

VI. Undergraduate Program

The Curriculum

The Academic Program

Colgate's curriculum includes a wide range of study opportunities in the arts and sciences. It is structured to provide a well-rounded liberal education and to prepare students for graduate and professional schools. The faculty's function is to guide and direct the students' efforts to acquire appropriate skills, develop a sense of critical judgment, and master a body of knowledge. By taking the initiative for their own education at Colgate, students become more effective participants in a learning process, which will continue well past college.

A student's academic program consists of general education core and distribution courses, courses in the field of major, electives, and physical education classes. There are 51 majors offered, several of which are interdisciplinary in nature. There is an honors program for each major. Qualified students are encouraged to participate in one of Colgate's more than 20 off-campus study groups and several affiliated programs. Other academic options include independent study courses, guided research, and non-Colgate study programs.

Academic Advising

Faculty and administrative advising can be essential to a student's success and sense of satisfaction with the academic program. Colgate recognizes that academic advising needs can be diverse, and individual expectations and requirements often change with time. Effective advising develops in a timely fashion when students take the responsibility of reading this catalogue and the *Colgate Student Handbook*, and seek assistance early and often.

Academic advising typically follows this pattern during the four years at Colgate:

Prior to the first semester Students select courses for the first semester during July, prior to their arrival on campus for the fall orientation program. At this point the first-year registration booklet and summer pre-

matriculation faculty advisers serve as the primary resources for academic planning and course selection.

The First Semester —

Course-Based Advising One of the four courses that each student selects for the first semester is a first-year seminar. The instructor for this course serves as the faculty adviser for each student enrolled in the seminar. During the first-year orientation program, students meet with their faculty advisers in individual advising sessions and review their fall course schedules. Students have eight days to revise and submit their final, signed course schedules to the Office of the Registrar.

Throughout the semester, the faculty adviser serves as an important source of counsel and guidance, gives information on course withdrawal and registration for spring term, and monitors midterm reports. Each semester, students are required to consult with their academic advisers prior to registration.

The Second and Third Semesters —

Transition Advising The advising relationship with the first-year seminar instructor usually continues until a major is selected. As students become better acquainted with faculty, however, some students elect to change to an adviser who resides in the department or program in which they expect to major. Students change their official advisers by completing a form available in the Office of the Registrar.

The Fourth Semester —

Declaration of the Major In spring semester of the sophomore year, each student must declare a major by completing a form to be turned in at the registrar's office. The student chooses or is assigned a major adviser at this time. The major adviser is a mentor who advises students about requirements in the context of a sound, comprehensive academic program.

The Administration's Role in Academic Advising The academic advising program is administered by the Office of the Dean of the Faculty and Provost. Questions,

concerns, and suggestions about academic advising at Colgate should be directed to the director of academic support and disability services in the Center for Learning, Teaching, and Research.

First-Year Seminars

K. Valente

First-year seminars (FSEMs) are designed to introduce students to a variety of liberal arts topics, skills, and ways of learning, including the importance of academic integrity. The FSEM emphasizes all aspects of the learning process including the exploration of individual needs and strengths, interactions with classmates, and the multiplicity of resources beyond the classroom. Special emphasis is placed on improving writing skills and using the library's many resources. The merging of these elements into a single course provides a prime opportunity for the student to obtain a breadth of college-level experience and academic perspective. FSEMs may count toward fulfillment of requirements within the Liberal Arts Core Curriculum or for distribution requirements (described later in this chapter). FSEMs are listed each year in the first-year student registration booklet.

The Academic Curriculum

The following sections describe important features of the curriculum. Descriptions of majors and minors are found in Chapter IX.

Academic Credit

Academic credit toward the Colgate degree is expressed in terms of course credits. Most courses taken at Colgate carry one course credit (1.00) or the equivalent of four credits on the semester-hour basis. Effective fall 2006, Colgate modified its course credit system to allow fractional credit (0.25 or 0.50) for academic opportunities that do not fit easily into the standard one course/one credit structure. Fractional credit may be awarded for approved half-semester courses, faculty-supervised independent study/research, and approved components added to full-credit courses that require a substantial degree of additional investment by students (e.g., laboratories, service learning, extended study, and performance). Fractional credit of 0.25 or 0.50 may be awarded for two types of courses: (1) *stand-*

alone fractional credit courses that have a clear intellectual rationale independent from other courses; and (2) *add-on fractional credit courses* comprising components that intellectually engage students in ways that extend beyond the content of the full-credit course to which they are attached. Add-on fractional credit may be either required or optional. A maximum of 2.00 course credits from add-on fractional credit courses may count toward the 32-course credit graduation requirement. There is no limitation on the number of stand-alone fractional credit courses that may count toward graduation.

All fractional credit courses receive separate grades. One-half credit courses are equivalent to two credits on the semester-hour basis and are indicated as 0.50 on the academic record. One-quarter credit courses are equivalent to one credit on the semester-hour basis and are indicated as 0.25 on the academic record.

As used in the catalogue, the term "course" means a full (1.00) course credit, as distinguished from fractional credit courses. All laboratories included in course descriptions as bearing academic credit carry 0.25 course credits, unless noted otherwise.

Curricular Requirements for Graduation

Students must complete 32.00 course credits (with a minimum cumulative grade point average of 2.00) and requirements for general education, a major, and foreign language and writing (if stipulated on admission). Additional requirements, including residency and physical education, are described in Chapter VII.

Language Requirement

Foreign language competence is of critical value in understanding today's world. In addition, language skills are required by many graduate schools and may be necessary to qualify for certain professional positions, particularly in today's global economy.

There is a graduation requirement of competence in a foreign or classical language. Competency may be demonstrated in one of three ways:

1. by successfully completing at least three years of study of one foreign or classical language (through the third level) in

a secondary school prior to enrolling at Colgate;

2. by demonstrating basic language skills as measured by tested proficiency (e.g., a score of 580 or better on the SAT Subject Tests in a foreign or classical language);
3. by successfully completing the study of a foreign or classical language at Colgate through at least one term at the intermediate level.

Students are expected to complete the language requirement by the end of the fourth term at Colgate. In order to assume junior standing, students who have not completed the language requirement must register for the appropriate language course in the fifth term.

Language study is also required prior to participation in some of Colgate's off-campus study groups.

Foreign Languages across the Curriculum (FLAC)

Colgate University seeks to create an international ethos for the liberal arts by expanding the range of curricular settings in which students and professors can develop and use foreign language skills. Beyond the foreign language departments, faculty in various departments and programs encourage the use of foreign language materials in their curricula.

Elementary Language Credit

University regulations require that a 101-102 sequence in most elementary language courses must be taken in *successive terms of enrollment*. *Completion of 101 results in term credit. Graduation credit for 101 is granted only upon successful completion of 102. Failure to complete 102 successfully results in deletion of term credit for 101 at the end of the successive term.* Students who complete 102 in a *non-successive* term must petition the registrar's office for reinstatement of 101 credit. This regulation applies to French 101-102, German 101-102, Italian 101-102, Russian 101-102, and Spanish 101-102.

In language courses marked 121 and 122, degree credit is granted separately for each term. This regulation applies to Arabic, Chinese, Japanese, Greek, Hebrew, Latin, and certain other language courses added to the curriculum on an irregular basis.

General Education for the Classes of 2010, 2011, 2012, and 2013

Colgate's general education program is structured so that students take advantage of the diversity of a liberal arts institution. It has two aspects, the distribution requirement and the Liberal Arts Core Curriculum. In the spring 2009, the faculty adopted a revised general education program effective for the Class of 2014. See below for a general description of the program that will be in effect for that class and subsequent classes.

1. The Distribution Requirement

Colgate's academic departments are organized into categories or divisions, described below. To ensure some experience with the characteristic methods of the three academic divisions, Colgate requires students to achieve passing grades in one full-credit course within two different departments in each of the three divisions, a total of six courses.

The Division of the Humanities includes programs organized around the study of languages (and their literatures), philosophy, religion, the arts, and music. The division comprises the Departments of Art and Art History, the Classics, East Asian Languages and Literatures, English, German, Music, Philosophy, Religion, Romance Languages and Literatures, and Russian.

The Division of Natural Sciences and Mathematics includes programs that apply experimental research to the study of living organisms and the physical world, and programs in abstract and practical mathematics. The division comprises the Departments of Biology, Chemistry, Computer Science, Geology, Mathematics, Physics and Astronomy, and Psychology.

The Division of Social Sciences includes those sciences that study the social order and human behavior in societies of the past and present. The division comprises the Departments of Economics, Educational Studies, Geography, History, Political Science, and Sociology and Anthropology.

Students are encouraged to explore the range of departmental and divisional offerings through the six-course distri-

bution program early in their studies at Colgate. This can be helpful in making decisions about majors and minors. First- and second-year students should take the distribution requirement into account as they plan their programs.

Students should note that the distribution requirement cannot be fulfilled by Advanced Placement credits or other pre-matriculation credit, or by courses taken during a summer or winter/January intercession term.

The Division of University Studies includes interdisciplinary programs in Africana and Latin American Studies; Asian Studies; Environmental Studies; Film and Media Studies; Jewish Studies; Lesbian, Gay, Bisexual, Transgender, and Queer Studies; Linguistics; Medieval and Renaissance Studies; Middle Eastern and Islamic Civilization Studies; Native American Studies; Peace and Conflict Studies; and Women's Studies; the Department of Writing and Rhetoric; and the Liberal Arts Core Curriculum.

Courses within interdisciplinary programs and departments that are crosslisted with other departments may be included among the six required for the distribution requirement.

2. The Liberal Arts Core Curriculum

The most distinctive element of this program is its interdisciplinary focus. The program comprises a set of courses designed to encourage students to think across the boundaries that divide the traditional disciplines.

In the core curriculum, students approach the experience of the past and the complex problems of the present and future through perspectives that combine the methods of humanistic, scientific, and social-scientific inquiry. At every level, core courses work with material in unexpected combinations and demonstrate how methods of analysis, established in certain fields of study, can come together in a mode of inquiry that is not limited strictly to any one of them.

The Liberal Arts Core Curriculum is designed to engage students with some of the persistent, fundamental questions posed in classical texts and confronted today as current issues: our relationship to nature, the relationship of the tem-

poral to the eternal, and the definition of the individual within society. These questions are approached from a point of view that is neither exclusively that of the modern West nor uncritically that of the dominant traditions. Students become aware of historical and global dimensions to these questions. Ultimately, the courses in this program raise these questions, not to seek agreement on them, much less to promote orthodoxy, but to demonstrate their complexity when considered from various perspectives.

Courses in the Liberal Arts Core Curriculum cannot properly be listed under any of the three divisions of the college, and program faculty members are drawn from all departments and programs. The aims of overcoming parochialism and encouraging learning from others of diverse interests require a variety of course materials and teaching methods.

The Core Curriculum Structure

The Liberal Arts Core Curriculum consists of three required components and a fourth, optional component. Courses in the three required components may be taken in any sequence. Each of the components of the core program is designed to address questions of identity, culture, and knowledge.

One required component is **Scientific Perspectives on the World (CORE 100–150)**. These courses explore the issue of what it means to be a person living in a world that has been significantly shaped by science and technology. Courses focus on the process of science as a way of coming to know one's world.

Another required core component focuses on **Continuity and Change in the West**. The *two courses* in this component (**CORE 151, Western Traditions** and **CORE 152, The Challenge of Modernity**) investigate aspects of the development of Western identity and culture by examining the classical roots of Western traditions and by considering modern ideals and sources that have helped shape contemporary Western identity, values, and ideals. These courses enable students to address the question "Who am I?" by exploring the ways in which contemporary Western culture has come to be what it is.

The third required component examines **Cultures of Africa, Asia, and the Americas (CORE 160–199)** that are distinct from Western traditions in order to help students develop an understanding of the individual culture for its own sake. These courses are designed to expand students' awareness and understanding of the world's cultural diversity, enhance their understanding of Western identity and experience, and challenge them to look at broad questions of culture and identity by means of comparison.

Students may take the four required core courses — **Western Traditions; The Challenge of Modernity; one Scientific Perspectives** course; and one **Cultures of Africa, Asia, and the Americas** course — in any order. Students are expected to complete the four core courses by the end of their sophomore year. Exceptions may be made for students completing certain programs (for example, pre-medical study) and for students with special individual circumstances. Students who have not completed the four core courses by the end of the second year will be required to obtain permission of the course instructor to enroll as upperclass students in core courses. Some sections of each of the four core courses are offered as first-year seminars, described earlier in this chapter.

A fourth component of the liberal arts core program includes *optional* courses that are available to students seeking **Distinction (CORE 300s)** or **High Distinction (CORE 400)** in the Liberal Arts Core Curriculum. These optional courses are open to students who have completed their core requirements with the requisite average grade.

In summary, the general education program

1. requires students to complete a four-course program: two courses in **Continuity and Change in the West (CORE 151, Western Traditions and CORE 152, The Challenge of Modernity)**; one course in **Cultures of Africa, Asia, and the Americas**; and one course in **Scientific Perspectives on the World**. Students may take these courses in any order, but are expected to complete the four core courses by the end of the sophomore year.
2. requires students to complete a six-course **distribution** requirement comprising two courses from two different departments

within the humanities, social sciences, and natural sciences and mathematics divisions. None of the courses taken for core credit can count toward the distribution requirement.

3. offers options for earning Distinction or High Distinction in the Liberal Arts Core Curriculum.
4. offers certain first-year seminars as liberal arts core courses.

General Education for the Class of 2014 and Following

In spring 2009, the faculty adopted changes to the General Education program to respond to the imperative that higher education in the United States must make students aware of their culture's relationship to the larger world. The revised program will be required of students beginning with the Class of 2014. The changes it introduces can be summarized as follows:

1. Like the program it replaces, the revised program will require students to complete four interdisciplinary core courses. This set of courses, however, will no longer emphasize a distinction between Western and non-Western cultures. Two of these courses, **Legacies of the Ancient World and Challenges of Modernity** (replacing, respectively, **CORE 151, Western Traditions** and **CORE 152, The Challenge of Modernity**) will consider how important movements and ideas within the ancient Mediterranean world and in Western Europe and the United States in modern times are in dialogue and conflict with other traditions. A third course drawn from a set of courses focusing on **Communities and Identities** within cultures anywhere in the world will replace the requirement in Core Cultures that is currently mandated to focus on a non-Western culture. The fourth interdisciplinary course will continue to explore **Scientific Perspectives on the World**. The new program will, like the current program, allow students to complete these courses in any order during their first two years.
2. Like the program it replaces, the new program will require students to complete six courses from six different departments or programs distributed

across the curriculum so that students experience three **Areas of Inquiry**: human thought and expression; social relations, institutions, and agents; and the natural sciences and mathematics. While students will find that courses available to them in each of these **Areas of Inquiry** will mainly correspond to the academic divisions of the humanities, the social sciences, and the natural sciences and mathematics, in each area of inquiry there may also be interdisciplinary courses as well as courses from other divisions.

3. Students can earn **Distinction** in the new program in a course comparable to what is, in the current program, the High Distinction Seminar. Some of the current distinction courses will be relocated in departments and interdisciplinary programs.
4. The new program will require students to complete at least one course from a set of courses inquiring into the ways that people seek to make sense of a diverse and increasingly interconnected world. These **Global Engagement** courses may count toward a student's major or minor and may also fulfill an **Area of Inquiry** requirement.
5. First-year seminars will continue to be offered in the required core courses and in courses that meet the **Areas of Inquiry** requirement.

Major Programs

Students investigate a body of knowledge in depth in a field of major. An official major must be selected and filed in the Office of the Registrar in the second term of the sophomore year. Students who fail to declare a major by the announced deadline will not be permitted to register for the upcoming term. A student may subsequently change major with the approval of the new department chair or program director and the filing of a change of major form with the registrar. Most major programs are centered on a single discipline and supervised by one academic department; however, a number of interdisciplinary majors permit students to major in a subject that involves several related departments. Some even cross di-

visional boundaries. A minimum grade of C- in introductory courses is normally needed for admission to a major. For graduation, the minimum grade point average (GPA) required for courses counted toward the major is 2.0 (C).

The major program includes at least eight courses, of which six normally are taken in the upperclass years. Most departments or programs also require a senior-level seminar or research course or independent study.

Students may pursue a double major or a major and minor (see below). One of the most popular and professionally useful patterns is studying foreign language as a second major or minor. No more than two majors, or one major and one minor, may be recorded on a student's transcript.

Students should see Chapter IX for descriptions of majors, listed alphabetically by department and program.

Honors in Major

A student may achieve honors in a major through a process described in the curriculum of each department or program. It is best to plan for honors in advance, at the time a student signs up for a major, usually before or during the second term of the sophomore year.

Double Major

Some students elect to fulfill the requirements for two separate majors. This choice helps focus the plan of study but greatly reduces one's freedom in electing courses each semester.

Students wishing to declare a second major must formally file their plan with the registrar by the end of the drop/add period in the first term of the senior year. If all requirements for the two majors are successfully completed, both majors will be recorded on the student's official transcript upon graduation.

The form filed first will be considered the primary major, unless the registrar is informed that the second form filed is to be the primary major. Students who elect to complete a double major must let each supervising department or program know that a second major is being pursued.

Occasionally two separate majors may have some overlap of course requirements.

A course may be used to satisfy requirements in both majors. A student will only be considered to have completed a double major when at least seven of the courses completed in fulfillment of *each* major are unique. If the primary major requires cognate courses (which must be taken but which are not actually considered part of the major), these cognate courses may be counted toward the second major. The minimum GPA of 2.0, required for completion of the primary major, also applies to a second major.

Minor

Every department and nearly every program at Colgate offers an optional minor consisting of five to six designated courses or types of courses. No more than two courses used to satisfy requirements in the major may be used to fulfill minor requirements as well. (At least seven courses must be unique to the major.) No more than two introductory-level courses may be included in a minor. A minimum GPA of 2.0 (C) is required in all courses counted toward the minor.

The minor must be filed with the registrar by the end of the drop/add period in the first term of the senior year. No student may declare a minor in the same field as his or her major.

Approved Programs — Bachelor of Arts Degree (AB)

The major programs listed below are approved by the Dean's Advisory Council and registered officially with the New York State Education Department:

- Africana Studies
- Africana and Latin American Studies
- Art and Art History
- Asian Studies
- Astrogeophysics
- Astronomy/Physics
- Biochemistry
- Biology
- Chemistry
- Chinese
- Classical Studies
- Classics
- Computer Science
- Computer Science/Mathematics
- Economics
- Educational Studies

- English
- Environmental Biology
- Environmental Economics
- Environmental Geography
- Environmental Geology
- French
- Geography
- Geology
- German
- Greek
- History
- Humanities
- International Relations
- Japanese
- Latin
- Latin American Studies
- Mathematical Economics
- Mathematics
- Molecular Biology
- Music
- Native American Studies
- Natural Science
- Neuroscience
- Peace and Conflict Studies
- Philosophy
- Philosophy and Religion
- Physical Science
- Physics
- Political Science
- Psychology
- Religion
- Russian Studies
- Social Sciences
- Sociology and Anthropology
- Spanish
- Theater
- Women's Studies

For a listing of bachelor's and master's degree programs and Higher Education and General Information Survey (HEGIS) codes, see Appendix B.

Additional Minors

Minors are offered in most of the above majors and also in the following subjects:

- African Studies
- African American Studies
- Applied Mathematics
- Caribbean Studies
- Creative Writing
- Environmental Studies
- Film and Media Studies
- Lesbian, Gay, Bisexual, Transgender, and Queer Studies

Linguistics
 Jewish Studies
 Medieval and Renaissance Studies
 Middle Eastern and Islamic Civilization
 Studies
 Writing and Rhetoric

Department and Program Majors

Specific major and honors requirements are found in Chapter IX. Where courses are required as preparation for a major, students may request the opportunity to demonstrate to the department or program that they have achieved the level of proficiency necessary for advanced work even though they may not have taken prerequisite courses at Colgate. The department or program will judge whether such preparation is adequate. Departments and programs may require cognate courses from a closely related field for the completion of a major program.

Topical Majors

Topical majors allow students, with the advice of a faculty adviser, to design an independent, interdisciplinary course of study outside the existing department and program structure. Topical majors are used for student major programs that encompass courses from more than one department or program. The various topical major programs are administered at the divisional level — humanities, natural sciences and mathematics, and social sciences — although some topical majors may cross divisional lines. Topical major programs are approved by the respective division directors. In all cases Colgate's general requirements for graduation will apply. Topical majors are described under their respective divisions within the alphabetical order of Chapter IX.

Summer Research

Each year approximately 100 Colgate undergraduates receive research assistantships funded directly by Colgate, corporate or foundation grants, individual donors, or individual faculty research grants. This funding provides a weekly stipend to enable students to work full time during the summer on research or scholarly projects in close collaboration with one or more faculty members. Often these activities result in presentation of papers at professional

meetings or publication in the scientific and scholarly literature, with undergraduate students as co-authors, performers, and exhibitors.

Student-initiated research proposals, prepared in close collaboration with faculty mentors, are used as the basis for awarding summer research assistantships of eight to ten weeks in duration. Partially subsidized on-campus housing options and special academic and recreational events enhance this scholarly summer community at Colgate.

Colgate understands the educational value of research by undergraduate students and is committed to its support. The college is recognized as a national leader in this activity with students and professors from all academic divisions participating. Details about on-campus summer research opportunities may be obtained from department chairs, division directors, or the Center for Learning, Teaching, and Research.

Off-Campus Study Groups

Colgate believes that acquiring an intercultural perspective is one important goal of a liberal arts education. The university offers a wide variety of off-campus programs, both international and domestic. Students find a rich mixture of experience and academic work: living with a foreign family; meeting students from Asian, Australian, Caribbean, European, and Latin American universities; attending lectures by distinguished scholars or readings by well-known writers; and experiencing the day-to-day fascination of a new and stimulating environment. The world campus opens the doors of museums, libraries, theaters, and temples around the globe. Each study group is different. Some stress drama, religion, science, literature, or the arts while others offer internships in the private sector or government. The university urges its students to plan ahead in order to take advantage of this opportunity.

Language is the key to culture. Many study groups require language study, but even when it is not required, the university strongly recommends that the student undertake to achieve a working knowledge of the language of the host country. Not only will this effort greatly enhance cultural understanding, but it will be regarded as a mark of sincerity by those met abroad.

The off-campus study program is administered by the Office of Off-Campus Study/International Programs in 201 McGregor Hall. Information on all study groups may be found there. Students are advised to speak to the staff of the off-campus study office, the chair of the academic department in which a study group is located, or the director of any interdisciplinary program in which they may be interested. Permission of the study group director is required for participation in all study groups.

Colgate study groups primarily accommodate registered Colgate students, though students from other colleges may participate with visiting-student status, on a space-available basis. All academic regulations, registration changes, and drop/add deadlines for a term are applicable to students enrolled in a study group. Financial aid matters in relation to study groups and extended study are addressed in Chapter IV, Financial Aid. For information regarding withdrawal from a study group once it has begun, see "Refund Policy" in Chapter III, Expenses.

Students who withdraw from a study group or extended study less than 90 days prior to departure may be subject to a \$500 penalty. An additional fee of \$10 may be assessed for each passing day after the 90-day deadline before notification of non-participation by a student. This notification must be in writing, dated, and delivered to the off-campus study office.

Students who withdraw from a study group, extended study, or other off-campus program after it has begun are not eligible for a refund of any costs already incurred.

Students who withdraw from a study group after it has begun will, in general, not be allowed to return to campus, and if allowed to return may have difficulty obtaining desired courses or housing. Students are not allowed to register for courses after the drop/add period has ended.

The study groups listed below are offered either annually or biennially. Programs may vary slightly from the descriptions. For specific details consult the Office of Off-Campus Study/International Programs. It should be noted that changes may occur in the scheduling of study groups and that new groups are continually added.

International Study Groups

Australia

Fall Term – Annual

"Sound of the waves" is the translation of the Aboriginal phrase wollongong. The University of Wollongong, host institution for the Australia Study Group, has 15,000 undergraduate and graduate students and is located 50 miles south of Sydney on the east coast of Australia. The study group is open to students from all Colgate departments who are interested in focusing their studies on the social and environmental diversity of Australia, and in extending their liberal arts education by studying and residing with Australian students. Organized and led by faculty in the Department of Geography and the Environmental Studies Program, students engage in studies of the historical and environmental processes that shaped national and regional development throughout Australia. Students enroll in **GEOG/ENST 309Y, Australian Geographic and Environmental Issues**, a seminar and lecture series organized by the study group director. Field excursions within New South Wales exemplify Australia's rich and diverse environmental and cultural heritage and illustrate current challenges in environmental protection and management. Students are also required to take a course in the School of Earth and Environmental Sciences in consultation with the study group director. In addition, students choose two electives from approved courses within the Wollongong curriculum. The University of Wollongong requires a GPA of 3.0 for matriculation in their international student Study Abroad Program.

Australia II

Spring Term – Annual

This second study group to the University of Wollongong is designed for students in the natural sciences and mathematics division who are interested in experiencing the rich diversity of environments and cultures that is a part of Australia. The academic offerings and extensive resources of the University of Wollongong, as well as the living and learning opportunities with Australian students, allow participants a unique means of broadening and deepening their understanding of Australia. The overall goal of this study group experience is to acquaint students with the historical, geographic, and environmental processes that have shaped the modern state of Australia, as well as to provide students the opportunity to continue their major at a foreign institution. This experience will immerse students in a foreign culture, exposing them to contrasting ways of thinking about and configuring the world, which will deepen their understanding of their own beliefs and identity. Prerequisites: Although students from any department or program are eligible to participate, preference will be given to individu-

als with a major or minor in the natural sciences and mathematics division. Preference will also be granted to those students who have completed their distribution requirements in the humanities, the natural sciences and mathematics, and the social sciences at Colgate. Additionally, the University of Wollongong requires a GPA of 3.0 for matriculation in their international student Study Abroad Program.

China

Spring Term – Biennial

Based at Peking University, the China Study Group is designed to give Colgate University students, particularly those with majors or minors in Chinese, Asian studies, or international relations, the opportunity to acquire eyewitness knowledge of cultural, social, economic, and political changes in modern China, and to improve proficiency in Chinese language. By studying in Beijing, Taiwan, and Hong Kong, with interspersed field trips, students obtain a deep sense of changes and continuities between tradition and modernity in Chinese culture, history, and society. This experience helps students understand how China today grapples with diverse issues in its dynamic processes of development. Students take two courses in Chinese language from Peking University faculty and two area studies courses from the Colgate resident director, with invited lectures by Chinese scholars and public figures. Students are housed in double rooms, first in hotels, then in Peking University's foreign student dormitories, and are paired with regular Peking University students for language and cultural exchange. One year of Chinese language study (or the equivalent) and a course on contemporary China are prerequisites.

Dominican Republic

Spring Term – Annual

As part of a consortium with Hobart and William Smith Colleges, the University of Illinois/Chicago, Le Moyne College, Syracuse University, and Wells College, Colgate offers a semester abroad program at the Pontificia Universidad Catolica Madre y Maestra in Santiago de los Caballeros, Dominican Republic. Sponsored by the African and Latin American Studies Program, the interdisciplinary offerings include courses on Caribbean and Latin American culture and society, Spanish language, and a service-learning component. Students are expected to have an intermediate command of Spanish (at least through SPAN 202). Students live with host families.

France

Spring Term – Annual

Each year the Department of Romance Languages and Literatures conducts a study group in Dijon, where students are registered at the University of

Burgundy and live with host families. The curriculum customarily includes advanced courses in literature, language, and civilization, as well as a few electives. Field trips are organized to important historical and cultural sites in Paris, the Loire Valley, and Provence. This program is open to juniors, and occasionally seniors, who possess sufficient language competence and maturity to participate. Although this study group is recommended for French majors and minors, other students are strongly encouraged to apply. Prerequisites are FREN 361 and a 400-level literature course.

Germany

Spring Term – Annual

The German department's Freiburg Study Group offers German majors and other qualified students the opportunity to study for a semester at a German university. Colgate University and the host institution, the Albert-Ludwigs-Universität, have been partner universities since 1988, and students have full access to the courses and facilities at the university. The curriculum consists of four courses, two taught by the Colgate director and two electives at the University of Freiburg. The two courses taught by the director begin several weeks prior to the beginning of Freiburg's semester and continue until mid-semester. The pre-semester segments of these two courses — GERM 341, *Advanced Conversation and Composition* and GERM 457, *German Literature and Culture* — are connected with travel to areas of cultural significance for the German language. The electives at the University of Freiburg may be selected from any department, though courses in some fields involving lab work may have enrollment limits and require special arrangements. With the approval of the director, students with more advanced German skills may opt to substitute a third elective for GERM 341.

India

Fall Term – Annual

The New York State Independent College Consortium for Study in India sends a group of about twenty college students to north India every fall semester for a four-month study program. Founded in 1989, the Consortium currently consists of Hamilton, Hartwick, Hobart-William Smith, and St. Lawrence Colleges (Colgate will participate as a trial member in 2009 and intends to become a full member in 2010). India is one of the world's most culturally diverse and vibrant democracies, currently on a rapid path of economic growth. The rich and rigorous program is designed to introduce students to the cultural and geographical diversity of the region by giving students an opportunity to live and study in several sites (Mussouri, Jaipur, Delhi, and Varanasi).

A semester studying with the India Consortium offers students an opportunity to begin the study of Hindi and to study how art, culture, religion, politics, and economics are changing and, in some instances, resisting change at an exciting moment in India's history. This program is open to students of all majors. However, preference is given to students who will have completed a course with significant South Asia content prior to the start of the program.

Italy

Fall Term – Annual

This study group, affiliated with the University of Venice, is intended for students who have demonstrated an academic interest in one or more of the following areas: classical studies and archaeology, Italian language and literature, art history, music, and medieval and Renaissance history. Courses are staffed by the Colgate director and by Italian specialists. Three courses are normally offered each year: Intermediate Italian, Archaeology of Italy, and The Arts in Venice during the Golden Age. A fourth course could be the specialty of the director or a special classics offering. There are field trips to important archaeological sites and museums in such places as Rome and the Veneto. The rich artistic resources of Venice are also used to supplement course work. Knowledge of elementary Italian is required. Students who have not studied Italian will be required to enroll in a month-long language course prior to the semester's start in Venice.

Japan

Fall Term – Annual

The Japan Study Group has been an option for Colgate students since the early 1970s. Accompanied by a Colgate faculty member, students spend approximately four months (August–December) in Kyoto, Japan, living with Japanese families and studying Japanese culture and social structure. The study group provides intensive language training and instruction by Japanese and Western experts and people of practical experience in Japanese politics, economics, business, religion, art, and literature. Field trips to historically important sites in and around Kyoto and Tokyo, plus a month-long stay outside the Kyoto area are included. Emphasis is on acquiring experience and knowledge of Japanese culture. Preparation for the study group includes two terms of Japanese language and **CORE 167, Japan**. Students study language and complete one course in a subject of the director's choosing and one focusing on village life in Japan. Study tours take the group to two remote villages, one on the main island of Honshu and the other on the Ogasawara Islands, 500 miles south of Tokyo in the middle of the North Pacific.

Spain

Fall Term – Annual

Each year the Department of Romance Languages and Literatures offers a one-semester study group in Madrid. The group is intended for students in their junior year who have the requisite Spanish language skills, and who desire to perfect those skills, acquire a deeper knowledge of Spanish life and culture, and undertake a challenging academic program within a Spanish university environment. The group begins with a two-week introductory session in Santiago de Compostela, in the northwestern region of Galicia. In Madrid, students live with host families, and take a mix of courses designed especially for the group and from the regular offerings of the Universidad San Pablo CEU. Course-related activities enable students to experience the richness of Spanish art, film, and theater. Excursions are designed to give participants a sense of Spain's geographic and cultural diversity, history, and major artistic monuments. Prerequisites include at least one 350-level Spanish class and **SPAN 361 or 362**. Preference is given to Spanish majors and minors, but all qualified students are encouraged to apply.

Switzerland

Spring Term – Annual

Based in Geneva, this political science study group is designed for political science and international relations majors. Other interested students, however, are also welcome to apply. This study group addresses the historical development of international organizations with an emphasis on European integration. At the discretion of individual directors, the group may also focus on select topics in European politics, the development of international law, and European political thought. In most years, two lengthy group field trips are taken during the semester to destinations such as Strasbourg, Brussels, Vienna, The Hague, Lisbon, and Budapest. These trips provide students with an opportunity to meet officials from various European and international organizations, and to understand better the materials studied in class. Students begin this program in January by taking part in a 3–4 week intensive French language course in France where they may be housed in home stays. Credit for **FREN 102, 200, or 300** toward graduation will be awarded. During the next three months, students will take two to three political science courses, including ones focusing on international organizations and development, and the European Union and its security. A third (or fourth) course, in comparative politics or political theory, or in European history or related social sciences will also be offered. Over the course of these three months, while living in a student residence in Geneva, students will have three or four days of

classes per week and a three-month Eurail pass that will permit them to travel extensively on most weekends. During the fifth and last month of the study group, internship positions in Geneva international and non-governmental organizations may be available for student placement. Requirements for participation in the program include the following, though individual directors may require additional course work: **POSC 152** or **232** and either **FREN 101** or the successful completion on campus of higher-level French courses. In addition, students are encouraged to take courses in political science, history, and other fields whose foci are likely to enrich their living, studying, and traveling in Western and Central Europe for five months.

Trinidad and Tobago

Fall Term – Biennial

Hosted by the University of the West Indies (UWI), St. Augustine Campus, in Port of Spain, Trinidad, this study group serves the academic needs of students interested in Caribbean studies. The program gives students an enriched experience of the Caribbean, the economics, sociology, history, literature, and politics of a region close to the United States and yet very different. The academic program comprises four courses. Students are required to take two courses with the study group director and their remaining courses with UWI professors, together with UWI students. The study group is open to students from all disciplines who have taken one course in Caribbean studies or **CORE 163** and who are in good academic standing. All students reside in campus housing. Priority is given to minors in Caribbean studies.

United Kingdom:

London – Art and Art History

Fall Term – Annual

Study abroad can intensify the study of art as no other experience can. Art and art history teach students to see analytically; being in a new environment stimulates people to see in sharper focus and with new eyes. London is an ideal location for art study because it is particularly rich in visual resources. These include a wide range of museums, a vibrant contemporary art scene, and the ancient multiform city itself. Course work in this program takes students frequently through the streets, buildings, parks, and art museums of London and other cities. Application is open to all students who have completed at least two courses in the Department of Art and Art History (at least one course in studio and one in art history). Students live in apartments arranged through Colgate's Office of Off-Campus Studies/International Programs.

United Kingdom:

London – Economics

Fall and/or Spring Term – Annual

In this London-based program, conducted since 1962 by the Department of Economics, students spend one term in firsthand study and observation of economic life in Great Britain and the European community. Primarily, participants are economics majors who have strong academic records and personal qualities indicating the ability to work successfully in such a group. Study in London is coordinated in seminars and independent work directed by a member of the department and planned as part of the regular Colgate program in economics. British scholars serve as invited classroom lecturers. Normally, students are placed in an internship in a British firm, government organization, or NGO. Students take one non-economics course with the English or history study groups in London. The program has a cultural activities component and normally includes a field trip to Belgium and Luxembourg or to a professional economics conference in Europe. Students live in apartments arranged through Colgate's Office of Off-Campus Studies/International Programs.

United Kingdom:

London – English

Fall and/or Spring Term – Annual

Each year, in one or both semesters, a group composed mostly of juniors spends a term in London studying British literature under the direction of a member of the English department. The work is adapted to the English artistic and intellectual scene, and students attend numerous theater productions, hear lectures by English authorities on English literature and culture, and become familiar with London, an environment that is at the heart of their academic study. Applications are reviewed by the director of that year's group, and preference normally is given to majors or prospective majors who have completed at least three courses in the department. Students live in apartments arranged through Colgate's Office of Off-Campus Studies/International Programs.

United Kingdom:

London – History

Spring Term – Annual

The Department of History conducts a study group in London for majors and non-majors. Participants are selected for high academic achievement and personal qualities. Participants must take **HIST 200**, **HIST 242**, and **HIST 242L** before departure, and must be in residence the fall term before the study group. The program stresses intensive archival research. It includes a course with British lecturers and a seminar, and is coordinated with offerings in the economics, art

history, and English study groups. Students use the Public Record Office and the excellent library resources of London. Courses offered in this program include HIST 349, 482, and 491. Cultural opportunities available to students in London are an important part of the program. Students live in apartments arranged through Colgate's Office of Off-Campus Studies/International Programs.

United Kingdom: Manchester

Fall Term – Annual

Sponsored by the Division of University Studies, this interdisciplinary study group is open to all students and is based at the University of Manchester in England, an institution of approximately 25,000 undergraduates. The program of study comprises two courses especially designed for the study group participants to include an interdisciplinary focus and two elective courses drawn from offerings available to all University of Manchester students, which the Colgate students attend with their British peers. To the extent it is possible to arrange, Colgate students live in University of Manchester student housing. Manchester is the cultural center of the North of England, specializing in theater, music, and art galleries, and is within reasonable traveling distance of all major cities in the United Kingdom.

United Kingdom: Scotland – Philosophy/Religion

Spring Term – Annual

This study group is hosted by the University of St. Andrews (founded 1411), which has an outstanding international reputation with particular strengths in philosophy and religion. Applicants need not be majors in the Departments of Philosophy and Religion, but should have taken two or three courses in either department. One of the aims of the study group is for participants to integrate fully in the academic and social life of the university. The study group also aims to encourage dialogue between students studying philosophy and students studying religion. Participants take one course taught by the study group director and three courses selected from the St. Andrews curriculum, one or two of which must be in philosophy or religion. Students live in university residence halls.

United Kingdom: Wales – Natural Sciences and Mathematics

Spring Term – Annual

Students majoring in any of the natural sciences, mathematics, or computer science may continue required courses at Cardiff University in Cardiff, Wales, while studying the history and culture of Wales. Participants take two required courses

and two science courses chosen from offerings in archaeology, biology, chemistry, computer science, geology, mathematics, physics, and psychology. All courses are in English. The study group begins in mid-January, and final exams are completed by early June. Students share university dormitory suites.

United States Study Groups

National Institutes of Health Bethesda and Frederick, Maryland

Fall Term – Annual

This program, open to outstanding juniors and seniors interested in careers in the biomedical sciences, provides students an opportunity to broaden their educational experience in fields such as molecular biology, neuroscience, biochemistry, chemistry, and other health-related fields. Students earn four course credits: two for work in the laboratories of established NIH investigators (about 30 hours per week) and two for classroom-based courses. The NIH also provides numerous opportunities for students to enhance their scientific education by attending lectures by visiting scientists from around the world, using the excellent NIH library facilities, and becoming part of a vibrant scientific community. Minimum prerequisites include one year each of general and organic chemistry and at least one course in mathematics or computer science. Students live in apartments within a short commute of the NIH facilities.

Native American Studies/ Sociology and Anthropology Santa Fe, New Mexico

Fall Term – Biennial

This program began in 1991 and is offered by the Native American Studies Program and the Department of Sociology and Anthropology. Santa Fe has long been considered the "capital" of Native American art and archaeology, particularly for the American Southwest, and is noted for its museums, scholarly resources, and resident Indian artists from southwestern tribes. The program, interdisciplinary in character, focuses on the Pueblos, their ancestors, and their neighbors. The course of study includes introductory southwestern archaeology, southwest Indian anthropology, and contemporary Indian life and culture. The program involves formal study, service learning projects in the Pueblos, and travel to places of profound historic and contemporary significance such as Chaco Canyon, Mesa Verde, and Canyon de Chelly. During the semester, each student works within a program at one of the pueblos near Santa Fe (currently Cochiti or Tesuque). Field trips take students to the Pueblo plateau country of the upper Rio Grande valley,

western New Mexico, and northeastern Arizona. The program is open to all Colgate students. One or more courses in Native American studies or anthropology is recommended but not required. Students live in apartments in Santa Fe.

Political Science

Washington, D.C.

Spring Term – Annual

Through the Washington Study Group, the Department of Political Science provides students with the opportunity to observe, experience, and reflect upon the daily operation of American government. Students interested in American politics and government, constitutional law, or public policy are encouraged to apply. Under the supervision of a faculty member, upperclass students spend a term in the nation's capital systematically studying the working processes of national government. In addition to participating in group seminars and independent research, each member of the group serves a 12-week internship in a governmental office. Members of the group observe legislative deliberations and conduct group interviews with officials in government and politics, journalists, lobbyists, analysts, and policy advocates. Begun in 1935, this is the oldest Colgate study group and was the first program of its kind established in Washington. Selection is based upon academic achievement, interest in government, and personal qualities essential to successful participation. Students live in Colgate-arranged apartments near the Woodley Park metro stop. Classes are held at the Hall of States, four blocks from the Capitol.

Sociology and Anthropology/

Asian Studies

San Francisco, CA

Fall Term – Annual

The San Francisco Study Group is a joint program between the Department of Sociology and Anthropology and the Asian Studies Program. The group's theme, "A Global City on the Pacific Rim," emphasizes how the process of immigration, globalization, ethnic identity formation, and cultural flow throughout the Pacific Rim have made San Francisco a "global city" — a place within the United States, but shaped by global history and culture. This study group uses San Francisco as a learning laboratory for exploring how the global movement of people and culture has shaped the cultural history and politics of San Francisco, as well as the larger history and contemporary culture of the Pacific Rim. Students enroll in two San Francisco State University courses related to the themes of the study group; at least one of these courses will have a fieldwork or community service component, to enable students to gain direct knowledge of and

experience with ethnic community groups in the San Francisco area. In addition, students will take two courses from the director of the study group. Prerequisites normally include at least one course in sociology and anthropology and at least one course in Asian studies.

Additional Off-Campus Study Opportunities

Extended Study Programs

A number of courses offer short-term study components that extend the course beyond the campus and beyond the regular term. These programs offer opportunities for students to gain access to institutions and individuals relevant to their coursework that are not available on campus. Extended study is particularly attractive for students whose schedules do not permit them to participate in semester-long study group programs. Some twenty extended study courses have been developed to date; these have included **ENST 333: Environment, Health and Community: A Case Study in Mountain Gorilla Conservation in Uganda**, with three weeks on-site in Uganda focusing on infectious disease transmission within and between human and animal populations, national park and wildlife management issues, as well as community health and development; **GEOG 327: Australia's Stolen Generation**, with three weeks on site exploring issues of both population vulnerabilities and cultural resilience by considering Aborigines in Australia, and specifically engaging the historical geography and the contemporary experience of the Noongar community in Western Australia; **CLAS 250, Material Culture of Rome and Pompeii**, a course for beginning Classics students who have taken a year of Latin; and **WMST 324, The Scandinavian Welfare State: A Gendered Perspective**, with four weeks of study and travel in Denmark following on-campus coursework on the interaction of family, work, and public policy.

Prerequisites may exist for these courses. Extended study course segments are registered as part of either the fall or the spring term course offerings, even though the off-campus components are scheduled to precede or follow the regular academic term. Course segments occurring after the spring semester are *not* available to most seniors,

since all requirements for graduation must be satisfied by the time of commencement.

New extended study courses are added on a regular basis. Please contact the Office of Off-Campus Study/International Programs for a complete listing of courses offering extended study components.

Off-Campus Study in Russia

The Russian studies faculty and the Office of Off-Campus Study/International Programs have collaborated to identify a small number of programs for students with at least two-years of college Russian who wish to spend a semester in Russia. Interested students should consult with the chair of the Russian department.

Affiliated Programs

Colgate has special arrangements with several institutions sponsoring off-campus study programs. These programs have been designated affiliated programs and include Biology Summer Field Study, the Maritime Studies Program, SEA Semester, Semester in Environmental Science, and the Swedish Program. A student wishing to participate in an affiliated program must apply for an academic leave of absence. Participation in an affiliated program counts toward the Colgate academic residency requirement; credits earned in the program are not considered transfer credits. Names of courses taken and grades earned are entered on the student's Colgate transcript; however, these grades are not calculated into the student's grade point average. Students should note that financial aid in the form of direct grants from Colgate cannot be applied toward the cost of affiliated programs.

Biology Summer Field Study

(Summers in odd-numbered years)

This program, an experience in field biology at the **University of Montana Flathead Lake Biological Station** in the Flathead Valley near Glacier National Park, is open to approximately 12 students who have completed the second term of the sophomore year and one year of college biology. Most students who attend are biology majors, but several science (other than biology), humanities, and social science majors have participated in this program. Students have the opportunity to interact with other students and faculty from many universities in a remote region of the Rocky Mountains. Credit transfer from the University of

Montana, Missoula, includes two courses toward a major in biology plus one or two courses toward university credit (three to four courses total). These courses are not counted toward the university or department maximums for transfer courses. For all application and admission procedures see Professor R. Fuller, Department of Biology, Colgate University.

The Maritime Studies Program

(Fall or Spring Term)

The Williams College-Mystic Seaport Program in American Maritime Studies, which is affiliated with Colgate, provides students an opportunity to focus one semester on humanity's relationship to the sea — past, present, and future. The program's sponsors believe there is value in gaining better understanding of the sea itself, of the need for many of the sea's resources, and of the impact of modern industrial society on the sea. Students need a background of liberal arts courses related to the sea in order to take full advantage of professional training and vocational opportunities, and the Maritime Studies Program is designed to provide such a background through courses that focus on the sea in its many aspects — historical, literary, artistic, political, economic, and scientific. Participants take a two-week offshore trip. Classes are small (the program is limited to 21 students each semester from 10–20 colleges and universities), and there is ample opportunity for individual projects. Further information may be obtained from the chair of the Department of Geology, Colgate University, or by writing directly to *The Maritime Studies Program, Box 6000, Mystic Seaport Museum, Mystic, Connecticut 06355-0990*, or to williams@mystic.org.

SEA Semester and Summer Session

(six sessions per year)

These programs in marine studies are offered by the **Sea Education Association (SEA)**, which is affiliated with Colgate. Students in the 12-week SEA Semester or the 8-week SEA Summer Session spend the first half of the program (shore component) in Woods Hole, Massachusetts, receiving instruction in oceanography as well as marine and nautical sciences, and studying our relationship with the sea. They go to sea for six weeks during the fall and spring or four weeks in the summer (sea component) aboard *SSV Robert C. Seamans* or *SSV Corwith Cramer* for practical laboratory experience. There are six sessions, beginning approximately every two months. See course listings under Geology in Chapter IX. The shore component provides theoretical and intellectual foundations for understanding the many facets of the sea. Each shore component consists of three courses taught at the sophomore/junior level. Students spend approximately 50 hours a week studying maritime concerns in lectures, seminars,

assigned reading, papers, examinations, films, laboratory, and field experience. Colgate students who successfully complete the program earn four course credits from SEA Semester or three course credits for the eight-week summer session. Students who pass all five courses will receive four Colgate course credits toward graduation. The summer session consists of four courses: Maritime Studies, Oceanography, Nautical Science, and Practical Oceanographic Research. Further information may be obtained from the chair of the Department of Geology, Colgate University, or visiting www.sea.edu.

Semester in Environmental Science

(Fall Term)

This semester-long program, offered at the **Marine Biological Laboratory at Woods Hole, Massachusetts**, emphasizes basic methods and principles of ecosystem science through inquiry-based learning in lectures and participation in laboratory and research projects. Students take two core courses in Aquatic Ecosystems and Terrestrial Ecosystems, which cover several "themes" including changes in global elemental cycling and climate, overexploitation of ecosystems, effects of species invasions and biodiversity, eutrophication, and acid deposition. Students also will select one elective. Finally, students conduct an independent research project and participate in a bi-weekly science writing seminar. Students receive four Colgate course credits. Further information may be obtained from Professor R. Fuller, Department of Biology, Colgate University, or by writing directly to SES@mbl.edu.

The Swedish Program at Stockholm University

(Fall and/or Spring Term)

The Swedish Program is a one-term or full-year study group experience at **Stockholm University** that helps students develop an understanding of Swedish culture and of the ways organizations and public policy in Sweden address economic, political, and social issues relevant to Western industrial societies. Colgate is part of a consortium of colleges and universities that directs the program in cooperation with Stockholm University. Colgate students receive credit for four courses. Courses are taught in English, but students are required to study the Swedish language to understand better their cultural experiences. Students choose three additional courses from offerings that include the Swedish Model and Comparative Public Policy, Environmental Policy: Sustainable Development, Women and Swedish Society, Scandinavian Literature, History of Modern Scandinavian Art and Architecture, Globalization and Culture, Europe and the World Economy,

and Swedish and European Film, among other courses which may change from term to term. There also are options for direct enrollment in other courses taught in English at Stockholm University. Expenses are comparable to the cost of attending Colgate on campus. Further information may be obtained from Professor N. Ries, Department of Sociology and Anthropology, Colgate University, or via e-mail at info@swedishprogram.org. Applications for the fall term should be made by March 1, and for the spring term by October 20.

Non-Colgate Programs

Colgate allows students to attend other accredited institutions and transfer course credit toward degree requirements. While participating in a non-Colgate program, tuition, room, board, and fees are paid to the host institution; Colgate does, however, assess a \$500 administrative fee for maintaining records and providing advising services while the student is away. Colgate students who attend another institution are not eligible to receive Colgate financial aid for that semester. A student must request an academic leave of absence to be eligible to enroll at another academic institution or program. See "Academic and Other Leaves of Absence" in Chapter VII.

Colgate tries very hard to approve academic leaves that will enable students to deepen their liberal arts education with course work sponsored by other institutions. Nonetheless, the university needs to balance enrollments across both semesters and so reserves the right to regulate the number of students who are granted fall or spring semester academic leaves. Careful planning is crucial. Students should discuss projected academic leaves of absence with their faculty advisers, considering options for both fall and spring terms that will achieve their educational objectives.

The Office of Off-Campus Study/International Programs (201 Gregory Hall) maintains a library of information on foreign study programs offered by other colleges and universities. Students interested in participating in one of these programs should consult with the staff of the off-campus study office and obtain a copy of "Guidelines for Planning Off-Campus Study."

After conferring with the faculty adviser and the off-campus study staff, and being approved for an academic leave of absence, a student should apply directly to the desired host institution. A student must secure approval from the Colgate registrar and, as required, the appropriate department or program on campus in order to ensure that credit for all courses taken is transferable. Students should obtain this approval prior to enrolling and making tuition payments at the host institution. If courses are to be applied toward major or minor requirements, they must also be approved in advance by the department chair or interdisciplinary program director. Students must earn at least a C grade in a course in order to transfer the course credit to Colgate. Grades for courses taken as a visiting student at another institution are not transferable to Colgate and will not appear on a student's Colgate transcript, nor are they counted in the student's GPA.

Students are reminded that the rules regarding the maximum number of courses that matriculated Colgate students may transfer to Colgate apply to participation in non-Colgate programs. See "Academic and Other Leaves of Absence" and "Transfer Credit Procedures" in Chapter VII.

Students should be aware that the number of credit hours taken elsewhere should be equivalent to a normal, four-course load at Colgate. Students should obtain the semester hour/quarter hour transfer conversion chart from the Office of the Registrar.

Cooperative Arrangement with Hamilton College

With approval of the faculty adviser and the associate dean of the faculty, a Colgate student may take courses at Hamilton College, to be counted toward the bachelor's degree at Colgate. These arrangements must be made prior to the end of the Colgate drop/add period each term. Credit and final course grades for courses taken at Hamilton College are recorded on the Colgate transcript. Grades earned at Hamilton College are calculated into the cumulative grade point average at Colgate. Hamilton College courses may also be used to satisfy Colgate's academic residency requirement.

Additional Academic Programs

Office of Undergraduate Studies/HEOP

The Office of Undergraduate Studies (OUS), housed in the Center for Learning, Teaching, and Research, provides academic support, through academic programs and a variety of learning resources, that can contribute significantly to students' intellectual development while complementing and supporting the curriculum. Services include academic advising, personal and career counseling, professional tutoring, peer tutoring, course-based study groups, assistance with study skills, and a faculty/student mentoring program.

Special programs administered by OUS include a pre-first-year summer session that assists selected students with the transition from secondary school to the challenges awaiting them at Colgate. OUS administers the Higher Education Opportunity Program (HEOP), which provides the same services as OUS but is open only to New York State residents. Eligibility for admission to Colgate under the auspices of OUS or HEOP is determined at the time of admission. *No separate application is necessary.*

For information about any of these services, please contact the Office of Undergraduate Studies, Center for Learning, Teaching, and Research, 315-228-7375. For information about admission to Colgate through OUS or HEOP, please contact the Office of Admission.

Pre-Engineering Studies

Adviser K. Segall

To combine education in the liberal arts with engineering training, Colgate has cooperative agreements with Columbia University, Rensselaer Polytechnic Institute, and Washington University (St. Louis), under which a competent student may pursue several options. He or she may earn bachelor's degrees from both institutions by spending either three years at Colgate and two at the engineering school (the 3-2 plan), or four years at Colgate and two at the engineering school (the 4-2 plan). The pre-engineering student may be eligible to continue study for a master's degree. For further informa-

tion, students should consult the Pre-Engineering adviser or the chair of the Department of Physics and Astronomy.

Teacher Preparation Programs

Programs are available to prospective secondary school teachers in the fields of English, mathematics, history, and natural science (biology, chemistry, earth science, or physics). Students in these programs major in academic areas for which adolescence teaching certification is sought and take appropriate coursework in the Department of Educational Studies. The department also offers a childhood certification program in elementary school teaching for grades 1–6. Colgate's undergraduate adolescence and childhood certification programs and the MAT adolescence programs are accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years from December 20, 2007, until December 20, 2012.

Opportunities for High School Students

Community Student Program

The Community Student Program provides opportunities for high-achieving high school students in their junior and senior years to enroll in Colgate courses. For additional information, including eligibility criteria, please contact Lynn Waldman, Director of Academic Support and Disability Services, Center for Learning, Teaching, and Research, 315-228-7375.

High School Seminar Program

The High School Seminar Program provides opportunities for high school students to participate in late-afternoon mini-seminars taught by Colgate faculty and administrators. For additional information, please contact Courtney Savage, 315-228-7863.

Honors and Awards

Colgate University encourages students to strive for excellence in their chosen fields of academic endeavor and honors those who achieve distinction in their academic performance.

Honors in Major

Students who earn honors in their majors have so mastered their disciplines that they are able to complete with distinction original work appropriate to their chosen fields of study. While specific requirements differ, all majors offer the opportunity to pursue honors or high honors. Most major honors require completion of department or program courses with a designated grade point average (GPA) as well as a project designed and pursued independently under the guidance of a faculty sponsor. For details consult the departmental or program major listed alphabetically in Chapter IX.

University Honors

Students who maintain a consistently high grade point average (GPA) throughout their academic careers are recognized for their achievements by the awarding of university honors at graduation. University honors are *summa cum laude* (3.80 for all courses attempted), *magna cum laude* (3.50), and *cum laude* (3.30). GPAs for university honors are established and reviewed by the Dean's Advisory Council. A minimum of 22 Colgate courses taken *for a grade* will be considered for university honors. Transfer students who have taken between 16 and 22 Colgate courses *for a grade* will be considered for university honors.

The valedictorian and salutatorian are the students who have the highest and second highest rank in the graduating class based upon the cumulative GPA in all courses taken *for a grade*. Transfer students must be enrolled at Colgate for at least six terms in order to be considered eligible for the university honor of valedictorian or salutatorian.

The Dean's Award

This award is presented each term to students who achieve a term grade point average of 3.30 or higher while successfully

completing at least four courses. Students are eligible for a Dean's Award while carrying three courses for letter grades and one course under the satisfactory/unsatisfactory (S/U) grading option. (See Chapter VII for definition of the S/U grading option.)

Honorary Societies

Phi Beta Kappa The Society of Phi Beta Kappa was founded in 1776; Colgate's chapter was organized in 1878. The Colgate chapter holds three elections each year, in September, February, and May. Seniors whose records of outstanding academic achievement are combined with the society's traditional regard for moral character may be invited to join Phi Beta Kappa in a formal initiation ceremony.

Transfer students should take note that election requires a minimum of 16 courses taken at Colgate for a grade, not under the S/U option.

Election also requires satisfaction of the following requirements in mathematics and in a classical or modern foreign language:

1. Candidates must pass a course in calculus taken at Colgate for a grade, or achieve a score of 4 or 5 on an Advanced Placement examination in calculus.
2. Candidates must either (a) demonstrate proficiency in a classical or modern foreign language by passing a course at Colgate numbered 202 or above, taken for a grade, or by achieving a score of 4 or 5 on an Advanced Placement examination; or (b) pass two courses taken for grades at Colgate in a classical or modern foreign language not studied in high school.

For questions, contact Professor Daniel Saracino, President, Eta Chapter, Phi Beta Kappa.

Other national honorary societies Colgate also has a chapter of the national honor society of *Phi Eta Sigma* for first-year students.

Honor societies in specific disciplines include

Lambda Alpha (Anthropology)
Beta Beta Beta (Biology)
Eta Sigma Phi (The Classics)
Omicron Delta Epsilon (Economics)
Gamma Theta Upsilon (Geography)
Delta Phi Alpha (German)

Phi Alpha Theta (History)
Pi Sigma Alpha (Political Science)
Psi Chi (Psychology)
Alpha Kappa Delta (Sociology)

Other Awards and Prizes

The university presents many awards, prize scholarships, and fellowships in recognition of exemplary academic achievement.

Africana and Latin American Studies

The Caribbean Studies Award — awarded by the program to the student with the highest grade point average in Caribbean studies courses, to be used for the purchase of books related to this field of study.

The OAS Award for Excellence in Latin American Studies — awarded by the program to the student with the highest grade point average in Latin American studies courses, to be used for the purchase of books related to this field of study.

The Arthur Schomburg Awards for Excellence in African Studies and in African American Studies — awarded by the program to the student with the highest grade point average in African / African American studies courses, to be used for the purchase of books related to this field of study.

Art and Art History

The Fitch Award for Excellence in Art and Art History — awarded by the department to an outstanding art and art history major.

The Gary M. Hoffer Prize for Excellence in Photography — established in 1980 in memory of Gary M. Hoffer '74 and awarded annually.

The Harriette Wagner Memorial Award — established in 2004 by Professor Joseph Wagner, created in memory of Harriette Zeppinick Wagner. The award will be given annually to the senior art and art history major whose work exemplifies the way visual arts enrich the spirit and express the dignity of human beings.

Asian Studies

The Award for Excellence in Area Studies (India, China, Japan) — awarded by the program to students on the basis of outstanding academic performance in coursework taken within the major.

Athletics

Donna Carter Memorial Fund — established in 1979 to recognize athletic and academic achievement in women and swimmers. The annual award is named for an outstanding swimmer and member of the class of 1980 who died in a rock climbing incident June 20, 1979, near Basel, Switzerland.

The ECAC Merit Medal — The Eastern Collegiate Athletic Conference offers member colleges the opportunity to recognize their outstanding male and female scholar-athletes with the annual ECAC Merit Medal.

The Gottesman Award for Excellence in the Sciences and Athletics — established by Dr. Robin I. Gottesman, this award is given to the senior student-athlete who has excelled both as a science major and in athletics, and plans to attend graduate school in the sciences.

The Joseph Huther Prize — established to provide awards to two senior intercollegiate athletes, one male and one female.

The John T. (Jack) Mitchell Memorial Award — awarded by the athletic department in memory of Jack Mitchell, a member of the biology faculty from 1975 to 1996 and an avid supporter of Colgate athletics. The award is given to the graduating student-athlete with the highest grade point average.

The Thomas M. Wilson '67 Memorial Endowed Leadership Award — established in 1995 by friends and family in memory of Thomas M. Wilson '67 to provide an appropriate prize for one or more students. The prize(s) are given to superior senior scholar-athletes, in high academic standing, who have demonstrated excellence in responsible leadership both with their teams and in the Colgate campus and community. Preference is given first to football or baseball players, then to other scholar-athletes. Preference also is given to scholar-athletes in the fraternity/sorority system.

Biology

The Oswald T. Avery Award — awarded by the department in honor of Dr. Oswald T. Avery, who graduated in the class of 1900 and subsequently made major research discoveries in molecular biology at the Rockefeller Institute. The award is given each year to one or more senior majors in molecular biology chosen by the faculty on the basis of academic achievement, academic development, research project, and departmental service.

The Raymond J. Myers Award — awarded by the department in honor of Professor Raymond J. Myers, who taught biology at Colgate from 1934 to 1972. The award is given each year to one or more senior majors in biology chosen by the faculty on the basis of academic achievement, academic development, research project, and departmental service.

The Christopher Oberheim Memorial Award — established as an award for a biology student chosen by the faculty on the basis of showing great promise in research, as evidenced by previous

work. When the fund becomes large enough, income will be awarded to support a summer research stipend.

Chemistry

The Haskell Schiff Memorial Prize — established in 1962, given to that member of the first-year class who seems to show the most promise for a career in physical chemistry.

The Edwin Foster Kingsbury Prizes — established as an annual award to those students whose performance and promise is judged by the department to be the most outstanding during the year of the award.

The Lawrence Chemical Prizes — established in honor of G.O. Lawrence of Buenos Aires by Dr. Joseph Frank McGregory, professor of chemistry 1883–1929, and awarded to two students for excellence in chemistry. The *Elmer R. Trumbull Endowment*, established in 1985 through the generosity of Elmer R. Trumbull, Professor of Chemistry at Colgate University, supports the Lawrence Prize.

The McGregory Fellowship in Chemistry — established by a bequest of Dr. Joseph Frank McGregory, professor of chemistry 1883–1929, and awarded annually to a member of the graduating class or to an alumnus of not more than two years' standing, who is considered most worthy. The holder of this fellowship shall continue the study of chemistry for the doctoral degree and may be reappointed annually until receiving the degree; however, he/she shall not, ordinarily, hold the fellowship more than three years.

The Roy Burnett Smith Prize in Chemistry — established in 1959 in honor of the late Professor Roy B. Smith, a member of the Department of Chemistry 1899–1940. Made possible by a fund provided by the Alpha Nu Chapter of Alpha Chi Sigma, together with contributions from interested alumni, the award is made annually at the discretion of the department to a student majoring in chemistry.

The Thurner Prize — established by Professor Emeritus Joseph J. Thurner to encourage research by chemistry students, and awarded annually for the best honors thesis or equivalent paper based on laboratory or other research, written by a senior major in chemistry and/or biochemistry.

Classics

The Newton Lloyd Andrews Prize — established in 1926 by Charlotte H. Andrews in memory of her husband, Newton Lloyd Andrews, a member of the class of 1862, for the best papers at the annual examination(s) in Greek architecture, Greek sculpture, Gothic architecture, or Renaissance painting.

The J. Curtiss Austin Latin Prize — established in 1961 by former students of Dr. J. Curtiss Austin as a memorial to his 40 years on the Colgate faculty, and awarded by the Department of the Classics to the student whose performance in Latin has been the most outstanding.

The Award for Excellence — awarded annually to that first-year or sophomore student who shows the best promise in a course in Latin or Greek and who achieves the best record among his/her peers in Latin or Greek.

The Baldwin Greek Prize — established for the sophomore class by D.P. Baldwin, LL.D., class of 1856, for the examination in writing upon some author, or work of an author, read by the class. No student may compete unless his/her standing in all departments averages at least B (3.0). The award is made by a committee not associated with the university.

Computer Science

The Award for Excellence — awarded by the department to a student on the basis of outstanding academic performance in coursework taken within the department.

The Award for Excellence in Research — awarded by the department to a student on the basis of outstanding research performed within the department.

The Award for Outstanding Contribution to the Computer Science Community — awarded by the department to a student who has made outstanding contributions to the students and faculty in computer science. This may reflect outstanding work as a laboratory tutor and monitor, work on developing software used by students and faculty, work on maintaining the hardware and software in the computer science laboratories, or academic leadership in the department.

The Edward P. Felt '81 Memorial Prize Fund in Computer Science — established in 2001 by family, friends, classmates, and professors. This is an annual prize created in memory of Ed Felt '81, who died aboard the September 11, 2001, flight that went down in western Pennsylvania. This prize shall be awarded with first preference given to a student or students who exhibit excellence in the field of computer science.

East Asian Languages and Literatures

The Award for Excellence in Chinese Language — awarded by the department to the student with the highest achievement in the Chinese language.

The Award for Excellence in Japanese Language — awarded by the department to the student with the highest achievement in the Japanese language.

The Mori Family Awards for Excellence in Japanese Language — established in 2000 by Jun Mori SF '84, awarded annually to outstanding students from each of the four levels of instruction in Japanese and to the winners of the annual Central New York Japanese Speech Contest.

Economics

The Chi-Ming Hou Award for Excellence in International Economics — established by past and present department members in honor of the late Chi-Ming Hou, who was a member of the Colgate economics department from 1956 to 1991, for outstanding achievement in international economics.

The Marshall-Keynes Award for Excellence in Economics — awarded by the department to the senior with the strongest, sustained performance in analytical economics and on the basis of the comprehensive examination.

The J. Melbourne Shortliffe Prizes — established in honor of the late J. Melbourne Shortliffe, chair of the economics department emeritus, and awarded to outstanding graduating seniors who have majored in economics.

The Wall Street Journal Economics Prize — a year's subscription to *The Wall Street Journal* awarded annually to a graduating senior who has achieved distinction in economics.

Educational Studies

The Award for Excellence in Childhood Education — awarded by the department for excellence in elementary student teaching.

The Award for Excellence in Adolescence Education — awarded by the department for excellence in secondary student teaching.

The Charles H. Thurber Award — named after the first professor of pedagogy at Colgate (1893) and awarded by the department to an outstanding senior major.

English

The Allen Prizes in English Composition — established by the Rev. Dr. George K. Allen, a member of the class of 1870, in memory of his wife, Hattie Boyd Allen — two prizes in English composition.

The Jonathan H. Kistler Memorial Curricular Innovation Fund in English — established in 1996 by Harry F. Lee '57 to support and nurture new curricular and pedagogical ideas within the English department.

The Lasher Prize — established as an award to a member of the junior class in recognition of outstanding talent.

The Lasher Prize for Distinction in English Composition — established by the Rev. Dr. George W. Lasher, a member of the class of 1857, and awarded for distinction in the various types of writing.

The Howard W. and Anne T. Pike Memorial Prize — established in 1993 by William R. and Gloria Pike in memory of Howard W. and Anne T. Pike and awarded annually to a graduating senior for outstanding achievement and contribution to the University Theater program.

The Scott Saunders Prize for Excellence in Literature — established in memory of Scott Saunders '89, and awarded annually to a senior major in English who participated in the Colgate London English Study Group, in recognition of work done in London that is distinguished in its own right or which contributed to the completion of a distinguished project.

Environmental Studies

The Award for Excellence in Environmental Studies — awarded annually to the environmental studies student who has demonstrated excellence in academics and in service to the environmental studies community.

Geography

The Peter Gould Award in Geography — awarded by the department to a senior geography major who has enriched the geography community through exemplary leadership, service, and achievement.

The Shannon McCune Prize in Geography — awarded by the department to the senior geography major who has been judged by the department's faculty to demonstrate outstanding academic merit and promise.

Geology

The Award for Excellence in Geology — awarded annually by the department to the student who best demonstrates a combination of excellence in the classroom and creativity and perseverance in research.

The Norma Vergo Prize in Geology — established as an award to a geology major who, as determined by the faculty of the geology department, significantly contributes to the spirit of excellence among fellow students in the department.

German

The Valentine Piotrow German Prizes — established in 1907 by Valentine Piotrow, two awards for excellence in German.

Health Sciences

The Bernard and Sydel Citron Pre-Medical Scholastic Prize — established in 1964. The income from this

fund, but not less than \$250 annually, is to be paid to the graduating pre-medical senior who has been accepted in a medical school and who has attained the highest scholastic standing among all the pre-medical students graduating that year.

The Dr. Leo H. Speno '26 Endowed Prize Fund — established in 1983 by Mr. and Mrs. Frank Speno '56 and Mr. and Mrs. Robert E. Brown, in memory of their father, Dr. Leo H. Speno '26. This prize will be awarded annually to as many as four seniors who meet at least two of the following criteria: above-average GPA, member of a varsity athletic team, member of a fraternity or sorority, involved in the religious life of the university, involved in service activities in the Colgate and/or Hamilton communities. Special preference will also be given to students who meet the criteria and have demonstrated an interest in pursuing a career in the medical sciences.

History

The Award for Excellence in History — awarded by the department to the student judged by the faculty to demonstrate outstanding merit, perseverance, and promise on the basis of work done in the department.

The History Honors Award — awarded annually by the department to a senior major in recognition of a distinguished thesis in history.

The Douglas K. Reading Prize — established in 1999 by Emily R. (Janie) Reading, in memory of her husband, Douglas K. Reading, professor of history from 1938 to 1980. The Reading Prize is awarded annually to an outstanding junior or senior major, with preference to a student of modern European history, Russian history, or ancient or medieval history.

The Scott Saunders Prize for Excellence in History — established in memory of Scott Saunders '89 and awarded annually to a senior major in history who participated in the Colgate London History Study Group, in recognition of work done in London that is distinguished in its own right or which contributed to the completion of a distinguished project.

International Relations

The Paul O. Stillman '55 Award — established by Paul O. Stillman of the Class of 1955, created in appreciation of the political science department for his experiences as a student and in honor of his 50th Reunion, given annually with preference to an outstanding senior(s) majoring in international relations.

Jewish Studies

The Jewish Student Life Award — awarded by the program for outstanding Jewish student leadership.

The Jewish Studies Award — awarded by the program to an outstanding student of Jewish studies for continuing study in the field.

Liberal Arts Core Curriculum

The Liberal Arts Core Curriculum Prizes — awarded by the program to the authors of the best papers/projects done by a student in each of four components of the Liberal Arts Core Curriculum, as determined by a faculty committee. The winning papers/projects are evaluated on their scholarship, originality, and excellence.

Mathematics

The Allen First-Year Mathematical Prize — established in 1912 by the Reverend George G. Allen, D.D., class of 1870, in memory of his brother, Charles G. Allen. This prize is awarded for excellence in mathematical work throughout the student's first year.

The Edwin J. Downie '33 Award for Mathematics — established in 2002 by Lydia Downie and family, created in memory of Edwin J. Downie '33, professor of mathematics *emeritus*. This award will be given annually to a senior majoring in mathematics who has made outstanding contributions to the mathematics department through exemplary leadership, service, and achievement.

The Osborne Mathematics Prizes — established in honor of Professor Lucien M. Osborne, Class of 1847, by 10 alumni and friends of the university, for any student who maintains a high average in mathematics courses in the junior year.

The Sisson Mathematics Prizes — established by former students of the Colgate Academy to perpetuate the name of Eugene Pardon Sisson, a teacher of mathematics in the academy 1873–1912. Any student who maintains a high average in the sophomore mathematics course is eligible to compete in the prize examination.

Medieval and Renaissance Studies

Award for Excellence in Medieval and Renaissance Studies — awarded by the program for excellence in medieval and Renaissance studies.

Music

The Class of 1909 Music Prize — established at the 40th reunion of the class and awarded by the department to "the person who has, during the year, contributed the most to the advancement of the standards of musical performance on the campus."

The Donald Lloyd Cotton '36 Endowed Prize — established in 2002 by the Cotton family to provide a prize for one or more outstanding student musician(s). Recipient(s) are eligible to submit

a proposal for an additional grant that provides financial support for the furtherance of the student's music education. The grant may be used to cover expenses such as the purchase of musical instruments or relevant equipment, private music lessons, music research projects, summer music school, or music festival participation. Grants are awarded based on the merit of the written proposal, demonstrated musical talent, and participation in music department programs.

The Felix Eyle Memorial Prize in Music — established in 1991 by Mrs. Felix Eyle to provide an annual award to an outstanding violin student at Colgate. The recipient is chosen by the faculty of the music department solely on the basis of talent, not financial need. The student will be featured during a normally scheduled concert.

The Robert G. Ingraham Memorial Music Prize — established as an annual award to the graduating senior who, in the judgment of the president, dean, chair of the Department of Music, and director of CSLI, did the most to promote and stimulate good music as an undergraduate by voluntary activity, leadership, performance, or participation in the band, orchestra, choir, glee club, or any other musical endeavor, individual or group.

Native American Studies

The Award for Excellence in Native American Studies — awarded by the program for excellence in Native American studies.

Neuroscience

The William E. and Nellie K. Edmonston Neuroscience Award — awarded annually to the senior neuroscience major(s) who, in the course of pursuing the major, demonstrate(s) academic excellence, a noteworthy dedication to the field of neuroscience, and an outstanding quality of intellectual curiosity.

Peace and Conflict Studies

The Dag Hammarskjöld Prize in Peace and Conflict Studies — awarded by the program to the student chosen by the peace and conflict studies advisory committee from among students with a major or minor or who have taken at least two courses, in peace and conflict studies, given on the basis of outstanding work in the program and usually judged on one specific written work.

The Sterling Prize — established in 1988 by his classmates, family, and friends in honor of John F. (Jay) Sterling '68, to recognize excellence in international studies and a personal commitment to peaceful cooperation among nations. The prize is awarded annually to a Colgate student whose academic work in international econom-

ics, politics, or culture exemplifies Jay Sterling's spirit of endless curiosity, university interest, and constructive work.

The Clarence Young Award — awarded by the program using funds established by wife Virginia B. Young and brother Burton O. Young in memory of Clarence W. Young, a member of the psychology department from 1929 to 1971. Established as an award for academic excellence in peace and conflict studies.

Philosophy

The Herman A. Brautigam Prize — established in 1997 in memory of Herman A. Brautigam, an architect of the general education program at Colgate, the first Harry Emerson Fosdick Professor of philosophy and religion, and former chair of the department, and awarded annually to a junior majoring in philosophy, religion, or philosophy and religion who has achieved the highest grade point average in the completed Liberal Arts Core Curriculum, as determined by the registrar.

The M. Holmes Hartshorne Memorial Awards for Excellence — established as an award for students who, in the judgment of the department, have performed exceptional work in philosophy and/or religion.

The M. Holmes Hartshorne Memorial Award for Postgraduate Study in Philosophy and/or Religion — established as an award for a graduating senior, for achievement in the study of philosophy and/or religion and, depending on financial need, to assist the recipient with postgraduate study in philosophy, religion, or philosophy and religion at a recognized graduate or divinity school.

The Raphael Lemkin Prize — established in 1991 to honor the memory of Raphael Lemkin (1901–1959), survivor of the Holocaust and professor on international law, who first coined the word “genocide” and who inspired the United Nations’ Convention on Genocide. Awarded for the best essay dealing with an issue, principle, or concept related to Dr. Lemkin’s concerns and reflecting his ideals, as determined by the chair of the department and/or the chair’s appointed committee of three faculty members. All prize participants must read the biography of Raphael Lemkin provided to them by the department.

The Robinson Essay Prize — established by the children and grandchildren of Joseph Robinson and awarded on the basis of an essay written for a 200- or 300-level course in the department during the previous spring or fall semesters.

Physics and Astronomy

The Edwin Foster Kingsbury Prizes — established as an annual award to those students whose performance and promise is judged by the department

to be the most outstanding during the year of the award.

The Physics and Astronomy Alumni Awards — awarded by the department to those students majoring in physics and astronomy, who, in the opinion of the department, have made the most significant progress in the study of their major subject and the relations of this science to other fields of learning.

The Physics and Astronomy Department Founders Award — awarded periodically by the department to a senior who has demonstrated four years of outstanding progress and development of his or her understanding of physics or astronomy.

Political Science

The Dr. William L. Boyle Jr. Award — established by Dr. William L. Boyle Jr. of the Class of 1955, a longtime college president, who majored in political science at Colgate, to be given annually for academic excellence to a junior political science major, with any additional funds generated underwriting operating expenses of the political science department.

The Herbert J. Storing Memorial Award — established as an annual award to a senior political science major for superior academic achievement.

Psychology

The F. Kenneth Berrien Memorial Fund in Social Psychology — established in 1970 by the wife and friends of Dr. F. Kenneth Berrien '31, to be used to make a modest award each year to the outstanding senior interested in social psychology.

The Phil R. Miller Prize — established by the parents of Lt. Phil R. Miller '41, who lost his life in the service of his country in World War II, and awarded to a junior or senior psychology major demonstrating unusual interest in and capacity for work in psychology.

The Service Award in Psychology — awarded by the department for outstanding contributions to the psychology department through exemplary leadership, service, and achievement.

Public Speaking and Debate

Class of 1884 Public Speaking Prize — established in 1884 to offer a prize for debate.

Kingsford Prizes in Public Speaking — established in 1881 by Thompson Kingsford for prizes in public speaking.

Lewis Oratory Prize — established in 1867 by Professor John James Lewis in memory of George W.M. Lewis for the orator who excels in the composition and delivery of an original oration.

George E. Stevenson Prize — established in 1920 by Commander George E.T. Stevenson for a prize in extemporaneous speaking.

Religion

The Herman A. Brautigam Prize — established in 1997 in memory of Herman A. Brautigam, an architect of the general education program at Colgate, the first Harry Emerson Fosdick Professor of philosophy and religion, and former chair of the department, and awarded annually to a junior majoring in philosophy, religion, or philosophy and religion who has achieved the highest grade point average in the completed Liberal Arts Core Curriculum, as determined by the registrar.

The M. Holmes Hartshorne Memorial Awards for Excellence — established as an award for students who, in the judgment of the department, have performed exceptional work in philosophy and/or religion.

The M. Holmes Hartshorne Memorial Award for Postgraduate Study in Philosophy and/or Religion — established as an award for a graduating senior, for achievement in the study of philosophy and/or religion and, depending on financial need, to assist the recipient with postgraduate study in philosophy, religion, or philosophy and religion at a recognized graduate or divinity school.

The Raphael Lemkin Prize — established in 1991 to honor the memory of Raphael Lemkin (1901–1959), survivor of the Holocaust and professor on international law, who first coined the word “genocide” and who inspired the United Nations’ Convention on Genocide. Awarded for the best essay dealing with an issue, principle, or concept related to Dr. Lemkin’s concerns and reflecting his ideals, as determined by the chair of the department and/or the chair’s appointed committee of three faculty members. All prize participants must read the biography of Raphael Lemkin provided to them by the department.

The Robinson Essay Prize — established by the children and grandchildren of Joseph Robinson and awarded on the basis of an essay written for a 200- or 300-level course in the department during the previous spring or fall semesters.

Romance Languages

The Award for Excellence in French Studies — awarded in recognition of consistently outstanding performance in French.

The Award for Excellence in Italian Studies — awarded in recognition of consistently outstanding performance in Italian.

The Award for Excellence in Spanish Studies — awarded in recognition of exceptional contributions to the life of the Spanish program within the

Department of Romance Languages and Literatures.

The Charles A. Choquette Memorial Prize — established by the family of Charles Choquette, professor of French and Spanish from 1927 to 1967 and chair from 1953 to 1962. This prize is awarded to one or more students for excellence in French language and literature.

The Hathaway Prize for Research in Spanish Literature — established by Robert and Phyllis Hathaway to be awarded to an undergraduate who, in the course of study in a Spanish literature seminar, has submitted a paper of literary analysis of exemplary quality, using to best advantage a significant body of critical materials. Papers written for honors, high honors, or an independent study program are not eligible.

David B. Jutten Prize for Romance Languages — established in 1914 for a prize for excellence in Romance languages.

Russian

The Robert L. Murray Award in Russian Studies — awarded by the department for excellence in Russian and for demonstrating high intellectual standards and originality in Russian studies at Colgate.

The Anton Chekhov Prize — awarded by the department for excellence in Russian and for demonstrating high intellectual standards and originality in Russian studies at Colgate.

The Richard Sylvester Award for First-Year Students — awarded by the department to first-year students who have demonstrated superior progress and promise in Russian studies.

Sociology and Anthropology

The Award for Excellence in Sociology and Anthropology — awarded by the department to a student on the basis of outstanding academic performance in course work within the department.

The Ramshaw Service Award — awarded by the department using funds established by Warren C. and Molly Ramshaw in 1993. Warren Ramshaw taught in the Department of Sociology and Anthropology from 1961 to 1992. The award is presented to an undergraduate student in recognition of outstanding community service and academic achievement.

Women’s Studies

The Elizabeth Cady Stanton Award — awarded by the program to a graduating senior who has demonstrated active leadership in improving the status of women on campus and in the community. Elizabeth Cady Stanton was a serious

intellectual, social critic, and writer, as well as an activist committed to creating a world of equality and justice for women and men.

The Women's Studies Award for Academic Excellence — awarded by the program to a senior major in women's studies on the basis of the highest grade point average within the Women's Studies Program.

Writing and Rhetoric

The Joseph '63 and Carol Trimmer Awards for Excellence in Expository Writing — established as prizes to be awarded as determined by the writing and rhetoric department.

Other Awards

The Class of 1997 Award — a permanent endowed fund established by the Class of 1997 to provide financial assistance for one or more graduating seniors. Preference is given to a candidate pursuing a graduate level degree.

The George W. Cobb Awards — awarded from a fund established by the late George W. Cobb, Class of 1894, is used to recognize outstanding achievement by undergraduates. No fewer than 10 nor more than 20 awards are made annually to those students who, *during the college year immediately preceding the award*, shall have demonstrated qualities of outstanding leadership and influence among their fellow students and shall have exercised effective influence in bringing to the college students of the highest character and personal qualities. The recipients of these awards are to be known as the George W. Cobb Fellows.

The Colgate Alumni Corporation 1819 Award — given annually to the senior whose character, scholarship, sportsmanship, and service to others best exemplify the spirit that is Colgate. The 1819 Award is the most selective and prestigious award Colgate University bestows upon a graduating senior.

The Colgate Professional Writers' Award — juried prize that recognizes and encourages outstanding nonfiction writing by undergraduates.

The Charles A. Dana Scholars — selected each spring in recognition of superior academic achievement as well as demonstrated leadership in the college community. This is a significant academic award, perhaps the most significant after Phi Beta Kappa. Seniors, juniors, and sophomores are eligible for the awards, established by Charles A. Dana in 1965.

The Dean's Community Service Awards — conferred on the individual or student group that conducted outstanding community service during the school year.

The Dodge Prizes — established by Ebenezer Dodge, D.D., LL.D., president of the university 1868–90, and awarded to the two first-year students who achieve the highest academic record during the first year of their college career, as determined by their grade point averages.

The Adam Clayton Powell Jr. '30 Award — recognizes seniors who have made outstanding contributions to Colgate and, in the process, enriched the life of the student community of color.

The Professor Daniel H. Saracino Endowed Fund for Phi Beta Kappa — established in 2000 by an anonymous donor, created in honor of Daniel H. Saracino, Charles A. Dana Professor of mathematics, to support the work of the Colgate chapter of Phi Beta Kappa. An award will be given annually to the graduating senior with the highest grade point average among those elected to Phi Beta Kappa. In addition, as many as two prizes per year may be awarded at the discretion of the chapter in recognition of specific scholarly or creative projects that are of exceptional merit.

The Edward M. Stimets Memorial Award — conferred on the student who, in the judgment of the dean of the faculty, the dean of the college, the dean of first-year students, and the president of the Student Government Association, contributed the most to Colgate in his or her first year.

Voice of Conscience Award — established by Brian Leventhal '92 and awarded to a student who promotes a bridge-building initiative or collective vision among culturally diverse groups.

Office of National Fellowships and Scholarships

The Office of National Fellowships and Scholarships advises and supports students and alumni in their pursuit of nationally competitive fellowships, scholarships, and grants. In partnership with faculty and administrators, the director works to identify, encourage, and mentor students and alumni in applying for national fellowships for which they must be nominated by Colgate. Faculty committees are involved in the review and evaluation of applicants and the mentoring of nominees. Through the process, students and alumni engage in thinking about their intellectual, personal, and professional goals along with developing their critical thinking, analytical writing, and oral presentation skills. The office also supports students in pursuit of fellowships

and scholarships for which Colgate is not required to nominate.

The fellowships, scholarships, and grants for which Colgate nominates students and alumni: *Rhodes Scholarship, Marshall Scholarship, Mitchell Scholarship, Churchill Scholarship, Fulbright Grant, Fulbright-mtuU Grant, Thomas J. Watson Fellowship, St. Andrew's Society of the State of New York Scholarship, Carnegie Endowment for International Peace Junior Fellows Program, Dolores Zohrab Liebman Fellowship, Jack Kent Cooke Scholarship, Goldwater Scholarship, Truman Scholarship, Beinecke Scholarship, and the Udall Scholarship.*

Career Services and Postgraduate Planning

The Center for Career Services is committed to providing the highest-quality assistance to all students in their efforts to translate the promise of a Colgate liberal arts education into interesting and fulfilling opportunities. Career services staff members assist individual students with all levels of career assessment, advising, and exploration. The resources and guidance available at the center help students conduct successful searches for jobs, internships, and/or graduate schools.

Programs, Services, and Special Seminars

Career services provides students with programs and workshops designed to increase their understanding of the world of work and assist them in the development of lifelong job-search skills. Career exploration is an integral part of the career development process, and these programs offer many dynamic opportunities for students to connect with alumni, staff, faculty, and others to learn about and discuss interests and goals. Through a four-year plan for career development, career services partners with the dean of first-year students and the dean of the sophomore-year experience to develop opportunities for students to assess their interests, skills, and values to explore the world of work through hands-on experiences, and to learn life skills necessary to attain their career goals. The program "A Day in the Life" provides an opportunity

for students to explore various career fields through one-day shadowing experiences with alumni and parents.

The Stanley Newell Kinney Career Library collection includes a wide variety of print resources including information about a variety of career paths, industries, and job search strategies. **The Student Resource Room**, with campus-networked computers, allows students to research employment options or graduate programs and generate application materials. The center's website includes information on career fields, internships, employment, graduate/professional schools, and scholarships.

The Center for Career Services, is open weekdays from 8:30 a.m. to 5:00 p.m. Appointments may be arranged by calling 315-228-7380.

Services

- Individual advising and walk-in appointments
- Graduate and professional school advising
- Career assessment resources
- Résumé- and cover letter-writing assistance
- Colgate Connection (alumni networking)
- Credential files
- Mock interviews

Programs

- A Day in the Life (career-exploration shadowing program)
- The Alan I. Greene '51 What Investing Is All About Program
- Career Development for First Years (certificate program)
- Doing Well by Doing Good luncheon series (co-sponsored with the COVE)
- Food for Thought luncheon series
- Internship recruiting
- Off-campus recruiting events in New York, Boston, Syracuse, and Washington, D.C.
- On-campus recruiting and Résumé Collect recruiting
- Real World (co-sponsored with Class Council, Alumni Relations, and CLSI)

Seminars, Workshops, and Job Fairs

- Career information sessions presented on campus
- Careers in the sciences, medicine, and health panels
- Graduate school panels
- Grant-writing course (co-sponsored with the COVE)
- Job Search Skills series
- Pre-law information sessions and Law School Fair

Internships and Summer Learning Experiences

Career services works closely with first-year, sophomore, and junior students to help them locate and apply for summer learning experiences. The career services website links to databases containing thousands of internship listings. In many cases, the staff works closely with students to help them develop their own summer learning experiences by researching and networking with potential sponsors.

Sponsored by the Colgate Club of Cleveland, *Colgate on the Cuyahoga* is a unique initiative designed to bring between 10 and 15 Colgate undergraduates to Cleveland each summer for challenging internships, civic engagement, alumni connections, and social events to introduce them to the professional, civic, and personal offerings in northeast Ohio.

The *John A. Golden '66 Endowed Fellowship* provides financial support for two or more Colgate students for a summer internship. Juniors who plan to pursue a graduate law degree and have a 3.5 or higher GPA may apply.

The *Aaron Jacobs '96 Memorial Fund* provides stipend support for one or more Colgate students who wish to intern in the financial or business fields. Preference will be given to students who would not otherwise be able to complete an internship due to financial constraints.

The *David M. Jacobstein '68 and Cara Jacobstein Zimmerman '97 Endowed Fellowship* provides financial support for one or more Colgate students who wish to undertake a public interest summer internship in fields such as law or politics and qualify for need-based financial aid.

The *Manzi Fellowship*, established in 1995 by Colgate trustee emeritus Jim P. Manzi '73, annually provides summer stipends to 12 or more Colgate students who perform summer-long community service internships at participating non-profits in the Boston, Massachusetts area. Sponsoring organizations include Boston Medical Center, Facing History and Ourselves, Julie's Family Learning Program, McLean Hospital, and Shelter, Inc.

The *Milhomme International Internships* are designed for rising sophomores, juniors, and seniors who want to enhance their cultural competency and gain career experience by means of an internship. Internships must provide practical, pre-professional experience, normally in a business environment, and be outside the U.S. Awards are limited to U.S. nationals.

The *Merrill Miller Endowed Fund* provides financial assistance to Colgate sophomores, juniors, or seniors who are participating in an unpaid internship in a health or other science-related field.

The *Arthur Watson Jr. '76 Endowed Fund for Career Planning* provides financial assistance to Colgate first-years or sophomores who wish to pursue an unexplored passion or interest that may lead to a fulfilling career.

Career Opportunities

Recruiting More than 300 organizations recruit Colgate students to fill a variety of career positions in diverse areas such as advertising, communications, finance, the arts, science and research, health, business, government, law, consulting, social change, human services, education, and more. Students may access internship and entry-level job postings on *naviGATE*, career services' online recruiting database.

Colgate Connection Approximately 4,000 alumni and parents volunteer to assist students with career advice, internships, job referrals, networking, and informational interviews. This special group of individuals helps students make important connections to the world of work. The Colgate Connection is available to students after an appointment with a career adviser. Graduates seeking to network with other alumni may obtain Colgate Connection information via written request to career services.

Publications Career services publishes guides to résumé and cover-letter writing, interviewing, applying to graduate school, and finding summer learning experiences.

Graduate and Professional School Study

Career services works closely with faculty and academic departments to support students' efforts to gain acceptance into graduate programs in the arts, sciences, and humanities, as well as into the full range of professional schools. Colgate's pre-law adviser, a member of the career services staff, guides and advises students through the law school application process. Colgate's annual Law School Fair attracts representatives from more than 70 law programs.

Preparation for the Health Sciences

Colgate's Health Sciences Advisory Committee (HSAC) is composed of faculty members who counsel students planning for careers in the health professions. The committee believes it is important that students receive complete and accurate information related to planning careers in the health professions. Admission into professional schools in the health sciences is highly competitive. The HSAC provides support for students beginning at first-year orientation and continuing through the application and interview process. Committee members also prepare letters of recommendation for students applying to health science professional school. For more information, contact the Health Sciences Advising Office, 327 Olin Hall, 315-228-7340.