjunct Lecturer in Art History. (Fall semester.)

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- Matthew Goldmark**, B.A. (Maryland), M.A., Ph.D. (Pennsylvania), Andrew W. Mellon Postdoctoral Fellow in Hispanic Studies. (2015)
- Jonathan P. Goldstein**, A.B. (New York–Buffalo), A.M., Ph.D. (Massachusetts), Professor of Economics. (1979)
- Celeste Goodridge**, A.B. (George Washington), A.M. (William and Mary), Ph.D. (Rutgers), Professor of English. (1986)
- David M. Gordon**, B.A. (University of Cape Town), M.A., Ph.D. (Princeton), Professor of History. (2005)
- Benjamin C. Gorske**, B.M., B.A. (Lawrence University), Ph.D. (Wisconsin–Madison), Assistant Professor of Chemistry and Biochemistry. (2010)
- Derisa Grant**, B.A. (Harvard), M.A. (Chicago), M.A., Ph.D. (Stanford), CFD Postdoctoral Fellow in Education and Cinema Studies. (2016)
- Theodore C. Greene**, A.B. (Georgetown), M.A., Ph.D. (Northwestern), Assistant Professor of Sociology. (2015)
- Robert K. Greenlee**, B.M., M.M. (Oklahoma), D.M. (Indiana), Professor of Music. (1982)
- Divya Gupta**, B.S., M.S. (University of Delhi), Ph.D. (Ohio State), Visiting Assistant Professor of Government and Environmental Studies. (2015)
- Crystal Hall**, B.A. (Cornell), M.A., Ph.D. (Pennsylvania), Associate Professor of Digital Humanities. (2013)
- Morten K. Hansen**, B.A. (University of Copenhagen), M.A., Ph.D. (Virginia), Visiting Assistant Professor of English. (2014)
- Allen Harper**, B.S. (Rhode Island), M.A. (Brooklyn College), Ph.D. (CUNY), Visiting Assistant Professor of Computer Science. (2015)
- Mary Hart**, B.A. (Dartmouth), M.F.A. (Bard), Visiting Assistant Professor of Art. (2015)
- Anne C. J. Hayden**, B.A. (Harvard), M.S. (Duke), Adjunct Lecturer in Environmental Studies. (Spring semester.)
- David K. Hecht**, B.A. (Brandeis), Ph.D. (Yale), Associate Professor of History. (2006)
- Barbara S. Held**, A.B. (Douglass), Ph.D. (Nebraska), Barry N. Wish Research Professor of Psychology and Social Studies. (1979)
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- Guillermo E. Herrera**, A.B. (Harvard), M.S., M.A., Ph.D. (Washington), Professor of Economics. (2000)
- K. Page Herrlinger**, B.A. (Yale), M.A., Ph.D. (California–Berkeley), Associate Professor of History. (1997)
- Christopher Heurlin**, B.A. (Carleton), M.A., Ph.D. (Washington), Assistant Professor of Government and Asian Studies. (2011)
- James A. Higginbotham**, B.S., A.M., Ph.D. (Michigan), Associate Professor of Classics on the Henry Johnson Professorship Fund, Associate Curator for the Ancient Collection, and Associate Dean for Academic Affairs. (1994)

- John C. Holt**, A.B. (Gustavus Adolphus), A.M. (Graduate Theological Union), Ph.D. (Chicago), Litt.D. (University of Peradeniya), William R. Kenan Jr. Professor of the Humanities in Religion and Asian Studies. (On leave for the spring semester.) (1978)
- Sree Padma Holt**, B.A., M.A., Ph.D. (Andhra University), Research Assistant Professor and Administrative Director of the ISLE Program. (2003)
- Russell J. Hopley**, B.A. (Northwestern), M.A. (Stanford), M.A. (Loyola), Ph.D. (Princeton), Lecturer in Arabic. (2008)
- Hadley Wilson Horch**, B.A. (Swarthmore), Ph.D. (Duke), Associate Professor of Biology and Neuroscience. (2001)
- Meghan Hubacz**, B.A. (New York University), M.Ed. (Southern Maine), Ph.D. (New Hampshire), Lecturer in Quantitative Reasoning. (2016)
- Mary Hunter**, B.A. (Sussex), M.A., Ph.D. (Cornell), A. LeRoy Greason Professor of Music. (1997)
- Mohammad T. Irfan**, B.S., M.S. (Bangladesh University), Ph.D. (Stony Brook), Assistant Professor of Digital and Computational Studies and Computer Science. (2013)
- George S. Isaacson**, A.B. (Bowdoin), J.D. (Pennsylvania), Adjunct Lecturer in Government. (Fall semester.)
- William R. Jackman**, B.S. (Washington–Seattle), Ph.D. (Oregon), Associate Professor of Biology. (2007)
- Janice Jaffe**, B.A. (University of the South), M.A., Ph.D. (Wisconsin–Madison). Visiting Assistant Professor of Romance Languages and Literatures. (2015)
- Sarah B. Jessen**, B.A. (Bryn Mawr), M.A. (Columbia), Ph.D. (New York University), Visiting Assistant Professor of Education. (2015)
- Xiaoke Jia**, B.A. (Henan University), M.A. (Beijing Normal University), Lecturer in Chinese Language. (2013)
- Amy S. Johnson**, B.A. (California–Los Angeles), Ph.D. (California–Berkeley), James R. and Helen Lee Billingsley Professor of Marine Biology. (1989)
- Eileen Sylvan Johnson**, B.S. (Cornell), M.A. (Massachusetts–Amherst), Ph.D. (Maine), Program Manager and Lecturer in Environmental Studies. (2007)
- Erin Colleen Johnson**, B.A. (Warren Wilson), M.F.A. (California–Berkeley), Visiting Assistant Professor of Art. (2015)
- Gwyneth Jones**, Senior Lecturer in Dance Performance. (1987)
- Susan A. Kaplan**, A.B. (Lake Forest), A.M., Ph.D. (Bryn Mawr), Professor of Anthropology and Director of the Peary-MacMillan Arctic Museum and Arctic Studies Center. (1985)
- B. Zorina Khan**, B.Sc. (University of Surrey), M.A. (McMaster University), Ph.D. (California–Los Angeles), Professor of Economics. (1996)
- Ann Louise Kibbie**, B.A. (Boston), Ph.D. (California–Berkeley), Associate Professor of English. (1989)
- Abigail Killeen**, B.F.A. (New York University–Tisch School), M.F.A. (Brandeis), Associate Professor of Theater. (2008)

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- Michael King**, B.A. (Yale), M.S., Ph.D. (Brown), Lecturer in Mathematics. (2009)
- Sarah Kingston**, B.A. (William and Mary), M.S. (College of Charleston), Ph.D. (Maryland), Doherty Marine Biology Postdoctoral Scholar. (2014)
- Aaron W. Kitch**, B.A. (Yale), M.A. (Colorado–Boulder), Ph.D. (Chicago), Associate Professor of English. (2002)
- Matthew W. Klinge**, B.A. (California–Berkeley), M.A., Ph.D. (Washington), Associate Professor of History and Environmental Studies. (2001)
- Bruce D. Kohorn**, B.A. (Vermont), M.S., Ph.D. (Yale), Linnean Professor of Biology and Biochemistry. (2001)
- Michael Kolster**, B.A. (Williams), M.F.A. (Massachusetts College of Art), Associate Professor of Art. (2000)
- Belinda Kong**, B.A. (William and Mary), M.A., Ph.D. (Michigan), Associate Professor of Asian Studies and English. (2005)
- Jennifer Clarke Kosak**, A.B. (Harvard–Radcliffe), Ph.D. (Michigan), Associate Professor of Classics. (1999)
- Michael Kowal**, B.A. (Massachusetts College of Liberal Arts), M.A., Ph.D. candidate (Massachusetts–Amherst), Fellow in Digital and Computational Studies.* (2015)
- Darien Lamén**, B.A. (Yale), Ph.D. (Pennsylvania), Visiting Assistant Professor of Music. (2016)
- Eric LaPerna**, Co-Director of the Middle Eastern Ensemble. (Adjunct.)
- Henry C. W. Laurence**, B.A. (Oxford), Ph.D. (Harvard), Associate Professor of Government and Asian Studies. (On leave for the academic year.) (1997)
- Michèle G. LaVigne**, B.A. (Hampshire), Ph.D. (Rutgers), Assistant Professor of Earth and Oceanographic Science. (On leave for the academic year.) (2012)
- Peter D. Lea**, A.B. (Dartmouth), M.S. (Washington), Ph.D. (Colorado–Boulder), Associate Professor of Earth and Oceanographic Science. (1988)
- Michelle Lee**, B.A., M.A. (California–Santa Cruz), Ph.D. (California–Los Angeles), CFD Postdoctoral Fellow in Romance Languages and Literatures. (2016)
- Adam B. Levy**, B.A. (Williams), Ph.D. (Washington), Professor of Mathematics. (1994)
- Amos Libby**, B.A. (Long Island University), Co-Director of the Middle Eastern Ensemble. (Adjunct.)
- John Lichter**, B.S. (Northern Illinois), Ph.D. (Minnesota), Professor of Biology and Environmental Studies. (On leave for the fall semester.) (2000)
- Leslie Julian Lipschitz**, B.S. (Cape Town), M.S. (London School of Economics), Ph.D. (University of London), Visiting Professor of Economics. (Fall semester.) (2015)
- Barry A. Logan**, B.A. (Cornell), Ph.D. (Colorado), Professor of Biology. (On leave for the academic year.) (1998)
- George Lopez**, B.Mus. (Hartt School of Music), M.Mus. (Sweelinck Conservatorium–Amsterdam), Beckwith Artist in Residence. (2010)

- Marcos F. Lopez**, B.A., B.A., M.A., Ph.D. (California–Santa Cruz), Assistant Professor of Sociology. (On leave for the academic year.) (2013)
- Suzanne B. Lovett**, A.B. (Bowdoin), Ph.D. (Stanford), Associate Professor of Psychology. (1990)
- Barbara R. Lyon**, B.S. (Arizona State), Ph.D. (Medical University of South Carolina), Coastal Studies Scholar. (Fall semester.) (2016)
- Scott MacEachern**, B.A. (Prince Edward Island), M.A., Ph.D. (Calgary), Professor of Anthropology. (1995)
- Stephen M. Majercik**, A.B. (Harvard), M.F.A., M.B.A. (Yale), M.S. (Southern Maine), Ph.D. (Duke), Associate Professor of Computer Science. (2000)
- Janet M. Martin**, A.B. (Marquette), M.A., Ph.D. (Ohio State), Professor of Government. (1986)
- Angel Daniel Matos**, B.A., M.A. (Puerto Rico–Mayagüez), M.A. Ph.D. (Notre Dame), CFD Postdoctoral Fellow in English. (2016)
- Frank Mauceri**, B.A., B.M. (Oberlin), M.M., D.M.A. (Illinois–Urbana-Champaign), Senior Lecturer in Music. (2003)
- Simon May**, B.A. (National University of Ireland), M.A., M.A., Ph.D. (Chicago), Visiting Assistant Professor of Anthropology. (2016)
- Anne E. McBride**, B.S. (Yale), M.Phil. (Cambridge), Ph.D. (Colorado–Boulder), Associate Professor of Biology and Biochemistry. (On leave for the academic year.) (2001)
- Meredith McCarroll**, B.A., M.A. (Appalachian State), M.A. (Simmons), Ph.D. (Tennessee), Director of Writing and Rhetoric. (2015)
- Sarah F. McMahon**, A.B. (Wellesley), Ph.D. (Brandeis), Associate Professor of History. (1982)
- Tracy McMullen**, B.A. (Stanford), M.M., M.A. (North Texas), Ph.D. (California–San Diego), Assistant Professor of Music. (On leave for the academic year.) (2012)
- Stephen J. Meardon**, A.B. (Bowdoin), M.A., Ph.D. (Duke), Associate Professor of Economics. (On leave for the academic year.) (2008)
- Mario Micheli**, B.S.-equivalent (University of Padova–Italy), M.S. (California–Berkeley), Ph.D. (Brown), Visiting Assistant Professor of Mathematics. (2015)
- Alison J. Miller**, B.A. (Northern Illinois), M.A., Ph.D. (Kansas), Andrew W. Mellon Postdoctoral Fellow in Art History and Asian Studies. (2016)
- Alison Riley Miller**, B.A. (Ithaca), M.A. (Arcadia), Ph.D. (Columbia), Assistant Professor of Education. (2014)
- John Morneau**, B.M. (New Hampshire), Director of the Bowdoin Concert Band. (Adjunct.)
- Stephen Morris**, B.A. (Wesleyan), M.A., Ph.D. (California–San Diego), Assistant Professor of Economics. (2014)
- Robert G. Morrison**, A.B., A.M. (Harvard), Ph.D. (Columbia), Professor of Religion. (2008)
- Ibrahim Moustafa**, B.S. (Alexandria University–Egypt), Ph.D. (St. Andrews), Visiting Assistant Professor of Chemistry and Biochemistry. (2016)

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- James Mullen**, B.F.A. (New Hampshire), M.F.A. (Indiana), Associate Professor of Art. (1999)
- Elizabeth Muther**, B.A. (Wellesley), Ph.D. (California–Berkeley), Associate Professor of English. (1993)
- Stephen G. Naculich**, B.S. (Case Western Reserve), M.A., Ph.D. (Princeton), LaCasce Family Professor of Natural Sciences. (1993)
- Jeffrey K. Nagle**, A.B. (Earlham), Ph.D. (North Carolina), Charles Weston Pickard Professor of Chemistry. (1980)
- Erik Nelson**, B.A. (Boston College), M.A., Ph.D. (Minnesota), Assistant Professor of Economics. (2010)
- Ingrid A. Nelson**, B.A. (Wellesley), M.A., Ph.D. (Stanford), Assistant Professor of Sociology. (2010)
- Michael Nerdahl**, B.S., M.A., Ph.D. (Wisconsin–Madison), Lecturer in Classics. (2008)
- Erika M. Nyhus**, B.A. (California–Berkeley), M.A., Ph.D. (Colorado–Boulder), Assistant Professor of Neuroscience and Psychology. (On leave for the fall semester.) (2013)
- John D. O'Brien**, B.A. (Pomona), Ph.D. (California–Los Angeles), Assistant Professor of Mathematics. (2012)
- Kathleen A. O'Connor**, A.B. (Dartmouth), A.M., Ph.D. (Virginia), Director of the Writing Project and Lecturer in Education. (1987)
- Kristi Olson**, B.A. (Indiana), J.D. (Duke), A.M., Ph.D. (Harvard), Assistant Professor of Philosophy. (2014)
- Michael F. Palopoli**, B.S., M.S. (Michigan), Ph.D. (Chicago), Associate Professor of Biology. (1998)
- H. Roy Partridge Jr.**, B.A. (Oberlin), M.S.W., M.A., Ph.D. (Michigan), M.Div. (Harvard), Visiting Assistant Professor of Sociology and Special Assistant to the President for Multicultural Affairs. (1994)
- Jill E. Pearlman**, B.A. (Beloit), M.A. (California), Ph.D. (Chicago), Senior Lecturer in Environmental Studies. (1994)
- Stephen G. Perkinson**, B.A. (Colgate), M.A., Ph.D. (Northwestern), Peter M. Small Associate Professor of Art History. (2002)
- Emily M. Peterman**, B.A. (Middlebury), Ph.D. (California–Santa Barbara), Assistant Professor of Earth and Oceanographic Science. (2012)
- Thomas Pietraho**, B.A., M.S. (Chicago), Ph.D. (Massachusetts Institute of Technology), Associate Professor of Mathematics. (2001)
- Christian P. Potholm**, A.B. (Bowdoin), M.A., M.A.L.D., Ph.D. (Tufts), DeAlva Stanwood Alexander Professor of Government. (1970)
- Elizabeth A. Pritchard**, A.B. (Boston College), M.T.S., M.A., Ph.D. (Harvard), Associate Professor of Religion. (1998)

- Brian Purnell**, B.A. (Fordham), M.A., Ph.D. (New York University), Associate Professor of Africana Studies and History. (2010)
- Samuel P. Putnam**, B.S. (Iowa), M.S., Ph.D. (Pennsylvania State), Professor of Psychology. (On leave for the academic year.) (2001)
- Patrick J. Rael**, B.A. (Maryland–College Park), M.A., Ph.D. (California–Berkeley), Professor of History. (On leave for the academic year.) (1995)
- Samia Rahimtoola**, B.A. (Reed), Ph.D. (California–Berkeley), Visiting Assistant Professor of English. (2016)
- Amanda Redlich**, B.A. (Chicago), Ph.D. (Massachusetts Institute of Technology), Assistant Professor of Mathematics. (On leave for the academic year.) (2013)
- Hannah E. Reese**, B.A. (Wellesley), M.A., Ph.D. (Harvard), Assistant Professor of Psychology. (2014)
- Anna Rein**, M.A. equivalent (University of Pisa), Senior Lecturer in Italian. (2000)
- Marilyn Reizbaum**, A.B. (Queens College), M.Litt. (Edinburgh), Ph.D. (Wisconsin–Madison), Harrison King McCann Professor of English. (1984)
- Manuel L. Reyes**, B.S. (Westmont), Ph.D. (Berkeley), Assistant Professor of Mathematics. (2011)
- Stephanie A. Richards**, B.S. (Bates), Ph.D. (Vermont), Visiting Assistant Professor of Biology. (2016)
- Nancy E. Riley**, B.A. (Pennsylvania), M.P.H., M.A. (Hawaii), Ph.D. (Johns Hopkins), Professor of Sociology. (1992)
- Meghan K. Roberts**, B.A. (William and Mary), Ph.D. (Northwestern), Assistant Professor of History. (On leave for the academic year.) (2011)
- Strother Roberts**, B.S., M.A. (Kansas State), Ph.D. (Northwestern), Assistant Professor of History. (2015)
- Davis R. Robinson**, B.A. (Hampshire), M.F.A. (Boston University), Professor of Theater. (1999)
- Collin S. Roesler**, B.S. (Brown), M.S. (Oregon State), Ph.D. (Washington), Professor of Earth and Oceanographic Science. (2009)
- Zachary K. Rothschild**, B.A. (Knox), M.A. (Colorado–Colorado Springs), Ph.D. (Kansas), Assistant Professor of Psychology. (2014)
- Andrew C. Rudalevige**, B.A. (Chicago), M.A., Ph.D. (Harvard), Thomas Brackett Reed Professor of Government. (On leave for the academic year.) (2012)
- Russell Rymer**, Visiting Writer in Residence. (2014)
- Rita Safariants**, B.A. (Washington), Ph.D. (Yale), Andrew W. Mellon Postdoctoral Fellow in Russian. (2016)
- Arielle Saiber**, B.A. (Hampshire), M.A., Ph.D. (Yale), Associate Professor of Romance Languages and Literatures. (1999)
- Lyes Salem**, B.A.-equivalent (French National Academy of Dramatic Arts), Visiting Artist in Francophone Studies. (2016) (Fall semester.)

OFFICERS OF INSTRUCTION

Doris A. Santoro, B.A. (Rochester), Ed.D. (Columbia), Associate Professor of Education. (2005)

Paul Sarvis, B.A., M.F.A. (Goddard), Senior Lecturer in Dance Performance. (On leave for the academic year.) (1987)

Suwanna Satha-Anand, B.A. (Chulalongkorn University–Thailand), M.A., Ph.D. (Hawai'i), Visiting Professor of Religion. (2016) (Spring semester.)

Carrie Scanga, B.A. (Bryn Mawr), M.F.A. (Washington–Seattle), Associate Professor of Art. (On leave for the academic year.) (2009)

Jennifer Scanlon, B.S. (SUNY–Oneonta), M.A. (Delaware), M.A., Ph.D. (Binghamton), Professor of Gender, Sexuality, and Women's Studies and Interim Dean for Academic Affairs. (2002)

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Scott R. Sehon, B.A. (Harvard), M.A., Ph.D. (Princeton), Professor of Philosophy. (1993)

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Vyjayanthi Ratnam Selinger, B.A. (Jawaharlal Nehru University–India), M.A. (Harvard), Ph.D. (Cornell), Associate Professor of Asian Studies. (2005)

Gonca Senel, B.S., M.A. (Bilkent University–Turkey), M.A., Ph.D. (California–Los Angeles), Assistant Professor of Economics. (2014)

Vineet Shende, B.A. (Grinnell), M.A. (Butler), Ph.D. (Cornell), Associate Professor of Music. (2002)

Louisa M. Slowiaczek, B.S. (Massachusetts), Ph.D. (Indiana), Professor of Psychology. (1998)

Jill S. Smith, B.A. (Amherst), M.A., Ph.D. (Indiana–Bloomington), Osterweis Associate Professor of German. (2006)

Robert B. Sobak, A.B. (Franklin and Marshall), M.A. (Georgia), M.A., Ph.D. (Princeton), Associate Professor of Classics. (2007)

Emma Maggie Solberg, B.A. (Oxford), Ph.D. (Virginia), Assistant Professor of English. (On leave for the academic year.) (2013)

Maron W. Sorenson, B.A., Ph.D. (Minnesota–Twin Cities), Assistant Professor of Government. (2016)

Joseph Jay Sosa, B.A. (Michigan), M.A., Ph.D. (Chicago), Assistant Professor of Gender, Sexuality, and Women's Studies. (2016)

Allen L. Springer, A.B. (Amherst), M.A., M.A.L.D., Ph.D. (Tufts), Professor of Government. (1976)

Elizabeth A. Stemmler, B.S. (Bates), Ph.D. (Indiana), James Stacey Coles Professor of Natural Sciences. (1988)

Daniel F. Stone, B.S. (Yale), M.A., Ph.D. (Johns Hopkins), Assistant Professor of Economics. (2012)

April Strickland, B.A. (Mt. Holyoke), M.A., Ph.D. (New York University), Visiting Assistant Professor of Anthropology. (2015)

- Matthew F. Stuart**, B.A. (Vermont), M.A., Ph.D. (Cornell), Professor of Philosophy. (On leave for the academic year.) (1993)
- Rachel L. Sturman**, B.A. (Chicago), M.A., Ph.D. (California–Davis), Associate Professor of History and Asian Studies. (2003)
- Dale A. Syphers**, B.S., M.Sc. (Massachusetts), Ph.D. (Brown), Professor of Physics. (1986)
- Jennifer Taback**, B.A. (Yale), M.A., Ph.D. (Chicago), Professor of Mathematics. (2002)
- Kana Takematsu**, B.S. (Chicago), Ph.D. (California Institute of Technology), Assistant Professor of Chemistry and Biochemistry. (2015)
- Susan L. Tananbaum**, B.A. (Trinity), M.A., M.A., Ph.D. (Brandeis), Professor of History. (1990)
- Yao Tang**, B.A. (Beijing Second Foreign Language Institute), M.A. (Simon Fraser), Ph.D. (British Columbia), Associate Professor of Economics. (On leave for the academic year.) (2009)
- Birgit Tautz**, Diplom Germanistik (Leipzig), M.A. (Wisconsin), Ph.D. (Minnesota), Professor of German. (2002)
- Hilary J. Thompson**, B.A. (Toronto), M.A., Ph.D. (Michigan), Assistant Professor of English. (2009)
- Richmond R. Thompson**, B.S. (Furman), Ph.D. (Cornell), Professor of Psychology and Neuroscience. (On leave for the academic year.) (1999)
- Laura I. Toma**, B.S., M.S. (Universitatea Politehnica Bucuresti), M.S., Ph.D. (Duke), Associate Professor of Computer Science. (2003)
- Karen Topp**, B.Sc. (Queen's University–Kingston, Ontario), Ph.D. (Cornell), Senior Lecturer in Physics. (2005)
- Shu-chin Tsui**, B.A. (Xian Foreign Language Institute–China), M.A. (Wisconsin), M.A., Ph.D. (Michigan), Professor of Asian Studies and Cinema Studies. (2002)
- Kimberly Underwood**, B.A. (Western Michigan), M.A. (Central Michigan), Ph.D. candidate (Michigan State), Visiting Instructor in Sociology.* (2016)
- Sebastian Daniel Urli**, B.A. (Pontifical Catholic University of Argentina), M.A., Ph.D. (Pittsburgh), Andrew W. Mellon Postdoctoral Fellow in Hispanic Studies. (2016)
- Krista E. Van Vleet**, B.S. (Beloit), M.A., Ph.D. (Michigan), Associate Professor of Anthropology. (On leave for the spring semester.) (1999)
- Dharni Vasudevan**, B.S. (Massachusetts Institute of Technology), M.S., Ph.D. (Johns Hopkins), Professor of Chemistry and Environmental Studies. (2003)
- Olufemi O. Vaughan**, B.A., M.A. (St. John's), Ph.D. (Oxford), Geoffrey Canada Professor of Africana Studies and History. (2008)
- Julia Venegas**, B.A. (Wisconsin–Madison), Ph.D. (Emory), Visiting Assistant Professor of Romance Languages and Literatures. (2015)
- Jonathan Vertanen**, B.A. (Taylor), M.A. (Missouri), M.A., Ph.D. (Yale), Andrew W. Mellon Postdoctoral Fellow in Philosophy. (2016)
- Hanétha Vété-Congolo**, B.A., M.A., Ph.D. (Université des Antilles et de la Guyane), Professor of Romance Languages and Literatures. (2001)

OFFICERS OF INSTRUCTION/EMERITI

- Anthony E. Walton**, B.A. (Notre Dame), M.F.A. (Brown), Senior Writer in Residence. (1995)
- Peggy Wang**, B.A. (Wellesley), M.A., Ph.D. (Chicago), Assistant Professor of Art History and Asian Studies. (On leave for the academic year.) (2012)
- Christopher Warren**, B.A.H. (Guelph), M.S., Ph.D. (Victoria), Visiting Assistant Professor of Neuroscience and Psychology. (2016)
- Christopher Watkinson**, A.A. (Full Sail School of Recording), B.A. (Southern Maine), Adjunct Lecturer in Music and Recital Hall Technician. (2007)
- Susan E. Wegner**, A.B. (Wisconsin–Madison), A.M., Ph.D. (Bryn Mawr), Associate Professor of Art History. (1980)
- Allen Wells**, A.B. (SUNY–Binghamton), A.M., Ph.D. (SUNY–Stony Brook), Roger Howell Jr. Professor of History. (1988)
- Tricia Welsch**, B.A. (Fordham), M.A., Ph.D. (Virginia), Professor of Cinema Studies (1993)
- Mark C. Wethli**, B.F.A., M.F.A. (Miami), A. LeRoy Greason Professor of Art. (1985)
- Eugenia Wheelwright**, B.A. (Yale), M.A. (Washington), Senior Lecturer in Romance Languages and Literatures. (2005)
- Nathaniel T. Wheelwright**, B.S. (Yale), Ph.D. (Washington), Anne T. and Robert M. Bass Professor of Natural Sciences. (1986)
- Leah C. Wilson**, B.A. (Oberlin), M.S. (William and Mary), Ph.D. (Indiana), Visiting Assistant Professor of Psychology and Neuroscience. (2016)
- Carolyn Wolfenzon**, B.A. (University of Lima–Peru), M.A. (Colorado–Boulder), Ph.D. (Cornell), Assistant Professor of Romance Languages and Literatures. (On leave for the academic year.) (2007)
- Jean M. Yarbrough**, A.B. (Cedar Crest College), A.M., Ph.D. (New School for Social Research), Gary M. Pendency Sr. Professor of Social Sciences. (1988)
- Mary Lou Zeeman**, B.A., M.A. (Oxford), Ph.D. (California–Berkeley), R. Wells Johnson Professor of Mathematics. (2006)
- Ya (Leah) Zuo**, B.A. (Peking University), M.A., Ph.D. (Princeton), Assistant Professor of History and Asian Studies. (On leave for the fall semester.) (2012)

OFFICERS OF INSTRUCTION EMERITI

- Jorunn J. Buckley**, Cand. mag. (Oslo), Cand. philol. (Bergen), Ph.D. (Chicago), Professor of Religion Emerita. (1999)
- Franklin G. Burroughs Jr.**, A.B. (University of the South), A.M., Ph.D. (Harvard), Harrison King McCann Professor Emeritus of the English Language. (1968)
- Samuel Shipp Butcher**, A.B. (Albion), A.M., Ph.D. (Harvard), Professor of Chemistry Emeritus. (1964)
- Charles J. Butt**, B.S., M.S. (Springfield), Coach in the Department of Athletics Emeritus. (1961)

- Helen L. Cafferty**, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), William R. Kenan Jr. Professor of German and the Humanities Emerita. (1972)
- Steven R. Cerf**, A.B. (Queens College), M.Ph., Ph.D. (Yale), George Lincoln Skolfield Jr. Professor of German Emeritus. (1971)
- Ronald L. Christensen**, A.B. (Oberlin), A.M., Ph.D. (Harvard), James Stacy Coles Professor of Natural Sciences Emeritus. (1976)
- Denis J. Corish**, B.Ph., B.A., L.Ph. (Maynooth College, Ireland), A.M. (University College, Dublin), Ph.D. (Boston University), Professor of Philosophy Emeritus. (1973)
- John D. Cullen**, A.B. (Brown), Coach in the Department of Athletics Emeritus. (1985)
- Linda J. Docherty**, A.B. (Cornell), A.M. (Chicago), Ph.D. (North Carolina), Associate Professor of Art History Emerita. (1986)
- Robert Hazard Edwards**, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Bowdoin, Carleton), President of the College Emeritus. (1990)
- Guy T. Emery**, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Professor of Physics Emeritus. (1988)
- A. Myrick Freeman III**, A.B. (Cornell), A.M., Ph.D. (Washington), William D. Shipman Professor of Economics Emeritus. (1965)
- Alfred H. Fuchs**, A.B. (Rutgers), A.M. (Ohio), Ph.D. (Ohio State), Professor of Psychology Emeritus. (1962)
- Edward S. Gilfillan III**, A.B. (Yale), M.Sc., Ph.D. (British Columbia), Adjunct Professor of Chemistry and Lecturer in the Environmental Studies Program Emeritus.
- Charles A. Grobe Jr.**, B.S., M.S., Ph.D. (Michigan), Professor of Mathematics Emeritus. (1964)
- James L. Hodge**, A.B. (Tufts), A.M., Ph.D. (Pennsylvania State), George Taylor Files Professor of Modern Languages and Professor of German Emeritus. (1961)
- Charles Ellsworth Huntington**, B.A., Ph.D. (Yale), Professor of Biology Emeritus and Director of the Bowdoin Scientific Station at Kent Island Emeritus. (1953)
- Nancy E. Jennings**, B.A. (Macalester), M.S. (Illinois–Urbana-Champaign), Ph.D. (Michigan State), Associate Professor of Education Emerita. (1994)
- DeWitt John**, B.A. (Harvard), M.A., Ph.D. (Chicago), Thomas F. Shannon Distinguished Lecturer in Environmental Studies Emeritus. (2000)
- R. Wells Johnson**, A.B. (Amherst), M.S., Ph.D. (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics Emeritus. (1964)
- C. Michael Jones**, A.B. (Williams), Ph.D. (Yale), Associate Professor of Economics Emeritus. (1987)
- Cristle Collins Judd**, B.M., M.M. (Rice), M.Mus., Ph.D. (London), Professor of Music and Dean for Academic Affairs Emerita. (2006)
- John Michael Karl**, A.B., A.M., Ph.D. (Harvard), Associate Professor of History Emeritus. (1968)

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Edward P. Laine, A.B. (Wesleyan), Ph.D. (Woods Hole and Massachusetts Institute of Technology), Associate Professor of Earth and Oceanographic Science Emeritus. (1985)

Mortimer Ferris LaPointe, B.S. (Trinity), M.A.L.S. (Wesleyan), Coach in the Department of Athletics Emeritus. (1969)

Daniel Levine, A.B. (Antioch), A.M., Ph.D. (Northwestern), Thomas Brackett Reed Professor of History and Political Science Emeritus. (1963)

Mike Linkovich, A.B. (Davis and Elkins), Trainer Emeritus in the Department of Athletics. (1954)

Burke O. Long, A.B. (Randolph–Macon), B.D., A.M., Ph.D. (Yale), Kenan Professor of the Humanities Emeritus. (1968)

Larry D. Lutchmansingh, A.B. (McGill), A.M. (Chicago), Ph.D. (Cornell), Associate Professor of Art History Emeritus. (1974)

T. Penny Martin, A.B., A.M. (Middlebury), M.A.T., Ed.D. (Harvard), Associate Professor of Education Emerita. (1988)

Dana W. Mayo, B.S. (Massachusetts Institute of Technology), Ph.D. (Indiana), Charles Weston Pickard Professor of Chemistry Emeritus. (1962)

O. Jeanne d’Arc Mayo, B.S., M.Ed. (Boston), Physical Therapist and Trainer Emerita in the Department of Athletics. (1978)

Thomas E. McCabe Jr., B.S., M.S. (Springfield College), Coach in the Department of Athletics Emeritus. (1990)

James W. McCalla, B.A., B.M. (Kansas), M.M. (New England Conservatory), Ph.D. (California–Berkeley), Associate Professor of Music Emeritus. (1985)

Craig A. McEwen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Daniel B. Fayerweather Professor of Political Economy Emeritus. (1975)

John McKee, A.B. (Dartmouth), A.M. (Princeton), Associate Professor of Art Emeritus. (1962)

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia), President of the College Emeritus. (2001)

Robert R. Nunn, A.B. (Rutgers), A.M. (Middlebury), Ph.D. (Columbia), Associate Professor of Romance Languages Emeritus. (1959)

Clifton C. Olds, A.B. (Dartmouth), A.M., Ph.D. (Pennsylvania), Edith Cleaves Barry Professor of the History and Criticism of Art Emeritus. (1982)

David S. Page, B.S. (Brown), Ph.D. (Purdue), Charles Weston Pickard Professor of Chemistry and Biochemistry Emeritus. (1974)

Rosa Pellegrini, Diploma Magistrale (Istituto Magistrale “Imbriani” Avellino), Adjunct Lecturer in Italian Emerita. (1983)

Carey R. Phillips, B.S. (Oregon State), M.S. (California–Santa Barbara), Ph.D. (Wisconsin–Madison), Professor of Biology Emeritus (1985)

James Daniel Redwine Jr., A.B. (Duke), A.M. (Columbia), Ph.D. (Princeton), Edward Little Professor of the English Language and Literature Emeritus. (1963)

Edward Thomas Reid, Coach in the Department of Athletics Emeritus. (1969)

John Cornelius Rensenbrink, A.B. (Calvin), A.M. (Michigan), Ph.D. (Chicago), Professor of Government Emeritus. (1961)

Rosemary A. Roberts, B.A. (University of Reading), M.Sc., Ph.D. (University of Waterloo), Professor of Mathematics Emerita. (1984)

Guenther Herbert Rose, B.S. (Tufts), M.S. (Brown), Ph.D. (California–Los Angeles), Associate Professor of Psychology and Psychobiology Emeritus. (1976)

Daniel W. Rossides, B.A., Ph.D. (Columbia), Professor of Sociology Emeritus. (1968)

Abram Raymond Rutan, A.B. (Bowdoin), M.F.A. (Yale), Director of Theater Emeritus. (1955)

Paul E. Schaffner, A.B. (Oberlin), Ph.D. (Cornell), Associate Professor of Psychology Emeritus. (1977)

Elliott S. Schwartz, A.B., A.M., Ed.D. (Columbia), Robert K. Beckwith Professor of Music Emeritus. (1964)

C. Thomas Settlemyre, B.S., M.S. (Ohio State), Ph.D. (North Carolina State), Professor of Biology and Chemistry Emeritus. (1969)

Lawrence H. Simon, A.B. (Pennsylvania), A.B. (Oxford), M.A./B.A. (Cambridge), Ph.D. (Boston University), Associate Professor of Philosophy and Environmental Studies Emeritus. (1987)

Melinda Y. Small, B.S., A.M. (St. Lawrence), Ph.D. (Iowa), Professor of Psychology Emerita. (1972)

Kidder Smith Jr., A.B. (Princeton), Ph.D. (California–Berkeley), Professor of History and Asian Studies Emeritus. (1981)

Randolph Stakeman, A.B. (Wesleyan), A.M., Ph.D. (Stanford), Associate Professor of History and Africana Studies Emeritus. (1978)

William L. Steinhart, A.B. (Pennsylvania), Ph.D. (Johns Hopkins), Linnean Professor of Biology Emeritus. (1975)

Allen B. Tucker Jr., A.B. (Wesleyan), M.S., Ph.D. (Northwestern), Anne T. and Robert M. Bass Professor of Natural Sciences Emeritus. (1988)

James H. Turner, A.B. (Bowdoin), B.S., M.S., Ph.D. (Massachusetts Institute of Technology), Associate Professor of Physics Emeritus. (1964)

John H. Turner, A.M. (St. Andrews, Scotland), A.M. (Indiana), Ph.D. (Harvard), Professor of Romance Languages Emeritus. (1971)

David J. Vail, A.B. (Princeton), M.A., Ph.D. (Yale), Adams-Catlin Professor of Economics Emeritus. (1970)

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- June A. Vail**, A.B. (Connecticut), M.A.L.S. (Wesleyan), Professor of Dance Emerita. (1987)
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