

# SKIDMORE

2005-06



2006-07

# Directory for Correspondence

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## 2005–2006 CATALOG

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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, 2005. 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.

Please be aware that this publication is intended to be used for two academic years, 2005–2006 and 2006–2007. An addendum detailing key changes will be included with the publication in 2006.

An online version of this catalog can be found at [www.skidmore.edu/catalog](http://www.skidmore.edu/catalog). It is a fully hyperlinked Web document that contains 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 a continuous PDF version of the printed book that can be read with Adobe Acrobat Reader.

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# **Skidmore College**

A coeducational  
liberal arts college

Catalog 2005–2006  
2006–2007

815 North Broadway  
Saratoga Springs, NY 12866-1632  
[www.skidmore.edu](http://www.skidmore.edu)

# Contents

College Calendar .....	3	Honors Forum .....	113
About Skidmore College .....	4	Interdepartmental Majors .....	114
Academic Environment .....	8	Interdisciplinary .....	117
Cocurricular Environment .....	19	International Affairs .....	123
Admission .....	28	Latin American Studies .....	126
Fees and Expenses .....	34	Law and Society .....	127
Financial Aid .....	38	Liberal Studies .....	<i>See</i> Interdisciplinary
Academic Requirements and Regulations .....	45	Management and Business .....	128
Academic Standards and Review .....	50	Mathematics .....	131
Degree Programs .....	56	Music .....	133
Courses of Study		Neuroscience .....	136
American Studies .....	57	Philosophy .....	138
Anthropology .....	60	Physical Activity .....	140
Art (Studio) .....	62	Physics .....	140
Art History .....	66	Preparation for Professions and Affiliated Programs .....	142
Asian Studies .....	69	Psychology .....	144
Biology .....	70	Religious Studies .....	147
Chemistry .....	74	Scribner Seminars .....	149
Classics .....	77	Self-Determined Major .....	152
Computer Science .....	78	Social Work .....	153
Dance .....	80	Sociology .....	154
Economics .....	82	Study Abroad Programs .....	157
Education .....	84	Theater .....	158
English .....	86	Women's Studies .....	161
Environmental Studies .....	91	Enrollment Statistics .....	163
Exercise Science .....	94	Board of Trustees .....	164
Foreign Languages and Literatures .....	95	Faculty .....	165
Geosciences .....	104	Administration .....	175
Government .....	105	Alumni Association .....	176
Higher Education Opportunity Program/ Academic Opportunity Program .....	109	Statements of Policies and Procedures .....	177
History .....	110	Index .....	183

# College Calendar 2005–2006

## SUMMER SESSIONS 2005

May 31–July 1	.....	Session I
July 4–August 4	.....	Session II

## FALL SEMESTER 2005

September 4	.....	Sunday	.....	New Students Arrive
September 5	.....	Monday	.....	Returning Students Arrive
September 7	.....	Wednesday	.....	Classes Begin
October 7–9	.....	Friday–Sunday	.....	Celebration Weekend
October 13	.....	Thursday	.....	Yom Kippur (no classes)
October 21	.....	Friday	.....	Study Day
November 23–27	.....	Wednesday–Sunday	.....	Thanksgiving Vacation
December 13	.....	Tuesday	.....	Classes End
December 14–18	.....	Wednesday–Sunday	.....	Study Days
December 19–22	.....	Monday–Thursday	.....	Final Exams
December 23	.....	Friday	.....	Fall Semester Ends

## SPRING SEMESTER 2006

January 20	.....	Friday	.....	New Students Arrive
January 21	.....	Saturday	.....	Returning Students Arrive
January 23	.....	Monday	.....	Classes Begin
March 11–19	.....	Saturday–Sunday	.....	Spring Vacation
May 2	.....	Tuesday	.....	Classes End
May 3	.....	Wednesday	.....	Academic Festival
May 3–7	.....	Wednesday–Sunday	.....	Study Days
May 8–12	.....	Monday–Friday	.....	Final Exams
May 13	.....	Saturday	.....	Spring Semester Ends
May 20	.....	Saturday	.....	Commencement

# About Skidmore College

## Mission

*The principal mission of Skidmore College is the education of predominantly full-time undergraduates, a diverse population of talented students who are eager to engage actively in the learning process. The college seeks to prepare liberally educated graduates to continue their quest for knowledge and to make the choices required of informed, responsible citizens. Skidmore faculty and staff create a challenging yet supportive environment that cultivates students' intellectual and personal excellence, encouraging them to expand their expectations of themselves while they enrich their academic understanding.*

*In keeping with the college's founding principle of linking theoretical with applied learning, the Skidmore curriculum balances a commitment to the liberal arts and sciences with preparation for professions, careers, and community leadership. Education in the classroom, laboratory, and studio is enhanced by cocurricular and field experience opportunities of broad scope.*

*Underpinning the entire enterprise are faculty members' scholarly and creative interests, which inform their teaching and contribute, in the largest sense, to the advancement of learning.*

*The college also embraces its responsibility as an educational and cultural resource for alumni and for a host of nontraditional student populations, and for providing educational leadership in the Capital District and beyond.*

As a result of a commitment to the principles affirmed in the Mission Statement cited above, faculty and students are engaged in a variety of initiatives focused on collecting information about both teaching and student learning. Student work is periodically collected and used anonymously for assessment purposes. Information gathered from reviews of student work helps faculty members determine if students are learning what the curriculum is designed for, whether changes need to be made in courses or pedagogy, and what improvements need to be made in the curriculum. Assessment results are analyzed and used, therefore, to improve the Skidmore teaching and learning experience for both students and faculty.

## History

Skidmore College was founded by Lucy Skidmore Scribner in 1903 as the Young Women's Industrial Club of Saratoga. The school rapidly developed into a thriving enterprise, and was chartered in 1911 by the New York Board of Regents as the Skidmore School of Arts.

Mrs. Scribner recruited Charles Henry Keyes, a well-known educator from Teachers College, as Skidmore's first president. In 1922 Dr. Keyes fulfilled his avowed ambition of having the school chartered as Skidmore College, a four-year degree-granting institution.

Henry T. Moore, Skidmore's second president, arrived in 1925 from the chairmanship of the Dartmouth College psychology department. His thirty-two-year presidency brought Skidmore College to a position of leadership in women's education. By the time of Moore's retirement in 1957, the young college had grown to an enrollment of more than 1,100.

Val H. Wilson, formerly of Colorado Women's College, became Skidmore's third president. He concentrated on strengthening the faculty and academic programs, initiated inroads in the creation of interdepartmental offerings, and encouraged more and more students to enter graduate school.

Skidmore's growth strained its campus at the seams. Enrollment had risen to 1,300, and many of the turn-of-the-century buildings were growing obsolete, requiring increased maintenance and renovation. It was at this critical time in Skidmore's history that Board of Trustees member J. Erik Jonsson and his wife, Margaret, donated funds to purchase a 650-acre tract on the outskirts of the city. The board voted October 28, 1961, to purchase the land and begin the construction of what is now known as the Jonsson Campus.

By the time his tenure was cut short by his sudden death in 1964, Dr. Wilson saw construction begin on the Lucy Scribner Library and on the first residential and dining complex.

Joseph C. Palamountain Jr., Skidmore's fourth president, took office in 1965. Dr. Palamountain came to Skidmore from Wesleyan University, where he was provost. He guided Skidmore through a period of dynamic growth and change.

Dr. Palamountain's twenty-two-year presidency was characterized by impressive growth in the physical, academic, and financial areas of the college. Skidmore experienced the doubling of the student body and major increases in applications, the near-doubling of the faculty, the transition from a women's college to a coeducational institution, and the creation of the first external degree program in New York State, the University Without Walls.

David H. Porter, the college's fifth president, came to Skidmore in 1987 from Carleton College, where he taught classics and music. During the Porter presidency, Skidmore launched the Honors Forum and a program of scholarships in science and mathematics. The campus landscape changed dramatically as Skidmore renovated and expanded Scribner Library, constructed an outdoor athletic complex, upgraded computer and telecommunications capabilities, built an addition to the Sports and Recreation Center, and expanded Dana Science Center.

In 1999, Jamiene S. Studley became Skidmore's sixth president and the first woman to hold that office. She was previously associate dean of Yale Law School and general counsel of the U.S. Department of Education. During the Studley presidency, the college adopted a new core curriculum and expanded opportunities for international study. President Studley shepherded the renovation and expansion of Case Campus Center, the establishment of the Intercultural Center, and the construction of the Frances Young Tang Teaching Museum.

Philip A. Glotzbach became the seventh president of Skidmore College on July 1, 2003, following eleven years at the University of Redlands in Redlands, California, where he served as vice president for academic affairs and earlier was dean of the College of Arts and Sciences. His areas of specialization include the philosophy of psychology and the philosophy of language; among other topics, his recent research has dealt with philosophical issues in perception and artificial intelligence. Dr. Glotzbach has written and presented widely on issues in higher education, often drawing on his background in philosophy to shed light on contemporary issues. Among his key priorities at Skidmore is the development of a strategic plan to guide the growth of the college through 2015.

There has been a continuity of purpose underlying the change and growth at Skidmore. The college has consistently espoused the goal of liberal education as the best means of preparing for a life of continuing personal growth and of responsible and significant service to the community. Skidmore's programs, both those in the traditional liberal arts and those of a professional nature, represent liberal education in their common pursuit of academic excellence and their concern with sensibilities, values, and qualities that distinguish educated persons.

## The Setting

A lively city combining historical charm with modern culture and a cosmopolitan atmosphere, Saratoga Springs is a popular place among Skidmore students year round.

Ceded to the Dutch by the Indians in 1694, the city takes its name from the Indian word "Saraghtoga" ("place of swift water"). Its reputation as one of the world's leading spas grew steadily through the nineteenth century, as it increasingly became known as the home of the nation's oldest thoroughbred racetrack and social center for elite society.

Today Saratoga is best known as a resort, cultural, convention, and entertainment center revolving around horse racing, outdoor recreation, classical and popular music, dance, and theater. The city is well known for its restored Victorian mansions, which attract students of art and architecture. The Saratoga Spa State Park, with its springs and mineral waters, is of more than recreational interest to biology students, and the wealth of rock formations in the region brings geologists from around the world. The city's convention facility brings conferences and exhibitions from across the state and nation.

With the growth over the past two decades of the Saratoga Performing Arts Center, the city has greatly increased its offerings as an important cultural center. Located in the state park, SPAC is the summer home of the New York City Ballet and the Philadelphia Orchestra, as well as the venue for top rock and jazz musicians. Distinguished theater companies and chamber music groups perform in SPAC's Little Theater.

Saratoga Springs is also known for the variety of its revitalized downtown area—a collection of shops, restaurants, galleries, and coffeehouses with an appeal to people of virtually all interests. Recent accolades have added to the city's national recognition. In 2002 the National Trust for Historic Preservation named Saratoga Springs one of its "Dozen Distinctive Destinations" for the year. In 1999 *Sports Illustrated* named Saratoga Race Course one of the world's top 10 sporting venues. In 1997 Saratoga Springs was recognized by *American Heritage Magazine* with its "Great American Place" award. In 1996 the National Trust for Historic Preservation honored the city with a "Great American Main Street" award.

The area's historical tradition includes the Saratoga Battlefield, scene of the pivotal 1777 clash between the Colonial and British armies that led directly to the end of the American Revolution. Dozens of landmarks celebrate the area's role in American history. The Saratoga Historical Society and Walworth Museums, housed in the Canfield Casino in Congress Park, feature exhibits and period rooms highlighting the city's fascinating past.

### **The Campus**

Set in what was at the turn of the twentieth century a beautiful park of summer residences, Skidmore's campus encompasses more than 750 acres of wooded land at the northwest edge of Saratoga Springs. Since 1964, when ground was broken for the first new structure on the Jonsson Campus, forty-nine buildings have been constructed on this site. While strikingly contemporary in architectural style, the campus buildings honor human scale and reflect Skidmore's Victorian heritage in numerous aesthetic details.

Among the college's more recent construction projects is the Frances Young Tang Teaching Museum and Art Gallery, which opened in fall 2000, and the renovation and expansion of Case College Center. New on-campus apartments, designed to house 380 students, are slated to open in fall 2006.

Carefully planned to preserve the natural beauty of the setting, the campus was designed to provide for both students and teachers a feeling of freedom and wide horizon. From the covered walkways uniting the residential, academic, and social centers on campus, the prevailing views are to the mountains, woods, and fields, and into the center campus "green." The Jonsson Campus maintains the advantages of a small college where students and teachers meet often and informally and where academic resources are readily at hand.

### **The Faculty**

Skidmore's size and its student-faculty ratio are two of the keys to creating an academic environment that fosters close associations and the exchange of ideas among faculty and students. About 2,200 full-time students bring an unusually wide range of academic and cultural experiences to the campus, and a student-faculty ratio of 11:1 assures each student the chance for the close faculty attention that enhances the liberal arts experience.

At Skidmore, teaching is not merely the imparting of knowledge. It is the key to helping students develop their creative abilities, talents, and values; to enriching them as human beings; to integrating scholarship and cocurricular offerings with career goals; and to preparing them for lives of productive contribution to society and of continuous study and inquiry. The abilities to think and analyze clearly, to express oneself effectively through speaking and writing, to discern and value excellence, and to serve society are the hallmarks of a Skidmore education.

The members of the Skidmore faculty are well known for the range of education, research, and experience they bring to the classroom. Though they are prolific in their writing, productive in their research, and outstanding in their creative endeavors, their emphasis is always on teaching, on translating the richness of their experiences into meaningful learning and inspiration for their students. Numbering approximately 200 full-time faculty, Skidmore's teaching faculty represent some of the top graduate schools in the nation and the world. Over 93 percent of the Skidmore faculty hold the Ph.D. or the highest degree in their field.

Beyond their academic interests, the Skidmore faculty are known for taking a personal interest in their students, offering the added word of encouragement, the extra time outside the classroom, or the open mind for questions—all of which contribute to the extra incentive a student needs. These attitudes have helped create a campus known for its warmth and sense of community.



## The Academic Program

As a highly selective liberal arts college, Skidmore is firmly committed to providing men and women with a superior grounding in the arts, humanities, sciences, and social sciences. Skidmore students also have the opportunity to pursue career-specific fields such as business, education, exercise science, and social work. This blend of the theoretical and the practical makes Skidmore uniquely responsive to both student needs and those of the increasingly interdependent world in which we live. A core belief at Skidmore is that every life, every endeavor, every career is made more profound with creative ability as a foundation, and creative thinking is an integral part of the campus culture.

The Skidmore curriculum provides a creative intellectual foundation for every student. Students pursue connections among an unusually wide range of disciplinary perspectives and embark on their careers well prepared to take full advantage of the diversity of opportunities they will encounter in the complex modern world. As practiced at Skidmore College, the liberal arts produce a transformational educational experience and promote lifelong learning.

Skidmore offers more than sixty degree programs, including majors in both traditional liberal arts disciplines and preprofessional areas. The curriculum's flexibility allows students to major in one field and minor in another (an English major with a business minor, for example), pursue an interdepartmental major combining two disciplines, or design self-determined majors.

Facility with contemporary digital technologies and with the retrieval and interpretation of information is fostered through a series of courses that incorporate computer resources in the learning process and through special workshops.

The internship program complements this flexibility through "exploratory" and "professional" learning opportunities off campus. Students are encouraged to test their skills through internships in government, industry, communications, and nonprofit organizations at the local, state, and national levels. Many students intern with alumni, who are generous with their time and support of the internship program.

Beyond the Skidmore campus, students may take advantage of courses offered at other Capital District colleges through the Hudson-Mohawk Association of Colleges and Universities, which includes such institutions as Rensselaer Polytechnic Institute, Union College, and the State University of New York at Albany. Cooperative programs include one in engineering with the Thayer School at Dartmouth College; a Washington Semester coordinated through American University; a semester at the Marine Biological Laboratory in Woods Hole; an M.B.A. program with Clarkson University; and an M.A.T. affiliation with Union College.

The Office of International Programs organizes a wide range of opportunities abroad for students and faculty. The office provides administrative oversight for Skidmore's programs in Paris; London; Madrid and Alcalá, Spain; and Beijing. In addition, the office oversees other Skidmore affiliations in many regions of the world.

The college operates under a semester calendar with fifteen-week fall and spring semesters. Skidmore's summer program includes two five-week academic sessions and other study options.

# Academic Environment

## The Curriculum

### FIRST-YEAR EXPERIENCE

In their first year at college, students build connections to academic and residential communities, identify intellectual interests, and encounter faculty expectations for excellence. The First-Year Experience Program provides curricular, co-curricular, and residential opportunities that facilitate entering students' successful integration into the Skidmore College community. Through New Student Orientation, Scribner Seminars, and other Campus Life and Residential programming, students learn to balance freedom with responsibility, solve problems, and develop strategies for academic achievement.

**Interdisciplinary Study: Scribner Seminars.** A distinctive feature of intellectual activity at Skidmore is the college's attention to interdisciplinary learning. The ability to integrate ideas from several different disciplines lends coherence to a student's entire college education and may be applied to many areas of life. Scribner Seminars, the centerpiece of the First-Year Experience, constitute a significant interdisciplinary component of the curriculum. (See course descriptions for titles of Scribner Seminars.) Scribner Seminars, each limited to 15 first-year students, invite participants to work closely with faculty and peers; help students identify and fulfill their academic aspirations; introduce them to new ways of thinking; and provide opportunities to work both collaboratively and independently. The Seminars reflect the academic interests and intellectual passions of the faculty instructors, inviting first-year students to take intellectual risks, and challenging their notions about inquiry and knowledge. (See Interdisciplinary Courses for additional opportunities to pursue interdisciplinary learning.)

### FOUNDATION

As the foundation of their college experience, Skidmore students strengthen their writing proficiency and demonstrate competence in quantitative reasoning. The ability to read critically, to write clearly and precisely, and to reason quantitatively lies at the heart of a liberal arts education. Skidmore students thus exercise, during their first years of study, the indispensable tools of intellectual discourse and discovery.

**Expository Writing.** Students are required to complete successfully one designated expository writing course by the end of the sophomore year. Students placed in EN103 Writing Seminar I must complete this pre-requisite course by the end of the first year. Designated writing courses offered by the English Department and in various disciplines can be taken to fulfill the expository writing requirement. Skidmore's writing program includes tutorial help at the Writing Center.

**Quantitative Reasoning.** Quantitative skills are not only promoted through a wide range of mathematics, computer, economics, and statistics courses, but also are reinforced by peer and professional support services directed by the Department of Mathematics and Computer Science. All students will demonstrate competence in basic mathematical and computational principles by the end of the sophomore year. This may be demonstrated by attaining a sufficiently high score on the MSAT I exam (630) or any mathematics SAT II exam (570) or ACT math score of 28 or higher, by passing Skidmore's quantitative reasoning examination, or by successfully completing MA100 Quantitative Reasoning. By the end of the junior year, all students must successfully complete a designated course in mathematics, statistics, or other numerical operations in various academic disciplines, or in the use of computers for the manipulation of mathematical, social-scientific, or scientific data.

### BREADTH

The purpose of the breadth requirements is to ensure that students come to know and understand the central questions, content, and types of analysis that characterize the major knowledge domains of the liberal arts: the arts, humanities, natural sciences, and social sciences. Students who have completed these requirements should be able to identify, understand, and evaluate the significance of continuously developing knowledge in each of these domains. Courses fulfilling the breadth requirements will ordinarily be at the introductory level.

Students must successfully complete one course in each of the following four fields:

**Arts:** Students actively engage in the making or performing of artworks as modes of creative invention, interpretation, expression, and discovery. Through the critique and analysis of artworks, students develop a context for and an understanding of their own creative output as well as the creations of others. The fundamental student learning goals include the advancement of technical proficiency and the refinement of critical aesthetic sensibility. Courses in this category are typically, but not exclusively, offered in creative writing, dance, music, studio (visual) art, and theater.

**Humanities:** Students examine and reflect upon human culture as expressed in historical tradition, literature and languages, art and music, ideas and beliefs. Students learn about diverse heritages, customs and values that form patterns and analogies but not general laws. The humanities search for an understanding of the unique value of the particulars within human contexts and thereby create a climate that encourages freedom of thought, imagination, and inquiry. Courses in this category are typically, but not exclusively, offered in art history, classics, dance, literature (in English and in other languages) music, philosophy, religion, and theater.

**Natural Sciences:** Students actively engage in the process of understanding the natural world through the use of scientific methods. Students study phenomena that are the product of natural processes and are known through the senses rather than only through thought or intuition. Through the laboratory component of courses meeting this requirement, students will design and execute experiments (where appropriate as dictated by the discipline), collect data by observation and/or experimentation, and analyze data. Student learning goals thus include mastery of both content and process. Courses in this category are typically, but not exclusively, offered in biology, chemistry, exercise science, geosciences, physics, and psychology.

**Social Sciences:** Students study the organizational structure of human societies. They learn about the origins, functions, dynamics, and relations of large-scale social forces (such as institutions and cultures) and their intersections with the individual and small groups. In addition, students explore the connections between historical processes and contemporary social issues. Social scientific inquiry uses a combination of conventional scientific methods and humanistic, qualitative approaches. Courses in this category are typically, but not exclusively, offered in American studies, anthropology, economics, government, history, and sociology.

## **CULTURE-CENTERED INQUIRY**

In culture-centered inquiry, students learn that culturally based perspectives and values are not universal and in so doing enhance their ability to interact with persons from diverse cultural backgrounds. Students fulfill this requirement by completing one course in a foreign language, and one course designated as either non-Western culture or cultural diversity study.

**Foreign Literature and Language:** Students expand their use of a foreign language or their understanding of the literature of that language by studying in its non-translated form. A student may choose a course (by placement) from the literature and language courses offered by the Department of Classics or the Department of Foreign Languages and Literatures, excluding courses in translation.

*and* either

**Non-Western Culture:** Students investigate a way of life and a set of cultural assumptions significantly different from Western perspectives. In these courses, students examine the social, political, literary, aesthetic, or linguistic arrangements of cultures.

or

**Cultural Diversity Study:** Students investigate the interaction of culturally distinct peoples within a given sociopolitical context. These courses may focus on diversity in the United States or on intercultural relations in other contexts. However, at least one of the groups examined will have non-Western origins.

## **THE MAJOR: FOCUS AND DEPTH**

The core curriculum described so far provides the foundation that students need in order to choose a major appropriate to their academic and career interests. This choice usually occurs at the end of the sophomore year, allowing time for students to explore a variety of major and minor options. Skidmore offers the bachelor of arts and bachelor of science degrees in more than sixty areas, including traditional liberal arts disciplines, para-professional fields, interdepartmental combinations, and interdisciplinary programs. Qualified students may construct a self-determined major when their educational interests lie outside Skidmore's established majors. All areas of concentration at Skidmore, including those most oriented toward careers and professions, thrive within a liberal arts and humanistic environment. Students electing two majors must plan course selections very carefully and should seek assistance from a faculty advisor as early as possible.

### **HONORS FORUM CURRICULUM**

The Honors Forum offers a supportive intellectual community for all highly motivated Skidmore students, and especially encourages the academic aspirations of first-year and second-year students. The “forum,” as the name suggests, is intended as a structure for organizing and promoting the common interests of an academic community. Some students are invited to become official members of the Honors Forum, thus constituting a leadership core for the larger student community.

Designated sections of regular course offerings and courses developed especially for the Honors Forum expect a high degree of involvement from participants, employ more sophisticated materials and pose more complex questions, and provide an unusually challenging academic experience. In a typical semester, Honors Forum courses might be offered in anthropology, chemistry, economics, English, geology, government, literature, mathematics, and sociology.

### **INTERNSHIPS**

Skidmore’s long experience in combining liberal arts education with career preparation has established strong connections between the life of the mind and the life of practicality and action. This twofold understanding of higher education is brought to focus through internships offered for academic credit.

Internships can be particularly rewarding to students as an application of their academic work to other life situations, as an exercise of their liberal arts skills and perspectives, and as a bridge between college and career. In recent years Skidmore students have earned valuable experience and academic credit in government agencies, retail and industrial organizations, publishing houses, banks, law firms, radio and television networks, and art, music, and theater organizations. Internship affiliations can be arranged by students themselves or be made available through alumni and friends of the college.

The Office of the Dean of Studies organizes the internship guidelines and application criteria at Skidmore. An electronic library of internship opportunities is maintained by the Office of Career Services. Once they have completed a first semester at Skidmore, qualified students may apply for internship experience, and academic credit, during any semester of the academic year, including both summer sessions.

The course IN100 Exploration Internship is available as an introductory experience to qualified students in any academic discipline. IN100 applications are reviewed by the Dean of Studies.

Many departments at Skidmore offer “professional” internships at the 299 or 399 level. These opportunities are centered on a specific academic discipline, are offered at a more advanced level than IN100, and often carry prerequisites. Grading may be on a satisfactory/unsatisfactory basis. Consult the course descriptions in the departmental listings for details.

### **ACADEMIC GUIDANCE**

Scribner Seminar professors serve as faculty mentors to the students enrolled in their seminars. Transfer students are assigned to a member of the faculty who serves as the student’s advisor. All students are encouraged to consult their mentors/advisors about course scheduling, the college’s general academic requirements, and the student’s particular field of interest. Students may seek further advice on these and other issues from the Dean of Studies Office. This office also handles questions about leaves of absence, academic standing, choice of major, internships, peer tutoring, study skills, learning disabilities, academic integrity, honors and prizes, graduate fellowships, and other academic opportunities or difficulties.

## Information Resources

### SCRIBNER LIBRARY

Scribner Library houses nearly 400,000 volumes and 1,500 journals and periodicals, augmented by electronic access to online digital collections. In addition, the library houses the Skidmore College archives, collections of rare books, sound recordings, videotapes, and art reproductions and slides. Scribner Library is a United States and New York State government documents depository.

If students need materials not available in the collection, they have access to collections in other libraries through Skidmore's interlibrary loan arrangements, which allow Skidmore to borrow from academic and research library collections both regionally and throughout the world.

The library is constantly expanding its electronic library, which is available through computers that are connected to the campus network. While students and faculty can use these resources on any of the 115 workstations in the library, most of the resources can also be accessed from dorm rooms and offices. In addition to "Lucy2," the online catalog, Scribner Library provides access to major bibliographic databases for all subject areas through its Web pages. The library also subscribes to over 25,000 online journals including Project Muse, and JSTOR. These collections significantly enhance the library's paper and microform holdings.

The librarians, who are subject specialists, teach research techniques and are available for consultation about an individual's research.

### FRANCES YOUNG TANG TEACHING MUSEUM AND ART GALLERY

Opened in fall 2000 and named in honor of Frances Young Tang '61, the 39,000-square-foot museum-gallery is designed to facilitate cross-disciplinary communication through the visual arts. The experimental nature of the Tang's programming integrates multiple media and a range of disciplines to explore common themes.

The building houses a 150-seat interdisciplinary space; classrooms for lectures, events, and film screenings; flexible gallery space; a museum shop; and storage for Skidmore's permanent collection.

### CENTER FOR INFORMATION TECHNOLOGY SERVICES

Information technology is an active part of academic life at Skidmore. The Center for Information Technology Services (CITS) supports services that include access to the World Wide Web, electronic mail, educational software, voice and data network support, printing, multimedia, classroom technologies, and administrative information databases.

While Skidmore encourages computing across the curriculum—the use of computers in academic disciplines—CITS focuses on making information technologies accessible to all students, including those who may not be comfortable with traditional computing environments. While it does not teach any credit courses, CITS employs professional staff as well as student assistants to help students, faculty, and staff utilize computers more effectively; conducts workshops; and distributes user guides and other training materials.

General purpose microcomputer rooms are available in several locations across campus, some of which are open twenty-four hours a day during the semesters. All facilities are open to any interested students, faculty, and staff and include either Windows or Macintosh computers. Most of the public computer rooms are equipped with high-quality laser printers.

Electronic mail is a popular communication medium for students and faculty. Skidmore College is connected to the Internet for electronic mail and data communication with colleges and universities worldwide. Before using electronic mail, a student must obtain a username and password from CITS. These are free and remain valid as long as the student is enrolled at the college.

The Media Services department operates a media development lab in Palamountain Hall that provides students, faculty, and staff access to advanced tools for digital media production. Resources include video- and still-image editing facilities, a sound-editing suite, scanning capabilities, CD-ROM and DVD recording equipment, and small- to large-format color printing. Some equipment, such as digital cameras and digital video cameras, are available for short-term loan.

## **Affiliated Off-Campus Programs**

### **VISITING STUDENT PROGRAMS AT AMERICAN COLLEGES**

While students do the majority of their work at Skidmore, the college offers the opportunity to take a semester or full-year program at another school in the United States. Many colleges in the state of New York and in other states have visiting student programs, and students should write to the registrar of the college in which they are interested to get information about programs and deadline dates. Prospective visiting students should then apply for an official academic leave of absence through the Dean of Studies Office. Applicants should have strong academic records, though a grade-point average (GPA) somewhat below 3.0 may be accepted by the Committee on Academic Standing on an exception basis.

### **HUDSON-MOHAWK ASSOCIATION**

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, Columbia-Greene Community College, Empire State College, Fulton-Montgomery Community College, Hartwick College, Hudson Valley Community College, Maria College, Massachusetts College of Liberal Arts, Rensselaer Polytechnic Institute, the Sage Colleges, Schenectady County Community College, Siena College, the State University of New York College at Cobleskill, Union College, and the State University of New York at Albany. Students may choose individual courses at any of the member institutions through a cross-registration agreement by consulting their respective registrars. To be eligible, students must have paid the full-time tuition charge at Skidmore and be taking at least half their full-time load on the Skidmore campus.

### **WASHINGTON SEMESTER**

Skidmore, along with more than seventy other colleges and universities, participates in the Washington Semester Program for juniors and seniors. This program offers intensive experience through course work, seminars, research projects, and internships with committees, agencies, and interest groups in Washington, D.C., where students live at American University. Applications are made through the department of Government. Credits earned at American University

are denoted as transfer credit, and grades earned do not affect the Skidmore GPA. Courses at the 300 or 400 level qualify for maturity level credits.

### **SEMESTER IN ENVIRONMENTAL SCIENCE**

Skidmore College is one of ten liberal arts colleges that participate in a program for undergraduates offered by the Marine Biological Laboratory in Woods Hole, Mass. Held for fourteen weeks each fall at MBL's Ecosystems Center on Cape Cod, the Semester in Environmental Science program emphasizes measuring and understanding biogeochemical cycles and processes in terrestrial, fresh water, and marine ecosystems. Skidmore nominates students, usually biology-chemistry majors in their junior year, for this collaborative research program. Applications are made through Professor David Domozych, Department of Biology.

### **RESERVE OFFICER TRAINING CORPS**

Skidmore students interested in participating in Reserve Officer Training Corps programs may do so through the Hudson-Mohawk consortium. With the permission of the Committee on Academic Standing, a limited amount of credit (typically six or fewer hours) may be counted toward the degree for academic courses taken in the ROTC program.

Students pursuing an ROTC program through cross-registration must plan their courses and their academic major with care due to the time requirements of the ROTC program and the commuting time (thirty to forty minutes) involved. Because of the scheduling requirements of some majors, full participation in an ROTC program may not be possible. Accepted candidates are advised to discuss their plans both with the ROTC program of interest and the Office of the Registrar at Skidmore before enrolling at Skidmore. All cross-registering students must provide their own transportation.

For information on ROTC programs and/or scholarships, interested students should contact the ROTC program of interest. Rensselaer Polytechnic Institute, (Troy, NY 12181) has Air Force, Army, and Marine Corps programs. Siena College (Loudonville, NY 12211) has an Army ROTC office.

## Study Abroad

Skidmore offers academically qualified students a wide range of opportunities to further their global education. Students must have a 3.0 GPA, appropriate academic background, and the endorsement of the college in order to participate in programs abroad. The Office of International Programs is available to assist students in the research and application process, and to provide support during their time overseas and upon their return to Skidmore.

### SKIDMORE IN BEIJING

The Skidmore in Beijing Program is a unique, field-centered, interdisciplinary study-abroad program located at Beijing University. The program emphasizes the creative integration of field-based and classroom learning to further the understanding of Chinese cultures and traditions. Courses, developed specifically for Skidmore students and taught at Beijing University, include an intensive language course and three additional content courses taught in English. Two of the content courses are focused on historical and contemporary China. The third course is an independent research project that allows students to investigate and learn about life in contemporary China by conducting directed field-research projects in a discipline of their choosing. In addition, all of the courses have a field-studies component, allowing students to study classroom materials in the setting of Beijing. Students also are paired with tutors, who assist them in gathering information and conducting interviews.

The resident director and program assistant provide on-site support, including extensive orientations before they depart and upon arriving in Beijing. The orientations enable the students to become familiar with the Chinese culture and educational system and with the unique expectations of the program. The resident director also works closely with each student to develop and implement the research projects. Students live in the residence halls at Beijing University. Participants must have oral and written proficiency in Mandarin Chinese equal to one year of language study at Skidmore (FC101 and 102). Applications for the Beijing program must be submitted to the Office of International Programs by March 1.

The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, cultural excursions and activities, international health insurance, on-site transportation, and international airfare. Students are responsible for airfare and personal expenses. Skidmore students on financial aid may apply their aid to the Beijing program. They must apply for aid through the Office of Student Aid and Family Finance prior to departing. For more information, contact the Office of International Programs.

### SKIDMORE IN PARIS

The Skidmore in Paris program is designed for students with upper-intermediate or advanced knowledge of French and strives to integrate students into the academic and cultural life of Paris. Depending on their language skills, students take selected courses at the Skidmore Center in Paris or are able to directly enroll in courses at various Paris institutions, including the Sorbonne and Nanterre. All students choose from courses in the humanities, fine arts, and social sciences. Internships are also available to students with appropriate qualifications and experience.

The resident director, housing coordinator, and program assistant provide on-site support, including organizing housing with families and an intensive orientation session that enables students to become familiar with French life and the French educational system.

Participants must complete a minimum of four semesters of college-level French (FF203) or the equivalent. A higher level of French will be necessary for enrollment in selected French university courses. Applications for the Paris program must be submitted to the Office of International Programs by March 15 for the full-year or fall semester programs and by October 15 for the spring semester program.

The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, cultural excursions and activities, an on-site transportation pass, and international health insurance. Students are responsible for airfare and personal expenses. Skidmore students on financial aid may apply their aid to the Paris program. They must apply for aid through the Office of Student Aid and Family Finance prior to departing. For more information, contact the Office of International Programs.

## **SKIDMORE IN SPAIN**

Skidmore offers students two opportunities to study in Spain: the Skidmore in Madrid program and the Skidmore in Alcalá program. Both programs are designed for students with advanced language skills and some understanding of Spanish literature and culture. Both programs emphasize integration into the academic and cultural life of Spain. The resident directors and staff in Madrid and Alcalá provide on-site support, including organizing housing with families and conducting an intensive orientation session that enables students to become familiar with Spanish life and the Spanish educational system.

The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, cultural excursions and activities, an on-site transportation pass, and international health insurance. Students are responsible for airfare and personal expenses. Skidmore students on financial aid may apply their aid to either program. They must apply for aid through the Office of Student Aid and Family Finance prior to departing. For more information, contact the Office of International Programs.

### **Skidmore in Madrid**

The Skidmore in Madrid program is offered for the full academic year or the spring semester only. Students take courses, all of which are taught entirely in Spanish, at both the Program Center and at the Universidad Autónoma de Madrid. Courses are available in the humanities, fine arts, and social sciences. Internships are also available in the spring to academic-year students with appropriate qualifications and experience. Students must complete Spanish 208 before participating; completion of Spanish 211 or 212 is highly recommended. Applications for the Madrid program must be submitted to the Office of International Programs by March 1 for the full-year program and by September 20 for the spring semester program.

### **Skidmore in Alcalá**

The Skidmore in Alcalá program is offered for the fall or spring semesters or the academic year. Alcalá is located 30 kilometers outside of Madrid and offers students the option of living and studying in a smaller city with the benefits of Madrid close at hand. Students take courses, all of which are taught entirely in Spanish, at the Program Center in Madrid and at the Universidad de Alcalá and its Instituto Universitario de Estudios Norteamericanos (IUEN). Courses are available in art history, history, economics, business, and theater. Students must complete Spanish 206 before participating; Spanish 208 or above is highly recommended. Applications for the Alcalá program must be submitted to the Office of International Programs by March 1 for the fall semester and academic year programs and by September 20 for the spring semester program.

## **SKIDMORE IN LONDON**

Skidmore offers a variety of study programs in the heart of London each spring semester. Students may elect programs from the following institutions: King's College, Westminster University, University College, and Regent's College. Each school has particular areas of strength in humanities, social sciences, and business or economics. The program is accompanied by a Skidmore faculty director who provides academic and personal support.

Applicants must have strong Skidmore faculty references and a GPA of 3.0 or higher. Courses in the London program are preapproved for transfer credit. The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, cultural excursions and activities, an on-site transportation pass, and international health insurance. Students are responsible for airfare and personal expenses. Skidmore students on financial aid may apply their aid to the program. They must apply for aid through the Office of Student Aid and Family Finance prior to departing. For more information, contact the Office of International Programs.



### **SEMESTER IN INDIA**

Through consortial arrangements with Bard, Hartwick, St. Lawrence, and Hobart and William Smith Colleges, Skidmore offers a one-semester academic program in India every fall. The program is designed to utilize field settings and important sites to introduce students to India in its varied manifestations—the richness of its history, philosophy, and culture; the diversity of its peoples and languages; the complexity of its economic, social, and political processes. Skidmore students with strong academic records and personal qualities, and with appropriate academic preparation, may apply to the program.

The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, cultural excursions and activities, and international health insurance. Skidmore students on financial aid may apply their aid to the program. For specific information, consult the director of the Office of International Programs.

### **SHAKESPEARE PROGRAMME**

This fall-semester program affords students the opportunity to study theater, literature, and Shakespeare in England, where they study with internationally respected British faculty members and professional theater artists. The program is affiliated with the British American Dramatic Academy and the Shakespeare Centre.

During the fall semester, students live and study in London, where the academic program includes courses in theater history, English literature, playwriting, dramatic criticism, directing, and acting. Master classes and weekly trips to the theater are included in the program. One week is spent at Stratford-upon-Avon, where students attend Royal Shakespeare Company productions, study with RSC artists, and attend classes arranged by the Shakespeare Institute and the Shakespeare Birthplace Trust.

Admission to the program is highly selective. Students must have a cumulative GPA of 3.0 and at least 3.2 in their major. For additional information, consult Professor Lary Opitz, Department of Theater.

### **APPROVED PROGRAMS**

In addition to the Skidmore programs abroad, students also have the opportunity to participate in a variety of Approved Programs. These Approved Programs include programs around the world that meet

Skidmore's high academic expectations and that offer high quality administrative support for its students. The Approved Programs are linked to Skidmore's curriculum and are aimed to support various majors and minors, thereby allowing Skidmore to more closely integrate its students' experiences abroad with their work on campus. Approved Programs include options in Africa, Asia, Australia, New Zealand, Europe, and the United Kingdom with program offerings through Advanced Studies in England, the Center for Education Abroad at Arcadia University, CIEE, the Institute for the International Education of Students, the Institute for Study Abroad at Butler University, the School for Field Studies, and the School for International Studies, as well as a variety of university- and college-based programs.

Students studying abroad on Approved Programs will be charged the Skidmore study abroad fee, which is equal to the current fee for Skidmore tuition, room at the apartment rate, and the full meal plan. Students may use all financial aid on all Approved Programs. For more information about Approved Programs, contact the Office of International Programs.

*Note:* All affiliated and nonaffiliated study-abroad programs hold to competitive academic standards. Skidmore approval for study abroad—approval that must precede acceptance into any study program—requires a GPA of 3.0 or higher.

### **Higher Education Opportunity Program/Academic Opportunity Program**

The Higher Education Opportunity Program (HEOP) recruits and admits talented and motivated students from New York State who otherwise, owing to academic and financial circumstances, would be unable to attend Skidmore. The Academic Opportunity Program (AOP) recruits and admits students who are HEOP-like in their academic and economic profiles, yet are not eligible for support from the program because they reside in states other than New York or have income levels slightly above the HEOP economic eligibility guidelines. Holistic in their approach to student development, both programs provide a required, pre-freshman, on-campus summer session and continued academic, financial, and counseling services. The Summer Academic Institute strengthens students' academic and study skills and prepares them for an academically and personally successful college experience.

## Community Education Program

Skidmore College demonstrates its accessibility to the surrounding localities through the Community Education Program. Offering a variety of noncredit courses, seminars, and workshops that meet evenings and weekends throughout the academic year, programs focus on topics of current concern and interest to the community. In addition, continuing education programs for local corporations, small businesses, and non-profit organizations are individually designed in response to a growing demand for professional and personal development. The Survey of Liberal Studies for Mature Adults program is designed for the local retired community. Certificates awarding continuing education units may be earned.

## Master of Arts in Liberal Studies

The master's program offers students the opportunity to work closely with Skidmore faculty to develop interdisciplinary degrees concentrating in the arts, humanities, and natural and social sciences. These programs of study are hand-crafted: In collaboration with their advisors, students create individualized academic plans that may include one-on-one tutorials with faculty from Skidmore or elsewhere; campus-based coursework; distance learning; and internships. Focusing on a topic they bring to the program, students work at their own pace to deepen and widen their intellectual and artistic passions, discovering answers to those questions that matter most to them. This low-residency program's flexibility enables students to immerse themselves in a graduate education while pursuing a full-time career anywhere in the world. Each program begins with an intensive weeklong seminar at Skidmore and culminates in a final project or thesis. Students graduate from the program with a master of arts degree.

## University Without Walls

UWW is Skidmore's undergraduate degree program for adult students. Founded in 1971, UWW is a pioneer in adult education. The program currently serves over 275 students who use UWW's flexible framework to develop individually tailored undergraduate degree programs.

UWW shapes undergraduate programs to fit the learning options available to people residing throughout the country and overseas. UWW students are able to:

- transfer past credits from accredited colleges;
- earn credit for prior experience;
- pass competency exams for credit;
- arrange independent studies with Skidmore faculty;
- enroll in UWW courses offered at the Skidmore campus;
- enroll in Web-based UWW courses;
- take classes at nearby colleges and universities;
- enroll in courses offered at a distance by major universities; and
- participate in internships.

From its beginning, Skidmore has sustained a dual commitment to the liberal arts and the professions. Working closely with advisors, students develop programs appropriate to their backgrounds and goals. Students' individualized studies may focus on liberal arts areas such as English, history, psychology, and biology, preprofessional areas such as business, or interdisciplinary combinations. Some examples of interdisciplinary fields are human behavior, religion and culture, arts management, organizational behavior, and public administration.

Students earn a bachelor of arts or bachelor of science degree from Skidmore College. The program is registered with the State of New York and, as a division of Skidmore, is accredited by the Middle States Association of Colleges and Secondary Schools.

First Year Enrollment Fee .....\$4,450  
Subsequent Annual Enrollment Fee .....\$3,750

For further information, contact:

University Without Walls  
Skidmore College  
Saratoga Springs, NY 12866-1632  
Phone: 518-580-5450  
Fax: 518-580-5449  
E-mail: [uww@skidmore.edu](mailto:uww@skidmore.edu)

## Summer Programs

Through the Office of the Dean of Special Programs, Skidmore's summer programs draw thousands of people of different ages and backgrounds to the campus for credit and noncredit courses, seminars, workshops, and other events, many of which incorporate the city's cultural activities into their offerings. Full details on all the college's summer program offerings can be found on the Office of the Dean of Special Programs Web site.

### SUMMER ACADEMIC SESSIONS

There are two five-week summer sessions at Skidmore, during which students may register for up to eight semester hours in each session. The first session is ideal for those who wish to combine study with summer work or travel. The second session in particular offers students the opportunity to experience Skidmore and Saratoga Springs at the height of their summer seasons. Students wishing to fulfill all-college requirements or accelerate their college programs can earn additional credits by attending either or both sessions. Introductory and advanced courses in the humanities, the natural and social sciences, and business are offered.

### SUMMER SESSIONS ABROAD

Skidmore sponsors a variety of credit-bearing study-abroad courses, travel seminars, and programs over the summer months. In addition to an ongoing affiliation with the Studio Art Center International (SACI) in Florence, Italy, Skidmore's faculty develop special travel-study programs for Skidmore students to a variety of destinations—such as South Africa, Greece, Germany, and Great Britain—to study topics as diverse as post-Apartheid education, dance, social work, and medieval European history and culture.

### AP/ART (ACCELERATION PROGRAM IN ART)

AP/Art is a program designed for mature and skilled high school students who have completed their freshman year. Presented in conjunction with the Summer SIX art program, AP/Art offers students an opportunity to work in a college art department for credit as well as non-credit options. Students may also cross-register in liberal arts courses offered through the Pre-College Program for High School Students. Each student enrolls in two courses during the five-week session. In addition, AP/Art students take advantage of the rich and varied cultural activities available both on campus and in the community of Saratoga Springs. Scholarships may be awarded on the basis of artistic merit and need.

### CENTER FOR TALENTED YOUTH

The Johns Hopkins University Center for Talented Youth offers qualified adolescents specially developed courses in the sciences, mathematics, and humanities on the Skidmore campus. A talent search is conducted by JHU/CTY in conjunction with school systems across the country.

### DANCE WORKSHOPS

Skidmore College hosts modern dance companies during the summer months and offers serious dance students the opportunity for intensive study. Over the past years, the José Limón Company, Twyla Tharp Dance Foundation, Dan Wagoner and Dancers, Trisha Brown Company, Bill T. Jones/Arnie Zane Dance Company, Mark Morris Dance Group, Lar Lubovitch Dance Company, Martha Graham Dance Company, Garth Fagan Dance, the Parsons Dance Company, and Doug Varone and Dancers have been in residence. In addition, public dance events presented by the companies provide added cultural attractions for members of the surrounding communities. This program may be taken for undergraduate or graduate credit or as a non-credit workshop.

### INTERNATIONAL WOMEN'S WRITING GUILD CONFERENCE

The IWWG hosts a weeklong conference at Skidmore for women writers of all levels of experience. Through dozens of workshops, women refine their skills and learn more about a variety of writing genres, including nonfiction, fiction, romance, mystery, poetry, film, television scripts, and journals. Electronic publishing and the business aspects of writing, such as dealing with literary agents, are also covered. Several guild members' works have been published as a result of the annual conference.

### JAZZ INSTITUTE

This is a two-week residential institute for jazz musicians—including high school and college students, music educators, and professional musicians—focusing on theory and improvisation. Master classes are taught by top jazz artists. The program coincides with Freihof's Jazz Festival at the Saratoga Performing Arts Center. This program may be taken for academic credit or as a noncredit workshop.

#### JUDAIC STUDIES PROGRAM

Skidmore College offers a series of three one-week residential seminars for serious adults who wish to explore issues in Jewish history, literature, and ideas. The seminars feature lectures by well-known scholars, challenging class discussions, many opportunities for informal personal exchange among teachers and students, and other experiences intended to deepen students' understanding and knowledge of Jewish texts and concepts. Program participants are also able to take full advantage of the summer life of the campus and of downtown Saratoga Springs.

#### NEW YORK STATE WRITERS INSTITUTE

The New York State Writers Institute, sponsored by Skidmore and the University at Albany, State University of New York, offers an annual summer program for writers. The four-week program features workshop courses in creative writing taught by an extraordinary staff of professional writers, including winners of the Pulitzer Prize and the National Book Award. Courses are offered for undergraduate and graduate credit, and a small number of noncredit students may be enrolled.

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

This program offers college-level courses for credit to high school students with strong academic records. Enrollment is open to those who have completed their sophomore year in high school. Students take two courses chosen from among those offered during the college's second summer session, in the humanities, natural sciences, and social sciences. Students may also cross register in courses or workshops offered through AP/Art. In addition, Pre-College Program students take advantage of a variety of cultural and recreational activities that are unique to Skidmore College's summer campus and the Saratoga Springs area. Scholarships are awarded to students on the basis of need and academic merit.

#### SUMMER SIX ART PROGRAM

The Summer SIX art program runs concurrently with the two summer academic sessions. Since its beginning in 1968, Summer SIX has been distinguished as an intensive learning experience that provides special opportunities for students to explore and further develop their artistic talents. The two five-week sessions feature nationally known visiting artists and lecturers who provide critiques, workshops, and seminars. Course offerings include drawing, painting, printmaking, lithography, ceramics, fiber arts, jewelry, photography, sculpture, two- and three-dimensional design, graphic design, watercolor, and art history.

Classes are small and individualized, and students have round-the-clock access to large, well-lit studios. Graduate credit may be earned through the Master of Arts in Liberal Studies program at Skidmore.

In addition, noncredit workshops are offered in a variety of media. These intensive workshops include painting and drawing, ceramics, raku and sagger firing, fiber arts, videography, computer imaging, and monotypes.

#### SUMMER SCIENCE INSTITUTE FOR GIRLS

Two weeklong residential programs for seventh- and eighth-grade girls are offered in an effort to expose them to the fascinating world of the sciences. Students will explore exciting concepts within the fields of biology, geology, chemistry, physics, mathematics and computer science, and environmental science, both in the lab and in the field.

#### THEATER WORKSHOP

Led by Anne Bogart and company members of the Saratoga International Theater Institute (SITI), an intensive four-week training program is offered to actors, directors, designers, dancers, and choreographers. Training in the Suzuki method of acting, Bogart's Viewpoints, and an interdisciplinary approach to composition are the features of the program. The program may be taken for undergraduate or graduate credit or as a non-credit workshop.

## Cocurricular Environment

Skidmore College recognizes that students' experiences outside the classroom are 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 student academic affairs, international programs, counseling, multicultural student affairs, health services, opportunity programs, residential life, religious life, career planning, student activities, and volunteer services. Members of the student affairs staff work together to provide effective student-life programs for the Skidmore community.

### Facilities

#### AIKINS AND MURRAY DINING HALLS

Facing Case Green, these adjacent dining halls serve nineteen cafeteria-style meals a week (brunch and dinner only on Saturdays and Sundays) to students living in the residence halls on the Jonsson Campus.

#### CASE CENTER

Josephine Young Case College Center, named in honor of former trustee Josephine Case, connects the academic and residential areas of the Skidmore campus. Newly renovated and expanded, Case Center houses the college bookstore, the post office, a student art gallery, the Intercultural Center, and offices for student clubs and organizations. The building is also home to the Spa snack bar, the faculty-staff club, and the Burgess Café, which offers computer access combined with study and social space in a coffeehouse setting. On the south side of Case Center is Porter Plaza, an outdoor gathering space for socializing, special events, and performances.

#### DANCE CENTER

The Dance Center adjoins the Sports and Recreation Center. It consists of three units including two spacious dance studios; a large dance, sport, and recreational area; and the fully equipped Dance Theater with adjoining dressing rooms. This is the center for dance activities during the academic year. The Dance Theater hosts professional dance companies throughout the year.

#### FALSTAFF'S

Opened in 1986, this one-story facility contains small alcoves for eating and relaxation and a large open area for dancing and entertainment. A committee of students, faculty, and administrators sets policy for Falstaff's and sponsors a variety of cocurricular activities.

#### JONSSON TOWER

Named in honor of former trustee J. Erik Jonsson, this twelve-story building houses students on its top seven floors. A penthouse lounge is used for social functions. Health and Counseling Services, Campus Safety, and WSPN radio can be found on the lower floors.

#### SPORTS AND RECREATION CENTER

The Sports and Recreation Center houses a main gymnasium with three basketball courts, intramural gym, swimming pool and diving well, athletic training room and human-performance laboratory, an aerobics and fitness area, weight room, recreation gym, and varsity team rooms. Surrounding the Sports Center are nine tennis courts (five lighted) and two fields for soccer, lacrosse, field hockey, and softball. The adjacent Outdoor Athletic Complex is a lighted stadium with seating for 1,400 spectators, all-weather track, and Stadia-Turf playing field for soccer, lacrosse, field hockey, and intramurals.

#### STARBUCK CENTER

Named for former trustee Kathryn Starbuck, this building houses the offices that provide nearly all of the administrative services for students, including the Offices of the Registrar, Dean of Studies, International Programs, Student Aid and Family Finance, Student Accounts, Career Services, Residential Life, and the Higher Education Opportunity Program and Academic Opportunity Program.

#### VAN LENNEP RIDING CENTER

The Van Lennep Riding Center offers excellent facilities for riding, a stable of approximately 30 horses for student use, and space for students active in the riding program to board their own horses. In addition to a large heated indoor riding ring, there is a large outdoor riding arena, two large turnout paddocks and a round pen, and riding trails. The heated stable accommodates sixty-eight stalls (ten by ten feet each), tack rooms, feed storage, a blacksmith shop, a lounge, and a classroom.

#### WILSON CHAPEL

Val H. Wilson Memorial Chapel honors Skidmore's third president and is intended primarily for meditation, though it is at times used for various religious ceremonies and events at the college. Set in a wooded area, it purposely lacks religious symbolism in its architecture and decor, emphasizing that it is for use by all members of the community, regardless of faith.

## STUDENT SERVICES

### Academic Advising and Programs

The Office of the Dean of Studies, in cooperation with the faculty and the student affairs staff, provides academic guidance to students, contributes to academic policy and curricular decisions, and coordinates a wide range of academic programs. Instructors of the Scibner Seminars serve as mentors to the first-year students in their class. The Dean of Studies Office assigns each entering advanced-standing student to a member of the faculty who can advise the student about course scheduling, about the college's general academic requirements, and about the student's particular field of interest. Students may seek further advice on these and other issues from the office. Questions about leaves of absence, academic standing, choice of major, internships, peer tutoring, study skills, disabilities, academic integrity, honors and prizes, graduate fellowships, international student activities, and other academic opportunities and difficulties may be referred to this office. The Dean of Studies Office also publishes the yearly Student Academic Handbook and the Faculty Advising Handbook. These booklets survey all academic programs and policies at Skidmore College.

### International Programs

The Office of International Programs organizes a wide range of opportunities abroad for students and faculty. The office works closely with academic departments and programs to ensure coordination between academic programs at Skidmore and abroad. The office also advises students on program choices and application procedures, helps orient students to the cultural and personal challenges they will encounter abroad, and helps reintegrate students into the life of the college when they return from study abroad. The office provides administrative oversight for Skidmore's programs in Paris, Madrid, Alcalá, London, Beijing, and India, and provides support to other Skidmore programs abroad and Skidmore affiliations.

## Campus Life

The Office of Campus Life, composed of the Chaplain's Office, Leadership Activities Office, Multicultural Student Affairs Office, Volunteer Office, 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 *the individual in relation to others* 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 multicultural student affairs; the chaplains; the coordinators of Jewish student life, Catholic student life, and volunteer services; and the associate and assistant directors of leadership activities. The associate dean of student affairs also coordinates the cocurricular activities of the Skidmore Honors Forum and advises the honors floors, Hathorn House, and Adams House.

**Center for Sex and Gender Relations:** The Center for Sex and Gender Relations works with students, faculty, and staff to educate and support healthy and equitable relationships, both personal and professional, between and among women and men. Begun as a student-driven initiative, the Center is operated and staffed by Peer Advocates who are trained to respond to issues of sexual health and sexual assault. The Center also sponsors a variety of educational programs and cocurricular activities throughout the year and encourages student-faculty collaborative research projects and other academic endeavors related to the study of sex and gender. An Advisory Council, composed of students, faculty, and staff, and chaired by the associate dean, establishes the mission and goals of the Center and oversees the operation and programs of the Center.

**Intercultural Center:** The Intercultural Center in Case College Center provides a program of co-curricular activities that welcomes, acknowledges, and celebrates diverse traditions. The center offers a visual presence and an annual calendar of programs, seminars, workshops, and exhibits that support academic programs and faculty whose teaching and scholarship is broadly concerned with diversity. The Intercultural Center is a common meeting place for such organizations as the Asian Cultural Association, RAICES, Ujima, Network, Skidmore Pride Alliance, and the Jewish Student Union. It also serves as a meeting center for interfaith

activities. The Center promotes an intercultural exchange of ideas and traditions among students, faculty, and staff that leads to a greater understanding of one's citizenship in a global community.

**Leadership Activities:** The Leadership Activities Office provides advising and training to students who serve in various leadership capacities in the Student Government Association (SGA) and in student clubs and organizations. The staff coordinates a Friday and Saturday late-night entertainment program and helps students plan and implement major cocurricular activities, entertainment, class events, and theme weekends. In addition, the office sponsors a number of leadership skills-development programs for current and aspiring leaders. Special attention is given to the overall quality and diversity of the co-curricular life program and to the development of program initiatives that promote school spirit, healthy social interaction, and social responsibility.

**Multicultural Student Affairs:** The Multicultural Student Affairs Office provides advising and program support that serves to create a sense of camaraderie for those students who identify themselves as multicultural (African American, Latino, Asian American, and Native American [ALANA] students) and to educate the larger community about diversity. The office collaborates with various academic departments, administrative offices, and college committees in the sponsorship of programs that prepare students to meet the challenges of an increasingly diverse and changing world. The director serves as a personal development advisor to multicultural students and assists student cultural organizations with the planning and implementation of campuswide programs that celebrate cultural traditions and embrace the ideals of a multicultural community.

**Religious Life:** Skidmore College is respectful of and responsive to those in the community who practice the religion of their choice, providing, as often as possible, options to the Skidmore community that are inclusive both in tone and content. Skidmore welcomes student religious groups whose purposes are in harmony with the educational goals of the college and whose activities are open to the college community. Indeed, Skidmore embraces religious pluralism in its desire to be a vitally diverse community, though its practices and policies are secular in nature and its imperative is to ensure that students can meet the academic requirements of the New York State Department of Education.

The Chaplain's Office addresses many of the critical issues that face contemporary college students. Through a multifaith approach to religious life on campus, the office provides worship and fellowship experiences for Protestant, Roman Catholic, and Jewish students, and facilitates those of other faith backgrounds in finding appropriate resources in the area. Students, faculty, and staff are invited for interreligious dialogue through biweekly discussions on current events, academic lectures, and activities designed to address the character of both individuals and communities. Through projects addressing social justice concerns, retreats, and partnerships with neighboring religious communities, the Chaplain's Office helps students seeking means to address issues of identity and well-being.

Faculty and administrators exercise the fullest measure of good faith to insure that students are able to fulfill their religious obligations and practices without suffering any loss of grade or programmatic access. Absences for religious observances will not be counted among the number of "allowed absences" per course. Faculty members have the responsibility to make available to each student who is absent from class because of religious obligations the opportunity to make up any missed coursework, exams, or course requirements. Because Skidmore calendar policy prohibits scheduling activities during study and exam periods, student clubs and organizations desiring to schedule religious observances during these periods may do so only by notifying the dean of the faculty in writing and by following the scheduling procedures of the Office of Leadership Activities.

**Volunteer Services:** The Volunteer Office facilitates programs that foster an awareness of an individual's place within a community and the role she or he can play to help those lacking in a variety of life necessities. The coordinator of volunteer services supports faculty in their endeavors to engage students in service-learning experiences throughout Saratoga County. The coordinator also works with the Skidmore-Schuylerville School District partnership, Expanding Horizons, to promote school activities that draw upon Skidmore students' knowledge, talents, and skills. The student organization Benef-action, to which the coordinator also serves as an advisor, sponsors many fund-raising activities on campus for local charities and promotes participation in a variety of national volunteer programs such as Special Olympics, Make A Difference Day, and walkathons.

## Residential Life

Skidmore provides a cocurricular environment that enhances and enriches the academic program through opportunities for personal and social growth, self-discovery, and an appreciation of one's responsibilities to others. At Skidmore, residential living is an integral part of the student's education. At its best, residential living fosters a sense of community; facilitates the integration of the individual into campus activities and organizations; exposes students in a direct and personal way to a pluralistic community of people with divergent points of view, values, lifestyles, and background experiences; encourages an atmosphere of free and wide-ranging expression of ideas; and develops in each person capacities for self-direction and deep concern for others.

Residential life is not always comfortable, supportive, or secure. Interpersonal tensions, serious value conflicts, and discomfort caused by living in close proximity with large numbers of students are not unusual. Learning to respond maturely, responsibly, and creatively to adversity are important elements in self-growth. Skidmore provides resources through its residence-hall staff, Counseling Center, Chaplain's Office, and other student affairs staff, to help students adjust to residential life.

Skidmore regards its students as maturing adults and expects them to accept a large measure of responsibility for their personal and social lives. Skidmore's room-change and off-campus living policies reflect the belief that students often learn more about themselves and others by working through difficult situations rather than escaping them.

All continuing full-time students and students returning from leaves of absence are required to participate in the room selection process, held each spring semester (Moore Hall is considered "on campus"). Room selection is a random-drawing procedure giving preference to class (seniors choose first, juniors choose second, etc.). The procedure provides students with a wide range of living options, including college-supervised residence apartments. All first-year students are required to live in college-supervised housing, except those living at home with a parent or guardian at the start of their freshman year. All students living in the residence-hall system sign a room and board agreement that outlines their rights and responsibilities.

The residence halls, central to life on campus, offer a diversity of programs and are supervised by a network of trained upperclass students. Hall councils, composed of elected student representatives, develop a variety of events and programs for the halls.

### MOORE AND KEYES QUADRANGLES

Moore Quad consists of Kimball, Penfield, Wilmarth, and McClellan residence halls. Each hall houses approximately 140 students on three floors in single, double, or triple rooms. In addition, each of the halls has a large living room. There are kitchenette facilities, a study room, and a small lounge on each floor.

Keyes Quad has comparable facilities. Howe, Rounds, and Wait residence halls accommodate 340 students, while Jonsson Tower houses another 280. The latter, a twelve-story building, is the tallest on campus. Atop Jonsson Tower is the penthouse, with lounge and kitchen facilities for hall use and other college activities.

### WIECKING HALL (FORMERLY SKIDMORE HALL)

This facility, located just south of McClellan and Penfield, accommodates 128 students on three floors of single and double rooms. By design, the building's flexible arrangement provides opportunities for both privacy and social interaction. The seminar area on the first floor is designed to integrate academic and residential life.

### SCRIBNER VILLAGE APARTMENTS

Intended for upperclass men and women, Scribner Village houses 283 students. There are fifteen houses containing fifty-six units that accommodate four, five, six, or seven students. Each apartment is fully furnished and has an appropriately equipped kitchen. Students living in Scribner Village may elect to join the meal plan or to prepare their own food in the apartment kitchen.

### MOORE HALL

Moore Hall is a residence hall and dining facility located on Union Avenue in downtown Saratoga Springs, approximately two miles from campus. This structure accommodates 160 students on five floors. There are traditional "double-loaded corridors," lavatory facilities, and lounge areas on each floor. A glass-enclosed, circular dining room serves the residents of the building. A Skidmore bus provides transportation to and from the campus for residents of Moore Hall.



## OFF CAMPUS

In consideration of Skidmore's commitment to an educational philosophy that supports the importance of living in campus housing and in consideration of its financial obligations, all freshman full-time students must live in college-supervised housing. However, for a limited number of upperclassmen, the option of living off campus is available through the room selection process. (See the Room Selection Guide for specific options and requirements.) Preference is first given to seniors, and then to juniors. Exceptions to this policy may be made in the following situations: students living with a parent and/or guardian and commuting daily, students who turn twenty-two years old before the start of the academic year, married students, and students with children.

## Health Services

Health Services provides a general range of services including, but not limited to: treatment of general medical problems and injuries; immunizations; and birth control counseling and gynecologic examinations. Health Services maintains a limited on-site laboratory that can assist with many common health care needs. Throat cultures, specialized blood tests, gynecological, and STD tests are sent to an outside laboratory. Referrals to specialists, both in the local community and in neighboring cities, can be arranged as need arises. Health Services also provides educational opportunities that focus on health maintenance, increasing health awareness, and illness prevention.

There is no charge for visits to Health Services. Students (or their health insurers) are responsible for bills relating to emergency room visits, outside laboratory and X-ray tests, visits to specialists, immunizations, and medications. All students are required to complete a health form and immunization record in order to register for classes. Proof of adequate U.S.-based medical insurance is mandatory, and a student health insurance policy is available through the college. All visits are confidential; no information is shared without a student's permission.

The Health Services staff includes physicians, nurse practitioners, college-health certified registered nurses, a health educator, 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.

## Counseling

The Counseling Center is committed to serving the developmental and psychological/psychiatric needs of the student body and acting as a resource to the Skidmore College community. The Center provides a range of professional services, including assessment and referral, short-term treatment, crisis consultation, group therapy, outreach, education, and medication management. Students requiring longer-term, more intensive or specialized treatment services may be referred to community providers as appropriate. The office is staffed by mental health professionals from several disciplines. The center serves as a training site for advanced graduate students in counseling psychology. All services are confidential and free of charge. The center is located on the ground floor of Jonsson Tower, across from Health Services.

## Career Services

The Office of Career Services offers a wide array of services that help all interested students and alumni clarify their career goals and pursue career or graduate school opportunities. The following services are available to Skidmore students and alumni:

Career counseling is provided during in-person, individual appointments, at which a professional career counselor facilitates exploration of personal values, interests, skills, and aspirations—the building blocks of satisfying academic- and work-related decisions. Advising on graduate/professional school; career research; internship and job search; resume and cover letter development; and interview preparation is available in person and by phone appointment.

The Career Services Web site ([www.skidmore.edu/administration/career](http://www.skidmore.edu/administration/career)) has an extensive array of links to research, networking, internship/job recruiting, and graduate school resources for students and alumni. A computer lab and an extensive collection of books and directories are available in the office's reference center to support an individual's efforts.

In addition to subscribing to numerous job-listing resources, the office regularly publishes newsletters to keep the student body aware of pertinent opportunities and their deadlines. Students who register with the office will also receive targeted e-mail regarding special job and internship opportunities.

The Alumni/Parent Career Network has more than 2,000 volunteers prepared to help people explore the world of work and to identify appropriate job and internship leads. Many career advisors volunteer to sponsor students who participate in the annual Job Shadowing Program. Students can spend one to five days on the job, shadowing a sponsor.

Networking programs in regions including New York City and on-campus events such as the “A-B-C” (Alumni Back to Campus) program link students with alumni. These events are useful both for gathering information about potential career options and for identifying job and internship leads.

The MonsterTrak recruiting program for seniors and recent graduates includes on- and off-campus interview opportunities. Recruiting events for seniors, such as the ECCD Boston and New York City career days, and virtual career fairs, sponsored in cooperation with groups of colleges, offer additional opportunities.

Services and programs for underclass students include internship registration for targeted e-mail service, job shadowing program, and advising regarding choice of majors/career. Career Services staff are happy to talk with all students and encourage them to initiate contact with the office during their first year.

## **COCURRICULAR ACTIVITIES**

### **Student Government Association**

Students may participate in the governance of the college through the Student Government Association. The SGA, which includes all members of the student body, is dedicated to the principles of democratic self-government and responsible citizenship. SGA operates under authority granted by the college’s board of trustees. The SGA Executive Committee, composed of the student president and five vice presidents, oversees SGA programs in the areas of cocurricular activities, residential life, academic affairs, communications, and financial affairs.

The SGA Senate is made up of students elected from the residential units and the student body at large. It is the major legislative body for the students. The Interhall Board, also elected from the residences, reviews college policies relevant to campus services and student life issues, and deals with functions of residence hall governance and cocurricular programming. Academic Council is composed of two student representatives from every academic department who serve as liaisons between the majors/minors and the faculty of the various departments; the council initiates proposals and reviews policies related to academic life.

In addition to these major bodies, students serve as representatives to faculty committees, administrative committees, and college task forces. There are also all-student SGA committees concerned with traditional events, student elections, SGA budget, public relations, and diversity affairs.

Disciplinary concerns are handled through the college tripartite (students, faculty, and staff) judicial committees: the Integrity Board and the Board of Appeal. The Student Handbook outlines student and campus services, college policies, and the Skidmore Honor Code.

In addition, SGA sponsors more than 100 student clubs and organizations representing a broad and diverse range of interests.

Falstaff’s, the Skidmore social pavilion on campus, is managed and funded by the SGA. This facility, separately incorporated as a not-for-profit organization, is directed by a board of students, faculty, and staff. Events such as Lively Lucy’s Coffeeshouse, DJ nights, band jamborees, swing and techo dances, hall dinners, special luncheons, receptions, and leadership retreats are frequently held at Falstaff’s.

## Student Organizations

Many special and regularly scheduled events are conducted by organizations sponsored through SGA. The Student Entertainment Company is responsible for concerts, parties, and other all-college social activities. The Student Speakers Bureau brings to campus stimulating lecturers, columnists, artists, and authors. A cappella groups, a variety of dance groups, improvisational comedy groups, and Cabaret Troupe perform regularly throughout the year. The four classes that comprise Interclass Council organize four major weekends: Oktoberfest and Ring Weekend in the fall, and Winter Carnival and Spring Fling during spring semester.

In addition, students are actively engaged in contemporary issues that have social relevance to their lives as emerging adults. Many special-interest groups representative of such areas as multicultural diversity, sexuality, health and wellness, the environment, religion, community service, and social/political activism, contribute to students' out-of-class activity and educational experience.

Many academic departments are affiliated with a student academic club, which sponsors a variety of activities relevant to the academic discipline. In addition, SGA supports a number of athletic and recreation clubs such as the Outing Club, as well as martial arts, yoga, health and fitness, sailing, alpine and nordic skiing, snowboarding, women's and men's ice hockey, Ultimate Frisbee, and polo clubs.

Media opportunities include the student newspaper, the Skidmore News; the college's FM radio station, WSPN; and closed-circuit television station, TV-3. The yearbook, *Eromdiks*, long regarded as the seniors' chronicle of events, and *Folio*, and arts and literary journal, are published annually by students. SGA also produces *Skidmore Skoop*, an online guide for new students.

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## Performing Opportunities

### MUSIC

Skidmore's musical organizations accommodate a variety of musical preferences. They are open by audition to all interested students, regardless of major, and to faculty.

The Skidmore Chorus performs a large repertoire of works from many centuries. The Vocal Chamber Ensemble, a small, select subgroup of the chorus, performs a wide variety of a cappella and accompanied music. The Skidmore Opera Workshop presents scenes and complete works from classical through modern operatic repertoire.

The Skidmore Orchestra, a seventy-member orchestra of Skidmore's best instrumentalists supplemented by professional musicians, performs major symphonic repertoire from the Baroque period to the present. Skidmore chamber ensembles, composed of pianists, brass, woodwind, and string players, are coached weekly by faculty. Each group performs at the end of the semester.

The Skidmore Jazz Ensemble and several small jazz combos rehearse weekly and perform regularly on and off campus. The Guitar Ensemble, Flute Ensemble, and string and wind chamber ensembles perform every semester.

The West African Drum Ensemble is devoted to the performance of the traditional music of Ghana, focusing on hand-drumming techniques. Students play on drums and bells imported from Africa in a select ensemble of about fifteen members.

Four a cappella singing groups, the Sonneteers, the Accents, the Bandersnatchers, and the Dynamics, are student-directed SGA organizations specializing in barbershop, jazz, and popular songs from the 1920s to the present. The Sonneteers and the Accents are all-women groups, the Bandersnatchers is a men's group, and the Dynamics is coed.

## THEATER

Members of the Skidmore campus community, including theater majors and interested non-theater majors, have numerous opportunities to gain experience in acting, design, and production. The Theater Department's production activity includes fully mounted productions in the large thrust theater and in the more flexible black-box studio space of Bernhard Theater. Throughout the year, many workshops are presented in the two rehearsal studios. On occasion, the department hosts visiting professional productions and various training workshops in areas that are of interest to Skidmore students.

Within the Capital District region, the department maintains strong relationships with the Adirondack Theatre Festival, Lake George Opera Company, Saratoga Performing Arts Center, Saratoga Shakespeare Company, Capital Repertory Theatre, and Williamstown Theater Festival. Many Skidmore students participate in summer and year-round programs with these companies, and other companies throughout the country.

Student-directed SGA organizations include the Ad-Liberal Artists, a group of eight to ten students who write, improvise, and perform their own comedy material, and the Cabaret Troupe, which produces musical-theater works.

## DANCE

Dance at Skidmore has a long and distinguished tradition. Offering academic as well as technical study, it encompasses a variety of interests including ballet, modern/contemporary dance, ethnic dance, jazz, improvisation and choreography, history and repertory of dance, dance production, independent study, seminars, and special dance forms of both the Western and Eastern worlds (such as pointe, character, dance for the child, music for dancers, yoga, Bharata Natyam, and African). There is also an active student dance club, Terpsichore.

The Dance Program invites visiting artists to offer workshops, master classes, performances, and lectures throughout the year.

## Collegiate Athletics

### MISSION STATEMENT

**Sports and Recreation:** Skidmore College is committed to a balanced and proportionate approach to sports and recreation, one in which intercollegiate competition, intramural activities, physical activity, and fitness and recreation programs are all valued within the context of a liberal arts education. Athletics broadly construed has an integral place in the lives of our students both during their time at Skidmore and after. As such, sports and recreation promote goals compatible with academic pursuits and community life, including teamwork, discipline, health, camaraderie, challenge, and creativity. As an educational institution, we are committed to offering a wide range of opportunities and resources to members of the college community interested in health, fitness, and physical activity.

**Intercollegiate Competition:** Skidmore's intercollegiate athletic program reflects the National Collegiate Athletic Association Division III philosophy. Consequently, it emphasizes the importance of physical activity as a medium for individual development and seeks to create a challenging, yet supportive competitive environment that cultivates intellectual, personal, and athletic excellence. Consonant with the college's commitment to the process of active learning, the intercollegiate athletic program offers students a vital opportunity to participate on a wide range of athletic teams.

Based on the principle that athletics can bring pride in accomplishment, the intercollegiate program also provides a valuable community experience by promoting school spirit and by unifying the campus. The athletic program represents Skidmore across the state, region, and country, enhancing the college's reputation in the eyes of prospective students, alumni, and the community in general. In the end, the goals of the intercollegiate athletic program are to assist the student-athlete to meet challenge with determination and inspiration, hard work and dedication; to understand that it is the quality and consistency of effort that defines the outcome; and to learn that the quality of communal life is dependent in part on individual contributions.

## INTERCOLLEGIATE TEAMS

Skidmore College is affiliated with the NCAA, ECAC, Liberty League, and NYSWCAA. Intercollegiate athletic teams compete against Northeast area colleges in appropriately challenging schedules, and encounter teams from across the country on regional tours.

Skidmore is a member of the Liberty League, which provides conference play among the ten member institutions.

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.

In compliance with the Equity on Athletics Disclosure Act, Skidmore College publishes an annual report that includes participation rates, financial support, and other information on men's and women's intercollegiate athletic programs. The report is available upon request.

## Intramurals, Clubs, and Recreation

Like intercollegiate athletics, intramural and recreational activities are an important part of the Skidmore experience. Students, faculty, and staff have joined in a cooperative effort to provide a program that serves the needs of students of varied levels of skills and abilities. On campus and beyond, recreational opportunities abound for the individual enthusiast as well as for the student seeking group activities in intramural or club sports.

### INTRAMURALS

A thriving intramural program provides a wide variety of coeducational sports activities. Among the current intramural sports are basketball, flag football, racquetball, indoor soccer, softball, tennis, volleyball, and water polo.

### CLUBS

Students who share similar enthusiasms also form activity clubs. Clubs in the recent past have focused on alpine skiing, aerobics, weight training, hiking, climbing, cycling, polo, Kung Fu, Ultimate Frisbee, and women's ice hockey.

## INFORMAL AND INDIVIDUAL ACTIVITIES

The Sports and Recreation Center is open during the school year for students and staff to pursue informal activities such as running, swimming, weight training, racquetball, basketball, indoor soccer, and aerobics.

Complementing the facilities especially designed for sports—the Sports and Recreation Center, tennis courts, playing fields, the outdoor athletic complex, and the Van Lennep Riding Center—are the natural recreation grounds of the campus itself. Set among woods, hills, and open fields, the campus is alive at all seasons with unstructured sports activity, as hikers, runners, and cross-country skiers set their courses along the trails that wind through the wooded campus. Backpacking, rock climbing, and wilderness weekends are popular, with the Outing Club organizing trips and providing camping equipment.

## THE SURROUNDING AREA

The city of Saratoga Springs offers additional opportunities for golf, bowling, racquet sports, and ice skating. Nearby areas offer a wide range of recreational activity. Located in the foothills of the Adirondack Mountains, Skidmore is only one hour from major ski resorts, while Lake George and Saratoga Lake are available for sailing and water sports. State parks with trails for cross-country skiing, biking, and hiking are readily accessible.

## Admission

Skidmore seeks students who demonstrate strong academic ability, intellectual curiosity, open-mindedness, and an energetic commitment to learning. Since students learn not only from the faculty but from each other, Skidmore also seeks diversity in its student body, looking for a wide geographical distribution and a variety of talents, interests, and backgrounds.

Because the number of qualified students applying for admission exceeds the limited size of each entering class, it is not possible to admit all candidates who could be expected to succeed at Skidmore. The Admissions Committee strives to admit those students whose abilities, interests, character, and background give them the greatest promise of profiting from and contributing to Skidmore College.

The committee's primary emphasis is on the strength of a student's academic record, as evidenced by quality of secondary school courses, classroom achievement, and standardized test scores. Personal qualities, accomplishments, interests, and capacity for growth are also strongly considered, so careful attention is paid to recommendations, the student's personal statement, co-curricular activities, and, where applicable, the interview.

### Application Guidelines

The admissions staff welcomes communication with prospective candidates, their parents, and school advisors. Correspondence should be addressed to: Director of Admissions, Skidmore College, Saratoga Springs, NY 12866-1632, or via e-mail at [admissions@skidmore.edu](mailto:admissions@skidmore.edu).

Students apply for admission by completing the application and returning it to the Admissions Office accompanied by the application fee of \$60. 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 director of admissions.

Skidmore College participates in the Common Application in use by more than 200 colleges and universities in the United States. Required supplementary forms and instructions are included with application materials sent to candidates from the Admissions Office. Students must submit a recommendation from

their guidance counselor, assessments from two teachers, and the Skidmore supplement to the Common Application. All supplementary forms should be returned to the Admissions Office by February 1.

Skidmore College encourages applications from economically and academically disadvantaged students. Those who are eligible New York State residents will be referred to the Higher Education Opportunity Program (HEOP) for consideration. Those who are ineligible for HEOP will be referred to the Academic Opportunity Program (AOP) for consideration. To obtain information about HEOP/AOP, contact:

Director, HEOP/AOP  
Skidmore College  
815 North Broadway  
Saratoga Springs, NY 12866-1632

### Early Decision

Skidmore's Early Decision (ED) Plans are designed for qualified high school seniors who have examined their college preferences thoroughly and have decided that Skidmore College is their first choice. Although candidates for Early Decision at Skidmore may initiate applications to other colleges, it is understood that they will immediately withdraw them and enroll at Skidmore if accepted under an Early Decision Plan. ED applicants should make a special effort to have their first set of senior grades sent to the Admissions Office as soon as possible.

Skidmore offers both Round I and Round II Early Decision Plans. Applications for the Round I Early Decision Plan may be submitted any time up to November 15, with notification by January 1. The Round II application deadline is January 15, with notification by February 15.

Some Early Decision candidates who are not admitted under an ED plan will be deferred for reconsideration without prejudice during the "regular" admissions process. ED applicants who clearly would be inadmissible in the spring are given a final negative decision at the time of Early Decision.

Financial aid applicants who are applying for admission under either Early Decision Plan must file the PRO-FILE form of the College Scholarship Service by the appropriate Early Decision application deadline, November 15 or January 15.

## Requirements for Admission

Candidates for admission are expected to complete a secondary school program with a minimum of four academic subjects each year, or the equivalent of sixteen college-preparatory credits. Qualified juniors may be considered for early admission. For further information, see Early Admission.

Preparation for Skidmore should include four years of English, three or more years of mathematics, three or more years of social science, three or more years of science, and three or more years of a foreign language.

The Admissions Committee, recognizing that school curricula vary, is always willing to consider the application of an able student whose preparation, while differing from the plan suggested, nevertheless gives evidence of continuity in the study of fundamental subjects and readiness for college.

Applications should be submitted as early as possible in the senior year but no later than January 15. High school transcripts and teacher recommendations should also be on file in the Admissions Office by January 15.

While prospective studio art majors are not required to submit a portfolio, they are welcome to send ten to twenty 35mm slides of their work to the Admissions Office no later than January 15. Slides should be encased in 9-by-11-inch plastic slide sheets and clearly labeled with name, medium, size, date, and "top" of work. Applicants who wish their slides to be returned should include a stamped, self-addressed envelope.

Although a decision on each application is given by the Admissions Committee in late March, all offers of admission are contingent upon the satisfactory completion of the senior year at an academic and personal level comparable to that on which the acceptance was based. The committee reserves the right to rescind an offer of admission if subsequent evidence is presented that a candidate has misrepresented himself or herself, has purposely violated application procedures, or has failed to complete his or her senior year in a satisfactory manner.

## Campus Visits and Admission Interviews

Skidmore College welcomes visits from prospective students and families. Although an interview is not required, a personal interview allows the Admissions Committee to learn more about the candidate as an individual and enables the candidate to learn more about Skidmore. For those reasons, high school seniors are urged to visit campus for an interview between May 1 and February 1. Interviews are typically preceded or followed by a campus tour with a student guide. Interviews are offered weekdays from 9 a.m. to 3:30 p.m. and on Saturday mornings from September through January. For students who prefer group information sessions, they are offered throughout the spring, summer, and fall. Appointments should be made well in advance by contacting the Admissions Office at 800-867-6007 or 518-580-5570. If a campus visit is impossible, the Admissions Office can help candidates arrange interviews with alumni admissions representatives in their home areas. Candidates can also visit Skidmore on the Web at [www.skidmore.edu](http://www.skidmore.edu).

While students and parents are welcome to visit academic departments when Skidmore is in session, they are asked to remember that the faculty have primary commitments to teaching, advising, and scholarship. Accordingly, if a meeting with a faculty member in a particular department is desired, prospective candidates are requested to make arrangements through the Admissions Office well in advance of their intended visits.

## Information for Students with Disabilities

Applicants who identify themselves as having a disability during the admissions process are considered for admission on the same competitive basis as other applicants. The Office of the Dean of Studies is glad to consult with students about available services. Although no formal program exists at the college, Skidmore does employ a disabilities specialist who acts as a resource for students in need of modifications and accommodations on campus and in the classroom. If a student anticipates requesting services from the disabilities specialist, he/she should be prepared to provide the following information at the time of enrollment:

1. Documentation and diagnosis of a specific handicapping condition that is not older than three years. The evaluation should be completed by a specialist in the area of the handicapping condition (e.g., educational psychologist, certified school psychologist, psychiatrist).

2. 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 disabilities specialist in the Dean of Studies Office. Using the information from the application and the diagnostic materials provided, the disabilities specialist will assist the student in developing an individualized system of support that is specific to the student's needs. After their arrival at Skidmore, students will then meet with the disabilities specialist.

Among the most commonly requested accommodations are extended time on tests, alternate testing locations, permission to use tape recorders and laptop computers in class, peer tutors, 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, services that may also be of help to students with disabilities. These academic supports 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 must 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 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.

For more information, contact the disabilities specialist in the Office of the Dean of Studies: 518-580-5720.

## **Standardized Testing**

While the Admissions Committee considers a student's classroom performance in a rigorous academic program to be the best indicator of potential for success at Skidmore, standardized test scores may also provide useful measures of academic promise. Skidmore requires either the College Board Scholastic Assessment Test (SAT I) or the ACT (with Writing Test) of the American Testing Service, and strongly recommends (but does not require) two SAT II: Subject Tests. A foreign language subject test is recommended for placement purposes. If a student does not take a foreign language subject test, he or she will be asked to take a similar placement examination during first-year student orientation. Students for whom English is not their first language should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to either the SAT I or ACT. All testing should be completed by December of the applicant's final year of high school.

SAT I, ACT, SAT II: Subject Tests, and TOEFL registration forms are available in high school guidance offices. The College Entrance Examination Board and the American College Testing Service will also send free of charge to any school or applicant a copy of its bulletin, which contains all information on test fees and examination centers. The CEEB booklet may be obtained by writing to the College Board, ATP, Box 592, Princeton, NJ 08541. The ACT booklet is available at P.O. Box 414, Iowa City, IA 52243.

For credit granted by Skidmore for Advanced Placement Tests, see Credit by Examination.

The Admissions Office requests that the results of all standardized testing be sent directly to Skidmore College from the appropriate testing service.

## **Midyear Admission**

Skidmore welcomes applications on a space available basis for midyear admission from students who will be beginning their college careers in the spring semester and from transfer students who will have at least one full year of transferable credit from another college. Students interested in midyear admission should submit their applications by November 15.



## Early Admission

The Admissions Committee will consider applications for fall admission from candidates who wish to enter college prior to the normal completion of a secondary school program of study, i.e., at the end of the junior year of high school. In such a case, the committee gives special consideration to the reasons for the candidate's desiring such admission, the recommendation of secondary school guidance officials, and the candidate's maturity and potential for dealing with both the academic and social demands of college life. An interview with a member of the admissions staff is strongly recommended for all candidates seeking admission under the Early Admission Plan.

## Transferring to Skidmore

Each year, Skidmore admits students who wish to transfer from other accredited colleges or universities. Such students should have maintained a strong record of achievement in liberal arts courses taken at colleges previously attended. Transfer applicants should have taken the SAT I or the ACT, but SAT IIs are not required.

A candidate for admission with advanced standing should complete and return the application, accompanied by a fee of \$60, to the Office of Admissions by November 15 for admission in January or by April 1 for admission in September.

An official transcript (or transcripts) of all college-level work done through the most recently completed semester must be submitted. A midterm report of college work currently in progress is required, and a transcript of such work should be sent as soon as one is available in the event that the Admissions Committee feels it is necessary to review final grades for those courses before rendering a decision. Applicants should also submit a high school transcript, two recommendations from college professors who have taught the applicant in academic courses, and the Dean's Report included in the application packet.

Transfer candidates will be notified of the Admissions Committee's decision as soon after the pertinent deadline as possible. The committee expects that final records will be consistent with the record available at the time an offer of admission is made.

A limited number of financial aid packages are available to transfer students applying to Skidmore. Students are required to file the Free Application for Federal Student Aid (FAFSA) and the PROFILE form of the College Scholarship Service (CSS) no later than April 1.

A tentative evaluation of transfer credit will be available upon request at the time of an acceptance; the definitive evaluation is done by the Office of the Registrar and is not available until after the student has enrolled at Skidmore. Only courses in which a student has received a grade of "C" or better are transferable. (See Transfer of Credit.)

At least sixty semester hours of the 120 semester hours required for graduation from Skidmore must be earned through enrollment in Skidmore College courses.

## Admission of International Students\*

Applications from international students and U.S. citizens studying abroad are welcomed and receive special attention throughout the evaluation process.

International students and U.S. citizens studying abroad must submit:

- Transcripts of all secondary- and university-level work completed or currently in progress
- SAT I or ACT examination results
- Test of English as a Foreign Language (TOEFL) for any students for whom English is not their primary/first language
- Two academic teacher recommendations
- One guidance counselor recommendation
- Skidmore College supplement to the Common Application

Those taking the General Certificate of Examination must successfully complete "O" Level Examinations in at least five subject areas, including English language. (For further information regarding transfer of credit for university-level study and examinations, see Transfer of Credit in the Academic Requirements and Regulations section.)

Arrangements for SAT I, ACT, and TOEFL examinations must be made at least two months in advance of the test dates. All tests should be taken before Skidmore's January 15 application deadline.

\*Skidmore College is authorized under federal law to enroll non-immigrant alien students.

English is the language of instruction at Skidmore, and it is necessary that all students be proficient in reading, writing, and speaking English. (Generally, a score of 243 on the computer-administered, or 590 on the paper-administered TOEFL examination is regarded as an indicator of minimal proficiency for study at Skidmore.) Skidmore does not offer English as a Second Language or other special courses for students who are not proficient in English.

Skidmore is able to offer a very limited number of financial aid awards to students who are not citizens or permanent residents of the United States. Students applying for aid are required to file the College Board's International Student Financial Aid Application. The consideration for these awards is highly competitive; please contact the Admissions Office for more information. Certification that financial obligations can be met will be required by Skidmore and also by the United States agency issuing a visa. The United States Immigration Form I-20 will be issued after the enrollment deposit has been paid.

The academic year at Skidmore is made up of two semesters, one running from the beginning of September to late December, and the second from mid-January to the beginning of May. Summer recess runs from May through August and may be utilized for travel or study; during this period, students must pay their own expenses. Housing is not available during breaks between semesters, and students taking summer courses will be charged additional tuition, room, and board fees.

## **Application Deadlines**

### **APPLICATIONS**

First-year student applications should be filed by January 15 for regular decision and by November 15 (Round I) or January 15 (Round II) for early decision. Transfer applications should be filed by April 1. Midyear transfer applications should be filed by November 15. All applications must be accompanied by a \$60 fee.

### **SCHOOL TRANSCRIPTS**

The Secondary School Report form should be submitted to the Admissions Office by the appropriate application deadline and midyear grades as soon as they are available. The appropriate forms are included in the application packet.

### **TEACHER RECOMMENDATIONS**

Two academic teacher evaluation forms are included with the application and should be submitted as early as possible, but no later than the appropriate application deadline.

### **STANDARDIZED TESTING**

The SAT I or ACT must be taken no later than December of the senior year. The SAT I or ACT (with Writing Test) is required; three SAT II: Subject Tests are strongly recommended but not required. Students for whom English is not their first language should submit results of the Test of English as a Foreign Language (TOEFL). The Admissions Committee requires that the official score reports be sent directly from the appropriate testing service. Skidmore's CEEB code is 2815; the ACT code is 2906.

### **FINANCIAL AID**

A Free Application for Federal Student Aid (FAFSA), and the PROFILE form of the College Scholarship Service should be submitted no later than January 15. New applicants obtain the FAFSA and the registration for the PROFILE form from their high school guidance office. Financial aid applicants who are applying for admission under either Early Decision Plan must file the PROFILE form of the College Scholarship Service by the appropriate early decision application deadline. Transfer applicants should file the PROFILE and FAFSA forms by April 1. Skidmore's FAFSA code is 002814, the PROFILE code is 2815.

Only those accepted candidates whose financial aid applications are complete will be considered for financial aid awards. Candidates accepting awards must submit a copy of their latest IRS tax returns.

First-year students who elect to enroll at Skidmore without financial assistance from the college may apply for consideration for aid beginning the first semester of their junior year. Transfer students who enroll without grant assistance from the college are eligible to apply for grant assistance after two semesters of matriculated enrollment at Skidmore or when they become juniors, whichever comes later.

#### NOTIFICATION

Early Decision candidates are notified in accordance with the timetable outlined under “Early Decision.” Regular decision candidates hear from Skidmore in late March. Notification of financial aid eligibility/awards is mailed with notification of admission.

#### KEY DATES FOR CANDIDATES TO REMEMBER

November 15	Application deadline for Round I Early Decision Plan
November 15	Application deadline for midyear transfer admission
December 15	Mailing of Round I Early Decision notifications
January 15	Application deadline for regular admission; deadline for financial aid application
January 15	Application deadline for Round II Early Decision Plan
February 15	Mailing of Round II Early Decision notifications
Late March	Mailing of admission and financial aid decisions to regular decision candidates
April 1	Application deadline for fall transfer admission
May 1	Postmark deadline for enrollment deposits from accepted first-year candidates. (This is the uniform Candidates’ Reply Date.)

## Nonmatriculated Students

### VISITING STUDENTS

Students from other institutions may spend a year or a semester at Skidmore College as visiting students while concurrently maintaining enrollment at their own colleges. For information, write to the registrar at Skidmore College.

### SPECIAL STUDENTS

Special students are not matriculated at Skidmore but may take a partial or full load of courses each semester, up to a maximum of ten courses. Special students register on a space-available basis through the Office of the Registrar and pay a fee for each semester hour of credit. An application form may be obtained from the Office of the Registrar. A \$25 application fee is charged per academic semester.

### CONTINUATION STANDARDS FOR NONMATRICULATED STUDENTS

All students enrolling on a nonmatriculated basis are expected to complete their academic work in a satisfactory manner according to the chart below. Failure to meet these standards will result in a review by the Committee on Academic Standing and possible withdrawal from the institution.

After course number:	Cumulative GPA required
1	1.67
2	1.85
3–10	2.00
After 10	must matriculate or withdraw

Students who fall below these standards may apply for a one-time nonrenewable waiver in order to continue enrollment. Petitions will be reviewed by the Committee on Academic Standing, and the decision of the committee will be based on academic evidence indicating the student’s potential for success.

Employees taking courses but not interested in obtaining a degree may petition the Committee on Academic Standing for a waiver of the ten-course limit.

## Fees and Expenses

Fees for the academic year 2005–06 are stated below. Checks for fees should be made payable to Skidmore College.

Annual fees are as follows:

Tuition .....	\$32,340
Room	
Residence Hall, standard .....	\$5,100
Residence Hall, single-occupancy .....	\$5,600
Scribner Village apartment .....	\$6,150
Board .....	\$4,020

### Schedule of Payments

#### BALANCE OF PAYMENTS

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

#### Tuition, Room (Residence Hall), Board\*, and Activity Fee

*August 1, 2005*

Returning students who have paid a \$400 returning deposit pay .....	\$20,649
Entering students who have paid an enrollment deposit pay .....	\$20,749
<i>December 15, 2005</i> .....	\$20,730

#### Tuition, Room (Single Residence Hall), Board\*, and Activity Fee

*August 1, 2005*

Returning students who have paid a \$400 returning deposit pay .....	\$20,899
Entering students who have paid an enrollment deposit pay .....	\$20,999
<i>December 15, 2005</i> .....	\$20,980

#### Tuition, Room (Scribner Village Apartment), and Activity Fee

*August 1, 2005*

Returning students who have paid a \$400 returning deposit pay .....	\$19,164
Entering students who have paid an enrollment deposit pay .....	\$19,264
<i>December 15, 2005</i> .....	\$19,245

#### Tuition and Activity Fee

*August 1, 2005*

Returning students who have paid a \$400 returning deposit pay .....	\$16,080
Entering students who have paid an enrollment deposit pay .....	\$16,180
<i>December 15, 2005</i> .....	\$16,170

#### 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 may be assessed a late fee each month, 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 2005–06 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, 2006. 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 appears online at [www.skidmore.edu/administration/finserv/bursar/typesofpayment.htm](http://www.skidmore.edu/administration/finserv/bursar/typesofpayment.htm).

#### 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 are sent to all students in June. Please contact the Bursar's Office for more information, or visit online at [www.skidmore.edu/administration/finserv/bursar/typesofpayment.htm](http://www.skidmore.edu/administration/finserv/bursar/typesofpayment.htm).

\*Students who choose a ten-meal plan or fourteen-meal plan will receive a reduced schedule of payments. Students living in Scribner Village apartments or off campus may elect a board plan or purchase meals individually in the dining halls or the Spa (the college-operated lunch and snack facility).

## 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 hours. There is an additional fee assessed for programs over eighteen semester 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 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 .....\$1,080

General Deposit .....\$200  
Deducted from \$500 nonrefundable enrollment deposit paid at time of acceptance. Refund of general deposit will be made to students withdrawing or following graduation. The college will deduct from the deposit any charges not previously paid.

### REQUIRED FEES

**Application for Admission** .....\$60  
Payable by entering students at the time of application, nonrefundable.

### Student Activity Fee

Estimate .....\$319  
Determined each spring by the Student Government Association and used to cover costs for student publications, speakers, organizations, and other activities for the following year. Payable August 1.

### STUDY-ABROAD FEE

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 International Programs.

### SPECIAL FEES

#### Special Art, Music, and Physical Activity Fees

Listed under respective departments.

**Room Change Fee** .....\$15

#### Summer School

Fees available from the Office of Special Programs.

#### Transcript of Academic Record

One official copy .....\$5

Students and alumni have the option of paying a flat fee of \$150 to cover mailing of transcripts. Students who elect to pay this one-time fee will not be subject to the per-copy fees assessed each time a transcript is requested. Additional information can be obtained from the Office of the Registrar.

**Automobile Parking Registration Fee** .....\$50  
per semester

An annual rate of \$100 will be charged to students who register vehicles in the fall. A semester rate of \$50 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.

### SPECIAL STUDENTS

Special students are not matriculated at Skidmore, but may take a partial or full load of courses each semester, up to a maximum of ten courses while holding special student status. They pay an application fee and a fee for each semester hour of credit. Special 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** .....\$1,080  
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

**Student Activity Fee**

The amount equal to approximately one-half the full student activity fee, 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 appear online at [www.skidmore.edu/administration/finserv/bursar/withdrawalsandleaves.htm](http://www.skidmore.edu/administration/finserv/bursar/withdrawalsandleaves.htm). Arrangements to participate in the plan should be made directly with A.W.G. Dewar Inc.

**Health Insurance** (estimate) . . . . . \$619/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 appear online at [www.skidmore.edu/administration/health/costandinsurance.htm](http://www.skidmore.edu/administration/health/costandinsurance.htm). Payment is due in August.

**Linen Rental Service** (optional)

Estimate . . . . . \$99/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 or a Scribner Village 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 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 contract for a board plan that provides nineteen meals per week served in Skidmore’s dining halls.

The college also offers a fourteen-meal plan and a ten-meal plan to residents who may wish to eat in the dining halls on a regular basis but less frequently than provided by the nineteen-meal plan. If a student chooses either of these meal plans, his or her account is credited.

Students living in Scribner Village apartments or off campus may elect a full board plan or may purchase meals individually in the dining halls or the Spa, the college-operated lunch and snack facility. In addition, block plans are available, which provide a specific number of meals that may be used throughout the semester.

## 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 Pell 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 2005–06 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 2006, payable March 15, 2006, 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, 2006, after which there will be no refund.
3. A late fee of \$25 may be assessed for advance deposit payments received after March 15, 2006.

## Financial Aid

Administered by the Office of Student Aid and Family Finance, the purposes of financial aid at Skidmore College are to give those students who could not otherwise afford it the opportunity to attend the college and to attract and retain a qualified, talented, diverse student body that can be expected to contribute substantially to the academic and social life of the community, while distributing available funds in a fair and equitable way.

Currently approximately 43 percent of Skidmore students are receiving Skidmore-administered scholarships, grants, loans, and/or work awards, which are offered singly or in various combinations. In total, 49 percent of the students at Skidmore receive some form of assistance from the college or from outside sources. Numerous financing plans and options are available to families not eligible for need-based financial aid. (See Fees and Expenses for monthly payment and tuition prepayment plans.)

The largest contributor of student financial aid funds is the college, although federal and state programs and private donors assist significantly. Skidmore participates in the following federal programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Perkins Loans, Federal Stafford Loans, and Federal Work-Study Program.

Federal funds are administered by Skidmore in accordance with government regulations and the college's general policies relating to financial aid. Students from New York, Rhode Island, and Vermont may be eligible for state financial aid funds that can be used at Skidmore, and they are required to apply for these funds when seeking Skidmore financial aid.

For further information about financial assistance from Skidmore College, see the PDF document titled *Financial Aid Instructions* on the Admissions section of the College Web site. This information is included in the application packet mailed from the Admissions Office.

### Application

All first-year students who are U.S. citizens or permanent residents of the United States are eligible to apply for all forms of financial aid. Those students admitted without Skidmore grant assistance are normally first eligible to receive such aid, if need is demonstrated, in their junior year. This policy includes transfer students unless they are admitted as juniors, in which case they may receive Skidmore assistance for the senior year if need is demonstrated. Need-based institutional grant assistance is available for up to fifteen transfer students per academic year.

Student aid recipients are selected on the basis of demonstrated financial need, determined through Skidmore College's analysis of the Free Application for Federal Student Aid (FAFSA) and the PROFILE form of the College Scholarship Service.

The confidential financial statements known as FAFSA and the PROFILE form must be filed each year. Entering students obtain the FAFSA and the registration guide for the PROFILE form from their high school guidance office. Current students obtain the FAFSA and the registration guide for the PROFILE form from the Office of Student Aid and Family Finance.

Skidmore requires that copies of the federal U.S. income tax returns be submitted to verify the financial figures reported on the aid application. Applicants whose parents operate a business or farm will need to file a Business/Farm Supplement.

Applicants whose parents are separated, divorced, or never married will need to have their noncustodial parent file a Noncustodial Parent's Statement. While the college strives to be understanding in circumstances where a divorce or separation has occurred, Skidmore's limited financial aid resources require that all possible sources of support be considered. Accordingly, the resources of a remarried parent's spouse are also considered in every case regardless of any private family agreements.

Candidates for Early Decision admission must file the PROFILE form with the College Scholarship Service by the appropriate admission deadline. At a later date, the FAFSA is to be filed with the federal processor.



The financial aid application deadline is January 15 (prior to the academic year for which assistance is requested) for prospective first-year students; the financial aid application deadline is April 1 for current students and prospective transfer students. Prospective candidates receive consideration for financial assistance if all required financial information is at the college at the time funds for aid awards are allocated. Since funds may not be sufficient to meet the needs of all admitted students who demonstrate financial need, aid is offered to as many well qualified applicants as possible, with preference given to those students with demonstrated financial need whom the Admissions Committee determines to be the strongest applicants among those admitted to Skidmore.

Students must reapply for aid each year, and the amount of the award will reflect yearly changes in Skidmore costs as well as in a family's financial circumstances. Returning students who have received Skidmore grant aid, who have submitted complete aid renewal applications on time, who meet satisfactory academic progress conditions, and who continue to demonstrate need will continue to receive financial aid. Late applications by returning students may result in an unmet need.

Skidmore aid resources are not available for summer study. In some cases, students may be able to utilize the Federal Stafford Loan to pay for summer classes.

Freshman financial aid notifications are mailed in early April. Transfer financial aid letters are mailed on a rolling basis usually in April and May. Returning-student aid notices are usually sent in May and June. Conditions of financial aid awards information is provided with the notification of aid, along with a request for any missing items needed to credit aid money.

## **Student Aid Programs and Financing Options**

### **SKIDMORE COLLEGE PROGRAMS**

#### **MERIT AWARDS**

Lincoln and Therese W. Filene Foundation Scholarship awards are granted on the basis of a special competition to provide gifted young musicians the opportunity to further their musical studies in a liberal-arts setting.

The Porter Presidential Scholarship in Science and Mathematics is awarded on the basis of superior accomplishment and exceptional promise in the sciences or mathematics. A faculty committee determines awardees from the applicant pool each spring.

Together, the Filene and Porter scholarship programs reflect the special balance between the arts and sciences that is characteristic of Skidmore's curriculum. For more information about either of these programs, contact the Office of Admissions.

#### **LOANS**

In addition to the federal and state loan programs described at the end of this section, the college participates in another loan program.

#### **THE CITIASSIST LOAN**

This long-term loan allows students to borrow up to the cost of their education each academic year at market interest rates, subject to credit qualifications. A parent co-signer may be required. Payment may be deferred while the student is enrolled, or the student may begin making payment immediately, extending up to fifteen years.

#### **CAMPUS EMPLOYMENT**

Initial work placements are in the dining halls, house-keeping, or other essential services. All work is scheduled to avoid conflict with the student's academic program and averages nine to twelve hours a week. Jobs are also available in the surrounding geographic area. Work opportunities are also available to students not on financial aid.

## FEDERAL PROGRAMS

To be eligible for a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, or Federal Perkins Loan, the student must:

- study at least half-time in an approved program;
- meet the educational institution's satisfactory academic progress standards (see Standards for Continuation);
- be a United States citizen or meet a citizenship requirement;
- have no debt from a defaulted education loan for which a satisfactory repayment plan has not been established;
- not owe a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant; and
- demonstrate compliance with applicable Selective Service requirements.

**Campus-based aid:** Federal Supplemental Educational Opportunity Grants, Federal Work-Study, and Federal Perkins Loans are administered by the college. The funds are allocated by the financial aid office.

**Less than half-time study:** Under some circumstances, a student studying less than half-time can receive aid from the Federal Pell Grant.

## GRANTS

### FEDERAL PELL GRANT

A student can receive up to \$4,050 per year for tuition and other educational costs, such as room and board. Awards depend on college costs and an aid-eligibility index. This index is based on factors such as family income and assets, family size, and number of postsecondary students in the family.

The student must submit a Federal Pell Grant application by July 1 in each academic year using the Free Application for Federal Student Aid (FAFSA).

### FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

An undergraduate student with financial need can get from \$200 to \$4,000 yearly. Priority is given to exceptionally needy students who are Federal Pell Grant recipients.

## LOANS

### FEDERAL PERKINS LOAN

These loans are for undergraduate students enrolled at least half-time. The loan amount is determined by the college, within federal limits of up to \$4,000 per year for a total of no more than \$20,000 for undergraduate study. There is no interest charged during school and for six months afterward or during military service. During repayment, interest is 5 percent on the unpaid balance. Repayment of the amount borrowed plus interest begins six months after the student is no longer at least half-time in college. Deferment or cancellation is available to students who enter specified types of service.

## WORK STUDY

### FEDERAL WORK-STUDY PROGRAM

This program provides jobs for undergraduate students enrolled at least half time. Earnings must be used solely for educational purposes.

## OTHER FEDERAL PROGRAMS

### VETERANS ADMINISTRATION EDUCATIONAL BENEFITS

This program is for veterans who were in the U.S. armed forces between 1955 and 1977. There is also aid for children, spouses, and survivors of veterans who suffered a service-connected death or disability.

### GI BILL

Enlistees must contribute \$100 a month for the first year enlisted. The government will then contribute up to \$9,600 based on length of service. The Army Reserve offers a noncontributory program that provides up to \$5,040 for an enlisted student.

### FEDERAL AID TO NATIVE AMERICANS

This program is for American Indian, Eskimo, or Aleut tribes, bands, or groups recognized by the Bureau of Indian Affairs. Application may be obtained from:

Bureau of Indian Affairs  
Federal Building, Room 523  
100 S. Clinton Street  
Syracuse, NY 13260-0043

## NEW YORK STATE PROGRAMS

Students who receive Tuition Assistance Program (TAP) assistance from New York State for the first time must meet the requirements below for academic performance and progress toward the degree. Failure to meet these standards results in the termination of financial assistance from New York State. Skidmore College does not substitute its resources for funds that are withdrawn by New York State.

### NEW YORK STATE REQUIREMENTS

A Skidmore College student must be registered for a minimum of twelve semester hours of credit in the fall semester and a minimum of twelve semester hours of credit in the spring semester, and must meet the following regulations, established by the state Board of Regents, in order to remain eligible for payments:

1. *Approved Program*—a student must formally declare a major not later than the beginning of the junior year.
2. *Program Pursuit*—a student must receive a passing or failing grade in a minimum of:
  - six semester hours in each semester of study in the first year in which an award is made;
  - nine semester hours in each semester of study in the second year in which an award is made; and
  - twelve semester hours in each semester of study in each succeeding year.

Grades of W (withdrawal) or I (incomplete) will not satisfy this requirement.

3. *Academic Progress*—students must meet the college's minimum standards for continuation, as outlined in the Academic Standards and Review section of this catalog.

For the purpose of federal student financial assistance, including the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Perkins Loan, and Federal Stafford Loan, the minimum standards of academic progress must also be achieved.

### WAIVER OF PURSUIT OF PROGRESS AND/OR SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS FOR RECEIPT OF STATE FINANCIAL AID

A Skidmore student who does not maintain either the Program Pursuit or Satisfactory Progress standards may qualify for a one-time waiver if:

1. the student can document that the reason for the failure to maintain standards was as a result of extraordinary circumstances beyond the control of the individual; and
2. the student receives permission for such a waiver from the Committee on Academic Standing.

A waiver is not automatically granted for any student and is not intended to provide an additional semester of aid to a student who has used poor judgement or has been academically irresponsible. Procedures for granting waivers follow the institution's established academic review process. Documentation of the extenuating circumstances will be maintained in the Registrar's Office. Students will be expected to meet prescribed standards thereafter.

## GRANTS

### TUITION ASSISTANCE PROGRAM AND SUPPLEMENTAL TUITION ASSISTANCE PROGRAM

The Tuition Assistance Program (TAP) is an entitlement grant program for New York State residents attending a postsecondary institution in the state.

Undergraduate students are eligible for up to four years of assistance for full-time study or up to five years in certain programs. Undergraduate students who are educationally disadvantaged and require remedial courses may be eligible for up to one additional year of aid under the Supplemental Tuition Assistance Program (STAP). Graduate or professional students may also receive up to four years of TAP for a combined undergraduate-graduate total of eight years. To be eligible, the student must:

- study full-time (twelve credits per semester) at a college or school in New York State;
- meet income requirements;
- be a resident of New York State;
- be either a U.S. citizen, permanent resident alien, refugee, or conditional entrant;
- be matriculated in an approved program and be in good academic standing;
- be charged a tuition of \$200 or more per year; and
- have no debt from a defaulted student loan for which a satisfactory repayment plan has not been established.

Awards vary according to tuition and New York State-family, net-taxable income. The award, including any other state award, cannot exceed tuition. Undergraduate awards for financially dependent students and for financially independent students who are married or who have tax dependents range from \$500 (income of \$80,000) to \$5,000 (income of \$7,000 or less) at degree-granting institutions.

The award is based on the prior year's New York State-family, net-taxable income. Family net taxable income means income (less deductions and exemptions) of the student, parents, and student's spouse, if any.

There is an adjustment to income if one or more other dependents are also full-time postsecondary students in or out of state. For one additional dependent student, \$3,000 is subtracted from net taxable income. For each additional dependent student, another \$2,000 is subtracted. Net taxable income after any adjustment becomes net taxable balance. Net taxable balance is used to calculate the award.

If the student is financially independent of the parents, their income is not used. The award is based on the student's (and spouse's) income. Financial independence is granted to:

- students age 35 or older;
- students age 22 to 34 who have not been claimed as a tax dependent for two years and have neither lived with their parents nor received more than \$750 yearly from their parents for three years; and
- undergraduates under age 22 who meet the above conditions and certain very specific additional conditions.

The student must submit a Free Application for Federal Student Aid (FAFSA) and a Tuition Assistance Program (TAP) application for each academic year.

## SCHOLARSHIPS

### ROBERT C. BYRD HONORS SCHOLARSHIPS

A federal program, these scholarships are awarded to academically talented high school seniors who plan to attend an institution of higher education in the United States. Scholarships are awarded by the state Education Department based on SAT or ACT scores and high school grades. Award winners receive one payment of \$1,500. The scholarship is nonrenewable.

### PAUL DOUGLAS TEACHER SCHOLARSHIPS

Formerly designated as Congressional Teacher Scholarships, these are awarded to outstanding high school graduates to pursue teaching careers at the elementary or secondary level in one of the following shortage fields: mathematics, science, bilingual education, teaching English to speakers of other languages, foreign languages, occupational education, and teaching children with handicapping conditions. Scholarships are awarded by the state Education Department to students who graduate in the top 10 percent of their high school class. Award winners may receive up to \$5,000 per year. Upon completion of study, recipients must teach at the elementary or secondary school level for two years for each year of assistance. Recipients who teach in elementary or secondary schools with high concentrations of economically disadvantaged students or handicapped children or children with limited English proficiency are obligated to teach only one year for each year of assistance. Recipients who fail to complete a service obligation must repay the award and any interest penalty. Study must be at a college or school in New York State.

## AWARDS

### AID FOR PART-TIME STUDY

The Aid for Part-Time Study (APTS) program provides awards of up to \$2,000 (or tuition, whichever is less) for New York State residents studying part-time in an undergraduate program at participating degree-granting schools in New York State. Recipients apply to and are selected by the participating institution. To be eligible, the student must:

- be a resident of New York State;
- if claimed (or eligible to be claimed) by parents as a tax dependent, have a New York State net-taxable family income lower than \$50,550;
- if not eligible to be claimed as a tax dependent by parents, have a combined (student's and, if married, spouse's) income not in excess of \$34,250;
- not have exhausted Tuition Assistance Program eligibility;
- be matriculated in an approved undergraduate degree or certificate program at a participating institution;
- be enrolled for at least three but less than twelve credits per semester, or at least four but less than eight credits per quarter or the equivalent;
- retain good academic standing; and
- have tuition of at least \$100 per year.

#### VIETNAM VETERANS TUITION AWARDS (VVTA)

Vietnam veterans who are New York State residents are eligible for an award to help pay the tuition at an undergraduate degree-granting institution or in an approved vocational program in New York State. Awards are \$1,000 per semester or tuition, whichever is less, for full-time study (twelve or more credits), or \$500 per semester or tuition, whichever is less, for part-time study (three to less than twelve credits). If a Tuition Assistance Program award is also received, the combined academic year award cannot exceed tuition. To be eligible, the student must:

- have served in the U.S. armed forces in Indochina between January 1, 1963, and May 7, 1975;
- establish eligibility by applying to New York State Higher Education Services Corporation (NYSHESC) on or before September 1, 1990;
- have received other than a dishonorable discharge;
- have resided in New York State on April 20, 1984, or at the time of entry into service and resume residency by September 1, 1990;
- enroll in an approved undergraduate program in a degree-granting institution or in an approved vocational school in New York State; and
- apply for Tuition Assistance Program and Federal Pell Grant awards for full-time study or apply for a Federal Pell Grant award for part-time study.

#### AWARDS FOR CHILDREN OF DECEASED AND DISABLED VETERANS

These awards are for children of veterans who served in the U.S. armed forces during specified periods of war or national emergency and, as a result of service, either died, suffered a 50 percent or more disability, were prisoners of war, or are classified as missing in action. The award provides \$450 per year for up to four years of full-time undergraduate study or up to five years in certain programs. Study must be at a college or school in New York State. The specified periods of service are:

- Vietnam Era: Oct. 1, 1961, through May 7, 1975
- Korean Conflict: June 27, 1950, through Jan. 31, 1955
- World War II: Dec. 7, 1941, through Dec. 31, 1946

#### AWARDS FOR CHILDREN OF DECEASED POLICE OFFICERS, FIREFIGHTERS, AND CORRECTION OFFICERS

These awards are for children of police officers, firefighters, and correction officers who served in New York State and who died as a result of injuries sustained in the line of duty. The award is \$450 per year for up to four years of full-time under-graduate study or up to five years in certain programs. Study must be at a college or school in New York State.

#### RESERVE OFFICER TRAINING CORPS (ROTC)

The Army, Navy, and Air Force offer financial assistance to qualified students. The Army offers up to \$7,000 toward costs; the Navy and Air Force offer scholarships that may cover full tuition, plus fees and books. A monthly stipend may also be awarded. Students incur an active-duty obligation and a reserve obligation in return for a four-year scholarship.

#### FEDERAL FAMILY EDUCATION LOANS

Federal family education loans administered by New York State Higher Education Services Corporation (NYSHESC) may be used to pay a student's tuition and fees, room and board, books, travel, and personal expenses. These loans have lower interest rates than most other types of consumer loans. To be eligible for a guaranteed education loan, the student must:

- study at least half-time at an approved educational institution;
- be a New York State resident for one year if attending school out of state;
- be either a U.S. citizen or an eligible noncitizen;
- meet the educational institution's satisfactory academic progress standards;
- demonstrate eligibility (or ineligibility) for a Pell Grant; and
- demonstrate compliance with applicable Selective Service requirements.

Applications are also available from banks, savings and loan associations, and credit unions. Applications for any additional guaranteed education loans must be made to the same (first) lender.

#### FEDERAL STAFFORD LOANS—SUBSIDIZED

The student may borrow up to \$2,625 a year for the freshman year, up to \$3,500 for the sophomore year, up to \$5,500 for junior and senior years, up to \$23,000 in total for undergraduate study, and up to \$8,500 per year for graduate-professional study.

All students must provide a Free Application for Federal Student Aid (FAFSA) to their school to apply for the Federal Stafford Loan.

All loans will be paid in multiple installments. The first installment may be paid thirty days before the start of the enrollment period. The second installment may be paid after one-third of the loan period has passed. Loan proceeds are submitted electronically to the student's account. The college will contact students when disbursements are made on their accounts.

The interest rate is variable, tied to U.S. Treasury bill rates plus 3.1 percent, with a cap of 8.25 percent for first-time borrowers. There are no interest payments while in school and for six months afterward. There is an insurance fee and origination fee of up to 4 percent of the amount borrowed. The fees are prorated for each installment. They are due when the student receives the loan proceeds. The bank may reduce the loan proceeds by the amount of the fees.

Repayment of the amount borrowed plus interest begins six months after the student either leaves school or drops below half-time attendance. The minimum monthly payment is \$50. Repayment must be completed within five to ten years, depending on how much was borrowed.

#### FEDERAL STAFFORD LOANS—UNSUBSIDIZED

This loan has the same features as the subsidized loans, except that the federal government will not pay the interest on the loan while the student is in school. Interest begins when the loan is disbursed, but payment may be deferred. The insurance and origination fees are 3 percent of the amount borrowed.

Independent undergraduate students may borrow an additional unsubsidized loan of up to \$5,000 per year. The college financial aid administrator may authorize additional unsubsidized loan eligibility for dependent undergraduate students when parents have an adverse credit history. Any Federal Pell or Federal Stafford eligibility will be considered in determining unsubsidized loan eligibility amount.

All loans will be paid in multiple disbursements (as described above for Federal Stafford Loans). The loan proceeds are submitted electronically to the college. The college will contact students when disbursements are made on their accounts.

Annual interest will not exceed 8.25 percent and may be less, based on the U.S. Treasury bill rate. Interest payments are made while in college. An insurance fee up to 4 percent of the amount borrowed is due when the student receives the loan proceeds. The bank may reduce the loan proceeds by the amount of the fee.

Repayment of the amount borrowed plus interest begins sixty days from the disbursement of the loan, unless the borrower qualifies for an in-school or other deferment. The minimum monthly payment is \$50. Repayment must be completed within five to ten years, depending on how much was borrowed.

#### FEDERAL PARENT LOANS FOR STUDENTS (PLUS)

Parents may borrow up to the cost of attendance minus financial aid per year for each financially dependent undergraduate student if there is no adverse credit history. Annual interest will not exceed 9 percent and may be less, based on the U.S. Treasury bill rate.

There is an insurance fee of up to 4 percent of the amount borrowed. The bank may reduce the loan proceeds by the amount of the fee. Repayment of the amount borrowed plus interest begins within sixty days after the loan is fully disbursed.

## Academic Requirements and Regulations

### OTHER PROGRAMS

#### HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

New York State provides funds for students who are both academically and economically disadvantaged. Financial aid is combined with special counseling, tutoring, and remedial course work, if appropriate. Assistance is limited and is awarded at the discretion of the college. Awards vary with financial need. HEOP assists undergraduate students who are state residents and who are enrolled in independent colleges and universities in New York State.

#### STATE AID TO NATIVE AMERICANS

This program provides up to \$1,350 per year for four years to enrolled members of Indian tribes in New York State for half- or full-time study in the state.

#### VOCATIONAL REHABILITATION

The New York State Department of Vocational Rehabilitation provides assistance for college expenses to state residents with a mental or physical impairment that places limitations upon future employment. Information is available from an Office of Vocational Rehabilitation.

#### MAYOR'S SCHOLARSHIP PROGRAM

This is a student financial aid program established by the mayor's office of the City of New York and sponsored by the federal agency for Housing and Urban Development. The scholarships are administered by the New York Urban League, ASPIRA of New York Inc., and the Admission Referral and Information Center. To be eligible, students must reside in certain designated areas of New York City and be registered for at least twelve credits per semester. The amount of each award (\$100–\$650) is based on financial need as indicated by the student's Federal Pell Grant Student Aid Index and the cost of education.

### REQUIREMENTS FOR DEGREE

Students are responsible for completing all requirements for graduation.

1. A minimum of 120 credit hours of course work. A minimum of sixty credit hours must be completed at Skidmore College, including all work taken in the senior year.
2. Satisfaction of the grade-point standards: a cumulative grade-point average of 2.0 in all course work completed at Skidmore College and a 2.0 in all course work in the major field.
3. Fulfillment of the liberal arts requirement: candidates for the bachelor of arts degree must complete a minimum of ninety credit hours of course work designated as liberal arts. Candidates for the bachelor of science degree must complete a minimum of sixty credit hours of course work designated as liberal arts.
4. Fulfillment of the maturity-level requirement: successful completion of a minimum of twenty-four credit hours of course work on the 300 level at Skidmore College. Twelve credit hours of 300-level course work must be taken in the senior year, six of these twelve in the major field.
5. Fulfillment of a Scribner Seminar, unless exempted.
6. Fulfillment of the foundation requirements: quantitative reasoning and expository writing.
7. Fulfillment of the breadth component: four courses, one each in arts, humanities, natural sciences, and social sciences.
8. Fulfillment of the culture-centered inquiry requirement: two courses, one course at the appropriate level in a foreign language or foreign literature in its nontranslated form, and one course designated as either non-Western culture or cultural diversity study.
9. Declaration and satisfaction of requirements for a major program.

In addition, the student is responsible for fulfillment of all financial obligations to the college and for successfully fulfilling all social and academic integrity obligations stipulated by the Integrity Board or the Dean of Student Affairs.

#### LIBERAL ARTS REQUIREMENT

Courses designated as “non-liberal arts” in the course listings are of a professional nature and do not carry liberal arts credit. All B.A. degree candidates must complete a minimum of ninety credit hours of course work designated as liberal arts. All B.S. degree candidates must complete a minimum of sixty credit hours of course work designated as liberal arts.

Double majors completing both B.A. and B.S. requirements must complete ninety hours of liberal arts credit.

#### MATURITY-LEVEL REQUIREMENT

Courses designated in the catalog by numbers in the 100s and 200s are intended mainly for first-year students and sophomores, and those in the 300s for juniors and seniors. All degree candidates must successfully complete a minimum of twenty-four credit hours of course work on the 300 level at Skidmore College. Twelve credit hours of 300-level course work must be taken in the senior year, at least six of these twelve in the major field. Students with double majors are expected to complete at least six hours at the 300 level in each major during their senior year.

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 abroad), 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. Students wishing to make such application should obtain a “Request for Maturity-Level Credit” from the Office of the Registrar.

#### INTERDISCIPLINARY REQUIREMENTS: SCRIBNER SEMINAR

In their first year at college, students build connections to academic and residential communities, identify intellectual interests, and encounter faculty expectations for excellence. The First-Year Experience Program provides curricular, co-curricular, and residential opportunities that facilitate entering students’ successful integration into the Skidmore College community. Through New Student Orientation, Scribner Seminars, and other Campus Life and Residential programming, students learn to balance freedom with responsibility, solve problems, and develop strategies for academic achievement.

All students are required to enroll in a Scribner Seminar during the fall semester of the first year.

#### FOUNDATION REQUIREMENTS

**Expository Writing:** Students are required to develop their proficiency as writers by successfully completing one designated writing course. This requirement must be fulfilled by the end of the sophomore year. Those students who need to take EN103 Writing Seminar I as preparation for meeting this requirement must do so by the end of their first year.

Such courses may be English Department writing courses (EN105 or 105H) or specially designated writing-intensive courses in other disciplines.

**Quantitative Reasoning:** All students must fulfill the QR1 requirement, demonstrating competence in basic mathematical and computational principles, in any one of the following five ways: (1) scoring 630 or better on the MSAT I exam, (2) scoring 570 or better on any mathematics SAT II exam, (3) achieving a score of 28 or higher on the ACT mathematics exam, (4) passing Skidmore’s quantitative reasoning examination before the end of the first year, or (5) successfully completing MA100 before the end of the sophomore year. In addition, by the end of the junior year, all students must have fulfilled the QR2 requirement by successfully completing a designated course in mathematics, statistics, or other numerical operations in various academic disciplines, or in the use of computers for the manipulation of mathematical, social-scientific, or scientific data. All QR2 courses have QR1 as a prerequisite. Fulfillment of the quantitative reasoning requirement is indicated in individual course descriptions.



## BREADTH REQUIREMENTS

Students are required to complete courses successfully in the fields of arts, humanities, natural sciences, and social sciences. Fulfillment of the requirement is indicated in individual course descriptions.

**Arts:** Students must complete one course for two, three, or four credits, or two one-credit courses designated as Arts (AR).

**Humanities:** Students must complete one course designated as Humanities (HU).

**Natural Sciences:** Students must complete one course designated as Natural Science (NR). All courses satisfying the requirements must include a laboratory component.

**Social Sciences:** Students must complete one course designated as Social Science (SS).

## CULTURE-CENTERED INQUIRY REQUIREMENTS

Students fulfill this requirement by completing one course in a foreign language and one course designated as either non-Western culture or cultural diversity study.

**Foreign Literature and Language:** All students must choose one course at the appropriate level in a foreign language or foreign literature in its non-translated form.

**Non-Western Culture:** Students may fulfill the requirement by successfully completing one 3- or 4-credit course designated as Non-Western (NW). Students from non-Western cultures may apply to the Committee on Academic Standing for an appropriate substitution.

**Cultural Diversity Study:** Students may fulfill the requirement by successfully completing one 3- or 4-credit course designated as Cultural Diversity (CD).

## MAJOR REQUIREMENTS

A major field of study selected from the Skidmore College degree programs must be formally declared by the beginning of the junior year. Requirements in a department are stated in the departmental announcements. Skidmore offers a wide selection of interdepartmental majors, designed for students whose interests lie in subjects overlapping departmental boundaries.

A student may propose a self-determined major, which must contain a core of at least 30 credit hours pertinent to the student's central interest. See *Self-Determined Major* for procedures for designing such a program.

Capstone experiences such as general major examinations or final projects may be required in the senior year at the discretion of major departments.

## MINORS

A minor field of study in a department or interdisciplinary program may be elected no later than the beginning of the senior year. All minors require a minimum of eighteen credit hours. See departmental announcements for specific requirements. Interdisciplinary minors may be elected in Asian studies, environmental studies, international affairs, law and society, and women's studies. A GPA of 2.0 is required in the minor field. A student may declare up to three minors.

## MULTIPLE COUNTING OF COURSES

As a general principle, one course can be used to meet only one major, minor, or all-college requirement. There are a few exceptions to this rule:

1. In the case of a double major, and with the permission of both major departments and the Office of the Registrar, a maximum of three courses may be counted toward both sets of major requirements.
2. For a major and a minor program, or for two minor fields, there can be no more than a two-course overlap.
3. With reference to Nos. 1 and 2 above, certain major or major/minor overlaps are not permitted. Students should check such exceptions in the Catalog and with Judy Stephens in the Office of the Registrar.
4. The Scribner Seminars may not fulfill any other college requirement.
5. Certain courses, as approved by the College Curriculum Committee and so indicated in the Catalog, may meet two all-college requirements. However, interdisciplinary Liberal Studies 2 courses may not double count as Breadth Component requirements, which are defined as introductions to a discipline.

## **Acceleration and Reclassification**

Students are classified according to their expected date of graduation at time of admission. Permission to accelerate and graduate with an earlier class may be given to students in good academic standing with the approval of their major departments and the Committee on Academic Standing. Applications to accelerate must be submitted in writing to CAS not later than one year prior to the anticipated date of graduation. The Office of the Registrar offers assistance to students contemplating acceleration.

Students who do not complete a full-time course load each semester may be reclassified to a later class by the Office of the Registrar in consultation with CAS.

Students with AP or transfer credit taken during high school must make a formal application before changing class years. A feasible completion plan must be approved, including completion of the major.

## **Course Loads**

The standard course load for a full-time student is fifteen credit hours each semester, and students are encouraged to balance their commitment to quality and rigor with realistic expectations of the workload involved with specific course enrollments. An overload is defined as any program registration over eighteen hours to a maximum of twenty credit hours. Eighteen hours allows students registered in four four-credit classes to continue to participate in one- and two-credit performance classes. It is not recommended that students use eighteen semester hours to attempt to complete six three-credit classes.

There is an additional fee assessed for programs over eighteen hours. The Committee on Academic Standing reviews all applications for overloads to determine academic eligibility, based on stated criteria. A minimum GPA of 3.0 is required for an overload. The Committee will not consider an overload application for more than 20 credit hours.

A full-time student must be enrolled in a minimum of twelve credit hours each semester. Requests for permission to change to part-time (fewer than twelve hours in the fall or spring semester) status must be filed, before the term begins, with the Office of the Registrar and approved by CAS.

## **Credit by Examination**

Skidmore College will grant up to six credit hours toward graduation to those achieving a grade of 4 or 5 on an Advanced Placement Test of the College Entrance Examination Board. Such credit will count as elective credit toward the degree. Individual departments may award credit toward the major. Inquiries should be directed to the chair of the department in question.

The college will grant six semester hours of credit for each examination taken at the Advanced (“A”) Level of the British General Certificate of Education on which the student received a grade of C or better. Also, six semester hours of credit will be granted for each Higher Level Examination in the International Baccalaureate Program on which a student earned a score of 5, 6, or 7. A maximum of twelve semester hours of credit may be granted through subject examinations of the College Level Examination Program. All such examinations presented must be taken prior to enrollment at Skidmore.

## **Transfer of Credit**

The college may grant credit toward the degree for work taken at another accredited institution for which a grade of C or better is received, to a maximum of sixty semester hours. Transcripts from students who are transferring from a non-U.S. institution will be evaluated on a case-by-case basis. All transferrable courses must generally correspond to courses offered at Skidmore. Matriculated students should receive approval for credit from the Office of the Registrar before registering at another institution.

## **Leaves of Absence**

Leaves of absence may be granted for one semester or an entire academic year, but not for a period shorter than one semester or longer than one continuous year. Leaves fall into three categories:

Academic Leaves of Absence for full-time study elsewhere may be granted to qualified students through the Office of the Dean of Studies with the approval of the Committee on Academic Standing. Students must have a strong academic background (generally a 3.0 cumulative GPA and course work appropriate to their study proposal) to be eligible for an academic leave.

Information on leaves and program opportunities is available in the Office of the Dean of Studies. Study-abroad opportunities are orchestrated by the Office of International Programs. Application should be made well in advance of the anticipated leave, but no later than November 1 for spring-semester leaves and March 1 for fall-semester or full-year leaves.

Personal Leaves of Absence without academic credit and for personal reasons may be granted through the Office of the Dean of Studies with the approval of the Committee on Academic Standing. Application should be made in writing to the Office of the Dean of Studies well in advance of the anticipated leave.

Medical Leaves of Absence may be granted through the Office of the Dean of Studies with the approval of the Committee on Academic Standing, upon receipt of the student's application and a statement by either a personal physician or the Skidmore physician. Before returning to the college, the student must submit a *Return from Medical Leave* application. The re-entry plan includes information from both the student and the physician and must be approved by the Committee on Academic Standing well in advance of the first day of classes. All medical and therapeutic assessments must be provided by appropriate professionals not related to the student or his or her family.

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

## Registration

Students are required to register officially by the published deadlines for each course for which they expect credit. A student who does not register for courses in any semester by the end of the first week of classes will be considered to have officially withdrawn from Skidmore College.

Students are required to officially withdraw by the published deadlines from any course for which they do not expect or want credit, through college procedures administered by the registrar. Failure to withdraw from a course will result in a grade of F or WF. Students matriculating in fall 1999 or after may withdraw from a maximum of two courses in their careers.

All students registering for six or more hours must comply with New York State immunization laws. Specific information may be obtained from the Health Services Office.

## Attendance

Regular class attendance and participation have a major effect on the quality of student performance. Students are expected to meet their instructors' attendance policies, return from vacations at designated times, and remain on campus for their entire examination period. The College does not sanction early departures from the schedule of classes and examinations or any late return to the established class schedule. Students are not automatically entitled to a certain number of absences. *Each instructor will make known to the class his or her policy concerning the effect of absence on the student's grade.* Students who become ill remain responsible for the work missed and should consult with course professors. Students must either complete this work during the regular semester of study or apply for a course withdrawal (W or WF), an incomplete (I), or a medical leave of absence.

The *Faculty Handbook* establishes the college's minimum expectation that "any students who miss more than a third of the [class] sessions may expect to be barred from final examination. In such cases, the course grade will be recorded as F." Faculty may, and frequently do, establish even more stringent attendance policies, and the student is obliged to adhere to the attendance policies announced for each course.

*Requests for exceptions to any academic regulation must be filed with the Office of the Dean of Studies or the Office of the Registrar, and approved by the Committee on Academic Standing.*

# Academic Standards and Review

## The Honor Code

The Skidmore Honor System was established at the request of the student body in 1921. Each student, in accepting enrollment at Skidmore College, agrees to the following code:

*I hereby accept membership in the Skidmore College community and, with full realization of the responsibilities inherent in membership, do agree to adhere to honesty and integrity in all relationships, to be considerate of the rights of others, and to abide by the college regulations.*

All members of the Skidmore College community, including students, faculty, and staff, are parties to the honor contract and are expected to abide by its provisions. The Honor Code covers all aspects of integrity, whether academic or social. The *Student Handbook* attends particularly to codes of social behavior and outlines the college judicial system and procedures; both the *Student Handbook* and the *Student Academic Handbook* define academic integrity regulations. Every Skidmore student is required by the Honor Code to become thoroughly conversant with the standards of academic and social integrity that prevail at the college. The Integrity Board and the Board of Appeals will not regard claims of ignorance, of unintentional error, and of academic or personal pressures as an adequate defense for violations of the Honor Code.

## Academic and Social Integrity

Because Skidmore College functions as a tightly integrated community of curricular and cocurricular experiences, a strict allegiance to its standards of conduct is essential for every student's well-being and intellectual growth. Students should make certain they understand the high value Skidmore places on honesty, cooperation, and consideration, and the penalties the college imposes for infractions in these areas. Skidmore not only promotes intellectual honesty vigorously but responds severely to such offenses as plagiarism and cheating on exams. Any Honor Code violation may affect the student's graduate school or transfer recommendations and the student's eligibility for academic prizes and awards, for Dean's List or graduation honors, and for membership in Skidmore or national honor societies.

The Basic College Regulations outlined in the Student Handbook are considered vital to community welfare, student safety, and high standards of ethical and social integrity. The list of regulations is not exhaustive. In

all areas of Skidmore life, members are expected to embrace high standards of fair play, integrity, and honor. Careless abuses and violations of these regulations are considered major breaches of the Skidmore Honor Code and may involve the withdrawal of the privilege of membership in the Skidmore College community. In addition to these Basic College Regulations, the actions of members of the college community are governed by and subject to the laws and ordinances of the local, state, and federal governments.

With respect to both academic and social integrity, the Integrity Board may require a student to fulfill various stipulations in order to restore the student to good standing with the college community. Students who have not completed their Integrity Board stipulations may be prevented from further registration at Skidmore and denied the awarding of further credit; they may also be denied participation in off-campus academic programs.

## Academic Standards

In order to qualify for a degree from Skidmore College, a student must attain a cumulative GPA of 2.0 in all course work and 2.0 in the major field. The student's academic record includes:

1. an indication of each course for which the student was officially registered at the college;
2. an indication of credit earned;
3. the grade assigned for each course; and
4. both the semester and cumulative GPAs.

## Grades

Grades are assigned on the following basis:

A+, A	Distinguished work
A-, B+, B	Superior work
B-, C+, C	Satisfactory work
C-, D+, D	Passing, poor-quality work
F	Failure, no credit earned

S/U, Satisfactory/Unsatisfactory: S/U grades do not affect the student's grade-point average, but a student receiving an Unsatisfactory will not receive credit for the course. The college criterion for Satisfactory is the equivalent of a C or better. A student may take no more than one course in a semester for an S/U grade. A

student may take a maximum of sixteen semester hours for an S/U grade, excluding internships. The S/U option is offered at the discretion of the department. The semester schedule will indicate which courses may be taken for an S/U grade. Students must indicate their choice of the S/U grade option at the time of registration. No change may be made after the end of the first week of classes.

**AU, Audit:** Students may officially audit a course with the approval of the instructor. An AU grade does not affect the student's grade-point average; it reflects approved participation for no credit. Students may enroll for a maximum of two audits per semester and must make the audit selection by the end of the drop/add period. Students who do not attend will be awarded an AW (Audit Withdrawal). An audit fee will be charged per course to any student not already enrolled full-time and paying the full tuition rate.

**W, Withdrawal:** Prior to the last three weeks of classes (exclusive of final exams) in the fall or spring semesters, students may request withdrawal without penalty from a course with the permission of the instructor and approval from the Committee on Academic Standing. Withdrawal, W, is not figured in the grade-point average. No credit is earned. Beginning with students who entered in fall 1999, a student is limited to a maximum of two withdrawals (W) while completing the baccalaureate degree.

**WF, Withdrawal Failing:** A student who departs from a course at any time during a semester without permission to withdraw or who departs from a course during the last three weeks of classes may be given a WF grade. Students may also petition for a WF grade, which must be approved by the instructor and the Committee on Academic Standing. WF is figured in the grade-point average as an F. No credit is earned.

**I, Temporary Incomplete:** A grade of I may be given a student who has diligently completed a substantial amount of the course work but who, because of unforeseen academic, medical, or personal difficulties, has been unable to complete the work for the course.

In such cases, an I may be submitted by the instructor if both the instructor and the student agree that exceptional circumstances warrant an extension of time beyond the normal deadlines of the term. (An incomplete grade will make the student ineligible for Dean's List Honors for the term if the student completes fewer than fourteen semester hours by the regular grading deadline.) The student is responsible for making arrangements for

completing the course with the instructor and the Office of the Registrar. The extension period may not be longer than six weeks after the end of the fall or spring semesters, or more than six weeks after either of the summer terms. At the end of the extension period, the instructor may submit a grade based on the work completed.

**IF, Incomplete Failing:** If the instructor does not submit a grade by the end of the extension period, the I becomes a permanent grade of IF, figured in the grade-point average as F.

### Grade Change

All grades are considered final once they are submitted to the Office of the Registrar. An instructor may request a change in the student's grade only if the instructor has made a computational or clerical error (or if an academic integrity infraction requires a change in the course grade). No grade may be changed on the basis of reexamination, reevaluation, or supplementary work. Petitions to change grades must originate with the faculty members concerned and be brought before the Committee on Academic Standing for consideration.

The function of the Committee on Academic Freedom and Rights (CAFR) is to receive inquiries and complaints concerning academic freedom and rights and to consider formal charges of violations of academic freedom and rights from any faculty member or student.

### Grade-Point Average (GPA)

Each grade is assigned a point value as follows:

Grade	Points
A+, A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F, WF, IF	0.00

No points are assigned for S, U, AU, AW, W, or I. The GPA is calculated by multiplying the points assigned to each grade received by the number of semester hours the course carries, then totaling these products and dividing by the total number of semester hours considered.

The GPA for the semester is computed at the end of each semester. The cumulative GPA for all courses taken at the college is also computed at the end of each semester.

As a general principle, courses for which a grade of D or higher has been earned may not be repeated for academic credit; the exceptions to this regulation are noted in individual course descriptions. If a course for which the student received a grade of F is repeated at the college, both grades remain on the record and both are included in the GPA. With the exception of designated programs and cross registrations, credit granted by Skidmore College for work taken at another institution or by examination is not included in the GPA.

### **Academic Review**

At the end of each semester, the Committee on Academic Standing reviews the status of all students to determine academic standing. It determines, upon the basis of achievement, who will be given Honors or Highest Honors on the Dean's List, who will be placed on probation, who is eligible for continuation, and who will be disqualified.

### **Honors**

All academic honors and memberships are subject to Skidmore's Honor Code; thus, eligibility for honors requires a clear integrity record.

#### **DEAN'S LIST**

The Dean's List is computed for the fall and spring semesters as of the established date for submitting semester grades.

Honors are awarded to each matriculated student who satisfactorily completes at least fourteen semester hours of credit by the regular grading deadline and who achieves a 3.4 to 3.66 GPA for that semester. Highest Honors are awarded to each student who satisfactorily completes at least fourteen semester hours of credit by the regular grading deadline and who achieves a 3.67 or higher GPA for that semester. (A grade of Incomplete, which temporarily places the credits earned below fourteen, makes the student ineligible for the Dean's List, even if the Incomplete is resolved successfully.)

### **GRADUATION HONORS**

College Honors: Seniors with distinguished academic records may graduate cum laude (3.4–3.66 GPA), magna cum laude (3.67–3.79 GPA), or summa cum laude (3.80–4.00 GPA) upon the recommendation of the Committee on Academic Standing and with the approval of the faculty.

Departmental Honors will be awarded to any student who graduates from Skidmore after no fewer than three semesters and who meets the following conditions: a GPA of 3.5 or higher for all work in the major; the completion of any other academic criteria established by the department and described in the Catalog, and a favorable recommendation by the department; a GPA of 3.0 or higher based on all work taken at Skidmore; and approval by the faculty upon recommendation by CAS.

Double majors must meet the above criteria for each of the majors. (The student may earn Departmental Honors in one, both, or neither major.)

These criteria also apply to interdepartmental and to self-determined majors. The 3.5 or higher GPA applies to the interdepartmental course work considered as a whole.

Honors Forum: Seniors will graduate as members of the Honors Forum if they have maintained Dean's List status as a full-time student (with no two consecutive semesters of a GPA below 3.4); demonstrated exemplary academic and social integrity; completed HF101 during the fall semester of the freshman year; in addition to HF101, completed a minimum of three Honors Forum courses, or a total of seven Honors Forum credits, by the end of the junior year, and a senior-year capstone experience; and engaged in forum leadership and events during each academic year of membership.

#### **PERICLEAN**

Periclean is a Skidmore College honor society founded in 1956 for the purpose of recognizing academic achievement and stimulating intellectual and creative activity. Its members—candidates for bachelor of arts and bachelor of science degrees—are named each year from the junior and senior classes on the basis of academic achievement and integrity. The society sponsors the Periclean Scholar Awards, recognizing outstanding senior projects. A Periclean Alumni Scholar is named each year.

## PHI BETA KAPPA

Skidmore College was granted a charter by the national honor society of Phi Beta Kappa in 1970, and the Phi Chapter was installed in February 1971. Candidates for the bachelor of arts degree are eligible for election on the basis of academic standing and rules of eligibility established by the chapter, in accordance with the regulations of the national society.

Students who qualify for consideration on the basis of grade-point average must also demonstrate breadth of interest in the liberal arts by choosing courses beyond the introductory level in at least three academic disciplines, while maintaining high academic achievement and academic integrity. Adequate preparation in a foreign language and mathematics (though not necessarily at Skidmore), competence in writing, and fulfillment of certain Skidmore residency requirements are also necessary.

Outstanding students are thus encouraged to pursue a program that is not only liberal but diversified and challenging.

## ACADEMIC PRIZES

The recipients of academic prizes are determined by the faculty, and prizes are awarded at the annual Honors Convocation and/or at Commencement.

NOTE: Any violation of the academic Honor Code may affect a student's eligibility for the distinctions described in the preceding "Honors" section.

## STUDENT OPPORTUNITY FUNDS

From its own resources and through the generosity of alumni and friends of the college, Skidmore offers small grants to help students complete special academic projects and to present the results of their research at professional conferences. Petitions for academic funds should be submitted to the Office of the Dean of Studies. Funds are limited and are awarded on a competitive basis.

## Probation

Students whose semester or cumulative GPA falls below 2.00 will be considered on academic probation. A second semester on probation will prompt a review of the student's record by the Committee on Academic Standing and may lead to the student's disqualification. Students should consider probation a serious warning and seek out all resources to improve academic performance. A student on probation should eliminate or greatly diminish cocurricular participation in order to focus on his or her studies. At the discretion of the Skidmore College administration, a student on probation may be denied participation in such activities.

As determined by the Committee on Academic Standing, in consultation with the Dean of Studies and the Director of Athletics, a student who is not meeting continuation standards is ineligible for athletic team practice or competition.

Instructors are encouraged to notify students of their class standing at midsemester, but it is the responsibility of individual students to be aware of their standing and to meet all academic obligations.

## Standards for Continuation

A student is not in good academic standing and is not making satisfactory progress toward the degree when:

1. The Committee on Academic Standing has determined that the student has not earned a sufficient number of credit hours and grade-point average to continue as a matriculated student at Skidmore College (see chart below).
2. The student does not complete the all-college foundation, interdisciplinary, breadth, and culture-centered inquiry requirements in a timely and successful fashion; *students must complete the foundation requirements (expository writing and the first level of quantitative reasoning) by the end of the sophomore year. First-year students not successfully completing the Scribner Seminar will be reviewed by the Committee on Academic Standing in consultation with the Director of the First-Year Experience. A decision will be made regarding a possible exemption or substitution on a case-by-case basis. The second level of the quantitative reasoning requirement (QR2) must be completed by the end of the junior year. All other requirements must be completed prior to graduation.* Student progress in these areas is reflected in the degree audit, which students receive from the Office of the Registrar.

3. By the end of the junior year or thereafter, the student has not earned a 2.00 GPA in the major.
4. The student earns a second semester of “probation” status.
5. The student has been granted a “waiver” of minimal continuation standards in order to improve his or her academic standing. (See Disqualification, below)

Students must meet the following minimal standards for continuation (and see additional criteria above):

by end of semester	semester hours completed	cumulative grade-point average
1	6	1.67
2	18	1.85
3	30	2.00
4	45	2.00
5	60	2.00
6	72	2.00
7	84	2.00
8	96	2.00
9	108	2.00
10	120	2.00

Students who do not meet the minimal criteria will be disqualified. Students receiving TAP assistance must meet New York State requirements for academic performance and progress toward the degree (see New York State aid programs).

The first semester minimal standard for continuation (1.67 GPA and completion of six credit hours) will be calculated strictly on the student’s first full-time matriculated semester at Skidmore and will not include credit-hour or GPA credits earned prior to that first full-time Skidmore semester.

## Summer Credits and Grades

A deficiency in credit may be made up in summer school at another institution (by prior approval) or in Skidmore Summer Sessions, but a deficiency in the grade-point average can only be improved by work taken at Skidmore. A student’s status of “probation” or “waiver,” as determined by the Committee on Academic Standing, may not be altered through course work undertaken during the summer at Skidmore or elsewhere but may only be addressed through a subsequent fall or spring semester completed at Skidmore. In a few cases, however, CAS may stipulate a combination of summer and regular term courses for a student on waiver status. Credit taken at another institution must meet for a minimum of four weeks. Please refer to the Faculty or Student Advising Handbook for additional details regarding policies.

## Disqualification

Students who do not meet the minimal standards for continuation or the other criteria for adequate progress toward the degree, as determined by the Committee on Academic Standing, will be disqualified from further study at Skidmore College.

In some cases, the committee may offer the student one nonrenewable waiver that allows the student to work toward an acceptable level of academic quality. The waiver decision will be based on academic evidence indicating the student’s potential for success.

## Withdrawal

Any student who wishes to withdraw from Skidmore should notify the Registrar’s Office in writing at once (see Refunds). With faculty permission, a grade of W may be assigned for courses in which the student is officially enrolled, except if the date of withdrawal is during the last three weeks of classes, in which case a grade of WF is assigned.

Students who do not register for courses in any semester by the end of the first week of classes will be considered to have withdrawn officially from the college. Students who are not meeting continuation standards and are approved for a leave of absence and subsequently withdraw will be disqualified.



## Courses of Study

### Dismissal

The college reserves the right to dismiss any student who does not meet its academic standards, whose continuation, in the opinion of college authorities, is not contributing to the best development of the student, or whose behavior is inconsistent with the ideals and standards of Skidmore College.

Any student receiving notice of dismissal shall vacate the college residence within forty-eight hours and return all college-owned property. Refund of fees for tuition, room, and board will be in accordance with the policy for withdrawals (see Refunds).

### Readmission

Students who have withdrawn from Skidmore or have been disqualified may apply for readmission, providing all financial obligations to the college have been met. A student who has been academically disqualified must earn a full year of strong grades (generally B or better) at another institution before being considered for readmission. Readmission is never automatic and depends on competitive academic standards and the overall enrollment priorities of Skidmore. Students dismissed or disqualified from the college may not participate in any regular or affiliated Skidmore academic program without first being officially readmitted to the college by action of the Committee on Academic Standing. Information regarding readmission procedures can be obtained from the Office of the Dean of Studies.

### Course Credit

The number of semester hours of credit earned by satisfactory completion of a course is indicated after the course title.

### Course Numbering

The level of the course is indicated as follows:

100—Introductory  
200—Intermediate  
300—Advanced

### Course Notations

Courses designated by a single number are one-semester courses.

Double numbers separated by a comma (101, 102) are courses in which grades are given separately for each semester, but in which one semester ordinarily follows the other.

An “H” following a course number usually indicates that the course will always be taught as an honors course.

If a course is not offered annually, the year in which it will next be offered is noted where possible.

Due to scheduling, faculty leaves of absence, sabbaticals, and other factors, every course listed may not be given in any particular year. The college reserves the right to withdraw any course for which there is insufficient enrollment.

Faculty (as of May 1, 2005) for the academic year 2005–06 are listed with their respective departments and in the rear section of this catalog. Part-time faculty and administrators who hold a faculty line or teach a course are indicated by an asterisk(\*) .

## Degree Programs

Skidmore College is chartered by the Regents of the State of New York and accredited by the Middle States Association of Colleges and Secondary Schools. All degree programs are registered with the New York State Education Department.

Major	Hegis Code	Degree
American Studies	0313	Bachelor of Arts
Anthropology	2202	Bachelor of Arts
Art (Studio)	1002	Bachelor of Science
Asian Studies	0301	Bachelor of Arts
Biology	0401	Bachelor of Arts
Biology-Chemistry	0414	Bachelor of Arts
Biology-Philosophy	0499	Bachelor of Arts
Business	0501	Bachelor of Science
Business-Economics	0599	Bachelor of Arts
Business-Mathematics	0599	Bachelor of Arts
Business-Government	0599	Bachelor of Arts
Business-French	0599	Bachelor of Arts
Business-German	0599	Bachelor of Arts
Business-Spanish	0599	Bachelor of Arts
Chemistry	1905	Bachelor of Arts
Classics	1504	Bachelor of Arts
Computer Science	0701	Bachelor of Arts
Dance	1008	Bachelor of Science
Dance Theater	1008	Bachelor of Science
Economics	2204	Bachelor of Arts
Economics-French	2299	Bachelor of Arts
Economics-German	2299	Bachelor of Arts
Economics-Spanish	2299	Bachelor of Arts
Economics-Mathematics	2204	Bachelor of Arts
Economics-Philosophy	2204	Bachelor of Arts
Economics-Sociology	2299	Bachelor of Arts
Education Studies	0802	Bachelor of Science
English	1501	Bachelor of Arts
English-French	1599	Bachelor of Arts
English-German	1599	Bachelor of Arts
English-Spanish	1599	Bachelor of Arts
English-Philosophy	1599.10	Bachelor of Arts
Environmental Studies	0402	Bachelor of Arts
Exercise Science	1299.30	Bachelor of Science
French	1102	Bachelor of Arts
French Area Studies	1102	Bachelor of Arts
Geology	1914	Bachelor of Arts
German	1103	Bachelor of Arts
Government	2207	Bachelor of Arts
Government-French	2299	Bachelor of Arts
Government-German	2299	Bachelor of Arts

Government-Spanish	2299	Bachelor of Arts
Government-History	2207	Bachelor of Arts
Government-Philosophy	2207	Bachelor of Arts
Government-Sociology	2299	Bachelor of Arts
History	2205	Bachelor of Arts
History of Art	1003	Bachelor of Arts
History-Philosophy	2205	Bachelor of Arts
International Affairs	2210	Bachelor of Arts
Individualized Studies (UWW)	4901	Bachelor of Arts or Bachelor of Science
Liberal Studies	4901	Master of Arts
Mathematics	1701	Bachelor of Arts
Music	1006	Bachelor of Arts
Neuroscience	0499	Bachelor of Arts
Philosophy	1509	Bachelor of Arts
Physics	1902	Bachelor of Arts
Political Economy	2207	Bachelor of Arts
Psychology	2001	Bachelor of Arts
Psychology-Sociology	2099	Bachelor of Arts
Religious Studies	1510	Bachelor of Arts
Self-Determined Major	4901	Bachelor of Arts or Bachelor of Science
Social Work	2104	Bachelor of Science
Sociology	2208	Bachelor of Arts
Sociology-Anthropology	2299	Bachelor of Arts
Spanish	1105	Bachelor of Arts
Theater	1007	Bachelor of Science
Women's Studies	4903	Bachelor of Arts

## TRANSCRIPTS

Official transcripts of a student's entire academic record at Skidmore College are issued by the Office of the Registrar at the student's written request. There is a fee of \$5 for each copy. Students and alumni who elect to pay a one-time fee of \$150 are not subject to the per-copy fees assessed each time a transcript is requested. Skidmore reserves the right to withhold transcripts if an outstanding balance is owed the college.

## American Studies

Chair of the Department of American Studies:  
Gregory M. Pfitzer

Professors: Joanna S. Zangrando; Mary C. Lynn, *Douglas Family Professor of American Culture, History, Literary and Interdisciplinary Studies*; Gregory M. Pfitzer

Assistant Professor: Daniel A. Nathan

Lecturers: \*Jerry Philogene, \*Sujani Reddy

Visiting Instructor: Joshua Woodfork

American studies is an interdisciplinary major that focuses upon life and culture in the United States, past and present, using the resources, techniques, and approaches of a variety of disciplines. The major examines the diversity of Americans as well as their commonly-shared experiences, and incorporates race, gender, class, and ethnicity as categories for cultural analysis. Students majoring in American studies plan, with faculty advisors, a program of study that reflects their interests in American society and culture: history, the arts, music, literature, government, economics, social structures, sociology and anthropology, institutions, education, and philosophy and religion. The combination of a core of interdisciplinary American studies courses on specific topics, themes, eras and ways to study American culture together with American subject courses from different disciplines provides both breadth and in-depth knowledge of the development of American culture. With the encouragement of the American studies faculty students often include study abroad, Washington semester, or internship experiences in their programs.

**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. To qualify for honors in American studies, students must complete the honors thesis.

1. *Prerequisites:* AM101, 102; or HI121, 122 (American History).
2. *American Studies Courses:* six 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 Subjects:* 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, including: 1) AM101, 102 or 201, 202 (depending on the department's perception of the student's preparation); 2) AM221, American Studies: Methods and Approaches; and two additional American studies courses, at least one of which must be at the 300 level. An interested student should apply to the department chair for acceptance as an American studies minor and for assignment to a faculty advisor, who will work with the student to devise a minor program suited to his or her interests and needs. Students must maintain at least a 2.0 average in minor courses and must file a declaration of minor form with the registrar's office before the beginning of their last semester at Skidmore.

### AM 101. INTRODUCTION TO AMERICAN CULTURE: PRE-CIVIL WAR 4

A study of the development of American life and culture up to the Civil War. Topics include utopian visions of the new world, religious settlements, the creation of a national iconography, the social implications of slavery, racial and ethnic conflict, gender roles, and the rise of American intellectual traditions. Resources include fiction, folklore, satire, sermons, maps, journals, captivity narratives, trial transcripts, autobiography, art, architecture and material culture. (Fulfills social sciences requirement.)

G. Pfitzer, the Department

### AM 102. INTRODUCTION TO AMERICAN CULTURE: POST-CIVIL WAR 4

An examination of American life and culture from the Civil War to the present. Topics include social movements, westward expansion, immigration, urbanization, the Horatio Alger myth, the rise of labor, economic growth and class differences, the role of the federal government, racial and ethnic conflict, gender roles, war and peace, and criticism of American culture. Various resources, such as popular culture, music, film, sermons, diaries, trial transcripts, literature, historical studies, art and architecture, and various primary documents are used. (Fulfills social sciences requirement.) G. Pfitzer, D. Nathan, the Department

### AM 200. ISSUES IN AMERICAN CULTURE 1

One-credit courses that focus on specific topics of relevance to American culture (either historical or contemporary), such as recent books of significance, film genres, documentary series, or current affairs. May or may not be associated with three-credit courses being offered simultaneously by the department (see specific course descriptions). The Department

### AM 201. AMERICAN IDENTITIES: PRE-1870s 3

A study of the changing ways Americans have defined themselves, from colonization to the mid-nineteenth century. Relying heavily on primary sources, the course examines critical issues and periods including race, ethnicity, gender, class, culture contact, revolution, reform, and war, as well as men and women whose lives and work reveal the cultural temper of their time. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) M. Lynn

### AM 201L. AMERICAN IDENTITIES: PRE-1870s WITH WORKSHOP 4

Taken in conjunction with AM201, the workshop complements AM201 class sessions. Classic texts and documents in American culture from 1620 to 1877 are examined in depth. The workshop includes additional reading, journal writing, oral presentations, a field trip, and assignments in the American Studies-History Lab. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) M. Lynn

### AM 202. AMERICAN IDENTITIES: POST-1870s 3

A study of the changing ways Americans have defined themselves, from the mid-nineteenth century to the present. Relying heavily on primary sources, the course examines the impact of modernization, war, and depression, and considers the impact of race, gender, class and ethnicity on American culture and society, emphasizing the ways in which writers, critics, and reformers have responded to and shaped their society. (Fulfills social sciences requirement; designated as a Cultural Diversity Course.)

M. Lynn, J. Zangrando

### AM 202L. AMERICAN IDENTITIES: POST-1870s WITH WORKSHOP 4

Taken in conjunction with AM202, the workshop complements AM202 class sessions. Classic texts and documents in American culture from 1877 to the present are examined in depth. The workshop includes additional reading, journal writing, oral presentations, a field trip, and assignments in the American Studies-History Lab. (Fulfills social sciences requirement; designated as a Cultural Diversity Course.)

M. Lynn, J. Zangrando

### AM 221. AMERICAN STUDIES: METHODS AND APPROACHES 4

An introduction to American studies scholarship, methodologies, and approaches to the study of society and culture in the United States. Course materials include "classics" in American studies as well as the most recent scholarship: the "myth and symbol" school, the culture concept, psychoanalytic methodologies, new literary and feminist critiques, material culture and oral history resources, mass and popular culture analyses, with attention to issues of race, gender, class, and ethnicity throughout. The intent of the course is to offer students a variety of opportunities to sharpen their analytical, research, and writing skills from interdisciplinary and historiographic perspectives. Required of majors and minors in their sophomore or junior years.

G. Pfitzer, J. Zangrando, D. Nathan

### AM 231. ETHNIC AND IMMIGRANT EXPERIENCE 3

An introduction to the historical experiences of several American ethnic and immigrant groups, including Native Americans, African Americans, and people from Latin America, Asia, and Europe. Emphasizing both the larger society's view of a particular ethnic group and that group's perception of its own experiences, the course examines the processes of assimilation and acculturation, racism, nativism, ethnic conflict, and cultural survival mechanisms as found in historical monographs, films, novels, biographies and autobiographies, demographic materials and oral histories. (Designated a Cultural Diversity course.)

J. Zangrando

### AM 232H. NEW ENGLAND BEGINS 3

A critical examination of the evolution of culture and society in New England during the seventeenth century. After considering the origins of the Puritan community, the course will explore the ways in which that society changed over the course of the first seventy-five years of settlement, using the resources and methods of a variety of disciplines. By a culminating investigation of the events of the Salem witchcraft crisis of 1692, questions will be raised as to the impact of those changes and some of the ways in which New Englanders responded to them. Finally, by studying several historical and literary treatments of the witch trials, we will gain a greater understanding of the interconnections between the past and the present. (This is an Honors course; it fulfills the social sciences requirement.)

M. Lynn

- AM 233. REPRESENTATIONS OF THE AMERICAN PAST IN FILM** 4  
An examination of how Hollywood filmmakers have represented the American past, with special attention to the implications of movies for the construction of American cultural identity. Students will analyze films as historical documents that reflect (and sometimes reproduce) the ethos or cultural politics of the period in which they were made and first viewed. Through the use of popular culture theories, students will consider the ways in which films inform (and sometimes obfuscate and subvert) historical understanding. (Fulfills social sciences requirement.) D. Nathan
- AM 234. AMERICAN SPORTS/AMERICAN CULTURE** 3  
A historical examination of 300 years of sport in America as an important expression of culture, conflict, and meaning. Special attention is devoted to the ways in which contemporary sports provide a window into politics, economics, racial and ethnic relations, class formation, and gender identity. Students analyze the ways in which Americans have played, watched, and understood sports and will focus on some of the recurrent cultural values, trends, and symbolism associated with American athletes and public life. (Fulfills social sciences requirement.) D. Nathan
- AM 235. CARIBBEAN AMERICAN IDENTITIES** 3  
This introductory course will provide an interdisciplinary perspective on the development of Caribbean American identities in the United States during the 20th century. Drawing on a wide range of materials including: art, films, videos, documentaries, and novels, this will contextualize the social, cultural, and political processes that have shaped Caribbean American peoples. More broadly, the course will interrogate the role of the visual arts in Caribbean American culture and will use popular culture, including music and carnival, as critical lenses to examine Caribbean American identities. Geared toward students who are interested in issues of immigration and ethnicity, this introductory course opens up perspectives to explore the transformative experience of immigration and the meaning of culture. (Fulfills social sciences and cultural diversity requirements.) J. Philogene
- AM 250. REGIONAL CULTURE**  
Exploration of the development of distinctive regional cultures in the United States. Using a broadly based interdisciplinary approach, these courses focus on the interaction between people and their environments, the way people develop attachments to their own regions, and the tensions between regional and national cultures. (The course may be repeated for credit with a different topic.)
- A. The Hudson River** 4  
An introduction to the history, literature, and art of the Hudson River Valley. The Hudson River is considered as an environmental entity, an economic and political concern, and especially as a cultural symbol. The course considers four centuries of American experience on the Hudson, but focuses on the nineteenth century, when the Hudson had its greatest influence on regional and national culture. (Fulfills social sciences requirement.) G. Pfitzer
- B. The West** 4  
An examination of the mythic, historical, and contemporary West, western heroes and themes and what they reveal about American values and culture. Using film, literature, social and intellectual histories and the arts, the course considers discrepancies in the images and realities of western exploration and settlement. After considering the colonial period, the course then explores nineteenth century conflicts over property, natural preservation, mineral and water claims, and the rights of native Americans and concludes with an examination of contemporary images and issues. (Fulfills social sciences requirement.)  
The Department
- C. The South** 3  
An exploration of the development of the distinctive culture of the southern region of the United States. The course examines myths and legends of the Old South including those surrounding the origins of the plantation system, southern womanhood and the development of the slave and free communities of the region in the antebellum period. Topics include the myths and legends of the New South, the legacy of the Civil War and Reconstruction, the imposition of segregation, modernization of agriculture and industry, and the migration of African Americans northward. The course culminates in a study of the civil rights movement, and recent demographic, economic, and political changes. (Fulfills social sciences requirement.)  
The Department
- D. New England** 3  
A study of the growth and development of regional culture in the northeastern United States from the eighteenth century to the present. Beginning with a consideration of the heritage of the Puritan settlers, the course proceeds to an examination of the Revolutionary experience, the industrial revolution, the New England Renaissance of the nineteenth century, and the transforming impact of immigration and migration on the region's population. It ends with a study of the literature, politics, and economy of New England in the twentieth century. (Fulfills social sciences requirement.) M. Lynn
- AM 260. THEMES IN AMERICAN CULTURE**  
Interdisciplinary examinations of critical themes in the development of American culture and American life. (The course may be repeated for credit with focus on a different theme.)
- A. Civil Rights in Twentieth-Century United States** 3  
An examination of the interactions of individuals, groups, institutions and agencies seeking to achieve, enforce, or dismiss those civil rights guarantees contained primarily in the 13th, 14th, and 15th amendments to the Constitution of the United States and in subsequent twentieth century legislation. Although a major focus of the course is on the attempts of women and African-Americans to secure full civil rights protections, students are encouraged to investigate civil rights issues that range beyond these two groups. The course uses a variety of materials including legislative histories, autobiographies, executive orders, judicial decisions, biographies, histories of specific aspects of the civil rights struggle, journalistic accounts, documentary films, works of fiction, and oral histories. (Fulfills social sciences requirement.)  
J. Zangrando
- B. The Machine in the Garden** 3  
An introduction to the impact of industrialism on the American pastoral ideal. The course focuses on the cultural themes of agrarian paradise, the geopolitics of land use, sentimental glorifications of the past, the image of the American farmer, and the transformation of the American pastoral landscape. The central theme of the course is the inability of nineteenth and twentieth century Americans to hold onto the vision of an American Arcadia in the face of rampant industrialization and unrestricted technology. (Fulfills social sciences requirement.) G. Pfitzer
- C. African-American Experience, 1860s–1980s** 3  
A study of the African-American experience, 1860s–1980s. Using both primary and secondary source material, the course examines the critical issues and period relevant to the African-American struggle toward freedom and equality. Topics include slavery, emancipation, and Reconstruction; the woman's era; the age of Jim Crow and the new Negro; the civil rights movement; and the post-reform period. Sources include narratives, documents, photographs, and films. (Fulfills cultural diversity requirement and social sciences requirement.) J. Woodfork
- F. The Environment in American Culture** 3  
An examination of the importance of nature and the environment in American culture. The course will analyze the role nature has played in American life from the early human settlement in North America to the present. Topics will include the evolution of environmental consciousness in the United States, the development of national parks, the Adirondack Park in the nineteenth and twentieth centuries, and the impact and future role of the contemporary environmental movement. (Fulfills social sciences requirement.)  
The Department
- I. Popular Culture** 4  
A topical examination of the cultural-historical process of the creation, dissemination, and consumption of mass or popular culture and analysis of popular culture as a defining characteristic of Americans. Specific focus will be upon the evolution of modern electronic forms of communication in the twentieth century, and the interrelationships between the popular and elite and folk culture will be explored. Illustrative topics include: popular genre literature, mass movements, celebrities and heroes, and film, radio, and television. D. Nathan
- J. Diversity in the United States** 3  
An examination of the ways in which people in the United States try to reconcile the realities of cultural difference with preconceived notions of a unified America and American identity. Students will learn about the United States as a complex, heterogeneous society that has been profoundly shaped by both the connections and conflict implicit in its multi-cultural heritage. Students will also address interrelationships and tensions that characterize a culturally diverse democracy by examining how accepted cultural traditions intersect with contested themes such as race, the family, adoption, gender, sexuality, and education. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) J. Woodfork

- AM 299. PROFESSIONAL INTERNSHIP IN AMERICAN STUDIES** 3  
Internship opportunity for students whose academic and cocurricular work has prepared them for professional work related to the major. With faculty sponsorship and department approval, students may design internships at museums and historical societies, newspapers, radio and television stations, museums and historical societies, newspapers, radio and television stations, planning and architectural firms, schools, government agencies, and other appropriate sites. No more than three semester hours may count toward the major. *Prerequisite:* two courses in American studies. Must be taken S/U.
- AM 340. WOMEN AND WORK IN AMERICA** 3  
Examination and analysis of the role and status of women in the economy, particularly the paid work force, from the colonial era to the present. Topics considered are: the perceptions and the realities of women's participation in the work force, "women's work," and working women's conscious efforts to improve their economic status. A variety of sources provide insights into the myths and realities of working women's experiences; the impact of technology on women's work; the demands of family on working women; the socialization of women's work; legislation and working women's status; the influence of class, race, and ethnicity on women workers and women's work; the job segregation of women; and women workers and the organized women's movement.  
J. Zangrando
- AM 341. AFRICAN-AMERICAN WOMEN IN THE VISUAL ARTS** 3  
An examination of African American women as artists and as subjects of visual and popular art in the nineteenth and twentieth centuries. Students will study a variety of cultural sources (including paintings, films, novels, and videos), using aesthetics, race, gender, color, sexuality, and class as categories of analysis to explore critically the creative expressions and careers of black women artists. The course provides a lens through which a range of perspectives on various historical, social, and cultural movements can be viewed, including discussions of how African American women's art has been a site of resistance to or subversion of the narrow confines of dominant cultural representations of black women and a catalyst for political and racial empowerment. Working with an expansive cultural conception of art, the course explores relationships between art, politics, and society and pays close attention to the work of formally and non-formally trained artists in relation to their social, cultural, aesthetic, and historical contexts.  
J. Philogene
- AM 342. BLACK FEMINIST THOUGHTS** 3  
Examines the development and materialization of Black American feminist thoughts within historical, social, political, and cultural contexts. Interdisciplinary in focus, it surveys feminist politics and theories through films, popular culture, manifestos, literary texts, and theoretical and historical essays. In addition, the course will address how the concepts of black feminism and black womanhood overlap and diverge in accordance with the modes of representation used to articulate them. (Designated a Cultural Diversity course.)
- AM 360. AMERICAN CULTURAL PERIODS**  
Examination of specific cultural periods, each of which has had a particular significance for the development of American culture. The course will explore the major social, political, economic, intellectual, and aesthetic issues of the period, using the resources of literature, history, music, art, government, sociology, and popular culture. (The course may be repeated for credit with a different period.)
- A. 1920s** 3  
An intensive examination of the "roaring twenties," with special attention to the impact of class, race, and gender on the development of American culture in the period. The course focuses on a series of controversies illuminating some of the conflicting forces at work in American society, including debates over immigration, Prohibition, evolution, sexuality, and the role of women in society. It will examine some of the major intellectual, social, and cultural issues of the era.  
M. Lynn
- B. 1950s** 3  
An interdisciplinary analysis of the decade of the 1950s in America. Using a wide variety of primary and secondary sources, including fiction, film, music, biography, autobiography, poetry, sociology, drama, and social criticism, the course explores the distinctive culture of this decade. It focuses on the ways different groups of Americans experienced the period, studying conformity and consumerism, the beatniks, rock and roll, and the silent generation, as well as the roots of the protest movements and the counterculture of the 1960s.  
M. Lynn
- C. 1960s** 3  
A consideration of the major events of the 1960s, including the New Frontier, the Cuban missile crisis, the assassination of John F. Kennedy, the war in Vietnam, the civil rights movement, the sexual and gender revolutions, the rise of rock and roll, the counterculture, the moon landing and other landmarks of the decade. The course considers not only what happened during those climactic years, but why such events were so important to American development, and how perceptions about the 1960s have changed over time.  
G. Pfitzer
- AM 361. AMERICAN MATERIAL CULTURE** 4  
Introduction to the material aspects of American culture and the variety of ways in which artifacts—three-dimensional objects, the built environment, design and architectural styles, technological processes and production, decorative and folk arts—serve as social and cultural documents. The course centers on the cultural attitudes and values embodied in as well as shaped by the production, utilization, and conservation of material objects. Readings, discussions, museum and other field trips, and object-oriented research projects assist students in enhancing their visual literacy and in making connections between material culture and the larger culture. J. Zangrando
- AM 362. AMERICAN AUTOBIOGRAPHY** 3  
An examination of American culture through the lives of specific people as recorded in their autobiographies. The course explores autobiography both as an act of self-creation and as a reflection of culture. Various autobiographies are examined for their revelations about choices, crises, values and experiences of representative people in particular periods of the American past.  
D. Nathan, J. Woodfork
- AM 363. WOMEN IN AMERICAN CULTURE** 4  
An examination of the changing position of women in American culture and society from the seventeenth century to the present. Topics will include the developing familial, economic, sexual, educational, and political roles of women, as well as consideration of the suffragist and feminist movements. Issues of race, class, and ethnicity will be included, and resources from a variety of disciplines will be used, including material culture, history, literature, politics, sociology, and economics.  
M. Lynn
- AM 371, 372. INDEPENDENT STUDY** 3, 3  
A program of individual reading, research, and writing which qualified majors design in consultation with and under the direction of the American studies faculty. An independent study allows an in-depth examination of a topic not treated extensively in regular departmental course offerings. Students meet with faculty on a regularly scheduled basis to discuss and analyze readings and research in primary and secondary sources.  
The Department
- AM 374. SENIOR SEMINAR** 4  
Exploration of primary and secondary sources in the interdisciplinary examination of a particular topic in American culture. Students will pursue a major research project or prepare an honors thesis proposal. Required of all senior majors. Open to majors only; normally taken in fall semester of senior year.  
G. Pfitzer
- AM 375. HONORS THESIS** 4  
Independent study and research leading to a thesis examining a topic relevant to American civilization from an interdisciplinary perspective. Required of candidates for department honors. Participation by invitation of the department to students with strong records in the major or by petition of a student with special research interests. *Prerequisite:* AM374. Open to majors only.  
The Department
- AM 376. TOPICS IN AMERICAN CULTURE**  
Interdisciplinary seminars exploring a substantial aspect of the development of American culture. These courses involve in-depth analysis using the resources and techniques of several different disciplines and require a major research paper. (The course may be repeated for credit with a different topic.)
- A. War** 3  
An examination of the experience of war and its impact on American culture over the course of the last two centuries. The course concentrates on the American Revolution, the Civil War, Indian Wars, World War II, and the Vietnam War, using various resources including fiction, history, film, oral history, and autobiography to explore the changing nature of war and its effects on American society and culture. War and politics, the morality of war, military strategy and tactics, war and gender roles, class, race and ethnicity, the home front experience, and war's impact on the larger culture are some of the issues considered.  
M. Lynn
- B. City** 3  
An examination of the growth and impact of urban life on American culture. Using fiction, film, histories, sociological studies and material culture, the course examines the relation between the perceptions of urban life and the actualities of that experience. By focusing on how varying reactions to the urban experience result from economic, ethnic, or gender differences, the course explores such topics as: the effect of industrialization, the waves of rural migration and overseas immigration, the concentrations of wealth and poverty, the impact of architecture, and the parks and planning movements.  
D. Nathan

### C. America on the Couch 3

A consideration of selected topics in the fields of cultural studies and psychohistory. Through interdisciplinary materials, students will explore the rich literature of psychohistorical interpretation, attempting to understand personal motivation, emotional character, and abnormal behavior in both prominent American figures and in the nation at large. Topics include conversion theory in the Salem witchcraft trials, infantilism and paternal authority in the age of Jackson, sentimental regression in the Civil War era, George Custer and the schizophrenic personality, neurasthenia in Victorian America, paranoia in the Nixon years, and narcissism in the "me" decade of the 1970s.

G. Pfitzer

### D. Religion 4

An examination of the institutions of religion and the roles religion has played in the development of American society, from the seventeenth century to the present. Beginning with a study of the Puritan "city on a hill," proceeding to the Great Awakening, the Revolutionary separation of church and state and designation of religious toleration, the course will continue to explore the development of an increasingly diverse society of belief and unbelief. Using a variety of interdisciplinary sources, the course focuses on nineteenth century nativist attacks on Catholicism, the role of religion in the slave community, revivalism, fundamentalism, the social gospel, and contemporary controversies over evolution, prayer in the public schools, and the impact of race, gender, and class.

M. Lynn

### E. Disorderly Women 3

An examination of women characterized by the larger society as unruly, disruptive, radical, militant, unfeminine, or just generally disorderly, and what this characterization reveals about American society. The course will consider types of women as well as the experience of individual, so-called disorderly, women in the nineteenth- and twentieth-century United States. Questions will include: What defines women as disorderly in specific times and places; how do women deviate from the roles and behavior expected of all women; what has motivated disorderly women, from their perspectives, to act as they have, and what has been the psychic cost? The central focus is on "disorderly women" as actors within and upon their society and on the responses of that larger society to their actions.

J. Zangrando

### F. America and the Sea 3

An exploration of the role ocean has played in American life. Beginning with the view of the sea as an ecosystem, the course uses literary and historical sources to trace the sea's importance in the development of American culture. After studying the cultural, social, and economic importance of the sea in American life, the course returns to the biology of the sea through student research projects on current environmental problems, as well as national and international laws and regulations, which protect the ocean as a commons for the world. The Department

### AM 399. PROFESSIONAL INTERNSHIP IN AMERICAN STUDIES 3 or 6

Professional experience at an advanced level for juniors or seniors with substantial academic and cocurricular experience in the major. With faculty sponsorship and departmental approval, students may extend their educational experience into such areas as historic preservation, museum administration and education, journalism and communications, urban planning, teaching, public administration, and other related fields. No more than three semester hours may count toward the major. Open to junior and senior majors and minors. Must be taken S/U.

## Anthropology

*Chair of the Department of Sociology, Anthropology, and Social Work: David Karp*

*Associate Chair: Michael C. Ennis-McMillan*

Professors: Gerald M. Erchak, Jill D. Sweet, Susan Bender

Associate Professor: Michael C. Ennis-McMillan

Assistant Professors: Eileen Rose Walsh, *Luce Assistant Professor of Asian Studies*

Research Associate: Richard Wilkinson

The primary purpose of the anthropology program is to facilitate the cross-cultural study of human groups and social behavior. The program's curriculum includes archaeological explorations of past cultures, human biocultural development, and studies of diverse lifeways of the world's populations. Anthropology courses, designed to serve students with a general interest in the discipline as well as those who plan to pursue graduate training, provide a background for professional training in international relations, multinational corporations, environmental studies, social service, education, museums, and historic preservation.

**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, 206, 227, 229, 242, 244, 260, or 268). 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.

**THE SOCIOLOGY-ANTHROPOLOGY MAJOR:** The sociology-anthropology major must successfully complete SO101; either AN101 or 102; either SO324, 325, or AN270; either AN326 or 327 or SO226 or 227; either AN366 or SO375; and twelve credit hours of electives in sociology and twelve credit hours of electives in anthropology. Courses designated sociology-anthropology may be taken for credit in either sociology or anthropology, but not both.

**HONORS:** Students desiring departmental honors in anthropology must (1) achieve a GPA of 3.5 or higher for all work in the major and a GPA of 3.0 or higher on all work taken at Skidmore; (2) obtain senior project approval from an anthropology faculty member willing to serve as their project adviser; (3) earn a grade of at least A- on a completed senior project, whether it be for AN 369 (senior research paper) or AN 373 (senior thesis). 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 honors project in either sociology or anthropology.

**THE ANTHROPOLOGY MINOR:** Students who minor in anthropology must successfully complete eighteen credits in anthropology including foundational AN101 and 102. Students must also complete ten credits of anthropology electives including at least one course at the 300 level. The student should select a minor advisor who will assist the student in constructing a program of study. Students are encouraged to declare the anthropology minor by the end of the junior year.

### AN 101. INTRODUCTION TO CULTURAL ANTHROPOLOGY 4

An introduction to the basic concepts and problems of sociocultural anthropology. The culture concept is explored as a central theoretical and empirical concern. Students learn about cultural diversity as well as recurrent patterns of cultural adaptation. (Fulfills social sciences requirement.) The Department

### AN 101W. HONORS: INTRODUCTION TO CULTURAL ANTHROPOLOGY 4

An opportunity for highly motivated students with strong verbal skills to learn the basic concepts and problems of sociocultural anthropology as well as the opportunity to develop and improve writing skills. The culture concept is explored as a central theoretical and empirical concern. Students learn about cultural diversity as well as recurrent patterns of cultural adaptation. The honors section of AN101 provides a smaller class size, a discussion-based format, and explicit attention to social science writing. Students write and revise essays and respond to one another's work in workshops and peer review sessions. Students take a general writing placement exam the first day of class to assist the instructor in assessing whether they have been placed at the proper expository writing level. The course fulfills part of the foundation requirement for anthropology majors and minors and is most appropriate for first-year students and sophomores. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103; fulfills social sciences requirement.) M. Ennis-McMillan

### AN 102. ANTHROPOLOGY OF THE HUMAN PAST 4

An introduction to the biological and cultural evolution of humans. In learning about evolutionary theory and process, students come to understand concepts of time and space as critical factors in our ability to reconstruct the human past. Students engage a variety of biological and archaeological data in laboratory sessions to clarify how this reconstruction occurs. (Fulfills social sciences requirement.) S. Bender

- AN 175. INTRODUCTION TO ARCHAEOLOGICAL FIELD INVESTIGATIONS** 5  
An introduction to the process of locating, identifying, and excavating archaeological sites. The focus of class activity is actual participation in an archaeological excavation and related activities. *Summer only.*  
S. Bender
- AN 201. INTRODUCTION TO ARCHAEOLOGICAL RESEARCH** 2  
An introduction to the basic lab methods and theory involved in organizing, describing, and analyzing archaeological data. Course work is project based, involves analysis of primary data, and results in generating answers to central research questions about these data. *Prerequisite:* AN102.  
S. Bender
- AN 205. MESOAMERICAN ARCHAEOLOGY** 3  
A survey of the culture history of Mesoamerica, including primarily the states of Mexico and Guatemala. Inquiry focuses on the origin of New World agriculture as well as the development of highland Mexican and Aztec and lowland Mayan civilizations. The course considers the interpretation of the archaeological remains at major Mesoamerican site complexes. (Designated a non-Western culture course; fulfills social sciences requirement.)  
S. Bender
- AN 206. ARCHAEOLOGY OF EASTERN NORTH AMERICA** 3  
Archaeological sites located throughout the eastern United States are analyzed to reveal the history of human-land and human-human interactions over a 15,000-year period. Special attention is given to changes in aboriginal culture effected by the establishment of gatherer-hunter lifeways in the East and the later transition to village horticulture. (Designated a non-Western culture course.)  
S. Bender
- AN 227. SUB-SAHARAN AFRICAN CULTURES** 3  
A survey of the peoples and cultures of Africa south of the Sahara in tradition and change. Special attention is given to key social organizing principles and institutions such as secret societies, lineage systems, age set organizations, and despotic political structures. *Prerequisite:* AN101. (Designated a non-Western culture course.)  
G. Erchak
- AN 229. MEXICAN CULTURES** 3  
A survey of the peoples and cultures of Mexico. The course examines the changes in Mexican cultures in relation to European conquest and colonization, national independence, the Revolution, and relations with the United States. Topics include social movements of principal indigenous groups (such as Nahuatl, Maya, and Zapotecs), contemporary regional politics, environmental change, and the ongoing construction of Mexican identities. *Prerequisite:* AN101 or 205 or 244, or permission of instructor. (Fulfills Cultural Diversity requirement.)  
M. Ennis-McMillan
- AN 242. NORTH AMERICAN INDIANS** 3  
A survey of indigenous peoples and cultures of North America. The course examines the history of contact between Indian and non-Indian populations; the development of United States federal Indian policies; and the contemporary social problems related to the reservation system and urban migration. (Designated a non-Western culture course.)  
J. Sweet
- AN 244. INDIGENOUS CULTURES OF LATIN AMERICA** 3  
A survey of indigenous peoples and cultures in Mexico, Central America, and South America. The course examines the persistence and change of indigenous cultures as they have intersected with broader social forces since European conquest and colonization. Topics include contemporary indigenous movements as they influence regional politics, economic development, environmental change, nationalism, and the construction of racial, ethnic, and gender identities. (Fulfills Cultural Diversity requirement.)  
M. Ennis-McMillan
- AN 251. THEMES IN ANTHROPOLOGY** 1-4  
Examination of a geographic or subject area not available in existing course offerings. For example, the course may focus on post-colonial Australia, contemporary Ireland, or studies in primate behavior. The course in a different subject area may be repeated for credit. *Prerequisite:* permission of the instructor.  
The Department
- AN 252. NON-WESTERN THEMES IN ANTHROPOLOGY** 1-4  
Examination of a non-Western geographic or subject area not available in existing course offerings. For example, the course may focus on aboriginal Australia or the music of New Guinea tribal groups. The course in a different subject area may be repeated for credit. *Prerequisite:* permission of the instructor. (Designated a non-Western culture course.)  
The Department
- AN 260. SOUTHWEST INDIANS** 3  
An examination of the cultures, histories, and current socioeconomic situation of Native Americans in the Southwest region of the United States. Groups such as the Navajo, Pueblo, and Apache will be studied within the context of Spanish and Anglo contact to better understand issues of diversity, resistance to domination, and cultural change. *Prerequisite:* AN101 or 242, or permission of instructor. (Designated a non-Western culture course.)  
J. Sweet
- AN 268. PEOPLE AND THE ENVIRONMENT IN CHINA** 3  
An examination of human-environment interactions in China. The emphasis is on sociocultural practices bearing upon the environment. Topics include historical and cultural ecology, demography, agriculture and land tenure systems, the role of the state, and Chinese environmentalism. Students will gain a foundation in the concepts and approaches used in situating human-environment interactions in their historical and cultural contexts. They will also learn about the variety of human-environment interactions in China, both historically and in modern times, and understand the complexities of human-ecological dilemmas in the Chinese context. *Prerequisite:* AN101 or ES100, or permission of instructor. (Designated a non-Western culture course; fulfills social sciences requirement.)  
The Department
- AN 270. HISTORY OF ANTHROPOLOGICAL THOUGHT** 4  
Examination of major debates in the history of anthropology and a look at central figures whose work helped to fuel these debates. The careers of people like Boas, Mead, or Malinowski are studied within the context of the developing discipline of anthropology. The relationship between past and current anthropological ideas, fieldwork practices, and anthropological writing are considered. *Prerequisite:* AN101 or permission of instructor.  
J. Sweet
- AN 303. ANALYSIS OF THE HUMAN SKELETON** 4  
Analysis of the human skeletal system as a record of individual life history. Major topics include identification of skeletal anatomy and manifestations of age, sex, health, and nutrition. Modes of analysis of the information and meaning embedded in prehistoric burial contexts are also considered. *Prerequisite:* AN102 or permission of instructor.  
S. Bender
- AN 325. APPLIED ANTHROPOLOGY** 4  
Applying the anthropological perspectives to the analysis of national and international sociocultural issues. Topics include cultural brokerage, advocacy, community development, evaluation, ethics, and the difficulties facing indigenous peoples and ethnic minorities within nation-states today. *Prerequisite:* AN101.  
J. Sweet
- AN 326. FIELD METHODS IN CULTURAL ANTHROPOLOGY** 4  
An introduction to field methods employed by cultural anthropologists in their collection of primary data. Students will conduct field projects in local community settings. These projects call for pure observation, mapping, formal and informal interviewing, participant observation, and photo elicitation. Students will gain experience in formulating research problems, developing a protocol, as well as organizing and communicating findings. Central concerns include the establishment of rapport and research ethics. *Prerequisite:* AN101 and permission of instructor.  
J. Sweet, M. Ennis-McMillan
- AN 327. ARCHAEOLOGICAL FIELD AND LABORATORY TECHNIQUES** 4  
An introduction to the processes of archaeological excavation and primary data analysis. Course requirements include active participation in a local excavation and the description and interpretation of excavated materials. *Prerequisite:* AN102 or permission of instructor.  
S. Bender
- AN 339. PSYCHOLOGICAL ANTHROPOLOGY** 4  
An exploration of the relationships among the concepts of culture, the self, personality, and behavior, examining crosscultural evidence and major theoretical models. Brain and mind evolution is investigated. Descriptive case studies are supplemented by recent theoretical and empirical work. Both non-Western and Western (including United States) cultures are discussed. *Prerequisite:* Two courses from among cultural anthropology, sociology, or psychology, or permission of instructor.  
G. Erchak
- AN 344. ANTHROPOLOGY AND ENVIRONMENTAL HEALTH** 4  
An examination of health issues related to global environmental change. The course employs perspectives and theories of critical medical anthropology to explore the connections among broad patterns of environmental change, local responses to those changes, and relevant health concerns. Topics include the effects of population growth, urbanization, water pollution and water scarcity, epidemics, deforestation, and species extinction in diverse geographic settings. Special attention is given to how poor and powerless social groups bear a disproportionate burden of environmental health problems. *Prerequisite:* AN101 or ES100 and at least junior standing, or permission of instructor.  
M. Ennis-McMillan

**AN 345. ECOLOGICAL ANTHROPOLOGY 3**

Exploration of the principles by which the environment shapes human culture and human culture shapes the environment. Topics include the process of human adaptation, the analysis of human ecosystems, and the explanation of cultural diversity and change from an ecological perspective. *Prerequisite:* AN101 or ES100 and at least junior standing, or permission of instructor. M. Ennis-McMillan

**AN 346. SYMBOLIC THEORY AND PERFORMANCE 4**

An examination of symbolic theory as a vehicle for analyzing expressive forms found in ritual, festival, myth, and theater. The human need to seek, construct, and communicate meaning particularly regarding space, time, the supernatural, the self, and the cultural other will be explored. Attention will be given to dance, drama, and music as complex symbolic systems employed by groups in their search for meaning. *Prerequisite:* AN101. J. Sweet

**AN 347. WOMEN AND GENDER IN EVOLUTIONARY PERSPECTIVE 3**

A critical examination of the evolutionary reconstruction of human behavior from feminist perspectives. Using information from primate studies and anthropological ethnography, students investigate how assumptions about gender have shaped traditional observations and interpretations of archaeological remains. Feminist reconstructions of human prehistory are given close attention in an attempt to uncover a human past that incorporates women as active historical agents. *Prerequisites:* AN101 and 102 or permission of instructor. S. Bender

**AN 349. MEDICAL ANTHROPOLOGY 4**

A survey of the field of medical anthropology that introduces students to the crosscultural study of the body, health, disease, illness, suffering, and healing. The course examines several theoretical perspectives (ethnomedical, biocultural, interpretive, and political economic). Topics include birthing, maternal and child health, infectious diseases, death and dying, and other issues across the life cycle in diverse geographic settings. *Prerequisite:* AN101 and 270 or permission of instructor. M. Ennis-McMillan

**AN 351. TOPICS IN CULTURAL OR BIOLOGICAL ANTHROPOLOGY 1-4**

Examination of a theoretical or subject specialization (with a strong theoretical component) not available in existing course offerings. For example, the course may focus on the behavior of macaques or the anthropology of tourism. The course, in a different subject area, may be repeated for credit. *Prerequisite:* Permission of instructor. The Department

**AN 352. TOPICS IN ARCHAEOLOGY 1-4**

Examination of a theoretical or area specialization not available in existing course offerings. For example, the course may focus on zooarchaeology or lithic technology. The course, in a different subject area, may be repeated for credit. *Prerequisite:* Permission of instructor. The Department

**SO 355. LANGUAGE IN SOCIETY 4**

Examination of the varied aspects of the social organization of language using techniques from sociological, anthropological, psychological, and linguistic theory. Special attention is given to regional, social, and individual variation; nonstandard dialects and their social impact; the relationship of language, thought, and culture; the role of language in socialization and in the maintenance of social structures; and the type and extent of cultural variation in language use. *Prerequisite:* SO101 or AN101 or permission of instructor. (May be taken for either sociology or anthropology credit.) J. Devine

**AN 366. SENIOR SEMINAR IN ANTHROPOLOGY 3**

Advanced readings in theoretical or applied anthropology, with special focus on current developments in the discipline. The course is designed as a capstone experience for senior anthropology majors. *Prerequisite:* AN270 or permission of instructor. The Department

**AN 369. SENIOR RESEARCH PAPER 1-2**

Individual project supervised by an appropriate faculty member. The experience is designed for highly motivated students who want the challenge of writing and revising a research paper on an advanced topic in anthropology. The course must be taken in conjunction with one of the project advisor's 300-level courses. In addition to completing all regular requirements for the 300-level course, students in AN369 will complete an analytical paper of greater depth and length than is typically required by the course. Permission to enroll must be obtained from an anthropology faculty member willing to serve as their project advisor. Students who wish to take this option for honors must submit a written proposal to the project advisor during the first weeks of class. *Prerequisite:* AN270 and permission of instructor. Open to senior majors only. The Department

**AN 370. PREPARATION FOR SENIOR THESIS IN ANTHROPOLOGY 1**

Required for students who intend to write a formal thesis on a particular anthropological question. During this preparation period, students must develop a thesis statement, construct an outline, and document a literature search. Students must take AN370 the semester before enrolling in AN373. *Prerequisite:* AN270 and permission of instructor. Open to senior majors only. The Department

**AN 371, 372. INDEPENDENT STUDY OR FIELD RESEARCH 3, 3**

Individual reading and/or field research in anthropology under the guidance of a member of the department. Students must be self-motivated and have a written proposal in hand. They must seek approval from a member of the anthropology faculty to act as advisor and instructor of record. *Prerequisite:* Permission of the instructor. The Department

**AN 373. SENIOR THESIS IN ANTHROPOLOGY 3**

Designed for highly motivated students who want the challenge of writing and revising a formal thesis on a particular anthropological question. Students work with the guidance of a project advisor and are expected to produce a major critical paper. As preparation for AN373, students should successfully complete AN370 during the fall semester of the senior year. With approval by the project advisor, students may replace AN370 with AN371. *Prerequisite:* AN370 or permission of the instructor. Open to senior majors only. The Department

**AN 399. PROFESSIONAL INTERNSHIPS IN ANTHROPOLOGY 3, 6, or 9**

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in anthropology. With faculty sponsorship and department approval, students may extend their educational experience into such areas as museum studies or work within appropriate state, federal, or human service agencies. *Prerequisite:* at least three courses in anthropology. *Non-liberal arts.*

**Art (Studio)**

*Chair of the Department of Art and Art History:*  
Kate Leavitt

*Studio Art Faculty:*

Professors: Regis Brodie; John Cunningham Jr.; David J. Miller; Doretta Miller, *Robert Davidson Professor of Art*

Associate Professors: Kate Leavitt; Richard Linke, *Ella Van Dyke Tuthill '32 Professor of Studio Art*; Margo Mensing; David Peterson; Paul Sattler; Janet Sorensen; Peter Stake; Joanne Vella

Assistant Professors: Deborah Hall, Iona Park

Visiting Assistant Professors: Patricia B. Lyell, \*Deborah Morris

Visiting Assistant Professors, part-time: D. Leslie Ferst, \*John Galt, \*Victoria Palermo

Lecturer: \*John Danison

Shop Supervisor and Building Safety Coordinator: Paul Davis

Skidmore is a Charter Member, National Association of Schools of Art and Design, 1970. Accredited 1982, 1992.

The department offers two degrees: the bachelor of science degree in studio art and the bachelor of arts degree in art history.

The studio art program offers a rich and diverse range of investigations across the disciplines of art making and art history. Integrating extensive liberal arts offerings with a broad studio experience, majors may choose to balance exploration with focus in a particular area as preparation for graduate school or future work in an art-related field. Critical thinking, imaginative problem-solving, and self-reflective evaluation are key components in the development of the theoretical and technical aspects of art making. Through art courses students gain competency in visual language, an increasingly important skill in contemporary culture. Visual and verbal analytical and organizational skills learned in the studio apply to thoughtful practice in many arenas of our complex world.

The studio art major presents students with a four-course foundations program to be completed within the first two years. Students then proceed through exploratory courses chosen from the areas of ceramics, communication design, drawing, fibers, metals, painting, photography, printmaking, and sculpture. In the third and fourth years of study students concentrate in an area of their choice. Faculty participate not only as teachers within their area of expertise but also as advisors, who help students select and pursue the courses and course study best suited to the student.



All studio art courses meet for six hours per week. A cumulative grade of C or better is required for all work in the major.

There are two areas of studio art for which Advanced Placement (AP) credit can be awarded: Studio Art: General and Studio Art: Drawing. A score of 4 or 5 in any one area earns the student six college credits. It is the department's policy that up to three of the six AP credits can be used toward an elective in the student's major or minor. The remaining credits may be treated as general elective credit toward the Skidmore degree. An exception to this policy must have approval from the Department of Art and Art History chair in consultation with appropriate faculty.

**THE STUDIO ART MAJOR:** A minimum of thirteen studio art courses and three art history courses for a total of sixteen courses and at least sixty credit hours. Requirements for the bachelor of science degree in studio art:

1. Foundation: Four foundation courses are required of all studio art majors: AR131 132, 133, 134.
2. Exploration: A total of four courses beyond foundations, each from a different studio area: ceramics, communication design, drawing, fibers, metals, painting, photography, printmaking, or sculpture.
3. Depth: Five courses chosen in consultation with the student's advisor.
  - a) Primary concentration: at least two courses within a single studio area, at or above the 200 level
  - b) Maturity: at least three 300-level studio art courses
4. Art history: three art history courses that must include AH100 and two electives.
5. It is recommended that the four foundation courses, one exploration course, and AH100 be completed by the end of the second year.
6. Capstone: successful participation in the Senior Thesis Exhibition. As preparation for the exhibit, senior majors will be required to meet as a group six times on a biweekly basis with department faculty in the spring semester of the senior year. Group meetings will discuss the philosophy, aesthetics, logistics, the artist statement, and effective planning for the exhibit.

*The department recommends the following focus in course selection as preparation for graduate study and professional practice in studio art disciplines.*

1. Drawing: at least one additional course beyond foundation drawing.
2. Depth: Additional courses in an area of concentration beyond the two required contribute a great deal to the development of a strong body of work. Students should consult regularly with their advisor to select courses that will build artistic development and work for portfolios.
3. Art history: The study of art history is essential to a studio art major. The department encourages students to take additional art history courses beyond the three required courses.

The Department of Art and Art History reserves the privilege of keeping a part of the work of any student.

**STUDIO ART MINOR:** Any student choosing studio art as a minor must consult the chair of the Department of Art and Art History for program approval. It is recommended that students begin work for the minor not later than the beginning of the second year. Students electing to minor in studio art are required to take any six studio art courses and any two courses in art history.

Note: Please refer to the Academic Information Guide regarding double counting of courses between majors and minors.

**STUDIO FEES:** All studio courses including Advanced Studio Problems and Independent Study carry laboratory fees (see course descriptions). In addition, students must purchase consumable materials and personal supplies.

*Course Availability.* The department is committed to having students experience a variety of media. However, space is limited, and, therefore, students cannot be guaranteed enrollment in specific courses during any given semester. As soon as students are confident about their choice of program, they should declare their major.

- AR 101. INTRODUCTION TO PAINTING 3**  
An introduction to painting as a medium of visual expression. Emphasis is placed upon exploration of formal and technical concerns. Basic studies include drawing and will explore a variety of subject matter and media directed toward the organization of the two-dimensional plane. *Summer only.* Not open to Skidmore art majors. (Fulfills arts requirement.) Lab fee: \$16 Studio Art Faculty

- AR 108. LIFE MODELING: SCULPTURAL STUDY OF THE HUMAN FORM 4**  
A study of the human figure through the medium of life modeling in clay. Slide lectures dealing with contemporary as well as traditional attitudes toward the figure will complement studio activity and offer a perspective on humankind's fascination with its own form. Initial course meetings will deal with elementary concepts in wax and clay as they relate to the figure. Students will be instructed in armature-building as well as mould-making techniques; finished works will be cast in plaster or bronze. (Fulfills arts requirement.) Lab fee: \$80 J. Cunningham

- AR 111. BASIC CERAMICS 4**  
Basic issues of aesthetics and technique developed through the direct manipulation of clay. A variety of forming techniques will be explored and demonstrated, including pinching, coiling, slab constructing, and throwing. In addition to group and individual critiques, weekly lectures will provide a working knowledge of kiln firing (both gas and electric) and clay and glaze formulation. (Fulfills arts requirement.) Lab fee: \$75 R. Brodie, L. Ferst

- AR 115. INTRODUCTION TO FIBER ARTS 4**  
An introduction to the fiber arts. Projects will allow students to explore off-loom woven structure, loom weaving, resist-dyeing and screen-printing. Students will work with flat pattern and composition as well as three-dimensional fiber construction. Historical works will be studied as well as the contemporary evolution of this art form. (Fulfills arts requirement.) Lab fee: \$55 M. Mensing

- AR 131. VISUAL CONCEPTS 4**  
An introduction to the study of visual relationships on a two-dimensional plane. Through guided exercises using both drawing and design mediums, the course builds understanding of principles of design and composition, as well as skills in perception, visual thinking, problem solving, and creativity. Drawing from observation, conceptual research, and manipulation of visual elements are integrated in this course. (Fulfills arts requirement.) Lab fee: \$16 Studio Art Faculty

- AR 132. FORM AND SPACE 4**  
Fundamental study of form in three dimensions. This course develops understanding of formal visual concepts as well as skills in perception, visual thinking, problem solving, and creativity. Drawing as a means to translate ideas into three-dimensional form; processes using minimal tools and easily worked materials; and working methods that emphasize planning, study, and experimentation form the basis for this course. (Fulfills arts requirement.) Lab fee: \$43 Studio Art Faculty

- AR 133. DRAWING 4**  
An expanded study of principles introduced in AR131. This course builds on basic drawing experiences, refining skills in observation, organization, interpretation, and critical analysis. Studio work introduces a range of traditional drawing tools and materials while exploring a variety of approaches to image making and visual expression. *Prerequisite:* AR105 or 131. (Fulfills arts requirement.) Lab fee: \$16 Studio Art Faculty

- AR 134. COLOR 4**  
An introduction to the study of color in studio art. This course develops understanding of the characteristics of color through color theory, observation, organization, and experimentation, and builds skills in perception, visual thinking, and creativity. Guided exercises explore the role of color in compositional relationships, the psychological and expressive effects of color, and the physical properties of color mixing. (Fulfills arts requirement.) Lab fee: \$16  
Studio Art Faculty
- AR 201. PAINTING 4**  
An introduction to oil painting, focusing on traditional painting methods and materials. Using direct observation, this course builds understanding of compositional principles, color relationships, the physical and expressive properties of paint, and the creative process. *Prerequisites:* AR131, 133, 134. Lab fee: \$16  
Studio Art Faculty
- AR 209. COMMUNICATION DESIGN I 4**  
An introduction to visual design and communication theory. Emphasis is on developing a strong foundation in visual perception, design principles, and typography. Students will undertake studio problems aimed at developing visual awareness, analytical thinking, craftsmanship, and use of hands-on media and digital techniques. *Prerequisites:* AR131, 133, 134. Lab fee: \$105  
D. Hall
- AR 215. TEXTILE STRUCTURES 4**  
Loom weaving with emphasis on weave structures, color, and texture studies. Students will work with 2- and 3-dimensional application of their completed woven textiles. Possible areas of study include: tapestry, ikat, warp painting, and clothing. Additional studies are possible in single-element structures, such as knitting, netting, and knotting. Readings in textile history and contemporary art issues, writing, and discussion will complement technical grounding in traditional textile processes. *Prerequisite:* 131 or 132 or 134. Lab fee: \$55  
M. Mensing
- AR 216. TEXTILE SURFACE DESIGN 4**  
Introduction to theoretical and practical textile surface design. Students will learn block printing, photo silk-screen printing, resist-dyeing, and thermoplastic manipulations of fabrics. An in-depth study of the chemical properties of fabrics, dyes, and pigments. Projects will be 2- and 3-dimensional with a concentration in repeat pattern design and additional work in other types of image reproduction on cloth. *Prerequisite:* 131 or 134. Lab fee: \$55  
M. Mensing
- AR 217. INTERMEDIATE CERAMICS 4**  
The continued development of aesthetic concepts and techniques. Individual exploration and expression will be encouraged. Through a structured approach with demonstrations, lectures, weekly assignments, and group and individual critiques, the student will be exposed to hand-building and throwing, as well as raku, salt-glazing, and stoneware reduction techniques. *Prerequisite:* AR111 or permission of instructor. Lab fee: \$100  
R. Brodie, L. Ferst
- AR 219. JEWELRY AND METALS I 4**  
Sequence of problems employing various techniques in metal. Emphasis upon structural design and creative use of materials. *Prerequisite:* AR131 or 132 or permission of instructor. Lab fee: \$55  
D. Peterson
- AR 223. INTERMEDIATE DRAWING 4**  
A further investigation of the formal and expressive characteristics of drawing, with a focus on drawing as visual communicative act. Structured assignments provide a context for focused exploration of materials and processes and development of individual vision. Readings and discussions will complement studio work. *Prerequisite:* AR133. Lab fee: \$16  
Studio Art Faculty
- AR 224. FIGURE DRAWING 4**  
An extensive investigation of drawing from the life model. Guided exercises refine observation skills by building understanding of anatomical and spatial relationships, as well as providing a context for exploration of interpretive and expressive aspects of figure drawing. Assignments encourage exploration of compositional relationships, drawing media, and conceptual ideas. *Prerequisite:* AR133. Lab fee: \$15  
Studio Art Faculty
- AR 227. COMMUNICATION DESIGN II 4**  
Further development of the concepts and skills introduced in Communication Design I. Emphasis is placed on integrating the symbolic and communicative aspects of typography with visual elements. Through the application of design principles and typography, studio projects will stress strong visual concepts while exploring hands-on media and digital techniques. *Prerequisite:* AR209. Lab fee: \$105  
D. Hall
- AR 229. BEGINNING PHOTOGRAPHY 4**  
An exploration of the varied aesthetic and mechanical aspects of contemporary photographic process. Emphasis is placed on using the camera as a tool to increase one's visual sensitivity and personal awareness. Lab work is digital using Adobe Photoshop. Each student must own a camera: 35mm or digital. *Prerequisite:* AR131. Lab fee: \$80 (does not include film or paper).  
R. Linke
- AR 234. WATERCOLOR 4**  
Exploration of the materials and methods used in watercolor painting. Included will be dry and wet paper techniques, resist processes, and experimental painting. Conventional methods of illustrating the figure and landscape will also be stressed. *Prerequisites:* AR131, 133, 134. Lab fee: \$16  
Studio Art Faculty
- AR 251. ELEMENTARY SCULPTURE 4**  
Three-dimensional investigations utilizing casting, carving, and metal processes. The student will be exposed to a variety of materials such as clay, wood, metal, stone, and wax. *Prerequisite:* AR132. Lab fee: \$65  
J. Cunningham, J. Galt
- AR 253. CARVING PROCESSES IN WOOD 4**  
An exploration of carving processes and concepts related to wood in sculpture. Studio activity will concentrate on wood carving. Slides and studio presentations will provide the basis for study of the technical and historical development of stone carving. Students will gain practical experience with drawing as it relates to carving processes, conceptual thinking, and the realization of three-dimensional form. *Prerequisite:* AR132 or permission of instructor. Lab fee: \$65  
J. Cunningham
- AR 299. PROFESSIONAL INTERNSHIP IN STUDIO ART 3 or 6**  
Internship opportunity for students who have completed their first year and whose academic and cocurricular work has prepared them for professional work related to the major. With faculty sponsorship and department approval, students may design internships in studio assistance to professional artists, in artist cooperatives, graphic design studios, advertising design studios, galleries, museums, and printing houses, or in other art-related projects. No more than three semester hours in any internship may count toward the studio art major or minor. *Prerequisites:* three courses in studio art. *Non-liberal arts.* No laboratory fee.
- AR 311. INTERMEDIATE PAINTING 4**  
A continuation of painting concepts explored in AR201, designed to further acquaint students with technical processes, formal relationships, and conceptual issues. Structured assignments employing direct observation (including the figure) and invention provide a context for development of a personal vision. Other assignments will refer to historical and contemporary movements and painting methods with readings and discussions. *Prerequisite:* AR201. Lab fee: \$16  
Studio Art Faculty
- AR 315. ADVANCED FIBER ARTS 4**  
A continued exploration and development of personal interpretations of traditional and nontraditional methods of textile design and fiber construction. Students may elect to concentrate in the area of weaving or textile design, or may develop skills in both areas concurrently. Advanced weaving will include multi-harness weave structure on jack-type, computer, and dobby looms. Advanced textile design will include printed resists, photo screen-printing, lacquer stencils, gouache rendering, and computer-aided design. It is strongly recommended that students intending to work in both areas complete both AR215 and 216 prior to electing this course. Personal initiative and creative self-expression are emphasized in this course. *Prerequisite:* AR215 or 216. May be taken for credit three times with permission of instructor. Lab fee: \$55  
M. Mensing
- AR 318. ADVANCED CERAMICS 4**  
A further intensification of the use of clay as a medium and a continuation of the development of the forming processes of hand-building and throwing. Also included will be the formulation of clay bodies and the investigation of kiln firing techniques. *Prerequisite:* AR217. May be taken for credit three times with permission of instructor. Lab fee: \$100 (includes clay, glazes, firings).  
R. Brodie
- AR 319. METALSMITHING 4**  
An advanced studio course in the jewelry and metal-smithing sequence. Students explore the plastic potential of precious and nonprecious metals through the process of raising, forging, hollow-forming, and repoussé. Inventiveness, personal initiative, and creative self-expression are particularly emphasized in this course. *Prerequisite:* AR219. May be taken for credit three times with permission of instructor. Lab fee: \$55  
D. Peterson

**AR 320. JEWELRY AND METALS II 4**

A continuation of concepts and methods explored in AR 219 with an emphasis on casting. Weekly group critiques will focus upon individual aesthetic growth, technical exploration, and both historical and contemporary issues to the art-metals discipline. *Prerequisite:* AR219. May be taken for credit three times with permission of instructor. Lab fee: \$55  
D. Peterson

**AR 326. ADVANCED DRAWING 4**

A further investigation of drawing as a visual communicative act. The development of images through individual exploration of form, structure, and space with emphasis being placed upon the growth of personal vision and skill. *Prerequisite:* AR223 or 224. May be taken for credit three times with permission of instructor. Lab fee: \$16  
Studio Art Faculty

**AR 330. ADVANCED PHOTOGRAPHY 4**

A continuation of problems of visual expression and techniques encountered in beginning photography. Students explore advanced digital image manipulation; investigate digital portfolio presentations; as well as refine traditional print aesthetics. *Prerequisite:* AR229. Lab fee: \$80 (does not include film or paper).  
R. Linke

**AR 332. ADVANCED PAINTING 4**

Further investigation of formal, expressive, and technical aspects of painting. This course emphasizes individual exploration of structured assignments, leading toward self-directed studio practice. Readings and discussions complement studio practice. Emphasis is placed upon more individual exploration of assigned formal problems in the studio. *Prerequisite:* AR311. May be taken for credit three times with permission of instructor. Lab fee: \$16  
Studio Art Faculty

**AR 337. ADVANCED COMMUNICATION DESIGN 4**

A continuation and development of the formal and technical aspects of designing with type and image. Students will be introduced to recent developments in visual communication theory and practice, including multimedia and interactivity. Readings in design history and criticism as well as independent research will complement studio work. May be taken for credit three times with permission of instructor. *Prerequisites:* AR131, 133, 209, 227 or permission of instructor. Lab fee: \$105.  
D. Hall

**AR 341. PRINTMAKING: RELIEF 4**

An investigation and development of the relief printing process through linocut, woodcut, letterpress, and book arts with an emphasis on personal growth and vision. Readings in printmaking history and criticism will complement studio art. *Prerequisite:* AR133; recommended: AR223, 224. May be taken for credit three times with permission of instructor. Lab fee: \$60  
K. Leavitt

**AR 342. PRINTMAKING: INTAGLIO 4**

An investigation and development of the etching process including color printing techniques, with emphasis placed on personal growth and vision. Readings in printmaking history and criticism will complement studio work. *Prerequisite:* AR133; recommended: AR223, 224. May be taken for credit three times with permission of instructor. Lab fee: \$60  
K. Leavitt

**AR 350. PRINTMAKING: LITHOGRAPHY 4**

An investigation and development of the lithographic process including color-printing techniques with emphasis placed on personal growth and vision. Readings in printmaking history and criticism will complement studio work. *Prerequisite:* AR133; recommended: AR223, 224. May be taken for credit three times with permission of instructor. Lab fee: \$65  
K. Leavitt

**AR 351. SPECIAL TOPICS IN STUDIO ART 2,4**

Intensive, specialized study within one of the studio disciplines listed below. Specific topics will vary from year to year, providing students with unique opportunities to engage methods and concepts not found in the department's regular course offerings. All courses are designed to meet 300-level maturity requirements and are open to all students who have fulfilled the appropriate prerequisites. This course may be repeated once for credit provided that the topic is in a different discipline. Special Topics may be offered in the following studio disciplines:

- A. Ceramics
- B. Communication Design
- C. Drawing
- D. Fibers
- E. Jewelry and metals
- F. Painting
- G. Photography
- H. Printmaking
- I. Sculpture
- J. Other media

Lab fee: varies by subject area  
Studio Art Faculty

**AR 352. ADVANCED SCULPTURE 4**

A process oriented course emphasizing the development of individual attitudes and involvements with three-dimensional form. The techniques and materials utilized will include casting, carving, metalworking, and plastics. *Prerequisite:* AR251. May be taken for credit three times with permission of instructor. Lab fee: \$65  
J. Cunningham, J. Galt

**AR 355. COMPUTER IMAGING I 4**

Development of computer animation and graphic design skills. Projects may include such diverse areas as video animation, photomontage, scientific visualization or advertising design. *Prerequisite:* AR131 or AR134 or permission of instructor. Open only to juniors and seniors. Lab fee: \$105  
J. Danison

**AR 356. COMPUTER IMAGING II 4**

Individual and group problems using computer imaging. Projects may include work in either fields of video animation or publishing. *Prerequisite:* AR355 or permission of instructor. May be taken for credit three times with permission of instructor. Open only to juniors and seniors. Lab fee: \$105  
J. Danison

**AR 358. ART FOR CHILDREN 4**

Introduction to the basic art materials and techniques used to teach concepts in elementary schools, museums, and other educational settings as related to children's needs, interests, and development. The role of art in a humanities program will also be considered. Lab fee: \$55  
Doretta Miller

**AR 365, 366. ADVANCED STUDIO PROBLEMS 3,3**

Individual problems in a given discipline within the department: i.e., painting, sculpture, ceramics, jewelry, weaving, textiles, graphics, photography, etc. To qualify, the student must have completed the most advanced 300-level course in an area. Offered in the studio, at a time arranged by instructor, the student must petition for the course in spring for fall semester, and in fall for spring semester. Special permission forms available in the chair's office must be completed by the student, signed by advisor, instructor, and chair, and returned to the Registrar's Office by the dates indicated. Open to qualified junior and senior art majors and other qualified juniors and seniors. Permission of instructor and department chair are required. Lab fee: courses carry the fee as noted in the individual course description. May be repeated either in a given discipline or more than once.  
Studio Art Faculty

**AR 371, 372. INDEPENDENT STUDY 3,3**

Individual work in a given discipline, in most cases following its AR366 level of sequence. Open to senior art majors and other qualified seniors. Permission of instructor and department chair is required. Lab fee: courses carry the fee as noted in the individual course description.  
Studio Art Faculty

**AR 399. PROFESSIONAL INTERNSHIP IN STUDIO ART 3, 6, or 9**

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major. With faculty sponsorship and department approval, students may design internships in studio assistance to professional artists, in artist cooperatives, graphic design studios, advertising design studios, galleries, museums, and printing houses, or in other art-related projects. Open to junior and senior majors and minors. No more than three semester hours in any internship may count toward the studio art major or minor. *Non-liberal arts.* No lab fee.

**ART THEORY****AT 361. ART AND SOCIETY 3**

An examination of how the visual arts are defined, funded, displayed, and made available to the public. This course will explore the role of artists in contemporary cultures and will investigate information about artists' education, resources, opportunities, and the skills required for professional development. Open to juniors and seniors or by permission of instructor.  
Doretta Miller

**AT 375. CURRENT ISSUES IN ART 3**

A lecture-discussion course open to junior and senior art majors working in any media. With group critiques of student work as the central focus, the seminar explores individual work, processes, methodology, and other areas of individual or group interest. Slide presentations, lectures, oral reports, and visits to galleries and artists' studios provide a context for the student critiques and introduce historical, social, literary, and aesthetic perspectives related to developments in the visual arts.  
Studio Art Faculty

# Art History

Chair of the Department of Art and Art History:  
Peter Stake

Director of Art History: Robert Linrothe

Professor: Penny Jolly, Kenan Professor of  
Liberal Arts

Associate Professors: Lisa Aronson, Katherine  
Hauser, Robert Linrothe

Assistant Professor: Mimi Hellman

Lecturers: Leslie Mechem, Leila Whittemore

Affiliated Faculty:

John S. Weber, Professor of Liberal Studies;  
Dayton Director, Frances Young Tang Teaching  
Museum and Art Gallery

Ian Berry, Lecturer in Art and Art History;  
Susan Rabinowitz Malloy '45 Curator;  
Associate Director of Curatorial Affairs,  
Frances Young Tang Teaching Museum and  
Art Gallery

Art history is distinctive in its direct engagement with art objects through visual analysis and historical study. We use art objects to understand history and culture, and history and culture to understand art objects. Students earning a bachelor of arts in art history explore the varied roles of artists, their art, and their patrons across diverse cultural and historical contexts. In addition, they experience the creative process of making art. Students gain a breadth of knowledge spanning both Western and non-Western subfields of the discipline. Art history majors develop skills in analyzing images and texts that are applicable to a wide range of personal, civic, and professional endeavors; they may also go on to graduate work in art history and professional work in art-related fields.

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

## 1. Foundation (two courses)

- a) AH100 Survey of Western Art
- b) One studio art course of your choice (note prerequisites where necessary)

## 2. Breadth (five art history courses)

Choose one course from each of the five areas:

- a) Ancient and Medieval Art in the West: AH222, 223, 232, 233, 330
- b) Renaissance and Baroque Art in the West: AH241, 252, 264\*\*, 342, 347, 348
- c) Modern and Contemporary Art in the West: AH217, 256, 261, 264\*\*, 265, 268, 315\*\*\*, 321, 353, 354, 364

d) Arts of Africa and the Americas: AH103, 203, 207, 309, 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 ten courses required for the art history major.)
4. Self-Assessment Portfolio: All second-semester senior majors will be required to compile a portfolio of their work in art history and write a brief assessment of their progress through the major. The portfolio consists of a list of classes taken in art history, studio art, and any related fields that have enriched the student's understanding of art history; examples of the student's work in art history at all levels; materials that evidence any special projects, study-abroad work, or internship experiences; and a two-page written self-assessment addressing the ways in which the student did or did not meet the goals of the art history major, including comments on growth within the major.

Because advanced research in any aspect of art history requires foreign languages (generally French or Italian and/or German, plus any language appropriate to your area, e.g., Chinese), we recommend language study. We also recommend additional art history courses (including independent studies, museum/gallery internships, and the senior thesis) and/or courses in related fields, such as literature, history, philosophy, anthropology, religion, and studio art.

HONORS: In addition to meeting the College grade point average for the major, students wishing to qualify for honors in the program must successfully complete an independent project that the art history faculty judge to be outstanding. The project nominated by a member of the art history faculty, must go beyond the work required in our regular art history classes. Examples of types of projects that could qualify are Senior Theses and Independent Study or Internship projects, whether written, in the form of an exhibition, or computer-based.

ART HISTORY MINOR: Students electing to minor in art history are required to take a minimum of five art history courses totaling not fewer than seventeen hours. Of those five courses, at least one must be at the 300 level. 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.)

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

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

Note: Please refer to the Academic Information Guide regarding double counting of courses between majors and minors.

Students may receive AP (Advanced Placement) credit in art history. A score of 4 or 5 earns the student six college credits. It is the department's policy that four of the six AP credits can count as AH100 (determined following consultation with the director of the Art History Program) and may be applied toward a major or minor in art history. The remaining two credits may be treated as general elective credit toward the Skidmore degree.

**AH 100. SURVEY OF WESTERN ART 4**  
A survey of Western art from ancient times to the present that places monuments of art in social, historical, and cultural contexts.  
K. Hauser, M. Hellman, P. Jolly

**AH 103. THE ARTS OF AFRICA, OCEANIA, AND THE AMERICAS 4**  
A survey of the arts of Africa (south of the Sahara), Oceania (the South Sea Islands), and native North, Central and South America. This course examines a variety of styles, techniques and socioreligious functions of the arts and architecture of these non-Western cultural areas. (Designated a non-Western culture course; fulfills humanities requirement.)  
L. Aronson

**AH 105. SURVEY OF ASIAN ART: SOUTH AND SOUTHEAST ASIAN AND HIMALAYAN 4**  
An overview of the art and material culture of India, Southeast Asia, and Tibet. Works of art and culture will be examined with an emphasis on style as cultural expression, the meaning of the arts in a religious context, and the impact of cross-cultural exchange. (Designated a non-Western culture course; fulfills humanities requirement.)  
R. Linrothe

**AH 106. SURVEY OF ASIAN ART: EAST ASIA 4**  
Survey of the art and material culture of China, Korea, and Japan. Works of art and culture will be examined with an emphasis on style as cultural expression, the meaning of the arts in a religious context, and the impact of the cross-cultural exchange. (Designated a non-Western culture course; fulfills humanities requirement.)  
R. Linrothe

**AH 111. INTRODUCTION TO ART 3**  
A focus on a variety of monuments and traditions of art and architecture, with the goal of exploring issues concerning style, function, technique, and meaning. Attention will be paid to topics such as creativity, the artist and society, sacred and secular art, gender and art, crafts and popular art vs. the fine arts, and the body in art. May not be counted toward a major in art or art history. (Fulfills humanities requirement.)  
Summer only. Art History Faculty

**AH 200. HINDU ART 3**  
An introduction to the arts of Indian Hinduism as expressions of religious ideas and experiences. The course emphasizes the evolution of ritual practice, devotional narratives, symbols and architecture of Hinduism, taking note of the religious underpinnings of the tradition, its popular manifestations and images of the goddess (Devi). The interdisciplinary nature of the course will highlight the necessity to understand the religious experience behind the works of art, and witness the translation into visual expressions of abstract ideas and religious emotions. (Designated a non-Western culture course; fulfills humanities requirement.)  
R. Linrothe

- AH 203. NATIVE AMERICAN ART** 3  
A study of the prehistoric, historic, and contemporary arts of Native American peoples of North America. This course will study the arts of mainly Southwest, Woodlands, Great Plains, and Northwest Coast cultures with particular attention to their historiography, style, technique, symbolic meaning, and place in ritual. A wide range of media will be covered including sculpture, painting, architecture, pottery, textile arts, jewelry, and body decoration. *Recommended:* AH103 (Designated a non-Western culture course; fulfills humanities requirement.) L. Aronson
- AH 204. JAPANESE ART** 3  
A chronological survey of Japanese arts (painting, prints, sculpture, ceramics, textiles, architecture, and gardens) from the neolithic period to the present. The course emphasizes historical, religious, and aesthetic contexts. Special attention will be given to the stimulus of contacts with China and Korea in the evolution of Japanese visual art, and to Buddhist art. (Designated a non-Western culture course; fulfills humanities requirement.) R. Linrothe
- AH 207. AFRICAN ART** 3  
A survey of the arts of sub-Saharan Africa. Focusing on selected groups from the sub-Saharan region, this course considers a wide range of media giving primary attention to sculpture and masquerades but also including ceramics, metallurgy, textiles, body arts and architecture. These arts will be examined in terms of their styles, symbols, technologies, histories, and socioreligious importance. (Designated a non-Western culture course; fulfills humanities requirement.) L. Aronson
- AH 209. ISLAMIC ART** 3  
Survey of the history of visual arts in Islamic cultures. The course will examine architecture, painting, ceramics, and textiles in Arab, North African, Turkish, Persian and Indian contexts. Special consideration will be given to the interaction between local visual traditions and Islamic values. (Designated a non-Western culture course; fulfills humanities requirement.) R. Linrothe
- AH 210. CHINESE PAINTING** 3  
Chronological survey of Chinese painting from fourth century B.C. to eighteenth century A.D. Topics may include technical issues, ornament and pictorialism, figure painting, landscape, calligraphy, ink painting and its relationship with Chan (Zen), social backgrounds of artists, painting and poetry, and Chinese critical writings. (Designated a non-Western culture course.) R. Linrothe
- AH 211. TIBETAN ART** 3  
A survey of Tibetan Buddhist art, from its origins in the eighth century to the present. Attention is given to Indian Buddhist art which provided the foundation for Tibetan integration of formal and ritual influences from a number of Asian cultures. Painting and sculpture will be considered, both as markers of cultural and period style, and as expressions of Buddhist ideals. (Designated a non-Western culture course.) R. Linrothe
- AH 217. AMERICAN ART** 3  
A survey of art produced in the United States from the Colonial period to the present. Recurring themes will include the roles of artists in American society, the relationship of U.S. and European cultures, the contrast and connection between popular and elite artistic traditions, the building of an infrastructure of art institutions, and government involvement in art patronage. Art History Faculty
- AH 222. GREEK ART AND ARCHAEOLOGY** 3  
An exploration of the major developments in architecture, sculpture, and painting from Minoan and Mycenaean civilizations through the Hellenistic period. Attention is given to the influences on Greek art from the East and to the influence of Greek art on other cultures. (Fulfills humanities requirement.) L. Mechem
- AH 223. ROMAN ART AND ARCHAEOLOGY** 3  
An examination of architecture, sculpture, and painting beginning with the Villanovan and Etruscan cultures and continuing through the Republic and Empire (fourth century A.D.). Topics covered include wall painting, narrative sculpture, and city planning. (Fulfills humanities requirement.) L. Mechem
- AH 232. LATE ANTIQUE, EARLY MEDIEVAL, AND BYZANTINE ART** 3  
An examination of the origins of Christian art in the Late Antique world and its subsequent development in the Byzantine world and early Medieval Europe. Areas studied include the Early Christian catacombs, Ravenna mosaics, the animal style and Hiberno-Saxon manuscripts, Carolingian Europe, and Byzantine mosaics, icons and decorative arts. *Prerequisite:* AH100 or 111 or permission of instructor. P. Jolly
- AH 233. ROMANESQUE AND GOTHIC ART** 3  
European art from the tenth through the fourteenth centuries, with a focus on painting, manuscript illumination, sculpture, stained glass, and the decorative arts. *Prerequisite:* AH100 or 111 or permission of instructor. P. Jolly
- AH 241. RENAISSANCE EUROPE** 3  
Renaissance art in fifteenth- and sixteenth-century Italy, Flanders, and Germany. Artists include Masaccio, Donatello, Botticelli, Michelangelo, Leonardo, Raphael, Jan van Eyck, Bosch, Dürer, and Bruegel. (Fulfills humanities requirement.) P. Jolly
- AH 251. SPECIAL TOPICS IN ART HISTORY** 3  
A topically organized course, with the specific topic varying according to program. Course may be repeated for credit on a different topic. (AH251N is designated a non-Western culture course.) Art History Faculty
- AH 252. BAROQUE AND ROCOCO ART** 3  
A survey of European art of the seventeenth to mid-eighteenth centuries. Through an examination of artists such as Bernini, Velazquez, Rembrandt, and Hogarth, the course aims to develop an understanding of the historical and social conditions and stylistic features that characterize the diverse artistic manifestations of the period. *Prerequisite:* AH100 or 111 or permission of instructor. M. Hellman
- AH 256. NEOCLASSICISM TO IMPRESSIONISM** 3  
A survey of European art, from the mid-eighteenth through the nineteenth centuries. Through an examination of artists such as David, Delacroix, Constable, Courbet, Monet, and Van Gogh, this course will explore artistic responses to the social, political, and economic changes of the period. We will discuss such topics as neoclassical portraiture, romantic landscape painting, art displays at world's fairs, and the origins of the "avant-garde." *Prerequisite:* AH100 or 111 or permission of instructor. M. Hellman
- AH 261. TWENTIETH-CENTURY ART** 3  
A survey of European and American modern and contemporary art beginning in the late nineteenth century and concluding with contemporary trends. We will consider a range of movements including postimpressionism, cubism, surrealism, abstract expressionism, minimalism, and conceptual art in their cultural and art historical contexts. *Prerequisite:* AH100 or 111 or permission of instructor. K. Hauser
- AH 265. HISTORY OF MODERN DESIGN** 3  
A history of modern design from 1750 to the present, with an emphasis on design movements in the twentieth century. We will focus on modern European and American design, surveying objects made from a wide range of materials, including textiles, metals, ceramics, and the print media. We will situate movements such as Arts and Crafts, Art Nouveau, and Bauhaus in their cultural and art-historical contexts. *Recommended:* AH100 or 111. (Fulfills humanities requirement.) K. Hauser
- AH 268. HISTORY OF DRESS IN THE MODERN WEST** 3  
A survey of costume and fashion in Europe and America, 1750 to the present. This course examines men's and women's clothing in the context of economic, political, and cultural change in the modern period. We will consider dress as one aspect of a rich visual culture that also includes the fine, popular, and decorative arts with which art history students are familiar. Our sustained thematic focus will be costume as a maker of individual identity in terms of social class, political ideals, gender, and sexuality. *Prerequisite:* AH100 or permission of instructor. (Fulfills humanities requirement.) Art History Faculty
- AH 309. THE ARTS OF MESOAMERICA AND SOUTH AMERICA** 3  
Architecture, sculpture, painting, and textiles from selected cultures in Mesoamerica and the Andean region from the thirteenth century B.C. up to the time of European intervention in the sixteenth century A.D. *Prerequisite:* AH100 or 103 or 111 or permission of instructor. (Designated a non-Western culture course.) L. Aronson
- AH 310. THE ARTS OF NIGERIA** 3  
An in-depth study of the arts of Nigeria (West Africa) from its earliest archaeological sites through the post-Colonial period. The course considers the breadth and range of Nigeria's artistic traditions from traditional masquerades, textiles, ceramics, and body arts to contemporary urban trends in painting, printmaking, and sculpture. *Prerequisite:* AH103 or 207 or permission of instructor. (Designated a non-Western culture course.) L. Aronson

- AH 311. BUDDHIST ART OF EAST ASIA 3**  
 Buddhist art (sculpture, painting, architecture, calligraphy, graphic arts, and ritual implements) between the third and fifteenth centuries in East Asia. The course examines the religious and aesthetic principles underlying Buddhist art of East Asia, and analyzes works of art as expressions of Buddhist values interacting with local cultures. Special attention is paid to the site of Dunhuang, and to three modes of Buddhist art: Esoteric, Pure Land, and Zen Buddhist. *Prerequisites:* AH105 or 106 or 210 or HI241 or permission of instructor. (Designated a non-Western culture course.) R. Linrothe
- AH 312. ANCIENT CHINESE ART 3**  
 A focused study of a small number of Chinese archaeological sites distributed between the Neolithic (ca. 3000 B.C.E) and the end of the Han dynasty (220 C.E.). The sites and the works of art found in the sites will be placed within their aesthetic, social, and political contexts. These sites are mainly newly discovered tombs, and special attention will be paid to the evolving attitudes to the afterlife in ancient China. *Prerequisites:* AH106 or 210, HI241, or permission of instructor. (Designated a non-Western culture course.) R. Linrothe
- AH 314. BUDDHIST ART OF SOUTH ASIA 3**  
 A study of the evolution of Buddhist art in its original context of India. The course will survey the primary sites of Buddhist art production, with an emphasis on sculpture within architectural settings. Issues include aniconism, patronage, the impact of ritual practice on artistic format, pilgrimage, narrative, internationalism, and the relationship between texts and images. *Prerequisites:* AH105 or 106 or 210 or HI241 or permission of instructor. (Designated a non-Western culture course.) R. Linrothe
- AH 315. CONTEMPORARY AFRICAN ART 3**  
 An in-depth study of African art since the early twentieth century. Focused mainly on the sub-Saharan region, the course begins by examining the impact that colonialism, with its appropriation, exploitation, and reshaping of Africa, had on the arts in Africa. It then analyzes a broad spectrum of modern and contemporary African art forms (painting, printmaking, sculpture, textiles, photography, performance, and film) and related literary works from the 1950s to the present, with an emphasis on such issues as patronage, the commodification of art, urbanism, national consciousness, and the effects of globalization. *Prerequisite:* AH102 or 103 or 207 or permission of instructor. (Designated a non-Western culture course.) L. Aronson
- AH 321. HISTORY OF PHOTOGRAPHY 4**  
 An introduction to the history of the medium from its "invention" in 1839 to the present. This course looks at such forms of photography as pictorialism, straight-photography, montage, documentary, and photojournalism, situating them in their social, cultural, and art-historical contexts. A significant theme of the course will be how, or even whether, photographs depict reality. *Prerequisite:* AH102 or 111. K. Hauser, M. Hellman
- AH 330. LATE GOTHIC SCULPTURE AND PAINTING 3**  
 Sculpture and painting in fourteenth-century Europe, with special focus on the "Proto-Renaissance" painters in Italy and manuscript illumination and sculpture in France and Germany. Topics include the revolutionary art of Giotto, the rise of late Medieval devotional art, Art and the Black Death, and the Limbourg Brothers and International Gothic art. *Prerequisite:* AH100 or 111 or 233. P. Jolly
- AH 342. ART OF EARLY RENAISSANCE ITALY 3**  
 An exploration of the origins of Italian Renaissance art in the fifteenth century, from Ghiberti, Masaccio and Donatello, to Botticelli and the Bellini. *Prerequisite:* AH100 or 111 or 241. P. Jolly
- AH 347. NORTHERN RENAISSANCE PAINTING 3**  
 Painting in France, Flanders and Germany in the fifteenth and sixteenth centuries, with particular emphasis upon the art of Jan van Eyck, Rogier van der Weyden, Dürer and Bruegel. *Prerequisite:* AH100 or 111 or 241. P. Jolly
- AH 348. SEVENTEENTH-CENTURY DUTCH PAINTING 3**  
 A study of the images produced during the "golden age" of Dutch painting and the social, economic, and cultural conditions from which these images spring. In examining the lives and works of artists such as Rembrandt, Vermeer, Hals, and Ruisdael, the course seeks to understand the relationship between Dutch painting and Dutch society. *Prerequisite:* AH102 or 111 or 252 or permission of instructor. Art History Faculty
- AH 351. TOPICS IN ART HISTORY 3**  
 A topically organized course that addresses problems and issues of special interest at the advanced level. Course may be repeated for credit if on a different topic. (AH351N is designated a non-Western culture course.) Art History Faculty
- AH 353. ART AND REVOLUTION 3**  
 A study of the visual culture of the revolutionary decades 1770-1820 in Europe and America. This course seeks to explore such themes as the meaning and role of political art, the emerging ideals of modern subjectivity and the Romantic artist, the origins of political caricature, and the differences in status and ambition between such "public" artists as Jacques-Louis David and "private" artists such as William Blake. *Prerequisite:* AH102 or 111 or 256 or permission of instructor. M. Hellman
- AH 354. NINETEENTH-CENTURY ART: LONDON AND PARIS 3**  
 A study of the artistic cultures of the two capitals of imperial power in the nineteenth century, London and Paris. We will focus on artistic developments that both supported and critiqued this imperialist age, including the art competitions at the world's fairs of 1855 and 1889, the fashion for orientalism, the medieval nostalgia of the pre-Raphaelite brotherhood, and the self-conscious modernity of the Impressionists. *Prerequisite:* AH102 or 256 or 261 or permission of instructor. M. Hellman
- AH 364. CONTEMPORARY ART 4**  
 Recent developments in American and European art from the 1960s to the 1990s. We will situate a range of contemporary art movements and practices, including pop, earthworks, performance, video, and the more traditional forms of painting, sculpture, and photography, in their cultural and art historical contexts. The course will explore such issues as the status of art institutions, the connections between high art and popular culture, theoretical readings of art works, and the new trend toward artists' self-conscious expression of an identity politics. *Prerequisite:* AH102 or 111 or 217 or 261. K. Hauser
- AH 369. WOMEN IN THE VISUAL ARTS 3**  
 A consideration of women as artists and as subjects in the visual arts, mainly in the Western world but also in non-Western cultures. Viewed from a socio-historical perspective, the course considers such issues as art vs. craft, art as a construction of gender, female vs. male aesthetic, and why women artists have traditionally been excluded from the art history canon. *Prerequisite:* AH102 or 111 or permission of the instructor. (AH369N is designated a non-Western course.) Art History Faculty
- AH 371, 372. INDEPENDENT STUDY 3, 3**  
 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
- AH 375. SEMINAR 4**  
 Advanced courses where students explore specialized topics in depth. Seminars rely predominantly upon the discussion of challenging readings, with students bearing primary responsibility for their own achievements in the classroom. Typically, seminars include both oral and written components; require individualized, substantial research projects; and rely on extensive independent work.
- A. Ancient  
 B. Medieval  
 C. Renaissance  
 D. Baroque  
 E. Modern  
 F. Africa, Oceania, and/or Americas  
 G. Asian  
 H. Special Topics in Art History
- Prerequisite:* Open to junior and senior majors or minors in studio art or art history. All others by permission of instructor. Art History Faculty
- AH 381. SENIOR THESIS IN ART HISTORY 3**  
 An advanced research and writing project for qualified senior art history majors, on any topic of special interest within the discipline of art history, supervised by a member of the art history faculty and a second reader. The student will further develop and refine a substantial research project that he or she had previously begun in a 300-level art history course. The final project should be a rigorous critical analysis, incorporating original research and/or insights. Recommended for those working toward graduate study in the field of art history. Those students interested in pursuing a senior thesis should obtain further information from the Art History office. *Prerequisite:* Approval of the faculty sponsor and the director of Art History.
- AH 399. PROFESSIONAL INTERNSHIP IN ART HISTORY 3 or 6**  
 Professional experience at an advanced level for juniors and seniors with substantial experience in art history. With faculty sponsorship and department approval, students may extend their educational experience into such areas as museums, art galleries, art auction houses, private art collections, arts administration, art conservation, and architecture and historic preservation. Unless prior permission is given by the department, only three credits will count toward a major in art history. *Prerequisite:* AH100 plus adequate preparation for the proposed internship through advanced course work in the history of art.

## Asian Studies

*Director of Asian Studies Program:* Mao Chen

*Affiliated Faculty:*

*Anthropology:* Eileen Walsh

*Art History:* Deborah Hutton, Robert Linrothe

*Chinese:* Mao Chen, Jinying Ye-Germond

*Dance:* Isabel Brown

*English:* Rajagopal Parthasarathy

*Government:* Steven Hoffmann

*History:* Margaret Pearson

*Japanese:* Masako Inamoto

*Music:* Veena Chandra, Gordon Thompson

*Philosophy:* Joel Smith

The student majoring in Asian studies examines multiple facets of the cultures, traditions, and contemporary realities of Asian countries and peoples. The Asian Studies Program (major and minor) is interdisciplinary, with a significant linguistic component, and opportunities for direct experience with an Asian culture. For the major, a student may choose a concentration in either East Asia (China and/or Japan) or South Asia (India). The director of the program serves as the advisor to all majors and minors.

### THE ASIAN STUDIES MAJOR

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

1. Language. At least four semesters of Chinese or Japanese at Skidmore or approved programs. Students are encouraged to spend a year in an approved program in China or Japan, and to continue their language studies throughout the major.
2. Foundation. One course in each of two of the following categories, focusing on China or Japan:
  - a) one historical survey (FL258, 259, 267, HI142, 241, 247, LS2 113);
  - b) one introduction to art or music (AH204, 210, AS205, FL257, LS2 164, 165, MU321);
  - c) one introduction to religion or philosophy (RE214, PH215).

### 3. Junior Year\*

- a) Study in China or Japan: continuing language instruction and practice; varying culture courses and internships, for at least three 300-level credits on China or Japan. Or
  - b) At Skidmore: At least three credits at the 300 level in Asian studies; electives will continue language study and develop comparative and disciplinary focus.
4. Senior Year. At least six credits at the 300 level, three of which are to be an independent study during the spring semester, taken in conjunction with AS375, Asian Studies Seminar, where the research paper written in the independent study and a range of issues will be discussed. Some students who have done prior research may submit the independent study research paper as a thesis.

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

1. Language. Students are encouraged to participate in Skidmore's Semester in India Program or another approved program in South Asia, and to continue their language study throughout the major. Students choose one of the following three options:
  - a) eight credit hours of Hindi in Skidmore's Semester-in-India Program, plus two courses of self-instructional Hindi at Skidmore.
  - b) eight credit hours of Hindi in Skidmore's Semester-in-India Program, plus two culture courses on India (in addition to courses that fulfill other requirements for the major) at Skidmore from the list of approved courses for the major.
  - c) two courses of self-instructional Hindi at Skidmore, plus two culture courses on India (in addition to courses that fulfill other requirements for the major) at Skidmore from the list of approved courses for the major.
2. Foundation. One course in each of the two following categories:
  - a) one introduction to art and society (AH200, 211, GO240, MU309, LS2 127, 153, MP281);
  - b) one introduction to religion or philosophy (RE213, 220, PH215).

\*Recommended for both concentrations: Completion of all-college requirements and disciplinary prerequisites for advanced courses by the end of the sophomore year.

### 3. Junior Year\*

- a) Study in India in Skidmore's Semester-in-India Program or another approved program; language study and practice; varying culture courses, for at least three 300-level credits on South Asia. Or
  - b) At Skidmore: At least three credits at the 300 level in Asian studies; electives will continue language study and develop comparative and disciplinary focus.
4. Senior Year. At least six credits at the 300 level, three of which are to be an independent study during the spring semester, taken in conjunction with AS375, where the research paper written in the independent study and a range of issues will be discussed. Some students who have done prior research may submit the independent study research paper as a thesis.

**HONORS:** For honors in Asian studies, a student must earn a 3.0 or better cumulative GPA in all courses taken at Skidmore, a 3.5 or better in all courses taken for the Asian studies major, and a grade of A or A- on an approved senior thesis. With the approval of the Asian studies director and faculty, a student may write a thesis in the senior year to be directed by a member of the Asian studies faculty, with one additional reader.

THE ASIAN STUDIES MINOR consists of eighteen credit hours approved by the director of Asian studies from the designated Asian studies courses listed below, including at least three credits at the 300 level. Up to eight credit hours of an Asian language (Chinese or Japanese or Hindi when done in Skidmore's India Program) may count toward the minor. Approved courses taken in Beijing, Tokyo, and Nagoya through the IES program; all courses in the Semester-in-India Program, Skidmore in Beijing Program, and other preapproved courses taken abroad can be counted toward the minor.

### Asian Studies Curriculum

#### JAS 101, 102. LANGUAGE AND CULTURE IN INDIA 4, 4

Introduction to the Hindi language as a social artifact through study of basic grammar, composition, conversation, and readings. After a three-week period of traditional intensive classroom study, students will supplement continuing classroom study with homestays, field trips, and the use of Hindi in everyday life and travel. *Offered each fall in India.*

#### JAS 201. HISTORICAL, CULTURAL, AND SOCIAL BACKGROUND OF INDIAN DEVELOPMENT 3

An overview of the historical development of contemporary India with emphasis on the interaction of the diverse strands that have formed modern India. In addition to the study of the literature of various periods, the course will draw on the historical and cultural resources of Jaipur and other sites in India. *Offered each fall in India.*

**JAS 202. CONTEMPORARY ISSUES IN INDIAN SOCIAL AND CULTURAL DEVELOPMENT** 3

Introduction to contemporary Indian society, economics, and politics by examining such issues as the relationship between rural and urban life, the role of caste, the status of women, the changing character of the family, the role of science and technology, and the legacy of Gandhian thought and practice. *Offered each fall in India.*

**JAS 251. TOPICS IN INDIA** 1-4

An examination at the introductory or intermediate level of a selected topic pertinent to the issues of Indian culture and society. Specific topics to vary by instructor and semester.

**JAS 351. ADVANCED TOPICS IN INDIA** 1-4

An examination at the advanced level of a selected topic pertinent to the issues of Indian culture and society. Specific topics to vary by instructor and semester.

**AS 371, 372. INDEPENDENT STUDY** 3,3

Individual study under the direction of Asian studies faculty.

**AS 375. ASIAN STUDIES SEMINAR** 1

A seminar required of all Asian studies majors in the spring semester of their senior year. The course will involve discussion of the theoretical underpinnings of Asian studies, reflection on methods, and exchange of perspectives across disciplinary and regional concentration. Specific topics and readings will vary from year to year. Asian Studies Program Director.

**JAS 376. DIRECTED FIELD STUDY IN INDIA** 3

An independent research project designed by the student to be executed in India with guidance from one or more Indian advisors. The project must be designed before leaving for India in consultation with appropriate Skidmore advisors, and the project design must be approved by the resident faculty advisor in India. *Offered each fall in India.*

- AH 105 Survey of Asian Art: South and Southeast Asian and Himalayan  
AH 106 Survey of Asian Art: East Asia  
AH 200 Hindu Art  
AH 204 Japanese Art  
AH 209 Islamic Art  
AH 210 Chinese Painting  
AH 211 Tibetan Art  
AH 311 Buddhist Art of East Asia  
AH 312 Ancient Chinese Art  
AH 351 Indian Painting  
AH 375G Seminar in Art History: "Icons of Islamic Architecture"  
AN 268 People and the Environment in China  
DA 212, 213 Non-Western Dance Forms I  
A.Bharata Natyam I  
B.Kathak  
E.T'ai Chi  
DA 230 Introduction to Dance History, Literature, and Repertory  
DA 303, 304 Non-Western Dance Forms II  
A.Bharata Natyam II  
EN 231 Non-Western Literature: Classical World  
EN 232 Non-Western Literature: Modern World  
FC 101, 102, 203, 206, 220, 271, 272, 363, 371, 372 Chinese Language  
FC 208 Advanced Chinese Conversation and Composition  
FJ 101, 102, 203, 206, 207, 220, 271, 272, 363, 371, 372 Japanese Language  
FL 243 The World of Japanese Animation  
FL 257 Modern Chinese Literature in Translation  
FL 258, 259 Chinese Civilization  
FL 267 Modern Japanese Culture and Society  
FL 270 Holding Up Half the Sky  
FX 171, 172, 271, 272 Self-Instructed Hindi  
GO 239 Nationalism and Politics in the Middle East  
GO 240 Political Modernization: The Case of India  
GO 344 Comparative Politics and Culture: India and Japan  
HI 241 Introduction to Imperial China  
HI 242 Introduction to Modern China  
HI 247 The Rise of Japan  
HI 343 The Chinese Revolution  
HI 347 Japan: Samurai, Weavers, Writers, and Prostitutes  
HI 362A Topics in History: Non-Western, "Chinese History"  
HI 362B Topics in History: Non-Western, "Japanese History"  
HI 375G Colloquia in History: "Chinese History"  
HI 375H Colloquia in History: "Japanese History"  
LS2 113 Change in Early China  
LS2 153 The Politics of Reading Non-Western Literature: The Example of India  
LS2 164 Factual and Fictional: History and the Novel in China  
LS2 165 Modern China and Japan in Narrative and Film  
MP 281 Private Musical Instruction: Sitar and Tabla  
MU 309 Music in South Asia  
MU 321 Music in East Asia  
PH 215 Buddhist Philosophy  
PR 325 Japanese Religious Philosophies  
PR 326 Tibetan Buddhism  
RE 213 Religious Traditions of India  
RE 214 Religions of China and Japan  
RE 220 Encountering the Goddess in India

## Biology

*Chair of the Department of Biology:* Corey R. Freeman-Gallant

Professors: Roy S. Meyers, David Domozych, Bernard Possidente

Associate Professors: Monica Raveret Richter, Corey R. Freeman-Gallant

Assistant Professors: Pantelis Fidopiastis, Patricia Hilleren, Joshua Ness

Visiting Assistant Professor: Eric Rutledge

Senior Teaching Associates: Catherine Domozych, Sue S. Van Hook

Teaching Associate: Denise Brooks McQuade

The Department of Biology offers instruction in many diverse areas of modern biology. In consultation with a faculty advisor, students design programs of study to meet individual interests and goals. The biology major offers three intradepartmental concentrations: (1) integrative biology, (2) molecular biology and genetics, and (3) ecology, evolution, and behavior. The major leads to a bachelor of arts degree.

Students who major in biology and plan to attend professional schools (medical, dental, veterinary, and others) are encouraged to take two semesters of organic chemistry (CH221 and 222) and two semesters of calculus-based physics (PY207 and 208). See Health Professions.

**THE BIOLOGY MAJOR:** Students who major in biology must meet the College requirements for the degree, complete the general biology requirements, and complete the requirements for one of the intradepartmental concentrations. Each concentration requires fourteen courses.

### General requirements for all biology majors or concentrations

1. Core courses: BI105 and 106. BI105 introduces the biological sciences by focusing on those structures and processes shared by all of life. The course explores evolutionary theory, cell structure and function, molecular genetics, biochemistry, and population ecology. BI106 extends this exploration to consider how the diversity of life is manifest in the reproduction, development, physiology, and functional morphology of multicellular organisms. These two courses constitute a core curriculum for the major, and should be completed by the end of the first year. BI105 is taken in the fall semester, followed by BI106 in the spring.
2. Chemistry courses: CH105 and 106 (usually taken in the first year), CH221 (usually taken in the sophomore year)



3. Mathematics course: MA111 (usually taken in the first year)
4. Capstone course: BI374 (taken in the senior year)

### Concentration Requirements

#### *Integrative Biology*

1. The general requirements
2. Seven additional courses at the 200 or 300 level. At least two courses must be at the 200 level; at least four courses must be at the 300 level. BI375 or 371 can substitute for one of these courses at the 300 level. Students may take additional BI375 or 371 courses as electives, but they do not substitute for 300-level biology courses.

#### *Molecular Biology and Genetics*

1. The general requirements
2. Foundation courses: BI242 (Molecular Cell Biology) and BI245 (Genetics)
3. Supportive courses: four courses selected from BI323, 337, 342, 348, 349, 351M, 352M, 353M, 360, 361, 362, 363, 370; CH340, 341, 342
4. CH222

#### *Ecology, Evolution, and Behavior*

1. The general requirements
2. Foundation courses: BI241 (Ecology) and either BI316 (Animal Behavior) or 324 (Evolution)
3. Supportive courses: three courses selected from BI302, 307, 325, 327, 338, 344, 349, 351E, 352E, 353E, and 370. BI316 or 324 may count as a supportive course, if not already taken as a foundation course.
4. One other biology course at the 200 or 300 level
5. MS104 or PS217 or EC237

**INTERDEPARTMENTAL MAJORS:** In conjunction with the Philosophy Department, the Biology Department offers a major in biology-philosophy.

**HONORS:** Departmental honors are awarded to a senior major who has maintained the required College and department averages and has completed a research project in BI375. Other factors, such as academic integrity, will bear on the decision to award honors.

**THE BIOLOGY MINOR:** Students who want to minor in biology must take a total of six courses from among those offered in the department. These must include BI105 and 106, two 200-level courses in biology, and two 300-level courses in biology. CH103 or CH105 is also required. Note: BI375 cannot substitute for one of the 300-level courses in biology.

### EXPLORATION COURSES

The following courses are designed for students who wish to fulfill the College natural sciences requirement with the study of biology. These courses are generally not counted toward the biology or any biology-combined major. Students who wish to major or minor in biology after completing one or two exploration courses should consult the department chair concerning the appropriate choice of courses; some exploration courses may be substituted for requirements in the major or minor at the discretion of the department.

**NS 101. NEUROSCIENCE: MIND AND BEHAVIOR** 4  
An interdisciplinary examination of the neurobiological bases of behavior and mental processing. Topics include the structure and functioning of the nervous system, brain-behavior relationships, and hormonal and genetic effects on behavior and mental processing. Laboratories develop students' understanding of functional neuroanatomy, neural transmission, and human psychophysiology. (Fulfills natural sciences requirement.) Biology and/or Psychology Faculty

**BI 110. BIOLOGY OF THE MIND** 4  
An introductory level examination of the basic neurobiology of the human brain and nervous system. A sufficient depth of biological perspective is developed to allow the student to consider the neurobiological underpinnings of a wide variety of brain related topics including pathology (select mental and nervous system diseases), socially significant issues (drugs, alcohol), higher function (language, sleep, memory, consciousness), and philosophical issues (mind-body problem, artificial intelligence, ethical issues). Three hours of lecture, two hours of lab per week. (Fulfills natural sciences and QR2 requirements.) R. Meyers

**BI 115H. ECOLOGY OF FOOD** 4  
The study of fundamental concepts in ecology from a who-eats-whom perspective. Topics include the behavior and ecology of herbivores, predators, parasites, and mutualists, interactions among competitors in quest of food, trophic connections, and analyses of communities and landscapes managed for agricultural and aquacultural production. Quantitative field investigations of herbivory in Skidmore's North Woods are complemented by laboratory investigations of plant physical defenses and secondary chemicals, including the use and function of these secondary chemicals in world cuisine. A similar investigative approach is taken to the study of pollination, seed dispersal, and predation. Local food producers contribute to the study of agroecology. Ecological impacts of various agricultural and aquacultural practices and the implications and potential ecological impacts of genetically modified foods are explored. *Prerequisite:* QR1. Three hours of lecture, three hours of lab per week. One Saturday field trip. M. Raveret Richter

**BI 120. THE HUMAN ORGANISM** 4  
An introduction to the study of life processes, focused on our species. This course will help the student acquire an understanding of basic biological principles, using humans as illustrative material. Topics will include genetics, reproduction, and physiology of humans. Three hours of lecture, two hours of lab per week. (Fulfills natural sciences requirement.) The Department

**BI 135. ENVIRONMENTAL SCIENCE** 4  
Environmental science is an interdisciplinary study of the interaction between humans and the environment chiefly in relation to ecology, resources, and population. The course will show how humans are a force now posing a serious threat to the long-term sustainability of natural life-support systems. Three hours of lecture, two hours of lab per week. (Fulfills natural sciences requirement.) The Department

**BI 140. MARINE BIOLOGY** 4  
An examination of the intricate and delicate nature of plant, animal, fungal and microbial life beneath Earth's oceans and on its shorelines. Lecture topics include ocean chemistry and biochemistry, physiology of marine organisms, evolution and diversity of the marine world, marine ecosystems and human-ocean interactions. The lab will include experimental manipulations of marine plants and animals, survey of various life forms, culture techniques, ecological sampling and mariculture. Three hours of lecture, two hours of lab per week. Lab fee \$60. (Fulfills natural sciences requirement.) D. Domozych

**BI 145. UNDERSTANDING BIOTECHNOLOGY: RECOMBINANT DNA AND ETHICAL ISSUES** 4  
An investigation of the structure, function, and manipulation of DNA. Recent advances in decoding the genome of any organism and in recombining the DNA into functional units within the cell have important ethical, economic, environmental, political, and social implications, which will have major impacts on society, health care, insurance, environmental regulations, business, and the economy. This course will explore the science and technology of manipulating DNA and the potential social, ethical, and environmental consequences. Three hours of lecture, two hours of lab per week. (Fulfills natural sciences requirement.) The Department

**BI 155. EVOLUTIONARY BIOLOGY** 4  
An introduction to evolution as the central organizing principle of the biological sciences. This writing-intensive course explores the mechanisms of evolutionary change and introduces the academic and applied issues that challenge modern evolutionary theory. Topics include: human origins, Darwinian medicine, adaptation, and sexual selection. Three hours of lecture and two hours of lab per week. (Fulfills expository writing requirement and natural sciences requirements.) C. Freeman-Gallant

**BI 160. CONSERVATION BIOLOGY** 4  
The biology of species, communities, and ecosystems that are perturbed or threatened by human activities. This course will examine the principles and tools for preserving biological diversity. Topics to be covered include principles of ecology, geographic distribution, animal and plant classification, and population dynamics. Three hours of lecture, two hours of lab per week; one all-day field trip. (Fulfills natural sciences requirement.) The Department

**BI 165. MICROBES IN FOOD PRODUCTION, SPOILAGE AND FOOD-BORNE DISEASE 4**

An introduction to basic microbiology that uses as a model the role of microbes in food preparation, spoilage, and food-borne diseases. In addition to preparing foods such as kim chee and cheese using microbes, we will also use basic techniques for bacteriological sampling of foods. The goals of this course are to learn basic techniques in microbiology and important concepts in microbial ecology, physiology, and biochemistry using an environment that we can all relate to food. (Fulfills natural sciences requirement.) P. Fidopiastis

**BI 170. HUMAN GENETICS 4**

An introduction to the principles of genetics and their application to human biology. Topics include the history of genetics, the structure, function and inheritance of genes, medical genetics, and genetic engineering. Three hours of lecture, two hours of lab per week. (Fulfills natural sciences and QR2 requirements.) B. Possidente

**BI 180. ECONOMIC BOTANY 4**

An introduction to the concepts of plant and fungal biology with special emphasis on how they are utilized by humans. Lectures will focus on the structure and role of plant and fungal systems, their evolution and importance in human-based applications such as agriculture, medicine, and horticulture. Labs will include field trips to sites of botanical and mycological interest, hands-on horticultural exercises, and a survey of the plant-fungal kingdoms. Three hours of lecture and two hours of lab per week. (Fulfills natural sciences requirement.) D. Domozych

**COURSES FOR THE MAJOR/JOINT MAJORS**

**BI 105. BIOLOGICAL SCIENCES I: UNITY AND DIVERSITY OF LIFE 4**

An introduction to the structures and processes common to all of life. The course explores topics in molecular biology, biochemistry, cell structure and function, transmission genetics, evolutionary theory, and population ecology. The laboratory portion of the course is inquiry-based and will introduce students to the methods and theory of modern biology. Three hours of lecture, three hours of laboratory per week. (Fulfills natural sciences requirement.) C. Freeman-Gallant and P. Hilleren

**BI 106. BIOLOGICAL SCIENCES II: DIVERSITY OF LIFE 4**

A comprehensive introduction to the diversity of life forms and life functions. The course explores topics in organismal biology with special emphasis on animals and plants, reproductive biology, physiology and developmental biology. *Prerequisite:* BI105. (Fulfills natural sciences requirement.) D. Domozych and E. Rutledge

**BI 240. ENVIRONMENTAL BIOLOGY 4**

An examination of the physical and biotic features of the earth, the role of humans in affecting the planet's ecology, and the ways ecological systems affect humans. This course provides the fundamental concepts of environmental biology, along with specific examples from the natural world and human modification. Topics include the basics of the physical nature of the earth; physiological ecology, including the biochemistry and metabolism of life forms and nutrient cycles; biodiversity; interspecific relationships; population and community dynamics; ecosystem structure; pollution and environmental toxicology; resource management; and restoration design. Laboratory consists of field trips, ecological sampling techniques, ecological survey of local habitats, phytoremediation, pollution simulation, and examination of biodiversity. Does not count toward the major. *Prerequisites:* ES105. J. Ness

**BI 241. ECOLOGY 4**

A field, laboratory, and lecture course in which interactions among organisms and between organisms and their environment are explored. Students will observe ecological patterns and evaluate evidence and arguments for why those patterns exist. *Prerequisites:* BI106 or ES105 and BI240. M. Raveret-Richter

**BI 242. INTRODUCTION TO MOLECULAR CELL BIOLOGY 4**

A foundation course in cell biology that emphasizes the molecular nature of cell genesis, structure, function, and communication. In this course, we will explore 1) the multifaceted approaches used to study cell structure and function; 2) the molecular details of fundamental cellular processes including the control of cell cycle, and the mechanism of chromosome segregation and cell division; 3) the pathway of eukaryotic gene expression; 4) cell signaling cascades; and 5) cell identity and specialization in the social context of a multicellular organism. In the laboratory portion of the class, we will learn and implement key research methodologies and computer based information technology as we address problems in cell biology. *Prerequisites:* BI106 and CH105. P. Hilleren

**BI 243. PLANT BIOLOGY 4**

A comprehensive study of plants, other photosynthetic eukaryotes, and fungi. Lecture topics include biochemistry, phytochemistry and phytopharmaceutical applications, cell and molecular biology, evolutionary biology, developmental biology and life cycles, primary and secondary physiology, and ecology/biogeography. The laboratory consists of experimental and observational exercises and includes a full-day, Saturday field trip. *Prerequisite:* BI106 D. Domozych

**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 BI105 and NS101. R. Meyers

**BI 245. PRINCIPLES OF GENETICS 4**

A study of biological patterns of heredity explained by genes, their structure, function, and transmission from cell to cell and parent to offspring, and the expression of genetic information. Topics include an in-depth study of mitosis, meiosis, Mendelian genetics and extension of Mendelian genetics, to complex traits and their analysis in individuals and populations. *Prerequisites:* BI106 or permission of instructor. B. Possidente

**BI 246. MICROBIOLOGY: DIVERSITY, DISEASE, AND THE ENVIRONMENT 4**

A comprehensive introduction to the biology of three major groups of microbes: bacteria, protists, and viruses. Microbial diversity will be explored in the context of the structure, physiology, metabolism, and molecular genetics of various microbial taxa. We will discuss microbial diseases, non-specific and specific human immune responses, and general strategies used by microbes to overcome these defenses. The final section of the course will explore key concepts in microbial ecology. Emphasis will be placed on the central role of bacteria in geochemical cycles and symbiotic associations with plants and animals. In the laboratory, students will isolate bacteria from a variety of environments (wounds, soil, etc.) and apply standard techniques used in clinical and environmental microbiology labs to study their physiology and metabolism. *Prerequisites:* BI106. P. Fidopiastis

**BI 275. INTRODUCTION TO BIOLOGICAL RESEARCH 1**

An introductory exploration of research in the biological sciences. Students plan, design, and implement a small research project from the laboratory or field in coordination with a faculty member. This experience will allow students at various stages of their careers to sample research methodologies in particular sub-disciplines of biology. Students may only take four BI275 courses in their careers and no more than two in any given semester. If more than one is taken in one semester, each BI275 must be in a different section. *Prerequisites:* Completion of one 100-level course in biology or requirements set forth in individual sections plus permission of instructor.

**NS 277. INTEGRATIVE SEMINAR IN NEUROSCIENCE RESEARCH 1**

A study of selected areas of neuroscience research and techniques. Both primary source articles and first-person accounts by faculty in the Biology and Psychology Departments are used to introduce the theoretical and practical aspects of neuroscience research. Emphasis will be placed on understanding the multiple levels (e.g., molecular to behavioral) at which research topics in neuroscience can be addressed and also the ways in which research techniques define the types of questions that can be asked at a given level of analysis. *Prerequisites:* This course should be taken upon completion of NS101 and the completion of (or current enrollment in) at least one other core or elective course from the list of courses in the Neuroscience major. Must be taken S/U. Biology and/or Psychology Faculty

**BI 299. PROFESSIONAL INTERNSHIP IN BIOLOGY 3**

Internship opportunity for students whose curricular foundations and experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as laboratory or field research, or clinical medicine. Does not count toward the major. Offered Satisfactory/Unsatisfactory only. *Prerequisite:* completion of at least one related 200-level course (as determined by the department).

**BI 302. BEHAVIORAL ECOLOGY 3**

An examination of the relationship between ecological factors and animal behavior, particularly social behavior. Students will analyze comparative studies of behavior, employ and critique economic models of behavior and models of evolutionarily stable strategies, and explore relationships among resource distribution, kinship, breeding systems, and social evolution. *Prerequisites:* BI106 or ES105 and any two 200-level biology courses. M. Raveret Richter

- BI 305. CARDIOVASCULAR PHYSIOLOGY 4**  
A consideration of cardiovascular physiology, including cellular physiology of the heart, mammalian cardiovascular dynamics, aspects of comparative and developmental cardiac physiology, and human clinical cardiology. Three hours of lecture, three hours of laboratory per week. *Prerequisites:* BI106 and two 200-level biology courses or permission of instructor. Offered in alternate years. R. Meyers
- BI 306. MAMMALIAN PHYSIOLOGY 4**  
A study of selected topics in mammalian physiology, including respiratory, renal, and neural physiology. *Prerequisites:* BI106 and BI244 or permission of instructor; for neuroscience students: NS101, BI105, and BI244. Three hours of lecture, three hours of laboratory per week. Offered in alternate years. R. Meyers
- BI 307. ORNITHOLOGY 4**  
Birds as model organisms for an integrative study of biology. This course explores avian form and function; the ecology, evolution, and behavior of birds; and avian conservation. *Prerequisites:* either BI106 or ES105, and any two 200-level biology courses. Three hours of lecture, three hours of fieldwork or lab a week. One Saturday field trip. C. Freeman-Gallant
- 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 or BI244 or permission of instructor. Two hours of lecture and four hours of lab a week D. Domozych
- BI 316. ANIMAL BEHAVIOR 4**  
Behavior is a product of evolution and a means of animal adaptation. This course considers the mechanisms, proximate causes, and ultimate origins of behavior. *Prerequisite:* BI106 or ES105, and any two 200-level biology courses; for neuroscience students: NS101, BI105, and BI244. Three lectures, three hours of lab or fieldwork a week. One Saturday field trip. M. Raveret Richter
- BI 323. DEVELOPMENTAL BIOLOGY 4**  
The study of the progressive, sequential changes that occur within cells, tissues, and organisms over time. The study of development encompasses molecular, biochemical, cellular, morphological, and physiological organizational levels. Course topics range from gametogenesis and embryonic development to molecular mechanisms of gene regulation. *Prerequisites:* BI106 and any two 200-level biology courses; for neuroscience students: NS101, BI105, and BI244. Three lectures, three hours of lab a week. The Department
- BI 324. EVOLUTION 4**  
A survey of topics in evolutionary theory: the evidence for evolution, mechanism of evolutionary change, species concepts, and speciation. Introduction to the concepts of variability, adaptation, neutrality, and phylogeny through discussion and lab work. *Prerequisites:* either BI106 or ES105, and any two 200-level biology courses. Three hours of lecture, three hours of lab a week. C. Freeman-Gallant
- BI 325. TROPICAL ECOLOGY 3**  
An introduction to the ecology of tropical regions, with an emphasis on Central and South American forests. In this course, we will take an ecological approach to investigating the patterns, processes, and organisms characterizing tropical ecosystems. We will study the forces that gave rise to tropical biodiversity, and discuss both the preservation and destruction of tropical ecosystems. *Prerequisites:* Either BI106 or ES105, and any two 200-level biology courses. M. Raveret Richter
- TX 301. TROPICAL FIELD ECOLOGY 2**  
This travel seminar and its companion lecture course, Tropical Ecology (BI325), comprise a classroom- and field-based introduction to the ecology of tropical regions, with an emphasis on Central and South American forests. Students, who must be concurrently enrolled in BI325, will meet in a discussion section throughout the semester, and will travel to the tropical cloud forest community of Monteverde, Costa Rica, during spring break. TX301 does not count toward the biology major as a 300-level elective course, nor does it count as a supportive course for ecology, evolution, and behavior concentrators; BI325 does fulfill these requirements. *Prerequisites:* Either BI106 or ES105, and any two 200-level biology courses. Offered in alternate years. M. Raveret Richter and Biology Faculty
- BI 327. CONSERVATION ECOLOGY 3**  
Focuses upon developing an understanding of the diversity of life, in an ecological and evolutionary context, and applying that understanding to critical analyses of issues and problems in conservation biology. *Prerequisites:* either BI106 or ES105, and any two 200-level biology courses. M. Raveret Richter
- BI 337. PLANT PHYSIOLOGY 4**  
The behavior, growth, transport processes, and environmental response of plants. Topics include membrane dynamics and function, plant cell development and polarity, solute and water transport, mineral and vitamin nutrition, respiration photosynthesis, hormone action, photoperiodism, taxes and stress biology. Two lectures, four hours of lab a week. *Prerequisites:* BI106 and BI243. D. Domozych
- BI 338. PLANT BIOTECHNOLOGY 4**  
A modern analysis of humankind's use of plants and fungi and their derived products. Major subjects covered include ethnobotany, plant genetic engineering, plant biochemistry, techniques of plant production, agricultural practices, horticulture, and medicinal botany/mycology. Three hours of lecture, three hours of lab a week. *Prerequisite:* BI106 and BI243 or permission of instructor. 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, and one 200-level biology course; for neuroscience students: NS101, BI105, and BI244. The Department
- BI 344. BIOLOGICAL CLOCKS 4**  
Organisms in all the major taxonomic groups have internalized geophysical and other periodicities in the form of endogenous biological mechanism that function as clocks. Theoretical, molecular, cellular, physiological, behavioral, ecological, and biomedical aspects of biological clocks will be examined, with an emphasis on circadian clocks. Three hours of lecture, three hours of lab per week. *Prerequisite:* BI106 and any two 200-level biology courses or permission of instructor; for neuroscience students: NS101, BI105, and BI244. B. Possidente
- 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, BI242, and one other 200-level biology course. The Department
- BI 349. NEUROENDOCRINOLOGY 4**  
Hormones act throughout the body to coordinate basic biological functions such as development, reproduction, and metabolism. This course will investigate how hormones work in the brain to regulate physiology and behavior. We will study the molecular bases of neuroendocrine regulation, with a focus on how the hypothalamic-pituitary-gonadal axis functions to regulate reproduction, homeostasis, metabolism, and stress. Laboratory sessions will explore various approaches to neuroendocrine research, including detection of hormone receptors in the brain and assessment of biological functions through bioassays. *Prerequisites:* BI106, BI242 or BI244 (both recommended), and one other 200-level biology course; for neuroscience students: NS101, BI105, and BI244. 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.
- BI351A fulfills the 300-level elective course requirement of the ecology, evolution, and behavior concentration.
- BI351E fulfills the 300-level supportive course or elective course requirement of the ecology, evolution, and behavior concentration.
- BI351M fulfills the 300-level supportive course requirement of the molecular and cell biology concentration or the 300-level elective course requirement of the ecology, evolution, and behavior 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 either BI242 or 245, or permission of instructor. 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 360. GENE EXPRESSION I: DNA METABOLISM 3**

An examination of eukaryotic chromatin structure, maintenance, and function. We will explore the structural and molecular composition of chromatin, how this macromolecule is assembled, how it is faithfully maintained, and how its molecular architecture controls gene expression. Integral to this course will be the study of the various modes of inquiry and research tools utilized by scientists to investigate these questions. In addition, we will examine how defects in many of these processes contribute to human disease. *Prerequisites:* BI106 and 242 and CH221; BI245 suggested. P. Hilleren

**BI 361. BIOLOGY OF VIRUSES 3**

An exploration of the structure, genetics, and pathogenesis of all types of viruses, from bacterial to mammalian. Rather than taking an encyclopedic approach, the course begins as an overview of common themes in the life cycles of all viruses. Building upon this foundation, the course will then draw largely from recent published research to explore features of the life cycle and pathogenesis of specific viruses. *Prerequisites:* BI106 and 242 or 246. P. Fidopiastis

**BI 362. BACTERIAL PATHOGENESIS: A MOLECULAR APPROACH 3**

An exploration of the latest techniques used to study bacteria-host interactions at the molecular level. The course delves into common obstacles that disease-causing bacteria must overcome in order to colonize a human host and the general strategies bacteria have evolved to overcome these obstacles. Comparisons will be made to symbiotic bacteria-host interactions and questions such as "How did pathogenic bacteria evolve?" will be addressed. Grounded in current published research, the class will also explore, at the molecular level, mechanisms used by specific pathogens to colonize and damage host tissue. *Prerequisites:* BI106 and 246, 245 recommended. P. Fidopiastis

**BI 363. GENE EXPRESSION II: mRNA METABOLISM 3**

An investigation into our current mechanistic understanding of the central features of eukaryotic gene expression, including the synthesis, processing, export, translation, and turnover of mRNA and the biological machines that carry out these fundamental processes. In addition, we will examine how defects in these processes contribute to human disease. *Prerequisites:* BI106, BI242 and CH221; BI360 strongly recommended; BI245 suggested. P. Hilleren

**BI 370. COMPUTER MODELING OF BIOLOGICAL SYSTEMS 4**

An introductory course in the methods, procedures, uses, and implications of digital computer modeling of biological processes, from the molecular through the population level or organization, with particular focus on the systems level. Three hours of lecture, three hours of laboratory per week. *Prerequisite:* BI106 or ES105 or permission of instructor. R. Meyers

**BI 371. INDEPENDENT STUDY 3**

An opportunity for students to pursue in depth specialized topics not available through regular course offerings. This is offered without a laboratory/field component. *Prerequisite:* agreement of a faculty member to serve as tutor, a topic acceptable both to student and tutor, and permission of the department. Biology majors may take either BI371 or 375 only once to substitute for a 300-level biology course requirement. The Department

**BI 374. SENIOR SEMINAR 3**

An integration of curricular experiences in the biology major, with critical analysis of the current biological literature and creative experimental design. Working collaboratively, students will study the primary literature on a specific biological topic, frame questions, formulate hypotheses, and propose research plans to address complex problems. Students will communicate their findings in writing and in oral presentations. The Department

**BI 375. RESEARCH IN BIOLOGY 4**

An opportunity for students to engage in laboratory or field research under the guidance of a faculty member. The emphasis is on the development of analytical and technical expertise in biological research. Students present their results in the form of a written thesis and an oral presentation. *Prerequisite:* agreement by a faculty member to serve as a tutor, completion of 200-level course requirements, and permission of the department. Biology majors may take either BI371 or 375 only once to substitute for a 300-level biology requirement; however, with departmental approval, BI375 may be repeated once for credit toward all-College requirements. The Department

**BI 399. PROFESSIONAL INTERNSHIP IN BIOLOGY 3 or 6**

Professional experience at an advanced level for juniors and seniors with substantial academic experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as laboratory or field research, or clinical medicine. Does not count toward the major. Offered satisfactory/unsatisfactory only. *Prerequisite:* completion of at least one related 300-level course (as determined by the department).

**OLD CURRICULUM COURSES:  
2005–06, 2006–07 ONLY****BI 377, 378. SENIOR SEMINAR IN BIOLOGY 1, 1**

A seminar course designed to teach research skills in the biological sciences. The course includes presentations by students and guest speakers, and instruction and practice in the use of library resources, research design and execution, and writing of scientific papers. Offered on a satisfactory/unsatisfactory basis only. The Department

## Chemistry

*Chair of the Department of Chemistry:*  
Vasantha Narasimhan

Professors: Raymond J. Giguere, Vasantha Narasimhan, Judith A. Halstead

Associate Professors: Steven T. Frey

Assistant Professors: Michelle Frey, Shannon Stitzel

Senior Teaching Associate: Janis S. Ritorto

Chemistry is often characterized as "the central science" because of its interaction with physics and mathematics on one hand, and with biology, medicine, environmental sciences, and business and commerce on the other. Modern chemistry is a vast field with potential for numerous professional applications. Training in chemistry is required for a wide variety of positions in academia, industry, and health care, ranging from research and development to management and administration. The undergraduate preparation in chemistry at Skidmore College provides students with a broad framework upon which they can build further toward graduate studies and specific career goals.

The department offers both a major and a minor in chemistry, and a major in chemistry with a biochemistry concentration. The requirements are listed below. The department also offers an interdisciplinary biology-chemistry major in collaboration with the Biology Department.

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 or 105H, 106 or 106H, 221, 222, 303, 314, 332, 333, 377, 378; and one 300-level elective
  - b) Capstone research in chemistry (CH371 or 372)
  - 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)
  - d) 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 or 105H, 106 or 106H, 221, 222, 330 or 332, 341, 342, 377, 378, and one 300-level elective in chemistry or biology
  - b) Capstone research in chemistry (CH371 or 372)
  - c) BI105, BI106, and one from among BI242, BI243, BI245, BI246
  - d) 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)
  - e) PY207, 208

Students planning to pursue graduate work should also take MA202. American Chemical Society certification is available for both of the above courses of study. Interested students should consult the department chair concerning any additional requirements.

**INTERDEPARTMENTAL MAJOR:** In conjunction with the Biology Department, the department offers a biology-chemistry major. See Interdepartmental Majors. The majors lead to a bachelor of arts degree.

**THE CHEMISTRY MINOR:** Students minoring in chemistry are required to complete the following courses: CH105 or 105H, 106 or 106H, 221, 222, and three 300-level courses, excluding CH377, 378. At least one of these 300-level courses must have a laboratory component.

**CH 103. FUNDAMENTALS OF CHEMISTRY WITH LAB** 4

This course supplements the lectures of Chemistry 101 with a lab experience. Experiments are performed which illustrate the concepts presented in the lecture and problem sessions. May not be used to satisfy major or minor requirements in chemistry or biology-chemistry. *Prerequisite:* QR1. (Fulfills QR2 and natural sciences requirements.)

**CH 105. CHEMICAL PRINCIPLES I** 4

First of a two-course sequence in which students learn fundamental principles of chemistry; appropriate for students who intend to major in the natural sciences. Topics include atomic and molecular structure, chemical reactions, periodic relationships, mass relationships, introductory thermodynamics, and properties of gases. Laboratory experiments serve to illustrate concepts learned in the classroom. *Prerequisites:* two years of high-school algebra, one year of high-school chemistry or CH103, and QR1. Three hours of lecture-discussion and one three-hour lab per week. (Fulfills QR2 and natural sciences requirements.) S. Frey, M. Frey, S. Stitzel

**CH 105H. CHEMICAL PRINCIPLES** 4

First of a two-course sequence that offers highly motivated students with strong backgrounds in chemistry the opportunity to study fundamental principles of chemistry in greater depth and breadth than in CH105. Students interested in taking this course should register for CH105. All student enrolled in CH105 will take a readiness exam on the first day of classes to assist the department in advising them for which course, CH105 or CH105H, they are best prepared. Following the exam, students eligible to enroll in CH105H will be given the opportunity to do so. Topics include those listed under CH105 plus emphasis on chemical bonding theories. Laboratory experiments serve to illustrate concepts learned in the classroom. *Prerequisites:* two years of high-school algebra, one year of high-school chemistry or CH103, and QR1; successful completion of the readiness exam. Three hours of lecture-discussion and one three-hour lab per week. (Fulfills QR2 and natural sciences requirements.) S. Frey, M. Frey, S. Stitzel

**CH 106. CHEMICAL PRINCIPLES II** 4

Continuation of CH 105. Students continue to learn fundamental principles of chemistry that describe the properties of solutions, kinetics, equilibria, acids and bases, electrochemistry, and thermodynamics. Laboratory experiments serve to illustrate concepts learned in the classroom. *Prerequisites:* CH105 or CH105H. Three hours of lecture-discussion and one three-hours lab per week.

S. Frey, M. Frey, S. Stitzel

**CH 106H. CHEMICAL PRINCIPLES II** 4

Continuation of CH105H; offers highly motivated students with strong chemistry backgrounds the continued opportunity to explore fundamental principles of chemistry in greater depth and breadth than is possible in CH106. Topics include those listed under CH106 and an introduction to the instructor's area of expertise. Laboratory experiments serve to illustrate concepts learned in the classroom. *Prerequisites:* CH105H or CH105 and permission of the instructor. Three hours of lecture-discussion and one three-hour lab per week. S. Frey, M. Frey, S. Stitzel

**CH 110. CHEMISTRY OF FOODS AND FLAVORS WITH LAB** 4

A study of the chemical makeup of food and nutrients, and their biochemical functions. Different food processing techniques and their effects on the chemical, physical, and biological properties of food will be discussed. The chemical basis of flavor, composition of some common flavor ingredients, and the role of flavor in nutrient assimilation will be explored. Three hours of lecture and three hours of lab per week. *Prerequisite:* QR1. (Fulfills natural sciences requirement.) V. Narasimhan

**CH 111. ENVIRONMENTAL CHEMISTRY** 3

A study of fundamental chemical principles as they relate to environmental issues such as air pollution, acid rain, global warming, destruction of the ozone layer, the production and consumption of energy, and water pollution. A basic understanding of chemical principles and practices is necessary to fully appreciate the scope and complexity of current global environmental issues. Specific examples of international environmental problems are presented as case studies to reinforce the course material. Chemical concepts such as atomic structure, bonding, thermodynamics, nuclear chemistry, and chemical reactivity are introduced as they pertain to particular environmental issues. *Prerequisite:* QR1. (Fulfills QR2 requirement.) S. Frey

**CH 112. ENVIRONMENTAL CHEMISTRY WITH LAB** 4

A study of fundamental chemical principles as they relate to environmental issues such as air pollution, acid rain, global warming, destruction of the ozone layer, the production and consumption of energy, and water pollution. A basic understanding of chemical principles and practices is necessary to fully appreciate the scope and complexity of current global environmental issues. Specific examples of international environmental problems are presented as case studies to reinforce the course material. Chemical concepts such as atomic structure, bonding, thermodynamics, nuclear chemistry, and chemical reactivity are introduced as they pertain to particular environmental issues. Laboratory exercises that relate to the environmental issues presented in lectures serve to reinforce students' understanding of the underlying chemical principles. *Prerequisite:* QR1. (Fulfills QR2 and natural sciences requirements.) S. Frey

**CH 221. ORGANIC CHEMISTRY I** 5

The structures, physical properties, reactivity, and reaction mechanisms of aliphatic and aromatic hydrocarbons are investigated. The lab introduces the student to synthesis, purification, and chemical and spectroscopic methods of characterizing organic compounds. *Prerequisite:* CH106 or CH106H. Three hours of lecture-discussion, and four hours of lab a week. R. Giguere, J. Ritorto

**CH 222. ORGANIC CHEMISTRY II** 5

The structure, physical properties, reactivity, and reaction mechanisms of important organic functional groups are investigated. The lab work focuses on structure determination and synthesis projects. *Prerequisite:* CH221. Three hours of lecture-discussion and four hours of lab a week. R. Giguere, J. Ritorto

**CH 251. TOPICS IN CHEMISTRY** 4

Topically organized course based on a subfield of chemistry at the intermediate level. The specific topic examined may differ from year to year. In the laboratory section, students will learn basic methods of experimentation and instrumental analysis specific to the subfield. 3 hours of lecture-discussion and 3 hours of lab a week. *Prerequisite:* CH106 or 106H. The Department

**CH 299. PROFESSIONAL INTERNSHIP IN CHEMISTRY** 3

Internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and departmental approval, students may extend their educational experience into such areas as chemical research, environmental or material science, or chemical engineering. *Prerequisite:* complete CH106.

**CH 301. POLYMER CHEMISTRY** 3

Introduction to all types of polymers with emphasis on organic polymers. Mechanisms of polymerization reactions, the characterization of products, and the technological application of polymers will be discussed. Additionally, the student will be introduced systematically to the historical and current literature in the field. *Prerequisite:* CH222. V. Narasimhan

- CH 303. MODERN ANALYTICAL CHEMISTRY 5**  
This course describes modern analytical chemistry techniques for the separation, identification, and quantitation of chemical entities with an emphasis on instrumental methods. Sampling techniques and statistical treatment of data are also discussed.  
*Prerequisites:* CH221. Three hours of lecture-discussion and four hours of lab a week. D. Weis
- CH 313. INORGANIC CHEMISTRY 3**  
A study of the modern theories of atomic structure and chemical bonding as they pertain to inorganic systems. Topics include symmetry and group theory, bonding in ionic, covalent, and metallic substances, acid-base concepts, and coordination chemistry.  
*Prerequisites:* CH330 or 332 or permission of the instructor. S. Frey
- CH 314. INORGANIC CHEMISTRY WITH LAB 5**  
A study of the modern theories of atomic structure and chemical bonding as they pertain to inorganic systems. Topics include symmetry and group theory, bonding in ionic, covalent, and metallic substances, acid-base concepts, and coordination chemistry.  
*Prerequisites:* CH330 or 332 or permission of the instructor. S. Frey
- CH 323. ADVANCED ORGANIC CHEMISTRY 3**  
A study of the advanced synthetic methodology and mechanistic theory of organic chemistry. Three hours of lecture-discussion a week. *Prerequisite:* CH222. R. Giguere
- CH 324. ADVANCED ORGANIC CHEMISTRY WITH LAB 5**  
A study of the advanced synthetic methodology and mechanistic theory of organic chemistry. Students in the lab learn to work on projects in organic synthesis using modern instrumentation techniques. Three hours of lecture-discussion and 4 hours of lab per week. *Prerequisite:* CH222. R. Giguere
- CH 330. PHYSICAL CHEMISTRY I 3**  
The fundamental principles and concepts of equilibrium thermodynamics including entropy, energy, temperature, heat, work, and chemical potential. Applications include chemical reactions, phase changes, environmental science, and biochemical systems. Three hours of lecture-discussion per week. This nonlab course may be used to satisfy a requirement for the chemistry major with biochemistry concentration but may not be used to satisfy any requirements for the chemistry major. CH330 is the same as the lecture-discussion component of CH332.  
*Prerequisites:* CH106, MA113, PY208. J. Halstead
- CH 331. PHYSICAL CHEMISTRY II 3**  
The fundamental principles of kinetic theory, reaction kinetics, statistical thermodynamics, chemical application of quantum mechanics, bonding, molecular spectroscopy and structure. Three hours of lecture-discussion a week. *Prerequisite:* CH330 or 332 or permission of the department. J. Halstead
- CH 332. PHYSICAL CHEMISTRY I WITH LAB 5**  
The fundamental principles and concepts of equilibrium thermodynamics including entropy, energy, temperature, heat, work, and chemical potential. Applications include chemical reactions, phase changes, environmental science, and biochemical systems. Lab experiments provide opportunities for quantitative experimental investigation of thermodynamic systems, including studies of heat exchange, chemical equilibrium, and phase equilibrium. Three hours of lecture-discussion and four hours of lab a week. *Prerequisites:* CH222 or 303, MA113, PY208. J. Halstead
- CH 333. PHYSICAL CHEMISTRY II WITH LAB 5**  
The fundamental principles of kinetic theory, reaction kinetics, statistical thermodynamics, chemical application of quantum mechanics, bonding, molecular spectroscopy, and structure. Lab and computer based experiments provide an opportunity for quantitative experimental investigation of phenomena such as reaction rates, transport properties, bonding, and spectroscopy. Three hours of lecture-discussion, four hours of lab a week. *Prerequisite:* CH330 or 332 or permission of the department. J. Halstead
- CH 340. BIOCHEMISTRY: MACROMOLECULAR STRUCTURE AND FUNCTION 3**  
A study of the organic, physical, and biological chemistry of proteins, carbohydrates, lipids, nucleic acids, and enzymes. Structure-function relationships are explored at the molecular level using structural geometry and chemical reactivity concepts. *Prerequisite:* CH222. Three hours of lecture-discussion a week. V. Narasimhan, M. Frey
- CH 341. BIOCHEMISTRY: MACROMOLECULAR STRUCTURE AND FUNCTION WITH LAB 5**  
A study of the organic, physical, and biological chemistry of proteins, carbohydrates, lipids, nucleic acids, and enzymes. Structure-function relationships are explored at the molecular level using structural geometry and chemical reactivity concepts. The lab includes modern techniques for the purification, characterization, and identification of biomolecules. *Prerequisite:* CH222. Three hours of lecture-discussion and four hours of lab a week. V. Narasimhan, M. Frey
- CH 342. BIOCHEMISTRY: INTERMEDIARY METABOLISM 3**  
Intermediary metabolism, bioenergetics, and the nature of enzyme-catalyzed reactions are discussed. *Prerequisite:* CH340 or 341. Three hours of lecture-discussion a week. V. Narasimhan, M. Frey
- CH 351, 352. SPECIAL TOPICS IN CHEMISTRY 3, 3**  
Advanced topics in chemistry will be offered to either small groups of students or on an individual basis, allowing the student to study in depth areas of the science which are not covered in the regular course offerings. *Prerequisite:* CH222 and permission of the department.
- CH 353. TOPICS IN ENVIRONMENTAL CHEMISTRY 3**  
An advanced study of selected global, national, and local topics in environmental chemistry. Possible topics include stratospheric ozone cycle, global climate changes, tropospheric smog, acid deposition, nutrient cycling, alkalinity, eutrophication, water treatment, and hazardous wastes. *Prerequisite:* CH221. Three hours of lecture-discussion per week. D. Weis
- CH 355. PEER-TUTORING IN CHEMISTRY LABORATORY 2**  
A course designed to introduce students to techniques of laboratory instruction and management. Students will participate in teaching laboratory sessions of first- and second-year chemistry courses and will receive training in preparation and delivery of pre-lab lectures, interaction with students in a supervisory role, safety issues in laboratory management, and assessment of experimental and written works by students. Open to seniors majoring in chemistry or chemistry with biochemistry concentration.  
*Prerequisite:* Permission of the department. The Department
- CH 371, 372. CAPSTONE IN CHEMISTRY: STUDENT-FACULTY COLLABORATIVE RESEARCH 3, 3**  
A required course that serves as a culmination of the chemistry major. Students work in collaboration with their faculty mentors to learn advanced research techniques and protocols specific to their respective fields. *Prerequisite:* Permission of the department.
- CH 375. LITERATURE INVESTIGATION IN CHEMISTRY 3**  
Students prepare an in-depth written report on a current topic in chemistry or biochemistry. The chemical literature is investigated by both traditional methods and modern computer-based techniques. Individual and group conferences throughout the semester, as well as oral presentations are required. *Prerequisite:* Permission of the department.
- CH 377, 378. SENIOR SEMINAR IN CHEMISTRY AND BIOCHEMISTRY 1,1**  
One-credit seminar courses designed to teach communication skills relating to scientific research. The courses include presentations by students, faculty, and guest speakers as well as discussion of current chemical literature. Both courses are required of all senior chemistry majors. Offered on a satisfactory/unsatisfactory basis only. Each of these courses may be repeated once for credit.
- CH 399. PROFESSIONAL INTERNSHIP IN CHEMISTRY 3 or 6**  
Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as chemical research, environmental or material science, or chemical engineering. Only three semester hours may count toward the major.  
*Prerequisites:* CH303 and one additional 300-level course in chemistry.

## Classics

*Chair of the Classics Department:* Leslie Mechem

Associate Professor: Michael Arnush

Assistant Professor: Daniel Curley

Visiting Assistant Professor: Kendra Eshleman

Lecturer: Leslie Mechem

*Affiliated Faculty:*

*Art History:* Penny Jolly

*English:* Kate Greenspan

*French:* Marc-André Wiesmann

*Government:* Timothy Burns

*Philosophy:* Francisco Gonzalez

The mission of the Classics Department is to help shape the future of our students through the study of the past. By using interdisciplinary methodologies, students examine and explicate the languages, literatures, histories, religions, cultures, art, and artifacts of the peoples of the ancient Mediterranean.

Students apply multi- and cross-cultural perspectives to gender, ethnic, and social issues in order to gain insight into the cultures of the classical world. In reading Greek and Latin prose and poetry, both in the original languages and in translation, students contextualize works of literature in their larger cultural and historical settings and recognize their significance in the past and their relevance for the present and future. Students conduct research by traditional and digital methods in order to present oral and written arguments supported by primary sources, theoretical constructs, and established scholarship. In acquiring these critical and analytical skills, classics majors prepare themselves for life beyond college both on the personal and professional level. Professional opportunities can include careers in education, communication, arts, law and government, and library sciences.

Both a major and a minor are available in classics. Skidmore is a member of the Intercollegiate Center for Classical Studies in Rome, which offers juniors the opportunity to study classical antiquity in Italy. Other semester and summer study programs in Italy, Greece, and other countries may be arranged with the help of the chair of Classics. Students may fulfill the foreign language requirement by successfully completing any course in Greek or Latin.

THE CLASSICS MAJOR: Thirty credit hours, including a minimum of

1. Reading proficiency of Greek or Latin at the 300 level demonstrated by completion of two of the following: CL310, 311, or CG310, 311. Students may enroll in 310 and 311 courses more than once with permission.
2. Gateway course: CC200
3. One course from each of the following clusters:
  - a) Literature: CC220, 222, 223, 224
  - b) History: HI201, 202; CC226
  - c) Art History: AH222, 223; LS2 180
4. CC365 or HI361F
5. CC290

Students may count toward the major any course listed above plus CC291, GO303; PH203, 327A, 327B; RE330, and CC100 does not count toward the major.

HONORS: To be considered for honors in classics, a student must, in addition to fulfilling College requirements for departmental honors, receive a grade of at least A- on a research paper in either CC365 or in an advanced Greek or Latin course. Specific requirements for the paper are established by the department.

THE CLASSICS MINOR: Twenty credit hours, including a minimum of

1. Reading proficiency of Greek or Latin at the 200-level, demonstrated by completion of the following: CG210 or CL210
2. Gateway course: CC200
3. Two courses from the following, each from a different cluster:
  - a) Literature: CC220, 222, 223, 224
  - b) History: HI201, 202; CC226
  - c) Art History: AH222, 223; LS2 180
4. One course from CG310, 311; CL310, 311; CC365; GO303; HI361F; PH327A, 327B; RE330. Students may count toward the minor any course listed above, plus CC290, 291, PH203, and SSP100 The Good Life in Greek Literature and Philosophy. Minors are encouraged to take one 300-level seminar in either Greek or Latin (CG310, 311; CL310, 311). CC100 does not count toward the minor.

Suggested course clusters in Greek and Roman literature, art and archaeology, history, and philosophy in addition to the major/minor requirements:

*Literature:* CC220, 222, 223, 224, 226, 365; GO303; HI201, 202; LS2 180; PH203; and SSP100 The Good Life in Greek Literature and Philosophy

*Art and Archaeology:* AH222, 223, 232, 376A; AN102, 175; CC220, 365; GE102, 309; HI201, 202; LS2 180

*History:* CC226; GO303; HI201, 202, 361F; LS2 180

*Philosophy:* CC222, 223, 224, 226; GO303; HI201; PH203, 210, 303, 327A, 327B; SSP100 The Good Life in Greek Literature and Philosophy

Majors and minors are encouraged to study the modern languages (French, German, and Italian) in which there is an abundance of scholarship available in classics.

### LATIN

**CL 110. ELEMENTARY LATIN 4**  
An introductory course in the essentials of the Latin language with emphasis upon mastery of grammar, syntax, and vocabulary.

**CL 210. INTERMEDIATE LATIN 4**  
A review of Latin syntax, complemented by reading selected works by such authors as Caesar, Cicero, or Livy. *Prerequisite:* CL110, or permission of the chair.

**CL 310. SEMINAR IN LATIN POETRY 3**  
Advanced reading and critical examination in Latin of the works of one of the following Latin poets or dramatists: Catullus, Horace, Juvenal, Lucretius, Plautus, Ovid, Terence, or Vergil. This course may be taken more than once. *Prerequisite:* CL210 or permission of the chair.

**CL 311. SEMINAR IN LATIN PROSE LITERATURE 3**  
Advanced reading and critical examination in Latin of the works of one of the following Latin prose authors: Caesar, Cicero, Livy, Petronius, Pliny, Suetonius, or Tacitus. This course may be taken more than once. *Prerequisite:* CL210 or permission of the chair.

### GREEK

**CG 110. ELEMENTARY GREEK 4**  
An introductory course in the essentials of the Greek language, with emphasis upon mastery of grammar, syntax, and vocabulary.

**CG 210. INTERMEDIATE GREEK 4**  
A review of Greek syntax, complemented by reading selected works by such authors as Xenophon, Plato, or Lysias. *Prerequisite:* CG110 or permission of the chair.

**CG 310. SEMINAR IN GREEK POETRY 3**  
Advanced reading and critical examination in Greek of the works of one of the following Greek poets or dramatists: Aeschylus, Aristophanes, Bacchylides, Euripides, Hesiod, Homer, Pindar, Sophocles, or Theocritus. This course may be taken more than once. *Prerequisite:* CG210 or permission of the chair.

**CG 311. SEMINAR IN GREEK PROSE LITERATURE 3**

Advanced reading and critical examination in Greek of the works of one of the following Greek prose authors: Aristotle, Demosthenes, Herodotos, Lysias, Plato, Thucydides, or selections from the New Testament. This course may be taken more than once. *Prerequisite:* CG210 or permission of the chair.

**CLASSICAL STUDIES**

**CC 100. ENGLISH VOCABULARY FROM GREEK AND LATIN 1**

An exploration of the heritage of Greek and Latin in the English language, with particular emphasis on technical terminology from a variety of disciplines. Students will learn how to break down English words into their Greek and Latin components, and to generate English words from these same elements. This course is of interest to all students in the humanities, sciences, and social sciences, who wish not only to expand their vocabularies but also to understand the ongoing evolution of English.

**CC 200. THE CLASSICAL WORLD 3**

An introduction to classical antiquity for students interested in ancient Greece and Rome, the impact of antiquity on Medieval and Renaissance Europe, and a general background in the Western tradition. This interdisciplinary course taught by a team of faculty members from several departments and programs includes studies in literature (epic, dramatic, and lyric poetry, rhetoric, and fiction), history and historiography, art and architecture, philosophy and political theory, and science and mathematics. (Fulfills LS2 requirement.)

**CC 220. CLASSICAL MYTHOLOGY 3**

A study of the important myths in Greek and Roman culture, with attention to their religious, psychological, and historical origins. Comparative mythology, structural analysis, modern psychological interpretations and the development of classical myths in Western literature and art receive attention. (Fulfills humanities requirement.)

**CC 222. GREEK TRAGEDY 3**

Readings in translation of some of the tragedies of Aeschylus, Sophocles, and Euripides in the context of Athenian society in the fifth century B.C. Students will have the opportunity to write, produce, and perform an original tragedy based on Greek myth. (Fulfills humanities requirement.)

**CC 223. SOCIETY ON THE STAGE: GREEK AND ROMAN COMEDY 3**

Readings in translation of the plays of Aristophanes, Menander, Plautus, and Terence. Students explore both the origins and the fate of ancient comedy within the context of Greek and Roman society. Furthermore, students will have the opportunity to produce and perform one of the plays on the course reading list. (Fulfills humanities requirement.)

**CC 224. THE HERO(INE)'S TALE: TRADITIONS OF GREEK AND ROMAN EPIC 3**

Readings in translation of the great epic poets of the Greek and Roman worlds, focusing on a comparative study of the works of Homer and Vergil. (Fulfills humanities requirement.)

**CC 226. GREEK AND ROMAN HISTORIANS 3**

Readings in translation of the great chroniclers of history from the Greek and Roman worlds: Greek, the works of Herodotos (the father of history), Thucydides and Xenophon; Roman, the works of Livy, Polybius, and Tacitus. The course will focus on the methodology of writing history, comparative studies, and modern interpretations. (Counts toward the history major.)

**CC 265. TOPICS IN CLASSICAL CIVILIZATION 3**

Selected aspects of classical antiquity that embrace both the Greek and Roman worlds. Topics will vary from year to year based upon the instructor's specialization and interests. Students work on basic research, analytical, and writing skills. Courses may include Greek and/or Roman religion, lyric poetry, and early Christianity. The course in a different subject area may be repeated for credit.

**CC 290. RESEARCH IN CLASSICS 1**

Basic research methodology in 200-level civilization courses including the use of primary and secondary sources as well as Web-based and library-based materials. This one-credit course will be taken jointly with a 200-level civilization course.

**CC 291. WRITING IN CLASSICS 1**

Students will begin to learn effective writing and will fulfill the all-college Expository Writing requirement. This one-credit course will be taken jointly with a 200-level civilization course.

**CC 292. SEMESTER PROJECT IN CLASSICS 1**

Students will complete a semester-length project on an aspect of Classical civilization. The project will be collaborative and may involve visual or performing arts. This one-credit course must be taken jointly with a 200-level civilization course.

**CC 365. ADVANCED TOPICS IN CLASSICAL CIVILIZATION 3**

Selected aspects of classical antiquity that embrace both the Greek and Roman worlds. Topics will vary from year to year based upon the instructor's specialization and interests. Building upon the skills acquired in 200-level courses, students analyze primary and secondary evidence and conduct independent research in major writing projects. Courses may include such topics as women in antiquity, sex in the ancient world, classical poetics, and ancient historiography. The course in a different subject area may be repeated for credit.

**CC 371, 372. INDEPENDENT STUDY 1-4**

Individual research in any aspect of classics not available in existing course offerings, which results in a written work. Supervised by a member of the classics faculty. *Prerequisite:* Approval of the director.

**CC 390. THESIS 3**

The senior student will undertake a substantial advanced research project in any aspect of classics which will result in a written thesis of approximately fifty pages. Supervised by a member of the classics faculty. *Prerequisite:* Approval of the chair.

**CC 399. PROFESSIONAL INTERNSHIP IN CLASSICS 3 or 6**

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and departmental approval, students may extend their educational experience into such areas as education, communication, the arts, libraries, and law and government. Does not count toward the major. Must be taken S/U.

**Computer Science**

*Chair of the Department of Mathematics and Computer Science:* Pierre von Kaenel

Professors: \*Robert DeSieno, R. Daniel Hurwitz, Mark E. Huibregtse, Alice M. Dean, Gove W. Effinger, Mark Hofmann, Pierre von Kaenel

Associate Professors: Una Bray, David C. Vella

Assistant Professor: Thomas O'Connell

**THE COMPUTER SCIENCE MAJOR:**  
Students majoring in computer science fulfill the departmental requirements by completing the following:

1. Required computer science courses: CS106, 206, 210, 318, and 330. CS106, 206, and 210 should normally be completed by the end of the second year.
2. Required mathematics course: MA200
3. Required MC courses: MC115 or MC215 and 306
4. Electives: Three CS or MC courses at the 200 level or above. For one of the three electives, the student may instead take, with permission of the department, a course in another discipline that has substantial computer science content. Students planning to go to graduate school should take additional courses in mathematics. In particular, MA113 and 204 should be considered. Courses counting toward the major may not be taken satisfactory/unsatisfactory.

**HONORS:** Students wishing to qualify for departmental honors in the computer science major must:

1. Complete all departmental requirements for the computer science major and have a grade-point average of 3.5 or higher for all course work (MC and CS) taken in the department, together with a course in another discipline that has substantial computer science content if taken as an elective with permission of the department;
2. Have a grade-point average of 3.0 for all course work taken at Skidmore;
3. File with the department, by the end of the official add-drop period of the spring semester of the senior year, a declaration of intention to qualify for honors; and



4. Submit an honors thesis or project to be read by a review committee, and give an oral presentation of the thesis or project to the department. The review committee will evaluate the thesis or project to determine if it is of the exceptional quality that merits honors; the committee's recommendation will be submitted to the department for final adjudication.

**THE COMPUTER SCIENCE MINOR:** Students minoring in computer science fulfill the departmental requirements by completing CS106, 206, MC115 or MC215, and three additional CS or MC courses, at most one of which may be at the 100 level, and at least one of which must be at the 300 level. For one of the three additional courses, the student may instead take, with permission of the department, a course in another discipline that has substantial computer science content.

Students interested in learning how to use computers to solve problems in the quantitative disciplines should consider the courses CS102, 103, 106, and MS104.

*Note:* Courses numbered CS102 through CS382 and MC115 or MC215, 302, 306, and 316 have as a prerequisite QR1 or permission of the department.

**CS 102. COMPUTING IN CONTEXT 3**  
A set of courses exploring interesting applications of computing in a variety of disciplines. These courses are primarily intended for students who wish to satisfy the QR requirement and enhance their abilities to apply computing to the solution of quantitative problems. Courses including the following are offered periodically depending on faculty availability. (Fulfills QR2 requirement.)

**A. Electronic Spreadsheets in the Sciences.**  
In this course, students use electronic spreadsheets to build quantitative models of natural systems studied in biology, chemistry, and physics. This course helps students understand quantitative description of natural phenomena, develop ability to use computational methods for describing those phenomena, enhance their understanding of experimental design, and become aware of the limitations in modeling of natural systems.

**CS 103. STRUCTURED PROGRAMMING IN BASIC 3**  
Introduction to the use of computer programming as a problem-solving tool. Students learn to design and implement their own Windows software applications using the Visual BASIC language. The course stresses the logic of software design and the careful implementation and testing of programs. Primarily for students with little or no programming experience. Not open to students who have taken or are taking CS106. (Fulfills QR2 requirement.) The Department

**CS 106. INTRODUCTION TO COMPUTER SCIENCE I 4**  
An introduction to the principles of design, implementation, and testing of object-oriented programs. The course covers language features such as control structures, classes, file I/O, and basic data structures including arrays. Other topics include recursion and fundamental algorithms, such as elementary searching and sorting algorithms. (Fulfills QR2 requirement.) The Department

**CS 206. INTRODUCTION TO COMPUTER SCIENCE II 4**  
Continuation of CS 106: study of recursion, pointers, development strategies for large software projects, and introduction to data structures, analysis of algorithms, and program verification. *Prerequisite:* CS106 or permission of instructor. The Department

**CS 210. DESIGN AND ANALYSIS OF ALGORITHMS 4**  
A study of techniques used to design algorithms that are efficient in terms of the time and memory required during execution. The course will also cover the techniques used to evaluate an algorithm's efficiency. Topics include advanced sorting techniques, advanced data structures, dynamic programming, greedy algorithms, amortized analysis, and graph algorithms. *Prerequisites:* MC115 or MC215 and CS206, and MA111, or both MA108 and 109, or equivalent. The Department

**MC 215. MATHEMATICAL REASONING AND DISCRETE STRUCTURES 4**  
An introduction to mathematical reasoning in the context of studying discrete structures fundamental to both mathematics and computer science. Topics include elementary logic and sets, methods of proof including mathematical induction, algorithms and their analysis, functions and relations, elementary combinatorics, discrete probability, and graph theory. (Fulfills QR2 requirement.) *Prerequisites:* QR1, and CS106 or MA113, or permission of the instructor. The Department

**CS 276. SELECTED TOPICS IN COMPUTER SCIENCE 3**  
Topics that complement the established lower level course offerings in computer science will be selected. May be repeated for credit. *Prerequisite:* permission of instructor. The Department

**MC 302. GRAPH THEORY 3**  
An introduction to the theory and application of graphs. Topics may include graphs and digraphs, connectivity, trees, Euler and Hamiltonian cycles, and graph embeddings. *Prerequisite:* MC115 or MC215 or MA200 or permission of the instructor. Fall 2005 and alternate years. The Department

**MC 306. THEORY OF COMPUTATION 3**  
A study of the major theoretical models of computation. Topics include automata, nondeterminism, regular and context-free languages, Turing machines, unsolvability, and computational complexity. *Prerequisite:* MC115 or MC215 and CS106, or permission of instructor. Beginning in fall 2005, MC306 will have CS210 as a prerequisite. The Department

**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:* CS106 and MA111, or both MA108 and 109, or permission of instructor. Offered in 2007 and alternate years. The Department

**CS 318. INTRODUCTION TO COMPUTER ORGANIZATION 4**  
An introduction to multi-level machines, including basic components of a computer, digital circuits, microprogramming, machine and assembly languages, and operating systems. *Prerequisite:* CS206 and MC115 or MC215. (Does not count toward the mathematics major.) The Department

**CS 322. ARTIFICIAL INTELLIGENCE 3**  
An introduction to the field of artificial intelligence. The course covers the main techniques used to develop computer programs to solve problems that we normally think of as requiring intelligence. Topics include search, games, knowledge representation, logical reasoning systems, and machine learning. *Prerequisites:* MA111 or both MA108 and 109, or equivalent, and CS210. The Department

**CS 330. PROGRAMMING LANGUAGES 3**  
An introduction to different programming language paradigms: functional, logic, and object-oriented programming. Students will also study language concepts such as regular expressions, syntax grammars, and semantics. Specific topics may include Perl, egrep, Scheme, Lex & Yacc, Java, C++ and Prolog. *Prerequisite:* CS206. The Department

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

**CS 376. ADVANCED TOPICS IN COMPUTER SCIENCE 3**  
Advanced topics that complement the established course offerings in computer science will be selected. May be repeated for credit. *Prerequisite:* permission of instructor. The Department

**CS 381, 382. SENIOR THESIS 3,3**  
Optional for computer science majors. Recommended for those working toward professional careers or graduate study in computer science, and those seeking to satisfy the criteria for departmental honors.

**CS 399. INTERNSHIP IN COMPUTER SCIENCE 3 or 6**  
Professional experience at an advanced level for juniors and seniors with substantial academic experience in computer science and mathematics. With faculty sponsorship and departmental approval, students may extend their educational experience in computer science, software engineering, or applied mathematics. This course may not be used to satisfy the requirements of any major or minor in the department. *Prerequisites:* MC115 or MC215, CS206, one additional course in mathematics or computer science at the 200 level or above, and permission of the department. *Non-liberal arts.*

## Dance

*Chair of the Department of Dance:* Mary DiSanto-Rose

Associate Professors: Isabel H. Brown, Mary DiSanto-Rose, Debra Fernandez, Denise Warner Limoli

Lecturers: \*Adriana Markovska, \*Mary Harney, \*Julie Gedalecia, \*Debra Pigliavento, \*Meghan Schaefer

Dance Musicians: Patricia Hadfield, \*Carol Ann Elze, Carl Landa

Dance Theater Technical Director: Lori Dawson

The mission of the Dance Department is to link critical thinking, analysis, craft, history, and creativity with the distinct movement skills derived from studio practice and stage performance. Students are required to work toward proficiency in the particular movement language of Western and/or Eastern dance forms: classical ballet, modern-contemporary dance, jazz dance, and Bharata Naytam (temple dance of India). Students learn to recognize and distinguish the many diverse sources of dance, such as culture (both ancient and pop), mythology, society, and nature. Students select a specific area of study within the major: general dance, performance/choreography, or dance history/criticism. The major leads to a bachelor of science degree.

In studying dance technique, choreography, production, history, biography, and criticism, students develop a deeper understanding of the relationship of body, mind, and spirit in the multicultural world of dance. Students acquire the critical skills necessary to make informed judgments about dance as an art form. The dance major prepares students for further study or careers in the fields of performance, choreography, dance education, dance history/criticism, and arts administration.

Dance students are encouraged to investigate related areas of study, which might include art history, Asian studies, exercise science, Honors Forum, music theory and performance, and theater.

### THE MAJOR IN DANCE

#### General Dance:

1. Eighteen credit hours of technique
2. Sixteen credit hours of theory to include DA227, 228 and 230; 376 recommended (required for Honors)

#### Performance/Choreography:

1. Sixteen credit hours of technique
2. Twelve credit hours of theory to include DA227, 228, and 230; 376 recommended (required for Honors)
3. Six credit hours of workshop/production

#### Dance History/Criticism:

1. Eighteen credit hours of technique
2. Sixteen credit hours of theory to include DA230 and 335; 376 recommended (required for Honors)

**INTERDEPARTMENTAL MAJOR:** In conjunction with the Theater Department, the Department of Exercise Science, Dance, and Athletics offers a major in dance-theater. See Interdepartmental Majors.

### THE MINOR IN DANCE:

1. Required course: DA230 and seventeen additional credit hours of technique, theory, or workshop/production course (totaling twenty credit hours)
2. Two of the required courses in dance must be at the 300 level.
3. Students should declare their minors by fall semester of the junior year.
4. Student may enroll in DA376 by permission only.

**HONORS:** Departmental honors are based on a quality point average of 3.5 in all major courses, satisfactory completion of senior "Capstone" (DA376), and high-quality work on other department projects.

**GUEST ARTISTS:** Each year outstanding artists are brought to the campus to teach, lecture, conduct workshops and set dance pieces on the dance students.

### DANCE TECHNIQUE COURSES—Dance Faculty

Breadth requirements: DA210–212, 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

Studies of various Western dance forms and techniques. The following courses are offered periodically depending on faculty availability:

- A. Pointe I
- B. Character I
- C. Jazz I
- D. Modern Special I/II
- E. Ballet Special I/II
- F. Pre-Classical Dance Forms
- G. Dance for Children
- H. Spanish Dance
- I. Tap

Pointe class may only be taken along with a Ballet II, III, or IV technique class. *Non-liberal arts.*

#### DA 212. NON-WESTERN DANCE FORMS I† 1,1

Studies of various non-Western dance forms and techniques. The following courses are offered periodically depending on faculty availability and may include:

- A. Bharata Natyam I (South India Classical Dance)
- B. Kathak (North India Classical Dance)
- C. Hawaiian Dance
- D. African Dance I
- E. Tai Chi
- F. Yoga *Non-liberal arts.*

#### DA 301. WESTERN DANCE FORMS II† 1,1

The following courses are offered periodically depending on faculty availability:

- A. Pointe II
- B. Character II
- C. Jazz II
- D. Modern Special III/IV
- E. Ballet Special III/IV
- I. Tap II

Pointe class may only be taken along with a Ballet II, III, or IV technique class. *Non-liberal arts.*

#### DA 303. NON-WESTERN DANCE FORMS II† 1,1

The following courses are offered periodically depending on faculty availability and may include:

- A. Bharata Natyam II (South India Classical Dance)
- D. African Dance II *Non-liberal arts.*

### BALLET TECHNIQUE COURSES—Ballet Faculty

#### DB 111. BALLET I: BEGINNER† 2 or 3

Expanded study in basic vocabulary and technique of ballet. *Non-liberal arts.*

#### DB 211. BALLET II: LOW INTERMEDIATE† 2 or 3

Students at this level should have complete knowledge of the basic ballet terminology and technique with the ability to properly execute barre, adagio, pirouettes, small and large allegro. *Non-liberal arts.*

**DB 311. BALLET III: HIGH INTERMEDIATE†** 2 or 3  
Students must have acquired full command of the ballet vocabulary and technique with the capability to sustain increasingly difficult work. The class may include pointe work at the discretion of the instructor. *Non-liberal arts.*

**DB 351. BALLET IV: ADVANCED-POINTE†** 2 or 3  
This class is designed to develop artistic awareness of students who have already reached a high degree of technical proficiency. A portion of the class will be on pointe. By permission. *Non-liberal arts.*

### MODERN DANCE TECHNIQUE COURSES— Modern Dance Faculty

**DM 111. MODERN I: BEGINNER†** 2 or 3  
Study of technique stressing unique quality of modern dance, beginning level. *Non-liberal arts.*

**DM 211. MODERN II: LOW INTERMEDIATE†** 2 or 3  
Theory and style continuation of technical study, low intermediate and intermediate level. *Non-liberal arts.*

**DM 311. MODERN III: HIGH INTERMEDIATE†** 2 or 3  
Continued theory and style, high intermediate technical study. *Non-liberal arts.*

**DM 351. MODERN IV: ADVANCED†** 2 or 3  
Advanced theory and style, technical study. By permission. *Non-liberal arts.*

*Note:* Placement in the appropriate level dance class is at the discretion of the dance faculty.

### WORKSHOP/PRODUCTION

**DB 393, 394. BALLET WORKSHOP†** 2, 2  
Students apply their technique to rehearsal and performance of choreographic material created by faculty members and qualified students, with an emphasis on learning basic production elements. By permission and/or audition. *Non-liberal arts.*  
D. Fernandez, D. Limoli

**DM 393, 394. MODERN DANCE WORKSHOP†** 2, 2  
Style, repertory, production, advanced choreography. The emphasis of the workshop may vary according to the style and experience of the teacher. Extra rehearsals to be arranged as needed. By permission and/or audition. *Non-liberal arts.*  
M. DiSanto-Rose, M. Harney

### DANCE THEORY

**DA 227. IMPROVISATION I** 2  
Experiences in the spontaneous use of movement in structures derived from movement concepts, imagery, props, and media sources. Designed to help students discover and develop their own movement potential and apply it in dance performance. *Non-liberal arts.* (Fulfills humanities requirement.) M. DiSanto-Rose

**DA 228. CHOREOGRAPHY I** 3  
Deals with solo and group choreographic techniques and related musical and production resources. *Prerequisite:* DA227 or permission of instructor. *Non-liberal arts.* (Fulfills humanities requirement.)  
D. Fernandez, M. DiSanto-Rose, I. Brown

**DA 230. INTRODUCTION TO DANCE HISTORY, LITERATURE, AND REPERTORY** 3  
Introduction to dance history of the Eastern and Western traditions. Using film, slides, videos, demonstrations, and discussion, the course introduces students to the literature and repertory of the great classical and modern dance forms. (Fulfills humanities requirement.)  
I. Brown, M. DiSanto-Rose

**DA 274. SPECIAL STUDIES IN DANCE THEORY AND APPRECIATION** 2 or 3  
Studies in dance theory and appreciation designed to broaden student awareness and understanding of dance and its related disciplines. By permission of instructor.  
Dance Faculty

**DA 275. BALLET THEORY AND PEDAGOGY** 2  
An introduction to the art and tradition of teaching classical ballet. The course is open to experienced ballet dancers. Students learn the theory of ballet technique including the systematic breakdown of barre (bar) and center work, categories of movement, and musical accompaniment. *Prerequisites:* DB311 or DB351.  
D. Limoli

**DA 276. DANCE PRODUCTION** 2  
Provides students a basic foundation in dance production. Emphasizing collaborations that occurs among choreographers and designers, technicians, and publicity people, the course introduces students to the art of lighting design and the use of light as a medium for expression. Students learn various technical aspects of design for dance including sound, stage management, house management, box office, and publicity.  
L. Dawson

**DA 277. PERFORMANCE ELEMENTS** 2  
Designed for dance and theater students, the course provides training for stage performance. Based on the practice of Yoga, the art and discipline of breathing (inhalation and exhalation) joined to physical postures deepens the ability of a dance or theater student to concentrate and control performance. The course develops strength, balance, and flexibility. Through repetition in the flow and sequence of each class, students acquire an understanding of the role of practice. *Prerequisite:* Permission of instructor.  
D. Fernandez

**DA 278. DANCE FOR THE CHILD** 3  
Introduction to dance as a medium of learning and creative expression for children. The course is open to students interested in working with children, including those with special needs. Students examine the historical background of dance education, curricular developments influencing dance, and the use of movement, music, poetry, and art to enhance creative expression. Dance experience is not required. Recommended for Education majors.  
M. DiSanto-Rose

**DA 279. MUSIC FOR DANCERS/CHOREOGRAPHERS** 2  
Introduces students to ways of understanding and utilizing music and sound as part of the process of making a dance. Students learn fundamental musical concepts (rhythm, phrasing, accents, time signatures, and dynamics) and their applied use by dancers, musician, and composers. Students explore the musical styles and artists of many cultures and how these musical styles and artists vary in their respective approaches to making music and sound, and by extension, dance. Students develop abilities to communicate musical problems and ideas clearly and knowledgeably to dancers, choreographers, musicians, or composers. *Prerequisite:* DA227.  
C. Landa

**DA 327. IMPROVISATION II** 2  
Advanced study in the spontaneous use of movement in structures derived from movement concepts, imagery, props, and media sources. Designed to help students further discover and develop their own movement potential and apply it in dance performance. *Prerequisite:* DA227 or permission of instructor. *Non-liberal arts.*  
M. DiSanto-Rose

**DA 328. CHOREOGRAPHY II** 3  
Advanced study of the solo and group choreographic techniques and related musical and production resources. *Prerequisite:* DA228 or permission of instructor. *Non-liberal arts.*  
D. Fernandez

**DA 335. MAJOR PERIODS IN DANCE HISTORY** 3  
The study of major periods in dance history with particular emphasis on the societies out of which the dance developed.  
I. Brown

**DA 371, 372. INDEPENDENT STUDY** 3, 3  
Advanced research or technical study under the guidance of a faculty member. A student may or may not receive liberal arts credit at the discretion of both the chair of the Dance Department and the registrar (and, in exceptional instances, the Curriculum Committee of the College).  
Dance Faculty

**DA 376. CAPSTONE** 4  
A culminating experience for the dance major. The course combines dance theory and practice. In the opening weeks of the course, students will study one masterwork in ballet and another masterwork in modern/contemporary dance. Students will write a major paper (25 pages) identifying historical, biographical, and choreographic elements that distinguish these works as exemplars of dance as a performing art. In the remaining weeks of the term, students will construct a major choreographic work of their own, either an original work based on a model (masterwork) or a reconstruction of a masterwork not bound by copyright. *Prerequisites:* Senior status as a dance major or dance-theater major; dance minors may participate with permission of department.  
Dance Faculty

**DA 399. PROFESSIONAL INTERNSHIP IN DANCE** 3, 6, or 9  
Professional experience at an advanced level for juniors and seniors with substantial academic and curricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as dance, performance, technique, choreography, writing, and production. *Prerequisite:* students must have completed all intermediate level dance courses appropriate to the area of the internship and be recommended by an instructor in the chosen area of study. *May count as liberal arts or non-liberal arts.*

†May be repeated for credit

## Economics

*Chair of the Department of Economics:* Roy J. Rotheim

Professors: Roy J. Rotheim, *Quadracci Professor of Social Responsibility*, Sandy Baum

Associate Professors: Robert J. Jones, Mehmet Odekon, Lynda D. Vargha

Assistant Professors: Ngina S. Chiteji

Visiting Assistant Professor: Yahya Madra

Visiting Instructor: Monica Das

Students majoring in economics learn analytical skills and methods of the field, including deductive reasoning, decision-making techniques, quantitative analysis, and modeling principles, and apply these skills in analysis of the ways in which economic forces affect national and international policies and issues. In keeping with the liberal arts tradition and goals of the college, the economics major supports the students' growth in critical thinking, problem solving, global understanding and appreciation, and communication skills. In core courses, students learn analytical and quantitative skills. In upper-level courses, students apply these analytical, quantitative, and writing skills, focus on a variety of domestic and international policy-oriented issues, and engage in independent research.

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

**HONORS:** To be considered for honors in economics, students must meet the college requirements of a GPA of 3.0 overall and 3.5 in the major. They must receive a grade of at least A- on an independent-study paper, which they must defend orally before the department.

**INTERDEPARTMENTAL MAJORS:** In conjunction with relevant departments, the Economics Department offers majors in business-economics, political economy, economics-French, economics-German, economics-Spanish, economics-mathematics, economics-philosophy, and economics-sociology. See Interdepartmental Majors. The department participates in the International Affairs, Environmental Studies, Law and Society, Women's Studies, and Asian Studies Programs.

**THE ECONOMICS MINOR:** The department offers a minor in economics that consists of the following: EC103, 104, 235 or 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 3.40 or higher average in economics, and (3) a GPA of 3.40 or higher in all college courses taken.

**EC 100. INEQUALITY, RACE, AND GENDER** 3  
Designed for nonmajors, this course uses political-economic principles to analyze social issues. Using a variety of theoretical perspectives, the course addresses the gender, race, and class inequalities that characterize the United States economy. Other topics may include the economics of the environment, the implications of increasing economic interdependence, the relationship between capitalism and democracy. Does not count toward the major.  
The Department

**EC 103. INTRODUCTION TO MACROECONOMICS** 4  
An introduction to national income analysis, money and banking, and balance of payments. The course deals with theory and policies of a mixed economy using the United States as a prime example. Emphasis is placed upon the determination of public policies to solve the problems of unemployment, inflation, and stable economic growth. *Prerequisite:* QR1. (Fulfills QR2 and social sciences requirements.)  
The Department

**EC 104. INTRODUCTION TO MICROECONOMICS** 4  
An introduction to the study of markets. The course develops the basic economic model of supply and demand to illustrate how choices regarding the production and distribution of goods and services are made by firms and households in a market economy. The course also examines the possibility of market failure and the appropriate government response. Policy topics may include poverty and homelessness, health care, the environment, antitrust, discrimination, international trade, unions, and minimum wage laws. *Prerequisite:* QR1. (Fulfills QR2 and social sciences requirements.)  
The Department

**EC 235. MACROECONOMIC THEORY** 4  
A study of the forces determining the levels of national income and employment, with emphasis upon public policy to attain basic economic goals such as economic growth, stable prices, and full employment. The course also addresses issues concerning international macroeconomic relations. *Prerequisites:* EC103 and 104.  
The Department

**EC 236. MICROECONOMIC THEORY** 4  
Develops the basic models of behavior that economists use to study market relations. Discussion of how consumer choices determine demand and how profit-maximizing firms, operating in different market structures, determine supply. Within this framework, the course considers a variety of real-world problems, which may include job market discrimination, business pricing policy, minimum wages, taxation, antitrust policy, international trade, and environmental and safety regulation. *Prerequisites:* EC103 and 104.  
The Department

**EC 237. STATISTICAL METHODS** 4  
An introduction to summarizing and interpreting quantitative information: central tendency and dispersion, probability, significance tests, regression and correlation, time series analysis, and the use of index numbers. An introduction to the use of the computer as a tool for handling large amounts of data. *Prerequisites:* QR1, EC103, 104, or permission of the instructor; prerequisites may be waived for interdepartmental business majors by permission of the instructor. (Fulfills QR2 requirement.)  
R. Jones, M. Taber

**EC 261. INTERMEDIATE TOPICS IN ECONOMICS** 3  
This course will give students an opportunity to study one or a few related current topics in economics at an intermediate level. While the topic(s), instructor, and specific prerequisites will vary each time the course is offered, there will be at least one 100-level course required. May be repeated once with permission of department chair. *Prerequisite:* EC103 and/or 104.  
The Department

**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 and 104.  
The Department

**EC 315. OPEN ECONOMY MACROECONOMICS** 3  
Integration of closed economy macroeconomics with foreign trade and payments balances. Topics include: exchange rate systems, asset markets, price and income effects, and monetary and fiscal policies for internal and external balance. *Prerequisite:* EC235 or permission of instructor.  
M. Odekon

**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:* EC103 and 104, or permission of instructor.  
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:* EC103 and 104 or permission of instructor.  
M. Odekon

<p><b>EC 320. LAW AND ECONOMICS</b> 3 Students will analyze the law from an economic perspective and will examine the effects of various aspects of law on the economy. Topics of discussion may include economic analysis of criminal behavior; determining optimal punishments; the costs and benefits of alternative law enforcement strategies; the pros and cons of legalizing drugs and prostitution; labor law; immigration law; utility regulation; and rent control laws. <i>Prerequisite:</i> EC104, or permission of instructor. The Department</p>	<p><b>EC 344. PUBLIC FINANCE</b> 3 Study of government expenditures and taxation policies from both institutional and theoretical perspectives. The course will focus on the economic roles of federal, state, and local governments in implementing decisions about defense spending, social programs, income, sales, property, and Social Security taxes. <i>Prerequisite:</i> EC236. The Department</p>	<p><b>EC 376. SENIOR THESIS</b> 3 Advanced research paper in economics. Open to all seniors with departmental approval. All completed theses must be defended before the economics faculty. The Department</p>
<p><b>EC 321. LABOR ECONOMICS</b> 3 Analysis of labor as a human activity and an economic resource. Critical examination of the structure and functioning of the American labor market. Topics include determinants of labor force participation, the level and structure of wages, and the allocation and utilization of workers; the roles of labor unions and collective bargaining; and the changing situations of women and minorities in the labor market. <i>Prerequisites:</i> EC236, 237. N. Chiteji</p>	<p><b>EC 345. MONETARY THEORY AND POLICY</b> 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. <i>Prerequisites:</i> EC103 and 104. Open only to juniors and seniors. R. Rotheim, N. Chiteji</p>	<p><b>EC 399. INTERNSHIP IN ECONOMICS</b> 3 Professional experience at an advanced level for juniors and seniors with substantial academic experience in economics. With faculty sponsorship and department approval, students may extend their educational experience into areas such as economic research and consulting, forecasting, regulation, and policy analysis. Work will be supplemented by appropriate written assignments. Only three semester-hour credits may count toward the requirements for the major, and none toward the minor. <i>Prerequisites:</i> two of the following: EC235, 236, 237, and at least two 300-level economics courses.</p>
<p><b>EC 334. INTERNATIONAL POLITICAL ECONOMY</b> 3 An examination of the interplay of international economics and politics. The course contrasts mainstream theories of international trade and investment with theories highlighting class relations, power, and market imperfections. Among the subjects to be addressed are: multinational corporations, capital flight, theories of imperialism, and the prospects for national economic policy. <i>Prerequisites:</i> EC235 or permission of instructor. L. Vargha</p>	<p><b>EC 351. WOMEN IN THE ECONOMY</b> 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. <i>Prerequisite:</i> EC104. The Department</p>	
<p><b>EC 335. ADVANCED MACROECONOMIC THEORY AND POLICY</b> 3 Domestic monetary and fiscal policies of advanced capitalist economies with emphasis on the United States' historical experience. Topics include: business cycle theories; Neoclassical, Keynesian, and post-Keynesian theories of money and the state; industrial policy, monetary and fiscal intervention considered theoretically and historically. <i>Prerequisite:</i> EC235. R. Rotheim</p>	<p><b>EC 355. HISTORY OF ECONOMIC THOUGHT</b> 3 The development of Western economic thinking from Adam Smith to the present, stressing in its historical context the conflict between the mainstream of economic thought and important alternatives such as the Marxist, institutional, and anarchist traditions. Emphasis is on the works of a few major writers. <i>Prerequisites:</i> EC235 and 236, or permission of instructor. R. Rotheim</p>	
<p><b>EC 336. INDUSTRIAL ORGANIZATION AND PERFORMANCE OF ECONOMY</b> 3 A study of changing market structures in the United States economy and their impact on its performance. The specific topics covered in this course include the determinants of market structure and oligopolistic behaviors of large corporations in such areas as pricing, profits, and technological innovations. Also considered are public policies concerning monopolistic and oligopolistic business enterprises. <i>Prerequisite:</i> EC236. The Department</p>	<p><b>EC 361. ADVANCED TOPICS IN ECONOMICS</b> 3 This course will give students an opportunity to study one or a few related current topics in economics at an advanced level. While the topic(s), instructor, and specific prerequisites will vary each time the course is offered, there will be at least one 200-level course required. May be repeated with permission of department chair. The Department</p>	
<p><b>EC 339. APPLIED ECONOMETRICS</b> 3 Theory and practice of econometrics applied to economic models. Topics include: econometric techniques for analyzing economic relationships, methods for handling economic data, empirical testing of theoretical models, and techniques for developing testable models. <i>Prerequisites:</i> EC235 or 236; 237. R. Jones, M. Das</p>	<p><b>EC 371, 372. INDEPENDENT STUDY</b> 3, 3 An opportunity for qualified students to engage in in-depth reading and research in any field of economics. Project should be based on work in a 300-level course the student has taken. Each student works closely with a faculty advisor and participates in a weekly independent study seminar. <i>Prerequisite:</i> permission of the department. The Department</p>	
<p><b>EC 343. ENVIRONMENTAL AND RESOURCE ECONOMICS</b> 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. <i>Prerequisite:</i> EC104 or consent of instructor. L. Vargha</p>	<p><b>EC 375. SENIOR SEMINAR</b> 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. The Department</p>	

## Education

*Chair of the Department of Education:* Joyce Rubin

Professors: Susan S. Lehr, Ruth Andrea Levinson

Assistant Professors: Lenora de la Luna, Dawn Riley

Visiting Assistant Professor: Donna Brent

Lecturers: \*Karen Brackett, Joyce Rubin, \*Richard Lyman

*Director of Student Teaching:* Dawn Riley

*Director of Skidmore Early Childhood Center:* Karen Brackett

The Education Department's content core and pedagogy build upon the knowledge base and core abilities gained from studies in the liberal arts and sciences. Education studies majors and early childhood minors are prepared to enter careers in education and/or to continue on to graduate studies. The department's mission is to develop competent, knowledgeable, and reflective educators, who are capable of meeting the diverse learning and developmental needs of students within varied learning contexts. Education studies graduates will be able to teach the New York State Learning Standards, to think through complex educational situations, to make effective teaching decisions, and to communicate ideas to students, colleagues, parents, and concerned citizens.

A constructivist philosophy informs and directly affects the teaching of the Education Department faculty. Students are challenged to construct, to participate in, and to take responsibility for their own learning and continued professional development. Students integrate theory into practice at increasing levels of responsibility and sophistication during field placement experiences.

The education studies curriculum is designed to foster the following core knowledge, abilities, and commitments: delivering the content knowledge of childhood education programs; utilizing a constructivist model in instruction; applying critical thinking and problem solving skills; practicing communication and social interaction skills; integrating assessment and evaluation into reflective teaching practice; promoting cross cultural perspectives; facilitating social justice and equity for all students; and contributing as professional leaders.

The successful completion of a major in education studies prepares students as candidates for an initial New York State certification in childhood education (grades 1–6). Students may also choose to minor in early childhood education.

## POLICIES AND PROCEDURES

**Admission:** Students must apply for admission to the major during their sophomore year and are selected for and allowed to remain in the major on the basis of demonstrated competence in academic subjects and communication skills, and demonstrated suitability for teaching. Students planning to go abroad should talk to the department chair in their first year.

Students who successfully complete the teacher education program, three workshops required by the New York State Education Department, and are recommended by the College will, upon graduation, be eligible for New York State certification. The New York State Teacher Certification Examinations (Liberal Arts and Sciences, Written Assessment of Teaching Skills, and Content Specialty Test) are also required by the New York State Education Department to be eligible for the New York State Initial Certificate. (The initial certificate will be in childhood education, grades 1–6.) The initial certificate is valid for five years. An extension of one year may be granted if the certificate holder is completing a master's degree or a higher degree program that is required for the professional certificate.

Program enrollment for fall 2004 was thirty students. Education students typically spend sixteen weeks student teaching for thirty hours per week. In 2003–2004, eighteen students completed their student teaching, and nineteen undergraduate students completed the program. Of those nineteen, all took the Assessment of Teaching Skills written test for the New York State Teachers Certification Examination (NYSTCE). Skidmore's pass rate was 100 percent.

**Note:** Changes in regulations enacted by the New York State Board of Regents and the State Legislature modify and take precedence over the above certification procedures.

**THE EDUCATION STUDIES MAJOR:** The education studies major must successfully complete the following courses:

1. ED200, 215, 231A or B, 233, 335, 336, 337, 344, 350
2. A minor in a liberal arts and sciences discipline
3. Liberal arts and sciences courses; one course from each of the following three categories: American history, mathematics and sciences, and social sciences and humanities. A list of recommended courses to fulfill this requirement is available in the Education Department office.

The education studies major supports the New York State Education Department guidelines, and it is approved by the New York State Education Department. Prospective majors should consult with Skidmore's Department of Education during the spring of their first year to

discuss the major and plan a course program. Formal application for acceptance to the program is made in the sophomore year. Students going abroad should explore the possibility of going abroad during the sophomore year or in the summer in order to take ED233 and the junior block on schedule.

Education majors must receive a grade of C or better in three required foundation courses: ED200 Child Development and Learning; ED215 School and Society; ED233 Emergent Literacy. All candidates for student teaching placements must earn a C or better in each of the junior block courses, including the recommendation of the department. Students must demonstrate proficiency during the student teaching experience in knowledge and performance skills with a grade of C or better in each placement in order to be recommended for certification.

The nature of the program requires that the department reserve the right to limit the number of students accepted. If interested in the major, students are urged to obtain material from the Education Department office providing information concerning application procedures, acceptance criteria, and a detailed program description.

**HONORS:** To be eligible for departmental honors, a student must (1) complete all departmental requirements for the education major and have a GPA of 3.5 or higher for all course work taken in the department; (2) complete ED350 with a grade of A- or better; (3) complete ED351 with a grade of A for the research paper or project, which must also be presented to the faculty; and (4) have a GPA of 3.0 or higher for all course work taken at Skidmore.

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

**EARLY CHILDHOOD CENTER:** The center is a lab school affiliated with the Education Department. As a lab school, its mission includes service to children and their families, the education of college students, and research. The faculty and staff have expertise in the supervision of college students' lab experiences and in the design and implementation of learning experiences for young children. Skidmore students, who may participate through academic programs, the Work Study Program, or volunteerism, have the opportunity to observe academic theory applied and tested in the real world. The center operates a prekindergarten class and classes for three- and four-year-old children.

**SECONDARY EDUCATION:** Skidmore's affiliated program with Union College leads to a master of arts in teaching. See Preparation for Professions and Affiliated Programs.

- ED 100. EXPLORATION OF EARLY CHILDHOOD CLASSROOM TEACHING** 1  
Observation and participation in the teaching programs of the Skidmore Early Childhood Center. Students are required to participate a minimum of two hours per week in one of the assigned classrooms under the supervision of the classroom teacher and meet one hour a week with other participants and a faculty member to discuss observation, experiences, and issues. *Non-liberal arts.* J. Rubin
- ED 103. INTRODUCTION TO TEACHING** 3  
Consideration of the role of the teacher, the nature of the learner, conceptions of teaching, factors affecting instructional decisions, philosophies of education that guide the practice of teaching, curriculum innovations and trends, and the school as an institution. Includes observation and field work in local schools, K–12. The Department
- ED 104. HUMAN INTELLIGENCE(S) AND LEARNING ENVIRONMENTS** 3  
The investigation, analysis, and evaluation of research, theory, and history concerning human intelligence(s) and giftedness. Students will learn that how and why we measure intelligence is related to the needs of a changing society. They will become familiar with procedures for measuring intelligence and educational practices that respond to intellectual diversity. They will also develop an appreciation for what it is like to possess exceptional or unusual potential and better understand the unique characteristics, needs, and concomitant problems of gifted learners. Students will examine qualities of learning environments that are responsive to these needs and abilities. Readings and audiovisual materials will be used to demonstrate how theory informs practice. J. Rubin
- ED 200. CHILD DEVELOPMENT AND LEARNING** 4  
Development of the child from the prenatal period to puberty, with a focus on the different 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 participate in a service-learning project with children, families, or agencies that serve children. Students' experiential work will be integral to the academic course content. Required of majors. Not open to juniors and seniors. Juniors who are declaring an education minor may register with the professor's signature. R. A. Levinson
- ED 213. THE EXCEPTIONAL CHILD IN THE ELEMENTARY SCHOOL** 3  
A comprehensive survey of the field of special education with special emphasis on individual differences and the strategies for adapting programs to students with disabilities and gifted children. Topics will include the impact of PL 94-142 and Section 504 on the elementary school program. Fall semester. D. Brent
- ED 215. SCHOOL AND SOCIETY** 4  
An introduction to the social, historical, and philosophical foundations of the issues involved in educating young people in the United States. The social context of education in the U.S. is explored, including the influence of the courts, politics, multiculturalism, and recurring controversy over issues of race, class, and gender. In addition, this course will help students develop the skills necessary for interpreting and resolving new issues as they arise, including a critical, reflective perspective toward the public debate of educational issues. (Fulfills social sciences requirement.) D. Riley
- ED 216. HISTORY OF EDUCATION IN THE UNITED STATES** 3  
An examination, from a historical perspective, of the role of formal and informal education in the United States with particular attention to the origins and evolution of the common school, the changing status of children, and related social issues. *Prerequisite:* one course in United States history or American studies, or permission of instructor. (Fulfills LS2 requirement.) D. Riley
- ED 217. ALTERNATIVE EDUCATION IN THE UNITED STATES: POLITICAL AND SOCIAL PERSPECTIVES** 3  
Alternative education models have historically been a vital component of the educational environment of the United States. Students will investigate a variety of alternative education models from at least three perspectives: historical, political, and social. Students in this course will study the origins and motivations to create alternative education models and the effects that implementation of these models may have on the learning and policy decisions related to education at the local, state, and national levels. (Fulfills LS2 requirement.) D. Riley
- ED 218. TEACHING THE WRITING PROCESS** 4  
Explores teaching writing in elementary schools through an investigation of writing theory, research, and practice. We will pay particular attention to both children's writing (primarily grades 2–6) as well as students' own college-level writing. Students will examine current literature in the field, investigate how theory can be enacted into practice, and develop their own writing as they participate in a writing group. L. de la Luna
- ED 219. CULTURE, LITERACY, AND EDUCATION** 4  
Designed to familiarize students with recent theory and research that has focused on the constitutive relations among discourse, social practices, knowledge construction, and the formation of group and individual identities and literacies. To arrive at a richer understanding of these relations, we will examine various linguistic, social, and cultural dimensions of literacy. Among other things, we will focus on (a) sources of diversity in language and literacy use, (b) the effects of diversity on learning, teaching, and the distribution of power in classrooms and schools, and (c) the supportive and contested relations among various language and literacy practices that are differently valued in different social contexts: schools, families, communities, and so on. (Fulfills LS2 requirement.) L. de la Luna
- ED 222. THE YOUNG CHILD AND THE EDUCATIONAL PROCESS** 3  
The study of child development and educational practice as it pertains to young children from birth to eight years. The course includes a history of early childhood programs and a consideration of different program models. Students will engage in extensive observation at the Skidmore Early Childhood Center, as well as selected off-campus environments, to strengthen understanding of models of early education. *Prerequisite:* ED200 or PS207. Fall semester. K. Brackett
- ED 231. CHILDREN'S LITERATURE** 3  
A survey of children's literature. Students will be introduced to a variety of genres, authors, and illustrators with an emphasis on selection criteria and implementation of literature-based programs in the elementary classroom. A consideration of trends and issues in children's literature. Exploration of topics related to censorship, gender roles, violence, and political and social themes: A. Literature for the young child, or B. Children's Literature for the Elementary Child. Both sections are not open to first-year students. S. Lehr
- ED 233. EMERGENT LITERACY** 4  
A general introduction to children's emergent literacy using a sociopsycholinguistic framework. Topics include children's language acquisition; the nature of language; language variations and implications for teaching the history of the English language as a basis for exploring the history of reading instruction in the United States; basic linguistic concepts and their relation to controversial phonics instruction in the United States; models of reading and an understanding of the reading process; writing development in young children; the writing process and spelling development; the use of literature as the basis of the reading program. *Prerequisite:* Open only to juniors admitted to the professional sequence or permission of instructor. Fall semester. L. de la Luna
- ED 261. THEMES IN EDUCATION** 1–4  
Introductory exploration of selected topics in education. Such topics may differ from year to year and might include: "Technology and Education," "The Image of the Child in Literature," "The Art of Picture Book Illustration," and "Comparative Studies in Education." This course may be repeated with a different topic. The Department
- ED 299. PROFESSIONAL INTERNSHIP IN EDUCATION** 3  
Internship opportunity for students whose curricular foundations and cocurricular experiences have prepared them for professional work related to the major field. With faculty sponsorship and departmental approval, students may extend their educational experience into specialized educational programs such as preschool, gifted and talented, special needs students, or educational administration. Does not count toward the major. *Non-liberal arts.* The Department
- ED 314. EDUCATIONAL ASSESSMENT AND THE EXCEPTIONAL CHILD** 3  
The study of educational assessment procedures and instruments and their interpretation and application in preparing educational environments for children who are disabled and nondisabled. Students will develop comprehensive evaluation plans, design criterion-referenced tests and observational systems, and assess individual children. *Prerequisite:* ED213. Spring semester. *Non-liberal arts.* D. Brent
- ED 322. LEARNING IN EARLY CHILDHOOD SETTINGS** 4  
The application of developmental curricula to learning settings for young children. Students will participate two half-days each week in a classroom setting within the Skidmore Early Childhood Center or in an early-childhood program within the community at the N-3 level. The course will focus on planning strategies, teaching styles and techniques, management, relevant legislation, issues and trends in the fields of education, as well as observation and assessment. *Prerequisite:* ED222. Spring semester. *Non-liberal arts.* K. Brackett

**ED 330. JOURNEYS AND REFLECTIONS: AN EDUCATIONAL STUDY PROGRAM TO SOUTH AFRICA** 3

This course traces the origins and evolution of the early childhood and primary education system in South Africa after apartheid. The research focus for students will be on post-apartheid effects on education, changing family dynamics and their impact on early childhood and primary school programs for South African children, the current state of language and literacy, and the range of school designs. Site visits will include private and government school settings in cities, towns and townships, a Zulu village school, and a basic adult education center for street people. A basic understanding of South African history, culture, and geography will be essential for students to gain an understanding of the contemporary educational dynamics. (Designated a Cultural Diversity course.) K. Brackett, S. Lehr

**ED 323. ADOLESCENT DEVELOPMENT** 3

Examination of the adolescent period to determine what characteristics distinguish this stage of life from that of childhood and adulthood. Readings from anthropological, historical, sociological, biological, psychological, and literary perspectives are used to investigate the adolescent experience and to determine whether it is universal or particular.

*Prerequisites:* ED200, PS101 or 207 or permission of instructor. D. Brent

**ED 335. TEACHING READING IN THE ELEMENTARY SCHOOL** 4

An advanced reading course which includes the effective teaching of reading in the content areas, constructing and administering informal reading inventories, exploring current models of remediation and implementing thematic webbing in the elementary classroom. Taken concurrently with ED336, 337, and 344. *Prerequisite:* ED233. Open only to juniors admitted to the professional sequence or permission of instructor. *Non-liberal arts.* S. Lehr

**ED 336. TEACHING ELEMENTARY MATHEMATICS AND SCIENCE** 4

A course designed to introduce students to current principles and methods for teaching mathematics and science in the elementary school. Topics and content will be addressed using active-learning and cooperative-learning strategies, manipulative materials, active-assessment and technology-based-assessment techniques, and current research of interest and relevance to educators. Taken concurrently with ED335, 337, and 344. Open only to juniors admitted to the professional sequence or permission of instructor. *Non-liberal arts.* The Department

**ED 337. CHILD DEVELOPMENT II: THEORY INTO PRACTICE** 4

An advanced course that increases specialized child development knowledge and skills. Students will use course content and assignments in classroom situations to develop teaching practices that promote inclusive classroom learning environments. Topics include: general knowledge of the most common special needs and learning disabilities among elementary school students; introduction to models of inclusion classrooms; perspectives and approaches to behavior and classroom management; teaching and learning processes that foster academic achievement and positive classroom communities; design and implementation of individualized interventions; and theories and strategies for social-skills building. *Prerequisite:* ED200 and open only to juniors admitted to the professional sequence. R. A. Levinson

**ED 344. PRACTICUM IN INTEGRATED CURRICULUM AND INSTRUCTION** 4

Prepares students to make informed decisions related to curriculum and instruction in elementary education. Topics include lesson planning, choosing resources to support student learning, applying various instructional strategies including the use of technology, using assessment data to strengthen the teaching/learning process, and learning to use self-evaluation and reflection. The social studies curriculum will be the focus for modeling integrated teaching. Throughout the semester students will have supervised observations as they practice their skills in elementary school classrooms. Taken concurrently with ED335, 336, and 337. Open only to juniors admitted to the professional sequence or permission of instructor. *Non-liberal arts.* L. de la Luna

**ED 350. ELEMENTARY EDUCATION STUDENT TEACHING** 16

Student teaching integrated with methods and materials of teaching in the elementary school using a full-time semester block plan. Seniors who have satisfactorily completed the junior year program and have demonstrated professional attitudes and practices included in the program description are eligible. Fall semester only. *Non-liberal arts.* The Department

**ED 351. ISSUES IN EDUCATION** 3

Independent, supervised work researching and writing about a major issue in elementary education. Students will pursue topics that integrate work in the major, minor, and educational issues, although other topics may be considered for those students with a double major. Required of senior majors seeking departmental honors. ED351 is available on an individual basis. Please see the chair of the department. The Department

**ED 361A, B. ADVANCED TOPICS IN EDUCATION** 1, 3

Advanced study of selected topics in education. Such topics may differ from year to year and might include "The Classical Roots of Western Education," "From Orbis Pictus to Alice in Wonderland: The History of Children's Books," and "A History of Women in Education." This course may be repeated with a different topic. (ED361C is designated a Cultural Diversity course.) The Department

**ED 371, 372. INDEPENDENT STUDY IN THE FOUNDATIONS OF EDUCATION** 3, 3 or 1, 1

An opportunity for study in depth of an educational problem. The topic is chosen by the student. One or more investigative approaches may be utilized, such as selected readings, field projects, and case studies. Students should consult the chair of the department to plan their study. These units are or are not credited as units in liberal arts, at the discretion of both the department chair and the registrar (and, in exceptional instances, the Curriculum Committee of the College). The Department

**AR 358. ART FOR CHILDREN** 4

Introduction to the basic materials, methods, and techniques used in the classroom as related to elementary school curriculum, children's needs, interests, and development. The role of art in a humanities program will also be considered. *Non-liberal arts.* D. Miller

## English

*Chair of the Department of English:* Linda Simon

*Associate Chair:* Mason Stokes

Professors: Robert Boyers, *Tisch Professor of Arts and Letters*; Thomas S. W. Lewis; Murray J. Levith; Phyllis A. Roth; Regina M. Janes; Terence Diggory; Steven Millhauser; Susan Kress; Sarah Webster Goodwin; Victor L. Cahn; Catherine Golden; Steve Stern; Linda Simon; Joanne Devine; Carolyn Forché

Associate Professors: Rajagopal Parthasarathy, Philip Boshoff, Michael S. Marx, Kate Greenspan, Barbara Black, Susannah Mintz, Mason Stokes

Visiting Associate Professor: Janet Casey

Assistant Professors: Linda Hall, Mark Rifkin

Visiting Assistant Professor: Jacqueline Scoones

Writer-in-Residence: Greg Hrbek

Lecturers: \*Marc Woodworth, \*Francois Bonneville, Alison Barnes, \*Elizabeth Huntley, \*Sandra Welter, \*Martha Wiseman

The English Department offers various perspectives on the study of language and literature. In consultation with a faculty advisor, students design their programs to meet individual interests and goals. While the introductory requirement gives students an understanding of genres, a foundation in literary history, and training in close reading, the advanced requirement offers students an overview of the history of literature in English to provide a context for their further study.

THE ENGLISH MAJOR: In addition to fulfilling all-college requirements for the B.A. degree, the English major requires a minimum of thirty-two credit hours and a total of at least ten courses (four at the 200 level and six at the 300 level), as follows:

1. Introductory requirement: four courses at the 200 level

a) Evolving Canon requirement: EN201, 202, Evolving Canon I and II, in that order

b) Genre requirement: one course from among EN211, 213, 215

c) Topics requirement: one course from among EN205, 206, 207, 208, 217, 223, 225, 227, 229, 230, 231, 232, 234, 243

2. Advanced requirement: six courses at the 300 level



- a) Early Period requirement: one course from among EN341, 342, 343, 344, 345, 346, 347, 348, 363A, or when indicated in department prospectus copy, 377\*\*, 378\*\*
- b) Middle Period requirement: one course from among EN315, 316, 350, 351, 352, 356, 357, 363B, or when indicated in department prospectus copy, 377\*\*, 378\*\*
- c) Later Period requirement: one course from among EN310, 311, 312, 313, 314, 337, 338, 358, 359, 363C, 365, or when indicated in department prospectus copy, 377\*\*, 378\*\*
- d) Two additional courses from the categories Advanced Courses in Language and Literature or Advanced Tutorial Studies
- e) One additional 300-level English course.

*Note:* Before enrolling in any 300-level course, majors must complete EN201, 202 in sequence, and EN211 or 213 or 215. The ability to write is fundamental to the English major. The department strongly recommends that all majors complete at least one writing course from: EN205, 206, or 303.

**INTERDEPARTMENTAL MAJORS:** In conjunction with the relevant departments, the English Department offers majors in English-philosophy, English-French, English-German, and English-Spanish. Students wishing to declare an interdepartmental major should consult with the chairs for specific program planning. See Interdepartmental Majors.

**HONORS:** Departmental honors are awarded to a senior major who has maintained the required college and department grade averages and who, by the end of the first semester of the senior year, has filed with the department a Declaration of Intention to Qualify for Honors or who has enrolled in Senior Thesis. In addition to the necessary grade averages, qualification requires work of exceptional merit in a Senior Thesis, Senior Project, Senior Research Seminar, or Senior Honors Plan, specified in the student's Declaration, that will represent a culmination of the student's work in the major.

**THE ENGLISH MINOR:** Students wishing to declare a minor in English should consult with the chair for specific program planning. The minor normally includes six courses in one of three areas of concentration:

*Literature:* Six courses, including three courses from the category Introductory Courses in Language and Literature, two courses from the category Advanced Courses in Language and Literature (other than EN371 and 372), and a sixth course from either category.

\*\*EN364, 377, and 378 are generic descriptions; individual offerings with those numbers may or may not fit into the period designated by the requirement. Consequently, the department must approve requirements fulfilled by EN377 or 378.

*Creative Writing:* Six courses, including EN281 or 282; 211 or 213; at least two from the category Advanced Courses in Language and Literature (other than EN371 and 372); and two courses taken from the following combinations: (a) EN379 and 380; (b) two semesters of either EN379 or 380; (c) EN380 and either 381 or an Independent Study in writing; (d) EN379 and either 381 or an Independent Study in writing.

*Expository Writing:* Six courses, including EN205 or 206; 207; 303 or an advanced writing project developed within the guidelines of EN373, 374, or 399; and two courses from the categories Introductory Courses in Language and Literature and Advanced Courses in Language and Literature (other than EN371 and 372).

Students wishing to complete a minor in English should file a Declaration of Minor with the Registrar before the last semester of the senior year at Skidmore and maintain at least a 2.0 grade average in their concentration for the minor. Courses at the 100 level may not be credited toward the minor. Students who choose to pursue a minor without taking EN 201/202 should be aware that they will require special permission from the instructor to enroll in a 300-level course.

*Note:* 200-level courses in English are open to first-year students unless prerequisites or restrictions are stated in the description.

**ENHANCED COURSES:** Selected English courses that ordinarily carry three credit hours may carry four credit hours when designated as enhanced courses, developing particular student skills and offering a distinctive approach to learning. Enhanced courses are so designated in the master schedule and follow one of the following models:

*Research in Language and Literary Studies (designated xxxR):* students develop research questions, establish bibliography, review relevant literature, assess sources, and present research findings in written reports and/or oral presentations.

*Collaborative Learning in Language and Literary Studies (xxxCL):* students work collectively or independently to contribute to group products, make group presentations, and/or present collaborative papers.

*Writing in Language and Literary Studies (xxxW):* students spend additional time drafting, revising, and critiquing to hone their strategies of argumentation and analysis, to assess their writing in the context of professional literary criticism, and to attend not only to content but also to style and voice in their critical papers.

*Critical Perspectives in Literary Studies (xxxCP):* students study critical and/or theoretical perspectives and apply them to particular literary works.

## COURSES IN WRITING

### Courses in Expository Writing and Rhetoric

**EN 100. ENGLISH LANGUAGE SKILLS 3**  
Basic skills of the English language for special interest students requiring such a course. *Non-liberal arts.* The Department

**EN 103. WRITING SEMINAR I 4**  
Introduction to expository writing with weekly writing assignments emphasizing skills in developing ideas, organizing material, and creating thesis statements. Assignments provide practice in description, definition, comparison and contrast, and argumentation. Additional focus on grammar, syntax, and usage. Students and instructor meet in seminar three hours a week; students are also required to meet regularly with a Writing Center tutor. This course does not fulfill the all-College requirement in expository writing. The Department

**EN 105. WRITING SEMINAR II 4**  
This seminar immerses students in the process of producing finished analytical essays informed by critical reading and careful reasoning. Special attention is given to developing ideas, writing from sources, organizing material, and revising drafts. Additional emphasis is on grammar, style, and formal conventions of writing. Students respond to one another's work in workshops or peer critique sessions. Weekly informal writing complements assignments of longer finished papers. This course fulfills the all-College requirement in expository writing. The Department

**EN 105H. WRITING SEMINAR II 4**  
The honors sections of EN105 offer highly motivated students with strong verbal skills the opportunity to refine their ability to analyze sophisticated ideas, to hone their rhetorical strategies, and to develop cogent arguments. Toward these goals, students write and revise essays drawing upon a variety of challenging readings and critique each other's work with an eye to depth and complexity of thought, logic of supporting evidence, and subtleties of style. The English Department places some students in EN105H and encourages other students to consult with their advisors, the director of the Honors Forum, or the director of the Expository Writing Program to determine if this level of Writing Seminar is appropriate. Each section of EN105H focuses on a topic that is listed in the master schedule and described in the English Department's prospectus and on its Web page. This course fulfills the all-College requirement in expository writing. The Department

**EN 303H. PEER TUTORING PROJECT IN EXPOSITORY WRITING 4**  
Examination of rhetoric, grammar, and composition theory essential to writing, collaborative learning, and peer tutoring. Students practice analytical writing and critique expository essays. Weekly writing assignments and a term project explore composition theory and tutoring practices and analyze EN103 assignments. Participation in a weekly supervised peer tutoring practicum with EN103 students. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; and upperclass standing; and permission of instructor. (This is an Honors course.)

P. Boshoff, C. Golden, M. Marx, or L. Simon

## Courses in Poetry and Fiction Writing

### EN 281. INTRODUCTION TO FICTION WRITING 4

An introduction to the writing of short stories. Writing and reading assignments are geared to the beginning writer of fiction. Workshop format with the majority of class time devoted to discussions of student writing. *Prerequisite:* EN211. (Fulfills arts requirement.)

K. Davis, S. Millhauser, S. Stern, or G. Hrbek

### EN 282. INTRODUCTION TO POETRY WRITING 4

An introduction to the writing of poetry. Writing and reading assignments are geared to the beginning poet. Workshop format with the majority of class time devoted to discussions of student writing.

*Prerequisite:* EN213. (Fulfills arts requirement.)

C. Forché or R. Parthasarathy

### EN 379. POETRY WORKSHOP 4

Intensive practice in the writing of poetry. May be repeated once for credit. Workshop format with most class time devoted to discussion of student writing. Reading and weekly writing assignments aimed at increasing the poet's range and technical sophistication. *Prerequisite:* EN201 and 202 (in sequence); and EN282; or permission of instructor. C. Forché

### EN 380. FICTION WORKSHOP 4

Intensive practice in the writing of fiction. May be repeated once for credit. Workshop format with most class time devoted to discussion of student writing. Readings and weekly writing assignments aimed at increasing the fiction writer's range and technical sophistication. *Prerequisite:* EN201 and 202 (in sequence); and EN281; or permission of instructor.

K. Davis, S. Millhauser, S. Stern, or G. Hrbek

### EN 381. ADVANCED PROJECTS IN WRITING 4

Workshop format concentrating on discussion of projects. The instructor determines whether the course will be offered in fiction or in poetry. Preparation of manuscript to be considered for departmental honors, in support of application for graduate writing programs, and/or for publication. *Prerequisite:* Two sections in the workshop of the appropriate genre (EN379 for Advanced Projects in Poetry, EN380 for Advanced Projects in Fiction); or permission of instructor. The Department

## Courses in Nonfiction Writing

### EN 205. NONFICTION WRITING 4

Intensive practice in writing nonfiction prose, with emphasis on expanding the writer's options, finding a distinctive voice, and using strategies of inquiry, description, exposition, argumentation, and persuasion. *Prerequisite:* completion of college expository writing requirement. (This course may be repeated for credit with a different topic.) The Department

**A. Argumentation.** Instruction in classical and contemporary argumentative writing. Practice in taking a stand and building a case. Analysis of arguments from the perspective of logic, rhetorical appeals, and audience.

### **B. Personal Experience and the Critical Voice.**

Intensive practice in the writing of polished essays that begin with the writer's experiences and move on to explore the relationship of the self to the larger world. Emphasis will be placed on finding a personal voice, exploring a variety of contemporary issues, developing one's ideas, and effectively revising one's work. Readings include personal essays by both classic and contemporary writers such as Montaigne, Lamb, Didion, and Gates.

**C. The Arts Review.** Intensive practice in writing arts reviews on topics such as art exhibits, music performances, dance, films, public lectures, and current literature. Writing assignments focus on forms such as the short review, the essay review, and the profile. Reading of selected reviews by accomplished writers and critics, and analysis of writing from the popular press, scholarly journals, and arts magazines. Requirements for the course include attendance at arts events on the Skidmore campus and throughout the Capital District.

**D. Special Topics in Nonfiction Writing.** Intensive practice in a particular form of expository writing or intensive exploration of a subject with special attention to style and the development of the writer's voice. Topics may include, for example, biography, technical writing, or writing and the Internet. When offered as an honors course, this will be recorded as EN205H.

### EN 206. WRITING ABOUT LITERATURE 3

Writing and revising short critical essays on literary topics in various genres: drama, verse, prose fiction. Instruction in ordering ideas and in focusing a topic by assessing purpose and audience and by making an acute thesis and choosing a voice for effect. Also instruction in supporting the thesis and managing secondary sources: qualities of evidence and reasoning; methods of persuasive demonstration and explanation; manners of citation. Primarily for sophomore and junior English majors, this course assists students already competent at writing explanatory essays to develop the more specialized skills demanded for writing about literature. *Prerequisite:* EN105 or 105H and either 211, 213, or 215; or permission of instructor. The Department

## INTRODUCTORY COURSES IN LANGUAGE AND LITERATURE

### EN 201. EVOLVING CANON I 4

The first of a coordinated pair of courses offering instruction in key writers, important texts, and the historical sequence of literary movements from classical, continental, British, and American literature. Evolving Canon I extends chronologically through the first half of the seventeenth century. Intended as a foundation for the English major, this course establishes a shared experience of texts and concepts. Required of all majors as preparation for 300-level courses. EN201 is a prerequisite for EN202. When offered as an honors course, this will be recorded as EN201H. (Fulfills humanities requirement.) The Department

### EN 202. EVOLVING CANON II 4

The second of a coordinated pair of courses offering instruction in key writers, important texts, and the historical sequence of literary movements from classical, continental, British, and American literature. Evolving Canon II extends chronologically from the second half of the seventeenth century through the early twentieth century. Intended as a foundation for the English major, this course establishes a shared experience of texts and concepts. Required of all majors as preparation for 300-level courses. *Prerequisite:* Evolving Canon I. The Department

### EN 207. THE NATURE OF LANGUAGE 3

A general introduction to language with special emphasis on the nature and structure of linguistic systems, the representation of meaning in language, and social and biological aspects of human language. Topics include study of the origins and defining characteristics of language; the relationship between language and culture; the causes and impact of language variation; children's acquisition of language; and the manipulation of language, especially in the media and in advertising. J. Devine

### EN 208. LANGUAGE AND GENDER 3

Investigates the interaction of language and gender by raising questions about society and culture in relation to language use. Systematic examination of the following topics: the historical roots of both beliefs and practices related to gendered-language differences in speech and writing; differing structural and functional characteristics of the language used by women and men; the development of these differences in early childhood and their personal and social purposes; and the language behavior of men and women in cross-cultural contexts. J. Devine

### EN 211. FICTION 3

Designed to enhance the student's capacity to read novels and short stories. Explores fundamental techniques of fiction, such as symbol and myth, irony, parody, and stream-of-consciousness, within both conventional and experimental forms. Recommended preparation for advanced courses in fiction. (Fulfills humanities requirement.) The Department

### EN 213. POETRY 3

Designed to bring the general student into a familiar relationship with the language and structure of poetry. General readings from the whole range of English and American poetry from early ballads to contemporary free forms introduce students to representative poets and forms. Recommended preparation for all advanced courses in poetry. (Fulfills humanities requirement.) The Department

### EN 215. DRAMA 3

The study of drama as literature. Reading of plays from different historic periods, focusing on modes of comedy, tragedy, romance, tragicomedy, and melodrama. Introduction to the varied possibilities of form, such as expressionism, naturalism, and the absurd. Recommended preparation for advanced courses in drama. (Fulfills humanities requirement.) The Department

### EN 217. FILM 3

Study of selected films that demonstrate the development of various rhetorical or expressive techniques in the history of the movies. The course offers practical approaches to film as a medium of communication and as an art by examining a historical and international array of films, both English language and subtitled, by such masters as Griffith, Eisenstein, Chaplin, Stroheim, Lubitsch, Murnau, Pabst, Lang, Clair, Sternberg, Renoir, Carne, Hitchcock, Wells, Ford, DeSica, Rossellini, Ozu, Bergman, Antonioni, Ray, Truffaut, Resnais, Tanner, and others. Lab fee: \$25. R. Boyers

### EN 223. WOMEN AND LITERATURE 3

An introduction to the study of women and literature, with particular attention to the various ways literary works have helped construct and also question differences between femininity and masculinity. Matters considered include defining basic terms (character, plot, genre, author, sex, gender) and exploring the relations among those terms. The Department

### EN 225. INTRODUCTION TO SHAKESPEARE 3

Selected comedies, histories, and tragedies. Primarily for nonmajors. M. Levith, V. Cahn, or K. Greenspan

### EN 227. INTRODUCTION TO AFRICAN-AMERICAN LITERATURE 3

A chronological exploration of literature by African-Americans from the early 1700s to the present, focusing on changes in the content and style and the reasons for those changes, as well as on specific writers. (Fulfills Cultural Diversity requirement.) M. Stokes

- EN 229. SPECIAL STUDIES IN LITERATURE 3**  
Introduction to a selected topic in literature and/or language. May be repeated with a different topic. (EN229N is designated a non-Western course; EN229C is designated a Cultural Diversity course.)  
The Department
- EN 230. THE BIBLE AS LITERATURE 3**  
Acquaints students with the contents of the Bible, introduces them to its history (dates of composition, establishment of canon, history of translations, especially in English), and provides practice in identifying and interpreting Biblical allusion in literary works. Some attention will also be given to doctrines and theological controversy.  
R. Janes
- EN 231. NON-WESTERN LITERATURE: THE CLASSICAL WORLD 3**  
Hebrew, Sanskrit, Chinese, and Japanese literatures in translation; readings may include books from the Hebrew Bible; selections from the *Mahabharata*, the works of Kalidasa, Somadeva, Li Po, Tu Fu, Po Chu-i, Wu Ch'eng-en, and Murasaki Shikibu. Students read the texts in an interdisciplinary and cross-cultural context. (Designated a non-Western culture course.)  
R. Parthasarathy
- EN 232. NON-WESTERN LITERATURE: THE MODERN WORLD 3**  
Hebrew, Hindi, Urdu, Bengali, Chinese, and Japanese literatures in translation; readings may include selections from the works of Agnon, Amichai, Oz, Megged, Yizhar, Premchand, Manto, Tagore, Lu Xun, Zhang Jie, Kawabata, Mishima, Enchi Fumiko, and Hayashi Fumiko. Students read the texts in an interdisciplinary and cross-cultural context. (Designated a non-Western culture course.)  
R. Parthasarathy
- EN 234. WESTERN LITERATURE: THE MODERN WORLD 3**  
Books of the New Testament; selections from the works of St. Augustine, Apuleius, Dante, Rabelais, Montaigne, Shakespeare, Cervantes, Swift, Nietzsche, and Dostoyevsky. (Fulfills humanities requirement.)  
The Department
- EN 243. NON-WESTERN ENGLISH LITERATURE 3**  
A study of the literatures in English from the Third World (India, Africa, and the Caribbean) since the end of colonialism. Major writers studied include Narayan, Rao, Anand, Achebe, Ngugi, Aidoo, Head, Naipaul, Walcott, and Rhys. Students read the texts in an interdisciplinary and cross-cultural context. The course examines the implications of the emergence of English as a global lingua franca, the conditions of societies caught up between the opposing pressures of tradition and modernity, and the displacement of the oral by the written tradition. (Designated a non-Western culture course.)  
R. Parthasarathy
- ADVANCED COURSES IN LANGUAGE AND LITERATURE**
- EN 310. THE AMERICAN NOVEL 3**  
Critical approaches to the American novel. Readings may vary from one year to the next, but usually include works by Hawthorne, Melville, James, Twain, Dreiser, Cather, Hemingway, Faulkner, Bellow, and Morrison. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor.  
S. Kress or M. Stokes
- EN 311. RECENT FICTION 3**  
Studies of selected works of fiction published since the 1960s, with particular reference to the expanding possibilities of the genre. The readings feature authors such as Donald Barthelme, Heinrich Boll, Jorge Luis Borges, Margaret Drabble, John Fowles, John Gardner, William Gass, Gabriel García Márquez, and Joyce Carol Oates. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of instructor.  
The Department
- EN 312. MODERN BRITISH NOVEL 3**  
Study of generic, thematic, and cultural relationships among selected novels of early twentieth-century writers such as Conrad, Ford, Joyce, Lawrence, Forster, Woolf, and Huxley. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor.  
T. Lewis or P. Boshoff
- EN 313. MODERNIST POETRY: 1890–1940 3**  
A study of major British, Irish, and American poets as exponents of modernity. Yeats, Lawrence, Moore, Frost, Eliot, Pound, and Stevens. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor.  
R. Boyers, T. Diggory, or R. Parthasarathy
- EN 314. CONTEMPORARY POETRY 3**  
A study of British, Irish, and American poets since the 1930s. Auden, Thomas, Larkin, Heaney, Lowell, Berryman, Plath, and Rich. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor.  
R. Boyers, T. Diggory, or R. Parthasarathy
- EN 315. EIGHTEENTH-CENTURY NOVEL 3**  
A generic, thematic, and cultural consideration of selected romances and novels by Behn, Defoe, Swift, Richardson, Fielding, Sterne, Goldsmith, Burney, and Austen. The study begins with the formulae of fictional romance and examines the development of the more sophisticated, psychological novel as it rises to eminence in English literature. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor.  
R. Janes
- EN 316. NINETEENTH-CENTURY BRITISH NOVEL 3**  
A generic, thematic and cultural consideration of selected novels by Austen, the Brontës, Thackeray, Dickens, Eliot, Trollope, and others. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor.  
C. Golden or B. Black
- EN 337. THE CONTINENTAL NOVEL 3**  
The continental novel as an expression of social, intellectual, and artistic problems; not an historical survey. Readings may vary from one year to the next but will include major authors such as Stendhal, Flaubert, Dostoyevsky, Tolstoy, Proust, Gide, Mann. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor.  
R. Boyers or S. Goodwin
- EN 338. QUEER FICTIONS 3**  
A study of twentieth-century gay and lesbian literature, with a focus on British and American authors. Students will explore a literary tradition in which the invisible was made visible—in which historically marginalized sexualities took literary shape. Questions to be considered include: What strategies have lesbian and gay authors used to express taboo subject matter, and how have these strategies interacted with and challenged more traditional narrative techniques? How does the writing of queer sexuality recycle and revise notions of gender? What kind of threat does bisexuality pose to the telling of coherent stories? In what ways do class, race, and gender trouble easy assumptions about sexual community? *Prerequisites:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor.  
M. Stokes
- EN 341. SPECIAL STUDIES IN MEDIEVAL LITERATURE 3**  
Investigation of a special topic in medieval English literature with special attention to medieval literary conventions and to the cultural context in which they developed. Topics studied may draw on the works of the Gawain-poet, Langland, Malory, and others, and may focus on a genre, a theme, or a period. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor. *With permission of the department, the course may be repeated once for credit.*  
K. Greenspan
- EN 342. SPECIAL STUDIES IN CHAUCER 3**  
Chaucer's dream visions and *The Canterbury Tales* (ca. 1370-1400). The social, economic, religious, and literary background of the High Middle Ages will clarify the satiric aspects of individual tales. Chaucer's innovative handling of the conventions of frame and link-between-tales leads to speculation about the structure of the fragment as a competitive sequence and about the formal correlatives to a justice if not judicial at least poetic. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor.  
K. Greenspan
- EN 343. ELIZABETHAN AND JACOBAN DRAMA 3**  
Study of the drama of the late sixteenth and early seventeenth centuries, exclusive of Shakespeare, but including such writers as Marlowe, Jonson, Webster, Beaumont and Fletcher. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor. Offered alternate years.  
M. Levith or R. Janes
- EN 344. SPECIAL STUDIES IN SIXTEENTH-CENTURY POETRY AND PROSE 3**  
Topics, genres, traditions and authors selected from the wide range of sixteenth-century non-dramatic literature, poetry and/or prose. Topics studied may draw on such authors as More, Sidney, Spenser, Shakespeare, and Queen Elizabeth. Selections will vary depending upon the area of interest emphasized in a given semester. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor. Offered alternate years.  
M. Levith or R. Janes
- EN 345. SHAKESPEARE: COMEDIES, HISTORIES, AND ROMANCES 3**  
A study of selected comedies, histories, and romances. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor.  
M. Levith or V. Cahn

- EN 346. SHAKESPEARE: TRAGEDIES 3**  
A study of ten tragedies. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor. M. Levith or V. Cahn
- EN 347. SPECIAL STUDIES IN SEVENTEENTH-CENTURY POETRY AND PROSE 3**  
Topics, genres, traditions and authors selected from the non-dramatic literature of the seventeenth century, poetry and/or prose. Selections will vary depending upon the area of interest emphasized in a given semester. Topics studied may draw on such authors as Donne, Jonson, Bacon, Burton, Locke, Newton, and others. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor. Offered alternate years. M. Levith or S. Mintz
- EN 348. MILTON 3**  
Milton's English poetry, the vision it expresses, and its stylistic range. The course focuses on a measured, close examination of *Paradise Lost* especially noticing its heritage, its structural genius, and its psychologizing and indicates the ways in which this epic anticipates the succeeding ages of great English fiction. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of instructor. Offered alternate years. M. Levith or S. Mintz
- EN 350. RESTORATION AND EIGHTEENTH-CENTURY LITERATURE 3**  
Literature in the ages of Dryden, Congreve, Swift, Addison, Pope, Johnson, and Sheridan. Plays, essays, and the tradition of derivative-epic poems, studied with regard to major social and intellectual dispositions of culture: humanism, the new science, individualism, psychology, mercantilism, urbanization, and sentimentality. The study appreciates the vigorously renewed dramatic tradition from the reopening of the theaters in 1660. It also recognizes the shift from patrician verse toward bourgeois prose manner in literature. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor. R. Janes
- EN 351. ENGLISH ROMANTICISM 3**  
Studies in English romanticism, its philosophic and psychological departures from neoclassic poetry, and its consequences for modern literature. Emphasis on the major works of Blake, Coleridge, Wordsworth, Byron, Keats, and Shelley. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor. S. Goodwin or B. Black
- EN 352. VICTORIAN LITERATURE AND CULTURE 3**  
A study of nineteenth-century English literature and thought, featuring such principal prose writers as John Stuart Mill, Matthew Arnold, John Ruskin, Thomas Carlyle, Walter Pater, and William Morris, and such poets as Alfred Tennyson, Robert Browning, and Christina Rossetti. Emphasis is given to a wide range of topics including political reform, evolution, the rise of liberalism, the hero in history, the meaning of literary ideas, and conceptions of beauty. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of instructor. R. Boyers or B. Black
- EN 356. AMERICAN ROMANTICISM 3**  
Studies in American literature in the first half of the nineteenth century, with particular attention to the New England Transcendentalist movement. Readings may vary from one year to the next, but usually include works by Irving, Cooper, Poe, Hawthorne, Emerson, Thoreau, Fuller, Melville, Stowe, Douglass, and Whitman. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of instructor. S. Kress, T. Lewis, or M. Stokes
- EN 357. THE RISE OF MODERN AMERICAN LITERATURE 3**  
Studies in American literature extending from the Civil War to World War I and remarking the disintegration of Romanticism. Readings may vary from one year to the next, but usually include works by Twain, Howells, Dickinson, James, Chopin, Crane, Dreiser, Wharton, Frost, and Robinson. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of instructor. S. Kress or M. Stokes
- EN 358. TWENTIETH-CENTURY AMERICAN LITERATURE 3**  
Studies in literature extending from World War I through the 1960s, with particular attention to the distinctive forms and movements of twentieth-century writing in America. Readings may vary from one year to the next, but usually include works by Cather, Fitzgerald, Hemingway, Porter, Eliot, Stevens, Faulkner, Hurston, O'Connor, Bellow, and Ellison. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of instructor. S. Kress or M. Stokes
- EN 359. MODERN DRAMA 3**  
Modern writers and principal modes (realism, expressionism, absurdism) of drama since the late nineteenth century. Focus on major British, Irish, and American dramatists (such as Shaw, O'Casey, O'Neill, Miller, Osborne, Pinter) with reference to continental pioneers (such as Ibsen, Brecht, Ionesco). *Prerequisite:* EN201 and 202 (in sequence); and EN211, or 213, or 215; or permission of the instructor. T. Diggory or V. Cahn
- EN 360. WOMEN WRITERS 3**  
Advanced studies in selected women writers. Students will read a group of women writers in the context of recent literary criticism and feminist theory. Issues addressed may include the relations among gender and style, psychological constructs, genre, literary history, audience, and social context. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of instructor. The Department
- EN 361. THEORIES OF LITERARY CRITICISM 3**  
An examination of modern literary methodologies, including new criticism, structuralism, archetypal criticism, and psychoanalytic criticism. The course explores both the theories and their practical application, with a concentration on a particular literary problem of significance, such as the question of meaning, the nature of the text, or the contribution of reader response. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of instructor. The English Department will accept PH330E as the equivalent of EN361. T. Diggory or S. Goodwin
- EN 363. SPECIAL STUDIES IN LITERARY HISTORY 3**  
Studies in one or two authors of the British and American traditions, or in a specific literary topic, genre, or question in literary history or theory. *Prerequisite:* EN201 and 202 (in sequence); and two additional courses at the 200 level; or permission of instructor. Meets specific major requirements as designated:  
A. Meets Early Period literature requirement  
B. Meets Middle Period literature requirement  
C. Meets Later Period literature requirement  
O. Meets additional 300-level literature requirement  
The Department
- EN 364. ADVANCED SPECIAL STUDIES IN LITERATURE AND LANGUAGE 3**  
Advanced study of a selected topic in literature and/or language. May be repeated with a different topic. The Department
- EN 365. SPECIAL STUDIES IN JEWISH LITERATURE 3**  
Topics, genres, traditions and authors selected from the wide range of Jewish literature both in English and in other languages (studied here in translation). Special attention to the interaction of history, culture, and literature in a variety of forms, such as folktale, novel, journal and memoir. Depending on the focus in a given semester, students may encounter, for instance, the wild, beautiful, tragicomic ghost of a literature that haunts the Western canon at every turn, or the vital and indispensable contributions of Jews specifically to American literature. *Prerequisites:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor. S. Stern
- EN 371, 372. INDEPENDENT STUDY 3, 3**  
Research in English or American literature and special projects in creative writing. Independent study provides an opportunity for any student already well grounded in a special area to pursue a literary or creative writing interest that falls outside the domain of courses regularly offered by the department. The student should carefully define a term's work which complements her or his background, initiate the proposal with a study-sponsor, and obtain formal approval from the student's advisor and the department chair. Application to do such work in any semester should be made and approved prior to preregistration for that semester or, at the very latest, before the first day of classes for the term. English majors may take only one Independent Study to meet requirements in Advanced Courses in Language and Literature. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of the instructor. The Department
- ADVANCED TUTORIAL STUDIES**
- EN 373, 374. SENIOR PROJECTS 3, 3**  
This offering allows a senior the opportunity to develop a particular facet of English study that he or she is interested in and has already explored to some extent. It could include such projects as teaching, creative writing, journalism, and film production as well as specialized reading and writing on literary topics. Outstanding work may qualify the senior for departmental honors. All requirements for a regular independent study apply. *Prerequisites:* EN201 and 202 (in sequence); and EN211 or 213 or 215; and permission of department. The Department
- EN 377, 378. RESEARCH SEMINAR 4, 4**  
A seminar in which students explore a topic, author, or text while progressing through the stages of writing a research paper. Common discussion of individual projects and reading of published scholarship emphasize research as a process of shared inquiry. Students practice research methods, present work in progress, and complete a substantial paper. Outstanding work may qualify the senior for departmental honors. May substitute for EN389. Recommended for seniors and advanced juniors. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; and permission of instructor. The Department

### EN 389. PREPARATION FOR THE SENIOR THESIS 3

Required of all second-semester junior or first-semester senior English majors who intend to write a thesis (EN390). Under the direction of a thesis advisor, the student reads extensively in primary and secondary sources related to the proposed thesis topic, develops his or her research skills, and brings the thesis topic to focus by writing an outline and series of brief papers which will contribute to the thesis. Offered only with approval in advance by the department. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of instructor.

The Department

### EN 390. SENIOR THESIS 3

Intensive writing and revising of a senior thesis under the close guidance of the student's thesis committee. The thesis provides an opportunity for English majors to develop sophisticated research and writing skills, read extensively on a topic of special interest, and produce a major critical paper of 40 to 80 pages. Not required for the English major but strongly recommended as a valuable conclusion to the major and as preparation for graduate study. *Prerequisite:* EN377 or 378 or 389; and approval in advance of the thesis proposal by the department.

The Department

### EN 399. PROFESSIONAL INTERNSHIP IN ENGLISH 3 or 6

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as journalism, publishing, editing, and broadcasting. Work will be supplemented by appropriate academic assignments and jointly supervised by a representative of the employer and a faculty member of the department. Only three semester hours credit may count toward the 300-level requirement of the major. *Prerequisite:* EN201 and 202 (in sequence); and EN211 or 213 or 215; or permission of instructor. Must be taken S/U.

## Environmental Studies

*Director of the Environmental Studies Program and Assistant Professor:* Karen Kellogg

*Affiliated Faculty:*

*American Studies:* Mary Lynn, Gregory Pfitzer  
*Anthropology:* †Michael Ennis-McMillan, Susan Bender

*Biology:* Catherine Domozych, David Domozych, †Corey Freeman-Gallant, Roy Meyers, Joshua Ness, Monica Raveret Richter, Sue Van Hook

*Chemistry:* Steven Frey, Raymond Giguere, †Judith Halstead, Vasantha Narasimhan, Shannon Stitzel

*Computer Science:* Robert DeSieno

*Economics:* Monica Das, Mehmet Odekon, Lynda Vargha

*English:* Sarah Goodwin, Linda Simon  
*Geosciences:* Katharine Cartwright, Richard Lindemann, Kimberly Marsella, †Kyle Nichols

*Government:* Roy Ginsberg, Katherine Graney, †Robert Turner, Aldo Vacs, Christopher Whann

*Library:* Barbara Norelli

*Management and Business:* James Kennelly, K. Gary McClure

*Mathematics:* Una Bray

*Philosophy and Religion:* William Lewis, Stephen Butler Murray, Mary Stange

*Physics:* William Standish

*Sociology:* Catherine Berheide, †Rik Scarce

†Environmental Studies Steering Committee

The Skidmore College Environmental Studies Program (ES) builds upon and enhances the mission of the College. First, the program helps students become environmentally literate citizens. Such citizens as consumers, parents, voters, and community leaders will serve society by acting responsibly as we face the environmentally related challenges of the new century. Secondly, the program provides an understanding of the connections between academic fields and an interdisciplinary perspective in the preparation of students interested in environmentally oriented career paths in a wide diversity of disciplines.

Students and faculty in the ES program investigate the interrelationships among cultural traditions, social change, and institutions, and the physical and biological environment in which we live. Because of their increasing complexity, emerging environmental issues require knowledge, methods, and responses that flow from many disciplines. Hence the program depends heavily on an appropriately balanced understanding of many perspectives drawn from the natural and social sciences, humanities, arts, and pre-professional programs. The ES major culminates in a team-oriented capstone project, ES 375, that merges theory into practice by employing the student's environmental skills and knowledge in the examination and presentation of an environmental issue.

THE ENVIRONMENTAL STUDIES MAJOR: As a foundation for the major, all students must take ES100 and either 104 or 105. As a capstone to the major, students must take ES367/368 Junior Seminar in Environmental Studies 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 & 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. 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.

### 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 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 at least thirty-nine to forty-two credits in approved courses that count toward the ES major. In addition to meeting the general requirements for the major, students take a series of core courses (no more than two courses from the same discipline; at least six credits at the 300 level): four to five courses from ES Cluster A: Culture, Society and the Environment (totaling at least fourteen credits); three additional courses from ES Cluster B1: Exploring the Natural World (at least one course with a lab; a total of ten to twelve credits); and one course from ES Cluster C: Interface of the Natural and Social Worlds (three to four credits). The faculty also strongly recommend that students take MS104E Introduction to Statistics prior to enrolling in ES367/368 Junior Seminar and take an appropriate methods course from the social sciences or humanities as preparation for the capstone project.

## Environmental Science Track

The Environmental Science Track affords study of the physical, chemical, and biological aspects of environmental issues, and to a significant degree, encourages exploration of how these aspects influence and are influenced by people and institutions. The courses in the core of this track provide students with a foundation in environmental issues from the perspectives of the natural sciences and mathematics. This track is particularly well-suited for students interested in careers that require understanding of the scientific principles underlying environmental issues.

Students in the Environmental Science track must successfully complete at least forty-seven to fifty-six credits in approved courses that count toward the ES major. In addition to meeting the general requirements for the major, students take a series of core courses, which begins with CH112 Environmental Chemistry (or CH105 & 106 Chemical Principles I & II), GE207 Environmental Geology, and BI240 Environmental Biology (a total of eleven to fifteen credits). These courses provide a basis for understanding the breadth of environmental science by examining environmental issues through the lenses of three natural sciences.

With this foundation in place, students will then explore the natural sciences in upper-level courses, but will have a firm comprehension of how the concepts apply to environmental science in particular. In order to build depth within the core, students will take a concentration of three courses within one natural science discipline (i.e., biology, chemistry or geology) from ES Cluster B2. 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 (a total of eleven to fourteen credits). In addition, students are required to take one 200- or 300-level course from ES Cluster B2 in a natural science discipline outside of the concentration discipline (three to four credits), one course from ES Cluster A: Culture, Society and Environment (three to four credits), one course from ES Cluster C: Interface of the Natural and Social Worlds (four credits), and MS104E Introduction to Statistics (four credits).

### THE ENVIRONMENTAL STUDIES MINOR:

The minor requires completion of twenty-two to twenty-seven credit hours, including:

1. Foundation course: ES100, Environmental Concerns in Perspective
2. Cluster A courses: Culture, Society, and the Environment (six to eight credits)
3. Cluster B1 courses: Exploring the Natural World (six to eight credits)
4. Cluster C courses: Interface of the Natural and Social Worlds (three to four credits)

No more than two courses taken in a 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 the ES minor and both tracks of the ES major.

### 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.

### CLUSTER C: Interface of the Natural and Social Worlds

Courses in this cluster examine the interdisciplinary dimensions of environmental issues by exploring the complex interrelationships of the social and natural worlds. Cluster C courses give students an interdisciplinary view of environmental issues by providing a nearly equal emphasis on social and cultural perspectives as well as natural science perspectives, and the relationship of these perspectives to one another. These courses develop an appreciation for and thoughtful response to environmental issues by developing knowledge and skills forged through learning and integration of the social sciences, natural sciences, humanities, and arts. Cluster C courses apply to the ES minor and both tracks of the ES major.

## Environmental Studies Curriculum

### ES 100. ENVIRONMENTAL CONCERNS IN PERSPECTIVE 3

An interdisciplinary, multiple-perspective approach to the study of environmental concerns. In this course, students study the interaction of human beings and their social, political, and economic institutions with the natural environment. Issues such as air pollution, water pollution, and land management are discussed from the perspectives of both the natural sciences and the social sciences. Local, regional, national, international, and historical perspectives on these issues are also discussed. *Prerequisite:* QR1.

J. Halstead, K. Kellogg

### 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 221. SUSTAINABLE DEVELOPMENT 3

Examination of the tension between the need for economic development by less developed countries and the necessity to protect and preserve global environment. We will explore both domestic issues facing developing countries as they struggle to address their economic and environmental problems, and how their relationship with the rest of the international community influences their decisions. We will use various case studies (e.g., international fisheries) to explore the interplay between the environment, society, and economics on both local and global levels.

*Prerequisite:* QR2.

K. Kellogg

### ES 241. ADIRONDACK WILDERNESS EXPERIENCE 4

The Adirondack Park is the birthplace of the American concept of wilderness and land conservation. It is the second oldest park in the U.S. and the largest publicly protected area in the contiguous United States, larger than Yellowstone, Everglades, Glacier, and Grand Canyon parks combined. Today, it is on the cutting edge of how to turn the abstract principles of environmental sustainability into a set of feasible political, economic, and ecological principles. This class will examine the natural setting of the park, the environmental impact of humans on the park, the evolution of popular views of the wilderness, the attempts to balance development and preservation, the prospects of bio-regional level governance, and the major challenges to ecological, social, and economic success in the Adirondack Park. The emphasis of the course is on experiential learning and will involve various hikes and/or canoe trips into the wilderness itself. *Summer only.*

R. Turner, K. Nichols

**ES 251. TOPICS IN ENVIRONMENTAL STUDIES 3**

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.

**ES 281. DISEASE AND THE ENVIRONMENT 3**

An introduction to the study of the relationship between disease and the environment. We will study the epidemic of cholera in industrial Britain, the evidence linking smoking to lung disease, the relationship between exposure to lead and developmental problems in children, and other important cases in the history of epidemiology that yielded a link to environmental causes. We will continue using a "case study" approach to examine current issues in environmental disease. Students will be encouraged to learn problem-solving and technical skills as they work together to prepare their own group case.

*Prerequisite:* QR2. U. Bray

**ES 351. ADVANCED TOPICS IN ENVIRONMENTAL STUDIES 3**

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 367, 368. JUNIOR SEMINAR IN ENVIRONMENTAL STUDIES 1**

A seminar required of all environmental studies majors during their junior year and taken at least one semester before starting the senior capstone project. Seminar discussion focuses on topics in environmental studies and is designed to help students identify senior research topics as well as enhance students' research, written and oral communication skills relating to environmental studies. The course includes presentations and discussions by students and guest lecturers, field trips, and a community service project. The course culminates in the presentation of preliminary research proposals for senior capstone projects. Seminar participants must attend senior capstone project presentations. The course is offered on a satisfactory/unsatisfactory basis. *Prerequisite:* Declared environmental studies major.

**ES 371, 372. INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES 3, 6**

An opportunity for qualified students to pursue independent study or research in environmental studies under the supervision of an appropriate faculty member. The written study proposal must be approved by the Environmental Studies Program before registration for the course. The student must produce a major research paper approved by the faculty sponsor and the ES Program. Only three semester hours of ES399, 371, or 372 may count toward the major or minor.

**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 ES367/368 Junior Seminar in Environmental Studies, 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 con-

temporary 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:* ES367/368. ES affiliated faculty member

**ES 376. SENIOR THESIS 3**

An opportunity for in-depth research or independent study under supervision of an appropriate ES affiliated faculty member. This course is required of all majors who wish to be considered for ES honors. A proposal for the thesis project, prepared in consultation with the faculty project advisor and second reader, must be submitted to the ES Program during the semester prior to enrollment. See the ES Director or ES Web site for additional information on thesis proposal submission. The Program

**ES 399. PROFESSIONAL INTERNSHIP IN ENVIRONMENTAL STUDIES 3, 6**

Interdisciplinary professional experience at an advanced level for juniors or seniors with substantial academic experience in environmental studies. With faculty sponsorship and Environmental Studies Program approval, students may extend their educational experience in environmentally related interdisciplinary areas such as environmental consulting, environmental advocacy, environmental law, and environmental outreach. The intern must produce a research paper related to the area of the internship, on a topic approved by the faculty sponsor and the on-site supervisor. Only three semester hours of ES399, 371, or 372 may count toward the major or minor.

**Cluster Courses**

Foundation course for the ES minor and major:

ES 100 Environmental Concerns in Perspective

**Cluster A**

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 268 People and the Environment in China  
 EC 316 Economics of Development  
 EC 343 Environmental & Resource Economics  
 EN 363B Literature and the Environment  
 EN 378 Romanticism and Environmentalism in Britain  
 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 215A Topics: U.S. Environmental History  
 IA 101 International Affairs Core Course  
 LS2 137 Business & the Natural Environment  
 PH 255 Environmental Philosophy  
 RE 225 Religion and Ecology  
 SO 223 Environmental Sociology  
 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 190 Population Biology  
 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 105 Field Studies in Environmental Science  
 GE 101 Earth Systems Science  
 GE 112 Oceanography: Introduction to the Marine Environment  
 GE 113H Dangerous Earth  
 GE 207 Environmental Geology  
 GE 208 Origin and Distribution of Natural Resources  
 GE 211 Climatology

**Cluster B2**

BI 237 Plant Biology  
 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 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 204 Structural Geology  
 GE 208 Origin and Distribution of Natural Resources  
 GE 301 Hydrogeologic Systems  
 GE 304 Geomorphology  
 GE 309 Field Techniques  
 GE 311 Paleoclimatology  
 GE 315 Sedimentology  
 GE 316 Stratigraphy

**Cluster C**

AN 344 Anthropology & Environmental Health  
 AN 345 Ecological Anthropology  
 ES 221 Sustainable Development  
 ES 241 Adirondack Wilderness Experience  
 ES 281 Disease in the Environment  
 LS2 103 Science, Technology, & National Security  
 LS2 114 Crises in Life: Theory and Practice of Mass Extinction  
 LS2 146 Environmental Issues  
 LS2 160 A Green World: Human/Plant Coevolution  
 LS2 166 Human Interaction with the Land  
 LS2 207 Seeds of Change  
 LS2 213 Radiation and the Environment

## Exercise Science

Chair of the Department of Exercise Science:  
Denise Smith

Professors: P. Timothy Brown, Jeffrey  
Segrave, Denise Smith

Associate Professors: Patricia Fehling, Paul  
Arciero

Teaching Associates: Jennifer Plourde, Ron  
Plourde, Christine Jenkins, Michael Garcia

Laboratory Instructor: Karen Arciero

### THE MAJOR IN EXERCISE SCIENCE:

Exercise science comprises the study and expansion of knowledge concerning the relationship between physical activity and human health. Course work and research emphasize an understanding of the effects of acute and chronic exercise on human function and health, and the physiological and biochemical mechanisms that underlie the response and adaptations to exercise. Underlying the curriculum is a commitment to physical fitness, health promotion, and disease prevention.

The bachelor of science degree in exercise science is designed to prepare students for graduate study and careers in exercise science and allied health fields. The exercise science major serves as the academic foundation for advanced studies in several sub-disciplines of the field, including: exercise physiology, bioenergetics, nutrition, sports medicine, biomechanics, and kinesiology. The major can also serve as the academic foundation for advanced study and careers in allied health fields, including physical therapy, athletic training, cardiac rehabilitation, and occupational therapy.

Students who major in exercise science must

1. fulfill the general College requirements;
2. complete nine courses in exercise science as listed below;
3. complete two physical activity courses as listed in the Physical Activity section;
4. complete CH103, 105, 107H, or 110 (preferably in the first year); and
5. have CPR certification by the end of the second year.

The nine courses in exercise science must include EX111, 119, 126, 127, 241, 311, 355, 361, and 374 or 375. The two physical activity courses must include one semester hour in weight training,\*\* and one semester hour in an aerobic fitness activity.\*\*\*

Students interested in professional courses of study at the graduate level should consult with the chair of the department so that the necessary biology, chemistry, physics, psychology, and other prerequisites become part of the four-year curriculum plan.

**HONORS:** To be considered for honors in exercise science students must meet the College grade-point average requirement of 3.0 overall and 3.5 in the major. Students must also receive a grade of at least A- in EX374 or 375, Senior Research, a capstone experience required of all majors.

**THE MINOR IN EXERCISE SCIENCE:** The minor consists of five courses to include EX111, 119, 126, 127, 311; one physical activity course in weight training,\*\* and one physical activity course in an aerobic fitness activity.\*\*\*

### EX 111. INTRODUCTION TO EXERCISE SCIENCE 4

An introduction to the scientific basis of physical activity. Emphasis is placed upon the study of the physiological change and adaptations that occur as a result of the stress of exercise. Students will be active participants in laboratory experiments that examine the body's response to exercise. Three hours of lecture, two hours of laboratory per week. (Fulfills natural sciences requirement.)

P. Fehling or P. Arciero

### EX 119. SPORT AND SOCIAL ISSUES 3

An introduction to the academic study of sport and the use of sociological, psychological, historical, and philosophical tools for the study of critical issues surrounding the cultural phenomenon of sport. (Fulfills social sciences requirement.)

J. Segrave

### EX 126. HUMAN ANATOMY AND PHYSIOLOGY I 4

Students will actively study the structure and function of the human body. Students will acquire an understanding of fundamental principles of biochemistry, cell biology, and histology, as well as the integumentary, skeletal, muscular, and nervous systems. Students will explore the interdependence of structure and function at both the cellular and system level. Three hours of lecture, two hours of laboratory a week. (Fulfills natural sciences requirement.)

D. Smith

### EX 127. HUMAN ANATOMY AND PHYSIOLOGY II 4

A continuation of the study of the structure and function of the human body. Students will study the circulatory, respiratory, digestive, urinary, endocrine, immune, and reproductive systems. Emphasis is placed on understanding the interrelationships among the body systems and their role in maintaining homeostasis. Three hours of lecture, two hours of lab a week. *Prerequisites:* EX126. (Fulfills natural sciences requirement.)

D. Smith

\*\*chosen from beginning weight training, intermediate weight training, bodybuilding, or power lifting

\*\*\*chosen from swim for fitness, advanced swim for fitness, marathon training or self-paced fitness

### EX 212. INTRODUCTION TO SPORTS MEDICINE AND ATHLETIC TRAINING 3

An introduction to the field of sports medicine in general and athletic training in particular. Through lectures and labs students will learn basic evaluation, management, and prevention of athletic injuries as well as current methods of sports conditioning.

*Prerequisite:* EX126, 127, or permission of instructor.  
*Non-liberal arts.* M. Garcia or J. Fichera

### EX 241. EXERCISE TESTING AND PRESCRIPTION 4

Exploration of the theoretical and applied aspects of exercise testing and exercise prescription. Students will study the role of exercise testing in predicting disease, assessing fitness level, and prescribing exercise programs. Attention will be given to the development of appropriate exercise prescriptions to various populations. *Prerequisites:* EX111 and CPR certification. *Non-liberal arts.* P. Fehling

### EX 242. PRINCIPLES OF NUTRITION FOR HEALTH AND PERFORMANCE 4

This course explores the theoretical and applied aspects of human nutrition. Particular emphasis will be placed on the metabolism of the macro and micro nutrients and the nutrient requirements of various populations (young and old; sedentary and active; healthy and unhealthy). The laboratory component of this course will focus on laboratory procedures used to quantify body composition, energy expenditure, and nutrient intake and clinical tests to assess nutritional adequacy and health status. The goals of this course are to describe and calculate nutritional requirements, learn validated techniques of body composition analysis, energy expenditure, nutritional intake, and clinical and biochemical assessment using a human model. Applying the nutrition principles and laboratory techniques learned in the course will be useful in assessing nutritional adequacy of various populations—including children and adults, sedentary and active and healthy and diseased individuals. *Prerequisites:* CH103 or CH110, and EX111, or permission of instructor. *Non-liberal arts.*

P. Arciero

### EX 299. PROFESSIONAL INTERNSHIP IN EXERCISE SCIENCE 3

An internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as sports medicine, physical therapy, and related fields. *Prerequisite:* CPR certification may be required depending upon the nature of the internship. *Non-liberal arts.* Must be taken S/U.

### EX 311. PHYSIOLOGY OF EXERCISE 4

Exploration of the physiological changes in the human body that occur during physical activity as well as the structural and physiological adaptations that occur as a result of a training program. Students will be active participants in laboratories that investigate the physiological mechanisms responsible for the exercise response and training adaptations. *Prerequisites:* EX111, 126, 127, 241 and CPR certification. Three hours of lecture, three hours of lab.

D. Smith

### EX 355. RESEARCH DESIGN 4

An examination of the fundamental concepts of research design in the field of exercise science. Students will learn and practice specific research skills in exercise science. The course includes the preparation and presentation of a thesis proposal and prepares students for EX374 and 375. *Prerequisites:* two EX theory courses. The Department



**EX 361. TOPICS IN EXERCISE SCIENCE 3**

Advanced study in special topics or current issues. The specific topic will vary each time the course is offered. May be repeated for credit with a different topic.

**A. Nutrition and Bioenergetics.** An investigation of the many specific aspects of nutrition in health and exercise. Students will acquire an understanding of the biochemical and physiological adaptations following nutritional manipulation and supplementation. Primary focus will be on recent research examining nutrient metabolism in exercise and disease prevention. *Prerequisites:* CH103, EX111, 126, 127.

P. Arciero

**B. Cardiorespiratory Aspects of Human**

**Performance.** Advanced study of the cardiovascular, respiratory, and metabolic aspects of human physical performance and fitness. Students will acquire an understanding of both the acute and chronic adaptations of the cardiorespiratory system to exercise stress and will explore the neural control mechanisms responsible for regulating the cardiorespiratory response to static and dynamic exercise. *Prerequisites:* EX111, 126, 127, and CPR certifications.

D. Smith

**C. Applied Anatomy and Kinesiology.** Advanced study of the anatomical and mechanical principles of human movement. Emphasis will be placed on the analysis of health-related movements, i.e., sitting, standing, and transitional postures, walking and running gaits and low-back problems. Students will learn to apply these kinesiological principles to special populations including children, aged, and injured. *Prerequisites:* EX126, 127.

P. Fehling

**D. Advanced Sports Medicine and Athletic**

**Training.** Exploration of the current issues and research in sports medicine and the application of this research to athletic training. Students will study a variety of topics, which may include rehabilitation, preventative measures, the effects of ingesta, and controversial training practices. *Prerequisites:* EX212 and CPR certification.

M. Garcia

**E. Neuromuscular Aspects of Human**

**Performance.** Advanced exploration of the neural, muscular, and skeletal aspects of human physical performance and fitness. Students will acquire an understanding of both the exercise response and training adaptations of the neuromuscular systems to exercise stress, and will explore ways of enhancing performance via structured resistance training and the usefulness of various nutritional supplements. *Prerequisites:* EX111, 126, 127.

D. Smith

**F. Body Composition.** Advanced study of the human body composition. Students will study the various constituents of the body, as well as the assumptions and violations of assumptions associated with various methodologies of determining body composition. Additionally students will analyze the changes that occur in body composition with aging, weight-reduction or weight-gaining programs, and certain disease states. *Prerequisites:* EX111, 126, 127.

P. Fehling

**EX 371, 372. INDEPENDENT STUDY 3, 3**

Advanced research under guidance of a faculty member. A student may receive liberal arts credit at the discretion of both the department chair and the registrar. *Prerequisite:* Permission of the department; CPR certification may be required depending upon the nature of the research.

The Department

**EX 374, 375. SENIOR RESEARCH 3, 3**

A capstone experience required of all exercise science majors. Study involves research in the discipline of exercise science. Students work on a specialized topic chosen during the fall semester in consultation with a member of the department faculty who agrees to serve as advisor. This course will include a written and oral presentation of the completed thesis to a research committee. *Prerequisite:* EX355 and CPR certification. *Non-liberal arts.*

The Department

**EX 376. SEMINAR 3**

This course provides an exploration of a variety of perspectives and issues in exercise science.

The Department

**EX 399. PROFESSIONAL INTERNSHIP IN HEALTH AND EXERCISE SCIENCE 3 or 6**

Professional experience at an advanced level for juniors and seniors with substantial academic experience in the major. With faculty sponsorship and department approval, students may extend their educational experience into such areas as laboratory or clinical research, or allied health fields. *Prerequisite:* completion of at least one related 300-level course (as determined by the department). *Non-liberal arts.*

## Foreign Languages and Literatures

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*Chair of the Department of Foreign Languages and Literatures:* Patricia Rubio

Professors: John Anzalone, Juan-Carlos Lértora, Giuseppe Faustini, Patricia Rubio

Associate Professors: Grace Burton, Mao Chen, Hédi A. Jaouad, Michael Mudrovic, Mary-Elizabeth O'Brien, Viviana Rangil, Shirley Smith, Marc-André Wiesmann, Adrienne Zuerner

Visiting Assistant Professors: Patricia Han, Beatriz Loyola

Lecturers: Charlene Grant, Cynthia Evans, Diana Barnes, Masako Inamoto, David Wildermuth, Dora Ramírez

Study-Abroad Lecturers: Angel Berenguer, Joan Berenguer, Alain Matthey de l'Étang

*Foreign Language Resource Center Director:* Cynthia Evans

*Self-Instructional Languages Coordinator:* Giuseppe Faustini

Self-Instructional Language Assistants: \*Manoel Cartagenes, \*Veena Chandra, \*Katia Ferreira, \*Regina Hartmann, Jinyoung Mason, \*Polina Shvartsman, Nurit Sonnenschein

The principal aims of the Department of Foreign Languages and Literatures are to develop in the student an ability to understand, speak, and write the languages of his or her choice, and to read with appreciation literary and cultural texts in the foreign languages. The study of a foreign language enables students to understand a foreign culture and to broaden perspectives on their own culture.

The department is the primary resource for the college's language requirement. Any course taken at the appropriate level in a foreign language (i.e., not in translation) fulfills the foreign literature and language requirement.

Advanced literature courses provide students with the skills needed to interpret texts linguistically, stylistically, and historically and enable them to gain knowledge of major periods, authors, and genres of literature. Courses in culture and civilization explore major achievements in art, history, politics, economics, media, and intellectual history as well as issues of gender and race. Advanced language courses provide practical skills for specific purposes such as translation, business, and other professional applications.

Students should refer to the guidelines below for placement into language courses according to the Web-based placement exam and the SAT II language exams. Students with a minimum of one year of prior language study are excluded from taking a 101 course. Students with a score of 3 on an AP test should enroll in courses above the 203 level, usually a composition or conversation course.

Students can take the Web-based placement exam at any time. Entering students will receive information on accessing the exam in a summer mailing and can also contact the department for information. For placement into languages other than French, German, and Spanish, contact the appropriate faculty in the Departments of Foreign Languages and Literatures or Classics.

#### **WebCAPE Placement Exams for French, German, and Spanish:**

0–339: French and Spanish 102, German 102 or 103

340–390: French, German, and Spanish 203

391 and above: French, German, and Spanish courses above the 203 level

#### **SAT II Foreign Language Exams:**

0–490: French and Spanish 102, German and Italian 102 or 103

500–560: Chinese, French, German, Italian, Japanese, and Spanish 203

570 and above: Chinese, French, German, Italian, Japanese, and Spanish courses above the 203 level

Students with scores on an AP test of 4 or 5 may receive general elective credit toward graduation.

The department supports academic and extracurricular programs both on the campus and abroad in order to enhance understanding of foreign languages and cultures. Department faculty are key advisors in such self-determined majors as Italian, and they are committed to participating in such college interdisciplinary programs as Liberal Studies, Asian Studies, International Affairs, Classics, and Women's Studies. The department is committed to offering less commonly taught languages through the self-instructional language program.

Since the department offers a rotation of advanced courses in French, German, and Spanish, students desiring a major in one of these languages should begin as sophomores to plan their programs for their junior and senior years.

Students majoring in the department are expected to acquire fluency and accuracy in one or more of the modern languages; a general knowledge of the civilization and culture that the language expresses; an ability to interpret texts linguistically, stylistically, and historically; and an intensive knowledge of certain, defined periods of literature.

**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 209 or 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 FF205; and two additional French courses at the 300 level.

**THE GERMAN MAJOR:** Students majoring in German fulfill the departmental requirements by completing a minimum of nine courses totaling not less than thirty credit hours, including FG208 and 215; FG376; six additional courses above FG203 (one course may be designated FL or LS).

**THE SPANISH MAJOR:** Students majoring in Spanish fulfill the departmental requirements by completing a minimum of nine courses totaling not less than thirty credit hours, none in translation, including FS208, 211, and 212; at least one course from among FS313, 314, 317, 334; at least one course from among FS319, 320, 321, 330; FS376; and three additional courses above FS203.

**FRENCH AREA STUDIES PROGRAM:** Students may elect a program designed to incorporate several aspects of French culture in order to develop in-depth knowledge of the country and civilization. Each student will work out an individual nine-course program totaling not less than thirty credit hours, as approved by the department, that includes three courses from among FF213, 214, 216, 219, 221, 223, 224; three courses on French topics from other departments; and three 300-level courses including FF374 or 376. Students in this program may elect a concentration in a particular period or a particular topic, for example: France in the nineteenth century, the status of women, the role of money, or the tradition of revolution in France.

**INTERDEPARTMENTAL MAJORS:** In conjunction with the relevant departments, the Department of Foreign Languages and Literatures offers majors in business-French, business-German, business-Spanish; economics-French, economics-German, economics-Spanish; English-French, English-German, English-Spanish; government-French, government-German, and government-Spanish. See *Interdepartmental Majors*.

**HONORS:** To be eligible for departmental honors, a student must write a thesis in the foreign language and pass an oral defense of the thesis, complete courses 374 in German and Spanish and 373 and 374 in French with a grade of A- or better, and have at least a 3.5 average in the major. Outstanding students of French are also eligible for nomination to the Nu Iota chapter of Pi Delta Phi, the national French honor society. Outstanding students of Spanish are eligible for nomination to Sigma Delta Pi, the national Spanish honor society.

**THE FRENCH MINOR:** The minor program consists of a minimum of five courses above FF203 totaling not less than eighteen credit hours, including FF206, 208, and 209 or 210; one course covering material prior to 1800 from among FF213, 214, 216, or 224; one course covering material from after 1800 from FF219, 221, or 223; and one course at the 300 level in French language, literature, or civilization. At least three of the courses must be taken at Skidmore.

**THE GERMAN MINOR:** The minor program consists of a minimum of five courses totaling not less than eighteen credit hours, including FG208 and 215; three other courses beyond FG203 in German language, literature, or civilization (one course may be designated FL or LS). At least three of the courses must be taken at Skidmore.

**THE ITALIAN MINOR:** The minor program consists of a minimum of five courses totaling not less than eighteen credit hours, including FI208 and FI310; a minimum of eleven more credit hours beyond FI203 in Italian language, literature, or civilization (one course may be designated FL or LS). At least three of the courses must be taken at Skidmore.

**THE SPANISH MINOR:** The minor program consists of a minimum of five courses above FS203 totaling not less than eighteen credit hours, none in translation, including FS208, 211, and 212. At least three of the courses must be taken at Skidmore.

**CLASSICAL LANGUAGES:** Instruction in classical Greek and Latin is offered through the advanced level. For the course listings and requirements for the classics major and minor, see Classics.

**SELF-INSTRUCTIONAL LANGUAGES:** Instruction in Arabic, Hebrew, Hindi, Korean, Portuguese, and Russian is offered on an independent study basis. The student works with textbooks and tapes and meets with a native tutor for two hours a week of oral practice. A final examination is given by an outside examiner approved by the National Association of Self-Instructional Language Programs from a neighboring university. Students interested in pursuing these courses should consult with Professor Faustini in the Department of Foreign Languages and Literatures before spring registration for the following academic year.

**FOREIGN LANGUAGE RESOURCE CENTER:** The FLRC accommodates a twenty-station Mac lab/multimedia classroom (Bolton 380) providing access to electronic materials developed by Skidmore faculty, commercially produced language software, foreign language word processing programs, as well as access to the Internet. The multimedia classroom is equipped with multi-region DVD and VCR players with large screen projection. The student stations also include traditional language lab cassette recorders with headsets for intensive language practice. In addition to the Bolton 380 classroom, the Foreign Language Resource Center (Bolton 381) has four open stations with audio equipment and computers for use by students on a drop-in basis. The Bolton 381 area also offers a lounge area for viewing foreign videos (VHS and DVD) and TV from foreign stations received by satellite. A center work area houses the audio collection, software, textbooks, laser printer, student assistants' workstation, TV-VCR, multistandard VCR, and a high-speed cassette dubber. There is also a workroom for the production of multimedia materials, equipped with computers, a scanner, TV-VCR, mini-dv camcorders, and hardware and software to support digitizing and editing video and audio materials.

**PARIS CHAMBER OF COMMERCE EXAMINATIONS:** The department encourages qualified students of economics and business to take the Certificat Pratique de Français Commercial et Economique or the Diplôme Supérieur de Français des Affaires offered by the Chambre de Commerce et d'Industrie de Paris. Both the Certificat and the Diplôme attest to students' knowledge of business French and to their ability to express themselves orally and in writing. The department gives these Paris Chamber of Commerce examinations annually.

**GERMAN FOR BUSINESS CERTIFICATION:** The department encourages qualified students of economics and business to take the Zertifikat Deutsch für den Beruf (ZDfB). This examination, jointly developed by the Goethe Institute and the Deutscher Volkshochschulverband, attests to students' knowledge of business German and their ability to express themselves orally and in writing. The department administers the ZDfB examination annually.

**PROGRAMS ABROAD:** The department encourages qualified students to participate in Skidmore's programs in Paris or Madrid and to take advantage of accredited programs in Germany, Italy, and Spanish America.

Courses offered in English are designated FL.

## CHINESE

**FC 101. ELEMENTARY CHINESE I 4**  
An introduction to spoken and written Chinese emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the culture of China. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of Chinese. M. Chen

**FC 102. ELEMENTARY CHINESE II 3**  
Continuation of FC101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from China. Three hours of class, one hour of drill or tutorial. M. Chen

**FC 203. INTERMEDIATE CHINESE 3**  
Continuing study of the structures of the Chinese language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Three hours of class and one hour of lab. *Prerequisite:* FC102 or permission of the department. M. Chen

**FC 204. BUSINESS CHINESE 3**  
Intermediate Chinese language and culture with an emphasis on listening, speaking, reading, writing, and translating in the context of business. Designed for students who are interested in doing business with the Chinese-speaking community and in further improving their Chinese language proficiency. Students will develop cultural competence in the contexts of actual business situations, and will learn commonly used commercial terms, phrases, sentence patterns, and cultural background. *Prerequisite:* FC203 or permission of the department. M. Chen

**FC 206. CHINESE LANGUAGE AND CULTURE 3**  
Development of Chinese skills at the advanced intermediate level. Extensive practice in idioms. Development of vocabulary and reading skills necessary for communication at native speed. Texts include contemporary news materials, film, Internet sources, literature, and music. *Prerequisite:* FC203 or permission of the department. (Designated a non-Western culture course.) M. Chen

**FC 208. ADVANCED CHINESE CONVERSATION AND COMPOSITION 3**  
Intensive practice in daily use of Chinese in a cultural context. Review of grammar, idioms, vocabulary, and writing skills. *Prerequisite:* FC203 or permission of the instructor. M. Chen

**FC 220. LANGUAGE ACROSS THE CURRICULUM 1**  
A course designed for students who want to use their foreign language skills in any course taught in English at the college. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. *Prerequisite:* FC203 or permission of the department. Must be taken S/U. Can be repeated for credit. The Department

**FC 271, 272. CHINESE LANGUAGE AND LITERATURE DISCUSSION 1**  
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. *Prerequisite:* FC208 or permission of the department. M. Chen

**FC 363. SPECIAL STUDIES IN CHINESE 4**  
Advanced literary or critical study in an author, a genre, a period, or a topic. Texts may include literature, newspaper articles, television dramas, films, poetry, painting, and music. *Prerequisite:* permission of instructor. (Designated a non-Western culture course.) Course must enroll at least five students to be offered. M. Chen

**FC 371, 372. INDEPENDENT STUDY 3**  
Individual study projects under the guidance of the department. M. Chen

## FRENCH

### Courses in Language

**FF 101. ELEMENTARY FRENCH I 4**  
An introduction to spoken and written French emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the cultures of France and the Francophone world. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of French. The Department

**FF 102. ELEMENTARY FRENCH II 3**  
Continuation of FF 101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from France and the Francophone World. Three hours of class. The Department

**FF 203. INTENSIVE INTERMEDIATE FRENCH 4**  
Continuing intensive study of the structures of the French language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Four hours of class and one hour of lab. The Department

**FF 206. FRENCH CULTURAL CONVERSATIONS 3**  
Development of nonliterary, informal spoken vocabulary, and expressions used in everyday situations. Extensive practice in conversational idioms and work on accent and intonation. *Prerequisite:* FF203 or two years of high-school French or equivalent or permission of instructor. The Department

*The following courses satisfy major requirements.*

**FF 208. WRITING IN FRENCH 4**  
Review of grammar, idioms, and vocabulary. Intensive practice in writing short essays. *Prerequisite:* FF203 or 205 or permission of instructor. This course is required for the major. The Department

**FF 209. INTRODUCTION TO THE CULTURE AND LITERATURE OF QUEBEC 4**  
Study of the culture and literature of Quebec within a historical framework. This course focuses on the development of analytical skills through the study of literary texts and cultural documents from the beginnings of French Canadian society through the present. *Prerequisite:* FF203 or permission of the instructor. FF208 strongly recommended. This course alternates with FF210 as a requirement for the major in French. (Fulfills humanities requirement.) C. Evans

**FF 210. INTRODUCTION TO FRENCH LITERATURE** 4  
 Reading and discussion of literary texts in the major genres: poetry, theater, and prose through close textual analysis. This course emphasizes the development of the analytical skills involved in doing a close reading and the critical skill needed for writing *explications de texte*. Regular papers required. *Prerequisite:* FF203 or permission of the instructor. This course is required for the major in French. (Fulfills humanities requirement.) The Department

**FF 220. LANGUAGE ACROSS THE CURRICULUM** 1  
 A course designed for students who want to use their foreign language skills in any course taught in English at the college. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. *Prerequisite:* FF203. Must be taken S/U. Can be repeated for credit. The Department

**FF 301. BUSINESS FRENCH** 3  
 Study of communication and cultural understanding in commercial transactions of everyday French life. The course covers such topics as real estate, management, advertising, marketing, insurance, personnel relations, banking, imports and exports, and doing business in France. These topics will be considered in the context of the geography of France, its agriculture and industrial production, its trade, transportation and taxation systems. Students will be encouraged to take the Paris Chamber of Commerce exam at the end of the semester. Required for business-French major. *Prerequisite:* FF208 or permission of instructor. M. Wiesmann

**FF 304. ADVANCED CONVERSATION AND PRONUNCIATION** 3  
 Development of oral and written skills to increase active vocabulary, fluency, and the use of authentic French structures through reading and discussion of issues in contemporary French society. Topics include immigration, unemployment, gender distinctions, changing family patterns, education, and political parties in the "hexagon." Some attention to the influence of the European community on French life. H. Jaouad

**FF 306. TRANSLATION AND STYLISTICS** 3  
 A translation course for the study of the structure of the French language through comparative examination of vocabulary, grammar, and cultural influences. The course provides extensive practice of the traditional exercise of *thème et version* (translations back and forth of texts from a variety of disciplines) to develop an awareness of the idiomatic distinctions of French and English, the variety of written styles and what constitutes one's own prose expression. *Prerequisite:* FF208 or consent of instructor. J. Anzalone

**Courses in Literature and Civilization**

**FF 213. MEDIEVAL AND RENAISSANCE FRENCH LITERATURE** 4  
 A survey of medieval and Renaissance French literature focusing on the origins and development of epic and lyric poetry, theater, and prose, including the *essai*. Readings will include such works and authors as *La Chanson de Roland*, Chrétien de Troyes, Marie de France, Christine de Pisan, Villon, *La Farce de Maître Pathelin*, *Le Roman de la Rose*, Marguerite de Navarre, Ronsard, Du Bellay, Louise Labé, Rabelais, and Montaigne. *Prerequisite:* FF210 or permission of the instructor. Offered in alternate years. (Fulfills humanities requirement.) M. Wiesmann

**FF 214. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY** 4  
 Introduction to the concepts of classic and baroque, including social, artistic, and intellectual developments in the seventeenth century through study of the masterpieces of such authors as Corneille, Racine, Moliere, Pascal, Descartes, Mme. de Sévigné, La Fontaine, La Rochefoucauld, and Mme. de Lafayette. *Prerequisite:* FF210 or permission of instructor. (Fulfills humanities requirement.) A. Zuerner

**FF 216. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY** 4  
 Study of the social, intellectual and artistic development of the Enlightenment in the works of such authors as Montesquieu, Mme. de Graffigny, Voltaire, Rousseau, Diderot, Lesage, Marivaux, Beaumarchais, Mme. Roland, and Olympe de Gouges. Spring semester. *Prerequisite:* FF210 or permission of instructor. (Fulfills humanities requirement.) M. Wiesmann or A. Zuerner

**FF 219. LITERATURE AND CULTURE OF THE NINETEENTH CENTURY** 4  
 Introduction to the social, intellectual, and artistic developments of the nineteenth century through study of the literary masterpieces of such poets, playwrights, and novelists as Chateaubriand, Mme. de Staël, Lamartine, Hugo, Vigny, Balzac, Sand, Baudelaire, Flaubert, Zola, Rimbaud, and Mallarmé. Fall semester. *Prerequisite:* FF210 or permission of instructor. (Fulfills humanities requirement.) J. Anzalone or P. Han

**FF 221. TWENTIETH-CENTURY LITERATURE** 4  
 Introduction to the poetry, novels and plays of France through study of the works of such writers as Gide, Apollinaire, Proust, Cocteau, Mauriac, de Beauvoir, Sartre, Beckett, Aragon, Duras, Sarraute, and Robbe-Grillet. The course will also focus on contemporary artistic, social, and intellectual trends since 1890. Spring semester. *Prerequisite:* FF210 or permission of instructor. (Fulfills humanities requirement.) H. Jaouad

**FF 223. INTRODUCTION TO ISSUES IN THE FRANCOPHONE WORLD** 4  
 Study of aspects of the Francophone world (Caribbean, Africa, Canada) with particular emphasis on historical, political, and social problems. Reading and discussion of texts and documents from a variety of sources. Practice in writing critical and literary essays. *Prerequisite:* FF210 or permission of instructor. (Designated a non-Western culture course.) H. Jaouad

**FF 224. FRENCH CIVILIZATION FROM GAUL TO 1815** 4  
 French culture and civilization from the Gallo-Roman period to the 1789 revolution and its immediate aftermath. This course will trace the succession of broad political and societal phenomena defined by traditional historians, employing a spectrum of documents representative of social, gender and religious diversity. These documents will draw equally from music, painting, science, philosophy, and literature. Through a series of films we will question the interplay between "history" and its representations. (Fulfills humanities requirement.) M. Wiesmann

**FF 225. PAINTERS AND WRITERS** 4  
 A survey of the rich interaction that exists in French culture between writers and visual artists, mostly painters, from the Renaissance through the twentieth century. Since the sixteenth century, French writers have reflected upon the practices and productions of painters. In a multiplicity of literary genres (poems, short stories, novels, essays), they have left a body of work that theoretically uses the visual artist's craft as a means to explore the singularities of their own literary practices. Using this thematic thread that familiarizes students with different modes of French thought, culture, and writing, this course develops students' analytical skills in the reading of literary texts while exposing them to major figures of French painting. *Prerequisites:* FF208 and FF210. (Fulfills humanities requirement.) M. Wiesmann

**FF 263. SPECIAL TOPICS IN FRENCH** 3  
 Literary or cultural study at an introductory to intermediate level of an author, a genre, a period, or a topic. Topics will vary from semester to semester. *Prerequisites:* FF208 or FF210 or permission of the department. The Department

**FF 271, 272. FRENCH LANGUAGE AND LITERATURE DISCUSSION** 1  
 A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. *Prerequisite:* FF208 or permission of the department. The Department

**FF 316. FRENCH POETRY** 3  
 Study of fundamentals and development of the French poetic form through close textual analysis of representative poets and major movements. *Prerequisite:* FF214 or 216, 219 or 221 or consent of instructor. Offered in alternate years. J. Anzalone

**FF 317. FRENCH NARRATIVE PROSE** 3  
 Exploration of major themes and techniques of narrative fiction as it has developed in French-speaking cultures. *Prerequisite:* FF214 or 216, 219 or 221 or consent of instructor. Offered in alternate years. M. Wiesmann

**FF 318. FRENCH DRAMATIC LITERATURE** 3  
 Study of dramatic techniques and themes through careful examination of representative texts and attention to the role of the theater in French culture. *Prerequisite:* FF214 or 216, 219 or 221 or consent of instructor. Offered alternate years. The Department

**FF 322. SURREALISM** 3  
 Study of surrealism as an historical and ontological movement through analysis of poetry, novel, cinema, theater, and painting. The course examines the impact of surrealism on current literary, critical, and artistic expressions. *Prerequisite:* FF210 or permission of the instructor. H. Jaouad

**FF 363. SPECIAL STUDIES IN FRENCH** 3  
 Advanced literary or cultural study in an author, a genre, a period, or a topic. *Prerequisite:* permission of instructor. The Department

**FF 371, 372. INDEPENDENT STUDY** 3, 3  
 Individual study projects under the guidance of the department. The Department

**FF 373. PREPARATION FOR SENIOR THESIS 3**  
 Required for all second-semester junior or first-semester senior French majors who intend to write a thesis (FF374). Under the direction of a thesis advisor, the student reads extensively in primary and secondary sources related to the proposed thesis topic, develops research skills, and brings the thesis topic into focus by writing an outline and a series of brief papers that contribute to the thesis. *Prerequisites:* FF208, 210, and second-semester junior or first-semester senior status. The Department

**FF 374. THESIS 3**  
 An extended research project culminating in a paper based on readings and extensive individual conferences. Required of all majors who wish to be considered for departmental honors. *Prerequisite:* FF376, senior standing, permission of instructor, and 3.5 GPA in the major. The Department

**FF 376. SEMINAR 3**  
 A detailed study of an author, a period, or theme prominent in France, Africa, Canada, or the French speaking countries of the Caribbean. Frequent oral reports. Close attention to development, organization, and writing of an extensive paper. *Prerequisite:* Senior status. The Department

**GERMAN**

**Courses in Language**

**FG 101. ELEMENTARY GERMAN I 4**  
 An introduction to spoken and written German emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the culture of German-speaking countries. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of German. The Department

**FG 102. ELEMENTARY GERMAN II 3**  
 Continuation of FG 101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from German-speaking countries. Three hours of class, one hour of drill or tutorial. The Department

**FG 103. INTENSIVE ELEMENTARY GERMAN 4**  
 Intensive review of introductory reading, speaking, oral comprehension, and grammatical structures of the language for those with some experience in the fundamentals but who still need to acquire the competency expected at the completion of FG102. Four hours of class, one hour of lab. *Prerequisite:* one year of high-school German or permission of department. The Department

**FG 203. INTERMEDIATE GERMAN 3**  
 Continuing study of the structures of the German language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Three hours of class and one hour of lab. *Prerequisite:* FG102 or 103. The Department

**FG 206. GERMAN LANGUAGE AND CULTURE 3**  
 Development of German skills at the advanced intermediate level. Extensive practice in idioms. Development of vocabulary and reading skills necessary for communication at native speed. Texts include contemporary news materials, film, Internet sources, literature, and music. *Prerequisite:* FG203 or permission of the department. The Department

**FG 208. GERMAN CONVERSATION AND COMPOSITION 4**  
 Intensive practice in daily use of German in a cultural context. Review of idioms, vocabulary, and writing skills. *Prerequisite:* FG203 or permission of instructor. The Department

**FG 220. LANGUAGE ACROSS THE CURRICULUM 1**  
 A course designed for students who want to use their foreign language skills in any course taught in English at the college. Does not fulfill the foreign language distribution requirement, but counts toward the major and minor in German. *Prerequisite:* FG203. Must be taken S/U. Can be repeated for credit. The Department

**FG 263. SPECIAL TOPICS IN GERMAN 3**  
 Literary or cultural study at an introductory to intermediate level of an author, a genre, a period, or a topic. Topics will vary from semester to semester. *Prerequisite:* FG208 or permission of instructor. The Department

**FG 271, 272. GERMAN LANGUAGE AND LITERATURE DISCUSSION 1**  
 A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. *Prerequisite:* FG208 or permission of the department. The Department

**FG 301. BUSINESS GERMAN 3**  
 An introduction to business institutions in Germany. The course focuses on economic geography, correspondence, and government requirements for business, as well as vocabulary used in banking, advertising, stock market, insurance, communications, and export and import. Primarily for students majoring in German and business. The Department

**FG 304. ADVANCED GERMAN COMPOSITION AND CONVERSATION 4**  
 Intensive practice of oral and written German to increase active vocabulary and fluency in German and to develop further and refine writing skills. Three hours of class. *Prerequisite:* FG208 or permission of instructor. M. O'Brien

**Courses in Literature and Civilization**

**FG 215. INTRODUCTION TO GERMAN LITERATURE 4**  
 An introduction to the development of German literature from the Age of Enlightenment to the present focusing on major authors (Lessing, Goethe, Schiller, Hoffmann, Kafka, Brecht, Wolf) and literary movements. *Prerequisite:* FG203 or permission of instructor. This course is required for the major in German. Offered in alternate years. (Fulfills humanities requirement.) M. O'Brien

**FG 216. CONTEMPORARY GERMAN CULTURE 4**  
 An exploration of life, art, and politics in Germany since the fall of the Berlin Wall in 1989. Topics include German reunification, political parties and current debates, the problematic relationship between Ossi and Wessi, multiculturalism, the Berlin art scene, film, visual arts, and music. M. O'Brien

**FG 341. THE AGE OF GOETHE 4**  
 A study of the major works of Goethe, Schiller, and Lessing to show how they reflect major intellectual ideas of their time. Particular attention will be given to the transition from the so-called Classical to the Romantic period: the critique of the Classical by Romantic authors, the elevation of music as the highest form of artistic expression, the origins of psychology and "modernism" in the subjective irrationalism of the Romantics. An examination of the artistic, intellectual, and cultural trends of the period 1749–1832 through the study of the works of Goethe, Schiller, and their contemporaries. *Prerequisite:* FG215 or permission of instructor. M. O'Brien

**FG 343. THE GERMAN NOVEL 3**  
 An exploration of great German novels from Goethe to the present. Students will encounter a variety of critical approaches for the study of major texts from authors such as Goethe, Kafka, Mann, Döblin, Böll, and Grass. M. O'Brien

**FG 356. THEATER IN THE GERMAN-SPEAKING WORLD 3**  
 Theater and its cultural impact in the nineteenth and twentieth centuries. Topics include social drama, operatic spectacles, epic theater, cabaret, post-war and contemporary experimental theater and performance art. Works from such dramatists as Büchner, Wagner, Brecht, Weiss, Handke, and Müller will be examined. M. O'Brien

**FG 357. GERMAN LITERATURE OF THE TWENTIETH CENTURY 4**  
 A critical study of German poetry, drama, and prose in the twentieth century with emphasis on major artistic and sociopolitical movements. Readings vary from year to year but usually include works by Mann, Brecht, Sachs, Hesse, Böll, Grass, Bachmann, and Wolf. *Prerequisite:* FG215 or permission of instructor. M. O'Brien

**FG 363. SPECIAL STUDIES IN GERMAN 3**  
 Advanced literary or cultural study in an author, a genre, a period, or a topic. *Prerequisite:* permission of instructor. The Department

**FG 371, 372. INDEPENDENT STUDY 3, 3**  
 Individual study projects under the guidance of the department. The Department

**FG 374. THESIS 3**  
 An extended research project culminating in a paper based on readings and extensive individual conferences. Required of all majors who wish to be considered for departmental honors. *Prerequisite:* FG376, senior standing, permission of instructor, and 3.5 GPA in the major. The Department

**FG 376. SEMINAR 4**  
 The study of an author, a period, or topic prominent in the literature of Germany, Austria, or Switzerland. Close attention to the development, organization, and writing of an extensive paper. *Prerequisite:* Senior status. M.E. O'Brien

**GREEK**

For complete course listings, see *Classics*.

## ITALIAN

### Courses in Language

**FI 101. ELEMENTARY ITALIAN I 4**  
An introduction to spoken and written Italian emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the culture of Italy. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of Italian. The Department

**FI 102. ELEMENTARY ITALIAN II 3**  
Continuation of FI 101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from Italy. Three hours of class, one hour of drill or tutorial. The Department

**FI 103. INTENSIVE ELEMENTARY ITALIAN 4**  
Intensive review of introductory reading, speaking, oral comprehension, and grammatical structures of the language for those with some experience in the fundamentals but who still need to acquire the competency expected at the completion of the equivalent of FI102. Four hours of class, one hour of lab. S. Smith, The Department

**FI 203. INTERMEDIATE ITALIAN 3**  
Continuing study of the structures of the Italian language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Three hours of class and one hour of lab. *Prerequisite:* FI102 or 103 or permission of instructor. G. Faustini, S. Smith

**FI 206. ITALIAN LANGUAGE AND CULTURE 3**  
Development of Italian skills at the advanced intermediate level. Extensive practice in idioms. Development of vocabulary and reading skills necessary for communication at native speed. Texts include contemporary news materials, film, Internet sources, literature, and music. *Prerequisite:* FI203 or permission of instructor. G. Faustini, S. Smith

**FI 208. ITALIAN CONVERSATION AND COMPOSITION 4**  
Intensive practice in daily use of Italian in a cultural context. Review of idioms, vocabulary, and writing skills. *Prerequisite:* FI203 or permission of instructor. G. Faustini, S. Smith

**FI 220. LANGUAGE ACROSS THE CURRICULUM 1**  
A course designed for students who want to use their foreign language skills in any course taught in English at the college. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. *Prerequisite:* FI203. Must be taken S/U. Can be repeated for credit. The Department

**FI 271, 272. ITALIAN LANGUAGE AND LITERATURE DISCUSSION 1**  
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. *Prerequisite:* FI208 or permission of the department. G. Faustini, S. Smith

**FI 304. ADVANCED CONVERSATION AND COMPOSITION 3**  
Intensive practice of oral and written Italian to increase active vocabulary and fluency in spoken Italian and to develop and refine writing skills. Three hours of class, one hour of discussion. G. Faustini, S. Smith

## Courses in Literature and Civilization

**FI 210. INTRODUCTION TO LITERARY ANALYSIS 3**  
Reading and discussion of literary texts in the major genres: poetry, theater, and prose through close textual analysis. This course emphasizes the development of the analytical skills involved in doing a close reading and the critical skills needed for writing critical literary analysis. Regular papers required. *Prerequisite:* FI203 or permission of instructor. Not open to students who have taken FI207. (Fulfills humanities requirement.) S. Smith

**FI 211. MASTERPIECES OF ITALIAN LITERATURE I 3**  
Study of modern Italian literature from the Enlightenment period to the Futurist Movement focusing on major authors and movements from the eighteenth century to the mid-twentieth century. *Prerequisite:* FI203 or permission of instructor. Offered in alternate years. (Fulfills humanities requirement.) G. Faustini

**FI 212. MASTERPIECES OF ITALIAN LITERATURE II 3**  
Study of the most important literary movements from the precursors of the Italian Renaissance to the end of the seventeenth century with particular emphasis on the writings of Dante, Boccaccio, the Humanists, Lorenzo de Medici, Michelangelo, and Machiavelli. *Prerequisite:* FI203 or permission of instructor. Offered in alternate years. (Fulfills humanities requirement.) G. Faustini

**FI 301. BUSINESS ITALIAN 3**  
Study of commercial transactions in the context of social and economic life in Italy today. The course focuses on management, advertising, marketing, agricultural and industrial relations, banking, imports and exports, and the stock market in Italy. These topics will be considered in both the private and public sectors, focusing on vocabulary and forms of correspondence, employment applications, business procedures, and government agencies. S. Smith

**FI 303. STUDIES IN MODERN ITALIAN LITERATURE 3**  
Selected readings from the Italian Unity to the present. A study of modern Italian novels, plays, and short stories from the historical period to the neo-realistic period: from Manzoni to Moravia. *Prerequisite:* FI203 or permission of instructor. G. Faustini, S. Smith

**FI 310. IL RINASCIMENTO ITALIANO 3**  
Investigates Italian literature and culture from the Duecento to the late Cinquecento. We will examine in particular the development of the vernacular through a systematic study of the most representative literary works of the Italian literary tradition, which gave rise to the innovative literary, artistic, and philosophical ideas of the Italian Renaissance. Although the primary focus for this course is the study of literature, we will also examine the culture of the Renaissance as presented not only in the literary works but also in the major works of painting, sculpture, architecture, and music of the epoch. Readings will include selections from Dante, Petrarca, Boccaccio, the Humanists, Pico della Mirandola, Castiglione, Ariosto, Michelangelo, Lorenzo de' Medici, Veronica Franco, Machiavelli, and others. *Prerequisite:* FI208 or permission of instructor. G. Faustini, S. Smith

**FI 363. SPECIAL STUDIES IN ITALIAN 3**  
Advanced literary or cultural study in an author, a genre, a period, or a topic. *Prerequisite:* permission of instructor. G. Faustini, S. Smith

**FI 371, 372. INDEPENDENT STUDY 3, 3**  
Individual study projects under the guidance of the department. The Department

## JAPANESE

**FJ 101. ELEMENTARY JAPANESE I 4**  
An introduction to spoken and written Japanese emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the culture of Japan. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of Japanese. M. Inamoto

**FJ 102. ELEMENTARY JAPANESE II 3**  
Continuation of FJ 101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from Japan. Three hours of class, one hour of drill or tutorial. M. Inamoto

**FJ 203. INTERMEDIATE JAPANESE 3**  
Continuing study of the structures of the Japanese language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Three hours of class and one hour of lab. *Prerequisite:* FJ102. M. Inamoto

**FJ 206. JAPANESE LANGUAGE AND CULTURE 3**  
Development of Japanese skills at the advanced intermediate level. Extensive practice in idioms. Development of vocabulary and reading skills necessary for communication at native speed. Texts include contemporary news materials, film, Internet sources, literature, and music. *Prerequisite:* FJ203 or permission of the department. (Designated a non-Western culture course.) M. Inamoto

**FJ 207. ADVANCED INTERMEDIATE JAPANESE I 3**  
Systematic study of advanced intermediate Japanese linguistic structures. Reading of selected texts concerning Japanese culture/society. Discussion in Japanese based on the reading. Intensive practice in writing short essays. *Prerequisite:* FJ203 or permission of instructor. M. Inamoto

**FJ 208. ADVANCED INTERMEDIATE JAPANESE II 3**  
Continuation of FJ207. Further study of grammar, idioms, and vocabulary. Reading of authentic materials such as newspapers/magazine articles. Aural-oral exercises and intensive practice in writing short essays. *Prerequisite:* FJ207 or permission of instructor. M. Inamoto

**FJ 220. LANGUAGE ACROSS THE CURRICULUM 1**  
A course designed for students who want to use their foreign language skills in any course taught in English at the college. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. *Prerequisite:* FJ203. Must be taken S/U. Can be repeated for credit. M. Inamoto

**FJ 271, 272. JAPANESE LANGUAGE AND LITERATURE DISCUSSION 1**  
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. *Prerequisite:* FJ208 or permission of the department. M. Inamoto

**FJ 363. SPECIAL STUDIES IN JAPANESE 3**  
Advanced literary or cultural study in an author, a genre, a period, or a topic. *Prerequisite:* permission of instructor. (Designated a non-Western culture course.) Course must enroll at least five students to be offered. M. Inamoto

**FJ 371, 372. INDEPENDENT STUDY 3**  
Individual study projects under the guidance of the department. M. Inamoto

## LATIN

For complete course listings, see *Classics*.

## SPANISH

### Courses in Language

**FS 101. ELEMENTARY SPANISH I 4**  
An introduction to spoken and written Spanish emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the cultures of Spain and Spanish America. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of Spanish. The Department

**FS 102. ELEMENTARY SPANISH II 3**  
Continuation of FS 101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from Spain and Spanish America. Three hours of class, one hour of drill or tutorial. Open only to students who have completed FS 101. The Department

**FS 103. ALTERNATIVE SECOND SEMESTER SPANISH 3**  
An introduction and review of elementary spoken and written Spanish emphasizing cultural perspectives. Linguistic emphasis is on grammar, vocabulary and the development of reading, conversation and writing skills while learning about the cultures of Spain and Spanish America. Three hours of class. For students who have completed one or two years of pre-College Spanish, and who have not placed in FS 203 or above. Not open to students who have completed FS101. The Department

**FS 203. INTENSIVE INTERMEDIATE SPANISH 4**  
Continuing intensive study of the structures of the Spanish language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Four hours of class and one hour of lab. *Prerequisite:* FS102. The Department

**FS 206. SPANISH CONVERSATION 3**  
Development of Spanish oral skills at the advanced intermediate level. Extensive practice in conversational idioms. Development of nonliterary, informal spoken vocabulary; of reading skills necessary to comprehend authentic news materials; of aural comprehension essential for understanding oral speech at native speed. *Prerequisite:* FS203 or permission of department. The Department

**FS 208. WRITING IN SPANISH 4**  
Review of grammar, idioms, and vocabulary. Intensive practice in writing short essays. *Prerequisite:* FS203 or permission of instructor. The Department

**FS 220. LANGUAGE ACROSS THE CURRICULUM 1**  
A course designed for students who want to use their foreign language skills in any course taught in English at the college. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. *Prerequisite:* FS203. Must be taken S/U. Can be repeated for credit. The Department

**FS 271, 272. SPANISH LANGUAGE AND LITERATURE DISCUSSION 1**  
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. *Prerequisite:* FS208 or permission of the department. The Department

**FS 301. BUSINESS SPANISH 4**  
An introduction to business institutions in the Hispanic world. The course focuses on economic geography, correspondence, and government requirements for business, as well as vocabulary used in banking, advertising, stock market, insurance, communications, and export and import. Primarily for students majoring in Spanish and business. P. Rubio, C. Grant

**FS 303. SPANISH PHONETICS 3**  
Intensive work on phonetics, intonation, and diction. Phonetic transcriptions of spoken Spanish and practice in oral reading. Three hours of class, one hour of discussion. Offered on demand.

**FS 304. ADVANCED CONVERSATION AND COMPOSITION 4**  
Intensive practice of oral and written Spanish to increase active vocabulary and fluency in spoken Spanish and to develop further and refine writing skills. Four hours of class. *Prerequisite:* FS208 or permission of instructor. J. Lertora, P. Rubio, M. Mudrovic

### Courses in Literature and Civilization

**FS 210. INTRODUCTION TO THE READING OF LITERARY TEXTS 4**  
Reading and introduction of Hispanic literary texts to develop skills in literary analysis and critical writing using examples from the three main literary genres. Recommended for those planning to take FS211 or 212. Three hours of class. *Prerequisite:* FS203, 206, or permission of instructor. (Fulfills humanities requirement.) The Department

**FS 211. SURVEY OF SPANISH LITERATURE 4**  
A study of the main currents of Spanish literature from the Renaissance to the twentieth century. Representative works of such major literary movements as the Golden Age, Neoclassicism, Romanticism, Realism, the Generation of '98, and the twentieth century will be studied. *Prerequisite:* FS208 or permission of instructor. (Fulfills humanities requirement.) G. Burton, M. Mudrovic

**FS 212. SURVEY OF SPANISH AMERICAN LITERATURE 4**  
A study of the main currents of Spanish American literature from Colonial times to the present. Such authors as Sor Juana, Gallegos, Darío, Carpentier, Mistral, Neruda, Paz, and Cortázar will be studied. *Prerequisite:* FS208 or permission of instructor. (Fulfills humanities requirement.) P. Rubio, J. Lértora, B. Loyola

**FS 313. LITERATURE OF THE GOLDEN AGE 3**  
A study of the novel, drama, and poetry, centering on the picaresque novel, Cervantes, Lope de Vega, Tirso de Molina, Calderón de la Barca, Góngora, and Quevedo. *Prerequisite:* FS211, 212 or consent of department. Offered every third year. G. Burton

**FS 314. SPANISH LITERATURE OF THE NINETEENTH CENTURY 3**  
A study of poetry, drama, and the novel of the nineteenth century, centering on Espronceda, Duque de Rivas, Zorrilla, Pérez Galdós, Valera, Pardo Bazán, and Clarín. *Prerequisite:* FS211, 212, or consent of department. Offered every third year. M. Mudrovic

**FS 317. SPANISH LITERATURE OF THE TWENTIETH CENTURY 3**  
A study of the drama, novel, and poetry of the Generation of '98 as well as selected novels and dramas since the Civil War. *Prerequisite:* FS211, 212, or consent of the instructor. Offered every third year. M. Mudrovic

**FS 319. SPANISH AMERICAN NARRATIVE OF THE TWENTIETH CENTURY 3**  
A study of the main characteristics of the contemporary Spanish-American novel and short story in the work of authors such as Borges, Asturias, Carpentier, Cortázar, García Márquez, Onetti, Vargas Llosa, Fuentes. *Prerequisite:* FS210, 211 or 212 or permission of instructor. Offered every third year. P. Rubio, J. Lértora

**FS 320. STUDIES IN SPANISH AMERICAN POETRY 3**  
A study of the development of Spanish American poetry from Modernismo to the present in the work of poets such as Darío, Neruda, Valencia, Mistral, Torres Bodet, Neruda, Paz. *Prerequisite:* FS211 or 212 or permission of instructor. Offered every third year. J. Lértora

**FS 321. STUDIES IN SPANISH AMERICAN DRAMA 3**  
A study of the development of Spanish American drama from the seventeenth century to the present including such authors as Alarcón, Sor Juana, Gorostiza, Eichelbaum, Usigli, Garro, Carballido, Wolf, Gambaro, and Sánchez. *Prerequisite:* FS211 or 212 or permission of instructor. J. Lértora

**FS 323. SPANISH IN THE MEDIA 4**  
A study of the Spanish-speaking world within its contemporary cultural context, especially as manifested in the media (newspapers, magazines, radio, television). This course is designed to give students a more complex understanding of Hispanic culture. We will study such topics as political, social, and economic trends in the Spanish-speaking world, the relationship between language and society, and dialect as an expression of culture. *Prerequisite:* FS208. V. Rangil

**FS 324A. SPANISH FILM 4**  
A study of films produced and directed by Spanish, Spanish American, and Latino filmmakers. Students will learn about film theory and cinematographic techniques, and will analyze the specific social, cultural, and historical thematic of the films. In readings and discussions, students will address cultural differences, gender studies, and aesthetic concepts. The course will be offered on a bi-yearly, alternating basis. M. Mudrovic

**FS 324B. SPANISH AMERICAN/LATINO FILM 4**

A study of films produced and directed by Spanish, Spanish American, and Latino filmmakers. Students will learn about film theory and cinematographic techniques, and will analyze the specific social, cultural, and historical thematic of the films. In readings and discussions, students will address cultural differences, gender studies, and aesthetic concepts. The course will be offered on a bi-yearly, alternating basis.  
V. Rangil

**FS 330. SPANISH AMERICAN ESSAY 3**

A study of the development of Spanish American thought from Independence to the present. Special attention will be given to the intellectual trends contributing to independence, to the foundations of the new republics and their relationships to Europe, and to the definition of Spanish-American identity and culture. Particular consideration will be afforded to the writings of Bolívar, Sarmiento, Bello, Lastarria, Rodó, Mariátegui, Martí, Zea, and Paz, among others.  
J. Lértora, P. Rubio

**FS 331. CULTURE OF SPANISH AMERICA I 3**

An exploration of the historical, cultural, and artistic development of Spanish America from discovery to independence. Students will also assess the impact of the encounter and development of the colonial empire on native American populations and the environment, from diaries and letters of conquerors and settlers. Particular attention will be given to the Jesuit missions in Paraguay, to the environmental expeditions through the period, and the impact of the slave trade. *Prerequisite:* FS211 or 212 or permission of instructor. Offered in alternate years.  
P. Rubio

**FS 332. CULTURE OF SPANISH AMERICA II 3**

An exploration of Spanish America's historical, cultural, and artistic development from independence to the present. Students will focus on issues of nation building and identity as expressed in fiction and non-fiction, and on the impact of both revolutionary movements and dictatorial regimes on the developments of literature and art. *Prerequisite:* FS212 or permission of instructor. Offered in alternate years.  
P. Rubio

**FS 334. CERVANTES 3**

A study of the prose, drama, and poetry of Miguel de Cervantes in the light of the social and intellectual currents of early seventeenth-century Spain. Particular attention will be paid to *Don Quixote*.  
G. Burton

**FS 363. SPECIAL STUDIES IN SPANISH 3**

Advanced literary or cultural study in an author, a genre, a period, or a topic. *Prerequisite:* permission of instructor.  
The Department

**FS 371, 372. INDEPENDENT STUDY 3, 3**

Individual study projects under the guidance of the department.  
The Department

**FS 374. THESIS 3**

An extended research project culminating in a paper based on readings and extensive individual conferences. Required of all majors who wish to be considered for departmental honors. *Prerequisite:* FS376, senior standing, permission of instructor, and 3.5 GPA in the major.  
The Department

**FS 376. SEMINAR 3**

A detailed study of an author, a period, or theme relevant to the understanding of Spanish and Spanish-American literature and culture with special attention to the essay. Frequent oral reports. Close attention to development, organization, and writing of an extensive paper. *Prerequisite:* Senior status.  
The Department

**SELF-INSTRUCTIONAL LANGUAGE COURSES****FX 171, 172. SELF-INSTRUCTIONAL BASIC STUDY 3, 3**

Arabic, Hebrew, Hindi, Korean, Portuguese, Russian.

**FX 271, 272. SELF-INSTRUCTIONAL INTERMEDIATE STUDY 3, 3**

Arabic, Hebrew, Hindi, Korean, Portuguese, Russian.

**LITERATURE AND CIVILIZATION COURSES TAUGHT IN ENGLISH**

These courses are open to all students. Knowledge of a foreign language is not a prerequisite, with the exception of FL399.

**FL 242. SELF AND SOCIETY IN MODERN JAPAN 3**

A study of how modern Japanese writers have responded to the challenges in the twentieth century. An interdisciplinary survey of modern Japanese prose literature in English translation beginning with the Meiji period until the end of the twentieth century. Students will study the interaction of traditional Japanese sensibilities with Western literary ideas and techniques as represented in major literary movements in Japan. Works will be discussed in terms of their cultural, historical, and literary contexts. (Designated a non-Western culture course; fulfills LS2 requirement.)  
M. Inamoto

**FL 243. THE WORLD OF JAPANESE ANIMATION 3**

An introduction to the world of Japanese animation (animé), one of the most important cultural products in contemporary Japan. Students will study prevailing themes and genres of animé in their cultural and historical contexts from a variety of perspectives. The course also focuses on animé in relation to popular culture and the role of animé fan culture. (Designated a non-Western culture course; fulfills Cultural Diversity requirement; fulfills LS2 requirement.)  
M. Inamoto

**FL 250. AN OUTLINE OF GERMAN CIVILIZATION: THE EIGHTEENTH CENTURY TO THE PRESENT 3**

An exploration of German life, culture, and politics from the eighteenth century to the present. The course focuses on Germany's quest for national unity, emphasizing the relationship between Germany's political development and its cultural life. Course materials include historical readings, political essays, musical compositions, art works, films, and literary texts. Offered in alternate years.  
M. O'Brien

**FL 252. ITALIAN CINEMA: FROM FICTION TO FILM 3**

An examination of the literary and sociopolitical trends of Italian culture as portrayed by the media of literature and film. The course will focus on the literary works of Boccaccio, Machiavelli, Moravia, De Filippo, Bassani, and the cinematographic adaptations of those works by such directors as Pasolini, Lattuada, Visconti, and De Sica. The course also specifically examines the role in Italian cinema of such director-authors as Fellini and Wertmuller and the importance of Italian cinematic Neorealism in the films of Rossellini, De Sica, and Visconti. Offered in 2001-02 and alternate years. (Fulfills humanities requirement.)  
G. Faustini

**FL 253, 254. ITALIAN CIVILIZATION IN TRANSLATION 3, 3**

Study of the development of Italian civilization with emphasis on the historical, artistic, philosophical, literary, musical, and sociopolitical background. Fall semester: late Medieval period to the Baroque. Spring semester: seventeenth century to the present.  
G. Faustini

**FL 257. MODERN CHINESE LITERATURE IN TRANSLATION 3**

A critical survey of twentieth-century Chinese literature up to the present. Readings include short stories, novels, poetry, music, painting, and drama. Special emphasis is placed on Chinese thought and culture compared to the Western tradition. (Designated a non-Western culture course; fulfills humanities requirement.)  
M. Chen

**FL 258. CHINESE CIVILIZATION I: LITERARY CULTURE IN CLASSICAL CHINA 3**

A survey of Chinese civilization from the Shang dynasty to the present with emphasis on the historical, artistic, philosophical, literary, musical, sociopolitical background. Shang dynasty (1766 B.C.) to early tenth century. FL258 and 259 need not be taken in sequence.  
M. Chen

**FL 259. CHINESE CIVILIZATION II: CULTURE AND LITERATURE OF LATE IMPERIAL CHINA 3**

A survey of Chinese civilization from the Shang dynasty to the present with emphasis on the historical, artistic, philosophical, literary, musical, sociopolitical background. Tenth century to the present. FL258 and 259 need not be taken in sequence.  
M. Chen



**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 205; or by permission of instructor.

**A. The Fantastic in Fiction**

An introduction to the Fantastic in literature and art as a mode of representation whose ambiguous structure oscillates between the real and the imaginary. The magical is ingrained in ordinary experience thus expanding the concept of reality, and emphasizing literary discourse as the locus of indeterminacy. Specific attention will be focused on selected writers and theorists, but the course will also provide a diachronic and theoretical background for the discussion of the Fantastic. Readings from authors such as E.T.A. Hoffmann, Kafka, Borges, Cortazar, Garcia Marquez, Torrente Balester, Calvino, Buzzati, Gautier, Nerval, Maupassant, Villiers de l'Isle-Adam, and theorists such as Freud, Bessier, T. Todorov, and Roh. (Fulfills LS2 requirement.) J. Anzalone

**B. Exoticism**

This course will examine the cultural construction of the "exotic" as it emerges primarily, but not exclusively, in nineteenth- and twentieth-century literary texts. The course will address questions such as: How are the relationships between colonialism, imperialism, and exoticism dramatized via literature? How does the hegemonic (i.e. France) and the non-hegemonic (i.e. Spain, or Latin America) positioning of a culture shape its particular notion of the exotic? How do cultures that are viewed as exotic exoticize other cultures? What role do other determinants such as gender, race, or class play in the construction of the exotic? Readings from authors such as Baudelaire, Flaubert, Nerval, Gautier, Dario, Casal, Tablada, Villaespesa, and Valle-Inclan. H. Jaouad

**C. The Fascist Aesthetic**

The emergence and significance of the fascist aesthetic are explored via close study of the fundamental ideology of totalitarianism in twentieth-century Europe. Concepts such as the soldierly male, the leader principle, racial eugenics, community, modernity, and the fascination with violence will be examined in film, literature, and the visual arts. Readings from among writer such as Drieu la Rochelle, Celine, Tournier, Junger, and D'Annunzio, and from such theorists of totalitarianism as Adorno, Freud, Zhelev, and Arendt. M. O'Brien

**D. The Fate of Forbidden Knowledge in Literature and Science**

An investigation of the perplexing ethical questions raised by this renaissance shift in attitude toward the Faust legend. The flirtation with forbidden knowledge will be studied by drawing on religious, mythological, literary, philosophical, and scientific texts. Taking recent developments in genetic engineering as a case in point, we will ask to what extent the pursuit of knowledge can enhance or be damaging to human experience. These and other questions will be explored to show how literary texts can contain moral issues of lasting concern for the scientific community and for society at large. (Fulfills LS2 requirement.) R. Mayer

**FL 265. LATINOS IN THE UNITED STATES 3**

An examination from an interdisciplinary perspective of Hispanic society in the United States. Major Latino groups (e.g., Cubans, Mexicans, and Puerto Ricans) will be studied and special attention will be given to the interaction between these groups and United States mainstream society. We will focus on the historical, sociological, literary, and political aspects of cultural change in contact situations. Particular attention will be paid to issues of prejudice and discrimination. V. Rangil

**FL 266. IMAGES OF REVOLUTION AND SOCIAL UPEHAVAL: FRANCE 1789-1939 3**

Study through literary and historical texts, and via artistic representation of the experience and consequences of social change in France over a century and a half of upheaval. Beginning with the outbreak of revolution in 1789, we will analyze the effects on French culture of the long and tormented path leading to the establishment of Republicanism. Particular attention to the trials and tribulations of the Third Republic during the Dreyfus Affair and in the period between the world wars in order to discern the evolution of specific cultural tendencies over time. Taught in English. (Fulfills LS2 requirement.) J. Anzalone

**FL 267. MODERN JAPANESE CULTURE AND SOCIETY 3**

Introduction to modern Japanese culture and society, emphasizing the period 1945 to the present, and considering topics including education, family and neighborhood, gender and work, and discrimination. The course analyzes social change in Japan over time in the course of Japan's modernization and internationalization, paying attention to the interplay between Japan's traditional cultural values and modern society. (Fulfills LS2 requirement; designated a non-Western culture course.) M. Inamoto

**FL 269. CULTURAL CHINA: TRENDS AND THEMES 3**

A course surveying twentieth-century Chinese literature, film, and popular culture, introducing some important cultural and intellectual issues of contemporary China. Students will consider the impact of cultural changes in Chinese society, their causes, and their representations in fiction, poetry, popular literature, film, and music. Students will gain a critical understanding of the intricate relationship between self and society, social change and alienation, family and gender relationships, nationalism and orientalism, revolution and memory, media and propaganda, and love and violence in China. (Designated a non-Western culture course; fulfills LS2 requirement.) B. Linder

**FL 270. HOLDING UP HALF THE SKY: GENDER, WRITING, AND NATIONHOOD IN CHINA 3**

Interdisciplinary exploration of gender issues in China, especially but not exclusively focusing on the roles of women in the making of modern Chinese history. Students will learn about cultural specificities in the experiences of Chinese women while exploring the diverse meanings of "women's status" and gender relations. Themes to be examined in the course content include gendered subjectivities, the ideology of the new women, the impact of globalization and transnational capital, different gender roles, and women's writing from the Opium War to contemporary China. Emphasis on different stages of women's writing in relation to their cultural conditions and social awakening, and on the ways ideologies helped form gender identities in the twentieth century. (Designated a non-Western culture course; fulfills LS2 requirement.) M. Chen

**FL 321. WOMEN IN FRANCE SINCE THE REVOLUTION 3**

Analysis of women writers and female stereotypes since the French Revolution as seen primarily through novels and plays of such writers as de Staël, Sand, Flaubert, Stendhal, Colette, Claudel, de Beauvoir, Duras, and Sarraute. Historical, sociological and artistic documents will also be examined for what they reveal of the changing consciousness of women in France. Offered every third year. A. Zuerner

**FL 322. THE FRENCH FILM 3**

Study of some of the key features of the cinema of France, beginning with an historical overview of the development of the idiom, from the silent films of the Surrealists and René Clair, to the Golden Age of sound in the thirties and concluding with the New Wave and its posterity. The course will also study film as a language and use it as a means for exploring cultural identity. Students will view a selection of films by Clair, Dalí/Bunuel, Vigo, Renoir, Carne, Duvivier, Truffaut, Godard, Eustache, Tanner, and Rohmer, among others, and read criticism by directors, critics, and theorists. *Prerequisite:* for credit in the French major, FF203 or 205. J. Anzalone

**FL 371, 372. INDEPENDENT STUDY 3, 3**

Individual study projects under the guidance of department. The Department

**FL 374. THESIS 3**

An extended research project culminating in a paper based on readings and extensive individual conferences. Primarily for interdepartmental majors who wish to be considered for honors. *Prerequisite:* senior standing, permission of an instructor, and at least a 3.5 GPA. The Department

**FL 376. SEMINAR 3**

A detailed exploration of a theme reflected in the cultures of French, German, Italian, and Spanish speaking civilizations. Frequent oral reports in English by members of the class. Close attention to development, organization, and writing of an extensive paper. Required of all majors not enrolled in 374.

**FL 399. PROFESSIONAL INTERNSHIP IN FOREIGN LANGUAGES 3, 6 or 9**

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and departmental approval, students may extend their educational experience into such areas as the communications fields, the media, pedagogy, and translation. Primarily but not exclusively for students participating in Skidmore's Junior Year Abroad programs. *Prerequisite:* advanced standing in the language appropriate to the internship. *Non-liberal arts.*

# Geosciences

Chair of the Department of Geosciences:

Richard H. Lindemann

Associate Professor: Richard H. Lindemann

Assistant Professor: Kyle K. Nichols

Lecturer: Katharine Cartwright

Senior Teaching Associate: Kimberly Marsella

By its very nature geology has a broad perspective, one that permits an undergraduate program in geology to provide not only for the needs of the student preparing for a career in professional geology, but also for students interested in such diverse fields as marine science, environmental preservation, physical geography, and the environmental aspects of archeological research.

**THE GEOLOGY MAJOR:** The major, which leads to a bachelor of arts degree, entails eleven required courses. The requirements include GE101, 102, 201, 202, 204, 304, 310, 315, 316, a field geology course (GE309, Field Techniques, or a summer field course approved by the department), and a capstone project consisting of a GE371 or 372 Independent Study research project that will focus on the geologic interest of the student. Additional elective courses to consider including in the geology major are GE207 and 399.

The student who is going to go on to graduate school will have to take MA111 and 113, CH105 and 106, and PY207 and 208. Others should consider strengthening their program by taking these courses or integrating the geology major with a minor in a cognate discipline.

**THE GEOLOGY MINOR:** The geology minor includes six geology courses. At least two of these six courses must be at the 200 level and at least two at the 300 level.

## GE 101. EARTH SYSTEMS SCIENCE 4

An introduction to Earth's dynamic systems and geologic processes. The planet is studied from its deep interior to its oceanic, surficial, and atmospheric components to develop a scientific understanding of Earth as a holistic environmental system, of which the biosphere, including humanity, is one component. Within this context, course topics such as rocks and minerals, mountain building, earthquakes, volcanoes, oceans, glaciers, and deserts are examined from the perspective of the interactions between geologic processes and humans. Three hours of lecture and two hours of lab a week. *Prerequisite:* QR1. (Fulfills QR2 requirement; qualifies as a natural science laboratory course for breadth requirement.)

R. Lindemann, K. Marsella

## GE 102. THE HISTORY OF EARTH, LIFE, AND GLOBAL CHANGE 4

Introduction to the deep time history of biospheric responses to changes in Earth's climatologic and geologic systems. The course draws upon geologic principles and theories to explore the planet's origin and the processes that perpetually modify the global environment. Topics also include the origin of life, the causes and consequences of major environmental crises in Earth's history, and the role of humanity as an agent of global change. Three hours of lecture, two hours of lab per week. (Fulfills natural sciences requirement.) R. Lindemann, K. Cartwright

## GE 104. DINOSAURS: EVOLUTION TO EXTINCTION 4

Investigation into recent scientific theories about dinosaurs in an attempt to answer: who were they? how did they live? where did they live? how did they become extinct? what significance was their death to our own evolution? Topics include: dinosaur death, burial, and preservation; evolution, ecology, and extinction; and dinosaur myths in the media. K. Cartwright

## GE 112. OCEANOGRAPHY INTRODUCTION TO THE MARINE ENVIRONMENT 4

Introduction to the interaction of physical, chemical and biological processes operative in the great water bodies that cover nearly three-quarters of the earth's surface. Three hours of lecture, two hours of lab per week. (Fulfills natural sciences requirement; fulfills QR2 requirement.) K. Cartwright

## GE 201. MINERALOGY 4

Fundamentals of crystallography, crystal chemistry, and systematic mineralogy with the study of mineral associations, occurrences, genesis, and phase relationships; hand sample identification, introductory optical mineralogy, and thin section identification of minerals. *Prerequisites:* GE101 or permission of instructor. Three hours of lecture, three hours of lab per week. The Department

## GE 202. IGNEOUS AND METAMORPHIC PETROLOGY 4

Petrology and petrography of igneous and metamorphic rocks; origin, crystallization, and differentiation of magmas; metamorphism, metamorphic facies and the factors controlling metamorphism. The study of rocks in hand sample and thin section. Intermediate optical mineralogy. *Prerequisite:* GE201. Three hours of lecture, three hours of lab per week. The Department

## GE 204. STRUCTURAL GEOLOGY 4

The recognition, origin, and interpretation of the various structures present in the earth's crust. Study of structure is directed toward reconstruction of stresses involved in ancient periods of tectonism. Three hours of lecture, three hours of lab per week. *Prerequisite:* GE101 or 207 or permission of instructor. Offered 2004-05 and alternate years. The Department

## GE 207. ENVIRONMENTAL GEOLOGY 4

Investigation of Earth's environments as viewed through the study of surficial and crustal geologic processes. Emphasis is on natural and anthropogenic phenomena including earthquakes, volcanoes, floods, landslides, climate change, soil erosion, pollution, waste management, and energy resources. Laboratories and field trips highlight geologic perspectives on the environment. Three hours lecture, three hours lab per week. K. Nichols

## GE 208. ORIGIN AND DISTRIBUTION OF NATURAL RESOURCES 4

A survey of the origin, distribution, and exploitation of energy (e.g., petroleum, methane, coal, uranium) and mineral (e.g., metal, gem, agricultural fertilizer) resources throughout the world. The dependence of industrialized nations upon Earth's energy and mineral resources is at the root of many national economies as well as many of the major environmental and geopolitical conflicts of our time. Future economic and population growth are certain to multiply demands for Earth resources, a fact that urges that there be an educated citizenry capable of making databased decisions regarding their availability and utilization. Related topics include shrinking resource reserves, environmental degradation, and the relative merits of various resource strategies. *Prerequisites:* GE101 or 102 or 207. R. Lindemann

## GE 211. CLIMATOLOGY 4

Introduction to the basic components of Earth's climate system: the atmosphere, ocean, cryosphere, lithosphere, and biosphere. The course investigates the basic physical processes that determine climate and the links among the components of the climate system, including the hydrologic and carbon cycles and their roles in climate, climate stability, and global change. Topics also include climate patterns and forecasting climate, as well as their applications and human impacts. Three hours of lecture, two hours of lab per week. (Fulfills natural sciences requirement.) K. Cartwright

## GE 301. HYDROGEOLOGIC SYSTEMS 3

An advanced course on the physical processes of water transport and accumulation in surface and shallow subsurface environments, as well as environmental impacts on water quality. The first half of the course covers scientific principles of the hydrologic cycle, including precipitation, evapotranspiration, infiltration, groundwater flow, and surface runoff. The second half of the course examines the impacts of agriculture, urban development, and human population growth on both the quantity and quality of water in the hydrologic cycle. Throughout the course, scientific principles are illustrated by real-world case studies of water management issues. *Prerequisite:* GE101 or 207. K. Nichols

## GE 304. GEOMORPHOLOGY 4

Analysis of the geologic and climatic factors that control the evolution of topography. Lab study is concentrated on the physical character of the United States and on the geologic configurations which determine landform distribution and therefore are the basis for physical subdivision. Two hours of lecture, three hours of lab a week. *Prerequisite:* GE101 or 207. Offered in 2006-07 and alternate years. K. Nichols

## GE 309. FIELD TECHNIQUES 4

An advanced course in the techniques used for field mapping. The course concentrates on the instruments of mapping and how to use them, including pace and compass, altimeter, plane table and alidade, topographic map and air photo base. In addition there is the study of some basic subsurface geologic techniques such as structural contour maps, isopach maps, and well log analysis and correlation. Two hours of lecture, three hours of lab, and one hour of discussion per week. K. Nichols

## GE 310. PALEOBIOLOGY 4

An advanced study of the morphology, taxonomy, and evolution of fossil organisms; the major events in the 3.6 billion-year history of Earth's biota; and the processes of fossil preservation/destruction. The ecology of fossil organisms, reconstruction of paleoenvironments and paleocommunities, as well as the forcing mechanisms that perpetually alter Earth's

marine and terrestrial environments are emphasized throughout. Laboratory and field work provide first-hand experience in the application of the fundamental concepts and principles of paleobiology to the observation, analysis, and interpretation of ancient life forms. Offered 2004-05 and alternate years. Three hours of lecture, three hours of lab per week.  
*Prerequisite:* GE102. R. Lindemann

**GE 311. PALEOCLIMATOLOGY 3**

An advanced course that examines the history of Earth's climate, the physical processes that influence it and their interaction, as well as controlling mechanisms. Emphasis is placed on biogeochemical cycles, atmospheric and oceanic chemistry and circulation patterns through time, the influences of volcanic aerosols and asteroid impacts on climate, icehouse and greenhouse cycles, and the climates of the Phanerozoic. *Prerequisites:* GE101 or 102 or 211 or permission of instructor. K. Cartwright

**GE 315. SEDIMENTOLOGY 4**

Introduction to terrigenous clastic, carbonate and evaporite sedimentary rocks. Topics include weathering, erosion, transport and deposition of particle systems. Emphasis on Holocene depositional models and their use in recognition of ancient sedimentary environments. *Prerequisite:* GE102. Three hours of lecture, three hours of lab per week. Offered 2005-06 and alternate years. R. Lindemann

**GE 316. STRATIGRAPHY 4**

Study of lithologic and biologic units of sedimentary strata, their classification, correlation, and use in environmental and geographic reconstructions. Emphasis placed on the respective roles of organisms, geosynclines and tectonic events in the development of continents and sedimentary basins. *Prerequisite:* GE315. Three hours of lecture, three hours of lab per week. Offered 2005-06 and alternate years. R. Lindemann

**GE 351, 352. SPECIAL TOPICS IN GEOLOGY 3, 3**

Advanced topics in geology offered to either small groups of students or on an individual basis, allowing the student to study in depth areas of the science which are not offered on a regular basis. Specific topics will vary each time the course is taught and might include hydrology, glaciology, micropaleontology, or computer applications in geology. *Prerequisite:* permission of department. The Department

**GE 371, 372. INDEPENDENT STUDY 3, 3**

Advanced research in the geosciences, generated and designed by the student in consultation with and under the supervision of a member of the department. Although the ideal research project includes suitably balanced literature, field, laboratory, and interpretive components, the requirements of individual topics may dictate a focus on one or more of these aspects of conducting scientific research. Research results will include a written report submitted to the faculty supervisor and an oral presentation to the department. *Prerequisite:* departmental approval of a written research proposal. The Department

**GE 399. PROFESSIONAL INTERNSHIP IN GEOLOGY 3 or 6**

Professional experience at an advanced subject level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experiences by working on specialized research projects with outside professional earth scientists. Must be taken S/U. The Department

## Government

*Chair of the Department of Government:* Beau Breslin

Professors: Aldo C. Vacs; Steven A. Hoffmann, Joseph C. Palamountain Professor of Government; Roy H. Ginsberg

Associate Professor: Beau Breslin, Timothy W. Burns, Katherine E. Graney, Ronald P. Seyb

Assistant Professors: Robert C. Turner, Natalie Taylor

Lecturer: \*Christopher Whann

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 two 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.

Our main goal is to help students think analytically and critically about political issues. We do this by developing students' knowledge of the four subdisciplines of political science, by cultivating in them the analytical skills they need to understand political issues, and by enhancing their abilities to assess critically political situations and problems from both empirical and normative perspectives.

In terms of knowledge, we aim to provide students with the historical and contemporary information they need to understand national and international political structures, behaviors, and ideas. In terms of analytical skills, we seek to offer students the methodological and technical training they require to read texts carefully; collect, analyze, and interpret data; and communicate their conclusions effectively and elegantly. In terms of critical abilities, we teach students to examine political issues and problems from both empirical and ethical viewpoints as a first step toward developing policy recommendations that can improve political participation, processes, and outcomes.

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

1. GO101 and 103
2. At least one course in each of the following four areas:
  - a) American Government: GO211, 213, 222, 223, 224, 231, 251C, 252, 305, 311, 312, 313, 314, 316, 331, 333, 334, 352, 353, 362, 367
  - b) Comparative Government: GO203, 209, 225, 227, 239, 240, 241, 251A, 327, 328, 344, 355, 365
  - c) International Relations: GO201H, 219, 225, 228, 251B, 301, 309, 318, 319, 320, 338, 339, 356, 357, 366
  - d) Political Theory: GO236, 251D, 303, 304H, 308, 323, 351, 354, or GH322
3. Three additional government courses

*Note:* To fulfill college maturity-level requirements, at least six credits of 300-level government course must be taken in the senior year.

INTERDEPARTMENTAL MAJORS: In conjunction with the relevant departments, the Government Department offers majors in political economy, government-history, government-philosophy, government-sociology, business-government, government-French, government-German, and government-Spanish. See Interdepartmental Majors. The department participates in the international affairs minor.

HONORS: To be recommended for honors in government, students must meet the college requirements of a GPA of 3.0 overall and 3.5 in the major. Students must also receive at least an A- on a senior thesis in government. Specific requirements for the senior thesis are established by the department. A senior thesis in government is also required for interdepartmental majors.

THE GOVERNMENT MINOR: The government minor consists of five courses with a minimum of eighteen credits to be determined in consultation with the department chair and the student's government-faculty advisor. At least two of these courses must be taken at the 300 level.

PI SIGMA ALPHA, Tau Gamma Chapter. Founded in 1920 as the national political science honor society, Pi Sigma Alpha receives into membership students of political science and related disciplines who attain high standards of scholarship and academic distinction. Eligibility requirements include: at least six government and/or government-history (GH) courses; a combined 3.5 GPA from all of these courses; and a 3.25 cumulative GPA.

- GO 101. INTRODUCTION TO AMERICAN GOVERNMENT** 3  
An analysis of United States national government with emphasis on constitutionalism, the presidency, Congress, and the judiciary. Reference will also be made to the impact of political parties and pressure groups on the contemporary political system. (Fulfills social sciences requirement.)  
R. Turner, B. Breslin, R. Seyb, N. Taylor
- GO 103. CRITICAL ISSUES IN WORLD POLITICS** 3  
An introduction to critical issues in comparative government, international relations, and political theory. Three broad issues will be featured: dictators and democrats, individuals and communities, and war and peace. The course covers the workings of dictatorships, parliamentary and presidential democracies, and such major political ideologies as liberalism, socialism, conservatism, and those of the "radical right." The course deals with such international relations topics as collective security, conflict management, the Cuban missile crisis, and Vietnam. (Fulfills social sciences requirement.)  
T. Burns, S. Hoffmann, R. Ginsberg, A. Vacs, K. Graney
- GO 201H. PRINCIPLES OF INTERNATIONAL POLITICS** 4  
A survey of the patterns of relations among nation-states from the Congress of Vienna to the 1960s. The course will introduce key concepts and frameworks to explain international politics, and identify major factors that cause and prevent war. *Prerequisite:* GO103 or permission of instructor. R. Ginsberg
- GO 203. COMPARATIVE POLITICS OF WESTERN EUROPE** 3  
An introduction to the basic concepts of comparative politics with a focus on the European Union, France, Germany, and the United Kingdom. *Prerequisite:* GO101 or 103 or permission of instructor.  
R. Ginsberg
- GO 209. THE LATIN AMERICAN PUZZLE** 4  
A comprehensive analysis of Latin American political, social, and economic processes and institutions from a multidisciplinary perspective. The course examines Latin America's political development, ethnic problems, gender roles, and economic strategies as well as the changing role of institutions such as the state, socioeconomic organizations, the church, and the military. It considers how Latin American societies changed after independence while noting those political, social, and economic aspects that remain unchanged. The objective of the course is to provide a critical examination of the evolution and transformation of Latin America while offering the analytical elements necessary to interpret similar processes in other geographical areas and historical periods. (Fulfills LS2 requirement.) A. Vacs
- GO 211. COURTS, POLITICS, AND JUDICIAL PROCESS IN THE UNITED STATES** 3  
A survey of the role of courts in contemporary American politics and society. Students will explore the organization and functions of state and federal courts and their relation to other political institutions and to society generally. Topics will include the decision-making processes of judges, attorneys and litigants in various judicial settings, the role and impact of courts as policy-makers, the selection and recruitment of judicial personnel, access to judicial power, courts and the media, and contemporary trends in litigation. B. Breslin
- GO 219. POLITICAL ECONOMY OF EUROPEAN INTEGRATION** 3  
An introductory survey of how economics, history, law, and politics together help explain the growth and development of the European Union over time. The course focuses on common institutions and decision-making, internal and external policies, issues of national and European identities, and place of Europe in the wider world. (Fulfills LS2 requirement.)  
R. Ginsberg
- GO 222. STATE AND LOCAL GOVERNMENT** 4  
The study of state and local government, politics, and policies within the United States federal system. Emphasis on connections between government structure, politics, and the economy, with special attention to questions of public policy. R. Turner
- GO 223. CURRENT ISSUES IN PUBLIC POLICY** 4  
An analysis of the public policy process through an examination of several current policy issues. The course will begin with a study of the fundamentals of policy formation, and will then investigate specific policy issues. Issues may include AIDS, drugs, affirmative action, and welfare. Students will participate in a mock legislative session. *Prerequisite:* GO101 or permission of instructor. N. Taylor
- GO 224. AMERICAN INDIAN POLITICS AND POLICY** 3  
Examines contemporary American Indian politics and policy. The course will begin with a brief overview of colonial Indian policy and early United States Indian policy, and will then investigate such topics as sovereignty, treaty rights, taxation, land claims, and gaming. Students will produce a video. (Fulfills LS2 requirement.) The Department
- GO 225. MILITARY AND POLITICAL LESSONS FROM WORLD WAR II** 4  
A selective study of the crucial events of the twentieth century aimed at finding appropriate lessons for people who will live in the twenty-first century. Topics include: importance of incorporating technological advances into military doctrine, how *blitzkrieg* offensives work and how to defeat them, and advances in aerial and undersea warfare from 1939 to the present day. Interprets World War II as what military planners now call a "Revolution in Military Affairs," shows how that RMA still governs strategy and tactics today, and how the next RMA is already visible on the horizon. *Prerequisite:* One of the following: GO101, 103, 201, HI105, 106, 122, SO101, or permission of instructor.  
S. Hoffmann
- GO 227. RUSSIA: A CENTURY OF CHANGE** 3  
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. Three areas of change will be examined in detail: political structures and participation; economic organization and equality; gender roles, both public and private. Readings will include novels, memoirs, and press translations. (Fulfills LS2 requirement.) K. Graney
- GO 228. UNITED STATES FOREIGN POLICY IN A CHANGING WORLD** 4  
This course examines the development and current features of American foreign policy focusing on the international challenges and opportunities faced by the United States after the end of the Cold War. It analyzes some of the major patterns of United States foreign policy, reviews some important interpretations and methodological approaches to the study of United States foreign policy, discusses the ideological components of these policies, examines the foreign policy actors and the decision making process in which they participate, and evaluates the changing objectives and circumstances shaping recent American international initiatives. Special attention will be devoted to the impact of the end of the Cold War and the rise of interdependence and globalization on recent United States economic, strategic, and environmental foreign policies as well as in the formulation of specific approaches to different regions of the world. *Prerequisite:* GO103 or permission of instructor. R. Ginsberg, A. Vacs
- GO 231. ENVIRONMENTAL POLITICS AND POLICY** 4  
An exploration of how political, economic, and social interests contend for influence and exert power in the realm of environmental policy. We look at the ways in which local, regional, national, and international governmental institutions, nongovernmental organizations and interests groups, and the public interact in defining environmental problems, and formulating and implementing solutions. The course uses case studies on timely environmental issues ranging from cleaning up toxic waste pollution to protecting endangered species to understanding the clashes between science and politics at local, state, federal, and international levels. *Prerequisite:* GO101, ES100, or permission of instructor. R. Turner
- 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. *Prerequisites:* GO101 or 103, or permission of instructor. T. Burns
- GO 239. NATIONALISM AND POLITICS IN THE MIDDLE EAST** 4  
Introduction to the basic problems and trends of the major "confrontation" and oil states of the Middle East, including leadership, instability, modernization, nationalism, and war. Covers Egypt, Israel, Syria, Jordan, Lebanon, Saudi Arabia, Libya, Turkey, and the Palestinians. In-depth coverage of the Arab-Israeli conflict. *Prerequisite:* GO103 or permission of instructor. (Designated a non-Western culture course.)  
S. Hoffmann
- GO 240. POLITICAL MODERNIZATION: THE CASE OF INDIA** 3  
A study of problems inherent in modernizing political systems, as exemplified by the development of mass politics in India, the relationship of political to economic development in this major "third world" nation, and the rise of Indian nationalism under the nonviolent concepts of Mahatma Gandhi. The course provides background necessary for a sound understanding of India's movement to independence as a modern nation-state. (Designated a non-Western culture course.)  
S. Hoffmann

- GO 241. ETHNIC CONFLICT AND THE GLOBAL SYSTEM** 4  
An exploration of the major approaches to the study and understanding of ethnic conflict and nationalism. Students examine sociobiological and psychological "primordialist" theories, realist and instrumentalist approaches, and normative/ideational explanations. These theoretical approaches will be illustrated through case studies, which may include: "troubles" in Northern Ireland; sovereignty movements in Quebec and Chechnya; ethnic violence in Indonesia, Nigeria, and the former Soviet bloc; indigenous people's movements in Mexico; separatism, racism, and anti-immigrant violence in Europe; or others. *Prerequisite:* GO103 or permission of instructor. (Fulfills social sciences requirement.) K. Graney
- GO 251. TOPICS IN POLITICAL SCIENCE** 3  
Typically 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, B, and D, GO103 or permission of instructor; for C, GO101 or permission of instructor.
- A. Comparative Politics
  - B. International Relations
  - C. American Politics
  - D. Political Theory
- GO 252. THE PSYCHOLOGY OF POLITICS** 3  
An examination of how citizens' and public officials' attitudes, values, beliefs, experiences, and cognitive capacities shape political behavior and influence the actions of American political institutions. Topics include political socialization, political personality, attitude formation and change, and political decision-making. *Prerequisite:* GO101 or permission of instructor. R. Seyb
- GO 299. PROFESSIONAL INTERNSHIP IN GOVERNMENT** 3  
Internship in government, political, or legal offices for students with appropriate academic preparation. The intern is required to produce a substantial research paper related to the area of the internship, on a topic approved by the faculty sponsor and the on-site supervisor. *Prerequisite:* GO101 or 103 (depending on the area of the internship) and one other government course in the area of the internship (American, comparative, or international).
- GO 301. CONTEMPORARY INTERNATIONAL POLITICS AND LAW** 4  
An analysis of changes in international politics and law from the Cold War to the present. Topics include regional conflict; multilateral peacekeeping; proliferation of weapons of mass destruction; international law; human rights; and the structure, function, and role of international organizations and nongovernmental organizations. Students actively engage in global problem-solving exercises utilizing theoretical concepts, case studies, policy briefs, and policy debates. This course may be taken in conjunction with participation in Model United Nations, Model European Union, or other intercollegiate simulations. *Prerequisite:* GO103 or permission of instructor. R. Ginsberg
- 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:* GO103 or permission of instructor. 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:* GO103 or permission of instructor. T. Burns
- GO 305. INTEREST GROUPS AND PUBLIC POLICY** 3  
An examination of political theories and contemporary practices of interest groups in the making of public policy in the United States. The course includes a review of the theoretical approaches to interest groups, models of policy-making, a survey of groups active in selected policy areas, and techniques of influence. *Prerequisite:* GO101 or permission of instructor. R. Turner
- GO 308. CONTEMPORARY POLITICAL THOUGHT** 4  
Political thought of the twentieth century. Primary attention will be given to the influence of Nietzsche as reflected in existentialism, post-modernism, and post-modern feminism. Additional topics might include the influence of Freudianism on political thought, the debate between Rawls and Nozick on social justice, and the claims of communitarianism. *Prerequisite:* GO103 or permission of instructor; *recommended preparation:* GO303 or 304. T. Burns
- GO 309. LATIN AMERICA AND THE UNITED STATES** 3  
An examination of the relations between Latin America and the United States, including their political, strategic, and economic aspects. The course reviews some of the major theoretical interpretations of these relations and analyzes some crucial historical events and developments before focusing on crucial contemporary topics including collective security, revolutionary change, imperialism and nationalism, economic issues, human rights and democracy, drug traffic, and migration. *Prerequisite:* GO103 or permission of instructor. A. Vacs
- GO 311. CONSTITUTIONAL LAW** 4  
A survey of the American constitutional system emphasizing sources and uses of governmental power, the political role of the Supreme Court, the Court's jurisdiction, and the allocation of powers between the federal government and the states. B. Breslin
- GO 312. CONTEMPORARY CONSTITUTIONAL PROBLEMS** 3  
An examination of selected constitutional issues, including the proper role of the Supreme Court in our political system. The course covers theories of judicial review, as well as many of the complexities of modern civil rights and civil liberties. *Prerequisite:* permission of instructor. B. Breslin
- GO 313. POLITICS OF CONTEMPORARY UNITED STATES SOCIAL MOVEMENTS** 4  
A study of the civil rights, black nationalist, black power, black liberation, American Indian, women's, and queer movements in the United States. The course will look at the history of the emergence of these movements and the impact these movements have had on public policy and social change. Particular consideration will be given to movement ideology. Students will prepare a research design and a final paper. Open to sophomores, juniors, and seniors. N. Taylor
- GO 314. CIVIL LIBERTIES** 4  
An analysis of recent Supreme Court decisions interpreting our civil liberties, civil rights, guarantee of due process of law, and equal protection of the laws. B. Breslin
- GO 316. PUBLIC ADMINISTRATION** 4  
An examination of the administration of public policy in the United States, with attention to government organization, budgeting, personnel, procurement, regulation, due process, intergovernmental relations, and reform. Students will select one federal agency or program for study in depth. *Prerequisite:* GO101 or permission of instructor. R. Turner
- 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 changes? Can the United States government make a persuasive reply? These are the central issues of the course. *Prerequisite:* GO103 or permission of instructor. S. Hoffmann
- GO 320. CASES IN TWENTIETH CENTURY SUPERPOWER RELATIONS** 3  
An analysis of Cold War and post-Cold War international politics focusing on United States-Russian confrontations with each other and with their allies. Students will use cases to examine the evolution of international security issues including arms control, regional conflicts from Cuba to Vietnam to Afghanistan, and the new challenges of the post-1989 era such as the wars in the Persian Gulf and the former Yugoslavia. *Prerequisite:* GO103 or permission of instructor. K. Graney
- 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.
- GH 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. F. Taylor

- GO 327. POLITICS IN RUSSIA AND THE SOVIET SUCCESSOR STATES** 4  
An analysis of politics in Russia and in the post-communist republics of the former Soviet Union. After analyzing the disintegration of the U.S.S.R. under Gorbachev, the course will focus on the attempts since 1991 to create democratic political systems. Special attention will be paid to elections, constitutions, political party formation, parliaments, leadership strategies, and nationalism. *Prerequisite:* GO103 or permission of instructor. K. Graney
- GO 328. NATIONALISM, COMMUNISM, AND DEMOCRACY: POLITICS IN EAST EUROPE** 4  
East European politics from 1918 to the present. The course analyzes democracy and fascism before World War II, the rise and fall of communism, and the rebirth of democracy and nationalism after 1989. Major topics include modernization and political development, nationalism and political culture, one-party dictatorships, and multiparty presidential and parliamentary democracies. *Prerequisite:* GO103 or permission of instructor. K. Graney
- GO 331. STATE AND LOCAL ECONOMIC DEVELOPMENT POLICY** 4  
An introduction to the concepts, ideas, and strategies employed in the pursuit of state and local economic development. We will survey and critically review the range of strategies commonly used to improve the economic prospects of neighborhoods, cities, and regions, including luring corporations with tax breaks, emulating Silicon Valley, promoting high technology, building sports stadiums and prisons, and community development. This course will rely heavily on interviews of policymakers and analysis of state policies and problems to help students appreciate the importance and complexity of economic development policy. A background in economics is not required. *Prerequisite:* GO101 or permission of instructor. R. Turner
- GO 333. AMERICAN POLITICAL RESEARCH** 4  
A senior seminar in which each student will conduct individualized research into a topic or question in contemporary American politics. Each student will prepare a research design, class progress reports, and a final paper. Special attention will be given to primary sources, such as government documents, and to computer-based research techniques and resources, such as Internet and data bases. *Prerequisite:* Senior government major status, or permission of the instructor. R. Turner
- GO 334. THE UNITED STATES PRESIDENCY** 4  
An analysis of the Presidential role in United States politics. The course will examine the expansion of the constitutional and political powers of the President in the light of contemporary politics. *Prerequisite:* GO101 or permission of instructor. R. Seyb
- GO 338. INTERNATIONAL DIPLOMATIC NEGOTIATIONS** 4  
An exploration of the techniques and practice of diplomatic negotiations as a peaceful way of resolving international disputes. The course addresses a variety of international negotiating problems (political, strategic, environmental, and economic) that involve different kinds of actors (great, intermediate, and small powers; intergovernmental and nongovernmental organizations; and private groups) from various parts of the world in diverse settings (global, regional, and local). Theoretical materials and case studies are used to gain insight into the issues and questions involved in diplomatic negotiations. *Prerequisite:* GO103 or 201 or permission of instructor. A. Vacs
- GO 339. INTERNATIONAL POLITICAL ECONOMY AND THE ENVIRONMENT** 4  
Explores changes in international politics that lend more weight to economic and environmental issues and analyzes the responses to those changes of developed and developing countries and regional, international, and nongovernmental organizations. Students examine different theoretical perspectives on international political economy issues, engage in problem-solving exercises, and conduct a major research paper or prepare for participation in Model United Nations, Model European Union, or other simulation exercises. *Prerequisite:* GO103 or permission of instructor. R. Ginsberg, A. Vacs
- GO 344. COMPARATIVE POLITICS AND CULTURE: INDIA AND JAPAN** 4  
A comparison of the political systems of the two major Asian democracies, India and Japan, with an emphasis on the role of culture in explaining political behavior and economic development. Special attention is paid to the problems being experienced by the Indian and Japanese versions of parliamentary democracy, and to the economic policies favored by the two governments. *Prerequisite:* GO103 or permission of instructor. (Designated a non-Western culture course.) S. Hoffmann
- GO 351. TOPICS IN POLITICAL THOUGHT** 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:* GO103 or permission of instructor. *Recommended additional preparation:* GO303 or 304. The Department
- GO 352. WOMEN AND THE LAW** 4  
The rights of women under constitutional and statute law in the United States. Examines changing patterns in the legal status of women, legal protection against public and private discrimination, and the effectiveness of law as an instrument of social change. Students will participate in a moot court. *Prerequisite:* GO101 or permission of instructor. The Department
- GO 353. SEX AND POWER** 4  
Examines changing patterns in the regulation of sex, sexuality, and representations of sex and sexuality under constitutional and statute law in the United States. Attention will be focused on how these regulations support or challenge power relationships. Students will participate in a moot court. *Prerequisite:* GO101 or permission of instructor. 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. N. Taylor
- GO 355. AFRICAN POLITICS** 4  
An analysis of states and societies of Africa during the colonial and independent periods. Topics to be covered include: the effect of colonialism on state structures, social groupings, and ethnic identities; regime types and domestic politics; pressures to populate regions that are not easily habitable; the effects of disease, starvation, and natural disaster on the continent's demographics; and public policies to master water and land. *Prerequisite:* GO103, or permission of instructor. (Designated a non-Western culture course.) C. Whann
- GO 356. AFRICA IN INTERNATIONAL AFFAIRS** 4  
Africans and outsiders with interests in Africa have been concerned with matters of land, water, plants, and other natural resources. State and nonstate actors have sought to manage, control, or extract them for economic gain or use them as weapons of political control. Topics to be covered in this course include the political economy of conflict; human and environmental control; African cash crop production, mining, and oil drilling; the politics of famine and drought; and regional and international control of water. These topics will be analyzed in the context of theories of international relations and foreign policy making. *Prerequisite:* GO103, IA101 or consent of instructor. (Designated a non-Western culture course.) C. Whann
- GO 357. SEXING GLOBAL POLITICS: GENDER AND INTERNATIONAL RELATIONS** 4  
An exploration of how the theory and practice of international relations is gendered. Students examine how the fundamental international relations concepts of security and defense are defined in gendered ways, and how the practice of diplomacy, war-making, and international economic development are gendered. Special focus on the environmental impacts of international relations' gendered past and present, and how women's and environmental organizations work together to challenge traditional patterns of global governance. *Prerequisite:* GO103 or permission of the instructor. K. Graney
- GO 362. POLITICS OF THE CONGRESS** 4  
A seminar devoted to the examination of the congressional system through research, class discussion, and written work. *Prerequisite:* GO101 or permission of instructor. R. Seyb
- GO 365. TOPICS IN COMPARATIVE POLITICS** 4  
Selected issues, regions, and research in comparative politics. Topics will vary from year to year, depending upon specialization and research interests of the instructor. Possible topics: post-authoritarian transitions in Eastern Europe; party politics in Israel. Students may take the course more than once, with the approval of the department, if the topic is different each time. *Prerequisite:* GO103 or permission of the instructor. The Department
- GO 366. TOPICS IN INTERNATIONAL RELATIONS** 4  
Selected issues, regions, and research in international relations. Topics will vary from year to year, depending upon specialization and research interests of the instructor. Possible topics: Commonwealth of Independent States (former Soviet Union), conflict and compromise; United States and Japan, allies in collision. Students may take the course more than once, with the approval of the department, if the topic is different each time. *Prerequisite:* GO103 or permission of the instructor. The Department
- GO 367. TOPICS IN AMERICAN POLITICS** 4  
Selected issues, periods, and research in American politics. Topics will vary from year to year, depending upon the specialization and research interests of the instructor. Possible topics include: urban government, politics of AIDS, political role of the labor movement, etc. Students may take the course more than once, with the approval of the department, if the topic is different each time. *Prerequisite:* GO101 or permission of the instructor. The Department

**GO 371, 372. INDEPENDENT STUDY 3, 3**

An opportunity for qualified majors to do special studies in the field of political science beyond or outside of the regular departmental offerings. The student's study program is supervised by a member of the department. Written work and regular periodic discussion meetings are required. The Department

**GO 375. SENIOR THESIS 4**

Optional for government majors. Particularly recommended for majors wishing to develop a problem or theme in depth and for those working toward professional careers or in preparing for graduate work. The student's work is supervised by a member of the department. Individual and, if appropriate, group conferences will be held during the term. Written work and regular periodic discussion meetings are required. Proposals for the senior thesis must be prepared in consultation with a government faculty thesis-sponsor, approved by the sponsor and the student's advisor, and submitted to the chair for approval during the semester preceding the one in which the student wishes to work on the thesis. Application deadlines precede registration periods; see the department calendar for specific dates.

The Department

**GO 399. PROFESSIONAL INTERNSHIP IN GOVERNMENT 3, 6, or 9**

Internship experience at an advanced level in government, political, or legal offices for students with substantial academic preparation. The intern must produce a major research paper related to the area of the internship, on a topic approved by the faculty sponsor and the on-site supervisor. *Prerequisite:* GO101 (if internship is in the area of national politics or a legal office), or GO103 (if internship is in the area of comparative or international politics), and at least two advanced courses in the appropriate field for the internship.

## Higher Education Opportunity Program/ Academic Opportunity Program

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*Director:* Susan Layden

*Associate Director:* Monica Minor

The Higher Education Opportunity Program (HEOP) recruits and admits talented and motivated students from New York State who otherwise, owing to academic and financial circumstances, would be unable to attend Skidmore College.

The Academic Opportunity Program (AOP) recruits and admits students who are HEOP-like in their academic and economic profiles, yet are not eligible for support from the program because they reside in states other than New York or have income levels slightly above the HEOP economic eligibility guidelines.

Holistic in the approach to student development, both programs provide academic, financial, and counseling services, beginning with a required, prefreshman, on-campus summer program. The Summer Academic Institute strengthens students' academic and study skills and prepares them for an academically and personally successful college experience.

**SUMMER COURSES****HE 100. ACADEMIC WRITING 3**

A course designed for HEOP/AOP students that includes work on grammar, sentence structure, paragraph development, and ESL concerns. It will introduce interpretation and documentation of academic texts from a variety of disciplines. Students will move from short papers and revisions to a final analytical five-page paper.

**MA 100. QUANTITATIVE REASONING 3**

Study of practical arithmetic and geometry, data gathering and analysis, introductory probability and statistics, size and bias in sampling, hypothesis testing, confidence intervals and their use in statistical analysis, linear relationships, interpolation and extrapolation, correlation, linear and exponential growth with practical applications. This course is primarily intended to fulfill the first part of the quantitative reasoning requirement.

**HPB. BASIC MATHEMATICS**

This course addresses quantitative skills such as: number relations, computations, percents, word problems, statistics, and the interpretations of graphs. It is intended to prepared students for MA100.

**HPC. LANGUAGE SKILLS**

This is a remedial course that includes both basic grammatical skills and the writing of one- and two-page essays. The instructor reviews sentence structure, usage, some ESL techniques, and paragraph development. The student progresses to longer essays and the creation of a portfolio of his/her best work.

**HPE. PERSONAL DEVELOPMENT AND EXPLORATION WORKSHOP**

This course uses a discussion/seminar format to discuss a variety of topics related to the college experience. Using a problem-solving paradigm, students will explore the challenges inherent in making the transition from high school to college.

**HPG. PRE-SCRIBNER SEMINAR/STUDY SKILLS WORKSHOP**

This course follows the format of the Human Dilemmas section of SSP100 Scribner Seminar. Students are introduced to a variety of classroom settings, including lectures, guest lectures, discussion meetings, and performances. The study skills component of this course uses the content of the pre-Scribner Seminar readings and discussions to help students improve reading comprehension, time-management, note taking, analytical, and library skills.

**ACADEMIC-YEAR COURSES****HE 100. ACADEMIC WRITING 3**

A course designed for HEOP students that includes work on grammar, sentence structure, paragraph development, and ESL concerns. It will introduce interpretation and documentation of academic texts from a variety of disciplines. Students will move from short papers and revisions to a final analytical five-page paper.

**HPF. STUDY SKILLS**

This course is offered to first-year students as a continuation of the study skills workshop offered during the summer program. The focus of this course remains the development of time-management, note-taking, test-taking, and reading-comprehension skills; however, the content of the course will be based upon first semester courses.

# History

*Chair of the Department of History:* Jennifer Delton

Associate Professors: Margaret J. Pearson, Jennifer Delton, Matthew D. Hockenos

Assistant Professors: Jordana Dym, Erica Bastress-Dukehart, Tillman Nechtman

“An unexamined life is not worth living.”  
—Socrates

History is a way by which men and women come to understand who they are as human beings. It is the mission of the History Department to impart to students a solid knowledge of the past and to develop in them the ways of thinking they will need to make sense of broad patterns of change in different civilizations and cultures. The History Department prepares students to think critically about the world they live in and their place in it. We want them to pick up a newspaper and have some context for understanding the importance of the stories therein. We want them to make decisions in their careers and lives with an understanding of the moral and political issues that are at stake in those decisions. We believe that this is not merely a function of exercising a skill called “critical thinking,” but that it comes from, and actually requires, a specific knowledge of the past that has led to the events they are reading about and the moral and political quandaries they face. Thus the history department considers its main duty to be to give students the “historical literacy” they need in order to think critically about the world in which they live.

The Skidmore History Department expects its students to acquire a broad knowledge of the past and to be able to work in depth in areas and at topics of an individual’s particular interest. Students should develop the capacity to identify major historical problems, interpret varying bodies of knowledge, deal critically with a range of historical sources and present their ideas in a clear, vigorous, and graceful form. Courses offered by the department explore the pasts of the United States, England, Europe, Asia, and Latin America, and range from the ancient world to the present. History students are encouraged to develop areas of interest in related disciplines and programs such as international relations, American and Asian studies, government, and philosophy as well as to study abroad.

**THE HISTORY MAJOR:** A major requires thirty-two credits in history, including the colloquium and nine additional credits at the 300 level. Students should take additional colloquia if possible.

History courses that ordinarily carry three credit hours may carry four credit hours when they have a fourth contact hour of class or when they qualify as enhanced courses without a required fourth contact hour of class, developing particular student skills and offering a distinctive approach to learning. Enhanced courses are so designated in the master schedule and follow one of the following models:

**Research in History** (designated HI XXX (R)): Students develop research questions and hone research skills by identifying and assessing primary and/or secondary sources (including scholarly literature), preparing interim analyses (such as thesis statements, bibliographies, drafts), and making written or oral presentations on final research findings.

**Writing History** (designated HI XXX (W)): Students spend additional time drafting, revising, and critiquing to hone their skills at argumentation and analysis within appropriate historical context. They attend not only to content but also to style and voice in their critical papers.

**Critical Perspectives** (designated HI XXX (C)): Students study films, listen to public lectures, and read novels, and/or make field trips to enrich their understanding of history, and submit critical reports on what they have learned in written or oral presentations.

In cooperation with the advisor, a student majoring in history should construct a program to include a broad knowledge of history in general, as well as specific knowledge of one area of history in greater depth. The program should include a variety of approaches to the study of history and should demonstrate the ability to work at different levels.

**INTERDEPARTMENTAL MAJORS:** In conjunction with the relevant departments, the History Department offers majors in government-history and history-philosophy. See Interdepartmental Majors. Other interdepartmental majors can be arranged. The department participates in the Asian studies major and minor, the environmental studies major and minor, the international affairs major and minor, the Latin American studies minor, and the law and society minor.

**THE HISTORY MINOR:** A minor in history consists of twenty credits in history including nine credits at the 300 level.

Credits toward the major: Courses successfully completed through Advanced Placement, courses completed at other accredited institutions, and course credit received in programs abroad may, with the permission of the chair, be counted toward history requirements. Of the work submitted for the major, interdepartmental majors, and the minor, the department requires that at least half be credits taught in the Skidmore History Department and listed in the Skidmore catalog.

The department will treat six credits of Advanced Placement in either American or European history accepted by Skidmore College as equivalent to four credits toward the major or minor in history or to the history component of the Government/History and History/Philosophy interdepartmental majors.

The following courses provide both Liberal Studies credit and credit toward the history major or minor: LS2 113, CC226.

**HONORS IN HISTORY:** To graduate with departmental honors in history, the major must meet college requirements for honors (See Graduation Honors). In addition, they must receive a grade of A- or higher for their work in at least one colloquium.

**PHI ALPHA THETA:** Alpha Delta Tau Chapter. Founded in 1921, Phi Alpha Theta is an international history honor society and a professional society for students and historians. Phi Alpha Theta recognizes academic excellence in the study of history. Eligibility requirements include: completion of a minimum of four courses in history; a 3.4 cumulative GPA in history; and a 3.2 cumulative grade-point average or better overall, and placement in the top 35 percent of the class.

*Note:* First-year students are welcome in all courses numbered 103 through 247.

**HI 103. MEDIEVAL EUROPE 3**  
The formation of Europe: from the breakdown of Roman political authority in the West in the fourth century to the rise of national states and their conflicts in the fourteenth. (Fulfills social sciences requirement.) E. Bastress-Dukehart

**HI 104. EARLY MODERN EUROPEAN HISTORY 3**  
The evolution of modern European politics, society, and thought: from the Renaissance and Reformation to the French Revolution. (Fulfills social sciences requirement.) E. Bastress-Dukehart

**HI 105. NINETEENTH-CENTURY EUROPE: IDEOLOGY AND REVOLUTION 3**  
An intensive examination of the revolutions in economics, politics, and society in Europe from 1789 to 1914. Emphasis on the French and industrial revolutions; the rise in nationalism, liberalism, socialism, imperialism, and the women’s movement; international rivalry and diplomacy culminating in World War I. (Fulfills social sciences requirement.) M. Hockenos



- HI 106. TWENTIETH-CENTURY EUROPE: AGE OF CONFLICT** 3  
An intensive examination of the political, economic, social, and cultural history of Europe from World War I. Emphasis on world wars, fascism, Nazism, communism, the Holocaust, new nations and nationalism, the Cold War, and the collapse of Soviet communism. (Fulfills social sciences requirement.) M. Hockenros
- HI 107. WRITING ABOUT HISTORY** 3  
A brief study of a number of significant issues in history. Students will be introduced to the discipline of history and will have an opportunity to develop and improve writing skills. (Fulfills social sciences requirement.) The Department
- HI 108. COLONIAL LATIN AMERICA** 3  
Explores Latin America society from initial encounters between Europeans and Native Americans to early-nineteenth-century wars of independence. Focuses on interactions among native American, African, and European peoples and institutions. Topics include conquest and colonization; church, crown, and commoner; labor and environment; class and caste; women; and commerce in principal Spanish districts (Peru, Central America, and Mexico), Portuguese Brazil, and French Saint Domingue (Haiti). (Fulfills social sciences requirement; designated as a Cultural Diversity course.) J. Dym
- HI 109. CONTEMPORARY LATIN AMERICA** 3  
Introduces the economic, political, social, and intellectual history of nineteenth- and twentieth-century Latin America. The course material is organized both thematically and chronologically, focusing on a series of topics that are key to understanding the emergence of the former colonies of Spain, Portugal, France, and England into a group of distinct nation-states. Topics include legacies of empire, political participation, and national identity in multicultural contexts, as well as dictatorship and democratization. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) J. Dym
- HI 110. BRITISH EMPIRE: AN INTRODUCTION** 3  
An introductory survey of the British Empire from its earliest beginnings in the sixteenth century through decolonization in the post-World War II era. This course will focus on the political, economic, cultural, and ecological causes and consequences of British overseas expansion. Topics include the ecological and biological impact of British imperialism; Elizabethan commercial expansion; the plantings of Ireland; early settlements in the New World and the impact on indigenous peoples; the trans-Atlantic slave trade and the plantation system in the Caribbean; the American Revolution and the end of the first British Empire; the ideologies of the British Raj in India; the "New Imperialism" of the late nineteenth century and the "scramble for Africa"; the transfer of technology and culture; decolonization; and the contemporary legacy of empire. (Fulfills social sciences requirement.) T. Nechtman
- HI 121. AMERICAN HISTORY TO THE CIVIL WAR** 3  
An exploration of major issues and problems of the American past: the colonial experience to the Civil War. (Fulfills social sciences requirement.) J. Delton
- HI 122. AMERICAN HISTORY SINCE THE CIVIL WAR** 3  
An exploration of major issues and problems of the American past: from the Civil War to the present. (Fulfills social sciences requirement.) J. Delton
- HI 142. INTRODUCTION TO MODERN CHINA** 3  
An introductory survey of the major political, economic, and social developments in China, from the foundation of the last imperial dynasty in 1644 to the present. Emphasis is on the major stages of the revolution, from the Opium War to the present. (Designated a non-Western culture course; fulfills social sciences requirement.) M. Pearson
- HI 201. GREEK HISTORY** 3  
A study of Greece from the Mycenaean age to the Trojan War to Alexander the Great. The course focuses on the heroic age, the development of the city-state, the origins of democracy, the nature of imperialism, intellectual and cultural achievements, economic conditions, and family life. Special emphasis is given to the study of the ancient sources: literary, historiographic, archaeological, and numismatic. (Fulfills social sciences requirement.) M. Arnush
- HI 202. ROMAN HISTORY** 3  
A study of Rome from its foundation by Romulus to the principate of Justinian and the end of antiquity. The course focuses on the Etruscan world, the rise of Rome in Italy, the impact of Hellenism, social and political institutions in the Republic, imperialism under Augustus, the evolution of Roman culture and the spread of Christianity. Special emphasis is given to the study of the ancient sources: literary, historiographic, archaeological, and numismatic. (Fulfills social sciences requirement.) M. Arnush
- HI 210. ENGLAND TO 1688** 3  
Traces the history of English society and state formation from the Anglo-Saxon conquests through to the Glorious Revolution of 1688. The course will introduce students to the major political and constitutional developments in medieval and early modern England, including the Magna Carta, English Common Law, the growth of Parliament, the English Civil War, and the Revolution of 1688. This course will also address important economic, social, and cultural topics such as medieval society and institutions, changes in gender relations, the plague, theft and poverty, and the English Reformation. (Fulfills social sciences requirement.) The Department
- HI 211. BRITAIN SINCE 1688** 3  
An introductory survey course on Britain since 1688, with particular attention given to the late eighteenth, nineteenth, and early twentieth centuries. Our focus will be on the experience and tensions of modernity in Britain. Students will learn about a variety of thematic topics, including the commercial revolution of the 18th century, the increasing importance of Parliamentary government and institutions, the growth of industrialization and urbanization, the decline of rural life, the rise of liberalism, radicalism, and social reform, and the impact of empire on British cultural identity. Finally, we will touch on some of the important themes of the 20th century, such as the emergence of the welfare state and the eclipse of British power in the world. (Fulfills social sciences requirement.) T. Nechtman
- HI 217. TOPICS IN HISTORY** 3  
Typically organized courses based on problems and issues of special interest at the introductory level. The specific themes to be examined may differ from year to year. Recent offerings include "An Introduction to U.S. Environmental History," "Modern African History," and "Vietnam War." This course with a different topic may be repeated for credit. (Fulfills social sciences requirement.)
- A. American History
  - †B. Latin American History
  - C. British History
  - ‡E. Chinese History
  - ‡F. Japanese History
  - G. Ancient History
  - H. Medieval History
  - I. Early Modern European History
  - J. Modern European History
  - K. Literature and Philosophy of History
  - L. Other
- HI 223. AMERICA AND THE WORLD: A HISTORY OF AMERICAN FOREIGN POLICY** 3  
An examination of the development of the United States from its peripheral position in world affairs to its role as an international superpower. What has motivated American foreign policy? What has defined America's international and national interests? Can we discern a continuity to American foreign policy over time, or is it defined by contingency and reaction? How have Americans defined themselves through their foreign policy? How has American foreign policy betrayed American ideals? How has it fulfilled those ideals? How has September 11 changed our views of America's role in the world? (Fulfills social sciences requirement.) J. Delton
- HI 224H. THE ENLIGHTENMENT** 4  
Studies the most important interactions to take place within and among society, politics, and culture that characterized this intellectual and cultural transformation. Influenced by revolutionary advancements in science and medicine, inflamed by seditious political treatises, and distrustful of Catholic reforms, eighteenth-century enlightened thinkers sparked the emergence of a new political and literary culture. Ultimately, the intellectual advancements that excited Europe's philosophers helped shape the ideological foundations of the American and French Revolutions. (Fulfills humanities requirement.) E. Bastress-Dukehart
- CC 226. GREEK AND ROMAN HISTORIANS** 3  
Readings in translation of the great chroniclers of history from the Greek and Roman worlds: Greek, the works of Herodotos (the father of history), Thucydides and Xenophon; Roman, the works of Livy, Polybius, and Tacitus. The course will focus on the methodology of writing history, comparative studies, and modern interpretations. (Counts toward the history major.)
- HI 228. RACE, CLASS, AND GENDER IN LATIN AMERICA** 3  
Looks at how different ideas about race and ethnicity have shaped Latin American politics and societies from colonial times to the present. Themes covered include: interactions of Iberian, American, African, and Asian peoples; official and unofficial management of multiethnic and multicultural societies; scientific racism; and the relation between theories of race and development of ideas about class, gender, and nation. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) J. Dym

†Designated Cultural Diversity courses

‡Designated non-Western culture courses

**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. (Fulfills LS2 requirement.) J. Dym

**HI 241. INTRODUCTION TO IMPERIAL CHINA 3**

An introductory survey of the major cultural, political, and ideological developments in China from earliest times to the fall of the last Chinese dynasty, with focus on several important eras and their contributions to Asian civilizations. (Designated a non-Western culture course; fulfills social sciences requirement.) M. Pearson

**HI 247. THE RISE OF JAPAN 3**

An introductory survey of Japanese history and culture from its beginnings through World War II. Focus is on ways in which Japanese women and men have transformed borrowings from other cultures to create their unique forms of government, society, and the arts. Sources include a diary, short stories, legal documents, and films. (Designated a non-Western culture course; fulfills social sciences requirement.) M. Pearson

**HI 254. INTELLECTUAL HISTORY MODERN EUROPE 3**

The principal currents of modern European thought: the nineteenth and twentieth centuries. M. Hockenos

**HI 258. EUROPEAN FASCISM 3**

An examination of the origins, nature, and history of fascism in Europe between the two world wars. Through primary and secondary source readings, novels, and films the course attempts to define fascism by exploring the similarities and differences between fascism, right-wing authoritarianism, anti-semitism, racism, and Nazism as they manifested themselves in Italy, Spain, and Germany. M. Hockenos

**HI 261. AFRICAN-AMERICAN HISTORY 3**

A history of black people in America from slavery through emancipation to the present. The course examines such topics as slave culture, black resistance, the Harlem Renaissance, the development of jazz, blues, and soul music, the civil rights movement and its aftermath, and the crisis of the inner cities in understanding how African Americans have defined their place in American life. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) J. Delton

**HI 298. HISTORY WORKSHOP 1**

A topical workshop, seminar, discussion group or lab/studio experience, which can link to a regular History Department course offered at the 200 level or serve as a freestanding course.

- |   |                      |
|---|----------------------|
| A. American History                     | J. Delton            |
| B. British History                      | T. Nechtman          |
| C. Medieval History                     | E. Bastress-Dukehart |
| D. Early Modern European History        | E. Bastress-Dukehart |
| E. Modern European History              | M. Hockenos          |
| F. Ancient History                      | M. Arnush            |
| G. Literature and Philosophy of History |                      |
| H. Latin American History               | J. Dym               |
| J. Japanese History                     | M. Pearson           |
| K. Chinese History                      | M. Pearson           |

**HI 299. PROFESSIONAL INTERNSHIP IN HISTORY 3**

Internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as archives, museums, galleries, libraries, historical societies, preservation, and other professional areas. *Prerequisite:* previous study related to the area of the internship experience.

*Note:* Courses on the 300-level are open to sophomores only with permission of instructor.

**HI 301. EARLY MEDIEVAL CIVILIZATION 3**

The culture and society of Europe: 300–1100. Special emphasis upon the development of the early Christian church, the thought of Augustine of Hippo, the rise of Charlemagne's Frankish Empire, and the economic revival of Europe in the eleventh century. E. Bastress-Dukehart

**HI 302. THE HIGH MIDDLE AGES 3**

European civilization: 1100–1400. Special emphasis upon the Renaissance of the twelfth century; the rediscovery of Aristotle; the thought of Peter Abelard, Thomas Aquinas and William of Ockham; the Roman Church at its height; the breakdown of Christian unity. E. Bastress-Dukehart

**HI 303. INTELLECTUAL HISTORY MEDIEVAL AND RENAISSANCE 3**

The principal currents of Western European thought: the Middle Ages, the Italian Renaissance, and the Renaissance of the North. E. Bastress-Dukehart

**HI 305. SCIENCE AND THE CHURCH: EUROPE FROM LUTHER TO VOLTAIRE 3**

The emergence in early modern Europe (1500–1800) of two competing world views: Christianity and scientific rationalism. The course will examine the competition between these two ideologies for control of the political, economic, and social machinery of European culture, especially as represented by the modern state, and for the right to define the principal modes of cultural expression: the literary, plastic, and performing arts. E. Bastress-Dukehart

**HI 306. THE FRENCH REVOLUTION AND NAPOLEON, 1789–1815 3**

A study of the causes and course of the Revolution in France, the reign of Napoleon, and the effects of the Revolution and Napoleon on other European states. *Prerequisite:* One college course in European history or political thought. M. Hockenos

**HI 312. MODERN ENGLAND: WHIGS AND TORIES 3**

An intensive examination of the early industrial state in its political and economic development but also with reference to its appearance in art and literature. Attention will be given not only to the development of party government and the emergence of an industrial society but to diverse impulses toward reform. The Department

**HI 315. CRIME AND PUNISHMENT IN EARLY MODERN EUROPE (1400–1800) 3**

An investigation of the history and theory of crime and punishment in an age when criminal violence and state violence were often indistinguishable and unmediated. Over the course of four hundred years, Europe experienced a transformation from the persecuting societies of the Middle Ages, through the terrors of religious wars and the Inquisition, to Beccaria's "enlightened" and Bentham's utilitarian rejection of traditional criminology. Starting with Michel Foucault's influential work, *Discipline and Punish*, the readings for this course address dominant social norms and ever-changing definitions of deviance. The course explores the intellectual, social, and political justification for punishment, and the ensuring conflicts between conceptions of authority and individual freedom. E. Bastress-Dukehart

**HI 321. AMERICAN COLONIAL HISTORY 3**

From the age of discovery to 1763. This course examines the evolution of mature American societies from their European origins, and gives special attention to the increasingly shared experiences, ideas, and institutions of the thirteen diverse colonies which later became the United States. The Department

**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. The Department

**HI 323. THE NEW AMERICAN REPUBLIC 3**

From Washington through Jackson, 1789–1840. This course will examine the United States as an emerging nation in search of security and stability in the face of political, economic, social, and international pressures, and study how that republic evolved to become the democracy of the Jacksonian age. The Department

**HI 324. CIVIL WAR AND RECONSTRUCTION 3**

Division and reunification, 1840–1877. This course will examine the importance of sectionalism, the breakdown of national institutions, the revolutionary impact of the war, and the dilemmas attending reconciliation. Special attention will be given to the role of race in shaping popular attitudes and public policy before, during, and after the war. The Department

**HI 328. AMERICA IN THE AGE OF REFORM: THE PROGRESSIVE ERA, 1890s–1919 3**

The United States' response to industrialization, immigration, urbanization, and economic crisis in the late nineteenth and twentieth centuries. This course use a variety of primary and secondary materials to examine how Americans deal with the problems of modernity. J. Delton

**HI 329. THE AMERICAN CENTURY 3**

A seminar that examines the intersection of domestic politics and foreign relations since 1945. Time-Life Corporation's Henry Luce coined the term "American Century" in 1941 to describe what he hoped would be America's new global dominance. But what did he really mean? Was it an expression of American idealism or a refutation of it? Were there alternative visions of American world leadership? How did domestic concerns both further and constrain American power? How did events like the Vietnam War, the Civil Rights Movement, and September 11 changed our understanding of American Power in the world? J. Delton

**HI 330. POLITICS AND SOCIETY IN LATIN AMERICA 3**

A consideration of the important aspects of Latin American politics, economy, society, and culture in historical context, focusing on a specific geographical region. From the encounters of Indian, African, and Spaniard in the fifteenth century through the turning over of the Panama Canal by the U.S. government to Panamanian authorities in 1999, Latin American society and political systems have developed in tandem with the rest of the Western Hemisphere. Topics might include: political traditions; sugar, coffee, bananas, and oil; dependent development; religious traditions; intellectual currents; popular culture; women; indigenous peoples and modern societies; race; labor; reform, intervention and revolution; and human rights. This course may be repeatable, if for a different topic/region. J. Dym

- A. Mexico
- B. Central America
- C. Southern Cone
- D. The Andes
- E. The Caribbean

**HI 335. GERMAN HISTORY SINCE 1918 3**

An examination of the cultural, economic, political, and social history of Germany from 1918 to the present. Through primary and secondary sources, films, and novels, we examine Germany's brief and ill-fated attempt at democracy in the Weimar Republic, the genocidal rule of Hitler and the Nazis, the occupation and division of Germany after the Second World War, the ideological struggle between Germany's place in the Cold War and finally the (re)unification of Germany and the ghosts of the Nazi and communist past. *Prerequisite:* One college course in European history. M. Hockenos

**HI 343. THE CHINESE REVOLUTION 3**

An examination of the major issues and events in the Chinese Revolution, from the foundation of the Republic in 1911 to the present, with emphasis on the relationships between social, economic, and political goals; the methods used to gain them; and the impact of changes on personal and intellectual freedom. (Designated a non-Western culture course.) M. Pearson

**HI 347. JAPAN'S MODERNIZERS: SAMURAI, WEAVERS, WRITERS, AND PROSTITUTES 3**

The lives and works of men and women who transformed nineteenth-century Japan from feudalism to modernity, and from weakness and isolation to international prominence. Autobiographies, novels, films, and conventional histories will be used to show how Japan was able to change so rapidly. (Designated a non-Western culture course.) M. Pearson

**HI 363. TOPICS IN HISTORY 3**

Typically organized courses based on problems and issues of special interest at the introductory level. The specific themes to be examined may differ from year to year. Recent offerings include "An Introduction to U.S. Environmental History," "Modern African History," and "Vietnam War." This course with a different topic may be repeated for credit. (Fulfills social sciences requirement.)

- A. American History
- †B. Latin American History
- C. British History
- ‡E. Chinese History
- ‡F. Japanese History
- G. Ancient History
- H. Medieval History
- I. Early Modern European History
- J. Modern European History
- K. Literature and Philosophy of History
- L. Other

**HI 371, 372. INDEPENDENT STUDY 3, 3**

Research in any period or topic in history not available in existing course offerings. Consent of the department is required.

**HI 375. COLLOQUIA IN HISTORY 3**

Each year the department will offer colloquia in several of the areas listed below, the specific theme in an area to be announced before registration. Each colloquium will require readings for the weekly discussion meetings, oral reports, and a paper based on the student's research. All colloquia are open to any student meeting the prerequisite of twelve credit hours in history. At least six credit hours of prior work should be in the same area (i.e., American, English, Medieval, etc.) as the colloquium chosen. By permission of the instructor only.

- A. American History J. Delton
- B. British History
- C. Medieval History E. Bastress-Dukehart
- D. Early Modern European History E. Bastress-Dukehart
- E. Modern European History M. Hockenos
- F. Ancient History M. Arnush
- \*\*G. Chinese History M. Pearson
- \*\*H. Japanese History M. Pearson
- I. Literature and Philosophy of History
- J. Early Modern European History E. Bastress-Dukehart

**HI 399. PROFESSIONAL INTERNSHIP IN HISTORY 3**

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as archives, museums, galleries, libraries, historical societies, preservation, and other professional areas. *Prerequisite:* previous study related to the area of the internship experience.

†Designated Cultural Diversity courses

‡Designated non-Western culture courses

\*\*Designated non-Western culture courses

**Honors Forum**

Each semester, the faculty offer ten to twenty designated sections of courses as Honors. The courses come from the full spectrum of the curriculum, are often introductory in nature, and are usually open to first-year students. With prior approval, students may design independent projects to investigate further topics introduced in prior courses. Recent Honors Forum course offerings have included:

- AH 265 History of Modern Design
- AM 232 New England Begins
- AN 101 Introduction to Cultural Anthropology
- AN 242 North American Indians
- AR 115 Fiber Arts
- CC 200 The Classical World
- CC 220 Classical Mythology
- CH 107 Intensive General Chemistry
- DA 230 Introduction to Dance, History, Literature, and Repertory
- EC 104 Introduction to Microeconomics
- ED 200 Child Development and Learning
- EN 105 Expository Writing: "America, In Extreme," "Conceptions of the Self," and "Utopian Vision"
- EN 211 Fiction
- EN 213 Poetry
- EN 303 Peer Tutoring in Expository Writing
- EN 351 English Romanticism
- FF 221 Twentieth Century French Literature
- FL 263A The Fantastic in Literature
- HI 121 American History to the Civil War
- LS2 101 The Victorian Illustrated Book: A Marriage of Image and Word
- LS2 150 Literacy and Social Power
- LS2 194 Genocide, War Criminals, and Justice
- LS2 206 Sleep and Dreams
- MA 111, 113 Calculus I, II
- MA 125, 225, 325 Problem Solving in Mathematics
- MB 224 Foundations of Organizational Behavior
- MB 336H Diversity and Discrimination in the American Workplace: Is the Melting Pot Boiling Over?
- PH 103 Introduction to Philosophy
- PY 221 Galaxies and Cosmology
- SO 101 Sociological Perspectives
- SO 201 Social Issues

**HF 100. HONORS FORUM WORKSHOP 1**

A topical workshop, seminar, discussion group or lab/studio experience sponsored through the Honors Forum. HF100 may be offered as an optional honors credit linked to a regular course offering at the 100 level, or as a free-standing academic experience open to Honors Forum and other highly motivated students. *Prerequisites:* as determined by the instructor and the Honors Forum Council, concurrent enrollment in a particular 100-level course, or completion of a prerequisite course.

**HF 101. FIRST-YEAR HONORS COLLOQUIUM 1**

A weekly discussion group for first-year members of the Honors Forum. Topics might include the evolving goals and methods of higher education, the nature of research and the ethics of scholarship in the academy, competing and complementary modes of inquiry, the intellectual demands of collaborative and interdisciplinary learning, and the myriad forces that seek expression and balance as we create a college community. The course will focus on objects of study drawn from the arts, sciences, humanities, and social sciences. Materials may include readings from various fields of study, films, performances, lab demonstrations, case studies, exhibits, historical artifacts, and site visits. Student work will include participating in panel discussions and writing essays that address aspects of the major disciplinary foci.

**HF 200. HONORS FORUM WORKSHOP 1**

A topical workshop, seminar, discussion group or lab/studio experience sponsored through the Honors Forum. HF200 may be offered as an optional "honors" credit linked to a regular course offering at the 200 level, or as a freestanding academic experience open to Honors Forum and other highly motivated students. *Prerequisites:* as determined by the instructor and the Honors Forum Council, concurrent enrollment in a particular 200-level course, or completion of a prerequisite course.

**HF 201. GREAT BOOKS WORKSHOP 1**

Offers students an opportunity to become a trained leader in the Junior Great Books program, an innovative curriculum designed to foster creative thinking and reading enjoyment in elementary and secondary school education, and gain practice leading discussion groups to bring literature alive. Certification as a Junior Great Books instructor is an asset for those interested in pursuing public and private elementary and secondary school teaching. This course includes a weekend training session. It is required preparation for a follow-up one-credit spring semester Honors Forum Practicum where Skidmore students will, in pairs, lead discussions with Schuylerville Junior High students as part of the Expanding Horizons program. Written work includes a journal and two briefs (short, focused papers). Permission of instructor is required.

**HF 202. GREAT BOOKS PRACTICUM 2**

A follow-up to HF 201 Great Books Workshop. Students who are trained leaders in the Junior Great Books program will, in pairs, lead weekly discussions with seventh and eighth grade students at Schuylerville Junior High as part of the Expanding Horizons program. Students will promote creative thinking and reading enjoyment and gain practical experience in a secondary school. Leaders will be observed twice per semester during the 10–12 week session, and the class will meet on campus several times as well. This course is ideal for those interested in pursuing public and private elementary and secondary school teaching. Written work includes a journal and two briefs (short, focused papers). The one-credit Honors Forum Workshop is a prerequisite for the course. Permission of instructor is required. Students can repeat this course for credit.

**HF 203. CITIZEN STUDENTSHIP 4**

A course that places students at the center of the learning process. Students from Skidmore College designed the course's structure, readings, and pedagogy as an introduction to a self-motivated and self-governed approach to learning. Interdisciplinary by nature, the course challenges students with critical thinking and writing, student-driven discourse, governance, citizenship, and character development. Students and the instructor work in a collaborative manner to design course goals, select readings, develop assignments, and direct class discussions. *Prerequisite:* Expository Writing and at least sophomore standing or permission of instructor.

**HF 271, 272. HONORS INDEPENDENT STUDY 1-4**

An independent research or project opportunity for unusually well qualified first-year or sophomore students working at honors level. In consultation with a sponsoring faculty member, the student proposes to the Honors Council a project that builds upon the student's academic background and interests and concludes in an honors paper or project to be shared with the wider student community. The Honors Independent Study may not be substituted for available Honors courses.

**HF 300. HONORS FORUM SEMINAR 1**

An honors seminar for more advanced students centered on a topic, research project, or other academic activity pertinent to one of the academic disciplines. *Prerequisites:* open to junior and senior Honors Forum students and other highly motivated students with advanced standing, appropriate course background, or permission of the instructor.

**HF 301. SENIOR HONORS SYMPOSIUM 1**

Weekly discussions, readings, and presentations for seniors who are working on their culminating discipline-based or interdisciplinary projects. As students present their emerging research projects, they explore different modes of inquiry among the various academic disciplines, compare processes of discovery and methods of research, and examine claims made by disciplines for the value of their modes of apprehension and expression. Discussions will provide highly motivated seniors with an opportunity to reconnect with interdisciplinary linkages introduced in Liberal Studies and cross-disciplinary debate.

L. Simon, P. Boshoff, Honors Forum Faculty

**HF 371, 372. HONORS INDEPENDENT STUDY 1-4**

An independent research or project opportunity for well-qualified junior or senior students working at honors level. In consultation with a sponsoring faculty member, the student proposes to the Honors Council a project that builds upon the student's academic background and interest and concludes in an honors paper or project to be shared with the wider student community. Honors Independent Study may not be substituted for available honors courses.

**Interdepartmental Majors****BIOLOGY-CHEMISTRY**

No new majors accepted pending deactivation.

**BIOLOGY-PHILOSOPHY**

The major will complete a minimum of six courses in each department and a total of fifteen courses in both. The courses chosen from philosophy must include PH203, 204, and 375. Students seeking honors in the major must complete either BI375 or PH376 in the senior year with a grade of A- or better (these will be counted toward the requisite total of 15 courses). Honors distinction also requires a positive recommendation from both departments. The major will have an advisor from each department, and the program must be approved by both chairs. The biology-philosophy major leads to the bachelor of arts degree.

**BUSINESS-ECONOMICS**

The following courses are required for the major: MB107, 214, 224, 234, 235, 306, 338, 349, and one 300-level elective in business; and EC103, 104, 235, 236, 237, and at least six additional credit hours at the 300 level in economics. To be eligible for honors, a student must receive at least an A- on a thesis acceptable to both departments. The thesis must be defended before a joint committee from the two departments. The major leads to a bachelor of arts degree.

**BUSINESS-FRENCH**

The major requires fifteen courses, nine in business and six in French. In business these include MB107, 214, 224, 234, 235, 306, 338, 349, and EC237. In French, these include FF208, 210, 220, 301; one course covering material prior to 1800 from FF213, 214, 216, 224; one course covering material after 1800 from FF219, 221, 223; and FF376. 220 must be taken in conjunction with a Management and Business class. 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 FF374 "Thesis," to be written in French, which integrates the two disciplines and is acceptable to both departments. The major leads to a bachelor of arts degree.

## 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 or LS. 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: GO101 and 103, two 300-level government courses, and three additional government 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.

## BUSINESS-MATHEMATICS

The following business courses are required for the major: MB107, 214, 224, 234, 235, 306, 338, and 349. Mathematics/computer science courses include: MA111 (or both MA108 and 109), 113, 200, 204; CS106; and one additional 300-level course in mathematics or computer science. In addition, the student must elect two other courses at the 300 level relating to this major and approved by the chair of each department. To be eligible for honors, a student must have received at least an A- on a thesis that integrates the two disciplines and is acceptable to both departments. The major leads to a bachelor of arts degree.

## BUSINESS-SPANISH

The major requires fifteen courses, nine in business and six in Spanish. In business, these include MB107, 214, 224, 234, 235, 306, 338, 349, and EC237. In Spanish, these include FS208, 211 or 212, 220, 301, 376 and two additional Spanish courses above 203, none in translation. Students enrolled in 301 will write their final paper on a topic in conjunction with a business class. FS220 must be taken in conjunction with a Management and Business class. To be considered for honors, the student must receive at least an A- in FS374 "Thesis," to be written in Spanish, which integrates the two disciplines and is acceptable to both departments. The major leads to a bachelor of arts degree.

## DANCE-THEATER

The qualified student of dance wishing to pursue a liberal and technical education may do so, beginning in the first or sophomore year, in an interdepartmental dance-theater program leading to a bachelor of science degree. The basis for dance study is modern dance and ballet. Requirements in dance are as follows: eighteen credit hours of technique; DA230; and one course from among DA227, 228, 335, or 376 by permission only. Theater requirements include TH103, 129, 231, 250; and TH230 or 341. In the senior year, either TH376 (senior project combining dance and theater) or two courses from among DB393, 394, DM393, 394.

## ECONOMICS-FRENCH

Requirements in economics include EC103 and 104; two courses chosen from EC235, 236, 237; and six additional credit hours in economics at the 300 level. The requirements in French include 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; FF376; and one additional 300-level French course. Students are also urged to include FF301. 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-French, 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.

## 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 or LS. 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.

## ECONOMICS-MATHEMATICS

The requirements in economics are: EC103, 104, 235, 236; and at least nine additional credit hours in economics, at least six of which are at the 300 level. The mathematics-computer science courses must include MA111, (or both MA108 and 109), 113, 200, 202, 204; either MC316 or MC302; and one additional 300-level course in mathematics or computer science. A senior thesis or project integrating both disciplines (presented to both departments) is required for honors. The major leads to a bachelor of arts degree.

## ECONOMICS-PHILOSOPHY

In philosophy, students must take PH203, 204, and three 300-level philosophy courses, including PH375. Requirements in economics are EC103, 104, at least two 200-level courses chosen from EC235, 236, and 237, and at least six additional credit hours at the 300 level in economics. To be eligible for honors, a student must receive a grade of at least A- on an honors thesis that integrates the two fields. The thesis must be defended before the faculty. Approval of the program is required by the chairs of both departments. The major leads to a bachelor of arts degree.

## ECONOMICS-SOCIOLOGY

The economics-sociology major must successfully complete at least twenty-one credit hours in sociology, including SO101, 226, 227, 324 or 325, 236, 237 (or SO226) and at least six credits in 300-level economics courses. Courses are to be selected in consultation with advisors in each discipline. In constructing the major program, the student should select complementary courses as a step toward integration of the two disciplines. To be eligible for honors, the student must earn at least an A- on a thesis acceptable to both departments (EC371 or 372 or SO376). The thesis must be defended before a joint committee determined by the thesis advisor. The major leads to a bachelor of arts degree.

## ECONOMICS-SPANISH

Requirements in economics include EC103 and 104; two courses chosen from EC235, 236, 237; and six additional credit hours at the 300 level. Spanish requirements include FS208, 211, 212, 376, and two additional Spanish courses above FS203, none in translation. Students are also urged to include FS301. 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-Spanish, 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.

## ENGLISH-FRENCH

The major requires twelve courses equally divided between the two disciplines. The six required courses in English include EN201 and 202, taken in sequence before 300-level English courses; two 300-level courses chosen from "Advanced Courses in Language and Literature" or "Advanced Tutorial Studies"; one additional 300-level English course; and one other English course above the 100 level. The requirements in French include 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; FF376; and one additional 300-level French courses. Each student will have advisors in both departments who will pay particular attention to the intellectual coherence of his or her work in English and French literatures. Majors seeking honors must write a thesis while enrolled in either FF374 or EN390 and must receive at least an A- for the thesis, a portion of which must be in a foreign language. Only students with a cumulative average of 3.5 or higher are eligible to write a thesis. The major leads to a bachelor of arts degree.

## ENGLISH-GERMAN

The major requires twelve courses equally divided between the two disciplines. The six required courses in English include EN201 and 202, taken in sequence before 300-level English courses; two 300-level courses chosen from "Advanced Courses in Language and Literature" or "Advanced Tutorial Studies"; one additional 300-level English course; and one other English course above the 100 level. The requirements in German include FG215 and 376 (senior year); two additional 300-level German courses; and two additional German courses above 202, one of which may be designated FL or LS. Each student will have advisors in both departments who will pay particular attention to the intellectual coherence of his or her work in English and German literatures. Majors seeking honors must write a thesis while enrolled in either FG374 or EN390 and must receive at least an A- for the thesis, a portion of which must be in a foreign language. Only students with a cumulative average of 3.5 or higher are eligible to write a thesis. The major leads to a bachelor of arts degree.

## ENGLISH-PHILOSOPHY

The major will complete a minimum of twelve courses, six in English and six in philosophy. The six courses required by the English Department (totaling a minimum of twenty semester hours) must be above the 100 level and must include EN201 and 202 (in sequence) taken before 300-level courses in English. At least three must be taken at the 300 level in the junior or senior year but no fewer than two in the senior year. Two of the three must be from the categories "Advanced Courses in Language and Literature" or

"Advanced Tutorial Studies"; one must be either EN361 or PH341. The six courses required by the Department of Philosophy and Religion (totaling a minimum of nineteen semester hours) must include PH203, 204, and three 300-level courses, including PH375 and either PH341 or EN361. Both PH341 and EN361 may be taken for credit toward the interdepartmental major. Approval of the program is required by the chairs of both departments. To be eligible for honors, a senior major who has maintained the college-required grade-point average for departmental honors must also achieve at least an A- on a senior thesis, senior project, or research-seminar paper, by agreement of an appropriate faculty reader from each department, or as designated by the respective chairs. The major leads to a bachelor of arts degree.

## ENGLISH-SPANISH

The major requires twelve courses equally divided between the two disciplines. The six required courses in English include EN201 and 202, taken in sequence before 300-level English courses; two 300-level courses chosen from "Advanced Courses in Language and Literature" or "Advanced Tutorial Studies"; one additional 300-level English course; and one other English course above the 100 level. Spanish requirements include FS208, 211, 212, 376, and two additional Spanish courses above FS203, none in translation. Each student will have advisors in both departments who will pay particular attention to the intellectual coherence of his or her work in English and Spanish literatures. Majors seeking honors must write a thesis while enrolled in either FS374 or EN390 and must receive at least an A- for the thesis, a portion of which must be in a foreign language. Only students with a cumulative average of 3.5 or higher are eligible to write a thesis. The major leads to a bachelor of arts degree.

## GOVERNMENT-FRENCH

The major requires twelve courses, six in each department. Among the six courses in government are GO103, and 203 or 219, and four other courses chosen in consultation with the advisor. The requirements in French include 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; FF376; and one additional 300-level French courses. 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, 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.

## GOVERNMENT-GERMAN

The major requires twelve courses, six in each department. 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. Among the six courses in government are GO103, and 203 or 219, and four other courses chosen in consultation with the advisor. Required among the six courses in German are FG215, 376, and four other German courses above the 202 level, one of which may be designated FL or LS. 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.

## GOVERNMENT-HISTORY

Required in government are eighteen credits, at least three of which are at the 300 level. Required in history are twenty-two credits, including HI375, and six additional credits at the 300 level. LS2 113 and 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 a senior thesis in government. The major leads to a bachelor of arts degree.

## GOVERNMENT-PHILOSOPHY

Required among the courses in government are GO303, 304, and twelve 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 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 GO101 and 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.

## GOVERNMENT-SPANISH

The major requires twelve courses, six in each department. 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. Among the six courses in government are GO103 and 203 or 209, and four other courses chosen in consultation with the advisor. Required in Spanish are six courses above FS203, none in translation, including FS208, 211, 212, and 376. Recommended courses: FS331 and/or 332. 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.

## HISTORY-PHILOSOPHY

The major will complete a minimum of forty-three credits. In constructing the major program, the student should select complementary courses from the two fields as a step toward integrating the two disciplines. The major is required to take PH203, 204, 375, two 300-level electives, and one PH/PR elective. Required in history are twenty-two credits, including HI375, and six additional credits at the 300 level. LS2 113 and CC226 may be used toward the history component. Approval of the program by the chairs of both departments is required. The major leads to a bachelor of arts degree.

## POLITICAL ECONOMY

Required among the six government courses are GO339 and five additional courses. In economics, students must take EC103 and 104; two courses chosen from EC235, 236, and 237; and at least six additional credit hours at the 300 level in economics. In constructing the major program, the student should select complementary courses from the two fields as a step toward integrating the two disciplines. To be eligible for honors in political economy, a student must receive at least an A- on a senior thesis, acceptable to both departments, that integrates the two disciplines, and must successfully defend that thesis before the economics and government faculty. The major leads to a bachelor of arts degree.

## PSYCHOLOGY-SOCIOLOGY

The psychology-sociology major must successfully complete twenty-one credit hours in psychology and twenty-one credit hours in sociology, including PS101; SO101 and 375; either PS205 or SO202; either SO324 or 325; either PS217 and 306 or SO226 and 227. To be eligible for honors, the student must complete a senior thesis in psychology or sociology (PS375 and 376, or PS378 or SO376) or receive at least an A- in SO375. 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. The major leads to a bachelor of arts degree.

## Interdisciplinary

### INTERDISCIPLINARY COURSES

#### 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. Proposals require faculty sponsorship and are reviewed for credit by the Curriculum Committee. Not for liberal arts credit.

#### ID 201. PEER MENTORING SEMINAR 1, 4

An introduction to the theory and practice of collaborative learning and mentoring as they relate to the interdisciplinary issues raised in Scribner Seminars. The course examines the role of mentors, the ethics of mentoring, and common mentoring problems. Students engage in a consideration of the readings and topics in selected Scribner Seminars, placing them in wider intellectual and pedagogical contexts, and undertake a term project on mentoring. Required for all students serving as Scribner Seminar mentors. M. Arnush, Classics

#### ID 210. INTRODUCTION TO GIS 3

An introduction to the concepts and principles of Geographic Information Systems (GIS) for computerized mapping and spatial analysis in the social and natural sciences through both theoretical and practical means. Emphasis is on the interdisciplinary nature of GIS in addition to its applications within various disciplines. *Prerequisite:* QR2. R. Jones

#### 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 LS1 and 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 351. TOPICS IN INTERDISCIPLINARY STUDIES 3

Topically organized courses based on themes or problems that bring together the perspectives of multiple disciplines. The specific themes or problems may differ from year to year. Examples include "the family" as a biological, psychological, sociological, and artistic construct; science and music; and creativity in the arts and in the sciences. The course with a different theme/topic may be repeated for credit.

#### 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 LS1 and 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.

#### LI 100. ELECTRONIC INFORMATION RESOURCES 1

An introduction to electronic information retrieval and evaluation. A team-taught course aimed at the refinement of online searching skills using a variety of electronic data bases. Although primarily tool-oriented, the course will address the issues of the structure of disciplinary information systems, the selection of proper information resources, and the evaluation of search results. Some of the social implications of the information revolution will also be discussed.

Library Faculty

#### LI 371, 372. INDEPENDENT STUDY 1, 1

Preparation for a senior thesis, capstone, or honors project that requires a serious research component. Students will work one-on-one with a subject specialist in the library to prepare the groundwork for an intensive academic project within their major. Students will be instructed in the organization of information and in sophisticated search strategies for finding, evaluating, and using information. A critical annotated bibliography is required, as well as a strategy for acquiring materials needed for the final project. Students must obtain approval from their academic advisor. Permission of the instructor required.

Library Faculty

## LIBERAL STUDIES COURSES

### LS2: INTEGRATIVE TOPICS

All Liberal Studies courses are interdisciplinary in perspective. Faculty participate not only as specialists in particular fields of knowledge, but as models of people who have themselves been liberally educated, and are thus able to apply basic patterns of thought and sensibility to a variety of new as well as familiar experiences. Readings in major primary texts play a significant role in Liberal Studies courses.

CC 200	The Classical World
ED 216	History of Education in the United States
ED 217	Alternative Education in the United States: Political and Social Perspectives
ED 219	Social and Cultural Dimensions of Literacy and Education
FL 242	Self and Society in Modern Japan
FL 243	The World of Japanese Animation
FL 263	Special Topics in Foreign Literature and Culture: A. "The Fantastic in Fiction" D. "The Fate of Forbidden Knowledge in Literature and Science"
FL 266	Images of Revolution and Social Upheaval: France 1789–1939
FL 267	Modern Japanese Culture and Society
FL 269	Cultural China: Trends and Themes
FL 270	Holding Up Half the Sky: Gender, Writing, and Nationhood in China
GO 209	The Latin American Puzzle
GO 219	Political Economy of European Integration
GO 224	American Indian Politics and Policy
GO 227	Russia: A Century of Change
HI 229	War and Peace in 20th Century Latin America
IA 101	Introduction to International Affairs
RE 205	Women, Religion, and Spirituality
RE 220	Encountering the Goddess in India
SW 214	Death and Dying
SW 217	Obsessions and Addictions
SW 218	Prisons in America
WS 101	Introduction to Women's Studies
WS 210	Ecofeminism, Women and the Environment

### LS2 101H. THE VICTORIAN ILLUSTRATED BOOK: A MARRIAGE OF IMAGE AND WORD 4

A study of the wedding of literature to the visual arts in the Victorian period, focusing on exemplary illustrated novels, picture-poems, and critical studies in aesthetics and literature which either discern how a poem is like and different from a picture (the *ut pictura poesis* tradition) or comment upon the collaboration of image and word as an art form. Special attention will be given to the poem and painting pairs of D.G. Rossetti, the illustrated fiction of Dickens, Carroll, Thackeray, and Potter, the essays of Horace and Lessing, and current criticism by Meisel and Steiner. Weekly writing assignments will encourage students to "read" illustrations and texts much like their Victorian audience once did and to explore different modes of exposition. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.) C. Golden, English

### LS2 102. ROMANCE AND GENDER DIFFERENCES 4

This course will focus on one literary genre, the modern romance narrative, as a means to explore how gender differences have been and are constructed in America in the twentieth century. It reaches back to the tradition of the British romance novel and the history of romantic love in Britain as important background; and it incorporates fiction, criticism, and social theory as part of its study of the contemporary patterns of heterosexual romance within (or against which) many of us shape our personal relationships. Our guiding questions: To what extent and to what ends are gender differences culturally constructed in such fictional paradigms? What other cultural differences interconnect with gender? How have the paradigms changed over time? To what extent are they still with us? (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)

S. Goodwin, English

### LS2 103. SCIENCE, TECHNOLOGY, AND NATIONAL SECURITY 3

In the second half of the twentieth century, the United States accelerated its dependence upon science and technology in the service of national security. Starting with World War II, basic research, technological achievement, and public policy have delivered nuclear weapons, radar, ballistic missiles, satellite surveillance, and many other technologies that have renewed the means and definition of national security. In the late 1980s, the nation departed the Cold War and moved on to a new international order, still influenced heavily by technological accomplishment. Now our nation encounters new challenges in the definition of national security. Nonproliferation of nuclear weapons, environmental safety, and technological competitiveness are examples of challenges that summon new means for assuring national security. Beginning with nuclear weapons, this course explores several examples of scientific and technological achievements that serve national security and examines the public policy that guides and supports the role of these achievements. *Prerequisites:* QR1 and EN103.

R. DeSieno, Mathematics and Computer Science

### LS2 104. THE NEW YORK SCHOOL: PAINTING, POETRY, CRITICISM 4

Cases in the interaction of painting, poetry, and criticism from the beginnings of abstract expressionism to its apparent repudiation in the sixties movements of Pop and "post-painterly abstraction." Special attention will be paid to such painters as Pollock, deKooning, Hartigan, Rivers, and Newman, such poets as O'Hara and Ashbery, and such critics as Greenberg and Rosenberg during the period 1945–1965. Weekly assignments will explore the differences and similarities between expository and creative discourse. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)

T. Diggory, English

### LS2 105. MOTION AND EMOTION IN THE TEMPORAL ARTS 3

How do works of art express feelings that "move" us? And how do we experience "movement" in particular art forms and works of art? This course explores major examples of those art forms—literature, film, drama, dance, and music—that reveal their structures sequentially, demanding that the reader or audience experience them in a specific order in time. By (1) directly examining selected works, (2) understanding through these works how each art form creates feeling, and (3) analyzing the pattern of feeling in each work as it unfolds in time, we will explore the nature of aesthetic experience—how the "movement" of particular art forms "moves" us. The course's major critical question is not so much what a novel or dance or concerto *is* as *how it works* and *what it does*. The course integrates close analysis of the works of art with readings in aesthetics and criticism that specifically focus these issues of feeling and movement in each of the arts.

J. Rogoff, Liberal Studies

### LS2 107. CHANGE IN SPORT AND SOCIAL INSTITUTIONS 3

A reflective examination of American sport since the seventeenth century. Focusing initially on the classical roots of the Western conception of sport, the course will explore ways in which the structure and culture of American sport have changed over the last four-hundred years. Focusing on the relationship between sport and a variety of other social institutions, the course will address the significance of sport as a personal endeavor and as a feature of American society. Finally, by studying historical, literary, philosophical, and sociological treatments of sport, we hope that students will not only see the connections between past and present, but will also learn to view sport as a subject for serious academic study. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)

P. Boshoff, English, or J. Segrave, Exercise Science

### LS2 109. THE IMAGE OF THE ENEMY IN GERMAN FILM, 1919–45 3

Focusing on the capacity of mass media to simultaneously reflect and shape public opinion, this course examines the changing image of the enemy in German Cinema from 1919 to 1945. Viewing film as a symbolic language which inscribes cultural identity, we will explore anti-Semitism, xenophobia, jingoism, misogyny, and fascism as well as changes in the public perception of the enemy that contributed to World War II and the Holocaust.

M. E. O'Brien, Foreign Languages and Literatures

### LS2 111. FROM POOR LAW TO WELFARE STATE: AMERICAN SOCIAL WELFARE FROM 1647 TO THE PRESENT 3

This course will acquaint each student with: (1) the philosophical principles and social values represented in social welfare decisions, (2) the history and structure of the social welfare system in the U.S., (3) contemporary critiques of the social welfare system, and (4) life on "welfare." This course begins with a philosophical consideration of social welfare. It then considers how history, cultural beliefs, and economic conditions have interacted to create the U.S. social welfare system, and how that system affects both recipients and society.

T. Oles, Sociology, Anthropology, and Social Work



- LS2 113. CHANGE IN EARLY CHINA** 3  
This course examines a period of Chinese history (551–221 BC), during which China changed from many feudal states into one centralized bureaucracy. Profound social, economic and political changes of this period were influenced by and reflected in the writings of Confucius, Mencius and rivals. These works continue to influence the cultures of East Asia. (Designated a non-Western culture course.)  
M. Pearson, History
- LS2 114. CRISES IN LIFE: THEORY AND PRACTICE OF MASS EXTINCTION** 3  
Extinction of the dinosaurs and other terrestrial giants, such as the ice age mammoths, has fascinated people for more than a century, resulting in theories of proximal cause ranging from terminal stupidity to death star radiations. Recently it has become evident that mass extinctions are commonplace, possibly even cyclic, in the history of life on Earth and extinction theories have proliferated. This course explores the context within which the reality of extinction events was originally realized, social influences on the formulation of extinction theories, the test of these theories against the record of life's history, and the contemporary role of Homo sapiens as agents of mass extinction.  
R. Lindemann, Geosciences
- LS2 117. CLASS, RACE, AND LABOR HISTORY** 4  
A critical investigation of several crucial, defining moments in United States labor history. Special attention will be given to issues related to class and race. Between 1900 and the mid-twentieth century, a number of dramatic social conflicts erupted that reconfigured fundamental political, economic, and social relationships. The course will begin with a critique of capitalism, encompassing an investigation of the roles of capital, labor, and the state. Students will also investigate the sources and implications of racial antagonism in the context of class conflict, examining the factors that contribute to interracial accord and solidarity among workers versus interracial strife. Historical events such as the Great Steel Strike of 1919, the Panhandle War of 1927, and the Memorial Day massacre of 1937 will provide comparative contexts for such investigation. The theoretical and methodological tools of several social scientific fields will be utilized to investigate these issues.  
J. Brueggemann, Sociology, Anthropology, and Social Work
- LS2 119. SOUTH AFRICA AND RACE** 3  
The course traces the origins and evolution of race and ethnicity in the history of South African society. Discussion moves from an examination of the pre-European cultures of southern Africa to the arrival of the first European settlers, and then considers the segregationist policies of 1652–1948 that ultimately resulted in the apartheid government of 1948–90. The course concludes with an analysis of present-day South Africa, and the problems it faces in building a post-racial society. Throughout the course, the major ethnic groups that comprise modern South Africa are studied separately as well as in their interaction. (Designated a non-Western culture course.)  
G. Erchak, Sociology, Anthropology, and Social Work
- LS2 120. SEXUAL SCIENCE: CONTROVERSIES IN THE SCIENTIFIC STUDY OF HUMAN SEXUALITY** 3  
Human sexuality derives from both biology and culture. This dual nature gave rise to the "nature vs. nurture," "learned vs. inborn" controversy which bedevils scientific studies of human nature, including human sexuality, to this day. The course explores this and other controversies, proposing that the nature vs. nurture opposition is a false one, and that scientific understanding of human sexuality can only be achieved by utilizing the methods of both the natural and the social/behavioral sciences. Topics explored include the evolution of sexuality, primate sexuality, sex and gender, culture and sexuality, heterosexuality, homosexuality, and other topics varying each semester.  
G. Erchak, Sociology, Anthropology, and Social Work
- LS2 122. MAJOR STYLISTIC SIMILARITIES BETWEEN MUSIC AND VISUAL ART OF THE TWENTIETH CENTURY** 3  
This course will examine major twentieth-century styles in both music and visual art which display similar aesthetic inclinations. Direct comparisons will be made among the Expressionists: Munch, Kandinsky, Schoenberg, Berg; the Dadaists/Surrealists: Duchamp, Magritte, Satie, and Cage; the Abstract Expressionists: Pollack, DeKooning, Cage, and Brown; the Minimalists/1960s: Judd, Warhol, Reich, Adams; and the Postmodernists/Neo-Romantics: Anderson, Andrejic, Gorecki, Pärt. An understanding will be developed of these styles and their expressive relationship to the concerns and focus of the twentieth century.  
L. Rosengarten, Liberal Studies
- LS2 123. JAZZ: A MULTICULTURAL EXPRESSION** 3  
Jazz music, often referred to as the only truly American art form, has a rich and unique history of interaction among many diverse cultures, classes, ethnicities, and geographically distant peoples. The emergence of Jazz in the first decade of the twentieth century, as a separate, unique and profound musical expression is a direct result of the combination of African, African-American, European, Latin-American and American folk influences. These combinations continued to feed Jazz through each decade and "era" that followed. This course will explore the most vivid demonstrations of these multicultural interactions as they contributed to the development of what is now considered to be "American Classical Music."  
L. Rosengarten, Liberal Studies
- LS2 125. SALOME VERSUS ST. JOHN** 3  
A study of John the Baptist and Salome: his decapitation, her dance, their strange and violent story as it appears in stories, painting, and music. Told and retold for 2000 years, the story seems to have served different purposes for different audiences, and can serve as a model for the ways key stories in Western culture have changed over time and in different media. In this case, the media range from Gospel narratives to Renaissance painting and nineteenth-century music and literature. We want to see what some of those purposes and audiences have been, what is at stake in the different accounts, and whether this story, with so much past, has a future.  
R. Janes, English
- LS2 126. LOVE IN ART AND IDEA** 3  
An examination of the various ways that love has been represented and accounted for in Western culture. From the dialogues of Plato to contemporary theories of rhetoric, myth, evolution, psychology, and biochemical interactions, we will study conceptual explanations for what may or may not have anything to do with ideas. Having established theoretical approaches, we will consider this possible disharmony between analytical method and subject matter by exploring artistic forms which have sought to represent more than interpret love. Artistic forms will include Toni Morrison's novel *Beloved*, the films *Dangerous Liaisons* and *The Fisher King*, short stories from Tolstoy and Kundera, rock music, a Beethoven sonata, selections from operas by Puccini and Wagner, and *The Romance of Tristan and Iseult*.  
F. Bonneville, English
- LS2 128. THE AESTHETICS OF SCIENCE FICTION** 4  
An examination of significant works of science fiction as well as examples of critical responses such works have generated. Among authors and critics studied are Asimov, Clarke, Wells, Zamyatin, Lem, Smith, Blish, Capek, and LeGuin. The course will also examine a number of science fiction films. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)  
A. Wheelock, English
- LS2 129. MIND: METAPHORS AND THEORIES** 3  
Explores the major metaphors and analogies which have informed different theories of the mind's nature and functions. The mind has, for example, been described as a clock, a switchboard, an aviary, a mechanical robot, an iceberg, and a cow's belly. Personal biases, social values, and research findings have not only promoted these and other metaphors but have been heavily influenced by such explanatory images. Our goal is to see how society and scientific inquiry interact, shaping our theories of mind. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)  
M.A. Foley, Psychology
- LS2 135. LATIN AMERICAN AND LATINO CINEMA** 3  
This course is a historical survey of a unique cinematographic movement, "the new Latin American cinema," and a study of its repercussions/manifestations in the United States through Latino film. We will study the political, ideological, formal, and theoretical factors that contributed to the emergence and development of a movement that rejected the Hollywood studio and European commercial movies, and that gave rise to a cinema engaged within cultural and historical specificities.  
V. Rangil, Foreign Languages and Literatures
- LS2 136. AMERICAN WOMEN ENTREPRENEURS** 3  
A historical and sociological examination and analysis of the entrepreneurial accomplishments of American women from 1776 to the present in the broad categories of agriculture and mining; construction; communications; manufacturing; service, both for profit and not-for-profit; transportation; and wholesale and retail trade. Their contributions to the United States and global economies will be assessed through the critical lens of the social, political, and legal constraints within which they lived.  
B. Balevic, Management and Business

**LS2 137. BUSINESS AND THE NATURAL ENVIRONMENT 3**

This course broadly examines and appraises the role of business enterprise in relation to the current, and future, state of the global natural environment. It aims to foster awareness, sensitivity, and literacy regarding the major forces and challenges that bear upon these multiple and complex relationships. Environmental issues are examined in relation to managerial decision making in the areas of manufacturing, marketing and advertising, strategic planning, general management, and other business disciplines. Topics include a review of sustainable development, industrial ecology, total quality environmental management, "green" marketing, and others.

J. Kennelly, Management and Business

**LS2 146. ENVIRONMENTAL ISSUES 3**

An exploration of the interaction between humans and the environment with special emphasis on differing points of view toward solutions of environmental problems. Issues such as population, the environment and technology, global warming, biological diversity, and economic survival will be addressed through the perspectives of economics and ecology. *Prerequisite:* QR1.

W. Brown

**LS2 147. ART AND POLITICS IN WEIMAR GERMANY, 1918-1933 3**

An examination of the artist, focusing on the arts in the Weimar Republic during the rise of Nazism. Movements (such as DaDa and Expressionism) and artists (such as Brecht, Mann, and Grosz) responded to a period of perpetual crisis due to war, revolution, and counterrevolution; economic and governmental failure; massive unemployment; and political strife abroad. Students will study the works and lives of selected artists in music, dance, painting, literature, theater, film, and architecture in relationship to the political, economic, and social history of this period.

L. Opitz, Theater

**LS2 148. KNOWING TIBET: MAPPERS, MOUNTAINEERS, AND MILITARISTS 3**

A history of the inscription of Tibet onto the maps and imaginations of Euro-Americans. The course will explore the Himalayas from multiple perspectives: geography, geology, and their histories (explorations, anthropological surveys, and mapping); mountaineering; and colonial history (British and Chinese invasions). The course will consider the narratives of French, British, and American explorers, seekers, scientists, soldiers, and mountaineers who, in the course of scientific, political, and sporting excursions, imposed on Tibet a symbolic image as a sacred place. In turn, the romantic image of Tibet in novels and films is exposed with the help of the Orientalist discourse theory of Edward Said. The political and economic consequences of Euro-American fascination with Tibet and the Tibetan culture will also be explored.

R. Linrothe, Art and Art History

**LS2 149. ART AND IDEAS IN ITALY: ANCIENT ROME TO THE RENAISSANCE 3**

Continuity and change in Italian culture from the Classical Age of the Roman Empire in the first century through the rise of Christianity during the Middle Ages to the synthesis of the classical world and Christianity during the Renaissance of the sixteenth century. Central ideas expressed by Italian art, literature, and philosophy, such as the changing conception of human and divine beings, the relative importance of the physical world versus the metaphysical, and the influence of Aristotle and Plato on the Middle Ages and Renaissance, will be explored. The course culminates with a close examination of the Sistine Chapel ceiling.

P. Jolly, Art and Art History

**LS2 150H. LITERACY AND SOCIAL POWER IN THE UNITED STATES 4**

This course is based on an observation and a question. The observation: different social/cultural groups (racial, ethnic, socioeconomic) historically have had, and continue to have, different "access" to literacy and this access has important social, educational, and personal repercussions. The question: why is this so? By focusing on literacy as a social achievement, this course both explores important questions of difference among racial, ethnic, and socioeconomic groups in the United States and continues to develop a number of themes and topics introduced in LS1, specifically, those of culture and social context. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)

J. Devine, English

**LS2 152. WOMEN AND MUSIC 3**

A survey across time and cultures of the ways in which women have participated in music. The course will take a historical approach to the development of European art music (musicology), and an anthropological approach to music-making in non-Western cultures and European folk music (ethnomusicology). Special attention will be given to gender-based divisions of musical activity, and to the assumptions and values underlying those divisions. The readings and discussions will address a variety of related issues, including the conflict between public and private spheres for women, and cultural beliefs about women and musical creativity. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)

D. Rohr, Music

**LS2 153W. POLITICS OF READING NON-WESTERN LITERATURE: THE EXAMPLE OF INDIA 4**

The literature of India has traditionally been read in terms of Western aesthetics, an inappropriate approach originating with the political aims of *Pax Britannica*. This course attempts to set right the imbalance by reading Indian literature in terms of Indian aesthetics, and in the context of the Hindu worldview, including mythology, religion, philosophy, and politics. It will then examine the possibilities of using the insights offered by Western aesthetics. This bifocal approach will help the reader see the literature with greater clarity, and prepare the ground for a new literary history of India. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103. Designated a non-Western culture course.)

R. Parthasarathy, English

**LS2 157. COMPUTERS, ETHICS, AND SOCIETY 3**

The intrusion of computers into almost every aspect of our modern lives raises many interesting and difficult ethical, legal, and social issues. By examining some aspects of computer science and some specific incidents and circumstances (such as the 1988 "Internet worm" incident, the 1988 stock market crash, the Strategic Defense Initiative, and the F.B.I. National Crime Information Center), the course will provide a better understanding of how computers work, the impact they have on human lives, the many difficult issues which they raise, and finally the limitations which society, in turn, puts on their further development.

G. Effinger, Mathematics and Computer Science

**LS2 158. SELF AND DESIRE: A STUDY OF DON JUAN 3**

This course will study the figure of Don Juan as a representation of the desiring self. The general aim of this course is to examine the nature and modalities of desire and its role in the constitution of the human subject. An examination of the figure of Don Juan will serve to question the relation of the self to self, of self to the other, of desire to (self) mastery, of pleasure to pain, and of imagination to reality. Readings and examples drawn from various artistic media will provide the foundation for the study.

R. Lilly, Philosophy and Religion

**LS2 159. VICTORIAN CHILDHOOD: CHANGES IN IDEALS AND SOCIETY 4**

This course studies changes in ideals of childhood in Victorian England in relation to the evolution of society's institutions, work place, laws, and literature for children. The course examines literature and historical, religious, sociological, and artistic works that emphasize continuing tension between conflicting ideologies of childhood and the reality of children's lives. Attention is given to how the notion the sinful child is challenged by the romantic ideal of innocence and how childhood gradually becomes a more secure and happy time for the young of Victorian England and the following generations. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)

C. Golden, English

**LS2 160. A GREEN WORLD: HUMAN/PLANT COEVOLUTION 3**

This course will deal with the ways humans have derived invaluable resources from plants and fungi such as the agricultural staples of life and other important commodities (e.g. paper, cotton, coffee). The thrust of the course will be to display how the employment of constantly evolving scientific methodology in plant/fungal studies has led to important, symbiotic interactions between humans, plants, and fungi. Topics to be covered include: humankind's early botanical experimentation, the development of the sciences of botany and mycology, agricultural methods and practice and the diverse methods of applied technologies to production of botanical commodities for human use.

D. Domozych, Biology

**LS2 162. FAITH AND SCIENCE 3**

An examination of historically changing relationships between religion and science in crosscultural perspective, but with an emphasis on Western culture. The course focuses on two questions: (1) Why did modern science originate in Western Europe and not elsewhere? and (2) What is the fundamental nature of contemporary relationships between science and religion? The questions are addressed from an interdisciplinary perspective, drawing upon the history of science, sociology, psychology, and religion.

K. Szymborski, Library

**LS2 164. FACTUAL AND FICTIONAL: HISTORY AND THE NOVEL IN CHINA 3**

This course will examine several Chinese novels in terms of their special narrative modes and the history that each mode implies. The course will consider how each novel reveals the changing history of modern China. At the same time, it will also explore how each novel makes its unique contribution to Chinese literature. Students will discuss such issues as: history in literature, history outside literature, literary histories, factual and fictional as literary categories, and the historical novel. (Designated a non-Western culture course.)

M. Chen, Foreign Languages and Literatures

**LS2 165. MODERN CHINA AND JAPAN IN NARRATIVE AND FILM** 3

This course will introduce masterworks of modern Chinese and Japanese literature and film to students who possess no knowledge of East Asian languages. The intrinsic value of individual works will be examined in the light of both East Asian and Western literary traditions. We will read novels and novellas from modern China and Japan and, besides studying each text's distinct literary features, we will discuss questions concerning the individual's relationship to society during a given historical moment. We will also focus on the study of cinema as a narrative art, and its interrelations with disciplines such as painting, music, psychology, and cultural history. There will be a film screening and a discussion session each week. (Designated a non-Western culture course.)

M. Chen, Foreign Languages and Literatures

**LS2 166. HUMAN INTERACTION WITH THE LAND—ATTITUDES AND IMPACTS** 3

An introduction to the interrelationships between human attitudes and values and human management of the land and its essential resources. The class will examine the historical patterns of ways in which various societies have substantially modified the natural landscapesometimes with a sense of stewardship, sometimes with a sense of anthropocentric arrogance.

K. Nichols, Geosciences

**LS2 171. THE FRENCH REVOLUTION: THE FIRST REVOLUTION** 4

The revolution that began in France in 1789 changed the meaning we assign to the word "revolution." First used to describe the movement of the planets and the seasons, "revolution" had to come to mean a momentous change in any sphere, and in politics, the replacement of one set of rulers by another. But with the revolution in France, the word took on its modern sense of a fundamental alteration in the form of government, coupled with social and economic innovation. So contemporaries saw it, and so historians have seen it since. But while everyone agrees the event was momentous, there was at the same time and there has been since considerable dispute as to whether it was momentarily good or momentarily evil. The course will explore some of the contradictory and conflicting interpretations of this first modern revolution through works of political theory (e.g., Burke and Paine), literature (e.g., Wordsworth, Buchner, Carpentier), painting (e.g., David, Goya, Delacroix) and film. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)

R. Janes, English

**LS2 178. BORN IN AMERICA** 3

An exploration of the changing ways in which American women have experienced contraception, abortion, pregnancy, and childbirth, from 1587 to the present. The course examines developments in technology, law, medicine, the economy, and the role and position of women and the family in society as they influenced the reproductive lives of American women, using sources from the history of medicine, social history, literature, legal and constitutional studies, government, and sociology. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)

M. Lynn, American Studies

**LS2 180. IMAGES OF THE TWELVE CAESARS: PERSPECTIVES OF THE EMPEROR IN EARLY IMPERIAL ROME** 3

The lives of the twelve Caesars have been romanticized by biographers, artists, playwrights, novelists, and filmmakers from antiquity to recent times. We will examine the nature of Roman society and the changing depiction of these twelve Roman emperors, their wives, and children, as represented in literature, the fine arts, and cinema. The course begins with the tradition embodied by Julius Caesar of the rule of might and virtue. It then examines the deification of Caesar for political purposes by his successor Augustus, the degradations of the imperial throne by the depraved Caligula, the even-handed reign of the stammering idiot Claudius, the violent excesses of Nero, the restoration of the honor of the emperor under Vespasian, and then finishes with the brutal, repressive tyranny of his son Domitian. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)

L. Mechem, Classics

**LS2 181. HOW DO WOMEN LOOK?: WOMAN AS OBJECT/SUBJECT IN CONTEMPORARY AMERICAN VISUAL CULTURE** 3

In this course we will examine how women appear in a range of visual culture, including high art, mass culture (magazines and television), and films in contemporary United States (1950s–90s). While we will be concerned with how images might present women as objects for consumption, for example, we will also consider how women look at these images, speculating whether they do so in active or passive ways. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)

K. Hauser, Art and Art History

**LS2 184. STRAVINSKY AND BALANCHINE: A UNION OF MINDS** 3

Igor Stravinsky and George Balanchine emerged as two of the most powerful forces in shaping the direction of music and ballet in the twentieth century. This course will explore the close collaboration of these two men through study of selected compositions and prose writings by and about each artist. Special attention will be given to the nature of their collaborations, including their similar views about creativity, movement, the rhythm of time, and the balance of visual and aural events. Analyses of the structural and stylistic elements of music and choreography, especially as they are linked to one another, will also be examined. The historical roots of the musical and balletic styles of the Ballets Russes, from which their partnership emerged, will also be explored. Emphasis will be given to the writings of both men, with discussion of their individual and shared artistic philosophies. Ballets to be viewed and studied include *The Firebird*, *Petrushka*, *The Rite of Spring*, *Apollo*, *Jewels*, *Violin Concerto*, *Orpheus*, and *Agon*. A field trip to New York City for a performance of a Stravinsky-Balanchine ballet will normally be arranged.

C. Joseph, Music; I. Brown, Dance

**LS2 185. HOLLYWOOD GOES TO WAR: HISTORY VERSUS ART IN THE WORLD WAR II COMBAT FILM** 3

Motion pictures about periods of war are as much a reflection of the culture in which they are produced as they are portrayals of the armed conflict. This course will examine attitudes toward World War II as reflected in motion pictures produced during and after the war, looking at such issues as historical accuracy, the use of propaganda, treatment of characters, and the overall artistic impact of the films.

D. Eyman, Liberal Studies

**LS2 187. THE ART OF ECSTASY** 4

This course explores the literature and visual art produced and inspired by medieval visionaries, focusing on representations of ecstatic experience in medieval mystical literature, manuscript illumination, painting and sculpture, and on analytical discussions of ecstasy in theology, literature and history, and in the social and natural sciences. Medieval mystics ventured into a realm inaccessible to the normal processes of sensation and reasoning and well beyond the grasp of faith itself. In order to communicate their experiences they and their followers "reinvented" language or turned away from verbal expression in favor of the visual arts. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)

K. Greenspan, English

**LS2 190. THE HUMAN EXPERIENCE OF EXILE** 3

This course will explore, through appropriate texts and from the interdisciplinary perspective, five areas which each relate in an exemplary way to exile experience, highlighting both the different and unifying aspects of this multifaceted topic. Using as a point of departure the traditional understanding of exile as persecution and banishment from home (exemplified in the Jewish suffering from exile throughout the course of history), we will examine the U.S. as a country of refuge and as one of forced exile within its expansion (slavery). Further, exile experience will be explored in relation to existentialism. We will then look at specific manifestations of exile experience in humans' "normal" life cycles. Connections between exile and creativity will also be examined. This course, in its multifaceted approach, suggests that exile experience, in its different manifestations, has significance in our everyday lives, even if we may not be aware of it.

U. Giguere, Liberal Studies

**LS2 191. DANTE'S DIVINE COMEDY** 3

An examination of Dante's *Divine Comedy* from an interdisciplinary perspective, including literature, history, politics, philosophy, and theology. Course topics will include concerns of the medieval world such as allegory, love, justice, secular and spiritual authority, images of women, education, and the relationship between philosophy and religion. Supplementary readings will provide a context for the medieval world, its life and literature, and will also demonstrate how Dante's text reflects the Zeitgeist of the Middle Ages. The course will also take into account Dante's *Divine Comedy* in relation to the visual arts by viewing several illustrations from Botticelli and Renaissance illustrators to Gustave Dore, and selected modern and contemporary paintings inspired by Dante's poem.

G. Faustini, Foreign Languages and Literatures

**LS2 192. THE CHAOTIC UNIVERSE** 3

A careful study of chaos theory and of discrete dynamical systems is made in an interdisciplinary setting, requiring a background of only high school algebra. The ultimate goal of the course is to get to a working definition of chaotic behavior, and to understand the reasons why chaotic behavior is so pervasive in our world. Indeed chaotic behavior is inherent in population dynamics, in the weather, in the stock market, and in the motion of the planets in our solar system, to cite just a few instances of its occurrence. Secondary goals include looking at the reasons why chaotic behavior was neglected by the scientific community until recently, and using discrete dynamical systems as a window to understanding the more complicated continuous dynamical systems.

*Prerequisite:* QR1. (Fulfills QR2 requirement.)

D. Vella, Mathematics and Computer Science

- LS2 194. GENOCIDE, WAR CRIMINALS, AND JUSTICE** 3  
An examination of the genesis of international human rights, the legal mechanisms and institutions developed to enforce these rights, and the strategies used by societies to come to terms with massive human-rights abuses. We explore how individual societies and international bodies have struggled to balance the need for justice and stability when confronting perpetrators of human-rights abuses. Using a variety of sources and engaging texts from the intersecting and overlapping fields of law, history, politics, sociology, and religion, we analyze several countries (Germany, Cambodia, Bosnia, Rwanda, and South Africa) where systematic and unspeakable crimes were committed and examine how the United Nations, the international courts, domestic legal systems, and truth and reconciliation commissions sought to come to terms with these atrocities.  
M. Hockenos, History
- LS2 197. IMAGES OF CONTEMPORARY ITALIAN WOMEN** 3  
An exploration of contemporary Italian women as portrayed through both the words and images of women artists. A first grouping of artistic works (novels and films) illustrates some of the themes particularly relevant to Italian women's lives: family, socialization, sexual politics, Catholicism, friendship, and solitude. This first heading shows women either as perpetrators of a system of morality or as individuals who either accept the status quo or propose alternatives. A second grouping shows women as artists: women shapers of cultures. One of the topics explored under the second thematic heading is "women as writers"; the critical work directs attention to the debate on "gender and genre."  
S. Smith, Foreign Languages and Literatures
- LS2 198. IMAGES OF LATINAS** 3  
This course will focus on the experience of Latinas as portrayed in their literary work. In studying the interplay of cultural, historical, political, and socioeconomic factors affecting Latinas' roles and gender relationships, we will be able to identify the uniqueness of their experiences and its expression within the diverse multicultural society of the United States. Interdisciplinary perspectives include literature, literary criticism, history, and cultural studies.  
V. Rangil, Foreign Languages and Literatures
- LS2 206H. SLEEP AND DREAMS** 3  
The course is an examination of the experience of sleep and dreaming. Dreaming is a curious phenomenon in that we experience vivid sensations, thoughts, and emotions, but have muscular paralysis and usually are unaware of being asleep. Humans in many cultures, and ages have been interested in dreaming and have constructed narratives to understand the role of dreaming in human life. We will consider texts from some of the narratives that humans have constructed to make sense of the dreaming, including accounts from neuroscience, nonempirical Western psychology, and a few non-Western cultures. Class participants also will spend several nights in a sleep laboratory in order to experience dreaming as both an outside observer (i.e., an experimenter) and as a participant (i.e., a sleeper).  
H. Hodgins, Psychology
- LS2 207. SEEDS OF CHANGE: PERSPECTIVES ON GLOBAL NUTRITION** 4  
A broad survey of the role of the social, economic, political, cultural, nutritional, and environmental factors that influence the food choices of individuals and societies in different parts of the world at different times in history. Topics such as the global interdependence of food production and distribution, the environmental impact of changes in food habits and production techniques, the use of food as a tool to enforce religious and political beliefs, the worldwide effect of the introduction of modern food technology, etc. will be addressed through analysis of specific case studies. U. Bray, Mathematics and Computer Science; V. Narasimhan, Chemistry and Physics
- LS2 210. TRAVELERS AND TRAVEL LIARS IN LATIN AMERICA, 1500–1900** 3  
Examination of the ideas and impact of European and North American travel narratives on Latin America and the Caribbean from the sixteenth through early twentieth centuries. The course studies how writings by conquerors, diplomats, missionaries, scientists, pirates, and others reflected and influenced the creation of historical, anthropological, scientific, political, and economic knowledge in and about Latin America, Europe, and North America.  
J. Dym, History
- LS2 212. THINKING ABOUT RACE AND ETHNICITY: "RACE" IN AMERICA, 1776–PRESENT** 3  
An examination of the difference between "race" and "ethnicity." What are we referring to when we use these terms? Biology? Culture? Faith? Skin color? Nationality? History? Epistemology? What makes categories based on apparently natural differences useful? How has the meaning of "race" and "ethnicity" changed over time? In the United States, the categories have variously overlapped, collided, or remained separate, depending on what those categories have been called upon to explain. At one time, Jews and the Irish were seen as separate races, then they were seen as ethnicities, and eventually they became "white." What accounts for these changes, and what does that say about these categories? This course addresses these questions by examining how intellectuals, social scientists, the law, and cultural producers in America have historically defined and thought about race, ethnicity, "blackness," and "whiteness." (Designated as a Cultural Diversity course.)  
J. Delton, History
- LS2 213. NUCLEAR RADIATION IN THE GLOBAL ENVIRONMENT** 3  
A broad investigation of the environmental impact of human uses of radioactive materials in power generation and nuclear weapons. The course examines the implications of factors such as governmental and societal priorities, national security interests, cultural and political perspectives, and geography in decisions regarding reactor designs, weapons manufacture, waste disposal, and the consequences for the global environment of these decisions. Principles of nuclear physics appropriate to a scientifically informed discussion of these topics are presented. (Fulfills the ES Cluster C requirement.)  
W. Standish, Chemistry and Physics
- LS2 215. SHAPING FORCES OF OPERA** 4  
Opera, one of the most complex and fascinating of the theatrical arts, relies on the composer's control of musical style to shape the action and the lyricism at the heart of opera's appeal. Some consideration of the analogous shaping role of stylistic shifts in film and spoken drama will serve to develop a framework for understanding the central and powerful role that stylistic forces play in shaping a wide range of dramatic and expressive forms.  
T. Denny, Music
- LS2 216. WOMEN IN SCIENCE** 4  
The history of Western science records the contributions of very few women. In fact, even today few women choose science as a profession. This course explores the reasons for that phenomenon by identifying and analyzing the historical and contemporary barriers to the full participation of women in the natural sciences and mathematics, with a focus on possible solutions for the future. During the semester, many invited contemporary women scientists from academia, industry, and government agencies speak about their professional experiences in archaeology, biology, chemistry, environmental science, geoscience, mathematics, computer science, and physics. Additionally, investigation into the experiences and contributions of historical women in science is an important aspect of this course. Finally, numerous assigned readings challenge students to consider the gendering of science in terms of how culture shapes science, how science shapes culture, the feminist perspective on science, and why the exclusion or marginalization of women from science matters.  
K. Cartwright, Geosciences
- LS2 218. EXTRAORDINARY BODIES: DISABILITY IN LITERATURE** 4  
An exploration of representations of anomalous bodies in British and American culture from the early modern to postmodern periods. Our goal will be to investigate what the status of the "freak" or "monster" tells us about prevalent cultural anxieties or attitudes about subjectivity. We will read a range of literary texts and explore various theoretical approaches to the question of why bodies that don't fit established categories are so disruptive to the social order, even as they help establish the parameters of the "normal." (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.)  
S. Mintz, English
- LS2 220. INTRODUCTION TO COMMUNICATIONS AND MEDIA STUDIES** 4  
An interdisciplinary introduction to the questions re: human dilemmas in the context of an increasingly technology and media saturated culture. The course begins with close consideration of the nature and structure of human communication and an historical overview of communications and media. Students will study media from both psychological and societal perspectives and will consider the impact of media on politics, government, community, and consumer behavior. Special attention will be paid throughout the course to the personal and social impact of current and emerging forms of communication and media.  
J. Devine, English
- LS2 221. THE ADOLESCENT EXPERIENCE: CROSS-CULTURAL PERSPECTIVES ON UNIVERSAL THEMES** 3  
This course considers how the process of adolescent development has been used as a major theme in literature and film. Using psychologically based research, students will gain an understanding of the cognitive, emotional, physical, and social transformations that accompany this stage, so that they will be able to critically examine these artistic portrayals. The selection of research, literature and films is designed to reflect how adolescents from diverse cultural backgrounds incorporate these changes.  
D. Brent, Education

**LS2 222H. INSITE: EXPLORING THE VISUAL 3**

How will the process of seeing lead to discovery? In this course, we will follow the trail of this question as we explore how objects, the display of objects, and the sites where we encounter objects create meaning. The Tang Teaching Museum and Art Gallery, the Skidmore Campus, and the surrounding area will serve as our primary research sites as we study how museum display and the appearance of ordinary objects in our everyday landscapes give shape to ideas and experiences. Drawing from the disciplines of museum studies, visual art, cultural studies, and cultural geography, we will investigate the process of seeing as a practice in interdisciplinary thought as well as a method for identifying how the visual helps to form the knowledge base of different disciplines. Throughout this course, visual projects that explore site-specific elements of display will accompany analysis of verbal and visual texts.

A. Barnes, English

**LS2 223. THE LIVES AND WORKS OF MARY SHELLEY AND HER FAMILY 3**

An examination of the life and novels of Mary Shelley in the context of the fascinating circle of her family and friends. This circle included her father, William Godwin, anarchist political writer and novelist; her mother, Mary Wollstonecraft, proto-feminist author of tracts and novellas; her husband, major Romantic poet Percy Bysshe Shelley; and a number of half-siblings, friends, and children—all with turbulent personal histories in a time of great social and political unrest. The focus will be as much biographical as literary, with the emphasis on appreciating the complex relation between the creative mind and the network of relations that sustains it. The readings include 4 of Mary Shelley's post-*Frankenstein* novels, one of her mother's novellas, two of her father's most influential novels, extracts from political works by both parents, an assortment of Percy Shelley's poems, and a number of biographical readings.

R. Goodwin, Liberal Studies

**International Affairs**

*Director of the International Affairs Program:*  
Mary-Elizabeth O'Brien

*Affiliated Faculty:*

*American Studies:* Daniel Nathan, Joanna Zangrando

*Art History:* Lisa Aronson

*Biology:* David Domozych

*Classics:* Michael Arnush

*Economics:* Timothy Koechlin, Sven Larson, Mehmet Odekon, Roy Rotheim, Lynda Vargha,

*English:* Regina Janes, Rajagopal Parthasarathy

*Environmental Studies:* Judith Halstead, Karen Kellogg

*Foreign Languages and Literatures:* John Anzalone, Grace Burton, Mao Chen, Cynthia Evans, Giuseppe Faustini, Charlene Grant, Masako Inamoto, Hédi Jaouad, Juan Carlos Lértora, Birgit Linder, Reinhard Mayer, Mary-Elizabeth O'Brien, Viviana Rangil, Patricia Rubio, Shirley Smith, Marc-André Wiesmann, Andrienne Zuerner

*Geosciences:* Katherine Cartwright, Richard Lindemann, James McLelland, Kyle Nichols

*Government:* Timothy Burns, Roy H. Ginsberg, Katherine Graney, Steven Hoffmann, Ronald Seyb, Aldo Vacc

*History:* Erica Bastress-Dukehart, Jennifer Delton, Jordana Dym, Matthew Hockenos, Joseph Hodge, Tadahisa Kuroda, Margaret Pearson

*Library:* Kriz Szymborski

*Management and Business:* Betty Balevic, Martin Canavan, Mary Correa, Tim Harper, Bernard Kastory, James Kennelly, Elzbieta Lepkowska-White, K. Gary McClure, Pushkala Prasad

*Mathematics and Computer Science:* Una Bray, Robert DeSieno

*Philosophy and Religion:* Joel Smith

*Physics:* William Standish

*Sociology, Anthropology, and Social Work:* Susan Bender, Catherine White Berheide, Michael C. Ennis-McMillan, Gerald Erchak, Jill Sweet

*Theater:* Lary Opitz

*University Without Walls:* Christopher Whann

International Affairs is an interdisciplinary major that stresses the importance of a broad-based international education. The major examines the relations between and among nation-states, regions, and other international actors as influenced by culture, history, politics, business, economics, and the environment. Students majoring in International Affairs must also successfully complete an approved minor, major (strongly recommended), or regional concentration to provide depth of knowledge in a discipline or geographic region of the world. In consultation with the IA director, students propose a coherent course of study, which provides both breadth through coursework on international issues from different disciplines and depth through coursework in a region or a specific disciplinary or interdisciplinary area of study. The individual student is free to select any specific minor, major, or regional concentration that best fits the student's personal interests and educational objectives, but must present a coherent proposal of courses and clearly argued rationale for the minor, major, or regional concentration for approval by the IA director and, if necessary, the IA steering committee. The major culminates with an approved capstone experience that allows the student to synthesize the course of study and serves as the basis for further work in the IA senior seminar.

**HONORS:** To receive honors in international affairs, students must earn a GPA of 3.5 in all IA major courses and complete a senior capstone with at least an A-.

Skidmore's International Affairs Program draws on the expertise of faculty from a broad array of academic disciplines. International Affairs majors are also encouraged to study abroad in order to learn about the world beyond the borders of the United States, recognize their own cultural biases, and develop skills to communicate with people from other cultures. Studying abroad enables students to gain foreign language proficiency and first-hand experience of the ways different political, economic, and social systems operate. The opportunity to live in another country for an extended period of time allows students to develop a deeper appreciation for cultural diversity and an understanding of the physical environment in a different region of the world. In addition to being anchored in the richness and variety of its course offerings, faculty scholarship, and study abroad opportunities, the International Affairs Program also stresses other related and reinforcing components: colloquia, faculty/student collaborative projects, guest lectures, study in Washington, D.C., internships, and cocurricular activities including the student International Affairs Club and the United Nations and European Union simulations of international negotiations.

**THE CAPSTONE EXPERIENCE:** The capstone experience is a three-credit (minimum) research experience, capstone course, or senior thesis in the student's separate minor, major, or regional concentration. In consultation

with the international affairs faculty advisors, students will identify an appropriate 300-level course in their base discipline that allows them to design and carry out an advanced senior project. Students will complete a research project that synthesizes the skills and knowledge gained in their separate minor or major, examines disciplinary assumptions, and addresses international or global issues. The capstone experience must tie together a number of themes of the IA Program and serve as the basis for further work in the IA senior seminar.

The IA faculty advisors will consider and approve a proposed capstone experience after submission of the capstone project proposal to the Director, IA Program. All senior IA majors will enroll in a one-hour research seminar to provide a common culminating experience for the students.

**THE INTERNATIONAL AFFAIRS MAJOR:** The requirements for the major consist of eleven international affairs-designated courses, for a minimum of 30 credits. These eleven courses must fulfill the following 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, 105 or 231);
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 and one credit in Language Across the Curriculum;
6. The completion of an approved minor, major, or regional concentration (18 credits minimum);
7. One 300-level course from the approved minor, major, or regional concentration to serve as a capstone experience;
8. A one-credit senior seminar where students make the connections between international affairs and their approved minor, major, or regional concentration;
9. 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.

**THE INTERNATIONAL AFFAIRS MINOR:** The requirements for the minor consist of six international affairs-designated courses, including one core course required as a common experience. These six 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 each of the three clusters: "The Political World," "The Economic World," and "The Cultural World";
5. One 300-level course from any discipline;
6. No more than two courses may overlap between the IA minor and the major.

### International Affairs Curriculum

#### IA 101. INTRODUCTION TO INTERNATIONAL AFFAIRS 3

An introduction to the field of international affairs. The course explores the relationships among the disciplines within international affairs. Examines key concepts that describe and explain international relationships and issues, explores the diversity of perceptions of international issues across national and cultural boundaries, and engages students in in-class global problem-solving exercises. (Fulfills LS2 requirement.) International Affairs Faculty

#### IA 371, 372. INDEPENDENT STUDY 1-4

An opportunity for qualified majors to pursue independent study in International Affairs under the supervision of an appropriate faculty member. The written study proposal must be approved by the International Affairs Director, in consultation with the faculty member.

#### 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. The course is offered on a satisfactory/unsatisfactory basis.

### FOUNDATION COURSES

IA majors must complete one course in three of the four foundation categories listed below:

1. Political Foundation: GO103 or HI 223
2. Economic Foundation: EC 103 or EC 104 (Note: Does not fulfill IA requirement for Cluster II)
3. Cultural Foundation: AN 101 or GO 241
4. Physical Foundation: ES 100 or ES 105

### LANGUAGE REQUIREMENT

FC 206	Chinese Language and Culture
FC 208	Advanced Chinese Conversation and Composition
FF 206	French Conversation
FF 208	Writing in French
FF 301	Business French
FF 304	Advanced French Conversation and Pronunciation
FF 306	French Translation and Stylistics
FG 206	German Language and Culture
FG 208	German Conversation and Composition
FG 301	Commercial German
FG 304	Advanced German Conversation and Composition
FI 206	Italian Language and Culture
FI 208	Italian Conversation and Composition
FI 301	Business Italian
FI 304	Advanced Italian Conversation and Composition
FJ 206	Japanese Language and Culture
FJ 207	Advanced Intermediate Japanese I
FJ 208	Advanced Intermediate Japanese II
FS 206	Spanish Conversation
FS 208	Spanish Composition
FS 301	Commercial Spanish
FS 304	Advanced Spanish Conversation and Composition

## 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 225 Military and Political Lessons from World War II  
GO 228 U.S. Foreign Policy in a Changing World  
GO 251B Topics in Political Science: International Relations  
GO 301 Contemporary International Politics  
GO 309 Latin America and the United States  
GO 318 Comparative Foreign Policy  
GO 319 What the U.S. Does Wrong in the World: Views from India, Answers from Washington  
GO 320 Cases in Twentieth-Century Superpower Relations  
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 344 Comparative Politics and Culture: India and Japan  
GO 356 Africa in International Affairs  
GO 357 Sexing Global Politics: Gender and International Relations  
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 215B-F, H-I Topics in History  
HI 216A-D Topics in History: Non-Western  
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 262 Africa Since 1800  
HI 306 The French Revolution and Napoleon, 1789–1815  
HI 330A-E Politics and Society in Latin America  
HI 335 German History Since 1814  
HI 361B-F, H-I Topics in History: Western  
HI 362A-D Topics in History: Non-Western  
LS2 119 South Africa and Race

### CLUSTER II: The Economic World

- EC 314 International Economics  
EC 315 Open Economy Macroeconomics  
EC 316 Economics of Development  
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  
LS2 137 Business and the Natural 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 359 Global Financial Institutions  
MB 364 Manufacturing Strategy and International Competitiveness  
SO 331 Women in the Global Economy

### CLUSTER III: The Cultural World

- 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 268 People and Environment in China  
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 Literary Analysis  
FF 213 Medieval and Renaissance 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 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 250 An Outline of German Civilization  
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  
FL 269 Cultural China  
FL 324 Themes and Trends in Chinese Literature  
FS 211 Survey of Spanish Literature  
FS 212 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, 332 Special Studies in Spanish  
GO 203 Comparative Politics of Western Europe  
GO 227 Russia: Century of Change  
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 England to 1688  
HI 211 Britain Since 1688  
HI 228 Race, Class, and Ethnicity in Latin America  
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 312 Modern England, Whigs and Tories  
HI 329 The American Century

- HI 343 The Chinese Revolution  
HI 347 Japan's Modernizers: Samurai and Weavers  
LS2 109 The Image of the Enemy in German Film, 1919–45  
LS2 113 Change in Early China  
LS2 135 Latin American and Latino Cinema  
LS2 147 Art and Politics in Weimar Germany, 1918–1933  
LS2 153W Politics of Reading Non-Western Literature: The Example of India  
LS2 164 History and Novel in China  
LS2 165 Modern China and Japan in Narrative and Film  
LS2 171 The French Revolution: The First Revolution  
LS2 194 Genocide, War, Criminals, and Justice  
LS2 197 Images of Contemporary Italian Women  
LS2 198 Images of Latinas  
LS2 207 Seeds of Change: Perspectives on Global Nutrition  
LS2 210 Travelers and Travel Liars in Latin America 1500–1900  
MB 314 Organizational Theory  
MB 347 Comparative Management  
PH 203 Greek Philosophy  
PH 204 Modern Philosophy  
PH 306 Nineteenth-Century Continental Philosophy  
PH 307 Twentieth-Century Continental Philosophy  
RE 103 Religion and Culture  
RE 214 Religious Traditions of China and Japan  
RE 215 Islam  
SO 316 Women in Modern Society  
SW 338 Social Policy and Social Justice

### CLUSTER IV: The Physical World

- BI 140 Marine Biology  
BI 160 Conservation Biology  
BI 180 Economic Botany  
BI 190 Population Biology  
BI 240 Environmental Biology  
BI 325 Tropical Ecology  
BI 327 Tropical Ecology without Lab  
ES 100 Environmental Concerns in Perspective  
ES 104 Ecological Studies in Environmental Science  
ES 221 Sustainable Development  
ES 231 A World of Views: Critical Thinking and the Environment  
ES 100 Disease and Environment  
GE 101 Earth Systems Science  
GE 112 Oceanography: Introduction to the Marine Environment  
GE 204 Structural Geology  
GE 207 Environmental Geology  
GE 211 Climatology  
GE 311 Paleoclimatology  
LS2 146 Environmental Issues  
LS2 160 A Green World  
LS2 166 Human Interaction with the Land: Attitudes and Impacts  
LS2 207 Seeds of Change: Perspectives on Global Nutrition  
LS2 213 Nuclear Radiation and Environment

## Latin American Studies

Director of the Latin American Studies  
Program: Viviana Rangil

Affiliated Faculty:

*Anthropology:* Susan Bender, Michael Ennis-McMillan, Jill Sweet

*Art and Art History:* Lisa Aronson

*Foreign Languages and Literatures:* Juan-Carlos Lértora, Viviana Rangil, Patricia Rubio

*Government:* Aldo Vacs

*History:* Jordana Dym

Latin America is a region of multiple histories, a complex combination of native and world cultures and political systems, a distinguished literary tradition, and a dynamic presence in international affairs. The United States and its residents have longstanding political, cultural, historical, business, and academic ties with this region, as well as with Latino populations active within its borders. The importance of Latin America abroad and at home provides a compelling reason to educate students in the broader context of Latin American politics, culture, and society in preparation for participation in civic and professional life as informed citizens at home and abroad.

**THE LATIN AMERICAN STUDIES MINOR:** The minor offers students the opportunity to undertake the comparative study of the political, cultural, and economic traditions and contemporary realities of Latin American and Caribbean countries and peoples, drawing from such disciplines as anthropology, archaeology, art history, economics, history, language, literature, and political science. It consists of a minimum of nineteen credit hours (five to six courses) from the designated Latin American studies courses listed below, including the senior capstone experience, with at least two 300-level courses and with no more than two courses in a single discipline or the student's major. Up to four credit hours of Spanish, French, or Portuguese language at the 208 level or above may count toward the minor, as well as pre-approved courses taken abroad. One course may be "Partial Latin American Content." Each student's program will be approved by the Coordinator of Latin American studies, who serves as advisor to all minors.

This interdisciplinary minor emphasizes use of language skills in different disciplines, and requires that students demonstrate above intermediate competency in at least one regional language and complete one Languages Across the Curriculum (LAC) course, ensuring the ability to consider sources of knowledge produced in the region. Competency may be demonstrated either by demonstrating intermediate competency by taking a test offered by the Foreign Languages and Literatures Department or successfully completing a foreign languages and literatures course at the 208 level or above.

The minor includes the following:

1. Foundation course (one of the following)
  - GO209 The Latin American Puzzle,
  - HI108 Colonial Latin America,
  - HI109 Contemporary Latin America
2. Electives: three to four courses (minimum of ten credits)
3. Languages Across the Curriculum course (one credit)
4. Senior Capstone:
  - a) One semester of LA377 Latin American Studies Colloquium (one credit)
  - b) Latin American Studies Senior Capstone Requirement (LA371, 372 or 399, or approved course in an associated discipline or program) (three credits)

### Latin American Studies Curriculum

The following courses may be used to satisfy the requirements of the minor.

#### LA 371/372. INDEPENDENT STUDY 3

An opportunity for qualified students to pursue independent study or research in Latin American studies under the supervision of an appropriate faculty member. The written study proposal must be approved by the Latin American Studies Coordinator, in consultation with the Advisory Board.

Latin American Studies Faculty

#### LA 377. COLLOQUIUM IN LATIN AMERICAN STUDIES 1

The course includes presentations and discussions by students, faculty, and guest lecturers, instruction on library research, writing, and oral presentation skills. It may also include field trips or a small community service project. Offered on a satisfactory/unsatisfactory basis. *Fall semester only.*

Latin American Studies Faculty

#### LA 399. PROFESSIONAL INTERNSHIP IN LATIN AMERICAN STUDIES 3

Internship or professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the minor field. With faculty sponsorship and program approval, students will select an internship and also produce a major research paper related to the area of internship. Research topic must be approved by the faculty sponsor and the on-site supervisor.

### Latin American Studies Courses

AH 309	The Arts of Mesoamerica and South America
AM 235	Caribbean American Identity
AN 205	Mesoamerican Archaeology
AN 229	Mexican Cultures
AN 244	Latin American Indians
AN 349	Medical Anthropology (French Caribbean)
FF 376	Latinos in the United States
FL 265	Survey of Spanish American Literature
FS 212	Spanish American Narrative of the Twentieth Century
FS 319	Studies in Spanish American Poetry
FS 320	Studies in Spanish American Drama
FS 321	Spanish in the Media
FS 323	Spanish American and Latino Film
FS 324B	Spanish American Essay
FS 330	The Culture of Spanish America
FS 331, 332	The Latin American Puzzle
GO 209	Latin America and the United States
GO 309	Topics in Political Science (when taught by A. Vacs)
GO 251	Colonial Latin America
HI 108	Contemporary Latin America
HI 109	Topics Course: Latin America
HI 215H	Race, Class & Ethnicity in Latin America
HI 228	War and Peace in 20th Century Latin America
HI 229	Politics and Society in Latin America
HI 330	Topics Course: Latin America
HI 361H	Latin American and Latino Cinema
LS2 135	Images of Latinas
LS2 198	Travel Writers and Travel Liars in Latin America
LS2 210	Latin American Music (fall 2004 only)
MU 205	Latino Sociology
SO 351B	

### Partial Latin American Studies Courses

AM 231	Ethnic and Immigrant Experience
AH 103	The Arts of Africa, Oceania, and the Americas
BI 325	Tropical Ecology
EC 234	International Economic Theory
EC 334	International Political Economy
FF 220	Language Across the Curriculum (French)
FS 220	Language Across the Curriculum (Spanish)
GO 339	International Political Economy
LS2 123	Jazz: A Multicultural Expression



## Law and Society

Director of the Law and Society Program:  
David Karp

Affiliated Faculty:

*American Studies:* Joanna Zangrando

*Economics:* Sandy Baum

*Government:* Beau Breslin, Ronald Seyb,  
Aldo Vacs

*History:* Matthew Hockenos, Erica Bastress  
Dukehart

*Management and Business:* Christine Kopec

*Psychology:* Mary Ann Foley

*Social Work:* Jacqueline Azzarto, Margaret

Tacardon, J.D. Chesire

*Sociology:* David Karp

The law and society minor involves students in the interdisciplinary study of law and justice, focusing on the interaction of law and legal institutions with social, economic, and political systems. Students in the program examine the historical and philosophical foundations of law and the social forces influencing the making, interpretation, and enforcement of laws. The law and society minor is designed to help students gain an understanding of the role of law in society, approach questions from an interdisciplinary perspective, and think critically about issues of social justice.

**THE LAW AND SOCIETY MINOR:** The minor consists of a minimum of eighteen credit hours including:

1. LW 200. Introduction to Law, Citizenship, and Justice
2. Twelve additional credit hours from the courses listed below as part of the Law and Society Program. These courses must come from at least three different disciplines and at least two of the courses must be at the 300 level. No more than one course in the minor may also count toward the student's major.
3. A capstone experience, usually taken in the student's senior year, which may be either an independent study or an internship: The independent study may be either in Law and Society (LW371 or 372), or within a specific department participating in the law and society minor. Designed by the student in consultation with a faculty advisor participating in the program, the independent study will consist of intensive research from an interdisciplinary perspective on an aspect of law and society. An internship may be substituted for the independent study as a capstone experience. The internship must involve a substantive work experience as well as a significant academic component. Students must obtain prior permission from the director of the program for either an independent study or an internship to count toward the minor.

## Law and Society Curriculum

The following courses may be used to satisfy the requirements of the minor.

### LW 200. INTRODUCTION TO LAW, CITIZENSHIP, AND JUSTICE 4

Explains the interrelationship between law and this country's social institutions. The course will concentrate on three core topics: (1) law as an instrument of social control; (2) justice, and the legal institutions whose responsibility it is to protect and preserve this fundamental principle; and, (3) those institutions of society that both influence the law, and are ultimately influenced by it. B. Breslin, D. Karp

### LW 210. COLLEGE JUDICIAL PROCESS 1

An introduction to issues relevant to college disciplinary systems. This course will provide intellectual background and practical training for members of the Skidmore Integrity Board. The course will address issues such as philosophies of punishment, offender reintegration, community involvement, and strategies for effective sanctioning. D. Karp

### LW 251. SPECIAL TOPICS IN LAW AND SOCIETY 3

An examination at the intermediate level of special topics, methods, and areas in law and society. Specific topics vary by instructor, discipline, program, and semester.

### LW 351. ADVANCED SPECIAL TOPICS IN LAW AND SOCIETY 3

An examination at the advanced level of special topics, methods, and areas of law and society.

### LW 361. LAW AND SOCIETY: CAPSTONE SEMINAR 1

Provides students the opportunity to tie together the course work and independent study in which they have engaged. Students will discuss over-arching issues in law, citizenship, and justice and will examine the different contributions of various disciplines to these topics. Seminar presentation of individual student work will be a central component of the course. This course is required of students who minor in law and society. *Prerequisites:* LW200 and at least three other courses in the Law and Society Program.

### LW 371, 372. INDEPENDENT STUDY IN LAW AND SOCIETY 3

Advanced level reading and research in law and society under the guidance of a faculty member. *Prerequisite:* LW200 and two additional courses from the law and society curriculum. Requires approval of law and society director.

### 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, and relevant social service and governmental agencies. No more than three semester hours of LW 399 may be used to satisfy the minor requirements. *Prerequisite:* LW200 and two additional courses from the law and society curriculum. *Non-liberal arts*

AM 260	Themes in American Culture: "Civil Rights in Twentieth-Century U.S."
EC 320	Law and Economics
GO 211	Courts, Politics, and Judicial Process in the United States
GO 212	Introduction to the Bill of Rights
GO 311	Constitutional Law
GO 312	Contemporary Constitutional Problems
GO 314	Civil Liberties
GO 352	Women and the Law
GO 353	Sex and Power
GO 362	Politics of the Congress
HI 210	England to 1688
HI 224H	The Enlightenment
HI 311	Age of the Stuarts
HI 315	Crime and Punishment in Early Modern Europe (1400–1800)
LS2 111	Poor Law to Welfare State
LS2 194	Genocide, War Criminals, and Justice
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?
PH 314	Philosophy of Law
SO 213	Criminology
SO 314	Deviance
SW 218	Prisons in America
SW 338	Social Policy and Social Justice

## Management and Business

*Chair of the Department of Management and Business:* Mark A. Youndt

Professors: Pushkala Prasad, *Zankel Professor of Management for Liberal Arts Students*; Bernard Kastory, *F.W. Harder Professor of Business Administration*

Associate Professors: Betty V. Balevic, Susan Belden, Martin J. Canavan, Paul Corr, Mary Elizabeth Correa, James J. Kennelly, K. Gary McClure, Christine Page, Mark A. Youndt, Elzbieta Lepkowska-White

Assistant Professors: Caroline D'Abate, Timothy Harper

Visiting Assistant Professor: Christine Kopec

Lecturer: Carol Chiarella

*Director of the Skidmore-Saratoga Entrepreneurial Partnership:* Roy Rotheim, Professor of Economics

The role of the Department of Management and Business at Skidmore College is to provide a distinctive undergraduate program in management and international business that builds on and enhances the liberal arts curriculum. Our aim is to prepare students to be committed to a process of life-long learning and to pursue rewarding careers in a technologically changing and culturally diverse world. To this end, the Department of Management and Business has created a learning environment that encourages the integration of management theory, research, and practice within a well-balanced program of study in the arts, sciences, and humanities.

The department provides a foundation in core functional areas, advanced courses, and a wide variety of cocurricular learning opportunities. While all courses take into account the linkages across management disciplines, the cornerstone and capstone courses utilize an explicitly integrative approach. Permeating our educational offerings is an emphasis on international dimensions, discernment of ethical values, and development of communication skills. Flexibility in the program enables students to concentrate within a management discipline or pursue joint programs with other departments to prepare for careers and graduate education.

The program serves the larger Skidmore community by offering all students a conceptual basis for managing fiscal and human resources in scientific, artistic, human service, and business undertakings. Both in its presentation of foundation courses and in its upper-level courses, departmental offerings provide avenues for exploring the relationship between business and society. In addition, departmental faculty develop and contribute to a variety of interdisciplinary courses and programs. Thus, the Department of Management and Business serves not only its own majors but adds depth, breadth, and value to the liberal education of students concentrating in other disciplines.

As a component of the curriculum, students have regular interaction with the business world in part through the department's Business Advisory Council. The introductory cornerstone course and others involve integral participation by visiting business executives in course exercises. The department encourages study abroad, internships, and involvement in community projects to provide integrative learning experiences. Students who wish to prepare in the area of public accounting may take courses toward the satisfaction of the academic requirements for the examination.

**THE BUSINESS MAJOR:** All business majors must take the basic business core, plus three 300-level elective courses. MB399 Professional Internship in Business may not be counted as satisfying one of the three 300-level elective requirements of the major.

The basic business core is composed of the following courses: MB107, 214, 224, 234, 235, 306, 338, 349, EC103, 104, and 237.

The suggested course sequence for the major is: MB107, EC104, MB234, EC103, MB235, EC237, MB214, 224, 235, 306, 338, 300-level electives (three); MB349 (senior year only.) Students planning to study abroad during their junior year must have completed MB234 and 235 and EC237 before they go.

Students preparing to major in business are expected to be proficient in English composition and grammar, mathematics, economics, and computer applications. In addition to those courses already required for the major that are out of the discipline, these proficiencies may be strengthened by taking the following courses: MA105 and 111, and CS106.

**INTERDEPARTMENTAL MAJORS:** In conjunction with other departments, the Management and Business Department offers interdepartmental majors in business-economics, business-French, business-German, business-Spanish, business-government, and business-mathematics. See *Interdepartmental Majors*.

**HONORS:** To be eligible for departmental honors, a student must, in addition to fulfilling the college requirements for honors, attain a GPA of 3.5 or higher for all work completed in the major, and receive at least an A- on an honors thesis. See the Department Web page for details.

**THE BUSINESS MINOR:** For a business minor, the student is required to complete MB107, 214, 224, 234, and two additional courses in business, at least one at the 300 level. MB399, Professional Internship in Business, may not be used to satisfy any of these requirements.

**COOPERATIVE M.B.A. PROGRAMS:** Qualified students have the opportunity to earn a baccalaureate degree from Skidmore and a master's degree in business administration through cooperative programs with Clarkson University or the Graduate College of Union University. In these 4+1 M.B.A. programs, students earn the master's degree in the year following Skidmore graduation.

### **MB 107. BUSINESS ORGANIZATION AND MANAGEMENT** 4

A broadly based introduction to the field of business that can serve either as the first course in the departmental sequence or as an only course for a student desiring an overview of the business world from a manager's perspective. Topics include strategic analysis and planning, marketing, financial management, control, organizational design, human behavior, and communications. Students present individual written analyses and engage in group oral presentations.

### **MB 214. FOUNDATIONS OF MARKETING** 3

A comprehensive assessment of marketing's dynamic role in contemporary global society. The course emphasizes the development of marketing strategies which reflect domestic and cross-national competitive structures and diverse market place realities. Topics include consumer analyses, target market identification, positioning, e-commerce, and coordination of marketing mix elements. *Prerequisite:* MB107 or permission of instructor.

B. Balevic, C. Page, E. Lepkowska-White

### **MB 224. FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR** 3

The theoretical and experiential basis for the analysis of individual, group and organizational behavior in both domestic and international contexts. *Prerequisite:* MB107 or permission of instructor.

M. Correa, T. Harper, P. Prasad, C. D'Abate

### **MB 224H. FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR** 4

The theoretical and experiential basis for the analysis of individual, group and organizational behavior in both domestic and international contexts. Develops student's ability to critically read the research literature and provides opportunities for development of reflective management practice. *Prerequisite:* MB107 or permission of instructor.

M. Correa, T. Harper, P. Prasad, C. D'Abate

- MB 234. FOUNDATIONS OF ACCOUNTING I** 4  
An introductory course in financial accounting examining the process of accumulating accounting information for decision-makers outside the organization. It introduces the accounting process, reviews the preparation of financial statements, examines the accounting for assets and liabilities, and concludes with an examination of accounting for corporations. The course focuses on the interpretation and effective use of financial statements and other financial data. *Prerequisite:* MB107 or permission of instructor.  
M. Canavan, P. Corr, C. Chiarella
- MB 235. FOUNDATIONS OF ACCOUNTING II** 3  
Continuation of the study of financial accounting begun in MB234. The course addresses international accounting issues and emphasizes the effective use and interpretation of corporate financial statements. Approximately two-thirds of the course focuses on the use of accounting information by managers for planning, control, and decision making. It introduces key management accounting concepts and techniques including manufacturing accounting, cost systems, budgeting, and responsibility accounting. *Prerequisite:* MB234. *Non-liberal arts.*  
M. Canavan, P. Corr, C. Chiarella
- MB 240. COACHING AND TEAMWORK SERVICE LEARNING EXPERIENCE** 1  
Provides the student and opportunity to serve as a coach for a group of students working on the MB107 Executive Presentation project. Students will be able to integrate knowledge and skills gained in MB107 with theory and applied experience acquired in MB224. The course may be repeated for a maximum of 3 credits. *Prerequisites:* MB107, 224, and 234.  
T. Harper
- MB 301. TAXATION OF CORPORATIONS AND PARTNERSHIPS** 4  
Reviews the basic concepts of corporate and partnership taxation. The course focuses on tax research and emphasizes the importance of taxation in business decisions. Students look at the rationale behind provisions of the tax laws and discuss landmark and current court decisions that give insight into the workings of the income tax system. *Prerequisite:* MB234 or permission of instructor. *Non-liberal arts.*  
P. Corr
- MB 303. COST ACCOUNTING FOR MANAGEMENT DECISIONS** 3  
A review of the various methods of cost accumulation for product costing and the analysis of cost data for planning and control. The course focuses on management systems and emphasizes the application of management accounting concepts and principles to decision making. *Prerequisite:* MB235 or permission of the instructor. *Non-liberal arts.*
- MB 306. FOUNDATIONS OF BUSINESS IN THE INTERNATIONAL ENVIRONMENT** 3  
Analyzes the political, social, legal, economic, competitive, technological, and cultural environments of international business. It focuses upon the challenges facing multinational corporations operating in these dynamic and often ambiguous environments. Topics to be covered include: strategic issues related to competition in global markets; issues of organizational structure and control; questions of the transferability of "made in America" management theories in a cross-cultural context; fundamentals of trade theory; and noneconomic impacts of multinational corporations and their ethical, social, and ecological responsibilities. *Prerequisites:* MB107, 214, 224, 234, EC103, 104, or permission of instructor; prerequisites may be waived for interdepartmental business majors and international affairs minors by permission of instructor.  
J. Kennelly, B. Kastory, P. Prasad
- MB 307. FINANCIAL ACCOUNTING I** 4  
Examines the generally accepted accounting principles related to the preparation of financial statements, with particular emphasis on balance sheet valuations and their relationship to income determination. The course also examines the concept of time-value of money; the application of present value techniques to accounting valuations, and the valuation and disclosure problems associated with cash, temporary investments, receivables, inventories, plant assets, intangible assets, and long-term investments. *Prerequisite:* MB235. *Non-liberal arts.*
- MB 308. FINANCIAL ACCOUNTING II** 3  
Advanced course continuing the study of financial accounting begun in MB307. Students analyze the problems arising in the application of accounting theory to specific business situations. The course explores financial reporting and disclosure topics including intercorporate investments, equity and debt financing, leases, and pensions. It also addresses problems in income determination and reporting, including income tax allocation and earnings per share. *Prerequisite:* MB307. *Non-liberal arts.*
- MB 312. IDENTITY AND OPPORTUNITY** 3  
Explores issues, theories, and research findings focusing on the implications of social identity and categorization in the workplace. Topics include social identity and categorization, perceptual processes, stereotyping, in-group and out-group dynamics, work group processes, and business policy. *Prerequisite:* MB224 or permission of instructor.  
T. Harper
- MB 313. CONSUMER BEHAVIOR** 4  
Examination of the psychological, sociological, and anthropological theories related to consumer decision-making. Among the separate topics covered in the course are motivation, memory, cognition, attitude formation and change, persuasion, learning, and value systems of cultures and subcultures, all inter-related with the formation of marketing strategies. *Prerequisite:* MB214 or permission of instructor.  
C. Page
- MB 314. ORGANIZATIONAL THEORY** 3  
The development of alternative concepts, models, and theories of organizing as a basis for determining strategy and structure in both domestic and international organizations. The course provides the application of theory to organizations in the public, private, and not-for-profit sectors. *Prerequisite:* MB224 or permission of instructor.  
M. Correa and P. Prasad
- SB 315. WORK, FAMILY, AND ORGANIZATIONS** 3  
The analysis of various white-collar and blue-collar occupations and their relationship to work and family life. Topics include the changing nature of work; professionalization; working within organizations; and occupational socialization, careers, and mobility. *Prerequisite:* SO101 or MB224 or permission of instructor.  
C. Berheide
- MB 316. DYNAMICS OF LEADERSHIP** 4  
Integrates traditional theories of leadership with contemporary approaches to group dynamics in order to provide a framework for the leadership roles encountered in modern organizations, both public and private enterprises. The course provides an intensive workshop to allow students to assess their personal strengths and challenges as leaders. There is also a required practicum, which provides an opportunity to apply theory and to further develop and practice leadership skill. *Prerequisites:* MB214, 224, and 338. *Non-liberal arts.*  
M. Correa
- MB 317. MARKETING RESEARCH** 4  
Focuses on fundamental issues in research design and analysis. Topics include problem formulation, data collection, sample selection, data analysis and interpretation. Special topics include issues on the use of the Internet for research purposes (such as data collection) and those raised by global research. *Prerequisites:* MB214 and EC237 or equivalent.  
E. Lepkowska-White
- MB 319. MANAGEMENT INFORMATION SYSTEMS AND E-COMMERCE** 4  
An introduction to management information systems and e-commerce, engaging a number of the disciplines that define the field of MIS. From Web-design and active server pages to spreadsheet driven decision support systems, students will acquire a working knowledge of a variety of information systems and an understanding of the roles that the underlying technologies play in management decision making and e-commerce. The course also focuses on the enhancement of analytical skills, especially as applied to the solution of unstructured problems. *Prerequisites:* MB214, 224, 235.
- MB 333. BUSINESS LAW I** 3  
A study of the origin of laws, the court system, and legal procedures with emphasis on their impact in business and economic situations, in-depth study of the laws of contracts, agency, corporations, partnerships, employment and labor law. Examination and briefing of existing case law in these fields.  
C. Kopec
- MB 334. BUSINESS LAW II** 3  
A study of the laws of real property, sales, wills and estates, trusts, security instruments, mortgaging and leaseholds, personal property, and bailments. *Prerequisite:* MB333.  
C. Kopec
- MB 336H. DIVERSITY AND DISCRIMINATION IN THE AMERICAN WORKPLACE: IS THE MELTING POT BOILING OVER?** 3  
An interdisciplinary examination of the many challenges and issues raised by the growing diversity and multiculturalism of the North American workplace. The course provides a historical introduction to the patterns of immigration that affected different workplaces and offers an overview of the legal structures that deal with questions of difference in work organizations (e.g., the Equal Employment Opportunities Act). It also examines how organization structures and cultures influence the reception, inclusion, and experiences of different social identity groups along dimensions of gender, race, age, ethnicity, disability, and sexual preference. Recent workplace movements that promote and oppose greater diversity are also discussed. (Fulfills Cultural Diversity requirement.) *Prerequisites:* MB107 and 224 or permission of instructor.  
P. Prasad
- MB 337. ADVERTISING AND PROMOTION** 4  
Examines advertising and promotion principles from an integrated marketing communications perspective, emphasizing the planning, design, and implementation of advertising campaigns. Topics include consumer and market analysis, creative strategy, media selection, promotional budgeting, campaign evaluation, and agency relations. *Prerequisites:* MB107 and 214. *Non-liberal arts.*  
C. Page

- MB 338. FOUNDATIONS OF FINANCE 4**  
Examines the fundamentals of business finance as influenced by political, cultural, economic, and physical environmental forces. Attention is given to the implications of entrepreneurial and international activities on financial decisions. Topics include an overview of the financial environment including investments, capital markets and institutions, corporate financial theory, asset pricing, financial analysis and planning, corporate capital structure and costs, and corporate investment decisions. *Prerequisites:* MB235 and EC237. S. Belden, P. Corr, G. McClure
- MB 339. INVESTMENTS 3**  
An investigation of the concepts of security analysis and valuation and of the fundamentals of market analysis. Special attention will be paid to securities and security markets, risk-return characteristics of investment types, and investment strategies including the use of convertible securities and options. *Prerequisites:* MB235 and 338. S. Belden, G. McClure
- MB 344. INTERNATIONAL MARKETING 3**  
Examines the influence of cultural, political, legal, technological, socioeconomic, and physical environments on international marketing decisions. The course also covers the theory and practice of international marketing strategies. Topics include international planning, implementation and control decisions, international market research, international product decisions, global pricing, distribution, international advertising, and sales promotion. Special topics include green marketing, international e-commerce, and global marketing ethics. *Prerequisite:* MB214 or permission of instructor. E. Lepkowska-White
- MB 345. GLOBAL FINANCIAL MANAGEMENT 4**  
An extension of MB338 to the financial management of corporations in the global environment. Topics include the role of multinational industrial corporations in world trade, an overview of international capital markets and institutions, international financial analysis and planning, international debt and equity financing, international corporate investment decisions, the influence of foreign currency on finance decisions, and the relationship between business development and the global physical environment. *Prerequisite:* MB338 or permission of instructor. G. McClure
- MB 346. GLOBAL SALES AND MERCHANDISING MANAGEMENT 3**  
This course examines the historical, societal, legal, and technological framework that affects the planning and implementation of strategies in professional sales and merchandising within specific industrial, institutional, and international environments. *Prerequisite:* MB107 or permission of instructor. B. Balevic
- MB 347. COMPARATIVE MANAGEMENT 3**  
Contemporary issues in comparative management, addressed through the paradigms of cultural anthropology, organizational theory, and area studies. This course focuses on two questions: the extent to which management theory is influenced by cultural and regional variables, and the extent to which key management processes can transcend cultural boundaries. Open to juniors and seniors. *Prerequisites:* MB224 or permission of instructor. M. Correa
- MB 349. BUSINESS STRATEGY 4**  
Provides the final, integrating experience for the student. The course covers all of the functional areas the student has studied—marketing, finance, control systems, organizational behavior—but views them from the integrating perspective of a general manager operating in a global environment. *Prerequisites:* MB214, 224, 235, 306, and 338. Open only to seniors. B. Kastory, M. Youndt
- MB 350. ENTREPRENEURSHIP AND SMALL BUSINESS 3**  
Designed to present problems faced by entrepreneurs in developing, organizing and managing small businesses. The course will consider all functions relating to small business decisions. The case method will be used extensively. Student projects relating to the formation and/or management of small business units will be required, primarily through group analysis and presentations. These group projects will require field consultation exercises with owners/managers at small businesses. *Prerequisite:* Management and business majors/minors or permission of instructor. *Non-liberal arts.* M. Canavan
- MB 351, 352. SPECIAL TOPICS IN BUSINESS AND MANAGEMENT 3, 3**  
Advanced and special topics in business which reflect areas of current relevance. This course allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic which would not normally be covered in the regular course offerings. Topics will vary from semester to semester. May be repeated for credit with permission of department chair. *Prerequisites:* Will vary each time the course is offered; there will always be some of the business core required for this course.
- MB 355. BUSINESS, ETHICS AND SOCIETY 4**  
An interdisciplinary approach to the role of business in American society including ethical obligations to employees, consumers, stockholders and others, and corporate responsibility in the community. Emphasis will be on application of ethics to actual business situations. Although readings in philosophy, government, and social issues will be assigned, this is a case-study course. *Prerequisite:* MB107 or permission of instructor. J. Kennelly, C. Kopec
- MB 358. HUMAN RESOURCE MANAGEMENT 4**  
Explores the history, theory, and practice of human-resource management. The course focuses on thinking systematically, strategically, and ethically about managing employees. It examines the importance of recruitment, selection, diversity, job design, performance appraisals, training, and compensation to both the worker and the organization. *Prerequisite:* MB224 or PS101 or SO101. C. D'Abate
- MB 359. GLOBAL FINANCIAL INSTITUTIONS 3**  
Extends MB338 to the role of private and public financial institutions in the global environment including the U.S. Federal Reserve System, International Monetary Fund, World Bank, European Union Central Bank, and Bank for International Settlements. The course examines the history, role, and functions of these financial institutions and the important services provided by financial institutions in the conduct of both domestic and international money and capital market activities and funds transfers. Special emphasis is placed on the role and contributions of commercial banks in the economic growth and development of nations and the world economy. *Prerequisite:* MB338 or permission of instructor. G. McClure
- MB 364. MANUFACTURING STRATEGY AND INTERNATIONAL COMPETITIVENESS 3**  
Analyzes the critical role that manufacturing strategy plays in determining the overall competitiveness of a business and of a nation. Macro and micro economic variables such as exchange rates and industrial financial systems will be examined along with technological and scientific policies of business and government. *Prerequisites:* MB214, 306.
- MB 371, 372. INDEPENDENT STUDY 3, 3**  
Research or special project in business. Independent study provides an opportunity for a student already well grounded in an area to pursue an interest which falls outside the domain of courses offered by the department. The student should carefully define a semester's work that complements his or her background, initiate a proposal with a study sponsor, and obtain formal approval from the student's sponsor and the department chair. Application to do such work in any semester should be made and approved prior to registration for that semester. A student may or may not receive liberal arts credit for an independent study, at the discretion of both the department chair and the registrar (and, in exceptional instances, the Curriculum Committee of the College). *Prerequisites:* MB214, 224, 235, 306, 338, and permission of department.
- MB 373. THESIS SEMINAR A 3**  
Required seminar for students planning to write a thesis in the department. Students learn about conducting research, develop their research question, derive hypotheses, and select appropriate research methodologies. Students must complete a thesis proposal that is approved by both the seminar instructor and the student's thesis advisor.
- MB 374. THESIS SEMINAR B 3**  
Students implement the thesis proposal: collect and analyze data; identify results; and project their implications for management theory, practice, and future research. The seminar prepares students for writing the final document and for the oral presentation to the department. *Prerequisites:* MB373 or permission of the instructor.
- MB 376. BUSINESS ISSUES 3**  
Discussion, investigation, and analytical report on contemporary business issues.
- MB 399. PROFESSIONAL INTERNSHIP IN BUSINESS 3 or 6**  
Professional experience at an advanced level for juniors and seniors with substantial academic experience in business. With faculty sponsorship and department approval, students may extend their educational experience into areas of business related to their academic course work. MB399 cannot be counted as one of the 300-level elective courses required of the management and business major. No student may earn more than six semester hours of MB399. *Non-liberal arts.*

# Mathematics

*Chair of the Department of Mathematics and Computer Science: Pierre von Kaenel*

Professors: \*Robert DeSieno, Mark Hofmann, R. Daniel Hurwitz, Mark E. Huijbregtse, Alice M. Dean, Gove W. Effinger, Pierre von Kaenel

Associate Professors: Una Bray, David C. Vella

Assistant Professor: Thomas O'Connell

**THE MATHEMATICS MAJOR:** Students majoring in mathematics fulfill the departmental requirements by completing eight courses in mathematics or computer science at the 200 level or above, to include MA200, 202, MA215 or MC215, MA303, 319, 376, and two additional courses, at least one of which is at the 300 level. Under exceptional circumstances, and only with the consent of the department, MA371, 372, 381, or 382 may be counted as the additional 300-level course. CS318 may not be counted toward the major. Courses counting toward the major may not be taken satisfactory/unsatisfactory.

**HONORS:** Students wishing to qualify for departmental honors in the mathematics major must: 1) complete all departmental requirements for the mathematics major and have a GPA of 3.5 or higher for all course work (MA, MC, and CS) taken in the department; 2) have a GPA of 3.0 for all course work taken at Skidmore; 3) file with the department, by the end of the official add-drop period of the spring semester of the senior year, a declaration of intention to qualify for honors; and 4) submit an honors thesis or project to be read by a review committee, and give an oral presentation of the thesis or project to the department.

The review committee will evaluate the thesis or project to determine if it is of the exceptional quality which merits honors; the committee's recommendation will be submitted to the department for final adjudication.

**INTERDEPARTMENTAL MAJORS:** The department offers an economics-mathematics major in cooperation with the Department of Economics and a business-mathematics major in cooperation with the Department of Business. See Interdepartmental Majors.

**THE MATHEMATICS MINOR:** Students minor-ing 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 courses in mathematics at the 200 level or above. MC306 may be substituted as one of the elective courses.

**PI MU EPSILON, New York Alpha Theta Chapter:** Incorporated in 1914, Pi Mu Epsilon is a national honorary society whose purpose is the promotion of scholarly activity in mathematics. Undergraduate students are qualified for membership if they meet one of the following criteria: 1) upperclassmen who have completed at least two years of college mathematics, including calculus, with at least a B average and who are in the top third of their class in general college work; 2) sophomores, majoring in or intending to major in mathematics, who have completed at least three semesters of college mathematics, including one year of calculus, with a straight A record and who are in the top quarter of their class in general college work.

Note regarding mathematics and science majors: Students who plan to take calculus should take the online placement exam prior to the beginning of classes. Based on this exam, the Department will recommend which course in the sequence the student should begin with. Most frequently, prospective mathematics or science majors elect MA111 in the fall semester and 113 in the spring semester of their first year. Prospective mathematics or science majors with weak preparation in mathematics may be recommended to take MA108 in the fall semester followed by MA109 in the spring. First-year students with advanced placement who take MA113 in the fall should register for MA200 at the same time if they plan to continue into MA202 in the spring.

Students interested in learning how to use computers to solve problems in the quantitative disciplines should consider the courses: CS102, 103, 106, and MS104.

### MA 100. QUANTITATIVE REASONING 3

Study of practical arithmetic and geometry, data gathering and analysis, introductory probability and statistics, size and bias in sampling, hypothesis testing, confidence intervals and their use in statistical analysis, linear relationships, interpolation and extrapolation, correlation, linear and exponential growth with practical applications. The course is primarily intended to fulfill the first part of the quantitative reasoning requirement (QR1). *Prerequisite:* placement by department or permission of instructor.

The Department

*Note:* Courses numbered MS104, MA215 or MC215, 302, 306, 316, and MA102 through MA382 have as a prerequisite QR1 or permission of the department.

### MA 102. MATHEMATICS IN CONTEXT 3

A set of courses exploring interesting questions from a variety of disciplines with the aid of mathematics; primarily intended for students seeking to fulfill the College's requirement in Quantitative Reasoning (QR2). Courses including the following are offered periodically depending on faculty availability. A student may take more than one of these courses for credit.

**A. Statistical Controversies.** It is often said that one can prove anything using statistics. Indeed, the reading of any newspaper or news magazine presents one with bold statements about important topics (economic, political, and health issues, etc.) based on statistical studies, together with strong opposition to those statements—in a phrase, statistical controversies. This course aims to study many such controversies to try to understand how they arise, what statistics lie behind them, and how at least some of them might be avoided by proceeding with greater care. Intended for students with little or no experience with statistics.

**B. Modeling Epidemics.** This course uses several mathematical techniques for modeling epidemics, including differential equations and statistical methods.

**C. Serious Games: Conflict, Voting and Power.** Mathematics is often applied to situations where the players (which can be individuals, teams, corporations, or entire nations) have conflicting interests. Players attempt to determine the best course of action without knowing what their opponent(s) will do. In this course, students study game theory, a field of mathematics that was developed to analyze conflict and competition. Game theory can be applied in a wide variety of situations, such as choosing a location to open a business or understanding tactical choices made in the Cuban missile crisis and the Yom Kippur war. In addition to game theory, students explore other social and political issues susceptible to mathematical analysis, such as the assessment of the fairness of various voting schemes or the measurement of political power.

**D. Mathematics in Context: Mathematical Models for Business and Economics—Efficient Planning.** What is the best way to allocate scarce resources? In the business world, linear programming is often used to answer this question. Phone companies, oil refineries, airlines, and many other businesses use linear programming to schedule transportation networks, plan portfolios, control inventories, and maximize profits. Since its invention in the 1940s, linear programming has become increasingly important, and according to some estimates, well over \$100 million in human and computer time is spent yearly in the formulation and solution of linear programming problems. In this course, the student will be introduced to linear programming problems and their solution, related topics such as sensitivity analysis and integer programming, and various other mathematical models useful in business and economics, such as Leontief economic models, basic probability theory, and Markov chains.

### MS 104. INTRODUCTION TO STATISTICS 4

An introduction to fundamental concepts in statistical reasoning. Students will consider contexts, both historical and modern, in which statistical approaches arose and methodologies developed. Topics considered will include organization and analysis of data, the drawing of inferences from these data, and the careful presentation of these inferences. Examples will be drawn from a variety of disciplines. (Fulfills QR2 requirement.)

The Department

### MS 104E. INTRODUCTION TO STATISTICS 4

An introduction to fundamental concepts in statistical reasoning. Students will consider contexts, both historical and modern, in which statistical approaches arose and methodologies developed. Topics considered will include organization and analysis of data, the drawing of inferences from these data, and the careful presentation of these inferences. Examples will be drawn primarily from Environmental Studies. (Fulfills QR2 requirement.)

The Department

<b>MA 107. CONCEPTS OF MATHEMATICS</b> 3	<b>MA 200. LINEAR ALGEBRA</b> 4	<b>MA 276. SELECTED TOPICS IN MATHEMATICS</b> 3
An introductory course for liberal arts and education majors or anyone seeking a general, nontechnical overview of mathematics. Topics covered include set theory, review of number systems, geometry concepts, basic concerns of probability and statistics, and introductory number theory. (Fulfills QR2 requirement.) The Department	Vector spaces, matrices and linear transformations, determinants, solution of linear equations. <i>Prerequisite:</i> high school preparation including trigonometry or consent of department. Offered fall semester. (Fulfills QR2 requirement.) The Department	Topics that complement the established lower level course offerings in mathematics will be selected. Emphasis will be on the nature of mathematical thought. May be repeated for credit. Offered on sufficient demand. The Department
<b>MA 108. CALCULUS WITH ALGEBRA I</b> 3	<b>GM 201. GLOBAL SECURITY IN AN AGE OF INVENTION</b> 3	<b>MC 302. GRAPH THEORY</b> 3
An introduction to derivatives, integrals, and their applications. Primarily for students who are not adequately prepared for MA111, this course (together with MA109) covers the same material as MA111 but integrates the material requisite to calculus with the calculus itself. Note that MA108 alone can not be used as a substitute for MA111. Successful completion of MA108 and MA109 is equivalent to completion of MA111. (Fulfills QR2 requirement.) <i>Prerequisite:</i> Permission of instructor. The Department	The evolution of two twentieth-century technological achievements, nuclear weapons and digital computing. This course explores the roles of scientists and the institutions that foster these achievements, and examines the cooperation of scientists and policy makers who convert these technologies into instruments of international politics and global competition. The course is intended to help students understand the relationships between technological developments and selection of policies that shape international affairs. <i>Prerequisites:</i> GO103, QR1, and one course in computer science or laboratory science. R. DeSieno	An introduction to the theory and applications of graphs. Topics may include graphs and digraphs, connectivity, trees, Euler and Hamiltonian cycles, and graph embeddings. <i>Prerequisite:</i> MC115 or MC215 or MA200 or permission of instructor. Fall 2005 and alternate years. The Department
<b>MA 109. CALCULUS WITH ALGEBRA II</b> 3	<b>MA 202. CALCULUS III</b> 4	<b>MA 303. ADVANCED CALCULUS</b> 4
A continuation of MA108. A study of exponential, logarithmic, and trigonometric functions and their applications in differential and integral calculus. Successful completion of MA108 and MA109 is equivalent to completion of MA111. (Fulfills QR2 requirement.) <i>Prerequisite:</i> MA108. The Department	Multivariable calculus. <i>Prerequisite:</i> MA111, or both MA108 and 109, and MA113 and 200 or consent of department. Offered spring semester. The Department	Rigorous treatment of foundational issues in analysis. Topics may include set theory, the real number system, sequences, series, limits and continuity, theory of differentiation and integration, and elementary notions of topology. <i>Prerequisite:</i> MA113 and MA215 or MC215 or consent of the department. Offered fall semester. The Department
<b>MA 111. CALCULUS I</b> 4	<b>MA 204. PROBABILITY AND STATISTICS</b> 3	<b>MC 306. THEORY OF COMPUTATION</b> 3
Derivatives, integrals and their applications. Techniques of differentiation. Integration and differentiation of exponential, logarithmic and trigonometric functions. <i>Prerequisite:</i> high school preparation including trigonometry or consent of department. (Fulfills QR2 requirement.) The Department	Elementary probability, discrete and continuous random variables, theory of expectation, analysis of distribution functions. (Fulfills QR2 requirement.) <i>Prerequisite:</i> MA111, or both MA108 and 109 or consent of department. Spring 2007 and alternate years. The Department	A study of the major theoretical models of computation. Topics include automata, nondeterminism, regular and context-free languages, Turing machines, unsolvability, and computational complexity. <i>Prerequisite:</i> MC115 or MC215 and CS106, or permission of instructor. Beginning in fall 2005, MC306 will have CS210 as a prerequisite. The Department
<b>MA 111W. CALCULUS I</b> 4	<b>MA 214. THEORY OF NUMBERS</b> 3	<b>MA 309. ELEMENTS OF MODERN GEOMETRY 4</b>
Derivatives, integrals and their applications. Techniques of differentiation. Integration and differentiation of exponential, logarithmic and trigonometric functions. <i>Prerequisite:</i> high school preparation including trigonometry or consent of department. (Fulfills QR2 requirement; meets expository writing requirement for students who placed at EN105 level or who have completed EN103.) The Department	Topics in classical and modern number theory including congruences, Diophantine equations, quadratic residues. (Fulfills QR2 requirement.) <i>Prerequisite:</i> MA111, or both MA108 and 109, or MA200 or consent of department. Spring 2006 and alternate years. The Department	Study of various topics in modern geometry, with emphasis on the axiomatic method. Fall 2006 and alternate years. <i>Prerequisite:</i> MA113 and MA215 or MC215 or consent of instructor. The Department
<b>MA 113. CALCULUS II</b> 4	<b>MC 215. MATHEMATICAL REASONING AND DISCRETE STRUCTURES</b> 4	<b>MA 310. HISTORY OF MATHEMATICS</b> 3
Inverse trigonometric functions and hyperbolic functions. Systematic study of integration. Series and Taylor series. Polar coordinates. Indeterminate forms, L'Hôpital's rule and improper integrals. (Fulfills QR2 requirement.) <i>Prerequisite:</i> MA111, or both MA108 and 109, or consent of department. The Department	An introduction to mathematical reasoning in the context of studying discrete structures fundamental to both mathematics and computer science. Topics include elementary logic and sets, methods of proof including mathematical induction, algorithms and their analysis, functions and relations, elementary combinatorics, discrete probability, and graph theory. (Fulfills QR2 requirement.) <i>Prerequisites:</i> QR1, and CS106 or MA113, or permission of the instructor. The Department	Study of the development of mathematical ideas. <i>Prerequisite:</i> MA113 and MA215 or MC215 or permission of the instructor. Offered on sufficient demand. The Department
<b>MA 113W. CALCULUS II</b> 4	<b>MA 225, 226. PROBLEM SOLVING IN MATHEMATICS</b> 1,1	<b>MA 311. DIFFERENTIAL GEOMETRY</b> 3
Inverse trigonometric functions and hyperbolic functions. Systematic study of integration. Series and Taylor series. Polar coordinates. Indeterminate forms, L'Hôpital's rule and improper integrals. (Fulfills QR2 requirement; meets expository writing requirement for students who placed at EN105 level or who have completed EN103.) <i>Prerequisite:</i> MA111, or both MA108 and 109, or consent of department. The Department	Intermediate level. Students will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics. During fall semesters, students will have an opportunity to compete in the annual William Lowell Putnam Mathematical Competition. <i>Prerequisite:</i> QR2. Must be taken S/U. May be repeated for credit. The Department	An introduction to differential geometry in a classical setting: the study of $n$ -surfaces, embedded in Euclidean space. Offered on sufficient demand. <i>Prerequisite:</i> MA200, 202, MA215 or MC215, or consent of the department. MA270 recommended. The Department
<b>MA 125, 126. PROBLEM SOLVING IN MATHEMATICS</b> 1, 1	<b>MA 270. DIFFERENTIAL EQUATIONS</b> 4	<b>MA 313. INTRODUCTION TO TOPOLOGY</b> 3
Introductory level. Students will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics. During fall semesters, students will have an opportunity to compete in the annual William Lowell Putnam Mathematical Competition. <i>Prerequisite:</i> QR1. Must be taken S/U. May be repeated for credit. The Department	An introduction to the theory and applications of differential equations. <i>Prerequisite:</i> MA113 and 200. Offered spring semester. The Department	Selected topics in topology such as metric spaces, point set topology of Euclidean spaces, introduction to algebraic topology. <i>Prerequisite:</i> MA113 and MA215 or MC215 or consent of the department. Spring 2007 and alternate years. The Department
		<b>MC 316. NUMERICAL ALGORITHMS</b> 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. <i>Prerequisites:</i> CS106, and MA111, or both MA108 and 109, or permission of instructor. Offered in 2007 and alternate years. The Department
		<b>MA 319. ABSTRACT ALGEBRA I</b> 4
		Survey of algebraic structures; groups, rings, fields, vector spaces, and linear transformations. <i>Prerequisite:</i> MA200 and MA215 or MC215 or consent of the department. Offered fall semester. The Department

**MA 320. ABSTRACT ALGEBRA II 3**

Selected topics in advanced algebra. *Prerequisite:* MA319 or consent of department. Spring 2006 and alternate years. The Department

**MA 323. REAL ANALYSIS 3**

Selected topics in real analysis. *Prerequisite:* MA303 or consent of department. Spring 2006 and alternate years. The Department

**MA 324. COMPLEX ANALYSIS 3**

Analytic functions, complex integration, complex sequences and series, and conformal mapping. *Prerequisite:* MA303 or consent of department. Spring 2007 and alternate years. The Department

**MA 325, 326. PROBLEM SOLVING IN MATHEMATICS 1,1**

Advanced level. Students will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics. During fall semesters, students will have an opportunity to compete in the annual William Lowell Putnam Mathematical Competition. *Prerequisite:* QR2. Must be taken S/U. May be repeated for credit. The Department

**MA 371, 372. INDEPENDENT STUDY 3, 3**

Special study in mathematics outside the regular department offerings. *Prerequisite:* consent of department. The Department

**MA 376. SEMINAR 3**

Research, discussion, and presentation of selected topics at an advanced level, to provide a capstone experience for the mathematics major; primarily intended for seniors. *Prerequisites:* MA303 and 319 or consent of the department. This course may be repeated for credit with permission of the department. The Department

**MA 381, 382. SENIOR THESIS 3, 3**

Optional for mathematics majors. Recommended for those working toward professional careers or graduate study in mathematics, and required for those seeking to satisfy the criteria for departmental honors. The Department

**MA 399. INTERNSHIP IN MATHEMATICS 3 or 6**

Professional experience at an advanced level for juniors and seniors with substantial academic experience in mathematics. With faculty sponsorship and departmental approval, students may extend their educational experience in pure or applied mathematics. This course may not be used to satisfy the requirements of any major or minor in the department. *Prerequisites:* MA200, two additional courses in mathematics at the 200 level or above, and permission of the department. *Non-liberal arts.*

## Music

*Chair of the Department of Music:* Thomas Denny

Professors: Charles M. Joseph, Gordon R. Thompson

Associate Professors: Thomas Denny, Anthony Holland, Deborah Rohr

Assistant Professor: Benjamin Givan

Senior Artists-in-Residence: Pola Baytelman, Joel Brown, Richard Hihn, John Nazarenko, Anne Turner, Jan Vinci

Lecturers: \*Yacub Addy, \*Ann Alton, \*Veena Chandra, \*Nancy Jo Davidsen, Charles D'Aloia, \*Carol Ann Elze, \*Michael Emery, \*Mark Foster, \*Gene Marie Green, \*Elizabeth Huntley, \*Eric Latini, \*Patrice Malatestinic, \*Susan Martula, Janet McGhee, \*David Rives, \*Rich Syracuse, \*Benjamin Van Wye, \*Mark Vinci

Accompanists: \*Carol Ann Elze, \*Patricia Hadfield, \*Patricia Keyes

The Department of Music offers courses in five areas of musical study: musicology/ethnomusicology, music theory, music technology, individual musical performance, and ensemble performance. These courses meet the needs of music majors and minors and students whose concentrations lie in other disciplines.

**THE MUSIC MAJOR:** Students majoring in music receive a bachelor of arts degree. Students contemplating a major should consult as early as possible with the department chair and with an instructor in the musical area of greatest interest to formulate a course of study.

Students majoring in music are required to complete the following:

1. MU241, 242, and 243, normally to be completed by the end of the sophomore year;
2. One 300-level topics seminar/survey in the Western classical tradition (MU314, 315, 316, 317, or an appropriate topics seminar);
3. One 300-level topics seminar/survey in a non-Western or popular music tradition (MU304, 306, 307, 309, 320, or an appropriate topics seminar);
4. One additional topics seminar (MU344 or 345);
5. One 300-level MU course (chosen from any of the above mentioned courses plus 319, 353, 354, 355, 356, 357, 358, 359, 360, or 361);
6. MU363 Senior Seminar;

7. Three semesters of private musical instruction in one area of performance;

8. Three semesters of ensemble performance selected from course offerings under Skidmore Ensembles.

To enroll in MU241, students must pass a diagnostic exam administered during the first week of the fall semester. The department strongly urges majors to acquire keyboard skills as early as possible in their musical studies. Before enrolling in MU243, students must demonstrate keyboard proficiency by passing a departmental exam or by successfully completing MP197. Students lacking the required proficiency must enroll in MP197 concurrently with MU243.

**HONORS:** Departmental honors for senior music majors are recommended on the basis of a distinguished academic career documented by department GPA (3.5 or higher for all work in MP courses; 3.5 or higher for all work in MU courses), faculty recommendation, and a high level of accomplishment on a department approved senior project (recital, thesis, composition, or music-technology project).

**THE MUSIC MINOR:** Students must complete the following:

1. MU241, 242;
2. two additional MU courses from the following: MU100, 103, 106, 205, 208W, 220, 255, 304, 309, 314, 315, 316, 317, 318, 320, 344, and 355;
3. three semesters of private musical instruction in one area of performance;
4. three semesters of ensemble selected from course offerings listed under Skidmore Ensembles.

**PRIVATE MUSICAL INSTRUCTION (MP281, MP281X):** Private instruction in instrumental or vocal performance is available to all students on an audition/interview basis and as studio space permits. The fee for private instruction is \$450 per semester for forty five-minute lessons, \$600 per semester for one-hour lessons. Students majoring in music are exempt from these fees during four semesters of private instruction. Scholarship aid is available for all students; see the department chair for details.

## MUSICOLOGY

### MU 100. INTRODUCTION TO MUSIC 3

An introduction to concepts of musical style and structure in compositions representative of different historical periods with an aim to deepen the musical listening experience. Examination of the relationship of music to the humanities. Primarily for nonmajors. (Fulfills humanities requirement.) The Department

### MU 101. RUDIMENTS OF MUSIC 3

An introduction to musical notation, sight singing and ear training, and rudimentary concepts of music theory. Students learn material that can be applied to further study in music theory, some areas of performance, and other courses. Open to students with no prior musical experience. Students successfully mastering the material in MU101 must also pass the department's diagnostic exam to enroll in MU241. (Fulfills humanities requirement.) The Department

### MU 103. THE SYMPHONY 3

Major symphonic works from Haydn, Mozart, and Beethoven to Brahms, Mahler, and composers of the twentieth century. (Fulfills humanities requirement.) The Department

### MU 106. GREAT COMPOSERS† 3

A course focused on the music of one or two great composers. Recent offerings have included Mozart, Bach, Debussy and Ravel, and Schubert. (Fulfills humanities requirement.) T. Denny

### MU 205. SPECIAL STUDIES IN MUSIC LITERATURE† 3

The Department

### MU 208W. MUSIC AND CULTURE 4

An intercultural introduction to music as culture. Topics include voice types, instrument categorizations, pitch and time systems, musical structure, transcription/notation, and ethnography. *Prerequisite:* MU151 or MU241 (or current enrollment in MU151 or MU241) or permission of instructor. (Fulfills humanities requirement; meets expository writing requirement for students who placed at EN105 level or who have completed EN103.) G. Thompson

### MU 220. BRITISH ROCK AND POPULAR MUSIC IN THE 1960S 3

An introduction to the musicians and musical styles of British rock and roll and pop music in the 1960s. Subjects will include the antecedents of British rock, the social contexts in which it flourished, and the evolution of the musical styles and forms in this milieu. (Fulfills humanities requirement.) G. Thompson

### MU 304. AMERICAN MUSIC 3

A survey of American music from its beginnings to its contemporary developments; includes study of the influence of folk music, jazz, and rock upon the mainstream of American musical life. (Fulfills humanities requirement.) C. Joseph

### MU 306. HISTORY OF JAZZ IN AMERICA 3

A study of the evolution of jazz in America from its roots in various types of black folk music to its eventual emergence as an eclectic, contemporary art form. Special emphasis will be placed on the sociological implications of jazz as a genre of serious black music. Some consideration may be given to gospel, soul, and rock music, all of which are close relatives of jazz. *Prerequisite:* MU101, equivalent knowledge of music notation and theory, or permission of instructor. T. Denny

### MU 307. MUSIC AND SOCIETY 3

An introduction to interdisciplinary approaches to the study of music including the sociology, anthropology, and psychology of music. These approaches will be applied in selected areas such as education, religion, non-Western music, and popular music. (Fulfills humanities requirement.) G. Thompson

### MU 309. MUSIC IN SOUTH ASIA 3

An examination of the major musical phenomena of the Indian subcontinent and their historical and cultural background. Topics include Hindustani and Karnatak classical musical styles, religious music, popular music, and selected regional genres. *Prerequisite:* MU101 or permission of instructor. (Designated a non-Western culture course.) G. Thompson

### MU 314. MUSIC IN THE MIDDLE AGES AND RENAISSANCE 3

Major compositional genres and stylistic trends in Western music from its beginnings through the sixteenth century. *Prerequisite:* MU152 or MU242 or consent of instructor. T. Denny, D. Rohr

### MU 315. MUSIC IN THE BAROQUE AND PRE-CLASSICAL ERAS 3

A survey of major compositional genres and stylistic trends in Western music from about 1600 to 1750. *Prerequisite:* MU152 or MU242 or consent of instructor. T. Denny, C. Joseph

### MU 316. MUSIC IN THE CLASSICAL AND ROMANTIC ERAS 3

A survey of the major compositional genres and stylistic trends in Western music from 1750 to 1900. *Prerequisite:* MU152 or MU242 or consent of instructor. T. Denny

### MU 317. MUSIC IN THE TWENTIETH CENTURY 3

Beginning with the major composers of the turn of the century, such as Debussy, Mahler, and Ives, the course examines the important trends before 1950: impressionism, neoclassicism, and twelve-tone technique; also more recent developments in electronic, serial and "theater" music. *Prerequisite:* MU152 or MU242 or consent of instructor. C. Joseph

### MU 319. TOPICS IN MUSICOLOGY† 3

Selected topics and issues in musicology, to be announced when offered. *Prerequisite:* Consent of instructor. The Department

### MU 320. POPULAR MUSIC IN THE AGE OF ROCK AND ROLL 3

A selective survey and analysis of the musical forms, styles, and figures associated with rock and roll in the 1950s and 1960s. Included is a discussion of the musical antetypes of rock and the impact and import of sociocultural and technological change on the popular music of this era. Class involves extensive listening assignments, musical analyses, and essays. *Prerequisite:* MU101, equivalent knowledge of music notation and theory, or permission of instructor. G. Thompson

## THEORY-COMPOSITION

### MU 101. RUDIMENTS OF MUSIC 3

An introduction to musical notation, sight singing and ear training, and rudimentary concepts of music theory. Mastery of this material is a prerequisite to further study in music theory (MU151 or MU241), some areas of performance, and other courses. Open to students with no prior musical experience. (Fulfills humanities requirement.) The Department

### MU 107. AURAL SKILLS† 1

Development of ear-training skills by means of exercises in singing (prepared and at sight) and aural analysis (including dictation). Will require extensive practice outside of class and performance in class. *Prerequisite:* MU101; or completion or current enrollment in MU151 or MU241; or permission of the instructor. *Non-liberal arts.* A. Turner

### MU 241. MATERIALS AND STRUCTURES I 4

Following a brief review of the rudiments of pitch, rhythm, and meter, students will study the principles of species counterpoint and then proceed to write and analyze diatonic tonal harmony, with reference to musical literature, style, form, and compositional process. Diatonic tonal syntax is the foundation of Western art music from the 17th through the 19th centuries, as well as some jazz and popular musics up to the present time. Examples will be chosen from a wide range of historical periods, musical styles, and traditions. (Fulfills humanities requirement.) *Prerequisite:* Diagnostic exam. B. Givan, D. Rohr

### MU 242. MATERIALS AND STRUCTURES II 4

The second semester of theory will continue with the addition of chromatic harmony and the literature, style, forms, and compositional procedures associated with these expanded harmonic techniques, which appear in Western art music from the 18th to at least the early 20th centuries, and jazz. Topics will include chromatic chords, the resurgence of linear contrapuntal processes, modulation, and techniques that pushed to and beyond the limits of tonal harmony, such as expanded tertian chords, linear chromaticism, and finally the symmetrical scales and interval patterns associated with the dissolution of functional tonality. *Prerequisite:* MU152 or MU241. B. Givan, D. Rohr

### MU 243. MATERIALS AND STRUCTURES III 4

This semester will introduce students to the compositional and analytical procedures of the 20th and 21st centuries. Topics will include the set-theoretical experiments of the atonal period, the 12-tone serialism of the mid-20th century, and the wide variety of influences (folk music, non-Western musics, jazz, and popular musics, as well as ongoing points of influence and connection from the harmony and counterpoint of Western art music) adopted by composers during these years. Students will develop systematic, critical approaches to the range of contemporary musical styles and possibilities as they choose their own musical pathways. *Prerequisite:* MU242 or MU251. B. Givan, D. Rohr

### MU 255. MUSIC TECHNOLOGY I: INTRODUCTION TO ELECTRONIC MUSIC, COMPOSITION, AND RECORDING STUDIO TECHNIQUES 3

Introduction to basic music technology, electronic music, and professional recording studio techniques and equipment. Study of elementary acoustics, MIDI, synthesizers, microphones, analog and digital multi-track recording, sound mixing, and processing. Introduction to works in various styles by established electronic composers. Weekly studio/lab work. *Prerequisites:* ability to read music and QR1. (Fulfills QR2 requirement.) Studio fee: \$50. A. Holland



**MU 353. MUSIC TECHNOLOGY II: ADVANCED ELECTRONIC MUSIC, COMPOSITION, AND RECORDING STUDIO TECHNIQUES 3**

Development of original compositions using advanced studio techniques. Areas of study include advanced MIDI projects, computer algorithms for composition and sound synthesis, synthesizer programming, audio (SMPTE) and video (VITC) time code synchronization, digital sampling, digital multi-track recording, automated digital mixing, digital mastering for compact disk, and audio for video. Study of works in various styles by established electronic composers. Weekly studio/lab work. *Prerequisite:* MU255 or permission of instructor. Studio fee: \$50.

A. Holland

**MU 354. ANALYSIS OF TONAL MUSIC 3**

Development of analytical techniques relevant to music of the tonal era. *Prerequisite:* MU252 or consent of instructor.

C. Joseph, D. Rohr

**MU 355. ORCHESTRATION 3**

Study of the capabilities of orchestral instruments and ways they may be combined. Detailed examination of scores. Orchestration projects. *Prerequisite:* MU252 or consent of instructor.

A. Holland

**MU 356. TONAL COUNTERPOINT 3**

Study of the contrapuntal style of J. S. Bach and his contemporaries. Analysis and writing of inventions, chorale preludes, and fugues. *Prerequisite:* MU243 or MU252 or consent of instructor.

C. Joseph, D. Rohr

**MU 357, 358. COMPOSITION 3, 3**

Writing in smaller forms for various media. *Prerequisite:* MU243 or MU252 or consent of instructor.

A. Holland

**MU 359, 360. ADVANCED COMPOSITION 3, 3**

Continuation of MU357, 358 including writing in larger forms. *Prerequisite:* MU357, 358 or consent of instructor.

A. Holland

**MU 361. TOPICS IN RECORDING ENGINEERING AND COMPUTER MUSIC TECHNOLOGY† 3**

The study and practical application of advanced music technology topics chosen at the discretion of the instructor. Topics may include advanced MIDI applications; recording engineering, production, and marketing; digital synthesis, recording, and editing; intelligent synchronization; programming languages for synthesis and studies in psychoacoustics. Course may be repeated for credit with the permission of the department. *Prerequisites:* MU255, 353. Studio fee: \$50. *Non-liberal arts.*

A. Holland

**SEMINARS AND INDEPENDENT PROJECTS**

**MU 299. PROFESSIONAL INTERNSHIP IN MUSIC† 3**

Internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as arts administration, recording, and archival work. *Prerequisite:* Permission of the supervising faculty member and approval by the department. *Non-liberal arts.*

**MU 344, 345. TOPICS SEMINAR† 3-4**

Specialized studies in topics to be announced each semester. Primarily for juniors and qualified sophomores. *Prerequisite:* MU242 or permission of instructor. (MU345N is designated a non-Western course.)

The Department

**MU 363. SENIOR SEMINAR 4**

Offered in the fall semester. Advanced group study of a topic with individuals progressing through the stages of writing a research paper. Common discussion of individual projects emphasizes research as a process of shared inquiry. Students practice research methods, present work in progress, and complete a substantial paper, which may serve as the foundation for a senior project or thesis.

**MU 371, 372. INDEPENDENT STUDY† 3, 3**

An opportunity for qualified students to pursue independent study, under the supervision of a member of the department, in any field of music. *Prerequisite:* Consent of the instructor and approval of the department.

The Department

**MU 373. SENIOR THESIS 3**

Independent study and research culminating in an extensive paper and an oral symposium presentation. Thesis proposal must be submitted for departmental approval by November 15 of the senior year. *Prerequisite:* MU363.

The Department

**MU 374. SENIOR COMPOSITION PROJECT 3**

Independent creative project culminating in one or more compositions and an oral symposium presentation (with performance, if possible). Project proposal must be submitted for departmental approval by November 15 of the senior year. *Prerequisite:* MU363. *Non-liberal arts.*

The Department

**MP 375. SENIOR RECITAL 3**

Independent study and musical preparation culminating in a public recital, a written discussion of the repertoire performed, and an oral symposium presentation regarding some aspect of the recital. Includes weekly one-hour lessons. Approval for presenting senior recitals is determined by audition, normally held in the semester preceding the recital before the department faculty. Students may not enroll concurrently for MP Private Instruction. *Prerequisite:* MU363, may be taken concurrently Lesson fee: \$600. *Non-liberal arts.*

**MU 376. SENIOR PROJECT IN MUSIC TECHNOLOGY 3**

Independent project culminating in a substantial product in an appropriate medium and format, and an oral symposium presentation. Project proposal must be submitted to the chair for departmental approval by November 15 of the senior year. *Prerequisite:* MU363. *Non-liberal arts.*

The Department

**MU 399. PROFESSIONAL INTERNSHIP IN MUSIC 3, 6, 9**

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as arts administration, recording, and archival work. *Prerequisite:* Previous study related to the area of the internship experience. Permission of the supervising faculty member and approval by the department. *Non-liberal arts.*

**PERFORMANCE**

**MP 179. BEGINNING WEST AFRICAN DRUMMING 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 twenty-five students. (Fulfills arts requirement.) Fee: \$55.

Y. Addy

**MP 181, 182, 183, 184, 185, 186, 187, 188. CLASS STUDY OF VOICE 1, 1**

Use of the singing voice. Study and application of the principles and techniques of singing: breathing, tone production, resonance and diction, pronunciation, articulation, intonation, attack of tone, legato and sostenuto, flexibility, dynamics, and phrasing. Repertory chosen to illustrate different stylistic periods. Students participate in a recital at the end of the semester. (MP181 and 182 fulfill arts requirement.)

N. Davidsen

**MP 191. CLASS STUDY OF PIANO 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.) *Non-liberal arts.*

C. A. Elze

**MP 193. CLASS STUDY OF GUITAR 2**

For those with little or no guitar experience, this course is designed to prepare the student for private lessons. The course covers all aspects of guitar technique including scales, arpeggios, chords, and right hand styles. Musicianship skills including note and rhythm reading will be stressed. Each student must provide her or his own acoustic guitar. (Fulfills arts requirement.) *Non-liberal arts.*

J. Brown

**MP 195. CLASS STUDY OF JAZZ PIANO 2**

Study of jazz piano voicings, scales, and modes for improvisation. Left-hand chording patterns, harmonic structures, and accompanying scales will be emphasized. Other areas of study will include diatonic and chromatic voice leading, phrasing and solo development, functional harmony, bass lines, and solo jazz piano technique. Class will read selected jazz charts and listen to and analyze contemporary and historical jazz pianists. (Fulfills arts requirement.) *Non-liberal arts.*

J. Nazarenko

**MP 197. KEYBOARD SKILLS 1**

Application of fundamental theoretical concepts at the keyboard. Functional skills to include control of simple diatonic and chromatic chordal harmony, independent voicing, modal and scalar patterns, elementary transposition, and sight-reading. Course materials are keyed to concepts covered in MU151 or 241 and MU152 or 242. Successful completion of MP197 will satisfy the department's keyboard proficiency requirement for all music majors. *Prerequisite:* MU151 or MU241 or permission of instructor.

P. Baytelman

**MP 198. CLASS STUDY OF INSTRUMENTAL PERFORMANCE 1**

Group instruction in instrumental performance areas, including jazz improvisation, not covered by MP181-188 or 191-197. To be announced when offered. Permission of instructor required. (Fulfills arts requirement.)

**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 forty-five-minute private instruction is \$450 per course.

†This course may be repeated for credit at the discretion of the department.

**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 sixty-minute private instruction is \$600 per course.

**MP 385. CONDUCTING** 3  
Basic techniques of orchestral and choral conducting. *Prerequisite:* MU152 or MU242. A. Holland

**SKIDMORE ENSEMBLES**

**MP 273. OPERA/MUSICAL THEATER WORKSHOP†** 1

A course/performing ensemble designed to equip singers with acting and movement skills for the stage. Classes and rehearsals will culminate in public performance of scenes or complete works from the opera/musical theater repertoire. Open by audition and interview only. (Fulfills arts requirement.) *Non-liberal arts.* A. Turner

**MP 275, 276. SMALL JAZZ ENSEMBLE†** 1,1  
Jazz improvisation and performance in a small combo setting. Open by audition. (Fulfills arts requirement.) *Non-liberal arts.* J. Nazarenko

**MP 277, 278. VOCAL CHAMBER ENSEMBLE†** 1,1

A select ensemble, drawn from members of the Skidmore College Chorus, performing a wide range of repertoire from all periods, including madrigals, part-songs, choral works, and operatic ensembles. Limited to twenty singers; open by audition only.

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

An ensemble devoted to the performance of traditional drum music from Ghana. *Prerequisites:* MP179. (Fulfills arts requirement.) Fee: \$50. *Non-liberal arts.* Y. Addy

**MP 285, 286. SKIDMORE GUITAR ENSEMBLE†** 1, 1

An ensemble devoted to the performance of classical guitar music in combination with other instruments and voice. Open by audition only. (Fulfills arts requirement.) *Non-liberal arts.* J. Brown

**MP 287, 288. SKIDMORE CHORUS†** 1, 1

A large ensemble open to men and women singers. Annual tours and invitational concerts provide opportunities to sing major choral works with other colleges and universities. (Fulfills arts requirement.) *Non-liberal arts.*

**MP 289, 290. SKIDMORE ORCHESTRA†** 1, 1  
One three-hour rehearsal per week. Open by audition. (Fulfills arts requirement.) A. Holland

**MP 293, 294. SKIDMORE JAZZ ENSEMBLE†** 1, 1

One two-hour rehearsal per week. Open by audition. (Fulfills arts requirement.) M. Vinci

**MP 297, 298. CHAMBER MUSIC†** 1, 1

Qualified students in piano, harpsichord, strings and woodwinds may participate in smaller ensembles: trios, quartets, quintets, etc. Open by audition. (Fulfills arts requirement.)

M. Emery, G.M. Green, J. Vinci

## Neuroscience

*Acting director of the Neuroscience Program:*  
Roy Meyers

*Affiliated Faculty:*

*Biology:* David Domozych, Corey Freeman-Gallant, †Roy Meyers, Bernard Possidente, Monica Raveret-Richter, †Eric Rutledge

*Psychology:* †Denise Evert, Hugh Foley, Mary Ann Foley, Greg Goodwin, †Hassan Lopez, Flip Phillips

†Neuroscience Steering Committee

Neuroscience is the scientific community's effort to understand the mechanisms that give rise to thoughts, motives, and behavior. The central mechanism of behavior is the brain, and exploring it is a fascinating odyssey in natural science. Neuroscientists investigate the connections between events that occur at the subcellular level and the behavior of the whole organism. Addressing the fundamental questions of neuroscience requires the collaboration of specialists in diverse fields. Thus, although neuroscientists specialize in one particular discipline, they need to be cognizant of many related areas. The neuroscience major is cross-disciplinary and taught primarily by professors in the biology and psychology departments; however, students desiring to do advanced work may choose to work with faculty from a wide variety of departments. This major is well-suited for students who wish to pursue a career in research as well as in a variety of health-related fields.

As neuroscience majors, students will engage in broadly based study of the nervous system. This study will be multidisciplinary, integrating the perspectives of biology, psychology, and related sciences. Students will develop a foundation in concepts, issues, discoveries and methodological approaches to the interdisciplinary endeavor of neuroscience. Students will discover how approaches from various neuroscience subdisciplines complement one another and how the findings can be integrated to provide a more global understanding of the functioning of the nervous system. Students will gather, analyze and interpret scientific data and summarize and communicate empirical results; this process will enhance their familiarity and facility with scientific methodology. Students will develop their verbal, quantitative and writing skills. Students will focus in a subfield of neuroscience and may conduct research with faculty members. Students will gain experience in integrating and synthesizing data, develop a broad background in the sciences and humanities, and acquire skills adaptable to a wide variety of areas and interests. The major will prepare students for career paths that include graduate school, the health professions, research and clinical work.

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;
CH106	Chemical Principles II;
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: 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

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 323	Developmental Biology
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 324	Cognition
PS 325	Perception
PS 327	Computational Neuroscience
PS 341	Seminar in Cognitive Neuroscience: Left Brain/Right Brain

\*\*The prerequisite of PS101 Introduction to General Psychology is waived for neuroscience majors taking these courses.

\*\*\*Unless taken to fulfill the core requirement; see Section 2 above.

With the exception of NS277, none of the regular courses that count toward the major may be taken on a satisfactory/unsatisfactory basis.

HONORS: Successful completion of two tutorial projects (PS375 and 376, or two semesters of BI375) are required for consideration for Honors.

## Recommendations and Advice

**Tutorial project:** Students are strongly encouraged to undertake one-credit Introduction to Neuroscience Research (NS275) and a tutorial project (PS375, 376, BI375) prior to completion of the Neuroscience major. Those students who plan on completing a senior tutorial project should consider taking the one-credit research experience during their junior year, which allows students to explore particular areas of research introduced in NS101 or 277. This additional experience will help students to make more informed decisions about the particular area of research they are most interested in pursuing for a senior tutorial project.

**Advice on Choosing Electives:** Students' choices of electives (both within and beyond the requirements specified by the Neuroscience Major) may be guided by interests as well as professional goals. For example, in the Core course Chemical Principles I and II (CH105/106), students are introduced to fundamental concepts of chemistry that are necessary for understanding basic mechanisms in the neurosciences; students wishing to deepen this understanding are encouraged to take additional courses in Chemistry, including Organic Chemistry and Biochemistry. Examples of Projected Paths through the Major are intended as illustrations of groupings of electives informed by different kinds of interests and goals. For each illustration, suggestions are offered for electives within and beyond the major.

### PROJECTED PATHS THROUGH THE MAJOR

#### **PATH 1: A Biobehavioral Focus**

**Within major:** Consider electives from the biology courses (e.g., BI245 Principles of Genetics, BI306 Mammalian Physiology, BI316 Animal Behavior, or BI342 Frontiers in Molecular Neuroscience, BI349 Neuroendocrinology), and PS213 Hormones and Behavior, PS304 Psychological Psychology, or PS306 Experimental Psychology.

**Beyond major:** Additional electives from such areas as philosophy, ethics, chemistry, and biology (BI302 Behavioral Ecology and BI370 Computer Modeling of Biological Systems).

#### **PATH 2: A Cellular/Molecular Focus**

**Within major:** Consider electives from the biology courses (e.g., BI242 Introduction to Molecular Cell Biology, BI245 Principles of Genetics, BI349 Neuroendocrinology, and BI342 Frontiers in Molecular Neuroscience.)

**Beyond major:** Additional electives from Biology (BI360 Chromatin Structure, Maintenance and Function, BI363 mRNA Synthesis, Processing and Turnover) and Chemistry (CH221 Organic Chemistry I, CH222 Organic Chemistry II, and CH341 Biochemistry).

#### **PATH 3: A Cognitive Neuroscience Focus**

**Within major:** Consider electives from the cognitive neuroscience courses (PS231 Neuropsychology, PS324 Cognition, PS325 Perception, and PS341 Seminar in Cognitive Neuroscience: Left Brain/Right Brain), and BI245 Principles of Genetics or BI316 Animal Behavior.

**Beyond major:** Additional electives from such areas as philosophy.

#### **PATH 4: A Cognitive Science Focus**

**Within major:** Consider electives from the cognitive neuroscience courses (PS231 Neuropsychology, PS324 Cognition, PS325 Perception, PS327 Computational Neuroscience, and PS341 Seminar in Cognitive Neuroscience: Left Brain/Right Brain).

**Beyond major:** Consider electives from computer science (CS103 Structured Programming in Basic, CS106 Introduction to Computer Science I, CS206 Introduction to Computer Science II), mathematics (MC306 Theory of Computation), anthropology, philosophy, and psychology (PS323 Psycholinguistics, or interdisciplinary courses on cognitive processes).

#### **PATH 5: An Applied Focus**

**Within major:** Distribute electives equally in biology and psychology.

**Beyond major:** Consider electives from psychology (PS315 Clinical Psychology and 326 Health Psychology), sociology or social work.

*Note:* Those students interested in pre-med and other health professions should consult with the Health Professions Advisory Committee for guidance in selecting options.

## Neuroscience Curriculum

### **NS 101. NEUROSCIENCE: MIND AND BEHAVIOR** 4

An interdisciplinary examination of the neurobiological bases of behavior and mental processing. Topics include the structure and functioning of the nervous system, brain-behavior relationships, and hormonal and genetic effects on behavior and mental processing. Laboratories develop students' understanding of functional neuroanatomy, neural transmission, and human psychophysiology. (Fulfills natural sciences breadth requirement). D. Evert, H. Lopez, R. Meyers

### **NS 275. INTRODUCTION TO NEUROSCIENCE RESEARCH** 1

An introductory exploration of conducting research in neuroscience. The purpose of this learning experience is to provide students with an interactive research experience in the laboratory or field, in coordination with a faculty member. Students may be exposed to, and participate in, several aspects of the research process, including planning, designing, and implementing the research, as well as in data analysis and interpretation of the results. This experience will allow students at various stages of their careers to sample research questions/methodologies in particular subdisciplines of neuroscience, and will enhance the student's ability for more independent work. *Prerequisites:* Completion of NS101 and permission of instructor. Must be taken S/U. This course can be repeated for credit up to five credits.

### **NS 277. INTEGRATIVE SEMINAR IN NEUROSCIENCE RESEARCH** 1

A study of selected areas of neuroscience research and techniques. Both primary source articles and first-person accounts by faculty in the biology and psychology departments are used to introduce the theoretical and practical aspects of neuroscience research. Emphasis will be placed on understanding the multiple levels (e.g. molecular to behavioral) at which research topics in neuroscience can be addressed and also the ways in which research techniques define the types of questions that can be asked at a given level of analysis. *Prerequisites:* This course should be taken upon completion of NS101 and the completion of (or current enrollment in) at least one other core or elective course from the list of courses in the major. Must be taken S/U.

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
PS 304	Physiological Psychology
BI 306	Mammalian Physiology
PS 306	Experimental Psychology
BI 311	Biological Electron Microscopy
BI 316	Animal Behavior
BI 323	Developmental Biology
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 375	Research in Biology
PS 375	Senior Research Project I
PS 376	Senior Research Project II

# Philosophy

*Chair of the Department of Philosophy and Religion:* Francisco Gonzalez

Professor: Reginald Lilly

Associate Professors: Joel R. Smith, Francisco Gonzalez

Assistant Professors: William Lewis, Michael Rohlf

The earliest endeavors of the Western intellectual tradition were concerned with understanding nature, understanding the human encounter with the divine, understanding human nature, and understanding the whole cosmos within which each of these encounters occurred. Accordingly, philosophy and religion were among the central concerns of intellectual life, and indeed the first academy was a philosophical institution that brought these endeavors under one "roof." Thus the Department of Philosophy and Religion harkens to a mission that quite literally was at the historical origin of the academy (indeed, of Western civilization) and proves, no less today than 2,500 years ago, to be an animating principle of intellectual life and culture. Today this traditional mission has been broadened to include philosophy and religion as they have developed in East Asia and South Asia.

Given this broad mission and the inherent difficulty of accomplishing it, we see the following objectives as crucial: the development of critical, analytical habits of mind in our students through the close reading of major works in the history of philosophical and religious thought and contemporary reflections upon them; the development of communicative skills both oral and written that produce the self-confidence to engage in sustained examination of difficult ideas, through classroom engagement in discussion and extensive writing assignments, whether through essay examinations, response papers, journals, term papers, extensive research papers, or senior theses; the development of a sense of context—historical and conceptual—that saves critical analysis from becoming historically irrelevant or idle logic-chopping, through the requirement that all courses be grounded in and make ready reference to the historical intellectual concerns of the two disciplines; the development of the capacity to synthesize ideas and to create new wholes in response to new (and/or renewed) intellectual concerns through assignments that engage students where they are in their own lives, while recognizing that this entails sharing the responsibility for the choice of those assignments with the students themselves as epitomized in the Senior Thesis course; and the development in each student of a critical appreciation of her or his own intellectual growth through the building of a portfolio of essays and term and research papers written under the direction of the department faculty and accumulated from the moment of declaration of the major through the senior capstone experience.

**THE PHILOSOPHY MAJOR:** Minimal requirements for a major in philosophy are the general College requirements, plus nine courses in philosophy, including PH203, 204, 207, 329, 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.

**INTERDEPARTMENTAL MAJORS:** In conjunction with the relevant departments, the Department of Philosophy and Religion offers majors in biology-philosophy, economics-philosophy, English-philosophy, government-philosophy, and history-philosophy. See Interdepartmental Majors.

**HONORS:** Majors are encouraged to write a thesis in the second semester of their senior year. A grade of A- or better on such a thesis is required for departmental honors.

Courses in religion are offered in the Department of Philosophy and Religion as electives for the entire student body and may count toward a major in religious studies but may not be counted toward a philosophy major.

**THE PHILOSOPHY MINOR:** Requirements for a minor in philosophy are PH203 and 204, plus three additional courses in philosophy at least two of which must be at the 300 level. The philosophy minor must total at least eighteen credit hours.

**PH 104. SURVEY OF PHILOSOPHICAL THOUGHT 3**  
An historical and topical survey, this course will introduce the student to the discipline of philosophy through the close reading of representative texts, both historical and contemporary. Through analysis of the texts, through discussion, and through lecture, the student will gain an understanding of philosophy both as a unique discipline and as a way of asking and attempting to answer the most profound questions about ourselves and our world that we may pose. Open to first- and second-year students or by permission of instructor. Students are recommended to take either PH 104 or PH 105, but not both. (Fulfills humanities requirement.) The Department

**PH 105. THE PRACTICE OF PHILOSOPHY: ISSUES AND METHODS 4**  
An introductory but intensive engagement with some of the basic questions of philosophy such as: the nature of the self and one's relations to others, the value and meaning of existence, the status and extent of knowledge, and the nature of reality. Emphasis is placed on the understanding and discussion of classical and contemporary philosophic texts as well as on the development of the critical and analytic skills necessary to begin formulating responses to philosophic questions on one's own. Open to first- and second-year students or by permission of instructor. Not open to students who have successfully completed PH 104. (Fulfills humanities requirement.) The Department

**PH 203. HISTORY OF PHILOSOPHY: GREEK PHILOSOPHY 3**  
A basic grounding in the history of Western philosophy through reading and discussion of selected works of Plato and Aristotle. (Fulfills humanities requirement.) F. Gonzalez

**PH 204. HISTORY OF PHILOSOPHY: EARLY MODERN 3**  
A study of the ideological foundations of the modern world as developed in the period from the Renaissance through Kant. Discussion will concentrate on metaphysics and epistemology, covering such topics as the debates between dualism and materialism and between rationalism and empiricism. Will include readings from such philosophers as Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. (Fulfills humanities requirement.) M. Rohlf

**PH 207. LOGIC 4**  
A study of the principles and methods of modern logic for determining the validity and invalidity of arguments and a discussion of the philosophical basis and use of those principles. (Fulfills QR2 requirement.) The Department

**PH 210. AESTHETICS 3**  
A study of the aesthetic dimension of life in relation to the artist, the art object, the audience, and human experience in general. Several important and diverse theories of the aesthetic will be analyzed, discussed, and used in examining examples of art. *Prerequisite:* one course in philosophy, or a course in one of the arts, or permission of the instructor. (Fulfills humanities requirement.) R. Lilly

**PH 211. ETHICS 3**  
A critical examination of the nature and principles of some of the major ethical theories proposed in the history of Western thought. Theories studied may include virtue ethics, natural law, deontological ethics, social contract, and utilitarianism. The course may also include some consideration of the application of the theories studied to selected contemporary moral issues. Offered alternate years. The Department

**PH 215. BUDDHIST PHILOSOPHY 3**  
An introduction to selected themes, schools, and thinkers of the Buddhist philosophical tradition in India, Tibet, China, and Japan. Buddhist metaphysics and ethics are examined with reference to the nature of reality and the person, causality and action, wisdom and compassion, emptiness and nihilism. Comparisons are made to Western philosophers, especially regarding the Buddhist critique of substance and the Buddhist ideal of compassionate openness to the world. Offered alternate years. (Designated a non-Western culture course.) J. Smith

**PH 225. ENVIRONMENTAL PHILOSOPHY 3**  
An introduction to philosophical questions regarding the relation of humans to the environment. This course explores both foundational issues such as our understanding of nature and value as well as specific problems in environmental ethics such as animal rights, duty to future generations, and the justification of public policy. In addition to these explorations, students will have the opportunity to apply the knowledge gained in this class by developing an environmental ethics embodied by the institutions and practices that surround us. (Fulfills humanities requirement.) W. Lewis

**PH 230. TOPICS IN PHILOSOPHY 3**  
The study of a selected topic in philosophy. Course may be repeated with permission of the department. (Fulfills humanities requirement.) The Department

- PH 304. SOCIAL-POLITICAL PHILOSOPHY** 4  
A study of the nature of political community and of social institutions. Topics to be discussed include the nature and purposes of political community, the relation of ethics to political life and social institutions, the notions of equality, liberty, power, and justice, and the nature of rights. *Prerequisite:* one course in philosophy or permission of instructor. Offered alternate years. The Department
- PH 306. NINETEENTH-CENTURY PHILOSOPHY** 4  
An examination of major figures in 19th Century Philosophy such as G. W. F. Hegel, Schopenhauer, Marx, Kierkegaard, Nietzsche, Comte, Mill, Peirce, and Frege. *Prerequisite:* PH204 or permission of instructor. The Department
- PH 307. TWENTIETH-CENTURY PHILOSOPHY** 4  
An examination of a selected number of twentieth-century philosophers such as Adorno, Ayer, Davidson, Dewey, Foucault, Heidegger, Husserl, Merleau-Ponty, Quine, and Wittgenstein. *Prerequisite:* PH204 or permission of instructor. The Department
- PH 308. AMERICAN PHILOSOPHY** 4  
An exploration of America's indigenous philosophical tradition, this course seeks to understand how various native thinkers have sought to develop modes of thought that both supersede and improve upon European models and which are adequate to the American experience in its diversity, originality, and totality. Starting with Ralph Waldo Emerson and continuing with such philosophers as C.S. Peirce, William James, John Dewey, Oliver Wendell Holmes, Alain Leroy Locke, and Susanne Langer, this course will examine a history of such attempts, their philosophical methods, and their conclusions. In addition to gaining an understanding of various American philosophers' independent contributions to the discipline and their relationship to the Western philosophical tradition, this course will situate American philosophy within the post-Civil War cultural and scientific context which gave rise to that most characteristic of American philosophies: pragmatism. (Fulfills humanities requirement.) *Prerequisite:* PH204 or permission of instructor. W. Lewis
- 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 permission of instructor. Offered alternate years. J. Smith
- PH 314. PHILOSOPHY OF LAW** 3  
Analysis and discussion of various topics and approaches to the philosophy of law or jurisprudence. Readings may be chosen from classic philosophers as well as from modern legal positivists and realists. *Prerequisite:* junior or senior standing or permission of instructor. Offered alternate years. The Department
- PR 324. PHILOSOPHY OF RELIGION** 4  
An investigation of the fundamental paradoxes of religious belief. Questions to be considered will include the arguments for the existence of God, the problem of suffering and evil, the nature of mystical knowledge, and the rise of modern religious skepticism. *Prerequisite:* one course in philosophy or religion or permission of instructor. Offered alternate years. J. Smith
- PR 325. JAPANESE BUDDHISM** 4  
A study of selected classical and contemporary thinkers who see philosophy as intertwined with religious praxis. Emphasis will be on Buddhist thinkers such as Kukai, Dogen, Shinran, and Nishitani. *Prerequisite:* one course in philosophy or religion or permission of instructor. Offered alternate years. (Designated a non-Western culture course.) J. Smith
- PR 326. TIBETAN BUDDHISM** 4  
A study of selected classical and contemporary Tibetan thinkers who see philosophy as intertwined with religious praxis. The course focuses on the Vajrayana form of Mahayana Buddhism that is the central element in the culture of Tibet, as well as its Mahayana Buddhist background in India. Emphasis is on the central ideas of wisdom, compassion, emptiness, dependent arising, and the two truths in such thinkers as the Prajhaparamita, Nagarjuna, Candrakirti, and the Dalai Lama. *Prerequisite:* one course in philosophy or religion or permission of instructor. Offered alternate years. (Designated a non-Western culture course.) J. Smith
- PH 327. GREAT PHILOSOPHERS** 4  
A course in depth in the philosophy of a single great philosopher:  
A. Plato  
B. Aristotle  
C. Aquinas  
D. Descartes  
E. Locke  
F. Hume  
H. Hegel  
I. Marx  
J. Kierkegaard  
K. Whitehead  
L. Heidegger  
M. Dewey  
N. Sartre  
O. William James  
P. Wittgenstein  
Q. Merleau-Ponty  
R. Nietzsche  
S. Spinoza  
T. Leibniz  
U. Shankara  
V. Nargarjuna  
W. Nishitani  
X. Levinas  
Y. Husserl
- Course may be repeated with a different philosopher. *Prerequisite:* PH203 or permission of instructor. The Department
- PH 328. METAPHYSICS** 4  
A study of the most fundamental concepts of being as developed in several major philosophers from the Greeks to the present. Discussion will focus on such topics as God, time, space, substance, essence, existence, process, causality, and value. *Prerequisite:* PH204 or permission of instructor. R. Lilly, F. Gonzalez
- PH 329. SEMINAR IN KANT** 4  
A study of Immanuel Kant, the pivotal thinker of modern Western philosophy. Kant offers a critique and synthesis of the preceding rationalist (Descartes, Leibniz, Spinoza) and empiricist (Locke, Berkeley, Hume) traditions and sets the agenda for nineteenth- and twentieth-century philosophers, all of whom respond to his critique of theoretical and practical reason in one way or another. *Prerequisite:* PH204 or permission of instructor. M. Rohlf
- PH 330. ADVANCED TOPICS IN PHILOSOPHY** 4  
The study of a selected topic in philosophy. Course may be repeated with a different topic. *Prerequisite:* one course in philosophy or permission of instructor. The Department
- PH 341. PHILOSOPHY OF LITERATURE** 4  
This seminar examines philosophies of literature and literary criticism. Various schools of thought, including phenomenology, hermeneutics, structuralism, deconstruction, and psychoanalysis, may be examined particularly closely, as well as some of the founding philosophical texts in literary theory. There may also be a study of selected literary texts. (The Philosophy and Religion Department will accept EN361 as the equivalent of PH341.) *Prerequisite:* one course in philosophy or permission of instructor. R. Lilly
- PH 371, 372. INDEPENDENT STUDY** 3, 3  
A reading course in an area or a philosopher not available in this depth in other courses. *Prerequisite:* permission of department. The Department
- PH 375. SENIOR SEMINAR** 4  
A close study of comparative overviews of the severally different modes, methods, and systems of philosophy possible. Offered each spring. The Department
- PH 376. SENIOR THESIS** 3  
Individual conferences with senior majors in the areas of their research projects. The Department

## Physical Activity

**PHYSICAL ACTIVITY AND SPORT FOR ALL:** Instructional classes focus on increasing the level of skill in an activity, understanding the basic principles of movement involved, and applying them in a particular situation. Courses are sectioned according to ability level.

Classes meet for two hours a week. Seasonal sports are limited to a six-week period.

Riding activity courses carry an instructional fee. Contact Cindy Ford, director of the Riding Program, for current fees.

Athletics personnel and the Athletic Council work closely together to provide a well-balanced program of recreational and interest group activities. The Athletic Council provides opportunities for all students to engage in competitive and recreational sport activities within the College community.

**ACTIVITY COURSES:** Courses are designated 100 level (beginning), 200 level (intermediate), 300 level (advanced). The department expects students to enroll for the appropriate level based on their previous experiences and skills levels; the department reserves the right to make adjustments as needed. Unless explicitly stated otherwise, physical activity courses may not be repeated for credit. They may be repeated as audits. With the exception of repeatable courses, students are allowed one credit per level per activity toward graduation. Riding courses carry prerequisites. Courses may be added or deleted as appropriate. Course series are half-credit offerings. Non-liberal arts.

### PHYSICAL ACTIVITY I

#### A. Aquatics

PA101A Beginning Swimming

#### B. Sports

PA101/102B Beginning Tennis  
PA103/104B Beginning Golf  
PA107/108B Indoor Soccer  
PA109/110B Softball  
PA111/112B Lacrosse  
PA113/114B Flag Football  
PA115/116B Fly Fishing  
PA120B Beginning Racquetball  
PA121B Beginning Squash  
PA122B Beginning Handball  
PA123B Volleyball  
PA124B Badminton  
PA125B Small-sided Soccer  
PA126B Basketball  
PA127B Group Games

#### C. Conditioning (includes Martial Arts)

PA101/102C Jogging  
PA110C Aerobic Dance  
PA111C Self-paced Fitness  
PA112C Beginning Weight Training  
PA113C Beginning Rowing  
PA114C Judo  
PA115C Karate  
PA116C Self Defense

### R. Riding

PA101R Introduction to Riding I  
PA102R Introduction to Riding II  
PA103R Position and Control I  
PA104R Position and Control II  
PA105R Novice Equitation I  
PA106R Novice Equitation II

*Each of these riding courses has the course before it (or permission of instructor) as a prerequisite.*

### PHYSICAL ACTIVITY II

#### A. Aquatics

PA201A Intermediate Swimming  
PA202A Swim for Fitness

#### B. Sports

PA201/202B Intermediate Tennis  
PA203/204B Intermediate Golf  
PA220B Intermediate Racquetball  
PA221B Intermediate Squash  
PA222B Intermediate Handball

#### C. Conditioning (Includes Martial Arts)

PA201/202C Intermediate Jogging  
PA210C Intermediate Aerobic Dance  
PA211C Intermediate Self-paced Fitness  
PA212C Intermediate Weight Training  
PA213C Intermediate Rowing  
PA214C Marathon Training

#### F. First Aid

PA201F First Aid and CPR (cardiopulmonary resuscitation)

### R. Riding

PA201R Intermediate Equitation I  
PA202R Intermediate Equitation II  
PA203R Advanced Equitation I  
PA204R Advanced Equitation II  
PA207R Schooling

*PA106R is prerequisite for PA201R and PA201R is prerequisite for 202R, or permission of instructor for both. PA203R-207R require permission of instructor. PA207R may be repeated for credit.*

### PHYSICAL ACTIVITY III

#### A. Aquatics

PA302A Advanced Swim for Fitness  
PA304A Lifeguard Training  
PA305A Water Safety Instructor

#### B. Sports

PA301/302B Advanced Tennis  
PA303/304B Advanced Golf  
PA320B Advanced Racquetball  
PA321B Advanced Squash  
PA322B Advanced Handball

#### C. Conditioning (includes Martial Arts)

PA308C Power Lifting  
PA309C Body Building

### R. Riding

PA301R Applied Schooling  
PA303R Stable Management  
Independent Study:  
PA304R Introduction to Teaching  
PA305R Intermediate Teaching  
PA306R Advanced Teaching

*The 300-level riding courses require permission of instructor. PA304R-306R are taught one-on-one. PA301R may be repeated for credit.*

## Physics

*Chair of the Department of Physics:* William Standish

Associate Professors: David Atkatz, William J. Standish, Mary Crone Odekon

Visiting Assistant Professor: Gerardo Rodriguez

Senior Teaching Associate: Jill A. Linz

**THE PHYSICS MAJOR:** Students majoring in physics are required to:

1. Fulfill the general College requirements.
2. Complete the following:

a) a minimum of ten courses in physics including PY207, 208, 210, 341, 345, 346, 348, 373 or 374, and two additional courses from among PY211, 212, 213, 351, 352 or 399.

b) MA111, 113, 200, 202, and 270.

Students planning to pursue graduate work should also take a two-course sequence in another lab science.

For a physics major combined with an engineering program, see *Preparation for Professions: Engineering* for additional requirements.

**THE PHYSICS MINOR:** Students minoring in physics are required to complete six courses: PY207, 208, 210, and three elective courses in physics, two of which are at the 300 level. These electives must be approved by the student's physics advisor before they can be applied toward the minor.

**PY 103. ORIGINS OF CLASSICAL PHYSICS 4**  
Designed for the nonscience student. This course presents the development of physics up to the beginning of the twentieth century. Topics include gravity and motion, matter and energy, sound and light. Three hours of lecture, two hours of lab per week. *Prerequisite:* QR1. (Fulfills QR2 and natural sciences requirements.) The Department

**PY 105. BREAKTHROUGHS IN MODERN PHYSICS 3**  
Designed for the nonscience student. This course presents the development of modern physics starting from the beginning of the twentieth century. Topics include atomic and nuclear physics, relativity, quantum mechanics, and superconductivity. *Prerequisite:* QR1. (Fulfills QR2 requirement.) The Department

**PY 106. BREAKTHROUGHS IN MODERN PHYSICS WITH LAB 4**  
Designed for the nonscience student. This course presents the development of modern physics starting from the beginning of the twentieth century. Topics include atomic and nuclear physics, relativity, quantum mechanics, and superconductivity. Three hours of lecture, two hours of lab per week. *Prerequisite:* QR1. (Fulfills QR2 and natural sciences requirements.) The Department

- PY 107. LIGHT AND COLOR** 4  
This course traces the evolution of our understanding of light and color from the earliest recorded ideas to the present. It will emphasize the crucial roles of experimentation and mathematical modeling in the creation and refinement of the contemporary theory of light, and will give students the opportunity to observe and to experiment with many of the important properties of light and color. The course will also give students a sense of the importance of light as a technological tool in the modern world. Three hours of lecture, two hours of lab per week. This course may not be applied toward the major in physics. (Fulfills natural sciences requirement.) W. Standish
- PY 108. SOUND AND MUSIC** 3  
The physical principles of sound—how it is produced, propagated, and perceived. Illumination of principles will emphasize examples from music. Mechanisms used to produce different types of musical sounds will be discussed as well as the physical principles behind the reproduction of music in its many forms such as radio, tape recorders, and CD players. (Fulfills QR2 requirement.) J. Linz
- PY 109. SOUND AND MUSIC WITH LAB** 4  
The physical principles of sound—how it is produced, propagated, and perceived. Illumination of principles will emphasize examples from music. Mechanisms used to produce different types of musical sounds will be discussed as well as the physical principles behind the reproduction of music in its many forms such as radio, tape recorders, and CD players. The laboratory component will include measurement of the speed of sound, frequency analysis of musical instruments, and sound recording. (Fulfills QR2 and natural sciences requirements.) J. Linz
- PY 192. PRINCIPLES OF ASTRONOMY** 3  
An introduction to planets, stars, galaxies, and evolution of the universe. This course also introduces astronomical methods, from simple stargazing to modern telescopic techniques. *Prerequisite:* QR1. (Fulfills QR2 requirement.) M. Odekon
- PY 194. PRINCIPLES AND PRACTICE OF ASTRONOMY** 4  
Supplements the lectures of PY192 with telescopic observations, laboratory experiments, and analysis of other astronomical data. Three hours of lecture, two hours of lab per week. *Prerequisite:* QR1. (Fulfills QR2 and natural sciences requirements.) M. Odekon
- PY 207. GENERAL PHYSICS I** 4  
A calculus-based introduction to the concepts and principles of mechanics, emphasizing translational and rotational kinematics and dynamics, work and energy, conservation laws, and gravitation. Hands-on exploration of physical systems using computer-interfaced laboratory equipment and spreadsheet modeling techniques are used to elucidate physical principles. *Prerequisite:* QR1. *Corequisite:* MA111. Six hours of lecture, guided activities, laboratory experiments and problem solving a week. (Fulfills QR2 and natural sciences requirements.) The Department
- PY 208. GENERAL PHYSICS II** 4  
A continuation of PY207 into the areas of oscillations, electricity, and magnetism. *Prerequisite:* PY207. *Corequisite:* MA113. Six hours of lecture, guided activities, laboratory experiments, and problem solving a week. The Department
- PY 210. FOUNDATIONS OF MODERN PHYSICS** 4  
The significant historical discoveries leading to the development of atomic theory and quantum mechanics. Topics include discovery of the electron, black-body radiation, the photoelectric and Compton effects, spectra, the Rutherford-Bohr atom, deBroglie waves, and Schrödinger's equation. Three hours of lecture, two hours of lab per week. *Prerequisite:* PY208. The Department
- PY 211. THERMAL AND STATISTICAL PHYSICS** 3  
A study of thermodynamics, statistical mechanics (both classical and quantum), and kinetic theory from a modern perspective. Using statistical concepts and stressing the microscopic point of view, the relationships among pressure, volume and temperature of systems are discussed, as well as the transfer of energy among thermal systems. *Prerequisite:* PY210. The Department
- PY 212. OPTICS** 4  
A survey of geometrical, physical, and quantum optics. Topics include reflection and refraction of light by plane and spherical surfaces, ray tracing, interference, Fraunhofer and Fresnel diffraction, the electromagnetic character of light, polarization, absorption, scattering and dispersion of light, photons, lasers, magneto-optics and electro-optics. *Prerequisite:* PY210. Three hours of lecture, two hours of lab per week. The Department
- PY 213. ELECTRONICS** 3  
An introduction to solid-state electronics. Discrete circuit elements and integrated circuits are discussed and employed in both digital and analog applications. Circuit analysis, amplifiers, signal processing, logical networks, and practical instrumentation are studied. *Prerequisite:* PY210. Six hours of lab per week. The Department
- PY 221H. GALAXIES AND COSMOLOGY** 3  
An overview of large-scale structure and modern cosmological models, from nearby galaxies to the entire observable universe. Topics include galaxy surveys, quasars, dark matter, and the early universe. *Prerequisite:* PY192 or 194. This is an honors course. (Fulfills QR2 requirement.) M. Odekon
- PY 251, 252. SPECIAL TOPICS IN PHYSICS** 3  
A variety of topics at the intermediate level, available to students with an interest in physics. Some examples of topics are: exploring the universe, astronomy beyond the Milky Way, atomic and molecular physics, and particle physics. Specific choice of topics will depend on student interest and background. *Prerequisite:* prior physics course and permission of the department. The Department
- PY 299. PROFESSIONAL INTERNSHIP IN PHYSICS** 3  
Internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as physics research, environmental and material science, or electrical engineering. *Prerequisites:* PY207, 208.
- PY 341. ADVANCED THEORY AND METHODS IN PHYSICS RESEARCH** 4  
A series of experiences involving the lab and mathematical techniques used by practicing physicists. Areas covered will include familiarization with information resources, methods of measurement, data recording and analysis, instrumentation and mathematical techniques in theoretical physics research. Two hours of lecture, four hours of lab per week. *Prerequisite:* PY210. D. Atkatz, G. Rodriguez
- PY 345. MECHANICS** 4  
Classical mechanics at the advanced level. Emphasis is placed on the mathematical formulation of physical problems and on the physical interpretation of the mathematical solutions. Topics include Newton's laws of motion, gravitation, kinematics and dynamics of a particle and of systems of particles, rigid-body motion, introduction to generalized coordinates, and Lagrangian and Hamiltonian mechanics. Three hours of lecture, one hour of discussion per week. *Prerequisites:* PY210, MA270. M. Odekon
- PY 346. ELECTRICITY AND MAGNETISM** 4  
A study of the theory of classical electromagnetism. Topics include electrostatics, boundary-value problems, dielectrics and conductors, steady currents, magnetostatics, magnetic materials, electromagnetic induction, Maxwell's equations and their solutions. Three hours of lecture, one hour of discussion per week. *Prerequisites:* PY208. *Corequisite:* MA270. W. Standish
- PY 348. QUANTUM MECHANICS** 4  
The basic postulates of quantum mechanics and their meaning, Schrödinger's equation and its solutions for finite and infinite square well and spherical well potentials, the harmonic oscillator, and the hydrogen atom. The structure and behavior of simple molecular, atomic, and nuclear systems are studied. Three hours of lecture, one hour of discussion per week. *Prerequisites:* PY210, MA270. D. Atkatz
- PY 351, 352. ADVANCED TOPICS IN PHYSICS** 3, 3  
A variety of physics topics at the advanced level. Possible options include biophysics, condensed-matter physics, nuclear and particle physics, and advanced quantum mechanics. The selection of a particular topic will be adjusted to student interest and background. *Prerequisite:* PY210 and permission of the department. The Department
- PY 373, 374. SENIOR RESEARCH IN PHYSICS** 3, 3  
An opportunity for qualified seniors to pursue research in physics under the supervision of a member of the department. *Prerequisite:* PY341 and permission of the department.
- PY 399. PROFESSIONAL INTERNSHIP IN PHYSICS** 3 or 6  
Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in physics. With faculty sponsorship and department approval, students may extend their educational experience into such areas as physics research, environmental or material science, or electrical engineering. Only three semester hours may count toward the major or minor in physics. *Prerequisite:* PY210.

## Preparation for Professions and Affiliated Programs

The undergraduate program at Skidmore affords preparation for graduate work either in the liberal arts or in the professions. Students interested in advanced degrees should consult the appropriate department as soon as possible in their undergraduate careers. A number of preprofessional programs, such as premed and prelaw, are supported by special advisors at the College.

Catalogs of graduate and professional schools are available on microfiche in the Scribner Library. Notices of graduate fellowships and assistantships from many institutions are on file in the Office of The Dean of Studies and are posted on departmental bulletin boards.

Most graduate schools require an appropriate entrance exam: the MCAT for medical school, the LSAT for law school, the GMAT for business school, and the GRE for most other graduate programs. Information on specific entrance requirements and application forms are available in the Office of Career Services. Many graduate programs in an academic discipline leading to an M.A. or Ph.D. require competence in one or two foreign languages.

Most professional schools advise students to obtain a sound foundation in the liberal arts, in addition to the necessary preprofessional courses, as the best preparation for admission. This holds true for engineering, law, medicine, social service, and teaching certification.

## BUSINESS ADMINISTRATION

### The 4 + 1 M.B.A. Program with Clarkson University

In this program, students earn a baccalaureate from Skidmore and a master's degree in business administration from Clarkson in the year following Skidmore graduation. Normally, the M.B.A. requires two or more graduate years to complete.

Under special agreement, students plan their undergraduate programs to include certain foundation courses normally taken in the first year of study in an M.B.A. program.

Foundation requirements include satisfactory completion of a total of twenty-seven semester hours in each of the following subjects:

Foundation Requirements	Skidmore Courses (or Clarkson equivalent)
Business and Society	MB 333 Business Law I
Economics	EC 103 Introduction to Macroeconomics EC 104 Introduction to Microeconomics
Management Principles	MB 224 Foundations of Organizational Behavior
Accounting	MB 234 Foundations of Accounting I MB 235 Foundations of Accounting II
Computer Programming	MB 319 Management Information Systems
Statistics and Probability	EC 237 Economic and Business Statistics; or MA 204 Probability and Statistics PS 217 Statistical Methods of Psychology I
Calculus	MA 111 Calculus I
Marketing	MB 214 Foundations of Marketing
Finance	MB 338 Foundations of Finance

In addition to completing the foundation equivalents, students will meet Clarkson's prescribed admission standards.

### The 4 + 1 M.B.A. Program with the Graduate College at Union University

In this program, students earn a baccalaureate from Skidmore and a master's degree in business administration from Union University in the year following Skidmore graduation. Normally, the M.B.A. requires two or more graduate years to complete.

Under special agreement, students plan their undergraduate programs to include certain foundation courses normally taken in the first year of study in an M.B.A. program.

Foundation requirements include satisfactory completion of the following 14 courses:

Foundation Requirements	Skidmore Courses (or Union equivalent)
Business Law	MB 333 Business Law I MB 334 Business Law II
Economics	EC 103 Introduction to Macroeconomics EC 104 Introduction to Microeconomics
Organizational Behavior	MB 224 Foundations of Organizational Behavior plus one organizational behavior elective
Accounting	MB 234 Foundations of Accounting I MB 235 Foundations of Accounting II MB 303 Cost Accounting
Statistics and Probability	EC 237 Economic and Business Statistics; or MA 204 Probability and Statistics
Calculus	MA 111 Calculus I
Marketing	MB 214 Foundations of Marketing plus one marketing elective
Finance	MB 338 Foundations of Finance

In addition to completing the foundation equivalents, most students will meet Union University's prescribed admission standards. Further details can be provided by the Management and Business Department.



## ENGINEERING

Skidmore College offers qualified students the opportunity to earn dual degrees in liberal arts and engineering through its cooperative 3/2 Program with Dartmouth College or its 3 + 2 Program with Clarkson University. These are challenging programs designed for the student who has strong preparation in mathematics and physical sciences, and above average problem solving skills.

It is desirable to select either the 3/2 or the 3+2 program at the earliest possible date, preferably during the first year, to ensure meeting the prerequisite requirements. Therefore, interested students are encouraged to discuss the engineering programs with the engineering coordinator as soon as possible.

Skidmore Engineering Advisory Committee: Professors William J. Standish, Coordinator; Gerardo Rodriguez, David C. Vella, Pierre von Kaenel

### 3/2 Program with Dartmouth College

Through a cooperative arrangement with the Thayer School of Engineering at Dartmouth College, students majoring in mathematics 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 and/or the master of business administration degree from Dartmouth.

### REQUIREMENTS

A student entering this combined program must major in mathematics or physics, must have a GPA of at least 3.0 in science and mathematics, and must have approval of the Engineering Advisory Committee.

Students interested in this program must have the necessary course background before entering Dartmouth in the junior year. Therefore it is desirable to select the program at the earliest possible date, preferably during the first year, to ensure meeting the prerequisite requirements. The Engineering Advisory Committee does not recommend students accelerate in the program.

At the end of the fall semester of the sophomore year, the student shall apply to the Engineering Advisory Committee for consideration. The Committee will recommend to Dartmouth only those students whom it believes are likely to profit from the program.

Outlined below is the course of study required for the 3/2 program comprising first, second, and senior years at Skidmore and the junior and fifth year at Dartmouth.

## Mathematics/Engineering Major Physics/Engineering Major

### First Year

MA 111	Calculus I
MA 113	Calculus II
PY 207	General Physics I
PY 208	General Physics II
SSP 100	Scribner Seminar
EN 105	Writing Seminar II, or a writing-intensive course

Foreign language or breadth component courses

### Second Year

CS 106	Computer Science I
MA 200	Linear Algebra
MA 202	Calculus III
MA 270	Differential Equations (for physics major)
MC 215	Mathematical Reasoning and Discrete Structures (for mathematics major)
PY 210	Foundations of Modern Physics
	Physics Elective (for physics major)

### Junior Year at Dartmouth

During the junior year, while in residence at Thayer School, Dartmouth College, students are required to take:

COSC 5.	Computer Science with Applications to Engineering
ENGS 21	Introduction to Engineering
ENGS 22	Systems I
	Six additional engineering courses, science and/or mathematics electives should be chosen in consultation with the student's advisor at Skidmore and with the Thayer School at Dartmouth

### Senior Year (Mathematics/Engineering)

MA 303	Advanced Calculus
MA 319	Algebra I
MA 376	Seminar
	Two additional mathematics courses (at least one of which is at the 300 level) selected in consultation with the student's advisor

### Senior Year (Physics/Engineering)

PY 341	Advanced Theory and Methods in Physics Research
PY 345	Mechanics
PY 346	Electricity and Magnetism (equivalent to ENGS 23)
PY 348	Quantum Mechanics
PY 373	Senior Research in Physics
	One additional physics course selected in consultation with the student's advisor
	Elective

### Fifth Year at Dartmouth

During this year engineering courses are available that will allow the student to concentrate in a particular area of engineering science and/or to prepare for graduate study in advanced engineering or business. These courses should be selected in consultation with the student's Dartmouth advisor.

For more on Dartmouth's program, see <http://engineering.dartmouth.edu/thayer/academicsadmissions/undergrad-dual.html>.

## The 3 + 2 Program with Clarkson University

The 3 + 2 Program in Engineering, offered in cooperation with the School of Engineering at Clarkson University, combines three years of study at Skidmore with two years of additional study at Clarkson. During their senior year in absentia, while continuing their studies at Clarkson, students fulfill the bachelor of arts requirements (including major and all-college requirements) and receive their degrees from Skidmore at the end of the fourth year of the program. Upon successful completion of the additional year of prescribed study, qualified students will be eligible for the bachelor of science degree in engineering from Clarkson.

### REQUIREMENTS

A student entering this combined program must major in either mathematics, chemistry, or physics, have a GPA of at least 3.0 in science and mathematics, have approval of the Engineering Advisory Committee, and be accepted for admission by Clarkson. Students interested in this program must have the necessary course background before entering Clarkson in the senior year. To ensure meeting the prerequisite requirements, students should take the following courses during their first year at Skidmore.

MA 111	Calculus I
MA 113	Calculus II
CH 105	Chemical Principles I
CH 106	Chemical Principles II
PY 207	General Physics I
PY 208	General Physics II
SSP 100	Scribner Seminar
EN 105	Writing Seminar II, or a writing-intensive course

Courses for the sophomore and junior years at Skidmore will be chosen by the student in consultation with the engineering coordinator, based on the student's engineering interests (e.g., electrical, mechanical, civil).

At the beginning of the junior year, the student applies to the Engineering Advisory Committee for consideration. The committee will recommend only those students it believes are likely to profit from the program and who have met all prerequisite requirements.

## LAW

The law school admissions process is highly competitive. While there is no prescribed course of study for the undergraduate who plans to attend law school, a strong academic record is the best preparation.

Law schools emphasize the importance of a broad liberal arts education. The ability to analyze critically, and synthesize material, and the power of organization, clear expression and sound judgment are desirable. Well-developed skills in reading, speaking, and writing are essential. Students are encouraged to choose courses widely, concentrating in an area that is of most interest to them.

The law and society minor involves students in the interdisciplinary study of law; the curriculum for the minor includes courses from the Departments of Management and Business; Economics; Government; History; Philosophy and Religion; and Sociology, Anthropology, and Social Work.

Practically all law schools require the Law School Admission Test (LSAT) of the Educational Testing Service. Students should consider taking their exam in the spring of their junior year. Students should submit several law school applications early in the fall of their senior year, and may want to consider retaking the LSAT in October.

A prelaw advisor counsels students preparing for law, assisting them in evaluating law schools and in preparing effective applications.

### The Accelerated Law School Program

Through a cooperative arrangement with the Cardozo Law School of Yeshiva University, qualified Skidmore students may obtain a bachelor's degree from Skidmore and a law degree from Cardozo in six years rather than the average time of seven years for completion of both degrees. Students admitted to the program complete a full first year of professional legal education during the summers before and after their final year of undergraduate study. With careful course selection and departmental and Committee on Academic Standing approval, Skidmore will accept up to fifteen hours of Cardozo credit toward the Skidmore degree. The student then becomes a second year law school student during the fall semester after graduation from Skidmore.

## HEALTH PROFESSIONS

*Health Professions Advisory Committee:*  
Michelle W. Frey, Raymond J. Giguere, George McNally, Roy S. Meyers, Vasantha Narasimhan, Bernard P. Possidente (chair), William Standish

Students who plan to apply to medical, dental, veterinary or other health professional schools should consult with a member of the Health Professions Advisory Committee early in their college careers and before registration each semester so that they can plan their courses at Skidmore to include those that will prepare them for the standardized admissions tests and satisfy the course prerequisites required by various health professional schools. The following courses are recommended by the majority of health professional schools as minimum requirements:

1. Two courses in English
2. Two courses in biology with lab
3. Two courses in general chemistry with lab
4. Two courses in organic chemistry with lab
5. Two courses in calculus
6. Two courses in physics with lab

Students should be aware that additional specific requirements may be set by individual medical, dental, veterinary, and other health professional programs.

The Health Professions Advisory Committee at Skidmore offers counseling to pre-health professions students in their undergraduate curriculum planning and application process to health professional schools. Students who are interested in health professions must contact the chair or any member of the Health Professions Advisory Committee to discuss their interests and seek advice regarding their academic and cocurricular planning. Students with an interest in the health professions should register with HPAC. The HPAC office is located in Dana Science Center, room 172, and is online at [www.skidmore.edu/academics/health](http://www.skidmore.edu/academics/health)

## SECONDARY EDUCATION

### The 4 + 1 M.A.T. Program with Union College

Students accepted into the program earn a baccalaureate degree from Skidmore and a Master of Arts in Teaching degree from Union College. Admission is competitive, and students are selected according to the following criteria: undergraduate major in a discipline represented in the Union M.A.T. Program; ED103, 323 and PS204; 3.0 GPA in the major and overall; and demonstrated interest and suitability for teaching.

The Union program includes the following secondary (grades 7–12) subjects: biology, chemistry, earth science, English, French, general science, German, Latin, mathematics, physics, social studies, and Spanish.

Students interested in the program should consult with the chair of the Education Department.

## Psychology

*Chair of the Department of Psychology:* Mary Ann Foley

Professors: Robert M. Oswalt, Joan Delahanty Douglas, Sheldon Solomon, Courtney and Steven Ross Professor of Interdisciplinary Studies; Mary Ann Foley, Class of 1948 Professor for Excellence in Teaching; Hugh Foley, John J. Berman

Visiting Professor: Virginia Murphy-Berman

Associate Professors: Holley Hodgins, Denise L. Evert, Flip Phillips

Assistant Professors: Beth S. Gershuny, Hassan Lopez

The mission of the psychology major is to provide students with a foundation of concepts, issues, discoveries, and methodologies for the scientific study of psychological processes. In part, this foundation is achieved by exploring a number of perspectives within the field including biopsychological, perceptual, cognitive, developmental, social, and clinical phenomena. Faculty expect that Skidmore psychology majors will acquire basic knowledge about several areas and gain quantitative and research skills necessary to make informed judgments about psychological research. In addition, students will learn to evaluate, integrate, and think critically about theoretical and applied issues and to communicate their knowledge of psychology effectively through written and oral forms. Thus, students are encouraged to take writing-intensive courses as preparation for the major.

Faculty encourage students to distinguish between the minimum requirements for a major in psychology and the preparation necessary for graduate study in psychology. Those students who plan to pursue graduate work in psychology should also consider choosing to complete a significant laboratory experience in addition to PS306. Several opportunities for this lab experience are available to majors including advanced lab courses (e.g., PS304, 320), advanced statistics (PS318), independent study, or a summer collaborative research experience. A course in mathematics or computer programming might be particularly helpful.

**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. Perceptual Cognitive Processes: PS305, 324, 325
4. Personality Abnormal Psychology: PS210, 211, 308.

Of the thirty credits presented toward the major, these credits should include at least four courses at the 300 level.

A maximum of 5 credits taken on a satisfactory/unsatisfactory basis may count toward the 30 credits required by the major, including PS399 and PS275. Only two one-credit PS275 Research Experiences may count toward the major, both of which must be taken S/U. None of the required core courses or any 300-level psychology course—except PS399—fulfilling the major may be taken on an S/U basis.

The grade-point average for the thirty credits presented toward the major must meet the minimum requirement of 2.0. Of these credits, only one course may have been completed with a grade of D.

In conjunction with the relevant departments, the Psychology Department offers majors in neuroscience and psychology-sociology.

**HONORS:** To be eligible for departmental honors in psychology, a student must meet the requisite grade point average, complete a research project in Senior Research Project I and II or a major paper in Senior Seminar, and be recommended for departmental honors by the department.

**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, and a grade-point average of 3.3 in all college courses.

There is no formal program for a minor in psychology. Those interested in taking some psychology courses without actually completing a major are encouraged to select a set of courses relevant to their needs. Members of the department are happy to assist in this selection process.

<b>PS 101. INTRODUCTION TO GENERAL PSYCHOLOGY</b>	<b>3</b>
An introduction to the science of psychology through a survey of theories, methods, facts, and principles of behavior. Open to first-year students. The Department	
<b>NS 101. NEUROSCIENCE: MIND AND BEHAVIOR</b>	<b>4</b>
An interdisciplinary examination of the neurobiological bases of behavior and mental processing. Topics include the structure and functioning of the nervous system, brain-behavior relationships, and hormonal and genetic effects on behavior and mental processing. Laboratories develop students' understanding of functional neuroanatomy, neural transmission, and human psychophysiology. (Fulfills natural sciences requirement). D. Evert, H. Lopez, R. Meyers	
<b>PS 204. EDUCATIONAL PSYCHOLOGY</b>	<b>3</b>
The application of psychological principles to problems of student learning, student achievement, teaching methods, and educational assessment. <i>Prerequisite:</i> PS101 or consent of instructor. The Department	
<b>PS 205. SOCIAL PSYCHOLOGY</b>	<b>4</b>
A survey of theory and research on the nature and causes of individual behavior (thoughts, feelings, actions) in social situations. <i>Prerequisite:</i> PS101. H. Hodgins	
<b>PS 207. INTRODUCTION TO CHILD DEVELOPMENT</b>	<b>4</b>
Theories and research evidence as well as methodological problems will be reviewed as they relate to physical, psychological, and social development of the individual from birth through adolescence. <i>Prerequisite:</i> PS101 or consent of instructor. J. Douglas	
<b>PS 210. PERSONALITY</b>	<b>4</b>
Considers major theories of personality to gain an understanding of how genetic and environmental factors interact to influence human behavior. <i>Prerequisite:</i> PS101. S. Solomon, B. Gershuny	
<b>PS 211. APPLIED PSYCHOLOGY</b>	<b>4</b>
An application of principles of psychology to issues in education, industry, environmental initiatives, health, consumer culture, and the law. Students will have an introductory "hands-on" experience in applied research. Goals of the course include familiarization with methods of applied work and psychology's contributions to the above-listed issues; ability to use social science methods to critically evaluate various types of social initiatives; and an appreciation of what social science can (and cannot) contribute in applied settings; and a grasp of the ethical issues involved in such work. <i>Prerequisite:</i> PS101. J. Berman	
<b>PS 212. THEMES IN CONTEMPORARY PSYCHOLOGY</b>	<b>3</b>
Introductory exploration of selected themes in contemporary psychology with special attention to major trends of theoretical interest and research activity. Such themes might include decision-making, narratives in psychology, health psychology, environmental psychology. (This course may be repeated for credit with focus on a different theme.) <i>Prerequisite:</i> PS101. The Department	

<b>PS 213. HORMONES AND BEHAVIOR</b>	<b>4</b>
An introduction to the study of how hormones coordinate the behavioral and physiological components of important psychological processes like reproduction, defense, aggression, learning, and emotions. A comparative approach (cross-species) is used to explore the endocrine system and many of the effects of hormones on both the body and the brain. Whenever possible, research findings in humans are integrated into the discussion. To help illustrate hormone/behavior relationships, several in-class experiments are conducted using both animal and human subjects. <i>Prerequisite:</i> PS101. H. Lopez	
<b>PS 217. STATISTICAL METHODS IN PSYCHOLOGY I</b>	<b>4</b>
A survey of methods used to describe, correlate, and make inferences about frequency distributions, including the use of binomial distribution, normal distribution, t-distribution, chi-square, sign tests, and the analysis of variance. Three hours of lecture, two hours of lab per week. <i>Prerequisite:</i> PS101 or NS101 or permission of instructor. H. Foley, B. Gershuny, F. Phillips	
<b>PS 222. PSYCHOANALYSIS AND SIGMUND FREUD</b>	<b>3</b>
An introduction to Sigmund Freud and his theory of personality psychoanalysis. The course will examine cultural, social, and intellectual antecedents; entail readings by and about Sigmund Freud; and explore ways in which Freud's ideas have had a profound influence on other disciplines. <i>Prerequisite:</i> PS101 or consent of the instructor. R. Oswald	
<b>PS 223. EVOLUTIONARY PSYCHOLOGY</b>	<b>3</b>
A survey of theory and research on human behavior from an evolutionary perspective, with special emphasis on the evolution of culture and consciousness. Students should learn to define and understand basic evolutionary psychology, both as it emerges from Darwin's evolutionary theory historically and as it is understood and applied today. Students will learn answers to some of evolutionary theory's fundamental questions—How do living organisms change over time? Why is there such an uncanny "fit" between specific environments and the characteristics of the species that inhabit them?—as well as the implications of that theory for an understanding of the human mind: its history; the cognitive origins of art, religion and science; the nature and evolution of the self. S. Solomon	
<b>PS 231. NEUROPSYCHOLOGY</b>	<b>3</b>
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. <i>Prerequisite:</i> PS101. D. Evert	

- PS 251. SPECIAL SEMINAR SERIES IN PSYCHOLOGY** 1  
A topical seminar, lab or discussion group may be offered as a follow-up link with a particular departmental offering (e.g., an extension to a 3-credit course) or as a free-standing experience in psychology (e.g., a film series with focus on contemporary psychological issues). Discussion may focus on additional topics as a follow-up from a previous learning experience or may provide exploration of a new topic not covered in a traditional departmental offering. The frequency with which the seminar meets (i.e., once a week for the full term or twice a week for the first half of the semester) will vary depending on the goal of the seminar. *Prerequisite:* PS101 or permission of instructor. The Department
- PS 275, 276. EXPLORATORY RESEARCH EXPERIENCE IN PSYCHOLOGY** 1  
An introductory exploration of conducting research in psychology. Its purpose is to provide students with an interactive research experience in a particular laboratory or clinical setting. Students will experience various aspects of the research process, e.g., the planning and implementation of research, protocols for data collection, and testing of hypotheses. Exposure to research methodologies within a particular area of psychological inquiry should enhance the student's ability for more independent work. No more than two of these experiences may count toward the requirements for the psychology major. The experience is open to non-majors. Permission of the instructor is required. Must be taken S/U. The Department
- NS 275. INTRODUCTION TO NEUROSCIENCE RESEARCH** 1  
An introductory exploration of conducting research in neuroscience. The purpose of this learning experience is to provide students with an interactive research experience in the laboratory or field in coordination with a faculty member. Students may be exposed to, and participate in, several aspects of the research process, including planning, designing, and implementing the research, as well as in data analysis and interpretation of the results. This experience will allow students at various stages of their careers to sample research questions/methodologies in particular subdisciplines of Neuroscience, and will enhance the student's ability for more independent work. *Prerequisites:* Completion of NS101 and permission of instructor. Must be taken S/U.
- NS 277. INTEGRATIVE SEMINAR IN NEUROSCIENCE RESEARCH** 1  
A study of selected areas of neuroscience research and techniques. Both primary source articles and first person accounts by faculty in the Biology and Psychology departments are used to introduce the theoretical and practical aspects of neuroscience research. Emphasis will be placed on understanding the multiple levels (e.g. molecular to behavioral) at which research topics in neuroscience can be addressed and also the ways in which research techniques define the types of questions that can be asked at a given level of analysis. *Prerequisites:* This course should be taken upon completion of NS101 and the completion of (or current enrollment in) at least one other core or elective course from the list of courses in the Neuroscience major. Must be taken S/U. Psychology and/or Biology Faculty
- PS 302. ADULT DEVELOPMENT** 4  
Psychological aspects of human growth and function from maturity to senescence, with consideration of research procedures and problems as well as recent findings and relevant theory. A field project is required. *Prerequisites:* PS207 and 217, or permission of instructor. J. Douglas
- PS 304. PHYSIOLOGICAL PSYCHOLOGY** 4  
The study of physiological structures of the central nervous system, muscles, and glands in humans and animals with emphasis on the use of animal models to understand human psychopathologies such as anxiety, depression, and drug addiction. Laboratory sessions are used to test various animal models of psychopathology to better understand their validity and limitations. Three hours of lecture, two hours of lab per week. *Prerequisites:* NS101 and PS217. H. Lopez
- PS 305. COGNITIVE DEVELOPMENT** 4  
The systematic study of the development of intellectual capacities in the child. Current theories and research relevant to the child's development and use of symbolic, mediational, and linguistic processes will be surveyed. Three hours of lecture and two hours of lab per week. *Prerequisites:* PS101 and 207, or consent of instructor. The Department
- 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. *Prerequisites:* QR1, PS101, 217. (Fulfills QR2 and natural sciences requirements.) H. Foley, M. Foley, F. Phillips
- PS 307. ADVANCED PERSONALITY** 3  
A detailed examination of factors that influence personality development. Attention is devoted toward understanding how different aspects of human personality can account for the development of various social institutions. The development and evaluation of hypotheses to understand personality processes, and strategies to induce change are also considered. *Prerequisites:* PS210 and 306. S. Solomon
- PS 308. ABNORMAL PSYCHOLOGY** 3  
An introduction to the history and study of psychological disorders (e.g., substance use disorders, psychotic disorders, mood disorders, anxiety disorders, personality disorders) with an emphasis on understanding the development of disorders, diagnostic issues, and symptoms. *Prerequisite:* PS101 or consent of instructor. B. Gershuny, R. Oswald
- PS 312. ADVANCED SEMINAR IN MAJOR ISSUES OF PSYCHOLOGY** 3  
A critical examination of fundamental areas of controversy in current theories, research findings, and applications of psychology. Such topics might include consciousness, autobiographical memory, or nonverbal behavior. (This course may be repeated for credit with focus on a different issue.) *Prerequisites:* three courses in psychology. (PS312C is designated a Cultural Diversity course.)
- PS 315. CLINICAL PSYCHOLOGY** 3  
An introduction to the history and methods of clinical diagnosis and treatment of abnormal behavior including Freudian psychoanalysis, client centered therapy, group psychotherapy, and behavior modification. *Prerequisite:* PS308. R. Oswald
- PS 317. PSYCHOLOGICAL TESTING** 3  
An introduction to the history, theory, administration and interpretation of psychological tests, including tests of intelligence, achievement, interests and personality. *Prerequisite:* PS101 or consent of instructor. R. Oswald
- PS 318. STATISTICAL METHODS IN PSYCHOLOGY II** 4  
A study of advanced techniques and controversial issues in experimental design and analysis. The course will emphasize computer analysis of a range of experimental designs. Three hours of lecture, two hours of lab per week. *Prerequisites:* PS217 and 306. H. Foley
- PS 320H. SOCIAL PSYCHOLOGY RESEARCH EXPERIENCE** 4  
This course offers an opportunity to acquire hands-on research experience and experimental skills in a small laboratory group. Students will read journal articles on selected topics in social psychology, design a study, collect data, and use a computer data analytic statistical package to analyze their data. Three hours of lecture and two hours of lab per week. *Prerequisite:* PS217, or consent of instructor. H. Hodgins
- PS 321. MOTIVATION AND EMOTION** 3  
An examination of the principal constructs employed in theories of motivation and emotion. The current status of both biologically based and psychologically based theories will be reviewed. *Prerequisites:* PS101 and 306 or consent of instructor. H. Hodgins
- PS 323. PSYCHOLINGUISTICS** 4  
An examination of the acquisition of language in the light of milestones in sensorimotor and cognitive development. The relationship of language to thought will be of central concern. Also covered will be bilingualism and disturbances of linguistic development. *Prerequisite:* PS101. J. Devine
- 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. 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. H. Foley, F. Phillips
- PS 326. HEALTH PSYCHOLOGY** 3  
A study of the relationships between psychological factors and well-being using biopsychosocial perspectives. This multidisciplinary approach integrates knowledge from physiology, psychobiology, personality, social psychology, and sociology to understand health, illness, and well-being. The primary objective of this course is to familiarize students with the conceptual basis, research methods, and research findings in the field of health psychology. *Prerequisites:* PS101 and 217.
- PS 327. COMPUTATIONAL NEUROSCIENCE** 3  
An introduction to computational neuroscience: the theoretical study of the brain, its behavior, the development, organization, systems, and emergent properties we call mental abilities. In this course we study these phenomena by creating mathematical and computational models that we then use to predict or validate empirical data. Students will learn about current modeling theories and techniques as well as the process of creating, testing, and refining their own models. *Prerequisites:* MA111 or CS106, or permission of instructor. F. Phillips

**PS 328. SEMINAR IN CLINICAL PSYCHOLOGY: ANXIETY AND ITS DISORDERS 3**

A study of the nature of anxiety and anxiety disorders, taught as a seminar modeled on graduate-level work. This course focuses on the etiology, pathogenesis, symptoms, and treatments of anxiety disorders in adults with an emphasis on clinical applications and psychological/cognitive-behavioral approaches to conceptualizations and therapies. Discussions, lectures, films, case studies, and critical analyses of theories and empirical work are emphasized. Some questions to which students will learn the answers: What are the benefits and limitations of diagnostic categories (i.e. classification schemes)? What are the benefits and limitations of existing treatments? What are symptoms that are common and different across the anxiety disorders, and how are the specific disorders distinguished? Students will acquire basic expertise in the field of anxiety disorders.

*Prerequisites:* PS210 and PS308, or permission of instructor. B. Gershuny

**PS 331. PSYCHOLOGY OF WOMEN 4**

Examination and analysis of a number of important ideas regarding women's psychological experience. Topics to be studied include theories of female development, self-concept, sexuality, psychological disorders, violence against women, and mother-daughter relationships. Students will select either a research project or service learning project. *Prerequisite:* PS207 or 210. J. Douglas, B. Gershuny

**PS 332. SEMINAR IN CROSS-CULTURAL PSYCHOLOGY 4**

An introduction to the main topics of cross-cultural psychology in such areas as sensation and perception, motivation and emotion, memory and cognition, self-identity, verbal and non-verbal communication, acculturation and social and moral development. Presented frameworks would be analyzed from a variety of perspectives that utilize a range of active learning techniques. Six specific learning goals would be focused on in the course. These are: 1) Students will become familiar with the main topic areas and the major theories in cross-cultural psychology; 2) Students will become familiar with the research methods utilized to conduct research in cross-cultural psychology, and they will be able to analyze and critique research studies conducted in this area; 3) Students will be able to use their understanding of the concepts in cross-cultural psychology to gain a greater awareness of their own cultural attitudes and beliefs and to better understand American cultural values; 4) Students will be able to use their understanding of the concepts in cross-cultural psychology to more fully comprehend the experiences of others who are from cultures other than their own; 5) Students will be able to use their understanding of the ideas presented in the course to analyze (from a cultural perspective) works in some other field of interest such as literature or the media; 6) Students will be able to think more critically (e.g., evaluate informational claims, apply what they have learned to other areas, integrate ideas, identify follow-up questions and concerns, etc.) about cross-cultural issues. *Prerequisites:* PS101, PS217 V. Murphy-Berman

**PS 341. SEMINAR IN COGNITIVE NEUROSCIENCE: LEFT BRAIN/RIGHT BRAIN 3**

Discussion-based study of hemispheric specialization for cognitive functioning (including perception, attention, memory, creativity, emotional processing, and language) from a cognitive neuroscience perspective. Cognitive neuroscience is the interdisciplinary science built up to understand the gap between biological processes of the central nervous system and the processes of the mind. In learning about hemispheric specialization of function, we will draw on research from such fields as experimental psychology, neuroscience, neuropsychology, brain imaging, and computer modeling. The first part of the course is designed to teach methods and techniques used in the study of cognitive neuroscience, including the theoretical issues associated with each approach. Throughout the second part of the course, we will learn some ways these methodologies have been used to understand hemispheric specialization of cognitive function. *Prerequisites:* PS101 and two other courses from the PS course listings or NS101 and two other courses from those listed in the NS major curriculum. PS231 (Neuropsychology) is highly recommended. D. Evert

**PS 371, 372. INDEPENDENT STUDY 3, 3**

Individual reading and/or research under the guidance of a member of the staff. *Prerequisites:* PS101 and consent of instructor. The Department

**PS 375. SENIOR RESEARCH PROJECT I 3**

Students will work with an individual faculty member to develop a major research project. This development will include definition of topic, review of the scientific literature, the learning of any necessary research techniques, execution of any necessary preliminary research, and submission of a written proposal to the faculty supervisor. Each student will make an oral presentation of the proposal to other senior thesis students. *Prerequisites:* PS306 and consent of instructor.

**PS 376H. SENIOR RESEARCH PROJECT II 3**

Students will work with an individual faculty member to complete the major research project developed in Senior Research Project I. A final project will be submitted in thesis form to the faculty supervisor at least two weeks before the end of the term. *Prerequisite:* PS375. May not be taken concurrently with PS378. Senior Research Project II may be used to fulfill the thesis requirement for departmental honors in psychology.

**PS 378H. SENIOR SEMINAR 3**

Students work with course instructor to complete a major, written project. The project can be a synthesis of the literature in a particular topic area of psychology, or an original theoretical formulation. The final project should demonstrate a conceptual integration of the material, and should demonstrate both originality and independence of work. In addition to the written project, each student will make an oral presentation summarizing the project. The written version of the project will be submitted at least two weeks before the end of the spring semester. *Prerequisite:* PS306. This course may be used to fulfill the thesis requirement for departmental honors in psychology. May not be taken concurrently with PS376.

**PS 399. PROFESSIONAL INTERNSHIP IN PSYCHOLOGY 3**

Professional experience at the advanced level for juniors and seniors. This experience may include work-study projects in one of several professional settings, including mental hospitals, nursing homes, schools, developmental centers, advertising agencies, laboratories, and communication agencies. Requires faculty sponsorship and department approval. *Prerequisites:* five courses in psychology (specified by the faculty according to the nature of the internship). Must be taken S/U.

## Religious Studies

*Chair of the Department of Philosophy and Religion:* Francisco Gonzalez

Associate Professors: Joel R. Smith, Mary Zeiss Stange

Assistant Professor: Laury Silvers-Alario

Lecturers: Kathleen Self, Stephen Butler Murray

The earliest endeavors of the Western intellectual tradition were concerned with understanding nature, understanding the human encounter with the divine, understanding human nature, and understanding the whole—the cosmos—within which each of these encounters occurred. Accordingly, philosophy and religion were among the central concerns of intellectual life, and indeed the first academy was a philosophical institution that brought these endeavors under one "roof." Thus the Department of Philosophy and Religion harkens to a mission that quite literally was at the historical origin of the academy (indeed, of Western civilization) and proves, no less today than 2,500 years ago, to be an animating principle of intellectual life and culture. Today this traditional mission has been broadened to include philosophy and religion as they have developed in East Asia and South Asia.

Given this broad mission and the inherent difficulty of accomplishing it, we see the following objectives as crucial: the development of critical, analytical habits of mind in our students through the close reading of major works in the history of philosophical and religious thought and contemporary reflections upon them; the development of communicative skills—both oral and written—that produce the self-confidence to engage in sustained examination of difficult ideas, through classroom engagement in discussion and extensive writing assignments, whether through essay examinations, response papers, journals, term papers, extensive research papers, or senior theses; the development of a sense of context—historical and conceptual—that saves critical analysis from becoming historically irrelevant or idle logic-chopping, through the requirement that all courses be grounded in and make ready reference to the historical intellectual concerns of the two disciplines; the development of the capacity to synthesize ideas and to create new wholes in response to new (and/or renewed) intellectual concerns through assignments that engage students where they are in their own lives, while recognizing that this entails sharing the responsibility for the choice of those assignments with the students themselves as epitomized in the Senior Thesis course; and the development in each student of a critical appreciation of her or his own intellectual growth through the building of a portfolio of essays and term and research papers written under the direction of the department faculty and accumulated from the moment of declaration of the major through the senior capstone experience.

The Department of Philosophy and Religion offers students the opportunity to major or minor in religious studies. Courses in religion are offered as electives for the entire student body but may not be counted toward a major in philosophy. Majors are encouraged to focus their studies around particular themes, such as investigating the relationship of religion to art, culture, or women.

**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 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.

**HONORS:** Students wishing to qualify for honors in the department must successfully complete RE376, Senior Thesis, and earn a grade of A- or better.

**THE RELIGIOUS STUDIES MINOR:** Requirements for a minor in religious RE103 and 241, plus three additional courses in religion designated RE or PR, at least two of which must be at the 300 level. The religious studies minor must total at least nineteen credit hours.

**RE 103. RELIGION AND CULTURE 4**  
An introductory study of the nature of religion, the interaction of religion and culture, and the function of religious belief in the life of the individual. Consideration will be given to such phenomena as myth and ritual, sacred time and space, mysticism, evil, conversion, and salvation. Readings will be drawn from classical and modern sources. (Fulfills humanities requirement.) The Department

**RE 201. HEBREW SCRIPTURES 3**  
An introduction to the Old Testament and the beginnings of the Talmud. In addition to the primary sources, commentaries and special studies will be used. Particular attention will be given to the Jewish ideas of theology, history, and ethics and to their effect on later Christian thought. Offered alternate years. The Department

**RE 202. CHRISTIAN SCRIPTURES 3**  
An introduction to the New Testament and the statements of the early church councils. In addition to the primary sources, commentaries and special studies will be used. Particular attention will be given to the Christian ideas of theology, history, and ethics. Offered alternate years. K. Self

**RE 204. RELIGIOUS ETHICS: JUDEO-CHRISTIAN 3**  
A survey of the development of Western religious ethics. Areas studied will include Biblical ethics, Monastic and Talmudic ethics, the ethics of Augustine and Aquinas, Reformation ethics, Puritan ethics, nineteenth-century frontier church ethics, and the modern ethical systems of American Protestantism, Roman Catholicism, and Judaism. Offered alternate years. S. Murray

**RE 205. WOMEN, RELIGION, AND SPIRITUALITY 3**  
An exploration of women's religious experience in crosscultural and historical terms with primary emphasis on images and roles of women in the Western cultural traditions of Judaism, Christianity, and Islam. Considering religious mythology, belief, and practice against the background of broader social and political realities, the course devotes special attention to contemporary developments in feminist theology and the tension between traditional and alternative modes of spirituality. (Fulfills LS2 requirement.) M. Stange

**RE 211. WESTERN RELIGIONS 3**  
A study of the history, beliefs, and rituals of the major religious traditions of the West, particularly Judaism, Christianity, and Islam. The Department

**RE 213. RELIGIOUS TRADITIONS OF INDIA 3**  
An introduction to the thought and culture of India through its religious traditions. The course emphasizes the history, beliefs, rituals and symbols of Hindu traditions and gives attention to the Jain, Buddhist, Islamic, and Sikh traditions in India. (Designated a non-Western culture course; fulfills humanities requirement.) J. Smith

**RE 214. RELIGIOUS TRADITIONS OF CHINA AND JAPAN 3**  
An introduction to the thought and cultures of China and Japan through their religious traditions. The course emphasizes the history, beliefs, rituals, and symbols of Buddhist traditions and gives attention to the Confucian, Taoist, and Shinto traditions. (Designated a non-Western culture course; fulfills humanities requirement.) J. Smith

**RE 215. ISLAM 3**  
This survey of the religion of Islam uses the Hadith of Gabriel as its organizing principle. This canonical hadith divides Islam into three dimensions: submission, faith, and doing what is beautiful. We will explore Islamic religious ideals, schools of Islamic learning, and historical and contemporary issues pertaining to each of the three dimensions. (Designated a non-Western culture course; fulfills humanities requirement.) L. Silvers-Alario

**RE 220. ENCOUNTERING THE GODDESS IN INDIA 3**  
An introduction to the Hindu religious culture of India through a study of major Hindu goddesses. The vision (darsan) of and devotion (bhakti) to the feminine divine image will be explored. An interdisciplinary approach will explore the meaning of the goddess in literature, painting, poetry, religion, and sculpture. (Designated a non-Western culture course; fulfills LS2 requirement.) J. Smith

**RE 225. RELIGION AND ECOLOGY 3**  
Explores the intersection of religion and ecology by examining causes of the environmental crisis, how views of nature are conditioned by culture and religion, and the response from naturalists, scientists, and religionists who are concerned about the environmental crisis. The lectures and readings will approach these issues from a variety of religious perspectives and will include Jewish, Christian, Muslim, Buddhist, Hindu, Native American, feminist, pragmatist, and scientific voices. (Fulfills humanities requirement.) S. Murray

**RE 230. TOPICS IN RELIGION 3**  
The study of a selected special topic in religion. May be repeated with the approval of the department. (RE230N is designated a non-Western course.) The Department

**RE 241. THEORY AND METHODOLOGY IN THE STUDY OF RELIGION 3**  
An introduction to the theory and methodology of the study of religion. The course will provide an overview of basic theoretical approaches such as the historical, sociological, anthropological, phenomenological, philosophical, and comparative. Issue identified by theorists from traditionally marginalized groups will be explored, as well as strategies for examining religion in relation to various forms of cultural expression such as literature and the arts. The Department

**RE 303. RELIGION IN CONTEMPORARY AMERICAN SOCIETY 4**  
A study of the backgrounds and contemporary forms of American religions. Attention will be given to the institutional, liturgical, and doctrinal patterns of these religions and the application of their principles to such social problems as the state, education, the family, sex, human rights, and war. *Prerequisites:* two courses in the following: philosophy, religion, history, economics, psychology, and sociology, or permission of instructor. Offered alternate years. The Department

**PR 324. PHILOSOPHY OF RELIGION 4**  
An investigation of the fundamental paradoxes of religious belief. Questions to be considered will include the arguments for the existence of God, the problem of suffering and evil, the nature of mystical knowledge, and the rise of modern religious skepticism. *Prerequisite:* one course in philosophy or religion or permission of instructor. Offered alternate years. J. Smith

**PR 325. JAPANESE BUDDHISM 4**  
A study of selected classical and contemporary thinkers who see philosophy as intertwined with classical praxis. Emphasis will be on Buddhist thinkers such as Kukai, Dogen, Shinran, and Nishitani. *Prerequisite:* one course in philosophy or religion or permission of instructor. Offered alternate years. (Designated a non-Western culture course.) J. Smith

**PR 326. TIBETAN BUDDHISM 4**  
A study of selected classical and contemporary Tibetan thinkers who see philosophy as intertwined with religious praxis. The course focuses on the Vajrayana form of Mahayana Buddhism that is on central element in the culture of Tibet, as well as its Mahayana Buddhist background in India. Emphasis is on the central ideas of wisdom, compassion, emptiness, dependent arising, and the two truths in such thinkers as the Prajnaparamita, Nagarjuna, Candrakirti, and the Dalai Lama. *Prerequisite:* one course in philosophy or religion or permission of instructor. Offered in alternate years. (Designated a non-Western culture course.) J. Smith

**RE 330. ADVANCED TOPICS IN RELIGION 4**  
The study of a selected special topic in religion. May be repeated with the approval of the department. *Prerequisite:* one course in religion or the approval of the instructor. The Department

**RE 371, 372. INDEPENDENT STUDY 3, 3**  
A reading course in a religious topic, tradition, or thinker not available in this depth in other courses. *Prerequisite:* permission of department. The Department

**RE 375. SENIOR SEMINAR 4**  
Advanced study of a topic that reflects upon religion and the study of religion. *Prerequisite:* senior standing in religious study major. J. Smith, M. Stange, or L. Silvers-Alario

**RE 376. SENIOR THESIS 3**  
Individual conferences with senior majors in the areas of their research projects. *Prerequisite:* senior standing in religious study major. J. Smith, M. Stange, or L. Silvers-Alario

## Scribner Seminars

*Director of the First-Year Experience:* Michael Arnush

*Administrative Coordinator:* Chrisana McGill

All Scribner Seminars are interdisciplinary. The seminars invite students to think about the liberal arts as a whole, to challenge their preconceived notions about inquiry and knowledge, to examine issues from multiple perspectives, and to make connections across disciplines. Faculty instructors participate not only as specialists in particular fields of knowledge, but as models of people who have themselves been liberally educated, and are thus able to apply their thinking to a variety of new as well as familiar experiences.

### 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 the 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 Through Its Changing Cinema

In this seminar, we explore through film and other visual documents the causes and effects of colonialism on the African people, their society, and their culture. The colonial experience, in all its political and psychological aspects, provides a historical, economic, social, and aesthetic context in which to study and understand African film. Although our main focus is Sub-Saharan Africa from the Second World War to the present, we will refer, whenever pertinent, to the North African filmmaking experience in our discussions. We will examine the practice of filmmaking in Africa, the forces that shape this practice, and strategies of reading this creative medium.

H. Jaouad, Foreign Languages and Literatures

#### African Arts from the Old World to the New

What do art, language, and music have to do with the slave trade? In this seminar, we examine continuities and changes in the visual verbal and musical arts transmitted from Africa to the New World through the trans-Atlantic slave trade. We begin by analyzing arts in their traditional African setting, and with an eye to their interconnectedness, the role they play in building a sense of community and their likelihood for survival in the New World. We then turn to the arts of Black cultures of Brazil, Haiti, the Caribbean, and the United States. Analyzing these arts within their proper historical and cultural framework, and from a variety of disciplines (art history, anthropology, history, folklore, comparative literature, and ethnomusicology), we consider their relationship to the arts of Africa, and, as well, how cultures use them in constructing their New World identities.

L. Aronson, Art and Art History

#### American Taste

An interdisciplinary analysis of the evolution of American cuisine from 1600 to the present. Beginning with a taste of Native American food, we will explore regional food patterns of the colonial period, consider the development of distinctively American styles of cooking and eating in the nineteenth century, and pay special attention to the effects of immigration. We will then explore the impact of science, business, technology, globalization, and changing family patterns on food in the United States in the twentieth and twenty-first centuries.

M. Lynn, American Studies

#### 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

#### Cities of Dreadful Delight: 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

#### Coming of Age: Food, Drugs and Sex After the Biotech Revolution

The discovery of the DNA double helix by Watson and Crick in 1953 sparked a revolution in science that fundamentally changed our approach to such complex problems as human disease, famine, drug design, and fertility. Students in this seminar will explore the beauty of DNA structure and the powerful, modern techniques used to understand and manipulate this fascinating molecule. But what are the consequences of our ability to alter the genetic blueprint of an organism? Together, we will grapple with ethical issues associated with genetically modified organisms (GMOs), stem cell research, gene therapy, and the possibility of selecting the traits of our offspring.

M. Frey, Chemistry

#### 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

#### Dangerous Earth: Climatologic and Geologic Disasters

Who will be the victims of the next natural disaster? When, where, and why will it occur? Can we safeguard our communities? In this seminar, students examine the diverse ways in which climatologic and geologic phenomena influence human lives and activities, the root causes of disaster phenomena, and the principles that render seemingly random natural disasters comprehensible and predictable. Through case studies and research projects, students will investigate a variety of hazards, such as floods, droughts, hurricanes, volcanic eruptions, earthquakes, and tsunamis, and will explore the extent to which these events are regulated by cyclic and/or periodic earth processes. This will enable students to make predictions and develop scenarios to mitigate against potential effects of future natural disasters. We will also examine the influence of diverse cultural perspectives about the causes and effects of natural disasters on a community's ability to respond effectively to a disaster event.

K. Marsella, Geosciences

#### The Debate About Women in the Middle Ages

The medieval debate about women had enduring impact upon Western ideas about gender and authority. In this seminar, we will study questions raised by medieval theologians, philosophers, poets, artists, and critics about the nature of women, their abilities, virtues and vices, their power, and their proper relation to men. We will explore the implications of these questions both in medieval terms and in light of modern critical, historical, and especially feminist discussions.

K. Greenspan, English

#### Democracy Inaction

What does it mean to be democratic? We speak of living in a democratic society, we refer to the Republican and Democratic parties, and yet do we understand what those terms signify, and what being "democratic" really conveys? We will look for answers first far in the past, with the ancient Greeks and their experiment with *demokratia*, and the Roman government of the *res publica*. Students will conduct close readings of treatises such as Plato's *Apology* and Aristotle's *Athenian Constitution*, the histories of Herodotus and Thucydides, Livy and Polybius, tragedies and comedies like Aeschylus' *Oresteia* and Aristophanes' *Wasps*, and ancient Greek and Roman law codes; and will examine the archaeological remains of ancient, civic Athens and republican Rome. The seminar will also examine a very modern and public exercise of democracy—the local November elections for City Council in Saratoga Springs—as a living laboratory for the contemporary American conception of democracy. Students will analyze Saratoga Springs' city charter, examine local monuments that celebrate democratic practices, critique Jon Stewart's irreverent *America (The Book): A Citizen's Guide to Democracy Inaction*, investigate local campaigns and candidates, and participate in the elections. For a final project, students will craft proposals for contemporary, functioning democratic systems based upon their study of ancient and modern democracies.

M. Arnush, Classics

### Detective Fictions, Dark Designs (London)

An introduction to the interdisciplinary study of crime fiction. Students will examine crime fiction's history and evolution, particularly with regard to the genre's status as popular literature. Simultaneously, we will study its sociological dimension, which makes of detective fiction the morally ambiguous site for the representation of criminals and of behavioral taboos. Finally, we will experience its cross-cultural dimension, with London and Los Angeles serving as geographical counterpoints for comparing British and American examples of the genre. Beginning with the invention of the armchair detective in several tales by Edgar Allan Poe, we will study sleuths and gumshoes in writers such as Arthur Conan Doyle, Josephine Tey, Dorothy Sayers, Raymond Chandler, and Michael Connelly; and in films such as *Chinatown*, *L.A. Confidential*, and *The Usual Suspects*.

J. Anzalone, Foreign Languages and Literatures, and R. Copans, College Librarian

### 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

### Emerging Diseases: Global Challenges to Human Health

Recent outbreaks of new and re-emerging diseases, including AIDS, Ebola, tuberculosis, and cholera, have challenged the ways we think about biological and social factors that cause human suffering. In this seminar, students approach disease from several perspectives, integrating public health, environmental studies, and medical anthropology. We aim to understand the global nature of emerging infectious diseases and learn about factors affecting how we recognize, control, prevent, and treat these diseases. Students develop seminar projects that analyze disease outbreaks in various countries: how does the spread of new diseases relate to social inequality? New medical technologies? Drug policies? Global climate change? Studying infectious diseases gives us a powerful example of how methods in medical and social sciences come together in addressing health problems.

M. Ennis-McMillan, Sociology, Anthropology, and Social Work

### Environmental Problems. Economic Solutions?

Does the solution to the Earth's environmental problems depend upon the profit motive inherent in the economic systems that cause these problems in the first place? This seminar examines how the corporate need for economic profit and the insatiable consumer desire for new products lead to environmental ills such as the pollution of air and ground water, the devastation of ecosystems, and the degradation of natural resources. Should the government take on the role of legislating "command and control" environmental regulation or can these problems be solved through profit-based conservation? Students in this seminar will critique cases in which command and control legislation, profit-based conservation, or a combination of the two have been used to combat environmental problems. Each student will develop a seminar project critiquing a specific environmental problem and positing an appropriate policy solution.

L. Vargha, Economics

### The Ethics of Tobacco and Alcohol Advertising

The advertising of tobacco and alcohol products is dynamic and controversial. What aspects of it are socially responsible or irresponsible, profitable or gratuitous, politically correct or incorrect, moral or immoral? As a society changes, so too do its perspectives on these questions. Students in this seminar study how a range of factors shape—and are shaped by—tobacco and alcohol advertising: social structures, economic forces, politics, law and ethics. In addition, we will analyze various persuasive techniques that advertisers use to try to influence peoples' attitudes and opinions toward such products

C. Page, Management and Business

### Genes and Generation

Aristotle argued that females contribute the "raw material" for an offspring and males contribute a force that shapes it into an organism. Beginning with this ancient Greek account of generation, students study explanations of the generation of organisms from historical and scientific perspectives. We compare Aristotle's concept of generation to later scientific theories typical of the 17th to 19th centuries, including spontaneous generation, vitalism, epigenesis and the idea that germ cells contain a tiny version of the organism that develops into the adult. We follow the demise of some of these theories and the transformation of others into the modern concepts of genes and developmental biology, and end with a discussion of current perspectives on the role of genes in the development of organisms.

B. Possidente, Biology

### The Good Life in Ancient Greek Philosophy and Literature

All of us want to live a good life. Yet since there are many different goods in human life, such as health, wealth, fame, education and virtue, which is to be given priority when they conflict? Can one be a good person without being happy and vice versa? If so, which is most essential to the good life, morality or happiness? And are we in full control of the goodness of our lives or are there factors (God, fate, chance) beyond our control and even our understanding? And to whom can we turn for the answers? The Ancient Greeks asked these questions in a radical way and, far from dogmatically accepting any particular answers and reaching any final consensus, they remained deeply divided not only about the answers, but also about how to approach the questions. While we might consider the above questions "philosophical," in Ancient Greece they were equally the concern of the poet, artist, playwright, and historian. Thus we will study Homer's *Iliad*; plays by the comic poet Aristophanes and the tragedians Sophocles and Euripides; an account of war and imperialism by the historian Thucydides; dialogues by Plato on piety, civil disobedience, and the rhetoric of power; and lectures on ethics by Aristotle. We will also give some consideration to the ideals and values embodied in the visual arts. The goal in studying these works of the Ancient Greeks will be for them to have a fundamental impact on how you see your own life today.

F. Gonzalez, Philosophy and Religion

### The Hudson River in American Life

Why the Hudson? Far more than a short river flowing through New York State, the Hudson is a thread that runs through the fabric of four centuries of American history, through the development of American civilization—its culture, its community, and its consciousness. For those living in the United States the Hudson is the river of firsts: the first great river explorers came upon when they arrived in the New World; the first river that led explorers into the continent's uncharted interior; the river that was the first line of defense in the American Revolution; the river of America's first writers, the river that inspired America's first great painters; the river millions of immigrants first encountered when they stepped off their boats onto their new land; the river whose deep water port helped New York City become the nation's foremost financial center; the river that inspired America's first conservationists. And in the late twentieth century, after suffering extraordinary degradation, the river became the first battleground of environmentalists. All these firsts in a landscape that numerous authors have prized for its mystery, romance and ineffable beauty. This interdisciplinary seminar should appeal to students interested in history, art history, literature, biology, and the environment. It will include field trips to the artist Frederick Edwin Church's house, Olana, the Saratoga battlefield and West Point, and will provide opportunities for individual study on a variety of topics.

T. Lewis, English



### **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 decision about health care, exercise and wellness based upon societal norms or informed science? In this seminar, students will explore the myriad of 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 Colonization of Space**

Our current exploration of space points to eventual extraterrestrial human colonies. In fact, much of the technology to begin small colonies already exists, and some anthropologists argue that it is the nature of humankind to explore and settle new "lands," even when that means leaving the earth. In this seminar, students explore the issues involved in making policy decisions in this area, including technological limitations, political and economic motives, the possible catastrophic destruction of earth, and the biological and psychological development of individuals within a small, extremely isolated society.

M. Crone Odekon, Physics

### **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 2003 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.

M. DiSanto-Rose, Dance; R. Giguere, Chemistry; S. Layden, HEOP; M. Marx, English; L. Rosengarten, HEOP; P. Roth, English; R. Rotheim, Economics; S. Solomon, Psychology

### **The Idea of Freedom**

What does it mean to be free, and why is freedom important? Questions about the nature and value of human freedom arise at multiple levels. For example, do we have free will, or are all of our actions ultimately determined by causes outside our control? What kind of freedom does moral responsibility require? Finally, what would a genuinely free society look like—that is, what social, political, and economic conditions must be satisfied if human beings are to live fully autonomous lives? In this seminar, students explore these interrelated questions about freedom from an interdisciplinary perspective. We study mainly historical and contemporary texts in philosophy and political theory. But students also distinguish and draw connections between these disciplines and others such as literature, women's studies, and economics. Authors studied include Aristotle, Hobbes, Hume, Reid, Kant, Rousseau, Hegel, Mill, Wollstonecraft, Aldous Huxley, Amartya Sen, and Barbara Ehrenreich.

M. Rohlf, Philosophy and Religion

### **Ireland: Myth, Reality, Conflict, Identity**

Ireland did not really enter the 20th century until nearly the end of it. Yet, when it did so, it was at a dizzying pace. We will explore, in a broad interdisciplinary manner, patterns of modern and contemporary Irish life and culture, Ireland's unique "sense of place," and finally, the issue of Irish identity (including the conflict between the "two traditions" in Northern Ireland). We set aside simplified stereotypes of the Irish and explore instead the diversity and plurality of Irish identity. Ultimately, we seek to answer such questions as: What does it mean to be Irish in an Ireland that has radically changed the way it views itself and the world? Can the Irish remain the most "globalized" economy in the world, without becoming less Irish? If the country buries its past, what will replace it? J. Kennelly, Management and Business

### **Italy, Fascism, and Jews**

Mussolini marched on Rome in 1922 with a group of Black Shirts. What happened before and after this historic moment is the subject of this seminar. Who challenged the legitimacy of the government? How was Mussolini's Fascism able to last twenty-two years? Italian Jews were an integral part of the political process until the Racial Laws in 1938, but who are Italy's Jews? We explore the history and culture (holidays and cuisine) of Jews from the first colony in Rome till the end of World War II. Historic texts, novels, memoirs, films, and political science treatises uncover different perspectives on the rise and fall of Fascism, anti-Semitism, and the survival of Italy and the Italian Jewish community.

S. Smith, Foreign Languages and Literatures

### **Mathematics and the Art of M.C. Escher**

How did Escher bend the rules of perspective to create a castle where its inhabitants are walking ever upward or downward on a staircase, without getting any higher or lower? What would it be like to live in a non-Euclidean world where the sum of the angles of a triangle are less than 180 degrees, or where we could create an octagonal room with eight right angles? Or do we? As well as examining these questions, students in this seminar explore the relationship between Escher's art and the underlying mathematical themes and consider the artist's success at achieving a visual representation of mathematical ideas.

M. Hofmann, Mathematics & Computer Science

### **Minority Rights in a Majority-Driven Democracy**

When the "majority rules," what happens to the rights of the non-majority? Students in this seminar explore how minority rights are protected (or not) in a majority-run democracy. We will examine the history, law, public policy, and popular opinion regarding three specific issues: the right of gays to marry; the rights of the religious (of varying faiths) to practice their faith freely; and the role of affirmative action in our culture. Students will read and analyze cases and legal briefs, perform debates, give oral presentations, and write both analytic and persuasive papers.

C. Kopec, Management and Business

### **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

### **The Music Between Us: The Culture of Musical Creation and Consumption**

Music can bind us together and drive us apart. Music is an element of our individuality and can help us disappear into a group. How do individuals define themselves in the context of musical communities? What kinds of communities are there? How can we describe musical communities? What is the relationship between musical change and social change in the context of these communities? What is the role of music in the relationship between the self and society? This seminar will reason through a number of descriptions of how humans employ music to define themselves.

G. Thompson, Music

### **On the Stage and in Your Face: American Political and Activist Theater**

Students explore American political and activist theater in the 1930s, 1960s, and 1990s from the perspectives of history and performance. Students will analyze major events and issues along with the various play texts and performance styles and strategies that emerged to move social and political agendas forward. Through close readings of historical documents, essays on performance theory, and viewing videos of performances, students will analyze the concepts of activism as performance and performance as activism. At the end of the semester, students will conceptualize, construct, and perform a short activist theater piece.

C. Anderson, Theater

### **The Painters' Canon: Landscape, Still Life, Figure**

What, if anything, do contemporary artists owe to the past? For more than a thousand years artists in different cultures created images falling into three broad categories: landscape, still life, and figure. The majority of these paintings followed long-held cultural traditions and artisan/artist criteria. Today there is little or no consensus on painting norms; therefore, contemporary painters and students of art must make individual and informed choices. Students in this seminar will create art as well as study art and examine paintings in the three categories from various times and cultures, including contemporary trends. Students will write essays about the various criteria identified and apply the findings from their research to the creation of small paintings.

D. Miller, Art and Art History

### **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

### Robot Design

Today's robots do things that humans can't or don't want to do: find and defuse bombs, navigate the Martian landscape gathering geological data, vacuum floors in houses. In a series of team projects, students will integrate tools from several scientific disciplines to design robots using the Lego Mindstorms Robotics Invention System. Students will learn how designing a robot is affected by factors such as the laws of physics, choice among programming languages, and the imprecise nature of physical measurement and computer calculations. The student teams will document and present their projects to the class.

A. Dean, Mathematics and Computer Science

### Saratoga: People & Place Past & Present

Welcome to Saratoga Springs—your home for the next four years! In this seminar we will explore our town, learn its rich history, and meet its people, past and present, to understand how individuals and groups shape communities and how communities shape individuals and groups. We will draw ideas and methods from the social sciences, insights from the arts, and perspectives from history. You will meet and talk with Saratogians of all sorts—come-heres and been-heres, Republicans and Democrats and Independents, business people and social workers, young and old and in between, citizens of all sorts. We will go beyond our campus to explore Saratoga's streets and alleys, its nooks and crannies—a "hidden" library that few natives know, a coffee house where *American Pie* was first performed, a Victorian cemetery, and a church with Tiffany windows. We will share many readings and speakers in our seminar, but you will also explore in depth an issue of special interest to you. In sum, this seminar on Saratoga will foster your sense of place.

W. Fox, Sociology, Anthropology, and Social Work

### The Search for Pattern and Symmetry

Students in this seminar examine the role and significance of symmetry and pattern in diverse domains of nature and of human endeavor. It is surprising how broad a variety of disciplines share a common canon of criteria for a "good" design: repetition, harmony, and variety. The study of examples from the earth and the heavens, from human visual and auditory art, from language and literature, and from rhetoric and reasoning will show symmetry (or a lack of it) as a crucial component of form and content.

D. Hurwitz, Mathematics and Computer Science

### Sexualities/Textualities

An exploration of the centrality of writing to the creation, promulgation, and enforcement of human sexualities. We will focus on the written word as a place where an otherwise amorphous network of desires gets clarified and organized, deployed and policed. From *Plain Talks on Avoided Subjects*, a popular nineteenth-century guidebook for the young, to *The Flame and the Flower*, a Harlequin romance from the early 1970s, we will explore the ways in which sex becomes text. We will position these sometimes-bizarre popular texts in the context of medical, scientific, and philosophic discourses, including the work of Freud, Foucault, and Kinsey, in an attempt to understand the relation between the written word and the ways in which we live and imagine human sexual identity.

M. Stokes, English

### The Verbal/Visual Encounter in the Western Tradition

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

### 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

### War and Peace and Eugene Onegin in Literature and the Performing Arts

Through a mix of reading, watching, listening, writing, and discussion, students will examine two great works of Russian literature and their transformation into performance. We will study Tolstoy's epic novel, *War and Peace*, and Pushkin's epic poem, *Eugene Onegin*. These will be supplemented by operatic, balletic, and dramatic performances inspired by the texts.

I. Brown, Dance

## Self-Determined Major

A qualified student may pursue an interest through a program not necessarily contained within or related to a major department. The self-determined major is neither a double major nor an interdepartmental major. In recent years, self-determined majors have included such areas as medieval studies, arts administration, sports management, environmental studies, law and society, and Italian studies. The degree program must contain a core of not fewer than ten courses pertinent to the student's central interest, one of these being an independent study project that integrates this core of courses, or a senior seminar or colloquium in which a main project achieves the same goal. Self-determined majors must meet the all-college requirements, including the maturity-level requirement.

The student proposes a course of study to the Subcommittee on Self-Determined Majors through the chair of the subcommittee. Normally, a student will apply during the spring of the sophomore year. A self-determined-major proposal must be submitted no later than October 15 of the junior year or its equivalent.

Students seeking departmental honors at graduation must submit their final project to the subcommittee for evaluation. There are two conditions for giving a final project honors:

1. the advisors assess it to be excellent and of honors caliber;
2. the Self-Determined Majors Subcommittee, based on the advisors' assessments and its members' judgments, deems it worthy of honors. In instances when the subcommittee is not sufficiently knowledgeable about the subject of a final project to assess it, a faculty member knowledgeable in the subject will advise them.

Detailed procedures for establishing a self-determined major may be obtained from the Office of the Dean of Studies or from the chair of the subcommittee, Roy Rotheim, Department of Economics.

## Social Work

*Chair of the Department of Sociology, Anthropology, and Social Work:* David Karp

*Associate Chair:* Michael Ennis-McMillan

*Director of the Social Work Program:* Crystal D. Moore

Associate Professors: Margaret N. Tacardon, \*Thomas P. Oles

Assistant Professor: Crystal D. Moore

The Social Work Program is accredited by the Council on Social Work Education at the baccalaureate level. The major has two primary objectives: to prepare students for beginning-level generalist social work practice; and to prepare students for graduate study in social work. The social work curriculum stresses integrating knowledge of human behavior, social welfare policy and services, and research, with the values and skills of the social work profession.

**THE SOCIAL WORK MAJOR:** The major leads to a bachelor of science degree. The social work major must successfully complete the following ten courses in social work for a total of forty-one credit hours: SW212, 222, 241, 253, 333, 334, 338, 340, 381, and 382.

### POLICIES AND PROCEDURES

**Admission:** Students must apply for admission to the social work major during their sophomore year. Selection is based on demonstrated academic competence, a willingness to abide by the profession's code of ethics, and suitability for beginning professional practice. Applications for admission are available from social work faculty. Students planning on going abroad should talk with the program director in their first year.

**Senior-Year Field Experience.** The social work major culminates in a field experience in the spring semester of the senior year. Students must complete all course prerequisites prior to enrolling in the field practicum. In addition, the nature of the field experience requires that the department reserves the right to deny enrollment in the field practicum to any student, if in the judgment of the faculty that student's scholastic or professional preparation for beginning social work practice is insufficient.

Students serve as beginning social workers four days per week for a minimum of 400 hours over the course of the semester. This experience provides them with opportunities to apply knowledge and skills gained in the classroom in an agency setting. They are integrated into the field experience as regular staff and assume the functions of beginning social work practitioners in such roles as counselors, advocates, and researchers. They receive supervision from agency field instructors and support through ongoing monitoring of the placement by the social work program. Students also meet in a weekly seminar to discuss their field experiences and professional development.

**HONORS:** Students desiring departmental honors in social work must meet the requisite grade-point average and must be recommended by their agency field instructors and the faculty coordinator of field instruction.

### SW 212C. 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; fulfills cultural diversity requirement.) M. Tacardon

### SW 214. DEATH AND DYING 3

Analyses of death and dying from historical, cultural, and religious perspectives. Examination of theories of grief and mourning processes and of death-related practices such as wills and funerals. Review of approaches to and strategies for working with the dying and their families. Students may examine their own attitudes toward death and dying. (Fulfills LS2 requirement.) C. Moore

### SW 217. OBSESSIONS AND ADDICTIONS 3

Approaches to individual situations and cultural variations in compulsive and addictive behaviors related to such matters as drugs, gambling, love, work, and material success. This course uses a comprehensive view of human addictions that involves a person's expectations, values, sense of self-worth, and alternative opportunities for gratification and treatment. (Fulfills LS2 requirement.) M. Tacardon

### SW 218. PRISONS IN AMERICA 3

An examination of the American prison system. The course presents an historical review of prisons, as well as theoretical and practical perspectives on the current state of penal institutions. Specific topics include prison reform, the purpose of incarceration, and a variety of criticisms currently directed at the prison system. (Fulfills LS2 requirement.) M. Tacardon

### SW 219. VOLUNTEERISM 3

A course designed to involve the students in community service and to encourage reflection on their experiences. Students volunteer their services in local nonprofit agencies for six to eight hours a week. Students learn to assume the role of a volunteer: to understand the history of the voluntary sector; to examine the role of voluntary activity on American life; to research the needs and problems of the population they serve; and, to demonstrate an awareness of the salience of race, ethnicity, gender, and class in the performance of community service. The Department

### SW 222. INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE 3

Introduction to social welfare and the field of social work from a historical, educational, and theoretical perspective. The course explores the values, knowledge and skills required in the profession, along with their practical application in the field, and factors affecting social work practice, e.g., class, gender, race. (Fulfills social sciences requirement.) C. Moore

### SW 224. SPECIAL STUDIES IN SOCIAL WORK 3

One topic of current interest in an area of social work. Topics will vary from year to year depending on interests of faculty and needs of students, and might include social work practice with alcoholism and narcotic addiction, social work in correctional settings, social work with the developmentally disabled, social work with the aged, advocacy in social work, or the dynamics of racism in social work practice. The Department

### SW 225. SOCIAL WORK WITH CHILDREN AND ADOLESCENTS 3

Reviews conceptions of and approaches to working with troubled children and adolescents. Topics include divorce, child abuse, learning difficulties, substance abuse, delinquency, foster care, and parent-child conflict. The Department

### SW 241. RESEARCH FOR THE HUMAN SERVICES 4

Examination of the research process used by human service professionals. Students learn about social science methodology from the perspective of a future practitioner and research consumer. Topics include: problem formulation, measurement, design, qualitative and quantitative modes of observation, data collection and analysis. The course addresses practical issues such as single-subject design, program evaluation and the ethical dilemmas involved in conducting human subject research. Laboratory time is used for students to work directly with instruments and data. C. Moore

### SW 253. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT 3

A multidisciplinary examination of theories and knowledge of human bio-psycho-social development from birth through later years. The course draws on research from biology, psychology, sociology, anthropology, and political science to study the impact of biological, psychological, social, and cultural systems on health and well-being. Students explore the range of social systems in which individuals live (families, groups, communities, and organizations) and study the importance of ethnicity, culture, gender, disability, and other elements of diversity in human development. The Department

**SW 298. EXPLORATIONS IN SOCIAL WORK 1**  
 A topical workshop, seminar, discussion group, service learning experience, or research project that can link to a regular Social Work course or serve as a freestanding course. Courses integrating an exploration in social work carry four rather than three credit hours. The course may be repeated. *Prerequisite:* Permission of instructor. The Department

**SW 299. PROFESSIONAL INTERNSHIP IN SOCIAL WORK 3 or 6**  
 Internship opportunity for students whose academic and cocurricular work has prepared them for professional activity related to social work. With faculty sponsorship and department approval, students may design experiences in such areas as direct work with specific populations, community organizations, and social welfare management, administration, and research. *Prerequisite:* SW333 or 334 or permission of faculty sponsor. *Non-liberal arts.* The Department

**SW 333. SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES 4**  
 Course designed to prepare students for entry-level generalist social work practice with diverse individuals and families. Students will gain the knowledge, skills, and values needed for beginning practice during all phases of the helping process. Critical thinking skills and the use of research-based knowledge will also be emphasized. The additional credit hour will provide students with opportunities to observe micro social work practice in a field setting and complete integrative assignments. *Prerequisites:* SW212, 222, and permission of instructor. *Non-liberal arts.* C. Moore

**SW 334. SOCIAL WORK PRACTICE WITH GROUPS, ORGANIZATIONS, AND COMMUNITIES 4**  
 Course designed to prepare students for entry-level generalist social work practice with treatment and task groups, organizations, and communities. Students will gain the knowledge, skills, and values needed for beginning practice during all phases of the helping process. Critical thinking skills and the use of research-based knowledge will also be emphasized. The additional credit hour will provide students with opportunities to observe social work practice in a field setting that facilitates observation of practice at mezzo- and macro-levels and completion of integrative assignments. *Prerequisites:* SW212, 222, and permission of instructor. *Non-liberal arts.* The Department

**SW 338. SOCIAL POLICY AND SOCIAL JUSTICE 3**  
 The study of social policy, welfare program planning, and social service implementation, evaluation, and analysis. Included are reviews of selected policies on federal, state, and local levels. Students will compare the social policies of the United States with those in other countries. The value, political, and societal issues that underpin policies and programs are questioned and specific attention is given to the evaluation of policies by using research skills and by applying the principles of social justice. *Prerequisite:* SW222 or permission of instructor. The Department

**SW 340. FIELD PREPARATION SEMINAR 2**  
 Provides historical and current context for understanding the requirement of field instruction in social work programs. Students explore social work partnership with community agencies, the supervision process, and ways to enrich the practicum experience. Through in-class discussion, individual meetings with the instructor, and on-site agency interviews, students assess their areas of interest, professional and academic goals, and potential field practicum placements for SW 382, offered during the spring semester. *Prerequisite:* Permission of instructor. Open only to senior social work majors. *Non-liberal arts.* M. Tacardon

**SW 371, 372. INDEPENDENT STUDY 3, 3**  
 Individual reading and/or research in social work under the guidance of a member of the department. Open with consent of the department to qualified students. Individual conferences to be arranged. The Department

**SW 381. SOCIAL WORK FIELD PRACTICUM SEMINAR 3**  
 Provides discussion and analysis of practicum-related experiences and professional issues. A major purpose of the seminars is the development of professional judgment through examination of cases and practice situations encountered in field instruction. *Prerequisites:* all required social work courses and permission of instructor. Open only to senior social work majors. *Non-liberal arts.* M. Tacardon

**SW 382. SOCIAL WORK FIELD PRACTICUM 12**  
 Thirty-five hours per week spent in social service agencies and related organizations in Saratoga County and the surrounding area. Specific placements made according to academic interests and needs of individual students. *Prerequisites:* all required social work courses and permission of instructor. Offered only to senior social work majors. *Non-liberal arts.* M. Tacardon

**SW 398. ADVANCED EXPLORATIONS IN SOCIAL WORK 1**  
 A topical workshop, seminar, discussion group, service learning experience, or research project that can link to a regular Social Work course or serve as a freestanding course. Courses integrating an exploration in social work carry four rather than three credit hours. The course may be repeated. *Prerequisite:* Permission of instructor. The Department

## Sociology

*Chair of the Department of Sociology, Anthropology, and Social Work:* David Karp

*Associate Chair:* Michael C. Ennis-McMillan

Professors: William Fox, Catherine White Berheide

Associate Professors: John Brueggemann, David R. Karp, Susan Walzer

Assistant Professor: Rik Scarce

Lecturer: Gabriel Aquino

Sociology is the scientific study of the way groups are organized, how they function, how they change, and how they influence and are influenced by human behavior. The sociology curriculum analyzes both small-scale social interaction and large-scale social structures. The sociology major includes course work in social theory as well as research methods and statistics. Seniors carry out empirical research projects in the Senior Seminar offered each fall. A sociology major prepares students for graduate education in sociology, law, business, criminal justice, urban planning, social work, and other fields requiring knowledge of social science as well as for careers in teaching, research, business, law, and other professional fields related to the graduate programs cited. Most importantly, though, a sociology major increases students' awareness of social forces affecting their lives, thereby increasing competence in dealing critically and constructively with public as well as personal issues.

**THE SOCIOLOGY MAJOR:** The sociology major must successfully complete at least thirty-two credit hours in sociology, including SO101, 226, 227, either 324 or 325, and 375. SO226, 227, and 324 or 325 must all be completed by the end of the junior year. These courses are prerequisites for SO375, which is taken in the fall of the senior year. Courses designated sociology-anthropology may be taken for either sociology or anthropology credit, but not both.

**THE SOCIOLOGY-ANTHROPOLOGY MAJOR:** The sociology-anthropology major must successfully complete SO101; either AN101 or 102; either SO324, 325, or AN270; either AN326 or 327 or SO226 or 227; either AN366 or SO375; and twelve credit hours of electives in sociology and twelve credit hours of electives in anthropology. Courses designated sociology-anthropology may be taken for credit in either sociology or anthropology, but not both.

**INTERDEPARTMENTAL MAJORS:** In conjunction with relevant departments, the Department of Sociology, Anthropology, and Social Work offers majors in economics-sociology, government-sociology, and psychology-sociology. See *Interdepartmental Majors*.

**HONORS:** Students desiring departmental honors in sociology must meet the requisite grade-point average, receive a grade of at least A- in SO375, and present a senior seminar project for approval by the sociology faculty. 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 honors project in either sociology or anthropology.

**ALPHA KAPPA DELTA,** the international sociology honor society, encourages and recognizes academic achievement in sociology. Founded in 1920, the society has over 300 chapters at colleges and universities throughout the world. Eligibility requirements for membership in Alpha Kappa Delta include a demonstrated interest in sociology, completion of at least four sociology courses, a GPA of 3.4 or higher in sociology, and a cumulative GPA of 3.0 or higher in all college courses.

**THE SOCIOLOGY MINOR:** The sociology minor must successfully complete at least eighteen credit hours in sociology or sociology-anthropology, including SO101 and at least two courses at the 300 level. One of the courses must be SO226, 227, 324, or 325. The student should select a minor advisor who will assist the student in constructing a program of study. Students are encouraged to declare the sociology minor by the end of the junior year.

**EXPLORATIONS IN SOCIOLOGY:** Selected 200- and 300-level sociology courses each semester incorporate exploration in sociology through special emphasis on collaborative learning, research, service learning, or writing (designated C, R, S, or W, respectively, in the master schedule listing). Courses integrating an exploration in sociology carry four rather than three credit hours.

### Service Learning

This exploration in sociology requires that students spend three hours each week in addition to class time volunteering for a campus or community nonprofit organization for a minimum total of thirty-nine hours of community service. Faculty expect that some of these hours at the beginning and end of the course will be spent on logistics such as identifying and interviewing prospective service opportunities. Students' service work will be integrated with the academic component of the course. Faculty will assess service work through various strategies requiring students to reflect on their service work in light of course materials and related academic projects such as (a) research papers that respond to service issues, (b) journals or field notes analyzing service work to be turned in to the instructor, (c) integrative essay questions or exams, (d) in-class oral presentations, or (e) combinations of the above.

### Collaborative Learning

This exploration in sociology requires that students spend three hours each week in addition to class time in small group activities, working collectively or independently to contribute to group projects. This time will be devoted to group meetings, independent work, and meetings with the instructor to advance group projects. Products of this work will be assessed by the instructor via group presentations or project papers written collaboratively, in aggregation (each student writes a section of the paper), or independently (each student writes an independent paper based on the group project). This module accommodates a wide array of cooperative group structures varying by length, membership, and size, as well as varying formats for assessment including individual and group grades. One example of a collaborative project is the assignment of a different research article to each group, with each group developing and offering a presentation to the class based on its article. Another example is a semester-long group assignment in which rotating team leaders are responsible for delivering discrete project reports (oral and/or written) based on various concrete tasks (e.g., Web-based research, off-campus interviews, data analysis, and field trips).

### Research

This exploration in sociology requires that students spend three hours each week in addition to class time engaging in independent or collaborative research projects that are related to the course material. This time will be spent developing research questions, reviewing relevant literature, collecting data, analyzing data, and presenting research findings in written reports, oral presentations, or other media. Courses incorporating this module may provide more intensive introductions to specific elements in the research process or particular methodologies such as content analysis or quantitative analysis. Students will meet regularly with the instructor to report on their progress and to receive advice and feedback from the instructor. Students' research will be evaluated based on their finished products (research papers, oral presentations, etc.).

### Writing

This exploration in sociology requires a fourth classroom contact hour each week. Students will undertake writing assignments integrated with the subject matter of the course. Writing assignments and their evaluation will be consistent with guidelines for Skidmore's writing-intensive courses.

### SO 101. SOCIOLOGICAL PERSPECTIVES 3

The basic concepts and principles of major sociological perspectives. Attention is given to how these perspectives have been developed and used by social scientists to explain social phenomena. Recommended as an introduction to the discipline. (Fulfills social sciences requirement.)

The Department

### SO 201, 201H. SOCIAL ISSUES 3

Analysis of contemporary social issues such as racial and gender inequalities, environmental protection, and crime. Attention is given to the roots and dimensions of these issues by introducing core sociological theories and methods. The course also includes critical examination of current social policies that address these issues. (Fulfills social sciences requirement.)

D. Karp

### SO 202. THE INDIVIDUAL IN SOCIETY 3

A variety of social psychological approaches to the experiences of individuals as they influence or are influenced by social interactions and structures. The course introduces a sociological orientation known as "symbolic interactionism," which assumes that among the key elements in the social environment are the symbols and understandings possessed by people in the group. (Fulfills social sciences requirement.)

S. Walzer

### SO 206. COMMUNITIES 3

Comparative analysis of different types of communities and their relationships to each other from rural towns and communes to the crowded metropolis. *Prerequisite:* SO101 or permission of instructor.

W. Fox

### SO 208. SOCIAL INEQUALITY 3

Analysis of social classes, power, and status groups, and their origins and functions, within a historical, comparative, and contemporary framework. *Prerequisite:* SO101 or permission of instructor.

J. Brueggemann, G. Aquino

### SO 211H. SOCIOLOGICAL IMAGINATIONS 4

A review of "great works" that have made an impact in the field of sociology. This course will examine a number of classic and contemporary social scientific books. Students will investigate the content and perspective of sociology, the defining questions of the discipline, and the "sociological imagination." This will entail exposure to important sociological ideas and arguments as well as some sense of the intellectual history of the field. This course will emphasize informed and engaged discourse about the big ideas of these great works. *Prerequisite:* SO101 and permission of instructor.

J. Brueggemann

### SO 212. SOCIOLOGY OF WORK AND OCCUPATIONS 3

An analysis of the nature and conditions of work and the relationship between work and the individual worker. Issues covered include the meaning of work and leisure, alienation, and job satisfaction. Selected occupations and professions are considered in terms of such factors as their social origins, how the occupation became a profession, typical career patterns, and social characteristics of members. Discrimination on the basis of gender, race, and class are examined. *Prerequisite:* SO101 or permission of instructor.

C. Berheide

- SO 213. CRIME AND VICTIMIZATION 3**  
An introduction to the sociology of crime. This course examines contemporary crime trends and problems in the measurement of crime; major theories that explain criminal behavior; and topical foci on various types of crime such as homicide, sexual assault, organized crime, white collar crime, property crime, or juvenile delinquency. *Prerequisite:* SO101 or LW200. D. Karp
- SO 214. FAMILY AND GENDER 4**  
An analysis of family and gender as social institutions, sites of interaction, and sources of identity. The course examines how families in the United States are influenced by definitions of femininity and masculinity as well as how meanings and experiences associated with gender are reproduced and revised in families. Family life courses, roles and relationships, and intersections between work and family are among the topics examined. *Prerequisite:* SO101 or permission of instructor. C. Berheide, S. Walzer
- SO 218. ETHNICITY AND INEQUALITY 3**  
Examination of the emergence and maintenance of ethnic identities such as African American, Hispanic American, Italian American, and Jewish American. This course analyzes the dynamics of relations among ethnic communities with special attention to issues related to inequality. *Prerequisite:* SO101 or permission of instructor. J. Brueggemann, G. Aquino
- SO 220. SOCIOLOGY OF CITIES AND TOWNS 3**  
Sociological study of urban places ranging from small towns to large metropolitan areas. Topics include development of cities, historical and crosscultural variations in cities, uses of urban space, and processes by which people create urban environments that in turn affect social behavior and relationships. *Prerequisite:* SO101 or permission of instructor. W. Fox
- SO 222. POLITICAL SOCIOLOGY 3**  
Focus upon the causes and consequences of power distributions within and between societies and the factors leading to stable or changing allocations of power. Some concepts to be considered: state and civil society; the structure, distribution, operation, and conflict over power; ruling class; class struggle; pluralism; democracy—formal and/or substantive. *Prerequisite:* SO101 or permission of instructor. R. Scarce
- SO 223. ENVIRONMENTAL SOCIOLOGY 3**  
An exploration of social-environment interactions. More than any other species, humans adapt their environments to suit their purposes. This course explores those purposes, including the roles that corporations, public policy, class, gender, and other social factors play in altering the environment and the resulting effects on people and places. Specific topics addressed include the environmental movement, environmental justice, and the political economy of the environment. *Prerequisite:* SO101 or ES100. R. Scarce
- SO 225. QUANTIFYING WOMEN 3**  
An introduction to the empirical study of changes in women's experiences in areas such as work, family, health, religion, and politics. The diversity of women's attitudes, behaviors, and experiences in the United States are explored using the logic and mathematics of social research. Students use microcomputers and statistical software to analyze sociological data sets that investigate a series of issues related to women, such as the gender gap in politics, pay differences between men and women, and attitudes toward abortion rights. *Prerequisite:* QR1. (Fulfills QR2 requirement.) C. Berheide
- SO 226. SOCIAL RESEARCH ANALYSIS 4**  
Examination of quantitative analysis in the social research process. This course involves the study and application of statistics for solving problems in the social sciences. Students use computers as tools for social research as they analyze sociological data sets. *Prerequisites:* QR1 and two courses in the social sciences, or permission of instructor. (Fulfills QR2 requirement.) W. Fox
- SO 227. SOCIAL RESEARCH DESIGN 3**  
Examination of methods employed in the investigation of sociological problems. This course analyzes the research process as an integral whole including political and ethical issues in conducting research. Topics include conceptualization, measurement approaches, design of surveys, and methods of interviewing and observation. Students design studies using various methodological techniques. *Prerequisite:* Two courses in the social sciences or permission of instructor. D. Karp, S. Walzer
- SO 251. SPECIAL TOPICS IN SOCIOLOGY 3**  
An examination at the intermediate level of special topics, methods, and areas in sociology, such as population dynamics, collective behavior, juvenile justice system, and social control. Specific topics to vary by instructor and semester. The course, in a different subject area, may be repeated for credit. *Prerequisite:* SO101 or permission of instructor. The Department
- SO 299. PROFESSIONAL INTERNSHIP IN SOCIOLOGY 3 or 6**  
Internship opportunity for students whose curricular foundations and occurricular experience have prepared them for professional work related to sociology. With faculty sponsorship and department approval, students may extend their educational experience through internships in human service agencies, the criminal justice system, business, governmental, and other formal organizations, community groups, and related areas. *Prerequisite:* SO101. *Non-liberal arts.* The Department
- SO 304. SOCIOLOGY OF EMOTIONS 3**  
Analysis of how human emotions influence and are influenced by the social and cultural environment. The course examines the physiological and social psychological components of human emotion, the crosscultural and historical variability of emotions, emotional socialization, and the emotional aspects of social interaction, relationships, and institutions. *Prerequisite:* SO101 and one other social science course. S. Walzer
- SO 305. SOCIOLOGY OF FOLKLORE 3**  
Analysis of the social context of folklore, with special emphasis on contemporary American folklore. Social scientific theories of folklore, the social bases and dynamics of folk groups, folklore and processes of social change, and folklore research methods. *Prerequisite:* two social science courses. W. Fox
- SO 306. SOCIOLOGY OF RELIGION 3**  
An examination of the sources, meanings, and implications of religious phenomena. This course explores myth, ritual, and symbol in social contexts with special consideration for the contemporary American scene. Attention is given to religious evolution in the light of social modernization; how religious organizations are related to other social institutions will also be considered. *Prerequisite:* SO101 or permission of instructor. J. Brueggemann
- SO 312. MODERN ORGANIZATIONS 3**  
Analysis of modern organizations using theories of bureaucracy. Issues covered include formal and informal structure, functions and dysfunctions, and the tension between democracy and hierarchy within complex organizations. The behavior of individuals in organizations is examined in relation to the groups within which they interact and the organization's structure. Specific organizations including factories, public agencies, corporations, and total institutions are considered. *Prerequisite:* SO101 or permission of instructor. C. Berheide
- SO 314. DEVIANCE AND SOCIAL CONTROL 3**  
An introduction to the sociology of deviance. This course examines sociological theory and evidence that explain deviant and/or nonconforming behavior in society. Attention is given to forms of deviance that generate conflicts over values or between groups in society and to the mechanisms of social control that increase conformity to social norms. *Prerequisite:* SO101 or LW200. D. Karp
- SB 315. WORK, FAMILY, AND ORGANIZATIONS 3**  
The analysis of various white-collar and blue-collar occupations and their relationship to work and family life. Topics include the changing nature of work; professionalization; working within organizations; and occupational socialization, careers, and mobility. *Prerequisite:* SO101 or MB224 or permission of instructor. C. Berheide
- SO 316. WOMEN IN MODERN SOCIETY 3**  
An examination of the effects of the social construction of gender on women in modern societies. The course analyzes the intersection of race, class, and gender in women's lives. The changing social status of women in the United States today is compared to that of women in other countries. Particular contemporary women's issues emphasized each year may vary, but typically include economic issues, such as occupational segregation and unequal pay, family issues, such as power relations and violence, and political issues, such as women's grassroots political activism and national policies. *Prerequisite:* SO101 or WS101 or permission of instructor. C. Berheide
- SO 321. AMERICAN SOCIAL CHANGES 3**  
An examination of the structure and process of social change by comparing several areas, such as economic structure and relations, race, gender, urban community, education, and the state. The specific historical periods covered in the course will vary according to the changes under consideration. American social changes will be addressed from a variety of theoretical perspectives within sociology, including Marxist and other conflict approaches, world-systems, functionalist, cultural, and social-psychological perspectives. *Prerequisite:* SO101 and two other social science courses or permission of instructor. W. Fox
- SO 324. THE DEVELOPMENT OF SOCIOLOGICAL THOUGHT 3**  
Analysis of the philosophical foundations, central principles, and historical development of sociological theory from its origins in late-nineteenth-century Europe to the present. The course critically examines the sociological theories of Marx, Durkheim, Weber, and Mead and their relationship to a number of more contemporary social theories. *Prerequisite:* SO101 and one sociology course or permission of instructor. J. Brueggemann, R. Scarce

**SO 325. CONTEMPORARY SOCIAL THEORY 3**

An examination of contemporary social theories such as functionalism, symbolic interactionism, conflict and social exchange theory. In addition, recent theoretical trends in sociology such as the feminist and environmental perspectives, and the biosocial and humanist approaches are discussed. *Prerequisite:* SO101 and one sociology course or permission of instructor.

J. Brueggemann, R. Scarce

**SO 328. SOCIAL MOVEMENTS AND COLLECTIVE ACTION 3**

An exploration of the causes and consequences of social movements and episodes of collective action. Many people are dissatisfied with existing economic, political or social arrangements, yet relatively few individuals attempt to bring about social change by participating in organized social protest. What is it that differentiates those who participate from those who do not? This course approaches this central question from a variety of theoretical perspectives. Movements as diverse as those for civil rights and the environment will be examined. *Prerequisite:* SO101.

R. Scarce

**SO 329. CRIMINAL JUSTICE 3**

Sociological analysis of the criminal justice system, including policing, the courts, and corrections. This course examines criminal justice responses to crime problems and alternative perspectives. Topics vary by semester and may include critical analysis of police use of force, racial disparities in sentencing, the death penalty, juvenile justice, the prison experience, or community justice. *Prerequisite:* SO101 or LW200.

D. Karp

**SO 331. WOMEN IN GLOBAL ECONOMY 3**

A comparative analysis of women's roles in the global economy. The course examines how global economic transformations affect women as well as how women affect those processes. Topics include the effect of economic development on women's participation in various forms of economic activity, including agriculture, microenterprises, and manufacturing, as well as gender relations in families throughout the world, with particular emphasis on countries of the Southern Hemisphere. In addition, the course considers the environmental issues women face during the process of economic development, such as sustainable development, population policies, and women's environmental activism. *Prerequisite:* SO101 or WS101.

C. Berheide

**SO 332. STUDYING STUDENT WORLDS 4**

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

**SO 351. ADVANCED SPECIAL TOPICS IN SOCIOLOGY 3 or 4**

An examination at the advanced level of special topics, methods, and areas in sociology. Specific topics vary by instructor and semester. The course in a different subject area may be repeated for credit.

*Prerequisite:* SO101 or permission of instructor.

The Department

**SA 355. LANGUAGE IN SOCIETY 4**

Examination of the varied aspects of the social organization of language using techniques from sociological, anthropological, psychological, and linguistic theory. Special attention is given to regional, social, and individual variation; nonstandard dialects and their social impact; the relationship of language, thought, and culture; the role of language in socialization and in the maintenance of social structures; and the type and extent of cultural variation in language use. *Prerequisite:* SO101 or AN101 or permission of instructor.

J. Devine

**SO 371, 372. INDEPENDENT STUDY 3, 3**

Individual reading and/or research in sociology under the guidance of a member of the department. Open with the consent of the department to qualified students. Individual conferences to be arranged.

The Department

**SO 375. SENIOR SEMINAR IN SOCIOLOGY 4**

The capstone course for the sociology major. The course functions as a research practicum in which students share the process of conducting an original research project. To do the research, students must build upon previous work in sociology, especially theory, methods, and statistics. Therefore, students must have completed the required statistics, methods, and theory courses for the sociology major before enrolling in Senior Seminar. Students writing the Senior Thesis are encouraged to begin thesis research in the Seminar. *Prerequisites:* SO226, 227, and 324 or 325; or permission of instructor. Open only to sociology majors and sociology interdepartmental majors.

The Department

**SO 376. SENIOR THESIS IN SOCIOLOGY 3**

Independent research leading to a thesis examining a sociological question in depth. Students work under the direction of a thesis advisor and a second reader. *Prerequisite:* SO375 and permission of instructor. Open only to sociology majors and sociology interdepartmental majors.

The Department

**SO 399. PROFESSIONAL INTERNSHIP IN SOCIOLOGY 3, 6, or 9**

Internship experience at the advanced level for juniors and seniors with substantial academic and cocurricular experience related to sociology. With faculty sponsorship and department approval, students may extend their educational experience through internships in human service agencies, the criminal justice system, business, governmental, and other formal organizations, community groups, and related areas. *Prerequisite:* nine credit hours in sociology. *Non-liberal arts.*

The Department

## Study Abroad Programs

Many overseas program opportunities are coordinated by the Office of International Programs, including Skidmore programs, approved programs, and faculty-led short-term programs. All students wishing to study abroad must have a GPA of 3.0 or higher, be in good social standing, and have strong faculty references. Skidmore programs include Skidmore in Beijing in China; Skidmore in Madrid and Skidmore in Alcalá in Spain; Skidmore in Paris in France; 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 and spring 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 more information, contact the Office of International Programs.

### SKIDMORE IN BEIJING

The Skidmore in Beijing Program is a unique, field-centered, interdisciplinary study-abroad program located at Beijing University. The program emphasizes the creative integration of field-based and classroom learning to further the understanding of Chinese cultures and traditions. Courses, developed specifically for our students and taught at Beijing University, include an intensive language course and three additional content courses taught in English. Two of the content courses are focused on historical and contemporary China. The third course is an independent research project that allows students to investigate and learn about life in contemporary China by conducting directed field-research projects in a discipline of their choosing. In addition, all of the courses have a field-studies component, allowing students to study classroom materials in the setting of Beijing. Students live in the residence halls at Beijing University and are supported by our resident director and program assistant. For more information, contact the Office of International Programs.

### SKIDMORE IN PARIS

Designed for students with upper-intermediate and advanced-level French, the Skidmore in Paris program strives to integrate students into the academic and social life of Paris. Students take a combination of courses at the Skidmore Program Center and/or a variety of Paris institutions in humanities, social sciences, and fine arts, including courses in art and art history, business, economics, film, history, literature, language, music, politics, psychology, sociology, and theater. Internships are also available. Students live with families and are supported by a resident director and staff. For more information, contact the Office of International Programs.

## SKIDMORE IN MADRID OR ALCALÁ

Skidmore's programs in Spain are designed for students with advanced-level Spanish and emphasize integration into the academic and cultural life of Spain. Students take a combination of courses at the Program Center in Madrid and the host universities: the Universidad Autónoma de Madrid or the Universidad de Alcalá. Academic areas include humanities, social sciences, and fine arts, including courses in art and art history, business, economics, film, history, literature, language, music, politics, sociology, and theater. Internships are also available. Students live with families and are supported by resident directors and staff. For more information, contact the Office of International Programs.

## THE INDIA PROGRAM

The New York State Independent College Consortium for Study in India (Skidmore, Bard, Hartwick, Hamilton, St. Lawrence, and Hobart and William Smith Colleges) offers a one-semester academic program in India every fall that carries seventeen semester hours of credit. Students take four courses: Language and Culture in India; Historical, Cultural, and Social Background of Indian Development; Contemporary Issues in Indian Social and Cultural Development; and a directed field-study project. Students live and study in two locations Mussoorie, in the foothills of the Himalaya, and the city of Jaipur. For more information, contact the Office of International Programs.

## SKIDMORE IN LONDON

Skidmore in London offers a variety of program options for the spring semester only. Students may choose from programs at King's College, University of Westminster, University College London, and Regent's College. Students take courses in humanities, social sciences, and business and economics. Students live in residence halls and are accompanied by a Skidmore faculty director, who provides on-site academic and personal support. For more information, contact the Office of International Programs.

In addition to the Skidmore programs abroad, students also have the opportunity to participate in a variety of Approved Programs. These Approved Programs include programs around the world that meet Skidmore's high academic expectations and that offer high quality administrative support for our students. The Approved Programs are linked to Skidmore's curriculum and are aimed to support various majors and minors, thereby allowing Skidmore to more closely integrate our students' experiences abroad with their work on campus. Students studying abroad on Approved Programs will be charged the Skidmore study abroad fee, which is equal to the current fee for Skidmore tuition, room at the apartment rate, and the full meal plan. Students may use all financial aid on all Skidmore and Approved Programs. For more information about Approved Programs, contact the Office of International Programs.

## SHAKESPEARE PROGRAMME

This fall semester program offers in-depth Shakespeare studies in London and Stratford-upon-Avon. Students earn from twelve to eighteen semester hours of credit. Admission is selective. For additional information, consult Professor Lary Opitz, Theater Department.

### Courses offered:

EN 316	Nineteenth Century Novel
EN 343	Elizabethan and Jacobean Drama
EN 345	Shakespeare: Comedies, Histories, and Romances
EN 346	Shakespeare: The Tragedies
TH 230	Theater and Culture II: Genesis of Theatrical Modernism
TH 231	Directing
TH 303	Acting Styles
TH 304	Special Studies in Acting: Shakespeare
TH 325	Playwriting
TH 334	Special Studies in Theater History and Theory: Criticism
TH 399	Professional Internship (on a limited basis)

## Theater

*Chair of the Department of Theater:* Carolyn Anderson

Professors: Gautam Dasgupta, Carolyn Anderson, Lary Opitz

Senior Artist-in-Residence: Alma Becker

Artist-in-Residence: Will Bond

Lecturers: \*Barbara Opitz, \*Patricia Pawliczak, \*David Yergan, Garrett Wilson, Kate Kelly Bouchard

*Theater Manager and Technical Director:* David Yergan

*Theater Management Coordinator:* Kathy Mendenhall

*Costume Manager:* Patricia Pawliczak

*Assistant Technical Director:* Garrett Wilson

*Dance-Theater Advisor:* Isabel H. Brown, Associate Professor of Dance

The Theater Department offers an opportunity to pursue a serious study of the theater arts within a liberal arts setting. Courses within the department afford training in the basic demands of the discipline—physical and vocal control, technique in acting and directing, technical and design skills—as well as the opportunity for advanced study, practical production experience, and off-campus internships. The liberal arts requirements help the student to understand the moral, intellectual, and political context in which any artist practices.

All theater majors take certain basic courses in each of the department's areas of study. For the best possible training, students in the upper divisions are urged to concentrate in performance, directing, or design and technical theater. Students with specific interests that fall outside these concentrations may develop a specialized course of study in consultation with their advisors and the department. Such interest might include playwriting, special studies in dramatic theory and criticism, theater management, or arts administration.

THE THEATER MAJOR: Requirements for a major in theater are:

1. The following nine courses: TH103, 129, 130, 229, 230, 231, 235, 250, and 335.
2. At least one course in dramatic literature: EN215, 225, 343, 345, 346, 359; FF318; FG356; FS321; or CC222, 223. Other courses may be acceptable with permission of the department.
3. TH333, 334, or 341.
4. Eighteen additional semester hours in the Theater Department.



**AREAS OF CONCENTRATION:** The following is a recommended sequence of study in each area.

**Acting:** TH101, 104, 198, 203, 204, 211, 303 or 304.

**Directing:** TH104, 203, 204, 231, 332, 333, 375.

**Design and Technical Theater:** TH216, 228 or 238, 305, 337; AR131, 133.

**HONORS:** Departmental honors are based on a quality point average of 3.5 in all major courses, satisfactory completion of "Senior Project" (TH376), and high quality work on other departmental projects.

**INTERDEPARTMENTAL MAJOR:** In conjunction with the Department of Exercise Science, Dance, and Athletics, the Theater Department offers a major in dance-theater. See *Interdepartmental Majors*.

**THE THEATER MINOR:** A minor in theater is available for students interested in a general education in theater but not necessarily intensive training in a single concentration. Twenty-one to twenty-five semester hours are required: TH103, 129 or 130, 104 or 231, 229, 230, 235, 250; one 300-level course in theater; and one course in dramatic literature.

Those students interested in combining a study of theater with art, dance, literature, or music should consult with the Theater Department and their advisors in the formulation of a self-determined major.

## THEORY, HISTORY, AND PLAYWRITING

**TH 103. INTRODUCTION TO THEATER 4**  
An introduction to the art of the theater that seeks to answer the question "Why theater?" Topics will include analysis of significant play texts; examination of theater structures, forms, and styles; study of responsibilities of the theater artist within the context of collaboration and production. The role of the performer will be explored in weekly workshops and discussions. (Fulfills humanities requirement.)  
L. Opitz and the Department

**TH 229. THEATER AND CULTURE I 3**  
A study of major periods of Western theater from ritualistic beginnings to 1800. Students explore and analyze how theater's components—plays, acting, design, theory, and management—combine to express and reflect a culture's dominant values. Architecture, painting, sculpture, music, and dance—the constituent arts of theater—will be examined both within and outside the theatrical context to explore aesthetic, socioeconomic, and political values that shape a culture's idea of theater. (Fulfills humanities requirement.)  
G. Dasgupta

**TH 230. THEATER AND CULTURE II 3**  
A study of major periods of Western theater since 1800. Students explore and analyze how theater's components—plays, acting, design, theory, and management—combine to express and reflect a culture's dominant values. Architecture, painting, sculpture, music and dance—the constituent arts of theater—will be examined both within and outside the theatrical context to explore aesthetic, socio-economic, and political values that shape a culture's idea of theater. (Fulfills humanities requirement.)  
G. Dasgupta

**TH 242. SHAKESPEARE'S VERSE 3**  
An exploration of the ways in which Shakespeare himself effectively serves as a guide for the comprehension and performance of his verse in his plays and poetry. The emphasis will be on analysis of verse, techniques in speaking it, and the use of verse techniques to explore and develop character. During the course, students will study, prepare, and present soliloquies, monologues (including set speeches), and sonnets. *Prerequisites:* TH103 and 104.  
L. Opitz

**TH 251. THEATER TOPICS 1-2**  
Special topics in theory, history, and performance at the intermediate level. Coursework may include topics related to production and performance work in preparation for a specific production, coursework that focuses on certain playwrights, text and performance analysis, and writing about the theater, as well as short-term residences by guest artists. Topics may also include script analysis for actors, introduction to performance theory, stage management, stage combat, and audition preparation. The specific courses differ from year to year, depending on available guest artist opportunities and faculty and student research interests. Student may take this course more than once with the approval of the department.  
*Prerequisite:* Permission of instructor.  
The Department

**TH 325. PLAYWRITING 3**  
A workshop course in the making of theater scripts in preparation for public readings. This course may be repeated once for credit. *Prerequisite:* permission of instructor.  
C. Anderson and Guest Playwrights

**TH 334. SPECIAL STUDIES IN THEATER HISTORY AND THEORY† 3**  
An in depth examination of a specific topic drawn from the related fields of history and theory. Topics might include a specific period or trend in theater history (for example, the avant-garde) or key artists (for example, women in the American theater) or exploration of theater in relationship to other arts or media (for example, from theater to film) or writing about performance and art. *Prerequisite:* permission of instructor. (TH334N is designated a non-Western course.)  
C. Anderson, G. Dasgupta

**TH 341. HISTORY OF AMERICAN THEATER 3**  
A study of the significant sociopolitical events, theatrical innovations, and theater artists who helped shape the American Theater from the late eighteenth century to the current American avant-garde. Readings and studies will focus on the relationship of American society to the major currents in the production process, growth of American theater companies, artists, and critics, and the emergence of American genres such as urban comedy, melodramas, and musical comedy. Students will analyze primary resource materials such as reviews, journal entries, and plays, and will synthesize readings from historical events and theoretical perspectives.  
*Prerequisites:* TH103 and 230, or permission of the instructor.  
C. Anderson, G. Dasgupta

**TH 371, 372. INDEPENDENT STUDY 3, 3**  
Independent study and production projects under the guidance of the department. Hours to be arranged. *Prerequisite:* permission of department. This course may or may not be credited in liberal arts, at the discretion of both the department chair and the registrar (and, in exceptional instances, the College Curriculum Committee).  
The Department

**TH 377. SENIOR SEMINAR 1**  
An exploration of professional ethics, current issues in the theater, audition technique, portfolio preparation, and career planning. *Prerequisite:* Senior class status as a declared theater major or minor. L. Opitz

## PERFORMANCE

**TH 101. VOICE AND SPEECH IN THE THEATER 2**  
The student will learn voice production techniques and theories principally for the actor. This course seeks to develop a free and natural speaking voice in the student and will provide the fundamentals of natural voice placement. Extensive exercises in breathing, support, resonance, flexibility, and projection will be learned toward the development of a personal vocal warm-up. (Fulfills arts requirement.)  
K. Kelly Bouchard

**TH 104. INTRODUCTION TO ACTING 3**  
The student is exposed to exercises designed to free the imagination through improvisation and theater games. Secondly, training is offered in the basic skills of physical and vocal mastery, analytical insight into the text, and the ability to synthesize techniques so the student may acquire discipline in each area. *Prerequisite:* TH103. (Fulfills arts requirement.)  
A. Becker, K. Bouchard, M. Glotzbach, W. Bond

**TH 198. MOVEMENT FOR THE THEATER 2**  
Physical training for the actor-performer taught from varying points of view depending on the instructor. Work in this course might include physical training, dance for actors, mime, stage combat, circus techniques. Instructors also direct students in the development of a personal, physical warm-up. This course may be repeated for a maximum of eight semester hours. *Non-liberal arts.* (Fulfills arts requirement.)  
B. Opitz

**TH 203. INTERMEDIATE ACTING 3**  
Emphasis on deepening of the actor's imagination, concentration, awareness, and presence through rigorous physical improvisation. Students experience the integration of physical improvisation with textual work as the semester progresses. Students are exposed to a variety of theatrical approaches. *Prerequisites:* TH101 or 198, and TH104, or concurrent enrollment in TH101 or 198, or permission of instructor.  
W. Bond

**TH 204. INTERMEDIATE ACTING 3**  
Through textual analysis, object exercises, and scene work, students experience the development of a role through the exploration of text and its relationship to the body in space. Students will develop their ability to read theatrical texts as they plan for their spatial, rhythmic and emotional work as performers. Students are exposed to a variety of theatrical approaches. *Prerequisites:* TH101 or 198, and TH104, or concurrent enrollment in TH101 or 198, or permission of instructor.  
W. Bond, K. Kelly Bouchard

**TH 211. VOICE FOR THE ACTOR** 2  
 Students explore the power of language through the reading of prose and verse. Exercises learned in this course continue to move the student toward a centered, natural placement of the instrument, and the development of standard non-regional speech, articulation, and flexibility. Introductory tools are learned in the reading of verse and standard dialect work. Rehearsal-specific warm-up programs are developed with students and used regularly. Written evaluations, critiques, and observations by the student are assigned to increase awareness of the voice and use of vocal vocabulary. *Prerequisite:* TH101 or permission of instructor. *Non-liberal arts.* K. Kelly Bouchard

**TH 303. ACTING STYLES** 3  
 Concentrated scene study from major periods in theatrical history. Emphasis on the knowledge and discovery of each particular period through the study and use of masks, costumes, and props. *Prerequisites:* TH203, 204 or permission of instructor. A. Becker

**TH 304. SPECIAL STUDIES IN ACTING†** 3  
 An open series of acting studies capable of ranging from Shakespearean scene study to musical comedy, from Grotowski training to acting for the epic theater. The specific area of study could be determined by the opportunities of a particular production season, by the training of a visiting artist, or by the interests of faculty or a given group of students. May be repeated three times for credit. *Prerequisites:* TH203, 204 or permission of instructor. A. Becker, W. Bond

## DIRECTING

**TH 231. DIRECTING FOR THE THEATER** 3  
 An intensive introduction to the craft of directing for the stage. The fundamentals of script analysis and interpretation, and production research and preparation will be explored in a seminar setting, while the studio will be the laboratory for developing clear lines of action and the world of the play through composition, picturization, and improvisation, as well as exploring the collaborative process with actors and designers. By semester's end students will be prepared to undertake the staging of a workshop production. *Prerequisites:* TH103, 129, and permission of instructor. C. Anderson, A. Becker

**TH 332. ADVANCED DIRECTING** 3  
 This is an advanced studio course focusing on the art and craft of directing for the theater. Through the use of exercises, scene work, reading theoretical texts, and writing papers on directorial concepts, students will be encouraged to broaden and deepen their personal aesthetic while simultaneously developing techniques necessary for realizing their directorial vision. Not open to first-year students. *Prerequisites:* TH231 and permission of the instructor. C. Anderson, A. Becker

**TH 333. THE DIRECTOR AS COLLABORATIVE ARTIST** 3  
 An advanced seminar course stressing the relationship of the director's insights to the insights and work of actors, designers, stage managers, composers, and musicians. Students examine a variety of directorial models and theories. Students also analyze their own collaborative efforts and directorial strategies in various workshop productions. *Prerequisite:* TH230 or 231, or permission of instructor. G. Dasgupta or the Department

**TH 375. ADVANCED DIRECTING PRACTICUM†** 3  
 Independent work on a theatrical production. Under faculty supervision, the student will choose, cast, and mount a dramatic work which will be presented to the public. *Prerequisite:* TH332 and permission of the department. *Recommended:* TH333. The Department

## DESIGN AND TECHNICAL THEATER

**TH 129. THEATER PRODUCTION** 2  
 A studio course providing an introduction to the principles and techniques employed in mounting theatrical productions. Theater production is explored through studying: the structure and organization of the production staff of a theater company; the physical plant; types of scenery and scenic construction techniques; stage lighting; sound; stage management; and the reading and use of plans. Students will fulfill a two-hour lab requirement and will work on at least one Skidmore theater production. Theater majors are required to complete this course by the end of the sophomore year. *Prerequisite:* TH103. D. Yergan

**TH 130. INTRODUCTION TO DESIGN** 2  
 An introduction to script analysis and design theory. Students will learn to construct models and work as collaborative artists. The course will meet as a lecture and also use laboratory time to learn model-building skills, to research, and to learn and work with various building and painting materials. Students will fulfill a two-hour lab requirement and will work on at least one Skidmore theater production. Theater majors are required to complete this course by the end of the sophomore year. *Prerequisite:* TH103. G. Wilson

**TH 216. THEATER DESIGN: FROM PAGE TO STAGE** 4  
 A study of scenic, lighting, and costume design for the theater. The history and theory of design will be explored, as well as the practical application of principles. Special attention will be given to the processes of research, play analysis, and conceptualization. Students will complete a series of projects involving drafting, drawing, painting, and model-making. *Prerequisites:* TH129 and 130; TH129 may be taken concurrently. (Fulfills arts component of breadth requirement.) L. Opitz, G. Wilson

**TH 228. STAGE LIGHTING** 4  
 A study of the theory, equipment, and technique involved in stage lighting. Topics include optics, vision, electricity, color, aesthetics, and design procedures. This course consists of lectures, working labs, and assigned responsibilities on Skidmore Theater productions. *Prerequisites:* TH129 or TH130. (Fulfills arts requirement and QR2 requirement.) L. Opitz

**TH 238. COSTUME DESIGN** 3  
 A studio course in the principles and practice of stage costume design, including an historical survey of clothes, moral conventions, and theatrical costume. The process of design development from concept to completed plates will be encountered through a series of assigned projects. Offered every other fall semester. *Prerequisite:* TH129. Alternates with TH337 in fall semester. P. Pawliczak

**TH 305, 306. SPECIAL STUDIES IN DESIGN AND TECHNICAL THEATER†** 3, 3  
 A series of specialized and advanced level courses in design and technical theater. The opportunities offered in a particular production season, the expertise of available visiting artists, and the needs of qualified students will determine the offering(s) each term. Permission of instructor required. *Non-liberal arts.*

- A. Scenic Painting
- B. Make-up
- C. Costume Design Construction
- D. Advanced Scenic Design
- E. Advanced Lighting

L. Opitz, P. Pawliczak, D. Yergan, and Guest Artists

**TH 336. ADVANCED THEATER PRODUCTION** 3  
 This course, structured on an individual basis, provides leadership experience in the areas of stage management, properties, sound, and technical direction. Theories and strategies are studied, then applied to work on a major production assignment. *Prerequisite:* TH129 and permission of instructor. *Non-liberal arts.* L. Opitz or D. Yergan

**TH 337. SCENIC DESIGN** 3  
 A studio course in advanced theories and practices of scenic design. Study and projects will involve the development of conceptual approaches, research, sketches, and preservation techniques. Students will serve as assistant designers on Skidmore Theater productions. *Prerequisites:* TH129 or 130 and 216, or permission of the instructor. L. Opitz

## PRODUCTION

**TH 235. THE SKIDMORE THEATER COMPANY†** 1  
 Participation for theater majors and non-majors interested in theater production. Each company member will acquire a breadth of training across all areas of theatrical production, as well as make essential contributions to the ongoing work of the company. All company members are a part of the production process from concept to design to execution and evaluation. This course may be repeated for a maximum of six semester hours. *Non-liberal arts.* D. Yergan and the Department

**TH 250. PRODUCTION SEMINAR†** 1, 2, 3 or 4  
 Students enrolled in TH250 will have major responsibilities working on the main-stage productions and on the black-box studio production. The main-stage production is usually presented at the end of the semester, and the studio production is usually presented mid-semester. In addition to fulfilling production responsibilities, students in both productions will participate in a weekly seminar class through which production work will be synthesized with various perspectives from other liberal arts disciplines. Seminars for both productions will focus on the study of pertinent theatrical, literary, social, political, and economic issues surrounding the play. The studio production continues its seminar sessions after the production is over. Post-production topics may include issues raised in the theater company critiques, continued exploration of the playwright's works, continued study of the themes, etc. Students will meet with the faculty to determine the appropriate number of semester hours for each experience. This course may be repeated, but semester hours are limited to a maximum of six. *Prerequisite:* Permission of the department. The Department

**TH 299. PROFESSIONAL INTERNSHIP IN THEATER** 3 or 6

Internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as stage managing; lighting; scene design and construction; costume design, construction, and restoration; sound design and implementation; acting; directing; and theater management and promotion. *Prerequisite:* one of the following courses pertinent to the chosen area of the internship: TH103, 129, 130, 231, 228, or 235, or 335.

**TH 335. THE SKIDMORE THEATER COMPANY†** 2

Participation for theater majors and non-majors interested in theater production. Advanced level work is usually: working as a designer, as a director, performing in a substantial role, in a leadership capacity or specialist on crews or management areas. All company members are a part of the production process from concept to execution and evaluation. This course may be repeated for a maximum of four semester hours. (Normally this course is only open to seniors.) *Prerequisite:* TH235. *Non-liberal arts.*

D. Yergan and the Department

**TH 376. SENIOR PROJECT†** 3

This course provides a culminating experience for the theater major. In consultation with faculty, each student will submit a project proposal during the junior year. Projects should be based upon the student's past work and provide an appropriate next challenge for the student's development as a theater artist. Projects will be supervised by an appropriate faculty member. Possible projects include:

- a. Preparing a thesis (research paper, design project, etc.)
- b. Performing in a seminar or faculty directed studio production
- c. Directing a studio production
- d. Designing a studio or seminar production
- e. Serving in one of a number of approved production positions such as general manager, production manager, technical director, etc.

Students unable to accomplish projects due to the casting or nature of available production will revise proposal during the senior year. *Prerequisites:* TH250; senior status as a theater major; senior minors may participate with permission of department. The Department

**TH 399. PROFESSIONAL INTERNSHIP IN THEATER** 3, 6, or 9

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as stage managing; lighting; scenic design and construction; costume design, construction, and restoration; sound design and implementation; acting; directing; and theater management and promotion. *Prerequisite:* students must have completed all intermediate level theater courses appropriate to the area of the internship and be recommended by an instructor in the chosen area of study. The Department

†This course may be repeated for credit at the discretion of the department.

## Women's Studies

*Director of the Women's Studies Program:*  
Adrienne Zuerner

*Affiliated Faculty*

*American Studies:* Mary C. Lynn, Joanna Schneider Zangrando, Jerry Philogene

*Anthropology:* Susan Bender, Gerald Erchak, Jill Sweet

*Art History:* Lisa Aronson, Katherine Hauser, Penny Jolly, Deborah Hutton

*Classics:* Leslie Mechem

*Economics:* Sandy Baum

*English:* Barbara Black, Joanne Devine, Catherine Golden, Sarah Webster Goodwin, Kate Greenspan, Susan Kress, Susannah Mintz, Phyllis Roth, Mason Stokes

*French:* Adrienne Zuerner

*Geosciences:* Katherine Cartwright

*Government:* Katherine Graney, Natalie Fuehrer Taylor

*History:* Erica Bastress-Dukehart, Jordana Dym, Margaret Pearson

*Italian:* Shirley Smith

*Library:* Barbara Norelli

*Management and Business:* Pushkala Prasad

*Music:* Deborah Rohr

*Philosophy:* Joel Smith

*Psychology:* Joan Douglas, Beth Gershuny

*Religion:* Mary Zeiss Stange

*Sociology:* Catherine White Berheide, Susan Walzer

*Spanish:* Viviana Rangil, Patricia Rubio

*Theater:* Carolyn Anderson

**THE WOMEN'S STUDIES MAJOR:** Women's studies is an interdisciplinary academic field that draws on feminist theories and scholarship by and/or about women to analyze the experiences, perspectives, and contributions of women and systems of gender relations in various cultural settings and time periods. The women's studies major is a multidisciplinary program that involves students in the exploration of topics such as the social construction of gender, women's historical and contemporary experiences, and their roles within various societies.

Completion of the major strengthens students' preparation for further work in fields including women's studies, law, public and international affairs, social sciences, the humanities, communications, and the arts. Through the major, students also gain a foundation for understanding the social, intellectual, and political forces that shape their personal and professional lives. The major leads to a bachelor of arts degree.

Students majoring in women's studies must successfully complete nine courses, at least three of which must be at the 300 level, for a total of at least thirty credit hours, including:

1. Introduction to Women's Studies. This requirement may be fulfilled in one of two ways:
  - a) WS101, Introduction to Women's Studies
  - b) In exceptional cases and only with permission of the director of the Women's Studies Program, two entry-level courses in the women's studies curriculum in different areas (social sciences, humanities, or the sciences). Students who take this option must successfully complete eleven courses for the major.
2. WS201, Feminist Theories and Methodologies. *Prerequisite:* WS101.
3. At least one course from the women's studies curriculum including works by or about women of color or women from other cultures. This category includes courses with a non-Western focus (e.g., "Issues of Gender in African Art," "Women in the Economy") as well as those that deal centrally with culturally diverse groups within the United States.
4. Five additional courses in the women's studies curriculum. Courses should reflect the interdisciplinary nature of women's studies by drawing from at least three different disciplines. Electives should be selected in consultation with the program director so as to constitute both exploration and concentration. A concentration, normally three courses at least one of which is at the 300 level, may be designed to focus on a discipline, a theme, a time period, or an issue.
5. WS375: Senior Seminar in Women's Studies. *Prerequisites:* WS101 and 201.

**HONORS:** Students desiring honors in women's studies must meet the requisite grade-point average and must complete a senior thesis under the supervision of a women's studies faculty member. The thesis must be approved for honors by the Women's Studies Advisory Board.

**THE WOMEN'S STUDIES MINOR:** A minor consists of five courses, for a total of at least eighteen semester hours, including WS101 and 201; and three additional courses, at least one at the 300 level, chosen from the women's studies curriculum in consultation with the program director.

## Women's Studies Curriculum

### WS 101. INTRODUCTION TO WOMEN'S STUDIES 4

An introduction to the origins, purpose, subject matters, and methods of women's studies. Through an interdisciplinary investigation of the evolving body of scholarship by and about women, this course presents a survey of women's social, psychological, historical, political, and cultural experiences. The goal of the course is to help students develop a critical framework for thinking about gender and sexuality, with special attention to issues of class, race, and ethnicity. (Fulfills LS2 requirement.)

### WS 201. FEMINIST THEORIES AND METHODOLOGIES 3

A critical exploration of the history, development, impact, and implications of feminist theory. Beginning with seventeenth- and eighteenth-century proto-feminism, the course moves through the "first and second waves" of the women's movement in the nineteenth and twentieth centuries, and looks toward the future through consideration of current trends in feminist theory and method. Emphasis is placed on the cross-disciplinary nature of feminist inquiry, and the specific ways in which particular methodologies arise from or relate to specific theoretical positions. *Prerequisite:* WS101.

### WS 210. ECOFEMINISM, WOMEN AND THE ENVIRONMENT 3

An interdisciplinary exploration of the complex relationship between feminist theory and praxis, and environmental philosophy and activism. Using the idea of "ecofeminism" as its unifying focus, the course examines such national and global issues as deforestation, overpopulation, species extinction, bioregionalism, environmental pollution, habitat loss, development, and agribusiness. Representative perspectives include those based in deep ecology, social ecology, animal and nature rights, human ecology, earth-based spiritualities, "wise use," the "land ethic," conservation, and wildlife management. (Fulfills LS2 requirement.) M. Stange

### WS 220. TOO FAT? TOO THIN? WOMEN AND EATING DISORDERS 3

The course begins with a historical examination of the ways in which the female body has been coded with meanings, and the effects those meanings have had on women's real lives. We will study the ambivalence and contradictions regarding norms of health, thinness, and obesity. We will approach eating disorders from feminist perspectives, which consider these behaviors as women's responses to oppression. Finally we will consider food from a scholarly as well as real-life perspective. *Prerequisite:* WS101 or one course listed as applicable to Women's Studies.

V. Rangil

### WS 371, 372. INDEPENDENT STUDY 3, 3

A program of individual reading and research under the direction of the women's studies faculty. *Prerequisite:* approval of the director of women's studies.

### WS 375. SENIOR SEMINAR IN WOMEN'S STUDIES 4

Exploration of primary and secondary sources in the interdisciplinary examination of a particular theme or topic in women's studies. The focus is on advanced research, and close attention is paid to the development, organization, and production of a major project. Students will present their research to the seminar; those intending to write an honors thesis will present their thesis proposals. *Prerequisite:* WS101 and 201.

### WS 376. SENIOR THESIS 3

Independent study and research leading to a thesis examining, from an interdisciplinary perspective, a topic relevant to women's studies. Students will work under the direction of a faculty advisor as well as a second reader. Open to women's studies majors only, and required of candidates for program honors.

### WS 399. PROFESSIONAL INTERNSHIP IN WOMEN'S STUDIES 3

Internship opportunity for students whose academic and cocurricular experience has prepared them for professional work related to women's studies. With faculty sponsorship and approval of the director of the Women's Studies Program, students may extend their educational experience into such areas as counseling, education, crisis intervention, health care delivery, business and management, and other areas relevant to women's studies. Academic assignments will be determined by the faculty sponsor in consultation with the on-site supervisor. *Prerequisites:* Two courses in women's studies, at least one of which is at the 200 or 300 level.

The following list may be revised with the approval of the director as departments offer additional courses in women's studies.

AH 369	Women in the Visual Arts
AH 375D	Seminar: Theory and Methodology "Gender Issues in Late Medieval and Renaissance Art"
AH 376E	Colloquia in Art History: "Issues of Gender in African Art"
AM 340	Women and Work in America
AM 341	African American Women in the Visual Arts
AM 363	Women in American Culture
AM 376	Disorderly Women
AN 242	North American Indians
AN 260	Southwest Indians
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 229	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 215C	Perceptions of Medieval and Early Modern Women
HI 228	Race, Class, and Gender in Latin America
HI 362	Japan: Women's Diaries
LS2 102	Romance and Gender
LS2 120	Sexual Science
LS2 136	American Women Entrepreneurs
LS2 152	Women and Music
LS2 178	Born in America
LS2 181	How Do Women Look? Woman as Object/Subject in Contemporary American Visual Culture
LS2 197	Images of Contemporary Italian Women
LS2 198	Images of Latinas
LS2 216	Women in Science
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 214	Family and Gender
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"

# Enrollment Statistics

## RETENTION

Information on retention is available from the Office of the Registrar.

Retention rates for the 2003–2004 academic year (fall to fall). All percentages are calculated using the number of students remaining from the entering class cohort.

<b>Entering 2001 (juniors)</b>	<b>83.8%</b>
<b>Entering 2002 (sophomores)</b>	<b>84.7%</b>
<b>Entering 2003 (first-years)</b>	<b>93.5%</b>

## DEGREES CONFERRED IN 2003–2004

Skidmore College conferred 376 B.A. and 159 B.S. degrees from August 2003 through May 2004. In addition, 25 B.A. and 37 B.S. degrees were conferred on graduates of the Skidmore College University Without Walls program. Nine M.A. degrees were awarded graduates of the Master of Arts in Liberal Studies program for 2003–2004.

## GRADUATION RATES\*\*

Initial Cohort, Fall 1998	
<b>Total full-time first-year students</b>	<b>596</b>
<b>Graduates by August 2002</b>	<b>482</b>
<b>Additional graduates by August 2003</b>	<b>22</b>
<b>Additional graduates by August 2004</b>	<b>2</b>
<b>Total graduates by August 31, 2004</b>	<b>506</b>

Percentage of students receiving baccalaureate degrees within period of six academic years: 85%

\*\*UWW students not included

# GEOGRAPHIC DISTRIBUTION, FALL 2004

Arizona	.1	Austria	.1
California	.81	Bermuda	.1
Colorado	.20	Bulgaria	.1
Connecticut	.233	Canada	.2
Delaware	.4	China	.1
District of Columbia	.6	Colombia	.1
Florida	.19	England	.2
Georgia	.10	Germany	.3
Hawaii	.5	Guadeloupe	.1
Idaho	.1	Hong Kong	.3
Illinois	.31	Indonesia	.2
Indiana	.5	Jamaica	.1
Iowa	.5	Japan	.2
Kansas	.3	Morocco	.1
Louisiana	.1	Nepal	.1
Maine	.50	Philippines	.1
Maryland	.56	Qatar	.1
Massachusetts	.408	Romania	.1
Michigan	.11	Russia	.1
Minnesota	.26	Scotland	.1
Missouri	.5	Sierra Leone	.1
Montana	.4	Singapore	.1
New Hampshire	.67	South Korea	.1
New Jersey	.189	Swaziland	.1
New Mexico	.2	Switzerland	.5
New York	.673	Taiwan	.1
North Carolina	.7	Thailand	.1
Ohio	.44	United Arab Emirates	.1
Oklahoma	.1		
Oregon	.8	<b>TOTAL</b>	<b>.2,316</b>
Pennsylvania	.94		
Rhode Island	.41		
South Carolina	.9		
Tennessee	.4		
Texas	.11		
Utah	.1		
Vermont	.101		
Virginia	.15		
Washington	.17		
Wisconsin	.4		
Wyoming	.3		

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2004–2005

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*Program Assistant:* Kirstie Szlasa

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*Athletic Trainer:* Michael Garcia

*Assistant Athletic Trainers:* Jennifer Plourde,  
Christine Jenkins

*Aquatics Director:* Jill Belding Greenleaf

*Facilities Coordinator:* Paul Dion

*Equipment Manager:* Sherry Ankeny

*Administrative Assistant:* Sharon Shearman  
*Head Coaches*

**PAUL ARCIERO**  
*Men's Tennis*

**HILDA ARRECHEA**  
*Women's Volleyball*

**DARREN BENNETT**  
*Women's Basketball*

**TIMOTHY BROWN**  
*Men's Golf*

**SARAH COOPER**  
*Women's Soccer*

**TERRANCE CORCORAN**  
*Men's Lacrosse*

**PAUL DION**  
*Men's Ice Hockey*

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*Field Hockey, Women's Lacrosse*

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**RONALD PLOURDE**  
*Baseball*

**JOHN E. QUATTROCCHI**  
*Men's Basketball*

**MARY ELLEN RAYMOND**  
*Men's and Women's Diving*

**JEFF SEAGRAVE**  
*Women's Tennis*

**JAMES TUCCI**  
*Men's and Women's Crew*

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*Softball*

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*Professor Emeritus of Art*

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**JEAN H. CAMPBELL, R.N., Ed.D.**  
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## Administration

### Office of the President

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*President*

### Academic Affairs

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and Dean of the Faculty*

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*Program Development and Sponsored Research  
Officer for the Natural Sciences*

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*Associate Dean of the Faculty*

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Dayton Director; Frances Young Tang Teaching  
Museum and Art Gallery*

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*Dean of Admissions and Student Aid*

ROBERT D. SHORB, M.S.  
*Director, Student Aid and Family Finance*

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*Vice President for Advancement*

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*Director, Alumni Affairs*

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ISMAT ALAM, B.S.  
*Director of Financial Services and Assistant Treasurer*

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*Director of Information Technology and Chief Technology Officer*

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*Director, Facilities Services*

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*Director, Community Education and Summer Conferences*

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*Director, Summer Sessions and Summer Special Programs*

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CORNEL J. REINHART, Ph.D.  
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*Director, Counseling Center*

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Director, Campus Life*

TBA  
*Director, Health Services*

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## Alumni Association

The Skidmore College Alumni Association promotes the interests of the college and encourages a lifelong relationship between Skidmore and its alumni. Membership includes all graduates and former students and numbered more than 29,000 in 2004–2005. Through an elected board of directors, the association conducts class and club programs, promotes annual giving, and co-sponsors programs (on and off campus) that address educational and/or social issues.

### Board of Directors 2005–2006

Deborah Sehl Coons '72  
*President*

Davis Bradford '96  
*Chair, Young Alumni Giving*

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*Alumna Trustee*

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Jeanne Eddy  
*Chair, University Without Walls*

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*Chair, National Annual Fund Advisory Committee*

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*Chair, Friends of the Presidents*

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*Alumnus Trustee and Vice President, Annual Alumni Giving*

Jill Richardson O'Brien '92  
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Amy O'Leary '92  
*Vice President for Involvement*

Angel Perez '98  
*Chair, Diversity*

Leland Peyser '81  
*Alumnus Trustee*

Robert Resnick '88  
*Member-at-Large*

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## Statement of Policies and Procedures

### Administrative Complaints

We view Skidmore students as emerging adults responsible for managing, with our support and guidance, their academic and personal affairs. While we often are inclined toward solving problems for our students, we try instead to help them acquire the information and strategies they need to explore possible remedies for their concerns. We ask parents to trust in this educational effort whenever possible, rather than intervening with an office or program on the student's behalf.

When students have questions about college policy or practice, we expect them to review the appropriate policies and handbooks and to pursue their concerns directly with the appropriate office or program. For example, students should direct questions about housing to the Office of Residential Life, while questions related to financial aid should go to the staff of Student Aid and Family Finance. The Office of the Dean of Student Affairs is available to advise any student about the appropriate office and best strategy in any particular circumstance (as are many members of the Student Affairs staff).

If a student remains dissatisfied with the decision of an office or program, that student can ask the dean or vice president responsible for the area of concern to review the decision or policy. However, the dean or vice president will not change a decision that is consistent with general principles of fairness, equity, and college policy. In the majority of academic situations, moreover, the faculty exercise final authority for decisions regarding the classroom, course requirements, or academic standards and expectations.

In most cases of complaint resolution, the dean or vice president's decision is final. If students or parents remain dissatisfied with the decision, they may ask the president to review the practice or policy. Students and parents should write to the president, explaining the circumstances and describing the conversations that have taken place with other college staff. However, the president reviews only situations or problems of substantial consequence to the student or parent and of broad concern to the college. If the appropriate dean or vice president has not yet reviewed the decision, the president's office will generally direct the student and parent to the campus office most directly responsible for the area of concern.

### Campus Security Report

Skidmore College's annual Safety and Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by Skidmore; and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, bias-related crime, and other matters. The Advisory Committee on Campus Security will provide, upon request, all campus crime statistics as reported to the U.S. Department of Education. You can obtain a copy of this report by contacting Campus Safety (518-580-5567) or on the Web at [www.ope.ed.gov/security/](http://www.ope.ed.gov/security/) or [www.skidmore.edu/administration/business/security/safety\\_report.pdf](http://www.skidmore.edu/administration/business/security/safety_report.pdf).

### Statement of Nondiscrimination

It is the policy of Skidmore College to prohibit discrimination for or against any individual or group of its students, prospective students, employees, or prospective employees on the basis of race, color, religion, gender, disability, age, national or ethnic origin, or sexual orientation. The college has established mechanisms to provide prompt, fair, and impartial consideration of any complaint of discrimination. Inquiries concerning application of this policy should be directed to the Assistant Director for Equal Opportunity, Employment, and Diversity in the Human Resources Office.

### The Family Educational Rights and Privacy Act Policies of Skidmore College

The 1974 Family Education Rights and Privacy Act detailed students' rights of access to their official educational records. The legislation gives current and former students of Skidmore College the right to inspect, review, and copy their own permanent records. At Skidmore, the permanent records covered by the Act include: the student's application for admission; high school and/or former college transcript(s); SAT scores; correspondence with the Skidmore Office of Admissions; documents pertaining to grade reports; dates of attendance; approval of leaves of absence; correspondence with the Deans; senior audits; and the materials contained in the student's career planning file.

The Act includes a list of types of records not open to student inspection. These are parents' financial statements; confidential letters and recommendations written before January 1, 1975; letters and recommendations written after January 1, 1975 but specifically designated as confidential; ancillary records of instructional, supervisory and administrative personnel; confidential law enforcement records; and records written by physicians, psychiatrists, psychologists, and other recognized professionals or paraprofessionals. Students and former students may request a doctor of their choice to review their medical records.

Colleges are allowed to publish "directory information" including the student's photographic image, name, address, telephone number, e-mail address, date and place of birth, major field of study, class year, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, enrollment status, degrees and awards received, and the most recent previous educational institution attended. Faculty and staff members may access student photos via online class rosters. If any current Skidmore student does not want such directory information to be disclosed he or she must notify the Registrar's Office in writing of the specific information not to be released. Such notification is necessary within ten days of the first day of classes of the fall semester annually.

Except for parties identified as having legitimate access as defined by the Act, Skidmore College must obtain the written consent of the student before disclosing personally identifiable information from the educational records. Legitimate access means that the information or record requested is relevant and necessary to the completion of tasks associated with the individual's job responsibilities; the information sought is to be used within the context of college business; and the the information is not to be transmitted to a third party. Student employees, contractual employees, or others identified as having a "legitimate educational interest" must operate under the same restrictions as other staff members.

Specifics related to the disclosure process are available upon request in the Registrar's Office. Students or former students may gain access to their credential files in the Career Services Office only if they have established a non-confidential (or open) file. Upon request, their open file will be made available for their inspection. Copies of the file are available for a nominal fee.

A student or former student who believes that information contained in the permanent record is inaccurate, misleading, or in violation of his or her privacy may request Skidmore to amend the record. Such a request must be made in writing and must contain specific information. Details related to this appeal process are available through the Registrar's Office.

In accordance with the Solomon Amendment, Skidmore complies with written requests for lists of enrolled students made by recruiting offices from various branches of the military. The information provided includes: name, anticipated graduation year, birthdate, major(s), and local phone numbers. All of these data elements are considered "directory information."

*(Printed in compliance with the Family Educational Rights and Privacy Act Policies)*

### **Regulations Regarding Students Unable to Register or Attend Classes Because of Religious Beliefs**

Effective July 30, 1992, the People of New York State, represented in the Senate and Assembly, amended the Education Law as follows:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.
- 6a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to each student such equivalent opportunity.
7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the regents of the university of the state of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.









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# Index

- Academic program, 7  
Academic requirements and regulations, 45  
Academic standards and review, 50  
Acalá, study abroad, 14, 158  
Acceleration, 48  
Accreditation, 56  
Administration, 175  
Admission, 28  
    Deadlines, 32  
    Early admission, 31  
    Early decision, 28  
    Guidelines, 28  
    Interviews, 29  
    Midyear admission, 30  
    Requirements, 29  
    Standardized testing, 30  
Advising services, 20  
Affiliated Programs, 12, 157  
Alumni Association, 176  
American Studies, 57  
Anthropology, 60  
Art (Studio), 62  
Art History, 66  
Arts Requirement, 9, 47  
Asian Studies, 69  
Athletic facilities, 19  
Athletics, 26  
Athletics personnel, 174  
Attendance, 49  
Audit, 35, 51  
  
Bachelor of arts degree, 45, 56  
Bachelor of science degree, 45, 56  
Beijing, study abroad, 13, 157  
Biology, 70  
Board, 36  
Board fee, 34  
Breadth requirements, 8, 47  
  
Calendar, college, 3  
Campus Life, Office of, 20  
Campus Security Report, 177  
Career Services, 23  
Chemistry, 74  
Chinese, 97  
Classics, 77  
Cocurricular activities, 24  
Community education, 16  
Complaint procedure, 177  
Computer Science, 78  
Computer services (CITS), 11  
  
Correspondence, *inside front cover*  
Counseling, 23  
Course credit, 55  
Course loads, 48  
Course numbering, 55  
Credit by examination, 48  
Credit hour fee, 35  
Culture-centered inquiry requirements, 9, 47  
Cultural diversity study requirement, 9, 47  
Curriculum, 8  
  
Dance, 80  
Degree programs, 56  
Degrees, requirements for, 45  
Directions to campus, *inside back cover*  
Disabilities, students with, 29  
Dismissal, 55  
Disqualification, 54  
  
Early Childhood Center, 84  
Economics, 82  
Education, 84  
    Early Childhood minor, 84  
    M.A.T. program, 144  
Employment on campus, 39  
Engineering, 143  
English, 86  
Enrollment statistics, 163  
Environmental Science Semester, 12  
Environmental Studies, 91  
Exercise Science, 94  
Expenses, 34  
Expository writing requirement, 8, 46  
External degree programs  
    Master of Arts in Liberal Studies, 16  
    University Without Walls, 16  
  
Facilities  
    Cocurricular, 19  
    Sports and recreational, 19  
    Residence, 22  
Faculty, 165  
Family Educational Rights and Privacy Act, 177  
Federal aid programs, 40  
Fees and expenses, 34  
Financial aid, 38  
    Skidmore College, 39  
    Federal, 40  
    New York State, 41  
  
Foreign Languages and Literatures, 95  
Foreign language requirement, 9, 47  
Foreign Language Resource Center, 97  
Foundation requirements, 8, 46  
French, 97  
  
Geosciences, 104  
German, 99  
Government, 105  
Grades, 50  
Grants, 40, 41  
Greek, 77  
  
Health insurance, 36  
Health professions, preparation for, 144  
Health services, 23  
Higher Education Opportunity Program (HEOP), 15, 45, 109  
History, 110  
History of Skidmore College, 4  
Honor Code, 50  
Honor societies, national  
    Alpha Kappa Delta (sociology), 155  
    Omicron Delta Epsilon (economics), 82  
    Phi Alpha Theta (history), 110  
    Phi Beta Kappa, 53  
    Pi Delta Phi (French), 96  
    Pi Mu Epsilon (mathematics), 131  
    Pi Sigma Alpha (political science), 105  
    Psi Chi (psychology), 145  
    Sigma Delta Pi (Spanish), 96  
Honors, 52  
Honors Forum, 10, 52, 113  
Housing, 22, 36  
Hudson-Mohawk Association, 12  
Humanities requirement, 9, 47  
  
India, semester in, 15, 158  
Information resources  
    Scribner Library, 11  
    Center for Information Technology Services (CITS), 11  
Intercollegiate teams, 27, 174  
Interdepartmental majors, 114  
Interdisciplinary courses, 117  
Interdisciplinary programs  
    Asian Studies, 69  
    Environmental Studies, 91  
    International Affairs, 123  
    Latin American Studies, 126  
    Law and Society, 127  
    Liberal Studies, 118  
    Women's Studies, 161

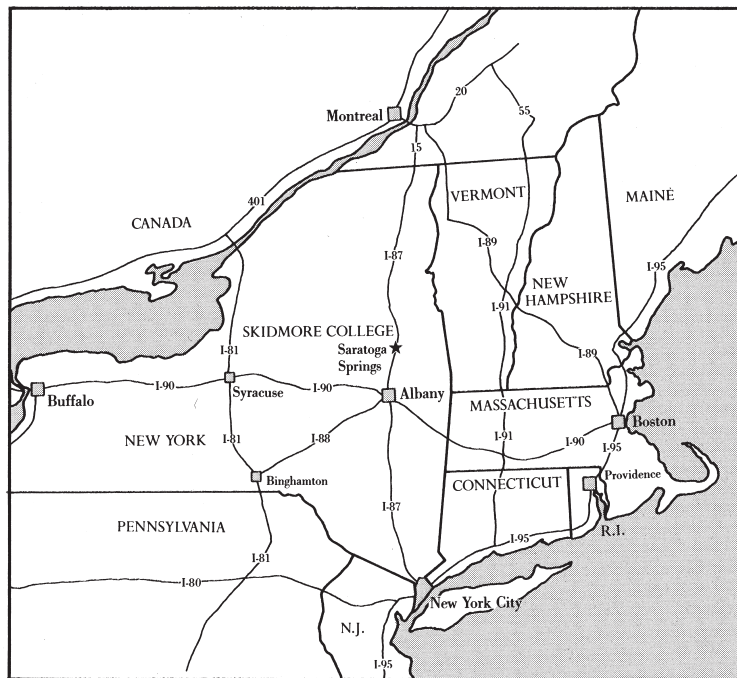
- Interdisciplinary study requirements, 8, 46
- International Affairs, 123
- International programs, 13, 20, 157
- International students, 31
- Internships, 10
- Intramurals, 27
- Italian, 100
  
- Japanese, 100
  
- Latin, 77
- Latin American Studies, 126
- Law, preparation for, 144
- Law and Society, 127
- Leaves of absence, 37, 48
- Liberal arts requirement, 46
- Liberal Studies
  - See* Interdisciplinary, 118
- Library, Scribner, 11
- Loans, 40, 43
- London, semester in, 14, 158
  
- Madrid, study abroad, 14, 158
- Majors, 56
  - Interdepartmental, 114
  - Self-determined, 152
  - Requirements for, 9, 47
- Management and Business, 128
- M.B.A. program, 142
- Master of Arts in Liberal Studies, 16
- Mathematics, 131
- Maturity level requirement, 46
- Meal plans, *See* Board, 36
- Media opportunities, 25
- Merit awards, 39
- Minors, 47
- Mission statement, 4
- Multicultural students, 21
- Museum, Tang, 11
- Music, 133
  
- Natural sciences requirement, 9, 47
- Neuroscience, 136
- New York State aid programs, 41
- Nondiscrimination statement, 177
- Nonmatriculated students, 33
- Non-Western culture requirement, 9, 47
  
- Off-campus programs, 13, 37
- Overload, 35
  
- Paris, study abroad, 13, 157
- Part-time status, *See* Course loads, 48
- Payment plans, 34
- Performing opportunities, 25
- Periclean, 52
- Philosophy, 138
- Physical Activity, 140
- Physics, 140
- Policies and procedures, 177
- Prizes, academic, 53
- Probation, 53
- Psychology, 144
  
- Quantitative reasoning requirement, 8, 46
  
- Readmission, 55
- Reclassification, 48
- Recreation opportunities, 27
- Refunds, 37
- Registration, 49
- Religious Studies, 147
- Religious life, 21
- Requirements for degrees, 45
- Reserve Officer Training Corps, 12, 43
- Residential life, 22
- Riding center, 19
- Room fee, 34
  
- Satisfactory/Unsatisfactory, 50
- Scribner Seminars, 8, 46, 149
- Self-determined major, 152
- Self-instructional languages, 102
- Shakespeare Programme, 15, 158
- Social integrity, 50
- Social sciences requirement, 9, 47
- Social Work, 153
- Sociology, 154
- Spain, study abroad, 14, 158
- Spanish, 101
- Special students, 35
- Standards for continuation, 53
- Student Government Association, 24
- Student opportunity funds, 53
- Student services, 20
- Study Abroad, 13, 20, 157
- Summer credits and grades, 54
  
- Summer programs, 17
  - Abroad, 17
  - Academic sessions, 17
  - AP/Art, 17
  - Center for Talented Youth, 17
  - Dance workshops, 17
  - International Women's Writing Guild Conference, 17
  - Jazz Institute, 17
  - Judaic Studies Program, 18
  - New York State Writers Institute, 18
  - Precollege program for high school students, 18
  - Summer SIX art program, 18
  - Summer Science Institute for Girls, 18
  - Theater workshop, 18
  
- Theater, 158
- Transcripts, 56
- Transfer of credit, 48
- Transfer applicants, 31
- Trustees, Board of, 164
- Tuition fee, 34
- Tuition insurance, 36
  
- Underloads, 35
- University Without Walls, 16, 174
  
- Visiting student programs, 12
- Visiting students, 33
- Volunteer Office, 21
  
- Washington Semester, 12
- Withdrawal, 54
- Women's Studies, 161
- Work Study, 40

## Visits to the College

Visitors to Skidmore are welcome and are requested to make an appointment in advance with the Office of Admissions for an interview and/or a guided tour of the campus by writing (815 North Broadway, Saratoga Springs, NY 12866), calling (800-867-6007 or 518-580-5570) or e-mailing (admissions@skidmore.edu).

The Eissner Admissions Center is located on North Broadway across from the main entrance to the

College. Skidmore College, in Saratoga Springs, is approximately 180 miles from New York City, Montreal, and Boston. The city is most conveniently reached by automobile via the New York State Thruway and the Adirondack Northway (Exit 15). The Greyhound and Adirondack Trailways bus lines as well as Amtrak offer daily service to and from New York City and Montreal, and several major airlines have regular flights to Albany International Airport.



**TRAVEL DIRECTIONS:** Take the Adirondack Northway (Interstate 87) to Exit 15. After the exit, follow Route 50 toward the city of Saratoga Springs. Turn right onto East Avenue. At the top of the hill, turn right onto North Broadway. The College's main entrance is a quarter of a mile ahead on the left.

From the New York State Thruway, take Exit 24 to Interstate 87 north. Follow directions above.

From the Massachusetts Turnpike, follow Interstate 90 west by taking turnpike Exit B1. Proceed west to Exit 1 for Interstate 87 north. Follow directions above.



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