

Skidmore College

A coeducational
liberal arts college

Addendum to the Catalog 2008–2009

815 North Broadway
Saratoga Springs, NY 12866-1632
www.skidmore.edu

2008–2009 CATALOG ADDENDUM

© Skidmore College, 2008

Skidmore College endeavors to present an accurate overview of its curricular and cocurricular programs, facilities, and fees in this publication. The information contained herein is current as of May 1, 2008. As growth and change are inevitable, Skidmore College reserves the right to alter any program, facility, or fee described in this publication without notice or obligation.

This publication is an adjunct to the full catalog published in 2007. It contains additions, deletions, amendments, and corrections relative to that document, and is not to be considered comprehensive.

An online version of the full catalog can be found at www.skidmore.edu/catalog. It is a fully hyperlinked Web document containing the most up-to-date information about courses and policies, as well as any necessary corrections or clarifications. In addition, you can view or download Adobe Acrobat (PDF) versions of this addendum and the full catalog.

Catalog Production
Editor
Copy Editor

Office of Communications
Paul Dwyer
Maryann Teale Snell

Contents

College Calendar.....	3	Foreign Languages and Literatures.....	19
Academic Environment.....	4	Government.....	20
Cocurricular Environment.....	5	History.....	21
Admission.....	6	Interdepartmental Majors.....	21
Fees and Expenses.....	7	Interdisciplinary.....	22
Academic Requirements and Regulations.....	10	International Affairs.....	22
Academic Standards and Review.....	11	Law and Society.....	25
Degree Programs.....	11	Mathematics.....	25
Courses of Study		Music.....	25
American Studies.....	11	Neuroscience.....	26
Anthropology.....	12	Off-Campus Study Programs.....	27
Art.....	12	Philosophy.....	27
Art History.....	12	Physical Activity.....	27
Asian Studies.....	13	Preparation for Professions and Affiliated Programs.....	27
Biology.....	13	Psychology.....	28
Chemistry.....	14	Religious Studies.....	28
Computer Science.....	15	Scribner Seminars.....	29
Dance.....	15	Social Work.....	33
Economics.....	15	Sociology.....	33
Education Studies.....	16	Women's Studies.....	33
English.....	16	Faculty.....	34
Environmental Studies.....	17		

College Calendar 2008–2009

SUMMER SESSIONS 2008

May 27–June 21	Session I
June 30–July 31	Session II

FALL SEMESTER 2008

August 25–27	Monday–Wednesday.....	London Program orientation
August 31	Sunday	New students arrive
September 1.....	Monday.....	Returning students arrive
September 3.....	Wednesday.....	Classes begin
September 5.....	Friday	Internship deadline
September 9.....	Tuesday	Drop/add deadline
October 9.....	Thursday.....	Yom Kippur (no classes)
October 17–19.....	Friday–Sunday	Celebration Weekend
October 24.....	Friday	Study day
October 27–31.....	Monday–Friday.....	Advising week
November 3	Monday.....	Spring registration begins
November 14.....	Friday	Withdrawal deadline
November 26–30	Wednesday–Sunday	Thanksgiving vacation
December 10	Wednesday.....	Classes end
December 11–14	Thursday–Sunday	Study days
December 15–19	Monday–Friday.....	Final examinations
December 20	Saturday	Fall semester ends

SPRING SEMESTER 2009

January 15.....	Thursday	New students arrive (tentative)
January 17.....	Saturday	London and returning students arrive
January 19.....	Monday.....	Martin Luther King Day observances
January 20.....	Tuesday	Classes begin
January 22.....	Thursday.....	Internship deadline
January 26.....	Monday.....	Drop/add deadline
March 7–15	Saturday–Sunday	Spring vacation
March 30–April 3.....	Monday–Friday.....	Advising week
April 9	Thursday	Withdrawal deadline
April 13	Monday.....	Fall registration begins
April 29	Wednesday.....	Classes end
April 30	Thursday	Academic Festival (tentative)
May 1–3	Friday–Sunday	Study days
May 4–8	Monday–Friday.....	Final examinations
May 9	Saturday	Spring semester ends
May 11–15.....	Monday–Friday.....	Senior Week
May 16	Saturday	Commencement

HOLIDAYS 2008–2009

Mon., Sept. 1	Labor Day	Mon., Jan. 19	Martin Luther King Day
Tue., Sept. 30.....	Rosh Hashanah*	Thurs., April 9.....	Passover*
Thurs., Oct. 9	Yom Kippur	Fri., April 10.....	Good Friday*
Thurs., Nov. 27	Thanksgiving	Sun., April 12.....	Easter
Mon., Dec. 22.....	Hanukkah*	Mon., May 25.....	Memorial Day

*Classes will be held

Academic Environment

Changes

Off-Campus Study & Exchanges

The Office of Off-Campus Study & Exchanges organizes a wide range of off-campus opportunities for academically qualified students who wish to enhance their on-campus educational experience. The office works closely with academic departments and programs to ensure coordination between programs at Skidmore and international and domestic study opportunities. The office also advises students on program choices and application procedures, helps orient students to the cultural and personal challenges they will encounter off campus, and helps reintegrate students into the life of the college when they return. The office provides administrative oversight for Skidmore's programs in Paris, Madrid, Alcalá, London, Beijing, and India, a variety of short-term faculty-led programs, and for our domestic exchange programs, National Student Exchange (NSE), the Washington Semester, and the Woods Hole Semester in Massachusetts. The office also provides support for all Skidmore approved programs. Students must have a 3.0 GPA, appropriate academic background, and the endorsement of the college in order to participate in off-campus programs.

Other Off-Campus Programs

VISITING STUDENT PROGRAMS AT AMERICAN COLLEGES

Prospective visiting students not participating in an approved off-campus program should then apply for an official academic leave of absence through the Dean of Studies Office.

HUDSON-MOHAWK ASSOCIATION OF COLLEGES AND UNIVERSITIES

To extend and enrich their collective educational resources, Skidmore and the following institutions have participated in the Hudson-Mohawk Association of Colleges and Universities: Adirondack Community College, Albany College of Pharmacy, Albany Law School, Albany Medical College, College of Saint Rose, Empire State College, Hudson Valley Community College, Maria College, Massachusetts College of Liberal Arts, Rensselaer Polytechnic Institute, the Sage Colleges, Schenectady County Community College, the State University of New York College at Cobleskill, Union College, and the State University of New York at Albany.

Summer Programs

SUMMER SESSIONS ABROAD

Skidmore sponsors a variety of credit-bearing study-abroad courses, travel seminars, and programs over the summer months to a variety of destinations, such as South Africa, Greece, Germany, and Great Britain. Under the guidance of the Skidmore faculty directing the program, students have engaged in study of such topics as post-Apartheid education, dance, social work, and medieval European history and culture.

Additions

Summer Programs

NEW YORK STATE SUMMER SCHOOL OF THE ARTS

Skidmore College is host to four New York State Summer Schools of the Arts (NYSSSA) in jazz studies, ballet, orchestral studies and dance. These component schools provide pre-professional training with accomplished artists. Students directly experience the benefits of consistent and rigorous discipline in their chosen fields. Supported by the Office of the Governor of New York and funded by the State Legislature, NYSSSA was founded in 1970. From a broadly diverse applicant pool that represents the current ethnic, cultural and social background of New Yorkers, approximately 250 young artists are in residence each summer at Skidmore College.

NEW YORK STATE SUMMER YOUNG WRITERS INSTITUTE

This weeklong institute, open to qualified New York State high school students, features high-level instruction in poetry, prose, and imaginative nonfiction in workshop settings. Supplementing these workshops, the young writers attend evening readings and craft talks by nationally known writers who are part of the New York State Summer Writers Institute. Participants are expected to write extensively and present a reading of their work. Selections of work produced during the Institute are published annually in an anthology.

Deletions

Information Resources

SCRIBNER LIBRARY

Scribner Library is a United States and New York State government documents depository

Summer Programs

INTERNATIONAL WOMEN'S WRITING GUILD CONFERENCE [All]

PRE-COLLEGE PROGRAM IN THE LIBERAL AND STUDIO ARTS FOR HIGH SCHOOL STUDENTS

Classes are small and individualized, the studios are spacious and well-equipped, and the library and other areas across campus provide welcoming space for group work and quiet study. The program is open to qualified high school students currently in their sophomore, junior, or senior year. High school freshman who wish to explore and develop their studio art skills but without the pressure of a grade may apply to enroll in non-credit studio art workshops, where the demands are the same as in a credit course but grades are not assessed. All other courses carry full Skidmore College credit, generally transferable to any other college or university. Both the credit courses and the non-credit workshops may often be used by students to advance their standing in their high school. Scholarships are awarded to students on the basis of need and academic merit.

Cocurricular Environment

Changes

Introduction

Skidmore College recognizes that students' experiences outside the classroom should be as challenging and educational as those within. Thus the college offers many services to help students make the best use of their cocurricular time. The Office of the Dean of Student Affairs is responsible for coordinating these services, which include athletics, career services, community service, counseling, health services, leadership activities, opportunity programs, religious and spiritual life, residential life, student academic services, and student diversity programs.

Campus Life

The Office of Campus Life, composed of the Chaplain's Office, Leadership Activities, Student Diversity Programs, Community Service Programs, the Intercultural Center, and the Center for Sex and Gender Relations, promotes effective citizenship, social responsibility, and multicultural and interfaith understanding. Through advising, training, and a diverse array of cocurricular learning experiences, the Campus Life staff focuses its work with students on and helps shape an environment in which students are eager and able to engage successfully in the life of the college. The associate dean of student affairs leads the Campus Life Office staff, which includes the director of student diversity programs; the chaplains; the coordinators of Jewish student life, Catholic student life; the director of community service programs; and the associate and assistant directors of leadership activities.

Health Services

The Health Services staff includes physicians, nurse practitioners, registered nurses, a health promotions coordinator, a prevention coordinator, a nutritionist, and other clinical and administrative personnel experienced in working with college students. The office is located on the first floor of Jonsson Tower.

Media Opportunities

Media opportunities include the student newspaper, the *Skidmore News*; the college's FM radio station, WSPN; and closed-circuit television station, SkidTV. The yearbook, *Erom-diks*, long regarded as the seniors' chronicle of events, and *Folio*, an arts and literary journal, are published annually by students. *Line*, an arts journal about Skidmore writers and artists, is also published.

Collegiate Athletics

MISSION STATEMENT

The Skidmore College Department of Athletics, Fitness and Recreation is committed to pursuing excellence both academically and athletically and subscribes to the NCAA Division III philosophy and the concept of the student-athlete. The Department seeks to be a unifying force for the college's diverse population by providing opportunities to maximize academic, athletic and life-skill potential through core values such as teamwork, leadership, discipline, lifelong fitness and service to others.

The Department provides athletic programs that are comprehensive and varied, with opportunities for all students, faculty and staff. It offers the following:

- A vigorous intercollegiate sports program that strives for excellence and is committed to sportsmanship and fair play. A Physical Activity Course program that promotes good health, physical fitness and lifetime activities.
- An intramural program that encourages students of varied abilities and skills to participate in a wide range of recreational athletic activities.
- An employee fitness program that encourages participation, builds community and promotes lifelong fitness through a variety of class offerings.
- Facilities that are maintained and available for Skidmore community members to take part in independent or group physical activities.

INTERCOLLEGIATE TEAMS

Skidmore College is affiliated with the NCAA, ECAC, Liberty League, and NYSWCAA. The college fields intercollegiate men's teams in baseball, basketball, crew, golf, ice hockey, lacrosse, soccer, swimming and diving, and tennis; and women's teams in basketball, crew, field hockey, lacrosse, riding, soccer, softball, swimming and diving, tennis, and volleyball. Consult Athletics Personnel for the names of head coaches and the athletics staff.

Admission

Changes

Application Guidelines

Students apply for admission by completing the Common Application and returning it to the Admissions Office accompanied by the application fee of \$65. No application can be processed until this fee is received. The fee is a service charge and is not refundable, nor is it credited on any subsequent bill. In cases of economic hardship and on the recommendation of the high school principal or guidance counselor, the application fee may be waived. Requests for a fee waiver should be sent to the Dean of Admissions and Financial Aid.

Information for Students with Disabilities

Skidmore employs a Coordinator for Students with Disabilities who works as a member of the office of Student Academic Services (SAS) team to ensure eligible students are provided accommodations necessary to obtain full access to all Skidmore programs and activities. At any time during the admissions process SAS staff and the Coordinator are happy to consult with prospective students about available services. Students who wish to apply for academic or other accommodations are encouraged to contact the Coordinator for Students with Disabilities following acceptance to Skidmore College. Students who would like to request accommodations from the college will be asked to provide the following information the Coordinator for Students with Disabilities at the time of enrollment:

- Documentation containing current information and diagnosis of a specific condition. The evaluation should be completed by a specialist in the area of the corresponding condition (e.g., educational psychologist, certified school psychologist, psychiatrist).
- Specific recommendations from the professional conducting the evaluation, which list reasonable accommodations and modifications that would benefit the student on a college campus.

All enrolled students receive an application for accommodation for students with disabilities. Students with a documented disability should complete the application and return it with the required documentation to the Coordinator for Students with Disabilities in the office of Student Academic Services. Using the information from the application and the diagnostic materials provided, the Coordinator for Students with Disabilities will evaluate requests and work in cooperation with students to determine reasonable accommodations. The Coordinator will also assist interested students in developing an individualized system of academic and personal support that is specific to the student's strengths and needs. After their arrival at Skidmore, students are encouraged to meet with the Coordinator for Students with Disabilities to review approved accommodations and discuss implementation strategies.

Among the most commonly requested and approved accommodations are extended time on tests, alternate testing locations, permission to use laptop computers in class for testing and note taking, note takers, and assistance with skills such as time management and organization.

Skidmore also provides an excellent range of academic support services for the general student population that may also be of help to students with disabilities. The office of Student Academic Services, in collaboration with the office of the Dean of Studies, provides guidance to students seeking academic support resources and services. Academic supports also include a writing center, a math and computer science laboratory, a foreign language laboratory, peer tutoring for most courses offered by the college, and a counseling center.

Applicants should bear in mind that all students are expected to fulfill foreign language, expository writing, mathematics, laboratory science, and other requirements of the Skidmore curriculum. Since the curriculum represents Skidmore's definition of a sound liberal arts education, requirements are never waived. However, under a few exceptional and individualized circumstances, the college may consider substituting a course or courses for a curriculum requirement. In such instances, students must submit diagnostic documentation that confirms the presence of a specific disability that would prohibit them from achieving the goals of this requirement. Students must also complete a petition for a substitution and submit it to the Committee on Academic Standing. The Coordinator for Students with Disabilities is available to assist students with the petition process.

For more information, contact the Coordinator for Students with Disabilities in Student Academic Services: 518-580-8150.

Fees and Expenses

Fees for the academic year 2008–09 are stated below. Checks for fees should be made payable to Skidmore College.

Annual fees are as follows:

Tuition and Required Fees	\$38,888
Room	
Traditional Residence Hall	\$6,136
Residence Hall, single-occupancy	\$6,686
Scribner Village apartment	\$7,496
Northwoods apartment	\$7,886
Board	\$4,242

Schedule of Payments

BALANCE OF PAYMENTS

Payments are due to Skidmore College in accordance with the following schedule:

Tuition and Required Fees, Room (Traditional Residence Hall), and Board*	
<i>August 1, 2008</i>	
Returning students who have paid	
a \$400 returning deposit pay	\$24,233
Entering students who have paid	
an enrollment deposit pay	\$24,333
<i>December 15, 2008</i>	\$24,633
Tuition and Required Fees, Room (Single Residence Hall), and Board*	
<i>August 1, 2008</i>	
Returning students who have paid	
a \$400 returning deposit pay	\$24,508
Entering students who have paid	
an enrollment deposit pay	\$24,608
<i>December 15, 2008</i>	\$24,908
Tuition and Required Fees, and Room (Scribner Village Apartment)	
<i>August 1, 2008</i>	
Returning students who have paid	
a \$400 returning deposit pay	\$22,792
Entering students who have paid	
an enrollment deposit pay	\$22,892
<i>December 15, 2008</i>	\$23,192
Tuition and Required Fees, and Room (Northwoods Apartment)	
<i>August 1, 2008</i>	
Returning students who have paid	
a \$400 returning deposit pay	\$22,987
Entering students who have paid	
an enrollment deposit pay	\$23,087
<i>December 15, 2008</i>	\$23,387

Tuition and Required Fees

August 1, 2008

Returning students who have paid	
a \$400 returning deposit pay	\$19,044
Entering students who have paid	
an enrollment deposit pay	\$19,144
<i>December 15, 2008</i>	\$19,444

*Students residing in Scribner Village apartments, Northwoods Apartments, or off campus may purchase a board plan, or they may purchase meals individually in the dining halls, the Burgess Café, or the Spa (the college-operated lunch and snack facility).

LATE PAYMENTS

Fees are payable at the Bursar's Office on the dates indicated above. Incidental charges and miscellaneous fees (e.g., extra course fees) are due upon receipt of bills. Students must pay their fees on schedule or make definite arrangements with the Bursar's Office for late payment, before being permitted to attend class or occupy a room in a subsequent term. Special payment arrangements are made on a case-by-case basis and may be extended to families experiencing an unexpected medical or financial hardship or other extenuating circumstances. Any special arrangements must be agreed upon in writing between the Bursar's Office and the student at least one week before the payment is due.

When an account is in arrears, registration and housing assignment for a subsequent semester will be denied and transcript and diploma will be withheld. Delinquent accounts will be assessed a late fee equal to 1.5 percent of the past-due balance.

MONTHLY PAYMENT PLAN (SCIP)

The college offers a monthly payment plan, whereby students may pay all or part of their anticipated 2008–09 annual charges (tuition, room, board, and fees less financial aid and deposits) in up to ten equal monthly installments. Payments are due the 15th of each month, with final payment due February 15, 2009. There are no income requirements or credit qualifications to participate, and there are no finance charges. The only cost of participation is a nonrefundable application fee, which ranges from \$65 to \$90, depending on when one joins the plan. Detailed information on the Skidmore College Installment Plan (SCIP) is sent to all students in April, and can be found on the Bursar's page of the Skidmore College Web site.

TUITION PREPAYMENT (TUITION STABILIZATION PLAN)

A student may prepay tuition charges, thus guaranteeing against future increases for two, three, or four years of full-time academic study. The amount will be at the prevailing tuition charge for the following semester, times the number of semesters being prepaid. Details of this plan can be found on the Bursar's page of the Skidmore College Web site.

Fees

OVERLOADS/UNDERLOADS

The standard course load for a full-time student is fifteen credit hours each semester. An overload is defined as any program registration over eighteen credit hours. There is an additional fee assessed for programs over eighteen credit hours.

Full-time students must be enrolled in programs with a minimum of twelve credit hours each semester. There is no refund for those students who are carrying at least twelve but less than the standard load of fifteen credit hours.

Matriculated students who wish to take fewer than twelve credit hours (an underload) must request part-time status. Part-time students pay for each credit hour and an application fee.

Credit-Hour Fee\$1,270

General Deposit\$200

Deducted from the \$500 nonrefundable enrollment deposit paid at time of acceptance. Refund of the general deposit will be made to students withdrawing or following graduation. The college will deduct from the general deposit any charges not previously paid.

REQUIRED FEES

Application for Admission.....\$65

Payable by entering students at the time of application, nonrefundable.

Required Fees\$774

Required fees include the Student Activity Fee and the General Fee. The Student Activity Fee is determined by the Student Government Association and is used to cover the costs for student publications, speakers, organizations, and related activities. The General Fee partially finances the operation of the Library, Sports Facility, Burgess Café, Spa, athletics and other programs.

OFF-CAMPUS STUDY FEES

Students accepted to participate in an approved study-abroad program for any semester of study will be charged tuition and fees at a rate equivalent to that of the regular Skidmore tuition, Scribner Village apartment room rate, and full board rate, unless the particular study abroad program does not provide meals as part of the regular program. For more details, please contact the Skidmore College Office of Off-Campus Study & Exchanges.

SPECIAL FEES

Special Art, Music, and Physical Activity Fees

Listed under respective departments

Housing Change Fee.....\$15

Summer School and Summer Special Programs

Fees available from the Dean of Special Programs

Transcript of Academic Record Fees

A fee of \$5 is charged for official transcripts. An additional fee may be assessed for express mail service. Students and alumni also have the option of paying a \$150 lifetime flat fee for transcripts. For more information about this one-time fee, please contact the Registrar's Office.

Automobile Parking Registration Fee.....\$55 per semester

An annual rate of \$110 will be charged to students who register vehicles in the fall. A semester rate of \$55 will be charged to students who register vehicles for spring only. This fee is designed to help defray the cost of traffic enforcement and parking lot and roadway maintenance.

NONMATRICULATED STUDENTS

Nonmatriculated students at Skidmore may take a partial or full load of courses each semester, up to a maximum of ten courses while holding nonmatriculated student status. Nonmatriculated students pay an application fee and a fee for each semester hour of credit. Nonmatriculated students may not register for any physical activity (PA) course.

Application Fee\$25

Payable once every academic term by nonmatriculated or part-time matriculated students at the time of initial registration for one or more courses taken for credit or audit.

Credit-Hour Fee\$1,270

Payable at the time of course registration.

Audit Fee

One course.....\$250

One course in studio art, dance, or theater.....\$500

Payable at the time of course registration for courses for which no credit will be received.

Senior Citizen Audit Fee

One course in studio art, dance, or theater.....\$400

Nonmatriculated students may audit a maximum of two, 3- or 4-credit hour courses per term, for a maximum of 8 credits; the student may request permission to audit more than two courses if the individual courses are less than 3 credits each and the audited credit-hour total is 6 credits or less.

Required Fees

The amount equal to approximately half the annual Required Fees, payable when registering for twelve or more credit hours per semester.

Other Expenses

Tuition Insurance (Optional)

A tuition insurance refund plan is offered by the college through A.W.G. Dewar Inc. to insure that up to 100 percent of a semester's tuition and room fees are returned to a student when the student has to withdraw from school for a medical reason. The cost of the insurance is approximately one percent of tuition and room fees. Details of this plan are sent to all students with the fall semester bill, and can be found on the Bursar's page of the Skidmore College Web site. Arrangements to participate in the plan should be made directly with A.W.G. Dewar Inc.

Health Insurance

Estimate\$791/year
All students must be covered by medical insurance. The college offers a plan that must be subscribed to unless alternate coverage is in place. Details of this plan will be sent to all students in June and can be found on the Bursar’s page of the Skidmore College Web site. Payment is due in August.

Linen Rental Service (Optional)

Estimate\$105/year
This service, offered by a linen supply company, sends application forms to students in late summer. Payment is made directly to the company. The service provides, each week the college is in session, two sheets, a pillowcase, and three towels. Pickup and delivery is made to residences.

Books and Supplies

Estimate\$600–1,000/year
These items may be purchased with cash, Visa, MasterCard, or your Skidmore ID card/declining-balance account at the Skidmore Shop.

HOUSING

All residence hall rooms carry the same charge, except when students reside in single accommodations, a Scribner Village apartment, or a Northwoods apartment. Each student is furnished with a bed, desk, chair, and chest of drawers. Bed linens, blankets, and towels must be supplied by the individual. Students are responsible for the care and cleaning of their rooms.

The student rooms in the Scribner Village apartments and Northwoods apartments are similarly furnished. Students have the responsibility for the care and cleaning of their rooms and the commonly shared areas of their apartments.

Skidmore requires that students accept responsibility for damage done to college property, whether caused by individuals or by groups. Information on financial responsibility for damages may be found in the “Student Life” section of the Student Handbook.

The college does not carry fire, theft, or other insurances to cover personal possessions. Such coverage may be included in policies carried by parents.

Room assignments for returning students are processed during the spring semester. Room assignments for entering students are based upon the date the enrollment deposit is received. Final confirmation of one’s housing preference will be made after receipt of the first-semester charges. Entering students are notified of specific assignments in August. Room-change requests, for which there is a \$15 service fee, are honored by the Office of Residential Life when possible.

BOARD

Students living in the residence halls are required to contract for a Board Plan to be served in Skidmore’s dining halls. Details regarding Board Plan options are mailed with the fall semester billing statement in June.

Students living in Scribner Village apartments, Northwoods apartments, or off campus may elect a Board Plan or may purchase meals individually in the dining halls, the Burgess Cafe, or the Spa, the college-operated lunch and snack facility.

REFUNDS

Since faculty and staff salary commitments must be made in advance and the costs of plant operation are fixed, the college must follow a very limited refund policy. Refunds for a student enrolled and attending classes will be issued only after the Registrar has received written notice of withdrawal from the student. In extraordinary circumstances, notice may be accepted from a parent or guardian. The receipted date by the Registrar will be considered as the withdrawal date.

The Bursar’s Office will determine the billed charges for the period of attendance, while the Office of Student Aid and Family Finance will determine the refund and/or repayments to the federal, state, and Skidmore aid programs when the student is receiving financial aid. The order of refunding federal aid is: Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Federal Academic Competitiveness Grant, Federal National SMART Grant, and Federal SEOG.

(For information concerning housing, academic requirements, and financial responsibilities, please refer to the current Information on Leaves of Absence bulletin.)

The college’s refund policy is the same as the federal refund policy for all students.

Withdrawal from Skidmore shall entitle any student who is not a first-time student to a refund of tuition, room and/or board, and student activity fee, less the advance deposit for that semester and any prepayments already made for successive terms, according to the following schedule:

Prior to the second day of classes.....	100% refund
Within second day of classes to 10% of enrollment period.....	90% refund
Within 10% and 25% of enrollment period.....	50% refund
Within 25% and 50% of enrollment period.....	25% refund
Over 50% of enrollment period.....	No refund

Enrollment period is defined as the first day of classes to the last day of final exams within a semester.

Any student who receives Title IV (federal student) aid and withdraws from the college will have the tuition, room and/or board, and student activity fee prorated for up to 60 percent of the enrollment period (ninth week of classes).

Leaves of Absence

A student granted an academic or personal leave of absence will be given a refund for prepaid tuition, room, and board charges in accordance with the college refund policy for the semester or semesters the student will not be in attendance at Skidmore. The advance returning deposit of \$400 will be deducted from the refund to reserve a place for the student's return.

Medical Leave of Absence

Students granted a medical leave of absence will be given a refund in accordance with the college refund policy. A tuition insurance plan is offered by Skidmore to insure that up to 100 percent of a semester's tuition and room fees are returned to a student when the student has to withdraw from school due to a medical reason. Please refer to the "Other Expenses" section for additional information on this plan.

Off-Campus Programs

Refund policies for all programs of study conducted at sites other than Skidmore's Saratoga campus are governed by the refund policies of the host institution or program. These policies will often be more limited than those described in the preceding sections. At a minimum, funds already expended or committed by Skidmore for the purposes of off-campus study will not be refunded to the student. Students and parents should check carefully on the refund policies of such off-campus opportunities.

Appeals

Appeals for exceptions to the financial policies of the college, because of unusual circumstances, may be made in writing to the Director of Financial Services.

ADVANCE DEPOSITS FOR 2008–09 ACADEMIC YEAR

1. A nonrefundable enrollment deposit of \$500 is required from entering students upon acceptance. \$300 is credited against tuition at the time of initial billing, and \$200 is credited to the general deposit.
2. A deposit of \$400 is required in the spring semester from all returning students. The \$400 deposit will be billed in February 2009, payable March 15, 2009, and will be credited against tuition at the time of initial billing; \$200 of this deposit will be refunded to withdrawing students notifying the registrar in writing by June 15, 2009, after which there will be no refund.
3. A late fee of \$25 may be assessed for advance deposit payments received after March 15, 2009.

Academic Requirements and Regulations

Changes

Requirements for Degree

MATURITY-LEVEL REQUIREMENT

The minimum of *twenty-four* 300-level course credits must be earned in Skidmore courses, not at other colleges and universities unless part of an approved program abroad. The Committee on Academic Standing adheres closely to this minimum expectation, in the belief that some substantial core of the student's advanced, culminating academic work should be completed at the institution, Skidmore, which is awarding the student's baccalaureate degree. Under a few compelling circumstances (e.g., for the purpose of study away at a U.S. institution while on leave), the CAS may approve as many as *eight* credit hours of maturity-level credit for study at another institution—a maximum of *four* maturity credits for each semester spent at the other institution. CAS does not limit the amount of maturity-level credit that may be awarded in transfer for students participating in an approved off-campus study program. Maturity-level credit is approved by the department or program in consultation with the Office of the Registrar.

INTERDISCIPLINARY REQUIREMENTS: SCRIBNER SEMINAR

All students are required to enroll in a Scribner Seminar during the fall semester of the first year. Students not completing the Seminar will be reviewed by the Committee on Academic Standing (CAS) on a case-by-case basis, in consultation with the Director of the First-Year Experience. The CAS will reference guidelines for disposition of cases approved jointly with the Committee on Educational Policies and Planning and included in the CAS Operating Code.

Leaves of Absence

Academic Leaves of Absence

Information on leaves is available in the Office of the Dean of Studies. Study-abroad opportunities are orchestrated by the Office of Off-Campus Study & Exchanges. Application should be made well in advance of the anticipated leave, but no later than October 15 for spring-semester leaves and March 15 for fall-semester or full-year leaves.

Study-abroad and affiliated off-campus domestic opportunities are orchestrated by the Office of Off-Campus Study & Exchanges.

Additions

Foundation Requirements

Expository Writing

During the 2006–07 academic year, the Skidmore Faculty approved a proposal that enhances the writing requirement for any student in the Class of 2012 and beyond. This second component is to be determined by each department or program and will provide students with opportunities to learn and practice the particular conventions of writing within their discipline. Departments will determine the exact nature of the requirement, which must be approved by the Curriculum Committee. The specifics will be outlined in the description of the major and communicated to students at the point when the major declaration is made.

Credit by Examination

The college will also grant two semester hours of credit for each examination taken at the Advanced Subsidiary (AS) Level on which the student received a grade of C or better.

Academic Standards and Review

Changes

Grades

I, Temporary Incomplete

A student may not graduate with an incomplete grade still outstanding on the transcript. In such a situation, the student will be moved to the next graduation period, with the expectation that any required work will be submitted in a timely fashion. This policy pertains even if the student has completed all other degree requirements.

Honors

GRADUATION HONORS

Honors Forum

Students in the Class of 2009 and later must complete an approved Citizenship Project before the end of the junior year.

Degree Programs

Deletions

Major	Hegis Code	Degree
Geology (replaced by Geosciences)	1914	Bachelor of Arts

American Studies

Changes

THE AMERICAN STUDIES MAJOR: Students must fulfill the requirements designated in the three areas below as well as satisfy the general college requirements for the degree of bachelor of arts. Students must take at least ten courses in the major for a minimum of 32 credit hours. To qualify for honors in American studies, students must complete the honors thesis.

1. AM103: Introduction to American Studies (varies by topic and instructor). A required course to be taken by the end of the sophomore year if possible and recommended as a prerequisite for upper-level courses but not a formal requirement.
2. American Studies courses: seven courses, each of three credits or more, above the 100 level, to be selected in consultation with the student's advisor. These must include AM221, American Studies: Methods and Approaches, and AM374, Senior Seminar.
3. American Subject Courses: two courses, each of three credits or more, about the United States taken in at least two other departments and above the 100 level. Courses meeting this requirement must be approved by the American Studies Department.

THE AMERICAN STUDIES MINOR: The American studies minor consists of five courses totaling a minimum of 18 credit hours, including:

1. AM103: Introduction to American Studies (varies by topic and instructor). A required course to be taken by the end of the sophomore year if possible and recommended as a prerequisite for upper-level courses but not a formal requirement.
2. AM221, American Studies: Methods and Approaches; and
3. three additional American studies courses, at least one of which must be at the 300 level.

AM 236. JAZZ: A MULTICULTURAL EXPRESSION 4

Additions

AM 103. INTRODUCTION TO AMERICAN STUDIES 4
Introduction to the interdisciplinary study of American culture, past and present. Emphasizes reading critically, thinking historically, practicing interdisciplinarity, and acknowledging diversity. Students will analyze and synthesize multiple kinds of primary sources (such as fiction, film, music, art) and disciplinary perspectives (sociology, economics, media criticism) to appreciate better the complexity of American life and culture.
W. Grady-Willis, M. Lynn,
D. Nathan, G. Pfitzer, J. Woodfork

Note: 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor.

Deletions

AM 101 Introduction to American Culture: Pre-Civil War 4
AM 102 Introduction to American Culture: Post-Civil War 4

Anthropology

Changes

THE ANTHROPOLOGY MAJOR: The anthropology major must successfully complete at least thirty-two credits in anthropology. As a foundation for the major, students must take AN101 and 102. Courses of exploration must include AN270 and at least one geographic-area course (AN205, 207, 227, 229, 242, 244, or 245). Students must also take one methods course (AN326, 327, SO226, or 227) as well as AN366 as courses of application and synthesis. Courses listed under sociology-anthropology may be taken for either sociology or anthropology credit, but not both.

HONORS

Students interested in pursuing a senior honors project should obtain further information from the department. Students desiring departmental honors in sociology-anthropology must meet the requisite grade-point average and must earn a grade of at least A- on a senior project in either sociology or anthropology.

Deletions

AN 245	The Mao Years: Gender and Revolution in China	3
AN 246	HIV/AIDS: A Global Perspective	3
AN 260	Southwest Indians	3
AN 268	People and the Environment in China	3
AN 312	Creating Desire: Ethnic Tourism in Asia	3
AN 339	Psychological Anthropology	4

Art

Changes

The department offers a bachelor of science degree in studio art.

AR 241. INTRODUCTION TO ELECTRONIC TIME-BASED MEDIA 4
Prerequisites: AR131 or 132 or 134. E. Courpas

AR 251. ELEMENTARY SCULPTURE 4
Enables students to create individual, self-defined projects in sculpture. Initial classes instruct students in a variety of mediums including wax, clay, and plaster. Mold making, welding, and the fundamentals of life modeling are technologies presented as the semester progresses. Selected works may be cast in bronze. *Prerequisite:* AR132. Lab fee: \$65 J. Cunningham, J. Galt

AR 352. ADVANCED SCULPTURE 4
Further investigation of formal, expressive, conceptual, and technical aspects of sculpture. This course emphasizes individual exploration leading toward self-directed studio practice. A number of techniques and materials are available for consideration, which may include welding, metalworking (forging), casting and carving processes. During the spring semester, selected works may be cast in bronze. Readings and discussions complement studio practice. *Prerequisite:* AR251. May be taken for credit three times with permission of instructor. Lab fee: \$65 J. Cunningham, J. Galt

Additions

The Schick Art Gallery offers students, the college community and the public an opportunity to study significant contemporary exhibitions that complement the Studio Art curriculum. Art from museums, galleries, private collections and artists is borrowed for exhibitions that address a wide range of disciplines and are often accompanied by catalogues, gallery lectures and discussions. In addition, there is an annual art faculty and juried Skidmore student exhibition. For thirty years the Schick Art Gallery has played an integral role as a teaching lab in the Department of Art to fully educate students in the visual arts and creative process.

Art History

Changes

THE ART HISTORY MAJOR: Each student major is required to take a minimum of eleven courses according to the following guidelines.

1. Foundation (three courses).

a) AH100 Survey of Western Art

b) One studio art course of your choice (note prerequisites where necessary)

c) AH221 Practices of Art History; should be taken by the end of the second year.

2. Breadth (four art history courses). Choose one course from four of the following five areas:

a) Ancient and Medieval Art in the West: AH222, 223, 232, 233, 330

b) 15th- to 18th-Century Art in the West: AH241, 253, 254, 268**, 342, 347, 348, 355

c) Modern and Contemporary Art in the West: AH217, 257, 261, 265, 268**, 315***, 321, 322, 354, 364

d) Arts of Africa and the Americas: AH103, 203, 207, 208, 310, 315***

e) Asian Art: AH105, 106, 200, 204, 209, 210, 211, 311, 312, 314.

3. Exploration (at least three courses): Besides the foundation and breadth courses, each student must take a minimum of three additional art history courses, including at least one seminar but not including the senior thesis. (The senior thesis is an option students may take beyond the eleven courses required for the art history major.)

4. AH380 Capstone, spring semester, senior year.

**Fulfills breadth areas "b" or "c," NOT both

***Fulfills breadth areas "c" or "d," NOT both

ART HISTORY MINOR: Students electing to minor in art history are required to take a minimum of five 3- or 4-credit courses (at least one at the 300 level) and a total of no fewer than seventeen hours. Students should consult the director of the Art History Program for approval. (Please note: a total of six studio art and two art history courses constitutes a minor in studio art.)

AH 371, 372. INDEPENDENT STUDY 1-4

Guided by the instructor, the student does independent reading and research in a specific area of art history. Permission of the instructor required.

Art History Faculty

Additions

AH 345. ROCOCO ART AND DESIGN 3

An examination of a controversial artistic style that generated heated debate among artists, critics, and consumers in eighteenth-century Europe. With their sensuous forms and pleasing motifs, rococo images and artifacts were appreciated by many elites, but they were also widely criticized for their non-classical style, eroticism, and associations with femininity, fashion, and decoration. The rococo idiom continued to be disparaged throughout the modern period, and is only beginning to be taken seriously as a significant mode of visual expression. Students will explore how this style engaged the social values of eighteenth-century elites; why it generated a legacy of negative responses; and what its critical fortunes can tell us about the shifting values of artists, viewers, and art historians between the nineteenth century and the present. *Prerequisite:* AH100 or 111 or 254. M. Hellman

AH 355. VISUAL CULTURE OF THE FRENCH REVOLUTION 3

A study of visual culture in France between 1785 and 1815, with a focus on the French Revolution. Students will explore how visual representation contributed to the development of revolutionary ideologies and the nature of social and political experience during a turbulent period of radical change. Students will examine paintings, caricature, and designs for festivals and clothing, giving particular attention to the display and dissemination of art and design; modes of spectatorship; issues of class, gender, and citizenship; and the role of the artist in revolutionary culture. *Prerequisite:* AH100 or 111 or 254. Art History faculty

AH 361. TOPICS IN GENDER AND VISUAL CULTURE 3

A study of the role of gender in the images, artifacts, or built environments of a particular culture, area, or time period. Students explore the construction of gender identities through factors such as artistic training, subject matter, style, patronage, collecting, display, spectatorship, and/or theoretical discourses on art. Content of the course will vary depending on the specialty of the instructor. May be repeated for credit with permission of the department.

- A. Ancient and Medieval Art in the West
- B. 15th to 18th Century Art in the West
- C. Modern and Contemporary Art in the West
- D. Arts of Africa and the Americas
- E. Asian Art
- F. Special Comparative Topics

Prerequisite: One Art History course or permission of the instructor. M. Hellman

Deletions

- AH 353 Art and Revolution 3
- AH 369 Women in the Visual Arts 3

Asian Studies

Changes

THE ASIAN STUDIES MAJOR

East Asia Concentration (a total of thirty-two to thirty-four credit hours)

2. Foundation. One course in each of two of the following categories, focusing on China or Japan. (Note: Not all AS Foundation courses fulfill all-college breadth requirements; please consult individual course descriptions.)

b) one social science (AN245, 312, 351C; GO344);

Biology

Changes

General requirements for all biology majors or concentrations

2. a sequence of three CH courses, beginning with CH105 or 107H. CH103 may be taken in preparation for CH105, but it does not count toward the sequence of three CH courses required for the Major.

Concentration Requirements

Molecular Biology, Cell Biology and Genetics

1. The general requirements
2. Foundation courses: two courses selected from BI242 Molecular Biology, BI245 Principles of Genetics and BI247 Cell Biology
3. Supportive courses: four courses selected from BI246, 309, 311, 323, 337, 338, 342, 348, 349, 351M, 352M, 353M, 360, 361, 362, 363, 370; CH340, 341, 342. BI242, 245, or 247 may serve as a supportive course if not already taken as a foundation course. Three of the four supportive courses must be at the 300 level.
4. One additional 200- or 300-level course in CH

BI 165. MICROBES AND SOCIETY 4

An introduction to basic microbiology that focuses on the impact microbes have on our society. While everybody knows microbes can cause diseases and spoilage, microbes are more present and have a deeper impact on our lives than most of us realize. Students will focus on basic concepts in microbiology while exploring specific case studies and the latest news regarding the impact of microbes on our society. In the lab students will discover microbes in various environments, put them to work in food production, and address issues of food safety and spoilage while learning basic laboratory techniques. (Fulfills natural sciences requirement.) S. Franke

BI 242. MOLECULAR BIOLOGY 4

The course provides a molecular view of essential features of eukaryotic cell biology. The laboratory portion of the course is project-based and designed to expose students to current methodologies and experimental strategies commonly used in molecular biology research. The overarching goal of the course is for students to gain an understanding of the molecular nature of key fundamental processes in cell biology including i) structure and function of proteins and nucleic acids and how they interact to promote cell function; ii) protein targeting and localization; and iii) eukaryotic cell cycle and regulation of cell growth iv) cancer biology and v) cell death. *Prerequisites:* BI106, and CH105 or CH107H. P. Hilleren

BI 244. COMPARATIVE VERTEBRATE PHYSIOLOGY 4

The function and structure of major systems of vertebrates considered principally from the perspective of their ability to meet environmental demands. *Prerequisites:* BI106, and CH105 or CH107H. R. Meyers

BI 311. BIOLOGICAL ELECTRON MICROSCOPY 4

Practical and theoretical study of the operation and application of electron microscopes and the preparation of samples for electron microscopy. Topics include chemical fixation, cryofixation, cytochemistry, immunolabeling, ultramicrotomy, transmission electron microscopy, scanning electron microscopy, and electron microscopic photography. *Prerequisite:* BI106 and BI243, BI244, or BI247 or permission of instructor. Two hours of lecture and four hours of lab a week. D. Domozych

BI 342. FRONTIERS IN MOLECULAR NEUROSCIENCE 3

This course will explore "hot topics" in neuroscience. We will discuss how novel approaches in cell culture, animal, and human studies are being used in current molecular neuroscience research. In addition to attending lectures, students will review current literature from top journals, give group presentations in class, and write a paper. This course will be divided into two sections: 1) topics in neurogenesis (neuron birth in the adult brain) and 2) topics in neurodegeneration (mechanisms of cell death in disorders such as Alzheimer's and Parkinson's Disease). Students will develop skills in critically reading research papers and giving presentations. *Prerequisites:* BI106, 242 or 247, and one 200-level biology course; for neuroscience students: NS101, BI105, and BI142, 244, or 247. J. Bonner

BI 348. IMMUNOBIOLOGY 3
A study of the ways in which the immune system recognizes and responds to cells or molecules that are non-self. The course will explore the basic biological processes that underlie the function of the immune system in health and disease. *Prerequisites:* BI106, 242 or 247, and one other 200-level biology course. The Department

BI 351. TOPICS IN BIOLOGY 3 or 4
This course gives students an opportunity to study topics that are not offered on a regular basis. The specific topics will vary each time the course is taught. All courses fulfill the 300-level requirements for the biology major. Three-credit courses are taught without laboratories; four-credit course include a weekly three-hour lab. May be repeated for credit. *Prerequisite:* permission of department.

BI351E fulfills the 300-level supportive course requirement of the ecology, evolution, and behavior concentration.

BI351M fulfills the 300-level supportive course requirement of the molecular biology, cell biology, and genetics concentration.

BI 352, 353. TOPICS IN ADVANCED GENETICS 3, 4
An opportunity to study advanced topics in genetics that are not offered on a regular basis. The specific topic may vary each time the course is taught. All courses fulfill the 300-level requirements for the integrative biology concentration. Three-credit courses are taught without lab; four-credit courses include a weekly three-hour lab. Different topics may be repeated for credit. *Prerequisites:* BI106 and 242, 245, or 247. The Department

BI352E and BI353E fulfill the 300-level supportive or elective course requirement for the ecology, evolution, and behavior concentration.

BI352M and BI353M fulfill the 300-level supportive course requirement for the molecular biology and genetics concentration.

BI 385. RESEARCH METHODS IN BIOLOGY 4
M. Methods in Molecular Biology, Cell Biology, and Genetics

Additions

BI 150. BIOLOGY: THE SCIENTIFIC STUDY OF LIFE 4
An introduction to the basic principles underlying the study of life. Topics may range from the origin and evolution of life to the molecular basis of heredity and development, to the structure and function of the global ecosystem. The lectures and labs emphasize the diversity of life, the unifying characteristics shared by all organisms, and an understanding of life based on scientific methods of analysis. Three hours of lecture, two hours of lab per week. (Fulfills natural sciences requirement.) The Department

BI 247. CELL BIOLOGY 4
The course provides a cellular and organismal view of essential features of eukaryotic cell biology. Students will study cellular functions such as protein structure and function, cytoskeletal organization, cell migration, cellular metabolism, and cell signaling. In laboratory, students will gain experience with modern techniques for visualizing cell biological processes, with emphasis on differential interference contrast (DIC) optics, fluorescence, and confocal microscopy. *Prerequisites:* BI106, and CH105 or CH107H. J. Bonner

BI 309. MICROBIAL GENETICS 4
An advanced exploration of the genetic aspects of microbiology. Students will study the genetic characteristics of prokaryotes and how bacterial model organisms contribute to our understanding of fundamental genetic processes in all living cells. Students will also explore applied topics, including the genetics of bioremediation and increasing prevalence of bacterial antibiotic resistance. In the laboratory, students will use modern methods in molecular genetics to explore the use of microorganisms in basic research. *Prerequisites:* BI106, and CH106 or 107H, and BI242 or BI246. S. Franke

Chemistry

Changes

THE CHEMISTRY MAJOR: Students majoring in chemistry are required to:

1. Fulfill the general college requirements
2. Complete the following:
 - a) a core curriculum consisting of CH105, 105H, or 107H; 106, 106H, or 207H; 221, 222, 303, 314, 332, 333, 377, 378; and two 300-level electives;
 - b) MA111, 113, or MA108, 109, and 113 (students should consult the Department of Mathematics and Computer Science to determine their placement in MA111 or MA108, 109 sequence); and
 - c) PY207, 208.

THE CHEMISTRY MAJOR WITH BIOCHEMISTRY CONCENTRATION: Students choosing the biochemistry concentration within the chemistry major are required to:

1. Fulfill the general College requirements.
2. Complete the following:
 - a) a core curriculum consisting of CH105, 105H, or 107H; 106, 106H, or 207H; 221, 222, 330 or 332, 341, 342, 377, 378, and two 300-level electives in chemistry or biology;
 - b) BI105, BI106, and one from among BI242, 243, 244, 245, 246, or 247;
 - c) MA111, 113, or MA108, 109, and 113 (students should consult the Department of Mathematics and Computer Science to determine their placement in MA111 or MA108, 109 sequence); and
 - d) PY207, 208.

THE CHEMISTRY MINOR: Students who wish to minor in Chemistry are required to take six courses from among those offered by the department. At least two of these courses must be at the 300 level, excluding CH337 and 378.

CH 371, 372. CAPSTONE IN CHEMISTRY: STUDENT-FACULTY COLLABORATIVE RESEARCH 3, 3

An elective course offered to upper level students who are interested in pursuing chemical research. Students work in collaboration with their faculty mentors to learn advanced techniques and protocols specific to their research fields. Students develop a research project in collaboration with a faculty mentor. Students who intend to seek advanced degrees are particularly encouraged to take this course. CH371 and 372 are required for consideration for Honors in Chemistry. *Prerequisite:* Permission of the department.

Additions

RECOMMENDATIONS AND ADVICE

Chemistry faculty strongly encourage those majors who plan to pursue graduate studies in chemistry or biochemistry Ph.D. programs to obtain significant research experience through the CH371, 372 Capstone in Chemistry: Student-Faculty Collaborative Research courses, and/or summer research experiences at Skidmore or through other programs. CH371 and 372 are required for departmental Honors (see below).

Students considering medical school and/or graduate school are also encouraged to take chemistry electives beyond the requirements for the major and should consult their faculty mentor for advice.

HONORS: To be recommended for departmental honors, a student must maintain a 3.0 GPA overall and a 3.5 GPA in the major. Students must complete a research project in CH371 and 372, submit an honors thesis to be read by the faculty mentor and a second reader, and give an oral presentation of the research to the department. In order for a student to stand for honors, the advisor and second reader must assess the thesis to be excellent and of honors caliber. The department will consider the recommendations of the advisor and second reader in addition to the oral presentation and overall record of the student in the determination of honors.

Computer Science

Changes

CS 371, 372. INDEPENDENT STUDY 3, 3
Special study in computing outside of the regular departmental offerings. The Department
Prerequisite: consent of department.

Additions

CS 275. INTRODUCTION TO RESEARCH IN COMPUTER SCIENCE 1
An introductory exploration of research in computer science. The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of computer science. The research projects may, for example, include designing new algorithms for computational problems, surveying the research literature, implementing existing algorithms from the research literature, or performing computational experiments. Students may enroll for CS275 four times in their careers, but may take no more than two in any given semester. Must be taken S/U. Does not count toward the CS major. *Prerequisite:* permission of instructor. The Department

CS 325. COMPUTER GRAPHICS 4
Computer graphics involves using computers to generate images, as opposed to generating images using cameras. Computer graphics images typically try to mimic reality. In this course, students will explore the necessary background for further study in computer graphics. Students will explore the basics of human vision that influence the way computers generate images; projections from three dimensional space to two dimensional space; various models of real world entities such as lighting, surface reflectance, and color; and classic algorithms in computer graphics that students will implement and with which they will have the opportunity to experiment. *Prerequisites:* CS206 and MA200. The Department

Dance

Changes

Breadth requirements: DA210–212 (except 210E and 212F), DB111, DB211, DM111, DM211 may be taken to fulfill the arts requirement. DA227, 228, or 230 may be taken to fulfill the humanities requirement.

DA 210. WESTERN DANCE FORMS I 1
E. Ballet Special I/II *Non-arts breadth.*

DA 212. NON-WESTERN DANCE FORMS I 1,1
F. Yoga *Non-liberal arts; non-arts breadth.*

Economics

Changes

THE ECONOMICS MAJOR: Requirements for a major in economics are: EC103, 104, 235, 236, 237; 375 or 376; and at least twelve additional credit hours in economics.

THE ECONOMICS MINOR: The department offers a minor in economics that consists of a total of 18 credit hours including EC103, 104, 235 and 236 and at least six additional credit hours at the 300 level.

OMICRON DELTA EPSILON, ALPHA ZETA CHAPTER: Omicron Delta Epsilon is an economics honor society that was initially formed in 1915 and became an international honor society in 1969. Omicron honors academic achievement in economics and encourages devotion and advancement in the field. The eligibility requirements include:

1. a strong interest in economics;
2. completion of at least four economics courses and a 3.60 or higher average in economics; and
3. a GPA of 3.60 or higher in all college courses taken.

EC 314. INTERNATIONAL ECONOMICS 3
An analysis of international economic relations with an emphasis on policy issues. Topics include: commodity composition and direction of trade, tariffs, U.S. commercial policy, international and regional trade agreements, and international financial relations. *Prerequisites:* EC103, 104 and 236. The Department

EC 316. ECONOMICS OF DEVELOPMENT 3
The theory and practice of economic development in the third world. Topics include: analysis of world income distribution and causes of world income inequalities; the contribution of social change, politics, economics and economic planning to the process of development; means of improving the quantity and quality of domestic and international economic resources; methods for improving sectoral output and productivity; policies for redistribution and basic needs and for combating the equity-efficiency trade-off in development strategies. *Prerequisites:* EC235. M. Odekon

EC 319. ECONOMICS OF INCOME DISTRIBUTION AND POVERTY 3
The definition and measurement of economic inequality and poverty and the investigation of economic factors determining the distribution of income and wealth. On the macro level, the course examines the dynamics of input markets, including productivity and technological change. The micro level focuses on the personal distribution of income and poverty in the United States. Alternative theories are examined. Other topics include the role of the government through policies such as taxes, transfers, and public education. *Prerequisites:* EC235 and 236 or permission of instructor. N. Chiteji, M. Odekon

EC 343. ENVIRONMENTAL AND RESOURCE ECONOMICS 3
 Analysis of contemporary environmental and resource problems (e.g., air, water, noise and aesthetic pollution, extinction of animal and plant species) through the use of economic theories and techniques of evaluation. Environmental policies dealing with these problems will also be considered. *Prerequisite:* EC236. M. Das, L. Vargha

EC 345. MONETARY THEORY AND POLICY 3
 Foundations of money, financial markets, and central banking within a capitalist framework. Theoretical emphasis will be placed on monetarist and post Keynesian explanations for money, interest, employment, and prices. Policy discussions will focus on the relationship between money market instruments and central bank policies in the context of the above theoretical frameworks. A major term paper, which compares the recent monetary policies of the Federal Reserve System with those of another central bank, is expected of all students. *Prerequisite:* EC235. Open only to juniors and seniors. R. Rotheim, J. Biblow

EC 351. GENDER IN THE ECONOMY 3
 This course examines the ways in which the economic experiences of women in the United States differ from those of men. Topics include labor markets and wages, discrimination, poverty, the economics of the household, and the economics of reproduction. The particular situations of various ethnic groups and occupational groups are discussed. The economic experiences of women are analyzed in their social, political, and historical context. *Prerequisite:* EC104. The Department

EC 375. SENIOR SEMINAR 3
 A capstone experience for senior economics majors, this course builds on the theoretical framework developed in other economics courses to analyze current economic-policy issues. Specific topics differ from year to year. Representative topics include inequality in the U.S., the Social Security debate, unemployment and public policy, the economics of higher education, and economic and political reforms in Mexico. *Prerequisite:* EC235 or 236. The Department

EC 376. SENIOR THESIS 3
 Advanced research paper in economics. Open to all seniors with departmental approval. All completed theses must be defended before the economics faculty. *Prerequisite:* EC235 or 236. The Department

Additions

EC 317. THE ECONOMICS OF EUROPEAN INTEGRATION 3
 Application of economic theory to key economic institutions and policies of the European Union. Students analyze the process of European economic integration, mainly: the degree of economic integration achieved with the common market and the European Monetary System prior to 1991; the design of and experience with the Economic and Monetary Union regime currently shaping policies in EU countries that have adopted the euro; the changes related to the latest EU enlargements, both for old and new members. Students will investigate questions such as regional trade integration, currency union, regional and global ramifications of European integration and the euro. *Prerequisites:* EC235 and 236, or permission of instructor. Prerequisites may be waived for international affairs majors and minors by permission of instructor. J. Bibow

Deletions

EC 100 Inequality, Race, and Gender
 EC 315 Open Economy Macroeconomics
 EC 320 Law and Economics

Education Studies

Changes

EARLY CHILDHOOD MINOR: Students wishing to pursue this minor should consult with the Education Studies Department. Required courses include ED200 or PS207, ED213, 222, 231A, 322, and one of the following: PS305, AR358, SB315, ED314, ED330, ED333, or ED371.

ED 200. CHILD DEVELOPMENT AND LEARNING 3, 4
 Development of the child from the prenatal period to puberty with a focus on domains of learning, factors affecting learning and learning processes. Students engage in systematic observations in the Greenberg Child Care Center and the Early Childhood Center on campus. In addition, students have the option of earning an additional 1 credit through their participation in a service-learning component that connects experiential and academic understanding of children's growth and development. The service learning option requires that students spend an hour a week in addition to class time volunteering for a campus or community nonprofit organization which emphasizes teaching and learning for a total of 10 semester hours. Service Learning options include 1,000 Books Early Intervention Literacy Program, tutoring (before, during, or after school) in local elementary schools, enrichment programs (before, during, or after school) in local elementary schools. Faculty will assess students' work via journals and class presentations which relate their work to theoretical constructs discussed in class. Required of majors. Not open to juniors and seniors. Juniors who are declaring an education studies minor may register with the permission of the instructor. D. Brent

ED 215. SCHOOL AND SOCIETY 4
 An introduction to the foundations of American education exploring the historical, philosophical, and social contexts of schooling from traditional, progressive, and critical perspectives. Students will explore the purposes of education within a "democracy" where its aims and ideals are influenced by politics and the law; economics and global competitiveness; multiculturalism and social justice. Students will examine curricula and pedagogies from the Common School period, through 20th Century consolidation, and 21st Century plans for vouchers, choice, and charter school solutions. The course supports students' interpretation of contemporary issues in light of America's educational history and the debates shaping the public schools. (Fulfills social science requirement.) D. Riley

ED 323. ADOLESCENT DEVELOPMENT 3
 Delete prerequisites.

ED 333. EMERGENT LITERACY 4
 Delete "otherwise, requires permission of instructor and Chair."

ED 334. PRACTICUM IN INTEGRATED CURRICULUM AND INSTRUCTION 4
 Delete "otherwise, requires permission of instructor and Chair."

ED 335. TEACHING READING TO UPPER ELEMENTARY STUDENTS 4
 An advanced reading course that includes the effective teaching of literacy and literature in the upper elementary classroom, grades 3–6. Builds on and applies theory and concepts learned in Emergent Literacy, ED 333. Includes developing curriculum for literature studies, teaching writing, teaching literacy across the curriculum, and assessment of readers and writers, with a focus on readers at risk. Throughout the semester, students will have supervised observations as they practice their skills in elementary school classrooms. Taken concurrently with ED 336 and ED 337. Prerequisites: ED333 and 334. Open only to juniors admitted to the professional sequence. Spring semester only. *Not for liberal arts credit.* S. Lehr

English

Changes

EN 228. SPECIAL STUDIES: FORM 3
 Introduction to a selected topic in literature and/or language, with an emphasis on questions of form. May be repeated with a different topic. (Fulfills humanities requirement; EN228C designates a Cultural Diversity course; EN228E designates an early period course; EN228H designates an honors course; EN228N designates a non-Western course; EN228W designates a writing-intensive course.) The Department

Environmental Studies

Changes

Environmental challenges are among the most pressing issues facing citizens in the 21st century. Few local, national, or international conflicts lack an environmental dimension. Understanding these environmental problems requires an interdisciplinary approach that integrates the natural sciences, social sciences, humanities, and the arts. We cannot adequately understand an issue like water pollution through a single disciplinary perspective; it involves anthropology, biology, business, chemistry, economics, geosciences, government, history, literature, and sociology. The mission of environmental studies is to help our students develop literacy at the intersection of these disciplines.

We emphasize the integration of problem-solving within an interdisciplinary framework. Our students design and carry out empirical research and develop and defend their conclusions through clear written and spoken presentations. Environmental studies' students will graduate with rigorous and multifaceted problem-solving skills necessary to frame, describe, analyze, and offer realistic solutions to environmental challenges.

The ES program includes courses that are interdisciplinary and that address environmental issues from a disciplinary perspective, and offers both a major and a minor degree. We immerse our students in the complexities of environmental issues through both classroom and experiential learning opportunities, locally and abroad. Students enrich their academic learning with experiences outside the classroom to foster responsible citizenship and to help our students understand the challenges of creating environmentally sustainable communities

THE ENVIRONMENTAL STUDIES MAJOR

As a foundation for the major, all students must take ES100 Environmental Concerns in Perspective. As a capstone to the major, students must take ES374 Environmental Studies: Methods and Approaches and ES375 Case Studies in Environmental Sustainability. In addition, ES majors must meet the core requirements for one of the two ES tracks (i.e., Social and Cultural Perspectives or Environmental Science). Students who major in ES and plan to attend graduate or professional schools are encouraged to design programs of study that meet admission requirements for graduate or professional schools of their choice.

HONORS: ES Program honors are awarded to an ES senior who has maintained the required college and department grade averages and who, by the end of the first semester of the senior year, has either registered for or enrolled in ES376 Senior Thesis. The senior thesis proposal must be approved by the ES Steering Committee prior to enrollment in ES376 Senior Thesis. In addition to the necessary grade averages and an A- or better on the ES senior thesis, the student must receive the recommendation of the ES program. See the ES Director or the ES Web page for additional information on senior thesis proposal submission.

Note: To be considered for honors, the college requires a GPA of 3.5 or higher for work in the major, and a GPA of 3.0 or higher based on all work taken at Skidmore.

Social and Cultural Perspectives Track

The Social and Cultural Perspectives track draws upon disciplinary and interdisciplinary foundations in the social sciences, humanities, and arts to build an understanding of how changes in the environment affect social organization and cultural development. Conversely, these courses also focus on how society and culture shape the environment and on the consequences of that influence. This track is well-suited for students interested in environmentally related activities in literature, journalism, education, sustainable development, policy and law, social service, public health, and resource management.

Students in the Social and Cultural Perspectives track must successfully complete forty-two to forty-eight credits in approved courses that count toward the ES major.

1. Foundation courses: ES100 Environmental Concerns in Perspective and 105 Field Studies in Environmental Science;
2. Three courses from the Social and Cultural Core classes: EC343, EN229, GO231, SO223;
3. Three courses from ES Cluster A, Culture, Society and the Environment (at least six credits must be at the 300 level);
4. Two courses from ES Cluster B1, Exploring the Natural World (at least one course with a lab);
5. One methods course: EC237, ID210, MA104, SO226 or SO227; and
6. ES Senior Year Capstone Sequence of ES374 and 375.

Environmental Science Track

The Environmental Science track affords an integrated study of the physical, chemical and biological aspects of environmental issues, and encourages exploration of how these aspects influence and are influenced by people and institutions. This track is well-suited for students interested in pursuing advanced degrees in environmental science, conservation biology, natural resource management, and water resource management or closely related programs in urban policy and planning, agriculture policy and planning, environmental toxicology and environmental law.

Students in the Environmental Science track must successfully complete sixty to sixty-three credits in approved courses that count toward the ES major.

1. Foundation course: ES100 Environmental Concerns in Perspective;
2. Natural science disciplinary foundation: BI105, 106, CH105 and 106, (or 107H) and GE101;
3. Interdisciplinary natural science core courses: ES205 and 206;
4. Three other natural science courses from ES Cluster B2, one of which must be an ES-designated course (two of these courses must be at the 300 level, the third must at least be 200 level, and two of the three must be lab courses);
5. Two courses from ES Cluster A, Culture, Society and Environment;
6. Two methods courses: MS104 and ID210; and
7. ES Senior Year Capstone Sequence of ES374 and 375.

THE ENVIRONMENTAL STUDIES MINOR

The minor requires students to complete nineteen to twenty-four credit hours.

1. Foundation courses: ES100 Environmental Concerns in Perspective and ES105 Field Studies in Environmental Science
2. Two Cluster A courses: Culture, Society, and the Environment
3. One Cluster B1 course: Exploring the Natural World
4. One additional course from either Cluster A or Cluster B1.

No more than two courses per discipline may be counted for the ES minor.

CLUSTER A: Culture, Society, and the Environment

Courses in this cluster examine the social and cultural dimensions of environmental issues. Drawing upon disciplinary and interdisciplinary foundations in the social sciences, humanities, and arts, these courses provide the student with an understanding of how changes in the environment affect social organization and cultural development. Courses in this cluster also examine how society and culture affect the environment and influence human response to environmental issues. Cluster A courses emphasize social and cultural perspectives (i.e., social sciences, humanities, and arts), although concepts in the natural sciences may be introduced as background material. Cluster A courses apply to both tracks of the ES major and the ES minor.

CLUSTER B1 AND B2: Exploring the Natural World

Courses in this cluster examine the physical and biological aspects of environmental issues and, to a significant extent, examine how these aspects influence and are influenced by people. These courses offer students a scientific foundation in environmental issues by drawing on disciplinary and interdisciplinary courses in biology, chemistry, geology, mathematics, physics, and/or other disciplines. Cluster B courses emphasize the natural sciences, although social and cultural dimensions may be introduced as background material. Cluster B1 courses apply to the ES minor and the Social and Cultural Perspectives track of the ES major, whereas the extended list of B2 courses applies to the Environmental Science track of the ES major.

ES 105. FIELD STUDIES IN ENVIRONMENTAL SCIENCE 4

An interdisciplinary approach to the study of environmental issues. The primary focus of this course is a drinking water supply for Saratoga Springs, Loughberry Lake. The sources of the lake's water supply, chemical characteristics of the lake, and the nature of the land surrounding the lake, including Skidmore's North Woods, are considered from a biological, chemical, and geological perspective. The course involves laboratory and field work and emphasizes the scientific method, and techniques and theories used to measure, analyze, and describe changes in the environment. Three hours of lecture, three hours of lab a week. *Prerequisite:* QR1. (Fulfills natural sciences requirement; fulfills QR2 requirement.) S. Frey, K. Kellogg, K. Marsella, K. Nichols, S. van Hook

ES 375. CASE STUDIES IN ENVIRONMENTAL SUSTAINABILITY 4

A research-oriented capstone course required of all environmental studies majors during their senior year. Building on ES374 Environmental Studies: Methods and Approaches, this course is designed to enhance students' research, written, and oral communication skills relating to environmental studies, and to strengthen their awareness of environmentally related issues by engaging students in a semester-long service-learning project. Case studies and contemporary readings will serve as a foundation for discussion related to the service-learning project in the course, while primary literature will be used to guide students through the appropriate methodologies for the project. The course culminates in the presentation of the service-learning project to environmental studies faculty, students, and community members. *Prerequisite:* ES374.

CLUSTER COURSES

Cluster A

AH 208	Art and the Environment in Ancient Mesoamerica and South America
AM 232H	New England Begins
AM 250A	Regional Culture: "The Hudson River"
AM 250B	Regional Culture: "The West"
AM 250D	Regional Culture: "New England"
AM 260B	The Machine in the Garden
AN 207	North American Archeology
AN 344	Anthropology & Environmental Health
AN 345	Ecological Anthropology
EC 316	Economics of Development
EC 343	Environmental & Resource Economics
EN 229	Literature and the Environment
ES 221	Sustainable Development
ES 241	Adirondack Wilderness Experience
ES 281	Disease in the Environment
GO 231	Environmental Politics and Policy
GO 338	International Diplomatic Negotiations
GO 339	International Political Economy and the Environment
GO 355	African Politics
GO 356	Africa in International Affairs
HI 312	Industry, Empire and the Environment
IA 101	Introduction to International Affairs
PH 225	Environmental Philosophy
RE 225	Religion and Ecology
SO 223	Environmental Sociology
SO 326	Social Theories of the Environment
SO 331	Women in the Global Economy
WS 210	Ecofeminism, Women and the Environment

Cluster B1

BI 115H	Ecology of Food
BI 140	Marine Biology
BI 160	Conservation Biology
BI 180	Economic Botany
BI 240	Environmental Biology
BI 241	Ecology
BI 325	Tropical Ecology
BI 327	Conservation Ecology w/o lab
BI 370	Computer Modeling of Biological Systems
CH 111	Environmental Chemistry w/o lab
CH 112	Environmental Chemistry w/ lab
ES 205	Conservation and Use of Forested Landscapes
ES 206	Watershed Assessment: Dynamics and Integrity of Aquatic Systems
GE 101	Earth Systems Science
GE 112	Oceanography: Introduction to the Marine Environment
GE 207	Environmental Geology
GE 208	Origin and Distribution of Natural Resources
GE 211	Climatology

Cluster B2

BI 241	Ecology
BI 307	Ornithology
BI 316	Animal Behavior
BI 324	Evolution
BI 325	Tropical Ecology
BI 327	Conservation Ecology w/o lab
BI 338	Plant Biotechnology
BI 339	Plant-Animal Interaction
BI 370	Computer Modeling of Biological Systems
CH 221	Organic Chemistry I
CH 222	Organic Chemistry II
CH 303	Modern Analytical Chemistry
CH 353	Topics in Environmental Chemistry
GE 208	Origin and Distribution of Natural Resources
GE 216	Sedimentology
GE 301	Hydrogeologic Systems
GE 304	Geomorphology
GE 309	Field Techniques
GE 311	Paleoclimatology
GE 316	Stratigraphy

Additions

ES 205. CONSERVATION AND USE OF FORESTED LANDSCAPES 4

An exploration of the diverse biological, chemical, geological, and geographical topics and techniques necessary for effective environmental science in the terrestrial environment, the use and protection of resources, whether they are organisms, chemical compounds, or processes. Students will study topics such as timber harvesting and forest management, carbon sequestration, the design and maintenance of wildness preserves, the links between biological diversity and ecosystem stability, how nutrient enrichment influences biological diversity, and how the abiotic characteristics of a site (e.g. soil chemistry, slope, and fire regime) shape the above-ground communities. Much of our work will focus on the North Woods and the New England landscape and includes a weekend field trip to Rupert, Vt. Three hours of lecture and three hours of lab per week. *Prerequisites:* BI106; also, the student must have completed or be currently enrolled in GE101 and CH105 or CH107H. J. Ness

ES 206. WATERSHED ASSESSMENT: DYNAMICS AND INTEGRITY OF AQUATIC SYSTEMS 4

An exploration of the diverse biological, chemical, and geological topics and techniques necessary for effective environmental science in aquatic ecosystems. Students will examine the influence of the dynamic physical, chemical, and biological environments on streams and lakes and the organisms that inhabit these habitats. Topics include physiography of lakes, groundwater, wetlands, and streams; nutrient cycling in lakes and streams; energy flow through aquatic systems; interactions between the groundwater and surface water; and the terrestrial-disturbance on freshwater systems and the concomitant physical, chemical, and ecosystem changes. Students will conduct an ecological assessment of a local watershed to further explore these dynamics. Three hours of lecture and three hours of lab per week. *Prerequisites:* CH106 and GE101. Students must also have completed or be enrolled in BI106. C. Gibson

NOTE: ES252 will replace ES251 beginning in Spring 2009.

ES 252 A–D. TOPICS IN ENVIRONMENTAL STUDIES 1–4

An interdisciplinary examination at the intermediate level of a subject area in environmental studies not available in existing course offerings. Specific topics vary by instructor, discipline, program and semester. The course, in a different subject area, may be repeated for credit. *Prerequisite:* Permission of the director of the Environmental Studies Program.

NOTE: ES352 will replace ES351 beginning in Spring 2009.

ES 352 A–D. ADVANCED TOPICS IN ENVIRONMENTAL STUDIES 1–4

An interdisciplinary examination at the advanced level of a subject area in environmental studies not available in existing course offerings. Specific topics vary by instructor, discipline, program and semester. The course, in a different subject area, may be repeated for credit. *Prerequisite:* Permission of the director of the Environmental Studies Program.

ES 374. ENVIRONMENTAL STUDIES: METHODS AND APPROACHES 1

A seminar required of all Environmental Studies majors taken during the fall of their senior year in preparation for their senior capstone project. Students will discuss topics in Environmental Studies and identify potential senior research projects. In addition, students will develop their skills in research and oral and written communication as related to Environmental Studies. The course includes presentations and discussions by students and guest lecturers, field trips, and a community service project. Students will present proposals for their senior capstone projects at the end of the seminar. *Prerequisites:* Declared environmental studies major and permission of the instructor. The Program

Deletions

ES 367, 368 Junior Seminar in Environmental Studies

Foreign Languages and Literatures

Changes

THE FRENCH MAJOR: Students majoring in French fulfill the departmental requirements by completing a minimum of nine courses totaling not less than thirty credit hours, including FF208 and 210; one course covering material prior to 1800 from among FF213, 214, 216, 224; one course covering material after 1800 from FF219, 221, 223; Senior Seminar, FF376; two additional French courses above FF206; and two additional French courses at the 300 level.

FS 221. SPANISH FOR HERITAGE SPEAKERS 1

Students will improve their normative use of Spanish, including particularly conjugation, orthography, and instances of English interference, and will develop their linguistic accuracy in conversational and written Spanish. Does not count toward the Spanish major or minor. Permission of instructor required. The Department

FL 263. SPECIAL TOPICS IN FOREIGN LITERATURE AND CULTURE 3

Study of a special topic in which the interrelatedness of literature and other cultural representations is explored from a comparative and/or theoretical perspective. Interdisciplinary in nature, the course will bring together works of different cultural origin and background. Intended for majors or minors in the department. *Prerequisites:* Completion of department courses numbered 202, 203 or 206; or by permission of instructor.

Additions

FS 222. SPANISH FOR THE HEALTH PROFESSION 2

Students learn clinical and medical terminology and continue to develop their cultural knowledge to understand the needs of Latinos seeking health services. Students will also learn about current laws and health issues affecting Latinos seeking health services. Two hours of class. Does not fulfill the foreign language distribution requirement, but counts toward the major and minor in Spanish. *Prerequisite:* FS 203. C. Grant

FX 101, 102. SELF-INSTRUCTIONAL BASIC STUDY 3, 3

Arabic, Hebrew, Hindi, Korean, Portuguese, Russian. May only be taken for a grade.

FX 201, 202. SELF-INSTRUCTIONAL INTERMEDIATE STUDY 3, 3

Arabic, Hebrew, Hindi, Korean, Portuguese, Russian. May be taken for a grade or S/U.

Deletions

FX 171, 172 Self-Instructional Basic Study
FX 271, 272 Self-Instructional Intermediate Study

Government

Changes

The Government department seeks to instill in its students a lively interest in politics, in how political systems work and how we can make them work better, in contemporary political issues, in international relations and foreign policy, in political theory, and in the law. We offer a comprehensive program that reflects the broad discipline of political science. Students take three required introductory courses followed by intermediate and advanced courses in four areas: American government, comparative government, international relations, and political theory. The major is designed to serve students who wish to concentrate in a particular area, those who aspire to go on to graduate school, and those who want merely to explore the field of politics.

THE GOVERNMENT MAJOR: Requirements for a major in government are a minimum of nine courses and thirty credit hours. These courses include:

1. GO101, 102, and 103
2. At least one course in each of the following four areas:
 - a) American Government: GO211, 222, 223, 224, 231, 251C, 252, 305, 311, 312, 313, 314, 316, 331, 332, 333, 334, 352, 353, 362, 367, GH322
 - b) Comparative Government: GO203, 209, 213, 225, 227, 239, 240, 241, 251A, 327, 328, 344, 355, 358, 365
 - c) International Relations: GO201H, 219, 225, 228, 229, 251B, 301, 309, 319, 338, 339, 340, 356, 357, 366
 - d) Political Theory: GO236, 251D, 303, 304H, 308; GO323; GO351, 354
3. Three additional government courses

THE GOVERNMENT MINOR: The government minor consists of six courses with a minimum of eighteen credits to be determined in consultation with the department chair and the student's government-faculty advisor, but must include two of the following: GO101, 102, or 103. Additionally, at least two of these courses must be taken at the 300 level.

GO 103. INTRODUCTION TO COMPARATIVE AND INTERNATIONAL POLITICS 3

A survey of the key concepts and principles of comparative politics and international relations. Issues covered include state building and state failure; the functioning of democratic and non-democratic regimes and the ideologies that support them; the changing nature of the international system; the causes of war and search for peace; and problems of national and transnational security, such as terrorism, globalization, proliferation of weapons of mass destruction, and environmental challenges. (Fulfills social sciences requirement.)
R. Ginsberg, K. Graney, S. Hoffman, A. Vacs

GO 203. COMPARATIVE EUROPEAN POLITICS 3

A survey of the governmental and political features of France, Germany, the United Kingdom, and other European states. *Prerequisite:* GO101 or 103 or permission of instructor.
R. Ginsberg

GO 227. FROM GENGHIS KHAN TO GORBACHEV: POWER AND POLITICS IN RUSSIAN HISTORY 3-4

A comparison of traditional Russian society with Soviet society after 1917. The course will focus first on the political, economic, and social characteristics of the authoritarian tsarist empire. Then we will turn to the revolutionary changes initiated by Lenin, the terror of Stalin, the reforms of Khrushchev, and the stagnation under Brezhnev. The course will focus in particular on changes in political structures and participation, economic organization and equality, and cultural life, including gender roles. Readings will include novels, memoirs, and press translations.
K. Graney

GO 236. AMERICAN POLITICAL THOUGHT 4

An examination of the writings of selected thinkers in the American political tradition. The course will place particular emphasis on the thought of the framers and on the response of succeeding political leaders and thinkers to the framers' principles. *Prerequisite:* GO101 or 102, or permission of instructor.
T. Burns, N. Taylor

GO 251. TOPICS IN POLITICAL SCIENCE 3

Topically organized courses focused on selected problems, areas, and issues of special interest in political science at the intermediate level. Topics vary from year to year, depending upon specialization and research interests of the instructor. Students may take the course more than once, with the approval of the department, if the topic is different each time. *Prerequisite:* for A and B, GO103; for C, GO101; for D, for the class of 2012 and after, GO102.

- A. Comparative Politics
- B. International Relations
- C. American Politics
- D. Political Theory

GO 303. CLASSICAL POLITICAL THOUGHT 4

Political thought of Plato and Aristotle. This course will treat the character of the political thought that Socrates initiated. Consideration will be given to the reasons for the original tension between wisdom and politics and to the manner in which theory can inform practice. Selected Greek comedies and tragedies, as well as Roman and medieval political thought may also be considered. *Prerequisite:* for the class of 2012 and after, GO102.
T. Burns

GO 304H. MODERN POLITICAL THOUGHT 4

Political thought of the Renaissance to that of the late nineteenth century. Selected thinkers include Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Hegel, Marx, and Nietzsche. Particular emphasis will be placed on the aspirations of liberalism and the criticism these aspirations inspired. *Prerequisite:* for the class of 2012 and after, GO102.
T. Burns

GO 319. WHAT THE UNITED STATES DOES WRONG IN THE WORLD: VIEWS FROM INDIA AND ANSWERS FROM WASHINGTON 4

Outside the United States, and outside Western Europe, the role of the United States in the world is often called "dominant," "hegemonic," "discriminatory," and even "trigger-happy." One source for this critique is India, a democracy now seeking great power status in the world. Many informed Indian strategic thinkers believe that the United States will block the rise of new great powers by such means as preventing the international movement of high technology. Is there substance to these charges? Can the U.S. government make a persuasive reply? These are the central issues of the course. *Prerequisite:* GO103 or permission of instructor. (Designated a Cultural Diversity course.)
S. Hoffmann

GO 323. DISSIDENT POLITICAL THOUGHT 4

This course will examine the writings of several dissidents of the twentieth century (including Milosz, Solzhenitsyn, and Havel) and their unique contributions to the enduring themes of political theory. *Prerequisite:* GO103 or one political theory course; for the class of 2012 and after, GO102.
F. Taylor

GO 351. TOPICS IN POLITICAL THOUGHT 3, 4

A seminar devoted to a particular issue or a particular thinker. Topics will vary from year to year. Recent topics have included "The 'Public' and 'Private' in Modern Political Thought," "Machiavelli's Political Thought," and "Shakespeare's Rome." The course may be repeated with the approval of the department. *Prerequisite:* for the class of 2012 and after, GO102. Recommended preparation: GO303 or 304.
The Department

GO 354. FEMINIST POLITICAL THOUGHT 3

A critical exploration of contemporary feminist political thought. The course will focus on the different conceptions of subjectivity found within feminist thought and the implications of those conceptions for political society. Readings will come from a wide range of approaches including postmodernism, psychoanalytic theory, and standpoint theory. *Prerequisite:* GO101 or 103, or permission of instructor; for the class of 2012 and after, GO102.
N. Taylor

Additions

GO 102. INTRODUCTION TO POLITICAL PHILOSOPHY 3
Study of seminal works in political philosophy. Students will examine texts by thinkers such as Thucydides, Plato, Aristotle, Machiavelli, Bacon, Rousseau, Wollstonecraft, Marx, Tocqueville, Madison, Jefferson, and Nietzsche in an effort to uncover both classical and modern answers to enduring human questions. We seek to find, through these texts, comprehensive and consistent answers to the question of human happiness and its relation to political life, justice, friendship, obligation, regimes, political and moral virtue or excellence, science, and religious faith. Students will learn how to read texts carefully, to think critically, and to write well. Not open to students who have taken GO303 or 304. (Fulfills humanities requirement.) T. Burns, F. Taylor

GH 322. THE HISTORY AND POLITICAL THOUGHT OF THE AMERICAN REVOLUTION 3
The creation of a new nation, 1763–1789. This course will give special attention to the political ideas which gave direction to the American Revolution and the Constitution. *Prerequisite:* GO101 or permission of instructor.

History

Changes

HI 211. DECONSTRUCTING BRITAIN 3
Explores the history of Britain from the 16th century to the present, exploring new ways of approaching the historical narrative of the British nation. Beginning with early English engagements with the wider world and tracing the rise of Britain as one of the world's foremost imperial powers in the 18th and 19th century, students will examine Britain's self-assured sense of global power through many different sets of eyes, thus investigating how Britain looked to those who lived under its shadow—including Indian travelers, African sailors, and Native American traders. Readings will explore the ways in which the British nation, and indeed British history, have been driven by British imperialism around the globe. Ends by asking questions about the post-imperial history for citizens of a nation that was once predicated on its imperial identity. (Fulfills Cultural Diversity requirement; fulfills social sciences requirement.) T. Nechtman

HI 229. WAR AND PEACE IN 20TH CENTURY LATIN AMERICA 3
Examines the social, economic, political, and intellectual causes and consequences of important internal and international wars in 20th century Latin America. The course will consider cases of successful and unsuccessful attempts to achieve political change ranging from the Mexican Revolution to Central America's road from war to peace in the 1980s and 1990s, to U.S. interventions in the Caribbean and military dictatorships in South America. Why certain sectors promote war, the justifications of war, why others choose to instigate or participate in conflict and violence, what conditions are required to consider a conflict concluded, what factors (internal and international, ethnic, religious, gender, etc.) shape specific conflicts, are principal questions. (Designated a Cultural Diversity course.) J. Dym

HI 363. TOPICS IN HISTORY 3
Topically organized courses based on problems and issues of special interest at the advanced level. The specific themes to be examined will vary from year to year. Recent offerings include "The Historian as Detective," "Utopias and Science Fiction," and "The Fifties." This course with a different topic may be repeated for credit.

Additions

HI 111. LATIN AMERICAN HISTORY: AN INTRODUCTION 3
An introduction to the economic, political, social, and intellectual history of Latin America. Organized thematically and chronologically, topics emphasize understanding the emergence of the colonies of Spain, Portugal, France, and England into a group of distinct nation-states. Students will explore Latin American society from initial encounters among Europeans, Africans, and Native Americans. We then study independence: political, economic, and social challenges of early nation-state formation in a multi-cultural context. We conclude with the twentieth century, addressing topics such as industrialization, revolution, U.S.-Latin American relations, and selected intellectual trends. J. Dym

Interdepartmental Majors

BUSINESS-GERMAN

The major requires fifteen courses, nine in business and six in German. In business, these include MB107, 214, 224, 234, 235, 306, 338, 349, and EC237. In German, these include FG215, 220, 301, 376, and three more German courses above FG203, at least one of which is at the 300 level. FG220 must be taken in conjunction with a Management and Business class. One German course may be designated FL. Students enrolled in 301 will write their final paper on a topic in conjunction with a business class. To be considered for honors, the student must receive at least an A- in FG374 "Thesis," to be written in German, which integrates the two disciplines and is acceptable to both departments. The major leads to a bachelor of arts degree.

BUSINESS-GOVERNMENT

The following courses are required for the major: MB107, 214, 224, 234, 235, 306, 338, 349, and EC237. The government courses include: two out of the following three courses, GO101, 102, or 103; two 300-level GO courses, and three additional GO courses. To be eligible for honors, a student must receive at least an A- on a senior thesis, acceptable to both departments, that integrates the two disciplines. The major leads to a bachelor of arts degree.

ECONOMICS-GERMAN

Requirements in economics include EC103 and 104; two courses chosen from EC235, 236, 237; and six additional credit hours at the 300 level. Required among the six German courses are FG215 and 376 (senior year) and four other courses above the 202 level, one of which may be designated FL. Students are also urged to include FG301. In constructing the major, the student, with the help of an advisor in each department, should select complementary courses from the two fields to facilitate the integration of the two disciplines. To be eligible for honors in economics-German, a student must receive at least an A- on a thesis acceptable to both departments that integrates the two disciplines. The major leads to a bachelor of arts degree.

GOVERNMENT-HISTORY

Required in government are 18 credits, which include two of the following three courses: GO101, 102, or 103. Of the remaining 12 credits, at least three must be at the 300 level. Required in history are twenty-two credits, including HI275, HI375, and six additional credits at the 300 level. CC226 may be used toward the history component. In constructing the major, the student should select complementary courses from the two fields as a step toward integrating the two disciplines. Approval of the program by the chairs of both departments is required. To be eligible for honors, the student must receive at least an A- on the History Colloquium paper. The major leads to a bachelor of arts degree.

GOVERNMENT-PHILOSOPHY

Required among the courses in government are GO102, 303, 304, and nine additional credit hours in government. Philosophy requirements include PH203, 204, 375, and three additional philosophy course, two of which must be at the 300 level. In constructing the major, the student should select complementary courses from the two fields as a step toward integrating the two disciplines. Approval of the program is required by the chairs of both departments. To be eligible for honors, the student must receive at least an A- on a senior thesis in government or in PH376. The major leads to a bachelor of arts degree.

GOVERNMENT-SOCIOLOGY

Requirements in government include: two of the following three courses, GO101, 102, or 103; two 300-level courses, and nine additional credit hours in government. Sociology requirements include SO101, 226, 227, 375; SO324 or 325; and four additional credit hours in sociology (SO222 and 328 are strongly recommended). The student selects courses in consultation with advisors in each discipline. In constructing the major, the student should select complementary courses as a step toward integration of the two disciplines. To be eligible for honors, the student must receive at least an A- on a senior thesis in government, or complete a senior thesis in sociology (SO375 or SO376), or earn at least an A- in SO375. The major leads to a bachelor of arts degree.

Interdisciplinary

Changes

IN 100. EXPLORATION INTERNSHIP 3
Internship experience for students in all classes who wish to gain professional or vocational experience within an educational context at an entry level, or who wish to have educational and work experience in a field not directly related to an academic department at Skidmore. This course is also appropriate for students who have not completed advanced coursework in a major field offering internship credit at the 300 level. Proposals require faculty sponsorship and are reviewed for credit by the Dean of Studies on behalf of the Curriculum Committee. Must be taken S/U. *Not for liberal arts credit.*

ID 271, 272. INTERDISCIPLINARY INDEPENDENT STUDY 3-4
Independent work for sophomores or more advanced students whose academic interests require an interdisciplinary approach beyond the academic structures available through established departmental courses. The student must have the background appropriate to the proposed study, must have completed at least one other interdisciplinary course at Skidmore, must carefully define a plan of study, and must enlist the guidance of one or more faculty, as appropriate. Proposals for ID271 and 272 are reviewed by the chair(s) of the sponsoring faculty member's home department or interdisciplinary program; or in the case of students with an approved self-determined major, by the chair of the Self-Determined Majors Subcommittee.

ID 371, 372. INTERDISCIPLINARY INDEPENDENT STUDY 3-4
Independent work for juniors and seniors whose academic interests require an interdisciplinary approach beyond the academic structures available through established departmental courses. The student must have background appropriate to the proposed study, must have completed at least one other interdisciplinary course at Skidmore, must carefully define a plan of study, and must enlist the guidance of one or more faculty as appropriate. Proposals for ID371 and 372 are reviewed by the chair(s) of the sponsoring faculty member's home department or interdisciplinary program; or in the case of students with an approved self-determined major, by the chair of the Self-Determined Majors Subcommittee.

Additions

ID 202. FYE PEER MENTORING EXPERIENCE 2, 3
Academic credit for participation as a peer mentor in a Scribner Seminar. Peer mentors earn credits for completing the general expectations associated with the position, including: attending all seminar classes, completing all reading assignments, participating in class discussions (when appropriate), helping the faculty with fourth-credit hour programming, completing other duties assigned by the instructor, and mentoring first-year students. Mentoring first-year students includes supporting them as they make the academic and social transition to college, meeting students outside of class, and cultivating a robust living-learning community. Faculty may choose to require a modest writing assignment or some other project in the two-credit model. In addition to the general expectations associated with the peer mentoring position described above, the expectations for the three-credit option are more rigorous, such as completing a significant research paper or project, additional readings, and/or other academic activities.

ID 320. GLOBAL MEDIA 4
An analysis of the patterns of global media ownership and media production, their impact on politics and political participation, and their potential for producing transnational cultural values. After examining concepts and theories of globalization, students will explore the relatively recent rise of global media, with attention to the technological advances supporting these media and the rapid growth and increasing consolidation and deregulation of media power. We will then focus on case studies of the political and cultural impacts of the new global media in both rich nations and less developed countries around the world. *Prerequisite:* ID220. J. Devine

International Affairs

Changes

HONORS: To receive honors in International Affairs, students must earn a GPA of 3.50 in all IA courses taken; complete the IA Capstone Experience (see below and the IA Web site) with a grade of at least an A-; receive a favorable recommendation by the IA Program; earn a GPA of 3.0 or higher based on all work taken at Skidmore; and be approved by the faculty upon recommendation by CAS.

THE CAPSTONE EXPERIENCE

The IA capstone experience consists of two course requirements, including an IA-approved capstone project in the student's separate minor, major, or regional concentration. The first course requirement is an IA-approved, 300-level capstone course, to be completed in the fall term of the senior year, to serve as the basis for the capstone project. The second course requirement is IA 375 Senior Seminar in the spring term of the senior year, to finalize the student's capstone project for both written and oral presentation to the IA community and to serve as a common culminating experience for all IA majors.

In consultation with IA faculty advisors and the director of the IA program, students will identify and have approved, by the end of their junior year, an appropriate capstone project; and in the fall term of the senior year, a 300-level capstone course in their separate minor, major, or regional concentration that allows them to design and initiate their advanced senior capstone project. The capstone project should synthesize the skills and knowledge gained in their separate minor, major, or regional concentration; examine disciplinary assumptions; and address international or global issues. The capstone experience must tie together themes of the IA program and result in both written and oral presentation of their completed capstone project in IA 375, Senior Seminar, during the spring term of the senior year. To be considered for IA honors, students must receive a combined grade for the total capstone experience of at least an A-.

THE INTERNATIONAL AFFAIRS MAJOR: THE INTERNATIONAL AFFAIRS MAJOR: The requirements for the IA Major consist of at least twelve (12) International Affairs-designated course requirements, for a minimum of 30 credits. These courses must fulfill the following specific requirements:

1. The core course, IA101 Introduction to International Affairs;
2. One foundation course from three of the four clusters: "The Political World" (GO103 or HI223), "The Economic World" (EC103 or 104), "The Cultural World" (AN101 or GO241), or "The Physical World" (ES100 or 105);
3. One international affairs course from each of the four clusters: "The Political World," "The Economic World," "The Cultural World," and "The Physical World";
4. One international affairs course from at least four different disciplines outside the approved minor or major (in addition to the core course);
5. One foreign language course (or equivalent) at the level of 206 or above plus one credit hour in Language Across the Curriculum (LAC);
6. The completion of an approved minor, major, or regional concentration (18 credits minimum);

7. IA capstone experience (two courses and capstone project): one (1) 300-level course from the approved second major, minor, or regional concentration, to be completed in the fall term of the senior year, serving as the basis for the capstone project, plus IA 375 Senior Seminar (1 credit hour) in the spring term of the senior year to finalize the capstone project for both written and oral presentation to the IA community;
8. No more than three courses, including the capstone experience, may overlap between the IA major and the approved major. Only two courses, including the capstone experience, may overlap between the IA major and the approved minor or regional concentration.
9. In addition to IA375 and the 300-level course which serves as a capstone experience, at least two other courses must be at the 300 level.

THE INTERNATIONAL AFFAIRS MINOR: The requirements for the IA minor consist of at least six international affairs-designated courses, for a minimum of eighteen credits, including one core course required as a common experience. These courses must fulfill the following requirements:

1. The core course, IA101 Introduction to International Affairs;
2. One Skidmore College foreign language course (or equivalent) at 206 or above;
3. One international affairs course from at least three different disciplines outside the major (in addition to the core course);
4. One international affairs course from three of the four knowledge clusters: "The Political World," "The Economic World," "The Cultural World," and/or "The Physical World";
5. One 300-level course from any discipline;
6. No more than two courses may overlap between the IA minor and the major.

REGIONAL CONCENTRATION

A Regional Concentration is intended to offer students the opportunity to supplement their IA Major with in-depth knowledge in a designated geographic area of the world. The requirements for a Regional Concentration consist of a program approved by the Director, IA Program, including at least six courses totaling a minimum of 18 credit hours in a specific geographic region of the world that is not separately offered through other Skidmore programs, such as the Asian Studies (AS) or Latin American Studies (LAS) Programs. Examples would be a Regional Concentration in Africa, the Middle East, or Europe. The six courses should all be focused on the specified region, include an approved "Core/Foundation Course" in the region, and include at least one 300-level course. Preferably, the language in the IA Major would be a language used in the Regional Concentration. No more than two courses may overlap between the IA Major and the Regional Concentration.

IA 375. SENIOR SEMINAR

1

A seminar required of all international affairs majors in the spring term, when they make final oral and written presentations of their senior capstone project to the International Affairs Committee. This course is designed to enhance students' research, written, and oral communication skills relating to international affairs, and to strengthen their awareness of international issues and professional opportunities. The course includes presentations and discussions by students and guest lecturers, instruction on library research, writing, and oral presentation skills. Students present their capstone project ideas at the preliminary meeting and are evaluated on their research process, participation, and oral presentation. The course culminates in the presentation of senior capstone projects to international affairs faculty, students, and the community. Letter grade only.

INTERNATIONAL KNOWLEDGE CATEGORIES

CLUSTER I: The Political World

GO 103	Critical Issues in World Politics
GO 201	Principles of International Politics
GO 209	The Latin American Puzzle
GO 213	Comparative Constitutional Systems
GO 225	Military and Political Lessons from World War II
GO 228	U.S. Foreign Policy in a Changing World
GO 229	International Law
GO 251B	Topics in Political Science: International Relations
GO 301	Contemporary International Politics
GO 309	Latin America and the United States
GO 319	What the U.S. Does Wrong in the World: Views from India, Answers from Washington
GO 327	Politics in Russia and the Soviet Successor States
GO 328	Nationalism, Communism, and Democracy: Politics in East Europe
GO 338	International Diplomatic Negotiations
GO 340	The International Human Rights Regime: Promise and Peril
GO 344	Comparative Politics and Culture: India and Japan
GO 356	Africa in International Affairs
GO 357	Sexing Global Politics: Gender and International Relations
GO 358	Caribbean Politics
HI 103	Medieval Europe
HI 104	Early Modern European History
HI 105	Nineteenth-Century Europe: Ideology and Revolution
HI 106	Twentieth-Century Europe: Age of Conflict
HI 109	Contemporary Latin America
HI 201	Greek History
HI 202	Roman History
HI 211	Deconstructing Britain
HI 217	Topics in History
HI 223	America and the World: A History of U.S. Foreign Policy
HI 229	War and Peace in 20th Century Latin America
HI 247	The Rise of Japan
HI 306	The French Revolution and Napoleon, 1789–1815
HI 316	Empires in India
HI 317	The Common Law and its Colonial Contexts
HI 330A-E	Politics and Society in Latin America
HI 335	German History Since 1814
HI 363	Topics in History
ID 320	Global Media

CLUSTER II: The Economic World

EC 314	International Economics
EC 315	Open Economy Macroeconomics
EC 316	Economics of Development
EC 317	Economics of European Integration
EC 319	Economics of Income Distribution and Poverty
EC 334	International Political Economy
EC 343	Environmental and Resource Economics
EC 361	Advanced Topics in Economics
GO 219	Political Economy of European Integration
GO 339	International Political Economy and the Environment
MB 306	Foundations of Business in the International Environment
MB 344	International Marketing
MB 345	Global Financial Management
MB 346	Global Sales and Merchandising Management
MB 349	Business Strategy
MB 359	Global Financial Institutions
MB 364	Manufacturing Strategy and International Competitiveness
SO 331	Women in the Global Economy

CLUSTER III: The Cultural World

AH 100 Survey of Western Art
AH 103 The Arts of Africa, Oceania, and the Americas
AH 105 Survey of Asian Art: South and Southeast Asian and Himalayan
AH 106 Survey of Asian Art: East Asia
AH 253 Seventeenth-Century European Art
AH 254 Eighteenth-Century European Art
AH 257 Nineteenth-Century European Art
AH 261 Twentieth-Century Art
AH 265 History of Modern Design
AH 268 Ad/dressing the Body: European Fashion, Renaissance to the Present

AH 355 Visual Culture of the French Revolution
AM 332 Global Perspectives of the United States
AN 101 Introduction to Cultural Anthropology
AN 101W Honors Introduction to Cultural Anthropology
AN 205 Mesoamerican Archaeology
AN 227 Sub-Saharan African Cultures
AN 229 Mexican Cultures
AN 244 Indigenous Cultures of Latin America
AN 325 Applied Anthropology
AN 344 Anthropology and Environmental Health
AN 345 Ecological Anthropology
AN 349 Medical Anthropology
AN 351 Topics in Cultural or Biological Anthropology
FC 363 Special Studies in Chinese
FF 209 Culture and Literature of Quebec
FF 210 Introduction to French Literature
FF 221 French Literature—Twentieth Century
FF 223 Introduction to Issues in the Francophone World
FF 224 French Civilization: Gaul to 1815
FF 225 French Painters and Writers
FF 309 Fiction and Identity in Quebec
FF 363 Special Studies in French
FG 215 Introduction to German Literature
FG 216 Contemporary German Culture
FG 341 The Age of Goethe
FG 357 German Literature of the Twentieth Century
FG 363 Special Studies in German
FI 210 Introduction to Literary Analysis
FI 303 Studies in Modern Italian Literature
FI 363 Special Studies in Italian
FJ 363 Special Studies in Japanese
FL 243 The World of Japanese Animation
FL 244 Viewing China: Visual Cultural and Transnational Cinema
FL 245 China and the West: The Myth of the Other
FL 246 Fictional and Factual: History and the Novel in China
FL 250 An Outline of German Civilization
FL 252 Italian Cinema: From Fiction to Film
FL 253, 254 Italian Civilization in Translation
FL 258, 259 Chinese Civilization
FL 266 Images of Revolution and Social Upheaval: France 1789–1939
FL 267 Modern Japanese Culture and Society
FS 211 Survey of Spanish Literature
FS 212 Survey of Spanish American Literature
FS 313 Literature of the Golden Age
FS 314 Spanish Literature in the Nineteenth Century
FS 319 Spanish-American Narratives: Twentieth Century
FS 331, 332 Culture of Spanish America I, II
FS 363 Special Studies in Spanish
GO 203 Comparative European Politics
GO 227 From Genghis Khan to Gorbachev: Power and Politics in Russian History
GO 239 Nationalism and Politics in the Middle East
GO 240 Political Modernization: The Case of India
GO 241 Ethnic Conflict and the Global System
GO 304 Modern Political Thought
GO 308 Contemporary Political Thought
GO 355 African Politics
GO 365 Topics in Comparative Politics
GO 366 Topics in International Relations
HI 108 Colonial Latin America
HI 110 British Empire: An Introduction
HI 142 Introduction to Modern China
HI 210 The Four Kingdoms
HI 211 Deconstructing Britain
HI 228 Race, Class, and Ethnicity in Latin America
HI 230 History Through Travel; Latin America 1500–1900
HI 241 Introduction to Imperial China
HI 254 Intellectual History: Modern Europe
HI 302 The High Middle Ages
HI 303 Intellectual History: Medieval and Renaissance
HI 329 U.S. Since 1945

HI 343 The Chinese Revolution
HI 347 Japan's Modernizers: Samurai and Weavers
MB 314 Organizational Theory
MB 347 Comparative Management
PH 203 Greek Philosophy
PH 204 History of Philosophy: Early Modern
PH 306 Nineteenth-Century Continental Philosophy
PH 307 Twentieth-Century Continental Philosophy
PS 332 Seminar in Cross-cultural Psychology
RE 103 Religion and Culture
RE 213 Religious Traditions of India
RE 214 Religious Traditions of China and Japan
RE 215 Islam
RE 230 Topics in Religion
SO 316 Women in Modern Society
RE 330 Advanced Topics in Religion
SW 338 Social Policy and Social Justice
TH 229 Theater and Culture I
TH 230 Theater and Culture II
TH 333 The Director as Collaborative Artist
TH 334 Special Studies in Theater History and Theory
WS 212 Women in Italian Society: Yesterday, Today and Tomorrow
WS 227 Holding Up Half the Sky: Gender, Writing, and Nationhood in China

CLUSTER IV: The Physical World

BI 140 Marine Biology
BI 160 Conservation Biology
BI 180 Economic Botany
BI 240 Environmental Biology
BI 325 Tropical Ecology
ES 100 Environmental Concerns in Perspective
ES 105 Field Studies in Environmental Science
ES 221 Sustainable Development
ES 281 Disease and Environment
GE 101 Earth Systems Science
GE 112 Oceanography: Introduction to the Marine Environment
GE 207 Environmental Geology
GE 208 Origin and Distribution of Natural Resources
GE 211 Climatology
GE 311 Paleoclimatology
HI 312 Industry, Empire and the Environment
RE 225 Religion and Ecology
WS 210 Ecofeminism, Women and the Environment

Additions

IA 251A–D. TOPICS IN INTERNATIONAL AFFAIRS 3

Typically organized courses focused on selected problems, areas, and issues of special interest in international affairs at the intermediate level. Topics vary depending upon specialization and research interests of visiting and/or Skidmore faculty.

Courses designated "A" fulfill IA Knowledge Cluster I: The Political World.
Courses designated "B" fulfill IA Knowledge Cluster II: the Economic World.
Courses designated "C" fulfill IA Knowledge Cluster III: The Cultural World.
Courses designated "D" fulfill IA Knowledge Cluster IV: The Physical World.
Prerequisite: IA101. May be repeated with a different topic for credit.

Law and Society

Changes

LW 200. INTRODUCTION TO LAW, JUSTICE AND CITIZENSHIP 4

An examination of the role of law in regulating individual rights and social order. The course introduces the major themes of the Law and Society Program and the relationship between the key concepts of law, citizenship, and justice. Students will apply general theories to specific cases such as the death penalty, homeland security, environmental justice, and community justice. Students participate in service learning projects such as participation on the Integrity Board, mediation training, and writing clemency petitions for death row inmates. B. Breslin, D. Karp

LW 399. PROFESSIONAL INTERNSHIP IN LAW AND SOCIETY 3 OR 6

Professional experience at an advanced level in law and society. With faculty sponsorship and approval of the program director, students may extend their law-related liberal arts experience into work in professional settings such as law firms, the criminal justice system, environment conservation and public-policy agencies, and relevant social services. No more than three semester hours of LW 399 may be used to satisfy the minor requirements. *Prerequisites:* LW200 and two additional courses from the law and society curriculum. *Not for liberal arts credit.*

AM 260	Themes in American Culture: "Civil Rights in Twentieth-Century U.S."
AM 363	Women in American Culture
AM 376D	Religion in American Culture
ED 215	School and Society
EN 363	Race, Space, and Law in the 19th Century U.S.
EN 363	Law and Literature
ES 351	Environmental Legal Issues
GO 211	Courts, Politics, and Judicial Process in the United States
GO 213	Comparative Constitutional Systems
GO 301	Contemporary International Politics and Law
GO 311	Constitutional Law
GO 314	Civil Liberties
GO 362	Politics of the Congress
HI 224H	The Enlightenment
HI 258	European Fascism
HI 315	Crime and Punishment in Early Modern Europe (1400–1800)
HI 317	The Common Law and its Colonial Contexts
MB 333	Business Law I
MB 334	Business Law II
MB 336H	Diversity and Discrimination in the American Workplace: Is the Melting Pot Boiling Over?
MB 355	Business, Ethics and Society
PH 211	Ethics
PH 304	Socio-Political Philosophy
RE 204	Religious Ethics
SO 213	Crime and Victimization
SO 251	Juvenile Delinquency
SO 328	Social Movements and Collective Action
SO 329	Criminal Justice
SW 338	Social Policy and Social Justice

Additions

LW 299. PROFESSIONAL INTERNSHIP IN LAW AND SOCIETY 3 or 6

Professional experience in law and society. With faculty sponsorship and approval of the program director, students may extend their law-related liberal arts experience into work in professional settings such as law firms, the criminal justice system, and relevant social service and governmental agencies. No more than three semester hours of LW 299 may be used to satisfy the minor requirements. *Not for liberal arts credit.*

Deletions

LW 361 Law and Society: Capstone Seminar

Mathematics

Changes

THE MATHEMATICS MINOR: Students minoring in mathematics fulfill the departmental requirements by completing MA113 and 200 or the equivalent; MA215 or MC215; MA303 or 319; and two more 3- or 4-credit elective courses in Mathematics (designated MA or MC) at the 200 or 300 level.

MC 316. NUMERICAL ALGORITHMS 3

An introduction to using computation to obtain approximate solutions to mathematical problems. A variety of algorithms are studied, as are the limitations of using computational methods. Topics include algorithms for solving equations, systems, and differential equations; approximating functions and integrals; curve fitting; round-off errors and convergence of algorithms. *Prerequisites:* MA111 (or both MA108 and 109), CS106, and MA200. Offered on sufficient demand. The Department

Music

Changes

MP 179. WEST AFRICAN DRUMMING I 2

This class study of instrumental performance covers hand drumming techniques, bell and shaker patterns, development of specific Ghanaian polyrhythms, and the cultural context from which this music arises. Limited to fifteen students. (Fulfills arts requirement.) Fee: \$55. Y. Addy

MP 191. CLASS STUDY OF PIANO I 2

For students with no special background in music or piano. Emphasis is on reading skills and development of keyboard technique. Fundamental concepts of music theory (rhythm, intervals, scales, chords, keys) will be included. (Fulfills arts requirement.) *Not for liberal arts credit.* C. A. Elze

MP 281, 381. PRIVATE MUSICAL INSTRUCTION 2, 2

Individual forty-five-minute weekly instruction in voice, piano, harpsichord, organ, fortepiano, guitar, orchestral instruments, sitar, tabla, and jazz improvisation. Prospective students accepted by audition/interview. (Fulfills arts requirement.) The fee for 45-minute private instruction is \$600 per course.

MP 281X, 381X. PRIVATE MUSICAL INSTRUCTION 2, 2

Individual sixty-minute weekly instruction in voice, piano, harpsichord, organ, fortepiano, guitar, orchestral instruments, sitar, tabla, and jazz improvisation. At least one semester of sixty-minute lessons is required for any student preparing a full recital. Prospective students accepted by audition/interview. (Fulfills arts requirement.) The fee for 60-minute private instruction is \$800 per course.

MP 279, 280. WEST AFRICAN DRUM ENSEMBLE† 1, 1

An ensemble devoted to the performance of traditional drum music from Ghana. *Prerequisites:* MP179 and MP199. (Fulfills arts requirement.) Fee: \$50. *Not for liberal arts credit.* Y. Addy

MU 205. SPECIAL STUDIES IN MUSIC LITERATURE† 3, 4

The Department

Additions

MP 192. CLASS STUDY OF PIANO II 2

For students with some basic training in piano (audition required) or who have completed MP 191. Further development of music reading ability and technical skills, and development of a basic beginning repertoire. *Prerequisite:* MP191 or permission of the instructor. *Not for liberal arts credit.*

MP 199. WEST AFRICAN DRUMMING II 2

This class study of instrumental performance builds on the skills and cultural knowledge acquired in MP 179 and covers more advanced hand drumming techniques, bell and shaker patterns, Ghanaian polyrhythms, and the cultural context from which this music arises. Limited to fifteen students. *Prerequisite:* MP179 and permission of the instructor. Fee: \$55.

Neuroscience

Changes

THE NEUROSCIENCE MAJOR: To fulfill the major, students must complete the following:

1. Gateway course: NS101 (Neuroscience: Mind and Behavior)
2. Core courses:
 - BI105 Biological Sciences I: Unity of Life;
 - BI106 Biological Sciences II: Unity of Life;
 - CH105 Chemical Principles I and
 - CH106 Chemical Principles II, or
 - CH107H Intensive General Chemistry Honors;
 - PS217 Statistical Methods in Psychology I**
 - PS304 Physiological Psychology or
 - PS306 Experimental Psychology**
3. Integrative course: NS277 (Integrative Seminar in Neuroscience Research)
4. Elective courses:
 - a) Choose three courses from the following set of 200-level electives. Two of these electives must have a BI designation, and one must have a PS designation.
 - PS 213 Hormones and Behavior
 - PS 231 Neuropsychology**
 - BI 242 Introduction to Molecular Cell Biology
 - BI 244 Comparative Vertebrate Physiology
 - BI 245 Principles of Genetics
 - BI 247 Cell Biology
 - b) Choose four courses from the following set of 300-level electives. At least two of these electives must have a PS designation, and at least one elective must have a BI designation.
 - BI 306 Mammalian Physiology
 - BI 311 Biological Electron Microscopy
 - BI 316 Animal Behavior
 - BI 342 Frontiers in Molecular Neuroscience
 - BI 344 Biological Clocks
 - BI 349 Neuroendocrinology
 - BI 352/353 Topics in Advanced Genetics (when topic is appropriate for NS majors)
 - PS 304 Physiological Psychology***
 - PS 306 Experimental Psychology***
 - PS 323 Psycholinguistics
 - PS 324 Cognition
 - PS 325 Perception
 - PS 327 Computational Neuroscience
 - PS 341 Seminar in Cognitive Neuroscience: Left Brain/Right Brain

Neuroscience Curriculum

BI 105	Biological Sciences I: Unity and Diversity of Life
BI 106	Biological Sciences II: Diversity of Life
CH 105	Chemical Principles I
CH 106	Chemical Principles II
PS 213	Hormones and Behavior
PS 217	Statistical Methods in Psychology I
PS 231	Neuropsychology
BI 242	Introduction to Molecular Cell Biology
BI 244	Comparative Vertebrate Physiology
BI 245	Principles of Genetics
BI 247	Cell Biology
PS 304	Physiological Psychology
BI 306	Mammalian Physiology
PS 306	Experimental Psychology
BI 311	Biological Electron Microscopy
BI 316	Animal Behavior
PS 324	Cognition
PS 325	Perception
PS 327	Computational Neuroscience
PS 341	Seminar in Cognitive Neuroscience: Left Brain/Right Brain
BI 342	Frontiers in Molecular Neuroscience
BI 344	Biological Clocks
BI 349	Neuroendocrinology
BI 352, 353	Topics in Advanced Genetics
BI 385	Research Methods in Biology‡
PS 375	Senior Research Project I‡
PS 376H	Senior Research Project II‡

‡for consideration of departmental honors only

Off-Campus Study Programs

Changes

There are a great number of off-campus program opportunities coordinated by the Office of Off-Campus Study and Exchanges, including Skidmore study abroad programs, approved study abroad programs, faculty-led short-term study abroad programs and domestic programs; the National Study Exchange program, the Washington Semester, the Dartmouth 3/2 Program, and the Marine Biological Laboratory at Woods Hole. All students wishing to study off campus must have a GPA of 3.0 or higher, be in good social standing, and have strong faculty references. Skidmore study abroad programs include Skidmore in Beijing in China; Skidmore in Madrid and Skidmore in Alcalá in Spain; Skidmore in Paris and the Fall Seminar in Paris in France; the First-Year Experience in London, Skidmore in London and the Shakespeare Programme in the United Kingdom; and the India Program. In addition, each year Skidmore sponsors faculty-led programs during the winter, spring and summer breaks. These programs offer students the opportunity to develop a deeper understanding of distinct cultures and to broaden their perspectives on their own culture through daily contact with foreign teachers, students, and institutions. For additional information about study abroad, domestic study opportunities or any specific program, contact the Office of Off-Campus Study and Exchanges (formerly Office of International Programs).

Additions

Travel Courses

TX 100, 200, 300. TRAVEL SEMINAR 1–3

A faculty-led travel seminar organized around a specific topic or area of interest and scheduled for the January intersession, the March break, or the summer. Students investigate an area of study through readings, discussions of topics related to cultural or geographic aspects of the travel site, and participation in arranged visits to local sites that pertain to the Travel Seminar topic. Specific assignment expectations are defined for each section. Travel Seminars may be linked to a fall or spring course offering or may be a stand-alone course scheduled for the specified term. TX 100 designates an introductory course offering that does not usually include prerequisites; TX 200 designates an intermediate-level offering that may require pre-requisite course work; TX 300 designates an advanced-level offering that will demand prerequisite study and more sophisticated analytic assignments. May be repeated for credit with a different topic. *Prerequisite:* Permission of the instructor.

NATIONAL STUDENT EXCHANGE

Through the National Student Exchange (NSE) students can study for up to one calendar year at one of almost 200 U.S. and Canadian colleges and universities that take part in the exchange program. Domestic exchange offers students a variety of unique and challenging possibilities and the chance to access courses with a different perspective, explore new areas of study or a subfield within a chosen major, experience a different academic environment, or investigate graduate or professional school opportunities. Students choose their host campus by working closely with their academic advisors and the advisors in the Office of Off-Campus Study and Exchanges to find the campus with the right combination of courses, facilities, and environment to meet the student's academic and personal needs. Applicants must have a grade-point average of 3.0. Students who are concerned about their eligibility should meet with an advisor in the Office of Off-Campus Study and Exchanges.

Students studying off campus through the NSE program will be charged Skidmore tuition and fees. Students pay their room and board charges directly to the host campus. Students may use all financial aid when participating in this program. A complete list of universities and colleges that participate in the program can be found through the Web site for the Office of Off-Campus Study and Exchanges. For more information about the NSE program, contact the Office of Off-Campus Study and Exchanges.

Philosophy

Changes

THE PHILOSOPHY MAJOR: Minimal requirements for a major in philosophy are the general College requirements, plus nine courses in philosophy, including PH203, 204, 207, 306, and 375. Three of the remaining four courses must be chosen from 300-level philosophy offerings (PH or PR). At least five of the total courses for the major must be at the 300 level, with at least two at the 300 level taken in the senior year. Courses must total at least thirty credit hours.

PH 311. EXISTENTIAL PHILOSOPHY 4

A study of the central concepts of existential philosophy as found in the writings of such thinkers as Nietzsche, Heidegger, Sartre, Camus, and Marcel. Concepts such as freedom, facticity, dread, nothingness, the absurd, being-for-itself, being-in-itself will be examined. *Prerequisite:* PH204 or RE241 or permission of instructor. Offered alternate years. J. Smith

Physical Activity

Additions

PHYSICAL ACTIVITY I

C. Conditioning (includes Martial Arts)
PA118C Power and Agility

Preparation for Professions and Affiliated Programs

Changes

3/2 PROGRAM WITH DARTMOUTH COLLEGE

Through a cooperative arrangement with the Thayer School of Engineering at Dartmouth College, students majoring in mathematics, computer science or physics at Skidmore may earn both the bachelor of arts degree from Skidmore at the end of the fourth year and, at the end of the fifth year, the bachelor of engineering degree from Dartmouth.

An additional one or two years may lead to the master of engineering management or the master of science degree from Dartmouth.

REQUIREMENTS

A student entering this combined program must major in mathematics, computer science, or physics, must have a GPA of at least 3.30 in science and mathematics, and must have the approval of the Engineering Advisory Committee.

Second Year
CS 106 Computer Science I and CH 105 Chemical Principles I (or CH 107H)

Psychology

Changes

RECOMMENDATIONS AND ADVICE

Faculty urge psychology majors to complete PS 217 and PS 306 by the end of the junior year. Psychology majors who take PS 306 in their senior year are precluded from taking the senior thesis research experience (PS 375/376). Along similar lines, those students who discover relatively late in their program of study an interest in research are at a particular disadvantage when applying for external fellowship opportunities. The summer between the junior and senior year of study is an ideal time to seek this kind of opportunity. Those students who have not yet completed PS 306 are at a disadvantage when applying for these programs.

THE PSYCHOLOGY MAJOR: To complete a major, students must take a minimum of thirty credits in psychology. Only six of these thirty credits (including three AP credits) required for the major may be taken at other institutions. Included among the thirty credits are the following required core: PS101, 217, 306, and at least ten credits from three different clusters listed below:

1. Neuroscience: NS101, PS231
2. Social Developmental Psychology: PS205, 207
3. Cognitive Processes: PS305A, 305B, 323, 324, 325
4. Personality Abnormal Psychology: PS210, 211, 308.

PSI CHI: Psi Chi is the national honor society in psychology, founded in 1929 for the purpose of encouraging scholarship and advancing the science of psychology. Eligibility requirements include declaration of a major in psychology, completion of at least four psychology courses (or three psychology courses and NS101), a GPA of 3.5 or higher in psychology as of the start of fall semester of the senior year, and a GPA of 3.3 in all college courses.

PS 231. NEUROPSYCHOLOGY 3
An introduction to the relationship between the brain and mind through the assessment of human patients (and animals) with brain damage. This focus will show how scientists are better able to understand components of the mind (i.e., processes related to attention, perception, cognition, personality, emotion, memory, language, consciousness) and behavior, and how this information can be used to refine theories of psychological functioning. A case-study approach of humans with brain damage will be adopted in this course. *Prerequisite:* PS101 or NS101. D. Evert

PS 306. EXPERIMENTAL PSYCHOLOGY 4
A theoretical and empirical introduction to psychology as a natural science. Emphasis will be on the basic phenomena in physiological psychology, cognition, perception, and social psychology and the principal experimental paradigms employed in their investigation. Three hours of lecture, two hours of lab per week. Recommend completion by the end of the junior year. *Prerequisites:* QR1, PS101 or NS101, PS217. (Fulfills QR2 and natural sciences requirements.) H. Foley, M. Foley, R. Johnson, F. Phillips

PS 321. MOTIVATION AND EMOTION 4
An examination of the principal constructs employed in theories of motivation and emotion. Students will review the current status of both biologically based and psychologically based theories, using primary sources. Additionally, students will plan and carry out a project that applies a theory of motivation or emotion in a field setting. *Prerequisites:* PS101 and 306 or consent of instructor. H. Hodgins

PS 323. PSYCHOLINGUISTICS 4
An examination of the psychological mechanisms necessary to learn, comprehend, and produce both spoken and written language. The course addresses questions such as: How do people acquire the ability to comprehend language, speak, read, and write? What are the cognitive processes involved in everyday language usage? What is the brain's role in language and what we can we learn about language from patients with brain injury? These questions and more are addressed while investigating the psychology of language from a scientific perspective, looking at what psychological research can tell us about human language acquisition, comprehension, and production. *Prerequisites:* PS101 or NS101. R. Johnson

PS 324. COGNITION 3
The study of the way in which people acquire and use information in a variety of circumstances. Topics include attention, pattern recognition, language, memory, skill acquisition, problem solving, decision making, and artificial intelligence. *Prerequisite:* PS101 or NS101. M. Foley

PS 325. PERCEPTION 4
The study of the way in which people use sensory input to identify and interpret information in the world. The course will examine contributions of sensory, neural, and cognitive factors to perceptual experience. Discussions will cover general perceptual principles, but will emphasize visual and auditory processes. Three hours of lecture, two hours of lab per week. *Prerequisite:* PS101 or NS101. H. Foley, F. Phillips

Additions

PS 333. SLEEP AND DREAMS 2
An examination of the little-understood phenomena of sleeping and dreaming. We will consider theoretical explanations from neuroscience and psychology, and empirical findings from neuroscience and experimental psychology. Students also will investigate a particular aspect of sleeping and/or dreaming through designing and carrying out projects. *Prerequisites:* PS101, PS217; familiarity with statistics is helpful in reading the primary sources employed. H. Hodgins

Religious Studies

Changes

THE RELIGIOUS STUDIES MAJOR: Minimal requirements for a major in religious studies are the general college requirements, plus completion of nine courses, seven of which must be selected from the religion offerings (RE or PR), and must include RE103, 241, and 375. The remaining two courses may be chosen from RE or PR offerings or may be selected from a list of courses from other disciplines that has been authorized by the religion faculty. At least one course must be taken about (1) an Abrahamic religion (Judaism, Christianity, or Islam) and one course about (2) non-Abrahamic religions (such as, but not limited to, Buddhism, Hinduism, Confucianism, Daoism, or an indigenous tradition). At least five of the total courses for the major must be at the 300 level with at least two at the 300 level taken in the senior year, one of which must be in religion. Courses must total at least thirty credit hours and should ideally represent, in a way to be determined in consultation with the faculty advisor, a genuine diversity of traditions.

Fulfill humanities requirement:

- RE 201 Hebrew Scriptures
- RE 202 Christian Scriptures
- RE 204 Religious Ethics: Judeo-Christian
- RE 211 Western Religions
- RE 220 Encountering the Goddess in India
- RE 230 Topics in Religion
- RE 241 Theory and Methodology in the Study of Religion

Scribner Seminars

SSP 100. SCRIBNER SEMINAR

4

These interdisciplinary seminars introduce students to perspectives on a particular subject of inquiry. Each seminar, limited to 15 first-year students, allows participants to work together closely and also acts as a foundation and context for future college studies. Faculty instructors develop the seminar theme around their research and scholarly interests. In addition, faculty instructors serve as mentors and advisors to the students enrolled in the seminars. During each seminar, students enhance their abilities to read critically, communicate ideas both orally and in writing, and relate the seminar to their educational goals. All first-year students must take one Scribner Seminar in their first semester. This course must be taken for a letter grade.

Africa in Stereotypes

Are Africans really isolated and uncivilized? Is there really an African race? How has Africa been portrayed in Western museums, movies, and the mass media? And what do these portrayals reveal about Africa and about the West? In this seminar we will learn to analyze critically North American and European stereotypes about Africa south of the Sahara desert. While the main focus of this course is the criticism of Western stereotypes, students will also be introduced to Africa's own complexity, dynamism, and diversity from the perspective of anthropology and other social and humanistic disciplines.

S. Silva, Anthropology

American Liberty: Our Enduring Struggle Over Our Constitutional Rights

Why are Americans so obsessed with the idea of individual liberty? Where did this fixation come from? Is it healthy for an American Republic to be so protective of the rights of the individual citizen? If not, what can we do to stem the tide and return to some notion of community to the center of our constitutional discourse. In this course, students will explore the concept of American freedom by examining the constitutional, historical, and philosophical foundations of our liberal experiment. We will focus on how institutions—in particular the U.S. Supreme Court—have shaped America's unique conception of liberty. In our examination of American liberty, students will explore the right to privacy, the right to free speech, and the protections afforded by the equal protection and due process clauses of the Fourteenth Amendment, including those rights afforded individuals on America's death row. As an integral part of the seminar, students will work on an actual death penalty defense. Students will be responsible for conducting primary research with the aim of providing the most effective defense possible for a specific death row inmate.

B. Breslin, FYE

American Memories

How does memory work? What is the relationship between the past and memory, between memory and history? How do individual and collective memories influence, complement, and contradict one another? How are memories reconstructed, interpreted, transmitted and transformed? In this seminar, we explore disciplinary and interdisciplinary perspectives on American memories, personal and public, considering some of the many ways Americans have remembered (and forgotten) specific people, places, and events in our national past, such as Abraham Lincoln, colonial Williamsburg, and the Oklahoma City bombing. Students will examine various cultural mechanisms of memory production—monuments, museums, and movies—and will explore the historically distinct ways in which memories have been reconstructed, used and abused.

G. Pfitzer, American Studies

The Broadway Musical: An American Cultural Lens

Have you ever seen musical theater professionally staged on Broadway, or participated in a high school show? Was the production merely entertaining, or did it also encourage you to think about the issues raised through the show's coordinated efforts of writing, singing, acting and dancing? Students in this seminar will consider the diverse artistic ingredients of a musical that must blend in achieving a collaborative balance. We will study the creative process: how a show evolves, why adjustments occur, and how artists make decisions; but we will also look beyond, by exploring recurring sociological perspectives evident throughout 20th century American musical theater history. The Broadway musical provides a looking glass into our nation's shifting cultural attitudes, challenging societal issues, and individual and collective struggles and triumphs. The musicals we will examine include *South Pacific* (gender, race and prejudice); *West Side Story* (urban violence); *Hair* (confronting established conventions); and *Sweeney Todd* (ethical and moral dilemmas). Students' final projects will focus on a specific musical and the questions it raises.

C. Joseph, Music

Can Machines Think?

Can machines think? To help us answer this question, we will study the history of artificial intelligence, a field that influences and is influenced by many disciplines, including computer science, economics, philosophy, psychology, biology, and neuroscience. We will consider the problems that researchers in artificial intelligence attempt to solve. In addition, we will explore the techniques used to develop intelligent machines by writing our own simple computer programs that play games, learn, and evolve. No previous programming experience is required. (The capacity to think is a must, however.)

T. O'Connell, Mathematics and Computer Science

Children's Literature Revisited

What do *Little Women*, *Alice in Wonderland*, *The Tale of Peter Rabbit*, *Where the Wild Things Are*, and *Harry Potter* have in common? These titles and characters have hooked child readers through the ages, influencing our reading habits as adults. Far more than charming picture books for children, the genre of children's literature has a rich history that runs through the nineteenth and twentieth centuries and ranges from fairy tales and bedtime stories to comic strips, fantasy, science fiction, and adventure tales. Participants in this seminar will follow Alice down the rabbit hole to enter the world of children's literature, exploring its history, cultural mores, and audience. We will revisit children's literature from the perspectives of history, education, aesthetics, gender and multiculturalism and learn to "read" texts and illustrations. In addition to literary and visual analysis, students will read to young children, give oral reports, and create an illustrated children's book.

C. Golden, English

China and the West: The Myth of the Other

What shapes our images of the Other? How do people perceive the Other in a given historical period or in certain cultural milieus? In this course, we will introduce and examine the experience of the Other from both Chinese and Western standpoints. Students will look at China as an idealized utopia in the eyes of some eighteenth-century Europeans or as the land of ignorance described in some early modern literature. Students will also explore various Chinese responses to the West. In discussing such issues as orientalism vs. occidentalism, and cultural relativism vs. universalism, we will examine the polemics of cultural difference in ethical terms.

M. Chen, Foreign Languages and Literatures

Cycles of Marriage and Divorce

During the past century, the number of marriages ending in divorce reached historically unprecedented rates. At the beginning of this century, couples previously excluded from marriage are nevertheless eager to wed. Students in this seminar investigate continuities and changes in marriage—both as a social institution and as a private experience of two people. Drawing on research studies and expressive narratives, we explore how social scientific and literary approaches differ and intersect in illuminating cycles of marriage and divorce.

S. Walzer, Sociology, Anthropology, and Social Work

Den of Antiquities: The Illicit Market in Ancient Art

What is the difference between collecting and looting antiquities? What constitutes ownership of an art object? What distinguishes individual from museum collections? What are the ethical obligations of collectors? Students will examine the trade in antiquities stretching from the first "collector," a Roman general who stole art from Sicily after sacking it in 212 BCE, to Lord Elgin's "purchase" of the Parthenon marbles in 1806, to the current scandals in the trading of ancient art that have embroiled NYC's Metropolitan Museum and the J. Paul Getty Museum in Los Angeles. Our discussions will include the most recent controversies that have embroiled the museum, gallery and auction house worlds, pitting national interests against private enterprise. Various museum collections will serve as a laboratory for our study of these questions: the Tang, local museums, and the Metropolitan Museum in NYC.

L. Mechem, Classics

Drug Discovery: From Laboratory Bench to Pharmacy Stack

How often do you take medication? Every year, the pharmaceutical industry produces new medicines that help cure many diseases ranging from depression to AIDS to cancer. However, the process of inventing a new drug is very complex. Statistics show that only one in five thousand promising lead compounds becomes an approved drug. More importantly, it takes almost 15 years and roughly 1–2 billion dollars to transform a promising compound in a laboratory into an approved drug in a pharmacy, which illustrates the complexities involved in bringing a drug to market. Students in this course will explore issues involved in drug discovery and development, including how medicines are invented, how they are tested, who regulates the drug-approval process, who monitors the safety of the drug while and after it is being approved and how pharmaceutical companies manage the cost of drug failure. Together, with some case studies, we will discuss some of the controversies that focus on the role of the FDA in the drug-approval process as a whole.

R. Nagarajan, Chemistry

Earth System Evolution: The First Four Billion Years

Are there golden threads permeating Earth's history that could contribute to the optimization of the human condition and the longevity of our species? If so, where are they preserved and by what signs might we recognize them? The Earth System has evolved over the past 3.5 billion years through interactions between the planet's solid surface, atmosphere, hydrosphere, and biosphere. While changes in the planet's inanimate components have been predominantly cyclic in character, biospheric components ranging from bacteria to ecosystems have evolved by adapting to global change through the development of synergistic survival mechanisms. This course is a study of global evolution from prebiotic times to the present to seek out modes of change and adaptation within the Earth System that may be applicable to envisioning a sustainable future for Homo sapiens. R. Lindemann, Geosciences

Educating Citizens for the American Republic

Drawing on the writings of a number of prominent American citizens, we will consider the education that is fitting for citizens of a republic, who prize freedom and equality. American thinkers have long noticed that American democracy requires certain moral and intellectual virtues of its citizens. What are these virtues? What sort of education will foster them? We will begin our study of these questions with readings from the colonial period and continue with selected writings by nineteenth and twentieth century authors. We will conclude the seminar by considering the education offered at liberal arts colleges, which have been described as "distinctively American." Students will meet some of America's great political, historical, and literary figures, while formulating their aspirations for their own educations. N. Taylor, Government

European Integration

Will the new Europe challenge U.S. supremacy as a superpower, or is it destined for global irrelevance? Students will explore the process of European integration from the wars of the past century through the establishment of the European Union, from the destruction of the Berlin Wall through the adoption of a common currency. How will Europe face the important challenges that remain? How will the member countries define their common interests and deal with their remarkable diversity? Students will examine these issues through the varied lenses of history, geography, political science, and economics. J. Bibow, Economics

Food: Why We Eat What We Eat and Where It Came From

Why do we eat what we eat? Is it nature, nurture, or do we just eat what's available? In this course students will use tools from many different disciplines to examine this question. Historical, sociological, economic, scientific, religious and aesthetic approaches to the subject of culinary choices will inform our discussions throughout the semester. We will proceed from the foraging of the ancient world, through early human civilizations, Greek and Roman times, medieval eastern cultures, the Far East, early European cultures, African cultures, to the contributions of the Americas, as we study how we arrived at the food we eat today. Along the way, we will share meals representative of the cultures and cuisines we study. U. Bray, Mathematics

How Do Women Look? Woman as Object/Subject in Contemporary American Visual Culture

Do blondes have more fun? Are lesbians really "invisible"? How do women look? Women have long been subject to an excruciatingly exacting visual evaluation from both men and women. In this class we will examine the representation of women in a variety of media (visual art, television, films) spanning the 1970s to today, considering how these images, through emphasizing weight, race, and sexuality, objectify women, encouraging the view to visually "consume" and appraise them. However, women also actively look—at themselves, at each other, and at men. We will consider whether a woman's gaze can ever be as active as a man's, and if there might be alternatives to the controlling, patriarchal gaze. K. Hauser, Art and Art History

The Human Body—From Science to Society

What happens to the human body when science and society clash? What types of decisions do we make about food, exercise, body weight, and anti-aging products? Do we make decisions about health care, exercise and wellness based upon societal norms or informed science? In this seminar, students will explore the myriad physiological and sociocultural factors that cause or contribute to certain human health conditions. Students will investigate such topics as ideal body weight, body image, proper diet, and appropriate exercise regimens. Additionally, students will consider how perceptions of exercise, fitness, and health are influenced by aging, physical disability, or injury. P. Fehling, Exercise Science

Human Dilemmas

As you begin college, you are confronting the recurring dilemmas that define and shape our lives: Who am I? What exactly am I? What is my relationship to others? What is my responsibility to them and to the world? As biologist E. O. Wilson contends in his 2002 book *The Future of Life*, life is "an insoluble problem, a dynamic process in search of an indefinable goal. [It is] neither a celebration nor a spectacle but rather, as a later philosopher put it, a predicament" (xxii). "Human Dilemmas" will challenge your conventional assumptions surrounding these predicaments as we focus our attention on interdisciplinary readings, critical thinking, and academic inquiry. Debates, field trips, and writing will move us toward an understanding of what it means to be human in our contemporary world.

C. Berheide, Sociology; J. Delton, History; S. Goodwin, English; P. Hilleren, Biology; K. Kellogg, Environmental Studies; C. Moore, Sociology, Anthropology and Social Work; I. Park, Art; L. Rosengarten, HEOP

Human Origins: An Interdisciplinary Inquiry

This course will focus on questions stemming from universal human efforts to understand who/what we are. Were we created on the sixth day, or have we evolved over hundreds of thousands of years? How has thinking about these questions changed over time? What can archaeology tell us? What, more recently, genetics? What have been the difficulties in gaining persuasive answers to these questions? In addition to the option of having their own DNA analyzed by the Genographic Project under the aegis of National Geographic, students will engage in reading, laboratory work, field trips, focused discussions, and several and varied writing assignments to gain informed perspectives on disciplinary differences in posing and answering such questions, as well as a clearer sense of how we imagine and understand ourselves to be. B. Possidente, Biology; P. Roth, English

Images of Work in Literature, the Arts, and Popular Culture

What is it like to manage or be managed? Students in this seminar will examine the concept of work and the complex issues faced by workers and leaders in organizations and society using the varied perspectives of literature, the arts, and popular culture. Work is a central life experience that can be understood using sociological, psychological, and managerial theories and models. Through the lenses of film, literature, dance, music, theater and pop culture, the course will illustrate these interdisciplinary theoretical frameworks and the experience of work. We will study work-related topics such as employee mentoring and coaching, business ethics, power and authority, entrepreneurship, work/life balance, leadership, and white vs. blue collar work in the context of films such as *Wall Street*, works of literature like *The Great Gatsby*, and plays such as Arthur Miller's *All My Sons*. The richness and accessibility of these textual, artistic, and visual examples provides a powerful context for understanding the complexities of the work experience. C. D'Abate, Management and Business

Imagine That!

What role does imagination play in our ability to tell the difference between fact and fiction? Memory and anticipation? What is it about an evocative poem or intriguing novel that brings images to the mind of the reader? Are children really more susceptible than adults to the power of imagination? What roles does imagination play in the minds and works of artists, scientists, and literary figures? The purpose of this seminar is to explore intriguing questions such as these from both disciplinary and interdisciplinary perspectives. In the process we will examine why many scholars (including scientists, philosophers, historians, and literary critics) propose that imagination is the key to powerful writing, transformative educational experiences including the development of empathy, and effective legal decision making. This seminar is also about knowing. Our study of the neurological deficits associated with brain fictions will serve as one metaphor for exploring what it means to know. By selecting some of the reading material and leading discussion on a topic of their choice, students will share ownership in the seminar. Imagine that! M. Foley, Psychology

Industry and Innovation

Did anyone envision the personal debt crisis when the credit card was invented in 1951? Did anyone anticipate that cafés and hotels would use WiFi as a competitive advantage when the Internet was developed in 1980? Students will examine the connection between innovation and industry in this course. Drawing upon disciplines such as management and business, economics, government, law and information science, students will explore Disruptive Innovation Theory; Resources, Processes and Values Theory and Value Chain Evolution Theory. Students will also engage in a service learning project that will involve analyzing and assessing the benefits and costs of real-time innovations associated with sectors such as alternative energy, campus safety and business communications. T. Harper, Management and Business

Italian Cinema

What do Rossellini, De Sica, Visconti, Fellini, Wertmuller, Scola, Tornatore and Benigni have in common? Students in this seminar will examine 20th century Italian society's crises and transformations by analyzing the social, political and cultural movements that have defined Italian culture through film and literature. Students will view and explore Italian cinematic Neorealism, examine the role in Italian cinema of director-authors, analyze Italian 20th century and classical literary works, and discuss cinematographic adaptations of those works. In addition, students will learn how to read a film and analyze the translation process from a literary text to film. Films in Italian with English subtitles.

G. Faustini, Foreign Languages and Literatures

The Latin American Urban Experience

In this seminar, students explore the role of the city in the development of Latin American societies and cultures from pre-colonial times to the present. Latin America's capital cities, in particular, encapsulate a country's political, industrial, financial, commercial, entertainment, intellectual, cultural, and religious identities. On their streets and in their public and private buildings, which have been built and rebuilt for hundreds of years, rich and poor, native and immigrant, men, women and children have worked, celebrated, rioted, studied, created, voted, fought, thrived, suffered, loved, hated, demonstrated, and lived. Students focus on Mexico City (Mexico) and Buenos Aires (Argentina) as the case studies in which to read the evidence of the historical, political, social, economic, and cultural life in continental Spanish America, since many characteristics of their urban experience are shared by other cities throughout the continent. Supplementary materials from port cities like Havana (Cuba) and from Rio de Janeiro and Brasilia (Brazil), which began as Portuguese colonies, will provide some contrast, and student projects on other key urban centers will conclude the seminar.

J. Dym, History, and P. Rubio, Foreign Languages and Literatures

Leather, Paper, Lead: Artists' Books, History and Process

What do books mean to you? The development of writing, printing, visual text and book forms reveals a wealth of sociopolitical, cultural, economic, and religious identity at any given place and time. Students will combine an interdisciplinary examination of books with the design of books in the studio to examine the role that books have played throughout history, with a particular emphasis on the 20th century artist's book as an intersection of literature and art. We will investigate rare, unique books from the Scribner Library Special Collections to decipher their history and context in order to develop an appreciation of books as objects, historical documents, and significant intellectual and cultural resources. Through critical study of these original works as well as creative bookmaking assignments, students will experience the unique interplay between word, image, page, identity, and meaning that the genre of artist's books reveal.

K. Leavitt, Art

The Mind's I

The unconscious is not an object or place or part of the body, but an imaginary construction. What it is, where it is, what it contains, and how it relates to the conscious self are questions that have generated vastly different responses from scientists, philosophers, artists, and writers, who have represented the unconscious in various and colorful ways: as a repository of memories, as a primal wilderness, as a mysterious archaeological site, and even as a separate personality. In this seminar, we'll examine writings about the unconscious to ask questions about human nature, free will, sources of creativity, and, not least, how one develops a sense of true self.

L. Simon, English

Perception and Reality: Psychology and Artistic Expression

"Seeing is believing." We typically trust our perceptions of the world, but is that trust justified? In this seminar, we will use psychological research, plays, novels, artwork, and movies to explore a number of questions. How does your visual system construct the world you perceive? What might visual illusions tell you about your visual system? What roles do artists play in allowing you to see the world differently? Do your unconscious thoughts and desires influence your behavior? How important are your memories for determining who you are and what would happen if you lost them? Would the world look the same to you if you were autistic? Through the exploration of such questions we will gain a better understanding of the complexities and ambiguities involved in "seeing." By the end of the seminar, you may come to believe that "seeing is deceiving."

H. Foley, Psychology

The Philosophic Basis of the American Founding

What are the philosophic principles of the liberal democracy under which we live? After examining the thought of the Christian political thinkers who had originally guided political life in the new world—the political thought that our founders rejected—we turn to the work of John Locke, the philosopher who laid out most clearly and explicitly a wholly new understanding of political life, especially through his argument for individual natural rights. We then turn to the writings of the American founders, especially of Jefferson, Madison, Hamilton, Jay, and the "Anti-Federalists," to see how Locke's understanding of human beings came to guide those who were victorious in the debate over what the guiding principles of the new American regime would be. We conclude the seminar with an examination of slavery in the writings of Fredrick Douglass, and with Lincoln's attempt to defeat slavery by appeal to the original principles of the founding. The seminar will introduce students to the close study of texts in political philosophy, political theology, constitutional thought, political rhetoric, history, and literature.

T. Burns, Government

Psychological Theories of Social Justice

In this seminar, students will learn to think critically about a variety of social justice issues and policies in the areas of redistributive justice, procedural justice, distributive justice, and expressive justice. These theories have relevance to issues related to criminal justice, justice in the course and in legal proceedings, justice in the workplace, justice in war, and politics and justice in international affairs. Using different social and psychological frameworks, students will analyze theories of punishment and the use of the death penalty, ideas of what it means to be responsible for a crime and competent to testify in court, analyses of affirmative action policies, considerations of justice warfare and problems of global poverty, and definitions of human rights. In our analyses, we will consider multiple questions such as: What is a just way to punish people who commit crimes? Do tough prison policies help deter crime and make society safer? Is the "not guilty by reason of insanity" verdict just? Can young children serve as credible witnesses in court? How fair is affirmative action? Are human rights culturally universal? Is justice gender biased? Why do we go to war, and is there such a thing as a "just war"?

V. Murphy-Berman, Psychology

Radical Children's Writers of the 18th and 20th Centuries: Those "Barbarous and Didactic" Women

Students will explore the nature of 18th and 20th Century "feminist" children's books through an interdisciplinary lens, including an examination of attitudes toward these groundbreaking female children's writers, the religious and cultural foundation of these perspectives, early "flickers of feminism," literary criticism, feminist writings, and the harsh censorship against these authors by the "strict literary police." Students will read selected works of female writers beginning with Sarah Fielding's *The Governess* (1749) and ending with Lois Lowry's *The Giver* (1993), in order to understand parallels between these women writers separated by more than 200 years.

S. Lehr, Education Studies

Rich, Free, & Miserable: The Failure of "Success" in America

Why is the American Dream in trouble? With unparalleled resources and opportunities, this should be the best time and place to live in human history. Despite many positive signs, the social fabric of American society is thinning. Decreasing time devoted to family and neighbors, increasing energy spent working and shopping, widespread patterns of unhealthy and damaging consumption, and growing distrust and incivility in public life are all too common patterns reflecting this decline. Students will examine the deteriorating state of community in America, focusing on the lack of balance between the three great spheres of social life: the economic sphere, civil society, and the polity. More specifically, students will pursue the following questions: What are the most important strengths and weaknesses of American society? What are the realistic possibilities for retaining the strengths and addressing the weaknesses? How can we as individual citizens help restore balance to our society and in our own lives.

J. Brueggemann, Sociology

River Goddesses of India: Religious Purity and Environmental Pollution

This course will introduce students to disciplinary and interdisciplinary perspectives on three river goddesses of India, with the goal of understanding the complex relationship between religion and the environment in India. We will explore the vision (*darsan*) of and devotion (*bhakti*) to the goddesses to understand how Hindus see the goddesses as both transcending the rivers yet present in them. We will also explore political and scientific research to understand the environmental pollution of the rivers. We will discuss issues such as the following: How can a river simultaneously be religiously pure yet environmentally polluted? How can the goddess be both transcendent and immanent? Does Hindu religion hinder or support cleaning up river pollution? What is the legacy of Gandhi for the environment? Students will use interdisciplinary approaches to explore these issues of myth and ritual, literature and poetry, theology and science, art and politics.

J. Smith, Religious Studies

Travel Writing and Gender: Identity, Place, and Power

What does travel writing have to do with identity, knowledge, and power? Focusing on women's travel writing during two distinct historical periods, students will read representative narratives from the period of "high imperialism" (mid-19th to early 20th century) when European women recorded their voyages to Africa and the Middle East. These travel narratives will serve as a point of departure for examining the multiple and sometimes conflicting relationships between place, politics, and identity. Students will also study the ways in which these narratives serve today as evidence in a range of disciplines, including history, geography, women's and postcolonial studies. Turning to the contemporary period, we will read travel narratives by "Other" women, typically silent in colonial travel accounts, who speak of their experience of boundaries, dislocation, and exile. We will ask what location and identity mean in the era of globalization. Throughout, this seminar will encourage students to analyze and interrogate the perceived oppositions between colonizer/colonized, self/other, home/elsewhere center/margin taking into account how other features of authorial identity, including class, ethnicity, and sexuality, shape women's travel experiences and narratives. A. Zuerner, Foreign Languages and Literatures

Twentieth Century Apparel in the United States

How has history helped shape the dress of contemporary men, women, and children? Through critical reading, films, expert speakers, and field trips, students will examine the social, cultural, economic, artistic, and technological forces that have helped shape apparel in the U.S. through the 20th century and beyond. Students will explore American dress from 1898 to 2008 to identify the conformists and rebels of every era: from the Arrow Collar Man and the Gibson Girl to bell-bottom-clad hippies and Jackie Kennedy. Students will also consider influences from Europe, Asia, Africa and the Americas. Coursework will also focus on changes in manufacturing, marketing, and retailing, from the U.S. sweatshops of yesterday to the Internet shopping of today. B. Balevic, Management and Business

The Virtual Republic: American Politics in the Media Age

Is the American "mediathon" sapping the public's interest in, engagement with, and knowledge of politics? In this seminar, students explore the influence of the mass media on political debate, political engagement, and public policy in the United States. We trace the development of the mass media from the turn of the 20th century to the present, assessing critically the claim that this development has contributed to an increasing coarsening of political discourse, a growth in public disaffection with politics, and a diminution of the government's capacity to solve pressing social and economic problems. We will examine the effect of radio and television on political oratory, the genesis and evolution of "political marketing," the rise of an "adversarial press," and the implications of the "new media" for American politics. R. Seyb, Government

Wagner's Ring of the Nibelungs

In this seminar, students will explore one of the great epic dramas of Western culture, Wagner's *Ring of the Nibelungs*. Few artworks in any medium have been more admired and reviled, more imitated and repudiated, in short, more influential and controversial, than Wagner's four-opera cycle. Students will explore these rich works through study of their texts (in translation), of their music and staging (through audio and video recordings), and of a wide range of critical commentaries and primary sources. Readings will reflect the cross disciplinary approaches to the work, and will include, among others, excerpts from the *Nibelungenlied*, the *Edda*, and the *Saga of the Volsungs*. Additional readings, including Wagner's own prose works and letters, will come from writers such as Arthur Schopenhauer, Joseph Campbell, Robert Donington, George Bernard Shaw, and Friedrich Nietzsche. No prior study of German or music is needed for this course. T. Denny, Music

Without Bound? An Exploration of Human Population Growth

Throughout history the human population has doubled many times. Will the population continue to grow without bound? If not, how many people can the earth support? In this course students will use tools from many different disciplines to explore issues surrounding population growth. We will begin with a discussion of population demographics throughout history. We will then explore simple mathematical models to describe population growth and consider many of the social issues connected to population growth such as carrying capacity, sustainability, city development, food supply, and fertility. R. Roe-Dale, Mathematics and Computer Science

Word and Image

Through Western culture, one can trace a long tradition of written literary texts—lyric and epic poems, novels, critical essays—that describe visual works of art and that ask their readers to reflect about the fundamentally different natures of reading and seeing. On the other hand, innumerable paintings and statues use scenes and characters from written works as a topic for visual representation. In this seminar, we will explore this fascinating interplay between the written and the visual arts historically and thematically. To grasp more specifically the shape and intricacies of the topic, we will first examine how the written/visual interaction surfaces in certain twentieth-century texts. We will then go back to the first major text of Western Literature, Homer's *Iliad*, and analyze how the written/visual interplay finds its original articulation in the way Homer describes the shield that Hephaistos crafts for Achilles. At this point we will follow the phenomenon chronologically, bringing our investigations into the twentieth and twenty-first centuries. M. Wiesmann, Foreign Languages and Literatures

Writing in America

What can a writer tell us about America that a scholar cannot? Students of history often turn to novels such as *The Great Gatsby* or *Sister Carrie* for a more nuanced description of the American experience than is available in many textbooks. But this country has also been defined and redefined by its literary nonfiction writers—men and women who produce not political documents or opinion journalism but beautifully crafted essays that, as Joseph Wood Krutch once claimed, "get closer to some all-important realities than any number of studies could." In this seminar we will examine the realities of art, education, race, class and gender in America by studying what James Baldwin, E.B. White, Joan Didion, and Zora Neale Hurston (among many others) have had to say about them. We will also use the work of the most celebrated essayists of the past century to inform and inspire our own writing on America. L. Hall, English

Seminars in London

The Nature of Comedy

Comedy can delight, disarm, dismay, and persuade, deliver an argument or posit social change. But what comedy is, where it comes from, and what it is for has been much debated. Nevertheless, we all know comedy when we see it—don't we? Studying comedy in England, though, we will be surprised by the foreignness of British humor, coming as it does from a history, traditions and social and linguistic conditions we do not share. That foreignness will challenge our assumptions about the naturalness, the accessibility, the easiness of comedy as artifice, as a product of a particular time, place, and culture, and as a valid, versatile, and effective mode of expression. First-year Skidmore students studying comedy in England, moreover, will have the special advantage of experiencing first hand the incongruities between expectation and experience that lie at the heart of comedy. We will study various theories of comedy, laughter and humor; read and view some choice examples of comic genres; and examine our own ideas about what funny is and what funny means. We will engage seriously with the critical readings, in order to use, question, and challenge them. K. Greenspan, English

Where Are We?

How did Columbus run into North America when he was trying to establish a route to India? How could pirates accurately predict where merchant ships would be when the merchant ships themselves found it difficult to determine their own position? Why did some believe that the yelps of wounded dogs might help to establish a ship's position at sea? In examining these questions, students will explore the science that is involved in determining longitude and latitude, in determining time and also the nature of time itself. In learning the story of British clockmaker John Harrison who won "The Longitude Prize" in 18th century Britain, students will consider the social, political, and economic consequences of accurate navigation and of mapmaking in the context of British and European history in the 18th and 19th centuries. Students will also explore the science of determining time and place in the 20th and 21st centuries. M. Hofmann, Associate Dean of the Faculty

Social Work

Changes

SW 212. SOCIAL WORK VALUES AND POPULATIONS-AT-RISK 3
This course introduces social work values; it provides students an opportunity to identify and clarify conflicting values and ethical dilemmas; and, it examines the impact of discrimination, economic deprivation, and oppression on groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Students learn assessment and intervention skills that enable social workers to serve diverse populations and to promote social and economic justice. (Fulfills social sciences requirement; designated a Cultural Diversity course.) The Department

Sociology

Changes

SO 203. FEMININITIES AND MASCULINITIES 3
An analysis of gender in contemporary social life. By examining the intersections between race, ethnicity, class, sexuality and age, this course explores how differing types of femininities and masculinities are constructed, reinforced and maintained in U.S. culture and society. Dating and relationships, body image and appearance, and institutional inequities are among the topics examined. *Prerequisite:* SO101 or WS101. K. Ford

SO 332. STUDYING STUDENT WORLDS 3
An in-depth introduction to qualitative research methods as vehicles for exploring and describing social experiences, focusing in particular on the lives of students. Course topics include field research, qualitative interviewing, and the role of the researcher. Students examine ethnographic studies of academic settings and collect and analyze qualitative data about Skidmore's culture. *Prerequisite:* SO101 or permission of instructor. S. Walzer

Additions

SO 204. INTRODUCTION TO RACE, CLASS, AND GENDER 3
An introduction to sociological analysis of race, class, and gender in contemporary social life. This course explores how race, class, and gender are constructed, reinforced, and maintained in U.S. society. Using readings (historical, theoretical, sociological, and autobiographical), films, class discussion, current issues/events, and exercises, we will critically examine questions such as: What is sociological imagination? How can it help us understand the intersections of race, class, and gender in social life? How do systems of power and inequality affect cultural norms, social interactions, and institutional structures? How can we move from social inequality to social change? By grappling with these questions, students will develop an appreciation for the multi-dimensional and complex nature of the issues underlying constructions of race, class, and gender in the United States. (Fulfills social sciences requirement.) K. Ford

SO 377. PRESENTING SOCIOLOGICAL RESEARCH 1
Visual and oral presentations of sociological research. Students revise empirical research projects and develop effective presentations of findings for both professional and nonprofessional audiences. Emphasis is on developing effective posters and oral presentations of social scientific research findings. Students present their research in public settings on or off campus. The course meets a total of 14 hours, with most sessions early in the semester. *Prerequisite:* SO375 or permission of instructor. W. Fox

Women's Studies

Changes

AH 369 Women in the Visual Arts
AH 375D Seminar: Theory and Methodology "Gender Issues in Late Medieval and Renaissance Art"
AH 375H Seminar: Special Topics in Art History (when applicable)
AM 230 Born in America
AM 340 Women and Work in America
AM 363 Women in American Culture
AM 376 Disorderly Women
AN 242 North American Indians
AN 311 Theoretical Approaches to Gender and Sexuality
AN 312 Creating Desire: Ethnic Tourism in Asia
AN 347 Women and Gender in Evolutionary Perspective
AN 351 Topics in Anthropology
"Gender in East Asia"
"Magic, Ritual, and Religion"
CC 365 Topics in Classical Studies
"Family in Antiquity"
"Women in Antiquity"
EC 351 Women in the Economy
EN 208 Language and Gender
EN 223 Women and Literature
EN 229N Native American Women Writers
EN 316 Nineteenth-Century Novel
EN 338 Queer Fictions
EN 357 The Rise of Modern American Literature
EN 360 Women Writers
EN 363 Special Studies in Literary History
"The James Circle"
"Manhattan in the Twenties"
"Jane Austen: Texts and Contexts"
GO 223 Current Issues in Public Policy
GO 313 Politics of Contemporary United States Social Movements
GO 352 Women and the Law
GO 353 Sex and Power
GO 354 Feminist Political Thought
GO 357 Sexing Global Politics: Gender and International Relations
HI 217 Topics in History (when applicable)
HI 228 Race, Class, and Gender in Latin America
HI 363 Topics in History (when applicable)
MB 336H Diversity and Discrimination in the American Workplace: Is the Melting Pot Boiling Over?
PS 331 Psychology of Women
RE 205 Women, Religion, and Spirituality
RE 220 Encountering the Goddess in India
RE 330 Advanced Topics in Religion: "Feminist Theologies"
SB 315 Work, Family, and Organizations
SO 217 Families in the United States
SO 203 Femininities and Masculinities
SO 225 Quantifying Women
SO 316 Women in Modern Society
SO 331 Women in Global Economy
TH 334 Special Studies in Theater History and Theory: "Women in American Theater"

Faculty

Teaching Faculty 2008–2009

*YACUB ADDY
Lecturer in Music

*ANN ALTON
Lecturer in Music
B.M., M.M., The Juilliard School;
D.M.A., Manhattan School of Music

¹CAROLYN ANDERSON
Professor of Theater;
Kenan Professor of Liberal Arts
B.A., Middle Tennessee State University;
M.A., University of Illinois

JOHN ANZALONE
Professor of French;
Director, Master of Arts in Liberal Studies Program
B.A., University of Massachusetts at Boston;
M.A., Ph.D., Tufts University

KAREN ARCIERO
Visiting Teaching Associate
M.S., Springfield College;
D.P.T., Simmons College

PAUL J. ARCIERO
Associate Professor of Exercise Science
B.S., Central Connecticut State University;
M.S., Purdue University;
M.S., University Vermont;
D.P.E., Springfield College

MICHAEL F. ARNUSH
Associate Professor of Classics
B.A., Stanford University;
Ph.D., University of Pennsylvania

LISA ARONSON
Associate Professor of Art History
B.A., Wayne State University;
M.A., Ph.D., Indiana University

DAVID ATKATZ
Associate Professor of Physics
B.S., M.A., Ph.D., State University of New York at Stony Brook

BETTY V. BALEVIC
Associate Professor of Management and Business
B.S., Syracuse University;
M.S., State University of New York at Albany

ALISON M. BARNES
Visiting Assistant Professor of English and Environmental Studies
B.F.A., Rhode Island School of Design;
M.F.A., Syracuse University;
M.F.A., University of North Carolina at Greensboro

DIANA BARNES
Visiting Assistant Professor of Foreign Languages and Literatures
B.A., University of Alaska, Fairbanks;
M.A., Washington State University;
Ph.D., State University of New York at Albany

ERICA BASTRESS-DUKEHART
Assistant Professor of History
B.S., University of Oregon;
M.A., Ph.D., University of California at Berkeley

AMANDA BAUER
Visiting Assistant Librarian

*SANDY BAUM
Professor of Economics
B.A., Bryn Mawr College;
M.A., Ph.D., Columbia University

POLA BAYTELMAN
Senior Artist-in-Residence, Music
B.M., University of Chile;
M.M., Artist's Diploma, New England Conservatory of Music;
D.M.A., University of Texas at Austin

ALMA BECKER
Senior Artist-in-Residence, Theater

*LUCILLE BEER
Lecturer in Music

SUSAN BENDER
Professor of Anthropology
B.A., Goucher College;
M.A., Ph.D., State University of New York at Albany

*ANGEL BERENGUER
Lecturer in Spanish;
Assistant Director, Skidmore in Madrid
Lic., University of Grenada;
D. es L., University of Paris III

*JOAN BERENGUER
Lecturer in Spanish;
Director, Skidmore in Madrid
L. es L., M. es L., University of Paris III;
D. es L., University of Barcelona

CATHERINE WHITE BERHEIDE
Professor of Sociology
B.A., Beloit College;
M.A., Ph.D., Northwestern University

JOHN J. BERMAN
Professor of Psychology
B.A., Xavier University;
M.A., Ph.D., Northwestern University

*IAN BERRY
Lecturer in Art History;
Susan Rabinowitz Malloy '45 Curator;
Associate Director of Curatorial Affairs
B.A., State University of New York at Albany;
M.A., Bard College

JOERG BIBOW
Assistant Professor of Economics
Diplom-Volkswirt, University of Hamburg;
M.Phil., Ph.D., University of Cambridge

*BRIAN BIRD
Lecturer in Geosciences
B.S., State University of New York College at Cortland;
M.S., Western Michigan University

³BARBARA BLACK
Associate Professor of English
A.B., Bryn Mawr College;
M.A., Ph.D., University of Virginia

- JENNIFER BONNER
Assistant Professor of Biology
B.A., University of New Hampshire;
Ph.D., University of British Columbia
- *FRANCOIS BONNEVILLE
Visiting Assistant Professor of English
B.A., University of Massachusetts;
M.A., Colorado State University;
Ph.D., State University of New York at Albany
- PHILIP BOSHOFF
Associate Professor of English
B.A., State University of New York College at Oneonta;
M.A., Ph.D., Purdue University
- KATE KELLY BOUCHARD
Artist-in-Residence in Theater
- *MARGARITA BOYERS
Lecturer in English
B.A., Queens College of the City University of New York;
M.A., New York University
- ROBERT BOYERS
Professor of English
B.A., Queens College;
M.A., New York University
- KAREN BRACKETT
Lecturer in Education;
Director, Skidmore Early Childhood Center
B.S., Skidmore College;
M.S., State University of New York at Albany
- UNA BRAY
Associate Professor of Mathematics
B.A., City College of New York;
M.A., Brooklyn College of City University of New York;
Ph.D., Polytechnic Institute of New York
- DONNA BRENT
Visiting Assistant Professor of Education
B.A., M.A., M.S., Ph.D., State University of New York at Albany
- BEAU BRESLIN
Associate Professor of Government;
Director, First-Year Experience
B.A., Hobart College;
M.A., Ph.D., University of Pennsylvania
- REGIS C. BRODIE
Professor of Art
B.S., M.Ed., Indiana University of Pennsylvania;
M.F.A., Tyler School of Art of Temple University
- JOEL BROWN
Senior Artist-in-Residence, Music
B.M., Philadelphia College of Performing Arts;
M.M., Ithaca College
- WILLIAM BROWN
Lecturer in Biology
B.S., M.S., Arizona State University;
Ph.D., University of Utah
- JOHN BRUEGGEMANN
Associate Professor of Sociology
B.A., Earlham College;
M.A., Ph.D., Emory University
- LEI OUYANG BRYANT
Visiting Assistant Professor of Music
B.A., Macalester College;
M.A., Ph.D., University of Pittsburgh
- TIMOTHY W. BURNS
Associate Professor of Government
B.A., Boston College;
M.A., Ph.D., University of Toronto
- GRACE M. BURTON
Associate Professor of Spanish
B.A., Bucknell University;
Ph.D., Duke University
- VICTOR L. CAHN
Professor of English
A.B., Columbia College;
M.A., Ph.D., New York University
- PAUL W. CALHOUN
Professor of Management and Business;
F. William Harder Professor for Business Administration
B.A., Yale University
- MARTIN J. CANAVAN, C.P.A.
Associate Professor of Management and Business
B.B.A., Siena College;
M.S., State University of New York at Albany
- FLORINA H. CAPISTRANO-BAKER
Lecturer in Art and Art History
B.A., University of the Philippines;
M.Phil., M.A., Ph.D., Columbia University
- JANET CASEY
Visiting Associate Professor of English
B.A., College of the Holy Cross;
M.A., Ph.D., University of Delaware
- DAVID CASTRONUOVO
Visiting Assistant Professor of Foreign Languages and Literatures
B.A., Yale University;
M.S., Indiana University School of Music;
M.A., Ph.D., Columbia University;
- KARA L. CETTO BALES
Teaching Associate in Chemistry
B.S., University of New England;
M.S., University of North Carolina at Charlotte
- *VEENA CHANDRA
Lecturer in Music and Hindi
B.T., M.A., Agra University;
M.M., Prayag Sangit Samiti
- DUNG-LAN CHEN
Bibliographic Services/Acquisitions Librarian
B.A., National Taiwan University, Taipei, Taiwan;
M.Ed., M.L.S., Indiana University at Bloomington
- MAO CHEN
Associate Professor of Chinese
B.A., Beijing Second Foreign Languages Institute;
M.A., Ph.D., State University of New York at Stony Brook
- CAROL L. CHIARELLA C.P.A.
Lecturer in Management and Business
B.S., State University of New York College at Plattsburgh;
M.S., State University of New York at Albany

NGINA S. CHITEJI
Associate Professor of Economics
B.A., Brown University;
Ph.D., University of North Carolina

YOUNGON CHOI
Assistant Professor of Psychology
B.A., Chung-Ang University, Seoul, Korea;
M.A., Ph.D., Duke University

CLINTON H. COOPER
Lecturer in Psychology
B.A., University of Massachusetts at Dartmouth

RUTH COPANS
College Librarian, Special Collections Librarian
B.A., M.A., University of Massachusetts;
M.L.S., State University of New York at Albany

*DAN CORDELL
Lecturer in Music

MARY ELIZABETH CORREA
Associate Professor of Management and Business
B.S., Boston College;
M.S.N., Yale University, School of Nursing;
Ph.D., Purdue University

YVETTE CORTES
Assistant Librarian, Fine Arts Librarian
B.A., Drew University
M.L.S., Simmons College
M.S., Pratt Institute

JOHN COSGROVE
Access Services Librarian
B.A., State University of New York College at Oneonta;
M.A., M.L.S., State University of New York at Albany

¹JOHN CUNNINGHAM JR.
Professor of Art
B.A., Kenyon College;
B.F.A., M.F.A., Yale University

DANIEL CURLEY
Associate Professor of Classics;
Chair, Department of Classics
B.A., Beloit College;
A.M., Washington University;
Ph.D., University of Washington at Seattle

CAROLINE D'ABATE
Assistant Professor of Management and Business
B.S., Skidmore College;
Ph.D., State University of New York at Albany

*CHARLES D'ALOIA
Lecturer in Music

*JOHN DANISON
Lecturer in Art
B.A., Empire State College;
M.A., State University of New York at Albany

³MONICA DAS
Assistant Professor of Economics
M.A., State University of New York College at Delhi;
M.Phil., Jawaharlal Nehru University;
Ph.D., University of California at Riverside

GAUTAM DASGUPTA
Professor of Theater
B.S., Jadavpur University;
M.F.A., M.A., University of Connecticut

*NANCY JO DAVIDSEN
Lecturer in Music
B.A., Barnard College

LORI A. DAWSON
Technical Director of Dance Theater
B.A., University of Akron;
M.F.A., University of Massachusetts at Amherst

ALICE M. DEAN
Professor of Mathematics
B.A., Herbert H. Lehman College of the City University of New York;
M.A., Ph.D., University of Massachusetts

LENORA de La LUNA
Assistant Professor of Education
B.A., State University of New York at Binghamton;
M.A., University of Illinois at Urbana-Champaign;
Ph.D., Purdue University

JENNIFER DELTON
Associate Professor of History;
Chair, Department of History
B.A., University of Minnesota at Minneapolis;
M.A., Ph.D., Princeton University

THOMAS DENNY
Professor of Music;
Chair, Department of Music
B.A., Haverford College;
M.A., Ph.D., Eastman School of Music, University of Rochester

JOANNE DEVINE
Professor of English
B.A., Trinity College;
M.A., Ph.D., Michigan State University

TERENCE DIGGORY
Professor of English;
Director, Creative Writing Center
B.A., Yale University;
D. Phil., Oxford University

MARY DiSANTO-ROSE
Associate Professor of Dance;
Chair, Department of Dance
B.S., St. Lawrence University;
M.Ed., Ed.D., Temple University

CATHERINE DOMOZYCH
Senior Teaching Associate in Biology
B.A., Glenville State College;
Ph.D., Miami University

DAVID DOMOZYCH
Professor of Biology
B.S., Southern Connecticut State University;
Ph.D., Miami University

JORDANA DYM
Associate Professor of History;
Director of Latin American Studies Program
B.A., M.A., Stanford University;
M.Phil., Ph.D., New York University

MICHAEL ECKMANN
Assistant Professor of Mathematics and Computer Science
B.A., B.S., M.S., Ph.D., Lehigh University

GOVE W. EFFINGER
Professor of Mathematics
B.A., Williams College;
M.A., University of Oregon;
Ph.D., University of Massachusetts

*CAROL ANN ELZE
Lecturer in Music
B.A., Crane School of Music, State University of New York College at
Potsdam

*MICHAEL EMERY
Lecturer in Music
B.S., College of St. Rose;
M.M., Manhattan School of Music

MICHAEL C. ENNIS-McMILLAN
Associate Professor of Anthropology;
Dean of Studies
B.S., Northern Michigan University;
M.A., Ph.D., Michigan State University

CYNTHIA A. EVANS
Lecturer in French;
Director, Foreign Language Resource Center
B.A., Central Washington University;
M.A., Arizona State University;
Ph.D., State University of New York at Albany

³DENISE L. EVERT
Associate Professor of Psychology; Chair, Department of Psychology
B.A., Gettysburg College;
M.A., Wesleyan University;
M.A., Ph.D., Princeton University

GIUSEPPE FAUSTINI
Professor of Italian
B.A., Immaculate Conception College;
M.A., Middlebury College;
Ph.D., Harvard University

PATRICIA FEHLING
Associate Professor of Exercise Science;
Chair, Department of Exercise Science
B.S., M.S., Northern Illinois University;
Ph.D., University of Illinois

DEBRA FERNANDEZ
Professor of Dance
B.A., University of South Florida

PATRICIA FERRAIOLI
Visiting Assistant Professor of Government

*KATIA FERREIRA
Lecturer in Portuguese

*D. LESLIE FERST
Visiting Assistant Professor of Art
B.A., Skidmore College;
M.F.A., Boston University

HUGH J. FOLEY
Professor of Psychology
B.A., St. John Fisher College;
Ph.D., State University of New York at Stony Brook

MARY ANN FOLEY
Professor of Psychology;
Class of 1948 Professor for Excellence in Teaching
B.A., Nazareth College of Rochester;
Ph.D., State University of New York at Stony Brook

KRISTIE FORD
Assistant Professor of Sociology
B.A., Amherst College;
M.A., Ph.D., University of Michigan

KATHERINE FOSHKO
Lecturer in History
A.B., Harvard University;
Maîtrise, Université De Paris I-Panthéon Sorbonne;
M.A., M.Phil., Yale University

*MARK FOSTER
Lecturer in Music
B.M., Eastman School of Music, University of Rochester

*WILLIAM FOX
Professor of Sociology
B.A., University of Michigan;
M.A., Ph.D., Indiana University

SYLVIA FRANKE
Assistant Professor of Biology
B.S., M.S., Ph.D., Martin-Luther University Halle-Wittenberg, Germany

COREY R. FREEMAN-GALLANT
Associate Professor of Biology;
Chair, Department of Biology;
Class of 1964 Professor for Leadership in the Sciences
A.B., Bowdoin College;
Ph.D., Cornell University

MICHELLE W. FREY
Assistant Professor of Chemistry
B.A., Ithaca College;
Ph.D., Pennsylvania State University

STEVEN T. FREY
Associate Professor of Chemistry;
Chair, Department of Chemistry
B.S., Ithaca College;
Ph.D., Pennsylvania State University

JOHN GALT
Visiting Assistant Professor of Art
B.A., State University of New York College at Cortland;
M.F.A., University of Pennsylvania

MICHAEL GARCIA
Lecturer in Exercise Science
B.A., State University of New York at Potsdam;
M.S., Alfred University

*JULIE GEDALECIA
Lecturer in Dance
B.S., Skidmore College

CATHERINE GIBSON
Assistant Professor of Environmental Studies
B.A., Duke University;
M.S., Ph.D., University of Georgia

RAYMOND J. GIGUERE
Professor of Chemistry;
Class of 1962 Term Professor
B.A., Kalamazoo College;
Dr. rer. nat., University of Hannover

ROY H. GINSBERG
Professor of Government;
Joseph C. Palamountain Professor of Government
B.A., Bradley University;
M.A., Ph.D., George Washington University

BENJAMIN M. GIVAN
Assistant Professor of Music
B.A., Brown University;
M.Phil., Ph.D., Yale University

HOLLY JACKSON
B.A., Simmons College;
M.A., Brandeis University

DANA GLISERMAN KOPANS
Visiting Assistant Professor of English
B.A., York University;
M.A., Eastern Michigan University;
Ph.D., Carnegie Mellon University

*MARIE GLOTZBACH
Lecturer in Theater
B.A., Clarke College;
M.A., University of Redlands

¹CATHERINE GOLDEN
Professor of English
A.B., Brown University;
Ed.D., Harvard University;
Ph.D., University of Michigan

FRANCISCO GONZALEZ
Associate Professor of Philosophy;
Chair, Department of Philosophy and Religion;
Director, Religious Studies Program
B.A., Northern Illinois University;
M.A., Ph.D., University of Toronto

SARAH WEBSTER GOODWIN
Professor of English
A.B., Harvard University;
M.A., Ph.D., Brown University

LISA GRADY-WILLIS
Lecturer in Theater
B.A., M.P.S., Cornell University

WINSTON A. GRADY-WILLIS
Associate Professor of American Studies;
Director for Intercultural Studies
B.A., Columbia College;
M.P.S., Cornell University;
Ph.D., Emory University

KATHERINE E. GRANEY
Associate Professor of Government;
Chair, Department of Government
B.A., College of the Holy Cross;
M.A., Ph.D., University of Wisconsin at Madison

CHARLENE GRANT
Lecturer in Foreign Languages and Literatures
B.A., M.A., University of Minnesota;
M.B.A., Eastern Washington University

CHRISTINA GRASSI
Visiting Assistant Professor of Sociology, Anthropology, and Social Work
B.S., Duke University
M.A., Ph.D., University of Texas at Austin

*GENE MARIE GREEN
Lecturer in Music
B.M., Oberlin College Conservatory

KATE GREENSPAN
Associate Professor of English
B.A., Skidmore College;
M.A., Ph.D., University of Massachusetts at Amherst

KELLY GRINDSTAFF
Visiting Instructor in Education Studies
B.A., B.Ed., University of Western Ontario;
M.A., A.B.D., Michigan State University

DEBORAH R. HALL
Associate Professor of Art
B.F.A., Rochester Institute of Technology;
M.F.A., Vermont College

LINDA HALL
Assistant Professor of English
B.A., Sarah Lawrence College;
M.F.A., Columbia University

JUDITH A. HALSTEAD
Professor of Chemistry
B.A., State University of New York at Binghamton;
Ph.D., Rensselaer Polytechnic Institute

PATRICIA HAN
Visiting Assistant Professor of French
B.A., Haverford College;
M.A., M.Phil., Ph.D., Columbia University

MARY HARNEY
Visiting Artist-in-Residence in Dance
B.F.A., State University of New York College at Purchase

TIMOTHY L. HARPER
Assistant Professor of Management and Business
B.S., M.B.A., Bowling Green State University;
Ph.D., State University of New York at Albany

*REGINA HARTMANN-HURWITZ
Lecturer in Arabic
Ph.D., University of Erlangen

KATHERINE HAUSER
Associate Professor of Art History
B.A., University of California at Davis;
M.A., Ph.D., University of California at Los Angeles

MIMI HELLMAN
Assistant Professor of Art History
B.A., M.A., Smith College;
Ph.D., Princeton University

PATRICIA J. HILLEREN
Assistant Professor of Biology;
Charles Lubin Family Professor for Women in Science
B.S., M.S., St. Cloud State University;
Ph.D., University of Minnesota at Minneapolis

³MATTHEW D. HOCKENOS
Associate Professor of History
B.A., Connecticut College;
M.A., Ph.D., New York University

HOLLEY S. HODGINS
Associate Professor of Psychology
B.S., Roberts Wesleyan College;
M.A., St. Bonaventure University;
Ph.D., University of Rochester

²STEVEN A. HOFFMANN

Professor of Government;
Director, First-Year Experience in London (Fall 2008)
B.A., Harpur College, State University of New York at Binghamton;
M.A., Ph.D., University of Pennsylvania

LINDA HOFMANN

Bibliographic Services/Catalog Librarian
B.A., University of York, England;
M.L.S., State University of New York at Albany

MARK HOFMANN

Professor of Mathematics;
Associate Dean of the Faculty
B.S., Bates College;
M.S., Ph.D., University of New Hampshire

ANTHONY HOLLAND

Associate Professor of Music
B.M., Baldwin-Wallace College;
M.M., D.M.A., Cleveland Institute of Music and Case Western Reserve University

GREG HERBEK

Writer-in-Residence
B.A., Vassar College;
M.F.A., University of Iowa

MARK E. HUIBREGTSE

Professor of Mathematics
B.A., Haverford College;
Ph.D., Massachusetts Institute of Technology

*ELIZABETH HUNTLEY

Lecturer in Music
B.A., Union College;
M.A., Boston University;
M.M., New England Conservatory of Music

R. DANIEL HURWITZ

Professor of Mathematics
B.A., Macalester College;
M.S., Ph.D., University of Illinois

MASAKO INAMOTO

Visiting Instructor in Foreign Languages and Literatures
B.A., Kwansai Gakuin University;
M.S., State University of New York at Albany
M.A., Ohio State University

*KRASSIMIR IVANOV

Lecturer in Music

*ANNIKA JAKOBSSON

Visiting Professor of Social Work;
STINT Scholar
B.A., M.A., Ph.D., Göteborg University

REGINA M. JANES

Professor of English
A.B., University of California at Berkeley;
M.A., Ph.D., Harvard University

³HÉDI A. JAOUAD

Professor of French
B.A., University of Tunis;
M.A., La Sorbonne Nouvelle;
Ph.D., Temple University

REBECCA JOHNSON

Assistant Professor of Psychology
B.A., Georgetown College;
M.S., Ph.D., University of Massachusetts at Amherst

PENNY JOLLY

Professor of Art History;
B.A., Oberlin College;
M.A., Ph.D., University of Pennsylvania

ROBERT J. JONES

Associate Professor of Economics;
Chair, Department of Economics
B.A., St. John's University;
M.A., M. Phil., Ph.D., Columbia University

CHARLES M. JOSEPH

Professor of Music
B.M., West Virginia University;
M.M., University of Illinois;
Ph.D., University of Cincinnati College Conservatory of Music

ROXANA JULIÁ

Visiting Assistant Professor of Economics
B.S., University of Buenos Aires;
M.S., University of Idaho;
Ph.D., Rensselaer Polytechnic Institute

DAVID R. KARP

Associate Professor of Sociology;
Associate Dean of Student Affairs and Director of Campus Life
B.A., University of California at Berkeley;
M.A., Ph.D., University of Washington

KAREN KELLOGG

Associate Professor of Environmental Studies;
Director, Environmental Studies Program
B.S., University of Iowa;
Ph.D., Pennsylvania State University

JAMES J. KENNELLY

Associate Professor of Management and Business
B.S., Montclair State College;
M.B.A., Ph.D., New York University

*PATRICIA A. KEYES

Lecturer in Music

*JOHN KIRK

Lecturer in Music

CHRISTINE KOPEC

Visiting Assistant Professor of Management and Business
A.B., Ripon College;
J.D., Albany Law School

SUSAN KRESS

Professor of English;
Vice President for Academic Affairs
B.A., Manchester University;
Ph.D., Cambridge University

DEIRDRE LADD

Lecturer in Management and Business
B.A., University of Vermont;
M.B.A., University of Colorado

MARÍA FERNANDA LANDER

Assistant Professor of Foreign Languages and Literatures
B.A., Universidad Central de Venezuela;
M.A., Ph.D., Brown University

*ERIC LATINI

Lecturer in Music
B.M., New England Conservatory of Music

HEATHER LAUREL

Lecturer in Music

B.M., Mannes College of Music;
M.F.A., Brandeis University;
A.B.D., City University of New York Graduate Center

ECHO ELIZABETH LEAVER

Visiting Assistant Professor of Psychology

B.A., University of California at San Diego

KATE LEAVITT

Associate Professor of Art;

Chair, Department of Art

B.F.A., University of Southern Maine;
M.A., M.F.A., State University of New York at Albany

SUSAN S. LEHR

Professor of Education

B.A., Concordia Teachers College;
M.A., St. Louis University;
Ph.D., Ohio State University

ELZBIETA LEPKOWSKA-WHITE

Associate Professor of Management and Business

B.S., M.S., University of Olsztyn;
M.S., University of Florida;
Ph.D., University of Massachusetts at Amherst

JOSHUA LESPERANCE

Visiting Assistant Professor of Mathematics

B.S., University of Rochester;
M.S., Ph.D., University of Notre Dame

³THOMAS S.W. LEWIS

Professor of English

B.A., University of New Brunswick;
M.A., Ph.D., Columbia University

WILLIAM LEWIS

Associate Professor of Philosophy

B.A., Skidmore College;
Ph.D., Pennsylvania State University

REGINALD LILLY

Professor of Philosophy

B.A., University of Vermont;
M.A., Ph.D., Duquesne University

DENISE WARNER LIMOLI

Associate Professor of Dance

RICHARD H. LINDEMANN

Associate Professor of Geosciences

B.S., State University of New York College at Oneonta;
M.S., Ph.D., Rensselaer Polytechnic Institute

RICHARD LINKE

Associate Professor of Art;

Ella Van Dyke Tutbill '32 Professor of Studio Art

B.S., B.A., St. Lawrence University;
M.F.A., Ohio University

³ROBERT LINROTHER

Associate Professor of Art History

B.A., University of Minnesota;
M.A., Ph.D., University of Chicago

JILL A. LINZ

Senior Teaching Associate in Physics

B.S., Stockton State College;
M.S., Rensselaer Polytechnic Institute

¹HASSAN H. LÓPEZ

Assistant Professor of Psychology

B.A., Harvard University;
Ph.D., University of Michigan

BEATRIZ LOYOLA

Visiting Assistant Professor of Spanish

B.A., Universidad Autónoma de Querétaro;
M.A., Western Michigan University

PATRICIA LYELL

Visiting Assistant Professor of Art

B.S., Skidmore College;
M.F.A., Maryland Institute of Art

*RICHARD F. LYMAN

Lecturer in Education

B.S., State University of New York College at Brockport;
M.A., Syracuse University

MARY C. LYNN

Professor of American Studies;

Douglas Family Chair in American Culture, History,
and Literary and Interdisciplinary Studies

B.A., Elmira College;
Ph.D., University of Rochester

*PATRICE MALATESTINIC

Lecturer in Music

B.A., State University of New York at Albany;
M.M., College of St. Rose

DAVID J. MARCINKO

Visiting Associate Professor of Management and Business

B.A., Saint Vincent College;
Ph.D., Boston College

*ADRIANA MARKOVSKA

Lecturer in Dance

Diploma, Conservatory of Music, Kosice;
M.M., Charles University, Prague

KIMBERLY A. MARSELLA

Lecturer in Environmental Studies;

Coordinator, Environmental Studies Program

B.S., Bates College;
M.S., University of Vermont

*SUSAN MARTULA

Lecturer in Music

B.A., Smith College;
M.M., Manhattan School of Music

MICHAEL S. MARX

Associate Professor of English

B.A., Columbia University;
M.A., Ph.D., University of Michigan

*JINYOUNG MASON

Lecturer in Korean

*MARY MAWN

Lecturer in Education Studies

B.S., College of Mount Saint Vincent;
M.Ed., Ph.D., University of Massachusetts

DAVID McCARTHY

Lecturer in Management and Business

PETER McCARTHY
Lecturer in Social Work
B.A., Skidmore College;
M.S.W., University of South Carolina

K. GARY McCLURE
Associate Professor of Management and Business
B.S., United States Naval Academy;
M.B.A., Dartmouth College;
Ph.D., University of Central Florida

COLIN McCOY
Visiting Assistant Professor of History
B.G.S., University of Michigan;
M.A., University of Illinois at Chicago;
Ph.D., University of Illinois at Urbana-Champaign

JANET F. McGHEE
Lecturer in Music;
Director, Chamber Music Ensemble
B.M., M.M., New England Conservatory of Music

DENISE BROOKS McQUADE
Teaching Associate in Biology
B.A., Wellesley College;
M.S., University of Connecticut

LESLIE MECHEM
Lecturer in Classics
B.A., Douglass College, Rutgers University

MARLA MELITO
Visiting Assistant Professor of English
B.A., Skidmore College;
M.F.A., M.Ed., George Mason University

²MARGO MENSING
Associate Professor of Art
B.A., M.A., University of Michigan at Ann Arbor;
M.F.A., School of the Art Institute of Chicago

ROY S. MEYERS
Professor of Biology
A.B., Brown University;
Ph.D., State University of New York, Downstate Medical Center

ANITA MILLER
Visiting Assistant Professor of Psychology
B.A., Bucknell University
Ph.D., Vanderbilt University

DAVID J. MILLER
Professor of Art;
Director, Schick Art Gallery
B.F.A., Art Institute of Chicago;
M.S., University of Wisconsin

DORETTA MILLER
Professor of Art;
Robert Davidson Professor of Art
B.A., Ripon College;
M.A., Ed.D., M.F.A., Northern Illinois University

*PATRICIA MILLER
Lecturer in Music

STEVEN MILLHAUSER
Professor of English;
Tisch Professor of Arts and Letters
B.A., Columbia College

KELLY MILLS-DICK
Lecturer in Sociology, Anthropology, and Social Work
B.S., University of Vermont;
M.S.W., University of California at Berkeley

SUSANNAH MINTZ
Associate Professor of English
B.A., University of California at Berkeley;
M.F.A., Columbia University;
Ph.D., Rice University

ELIZABETH K. MISENER
Visiting Assistant Professor of Social Work
B.S., University of Guelph;
M.S.W., Syracuse University;
Ph.D., State University of New York at Albany

MOHAMMAD R. MOEINI
Lecturer in Economics
B.A., M.A., University of Tehran

ANDREW L. MOLTENI
Visiting Assistant Professor of Psychology
B.A., University of Ohio;
M.A., State University of New York at Plattsburgh;
B.A., St. John Fisher College

CRYSTAL DEA MOORE
Associate Professor of Social Work;
Director, Social Work Program
B.A., M.A., California State University at Bakersfield;
M.S.W., Ph.D., School of Social Welfare, Rockefeller College of Public
Affairs and Policy, State University of New York at Albany

DEBORAH MORRIS
Visiting Assistant Professor of Art
B.F.A., Arizona State University;
M.F.A., California State University

²W. MICHAEL MUDROVIC
Associate Professor of Spanish
B.A., University of Missouri;
M.S., Washington University;
Ph.D., University of Kansas

VIRGINIA MURPHY-BERMAN
Visiting Professor of Psychology
B.A., Pennsylvania State University;
M.A., Ph.D., Northwestern University

GEORGE MUSCATELLO
Lecturer in Music
Schenectady Community College;
Manhattan School of Music

RAJESH NAGARAJAN
Assistant Professor of Chemistry
B.S., Madras Christian College;
M.S., Indian Institute of Technology;
Ph.D., Wesleyan University

DANIEL NATHAN
Associate Professor of American Studies
B.A., Allegheny College;
M.A., Ph.D., University of Iowa

JOHN NAZARENKO
Senior Artist-in-Residence, Music
B.A., Skidmore College;
M.S., State University of New York at Albany

- ¹TILLMAN NECHTMAN
Assistant Professor of History
B.S., Georgetown University;
M.A., Claremont Graduate University;
M.A., Ph.D., University of Southern California
- ³JOSHUA NESS
Assistant Professor of Biology
B.S., Duke University;
Ph.D., University of Georgia
- ANDRE R. NEVEU
Lecturer in Economics
B.A., Universidad Central de Venezuela;
M.A., Ph.D., Brown University
- MEGHAN NICCHI
Laboratory Assistant in Exercise Science
B.S., Northeastern University;
M.S., University of Massachusetts
- KYLE K. NICHOLS
Associate Professor of Geology;
Chair, Department of Geosciences
B.S., University of Washington at Seattle;
M.S., Ph.D., University of Vermont
- BARBARA NORELLI
Social Science Librarian
B.A., M.L.S., State University of New York at Albany
- MARY-ELIZABETH O'BRIEN
Professor of German
B.A., California State University at Long Beach;
M.A., Ph.D., University of California at Los Angeles
- THOMAS O'CONNELL
Associate Professor of Computer Science
B.A., Marist College;
M.S., Ph.D., State University of New York at Albany
- MARY M. CRONE ODEKON
Associate Professor of Physics;
Chair, Department of Physics
B.S., College of William and Mary;
Ph.D., University of Michigan
- MEHMET ODEKON
Professor of Economics
B.A., Bogaziçi University;
M.A., Ph.D., State University of New York at Albany
- ³THOMAS P. OLES
Associate Professor of Social Work
B.A., Utica College of Syracuse University;
M.S.W., Syracuse University
- *BARBARA OPITZ
Lecturer in Theater
B.A., Queens College, City University of New York;
M.A., Teachers College, Columbia University
- LARY OPITZ
Professor of Theater;
Chair, Department of Theater
B.A., Queens College, City University of New York
- ROBERT M. OSWALT
Professor of Psychology
B.A., DePauw University;
M.A., Ph.D., Louisiana State University
- CHRISTINE M. PAGE
Associate Professor of Management and Business
B.S., M.S., Ph.D., University of Colorado at Boulder
- *VICTORIA PALERMO
Visiting Assistant Professor of Art
B.S., Skidmore College;
M.F.A., Bennington College
- IONA PARK
Assistant Professor of Art
B.A., Dartmouth College;
M.F.A., Indiana University
- RAJAGOPAL PARTHASARATHY
Associate Professor of English
B.A., M.A., Bombay University;
Postgraduate Diploma, Leeds University;
Ph.D., University of Texas
- LAURA FINNERTY PAUL
Lecturer in Management and Business
B.A., M.B.A., Fordham University
- PATRICIA PAWLICZAK
Lecturer in Theater
B.S., College of St. Rose
- MARGARET PEARSON
Associate Professor of History
B.A., Smith College;
M.A., Ph.D., University of Washington
- DAVID PETERSON
Associate Professor of Art
B.A., State University of New York College at Geneseo;
M.F.A., Indiana State University
- GREGORY M. PFITZER
Professor of American Studies;
Chair, Department of American Studies
A.B., Colby College;
A.M., Ph.D., Harvard University
- ³FLIP PHILLIPS
Associate Professor of Psychology;
Director, Neuroscience Program
B.F.A., M.A., Ph.D., Ohio State University
- *DEBRA PIGLIAVENTO
Lecturer in Dance
- *DARRYL PINCKNEY
Visiting Writer-in-Residence, Departments of English and History
B.A., Columbia University
- BERNARD POSSIDENTE
Professor of Biology
B.A., Wesleyan University;
Ph.D., University of Iowa
- *MURIEL POSTON
Professor of Biology;
Dean of the Faculty
B.A., Stanford University;
M.A., Ph.D., University of California at Los Angeles;
J.D., University of Maryland
- MAEVE POWLICK
Lecturer in Economics
B.A., Wells College

PUSHKALA PRASAD

*Professor of Management and Business,
Zankel Professor of Management for Liberal Arts Students*
B.A., Stella Maris College, University of Madras;
M.B.A., Xavier University (India);
Ph.D., University of Massachusetts at Amherst

ELIZABETH PUTNAM

Social Sciences/Resource Services Librarian
B.A., State University of New York at Albany;
M.L.S., State University of New York at Albany

VIVIANA RANGIL

Associate Professor of Spanish
B.A., Instituto Padre Gabriel Tommasini;
M.A., Universidad Nacional de Tucumán;
Ph.D., State University of New York at Albany

¹THOMAS H. REYNOLDS

Assistant Professor of Exercise Science
B.S., M.S., Ithaca College;
Ph.D., University of Maryland

GABRIELLA RICCIARDI

Resident Director, Skidmore in Paris Program
Laurea, University of Bari, Italy;
M.A., Ph.D., University of Oregon

MONICA RAVERET-RICHTER

Associate Professor of Biology
B.A., M.S., University of Wisconsin;
Ph.D., Cornell University

DAWN RILEY

Assistant Professor of Education
B.A., State University of New York College at Brockport;
M.Ed., University of Arizona;
Ph.D., University of California at Berkeley

RACHEL ROE-DALE

Assistant Professor of Mathematics
B.A., Maryville College;
M.S., Ph.D., Rensselaer Polytechnic Institute

*JAY ROGOFF

Lecturer in English
B.A., University of Pennsylvania;
M.A., D.A., Syracuse University

DEBORAH ROHR

Associate Professor of Music
B.A., Bennington College;
M.A., Ph.D., University of Pennsylvania;
Ph.D., Eastman School of Music, University of Rochester

*LEWIS ROSENGARTEN

Lecturer
B.A., Colgate University;
M.M., Ithaca College;
D.M., Indiana University

PHYLLIS A. ROTH

Professor of English
A.B., Clark University;
M.A., Ph.D., University of Connecticut

ROY J. ROTHEIM

*Professor of Economics;
Quadracci Professor of Social Responsibility*
B.A., Ohio University;
M.A., Ph.D., Rutgers University

JOYCE RUBIN

*Lecturer in Education;
Chair, Department of Education*
B.A., M.S., Hunter College;
Professional Diploma in Administration/Supervision, City University of
New York

²PATRICIA RUBIO

*Professor of Spanish;
Chair, Department of Foreign Languages and Literatures;
Class of 1967 Term Professor*
Prof. de Castellano, Valparaiso;
Ph.D., University of Alberta

KELLEY SACHS

Lecturer in English
B.A., M.A., University of Vermont

²PAUL SATTTLER

Associate Professor of Art
B.F.A., School of the Art Institute of Chicago;
M.F.A., Indiana University

REBECCA SCANLON

Laboratory Assistant in Exercise Science
M.S., Canisius College;
M.S.S.M., Plymouth State College

JAMES RICHARD SCARCE

Associate Professor of Sociology
B.A., Stetson University;
M.A., University of Hawaii;
Ph.D., Washington State University

*MEGHAN SCHAEFER

Lecturer in Dance
B.S., Skidmore College

MARLA SEGOL

Assistant Professor of Religious Studies
B.A., State University of New York College at New Paltz;
M.A., State University of New York at Buffalo;
Ph.D., Rutgers University

JEFFREY O. SEGRAVE

*Interim Dean of Special Programs;
Professor of Exercise Science;
David H. Porter Professor*
B.Ed., University of Exeter;
M.S., Washington State University;
Ph.D., Arizona State University

RONALD P. SEYB

Associate Professor of Government
B.A., University of California at Irvine;
M.A., M.Phil., Ph.D., Yale University

*REBECCA SHEPARD

Lecturer in Art
M.A.Ed., College of Saint Rose;
M.F.A., State University of New York at Albany

MOLLY SHERLOCK

Lecturer in Economics
B.A., New College of Florida;
A.B.D., City University of New York Graduate Center

*POLINA SHVARTSMAN

Lecturer in Russian
B.S., M.S.M.E., Odessa Institute of Technology

SONIA SILVA

Assistant Professor of Anthropology
B.A. (Licenciatura), University of Lisbon, Portugal;
M.A., Ph.D., Indiana University at Bloomington

LAURY SILVERS

Assistant Professor of Religion
B.A., Ph.D., State University of New York at Stony Brook

LINDA S. SIMON

Professor of English;
Director, Expository Writing Program;
Chair, Department of English
B.A., Queens College;
M.A., New York University;
Ph.D., Brandeis University

ANTOINETTE SMITH

Lecturer in Dance
M.F.A., Temple University;
B.A., American University

DENISE L. SMITH

Professor of Exercise Science;
Class of 1961 Term Professor
B.S., Houghton College;
M.S., Ph.D., University of Illinois

JOEL R. SMITH

Associate Professor of Philosophy
B.A., Carleton College;
M.A., Ph.D., M.A., Vanderbilt University

³SHIRLEY SMITH

Associate Professor of Italian
B.A., M.A., University of Wisconsin;
M.A., Ph.D.; Harvard University

SHELDON SOLOMON

Professor of Psychology;
Courtney and Steven Ross Professor of Interdisciplinary Studies
B.A., Franklin and Marshall College;
M.A., Ph.D., University of Kansas, Lawrence

CYNTHIA K. SOOD

Visiting Teaching Associate in Chemistry
B.S., Manchester College;
M.S., University of Toledo

JANET SORENSEN

Associate Professor of Art
B.F.A., Kansas State University;
M.A., M.F.A., University of Iowa

TIMOTHY STABLEIN

Lecturer in Sociology

PETER STAKE

Associate Professor of Art
B.F.A., Arizona State University;
M.F.A., California State University

WILLIAM J. STANDISH

Associate Professor of Physics
B.A., Harpur College;
M.A., Ph.D., State University of New York at Binghamton

³MARY ZEISS STANGE

Professor of Women's Studies and Religion;
Director, Women's Studies Program
A.B., M.A., Ph.D, Syracuse University

PATTI M. STEINBERGER

Visiting Teaching Associate in Biology
B.S., Le Moyne College;
Ph.D., Cornell University

STEVE STERN

Professor of English
B.A., Southwestern at Memphis;
M.F.A., University of Arkansas at Fayetteville

SHANNON E. STITZEL

Assistant Professor of Chemistry
B.S., Davidson College;
Ph.D., Tufts University

³MASON STOKES

Associate Professor of English;
Associate Chair, Department of English
B.A., University of South Carolina;
M.A., Ph.D., University of Virginia

DANIEL SWIFT

Assistant Professor of English
B.A., Trinity College, Oxford University;
M.A., M.Phil., Ph.D., Columbia University

*RICH SYRACUSE

Lecturer in Music
B.A., Manhattan School of Music

MASAMI TAMAGAWA

Visiting Assistant Professor of Foreign Languages and Literatures
B.A., City University of New York Queens College

FLAGG TAYLOR

Assistant Professor of Government
B.A., Kenyon College;
M.S., Ph.D., Fordham University

NATALIE TAYLOR

Assistant Professor of Government
B.A., Kenyon College;
M.A., Ph.D., Fordham University

GORDON R. THOMPSON

Professor of Music
B.M., University of Windsor;
M.M., University of Illinois at Urbana-Champaign;
Ph.D., University of California at Los Angeles

R. KENJI TIERNEY

Assistant Professor of Anthropology
B.A., University of Wisconsin, Madison;
M.A., Ph.D., University of California, Berkeley

ANNE Z. TURNER

Senior Artist-in-Residence, Music
B.A., Eastman School of Music, University of Rochester;
M.A., California State College

ROBERT C. TURNER

Associate Professor of Government
B.A., Middlebury College;
Ph.D., University of Wisconsin, Madison

ALDO C. VACS

Professor of Government
B.A., Universidade de Sao Paulo;
M.A., Ph.D., University of Pittsburgh

SUE VAN HOOK

Senior Teaching Associate in Biology
B.A., M.A., Humboldt State University

LYNDA D. VARGHA
Associate Professor of Economics
A.B., Wellesley College;
M.Ed., Harvard University;
M.S., Ph.D., University of Wisconsin at Madison

DAVID C. VELLA
Associate Professor of Mathematics
B.A., American International College;
Ph.D., University of Virginia

JOANNE M. VELLA
Associate Professor of Art
B.F.A. (art education), B.F.A. (painting),
M.F.A., University of Illinois

JAN VINCI
Senior Artist-in-Residence, Music
B.M., Bowling Green State University;
M.M., Cleveland Institute of Music;
D.M.A., The Juilliard School

*MARK VINCI
Lecturer in Music

PIERRE von KAENEL
Professor of Computer Science;
Chair, Department of Mathematics and Computer Science
B.A., Hamilton College;
M.A., Ph.D., Syracuse University

*JEFFREY VREDENBERG
Lecturer in Music
B.M., Crane School of Music, State University of New York College
at Potsdam;
M.S., State University of New York at Albany

SUSAN WALZER
Associate Professor of Sociology
A.B., Brown University;
M.S.W., Smith College;
Ph.D., State University of New York at Albany

JOHN S. WEBER
Professor of Interdisciplinary Studies;
Dayton Director, Frances Young Tang Teaching Museum and Art Gallery
B.A., Reed College;
M.F.A., University of California at San Diego

*SANDRA WELTER
Lecturer in English
B.A., Elmira College;
M.A., State University of New York at Albany

*CHRISTOPHER WHANN
Lecturer in Government;
Lecturer in International Affairs
B.A., M.A., University of Delaware;
Ph.D., University of Wisconsin at Madison

MARC-ANDRÉ WIESMANN
Associate Professor of French
B.A., University of California at Berkeley;
M.A., Ph.D., University of California at Los Angeles

DAVID WILDERMUTH
Lecturer in German
B.A., State University of New York College at Cortland;
M.A., Bowling Green State University

RICHARD WILKINSON
Lecturer in Anthropology
B.A., M.A., Ph.D., University of Michigan

*GARETT WILSON
Lecturer in Theater
B.A., State University of New York at Albany

MOLLY WILSON WINKE
Visiting Assisting Professor of Exercise Science
B.S., Bradley University;
M.S., University of Louisville;
A.B.D., University of Kentucky

MARTHA WISEMAN
Lecturer in English
B.A., Barnard College;
M.A., Skidmore College

MELORA WOLFF
Visiting Assistant Professor of English
B.A., Brown University;
M.F.A., Columbia University

³JOSHUA C. WOODFORK
Assistant Professor of American Studies
B.A., Colby College;
M.A., Michigan State University; Ph.D., University of Maryland

*MARC WOODWORTH
Lecturer in English
B.A., Skidmore College;
M.A., Ohio University

*DAVID YERGAN
Lecturer in Theater
B.S., Skidmore College

MARK A. YOUNDT
Associate Professor of Management and Business
B.A., Gettysburg College;
M.B.A., Rollins College;
Ph.D., Pennsylvania State University

SUSAN H. ZAPPEN
Librarian and Associate Librarian for Collections
B.A., M.A., University of Missouri

AIWU ZHAO
Visiting Instructor in Management and Business
B.S., Tsinghua University, Beijing, China;
M.A., A.B.D., Kent State University

JON ZIBBELL
Lecturer in Social Work
B.S., M.A., A.B.D., University of Massachusetts

ADRIENNE ZUERNER
Associate Professor of French
A.B., University of California at Santa Barbara;
M.A., Ph.D., University of Michigan

Key to symbols

- 1Absent on leave fall semester 2008
- 2Absent on leave spring semester 2009
- 3Absent on leave for the year 2008–2009
- *Part-time faculty

