

THE COLORADO COLLEGE

ACADEMIC ADVICE FOR THE ENTERING STUDENT

FALL 2008

Please note: This document is to help when choosing a major. Please consult the *Colorado College Bulletin* or the department chair for the final revision to the major requirements.

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All-College Requirements for the Bachelor of Arts Degree

All-College Requirements

I. Students must satisfactorily complete 32 units of academic credit. To achieve the breadth central to liberal learning, students must take and pass at least one full unit in each division, excluding adjuncts and extended format courses. International Baccalaureate and Advanced Placement credits will not substitute for this requirement.

II. Students must satisfactorily complete a major course of study. No major may require more than 14 units in any one department and no more than 16 over all (including prerequisites). (In departmentally-based majors, the two units beyond the 14 unit limit can be courses outside the department or adjunct courses.)

III. Completion of the Critical Perspectives requirement: Diverse Cultures and Critiques (3 units); *The West in Time* (1 two block course, 2 units); Scientific Investigation of the Natural World (2 units, including at least one lab or field course).

IV. Basic competency in a foreign language (2 blocks elementary or the equivalent).

FYE: A two-block course required of all first year students addressing issues likely to stimulate debate and including critical reading, effective writing, and a research project.

Critical Perspectives Categories: goals and standards

[1] *Critical Perspectives: Diverse Cultures and Critiques* helps students understand the unique perspective of their own culture by confronting other perspectives, both those within the culture and those outside it. In contrast to the *West in Time* requirement, this requirement urges students to consider the different arrangements of human society across space. These courses will examine one or more of the following:

some facet of a non-western society;

some aspects of marginalized communities within the western tradition;

critiques of the western tradition.

Students may take three unrelated courses or three courses that address a common theme, group, or area of the world.

[2] *Critical Perspectives: The West in Time* asks students to position their knowledge of the broader world not just through multifaceted inquiry into "the here and now" but through critical inquiry across time as well. As an all-college requirement, *The West in Time* acknowledges the crucial importance of understanding the past as the context out of which contemporary modes of inquiry and contemporary fields of study have grown.

The West in Time is a two-block, two-unit course in which students will explore compelling aspects of the Western experience over a significant period of time (antiquity to the modern period or the Middle Ages to the modern period). This *Critical Perspectives* requirement acknowledges the modern Western propensity to create cultural and historical narratives which assume development and progress over time. It also insists on the importance of understanding the contemporary Western 'self' in the context of previous iterations of the 'self'. Courses in this area of inquiry will accomplish some combination of the following:

engage students in an exploration of the past through examination of ideas, events, cultural institutions and practices;

enable students to expand their understanding of narratives of the development of the Western tradition over time and provide them with the analytical tools to critique those narratives;

engage students in critical analysis of the connections between the past and the present;

encourage students to consider how our understanding of contemporary events is informed by our grasp of the historical past.

[3] *Critical Perspectives: Scientific Investigation of the Natural World* enhances students' understanding of the natural world and of the methods central to modern science. It gives students opportunities to explore the broader earth system and universe, a sphere of inquiry which includes but is not limited to humans. In a world influenced by science and technology, informed citizens need to be familiar with the distinctive ways of thinking characteristic of the sciences and need to cultivate skill in quantitative reasoning. This requirement complements the *West in Time* and the *Diverse Cultures and Critiques* requirements by addressing a distinct approach to the understanding of the world which originated in the west but currently exercises global influence. These courses will meet the description of the preceding paragraph and will accomplish some combination of the following:

explicitly address the nature of the scientific method;

give students direct experience in the gathering and analysis of scientific data;

emphasize the use of quantitative reasoning;

introduce the foundations and principles of scientific knowledge;

enhance scientific literacy.

At least one of the two units must involve significant laboratory or field experience.

The College Writing Program

The Colorado College wants its graduates to be able to write clearly, cogently, and gracefully. Instead of a traditional composition program, Colorado College offers a multi-level Writing Program that supports writers of all levels and coordinates writing across the disciplines. Over two decades ago, the faculty at Colorado College agreed that students who write about their interest are more engaged in their writing. As a result, the college decided to drop its traditional composition program in favor of a program that would allow students to work on their writing in courses across the curriculum. This decision allowed the Writing Program to emphasize the value of learning to write within particular disciplines and how writing styles vary across disciplines.

Writing Emphasis Courses

Writing Emphasis courses provide opportunities for students to continue to improve their writing skills through practice and criticism. The writing component of each course is related to course content and is intended to promote learning within the field as well as greater facility in writing. In some cases, the writing component may emphasize the challenges of writing for a particular discipline. Writing Emphasis courses have limited enrollment to allow time for individual conferences, small group sessions, and detailed criticism. Writing Emphasis courses can be found in the course schedule.

The Writing Center and Writing Adjuncts

The study of the same non-English language for four full years in high school.

An acceptable score (at least 5) on the International Baccalaureate language examination or an acceptable

The Writing Center offers an arena where students can work through the writing process and improve the expression of their ideas by participating in individualized conferences with trained peer consultants and professional staff. Students are encouraged to take advantage of their services: one-on-one consultations during which students can work on their writing in any stage from inception to revision of a finished draft with peer consultants; workshops that address a spectrum of learning-enhancing skills (e.g., critical reading, public speaking, brainstorming, incorporating research, interpreting data, etc.); and continuing tutorials for students with serious writing issues (underprepared, anxious, etc.), students working on major projects (thesis, seminar papers, grant proposals, etc.), students with disabilities, and speakers of English as a second language.

The Writing Center offers the adjunct course *GS 200: Writing Practicum* which allows students to focus their attention on analytical writing, primarily by working concurrently with their regular block class. Depending upon enrollment, the course is taught in small groups or through individualized consultations. If appropriate, the course will review writing theories, disciplinary conventions, and rhetorical strategies. Students at all levels of writing competency and comfort are encouraged to enroll if they want to improve both critical thinking and analytical writing skills. The adjunct is offered during Blocks 3-8. Contact the Writing Center for more information at www.ColoradoCollege.edu/writingcenter/ or call (719) 389-6742.

THE LANGUAGE REQUIREMENT

Colorado College believes that learning a language gives students an important intellectual experience of cultural difference. Students may learn about other cultures in a variety of ways, but we believe interpreting and expressing individual experience and cultural values in a foreign language are necessary for enhanced international and multicultural awareness. This requirement reflects the conviction that a liberal education is incomplete when it includes no foreign language study. Learning a language other than one's native tongue is not equivalent simply to acquiring a tool for practical use.

The language requirement may be fulfilled in any one of the following seven ways:

score on the Advanced Placement language examination (3, 4, or 5 depending on departmental policies in different languages at CC).

The placement examination administered by the language departments, with a score allowing placement at, or above, the 201 level, or a special proficiency examination administered by a certified proficiency examiner.

A beginning course in any of the languages offered at Colorado College, ordinarily a course numbered 101 (2 units), unless the student presents acceptable evidence of a learning disability making language study impossible.

An acceptable language program at any accredited college or university, in any non-English language, equivalent to the 101 level at Colorado College, if approved by the Registrar's Office.

A Colorado College -approved semester or year-long foreign study program requiring substantial use of a non-English language either in course work or in the living situation. Programs abroad will be assessed and certified by the Registrar's Office independently to determine which programs fulfill the requirement.

Students who are native speakers of a language other than English are considered to have satisfied the requirement.

A Special Notice to Students
Interested in Majoring
in the Natural Sciences

(Biology, Chemistry, Geology, Mathematics,
Physics, Psychology, Neuroscience, Environmental
Science)

If you plan to major in one of the natural sciences, you should carefully consider taking an Critical Perspectives: West in Time (CP:W) course in Blocks 1 and 2 in the First Year Experience program.

AMERICAN POLITICAL ECONOMY

American Political Economy web site:
<http://www.ColoradoCollege.edu/Dept/PS/>

The objective of the major in American Political Economy is to develop in the student a general knowledge of the interaction between the U.S. government and the economy. It emphasizes the constraints of social and economic structure, political ideology, institutions, and personalities. Knowledge of the consequences of alternative economic

proposals is stressed, as is the need for an understanding and appreciation of the historical roots of contemporary institutions and ideologies in assessing proposed governmental policies. American Political Economy is a multidisciplinary and interdisciplinary major for students with broad interests.

In the first two years, students are encouraged to take introductory political science (PS103 or PS201) and introductory economics (EC150, or its equivalent CEC151 and EC152), and to get started on upper-level courses in the major.

For more information, contact the department, (719) 389-6407.

ANTHROPOLOGY

Anthropology Department web site:
<http://www.ColoradoCollege.edu/Dept/AN/>

Anthropology is an unusually broad discipline which studies human cultural, linguistic and biological diversity as it has developed over time and across the varied landscapes of Earth. The uniqueness of anthropology is not that it studies each of these areas, but that it systematically attempts to understand the human condition and human experience as the result of the interaction and intersection of these domains of biology, culture and language. Its ultimate focus is the timeless question: "What does it mean to be human?" This includes questions of the place of humans in the natural world, human origins and biological variation, changes in the human condition through time, and understanding the great variety of human societies and cultures, including their languages, around the world today. Anthropology's breadth and holism make it an ideal discipline within which students can pursue the liberal arts and sciences in the context of a single field of study.

Anthropology in the United States, long committed to holistic and comparative approaches to studying humans, has traditionally organized itself around four major subfields: biological anthropology, archaeology, cultural anthropology, and linguistic anthropology. Each of these subfields, which together contribute to a rich and integrated view of the meaning of being human. The Anthropology Department at Colorado College believes it is important for its majors to have a solid grounding in the principles of these subfields and their interrelatedness before progressing to more focused areas of personal interest in the discipline.

The department also recognizes the need to balance this breadth with sufficient flexibility for students to pursue in-depth studies in one or more of the four subdisciplines. This balance is accomplished by requiring students to take an introductory level course in three of the four subdisciplines and an additional seven units of intermediate and advanced level coursework in one or several subdisciplines depending on the student's interests and career goals. Students planning to attend graduate school should take at least one course in all four subdisciplines and a course in statistical analysis.

REQUIREMENTS FOR THE ANTHROPOLOGY MAJOR

Ten units of course work in the department, distributed in the following categories:

1. INTRODUCTORY COURSES c 3 units: AN101 and AN102 both required

a. AN101: Biological Anthropology

b. AN102: Cultural Anthropology

c. An introductory course in *either* archaeology or linguistics:

AN204: Prehistory OR AN230: Introduction to Archaeology

or

AN250: Language and Culture OR AN258: Introduction to Linguistics

NOTE: Prospective majors should take the introductory courses before declaring a major in anthropology.

2. INTERMEDIATE AND ADVANCED

COURSES c 7 units required, 200-level or above, to include at least three courses at the 300-level or above.

a. No more than one unit of independent readings (429/430) or research (439/440) may be used to satisfy this requirement (although more than one unit of 429/430 or 439/440 coursework may be taken beyond the minimum 10 required units for the major;

b. No more than two units may be from cross-listed courses in folklore or ethnomusicology (although more may be taken beyond the 10 required units).

c. Students may use any of the listed introductory courses in archaeology or linguistics (200-level) to fulfill this requirement *other than the one unit taken to satisfy the introductory course requirement.*

3. A SENIOR PAPER

NOTE: Anthropology majors may use no more than

one anthropology course to satisfy their Natural Science distribution requirement.

Within this richly complex setting, the curriculum in anthropology at Colorado College is designed for students:

to explore the vast array of human biological, cultural, and linguistic diversity in time and geographical space;

to understand how the linguistic, cultural, biological, and environmental parts of their existence depend on and influence each other;

to develop sensitivity to and understanding of others, by exploring cultural and biological perspectives on ethnicity, >race,= class, gender, or other criteria; to gain a broad and solid foundation of coursework while allowing flexibility in advanced studies of any or several of the subdisciplines;

to recognize the importance of theories as frameworks for understanding and explaining anthropological data;

to understand the nature of anthropological data and to be able to collect and analyze that data;

to engage in original research or independent study beyond the regular classroom;

to provide an understanding of anthropology's scope and perspective so that it may be applied to solving a wide range of local, regional, or worldwide problems.

For further information, contact Professor Mario Montano, department chair, (719)-389-6824 or by e-mail: mmontano@coloradocollege.edu

ART AND ART HISTORY

Department of Art web site:

<http://www.ColoradoCollege.edu/Dept/AR/>

Students may major in Art at Colorado College with a concentration in either the history of art or studio art. In either case, they are required to complete four units in the area in which they do not concentrate (a history of art concentrator must take four units of studio art, and vice versa). The culmination of the major, in the senior year, is a thesis for art history or an exhibition for studio art. Advice for entering students interested in art is given below in two parts, arranged according to 1) history of art and 2) studio art.

Students receiving a grade of 4 or 5 on the AP exams, either in art history or art studio, will receive one unit of CC credit. This unit of credit serves to place the student in courses with a prerequisite of AH 112, Introduction to Art History, or AS 110. The AP credits do not, however, count towards the major requirements. If the student decides to major in art, he/she can substitute credits in higher level art courses in consultation with the department and his/her major advisor.

1. **History of Art:** If you are thinking of concentrating in the history of art, it is highly advisable to take AH 112 (Introduction to Art History) in your first year at the college. This course is prerequisite to almost all upper-level art history courses. In any case, all art history concentrators must take either AH 112 or AH 111 (exceptions are made for advanced placement credit). Both AH 112 and AH 111 also satisfy the West in Time requirement that applies to all students at the college, regardless of major. These courses, therefore, serve a double purpose for potential art majors, and one of them might usefully be taken early in your first year. Another possibility would be to take an introductory art studio class or a foreign language during the first semester.

We advise art history concentrators to fulfill as many all-college graduation requirements as possible during their first two years at the college. Many of our students study abroad for a semester, usually in their junior year, and early fulfillment of all-college requirements helps to ensure that you will have the time to do this if you wish.

2. **Studio Art:** As studio students frequently come to the department with a wide range of experience, most schedules must be individually tailored in order to be effective. While the following comments will apply in many cases, you are urged to meet with a professor in the department and to obtain appropriate publications from the department office. These would include an explanation of all studio requirements, a list of recommendations for sequencing courses, a detailed explanation of the language requirement, and information for students interested in architecture.

During the first year most students are advised to introduce themselves to the department by taking a 100-level studio class, and if possible, the two-block survey of art history. If you arrive at the college with an extensive background in art, a portfolio review with faculty can help to determine if you should be

placed in introductory or advanced courses. In any event, during the first three years all studio majors should complete most, if not all, of their the all-college requirement, and four units of art history.

The department invites all interested art students, whether or not they plan to become majors, to be placed on our mailing list so that they will receive announcements concerning lectures, workshops, field trips, or other department-sponsored events. This is a good way of establishing contact with the faculty and other students, as well as keeping in touch with the department during blocks when courses are being taken elsewhere.

For more information about art history, contact Professor Ruth Kolarik, department chair, (719)389-6372 or by e-mail: rkolarik@coloradocollege.edu for art studio, contact Professor Dan Raffin, assistant chair, (719)389-6374 or by e-mail: draffin@coloradocollege.edu

Biology

Biology Department Website:
<http://www.ColoradoCollege.edu/Dept/BY/>

The Department of Biology at Colorado College is committed to excellence in innovative teaching, learning, and faculty/student research. Twelve faculty members and more than 120 declared majors in the department work together to explore biological problems. Students are encouraged to be self-directed and to explore diverse areas in biology in field and laboratory settings.

Biology and the Block Plan

The ABlock Plan@ allows the Biology Department a maximum class size of 24 students for laboratory courses, and 13 students in field courses. This model of intensive study has proven to be very successful for teaching the biological sciences since the Block Plan was adopted in 1970. Teachers and students can study and work together toward common objectives while the ordinary distractions of other courses are reduced to a minimum.

Students considering a biology major should take any two of the following introductory classes: BY105 Biology of Plants, BY107 Biology of Microbes, BY108 Biology of Invertebrates, or BY109 Biology of Vertebrates, during their first year. In addition, a

potential biology major should take General Chemistry I (CH107) and possibly General Chemistry II (CH108) during the first year. Students who enter Colorado College with a strong high school background in biology such as Advanced Placement or International Baccalaureate credit are urged to consult with a department faculty member as soon as possible, as some credit toward the major can be granted for AP/IB courses. By-pass exams are also available for students with a strong high school biology background. Achieving a passing grade on these exams enables a student to bypass some introductory courses. Bypass exams are available for the introductory courses and cell biology.

During the sophomore year, a student planning to major in biology should take a field course, CH250 Structure of Organic Molecules, BY210 Cell Biology, and complete the math requirement (either MA125 Precalculus and Calculus; MA126 Calculus I; or BY220 Biostatistics). Students should consult with their advisor, or the biology chair if their advisor is not in the Biology Department, about which courses to take. Students may view the major requirements on our web site or pick up a major=s handbook in the department office.

Biology majors are encouraged to conduct independent research for academic credit under the supervision of a faculty member. Funding through the Department and College is available on a competitive basis to support summer research projects. Some students have made arrangements to do research or to assist in research in laboratories at other institutions and have received senior thesis credit through the Biology Department. Career alternatives for biology graduates include: attending graduate school; completing advanced training in biology; entering health-oriented programs; doing basic research in laboratory or field settings; or teaching in public or private schools.

Zoology

A wide range of courses is offered in zoology, from invertebrate and vertebrate zoology, field zoology, animal behavior, parasitology and animal cell physiology to ornithology, entomology and vertebrate physiology. All these courses have a strong laboratory or field component.

Microbiology

Microbiology is today one of the most rapidly advancing areas in the biological sciences. Current

scientific literature is flooded with articles in the fields of bacteriology, parasitic protozoa, immunology, virology, and other health-related fields.

The department offers students the opportunity to major in biology with an emphasis in microbiology. Courses currently offered emphasizing microbes, include biology of microbes, bacteriology, parasitic protozoa, virology, molecular bacteriology, and biochemistry.

Molecular Biology and Genetics

Classes in cell biology, genetics, scanning and transmission electron microscopy, bioanalytical chemistry, molecular biology and others offered by the department emphasize hands-on experience in a variety of experimental techniques. The Block Plan allows students to carry out experimental procedures on a day-to-day basis without interruption so they can concentrate on both the theoretical and technical aspects of the procedures.

Botany

Students interested in plant sciences may take a diverse group of courses including introductory botany, field botany, ecology, plant physiology, genetics, conservation biology, and research projects. All have a strong field, laboratory, or research component.

Field Biology and Ecology

As a result of the Colorado College Block Plan, the field biology and ecology courses offered by the department can place students in a natural setting for learning. Classes, limited in size to 13 students, involve study in the field on a frequent basis, sometimes over extended time periods and with few interruptions. Travel to local ecosystems that extend from grasslands to tundra within 50 miles of campus provides unique opportunities for field studies. The Kaibab Plateau, desert ecosystems of the southwest, and tropical Central America have all become laboratories for learning as well. Many students undertake field-oriented senior thesis projects.

Health Professions

The Colorado College has become increasingly successful in the preparation of students for entry into the health professions. A comprehensive and focused preparatory curriculum provides essential entrance

requirements strengthened by a liberal arts undergraduate education.

Students are advised in the development of their academic programs and requirements for admission to medical, dental and veterinary school(s). Students are also prepared for entry into alternate health careers such as physician assistants, physical therapists and genetic counselors. The health professions advisor is available for counseling and advising of interested students.

Students interested in the health professions are encouraged to seek early advice regarding the specific admission application requirements to the various schools.

Preparing to Teach Science

For many years the Department of Biology and the Department of Education have worked together to provide a program for those students who wish to teach science on the secondary level. Because students who plan to become certified to teach biology and related science courses must complete a major in an academic department plus the required courses in education, the program is rigorous and demanding. At the same time, experience has demonstrated that those students who do successfully complete the program are well qualified upon graduation to take their place in a science classroom. *Students who plan to become teachers will usually select a major early in their college careers, and start their volunteer work in local public schools during the sophomore year. The culmination of the course work in education is three blocks of full-time student teaching in the senior year. Students interested in teaching should consult with the Education Department early in the academic program.*

Student Research

Students are encouraged to become involved with a faculty member in an independent research project. Because of the diverse backgrounds and research interests of the faculty, a multitude of options are open to interested students. As students enroll in a variety of courses in biology during their first and second years, they have opportunities to associate with the faculty and staff. On a one-to-one basis students may discuss faculty research activities, design and conduct a related investigation with the assistance of the faculty member, or become a part of an ongoing faculty-student research team. Students majoring in biology may elect to write a senior thesis,

present the results of their work at a departmental seminar, the annual Biology Day, or scientific meeting, or publish the work in an appropriate publication. In recent years students have presented papers at the West Coast Undergraduate Research Conference in Biology, the National Conference of Undergraduate Research, the Colorado-Wyoming Academy of Science, the Southwestern Association of Naturalists, the regional meetings of the American Association for the Advancement of Science, the Rocky Mountain Conference of Parasitologists, and national meetings of the Ecological Society of America, and the American Society of Plant Physiologists, of Genetics and of Microbiology.

Independent research is one of the strong programs in the department. Out of this opportunity for students to test their enthusiasm for basic research has developed an attitude of inquiry that pervades the department.

Seminars

The Department of Biology schedules many seminars during the academic year. These seminars cover a wide range of topics of current biological interest, including but not limited to ecology, evolution, physiology, genetics, behavior and microbiology. The majority of speakers are faculty from major academic institutions around the country. The purpose of these seminars is to keep the students and faculty in the Department of Biology and the college community informed of recent advances in the biological sciences. They also provide opportunities for students and faculty to communicate with individuals from other colleges and universities.

Interdisciplinary Majors with a Biology Component

For students interested in Biology with an interdisciplinary component, Colorado College offers several options in addition to the Biology major. These include Biochemistry, Neuroscience, and Environmental Science. Descriptions of these programs of study can be found in the college catalog. Interested students should consult with a program advisor early in their academic programs.

For more information, contact Professor Marc Snyder, Biology Department Co-chair, (719) 389-6209 or by email: msnyder@coloradocollege.edu, or Professor Brian Linkhart, Biology Department Co-chair, (719) 389-6605 or by email: blinkhart@coloradocollege.edu.

BUSINESS

Economics and Business Department web site:
<http://www.ColoradoCollege.edu/Dept/EC/>

Students interested in pursuing business careers should consider taking introductory courses in accounting and economics. Students may take any major to prepare for a business career; what is important to graduate admissions committees and employers is a demonstrated capacity to think critically, analyze complex issues, and communicate effectively in both oral and written forms. Advice on a course of study while at Colorado College and opportunities for graduate work and employment can be obtained by consulting the campus Pre-Business advisor, Professor Judy Laux.

For students selecting a major in economics, it is possible to pursue the study of business in additional depth through a concentration of electives within the major selected from courses dealing directly with the role and operation of business and organizations. These same courses are available to students majoring in any subject as long as the individual course prerequisites are satisfied. The individual courses in the Economics and Business Department that focus directly on business are listed in the Description of Courses section of the Colorado College Catalog under Economics and Business.

For more information, contact Professor Judy Laux, Pre-Business Advisor, (719) 389-6414 or by e-mail: jlaux@coloradocollege.edu

CHEMISTRY OR BIOCHEMISTRY

Department of Chemistry and Biochemistry web site:
<http://www.ColoradoCollege.edu/Dept/CH/>

Students planning to major in chemistry or biochemistry, and those taking these courses because of their relevance to careers such as medicine, law, and engineering should become acquainted with the department during their first year at CC. Most students are sufficiently prepared by their high school chemistry and mathematics courses that they are

ready to take CH 107 in the first year. (The few who have trouble usually are suffering from poor math. A lack of high school chemistry can be overcome.)

Some entering students can place out of CH 107 or both CH 107 and 108. (A score of 4 or 5 on the AP test allows credit for 107 or both 107 and 108, respectively, but we want to discuss your lab background before you enter organic chemistry.) We offer a 1 to 2 hour multiple-choice placement test that allows a student to bypass a General Chemistry course, but it does not give credit for the course. Students should take this test after reviewing a current General Chemistry text for a day or two. The test is offered at a time of mutual convenience by contacting the department chair a few weeks ahead of when the student would like to take it. (Note that some medical schools demand college credit for General Chemistry, so pre-med students should be cautious about skipping any courses.)

Representative programs are outlined below to give an idea of the appropriate rate of progress each year. Note that some two-course sequences are designed to be completed within the same academic year, and are best taken only a few months apart. Normally a student completes CH 251 before declaring either of these majors late in the second year. Students will individualize their schedules, especially in years three and four, in consultation with advisors and instructors. Additional mathematics, physics, and biology courses will be appropriate for many persons majoring in chemistry or biochemistry. Course work in areas that improve writing or supplement topics such as scientific ethics or business may also be useful.

Typical Chemistry Major Program:

FIRST YEAR

CH 107/CH 108 (Gen Chem I and II: Take both in same academic year.)
MA 126 – Calc I
MA 128 – Calc II

SECOND YEAR

CH 250/CH 251 (Org Chem I and II: Take both in same academic year.)
CH 241 – Analytical
PC 241 – Physics I
PC 242 – Physics II

THIRD YEAR

CH 351 – Org Chem III
CH 366 – Physical Chem I

CH 367 – Physical Chem II

FOURTH YEAR

CH 475 – Inorganic
CH 342, CH 401 – Instrumental and various
research topics
Or other electives, based on interest
CH 490 – Senior Seminar (1/4 credit
extended format)

Typical Biochemistry Major Program:

FIRST and SECOND YEAR may be the same as
above, but add Cell Biology (BY210)

THIRD YEAR

CH 382 – Biochem I
CH 345 – Bioanal (if CH241 was not taken
previously)
BY 361 – Genetics
Chemistry elective such as CH 383 –
Biochem II

FOURTH YEAR

CH 366 – Physical Chem I
CH 301, 401, 403 or BY 403 – Research
CH 490 – Senior Seminar (1/4 credit
extended format)

For more information, contact department chair,
Professor Neena Grover, (719)389-6433 or by e-mail:
ngrover@coloradocollege.edu

CLASSICS (GREEK AND LATIN)

Department of Classics web site:
<<http://www.ColoradoCollege.edu/Dept/CL>>

COURSE FORMATS IN THE BLOCK PLAN

We think of Classics as the foundation for the study
of Humanities as well as most of the other
disciplines. For this reason, we offer ways into the
study of Classics that provide exciting avenues for
the further exploration of a number of related fields.
People who are drawn by the Classics (art, religion,
mythology, philosophy, history, languages) have the
option of majoring in Classics by itself, or in
combination with other subject matters. We have
two-block intensive courses that carry West in Time

credit, two-block intensive beginning courses in
Greek and Latin (the Latin course functions also as
CP:WT), single block courses on major topics and
writers, and semester- or year-long, extended format
courses to begin Sanskrit and to continue reading
systematically in both Latin and Greek. We also
have a Classics minor.

GENERAL COMMENTS

Students with Latin (or Greek) would be smart at
least to audit an extended format reading course so as
not to lose their fluency. Two years of high school
Latin really does qualify you for our second (CL 211,
212) level, and the placement we offer for AP scores
of 3 or better is in fact appropriate.

Students who are just getting interested in the first
3500 years of "history" may want to do our FYE
Course, CL/HY/FE 130 Reinvention of the Greeks,
or HY 105 or AH 112 or PS 103 (depending on major
plans) and come to us for language instruction or for
the second-level courses on Greek and Roman
"Foundations" (CL 250, 216/HY 214, 216).

CC offers a structured major in the western
humanities tradition: Classics, History, Politics.
Students interested in this should plan to take either
one of the western civilization introductions just
mentioned or Renaissance Culture (Humanities
Studies 120) during the first year.

We also offer Classics-English as a major: for this,
students could well take the same CP:WT, or English
203 or 207.

FIRST YEAR CLASSICAL LANGUAGES COURSES

CLASSICS 101: Greek for Beginners

An introduction to the grammatical structures of
ancient Greek and to reading real and fascinating
texts, sentences at first but whole Platonic passages
by the end. Intensive two-block course, meeting
twice a day. We do have some informal interest in
modern Greek, which is different enough from
ancient to need special study; and we can advise
students on programs of study, best done late in
sophomore or in junior year, in Greece. The New
Testament is written in a slightly simplified Attic
Greek for which CL 101 is an appropriate
introduction.

CLASSICS 111: Latin for Beginners

An introduction to grammatical structures and particularly the quite complicated syntax needed to read classical Latin efficiently and with pleasure. Latin is basic to European philosophy, history and literature not only in the ancient and medieval periods but also right up to the 19th century, and science students find it useful in getting control of the terminology they must learn. The course now carries West in Time credit.

EXTENDED FORMAT READING COURSES

First meeting times and places will be posted at Armstrong Hall, room 130, as school starts: registration closes at the end of Block 1. Generally these meet an hour or two each week, in the morning before class, at noon or in late afternoons or evenings.

For more information, contact Professor Owen Cramer, (719) 389-6443 or by e-mail: ocramer@coloradocollege.edu or Professor Marcia Dobson, (719) 389-6442 or by e-mail: mdobson@coloradocollege.edu

COMPARATIVE LITERATURE

Department of Comparative Literature web site:

<http://www.ColoradoCollege.edu/idprog/ComparativeLiterature>
<<http://www.coloradocollege.edu/idprog/ComparativeLiterature>>

Literature can be studied in linguistic and national units (English, Spanish, etc.) or in terms of culture areas (Latin American, Classical, etc.). Comparative approaches allow us to study more than one culture, nation or art form at a time, as well as connections between literature and other disciplines, in a theoretically robust way. A major in comparative literature includes advanced work in a language other than one's mother tongue, systematic study of literary theory, and comparative study of literary texts from a number of times and places.

First Year: The fall offering of CO 100 - Introduction to Comparative Literature is an FYE course satisfying either AP:A or AP:B and is a prerequisite to other work in the program. The spring offering of CO 100 is open to all students. Throughout the year we also offer a variety of topics courses at the 200

level. In block 8 we also offer CO 210 - Introduction to Literary Theory. We also encourage those thinking of majoring in Comparative Literature to begin or continue to work on a language other than English. For more information, contact Professor William Davis, (719)389-6815 or by e-mail: wdavis@coloradocollege.edu, or Professor Corinne Scheiner, (719)389-6238 or by e-mail: cscheiner@coloradocollege.edu

DRAMA AND DANCE

Department of Drama and Dance web site:
<http://www.ColoradoCollege.edu/Dept/DR/>

DRAMA

Regardless of major or area of expertise, students are encouraged to participate in all aspects of theater production at Colorado College. There are certainly many opportunities in some sort of theatrical event occurs almost every weekend. The Drama Department and Theater Workshop each present at least four major senior projects, and impromptu performances regularly appear on campus. Some students also choose to take advantage of the growing theater community in Colorado Springs. The theaters in town encourage students to audition, work backstage, or usher for their productions.

Plays sponsored by the Colorado College Drama Department range from originally scripted works to the classics. Students interested in the technical aspects of theater production and design work with directors in set design, lighting, and costuming. Each year the Department invites distinguished critics, directors, actors, and playwrights to teach courses and work closely with students. Ola Rotimi, a renowned playwright and director, recently taught a course on African theater. He also directed students in his play, *The Gods Are Not to Blame*, in its first performance by a non-African cast. Bringing in these visitors, says drama professor James Malcolm, gives us the best of both worlds. Our students are taught not only by the fine generalists in our faculty, but also by experts in specific areas of theater and dance that we can't cover in our regular curriculum. It gives us a kind of balance you don't usually find at a small college.

Theater Workshop (TW) provides opportunities for students to produce, direct, and perform established plays of their choosing or their own original works. The TW sponsors an annual playwriting contest open to all students; the winning play is performed at the end of the year. Performances are usually once every two blocks. TWIG (Theater Workshop Improvisational Group), a comedic offshoot of Theater Workshop, performs once a block to full houses.

Drama students utilize a variety of performance spaces on campus. Armstrong Hall Theater seats 850 and is used primarily for large ensemble performances such as musicals, major play productions, and visiting groups. The Drama Department also maintains a small black-box theater (Armstrong 32) suitable for rehearsals, intimate performances, and experimental plays. Theater Workshop presents its productions in the flexible 125-seat Taylor black-box theater in Bemis Hall. In addition to these formal theater performance areas, directors and students have often been resourceful in choosing other campus venues: residence halls, the Worner Campus Center, Cossitt Amphitheater, or the college quads as sites for their productions.

DANCE

Both majors and non-majors enjoy the creative and supportive environment of the Colorado College Dance Program. The program offers courses in dance history, choreography, labanotation, kinesiology, and music for dance, as well as on-going afternoon adjunct classes in ballet, jazz, improvisation, and modern dance technique. (A sample schedule of dance adjuncts over two blocks is available upon request.) Classes are taught for everyone.

Colorado College is a liberal arts institution; therefore, importance is placed not only on proper technique but also on developing an understanding of dance as a cultural and social phenomenon. In contrast to the conservatory approach, dance students are encouraged to collaborate with students from other disciplines and to pursue interdisciplinary studies themselves, says director of dance Peggy Berg. For example, the study of French is encouraged to help students understand the modern and historical language of dance.

Visiting faculty add an extra dimension to the work of the full-time professors. These outside

choreographers, professional dancers, and directors from around the world can convey invaluable insights and information to dancers on campus. In any two-year period, a student could expect to have workshops in Balinese dance, Chinese dance, yoga, Tai Chi, Jazz, and African dance. Master classes are occasionally offered by visiting professional performers.

The Dance Department sponsors a faculty-choreographed concert every year in the 850-seat Armstrong Theater. In addition, every year there are at least two major performances by Dance Workshop, the dance programs equivalent to the Theater Workshop. All of the work for the concerts: choreography, performing, costuming, lighting design, etc. is done by students. The Dance Department encourages and supports a wide variety of dance styles and creative experiments. The Dance Workshop welcomes all students interested in any genre of dance. The possibility of creating original and innovative choreography is just one exciting aspect of being involved.

For more information, contact Professor Tom Lindblade, department chair, (719) 389-6637 or by e-mail: tlindblade@coloradocollege.edu

EAST ASIAN LANGUAGES

East Asian Languages web site:
<http://www.ColoradoCollege.edu/Dept/PA/>

THE PROGRAM

The East Asian section of the Department of German, Russian and East Asian languages offers a range of language, literature, and culture courses for both Asian Studies majors and minors as well as students from all disciplines. Students may progress through three levels of language and skill maintenance courses in Chinese and Japanese.

ACM programs in Japan and the People's Republic of China allow for complete immersion in the life and letters of those countries. Summer Session courses are also offered in China and Japan.

Courses are, for the most part, taught by native speakers who try to convey insights into the culture of the Japanese and Chinese peoples through the various language courses.

The Donaldson/Asia House is a residence on campus for nine students, with a Japanese college graduate living in and in charge of the house. There is also a Chinese tutor living in the adjacent Carriage House. All house residents organize weekly activities. Japanese and Chinese conversation is encouraged.

For more information, contact Professor Hong Jiang, (719) 389-6942 or by e-mail: hjiang@coloradocollege.edu

Economics and Business Department

web site: <http://www.ColoradoCollege.edu/Dept/EC/>

The Economics and Business Department provides students with rigorous grounding in economic and business concepts. It also provides outstanding preparation for careers in business and public service. In addition, many of the department's alumni pursue graduate study at the nation's finest business and law schools, as well as doctoral work in economics at leading research universities.

The department offers an economics major and participates with other academic departments to offer three additional interdisciplinary majors in Environmental Policy, International Political Economy, and Mathematical Economics. The department offers a wide array of courses in international economics, environmental and natural resource economics, labor and sports economics, public finance, economic development, and comparative economic systems. For those students who wish to focus on business, the department offers many elective business courses, including Intermediate and Managerial Accounting, Legal Environment of Business, Theory of Business Finance, Investments, Consumer Marketing, Entrepreneurship, Business and Society, and Business Policy and Strategy.

All majors in economics and mathematical economics write a senior thesis, working closely with a faculty advisor on an extended independent research project.

The department welcomes students from all majors and nearly all of the department's elective courses are open to any student who has completed the introductory Principles of Economics (150 or 151 and 152) and Principles of Financial Accounting (160) courses.

The college's location, resources, and unique Block Plan allow the faculty to offer students truly extraordinary learning experiences. Many of the department's courses incorporate experiential learning opportunities, including guest lecturers, executives-in-residence, and field trips. Field Trips range from one-day visits to Denver to visit with executives of high-tech telecommunications firms to extensive one-to two-week field trips throughout the Southwest.

A large percentage of students take advantage of opportunities to study at another college or university in the United States such as the Washington Semester program offered by the American University in Washington, DC or to study abroad at the London School of Economics or the Maastricht Program in the Netherlands. The college also maintains an exchange program with the Jönköping International Business School in Sweden, one of the leading business schools in northern Europe, which provides Colorado College students with opportunities for in-depth study of entrepreneurship, finance, marketing, and other business fields. Students internationally minded can take advantage of the *international affairs option*. In addition, the department and college have significant resources to support student research activities.

For more information, contact Professor Larry Stimpert, department chair, (719) 389-6418, fax: (719) 389-6927 or by e-mail: lstimpert@coloradocollege.edu .

EDUCATION

Education Department web site:
<http://www.ColoradoCollege.edu/Dept/ED/>

“CC teacher education students perpetually challenge themselves to serve the deepest aims of education, recognizing the teaching profession requires them to confront fear and apathy. CC teacher education students understand the spirit of education must be modeled by courageous and curious classroom leaders.”
- Cole Bennett, BA '04, MAT '07

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For additional information, contact:
Marsha Unruh at (719) 389-6472 or
munruh@ColoradoCollege.edu.

Become a Community Leader: Teach!

ENGLISH

English Department web site:
<http://www.ColoradoCollege.edu/Dept/EN/>

The program of required courses for an English major at Colorado College is fairly flexible, and it does not entail following a rigid sequence of courses. However, entering students who are considering an English major should know that most 300-level courses require prerequisites: either Introduction to Poetry (English 221, required for all majors) or Introduction to Literary Theory (English 250, also required for all majors) or the consent of the instructor. A prospective major should probably take three or four courses in the department during their first two years, chosen mainly from our 200-level offerings. Especially appropriate courses, in addition to 221, could include 250 (recommended for sophomore year), Introduction to Literature (English 201), Tradition and Change in Literature (English 203), Introduction to Fiction (English 211), and Introduction to Shakespeare (English 225). Students planning on entering the Creative Writing track would also be advised to take either Beginning Poetry Writing (English 282) or Beginning Fiction Writing (English 283). Students planning on entering the Film Studies track should consider Introduction to Film Studies (HS 115). First-year students and

sophomores with a good high school background in English may want to enroll in some of our 300-level courses by asking for the consent of the instructor if they have not completed 221 or 250. If students have fulfilled most of their all-college requirements by the end of their sophomore year, they should encounter little difficulty in arranging courses in junior and senior years to complete the major in English. For more information, contact Professor Re Evitt, department chair, (719)389-6706 or by e-mail: revitt@coloradocollege.edu

GEOLOGY

Department of Geology web site:
<http://www.ColoradoCollege.edu/Dept/GY>

Philosophy

The Block Plan and Geology

The Geology Department at Colorado College offers introductory and advanced courses in earth sciences which may lead to a B.A. in geology. The courses in the department are designed to: 1) provide a foundation for a professional career in the earth sciences; 2) provide the background for graduate school, which has become increasingly a necessary prerequisite to a professional career; 3) provide an opportunity for students majoring in other fields to combine their expertise with geology; and 4) educate students about the physical environment and our place in it, as part of a liberal arts education.

Students who want to major in Geology should try to take either Introductory Geology (GY 130) or Physical Geology (GY 140) during their first year. They should try to take Mineralogy (GY 201) and Introduction to Petrology (GY 202) during their second year. Because Chem 107 is a prerequisite to Mineralogy they should try to take the former by the middle of their second year.

Most critically, if interested in a Geology major, students should talk to a Geology faculty member sometime during their first year (before spring registration).

The Colorado College Block Plan allows us to offer a unique program in geology. Because students take just one course at a time, with class size limited to 25 students, the program is intensive and individualized. Most of our courses are field-oriented and include day-long field trips in the local Colorado Front Range

and weeklong (or longer) trips through Colorado and into New Mexico, Utah, Arizona, and Wyoming. We thus take advantage of the spectacular and varied geology of the Rocky Mountain, Basin and Range, and Colorado Plateau Provinces. Typically, introductory geology courses spend nearly half of their class time outdoors, with students seeing examples of the various rock types and their stratigraphic and structural relationships, and preparing one or more maps of local geology. Paleontology and sedimentation classes visit fossil sites, work out paleoecological patterns, and interpret sedimentary histories. Mineralogy classes visit local quarries and mines, and petrology classes look at a variety of metamorphic terrains, study a large granite batholith, and map volcanic and Precambrian crystalline regions. The structural geology and field courses do extensive mapping and structural interpretation in both sedimentary and metamorphic terrains. Geomorphology classes examine surficial processes in environments ranging from the desert Southwest to the Colorado alpine. Other upper-level courses (historical geology, geophysics, hydrology, and others) include substantial field components as well. The Block Plan has allowed us to offer courses in Hawaii, Costa Rica, the French Pyrenees, the Canadian Rockies, Japan, Scotland and the southern Alps of New Zealand, as well as throughout the American West. A geology major at Colorado College will spend about 60 days in the field fulfilling basic requirements, and can do as much additional field work as time and interest allow.

The flexibility of the Block Plan also allows faculty and students to pursue independent study and research projects during the academic year, as well as during summer and winter breaks. Much of this work takes place away from the campus. Many of our students do field-oriented research as part of a required senior seminar project or as part of a distinction thesis.

Our membership in the Keck Consortium for Undergraduate Research in Geology has allowed many of our students to take part in consortium-sponsored and funded research projects. Other students have worked closely with department faculty members on research projects, and still others have developed research projects on their own. This work is often partially supported by college and departmental funds set aside for student research.

The department also sponsors an internship program, under which students may receive a block of independent study credit for research done off

campus under the supervision of established academic, government, or industry geologists.

The Geology Department is staffed by six full-time faculty, each of whom is actively involved in research as well as teaching, and by two paraprofessionals. The department sponsors a monthly seminar series that features speakers from other colleges and universities, from the U.S. Geological Survey, and from industry.

The Facilities

We consider the local geology to be our most important facility (along with the fleet of college vehicles that makes it accessible to our classes). In addition, the department has acquired and continues to acquire excellent instrumentation in an effort to maintain an active program of student-faculty research. Equipment and instrumentation include the following:

- automated thin section equipment
- rock crushing and powdering equipment to prepare samples for chemical analysis
- research petrographic microscopes, including both transmitted and reflected light scopes, a cathode-luminescence scope, and a fluid inclusions stage for analysis of rock thin sections
- semi-automated x-ray diffractometer
- wavelength-dispersive x-ray fluorescence spectrometer for major and trace-element analysis
- stable isotope mass spectrometer
- sedimentology/geomorphology lab equipped for physical and chemical analysis of sediment and soils, including automated instrumentation for carbon analysis and a laser particle-size analyzer
- global position system, including a permanent base station in the Geology Department
- electronic total station and laser rangefinders for high-precision field surveying and mapping
- field measurement and coring equipment for analysis and sampling of sediment and soils
- department computing facility, with both Macintosh and DOS-based computers, color scanning

and printing facilities, and an extensive collection of geology-related software

extensive rock, mineral, fossil, map, and air photo collections

access to the Chemistry Department's atomic absorption spectroscopy facilities

access to the Natural Science Divisions scanning and transmission electron microscopes

access to neutron-activation and photogrammetry facilities at the United States Geological Survey in Denver.

Colorado College's Tutt Library and the William A. Fisher Geology Seminar Room house a good collection of geology journals. The library is a depository of U.S. Geological Survey publications and maps. Rapid inter-library loan service drawing on nearby facilities at the Air Force Academy, U.S.G.S., and the University of Colorado augment these holdings. An additional resource is the expertise at the U.S.G.S. and at numerous gas, oil, mining, and related industries located in Denver.

Advice to Entering High School and Transfer Students

Entering students should have mathematics at least through trigonometry, as well as general chemistry. Transfer students should normally plan to take Introductory Geology at Colorado College, since this course, with its field emphasis, provides an introduction to the local geology.

For more information, contact Professor Christine Siddoway, (719)389-6717 or by e-mail: csiddoway@coloradocollege.edu

GERMAN

German Department web site:
<http://www.ColoradoCollege.edu/Dept/GR/>

THE PROGRAM

The German Department offers both language and literature courses through a four-year sequence, covering all major genres and literary movements, medieval through post-World War II. Non-majors as well as German majors are encouraged to go as far in the department as they care to. In fact, a large part of

the department's commitment to teaching goes to the non-major, as some departments on campus require one or two years of a modern foreign language for the completion of a degree. Students interested in majoring in German can complete either the traditional German language and literature major, or they can combine their study of German with in-depth study in another discipline, such as history, political science, economics, psychology, philosophy, or the arts for a double major. The department also offers a minor in German.

Through its Max Kade Distinguished Visitors Program, the Department occasionally invites well-known personalities to teach courses on a variety of topics. Visitors have included East German writers Helga Schubert and Helga Königsdorf, as well as filmmaker Doris Dörrie.

The language program under the Colorado College Block Plan is an intensive one. All language classes are conducted largely in German. Available for student use is the Keck Humanities Lab, a modern, interactive video language lab.

Colorado College has exchange programs with universities in Germany (Göttingen and Regensburg), granting full scholarships for a year of study in Germany to two students annually. The exchange includes tuition, funds for room and board, as well as a small amount for incidental expenses. The college also offers a spring semester program in Lüneburg, Germany, for students who have completed German 201 or the equivalent.

The German House (Max Kade Haus) on campus is a dormitory for 16 students, with a German exchange student from Regensburg living as Head Resident in charge of the house. There is a weekly Kaffeeklatsch, Sunday evening dinners, and various other activities (talks, films, plays, parties, etc.) during the year. German conversation is encouraged at all times.

For more information, contact Professor Richard Koc (719)389-6517 or by e-mail: dkoc@coloradocollege.edu

HISTORY

Department of History web site:
<http://www.ColoradoCollege.edu/Dept/HY>

The department seeks to enhance students' understanding of the issues shaping the world in which they live by examining the experience of

different cultures across space and in time. It also emphasizes critical thinking and analysis through the investigation of primary sources, historical monographs, and film and through written assignments, classroom discussion, and small group projects.

The History major offers:

An examination of the institutions, modes of thought and perception, and values of a broad range of cultures, including the United States, Europe, Latin America, Africa, the Middle East, Asia, and Russia.

Comparative analysis of the process of change over time..

Study of the principal methods and values of the historian=s craft.

An emphasis on the methods of research, including familiarity with traditional and contemporary technologies, especially those of the computer age.

An emphasis on written, oral and multi-media expression appropriate to the practices of historical study.

A program which allows majors to develop progressively greater familiarity and sophistication with the perspectives, methods and composition of historical studies and the historical experience of one region of the world.

In general, courses in the department require:

Attention to primary historical sources.
History-Politics.
Engagement in classroom discussion evaluating these sources in terms of modern perspectives.

Substantial writing in research papers, critical commentaries, or essay examinations.

The department recognizes that its members may pursue these goals in varying combinations and with a disparate set of methods.

Requirements

A student majoring in history must take 10.5 or 11.5 units, including an introductory course, courses from three world regions arranged in a 4-3-2 pattern, and a 2.5-block exit-level sequence. One unit from the introductory level and one from the senior level (the Advanced Seminar) can count in one of the three

regions. The three regions are: Europe, United States, and World (Latin America /Africa, Eastern Europe/Russia/Eurasia, the Middle East and Asia). Students must take:

either HY 110 Historical Studies (1 unit) or HY 104 Culture, Society, and History (2 units) or HY 105 Civilization in the West (2 units)

HY 399 Studying History
HY 410 Advanced Seminar

HY 406 Research Workshop (2 unit, extended format)

HY 420 Senior Essay

at least one area course at the 300-level

a coherent spread of the above and other HY courses, including 4 in one region, 3 in another, and 2 in the third

The 4-3-2 distribution enables the students to encounter history in different parts of the world and to engage in advanced work in one major culture area.

Students who do superior work may be asked to submit a senior thesis. Exceptional work on the Senior Essay or Thesis, the HY 399 paper, and in departmental courses qualifies students for distinction. Foreign language competence beyond the second year level - or, in the case of some research topics, relevant collateral competence such as statistics - is strongly advised as part of thesis preparation. (See department office for guidelines.) The department also strongly supports its affiliated interdisciplinary majors: History-Political Science, History-Philosophy, and Classics- For more information, contact Professor Tip Ragan, Department Chair, (719) 389-6534 or by e-mail: bragan@coloradocollege.edu Associate Chair, Professor Brian Rommel-Ruiz, (719)389-6839 or by e-mail: brommelruiz@coloradocollege.edu

INTERNATIONAL POLITICAL ECONOMY

International Political Economy web site:
<http://www.ColoradoCollege.edu/Dept/PS/>

The major in International Political Economy

prepares students for careers in government, international organizations, international business, or private foundations; for further study in international economics and politics; and for constructive citizenship in a world of increasing interdependence. The major is designed for students with broad interests in international studies.

The major focuses on the interaction between politics and economics both internationally and domestically. It examines the possibilities and constraints furnished by social structures, institutions, ideologies, and culture within and across societies, and it looks at the interplay of economic and political forces in the world arena.

In the first two years, students are encouraged to take an approved political philosophy course (PS205, PS265, PS270 or PS292) an international relations course (PS 225 or PS 209), introductory economics (EC150, or its equivalent—EC151 and EC152), and to get started on upper-level courses in the major. The major requires second-year college proficiency in a modern foreign language or 3 units of credit in an approved study abroad program, so students should begin early in their sophomore year planning how they will meet this requirement.

Students are introduced to the field in their junior year when they take PS 375 Introduction to International Political Economy, a course emphasizing theoretical foundations. They draw upon this body of theory as they take other courses in economics and political science and as they undertake a research experience during the senior year.

For more information, contact Professor John Gould, (719) 389-6589, jgould@coloradocollege.edu

MATHEMATICS

Mathematics Department web site:
<http://www.ColoradoCollege.edu/Dept/MA>

Mathematics on the Block Plan:

You may be concerned about studying mathematics and computer science under the Block Plan. It can be an intense experience, but then, that is the strength of the plan: you can give it your total concentration. At Colorado College lectures in mathematics and computer science are informal, with a great deal of give and take, and lots of questions. Afternoon

classes are typically devoted to problem sessions or computer labs so that you can work on new material. Your instructor will be available for extensive office hours so that you can easily get individual help. In addition, the department has a paraprofessional who is assigned to all beginning courses. The paraprofessional runs some of the problem sessions and is generally available all day to help with any questions you may have. Finally, there are evening study sessions staffed by current math and computer science majors. Mathematics and computer science on the Block Plan is intense, but it is the department's philosophy that the intensity is shared by faculty and students alike.

General Comments:

1. The department offers majors in both mathematics and computer science and tries to appeal to both the applied and theoretical sides of each major. In mathematics, students with AP Exam scores of 1 or 2 on the AP Calculus exam cannot be given credit, though they can often be placed in Calculus 2. For students with weaker algebra skills, there is a Calculus 1 course taught over two blocks instead of one. Generally, we try to place students where they will be most comfortable and can derive the greatest benefit. If you have had some calculus, whether it was an Advanced Placement course or not, you may in fact be able to start in Calculus 2. For any of these placement questions, faculty in the mathematics and computer science department are ready and willing to give you credit.
2. Many programs and departments require mathematics. Students interested in pre-medical or pre-engineering, as well as those interested in Biology, Chemistry, Geology, Economics, Physics, or Psychology, take one or two mathematics courses, often including calculus. The mathematical skills you have learned are easily forgotten if not used, so try to get your mathematics in early.
3. Students who have taken the Advanced Placement Examination in Mathematics, Statistics, or computer Science will be advised officially of the credit received and the placement suggested when they arrive on campus.
4. The department website is a good source of additional information.

For more information, contact Professor Fred Tinsley, department chair, (719) 389-6562 or by e-

mail: ftinsley@coloradocollege.edu or associate chair, Professor Marlow Anderson, (719) 389-6543 or by e-mail: manderson@coloradocollege.edu

MUSIC

Music Department web site:
<http://www.ColoradoCollege.edu/Dept/MU/>

The Music Department at Colorado College offers a varied and exciting academic program as well as a diverse and stimulating performance program, both of which enhance, enrich and emphasize the best of the liberal arts tradition of Colorado College. One need not be a music major or minor to take classes or participate in the many performance opportunities available at Colorado College. The music major is a demanding one; it provides students with a firm foundation in Music Theory, Music History, Composition (with a computer laboratory), Ethnomusicology and Music Education. Most of our students, majors or not, take advantage of the introduction and topics courses offered, many of which apply toward the all-college AP:A and AP:B requirement. Master classes by world-class musicians who visit campus every year are offered free to students taking music lessons.

The best initial preparation for the music major at Colorado College is to be active in the many performance opportunities available here and to bring one's instrument to campus as a first-year student. Excellent instruction in virtually every instrument is available for academic credit, and participation in department ensembles for four semesters is part of the requirement for the major. Enrollment in College Choir, Chamber Chorus, Chamber Orchestra, Concert Band, Collegium Musicum, New Music Ensemble, Balinese Gamelan, or the Jazz Ensemble will count toward the requirement once the major is declared.

We encourage students contemplating a music major to take a lower division music course such as Opera, Mozart and His Age, World Music, or American Music early in the first or second year. This will allow time to become better acquainted with the faculty and the facilities. The core requirement for the music major includes five units of Music Theory, two of Music History, and one course with a creative component (composition or experimental music). Other requirements include additional elective courses, participation in performance ensembles, minimum piano proficiency, and experience with music at the computer. Further units are available as electives. There is no need to declare a major before

the end of the sophomore year, but careful planning is advised.

For more information, contact Professor Richard Agee, department chair, 719-389-6559 or by e-mail: ragee@coloradocollege.edu, or associate chair, Professor Ofer Ben-Amots (719) 389-6555 or by e-mail: obenamots@coloradocollege.edu

NEUROSCIENCE

Neuroscience Department web site:
<http://www.coloradocollege.edu/IDProg/Neuroscience/>

The neurosciences investigate the development, organization, and functioning of the nervous system. The ultimate goal is to explain behavior in terms of underlying neural structure. Neuroscience at Colorado College is an interdisciplinary undertaking with required courses in Biology, Chemistry, Mathematics, and Psychology. The major provides students with (1) a broadly based yet integrated education focused on the relationship between human behavior and biology, (2) laboratory experience to help them develop scientific process skills (i.e., critical reading, writing, and thinking), (3) the opportunity to integrate information gained by studying the nervous system at different levels, and (4) the opportunity to engage in original research under the supervision of a faculty member. Students wishing to major in Neuroscience complete a minimum of 16 courses in four different departments. Before a student can declare a major in Neuroscience, s/he must first complete four of the required courses, one of which must be PY 299: Neuroscience.

For more information, contact Professor Bob Jacobs, Laboratory of Quantitative Neuromorphology, Psychology Department, (719)389-6594 or by e-mail: bjacobs@coloradocollege.edu

PHILOSOPHY

Philosophy Department web site:
<http://www.ColoradoCollege.edu/Dept/PH/>

The Philosophy Department at Colorado College offers a broad variety of courses aimed at instructing both the general liberal arts student and the prospective major and perhaps future philosopher. Since Philosophy is not typically taught in high schools, we recommend beginning either with Greek Philosophy (PH 101) or with the two-block History

of Modern Philosophy (PH 201), which also satisfies the college's West in Time requirement and serves as the entry course into all upper-level philosophy courses. A student may also begin studying philosophy by taking any of the one-block 100- or 200-level topic courses, e.g., Ethics (PH 140), Philosophical Argument and Writing (PH 122), Philosophy and Literature (PH 141), Social and Political Philosophy (PH 248), or Existential Philosophy (PH 260). The department also offers a variety of courses in non-Western philosophies. Please consult the Catalog of Courses for a more complete listing of these opportunities.

The department strongly recommends the study of foreign language integral to the development of Western Philosophy: Greek, German, and French. Development of good writing skills is also important since the study of philosophy places an emphasis on clarity of expression and thinking. In addition, we would like to encourage students to plan schedules that link relevant courses together; for example, if one is studying twentieth century philosophy, one should consider taking a course in twentieth century literature or history. An integrated schedule provides a more well-rounded and memorable education.

The major in Philosophy requires 12 units. The senior thesis is optional, but necessary for graduating with distinction in the major. Learning to think philosophically is at the core of a liberal arts education; all students should consider taking at least one philosophy course.

For more information, contact Professor John Riker, department chair, (719)389-6566 or by e-mail: jriker@coloradocollege.edu

PHYSICS

Physics Department web site:
<http://www.ColoradoCollege.edu/Dept/PC/>

If you are thinking about studying physics at Colorado College, come talk to one of us in the Physics Department. We will be happy to help you get started in the way that suits you best. We will probably recommend that you take at least Calculus I and II (MA 126, 128) and Classical Physics I and II (PC 241, 242) during your first year. It is helpful to complete your Critical Perspectives: The West in Time requirement in your first year, too. Taking care of these background courses early gives you the scheduling flexibility to select the physics courses

you want in the following three years, pursue other interests, and even arrange a semester or year abroad if you wish.

For more information, contact Professor Phil Cervantes, department chair, (719) 389-6575 or by e-mail: pcervantes@coloradocollege.edu

POLITICS

Department of Political Science web site:
<http://www.ColoradoCollege.edu/Dept/PS/>

Political Science courses examine the relationship of the individual to the state, of states to each other, and of politics to other dimensions of the society and environment. Our courses and public lectures are designed to improve the ability of students to understand and interpret human affairs in broad perspective. To this end, our courses stress the integral connections between politics and other fields of study such as economics, science, religion, culture, and art. For analytical purposes, we distinguish political activities from other realms of human endeavor, but our courses should always remind students of the broader, interdisciplinary context.

Students with interests in the major normally begin with PS 101, What is Politics?, or PS 103: Western Political Traditions. What is Politics? examines the balance between state authority and individual liberty, the role of ethics in politics, and the varying ways in which constitutional regimes give expressions to and tame the exercise of power. Western Political Traditions examines a wide array of enduring political problems and ideas which have shaped reflection on political life in the West from the time of the ancient Greeks to the 20th century. PS 101 is offered numerous times in 2006-07. PS 103 is offered in Blocks 5-6, and is also offered as a First Year Experience course called Western Political Traditions in a Global Context. Both 101 and 103 also provide entry into the Political Economy and History-Political Economy majors. Majors in Political Science must take 10 units in all, including two in each of three subfields and one in a fourth. The subfields are American Politics, Comparative Politics, International Relations, and Political Theory. Students complete the major with a capstone course, called a tutorial in their subfield of preference or with a senior thesis.

Like most other departments of the college, Political Science urges entering students to take a wide range

of fundamental, introductory courses in the first two years and to declare the major by preregistration for the junior year. The bulk of advanced work in the major fits easily into junior and senior years. The department strongly encourages potential majors to study a foreign language and to do work in the departments of Economics and History.

For more information, contact Professor Bob Lee, department chair. Phone: (719) 389-6599, E-mail: rlee@coloradocollege.edu.

PSYCHOLOGY

Department of Psychology web site:
<http://www.ColoradoCollege.edu/Dept/PY/>

The Colorado College Psychology Department teaches basic and enduring principles of psychology rather than the current fashions seen in the popular media. These basic principles, which include scientific method, quantitative analysis, and biological bases of behavior, have served students well over the years. Students wishing to continue their education in psychology, whether it be in clinical psychology or a related discipline in an academic or applied setting, require a strong background in research methods and quantitative analysis. Those not interested in an advanced degree in psychology will find that the department's major provides essential tools such as critical thinking, which are useful in many careers such as in education, human resources, law and medicine. In addition to traditional course work, majors are required to pursue final topic projects with departmental faculty.

Students wishing to major in psychology are encouraged to take one of our two offerings in introductory psychology (either 100 or 101) in their first year. Additionally, because we do stress the scientific nature of the discipline, students are also strongly encouraged to take Research Design in Psychology (PY 202) in their first or second year. Potential majors must have completed PY 202 before they can declare psychology as their major. A strong background in the science and mathematics in high school is highly recommended.

For more information, contact Professor Tricia Waters, department chair, (719)389-6598 or by e-mail: pwaters@coloradocollege.edu

RELIGION

The academic study of religion contributes directly to liberal arts education by examining the fundamental beliefs and values that shape world cultures. Because religious ideas and practices influence the entire range of human conduct, we employ methods of analysis from many disciplines, including history, literary criticism, anthropology, sociology, and political science. Our work necessarily involves interdisciplinary study and requires us to look at religion from many different perspectives. The five full-time faculty have primary expertise in Hinduism, Buddhism, Hebrew Bible and New Testament, Christianity, and Islam. In addition, we offer courses in women and religion, philosophy of religion, spirituality, and ethics. We welcome questions and respect the personal convictions that students often bring to religious studies.

In all of our courses we are engaged in analyzing and interpreting religious phenomena through critical reflection on their cultural contexts and historical development (including ideas about the nature of reality, ideal forms of human society, rituals of individual and societal identity, and sources of authority in personal and social morality). The religious quest takes many forms and is shaped by, even as it shapes, a rich array of creative activities: art, music, literature, dance, family, politics, and poetry. As a result, we make extensive use of videos, images, music, and field trips in our classes. Increasingly, we are using resources on the World Wide Web as well.

The curriculum in religion is organized so that you can begin with any 100-level course in a particular tradition. These courses introduce students to basic skills and concepts, such as critical methods for the close reading of texts, the relation between religious beliefs and practices and their historical and cultural contexts, and basic elements of religion including myth, ritual, devotion, theology, and ethics. Or you may proceed directly to the 200-level topics courses. These courses include material from two or more religious traditions, examine different interpretive approaches within a tradition, or compare patterns of the formation of religious identity or institutions in various traditions.

The major in Religion consists of at least eleven courses in Religion, including six at the lower levels and three 300-level courses in advanced study of a topic or tradition. These courses carry prerequisites

and demand greater depth of reading and higher quality of writing. Majors also take the departmental Seminar in Theory and Method of Religious Studies. We strongly recommend that majors gain proficiency in a foreign language, classical or modern. We further recommend that majors take a course in the study of religion in the social science division. The Department awards the graduation honor of Distinction in Religion for superior achievement in a Senior Thesis or cumulative excellence in departmental courses.

We hope that courses in the religion department will help you develop the skills of reading carefully, thinking clearly, and expressing yourself effectively. We want you to learn to observe and analyze, synthesize and interpret. We want you to develop the informed imagination that will enable you to understand and appreciate differing world views such as those of a medieval Christian mystic, a Buddhist monk, a Native American shaman, a Hindu devotee, or a Muslim scholar. If you are a religious person yourself, we want to introduce you to new perspectives that will enable you to understand your own religious tradition more fully even as you learn to appreciate the faith of persons from other traditions.

For more information, contact Professor David Weddle, department chair, (719)389-6615 or by e-mail: dweddle@coloradocollege.edu

The major in Religion consists of at least eleven courses in Religion, including six at the lower levels and three 300-level courses in advanced study of a topic or tradition. These courses carry prerequisites and demand greater depth of reading and higher quality of writing. Majors also take the departmental Seminar in Theory and Method of Religious Studies and Field Study in Religious Community. The extended-format field study engages students in the life of a religious community in Colorado Springs for an entire

ROMANCE LANGUAGES

Romance Languages Department web site:
<http://www.ColoradoCollege.edu/Dept/RL>

The Department of Romance Languages at Colorado College concerns itself primarily with the study of the languages and literatures of France, Francophone African and Caribbean regions, Spain, Italy and Latin America, offering the degree of Bachelor of Arts in

French, Spanish or Romance Languages (a combined program of the three major Romance languages). For the B.A. in French, students can choose between a literature and a culture track. The members of the Romance Languages Department believe that the mastery of foreign language involves more than the ability to decipher a written text; that is why many majors study in France, Mexico, Spain or Italy.

Prospective Romance Languages majors should enroll in the Department as early as possible, since, concurrently with other college requirements and other courses, at least three years of work in French, Italian and Spanish are required. Those with no previous knowledge of French, Italian and Spanish should begin the study of the language in their first year, or as early as possible in their sophomore year. The department also encourages non-majors to enter any of its courses, according to the students' interest and ability. A computerized language test can be taken in the Keck Humanities Lab to determine at what level a student should begin the study of the language he or she is interested in learning. This exam is available upon request any time during normal lab hours. The placement test is offered only to students who have studied a language previously. No grade is recorded on the student's file.

Language Houses:

Language houses, directed by native speakers of French, Italian, and Spanish, provide dormitory space for selected students. Applications must be sent to the language house head resident or chairman of the department in the spring; intermediate-level knowledge of the language is required.

Special Activities:

The department and its affiliated language houses organize various activities related to the culture of French, Italian and Spanish-speaking countries. These include lectures, slide shows, movies and movie festivals, theatrical productions, international dinners, national holiday celebrations and group visits to other campuses around Colorado. In addition to the courses and the special activities already mentioned, students can hear and speak French, Italian and Spanish, at least once a week, during La Mesa Española, la Tavola Italiana, and La Table Française.

Adjunct Courses:

Adjunct courses offered each semester give the

students the opportunity to review oral comprehension and speaking ability at both the beginning and intermediate levels. Adjunct courses are conducted by native speakers, and meet weekly throughout the semester, for 1/4 unit credit.

Study Abroad:

The Romance Languages Department has programs of its own in Mexico, France, and Italy. It offers a spring semester of study in Mexico and France and two summer blocks of study in Italy. To earn credit from participation in these programs, a student must complete all courses taught in the respective program. The Mexico program is affiliated with the Universidad Mesoamericana in Oaxaca. It begins with a half-block of orientation and intensive grammar review taught by a CC Spanish professor. Students enroll in two CC designated courses (Hispanic Culture and Independent Study) (and choose two courses from the regular Universidad Mesoamericana curriculum (history, literature, psychology, sociology, photography, graphic design. These courses are all taught by Mexican faculty. Students live with Mexican families and take a firsthand look at Mexican culture through numerous excursions, visits to museums, the theater, archeological sites, and lectures by native speakers. A recent course was taught by eminent Mexican novelist, Elena Poniatowska.

The French program abroad is a program affiliated with the Institute for American universities in Avignon. Courses are taught by French faculty in various fields such as archaeology, history, art, cinema, French language and literature, philosophy and political science. The program starts with a half-block of orientation often taught in Paris by a CC French professor who also oversees the program for one additional block. Students are housed with French families in Avignon. Numerous excursions and extra-curricular activities help students to experience French society and culture outside of the classroom.

The Romance Languages Department offers its twelfth summer program in Italy, in the beautiful cities of Sulmona (first year Italian) and Sorrento (second and third year Italian). First, second and third year are taught within the framework of culture, art, and music in their natural environment (mountains for Sulmona); (sea for Sorrento). With its proximity to Rome, Sulmona, the city of Ovid, is only an hour away from the beaches on the Adriatic. With its

proximity to Naples, Sorrento is close to Pompeii and Amalfi, and is located very near the breathtaking Amalfi Drive. Italian instructors teach the first, second and third year students. The program is directed by Professor Salvino Bizzarro. No previous knowledge of Italian is required for the first year course. Since the summer programs fill up immediately, usually by December 15, applications received by the deadline of April 15 will be reviewed on a space available basis only. A deposit of \$500 is required to participate in both programs and is due by December 15. Fields trips to Florence, Rome, Capri and Villetta Barrea (located in the National Park of the Abruzzi) are an integral part of the Summer Program. Visits to the Uffizzi, the Vatican Museums, Pompeii, and a night at the opera in Rome are also included.

For more information, contact the department, (719) 389-6732.

RUSSIAN

Russian Department web site:

<http://www.ColoradoCollege.edu/Dept/Ru/>

THE PROGRAM

The Russian Department, together with the History Department, co-sponsor the major and minor in Russian and Eurasian Studies. This program contains two tracks to complete the major (13 units), one with a focus on language and literature, and the other with a focus on area studies. The minor (6 units) includes introductory Russian language study and an array of possible other courses in various disciplines. In addition to formal study, the program offers an extensive choice of co-curricular activities, and the Russian House affords a chance to maintain existing language skills and develop interests in Russian life and culture. The ACM Russian Semester Program in Krasnodar and the CC Program in Moscow and St. Petersburg permit CC students the opportunity for a more complete immersion in Russian life and culture.

The language program is an intensive one. All language courses are conducted by native speakers with extensive use of the language lab in the first year. The program establishes a foundation of linguistic skills which advanced courses continue, while at the same time extending into the area of literature and culture. In addition to the language

program, the department offers literature and culture courses in English and Russian from the medieval period to the present day.

The department is dedicated to the principle that the study of modern languages, cultures, and literature is an essential part of a liberal arts education.

For more information, contact Professor Alexei Pavlenko, department chair, (719)389-6521 or by e-mail: apavlenko@coloradocollege.edu

SOCIOLOGY

“The sociological imagination is a quality of mind that seems most dramatically to promise an understanding of the intimate realities of ourselves in connection with larger social realities.”

--C. Wright Mills, *The*

Sociological Imagination

Department of Sociology web site:
www.coloradocollege.edu/dept/SO/

Sociology seeks to understand the actions of individuals by situating them within the social contexts in which they take place. Sociologists are interested in discovering the underlying regularities of social life, how these patterns of people’s behavior have come to be, and how they differ across both time and space. We analyze both how these structures shape and how they are reproduced and transformed by our actions. The scope of sociology is quite broad, ranging from the study of fleeting encounters in public to the analysis of global social processes. The purpose of our curriculum is to familiarize students with the basic approach and findings of sociology, its methods of gathering and evaluating evidence, its major theoretical approaches, and the ways in which sociological knowledge can both enrich our self-understandings and enhance our capacities for democratic citizenship.

To major in sociology at Colorado College you need at least 11 units of course work in the major. A good way to start is to take our introductory First Year Experience course, Family and Social Change (FE137/FE169). Other introductory courses include Thinking Sociologically (SO100), Art and Society (SO105), Inequality (SO107), Gender Inequality (SO112), Racial Inequality (SO113), Deviance and Social Control (SO118), Global Inequality (SO116), Environmental Sociology (SO130), and Sociology of

Everyday Life (SO160).

In our 200-level courses, we delve, in depth, into one of the sub-fields of the discipline of sociology, such as Sociology of Sexuality (SO201), Political Sociology (SO210), Social Movements (SO243), and Sociology of Education (SO280).

Our 300-level courses provide opportunities for the close reading of texts or research under a faculty member’s supervision. All of these courses as well as the required courses that are the core of the major [Sociological Research Design (SO229), Quantitative Research Methods (SO301) or Qualitative Research Methods (SO302), and Social Theory (SO334)] culminate in a senior thesis, a piece of original research or theorizing of the student’s own choosing and design.

A recent sociology graduate, when asked what he would do with a sociology major, said, “I can do anything with my sociology major.” Our graduates have become documentary filmmakers and physicians, community organizers and CEOs, lawyers and market researchers, psychotherapists and college professors. Many of our graduates go to graduate school, either a professional program or in one of the social sciences, and many work in the nonprofit sector.

For more information, contact Professor Sandi Wong, department chair, 719-389-6237 or by email: swong@coloradocollege.edu.

Interdisciplinary Programs:

ASIAN STUDIES

Asian Studies web site:
<http://www.ColoradoCollege.edu/Dept/AS>

Colorado College offers both a major and a thematic minor in Asian Studies which are supported by some four dozen courses, annually, on Asian topics as well as numerous courses of related interest. The program is interdisciplinary, cross-cultural, integrated, and seeks to combine knowledge and action. We encourage the studies of all parts of Asia, including East Asia, Southeast Asia and South Asia.

Interdisciplinary

Students are encouraged to explore the broadest possible perspectives on Asian issues, but must also

be grounded in a particular discipline and its analytic methods. Courses about Asia are offered in a variety of departments and programs.

Cross-Cultural

Cultural understanding is rooted in language immersion and experiential encounters both at the college and through the extensive array of programs for study in Asia. The Japanese and Chinese Languages House is one of the many environments on campus that support student engagement with Asian cultures and peoples.

Integrated

Students focus on a culture/language of their interest, and demonstrate competency and sophistication in integrating their knowledge of that area.

Knowledge and Action

Asian Studies emphasizes not only scholastic study but also kinesthetic knowledge - to integrate discipline-based perspectives with the performing arts and practices of Asian cultural traditions, such as Tai-chi, Aikido, Yoga, and Gamelan.

For more information, contact the program director, Professor Joan Ericson, (719) 389-6567 or by e-mail: jerickson@coloradocollege.edu

ENVIRONMENTAL SCIENCE

Environmental Science web site:

<http://www.coloradocollege.edu/environment/>

Students who wish to have a significant scientific background for future work in environmental advocacy or to pursue graduate study in environmental science or environmental studies should consider enrolling in the Environmental Science (EV) major. Those who wish to pursue related disciplines like ecology or wildlife biology should consider a degree in the Biology Department with a minor in environmental issues. Those wishing to pursue related disciplines like hydrology or oceanography might consider a major in the Geology Department with a minor in environmental issues. The environmental issues minor can be used with any departmental major. This may be preferable for students wishing a less science-oriented environmental degree program or for science majors

wishing to build breadth in their environmental classes.

One goal of the EV program is to integrate classes in the natural sciences with classes in the social sciences and humanities. Nonetheless, students who enroll in the program should have a strong background in the natural sciences and mathematics. Students who graduate from this program will become numerate, literate and ecologically literate: they will be able to formulate and evaluate quantitative problems, write and speak critically and intelligently about the environment and approach problems from a systems perspective.

The recommended sequence of classes for the integrated EV major is described below. There are also options in Environmental Chemistry and Environmental Physics that are described in the course catalog.

Typical Integrated EV Major:

First Year

MA 126: Calculus I

CH 107: Introductory Chemistry I

EV 155: Introductory Earth Systems (or Geology 130 or 140)

EC 151: Microeconomics

Second Year

EV 212: Energy (or Chemistry 108)

EV 228: Analysis of Environmental Data (or MA 117: Statistics)

EV 141: Sustainable Development (or Economics 150 or Economics 151/152)

EV 208: Ecology (also listed as Biology 208)

EV 222: Quantitative Methods in Environmental Science

EV 271: Environmental Policy and Law (or Political Science 321)

Third Year

EV 211: Water

EV 281: Environmental Ethics (also listed as

Philosophy 224)

EV 341: Ecological Economics (or Economics 335 or Economics 404)

Fourth Year

EV 431: Air

One advanced elective (such as Biogeochemistry or Advanced Ecology)

EV 490: Senior Seminar

Senior Capstone Experience (at least one of the following):

EV 491: Environmental Practicum OR

EV 421: Integrative Experience in Environmental Science OR

EV 499: Senior Thesis

For more information, contact Professor Mike Taber, EV Program Director, 719-389-6026 or by e-mail: mtaber@coloradocollege.edu

EV 421: Integrative Experience in Environmental Science OR

EV 499: Senior Thesis

For more information, contact Professor Mike Taber, EV Program Director, 719-389-6026 or by e-mail: mtaber@coloradocollege.edu

FEMINIST AND GENDER STUDIES

Feminist Gender Studies web site:

<http://www.ColoradoCollege.edu/dept/FG/>

The Feminist and Gender Studies Program at Colorado College is an interdisciplinary program committed to innovative feminist pedagogy and inquiry and to developing each student as a self-directed learner and critical thinker. Faculty members from all three divisions of the college teach in the Feminist and Gender Studies Program, providing a wide diversity of interests, content, and styles. Because these professors' involvement in feminist and gender studies is completely voluntary, their passion for the discipline is self-evident. The program also has a director, who administers and oversees the program and often works closely with students who study in the program.

Students may either major or minor in feminist and gender studies. Those entering students considering the major should take FG 110 Introduction to Feminist and Gender Studies and FG 200 Introduction to Feminist Thought, both of which are also required for the minor. Other major requirements include an extended format Practicum (FG 410), ordinarily completed in the junior year. In the Practicum, students spend a semester working and learning both in a community organization and in the classroom. The culmination of the FGS major is the completion of an adjunct Senior Seminar (FG 404) in the first semester of the senior year and a two-block Senior Project (FG 405) in which students pursue significant and original research and writing in close collaboration with a faculty advisor.

The Feminist and Gender Studies Program invites all students interested in exploring the origins and effects of gender and in feminist and women(s) issues, whether or not these students plan on majoring in the program, to make themselves known to us so that we might put them on our email list to receive announcements concerning lectures, programs, performances, parties, and other program events. FGS helps support the Feminist Collective (FemCo) student organization and produces activities throughout the year, including the annual Women Performers Night. As well, we publish a newsletter, *Womanspeak*, to which all students interested in engaging feminist, gender, and women(s) issues are invited to contribute. FGS also supports a Student Internship program in which students work for the program on outreach to and programming for the college as a whole. Past students have found the varied and responsible job experience accrued in this Internship program to be very helpful to them when they ultimately enter the job market following graduation. As well, graduates of the program have found its rigorous training in critical inquiry good preparation for graduate training in a number of fields, among them law, public administration and public policy formation, education, and social services.

For more information, contact Professor Tomi-Ann Roberts, director, (719)389-6838, or by e-mail troberts@coloradocollege.edu