

# SKIDMORE

Addendum to the College Catalog

2006



2007

# Skidmore College

A coeducational  
liberal arts college

## Addendum to the Catalog 2006–07

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

### **2006–2007 CATALOG ADDENDUM**

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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, 2006. As growth and change are inevitable, Skidmore College reserves the right to alter any program, facility, or fee described in this publication without notice or obligation.

This publication is an adjunct to the full catalog published in 2005. It contains additions, deletions, amendments, and corrections relative to that document, and is not to be considered comprehensive.

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

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# College Calendar 2006–2007

## SUMMER SESSIONS 2006

May 30–June 30 .....	Session I
July 3–August 2 .....	Session II

## FALL SEMESTER 2006

August 27–September 2 .....	Sunday–Saturday .....	Pre-orientation Period
September 3 .....	Sunday .....	New Students Arrive
September 4 .....	Monday .....	Returning Students Arrive
September 4–5 .....	Monday–Tuesday .....	Orientation
September 6 .....	Wednesday .....	Classes Begin
September 12 .....	Tuesday .....	Drop/Add Deadline
October 13–15 .....	Friday–Sunday .....	Celebration Weekend
October 20 .....	Friday .....	Study Day
October 23 .....	Monday .....	Advising Period begins
November 6 .....	Monday .....	Registration for Spring 2007 begins
November 13 .....	Monday .....	Withdrawal Deadline
November 22–26 .....	Wednesday–Sunday .....	Thanksgiving Vacation
December 13 .....	Wednesday .....	Classes End
December 14–17 .....	Thursday–Sunday .....	Study Days
December 18–22 .....	Monday–Friday .....	Final Exams
December 23 .....	Saturday .....	Fall Semester Ends

## SPRING SEMESTER 2007

January 18 .....	Thursday .....	New Students Arrive
January 18–21 .....	Thursday–Sunday .....	Orientation
January 20 .....	Saturday .....	Returning Students Arrive
January 22 .....	Monday .....	Classes Begin
January 26 .....	Friday .....	Drop/Add Deadline
March 10–18 .....	Saturday–Sunday .....	Spring Vacation
March 19 .....	Monday .....	Advising Period begins
March 28 .....	Wednesday .....	Registration for Fall 2007 begins
April 9 .....	Monday .....	Withdrawal Deadline
May 1 .....	Tuesday .....	Classes End
May 2 .....	Wednesday .....	Academic Festival
May 2–6 .....	Wednesday–Sunday .....	Study Days
May 7–11 .....	Monday–Friday .....	Final Exams
May 12 .....	Saturday .....	Spring Semester Ends
May 19 .....	Saturday .....	Commencement

## HOLIDAYS 2006–2007

Mon., Sept. 4 .....	Labor Day	Mon., Jan. 15 .....	Martin Luther King Jr. Day
Sat., Sept. 23 .....	Rosh Hashanah	Tues., April 3 .....	Passover*
Mon., Oct. 2 .....	Yom Kippur	Sun., April 8 .....	Easter
Thurs., Nov. 23 .....	Thanksgiving	Mon., May 28 .....	Memorial Day

\*Classes will be held

## Academic Environment

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### Changes

#### AFFILIATED OFF-CAMPUS PROGRAMS 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 Assistant Professor Karen Kellogg, director of the Environmental Studies Program.

#### STUDY ABROAD

##### SKIDMORE IN BEIJING

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 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 SPAIN

###### Skidmore in Alcalá

The Skidmore in Alcalá program is offered for the fall or spring semesters. 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. Courses are available in art history, history, economics, business, education, psychology, 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.

##### SEMESTER IN INDIA

Through consortial arrangements with Bard, Hartwick, St. Lawrence, Hamilton, 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, contact the Office of International Programs.

##### APPROVED PROGRAMS

All 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.

Students studying abroad on Approved Programs will be charged the Skidmore comprehensive 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.

# Cocurricular Environment

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## STUDENT SERVICES

### Changes

#### Campus Life

The Office of Campus Life, composed of the Chaplain's Office, Leadership Activities, Office of Student Diversity Programs, 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 student diversity programs; 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 organizes and facilitates the Leadership Institute for first-year and sophomore students, coordinates the cocurricular activities of the Skidmore Honors Forum and advises the honors floors, Hathorn House, and Adams House.

### Deletions

Multicultural Student Affairs

### Additions

**Student Diversity Programs:** The Office of Student Diversity Programs provides leadership and administrative direction for the planning, organization, and implementation of cocurricular diversity programs on campus. The office promotes diversity education, cross-cultural and intercultural dialogue, and multicultural traditions on campus through the planning of theme months with student groups and through its coordination of the Intercultural Center's educa-

tional and social programs. In addition, the director of student diversity programs collaborates with the director of intercultural studies and other members of the faculty in bridging in-classroom and out-of-classroom learning by developing cocurricular programs and activities that are integrated with the intercultural studies curriculum. The director serves as a primary resource and advisor to student organizations that promote diversity awareness, understanding, and celebration, and assists these groups in fulfilling their annual goals and presenting successful events.

## RESIDENTIAL LIFE

### Changes

#### SCRIBNER VILLAGE APARTMENTS

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.

### Deletions

MOORE HALL

### Additions

#### NORTHWOODS APARTMENTS

The brand-new Northwoods Apartments will open in September 2006 for upper-class students. The loft and garden-style apartments will house 380 students in ten units. Each unit will contain ten three- or four-person apartments. Fully furnished, each apartment has an appropriately equipped kitchen. As with Scribner Village, students may elect to join a college meal plan.

## Admission

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### Changes

#### Application Guidelines

The admissions staff welcomes communication with prospective candidates, their parents, and school advisors. Correspondence should be addressed to: Dean of Admission and Financial Aid, Skidmore College, 815 North Broadway, Saratoga Springs, NY 12866-1632, or via e-mail at [admissions@skidmore.edu](mailto:admissions@skidmore.edu).

#### 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 have their first set of senior grades sent to the Admissions Office as soon as possible.

Students accepted early decision will be required to maintain a schedule for the remainder of the year that includes all of the courses listed on their transcript as well as those included on the School Report form at the time of their early-decision acceptance. Accepted early-decision students in violation of this policy will have their admission status reevaluated.

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 December 15, with notification by February 15.

## 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. Group information sessions are offered throughout the spring, summer, and fall. Appointments should be made in advance by contacting the Admissions Office at 800-867-6007 or 518-580-5570. If an on-campus interview is not possible, 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).

Students visiting during the week and interested in meeting with a member of the faculty should contact the Admissions Office in advance of the visit to request those arrangements.

## 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. 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, ACT, SAT II: Subject Tests, and TOEFL registration forms are available online and in high school guidance offices. The College Entrance Examination Board Web site is [www.collegeboard.com](http://www.collegeboard.com), and the ACT site is [www.act.org](http://www.act.org).

## Transferring to Skidmore

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 for fall admission and no later than November 15 for spring admission.

## Admission of International Students

Arrangements for SAT, 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.

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 TOEFL examination, 590 on the paper-administered TOEFL, or 96–97 on the Internet-administered TOEFL 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.

## 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. Mid-year transfer applications should be filed by November 15. All applications must be accompanied by a \$60 fee or a request for a fee waiver.

### STANDARDIZED TESTING

The SAT or ACT must be taken no later than December of the senior year. The SAT 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.



## Fees and Expenses

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Fees for the academic year 2006–07 are stated below. Checks for fees should be made payable to Skidmore College.

Annual fees are as follows:

Tuition and Required Fees .....	\$34,694
Room	
Traditional Residence Hall .....	\$5,536
Residence Hall, single-occupancy .....	\$6,036
Scribner Village apartment .....	\$6,610
Northwoods apartment .....	\$6,940
Board .....	\$4,020

### Schedule of Payments

#### BALANCE OF PAYMENTS

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

Tuition and Required Fees, Room (Traditional Residence Hall), and Board\*

*August 1, 2006*

Returning students who have paid a \$400 returning deposit pay .....	\$21,725
Entering students who have paid an enrollment deposit pay .....	\$21,825
<i>December 15, 2006</i> .....	\$22,125

Tuition and Required Fees, Room (Single Residence Hall), and Board\*

*August 1, 2006*

Returning students who have paid a \$400 returning deposit pay .....	\$21,975
Entering students who have paid an enrollment deposit pay .....	\$22,075
<i>December 15, 2006</i> .....	\$22,375

Tuition and Required Fees, and Room (Scribner Village Apartment)

*August 1, 2006*

Returning students who have paid a \$400 returning deposit pay .....	\$20,252
Entering students who have paid an enrollment deposit pay .....	\$20,352
<i>December 15, 2006</i> .....	\$20,652

Tuition and Required Fees, and Room (Northwoods Apartment)

*August 1, 2006*

Returning students who have paid a \$400 returning deposit pay .....	\$20,417
Entering students who have paid an enrollment deposit pay .....	\$20,517
<i>December 15, 2006</i> .....	\$20,817

Tuition and Required Fees

*August 1, 2006*

Returning students who have paid a \$400 returning deposit pay .....	\$16,947
Entering students who have paid an enrollment deposit pay .....	\$17,047
<i>December 15, 2006</i> .....	\$17,347

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

#### LATE PAYMENTS

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

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

## MONTHLY PAYMENT PLAN (SCIP)

The college offers a monthly payment plan, whereby students may pay all or part of their anticipated 2006–07 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, 2007. 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 appear online at [www.skidmore.edu/administration/finserv/bursar/typesofpayment.htm](http://www.skidmore.edu/administration/finserv/bursar/typesofpayment.htm).

## Fees

### OVERLOADS/UNDERLOADS

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

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

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

**Credit-Hour Fee** .....\$1,140

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

## REQUIRED FEES

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

**Required Fees** .....\$470  
Required fees include the Student Activity Fee and the General Fee. The Student Activity Fee is determined by the Student Government Association and is used to cover the costs for student publications, speakers, organizations, and related activities. The General Fee partially finances the operation of the Library, Sports Facility, Burgess Café, Spa, athletics and other programs.

## 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

**Housing Change Fee** .....\$15

### Summer School and Summer Special Programs

Fees available from the Dean of Special Programs

### Transcript of Academic Record Fees

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

### Automobile Parking

**Registration Fee** ..... \$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.

## NONMATRICULATED STUDENTS

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

**Application Fee** .....\$25

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

**Credit-Hour Fee** .....\$1,140

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

### Required Fees

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

## Other Expenses

### Tuition Insurance (Optional)

A tuition insurance refund plan is offered by the college through A.W.G. Dewar Inc. to insure that up to 100 percent of a semester's tuition and room fees are returned to a student when the student has to withdraw from school for a medical reason. The cost of the insurance is approximately one percent of tuition and room fees. Details of this plan are sent to all students with the fall semester bill, and 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** ..... \$696/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/costandinsurance2.htm](http://www.skidmore.edu/administration/health/costandinsurance2.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, a Scribner Village apartment, or a Northwoods apartment. Each student is furnished with a bed, desk, chair, and chest of drawers. Bed linens, blankets, and towels must be supplied by the individual. Students are responsible for the care and cleaning of their rooms.

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

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

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

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

## BOARD

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

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

## REFUNDS

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

The Bursar’s Office will determine the billed charges for the period of attendance, while the Office of Student Aid and Family Finance will determine the refund and/or repayments to the federal, state, and Skidmore aid programs when the student is receiving financial aid. The order of refunding federal aid is: Federal Stafford Loan, Federal Perkins Loan, Federal 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 2006–07 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 2007, payable March 15, 2007, 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, 2007, after which there will be no refund.
3. A late fee of \$25 may be assessed for advance deposit payments received after March 15, 2007.

## Financial Aid

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### Changes

For further information about financial assistance from Skidmore College, see the Office of Student Aid and Family Finance section of the College Web site. This information is included in the application packet mailed from the Admissions Office.

### Application

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 or online. Current students obtain the FAFSA and the registration guide for the PROFILE form from the Office of Student Aid and Family Finance or online.

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 own a business or farm will need to file a Business/Farm Supplement.

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 May 1 for current students and April 1 for 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.

## Student Aid Programs and Financing Options

### FEDERAL PROGRAMS

#### 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 nine months afterward or during military service. During repayment, interest is 5 percent on the unpaid balance. Repayment of the amount borrowed plus interest begins nine 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.

### NEW YORK STATE PROGRAMS

#### 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 an extenuating medical circumstance which can be documented; and
2. the student receives permission for such a waiver from the Committee on Academic Standing.

### GRANTS

#### TUITION ASSISTANCE PROGRAM AND SUPPLEMENTAL TUITION ASSISTANCE PROGRAM

The student must submit a Free Application for Federal Student Aid (FAFSA) and have a Tuition Assistance Program (TAP) application on record with the New York State Higher Education Services Corporation.

## FEDERAL FAMILY EDUCATION LOANS

### FEDERAL STAFFORD LOANS—SUBSIDIZED

All students must complete the Free Application for Federal Student Aid (FAFSA). Additional documentation may be needed.

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-half 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 fixed at 6.8 percent for loans after July 1, 2006. 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.

### 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. There is an insurance and origination fee of up to 4 percent of the amount borrowed.

The annual interest will be 6.8 percent for loans after July 1, 2006. Interest payments are made while the student is 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.

### 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 be 8.5 percent for loans after July 1, 2006.

## Academic Requirements and Regulations

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### Changes

#### REQUIREMENTS FOR DEGREE

Students are responsible for completing all requirements for graduation.

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. Double majors completing both B.A. and B.S. requirements must complete 90 hours of liberal arts credit.

#### INTERDISCIPLINARY REQUIREMENTS: SCRIBNER SEMINAR

All students are required to enroll in a Scribner Seminar during the fall semester of the first year. Students not completing the Seminar will be reviewed by the Committee on Academic Standing, in consultation with the director of the First-Year Experience.

## Credit by Examination

Effective for students entering in Fall 2006 and after, Skidmore College will grant up to four 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. Students may earn up to a total of 16 semester hours of credit from AP tests.

The college will grant four 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. As with Advanced Placement exams, a student may earn up to a total of 16 semester hours of credit.

In the event that a student has completed Advanced Placement and work through either A Levels or the International Baccalaureate, the total number of credits accepted toward the degree is 16. 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.

## American Studies

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### Additions

**AM 230. BORN IN AMERICA** 4  
An exploration of the changing ways in which American women have experienced contraception, abortion, pregnancy, and childbirth, from 1587 to the present. We will examine developments in technology, law, medicine, the economy, and the role and position of women and the family in society as they have influenced the reproductive lives of American women, using sources from the history of medicine, social history, literature, legal and constitutional studies, government and sociology. Issues we will consider include social childbirth and the role of the midwife in the colonial period, the masculinization of obstetrics, introduction of anesthesia, and criminalization of abortion in the nineteenth century, the struggle for reproductive freedom and the introduction of hospital birth, as well as the legalization of abortion and introduction of alternative birthing patterns in the twentieth century. By analyzing these topics, reading about them, writing about them, and thinking and discussing various aspects of each, we will work to gain a greater understanding of how social change occurs, and what studying reproduction can tell us about the evolution of American society. (Fulfills LS2 requirement and EW requirement). M. Lynn

**AM 331. CRITICAL WHITENESS IN THE U.S.** 4  
An interdisciplinary examination of whiteness in U.S. culture and history. Explores the racial construction of whiteness, focusing on its changing legal, political, aesthetic and cultural definitions over four centuries of American experience, with special emphasis on the concept of whiteness in contemporary ethnographic studies, memoirs and essays. Students will examine the relationship between whiteness and other components of identity. The nature of white privilege and the conditions of access to whiteness will be investigated. J. Woodfork

### Deletions

**AM 235 Caribbean American Identities**  
**AM 341 African-American Women in the Visual Arts**

### Changes

**AM 260. THEMES IN AMERICAN CULTURE**  
**B. The Machine in the Garden** 3  
An introduction to the relations between agricultural industrialization and the American pastoral ideal. In the early twentieth century, the longstanding association of American identity with an agrarian paradise was challenged, reconfigured, and/or redirected by newly emerging discourses in sociology, domestic and industrial labor, eugenics, and advertising, among others. At the same time, rural life was radically altered as many small family farms gave way to agribusiness. This course traces these shifts, focusing primarily on the transformative period between 1900 and 1945, and considers efforts to retain the notion of an American Arcadia in the face of the Machine Age. (Fulfills social sciences requirement.) G. Pfitzer, J. Casey



**AM 376. TOPICS IN AMERICAN CULTURE 3 or 4**

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.)

## Anthropology

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### Additions

**AN 202. INTRODUCTION TO ARCHAEOLOGICAL FIELD INVESTIGATIONS 4**

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. *Prerequisite:* AN102. Summer only. S. Bender

**AN 245. THE MAO YEARS: GENDER AND REVOLUTION IN CHINA 3**

Using gender as a lens, students explore modern China from the turn of the century to the 1980s, considering some of the main aspects of family, social and political life in China. The Chinese Communist Party (CCP) claimed that only through radical social change could there be true revolution, and publicly espoused gender equality, which led to attempts to change women's status in both the public and private sphere and to construct new Chinese families while deconstructing lineages. Students will evaluate the Maoist projects—how successful were they in achieving gender and social reform, where did they fall short, and why? We will also ask other questions: How did Chinese communists come to see the family as an important unit of revolution? What is the relationship among culture, politics and gender? Is it possible to use politics to change culture and gender? How much change is possible? The course assumes no prior knowledge, but discussions will move quickly through historical and political changes in China. (Designated a non-Western culture course.) E. Walsh

**AN 246. HIV/AIDS: A GLOBAL PERSPECTIVE 3**

A study of HIV/AIDS as a true global pandemic. The course examines the disease from an international affairs and cultural perspective and explores the origin and spread of AIDS, along with the particular shape it takes in differing cultural and political settings. We examine cultural practices, sexual practices, treatments, stigma, poverty, and the pharmaceutical industry, among other topics. The focus is on the United States, sub-Saharan Africa, east and south Asia, and South America, although other geographic locales may be examined as well. Each student is responsible for the analysis of HIV/AIDS in one country of his or her choosing. (Designated a Cultural Diversity course.) G. Erchak

### Deletions

**AN 175 Introduction to Archaeological Field Investigations**

## Changes

**THE ANTHROPOLOGY MAJOR:** The anthropology major must successfully complete at least thirty-two credits in anthropology. As a foundation for the major, students must take AN101 and 102. Courses of exploration must include AN270 and at least one geographic-area course (AN205, 206, 227, 229, 242, 244, 245, 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.

## Art (Studio)

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### Additions

**AR 262, 264. 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 in methods and concepts not found in the Department's regular course offerings. All courses are designed to meet 200-level requirements, and are open to 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

*Prerequisites:* All studio Foundation courses. Additional prerequisites when appropriate, depending on the topic, as advertised with course description. The Department

## Changes

**AR 251. ELEMENTARY SCULPTURE 4**

Enables students to create individual, self-defined projects in sculpture. Initial classes instruct students in a variety of mediums including wax, clay, and plaster. Mold making, welding, and the fundamentals of life modeling are technologies presented as the semester progresses. Selected works may be cast in bronze. Discussion of the work of contemporary artists complements technical instruction. *Prerequisite:* AR132. Lab fee: \$65

J. Cunningham, J. Galt

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

## Art History

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### Additions

**AH 254. EIGHTEENTH-CENTURY EUROPEAN ART** 3  
 An examination of the production and reception of art in Europe at the beginning of the modern era. Special attention will be paid to the ways in which visual representation both expressed and actively shaped the aesthetic, social, political, economic, and intellectual preoccupations of the period. Artists discussed will include Watteau, Chardin, Gainsborough, Reynolds, and David. Themes explored will include shifting conceptions of public and private life, engagements with nature and antiquity, the status of the artist, and the role of portraiture in the construction of identities. *Prerequisite:* AH100 or 111 or permission of instructor. M. Hellman

**AH 322. INSIDE THE MUSEUM** 4  
 An examination of the history, theory and practice of modern museums from the turn of the century to the present day, with a focus on the relationship between living artists and the museum. Students will gain experience in many aspects of museum operation including exhibition, education, and conservation. Guest speakers will join with the Tang Museum staff to present case studies and facilitate discussions on a variety of topics such as architecture, audience, tourism and administration. *Prerequisite:* AH100.  
 I. Berry

### Changes

#### THE ART HISTORY MAJOR

##### 2. Breadth

- b. 15th- to 18th-Century Art in the West: AH241, 252, 254, 268\*\*, 342, 347, 348
- c. Modern and Contemporary Art in the West: AH217, 256, 261, 264, 265, 268\*\*, 315\*\*\*, 321, 322, 353, 354, 364

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 program's policy that four of the six AP credits can count as AH100 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. A score of 5 will automatically receive this credit; a score of 4 requires consultation with the director of the Art History program before it is approved.

#### **AH 268. AD/DRESSING THE BODY: EUROPEAN FASHION, RENAISSANCE TO THE PRESENT** 3

A survey of the stylistic evolution and meaning of dress, hair and body accessories in Europe and America from c. 1400 to the present. Through analysis of both artifacts of material culture and representations of dress and hair in works of art, this course focuses on the role of men's and women's fashion in constructing identity, for example, to signify gender, political ideals, and social class. Further, it investigates the religious, economic, and political institutions that work to shape fashion. Additional themes, such as the relationship of fashion design to the fine arts and to craft, the rise of haute couture, the undressed body, and the history of specific items of dress such as the corset, the perwig, and the suit will be explored. *Prerequisite:* AH100 or permission of instructor. (Fulfills humanities requirement.) P. Jolly

**AH 315 Contemporary African Art**  
*Prerequisite:* AH100 or 103 or 207 or permission of instructor.

**AH 321 History of Photography**  
*Prerequisite:* AH100 or 111.

**AH 348 Seventeenth-Century Dutch Painting**  
*Prerequisite:* AH100 or 111 or 252 or permission of instructor.

**AH 353 Art and Revolution**  
*Prerequisite:* AH100 or 111 or 256 or permission of instructor.

**AH 354 Nineteenth-Century Art: London and Paris**  
*Prerequisite:* AH100 or 256 or 261 or permission of instructor.

**AH 364 Contemporary Art**  
*Prerequisite:* AH100 or 111 or 217 or 261

**AH 369 Women in the Visual Arts**  
*Prerequisite:* AH100 or 111 or permission of the instructor.

## Asian Studies

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### Additions

**JIAS 204, 205. INTERMEDIATE HINDI** 4,4  
Continuing study of the structures of the Hindi language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the culture and literature. *Prerequisite:* Beginning-level knowledge of Hindi to be evaluated upon arrival in India. Offered each fall in India.

AH 314	Buddhist Art of South Asia
AN 245	The Mao Years: Gender and Revolution in China
FC 204	Business Chinese
FC 302	Modern China
FJ 208	Advanced Intermediate Japanese II
FL 241	Pre-Modern Japanese Literature in Translation
FL 242	Modern Japanese Literature in Translation
FL 269	Cultural China: Trends and Themes
FX 171, 172, 271, 272	Self-Instructional Korean
GO 319	What the United States Does Wrong in the World: Views from India and Answers from Washington
HI 363E	Topics in History: Chinese History
HI 363F	Topics in History: Japanese History

### Deletions

AH 351	Indian Painting
AN 268	People and the Environment in China
DA 213	Non-Western Dance Forms I
DA 230	Introduction to Dance History, Literature, and Repertory
EN 231	Non-Western Literature: Classical World
EN 232	Non-Western Literature: Modern World
FC 371, 372	Independent Study
FJ 371, 372	Independent Study
GO 239	Nationalism and Politics in the Middle East
HI 362A	Topics in History: Non-Western, "Chinese History"
HI 362B	Topics in History: Non-Western, "Japanese History"
MU 321	Music in East Asia
RE 214	Relations of China and Japan

## Changes

### THE ASIAN STUDIES MAJOR

#### East Asia Concentration

2. Foundation. One course in each of two of the following categories, focusing on China or Japan. (Note: Not all AS Foundation courses fulfill all-College Breadth requirements; please consult individual course descriptions.)
  - a. one historical survey (HI241, 242, 247, 347, 363E, 363F, 375G, 375H);
  - b. one social science (AN245, GO344);
  - c. one humanities (AH204, 210, 311, 312, FL241, FL242, FL243, FL257, FL258, FL259, FL267, FL270, PH215, PR325.)

#### South Asia Concentration

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 two options:
  - a. eight credit hours of Hindi in Skidmore's Semester-in-India Program or another approved India program, plus two courses of self-instructional Hindi at Skidmore.
  - b. eight credit hours of Hindi in Skidmore's Semester-in-India Program or another approved 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.
2. Foundation. Two courses, each from a different discipline, selected from the following courses: AH105, 200, 211, 314, GO240, GO319, GO344, MU309, RE213, 220.

**JAS 376. INDEPENDENT FIELDWORK PROJECT 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 375G Seminar in Art History: Asian**  
[was "Seminar in Art History: Icons of Islamic Architecture"]

## Chemistry

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### Additions

#### CH 107H. INTENSIVE GENERAL CHEMISTRY HONORS 4

Study of the fundamental concepts of chemistry for motivated students who have a strong background in chemistry and intend to major in the natural sciences. Topics include atomic theory, chemical equilibria, acids and bases, electrochemistry, kinetics and bonding theories. Emphasis is placed on active student participation and class discussion of course material. In addition, students are required to carry out an honors project (e.g., a written paper or poster) that involves library research on a topic in chemistry, proper citation of sources, and formal presentation to chemistry faculty and students. Laboratory experiments emphasize modern research techniques and instrumentation and prepare students for exploratory lab projects at the honors level that students complete during the last two weeks of the semester. Training in scientific writing will be an integral part of the laboratory experiences. Three hours of lecture-discussion and three hours of laboratory a week. *Prerequisites:* Consent of the department based on an online diagnostic exam administered during the summer, and QR1 results. Prepares students for CH207H and CH221. (Fulfills the natural science and QR2 requirements.) S. Frey, R. Nagarajan

### Deletions

The department also offers an interdisciplinary biology-chemistry major in collaboration with the Biology Department.

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

### Changes

CH 110 **Chemistry of Foods and Flavors with Lab**  
Fulfills QR2 requirement.

## Classics

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### Deletions

THE CLASSICS MAJOR

3c. LS2 180

THE CLASSICS MINOR

3c. LS2 180

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

Literature: LS2 180

Art and Archaeology: LS2 180

History: LS2 180

### Changes

CC 200 **The Classical World**  
Fulfills humanities requirement.

THE CLASSICS MAJOR

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

## Computer Science

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### Changes

CS 322 **Artificial Intelligence**  
4 credits

CS 376 **Advanced Topics in Computer Science**  
3 or 4 credits

## Dance

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### Additions

#### DA 375. PREPARATION FOR DANCE CAPSTONE 1

Required for students who intend to choreograph/reconstruct a major choreographic work. The students will study at least one masterwork in ballet and one in modern/contemporary dance. Students will write a major paper identifying historical, biographical, and choreographic elements (give critical analysis of content, form, thematic structure, staging, style, and relation to musical accompaniment) that distinguish these works as extraordinary examples of dance as a performing art. Examining these works before the creative process is underway allows students to prepare more successfully for their choreographic/reconstructed work, which will then be completed the following semester. *Prerequisite:* DA328 or permission of the Department. Must be taken S/U.

The Department

### Changes

#### THE MAJOR IN DANCE

General Dance:

2. Sixteen credit hours of theory to include DA227, 228 and 230; 375 and 376 recommended (required for Honors).

Performance/Choreography:

2. Twelve credit hours of theory to include DA227, 228, and 230; 375 and 376 recommended (required for Honors).

Dance History/Criticism:

2. Sixteen credit hours of theory to include DA230 and 335; 375 and 376 recommended (required for Honors).

#### THE MINOR IN DANCE

4. Student may enroll in 375 and 376 by permission only.

**HONORS:** Departmental honors are based on a quality point average of 3.5 in all major courses, satisfactory completion of DA375 and 376, and high-quality work on other department projects.

#### DA 376. DANCE CAPSTONE 4

A senior experience recommended for all majors but only required for those seeking honors. The course combines dance theory and practice. The students will have studied at least one masterwork in ballet and one in modern/contemporary dance the previous semester in DA375. The students will choreograph and produce a major choreographic work, either an original work based on a model (masterwork) or a reconstruction of a masterwork not bound by copyright. The students' final work must clearly reflect its source (content, form, thematic structure, staging, style and/or relation to musical accompaniment) in one of the masterworks studied. Students will write a major paper, which will: identify how the elements of the masterwork shaped their work; reflect on their creative process; and give critical analysis of their work and its success in communicating their artistic vision. *Prerequisites:* DA375 and senior status as a dance major or dance-theater major; dance minors may participate with permission of department. Must be taken S/U.

The Department

## Economics

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### Additions

#### EC 103H. INTRODUCTION TO MACROECONOMICS: HONORS 4

An accelerated introductory course in macroeconomics, the branch of economics that studies the macroeconomic implications of individual decisions to produce and consume, as well as the necessity for public intervention when these markets fail. The course will cover topics such as economic growth, unemployment, inflation, monetary theory, monetary and fiscal policies, and international finance and financial crises. Students will be expected to learn how to access and analyze technical government data on each of the topics to be explored and to write a major research paper employing this data and the theory of macroeconomics. This course is well-suited for students with good analytical and mathematical skills and a strong interest in economics. While no prior economics background is required, this course will move at a faster pace than non-honors sections of EC103. *Prerequisite:* QR1. (Fulfills QR2 and social sciences requirement.)

The Department

#### EC 104H. INTRODUCTION TO MICROECONOMICS: HONORS 4

An accelerated introductory course in microeconomics, the branch of economics that studies how households and firms make decisions and how they interact in markets. The course will cover topics such as supply and demand analysis, consumer choice models, government intervention in markets, market outcomes under perfect competition, monopoly and oligopoly, market failure, and game theory. Students will also investigate several of the traditional applied fields of microeconomics, such as public economics, environmental economics, industrial organization, and international trade. It will include more technical analysis of economic models and place an emphasis on writing. This course is well-suited for students with good analytical and mathematical skills and a strong interest in economics. While no prior economics background is required, this course will move at a faster pace than non-honors sections of EC104. *Prerequisite:* QR1. (Fulfills QR2 and social sciences requirement.)

The Department

# Education Studies

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## Additions

### ED 333. EMERGENT LITERACY 4

An exploration of the theory and concept of emergent literacy. Focuses on literacy development (reading, writing, listening, and speaking) and the implications for practice with young children. Students will learn instructional strategies to nurture emerging literacy as well as how to prepare a literate environment and materials that support emerging literacy. Includes a laboratory component that allows students to link theory of emergent literacy with practice. Required of majors. Offered only in fall semester and must be taken in fall of junior year; otherwise requires permission of instructor and Chair. *Non-liberal arts.* L. de la Luna

### ED 334. 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 and learning process, and learning to use self-evaluation and reflection. The social studies curriculum will be the focus for modeling integrated teaching. Open only to juniors admitted to the professional sequence; otherwise, requires permission of the instructor and Chair. Only offered in fall semester. *Non-liberal arts.* J. Rubin

## Deletions

- ED 233 Emergent Literacy
- ED 344 Practicum in Integrated Curriculum and Instruction

## Changes

### THE EDUCATION STUDIES MAJOR

- ED200, 215, 231A or B; successful completion of ED333 and 334 in the fall of the junior year and ED335, 336, and 337 in the spring of the junior year; and successful completion in the senior year of ED350.

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 ED333 and 334 on schedule.

Education studies majors must receive a grade of C or better in three required foundation courses: ED200 Child Development and Learning; ED215 School and Society; ED333 Emergent Literacy. All candidates for student teaching placements must earn a C or better in each of the junior year required courses and 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.

### ED 100. EXPLORATION OF EARLY CHILDHOOD CLASSROOM TEACHING 2

Observation and participation in the teaching programs of the Skidmore Early Childhood Center. Students are required to participate a minimum of three hours per week in one of the assigned classrooms under the supervision of the classroom teacher and meet one hour and 20 minutes a week with the instructor and other participants to discuss the range of elements that create effective early childhood programs. *Non-liberal arts.* J. Rubin

### ED 200. CHILD DEVELOPMENT AND LEARNING 4

Development of the child from the prenatal period to puberty with a focus on domains of learning, factors affecting learning and learning processes. Students engage in systematic observations in the Greenberg Child Care Center and the Early Childhood Center on campus. In addition, students participate approximately 2-3 hours per week in a service-learning project with children, families or agencies that serve children. The service-learning component connects experiential and academic understandings of children's growth and development. The service-learning field component constitutes 1 credit of this 4 credit course. Required of majors. Not open to juniors and seniors. Juniors who are declaring an education minor may register with the permission of the instructor. R.A. Levinson

### 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. Throughout the semester, students will have supervised observations as they practice their skills in elementary school classrooms. Taken concurrently with ED336 and 337. *Prerequisites:* ED333 and 334. Open only to juniors admitted to the professional sequence. *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. Throughout the semester, students will have supervised observations as they practice their skills in elementary school classrooms. Taken concurrently with ED335 and 337. Open only to juniors admitted to the professional sequence. *Prerequisite:* ED334. *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. Throughout the semester, students will have supervised observations as they practice their skills in elementary school classrooms. Taken concurrently with ED335 and 336. *Prerequisites:* ED200 and 334. Open only to juniors admitted to the professional sequence. R. A. Levinson

**ED 351. ISSUES IN EDUCATION** 4

In this seminar, students research and discuss current issues in education. A major paper reporting the results of the student's library or empirical research is required. Students are encouraged to pursue topics that reflect the application of theory into practice while also integrating coursework and teaching experiences acquired both locally and abroad. This course is a capstone experience and is required of those seniors seeking departmental honors. As such, it is open only to seniors and with the permission of the instructor. This course is available on an independent study basis when necessary. The Department

**EN 375. SENIOR SEMINAR IN LITERARY STUDIES** 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. *Prerequisite:* Completion of the Introductory Requirement and Senior class standing. The Department

**EN 376. SENIOR PROJECTS** 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. May be repeated once for credit. *Prerequisites:* Completion of the Introductory Requirement and permission of the department. The Department

## Deletions

- EN 206 Writing About Literature
- EN 372 Independent Study
- EN 373, 374 Senior Projects
- EN 377, 378 Research Seminar

## English

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### Additions

**EN 110. INTRODUCTION TO LITERARY STUDIES** 4

Introduction to the practice of literary study, with a particular emphasis on close reading. This course is writing intensive and will include some attention to critical perspective and basic research skills appropriate for literary analysis. (Fulfills all-College requirement in expository writing.) Prospective English majors are strongly encouraged to take EN110 prior to enrolling in 200-level courses. The Department

**EN 228. SPECIAL STUDIES: FORM** 3

Introduction to a selected topic in literature and/or language, with an emphasis on questions of form. May be repeated with a different topic. (Fulfills humanities requirement; EN228N designates a non-Western course; EN228C designates a Cultural Diversity course; EN228E designates an early period course.) The Department

**EN 362. SPECIAL STUDIES IN LITERARY HISTORY (PRE-1800)** 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, prior to 1800. *Prerequisite:* Completion of the Introductory Requirement. The Department

### Changes

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 (one at the 100 level, 2–3 at the 200 level, and 6–7 at the 300 level), two of which must be designated early period (pre-1800), taken at the 200 or 300 level, as follows:

I. Introductory Requirement

- A. Introduction to Literary Studies: EN110
- B. Forms of Language and Literature: one course from among EN205, 207, 208, 211, 213, 215, 217, 225, 228, 281, 282
- C. Language and Literature in Context: one course from among EN223, 227, 229, 230, 231, 232, 243

EN110 is strongly recommended as preparation for 200-level courses.

II. Advanced Requirement: five courses from Advanced Courses in Language and Literature

Prerequisite: The Introductory requirement must be satisfied before taking courses from Advanced Courses in Language and Literature.

III. Capstone Experience: satisfied in most cases by a Senior Seminar (EN375) or Advanced Projects in Writing (EN381)

Note: Students with appropriate preparation and faculty permission may instead choose the senior thesis or project options: EN376, 389, 390.

IV. One additional course at the 200 or 300 level (excluding EN375)

V. Early Period requirement: Two courses, at either the 200 or the 300 level, must be designated "early period" (EN225, 228E, 229E, 230, 231, 315, 341, 342, 343, 344, 345, 346, 347, 348, 350, 362).

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 EN389. In addition to the necessary grade averages, qualification requires work of exceptional merit in a Senior Seminar; or in a senior thesis or project; or through a 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

*Literature:* Six courses, including EN110, one course from "Forms of Language and Literature," one course from "Language and Literature in Context," and three courses from "Advanced Courses in Language and Literature" (other than EN371).

*Creative Writing:* Six courses, including EN211 or 213; 281 or 282; at least two from the category Advanced Courses in Language and Literature (other than EN371); and two courses taken from the following combinations:

*Expository Writing:* Six courses, including EN110; EN205; EN207; EN303H or 364W; one course from "Advanced Courses in Language and Literature" (other than EN371); and one course from "Forms of Language and Literature" or "Advanced Courses in Language and Literature."

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.

### EN 201 Evolving Canon I

Required of all majors (class of 2006, 2007, and 2008) as preparation for 300-level courses.

### EN 202 Evolving Canon II

Required of all majors (class of 2006, 2007, and 2008) as preparation for 300-level courses.

### EN 217 Film

Fulfills humanities requirement.

### EN 223 Women and Literature

Fulfills humanities requirement.

### EN 225 Introduction to Shakespeare

Fulfills humanities requirement.

### EN 227 Introduction to African-American Literature

Fulfills humanities requirement.

### EN 229. SPECIAL STUDIES: TEXTS IN CONTEXT 3

Introduction to a selected topic in literature and/or language, with an emphasis on the relation between text and context. May be repeated with a different topic. (Fulfills humanities requirement; EN229N designates a non-Western course; EN229C designates a Cultural Diversity course; EN229E designates an early period course.) The Department

### EN 230 The Bible as Literature

Fulfills humanities requirement.

### EN 231 Non-Western Literature: the Classical World

Fulfills humanities requirement.

### EN 232 Non-Western Literature: the Modern World

Fulfills humanities requirement.

### EN 243 Non-Western English Literature

Fulfills humanities requirement.

### EN 303H Peer Tutoring Project in Expository Writing

*Prerequisite:* Completion of the Introductory Requirement and upperclass standing.

### EN 310 The American Novel

*Prerequisite:* Completion of the Introductory Requirement.

### EN 311 Recent Fiction

*Prerequisite:* Completion of the Introductory Requirement.

### EN 312 Modern British Novel

*Prerequisite:* Completion of the Introductory Requirement.

### EN 313 Modernist Poetry: 1890–1940

*Prerequisite:* Completion of the Introductory Requirement.

### EN 314 Contemporary Poetry

*Prerequisite:* Completion of the Introductory Requirement.

### EN 315 Eighteenth-Century Novel

*Prerequisite:* Completion of the Introductory Requirement.



**EN 316 Nineteenth-Century British Novel**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 337 The Continental Novel**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 338 Queer Fictions**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 341 Special Studies in Medieval Literature**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 342 Special Studies in Chaucer**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 343 Elizabethan and Jacobean Drama**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 344 Special Studies in Sixteenth-Century Poetry and Prose**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 345 Shakespeare: Comedies, Histories, and Romances**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 346 Shakespeare: Tragedies**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 347 Special Studies in Seventeenth-Century Poetry and Prose**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 348 Milton**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 350 Restoration and Eighteenth-Century Literature**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 351 English Romanticism**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 352 Victorian Literature and Culture**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 356 American Romanticism**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 357 The Rise of Modern American Literature**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 358 Twentieth-Century American Literature**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 359 Modern Drama**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 360 Women Writers**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 361 Theories of Literary Criticism**  
*Prerequisite:* Completion of the Introductory Requirement. The English Department will accept PH341 as the equivalent of EN361.

**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. (EN363N designates a non-Western course; EN363C designates a Cultural Diversity course.) *Prerequisite:* Completion of the Introductory Requirement. The Department

**EN 364 Advanced Special Studies in Literature and Language**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 365 Special Studies in Jewish Literature**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 371 Independent Study**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 379 Poetry Workshop**  
*Prerequisite:* EN110; one course from "Language and Literature in Context"; and EN282.

**EN 380 Fiction Workshop**  
*Prerequisite:* EN110; one course from "Language and Literature in Context"; and EN281.

**EN 389 Preparation for the Senior Thesis**  
*Prerequisite:* Completion of the Introductory Requirement.

**EN 390 Senior Thesis**  
*Prerequisite:* EN375 or 389; and approval in advance of the thesis proposal by the department.

**EN 399 Professional Internship in English**  
*Prerequisite:* Completion of the Introductory Requirement.

## Environmental Studies

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### Deletions

#### Cluster A

HI 215A Topics: U.S. Environmental History

#### Cluster B1

BI 190 Population Biology  
 GE 113H Dangerous Earth

#### Cluster B2

BI 237 Plant Biology  
 GE 204 Structural Geology

#### Cluster C

LS2 114 Crises in Life: Theory and Practice of Mass Extinction

# Changes

**THE ENVIRONMENTAL STUDIES MAJOR:** As a foundation for the major, all students must take ES100 and 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. The senior thesis proposal must be approved by the ES Steering Committee prior to enrollment in ES 376 Senior Seminar. 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.

## Cluster B2

GE 216 Sedimentology

# Foreign Languages and Literatures

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## Additions

**FC 302. MODERN CHINA** 3  
Study of Chinese at the advanced level with further emphasis on developing literacy skills in reading and writing and cultural literacy, through a variety of texts from the humanities, social sciences, business, and mass media. Students will continue to enhance communication skills in listening and speaking. Assignments include class projects, in-class oral presentations, skits, and written compositions. By the end of the course, students are expected to be able to discuss various topics related to the ones in the textbook and to write multi-paragraph compositions. Classes are conducted in Chinese. Students taking this course are expected to commit substantial time outside of class to fulfilling the course requirements. Course must enroll at least five students to be offered. *Prerequisite:* FC208 or permission of instructor. M. Chen

**FF 228. LANGUAGE AND PHONETICS** 3  
Students will study the historical development of the French language over the centuries, from its roots in vulgar Latin to its codification with the Academie Francaise to the contemporary debate over the increasing influence of English. Language holds a particularly important place in French culture, and an understanding of the rules governing its pronunciation, and of the differences between the written and spoken language, is vital to fully appreciating the culture. Through intensive training in phonetic transcription and the principles of intonation and syllabification, students will improve their pronunciation and reading skills and will learn to better appreciate the relationship of language and culture in France. *Prerequisite:* FF208. P. Han, The Department

**FF 321. ADVANCED LANGUAGES ACROSS THE CURRICULUM** 2  
Students apply and develop their French language skills in conjunction with any course taught in English at the college. Students will read, report, discuss and write about sophisticated materials in the disciplines, and learn how to translate them to and from English. Does not fulfill the foreign language distribution requirement in foreign languages and literatures. Can be repeated for credit. *Prerequisite:* FF208. The Department

**FG 111. BEGINNING BUSINESS GERMAN** 4  
An introduction to German language and culture in the context of business. Students learn the elementary German language skills needed to understand and perform basic business transactions, read texts related to business, write a resume and rudimentary business correspondence, and understand the culture of business in the German-speaking world. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of German. Prepares students to continue the study of German at the level of FG 203. M. O'Brien

**FG 321. ADVANCED LANGUAGES ACROSS THE CURRICULUM** 2  
Students apply and develop their German language skills in conjunction with any course taught in English at the college. Students will read, report, discuss and write about sophisticated materials in the disciplines, and learn how to translate them to and from English. Does not fulfill the foreign language distribution requirement in foreign languages and literatures. Can be repeated for credit. *Prerequisite:* FG206. The Department

**FS 321. ADVANCED LANGUAGES ACROSS THE CURRICULUM** 2  
Students apply and develop their Spanish language skills in conjunction with any course taught in English at the college. Students will read, report, discuss and write about sophisticated materials in the disciplines, and learn how to translate them to and from English. Does not fulfill the foreign language distribution requirement in foreign languages and literatures. Can be repeated for credit. *Prerequisite:* FS208. The Department

**FS 341. ADVANCED SPANISH GRAMMAR WORKSHOP** 1  
Students will concentrate on increasing their linguistic accuracy by focusing on some of the most difficult grammatical structures for non-native speakers. Designed for students who are enrolled in 200- and 300-level literature and culture and civilization courses who continue to need focused attention on linguistic accuracy. Does not fulfill the foreign language distribution requirement in foreign languages and literature. The Department

**FL 241. PRE-MODERN JAPANESE LITERATURE IN TRANSLATION** 3

Students will read and discuss poetry, prose, and performance works of the Nara (710–794) to Edo (1615–1867) periods. They will trace the development of Japanese culture and literature from early history to modern times. Students will examine the broad themes of pre-modern Japanese literature in historical, cultural, religious and socio-political contexts. (Designated a non-Western culture course; fulfills humanities requirement.) M. Inamoto

## Deletions

Self-instructional language courses may not be taken S/U.

## Changes

### WebCAPE Placement Exams for French, German, and Spanish:

0–339: French 102, German 102 or 103, Spanish 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 102, German and Italian 102 or 103, Spanish 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 a score of 3 or higher on an AP test should enroll in courses above the 203 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).

**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). 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). At least three of the courses must be taken at Skidmore.

### FX 171, 172 Self-Instructional Basic Study

May only be taken for a grade.

### FX 271, 272 Self-Instructional Intermediate Study

May be taken for a grade or S/U.

**FL 242. MODERN JAPANESE LITERATURE IN TRANSLATION** 3

A critical survey of modern Japanese prose literature in English translation beginning with the Meiji period and continuing to the present. 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 humanities requirement.) M. Inamoto

### FF 208 Writing in French

*Prerequisite:* FF203 or 206 or permission of instructor.

### FG 301 Business German

*Prerequisite:* FG206 or 208.

## Geosciences

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## Additions

**GE 216. SEDIMENTOLOGY** 4

The scientific study of sedimentary bodies and the processes by which they form. Emphasis is placed on the actualistic application of Holocene models to the recognition and interpretation of ancient depositional environments. Field and laboratory work include the description, classification, and interpretation in outcrop, hand specimen and thin section. *Prerequisite:* GE102 or GE112. Three hours of lecture, three hours of lab per week. R. Lindemann

**GE 251. SPECIAL TOPICS IN GEOSCIENCE** 3

A variety of topics at the intermediate level, available to students with an interest in geosciences. Some sample topics are: geochemistry, planetary geology, global tectonics, petroleum geology, and global bioevents. Specific choice of topics will depend on student interest and background. May be repeated multiple times for credit with different topics, pending department approval. *Prerequisites:* prior geoscience course and permission of the department. The Department

**GE 377. SENIOR SEMINAR IN GEOSCIENCES** 1  
 A one-credit seminar designed to incorporate critical skills acquired throughout the student's undergraduate geosciences experience. In this course students will be part of a team that synthesizes and interprets primary data taken from the literature. During the first part of the seminar, student teams will participate in discussions of current geosciences literature selected within each faculty members' discipline, whereas for the rest of the course students are responsible for choosing literature according to their own interests, and leading discussions based on those texts.  
 The Department

**THE GEOSCIENCES MINOR:** The geosciences minor includes six GE courses. At least two of these six courses must be at the 200-level and at least two at the 300-level.

**GE 316 Stratigraphy**  
*Prerequisite:* GE216.

**GE 351 Advanced Topics in Geosciences**  
 [was "Special Topics in Geology"]

## Deletions

**GE 201 Mineralogy**  
**GE 202 Igneous and Metamorphic Petrology**  
**GE 204 Structural Geology**  
**GE 315 Sedimentology**  
**GE 352 Special Topics in Geology**  
**GE 372 Independent Study**

## Changes

### THE GEOSCIENCES MAJOR

Students majoring in geosciences are required to:

1. Fulfill the general college requirements.
2. Complete the following:
  - a. GE101, and either GE102 or 112
  - b. An approved course in GIS
  - c. CH105, 106 by the end of the junior year
  - d. MA111, 113, or MA108, 109 and MA113 by the end of the junior year
  - e. GE216 and two additional 200-level courses
  - f. GE304, 377 and two additional 300-level courses, excluding GE399
  - g. One additional GE course at the 200- or 300-level, excluding GE399

In cooperation with the advisor, a student majoring in geosciences should construct a program to include a broad knowledge of the geosciences in general, as well as specific knowledge of one area of geosciences in greater depth. GE371 is strongly recommended for students who intend to pursue graduate studies or a career in the field.

**HONORS:** To be recommended for honors in geosciences, students must meet the college requirements of a grade-point average of 3.0 and a 3.5 in the major. Students must also earn at least an A- in GE 371, thereby demonstrating superior accomplishment in the major.

## Government

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## Additions

**GO 213. COMPARATIVE CONSTITUTIONAL SYSTEMS** 4  
 An examination of several different constitutional systems from around the world, using cases such as the United States, Israel, Canada, Poland and South Africa. All constitutional systems are unique; but when studied comparatively, they help illuminate some of the fundamental principles of modern politics: constitutionalism, democracy, justice, citizenship, liberty, and community. As part of the course, students will consider how constitutional structures influence ethnic, religious and personal identities. B. Breslin

**GO 229. INTERNATIONAL LAW** 3  
 An introduction to and survey of the history, principles, instruments, theory, and practice of international law. Students explore the reach of and limits to international law with regard to the use of force, arms control and disarmament, human rights, and criminal justice in light of transnational crime and terrorism. *Prerequisite:* GO103 or IA101. R. Ginsberg

**GO 332. AMERICAN POLITICAL DEVELOPMENT: THE PARTY SYSTEM** 4  
 An examination of the influence of our political parties at critical moments of the formation of the American democracy. The course explores how political parties emerged almost immediately after the ratification of the Constitution and engaged in public debate on the meaning of republican government as well as the meaning of citizen participation and representation. Students will learn to appreciate the distinction between American political development and the historical study of politics. They will also become familiar with party realignment and be able to recognize the unique character of the elections of 1800, 1828, 1860, 1896, and 1932. Students will also learn to appreciate the challenge of finding the appropriate role for political parties in our democracy. *Prerequisite:* GO101 or permission of instructor. N. Taylor

**GO 340. THE INTERNATIONAL HUMAN RIGHTS REGIME: PROMISE AND PERIL** 4

An examination of the philosophical, religious and legal bases of the modern international human rights regime. Students will explore such questions as: How did the concept of human rights evolve? How do states, international and non-governmental organizations, and individuals try to provide for and protect human rights around the world? When do they succeed and why do they fail? What is one's individual responsibility regarding the international human rights regime? Students will work with the primary texts that form the international human rights regime and will engage in research projects that examine the practice of human rights provision and violation around the world. *Prerequisites:* GO103 or IA101. K. Graney

## Deletions

**GO 320 Cases in Twentieth Century Superpower Relations**

## Changes

**THE GOVERNMENT MAJOR**

2a. American Government: GO211, 222, 223, 224, 231, 251C, 252, 305, 311, 312, 313, 314, 316, 331, 332, 333, 334, 352, 353, 362, 367, GH322

2c. International Relations: GO201H, 219, 225, 228, 229, 251B, 301, 309, 319, 338, 339, 340, 356, 357, 366

**GO 303 Classical Political Thought**  
[Prerequisite eliminated]

**GO 304H Modern Political Thought**  
[Prerequisite eliminated]

**GO 308 Contemporary Political Thought**  
[Prerequisite eliminated]

**GO 351 Topics in Political Thought**  
[Prerequisite eliminated]

## History

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## Additions

**HI 225. 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; fulfills social sciences requirement.) J. Delton

**HI 275. INTRODUCTION TO THE HISTORY MAJOR** 1

An introduction to the aims of the History major. A prerequisite for the Colloquium. Required of all majors and interdepartmental majors, to be taken in the sophomore or junior years. Open to non-majors with consent of instructor. The Department

**HI 327. THE PROGRESSIVE ERA** 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 328. DEPRESSION AND WAR** 3

The United States confronts economic collapse, totalitarian ideologies, and a global war, 1929-45. Course examines how these challenges force the United States to change. J. Delton

## Deletions

**HI 328 America in the Age of Reform: The Progressive Era, 1890s–1919**

## Changes

THE HISTORY MAJOR: A major requires thirty-two credits in history, including HI 275 Introduction to the History Major, HI 375 Colloquium in History, and nine additional credits at the 300 level.

**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 will vary from year to year. Recent offerings include "An Introduction to U.S. Environmental History" and "Vietnam War." This course with a different topic may be repeated for credit. (Fulfills social sciences requirement.)

**HI 298 History Workshop**  
[Individual section listings deleted]

**HI 329. U.S. SINCE 1945** 3  
The rise and fall of liberalism, the Cold War, Vietnam, Civil Rights, cultural upheaval, Reagan and the post-Cold war world. Course pays special attention to the rise of conservatism in the eighties and nineties.  
J. Delton

**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 will vary from year to year. Recent offerings include "An Introduction to U.S. Environmental History" and "Vietnam War." This course with a different topic may be repeated for credit. (Fulfills social sciences requirement.)

**HI 375. COLLOQUIUM IN HISTORY** 4  
The Colloquium is the history major's capstone course. Students will write a research paper on a topic of their choosing, which reflects and makes use of their history coursework to date. The colloquium is restricted to Seniors. By permission of instructor only.

## Honors Forum

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### Additions

PS 318 Statistical Methods in Psychology II

### Deletions

GE 113 Dangerous Earth

## Inderdepartmental Majors

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### Deletions

BIOLOGY-CHEMISTRY

### Changes

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, and 335, or 375 and 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.

ENGLISH-FRENCH

The major requires twelve courses equally divided between the two disciplines. The six required courses in English include EN110, one course from "Forms of Language and Literature," one course from "Language and Literature in Context," and three courses from "Advanced Courses in Language and Literature" or "Capstone Experiences." 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 EN110, one course from "Forms of Language and Literature," one course from "Language and Literature in Context," and three courses from "Advanced Courses in Language and Literature" or "Capstone Experiences." 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 nineteen semester hours) include EN110, one course from "Forms of Language and Literature," one course from "Language and Literature in Context," and three courses from "Advanced Courses in Language and Literature" or "Capstone Experiences" (at least one of which must be taken in the senior year). One course must be either EN361 or PH341. (Please note that if the student enrolls in PH341, a total of three 300-level English Department courses are still required for the major.) 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 EN110, one course from "Forms of Language and Literature," one course from "Language and Literature in Context," and three courses from "Advanced Courses in Language and Literature" or "Capstone Experiences." 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 as well as one FF 220. 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. The requirements in French include FF208, 210, and 220, which must be taken in conjunction with a Government class; 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. 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. Half of the thesis will be written in English and half in French. Students will provide the Government Department with a translation of the portion written in French. The major leads to a bachelor of arts degree.

## GOVERNMENT-GERMAN

The major requires twelve courses, six in each department as well as one FG220. 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 220, which must be taken in conjunction with a government class, and four other German courses above the 202 level, one of which may be designated FL. 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. Half of the thesis will be written in English and half in German. Students will provide the Government Department with a translation of the portion written in German. 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 HI275, 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-SPANISH

The major requires twelve courses, six in each department as well as one FS220. 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, 376, and 220, which must be taken in conjunction with a Government class. Recommended courses include 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. Half of the thesis will be written in English and half in Spanish. Students will provide the Government Department with a translation of the portion written in Spanish. 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 HI275, 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.

## Interdisciplinary

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### Additions

#### ID 151. SCRIBNER COLLOQUIA 1

A topic seminar that may emerge from a Scribner Seminar or as a novel offering (e.g., a film series). The topic(s) will be addressed from the perspective of different disciplines. The frequency with which the seminar meets will vary depending on the goals of seminar. Open only to first-year students and with the permission of the instructor.

**LS2: Integrative Topics**  
AM 230 Born in America

### Deletions

**LS2: INTEGRATIVE TOPICS**  
CC200 The Classical World

**LS2 104 The New York School: Painting, Poetry, Criticism**  
**LS2 107 Change in Sport and Social Institutions**  
**LS2 178 Born in America**  
**LS2 180 Images of the Twelve Caesars: Perspectives**

**of the Emperor in Early Imperial Rome**  
**LS2 181 How Do Women Look?: Woman as Object/Subject**  
**in Contemporary American Visual Culture**

**LS2 197 Images of Contemporary Italian Women**  
**LS2 206H Sleep and Dreams**

**LS2 212 Thinking about Race and Ethnicity:**  
**"Race" in America, 1776–Present**

**LS2 218 Extraordinary Bodies: Disability in Literature**

## International Affairs

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### Additions

#### CLUSTER I: The Political World

GO 213 Comparative Constitutional Systems  
GO 229 International Law  
GO 340 The International Human Rights Regime:  
Promise and Peri  
HI 363 Topics in History

#### CLUSTER III: The Cultural World

AN 246 HIV/AIDS: A Global Perspective  
WS 212 Women in Italian Society: Yesterday, Today  
and Tomorrow

#### CLUSTER IV: The Physical World

ES 105 Field Studies in Environmental Science



## Deletions

### CLUSTER I: The Political World

GO 318 Comparative Foreign Policy  
HI 216A-D Topics in History: Non-Western  
HI 262 Africa Since 1800  
HI 361B-F, H-I  
Topics in History: Western  
HI 362A-D Topics in History: Non-Western

### CLUSTER III: The Cultural World

FF 213 Medieval and Renaissance Literature  
FL 269 Cultural China  
FL 324 Themes and Trends in Chinese Literature  
LS2 197 Images of Contemporary Italian Women

### CLUSTER IV: The Physical World

BI 190 Population Biology  
BI 327 Tropical Ecology without Lab  
ES 104 Ecological Studies in Environmental Science  
ES 231 A World of Views: Critical Thinking and the Environment  
GE 204 Structural Geology

## Changes

### LANGUAGE REQUIREMENT

FF 206 French Cultural Conversations  
[was "French Conversations"]

FG 301 Business German  
[was "Commercial German"]

FS 301 Business Spanish  
[was "Commercial Spanish"]

### CLUSTER I: The Political World

HI 217 Topics in History  
[was HI 215B-F, H-I]

### CLUSTER III: The Cultural World

FF 210 Introduction to French Literature  
[was "Introduction to Literary Analysis"]

FS 212 Survey of Spanish American Literature  
[was "Spanish American Literature"]

HI 329 U.S. Since 1945  
[was "The American Century"]

PH 204 History of Philosophy: Early Modern  
[was "Modern Philosophy"]

## Latin American Studies

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## Additions

FS 301 Business Spanish

## Deletions

AM 235 Caribbean American Identity  
HI 215H Topics Course: Latin America  
HI 361H Topics Course: Latin America  
MU 205 Latin American Music

## Changes

SO 351 Advanced Special Topics in Sociology, when topic relates to Latin America  
[was SO 351B "Latino Sociology"]

## Law and Society

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## Additions

AM 363 Women in American Culture  
AM 376D Religion in American Culture  
ED 215 School and Society  
EN 363 Race, Space, and Law in the 19th Century U.S.  
ES 351 Environmental Legal Issues  
GO 301 Contemporary International Politics and Law  
HI 258 European Fascism  
PH 211 Ethics  
PH 304 Socio-Political Philosophy  
RE 204 Religious Ethics  
SO 328 Social Movements and Collective Action  
SO 329 Criminal Justice

## Deletions

EC 320 Law and Economics  
GO 212 Introduction to the Bill of Rights  
GO 312 Contemporary Constitutional Problems  
GO 352 Women and the Law  
GO 353 Sex and Power  
HI 210 England to 1688  
HI 311 Age of the Stuarts  
LS2 111 Poor Law to Welfare State  
LS2 194 Genocide, War Criminals, and Justice  
PH 314 Philosophy of Law  
SO 314 Deviance  
SW 218 Prisons in America

## Changes

THE LAW AND SOCIETY MINOR: The minor consists of a minimum of eighteen credit hours including:

1. LW 200. Introduction to Law, Justice and Citizenship
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. At least one course 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 internship or, in special cases, an independent study: The internship (LW399) must involve a substantive work experience as well as a significant academic component. An independent study may be substituted for the internship as a capstone experience. The independent study may be either in Law and Society 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. Students must obtain prior permission from the director of the program for either an independent study or an internship to count toward the minor.

### **LW 200. INTRODUCTION TO LAW, JUSTICE AND CITIZENSHIP** 4

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

B. Breslin, D. Karp

SO 213 Crime and Victimization  
[was "Criminology"]

## Mathematics

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### Deletions

**MA 102C Serious Games: Conflict, Voting and Power**

### Changes

THE MATHEMATICS MAJOR: Students majoring in mathematics fulfill the departmental requirements by completing nine courses in mathematics or computer science: eight of the courses must be 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. Students must also complete CS106. 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.

**MA 202 Calculus III**  
*Prerequisite:* MA108 and 109, and MA113 and 200 or consent of department.

**MC 316 Numerical Algorithms**  
Offered on sufficient demand.

**MA 323. Real Analysis**  
Offered alternate years.

**MA 324. Complex Analysis**  
Offered alternate years.

## Music

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### Additions

**MU 208. 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.) The Department

### Changes

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 MU242, 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 MU242.

**MU 242 Materials and Structures I**  
*Prerequisite:* MU152 or MU241, plus keyboard proficiency or concurrent enrollment in MP197.

## Neuroscience

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### Deletions

BI 323 Developmental Biology

## Philosophy

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### Changes

**PH 211 Ethics**  
Fulfills humanities requirement.

**PH 215. Buddhist Philosophy**  
Fulfills humanities requirement.

## Physical Activity

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### Deletions

**PA121B Beginning Squash**  
**PA221B Intermediate Squash**  
**PA321B Advanced Squash**

## Preparation for Professions and Affiliated Programs

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### Changes

#### ENGINEERING

##### 3/2 Program with Dartmouth College

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

#### REQUIREMENTS

A student entering this combined program must major in mathematics or physics, must have an overall GPA of at least 3.0 and a GPA of at least 3.0 in science and mathematics, and must have approval of the Engineering Advisory Committee

##### *Junior Year at Dartmouth*

During the junior year, while in residence at Thayer School, Dartmouth College, students are required to take:

ENGS 21 Introduction to Engineering  
ENGS 22 Systems I

Seven additional courses, including engineering core courses, and engineering, science and/or mathematics electives should be chosen in consultation with the student's advisor at Skidmore and with the Thayer School at Dartmouth.

## The 3 + 2 Program with Clarkson University

### REQUIREMENTS

A student entering this combined program must major in either mathematics, computer science, chemistry, or physics, have an overall GPA of at least 3.0 and 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.

## Psychology

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### Additions

#### PS 371A. INDEPENDENT STUDY IN PSYCHOLOGY 3

Directed study providing students with the opportunity to pursue specialized topics in Psychology. Each student will work with an individual faculty member in the department to develop a plan of study (i.e., establishing goals, selecting readings, and designing assignments). This one-semester experience may be repeated for credit. *Prerequisites:* PS101 and consent of instructor.

The Department

#### PS 371B. RESEARCH INDEPENDENT STUDY IN PSYCHOLOGY 3

Directed study providing students with the opportunity for an intensive research experience in a particular laboratory or field setting. The emphasis is on the further development of students' research skills within a particular area of psychological inquiry. Each student will work with an individual faculty member on various aspects of the research process including the design and implementation of a research project, data analyses and interpretation, and scientific writing. This one-semester experience may be repeated for credit.

*Prerequisites:* PS101 and consent of instructor. The Department

### Deletions

PS 371, 372 Independent Study

### Changes

#### PS 327 Computational Neuroscience

*Prerequisites:* MA111 or CS106, and NS101.

#### PS 332 Seminar in Cross-Cultural Psychology

*Prerequisite:* PS101

#### PS 318H Statistical Methods in Psychology II

[was PS 318]

## Religious Studies

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### Changes

THE RELIGIOUS STUDIES MINOR: Requirements for a minor in religious studies include 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 eighteen credit hours

#### RE 205 Women, Religion, and Spirituality

Fulfills humanities requirement.

### Scribner Seminars

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#### SSP 100. SCRIBNER SEMINAR 4

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

#### American Dreams

What are the dreams of 21st century America? What do these fantasies reveal about our values, and what role do these dreams play in the construction of our personal and collective identities? America is a country long mythified as a place where dreams come true, a land that boasts a signature fantasy called the American Dream. In this seminar, we explore the places of the American dream-world where our fantasies are scripted and squandered, fought for and fulfilled. These sites will be diverse, ranging from the suburbs to the city, from the hip world of advertising and the seductive realm of cinema to the planned community of Celebration, Florida, from McWorld to a museum of old bones. Topics up for discussion include nostalgia in the Natural History Museum, cool architecture and hipster style at Rem Koolhaas' Prada store in Soho, and convenience and speed in a "fast food nation."

B. Black, English

### **American Memories**

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

D. Nathan, American Studies

### **Animals in History**

What is an animal? Do animals have a history? Students in this class will address these and other provocative questions about animals, humans and the history the two groups share. Students will probe into the philosophical, theological, and historical distinctions that have been made between humans and animals; study the impact that European imperialism had on the animal world; and explore animals as historical actors and agentive subjects. The abiding purpose of the course will be to have students finish their semester thinking about agency, subjectivity, mastery and identity in new and creative ways.

T. Nechtman, History

### **Buzz: The Visual and Material Culture of Caffeine**

What keeps you awake? Caffeinated substances have been consumed in many societies for hundreds of years, but the form and significance of the “buzz” have varied greatly. In this seminar, students explore how coffee, tea, chocolate and Coca-Cola have been presented to consumers in different places and times, and how these modes of presentation have engaged diverse cultural values. We will focus on the visual and material aspects of caffeinated products: how they are packaged, advertised, prepared, and served; the environments in which they are sold and consumed; and their depiction in prints, paintings, and film. We will discover how these representational strategies both express and actively shape how people think about their bodies, their social identities, and the world in which they live. Our investigation will take us from coffeehouses in 17th century Europe to the ritual of the Japanese tea ceremony to the design of Godiva chocolate boxes to the marketing of Coca-Cola. Through a range of learning experiences, this course will wake you up to new ideas about the history and meaning of “buzz.”

M. Hellman, Art and Art History

### **Care of the Heart**

Can you really die of a broken heart? The heart evokes images of love and emotion, yet from a physiological perspective it is essentially a pump designed to circulate blood through the body. In this seminar, students will explore the historical association between the physical function of the heart and the emotional meanings we attach to it. Students will examine the physiological function of the cardiovascular system from a scientific perspective. Students will compare normal cardiovascular physiology to the pathological condition of cardiovascular disease (CVD), and will then explore mechanisms of CVD progression, risk factor identification, prevention strategies and treatment options, and the impact of behavioral choices on CVD risk. Students will present and debate issues of public health policy related to recreation, physical activity, nutrition and health care service and their impact on CVD prevalence.

D. Smith, Exercise Science

### **Class, Race, and Labor History**

What makes a person think in terms of his class position versus his racial identity? Under what circumstances is racial antagonism a more important social force than class conflict? What are the connections between class and race in power relations? This seminar investigates several crucial, defining moments in United States labor history in which class and race dynamics were both important. Between 1900 and the mid-twentieth century, a number of dramatic social conflicts erupted that reconfigured fundamental political, economic and social relationships. We will begin with a critique of capitalism. Students will then investigate the sources and implications of racial antagonism in the context of class conflict, examining the factors that contribute to interracial 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 the comparative contexts for such investigation. Students will use the intellectual tools of economics, history, literature, political science and sociology will be used to examine these issues.

J. Brueggemann, Sociology, Anthropology and Social Work

### **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 Athenian and Roman philosophical, political, historical, dramatic and comic texts; and will examine the archaeological remains of ancient, civic Athens and republican Rome. Students will also use a very modern and public exercise of democracy—the local operations of the 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 candidates and issues, and examine participatory democracy—by participating! 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

### **Earth System Evolution: The First Four Billion Years**

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

R. Lindemann, Geosciences

### **Extraordinary Bodies**

What makes a body “extraordinary,” and why do bodies that don’t fit established categories seem to provoke fear, confusion, pity, or wonder? This course focuses on the literary representation of bodies in some way disabled, disfigured, ill, or impaired. Our goal will be to investigate what so-called “freaks” or “monsters” tell us about prevalent social attitudes toward the body and identity, health and mortality, gender and sexuality. We’ll investigate what symbolic meanings get attached to anomalous bodies, and how these have shifted over time, and consider what happens when disabled authors write their own stories. Reading drama, poetry, fiction, autobiography, and more, we’ll explore the boundaries of the “normal,” and consider the ways in which we are all only temporarily “able-bodied.”

S. Mintz, English

### **Eyes Wide Open: Encountering Environments Through the Visual Arts**

Does art have the power to transform our experience of environments? In this seminar, we will explore the environments of wilderness, sacred places, cities, border zones, and home. We will examine works of art as varied as traditional landscapes, performance, and installation in order to discover how artists reveal the layers of diverse meaning embedded in our surroundings. Our search will also draw from among the disciplines of history, environmental studies, geography and psychology for broad perspectives. Students in this seminar will reflect upon their own connections to environments through visual expression (drawing, book-making, collage) and writing.

J. Sorensen, Art History

### **Food, Groups and Mates: Evolutionary and Cultural Perspectives on Choice**

What will you eat? Which group will you join, and what sorts of relationships will exist among group members? With whom will you share, fight, mate, or raise young? Insects, birds, social carnivores, and primates, including humans, all face these choices. What determines their behavior? In this seminar, students will compare the choice behavior of a broad variety of animals, and explore relationships among resource quality, distribution, and control, mating systems, and the structure of families and societies from both evolutionary and cultural perspectives. Students will bring evidence and methodologies from the natural and social sciences to bear on the patterns and relationships under study, and will determine where generalizations regarding the determinants of choice behavior might be possible, and where caution in making broad generalizations is warranted.

M. Raveret Richter, Biology

### **From Homer to Hip-Hop: Musical Aesthetics, Technology, and Copyright**

Big music corporations are sending mixed messages. One company tells kids to go ahead and “rip, mix, burn,” while the industry’s trade group sues 12-year-olds for downloading songs from the Internet. What’s a first-year Skidmore student to do? This course takes a historical perspective on some critical questions facing today’s music industry. What is a musical work? How have reproduction and distribution technologies such as music notation, sound recording, and the Internet altered the work-concept and the roles of composers and performers? How, in grappling with these questions, should intellectual property laws best preserve the rights of music producers and consumers? The course will compare concepts of the art work in oral cultures—using examples like Homeric epic poetry, Gregorian chant, and contemporary hip-hop—with philosophical theories based on literate Western culture. Classic writings by Walter Benjamin and Marshall McLuhan will suggest some ways of understanding how sound recording and the Internet have changed how people compose, perform, and listen to music. Students in this seminar will explore historical, ethical and legal perspectives on critical questions involving the conflict between musical ownership and creative freedom.

B. Givan, Music

### **Gender Benders: The Plays of Federico Garcia Lorca and the Films of Pedro Almodovar**

How do novelists and filmmakers depict gender and sexuality? In this course, students will compare these themes in the works of two artists from different eras and manifesting distinct aesthetic tendencies, the playwright Federico Garcia Lorca and the filmmaker Pedro Almodovar, who both question the construction of gender in their works. By alternative Lorca’s plays with Almodovar’s films, students in this seminar will examine various aspects of and perspectives on “masculinity” and “femininity.” Students will do readings in and discuss issues of modernity vs. post-modernity; the genres of film and theatre; homosexuality, lesbianism, and heterosexuality; parents and family structures; transvestism and transsexuality; dress and gesture; and psychoanalytic theory. Students will also gain a background in modern Spanish history from the Franco era to the present, with emphasis on the transition from dictatorship to democracy. Note: The films we will watch contain scenes of nudity and violence that may be offensive to some students. Also, students must view the films during the “fourth hour” outside of the classroom.

M. Mudrovic, Foreign Languages and Literatures

### **Gendering God and “God-Talk”**

Is the God of the three great monotheistic traditions—Judaism, Christianity and Islam—an affirmative action, equal opportunity Creator? Or is there something about the theology (“god-talk”) undergirding monotheism that necessitates gender inequality? A generation ago, the radical feminist Mary Daly remarked, “As long as God is male, the male is God.” Is this true? What about God the Mother? Students in this seminar explore women’s religious and social experience in the three great monotheistic traditions, paying particular attention to the ways in which gender roles and expectations both give shape to, and are legitimated by, theological discourse. Students will employ primary and secondary sources from a variety of media, and will engage in hands-on study, via such means as field research, role-playing, and creative writing exercises, to frame the contemporary issues surrounding gender, God, and god-talk in the context of two millennia of Western monotheism.

M. Stange, Women’s Studies

### **Hard Times in the Big Easy: Finding Resilience in the Aftermath of the Storm**

Whether natural or man-made, disasters challenge us to rethink and often transcend the assumptions about how humans respond individually and collectively to such events. In this seminar, students will examine the devastating impact of the 2005 hurricanes on the people, places and social institutions of New Orleans. Our study of the devastation wrought by Katrina will draw on research and case studies of other disasters, such as the Coconut Grove Fire of 1942 and the Buffalo Creek flood of 1972. These cases have contributed to an understanding of how to deal with the psychological impacts and social disruption of a major disaster and will inform our exploration of Katrina's impact on New Orleans. As in the case of the Buffalo Creek flood, the question arises as to how much of Katrina's devastation was due to the forces of nature and how much is a product of human choices and technologies both prior to and after the event? Following this line of inquiry, we will examine the history, culture and politics of the city of New Orleans, its shifting role as a center of commerce, and its racial relations. Finally, we will take up the looming question of whether or not, or in what form, the city should be rebuilt.

M. Correa, Management and Business

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

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

K. Hauser, Art and Art History

### **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; T. Diggory, English; H. Hodgins, Psychology; S. Layden, HEOP; L. Rosengarten, HEOP; S. Solomon, Psychology

### **Images of Education in Popular Culture**

What stories do the movies we watch, the songs we sing, and the stories we read tell us about the educational system in our society? We can learn a great deal about our society's beliefs and expectations about education by looking at the portrayal of the American educational system in popular culture. The primary texts for this course will be American films, television shows, books, comic strips and songs. Through critical analysis, we will learn how schools, teachers, and students are portrayed in the popular media. By watching and reading, analyzing, discussing, and writing about these portrayals, we will come to understand how popular culture has shaped public images of the American educational system both past and present. As a result, students will learn how to read media as culture texts that help us better understand our society and ourselves. Some of the materials we read and view will contain foul language, sexually explicit material, and violence. If for whatever reason(s), you feel you cannot deal with this kind of material in an academic manner, then please choose not to take this course.

L. de la Luna, Education

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

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

C. D'Abate, Management and Business

### **Indians and the American Imagination: Representation in Museums, Ethnography, and Fiction**

What images come to mind when you visualize an Indian? In this seminar students will explore not only the many ways non-Indians imagine, depict, and will attempt to "make sense" of the Indian, but they will also turn the tables to consider ways Native people imagine and depict themselves and the non-Indians with whom they interact. We will examine images in art, literature, and anthropology. Students will also see how these various images have the power to influence policy makers and shape Indian/non-Indian relations in the past as well as the present.

J. Sweet, Anthropology

### **Italian Cinema**

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

G. Faustini, Foreign Languages and Literatures

### **The Killing State: Capital Punishment in America**

Supporters of capital punishment often justify the practice by appealing not only to ancient custom and historical tradition, but also to the social benefit that accompanies killing our most dangerous offenders. Opponents of capital punishment, in contrast, suggest that the practice is outdated and ineffective. They insist, with similar passion, that imposing a death sentence is so rare and so unsettling that its place in the criminal justice system is, at best, tenuous. Of course, both of these positions beg a number of important questions: Is capital punishment morally justified or barbaric? Why is it that America continues its tradition of executing when the rest of the western world has condemned the custom as evil? The primary purpose of the seminar is to explore the many contradictions that inform America's system of capital punishment. As part of the seminar, students will work on an actual death penalty defense. Students will be responsible for conducting primary research with the aim of providing the most effective defense possible for a specific death row inmate. B. Breslin, Government

### **Life, Liberty and the Pursuit of Capitalism: Free Market Societies in Practice and Imagination**

What is capitalism and where is it headed? Not only do we live in a society that is held up as a model of capitalism and free market society, but the entire world seems to be increasingly enchanted with the capitalist way of life. In the midst of capitalism's apparent unrivalled triumph, however, a chorus of critical voices also prophesies its destructive capacities and its uncertain future. Who are we to believe? Capitalism's advocates or its detractors? What are the more lasting effects of capitalism on crucial dimensions of society including personhood, family and identity; the nature of work; the democratic process; race, gender and ethnicity; the biospheric environment and so on? What are some of the different ways capitalism gets enacted across the globe? The seminar addresses some of this questions by drawing on a wide range of texts and case studies from multiple academic fields and sources of popular culture. P. Prasad, Management and Business

### **Living in a Green World: Plants and Humans in the 21st Century**

The 21st century offers many opportunities and challenges for humans and their interactions with plants, fungi and protists. Do genetically modified crops provide the answer for world agriculture? Are the ever-increasing harmful algal blooms creating an environmental menace to our oceans, fisheries and drinking water? Can "pharming" the rainforests provide new and improved medicines? Do the extirpation of living resources and the prolific bioinvasion of exotic species present untenable ramifications for our ecosystems? The origin and development of civilization ultimately has relied on humankind's interactions with, and harnessing of, plants, fungi and protists. Students in this seminar will explore present and future applications of these organisms in human affairs. Topics include modern agricultural, medicinal, and ecological aspects of applied plant science and mycology. D. Domozych, Biology

### **Living our Choices: Queenship and Change: Wisdom for Today from Early China**

How can we make good decisions and cope with the results of poor ones? What skills help us live and work effectively with others? How can we get the most out of our lives in college and after? We will use the *I ching* (*Yijing, Book of Changes*), recent information on queens in early China, and the works of Lao-tzu (Laozi), Confucius and others to reach deeper understandings about the dilemmas we face and the wide array of choices students have at Skidmore and in Saratoga. M. Pearson, History

### **Location, Location, Location: Mapping and GIS**

Do you think that the people of New Orleans think that location matters? Location does matter, and throughout history people have devised ever more complex and innovative ways of mapping their location. In this seminar, we examine the various historical modes that people have used to map the world around them, including the most important contemporary mapping technology, GIS (Geographic Information Systems). All forms of mapping, including GIS, draw from sociology, economics, business, political science, history, biology, environmental science and geosciences. Students will explore the theory behind and the applied applications of GIS and other mapping systems within and across these different fields of study. We will end the course with an examination of the role GIS and other mapping technologies played in predicting and tracing the path of Hurricane Katrina, and how it may help in the reconstruction of the Gulf Coast. R. Jones, Economics

### **The Molecular Frontier**

"One of the things that separates us from all earlier generations is this, we have seen our atoms" (Karl K. Darrow in *The Renaissance of Physics*). Not only have we seen atoms, we have learned to manipulate them individually. This remarkable achievement has changed the way that scientists think about matter and opened the door to the possibility of constructing materials and machines on the smallest scale possible. What will these molecular constructs do for us? Will they revolutionize the fields of medicine, computing, and manufacturing? Students in this seminar will consider these questions and others, through readings, laboratory exercises, and field trips, as we explore the development of nanotechnology and dream about its impact on our future. Students will also confront and debate ethical, political, and economic issues that will ultimately drive and influence the direction of this revolution in science. S. Frey, Chemistry

### **Mother Russia's Daughters: Gender and Power in Russia's Past and Present**

What explains the fact that in a country famously and widely known as "Mother Russia," one of the most enduring proverbs is "Just as a crab is not a fish, a woman is not a human being"? In this seminar, students will apply the powerful tool of gender analysis to Russia's past and present, exploring such topics as Catherine the Great's exalted and controversial reign, and the demonization of Tsarina Alexandra, last empress of Russia. We will also look at changing notions of womanhood during the Bolshevik and Stalinist revolutions, gender politics during WWII, and the crises of femininity and masculinity that emerged in the mature Soviet and post-Soviet era. Here we will pay special attention to the problems of contraception, prostitution and trafficking of women, as well as the gendered nature of Russia's transition to capitalism and "democracy." Letters, diaries, works of fiction, works of art, literary criticism, anthropological works, and films produced by and about Russian women will provide an interdisciplinary perspective on Mother Russia. K. Graney, Government



### **My So-Called Life: The Transition to Adulthood**

Will you be able to find a job after you graduate? What do the economic, social, and policy landscapes look like for today's young adults who are seeking to craft independent lives? In this seminar we will examine the economics of the transition to adulthood. While there are many ways to define adulthood, social science researchers typically focus on a number of economic and socio-demographic markers, such as the completion of schooling, having a job, marriage, purchasing one's own home, and starting a family. Moreover, researchers and U.S. society more generally have expected these events to unfold in a particular sequence. We will study ways that recent changes in the economy, in society, and in the political-institutional environment in the U.S. have altered the traditional path to adulthood and modified ways of thinking about the term. We also will examine social science research methodology in order to understand the role that statistics and qualitative data can play in constructing an argument. N. Chiteji, Economics

### **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

### **Projecting History: Redefining National Identity in Post-Wall German Cinema**

With the fall of the Berlin wall in 1989, the Cold War officially ended on German soil. The demise of the German Democratic Republic has paved the way for a redefinition of Germany as a modern state. But how can a divided country whose common jingoist, genocidal past has rendered nationalism deeply suspect begin to conceive of itself as a viable and future-oriented unified nation? This seminar looks at recent German cinema to explore how idealism and political dissent have shaped post-World War II German history and the construction of national identity after reunification in 1990. Students examine films that present the GDR as a fortified prison state and others that promote a stubborn nostalgia for the East and the missed opportunities of communism. We will also analyze films about the Red Army Fraction and terrorism, which illustrate the crushing effect of National Socialism on the '68 generation as well as their rebellion against the excesses of the capitalist consumer paradise. Finally, we will study films about the emergence of "creative chaos" as a strategy to protest against the loss of utopian dreams. At the root of our endeavor is to investigate how post-wall German cinema assembles history into a coherent story and to challenge the master narrative that sees the period 1989–1990 as the inevitable triumph of capitalism over communism. M. O'Brien, Foreign Languages and Literatures

### **Psyching Out the Stock Market**

The financial markets are a "mind game." Want to psych out other players? Human psychology plays a large role in determining prices in the markets. Traders and investors are influenced by government policies, business and economic conditions, politics and the human drama that unfolds each day in the business world. But what are the telltale signs that show how traders are reacting to these news events? Can these signs predict future price swings? Students will explore the use of technical analysis to study financial markets by examining patterns of daily, weekly, and monthly price ranges and volume when charted. They will see how other indicators based on price and volume are often used to confirm trends or to indicate divergences. To explore the effects of trading psychology and other forces on the markets, technical analysts rely on a collection of tools such as mathematical formulas to calculate indicators, software tools to perform calculations and display charts, intermarket relationships to predict how markets impact one another, and numerous other methodologies to predict future price trends. Students will explore these tools and determine how effective they are at predicting price trends.

P. von Kaenel, Mathematics and Computer Science

### **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

### **Serious Games: The Mathematics of Conflict, Voting and Political Power**

Why didn't the United States and the Soviet Union enter the 1973 Yom Kippur War? Is plurality voting the fairest way to choose the President of the United States or other elected officials? In the United Nations Security Council, exactly how much more power do the permanent members have than the other nations? In this seminar, students explore how mathematicians have contributed to the analysis of political questions like these. Game theory is a field of mathematics that was developed to study conflict and competition. The players (which can be individuals, teams, corporations, or entire nations) have conflicting interests and attempt to determine the best course of action without knowing what their opponent(s) will do. Game theory can be applied in a wide variety of situations, such as choosing a location to open a business, understanding tactical choices made in World War II battles, analyzing the nuclear arms race, deciding how to vote in an election, or arbitrating a labor dispute. In this seminar, students will apply game theory and related aspects of voting theory to address the questions raised above and others like them in a variety of fields from anthropology to politics and international relations.

D. Vella, Mathematics

### **Sport, Self and Society**

How many hours do we devote to sport in a week, as participants or fans? How many of us follow with fanatical devotion a favorite team or athlete? Whether on the school, club, neighborhood, city, or national level, many of us identify passionately with athletes, teams, and our chosen sports. In this seminar, we will examine our personal relationship to sports as recreation and institution. We will broaden our focus to study the structure and culture of athletics over the past three-hundred years, examining the relationship of sport to such social, cultural and political institutions as clubs, schools, neighborhoods, church, state and nation. We will also consider sport's past and present role in international affairs and its enormous economic presence in our lives. The seminar will feature several field trips as well as featured speakers.

P. Boshoff, English, or J. Segrave, Exercise Science

### **Truth and Value in Cinema**

Is it possible to represent reality objectively through film? What is the difference between art and propaganda in film? Do films more often reflect societal values and norms actively shape them? In this seminar, we explore these questions and others using the tools of aesthetics, political philosophy, and film criticism. Through these examinations, students will learn to critically evaluate their own assumptions and understandings about film and the role film plays in mediating truth and value in their own lives and in society writ large.

W. Lewis, Philosophy and Religion

### **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

### **Warfare Today**

What can thinking people in the United States learn about the latest war from studying past wars? Today's war seems to go well or badly, mostly depending upon the political slant of the news media we prefer to use. In this seminar, we study American military methods employed during the present war in Iraq, an how many of them first appeared during World War II. We see how they proved themselves, or failed to do so, in wars fought in Vietnam, Somalia, and Iraq, and became linked to further military innovation. Application of thinking drawn from political science enables us to draw powerful lessons from military history. Those lessons do not ignore the drama, triumph, tragedy, horror, humanity, and even humor, found in good writing by military historians. Students discuss and learn to write insightfully on such military matters as: should the war in Iraq be fought by small numbers of American soliders or by the much larger numbers of the World War II days? Can innovative American high technology overcome the low-tech innovation achieved by the opposing side? How do our own political wishes shape our own understanding of a particular war, and what happens to it?

S. Hoffman, Government

### **Water: Society, Science and the Arts**

Water is essential for life. It connects us to one another, to other forms of life, and to our entire planet. We drink it, grow food with it, swim in it, worship it, use it for commercial purposes, generate energy with it, waste it, pollute it, compete for it and go to war over it. In this course, we will take an introductory look at the role of water in human society and some of the ways our relationship with water is reflected in media and art, though such works as Ibsen's play *An Enemy of the People* and the films *Chinatown*, *A Civil Action*, and *Erin Brockovich*.

J. Halstead, Chemistry

## **Self-Determined Major**

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### **Changes**

A qualified student (3.0 GPA or better) may pursue an interest through a program not necessarily contained within or related to a major department.

## **Social Work**

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### **Changes**

HONORS: Students desiring departmental honors in social work must meet the College GPA requirement of 3.0 overall and 3.5 in the major, must receive a grade of A- or higher in SW 381 Field Practicum Seminar, and must be recommended by their agency field instructor and the faculty coordinator of field instruction.

### **SW 382 Social Work Field Practicum**

Must be taken S/U.

## **Sociology**

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### **Changes**

### **SO 251 Special Topics in Sociology**

SO251N designates a non-Western course; SO251C designates a Cultural Diversity course.

## **Study Abroad Programs**

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### **Additions**

#### **SKIDMORE'S FIRST-YEAR EXPERIENCE IN LONDON**

Skidmore's First-Year Experience in London, offered in the fall, gives 36 students the opportunity to spend their first semester of college in London, one of the world's great cities. In addition to allowing students to enjoy the historical and cultural riches of England's capital, the First-Year Experience in London enables students to begin working toward their Skidmore degrees; helps prepare students for Skidmore's academic challenges and opportunities; and builds strong connections and friendships among the participants.

Students study in London under the guidance of two Skidmore faculty directors who oversee the academic program, serve as advisors and mentors for the students, and organize a variety of group cultural excursions and activities. The directors also each teach one of the required Scribner Seminars, which are specifically designed for the program and take full advantage of the resources available in London. Students take additional classes at the Institute for the International Education of Students (IES) at its London Center. All courses are considered Skidmore courses; grades will appear on the Skidmore transcript and will count toward the Skidmore GPA. A number of courses may also count toward core-curriculum requirements. At the conclusion of the program, students will join their classmates in Saratoga Springs for their second semester.

## Changes

### SHAKESPEARE PROGRAMME

This fall semester program, designed for theater and English students, offers in-depth Shakespeare studies in London and Stratford-upon-Avon. Students choose from courses in theater history, English literature, dramatic criticism, directing, and acting. For additional information, contact the Office of International Programs.

[Course list deleted]

## Theater

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## Additions

**TH 248. STAGE LIGHTING PRACTICUM 3**  
 Students will learn to use computer programs to produce stage lighting plots. In addition to projects designed to explore and teach CADD programs, students will assist the faculty lighting designer on actual productions during the semester. Production work will include hanging and focusing lights, attending rehearsals and meetings, and the development of light cues. D. Yergan

## Changes

**TH 129 Theater Production**  
*Non-liberal arts.*

**TH 130 Introduction to Design**  
*Non-liberal arts.*

## Women's Studies

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## Additions

**WS 212. WOMEN IN ITALIAN SOCIETY: YESTERDAY, TODAY AND TOMORROW 3**  
 Students examine the changing role of women in Italian society. Authors and filmmakers studied include Natalia Ginzburg (*Family Lexicon*), Dacia Maraini (*The Blind Countess*), and Lina Wertmuller (*Pasqualino Seven Beauties*). A portion of the course is dedicated to the new multiethnic Italian reality. Texts by women immigrants in Italy in the last decade include works by Igiaba Scego and Christiana de Caldas Brito. Also counts for the minor in Italian. S. Smith, Foreign Languages and Literatures

**WS 225. WOMEN IN SCIENCE 3**  
 An exploration of the historical and contemporary roles of women in the natural science professions. Attention is given to the gendering of science, the interaction of culture and science, the feminist perspectives on science, and the future of women in the science workforce. This course will also examine the barriers to the full participation of women in the natural sciences and mathematics with a view to envisioning the future of women in the science workforce. Students engage in written critical analyses of assigned readings as a basis for regular classroom discussion. K. Cartwright, A. Matias

AM 230 Born in America

## Deletions

AM 341 African American Women in the Visual Arts  
 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 216 Women in Science

## Faculty

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\*ANN ALTON

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### Key to symbols

<sup>1</sup>Absent on leave fall semester 2006

<sup>2</sup>Absent on leave spring semester 2007

<sup>3</sup>Absent on leave for the year 2006–2007

\*Part-time faculty

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