

SKIDMORE

2007-08



2008-09

Directory for Correspondence

SKIDMORE COLLEGE
815 NORTH BROADWAY
SARATOGA SPRINGS, NEW YORK 12866-1632

Phone: 518-580-5000
Automated Operator: 518-580-7400
World Wide Web: www.skidmore.edu

General College Policy	Philip A. Glotzbach, President
Academic Policy	Office of the Dean of the Faculty
Student Affairs	Thomas P. Oles, Dean
Student Academic Affairs	Michael Ennis-McMillan, Dean of Studies
Admissions	Mary Lou Bates, Dean of Admissions and Student Aid
Financial Aid	Robert Shorb, Director
Financial Services	Michael Thomas, Director and Associate Treasurer
Records and Transcripts	Ann Henderson, Registrar
Career Services	Michael Profita, Director
Alumni Activities	Michael Sposili, Director
Strategic Communications	Dan Forbush, Executive Director
Opportunity Programs	Monica Minor, Director

2007–2008 CATALOG

© Skidmore College, 2007

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, 2007. As growth and change are inevitable, Skidmore College reserves the right to alter any program, facility, or fee described in this publication without notice or obligation.

Please be aware that this publication is intended to be used for two academic years, 2007–2008 and 2008–2009. An addendum detailing key changes will be included with the publication in 2008.

An online version of this catalog can be found at www.skidmore.edu/catalog. It is a fully hyperlinked Web document that contains the most up-to-date information about courses and policies, as well as any necessary corrections or clarifications. In addition, you can view or download a continuous PDF version of the printed book that can be read with Adobe Acrobat Reader.

Catalog Production	Office of College Relations
Editor	Paul Dwyer
Copy Editor	Maryann Teale Snell

Skidmore College

A coeducational
liberal arts college

Catalog 2007–2008
2008–2009

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

Contents

College Calendar	3	Honors Forum	115
About Skidmore College.....	4	Interdepartmental Majors	116
Academic Environment.....	8	Interdisciplinary	119
Cocurricular Environment.....	16	International Affairs.....	119
Admission	26	Latin American Studies	122
Fees and Expenses	32	Law and Society.....	123
Financial Aid	36	Management and Business.....	124
Academic Requirements and Regulations	44	Mathematics	127
Academic Standards and Review.....	48	Music	129
Degree Programs	54	Neuroscience	133
Courses of Study		Philosophy	134
American Studies.....	55	Physical Activity	136
Anthropology.....	58	Physics	137
Art (Studio)	61	Preparation for Professions and Affiliated Programs	138
Art History	65	Psychology	141
Asian Studies	68	Religious Studies.....	144
Biology.....	70	Scribner Seminars	146
Chemistry	74	Self-Determined Major	150
Classics.....	76	Social Work.....	150
Computer Science.....	78	Sociology.....	152
Dance.....	79	Study Abroad Programs.....	155
Economics.....	81	Theater.....	157
Education Studies	83	Women's Studies	160
English.....	86	Enrollment Statistics	163
Environmental Studies.....	91	Board of Trustees.....	163
Exercise Science	94	Faculty	164
Foreign Languages and Literatures.....	95	Administration	175
Geosciences.....	104	Alumni Association.....	176
Government.....	106	Statement of Policies and Procedures.....	177
Higher Education Opportunity Program/ Academic Opportunity Program.....	110	Index	183
History.....	111	Visits to the College	<i>inside back cover</i>

College Calendar 2007–2008

SUMMER SESSIONS 2007

May 29–June 29	Session I
July 2–August 2	Session II

FALL SEMESTER 2007

August 26–September 1	Sunday–Saturday	Pre-orientation Period
September 2	Sunday	New Students Arrive
September 3	Monday	Returning Students Arrive
September 3–4	Monday–Tuesday	Orientation
September 5	Wednesday	Classes Begin
September 11	Tuesday	Drop/Add Deadline
October 12–14	Friday–Sunday	Celebration Weekend
October 19	Friday	Study Day
October 29	Monday	Advising Period begins
November 5	Monday	Registration for Spring 2007 begins
November 16	Friday	Withdrawal Deadline
November 21–25	Wednesday–Sunday	Thanksgiving Vacation
December 12	Wednesday	Classes End
December 13–16	Thursday–Sunday	Study Days
December 17–21	Monday–Friday	Final Exams
December 22	Saturday	Fall Semester Ends

SPRING SEMESTER 2008

January 18	Friday	New Students Arrive
January 18–20	Friday–Sunday	Orientation
January 19	Saturday	Returning Students Arrive
January 22	Tuesday	Classes Begin
January 28	Monday	Drop/Add Deadline
March 8–16	Saturday–Sunday	Spring Vacation
March 31	Monday	Advising Period begins
April 7	Monday	Registration for Fall 2008 begins
April 8	Tuesday	Withdrawal Deadline
April 29	Tuesday	Classes End
April 30	Wednesday	Academic Festival
May 1–4	Thursday–Sunday	Study Days
May 5–9	Monday–Friday	Final Exams
May 10	Saturday	Spring Semester Ends
May 17	Saturday	Commencement

About Skidmore College

Mission

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

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

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

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

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

History

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

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

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

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

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

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

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

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

David H. Porter, the college's fifth president, came to Skidmore in 1987 from Carleton College, where he taught classics and music. During the Porter presidency, Skidmore

launched the Honors Forum and a program of scholarships in science and mathematics. The campus landscape changed dramatically as Skidmore renovated and expanded Scribner Library, constructed an outdoor athletic complex, upgraded computer and telecommunications capabilities, built an addition to the Sports and Recreation Center, and expanded Dana Science Center.

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

Philip A. Glotzbach was named Skidmore's seventh president in July 2003, coming to the college from the University of Redlands, where he served as vice president for academic affairs and earlier, dean of the College of Arts and Sciences. From 1977 to 1992 he was at Denison University as associate professor of philosophy, chair of the Philosophy Department, and chair of the Faculty Senate. A member of Phi Beta Kappa, he holds a B.A. from the University of Notre Dame (*summa cum laude*) and a Ph.D. from Yale University.

Over the past few years, he has collaborated with the college community to develop a road map for Skidmore's future. This work has been captured in "Engaged Liberal Learning: The Plan for Skidmore College 2005–2015," a strategic plan that has been endorsed by the faculty and approved by the Board of Trustees. It is accompanied by a seventy-four point "strategic action agenda," the first series of annual documents that will guide the plan's execution. To help realize this agenda, the college has launched the most ambitious campaign in its history, "Creative Thought. Bold Promise." The campaign has an established goal of \$200 million.

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

The Setting

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

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

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

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

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

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

The Campus

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

Among the college's more recent construction projects is the Frances Young Tang Teaching Museum and Art Gallery, which opened in fall 2000, and the renovation and expansion of Case College Center. The Northwoods Apartments, housing 380 students, opened in fall 2006. A major renovation and expansion of the dining halls was completed in 2007.

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

The Faculty

Skidmore's size and its student-faculty ratio are two of the keys to creating an academic environment that fosters close associations and the exchange of ideas among faculty and students. About 2,300 full-time students bring an unusually wide range of academic and cultural experiences to the campus, and a student-faculty ratio of 9:1 assures each student the chance for the close faculty attention that enhances the liberal arts experience.

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

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

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

The Academic Program

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

The Skidmore curriculum provides a creative intellectual foundation for every student, beginning with the First-Year Experience, a combination of small seminar, related co-curricular activities, and residential component that also features faculty and peer mentoring. Regardless of their choice of major, students pursue connections among an unusually wide range of disciplinary perspectives and embark on their careers well prepared to take full advantage of the diversity of opportunities they will encounter in the complex modern world. As practiced at Skidmore College, the liberal arts produce a transformational educational experience and promote lifelong learning.

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

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

The internship program complements this flexibility through exploratory and preprofessional learning opportunities off campus. Students are encouraged to test their skills through internships in government, industry, communications, and nonprofit organizations at the local, state, and national levels. Many students intern with alumni, who are generous with their time and support of the internship program. In addition, a growing number of courses across the disciplines include a service-learning component in which classwork and assignments are integrated with hands-on activities that benefit the Saratoga community. Honors Forum members are required to participate in service learning.

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

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

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

Academic Environment

The Curriculum

FIRST-YEAR EXPERIENCE

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

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

FOUNDATION

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

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

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

BREADTH

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

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

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

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

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

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

CULTURE-CENTERED INQUIRY

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

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

and either

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

or

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

THE MAJOR: FOCUS AND DEPTH

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

HONORS FORUM CURRICULUM

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

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

INTERNSHIPS FOR ACADEMIC CREDIT

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

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

The Office of the Dean of Studies organizes the internship credit guidelines and application criteria at Skidmore. An electronic library of internship opportunities is maintained by the Office of Career Services. Once they have completed a first semester at Skidmore, qualified students may apply for internship experience, and academic credit, during any semester of the academic year, including both summer sessions. Students will be charged the regular application and tuition fees as for any other credit-bearing course taken during the academic year or a summer session at Skidmore.

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

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

ACADEMIC GUIDANCE

Scribner Seminar professors serve as faculty mentors and academic advisors to the first-year students enrolled in their seminars. Transfer students are assigned to a member of the faculty who serves as the student’s advisor. A student wishing to change his or her advisor may do so at any time by completing a written application available in the Dean of Studies Office. A student typically changes his or her advisors when declaring a major. All students are encouraged to consult their mentors/advisors about course scheduling, the college’s general academic requirements, and the student’s particular field of interest. Students may seek further advice on these and other issues from the Dean of Studies Office. This office also handles questions about leaves of absence, academic standing, choice of major, internship credit, academic support resources and services, academic integrity, honors and prizes, student opportunity funds, graduate fellowships, and other academic opportunities or difficulties.

Information Resources

SCRIBNER LIBRARY

Scribner Library houses nearly 400,000 volumes, augmented by electronic access to online digital collections. In addition, the library houses the Skidmore College archives, collections of rare books, CDs, DVDs, and videotapes. Scribner Library is a United States and New York State government documents depository.

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

The library is constantly expanding its electronic library. While students and faculty can use these resources on any of the 117 workstations in the library, most of the resources can also be accessed from dorm rooms and offices. In addition to "Lucy2," the online catalog, Scribner Library provides access to major bibliographic databases for all subject areas through its Web pages. The library also provides access to over 40,000 online journals and periodicals including Project Muse, and JSTOR. These collections significantly enhance the library's paper and microform holdings.

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

FRANCES YOUNG TANG TEACHING MUSEUM AND ART GALLERY

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

The building houses a 120-seat interdisciplinary space; classrooms for lectures, events, and film screenings; flexible gallery space; a museum shop; and storage for Skidmore's permanent collection.

INFORMATION TECHNOLOGY

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

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

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

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

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

Affiliated Off-Campus Programs

VISITING STUDENT PROGRAMS AT AMERICAN COLLEGES

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

HUDSON-MOHAWK ASSOCIATION OF COLLEGES AND UNIVERSITIES

To extend and enrich their collective educational resources, Skidmore and the following institutions have participated in the Hudson-Mohawk Association of Colleges and Universities: Adirondack Community College, Albany College of Pharmacy, Albany Law School, Albany Medical College, College of Saint Rose, Empire State College, Excelsior College, Green Mountain College, Hudson Valley Community College, Maria College, Massachusetts College of Liberal Arts, Rensselaer Polytechnic Institute, the Sage Colleges, Schenectady County Community College, Siena College, the State University of New York College at Cobleskill, Union College, and the State University of New York at Albany. Students may choose individual courses at any of the member institutions through a cross-registration agreement by consulting their respective registrars. To be eligible, students must have paid the full-time tuition charge at Skidmore and be taking at least half their full-time load on the Skidmore campus.

WASHINGTON SEMESTER

Skidmore, along with more than seventy other colleges and universities, participates in the Washington Semester Program for juniors and seniors. This program offers intensive experience through course work, seminars, research projects, and internships with committees, agencies, and interest groups in Washington, D.C., where students live at American University. Applications are made through the department of Government. Credits earned at American University are denoted as transfer credit, and grades earned do not affect the Skidmore GPA. Courses at the 300 or 400 level qualify for maturity level credits.

SEMESTER IN ENVIRONMENTAL SCIENCE

Skidmore College is one of ten liberal arts colleges that participate in a program for undergraduates offered by the Marine Biological Laboratory in Woods Hole, Massachusetts. 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 Associate Professor Karen Kellogg, director of the Environmental Studies Program.

RESERVE OFFICER TRAINING CORPS

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

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

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

Study Abroad

The Office of International Programs organizes a wide range of opportunities abroad for academically qualified students who wish to enhance their on-campus educational experience. The office works closely with academic departments and programs to ensure coordination between programs at Skidmore and abroad. The office also advises students on program choices and application procedures, helps orient students to the cultural and personal challenges they will encounter abroad, and helps reintegrate students into the life of the college when they return from study abroad. The office provides administrative oversight for Skidmore's programs in Paris, Madrid, Alcalá, London, Beijing, and India, and provides support to Skidmore's faculty-led short-term programs abroad and Skidmore's Approved Programs. Students must have a 3.0 GPA, appropriate academic background, and the endorsement of the college in order to participate in programs abroad. The Office of International Programs also works with faculty on a variety of international opportunities. (See *Study Abroad Programs* for more details.)

Higher Education Opportunity Program/ Academic Opportunity Program

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

Community Education Program

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

Master of Arts in Liberal Studies

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

University Without Walls

UWW is Skidmore's undergraduate degree completion program for adults. Founded in 1971, UWW is a pioneer in adult education. The program currently serves approximately 200 students who use UWW's flexible framework to develop individually tailored undergraduate degree programs. UWW shapes undergraduate programs to fit the learning options available to people residing throughout the country and overseas. UWW students are able to:

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

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

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

For further information, contact:

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

Summer Programs

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

SUMMER TERM

There are two five-week summer sessions at Skidmore, during which students may register for up to eight semester hours in each session. Enrolling in summer classes enables students to take advantage of the small classes, intimate atmosphere and the opportunities to concentrate on just one or two courses at a time; fulfill all college, foundation level and departmental requirements; and to catch up or accelerate progress toward a degree. The Summer Term features courses in the full range of the liberal and studio arts as well as special topics courses in a variety of disciplines, often taught by visiting faculty, and offer unique opportunities for specialized study. Students may also engage in independent study courses with faculty and take advantage of the many internship opportunities in the summer.

SUMMER ARTS AT SKIDMORE

The college's summer institutes in the creative, performing and visual arts bring a stunning array of visiting faculty and guest artists to campus each summer to teach and work with students enrolled in the various programs. The college and Saratoga Springs community are able to reap the benefits of their presence on campus through concerts, readings, art exhibits, films, and lectures that fill the summer calendar. Programs include dance, theater, jazz, writers, and flute institutes and workshops.

SUMMER SESSIONS ABROAD

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

CENTER FOR TALENTED YOUTH

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

DANCE WORKSHOPS

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

FLUTE INSTITUTE

The Skidmore Summer Flute Institute provides an intensive week of music-making open for flutists of all levels of ability and experience—high school and college students, teachers, professionals, and amateurs. Daily schedules include master classes, ensemble rehearsals, private lessons and recitals. The week includes special classes with guest artists and performance opportunities for Institute flutists.

INTERNATIONAL WOMEN'S WRITING GUILD CONFERENCE

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

JAZZ INSTITUTE

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

NEW YORK STATE WRITERS INSTITUTE

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

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

The Pre-College Program in the Liberal and Studio Arts at Skidmore is a summer college experience for qualified high school students interested in exploring the liberal and studio arts—and in preparing for their future careers as college students. Designed for highly motivated and talented high school students, the program offers them the opportunity to engage in college-level work in areas of their interest and to benefit from Skidmore's strengths in the liberal and studio arts. The courses open to high school students are foundation-level courses offered as part of Skidmore's summer session for college students. Classes are small and individualized, the studios are spacious and well-equipped, and the library and other areas across campus provide welcoming space for group work and quiet study. The program is open to qualified high school students currently in their sophomore, junior, or senior year. High school freshman who wish to explore and develop their studio art skills but without the pressure of a grade may apply to enroll in non-credit studio art workshops, where the demands are the same as in a credit course but grades are not assessed. All other courses carry full Skidmore College credit, generally transferable to any other college or university. Both the credit courses and the non-credit workshops may often be used by students to advance their standing in their high school. Scholarships are awarded to students on the basis of need and academic merit.

Cocurricular Environment

SUMMER SCIENCE INSTITUTE FOR GIRLS

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

THEATER WORKSHOP

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

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

Facilities

MURRAY-AIKINS DINING HALL

Facing Case Green, the strikingly remodeled dining hall serves a vast array of meals in a lively bistro-marketplace atmosphere.

CASE CENTER

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

DANCE CENTER

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

FALSTAFF'S

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

JONSSON TOWER

This twelve-story building houses students on its top seven floors. A penthouse lounge is used for social functions. Health and Counseling Services, Campus Safety, and WSPN radio can be found on the lower floors.

SPORTS AND RECREATION CENTER

The Sports and Recreation Center houses a main gymnasium with three basketball/volleyball courts, intramural gym, swimming pool and diving well, athletic training room and human-performance laboratory, aerobics and fitness area, weight room, recreation gym, and varsity team rooms. The center also houses the new Skidmore Athletics Hall of Fame. Just outside the Sports Center are nine tennis courts (five lighted), plus an artificial long-turf field for soccer and lacrosse in the center of a lighted stadium with an all-weather track and seating for 1,400 spectators. Adjacent are an artificial short-turf surface for field hockey and a long-turf softball diamond. (Baseball is played on the natural-grass Castle Baseball Diamond off campus.)

STARBUCK CENTER

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

VAN LENNEP RIDING CENTER

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

WILSON CHAPEL

Val H. Wilson Memorial Chapel is intended primarily for meditation, though it is at times used for various religious ceremonies and college events. Set in a wooded area, it purposely lacks religious symbolism in its architecture and decor, emphasizing that it is for use by all members of the community, regardless of faith. A Spirit in Nature meditation path meanders into the woods directly behind the chapel.

STUDENT SERVICES

Academic Advising and Programs

The Office of the Dean of Studies, in cooperation with the faculty and the student affairs staff, provides academic guidance to students, contributes to academic policy and curricular decisions, and coordinates a wide range of academic opportunities. The Dean of Studies Office assigns each entering advanced-standing student to a member of the faculty who can advise the student about course scheduling, about the college's general academic requirements, and about the student's particular field of interest. Students may seek further advice on these and other issues from the office. Questions about leaves of absence, academic standing, choice of major, internship credit, academic integrity, honors and prizes, student opportunity funds, graduate fellowships, and other academic opportunities and difficulties may be referred to this office. The Office of the Dean of Studies, in collaboration with the Office of Student Academic Services, also provides guidance to students seeking academic support resources and services and provides support to students who receive Unsatisfactory Work Notices. The Dean of Studies Office publishes the annual *Student Academic Handbook* and the *Student Academic Handbook, Faculty Edition*. These booklets survey all academic programs and policies at Skidmore College.

Student Academic Services

The Office of Student Academic Services (SAS) provides a wide variety of services to promote academic achievement and help students take full advantage of the academic opportunities available at Skidmore. As part of the college's commitment to academic excellence, the office serves all students interested in improving their academic performance, attending graduate school, or working as a tutor on campus. The office organizes peer tutoring and study groups, and offers one-on-one or small group academic support. Student Academic Services also offers support to students who receive Unsatisfactory Work Notices. The office works on a variety of issues with international students, students of color, and athletes. Student Academic Services sponsors workshops and provides assistance to students submitting applications for specialized post-graduation scholarships. The office also provides English as a Second Language (ESL) support and works with students with disabilities.

Study Abroad

The Office of International Programs organizes a wide range of opportunities abroad for academically qualified students who wish to enhance their on-campus educational experience. The office works closely with academic departments and programs to ensure coordination between programs at Skidmore and abroad. The office also advises students on program choices and application procedures, helps orient students to the cultural and personal challenges they will encounter abroad, and helps reintegrate students into the life of the college when they return from study abroad. The office provides administrative oversight for Skidmore's programs in Paris, Madrid, Alcalá, London, Beijing, and India, and provides support to Skidmore's faculty-led short-term programs abroad and Skidmore's Approved Programs. Students must have a 3.0 GPA, appropriate academic background, and the endorsement of the college in order to participate in programs abroad. The Office of International Programs also works with faculty on a variety of international opportunities. (See *Study Abroad Programs* for more details.)

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 community service programs; 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 SGA.

Center for Sex and Gender Relations: The Center for Sex and Gender Relations works with students, faculty, and staff to educate and support healthy and equitable relationships, both personal and professional, between and among women and men. Begun as a student-driven initiative, the center is operated and staffed by Peer Advocates who are trained to respond to issues of sexual health and sexual assault. The center also sponsors a variety of educational programs and cocurricular activities throughout the year and encourages student-faculty collaborative research projects and other academic endeavors related to the study of sex and gender. An advisory council, composed of two Head Peer Advocates, two student affairs advisors representing Health Promotion and Residential Life, and the Associate Dean, establishes the mission and goals of the center and oversees its operation and programs.

Intercultural Center: The Intercultural Center in Case College Center provides a program of co-curricular activities that welcomes, acknowledges, and celebrates diverse traditions. The center offers a visual presence and an annual calendar of programs, seminars, workshops, and exhibits that support academic programs and faculty whose teaching and scholarship is broadly concerned with diversity. The Intercultural Center is a common meeting place for such organizations as the Asian Cultural Association, RAICES, Ujima, Network, Skidmore Pride Alliance, and the Jewish Student Union. It also serves as a meeting place for interfaith activities. The center promotes an intercultural exchange of ideas and traditions among students, faculty, and staff that lead to a greater understanding of one's citizenship in a global community.

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

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 educational 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 of student diversity programs 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.

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

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

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

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

Residential Life

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

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

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

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

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

MOORE AND KEYES QUADRANGLES

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

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

WIECKING HALL

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

SCRIBNER VILLAGE APARTMENTS

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.

NORTHWOODS APARTMENTS

The new Northwoods Apartments house 380 upper-class students in loft and garden-style apartments. Each unit contains 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.

OFF CAMPUS

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

Health Services

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

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

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

Counseling

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

Career Services

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

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

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

In addition to subscribing to numerous job-listing resources, the office regularly publishes newsletters to keep students and alumni aware of pertinent opportunities and their deadlines, including job and internship listings, recruiting events, and networking programs.

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

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

The MonsterTrak monthly recruiting program for seniors and recent graduates includes on- and off-campus interview opportunities. Consortia recruiting events for seniors, such as the ECCD Boston and New York City career days, and CIC programs across the country, offer additional opportunities.

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

COCURRICULAR ACTIVITIES

Student Government Association

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

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

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

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

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

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

Student Organizations

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

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

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

Media Opportunities

Media opportunities include the student newspaper, the *Skidmore News*; the college's FM radio station, WSPN; and closed-circuit television station, TV-16. The yearbook, *Eromdiks*, long regarded as the seniors' chronicle of events, and *Folio*, an arts and literary journal, are published annually by students. SGA also produces *Skidmore Scoop*, an online guide for new students.

Performing Opportunities

MUSIC

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

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

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

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

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

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

THEATER

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

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

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

DANCE

Dance at Skidmore has a long and distinguished tradition. Offering academic as well as technical study, it encompasses a variety of interests including ballet, modern/contemporary dance, ethnic dance, jazz, improvisation and choreography, history and repertory of dance, dance production, ballet pedagogy, music for dancers/choreographers, dance for the child, independent study, professional internships, dance capstone, and special dance forms of both the Western and Eastern worlds (such as pointe, character, yoga, Bharata Natyam, and African). There are also five active student dance clubs: Terpsichore (modern ballet and jazz), Stompin' Soles (tap), Rithmos (hip-hop), Irish Step (Irish dance), and Swing Fever (social dance).

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

Collegiate Athletics

MISSION STATEMENT

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

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

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

INTERCOLLEGIATE TEAMS

Skidmore College is affiliated with the NCAA, ECAC, Liberty League, and NYSWCAA. Intercollegiate athletic teams compete against Northeast area colleges in appropriately challenging schedules, and encounter teams from across the country on regional tours. Skidmore is a member of the Liberty League, which provides conference play among the ten member institutions.

The college fields intercollegiate men's teams in baseball, basketball, crew, golf, ice hockey, lacrosse, soccer, swimming and diving, and tennis; and women's teams in basketball, crew, field hockey, lacrosse, riding, soccer, softball, swimming and diving, tennis, and volleyball. Consult *Athletics Personnel* for the names of head coaches and the athletics staff.

In compliance with the Equity on Athletics Disclosure Act, Skidmore College publishes an annual report that includes participation rates, financial support, and other information on men's and women's intercollegiate athletic programs. The report is available online at www2.skidmore.edu/athletics/compliance.

Intramurals, Clubs, and Recreation

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

INTRAMURALS

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

CLUBS

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

INFORMAL AND INDIVIDUAL ACTIVITIES

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

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

THE SURROUNDING AREA

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

Admission

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

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

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

Application Guidelines

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

Students apply for admission by completing the Common Application and returning it to the Admissions Office accompanied by the application fee of \$60. No application can be processed until this fee is received. The fee is a service charge and is not refundable, nor is it credited on any subsequent bill. In cases of economic hardship and on the recommendation of the high school principal or guidance counselor, the application fee may be waived. Requests for a fee waiver should be sent to the Dean of Admissions and Financial Aid.

Skidmore College participates in the Common Application in use by 300 colleges and universities in the United States. Required supplementary forms and instructions are included with application materials sent to candidates from the Admissions Office. Students must submit a recommendation from their guidance counselor, assessments from two teachers, and the Skidmore supplement to the Common Application. All supplementary forms should be returned to the Admissions Office by January 15.

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

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

Early Decision

Skidmore's Early Decision (ED) Plans are designed for qualified high school seniors who have examined their college preferences thoroughly and have decided that Skidmore College is their first choice. Although candidates for Early Decision at Skidmore may initiate applications to other colleges, it is understood that they will immediately withdraw them and enroll at Skidmore if accepted under an Early Decision Plan. ED applicants should 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 December 15. The Round II application deadline is January 15, with notification by February 15.

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

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

Requirements for Admission

Candidates for admission are expected to complete a secondary school program with a minimum of four academic subjects each year, or the equivalent of sixteen college-preparatory credits.

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

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

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

Prospective studio art majors are not required to send a portfolio. However, they are welcome to send ten to twenty 35mm slides or ten to twenty 8 1/2” x 11” prints of their artwork to the Admissions Office no later than January 15. No CDs or DVDs will be considered. Slides should be encased in a 9” x 11” plastic slide sheet and clearly labeled “VISUAL ART.” Label each slide or print with your name, medium, size, date and “top” of work. Applicants who wish their portfolio returned should include a stamped, self-addressed envelope.

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

Campus Visits and Admission Interviews

Skidmore College welcomes visits from prospective students and families. Although an interview is not required, a personal interview allows the Admissions Committee to learn more about the candidate as an individual and enables the candidate to learn more about Skidmore. For those reasons, high school students are urged to visit campus for an interview between May 1 and January 31. 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 planning to visit should verify group information and tour times at the Skidmore College Web site.

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.

Information for Students with Disabilities

Applicants who identify themselves as having a disability during the admissions process are considered for admission on the same competitive basis as other applicants. The Student Academic Services office and the Coordinator for Students with Disabilities are glad to consult with students about available services. Although no formal program exists at the college, Skidmore does employ a Coordinator for Students with Disabilities, a staff member in Student Academic Services, who acts as a resource for students in need of modifications and accommodations on campus and in the classroom. If a student anticipates requesting services from the College, he or she should be prepared to provide the following information the Coordinator for Students with Disabilities at the time of enrollment:

1. documentation and diagnosis of a specific handicapping condition that is not older than three years. The evaluation should be completed by a specialist in the area of the handicapping condition (e.g., educational psychologist, certified school psychologist, psychiatrist), and
2. specific recommendations from the professional conducting the evaluation, which list reasonable accommodations and modifications that would benefit the student on a college campus.

All enrolled students receive an application for accommodation for students with disabilities. Students with a documented disability should complete the application and return it with the required documentation to the Coordinator for Students with Disabilities in the Student Academic Services office. Using the information from the application and the diagnostic materials provided, the Coordinator for Students with Disabilities will assist the student in developing an individualized system of support that is specific to the student's needs. After their arrival at Skidmore, students will then meet with the Coordinator for Students with Disabilities to go over the approved accommodations.

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

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

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

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

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) 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 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, and the ACT site is www.act.org.

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

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

Midyear Admission

Skidmore welcomes applications for midyear admission from transfer students who will have at least one full year of transferable credit from another college. Students interested in midyear admission should submit their applications by November 15.

Early Admission

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

Transferring to Skidmore

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

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

An official transcript (or transcripts) of all college-level work done through the most recently completed semester must be submitted. A midterm report of college work currently in progress is required, and a transcript of such work should be sent as soon as one is available in the event that the Admissions Committee feels it is necessary to review final grades for those courses before rendering a decision.

Applicants should also submit a high school transcript, two recommendations from college professors who have taught the applicant in *academic* courses, and the Dean's Report included in the application packet.

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

A limited number of financial aid packages are available to transfer students applying to Skidmore. Students are required to file the Free Application for Federal Student Aid (FAFSA) and the PROFILE form of the College Scholarship Service (CSS) no later than April 1 for fall admission and no later than November 15 for spring admission.

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

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

Admission of International Students*

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

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

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

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

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

Arrangements for SAT, 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.

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

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

Application Deadlines

APPLICATIONS

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

SCHOOL TRANSCRIPTS

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

TEACHER RECOMMENDATIONS

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

STANDARDIZED TESTING

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

FINANCIAL AID

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

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

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

NOTIFICATION

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

KEY DATES FOR CANDIDATES TO REMEMBER

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

Nonmatriculated Students

VISITING STUDENTS

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

SPECIAL STUDENTS

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

CONTINUATION STANDARDS FOR NONMATRICULATED STUDENTS

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

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

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

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

Fees and Expenses

Fees for the academic year 2007–08 are stated below. Checks for fees should be made payable to Skidmore College.

Annual fees are as follows:

Tuition and Required Fees	\$36,860
Room	
Traditional Residence Hall	\$5,816
Residence Hall, single-occupancy	\$6,316
Scribner Village apartment	\$6,940
Northwoods apartment	\$7,300
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*

<i>August 1, 2007</i>	
Returning students who have paid a \$400 returning deposit pay.....	\$22,948
Entering students who have paid an enrollment deposit pay.....	\$23,048
<i>December 15, 2007</i>	\$23,348

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

<i>August 1, 2007</i>	
Returning students who have paid a \$400 returning deposit pay.....	\$23,198
Entering students who have paid an enrollment deposit pay.....	\$23,298
<i>December 15, 2007</i>	\$23,598

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

<i>August 1, 2007</i>	
Returning students who have paid a \$400 returning deposit pay.....	\$21,500
Entering students who have paid an enrollment deposit pay.....	\$21,600
<i>December 15, 2007</i>	\$21,900

*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).

Tuition and Required Fees, and Room (Northwoods Apartment)

<i>August 1, 2007</i>	
Returning students who have paid a \$400 returning deposit pay.....	\$21,680
Entering students who have paid an enrollment deposit pay.....	\$21,780
<i>December 15, 2007</i>	\$22,080

Tuition and Required Fees

<i>August 1, 2007</i>	
Returning students who have paid a \$400 returning deposit pay.....	\$18,030
Entering students who have paid an enrollment deposit pay.....	\$18,130
<i>December 15, 2007</i>	\$18,430

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 2007–08 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, 2008. There are no income requirements or credit qualifications to participate, and there are no finance charges. The only cost of participation is a nonrefundable application fee, which ranges from \$65

to \$90, depending on when one joins the plan. Detailed information on the Skidmore College Installment Plan (SCIP) is sent to all students in April, and can be found on the Bursar's page of the Skidmore College Web site.

TUITION PREPAYMENT (TUITION STABILIZATION PLAN)

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

Fees

OVERLOADS/UNDERLOADS

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

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

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

Credit-Hour Fee \$1,205

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 \$734
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. Nonmatriculated students pay an application fee and a fee for each semester hour of credit. Nonmatriculated students may not register for any physical activity (PA) course.

Application Fee \$25

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

Credit-Hour Fee \$1,205

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 can be found on the Bursar’s page of the Skidmore College Web site. Arrangements to participate in the plan should be made directly with A.W.G. Dewar Inc.

Health Insurance

Estimate \$782/year

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

Linen Rental Service (Optional)

Estimate \$105/year

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

Books and Supplies

Estimate \$600–1,000/year

These items may be purchased with cash, Visa, MasterCard, or your Skidmore ID card/declining-balance account at the Skidmore Shop.

HOUSING

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

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

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

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

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

BOARD

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

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

REFUNDS

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

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

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

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

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

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

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

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

Leaves of Absence

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

Medical Leave of Absence

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

Off-Campus Programs

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

Appeals

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

ADVANCE DEPOSITS FOR 2007-08 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 2008, payable March 15, 2008, 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, 2008, after which there will be no refund.
3. A late fee of \$25 may be assessed for advance deposit payments received after March 15, 2008.

Financial Aid

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

Currently approximately 42 percent of Skidmore students are receiving Skidmore-administered scholarships, grants, loans, and/or work awards, which are offered singly or in various combinations. In total, 49 percent of the students at Skidmore receive some form of assistance from the college or from outside sources. Numerous financing plans and options are available to families not eligible for need-based financial aid. (See *Fees and Expenses* for monthly payment and tuition prepayment plans.)

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

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

For further information about financial assistance from Skidmore College, see the 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

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

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

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

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

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

The financial aid application deadline is January 15 (prior to the academic year for which assistance is requested) for prospective first-year students; the financial aid application deadline is 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.

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

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

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

Student Aid Programs and Financing Options

SKIDMORE COLLEGE PROGRAMS

MERIT AWARDS

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

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

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

LOANS

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

THE CITIASSIST LOAN

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

CAMPUS EMPLOYMENT

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

FEDERAL PROGRAMS

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

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

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

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

GRANTS

FEDERAL PELL GRANT

A student can receive up to \$4,310 per year for tuition and other educational costs, such as room and board. Awards depend on college costs and an aid-eligibility index. This index is based on factors such as family income and assets, family size, and number of postsecondary students in the family.

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

FEDERAL ACADEMIC COMPETITIVENESS (AC) GRANT

An eligible student may receive an AC Grant of up to \$750 for the first academic year of study and up to \$1,300 for the second academic year of study. To be eligible for each academic year, a student must:

- be a U.S. citizen;
- be a Federal Pell Grant recipient;
- be enrolled full-time in a degree program;
- be enrolled in the first or second academic year of his or her program of study at a two-year or four-year degree-granting institution;
- have completed a rigorous secondary school program of study (after January 2, 2006, if a first-year student, and after January 1, 2005, if a second-year student);
- if a first-year student, not have been previously enrolled in an undergraduate program; and
- if a second-year student, have at least a cumulative 3.0 grade-point average on a 4.0 scale for the first academic year.

FEDERAL NATIONAL SMART GRANT

An eligible student may receive a National SMART Grant of up to \$4,000 for each of the third and fourth academic years of study. To be eligible for each academic year, a student must:

- be a U.S. citizen;
- be a Federal Pell Grant recipient;
- be enrolled full-time in a degree program;
- be enrolled in a four-year degree-granting institution;
- major in physical, life or computer science, engineering, mathematics, technology, or a critical foreign language; and
- have at least a cumulative 3.0 grade-point average on a 4.0 scale.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

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

LOANS

FEDERAL PERKINS LOAN

These loans are for undergraduate students enrolled at least half-time. The loan amount is determined by the college, within federal limits of up to \$4,000 per year for a total of no more than \$20,000 for undergraduate study. There is no interest charged during school and for 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.

WORK STUDY

FEDERAL WORK-STUDY PROGRAM

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

OTHER FEDERAL PROGRAMS

VETERANS ADMINISTRATION EDUCATIONAL BENEFITS

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

GI BILL

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

FEDERAL AID TO NATIVE AMERICANS

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

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

NEW YORK STATE PROGRAMS

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

NEW YORK STATE REQUIREMENTS

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

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

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

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

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

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

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

1. the student can document that the reason for the failure to maintain standards was as a result of an extenuating medical circumstance which can be documented; and
2. the student receives permission for such a waiver from the Committee on Academic Standing.

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

GRANTS

TUITION ASSISTANCE PROGRAM AND SUPPLEMENTAL TUITION ASSISTANCE PROGRAM

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

Undergraduate students are eligible for up to four years of assistance for full-time study or up to five years in certain programs. Undergraduate students who are educationally disadvantaged and require remedial courses may be eligible for up to one additional year of aid. Graduate or professional students may also receive up to four years of TAP for a combined undergraduate-graduate total of eight years.

To be eligible, the student must:

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

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

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

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

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

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

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

SCHOLARSHIPS

ROBERT C. BYRD HONORS SCHOLARSHIPS

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

PAUL DOUGLAS TEACHER SCHOLARSHIPS

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

AWARDS

AID FOR PART-TIME STUDY

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

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

VIETNAM VETERANS TUITION AWARDS (VVTA)

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

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

AWARDS FOR CHILDREN OF DECEASED AND DISABLED VETERANS

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

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

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

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

RESERVE OFFICER TRAINING CORPS (ROTC)

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

FEDERAL FAMILY EDUCATION LOANS

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

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

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

FEDERAL STAFFORD LOANS—SUBSIDIZED

The student may borrow up to \$3,500 a year for the freshman year, up to \$4,500 for the sophomore year, up to \$5,500 for junior and senior years, up to \$23,000 in total for undergraduate study, and up to \$8,500 per year for graduate-professional study.

All students must 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.

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

FEDERAL STAFFORD LOANS—UNSUBSIDIZED

This loan has the same features as the subsidized loans, except that the federal government will not pay the interest on the loan while the student is in school. Interest begins when the loan is disbursed, but payment may be deferred. There is an insurance and origination fee of up to 4 percent of the amount borrowed.

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

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

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.

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

FEDERAL PARENT LOANS FOR STUDENTS (PLUS)

Parents may borrow up to the cost of attendance minus financial aid per year for each financially dependent undergraduate student if there is no adverse credit history. Annual interest will be 8.5 percent for loans after July 1, 2006.

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

OTHER PROGRAMS

HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

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

STATE AID TO NATIVE AMERICANS

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

VOCATIONAL REHABILITATION

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

MAYOR'S SCHOLARSHIP PROGRAM

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

Academic Requirements and Regulations

REQUIREMENTS FOR DEGREE

Students are responsible for completing all requirements for graduation.

1. A minimum of 120 credit hours of course work. A minimum of sixty credit hours must be completed at Skidmore College, including all work taken in the senior year.
2. Satisfaction of the grade-point standards: a cumulative grade-point average of 2.0 in all course work completed at Skidmore College and a 2.0 in all course work in the major field.
3. Fulfillment of the liberal arts requirement: candidates for the bachelor of arts degree must complete a minimum of ninety credit hours of course work designated as liberal arts. Candidates for the bachelor of science degree must complete a minimum of sixty credit hours of course work designated as liberal arts. Double majors completing both B.A. and B.S. requirements must complete 90 hours of liberal arts credit.
4. Fulfillment of the maturity-level requirement: successful completion of a minimum of twenty-four credit hours of course work at the 300 level at Skidmore College. Twelve credit hours of 300-level course work must be taken in the senior year, six of these twelve in each major field.
5. Fulfillment of a Scribner Seminar, unless exempted.
6. Fulfillment of the foundation requirements: quantitative reasoning 1 and 2 and expository writing.
7. Fulfillment of the breadth component: four areas: arts, humanities, natural sciences, and social sciences.
8. Fulfillment of the culture-centered inquiry requirement: two courses, one course at the appropriate level in a foreign language or foreign literature in its nontranslated form, and one course designated as either non-Western culture or cultural diversity study.
9. Declaration and satisfaction of requirements for a major program.

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

LIBERAL ARTS REQUIREMENT

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

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

MATURITY-LEVEL REQUIREMENT

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

The minimum of *twenty-four* 300-level course credits must be earned in Skidmore courses, not at other colleges and universities unless part of an approved program abroad. The Committee on Academic Standing adheres closely to this minimum expectation, in the belief that some substantial core of the student’s advanced, culminating academic work should be completed at the institution, Skidmore, which is awarding the student’s baccalaureate degree. Under a few compelling circumstances (e.g., for the purpose of study away), the CAS may approve as many as *eight* credit hours of maturity-level credit for study at another institution—a maximum of *four* maturity credits for each semester spent at the other institution.

INTERDISCIPLINARY REQUIREMENTS: SCRIBNER SEMINAR

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

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

FOUNDATION REQUIREMENTS

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

Such courses may be English Department writing courses (EN105, 105H, or 110) or specially designated writing-intensive courses in other disciplines.

Quantitative Reasoning: All students must fulfill the QR1 requirement, demonstrating competence in basic mathematical and computational principles, in any *one* of the following five ways:

1. scoring 630 or better on the MSAT I exam,
2. scoring 570 or better on any mathematics SAT II exam,
3. achieving a score of 28 or higher on the ACT mathematics exam,
4. passing Skidmore's quantitative reasoning examination before the end of the first year, or
5. successfully completing MA100 before the end of the sophomore year.

In addition, by the end of the junior year, all students must have fulfilled the QR2 requirement by successfully completing a designated course in mathematics, statistics, or other numerical operations in various academic disciplines, or in the use of computers for the manipulation of mathematical, social-scientific, or scientific data. All QR2 courses have QR1 as a prerequisite. Fulfillment of the quantitative reasoning requirement is indicated in individual course descriptions.

BREADTH REQUIREMENTS

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

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

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

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

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

CULTURE-CENTERED INQUIRY REQUIREMENTS

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

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

Non-Western Culture: Students may fulfill the requirement by successfully completing one 3- or 4-credit course designated as Non-Western (NW).

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

MAJOR REQUIREMENTS

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

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

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

MINORS

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

MULTIPLE COUNTING OF COURSES

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

1. In the case of a double major, and with the permission of both major departments and the Office of the Registrar, a maximum of *three* courses may be counted toward both sets of major requirements.
2. For a major and a minor program, or for two minor fields, there can be no more than a *two-course* overlap.
3. With reference to Nos. 1 and 2 above, certain major or major/minor overlaps are not permitted. Students should check such exceptions in the Catalog and with the Office of the Registrar.
4. The Scribner Seminars may not fulfill any other college requirement.

5. Certain courses, as approved by the College Curriculum Committee and so indicated in the Catalog, may meet two all-college requirements.

Acceleration and Reclassification

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

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

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

Course Loads

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

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

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

Credit by Examination

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, four 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. Four credits will also be awarded for each German *Arbitur* examination on which the student earns a score of 10–15. 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.

Transfer of Credit

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

Leaves of Absence

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

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

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

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

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

Students who receive approval for a personal/medical leave of absence may study part-time at an accredited institution while away, with the approval of the Registrar’s Office and the Dean of Studies Office. Students should work with the Registrar’s Office to identify acceptable courses for 1–11 credits of work and to determine if departmental approvals are also necessary. Upon completion of the work, the student is responsible for submitting a final official transcript for awarding of the credit. All transfer credit policies pertain, including the fact that the student must earn a grade of “C” or better in each course that is evaluated for credit at Skidmore.

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

Academic Standards and Review

Registration

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

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

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

Attendance

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

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

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

The Honor Code

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

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

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

Academic and Social Integrity

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

The Basic College Regulations outlined in the *Student Handbook* are considered vital to community welfare, student safety, and high standards of ethical and social integrity. The list of regulations is not exhaustive. In all areas of Skidmore life, members are expected to embrace high standards of fair play, integrity, and honor. Careless abuses and violations of these regulations are considered major breaches of the Skidmore Honor Code and may involve the withdrawal of the privilege of membership in the

Skidmore College community. In addition to these Basic College Regulations, the actions of members of the college community are governed by and subject to the laws and ordinances of the local, state, and federal governments.

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

Academic Standards

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

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

Grades

Grades are assigned on the following basis:

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

S/U, Satisfactory/Unsatisfactory: S/U grades do not affect the student's grade-point average, but a student receiving an Unsatisfactory will not receive credit for the course. The college criterion for Satisfactory is the equivalent of a C or better. A student may take no more than one course in a semester for an S/U grade. A student may take a maximum of sixteen semester hours for an S/U grade, excluding internships. The S/U option is offered at the discretion of the department. The semester schedule will indicate which courses may be taken for an S/U grade. Students must indicate their choice of the S/U grade option at the time of registration. No change may be made after the end of the first week of classes.

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

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

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

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

In such cases, an I may be submitted by the instructor if both the instructor and the student agree that exceptional circumstances warrant an extension of time beyond the normal deadlines of the term. (An incomplete grade will make the student ineligible for Dean's List Honors for the term if the student completes fewer than fourteen semester hours by the regular grading deadline.) The student is responsible for making arrangements for completing the course with the instructor and the Office of the Registrar. The extension period may not be longer than six weeks after the end of the fall or spring semesters, or more than six weeks after either of the summer terms. At the end of the extension period, the instructor may submit a grade based on the work completed.

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

Grade Change

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

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

Grade-Point Average (GPA)

Each grade is assigned a point value as follows:

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

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

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

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

cross registrations, credit granted by Skidmore College for work taken at another institution or by examination is not included in the GPA.

Academic Review

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

Honors

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

DEAN'S LIST

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

Honors are awarded to each matriculated student who satisfactorily completes at least fourteen semester hours of credit by the regular grading deadline and who achieves a 3.40 to 3.66 GPA for that semester. Highest Honors are awarded to each student who satisfactorily completes at least fourteen semester hours of credit by the regular grading deadline and who achieves a 3.67 or higher GPA for that semester. (A grade of Incomplete, which temporarily places the credits earned below fourteen, makes the student ineligible for the Dean's List, even if the Incomplete is resolved successfully.)

GRADUATION HONORS

College Honors: Seniors with distinguished academic records may graduate *cum laude* (3.40–3.66 GPA), *magna cum laude* (3.67–3.79 GPA), or *summa cum laude* (3.80–4.00 GPA) upon the recommendation of the Committee on Academic Standing and with the approval of the faculty.

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

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

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

Honors Forum: Seniors will graduate as members of the Honors Forum if they have maintained Dean's List status as a full-time student (with no two consecutive semesters of a GPA below 3.4); demonstrated exemplary academic and social integrity; completed HF101 during the fall semester of the freshman year; in addition to HF101, completed a minimum of three Honors Forum courses, or a total of seven Honors Forum credits, by the end of the junior year, and a senior-year capstone experience; and engaged in forum leadership and events during each academic year of membership. Students in the Class of 2009 and later must complete an approved Citizenship Project.

PERICLEAN

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

PHI BETA KAPPA

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

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

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

ACADEMIC PRIZES

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

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

STUDENT OPPORTUNITY FUNDS

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

Probation

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

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

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

Standards for Continuation

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

1. The Committee on Academic Standing has determined that the student has not earned a sufficient number of credit hours and grade-point average to continue as a matriculated student at Skidmore College (see chart below).
2. The student does not complete the all-college foundation, interdisciplinary, breadth, and culture-centered inquiry requirements in a timely and successful fashion; students must complete the foundation requirements (expository writing and the first level of quantitative reasoning) by the end of the sophomore year. First-year students not successfully completing the Scribner Seminar will be reviewed by the Committee on Academic Standing in consultation with the Director of the First-Year Experience. A decision will be made regarding a possible exemption or substitution on a case-by-case basis. The second level of the quantitative reasoning requirement (QR2) must be completed by the end of the junior year. All other requirements must be completed prior to graduation. Student progress in these areas is reflected in the degree audit, which students receive from the Office of the Registrar.
3. By the end of the junior year or thereafter, the student has not earned a 2.00 GPA in the major.
4. The student earns a second semester of “probation” status.
5. The student has been granted a “waiver” of minimal continuation standards in order to improve his or her academic standing. (See *Disqualification*.)

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

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

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

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

Summer Credits and Grades

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

Disqualification

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

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

Courses of Study

Withdrawal

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

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

Dismissal

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

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

Readmission

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

Course Credit

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

Course Numbering

The level of the course is indicated as follows:

100—Introductory
200—Intermediate
300—Advanced

Course Notations

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

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

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

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

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

Faculty (as of May 15, 2007) for the academic year 2007–08 are listed with their respective departments and in the rear section of this catalog. Part-time faculty and administrators who hold a faculty line or teach a course are indicated by an asterisk(*).

Degree Programs

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

Major	Hegis Code	Degree
American Studies	0313	Bachelor of Arts
Anthropology	2202	Bachelor of Arts
Art (Studio)	1002	Bachelor of Science
Asian Studies	0301	Bachelor of Arts
Biology	0401	Bachelor of Arts
Biology-Philosophy	0499	Bachelor of Arts
Business	0501	Bachelor of Science
Business-Economics	0599	Bachelor of Arts
Business-French	0599	Bachelor of Arts
Business-German	0599	Bachelor of Arts
Business-Government	0599	Bachelor of Arts
Business-Mathematics	0599	Bachelor of Arts
Business-Spanish	0599	Bachelor of Arts
Chemistry	1905	Bachelor of Arts
Classics	1504	Bachelor of Arts
Computer Science	0701	Bachelor of Arts
Dance	1008	Bachelor of Science
Dance Theater	1008	Bachelor of Science
Economics	2204	Bachelor of Arts
Economics-French	2299	Bachelor of Arts
Economics-German	2299	Bachelor of Arts
Economics-Mathematics	2204	Bachelor of Arts
Economics-Philosophy	2204	Bachelor of Arts
Economics-Sociology	2299	Bachelor of Arts
Economics-Spanish	2299	Bachelor of Arts
Education Studies	0802	Bachelor of Science Provisional Certification in Elementary Education (pre-K-6)
English	1501	Bachelor of Arts
English-French	1599	Bachelor of Arts
English-German	1599	Bachelor of Arts
English-Philosophy	1599	Bachelor of Arts
English-Spanish	1599	Bachelor of Arts
Environmental Studies	0402	Bachelor of Arts
Exercise Science	1299	Bachelor of Science
French	1102	Bachelor of Arts
French Area Studies	1102	Bachelor of Arts
Geology†	1914	Bachelor of Arts
Geosciences	1914	Bachelor of Arts
German	1103	Bachelor of Arts
Government	2207	Bachelor of Arts
Government-French	2299	Bachelor of Arts
Government-German	2299	Bachelor of Arts

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

†To be phased out by 2009

TRANSCRIPTS

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

American Studies

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

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

Associate Professor: Daniel A. Nathan

Assistant Professor: Joshua C. Woodfork

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

THE AMERICAN STUDIES MAJOR: Students must fulfill the requirements designated in the three areas below as well as satisfy the general college requirements for the degree of bachelor of arts. To qualify for honors in American studies, students must complete the honors thesis.

1. Prerequisites: AM101, 102; or HI121, 122 (American History).
2. American Studies courses: six courses, each of three credits or more, above the 100 level, to be selected in consultation with the student's advisor. These must include AM221, American Studies: Methods and Approaches, and AM374, Senior Seminar.
3. American subjects: two courses, each of three credits or more, about the United States taken in at least two other departments and above the 100 level. Courses meeting this requirement must be approved by the American Studies Department.

THE AMERICAN STUDIES MINOR: The American studies minor consists of five courses, including:

1. AM101, 102 or 201, 202 (depending on the department's perception of the student's preparation);
2. AM221, American Studies: Methods and Approaches; and
3. two additional American studies courses, at least one of which must be at the 300 level.

An interested student should apply to the department chair for acceptance as an American studies minor and for assignment to a faculty advisor, who will work with the student to devise a minor program suited to his or her interests and needs. Students must maintain at least a 2.0 average in minor courses and must file a declaration of minor form with the registrar's office before the beginning of their last semester at Skidmore.

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

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

G. Pfitzer, the Department

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

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

G. Pfitzer, D. Nathan, the Department

AM 200. ISSUES IN AMERICAN CULTURE 1

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

AM 201. AMERICAN IDENTITIES: PRE-1870s 3

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

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

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

AM 202. AMERICAN IDENTITIES: POST-1870s 3

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

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

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

AM 221. AMERICAN STUDIES: METHODS AND APPROACHES 4

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

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 expository writing requirement.) M. Lynn

AM 231. ETHNIC AND IMMIGRANT EXPERIENCE 3

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

The Department

AM 232H. NEW ENGLAND BEGINS 3

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

M. Lynn

AM 233. REPRESENTATIONS OF THE AMERICAN PAST IN FILM 4

An examination of how Hollywood filmmakers have represented the American past, with special attention to the implications of movies for the construction of American cultural identity. Students will analyze films as historical documents that reflect (and sometimes reproduce) the ethos or cultural politics of the period in which they were made and first viewed. Through the use of popular culture theories, students will consider the ways in which films inform (and sometimes obfuscate and subvert) historical understanding. (Fulfills social sciences requirement.)

D. Nathan

AM 234. AMERICAN SPORTS/ AMERICAN CULTURE 3

A historical examination of 300 years of sport in America as an important expression of culture, conflict, and meaning. Special attention is devoted to the ways in which contemporary sports provide a window into politics, economics, racial and ethnic relations, class formation, and gender identity. Students analyze the ways in which Americans have played, watched, and understood sports and will focus on some of the recurrent cultural values, trends, and symbolism associated with American athletes and public life. (Fulfills social sciences requirement.)

D. Nathan

AM 236. JAZZ: A MULTICULTURAL EXPRESSION 3

Explores the history of jazz music, often referred to as the only truly American art form, focusing in particular on the rich interaction among many diverse cultures, classes, ethnicities and geographically distant peoples which produced the emergence of jazz in the first decade of the twentieth century. Examines the combinations of African, African-American, European, Latin-American and American folk influences that emerged in different eras to produce what is now considered to be "American Classical Music." Students will develop the ability to listen effectively and deeply and understand what they hear in the context of style and history, becoming familiar with the most important jazz creations, and understanding how they relate to American culture and history. (Designated a Cultural Diversity course; fulfills humanities requirement.)

L. Rosengarten

AM 250. REGIONAL CULTURE 3 or 4

Exploration of the development of distinctive regional cultures in the United States. Using a broadly based interdisciplinary approach, these courses focus on the interaction between people and their environments, the way people develop attachments to their own regions, and the tensions between regional and national cultures. (The course may be repeated for credit with a different topic.)

A. The Hudson River 4

An introduction to the history, literature, and art of the Hudson River Valley. The Hudson River is considered as an environmental entity, an economic and political concern, and especially as a cultural symbol. The course considers four centuries of American experience on the Hudson, but focuses on the nineteenth century, when the Hudson had its greatest influence on regional and national culture. (Fulfills social sciences requirement.)

G. Pfitzer

B. The West 4

An examination of the mythic, historical, and contemporary West, western heroes and themes and what they reveal about American values and culture. Using film, literature, social and intellectual histories and the arts, the course considers discrepancies in the images and realities of western exploration and settlement. After considering the colonial period, the course then explores nineteenth century conflicts over property, natural preservation, mineral and water claims, and the rights of native Americans and concludes with an examination of contemporary images and issues. (Fulfills social sciences requirement.)

The Department

D. New England 3

A study of the growth and development of regional culture in the northeastern United States from the eighteenth century to the present. Beginning with a consideration of the heritage of the Puritan settlers, the course proceeds to an examination of the Revolutionary experience, the industrial revolution, the New England Renaissance of the nineteenth century, and the transforming impact of immigration and migration on the region's population. It ends with a study of the literature, politics, and economy of New England in the twentieth century. (Fulfills social sciences requirement.)

M. Lynn

AM 260. THEMES IN AMERICAN CULTURE 3 or 4

Interdisciplinary examinations of critical themes in the development of American culture and American life. (The course may be repeated for credit with focus on a different theme.)

A. Civil Rights in Twentieth-Century United States 3

An examination of the interactions of individuals, groups, institutions and agencies seeking to achieve, enforce, or dismiss those civil rights guarantees contained primarily in the 13th, 14th, and 15th amendments to the Constitution of the United States and in subsequent twentieth century legislation. Although a major focus of the course is on the attempts of women and African-Americans to secure full civil rights protections, students are encouraged to investigate civil rights issues that range beyond these two groups. The course uses a variety of materials including legislative histories, autobiographies, executive orders, judicial decisions, biographies, histories of specific aspects of the civil rights struggle, journalistic accounts, documentary films, works of fiction, and oral histories. (Fulfills social sciences requirement.)

The Department

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

C. African-American Experience, 1860s–1980s 3

A study of the African-American experience, 1860s–1980s. Using both primary and secondary source material, the course examines the critical issues and period relevant to the African-American struggle toward freedom and equality. Topics include slavery, emancipation, and Reconstruction; the woman's era; the age of Jim Crow and the new Negro; the civil rights movement; and the post-reform period. Sources include narratives, documents, photographs, and films. (Designated a Cultural Diversity course; fulfills social sciences requirement.)

J. Woodfork

I. Popular Culture 4

A topical examination of the cultural-historical process of the creation, dissemination, and consumption of mass or popular culture and analysis of popular culture as a defining characteristic of Americans. Specific focus will be upon the evolution of modern electronic forms of communication in the twentieth century, and the interrelationships between the popular and elite and folk culture will be explored. Illustrative topics include: popular genre literature, mass movements, celebrities and heroes, and film, radio, and television.

D. Nathan

J. Diversity in the United States 3
An examination of the ways in which people in the United States try to reconcile the realities of cultural difference with preconceived notions of a unified America and American identity. Students will learn about the United States as a complex, heterogeneous society that has been profoundly shaped by both the connections and conflict implicit in its multicultural heritage. Students will also address interrelationships and tensions that characterize a culturally diverse democracy by examining how accepted cultural traditions intersect with contested themes such as race, the family, adoption, gender, sexuality, and education. (Fulfills social sciences requirement; designated as a Cultural Diversity course.)
J. Woodfork

AM 299. PROFESSIONAL INTERNSHIP IN AMERICAN STUDIES 3
Internship opportunity for students whose academic and cocurricular work has prepared them for professional work related to the major. With faculty sponsorship and department approval, students may design internships at museums and historical societies, newspapers, radio and television stations, museums and historical societies, newspapers, radio and television stations, planning and architectural firms, schools, government agencies, and other appropriate sites. No more than three semester hours may count toward the major. *Prerequisite:* two courses in American studies. Must be taken S/U.

AM 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

AM 332. GLOBAL PERSPECTIVES OF THE UNITED STATES 4
Assesses and puts in historical context global perspectives on and representations of the U.S., its citizens and culture. Employing an interdisciplinary methodology, student will consider how the U.S. appeared to Europeans in the 18th century and how others since then have made sense of this country, with an emphasis on the 20th century and the post-9/11 cultural moment. Students will examine themes including the preferred national narrative of the U.S. as a place of freedom, opportunity, democracy, and multicultural pluralism; and different forms of anti-Americanism. (Designated a non-Western culture course.)
D. Nathan

AM 340. WOMEN AND WORK IN AMERICA 3
Examination and analysis of the role and status of women in the economy, particularly the paid work force, from the colonial era to the present. Topics considered are: the perceptions and the realities of women's participation in the work force, "women's work," and working women's conscious efforts to improve their economic status. A variety of sources provide insights into the myths and realities of working women's experiences; the impact of technology on women's work; the demands of family on working women; the socialization of women's work; legislation and working women's status; the influence of class, race, and ethnicity on women workers and women's work; the job segregation of women; and women workers and the organized women's movement.
The Department

AM 342. BLACK FEMINIST THOUGHTS 3
Examines the development and materialization of Black American feminist thoughts within historical, social, political, and cultural contexts. Interdisciplinary in focus, it surveys feminist politics and theories through films, popular culture, manifestos, literary texts, and theoretical and historical essays. In addition, the course will address how the concepts of black feminism and black womanhood overlap and diverge in accordance with the modes of representation used to articulate them. (Designated a Cultural Diversity course.)

AM 360. AMERICAN CULTURAL PERIODS
Examination of specific cultural periods, each of which has had a particular significance for the development of American culture. The course will explore the major social, political, economic, intellectual, and aesthetic issues of the period, using the resources of literature, history, music, art, government, sociology, and popular culture. (The course may be repeated for credit with a different period.)

A. 1920s 3
An intensive examination of the "roaring twenties," with special attention to the impact of class, race, and gender on the development of American culture in the period. The course focuses on a series of controversies illuminating some of the conflicting forces at work in American society, including debates over immigration, Prohibition, evolution, sexuality, and the role of women in society. It will examine some of the major intellectual, social, and cultural issues of the era.
M. Lynn, D. Nathan

B. 1950s 3
An interdisciplinary analysis of the decade of the 1950s in America. Using a wide variety of primary and secondary sources, including fiction, film, music, biography, autobiography, poetry, sociology, drama, and social criticism, the course explores the distinctive culture of this decade. It focuses on the ways different groups of Americans experienced the period, studying conformity and consumerism, the beatniks, rock and roll, and the silent generation, as well as the roots of the protest movements and the counterculture of the 1960s.
M. Lynn

C. 1960s 3
A consideration of the major events of the 1960s, including the New Frontier, the Cuban missile crisis, the assassination of John F. Kennedy, the war in Vietnam, the civil rights movement, the sexual and gender revolutions, the rise of rock and roll, the counterculture, the moon landing and other landmarks of the decade. The course considers not only what happened during those climactic years, but why such events were so important to American development, and how perceptions about the 1960s have changed over time.
G. Pfitzer

AM 361. AMERICAN MATERIAL CULTURE 4
Introduction to the material aspects of American culture and the variety of ways in which artifacts—three-dimensional objects, the built environment, design and architectural styles, technological processes and production, decorative and folk arts—serve as social and cultural documents. The course centers on the cultural attitudes and values embodied in as well as shaped by the production, utilization, and conservation of material objects. Readings, discussions, museum and other field trips, and object-oriented research projects assist students in enhancing their visual literacy and in making connections between material culture and the larger culture.
The Department

AM 362. AMERICAN AUTOBIOGRAPHY 3
An examination of American culture through the lives of specific people as recorded in their autobiographies. The course explores autobiography both as an act of self-creation and as a reflection of culture. Various autobiographies are examined for their revelations about choices, crises, values and experiences of representative people in particular periods of the American past.
D. Nathan, J. Woodfork

AM 363. WOMEN IN AMERICAN CULTURE 4
An examination of the changing position of women in American culture and society from the seventeenth century to the present. Topics will include the developing familial, economic, sexual, educational, and political roles of women, as well as consideration of the suffragist and feminist movements. Issues of race, class, and ethnicity will be included, and resources from a variety of disciplines will be used, including material culture, history, literature, politics, sociology, and economics.
M. Lynn

AM 371, 372. INDEPENDENT STUDY 3, 3
A program of individual reading, research, and writing which qualified majors design in consultation with and under the direction of the American studies faculty. An independent study allows an in-depth examination of a topic not treated extensively in regular departmental course offerings. Students meet with faculty on a regularly scheduled basis to discuss and analyze readings and research in primary and secondary sources.
The Department

AM 374. SENIOR SEMINAR 4
Exploration of primary and secondary sources in the interdisciplinary examination of a particular topic in American culture. Students will pursue a major research project or prepare an honors thesis proposal. Required of all senior majors. Open to majors only; normally taken in fall semester of senior year.
G. Pfitzer

AM 375. HONORS THESIS 4
Independent study and research leading to a thesis examining a topic relevant to American civilization from an interdisciplinary perspective. Required of candidates for department honors. Participation by invitation of the department to students with strong records in the major or by petition of a student with special research interests. *Prerequisite:* AM374. Open to majors only.
The Department

AM 376. TOPICS IN AMERICAN CULTURE 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.)

B. City 3
An examination of the growth and impact of urban life on American culture. Using fiction, film, histories, sociological studies and material culture, the course examines the relation between the perceptions of urban life and the actualities of that experience. By focusing on how varying reactions to the urban experience result from economic, ethnic, or gender differences, the course explores such topics as: the effect of industrialization, the waves of rural migration and overseas immigration, the concentrations of wealth and poverty, the impact of architecture, and the parks and planning movements.
D. Nathan

C. America on the Couch 3

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

G. Pfitzer

D. Religion 4

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

M. Lynn

E. Disorderly Women 3

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

The Department

AM 399. PROFESSIONAL INTERNSHIP IN AMERICAN STUDIES 3 or 6

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

Anthropology

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

Associate Chair: Susan Bender

Professor: Susan Bender

Associate Professor: *Michael C. Ennis-McMillan

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

Visiting Assistant Professor: Christina Grassi

Research Associate: Richard Wilkinson

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

THE ANTHROPOLOGY MAJOR: The anthropology major must successfully complete at least thirty-two credits in anthropology. As a foundation for the major, students must take AN101 and 102. Courses of exploration must include AN270 and at least one geographic-area course (AN205, 207, 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.

INTERDEPARTMENTAL MAJORS: In conjunction with relevant departments, the Department of Sociology, Anthropology, and Social Work offers majors in economics-sociology, government-sociology, psychology-sociology, and sociology-anthropology. See *Interdepartmental Majors*.

HONORS: Students desiring departmental honors in anthropology must:

1. achieve a GPA of 3.5 or higher for all work in the major and a GPA of 3.0 or higher on all work taken at Skidmore;
2. obtain senior project approval from an anthropology faculty member willing to serve as their project advisor; and
3. earn a grade of at least A- on a completed senior project, whether it be for AN369 (senior research paper) or AN373 (senior thesis).

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

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

AN 101. INTRODUCTION TO CULTURAL ANTHROPOLOGY 4

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

AN 101W. HONORS: INTRODUCTION TO CULTURAL ANTHROPOLOGY 4

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

M. Ennis-McMillan

- AN 102. ANTHROPOLOGY OF THE HUMAN PAST** 4
An introduction to the biological and cultural evolution of humans. In learning about evolutionary theory and process, students come to understand concepts of time and space as critical factors in our ability to reconstruct the human past. Students engage a variety of biological and archaeological data in laboratory sessions to clarify how this reconstruction occurs. (Fulfills social sciences requirement.) S. Bender
- AN 201. INTRODUCTION TO ARCHAEOLOGICAL RESEARCH** 2
An introduction to the basic lab methods and theory involved in organizing, describing, and analyzing archaeological data. Course work is project based, involves analysis of primary data, and results in generating answers to central research questions about these data. *Prerequisite:* AN102. S. Bender
- AN 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 205. MESOAMERICAN ARCHAEOLOGY** 3
A survey of the culture history of Mesoamerica, including primarily the states of Mexico and Guatemala. Inquiry focuses on the origin of New World agriculture as well as the development of highland Mexican and Aztec and lowland Mayan civilizations. The course considers the interpretation of the archaeological remains at major Mesoamerican site complexes. (Designated a non-Western culture course; fulfills social sciences requirement.) S. Bender
- AN 207. NORTH AMERICAN ARCHAEOLOGY** 3
An introduction to the historical depth and variety of cultures that characterize human settlement in North America prior to Columbus' "discovery" of it. An explicitly ecological framework is applied to an analysis of the development of regionally diverse cultures. Contemporary issues involved with the interpretation of Native traditions through archeology are also considered. An explicitly comparative framework developed through the course enables students to arrive at a number of seminal cross-regional generalizations. (Fulfills social sciences requirement; designated a non-Western culture course.) S. Bender
- AN 227. SUB-SAHARAN AFRICAN CULTURES** 3
A survey of the peoples and cultures of Africa south of the Sahara in tradition and change. Special attention is given to key social organizing principles and institutions such as secret societies, lineage systems, age set organizations, and despotic political structures. *Prerequisite:* AN101. (Designated a non-Western culture course.)
- AN 229. MEXICAN CULTURES** 3
A survey of the peoples and cultures of Mexico. The course examines the changes in Mexican cultures in relation to European conquest and colonization, national independence, the Revolution, and relations with the United States. Topics include social movements of principal indigenous groups (such as Nahuatl, Maya, and Zapotecs), contemporary regional politics, environmental change, and the ongoing construction of Mexican identities. *Prerequisite:* AN101 or 205 or 244, or permission of instructor. (Designated a Cultural Diversity course.) M. Ennis-McMillan
- AN 242. NORTH AMERICAN INDIANS** 3
A survey of indigenous peoples and cultures of North America. The course examines the history of contact between Indian and non-Indian populations; the development of United States federal Indian policies; and the contemporary social problems related to the reservation system and urban migration. (Designated a non-Western culture course.)
- AN 244. INDIGENOUS CULTURES OF LATIN AMERICA** 3
A survey of indigenous peoples and cultures in Mexico, Central America, and South America. The course examines the persistence and change of indigenous cultures as they have intersected with broader social forces since European conquest and colonization. Topics include contemporary indigenous movements as they influence regional politics, economic development, environmental change, nationalism, and the construction of racial, ethnic, and gender identities. (Designated a Cultural Diversity course) M. Ennis-McMillan
- 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.)
- AN 251. THEMES IN ANTHROPOLOGY** 1-4
Examination of a geographic or subject area not available in existing course offerings. For example, the course may focus on post-colonial Australia, contemporary Ireland, or studies in primate behavior. The course in a different subject area may be repeated for credit. *Prerequisite:* permission of the instructor. The Department
- AN 252. NON-WESTERN THEMES IN ANTHROPOLOGY** 1-4
Examination of a non-Western geographic or subject area not available in existing course offerings. For example, the course may focus on aboriginal Australia or the music of New Guinea tribal groups. The course in a different subject area may be repeated for credit. *Prerequisite:* permission of the instructor. (Designated a non-Western culture course.) The Department
- AN 260. SOUTHWEST INDIANS** 3
An examination of the cultures, histories, and current socioeconomic situation of Native Americans in the Southwest region of the United States. Groups such as the Navajo, Pueblo, and Apache will be studied within the context of Spanish and Anglo contact to better understand issues of diversity, resistance to domination, and cultural change. *Prerequisite:* AN101 or 242, or permission of instructor. (Designated a non-Western culture course.)
- AN 268. PEOPLE AND THE ENVIRONMENT IN CHINA** 3
An examination of human-environment interactions in China. The emphasis is on sociocultural practices bearing upon the environment. Topics include historical and cultural ecology, demography, agriculture and land tenure systems, the role of the state, and Chinese environmentalism. Students will gain a foundation in the concepts and approaches used in situating human-environment interactions in their historical and cultural contexts. They will also learn about the variety of human-environment interactions in China, both historically and in modern times, and understand the complexities of human-ecological dilemmas in the Chinese context. *Prerequisite:* AN101 or ES100, or permission of instructor. (Designated a non-Western culture course; fulfills social sciences requirement.) The Department
- AN 270. HISTORY OF ANTHROPOLOGICAL THOUGHT** 4
Examination of major debates in the history of anthropology and a look at central figures whose work helped to fuel these debates. The careers of people like Boas, Mead, or Malinowski are studied within the context of the developing discipline of anthropology. The relationship between past and current anthropological ideas, fieldwork practices, and anthropological writing are considered. *Prerequisite:* AN101 or permission of instructor. The Department
- AN 303. ANALYSIS OF THE HUMAN SKELETON** 4
Analysis of the human skeletal system as a record of individual life history. Major topics include identification of skeletal anatomy and manifestations of age, sex, health, and nutrition. Modes of analysis of the information and meaning embedded in prehistoric burial contexts are also considered. *Prerequisite:* AN102 or permission of instructor. S. Bender

AN 311. THEORETICAL APPROACHES TO GENDER AND SEXUALITY 4

An examination of the way that theoretical approaches to the complex interactions of gendered and sexual difference have shaped and been shaped by the field of anthropology, beginning with a historically situated overview of key theoretical turns in the anthropology of gender and an examination of a few classic works in the anthropology of gender and sexuality, then moving on to selections from contemporary anthropology of gender, the body and sexuality. Questions considered include: What are the foundations of gender and sexual difference? How do we imagine, construct, discuss, and politicize difference? What are the implications of gendered and sexual difference for other socially constructed differences, and how do these structures of difference play out in social, political and economic contexts? *Prerequisites:* AN101 or WS101.
E. Walsh

AN 312. CREATING DESIRE: ETHNIC TOURISM 7YIN ASIA 3

Tourism has exploded as an industry, becoming an attractive way to develop and modernize quickly for many countries in Asia, as well as a source of entertainment and identity for the newly wealthy in Asia. The rapidly increasing amount of domestic and foreign tourists in Asian countries desire to consume an imagined ethnicity as well as sites, leading to a resurgence and re-creation of ethnicity, eroticized to both create and feed tourist desire. Student analyze recent anthropological work concerning the modern subject, the nation, consumption and desire, and the eroticization of the other, and then apply these perspectives to tourism in Asia, examining such questions as the relationship between tourism and the modern subject, the impact of tourism on communities and the degree to which tourism development creates or solidifies unequal balances of power, changes local practices and identities, and affects gender roles. *Prerequisites:* One course in social sciences or critical theory and junior standing.
E. Walsh

AN 325. APPLIED ANTHROPOLOGY 4

Applying the anthropological perspectives to the analysis of national and international sociocultural issues. Topics include cultural brokerage, advocacy, community development, evaluation, ethics, and the difficulties facing indigenous peoples and ethnic minorities within nation-states today. *Prerequisite:* AN101.
The Department

AN 326. FIELD METHODS IN CULTURAL ANTHROPOLOGY 4

An introduction to field methods employed by cultural anthropologists in their collection of primary data. Students will conduct field projects in local community settings. These projects call for pure observation, mapping, formal and informal interviewing, participant observation, and photo elicitation. Students will gain experience in formulating research problems, developing a protocol, as well as organizing and communicating findings. Central concerns include the establishment of rapport and research ethics. *Prerequisite:* AN101 and permission of instructor.
The Department

AN 327. ARCHAEOLOGICAL FIELD AND LABORATORY TECHNIQUES 4

An introduction to the processes of archaeological excavation and primary data analysis. Course requirements include active participation in a local excavation and the description and interpretation of excavated materials. *Prerequisite:* AN102 or permission of instructor.
S. Bender

AN 339. PSYCHOLOGICAL ANTHROPOLOGY 4

An exploration of the relationships among the concepts of culture, the self, personality, and behavior, examining crosscultural evidence and major theoretical models. Brain and mind evolution is investigated. Descriptive case studies are supplemented by recent theoretical and empirical work. Both non-Western and Western (including United States) cultures are discussed. *Prerequisite:* Two courses from among cultural anthropology, sociology, or psychology, or permission of instructor.

AN 344. ANTHROPOLOGY AND ENVIRONMENTAL HEALTH 4

An examination of health issues related to global environmental change. The course employs perspectives and theories of critical medical anthropology to explore the connections among broad patterns of environmental change, local responses to those changes, and relevant health concerns. Topics include the effects of population growth, urbanization, water pollution and water scarcity, epidemics, deforestation, and species extinction in diverse geographic settings. Special attention is given to how poor and powerless social groups bear a disproportionate burden of environmental health problems. *Prerequisite:* AN101 or ES100 and at least junior standing, or permission of instructor.
M. Ennis-McMillan

AN 345. ECOLOGICAL ANTHROPOLOGY 3

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

AN 346. SYMBOLIC THEORY AND PERFORMANCE 4

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

AN 347. WOMEN AND GENDER IN EVOLUTIONARY PERSPECTIVE 3

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

AN 349. MEDICAL ANTHROPOLOGY 4

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

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

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

AN 352. TOPICS IN ARCHAEOLOGY 1-4

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

SA 355. LANGUAGE IN SOCIETY 4

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

AN 366. SENIOR SEMINAR IN ANTHROPOLOGY 3

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

AN 369. SENIOR RESEARCH PAPER 1-2

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

AN 370. PREPARATION FOR SENIOR THESIS IN ANTHROPOLOGY 1

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

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

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

AN 373. SENIOR THESIS IN ANTHROPOLOGY 3

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

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

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

Art (Studio)

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

Studio Art Faculty:

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

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

Assistant Professors: Evangelos Courpas, Iona Park

Visiting Assistant Professors: Kathryn M. Floyd, Patricia B. Lyell, *Deborah Morris

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

Lecturer: *John Danison

Shop Supervisor and Building Safety Coordinator: Paul Davis

Skidmore is a Charter Member, National Association of Schools of Art and Design, 1970. Accredited 1982, 1992, 2004.

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

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

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

and pursue the courses and course study best suited to the student.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AR 134. COLOR 4
An introduction to the study of color in studio art. This course develops understanding of the characteristics of color through color theory, observation, organization, and experimentation, and builds skills in perception, visual thinking, and creativity. Guided exercises explore the role of color in compositional relationships, the psychological and expressive effects of color, and the physical properties of color mixing. (Fulfills arts requirement.) Lab fee: \$16 Studio Art Faculty

AR 201. PAINTING 4
An introduction to oil painting, focusing on traditional painting methods and materials. Using direct observation, this course builds understanding of compositional principles, color relationships, the physical and expressive properties of paint, and the creative process. *Prerequisites:* AR131, 133, 134. Lab fee: \$16 Studio Art Faculty

AR 209. COMMUNICATION DESIGN I 4
An introduction to visual design and communication theory. Emphasis is on developing a strong foundation in visual perception, design principles, and typography. Students will undertake studio problems aimed at developing visual awareness, analytical thinking, craftsmanship, and use of hands-on media and digital techniques. *Prerequisites:* AR131, 133, 134. Lab fee: \$105 D. Hall

AR 215. TEXTILE STRUCTURES 4
Loom weaving with emphasis on weave structures, color, and texture studies. Students will work with 2- and 3-dimensional application of their completed woven textiles. Possible areas of study include: tapestry, ikat, warp painting, and clothing. Additional studies are possible in single-element structures, such as knitting, netting, and knotting. Readings in textile history and contemporary art issues, writing, and discussion will complement technical grounding in traditional textile processes. *Prerequisite:* 131 or 132 or 134. Lab fee: \$55 M. Mensing

AR 216. TEXTILE SURFACE DESIGN 4
Introduction to theoretical and practical textile surface design. Students will learn block printing, photo silk-screen printing, resist-dyeing, and thermoplastic manipulations of fabrics. An in-depth study of the chemical properties of fabrics, dyes, and pigments. Projects will be 2- and 3-dimensional with a concentration in repeat pattern design and additional work in other types of image reproduction on cloth. *Prerequisite:* AR131 or 134. Lab fee: \$55 M. Mensing

AR 217. INTERMEDIATE CERAMICS 4
The continued development of aesthetic concepts and techniques. Individual exploration and expression will be encouraged. Through a structured approach with demonstrations, lectures, weekly assignments, and group and individual critiques, the student will be exposed to hand-building and throwing, as well as raku, salt-glazing, and stoneware reduction techniques. *Prerequisite:* AR111 or permission of instructor. Lab fee: \$100 R. Brodie, L. Ferst

AR 219. JEWELRY AND METALS I 4
Sequence of problems employing various techniques in metal. Emphasis upon structural design and creative use of materials. *Prerequisite:* AR131 or 132 or permission of instructor. Lab fee: \$55 D. Peterson

AR 223. INTERMEDIATE DRAWING 4
An further investigation of the formal and expressive characteristics of drawing, with a focus on drawing as visual communicative act. Structured assignments provide a context for focused exploration of materials and processes and development of individual vision. Readings and discussions will complement studio work. *Prerequisite:* AR133. Lab fee: \$16 Studio Art Faculty

AR 224. FIGURE DRAWING 4
An extensive investigation of drawing from the life model. Guided exercises refine observation skills by building understanding of anatomical and spatial relationships, as well as providing a context for exploration of interpretive and expressive aspects of figure drawing. Assignments encourage exploration of compositional relationships, drawing media, and conceptual ideas. *Prerequisite:* AR133. Lab fee: \$15
Studio Art Faculty

AR 227. COMMUNICATION DESIGN II 4
Further development of the concepts and skills introduced in Communication Design I. Emphasis is placed on integrating the symbolic and communicative aspects of typography with visual elements. Through the application of design principles and typography, studio projects will stress strong visual concepts while exploring hands-on media and digital techniques. *Prerequisite:* AR209. Lab fee: \$105
D. Hall

AR 229. BEGINNING PHOTOGRAPHY 4
An exploration of the varied aesthetic and mechanical aspects of contemporary photographic process. Emphasis is placed on using the camera as a tool to increase one's visual sensitivity and personal awareness. Lab work is digital using Adobe Photoshop. Each student must own a camera: 35mm or digital. *Prerequisite:* AR131. Lab fee: \$80 (does not include film or paper).
R. Linke

AR 234. WATERCOLOR 4
Exploration of the materials and methods used in watercolor painting. Included will be dry and wet paper techniques, resist processes, and experimental painting. Conventional methods of illustrating the figure and landscape will also be stressed. *Prerequisites:* AR131, 133, 134. Lab fee: \$16
Studio Art Faculty

AR 241. INTRODUCTION TO ELECTRONIC TIME-BASED MEDIA 4
An exploration of electronic tools and processes using sound and video as artistic mediums. Students will engage time as the structural framework in which to build short experimental sound and video pieces. Projects involve working with analog and digital systems in a contemporary electronic media studio. Students will use analog mixers and synthesizers to process video and audio signals in real time. Listening to and screening of experimental sound and artist-produced video will provide an historical overview of electronic media as creative art making tools. *Prerequisites:* AR131, AR132.
E. Courpas

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

AR 253. CARVING PROCESSES IN WOOD 4
An exploration of carving processes and concepts related to wood in sculpture. Studio activity will concentrate on wood carving. Slides and studio presentations will provide the basis for study of the technical and historical development of stone carving. Students will gain practical experience with drawing as it relates to carving processes, conceptual thinking, and the realization of three-dimensional form. *Prerequisite:* AR132 or permission of instructor. Lab fee: \$65
J. Cunningham

AR 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

AR 299. PROFESSIONAL INTERNSHIP IN STUDIO ART 3 or 6
Internship opportunity for students who have completed their first year and whose academic and cocurricular work has prepared them for professional work related to the major. With faculty sponsorship and department approval, students may design internships in studio assistance to professional artists, in artist cooperatives, graphic design studios, advertising design studios, galleries, museums, and printing houses, or in other art-related projects. No more than three semester hours in any internship may count toward the studio art major or minor. *Prerequisites:* three courses in studio art. *Non-liberal arts.* No laboratory fee.

AR 311. INTERMEDIATE PAINTING 4
A continuation of painting concepts explored in AR201, designed to further acquaint students with technical processes, formal relationships, and conceptual issues. Structured assignments employing direct observation (including the figure) and invention provide a context for development of a personal vision. Other assignments will refer to historical and contemporary movements and painting methods with readings and discussions. *Prerequisite:* AR201. Lab fee: \$16
Studio Art Faculty

AR 315. ADVANCED FIBER ARTS 4
A continued exploration and development of personal interpretations of traditional and nontraditional methods of textile design and fiber construction. Students may elect to concentrate in the area of weaving or textile design, or may develop skills in both areas concurrently. Advanced weaving will include multi-harness weave structure on jack-type, computer, and hobby looms. Advanced textile design will include printed resists, photo screen-printing, lacquer stencils, gouache rendering, and computer-aided design. It is strongly recommended that students intending to work in both areas complete both AR215 and 216 prior to electing this course. Personal initiative and creative self-expression are emphasized in this course. *Prerequisite:* AR215 or 216. May be taken for credit three times with permission of instructor. Lab fee: \$55
M. Mensing

AR 318. ADVANCED CERAMICS 4
A further intensification of the use of clay as a medium and a continuation of the development of the forming processes of hand-building and throwing. Also included will be the formulation of clay bodies and the investigation of kiln firing techniques. *Prerequisite:* AR217. May be taken for credit three times with permission of instructor. Lab fee: \$100 (includes clay, glazes, firings)
L. Ferst

AR 319. METALSMITHING 4
An advanced studio course in the jewelry and metalsmithing sequence. Students explore the plastic potential of precious and nonprecious metals through the process of raising, forging, hollow-forming, and repoussé. Inventiveness, personal initiative, and creative self-expression are particularly emphasized in this course. *Prerequisite:* AR219. May be taken for credit three times with permission of instructor. Lab fee: \$55
D. Peterson

AR 320. JEWELRY AND METALS II 4
A continuation of concepts and methods explored in AR 219 with an emphasis on casting. Weekly group critiques will focus upon individual aesthetic growth, technical exploration, and both historical and contemporary issues to the art-metals discipline. *Prerequisite:* AR219. May be taken for credit three times with permission of instructor. Lab fee: \$55
D. Peterson

AR 326. ADVANCED DRAWING 4
A further investigation of drawing as a visual communicative act. The development of images through individual exploration of form, structure, and space with emphasis being placed upon the growth of personal vision and skill. *Prerequisite:* AR223 or 224. May be taken for credit three times with permission of instructor. Lab fee: \$16
Studio Art Faculty

AR 330. ADVANCED PHOTOGRAPHY 4
A continuation of problems of visual expression and techniques encountered in beginning photography. Students explore advanced digital image manipulation; investigate digital portfolio presentations; as well as refine traditional print aesthetics. *Prerequisite:* AR229. Lab fee: \$80 (does not include film or paper)
E. Courpas, R. Linke

AR 332. ADVANCED PAINTING 4
Further investigation of formal, expressive, and technical aspects of painting. This course emphasizes individual exploration of structured assignments, leading toward self-directed studio practice. Readings and discussions complement studio practice. Emphasis is placed upon more individual exploration of assigned formal problems in the studio. *Prerequisite:* AR311. May be taken for credit three times with permission of instructor. Lab fee: \$16
Studio Art Faculty

AR 337. ADVANCED COMMUNICATION DESIGN 4
A continuation and development of the formal and technical aspects of designing with type and image. Students will be introduced to recent developments in visual communication theory and practice, including multimedia and interactivity. Readings in design history and criticism as well as independent research will complement studio work. May be taken for credit three times with permission of instructor. *Prerequisites:* AR131, 133, 209, 227 or permission of instructor. Lab fee: \$105
D. Hall

AR 341. PRINTMAKING: RELIEF 4
An investigation and development of the relief printing process through linocut, woodcut, letterpress, and book arts with an emphasis on personal growth and vision. Readings in printmaking history and criticism will complement studio art. *Prerequisite:* AR133; recommended: AR223, 224. May be taken for credit three times with permission of instructor. Lab fee: \$60
K. Leavitt

AR 342. PRINTMAKING: INTAGLIO 4
An investigation and development of the etching process including color printing techniques, with emphasis placed on personal growth and vision. Readings in printmaking history and criticism will complement studio work. *Prerequisite:* AR133; recommended: AR223, 224. May be taken for credit three times with permission of instructor. Lab fee: \$60
K. Leavitt, J. Sorensen

AR 350. PRINTMAKING: LITHOGRAPHY 4
An investigation and development of the lithographic process including color-printing techniques with emphasis placed on personal growth and vision. Readings in printmaking history and criticism will complement studio work. *Prerequisite:* AR133; recommended: AR223, 224. May be taken for credit three times with permission of instructor. Lab fee: \$65
K. Leavitt

AR 351. SPECIAL TOPICS IN STUDIO ART 2,4
Intensive, specialized study within one of the studio disciplines listed below. Specific topics will vary from year to year, providing students with unique opportunities to engage methods and concepts not found in the department's regular course offerings. All courses are designed to meet 300-level maturity requirements and are open to all students who have fulfilled the appropriate prerequisites. This course may be repeated once for credit provided that the topic is in a different discipline. Special Topics may be offered in the following studio disciplines:

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

Lab fee: varies by subject area Studio Art Faculty

AR 352. ADVANCED SCULPTURE 4
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

AR 355. COMPUTER IMAGING I 4
Development of computer animation and graphic design skills. Projects may include such diverse areas as video animation, photomontage, scientific visualization or advertising design. *Prerequisite:* AR131 or AR134 or permission of instructor. Open only to juniors and seniors. Lab fee: \$105
J. Danison

AR 356. COMPUTER IMAGING II 4
Individual and group problems using computer imaging. Projects may include work in either fields of video animation or publishing. *Prerequisite:* AR355 or permission of instructor. May be taken for credit three times with permission of instructor. Open only to juniors and seniors. Lab fee: \$105
J. Danison

AR 357. DIGITAL SKETCHBOOK 4
A new media exploration of idea generation stemming from the traditional uses of the sketchbook. Digital cameras, video camcorders, scanners and audio field recorders become the student's manual extensions in addition to pens or pencils. Introductory assignments with electronic media tools will lead to individual exploration with digital, print, sound or video. Weekly presentations of virtual sketches will be compiled into a final DVD. While no previous experience with the Electronic Media Studio is necessary, self-motivated research, a sense of play, and serious commitment to an existing studio practice are strongly encouraged. *Prerequisites:* AR131, AR132, AR133, AR134 and one 200-level studio course.
E. Courpas

AR 358. ART FOR CHILDREN 4
Introduction to the basic art materials and techniques used to teach concepts in elementary schools, museums, and other educational settings as related to children's needs, interests, and development. The role of art in a humanities program will also be considered. Lab fee: \$55
D. Miller

AR 365, 366. ADVANCED STUDIO PROBLEMS 3, 3
Individual problems in a given discipline within the department: i.e., painting, sculpture, ceramics, jewelry, weaving, textiles, graphics, photography, etc. To qualify, the student must have completed the most advanced 300-level course in an area. Offered in the studio, at a time arranged by instructor, the student must petition for the course in spring for fall semester, and in fall for spring semester. Special permission forms available in the chair's office must be completed by the student, signed by advisor, instructor, and chair, and returned to the Registrar's Office by the dates indicated. Open to qualified junior and senior art majors and other qualified juniors and seniors. Permission of instructor and department chair are required. Lab fee: courses carry the fee as noted in the individual course description. May be repeated either in a given discipline or more than once.
Studio Art Faculty

AR 371, 372. INDEPENDENT STUDY 3,3
Individual work in a given discipline, in most cases following its AR366 level of sequence. Open to senior art majors and other qualified seniors. Permission of instructor and department chair is required. Lab fee: courses carry the fee as noted in the individual course description.
Studio Art Faculty

AR 399. PROFESSIONAL INTERNSHIP IN STUDIO ART 3, 6, or 9
Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major. With faculty sponsorship and department approval, students may design internships in studio assistance to professional artists, in artist cooperatives, graphic design studios, advertising design studios, galleries, museums, and printing houses, or in other art-related projects. Open to junior and senior majors and minors. No more than three semester hours in any internship may count toward the studio art major or minor. *Non-liberal arts.* No lab fee.

ART THEORY

AT 361. ART AND SOCIETY 3
An examination of how the visual arts are defined, funded, displayed, and made available to the public. This course will explore the role of artists in contemporary cultures and will investigate information about artists' education, resources, opportunities, and the skills required for professional development. Open to juniors and seniors or by permission of instructor.
Doretta Miller

AT 375. CURRENT ISSUES IN ART 3
A lecture-discussion course open to junior and senior art majors working in any media. With group critiques of student work as the central focus, the seminar explores individual work, processes, methodology, and other areas of individual or group interest. Slide presentations, lectures, oral reports, and visits to galleries and artists' studios provide a context for the student critiques and introduce historical, social, literary, and aesthetic perspectives related to developments in the visual arts.
Studio Art Faculty

Art History

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

Director of Art History: Robert Linrothe

Art History Faculty:

Professor: Penny Jolly

Associate Professors: Lisa Aronson, Katherine Hauser, Robert Linrothe

Assistant Professor: Mimi Hellman

Visiting Assistant Professor: Kathryn M. Floyd

Lecturers: Leslie Mechem, Leila Whittemore

Affiliated Faculty:

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

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

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

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

1. Foundation (two courses).

a) AH100 Survey of Western Art

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

2. Breadth (five art history courses). Either take AH221 and choose one course from four of the following five areas, or choose one course from each of the five areas:

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

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

c) Modern and Contemporary Art in the West:
AH217, 257, 261, 265, 268**, 315***, 321, 322, 353, 354, 364

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

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

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

4. AH380 Capstone (or Self-Assessment Portfolio): All second-semester senior majors are required to take either AH380 or compile a portfolio of their work in art history and write a brief assessment of their progress through the major. Students are strongly encouraged to fulfill this requirement by taking AH380. For students who choose to complete the portfolio, it must contain: a list of classes taken in art history, studio art, and any related fields that have enriched the student's understanding of art history; examples of the student's work in art history at all levels; materials that evidence any special projects, study-abroad work, or internship experiences; and a two-page written self-assessment addressing the ways in which the student did or did not meet the goals of the art history major, including comments on growth within the major.

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

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

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

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

ART HISTORY MINOR: Students electing to minor in art history are required to take a minimum of five art history courses totaling not fewer than seventeen hours. Of those five courses, at least one must be at the 300 level. Students should consult the director of the Art History Program for approval. (Please note: a total of six studio art and two art history courses constitutes a minor in studio art.)

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

Students may receive AP (Advanced Placement) credit in art history. A score of 4 or 5 earns the student four college credits. It is the program's policy that the AP credits can count as AH100 and may be applied toward a major or minor in art history. 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 100. SURVEY OF WESTERN ART 4

A survey of Western art from ancient times to the present that places monuments of art in social, historical, and cultural contexts. (Fulfills humanities requirement.)
K. Hauser, M. Hellman, P. Jolly

AH 103. THE ARTS OF AFRICA, OCEANIA, AND THE AMERICAS 4

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

AH 105. SURVEY OF ASIAN ART: SOUTH AND SOUTHEAST ASIAN AND HIMALAYAN 4

An overview of the art and material culture of India, Southeast Asia, and Tibet. Works of art and culture will be examined with an emphasis on style as cultural expression, the meaning of the arts in a religious context, and the impact of cross-cultural exchange. (Designated a non-Western culture course; fulfills humanities requirement.) R. Linrothe

AH 106. SURVEY OF ASIAN ART: EAST ASIA 4

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

AH 111. INTRODUCTION TO ART 3

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

- AH 200. HINDU ART 3**
An introduction to the arts of Indian Hinduism as expressions of religious ideas and experiences. The course emphasizes the evolution of ritual practice, devotional narratives, symbols and architecture of Hinduism, taking note of the religious underpinnings of the tradition, its popular manifestations and images of the goddess (Devi). The interdisciplinary nature of the course will highlight the necessity to understand the religious experience behind the works of art, and witness the translation into visual expressions of abstract ideas and religious emotions. (Designated a non-Western culture course; fulfills humanities requirement.) R. Linrothe
- AH 203. NATIVE AMERICAN ART 3**
A study of the prehistoric, historic, and contemporary arts of Native American peoples of North America. This course will study the arts of mainly Southwest, Woodlands, Great Plains, and Northwest Coast cultures with particular attention to their historiography, style, technique, symbolic meaning, and place in ritual. A wide range of media will be covered including sculpture, painting, architecture, pottery, textile arts, jewelry, and body decoration. *Recommended:* AH103 (Designated a non-Western culture course; fulfills humanities requirement.) L. Aronson
- AH 204. JAPANESE ART 3**
A chronological survey of Japanese arts (painting, prints, sculpture, ceramics, textiles, architecture, and gardens) from the neolithic period to the present. The course emphasizes historical, religious, and aesthetic contexts. Special attention will be given to the stimulus of contacts with China and Korea in the evolution of Japanese visual art, and to Buddhist art. (Designated a non-Western culture course; fulfills humanities requirement.) R. Linrothe
- AH 207. AFRICAN ART 3**
A survey of the arts of sub-Saharan Africa. Focusing on selected groups from the sub-Saharan region, this course considers a wide range of media giving primary attention to sculpture and masquerades but also including ceramics, metallurgy, textiles, body arts and architecture. These arts will be examined in terms of their styles, symbols, technologies, histories, and socioreligious importance. (Designated a non-Western culture course; fulfills humanities requirement.) L. Aronson
- AH 208. ART AND THE ENVIRONMENT IN ANCIENT MESOAMERICA AND SOUTH AMERICA 3**
A survey of selected art traditions in ancient Mesoamerica and Andean South America from 2000 BCE to 1600 CE, focused around the theme of nature and the environment. The course covers art and architecture of the Olmec, Maya, Aztec, Chavin, Moche and Inca, and the people of Teotihuacan, looking particularly at how nature and the environment have informed and shaped their styles, meanings, functions, and underlying ideologies. *Prerequisite:* AH103 recommended. (Designated a non-Western culture course; fulfills humanities breadth requirement.) L. Aronson
- AH 209. ISLAMIC ART 3**
Survey of the history of visual arts in Islamic cultures. The course will examine architecture, painting, ceramics, and textiles in Arab, North African, Turkish, Persian and Indian contexts. Special consideration will be given to the interaction between local visual traditions and Islamic values. (Designated a non-Western culture course; fulfills humanities requirement.) R. Linrothe
- AH 210. CHINESE PAINTING 3**
Chronological survey of Chinese painting from fourth century B.C. to eighteenth century A.D. Topics may include technical issues, ornament and pictorialism, figure painting, landscape, calligraphy, ink painting and its relationship with Chan (Zen), social backgrounds of artists, painting and poetry, and Chinese critical writings. (Designated a non-Western culture course.) R. Linrothe
- AH 211. TIBETAN ART 3**
A survey of Tibetan Buddhist art, from its origins in the eighth century to the present. Attention is given to Indian Buddhist art which provided the foundation for Tibetan integration of formal and ritual influences from a number of Asian cultures. Painting and sculpture will be considered, both as markers of cultural and period style, and as expressions of Buddhist ideals. (Designated a non-Western culture course.) R. Linrothe
- AH 217. AMERICAN ART 3**
A survey of art produced in the United States from the Colonial period to the present. Recurring themes will include the roles of artists in American society, the relationship of U.S. and European cultures, the contrast and connection between popular and elite artistic traditions, the building of an infrastructure of art institutions, and government involvement in art patronage. Art History Faculty
- AH 221. PRACTICES OF ART HISTORY 4**
A survey of the practices and methods of the discipline of art history, intended for majors or potential majors. Examines the key questions, interpretive approaches, institutional structures, and modes of dissemination that shape the work of the art historian. Students develop skills that are essential to advanced art historical study, such as visual literacy, research, critical reading, and writing. Should be taken by the end of second year; only offered spring semester. *Prerequisite:* one AH course. Art History Faculty
- AH 222. GREEK ART AND ARCHAEOLOGY 3**
An exploration of the major developments in architecture, sculpture, and painting from Minoan and Mycenaean civilizations through the Hellenistic period. Attention is given to the influences on Greek art from the East and to the influence of Greek art on other cultures. (Fulfills humanities requirement.) L. Mechem
- AH 223. ROMAN ART AND ARCHAEOLOGY 3**
An examination of architecture, sculpture, and painting beginning with the Villanovan and Etruscan cultures and continuing through the Republic and Empire (fourth century A.D.). Topics covered include wall painting, narrative sculpture, and city planning. (Fulfills humanities requirement.) L. Mechem
- AH 232. LATE ANTIQUE, EARLY MEDIEVAL, AND BYZANTINE ART 3**
An examination of the origins of Christian art in the Late Antique world and its subsequent development in the Byzantine world and early Medieval Europe. Areas studied include the Early Christian catacombs, Ravenna mosaics, the animal style and Hiberno-Saxon manuscripts, Carolingian Europe, and Byzantine mosaics, icons and decorative arts. *Prerequisite:* AH100 or 111 or permission of instructor. P. Jolly
- AH 233. ROMANESQUE AND GOTHIC ART 3**
European art from the tenth through the fourteenth centuries, with a focus on painting, manuscript illumination, sculpture, stained glass, and the decorative arts. *Prerequisite:* AH100 or 111 or permission of instructor. P. Jolly
- AH 241. RENAISSANCE EUROPE 3**
Renaissance art in fifteenth- and sixteenth-century Italy, Flanders, and Germany. Artists include Masaccio, Donatello, Botticelli, Michelangelo, Leonardo, Raphael, Jan van Eyck, Bosch, Dürer, and Bruegel. (Fulfills humanities requirement.) P. Jolly
- AH 251. SPECIAL TOPICS IN ART HISTORY 1-4**
A typically organized course, with the specific topic varying according to program. Course may be repeated for credit on a different topic. (AH251N is designated a non-Western culture course.) Art History Faculty
- AH 253. SEVENTEENTH-CENTURY EUROPEAN ART 3**
An examination of the production and reception of art in Europe during the century traditionally known as the baroque period. Artists discussed will include Caravaggio, Bernini, Velazquez, Poussin, Rubens, Rembrandt, and Vermeer. Special attention will be paid to Counter-Reformation spirituality, patronage, conceptions of the artistic process, and the ways in which art engaged ideas about power, gender and social identity. *Prerequisite:* AH100 or 111. M. Hellman
- 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 257. NINETEENTH-CENTURY EUROPEAN ART 3**
An examination of critical moments and monuments in the history of European art during a century of radical cultural change. Artists discussed will include Ingres, Delacroix, Friedrich, Turner, Courbet, Manet, Monet, van Gogh and Cezanne. Special attention will be paid to shifting conceptions of the artistic enterprise and the ways in which the production and circulation of art engaged issues of history, modernity, politics, nationality, spectatorship, gender and social identity. *Prerequisite:* AH100 or 111. M. Hellman
- AH 261. TWENTIETH-CENTURY ART 3**
A survey of European and American modern and contemporary art beginning in the late nineteenth century and concluding with contemporary trends. We will consider a range of movements including postimpressionism, cubism, surrealism, abstract expressionism, minimalism, and conceptual art in their cultural and art historical contexts. *Prerequisite:* AH100 or 111 or permission of instructor. K. Hauser
- AH 265. HISTORY OF MODERN DESIGN 3**
A history of modern design from 1750 to the present, with an emphasis on design movements in the twentieth century. We will focus on modern European and American design, surveying objects made from a wide range of materials, including textiles, metals, ceramics, and the print media. We will situate movements such as Arts and Crafts, Art Nouveau, and Bauhaus in their cultural and art-historical contexts. *Recommended preparation:* AH100 or 111. (Fulfills humanities requirement.) K. Hauser

- 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 periwig, and the suit will be explored. *Prerequisite:* AH100 or permission of instructor. P. Jolly
- AH 310. THE ARTS OF NIGERIA 3**
An in-depth study of the arts of Nigeria (West Africa) from its earliest archaeological sites through the post-Colonial period. The course considers the breadth and range of Nigeria's artistic traditions from traditional masquerades, textiles, ceramics, and body arts to contemporary urban trends in painting, printmaking, and sculpture. *Prerequisite:* AH103 or 207 or permission of instructor. (Designated a non-Western culture course.) L. Aronson
- AH 311. BUDDHIST ART OF EAST ASIA 3**
Buddhist art (sculpture, painting, architecture, calligraphy, graphic arts, and ritual implements) between the third and fifteenth centuries in East Asia. The course examines the religious and aesthetic principles underlying Buddhist art of East Asia, and analyzes works of art as expressions of Buddhist values interacting with local cultures. Special attention is paid to the site of Dunhuang, and to three modes of Buddhist art: Esoteric, Pure Land, and Zen Buddhist. *Prerequisites:* AH105 or 106 or 210 or HI241 or permission of instructor. (Designated a non-Western culture course.) R. Linrothe
- AH 312. ANCIENT CHINESE ART 3**
A focused study of a small number of Chinese archaeological sites distributed between the Neolithic (ca. 3000 B.C.E.) and the end of the Han dynasty (220 C.E.). The sites and the works of art found in the sites will be placed within their aesthetic, social, and political contexts. These sites are mainly newly discovered tombs, and special attention will be paid to the evolving attitudes to the afterlife in ancient China. *Prerequisites:* AH106 or 210, HI241, or permission of instructor. (Designated a non-Western culture course.) R. Linrothe
- AH 314. BUDDHIST ART OF SOUTH ASIA 3**
A study of the evolution of Buddhist art in its original context of India. The course will survey the primary sites of Buddhist art production, with an emphasis on sculpture within architectural settings. Issues include aniconism, patronage, the impact of ritual practice on artistic format, pilgrimage, narrative, internationalism, and the relationship between texts and images. *Prerequisites:* AH105 or 106 or 210 or HI241 or permission of instructor. (Designated a non-Western culture course.) R. Linrothe
- AH 315. CONTEMPORARY AFRICAN ART 3**
An in-depth study of African art since the early twentieth century. Focused mainly on the sub-Saharan region, the course begins by examining the impact that colonialism, with its appropriation, exploitation, and reshaping of Africa, had on the arts in Africa. It then analyzes a broad spectrum of modern and contemporary African art forms (painting, printmaking, sculpture, textiles, photography, performance, and film) and related literary works from the 1950s to the present, with an emphasis on such issues as patronage, the commodification of art, urbanism, national consciousness, and the effects of globalization. *Prerequisite:* AH100 or 103 or 207 or permission of instructor. (Designated a non-Western culture course.) L. Aronson
- AH 321. HISTORY OF PHOTOGRAPHY 4**
An introduction to the history of the medium from its "invention" in 1839 to the present. This course looks at such forms of photography as pictorialism, straight-photography, montage, documentary, and photo-journalism, situating them in their social, cultural, and art-historical contexts. A significant theme of the course will be how, or even whether, photographs depict reality. *Prerequisite:* AH100 or 111. K. Hauser, 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
- AH 330. LATE GOTHIC SCULPTURE AND PAINTING 3**
Sculpture and painting in fourteenth-century Europe, with special focus on the "Proto-Renaissance" painters in Italy and manuscript illumination and sculpture in France and Germany. Topics include the revolutionary art of Giotto, the rise of late Medieval devotional art, Art and the Black Death, and the Limbourg Brothers and International Gothic art. *Prerequisite:* AH100 or 111 or 233. P. Jolly
- AH 342. ART OF EARLY RENAISSANCE ITALY 3**
An exploration of the origins of Italian Renaissance art in the fifteenth century, from Ghiberti, Masaccio and Donatello, to Botticelli and the Bellini. *Prerequisite:* AH100 or 111 or 241. P. Jolly
- AH 347. NORTHERN RENAISSANCE PAINTING 3**
Painting in France, Flanders and Germany in the fifteenth and sixteenth centuries, with particular emphasis upon the art of Jan van Eyck, Rogier van der Weyden, Dürer and Bruegel. *Prerequisite:* AH100 or 111 or 241. P. Jolly
- AH 348. SEVENTEENTH-CENTURY DUTCH PAINTING 3**
A study of the images produced during the "golden age" of Dutch painting and the social, economic, and cultural conditions from which these images spring. In examining the lives and works of artists such as Rembrandt, Vermeer, Hals, and Ruisdael, the course seeks to understand the relationship between Dutch painting and Dutch society. *Prerequisite:* AH100 or 111 or 252 or 253 or permission of instructor. Art History Faculty
- AH 351. TOPICS IN ART HISTORY 1-4**
A typically organized course that addresses problems and issues of special interest at the advanced level. Course may be repeated for credit if on a different topic. (AH351N is designated a non-Western culture course.) Art History Faculty
- AH 353. ART AND REVOLUTION 3**
A study of the visual culture of the revolutionary decades 1770-1820 in Europe and America. This course seeks to explore such themes as the meaning and role of political art, the emerging ideals of modern subjectivity and the Romantic artist, the origins of political caricature, and the differences in status and ambition between such "public" artists as Jacques-Louis David and "private" artists such as William Blake. *Prerequisite:* AH100 or 111 or 256 or 257 or permission of instructor. M. Hellman
- AH 354. NINETEENTH-CENTURY ART: LONDON AND PARIS 3**
A study of the artistic cultures of the two capitals of imperial power in the nineteenth century, London and Paris. We will focus on artistic developments that both supported and critiqued this imperialist age, including the art competitions at the world's fairs of 1855 and 1889, the fashion for orientalism, the medieval nostalgia of the pre-Raphaelite brotherhood, and the self-conscious modernity of the Impressionists. *Prerequisite:* AH100 or 256 or 257 or 261 or permission of instructor. M. Hellman
- AH 364. CONTEMPORARY ART 4**
Recent developments in American and European art from the 1960s to the 1990s. We will situate a range of contemporary art movements and practices, including pop, earthworks, performance, video, and the more traditional forms of painting, sculpture, and photography, in their cultural and art historical contexts. The course will explore such issues as the status of art institutions, the connections between high art and popular culture, theoretical readings of art works, and the new trend toward artists' self-conscious expression of an identity politics. *Prerequisite:* AH100 or 111 or 217 or 261. K. Hauser
- AH 369. WOMEN IN THE VISUAL ARTS 3**
A consideration of women as artists and as subjects in the visual arts, mainly in the Western world but also in non-Western cultures. Viewed from a sociohistorical perspective, the course considers such issues as art vs. craft, art as a construction of gender, female vs. male aesthetic, and why women artists have traditionally been excluded from the art history canon. *Prerequisite:* AH100 or 111 or permission of the instructor. (AH369N is designated a non-Western course.) Art History Faculty
- AH 371, 372. INDEPENDENT STUDY 3, 3**
Guided by the instructor, the student does independent reading and research in a specific area of art history. *Permission of the instructor required.* Art History Faculty

AH 375. SEMINAR

4

Advanced courses where students explore specialized topics in depth. Seminars rely predominantly upon the discussion of challenging readings, with students bearing primary responsibility for their own achievements in the classroom. Typically, seminars include both oral and written components; require individualized, substantial research projects; and rely on extensive independent work.

- A. Ancient
- B. Medieval
- C. Renaissance
- D. Baroque
- E. Modern
- F. Africa, Oceania, and/or Americas
- G. Asian
- H. Special Topics in Art History

Prerequisite: Open to junior and senior majors or minors in studio art or art history. All others by permission of instructor. Art History Faculty

AH 380. CAPSTONE IN ART HISTORY

1

The culminating experience of the art history major. Students explore potential career paths, develop pre-professional skills, engage current issues in the art and art history world, and complete the required senior portfolio. Must be taken S/U. Must be taken spring semester, senior year. *Prerequisite:* Senior standing as an art history major. The Department

AH 381. SENIOR THESIS IN ART HISTORY

3

An advanced research and writing project for qualified senior art history majors, on any topic of special interest within the discipline of art history, supervised by a member of the art history faculty and a second reader. The student will further develop and refine a substantial research project that he or she had previously begun in a 300-level art history course. The final project should be a rigorous critical analysis, incorporating original research and/or insights. Recommended for those working toward graduate study in the field of art history. Those students interested in pursuing a senior thesis should obtain further information from the Art History office. *Prerequisite:* Approval of the faculty sponsor and the director of Art History.

AH 399. PROFESSIONAL INTERNSHIP IN ART HISTORY

3 or 6

Professional experience at an advanced level for juniors and seniors with substantial experience in art history. With faculty sponsorship and department approval, students may extend their educational experience into such areas as museums, art galleries, art auction houses, private art collections, arts administration, art conservation, and architecture and historic preservation. Unless prior permission is given by the department, only three credits will count toward a major in art history. *Prerequisite:* AH100 plus adequate preparation for the proposed internship through advanced course work in the history of art.

Asian Studies

Director of Asian Studies Program: TBD

Affiliated Faculty:

Anthropology: Eileen Walsh

Art History: Robert Linrothe

Chinese: Mao Chen, George Qingzhi Zhao

English: Rajagopal Parthasarathy

Government: Steven Hoffmann

History: Margaret Pearson, Tillman Nechtman

Japanese: Masako Inamoto, Masami Tamagawa

Music: Lei Ouyano Bryant, Veena Chandra, Gordon Thompson

Philosophy and Religion: Joel Smith

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

THE ASIAN STUDIES MAJOR

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

1. Language. At least four semesters of Chinese or Japanese at Skidmore or approved programs. Students are encouraged to spend a year in an approved program in China or Japan, and to continue their language studies throughout the major.
2. Foundation. One course in each of two of the following categories, focusing on China or Japan. (Note: Not all AS Foundation courses fulfill all-College Breadth requirements; please consult individual course descriptions.)
 - a) one historical survey (HI142, 241, 247, 347, 363E, 363F, 375G, 375H);
 - b) one social science (AN245, 312, 351C; GO344);
 - c) one humanities (AH106, 204, 210, 311, 312; FL241, 242, 243, 244, 245, 246, 257, 258, 259, 267; PH215, PR325, WS 227.)

3. Junior Year†

- a) Study in China or Japan: continuing language instruction and practice; varying culture courses and internships, for at least three 300-level credits on China or Japan. Or
- b) At Skidmore: At least three credits at the 300 level in Asian studies; electives will continue language study and develop comparative and disciplinary focus.

4. Senior Year. At least six credits at the 300 level, three of which are to be an independent study during the spring semester, taken in conjunction with AS375, Asian Studies Seminar, where the research paper written in the independent study and a range of issues will be discussed. Some students who have done prior research may submit the independent study research paper as a thesis.

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

1. Language. Students are encouraged to participate in Skidmore's Semester in India Program or another approved program in South Asia, and to continue their language study throughout the major. Students choose one of the following 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, 319, 344; HI316, MU309, PR214, RE213, 220.
3. Junior Year†
 - a) Study in India in Skidmore's Semester-in-India Program or another approved program; language study and practice; varying culture courses, for at least three 300-level credits on South Asia. Or
 - b) At Skidmore: At least three credits at the 300 level in Asian studies; electives will continue language study and develop comparative and disciplinary focus.

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

4. Senior Year. At least six credits at the 300 level, three of which are to be an independent study during the spring semester, taken in conjunction with AS375, where the research paper written in the independent study and a range of issues will be discussed. Some students who have done prior research may submit the independent study research paper as a thesis.

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

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

Asian Studies Curriculum

JIAS 101, 102. LANGUAGE AND CULTURE IN INDIA 4, 4

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

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

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

JIAS 202. CONTEMPORARY ISSUES IN INDIAN SOCIAL AND CULTURAL DEVELOPMENT 3

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

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.

JIAS 251. TOPICS IN INDIA 1-4
An examination at the introductory or intermediate level of a selected topic pertinent to the issues of Indian culture and society. Specific topics to vary by instructor and semester.

JIAS 351. ADVANCED TOPICS IN INDIA 1-4
An examination at the advanced level of a selected topic pertinent to the issues of Indian culture and society. Specific topics to vary by instructor and semester.

AS 371, 372. INDEPENDENT STUDY 3, 3
Individual study under the direction of Asian studies faculty.

AS 375. ASIAN STUDIES SEMINAR 1
A seminar required of all Asian studies majors in the spring semester of their senior year. The course will involve discussion of the theoretical underpinnings of Asian studies, reflection on methods, and exchange of perspectives across disciplinary and regional concentration. Specific topics and readings will vary from year to year. Asian Studies Program Director

JAS 376. 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.

Note: Often there are new or special topic courses that count for Asian Studies that aren't included in the list below. Contact the Director of Asian Studies for information about other Asian Studies courses.

AH 105 Survey of Asian Art: South and Southeast Asian and Himalayan
AH 106 Survey of Asian Art: East Asia
AH 200 Hindu Art
AH 204 Japanese Art
AH 209 Islamic Art
AH 210 Chinese Painting
AH 211 Tibetan Art
AH 311 Buddhist Art of East Asia
AH 312 Ancient Chinese Art
AH 314 Buddhist Art of South Asia
AH 375G Seminar in Art History: Asian
AN 245 The Mao Years: Gender and Revolution in China
AN 351C Creating Desire: Ethnic Tourism in Asia
DA 212 Non-Western Dance Forms I
A.Bharata Natyam I
B.Kathak
E.T'ai Chi
DA 303 Non-Western Dance Forms II
A.Bharata Natyam II
FC 101 Elementary Chinese I
FC 102 Elementary Chinese II
FC 203 Intermediate Chinese
FC 204 Business Chinese
FC 206 Chinese Language and Culture
FC 208 Advanced Chinese Culture and Composition

FC 220 Language Across the Curriculum
FC 271, 272 Chinese Language and Literature Discussion
FC 302 Modern China
FC 363 Special Studies in Chinese
FJ 101 Elementary Japanese I
FJ 102 Elementary Japanese II
FJ 203 Intermediate Japanese
FJ 206 Japanese Language and Culture
FJ 207 Advanced Intermediate Japanese I
FJ 208 Advanced Intermediate Japanese II
FJ 220 Language Across the Curriculum
FJ 271, 272 Japanese Language and Literature Discussion
FJ 363 Special Studies in Japanese
FL 241 Pre-Modern Japanese Literature in Translation
FL 242 Modern Japanese Literature in Translation
FL 243 The World of Japanese Animation
FL 244 Viewing China: Visual Culture and Transnational Cinema
FL 245 China and the West: The Myth of the Other
FL 246 Fictional and Factual History and the Novel in China
FL 257 Modern Chinese Literature in Translation
FL 258 Chinese Civilization I: Literary Culture in Classical China
FL 259 Chinese Civilization II: Culture and Literature of Late Imperial China
FL 267 Modern Japanese Culture and Society
FL 269 Cultural China: Trends and Themes
FX 171, 172, 271, 272 Self-Instructional Hindi or Korean
GO 240 Political Modernization: The Case of India
GO 319 What the United States Does Wrong in the World: Views from India and Answers from Washington
GO 344 Comparative Politics and Culture: India and Japan
HI 142 Introduction to Modern China
HI 241 Introduction to Imperial China
HI 247 The Rise of Japan
HI 316 Empires in India
HI 343 The Chinese Revolution
HI 347 Japan: Samurai, Weavers, Writers, and Prostitutes
HI 363E Topics in History: Chinese History
HI 363F Topics in History: Japanese History
HI 375G Colloquia in History: "Chinese History"
HI 375H Colloquia in History: "Japanese History"
MP 281 Private Musical Instruction: Sitar and Tabla
MU 205B Music and Chairman Mao
MU 309 Music in South Asia
MU 345N Music and Culture in East Asia
PR 214 Philosophies of India
PH 215 Buddhist Philosophy
PR 325 Japanese Buddhism
PR 326 Tibetan Buddhism
RE 213 Religious Traditions of India
RE 220 Encountering the Goddess in India
WS 227 Holding Up Half the Sky: Gender, Writing, and Nationhood in China

Biology

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

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

Associate Professors: Corey R. Freeman-Gallant, *Class of 1964 Professor for Leadership in the Sciences*; Monica Raveret Richter

Assistant Professors: Jennifer Bonner, Sylvia Franke, Patricia Hilleren, *Charles Lubin Family Professor for Women in Science*; Joshua Ness

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

Teaching Associates: Elaine Larsen, Denise Brooks McQuade

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

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

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

General requirements for all biology majors or concentrations

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

3. Mathematics course: MA111 (usually taken in the first year)
4. Capstone courses: BI377/378 (taken in the senior year)

Concentration Requirements

Integrative Biology

1. The general requirements
2. Seven additional courses at the 200 or 300 level. At least two courses must be at the 200 level; at least four courses must be at the 300 level. BI385 or 371 can substitute for one of these courses at the 300 level. Students may take additional BI385 or 371 courses as electives, but they do not substitute for 300-level biology courses.

Molecular Biology and Genetics

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

Ecology, Evolution, and Behavior

1. The general requirements
2. Foundation courses: BI241 (Ecology) and either BI316 (Animal Behavior) or 324 (Evolution)
3. Supportive courses: three courses selected from BI302, 307, 325, 327, 338, 339, 344, 349, 351E, 352E, 353E, and 370. BI316 or 324 may count as a supportive course, if not already taken as a foundation course.
4. One other biology course at the 200 or 300 level
5. MS104 or PS217 or EC237

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

HONORS: Departmental honors are awarded to a senior major who has maintained the required College and department averages and has completed a research project in BI385. Other factors, such as academic integrity, will bear on the decision to award honors.

THE BIOLOGY MINOR: Students who want to minor in biology must take a total of six courses from among those offered in the department. These must include BI105 and 106, two 200-level courses in biology, and two 300-level courses in biology. CH103 or CH105 is also required. Note: BI385 cannot substitute for one of the 300-level courses in biology.

EXPLORATION COURSES

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

NS 101. NEUROSCIENCE: MIND AND BEHAVIOR 4

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

BI 110. BIOLOGY OF THE MIND 4

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

BI 115H. ECOLOGY OF FOOD 4

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

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

The Department

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

The Department

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

D. Domozych

BI 145. UNDERSTANDING BIOTECHNOLOGY: RECOMBINANT DNA AND ETHICAL ISSUES 4

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

The Department

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

C. Freeman-Gallant

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

The Department

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

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

S. Franke

BI 170. HUMAN GENETICS 4

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

B. Possidente

BI 180. ECONOMIC BOTANY 4

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

D. Domozych

COURSES FOR THE MAJOR / JOINT MAJORS

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

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

C. Freeman-Gallant and P. Hilleren

BI 106. BIOLOGICAL SCIENCES II: DIVERSITY OF LIFE 4

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

D. Domozych and J. Ness

BI 240. ENVIRONMENTAL BIOLOGY 4

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

J. Ness

BI 241. ECOLOGY 4

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

M. Raveret Richter

BI 242. INTRODUCTION TO MOLECULAR CELL BIOLOGY 4

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

P. Hilleren

BI 243. PLANT BIOLOGY 4

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

D. Domozych

BI 244. COMPARATIVE VERTEBRATE PHYSIOLOGY 4

The function and structure of major systems of vertebrates considered principally from the perspective of their ability to meet environmental demands. *Prerequisites:* BI106 and CH105 or BI105 and NS101.

R. Meyers

BI 245. PRINCIPLES OF GENETICS 4

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

B. Possidente

- BI 246. MICROBIOLOGY: DIVERSITY, DISEASE, AND THE ENVIRONMENT** 4
A comprehensive introduction to the biology of three major groups of microbes: bacteria, protists, and viruses. Microbial diversity will be explored in the context of the structure, physiology, metabolism, and molecular genetics of various microbial taxa. We will discuss microbial diseases, non-specific and specific human immune responses, and general strategies used by microbes to overcome these defenses. The final section of the course will explore key concepts in microbial ecology. Emphasis will be placed on the central role of bacteria in geochemical cycles and symbiotic associations with plants and animals. In the laboratory, students will isolate bacteria from a variety of environments (wounds, soil, etc.) and apply standard techniques used in clinical and environmental microbiology labs to study their physiology and metabolism. *Prerequisite:* BI106. S. Franke
- BI 275. INTRODUCTION TO BIOLOGICAL RESEARCH** 1
An introductory exploration of research in the biological sciences. Students plan, design, and implement a small research project from the laboratory or field in coordination with a faculty member. This experience will allow students at various stages of their careers to sample research methodologies in particular subdisciplines of biology. Students may only take four BI275 courses in their careers and no more than two in any given semester. If more than one is taken in one semester, each BI275 must be in a different section. *Prerequisites:* Completion of one 100-level course in biology or requirements set forth in individual sections plus permission of instructor.
- NS 277. INTEGRATIVE SEMINAR IN NEUROSCIENCE RESEARCH** 1
A study of selected areas of neuroscience research and techniques. Both primary source articles and first-person accounts by faculty in the Biology and Psychology Departments are used to introduce the theoretical and practical aspects of neuroscience research. Emphasis will be placed on understanding the multiple levels (e.g., molecular to behavioral) at which research topics in neuroscience can be addressed and also the ways in which research techniques define the types of questions that can be asked at a given level of analysis. *Prerequisites:* This course should be taken upon completion of NS101 and the completion of (or current enrollment in) at least one other core or elective course from the list of courses in the Neuroscience major. Must be taken S/U. Biology and/or Psychology Faculty
- BI 299. PROFESSIONAL INTERNSHIP IN BIOLOGY** 3
Internship opportunity for students whose curricular foundations and experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as laboratory or field research, or clinical medicine. Does not count toward the major. *Prerequisite:* completion of at least one related 200-level course (as determined by the department). Must be taken S/U.
- BI 302. BEHAVIORAL ECOLOGY** 3
An examination of the relationship between ecological factors and animal behavior, particularly social behavior. Students will analyze comparative studies of behavior, employ and critique economic models of behavior and models of evolutionarily stable strategies, and explore relationships among resource distribution, kinship, breeding systems, and social evolution. *Prerequisites:* BI106 or ES105 and any two 200-level biology courses. M. Raveret Richter
- BI 305. CARDIOVASCULAR PHYSIOLOGY** 4
A consideration of cardiovascular physiology, including cellular physiology of the heart, mammalian cardiovascular dynamics, aspects of comparative and developmental cardiac physiology, and human clinical cardiology. Three hours of lecture, three hours of laboratory per week. *Prerequisites:* BI106 and two 200-level biology courses or permission of instructor. Offered in alternate years. R. Meyers
- BI 306. MAMMALIAN PHYSIOLOGY** 4
A study of selected topics in mammalian physiology, including respiratory, renal, and neural physiology. *Prerequisites:* BI106 and BI244 or permission of instructor; for neuroscience students: NS101, BI105, and BI244. Three hours of lecture, three hours of laboratory per week. Offered in alternate years. R. Meyers
- BI 307. ORNITHOLOGY** 4
Birds as model organisms for an integrative study of biology. This course explores avian form and function; the ecology, evolution, and behavior of birds; and avian conservation. *Prerequisites:* either BI106 or ES105, and any two 200-level biology courses. Three hours of lecture, three hours of fieldwork or lab a week. One Saturday field trip. C. Freeman-Gallant
- BI 311. BIOLOGICAL ELECTRON MICROSCOPY** 4
Practical and theoretical study of the operation and application of electron microscopes and the preparation of samples for electron microscopy. Topics include chemical fixation, cryofixation, cytochemistry, immunolabeling, ultramicrotomy, transmission electron microscopy, scanning electron microscopy, and electron microscopic photography. *Prerequisite:* BI106 and BI243 or BI244 or permission of instructor. Two hours of lecture and four hours of lab a week. D. Domozych
- BI 316. ANIMAL BEHAVIOR** 4
Behavior is a product of evolution and a means of animal adaptation. This course considers the mechanisms, proximate causes, and ultimate origins of behavior. *Prerequisite:* BI106 or ES105, and any two 200-level biology courses; for neuroscience students: NS101, BI105, and BI244. Three lectures, three hours of lab or fieldwork a week. One Saturday field trip. M. Raveret Richter
- BI 323. DEVELOPMENTAL BIOLOGY** 4
The study of the progressive, sequential changes that occur within cells, tissues, and organisms over time. The study of development encompasses molecular, biochemical, cellular, morphological, and physiological organizational levels. Course topics range from gametogenesis and embryonic development to molecular mechanisms of gene regulation. *Prerequisites:* BI106 and any two 200-level biology courses; for neuroscience students: NS101, BI105, and BI244. Three lectures, three hours of lab a week. The Department
- BI 324. EVOLUTION** 4
A survey of topics in evolutionary theory: the evidence for evolution, mechanism of evolutionary change, species concepts, and speciation. Introduction to the concepts of variability, adaptation, neutrality, and phylogeny through discussion and lab work. *Prerequisites:* either BI106 or ES105, and any two 200-level biology courses. Three hours of lecture, three hours of lab a week. C. Freeman-Gallant
- BI 325. TROPICAL ECOLOGY** 3
An introduction to the ecology of tropical regions, with an emphasis on Central and South American forests. In this course, we will take an ecological approach to investigating the patterns, processes, and organisms characterizing tropical ecosystems. We will study the forces that gave rise to tropical biodiversity, and discuss both the preservation and destruction of tropical ecosystems. *Prerequisites:* Either BI106 or ES105, and any two 200-level biology courses. M. Raveret Richter
- TX 301. TROPICAL FIELD ECOLOGY** 2
This travel seminar and its companion lecture course, Tropical Ecology (BI325), comprise a classroom- and field-based introduction to the ecology of tropical regions, with an emphasis on Central and South American forests. Students, who must be concurrently enrolled in BI325, will meet in a discussion section throughout the semester, and will travel to the tropical cloud forest community of Monteverde, Costa Rica, during spring break. TX301 does not count toward the biology major as a 300-level elective course, nor does it count as a supportive course for ecology, evolution, and behavior concentrators; BI325 does fulfill these requirements. *Prerequisites:* Either BI106 or ES105, and any two 200-level biology courses. Offered in alternate years. M. Raveret Richter and Biology Faculty
- BI 327. CONSERVATION ECOLOGY** 3
Focuses upon developing an understanding of the diversity of life, in an ecological and evolutionary context, and applying that understanding to critical analyses of issues and problems in conservation biology. *Prerequisites:* either BI106 or ES105, and any two 200-level biology courses. M. Raveret Richter
- BI 337. PLANT PHYSIOLOGY** 4
The behavior, growth, transport processes, and environmental response of plants. Topics include membrane dynamics and function, plant cell development and polarity, solute and water transport, mineral and vitamin nutrition, respiration photosynthesis, hormone action, photoperiodism, taxes and stress biology. Two lectures, four hours of lab a week. *Prerequisites:* BI106 and BI243. D. Domozych
- BI 338. PLANT BIOTECHNOLOGY** 4
A modern analysis of humankind's use of plants and fungi and their derived products. Major subjects covered include ethnobotany, plant genetic engineering, plant biochemistry, techniques of plant production, agricultural practices, horticulture, and medicinal botany/mycology. Three hours of lecture, three hours of lab a week. *Prerequisite:* BI106 and BI243 or permission of instructor. D. Domozych
- BI 339. PLANT-ANIMAL INTERACTIONS** 4
Exploration of the evolution and ecology of interactions between plants and animals. Topics include mutualism (e.g., pollination, frugivory), antagonism (e.g., herbivory, granivory), indirect effects that cascade across taxa, and mechanisms by which plant-animal interactions affect the susceptibility of both groups to pathogenic microbes and fungi. Students perform all the steps of active research (research design, data collection, analysis and presentation), as well as read and critique classic and recent studies from the literature. Student research in Skidmore's North Woods and surrounding areas will be emphasized. Three hours of lecture/discussion and one three-hour lab per week. *Prerequisites:* BI105, 106, and any two 200-level BI courses. J. Ness

- BI 342. FRONTIERS IN MOLECULAR NEUROSCIENCE** 3
This course will explore "hot topics" in Neuroscience. We will discuss how novel approaches in cell culture, animal, and human studies are being used in current molecular neuroscience research. In addition to attending lectures, students will review current literature from top journals, give group presentations in class, and write a paper. This course will be divided into two sections: 1) topics in neurogenesis (neuron birth in the adult brain) and 2) topics in neurodegeneration (mechanisms of cell death in disorders such as Alzheimer's and Parkinson's Disease). Students will develop skills in critically reading research papers and giving presentations. *Prerequisites:* BI106, 242, and one 200-level biology course; for neuroscience students: NS101, BI105, and BI244. The Department
- BI 344. BIOLOGICAL CLOCKS** 4
Organisms in all the major taxonomic groups have internalized geophysical and other periodicities in the form of endogenous biological mechanism that function as clocks. Theoretical, molecular, cellular, physiological, behavioral, ecological, and biomedical aspects of biological clocks will be examined, with an emphasis on circadian clocks. Three hours of lecture, three hours of lab per week. *Prerequisite:* BI106 and any two 200-level biology courses or permission of instructor; for neuroscience students: NS101, BI105, and BI244. B. Possidente
- BI 348. IMMUNOBIOLOGY** 3
A study of the ways in which the immune system recognizes and responds to cells or molecules that are non-self. The course will explore the basic biological processes that underlie the function of the immune system in health and disease. *Prerequisites:* BI106, BI242, and one other 200-level biology course. The Department
- BI 349. NEUROENDOCRINOLOGY** 4
Hormones act throughout the body to coordinate basic biological functions such as development, reproduction, and metabolism. This course will investigate how hormones work in the brain to regulate physiology and behavior. We will study the molecular bases of neuroendocrine regulation, with a focus on how the hypothalamic-pituitary-gonadal axis functions to regulate reproduction, homeostasis, metabolism, and stress. Laboratory sessions will explore various approaches to neuroendocrine research, including detection of hormone receptors in the brain and assessment of biological functions through bioassays. *Prerequisites:* BI106, BI242 or BI244 (both recommended), and one other 200-level biology course; for neuroscience students: NS101, BI105, and BI244. The Department
- BI 351. TOPICS IN BIOLOGY** 3 or 4
This course gives students an opportunity to study topics that are not offered on a regular basis. The specific topics will vary each time the course is taught. All courses fulfill the 300-level requirements for the biology major. Three-credit courses are taught without laboratories; four-credit course include a weekly three-hour lab. May be repeated for credit. *Prerequisite:* permission of department.
- BI351A fulfills the 300-level elective course requirement of the ecology, evolution, and behavior concentration.
- BI351E fulfills the 300-level supportive course or elective course requirement of the ecology, evolution, and behavior concentration.
- BI351M fulfills the 300-level supportive course requirement of the molecular and cell biology concentration or the 300-level elective course requirement of the ecology, evolution, and behavior concentration.
- BI 352, 353. TOPICS IN ADVANCED GENETICS** 3, 4
An opportunity to study advanced topics in genetics that are not offered on a regular basis. The specific topic may vary each time the course is taught. All courses fulfill the 300-level requirements for the integrative biology concentration. Three-credit courses are taught without lab; four-credit courses include a weekly three-hour lab. Different topics may be repeated for credit. *Prerequisites:* BI106 and either BI242 or 245, or permission of instructor. The Department
- BI352E and BI353E fulfill the 300-level supportive or elective course requirement for the ecology, evolution, and behavior concentration.
- BI352M and BI353M fulfill the 300-level supportive course requirement for the molecular biology and genetics concentration.
- BI 360. GENE EXPRESSION I: DNA METABOLISM** 3
An examination of eukaryotic chromatin structure, maintenance, and function. We will explore the structural and molecular composition of chromatin, how this macromolecule is assembled, how it is faithfully maintained, and how its molecular architecture controls gene expression. Integral to this course will be the study of the various modes of inquiry and research tools utilized by scientists to investigate these questions. In addition, we will examine how defects in many of these processes contribute to human disease. *Prerequisites:* BI106 and 242 and CH221; BI245 suggested. P. Hilleren
- BI 361. BIOLOGY OF VIRUSES** 3
An exploration of the structure, genetics, and pathogenesis of all types of viruses, from bacterial to mammalian. Rather than taking an encyclopedic approach, the course begins as an overview of common themes in the life cycles of all viruses. Building upon this foundation, the course will then draw largely from recent published research to explore features of the life cycle and pathogenesis of specific viruses. *Prerequisites:* BI106 and 242 or 246. The Department
- BI 362. BACTERIAL PATHOGENESIS: A MOLECULAR APPROACH** 3
An exploration of the latest techniques used to study bacteria-host interactions at the molecular level. The course delves into common obstacles that disease-causing bacteria must overcome in order to colonize a human host and the general strategies bacteria have evolved to overcome these obstacles. Comparisons will be made to symbiotic bacteria-host interactions and questions such as "How did pathogenic bacteria evolve?" will be addressed. Grounded in current published research, the class will also explore, at the molecular level, mechanisms used by specific pathogens to colonize and damage host tissue. *Prerequisites:* BI106 and 246, 245 recommended. S. Franke
- BI 363. GENE EXPRESSION II: mRNA METABOLISM** 3
An investigation into our current mechanistic understanding of the central features of eukaryotic gene expression, including the synthesis, processing, export, translation, and turnover of mRNA and the biological machines that carry out these fundamental processes. In addition, we will examine how defects in these processes contribute to human disease. *Prerequisites:* BI106, BI242 and CH221; BI360 strongly recommended; BI245 suggested. P. Hilleren
- BI 370. COMPUTER MODELING OF BIOLOGICAL SYSTEMS** 4
An introductory course in the methods, procedures, uses, and implications of digital computer modeling of biological processes, from the molecular through the population level or organization, with particular focus on the systems level. Three hours of lecture, three hours of laboratory per week. *Prerequisite:* BI106 or ES105 or permission of instructor. R. Meyers
- BI 371. INDEPENDENT STUDY** 3
An opportunity for students to pursue in depth specialized topics not available through regular course offerings. *Prerequisite:* agreement of a faculty member to serve as tutor, a topic acceptable both to student and tutor, and permission of the Department. Biology majors may take either BI371 or 385 only once to satisfy a 300-level biology course requirement. The Department
- BI 377, 378. SENIOR CAPSTONE IN BIOLOGY** 2, 1
A two-part course consisting of BI 377 (2 credits), to be taken in the fall of the senior year, and BI 378 (1 credit), to be taken in the spring of the senior year. An integration of curricular experiences in the biology major with emphasis on development of students into participating members of the scientific community. Students will independently demonstrate and document their mastery of biological concepts and techniques, and collaborate to communicate research to each other, the department, and the college. *Prerequisite:* Senior status. The Department
- BI 385. RESEARCH METHODS IN BIOLOGY** 4
An opportunity for students to engage in laboratory or field research in collaboration with a faculty member. Emphasis is on the development of analytical and technical expertise in biological research. Students meet weekly for one hour of discussion but work independently with their individual faculty mentors in pursuit of their research. Students defend their results in the form of an oral presentation to the Department. S/U only. *Prerequisites:* agreement by a faculty member to serve as mentor, completion of two 200-level courses in Biology, and permission of the Department. Biology majors may take either BI371 or 385 only once to satisfy a 300-level biology course requirement.
- I. Methods in Integrative Biology
E. Methods in Ecology, Evolution and Behavior
M. Methods in Molecular Biology and Genetics
- BI 399. PROFESSIONAL INTERNSHIP IN BIOLOGY** 3 or 6
Professional experience at an advanced level for juniors and seniors with substantial academic experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as laboratory or field research, or clinical medicine. Does not count toward the major. Offered satisfactory/unsatisfactory only. *Prerequisite:* completion of at least one related 300-level course (as determined by the department). Must be taken S/U.

Chemistry

Chair of the Department of Chemistry: Steven T. Frey

Professors: Raymond J. Giguere, *Class of 1962 Term Professor*; Judith A. Halstead

Associate Professors: Steven T. Frey

Assistant Professors: Michelle Frey, Shannon Stitzel, Rajesh Nagarajan

Teaching Associates: Kara Cetto, Jennifer McCluan

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

The department offers both a major and a minor in chemistry, and a major in chemistry with a biochemistry concentration. The requirements are listed below.

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

1. Fulfill the general College requirements.

2. Complete the following:

a) a core curriculum consisting of CH105, 105H, or 107H; 106, 106H, or 207H; 221, 222, 303, 314, 332, 333, 377, 378; and one 300-level elective;

b) capstone research in chemistry (CH371 or 372);

c) MA111, 113, or MA108, 109, and 113 (students should consult the Department of Mathematics and Computer Science to determine their placement in MA111 or MA108, 109 sequence); and

d) PY207, 208.

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

1. Fulfill the general College requirements.

2. Complete the following:

a) a core curriculum consisting of CH105, 105H, or 107H; 106, 106H, or 207H; 221, 222, 330 or 332, 341, 342, 377, 378, and one 300-level elective in chemistry or biology;

b) capstone research in chemistry (CH371 or 372);

c) BI105, BI106, and one from among BI242, 243, 244, 245, 246;

d) MA111, 113, or MA108, 109, and 113 (students should consult the Department of Mathematics and Computer Science to determine their placement in MA111 or MA108, 109 sequence); and

e) PY207, 208.

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

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

CH 103. FUNDAMENTALS OF CHEMISTRY WITH LAB 4

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

CH 105. CHEMICAL PRINCIPLES I 4

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

CH 105H. CHEMICAL PRINCIPLES 4

First of a two-course sequence that offers highly motivated students with strong backgrounds in chemistry the opportunity to study fundamental principles of chemistry

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

CH 106. CHEMICAL PRINCIPLES II 4

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

CH 106H. CHEMICAL PRINCIPLES II 4

Continuation of CH105H; offers highly motivated students with strong chemistry backgrounds the continued opportunity to explore fundamental principles of chemistry in greater depth and breadth than is possible in CH106. Topics include those listed under CH106 and an introduction to the instructor's area of expertise. Laboratory experiments serve to illustrate concepts learned in the classroom. *Prerequisites*: CH105 or 105H. Three hours of lecture-discussion and one three-hour lab per week. S. Frey, M. Frey, S. Stitzel, R. Nagarajan

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

CH 110. CHEMISTRY OF FOODS AND FLAVORS WITH LAB 4

A study of the chemical makeup of food and nutrients, and their biochemical functions. Different food processing techniques and their effects on the chemical, physical, and biological properties of food will be discussed. The chemical basis of flavor, composition of some common flavor ingredients, and the role of flavor in nutrient assimilation will be explored. Three hours of lecture and three hours of lab per week. *Prerequisite*: QR1. (Fulfills natural sciences requirement; fulfills QR2 requirement.)

- CH 111. ENVIRONMENTAL CHEMISTRY 3**
A study of fundamental chemical principles as they relate to environmental issues such as air pollution, acid rain, global warming, destruction of the ozone layer, the production and consumption of energy, and water pollution. A basic understanding of chemical principles and practices is necessary to fully appreciate the scope and complexity of current global environmental issues. Specific examples of international environmental problems are presented as case studies to reinforce the course material. Chemical concepts such as atomic structure, bonding, thermodynamics, nuclear chemistry, and chemical reactivity are introduced as they pertain to particular environmental issues. *Prerequisite:* QR1. (Fulfills QR2 requirement.)
S. Frey, J. Halstead, S. Stitzel
- CH 112. ENVIRONMENTAL CHEMISTRY WITH LAB 4**
A study of fundamental chemical principles as they relate to environmental issues such as air pollution, acid rain, global warming, destruction of the ozone layer, the production and consumption of energy, and water pollution. A basic understanding of chemical principles and practices is necessary to fully appreciate the scope and complexity of current global environmental issues. Specific examples of international environmental problems are presented as case studies to reinforce the course material. Chemical concepts such as atomic structure, bonding, thermodynamics, nuclear chemistry, and chemical reactivity are introduced as they pertain to particular environmental issues. Laboratory exercises that relate to the environmental issues presented in lectures serve to reinforce students' understanding of the underlying chemical principles. *Prerequisites:* QR1. (Fulfills QR2 and natural sciences requirements.)
S. Frey, J. Halstead, S. Stitzel
- CH 207H. INTERMEDIATE TOPICS IN CHEMISTRY 4**
Intermediate-level, topic-based, honors courses that offer highly motivated students the opportunity to refine their critical thinking and quantitative problem-solving skills while examining an area of special interest in the field of chemistry. Specific topics may vary from year to year. The topic offered during a given semester is listed in master schedule. Descriptions of the various topics can be found on the Chemistry Department's Web site. Three hours of lecture-discussion and one three-hour lab per week. *Prerequisites:* CH107 or permission of the department.
The Department
- CH 221. ORGANIC CHEMISTRY I 5**
The structures, physical properties, reactivity, and reaction mechanisms of aliphatic and aromatic hydrocarbons are investigated. The lab introduces the student to synthesis, purification, and chemical and spectroscopic methods of characterizing organic compounds. *Prerequisite:* CH106, 106H, or 107H. Three hours of lecture-discussion, and four hours of lab a week.
R. Giguere, K. Cetto
- CH 222. ORGANIC CHEMISTRY II 5**
The structure, physical properties, reactivity, and reaction mechanisms of important organic functional groups are investigated. The lab work focuses on structure determination and synthesis projects. *Prerequisite:* CH221. Three hours of lecture-discussion and four hours of lab a week.
R. Giguere, K. Cetto
- CH 251. TOPICS IN CHEMISTRY 4**
Typically organized course based on a subfield of chemistry at the intermediate level. The specific topic examined may differ from year to year. In the laboratory section, students will learn basic methods of experimentation and instrumental analysis specific to the subfield. 3 hours of lecture-discussion and 3 hours of lab a week. *Prerequisite:* CH106 or 106H.
The Department
- CH 299. PROFESSIONAL INTERNSHIP IN CHEMISTRY 3**
Internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and departmental approval, students may extend their educational experience into such areas as chemical research, environmental or material science, or chemical engineering. *Prerequisite:* complete CH106.
- CH 301. POLYMER CHEMISTRY 3**
Introduction to all types of polymers with emphasis on organic polymers. Mechanisms of polymerization reactions, the characterization of products, and the technological application of polymers will be discussed. Additionally, the student will be introduced systematically to the historical and current literature in the field. *Prerequisite:* CH222.
- CH 303. MODERN ANALYTICAL CHEMISTRY 5**
This course describes modern analytical chemistry techniques for the separation, identification, and quantitation of chemical entities with an emphasis on instrumental methods. Sampling techniques and statistical treatment of data are also discussed. *Prerequisites:* CH221. Three hours of lecture-discussion and four hours of lab a week.
S. Stitzel
- CH 313. INORGANIC CHEMISTRY 3**
A study of the modern theories of atomic structure and chemical bonding as they pertain to inorganic systems. Topics include symmetry and group theory, bonding in ionic, covalent, and metallic substances, acid-base concepts, and coordination chemistry. *Prerequisites:* CH330 or 332 or permission of the instructor.
S. Frey
- CH 314. INORGANIC CHEMISTRY WITH LAB 5**
A study of the modern theories of atomic structure and chemical bonding as they pertain to inorganic systems. Topics include symmetry and group theory, bonding in ionic, covalent, and metallic substances, acid-base concepts, and coordination chemistry. *Prerequisites:* CH330 or 332 or permission of the instructor.
S. Frey
- CH 323. ADVANCED ORGANIC CHEMISTRY 3**
A study of the advanced synthetic methodology and mechanistic theory of organic chemistry. Three hours of lecture-discussion a week. *Prerequisite:* CH222.
R. Giguere
- CH 324. ADVANCED ORGANIC CHEMISTRY WITH LAB 5**
A study of the advanced synthetic methodology and mechanistic theory of organic chemistry. Students in the lab learn to work on projects in organic synthesis using modern instrumentation techniques. Three hours of lecture-discussion and 4 hours of lab per week. *Prerequisite:* CH222.
R. Giguere
- CH 330. PHYSICAL CHEMISTRY I 3**
The fundamental principles and concepts of equilibrium thermodynamics including entropy, energy, temperature, heat, work, and chemical potential. Applications include chemical reactions, phase changes, environmental science, and biochemical systems. Three hours of lecture-discussion per week. This nonlab course may be used to satisfy a requirement for the chemistry major with biochemistry concentration but may not be used to satisfy any requirements for the chemistry major. CH330 is the same as the lecture-discussion component of CH332. *Prerequisites:* CH106, MA113, PY208.
J. Halstead
- CH 331. PHYSICAL CHEMISTRY II 3**
The fundamental principles of kinetic theory, reaction kinetics, statistical thermodynamics, chemical application of quantum mechanics, bonding, molecular spectroscopy and structure. Three hours of lecture-discussion a week. *Prerequisite:* CH330 or 332 or permission of the department.
J. Halstead
- CH 332. PHYSICAL CHEMISTRY I WITH LAB 5**
The fundamental principles and concepts of equilibrium thermodynamics including entropy, energy, temperature, heat, work, and chemical potential. Applications include chemical reactions, phase changes, environmental science, and biochemical systems. Lab experiments provide opportunities for quantitative experimental investigation of thermodynamic systems, including studies of heat exchange, chemical equilibrium, and phase equilibrium. Three hours of lecture-discussion and four hours of lab a week. *Prerequisites:* CH222 or 303, MA113, PY208.
J. Halstead
- CH 333. PHYSICAL CHEMISTRY II WITH LAB 5**
The fundamental principles of kinetic theory, reaction kinetics, statistical thermodynamics, chemical application of quantum mechanics, bonding, molecular spectroscopy, and structure. Lab and computer based experiments provide an opportunity for quantitative experimental investigation of phenomena such as reaction rates, transport properties, bonding, and spectroscopy. Three hours of lecture-discussion, four hours of lab a week. *Prerequisite:* CH330 or 332 or permission of the department.
J. Halstead
- CH 340. BIOCHEMISTRY: MACROMOLECULAR STRUCTURE AND FUNCTION 3**
A study of the organic, physical, and biological chemistry of proteins, carbohydrates, lipids, nucleic acids, and enzymes. Structure-function relationships are explored at the molecular level using structural geometry and chemical reactivity concepts. *Prerequisite:* CH222. Three hours of lecture-discussion a week.
M. Frey, R. Nagarajan
- CH 341. BIOCHEMISTRY: MACROMOLECULAR STRUCTURE AND FUNCTION WITH LAB 5**
A study of the organic, physical, and biological chemistry of proteins, carbohydrates, lipids, nucleic acids, and enzymes. Structure-function relationships are explored at the molecular level using structural geometry and chemical reactivity concepts. The lab includes modern techniques for the purification, characterization, and identification of biomolecules. *Prerequisite:* CH222. Three hours of lecture-discussion and four hours of lab a week.
M. Frey, R. Nagarajan
- CH 342. BIOCHEMISTRY: INTERMEDIARY METABOLISM 3**
Intermediary metabolism, bioenergetics, and the nature of enzyme-catalyzed reactions are discussed. *Prerequisite:* CH340 or 341. Three hours of lecture-discussion a week.
M. Frey, R. Nagarajan

**CH 351, 352. SPECIAL TOPICS
IN CHEMISTRY 3, 3**

Advanced topics in chemistry will be offered to either small groups of students or on an individual basis, allowing the student to study in depth areas of the science that are not covered in the regular course offerings. *Prerequisite:* CH222 and permission of the department.

**CH 353. TOPICS IN ENVIRONMENTAL
CHEMISTRY 3**

An advanced study of selected global, national, and local topics in environmental chemistry. Possible topics include stratospheric ozone cycle, global climate changes, tropospheric smog, acid deposition, nutrient cycling, alkalinity, eutrophication, water treatment, and hazardous wastes. *Prerequisite:* CH221. Three hours of lecture-discussion per week.

**CH 355. PEER-TUTORING IN
CHEMISTRY LABORATORY 2**

A course designed to introduce students to techniques of laboratory instruction and management. Students will participate in teaching laboratory sessions of first- and second-year chemistry courses and will receive training in preparation and delivery of pre-lab lectures, interaction with students in a supervisory role, safety issues in laboratory management, and assessment of experimental and written works by students. Open to seniors majoring in chemistry or chemistry with biochemistry concentration. *Prerequisite:* Permission of the department. The Department

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

A required course that serves as a culmination of the chemistry major. Students work in collaboration with their faculty mentors to learn advanced research techniques and protocols specific to their respective fields. *Prerequisite:* Permission of the department.

**CH 375. LITERATURE INVESTIGATION
IN CHEMISTRY 3**

Students prepare an in-depth written report on a current topic in chemistry or biochemistry. The chemical literature is investigated by both traditional methods and modern computer-based techniques. Individual and group conferences throughout the semester, as well as oral presentations are required. *Prerequisite:* Permission of the department.

**CH 377, 378. SENIOR SEMINAR IN CHEMISTRY
AND BIOCHEMISTRY 1,1**

One-credit seminar courses designed to teach communication skills relating to scientific research. The courses include presentations by students, faculty, and guest speakers as well as discussion of current chemical literature. Both courses are required of all senior chemistry majors. Offered on a satisfactory/unsatisfactory basis only. Each of these courses may be repeated once for credit.

**CH 399. PROFESSIONAL INTERNSHIP
IN CHEMISTRY 3 or 6**

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as chemical research, environmental or material science, or chemical engineering. Only three semester hours may count toward the major. *Prerequisites:* CH303 and one additional 300-level course in chemistry.

Classics

Chair of the Classics Department: Daniel Curley

Associate Professors: Michael Arnush, Daniel Curley

Lecturer: Leslie Mechem

Affiliated Faculty:

Art History: Penny Jolly

English: Kate Greenspan

French: Marc-André Wiesmann

Government: Timothy Burns

Philosophy: Francisco Gonzalez

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

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

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

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

1. Reading proficiency of Greek or Latin at the 300 level demonstrated by completion of two of the following: CL310, 311, or CG310, 311. Students may enroll in 310 and 311 courses more than once with permission.
2. Gateway course: CC200;
3. One course from each of the following clusters:
 - a) Literature: CC220, 222, 223, 224
 - b) History: HI201, 202; CC226
 - c) Art History: AH222, 223
4. CC365 or HI363; and
5. CC290.

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.

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

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

1. Reading proficiency of Greek or Latin at the 200-level, demonstrated by completion of the following: CG210 or CL210;
2. Gateway course: CC200;
3. Two courses from the following, each from a different cluster:
 - a) Literature: CC220, 222, 223, 224
 - b) History: HI201, 202; CC226
 - c) Art History: AH222, 223; and
4. One course from CG310, 311; CL310, 311; CC365; GO303; HI363; PH327A, 327B; RE330. Students may count toward the minor any course listed above, plus CC290, 291, and PH203. Minors are encouraged to take one 300-level seminar in either Greek or Latin (CG310, 311; CL310, 311). CC100 does not count toward the minor.

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

Literature: CC220, 222, 223, 224, 226, 365; GO303; HI201, 202; and PH203

Art and Archaeology: AH222, 223, 232, 375A; AN102, 202; CC220, 365; GE102, 309; HI201, 202;

History: CC226; GO303; HI201, 202, 363;

Philosophy: CC222, 223, 224, 226; GO303; HI201; PH203, 210, 211, 327A, 327B;

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

LATIN

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

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

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

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

GREEK

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

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

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

CG 311. SEMINAR IN GREEK PROSE LITERATURE 3
Advanced reading and critical examination in Greek of the works of one of the following Greek prose authors: Aristotle, Demosthenes, Herodotus, Lysias, Plato, Thucydides, or selections from the New Testament. This course may be taken more than once. *Prerequisite:* CG210 or permission of the chair.

CLASSICAL STUDIES

CC 100. ENGLISH VOCABULARY FROM GREEK AND LATIN 1
An exploration of the heritage of Greek and Latin in the English language, with particular emphasis on technical terminology from a variety of disciplines. Students will learn how to break down English words into their Greek and Latin components, and to generate English words from these same elements. This course is of interest to all students in the humanities, sciences, and social sciences, who wish not only to expand their vocabularies but also to understand the ongoing evolution of English.

CC 200. THE CLASSICAL WORLD 3
An introduction to classical antiquity for students interested in ancient Greece and Rome, the impact of antiquity on Medieval and Renaissance Europe, and a general background in the Western tradition. This interdisciplinary course taught by a team of faculty members from several departments and programs includes studies in literature (epic, dramatic, and lyric poetry, rhetoric, and fiction), history and historiography, art and architecture, philosophy and political theory, and science and mathematics. (Fulfills humanities requirement.)

CC 220. CLASSICAL MYTHOLOGY 3
A study of the important myths in Greek and Roman culture, with attention to their religious, psychological, and historical origins. Comparative mythology, structural analysis, modern psychological interpretations and the development of classical myths in Western literature and art receive attention. (Fulfills humanities requirement.)

CC 222. GREEK TRAGEDY 3
Readings in translation of some of the tragedies of Aeschylus, Sophocles, and Euripides in the context of Athenian society in the fifth century B.C. Students will have the opportunity to write, produce, and perform an original tragedy based on Greek myth. (Fulfills humanities requirement.)

CC 223. SOCIETY ON THE STAGE: GREEK AND ROMAN COMEDY 3
Readings in translation of the plays of Aristophanes, Menander, Plautus, and Terence. Students explore both the origins and the fate of ancient comedy within the context of Greek and Roman society. Furthermore, students will have the opportunity to produce and perform one of the plays on the course reading list. (Fulfills humanities requirement.)

CC 224. THE HERO(INE)'S TALE: TRADITIONS OF GREEK AND ROMAN EPIC 3
Readings in translation of the great epic poets of the Greek and Roman worlds, focusing on a comparative study of the works of Homer and Vergil. (Fulfills humanities requirement.)

CC 226. GREEK AND ROMAN HISTORIANS 3
Readings in translation of the great chroniclers of history from the Greek and Roman worlds: Greek, the works of Herodotus (the father of history), Thucydides and Xenophon; Roman, the works of Livy, Polybius, and Tacitus. The course will focus on the methodology of writing history, comparative studies, and modern interpretations. (Counts toward the history major.)

CC 265. TOPICS IN CLASSICAL CIVILIZATION 3
Selected aspects of classical antiquity that embrace both the Greek and Roman worlds. Topics will vary from year to year based upon the instructor's specialization and interests. Students work on basic research, analytical, and writing skills. Courses may include Greek and/or Roman religion, lyric poetry, and early Christianity. The course in a different subject area may be repeated for credit.

CC 290. RESEARCH IN CLASSICS 1
Basic research methodology in 200-level civilization courses including the use of primary and secondary sources as well as Web-based and library-based materials. This one-credit course will be taken jointly with a 200-level civilization course.

CC 291. WRITING IN CLASSICS 1
Students will begin to learn effective writing and will fulfill the all-college Expository Writing requirement. This one-credit course will be taken jointly with a 200-level civilization course.

CC 292. SEMESTER PROJECT IN CLASSICS 1
Students will complete a semester-length project on an aspect of Classical civilization. The project will be collaborative and may involve visual or performing arts. This one-credit course must be taken jointly with a 200-level civilization course.

CC 365. ADVANCED TOPICS IN CLASSICAL CIVILIZATION 3
Selected aspects of classical antiquity that embrace both the Greek and Roman worlds. Topics will vary from year to year based upon the instructor's specialization and interests. Building upon the skills acquired in 200-level courses, students analyze primary and secondary evidence and conduct independent research in major writing projects. Courses may include such topics as women in antiquity, sex in the ancient world, classical poetics, and ancient historiography. The course in a different subject area may be repeated for credit.

CC 371, 372. INDEPENDENT STUDY 1-4
Individual research in any aspect of classics not available in existing course offerings, which results in a written work. Supervised by a member of the classics faculty. *Prerequisite:* Approval of the director.

CC 390. THESIS 3
The senior student will undertake a substantial advanced research project in any aspect of classics which will result in a written thesis of approximately fifty pages. Supervised by a member of the classics faculty. *Prerequisite:* Approval of the chair.

CC 399. PROFESSIONAL INTERNSHIP IN CLASSICS 3 or 6
Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and departmental approval, students may extend their educational experience into such areas as education, communication, the arts, libraries, and law and government. Does not count toward the major. Must be taken S/U.

Computer Science

Chair of the Department of Mathematics and Computer Science: Pierre von Kaenel

Professors: Alice M. Dean, Gove W. Effinger, Mark Hofmann, Mark E. Huijbregtse, R. Daniel Hurwitz, Pierre von Kaenel

Associate Professors: Una Bray, David C. Vella

Assistant Professors: Thomas O'Connell, Rachel Roe-Dale

Visiting Instructor: Michael Eckmann

THE COMPUTER SCIENCE MAJOR: Students majoring in computer science fulfill the departmental requirements by completing the following:

1. Required computer science courses: CS106, 206, 210, 318, and 330. CS106, 206, and 210 should normally be completed by the end of the second year.
2. Required mathematics course: MA200
3. Required MC courses: MC115 or MC215 and 306
4. Electives: Three CS or MC courses at the 200 level or above. For one of the three electives, the student may instead take, with permission of the department, a course in another discipline that has substantial computer science content. Students planning to go to graduate school should take additional courses in mathematics. In particular, MA113 and 204 should be considered. Courses counting toward the major may not be taken satisfactory/unsatisfactory.

HONORS: Students wishing to qualify for departmental honors in the computer science major must:

1. Complete all departmental requirements for the computer science major and have a GPA of 3.5 or higher for all course work (MC and CS) taken in the department, together with a course in another discipline that has substantial computer science content if taken as an elective with permission of the department;
2. Have a GPA of 3.0 for all course work taken at Skidmore;
3. File with the department, by the end of the official add-drop period of the spring semester of the senior year, a declaration of intention to qualify for honors; and

4. Submit an honors thesis or project to be read by a review committee, and give an oral presentation of the thesis or project to the department. The review committee will evaluate the thesis or project to determine if it is of the exceptional quality that merits honors; the committee's recommendation will be submitted to the department for final adjudication.

THE COMPUTER SCIENCE MINOR: Students minoring in computer science fulfill the departmental requirements by completing CS106, 206, MC115 or MC215, and three additional CS or MC courses, at most one of which may be at the 100 level, and at least one of which must be at the 300 level. For one of the three additional courses, the student may instead take, with permission of the department, a course in another discipline that has substantial computer science content.

Students interested in learning how to use computers to solve problems in the quantitative disciplines should consider the courses CS102, 103, 106, and MS104.

NOTE: Courses numbered CS102 through CS382 and MC115 or MC215, 302, 306, and 316 have as a prerequisite QR1 or permission of the department.

CS 102. COMPUTING IN CONTEXT 3

A set of courses exploring interesting applications of computing in a variety of disciplines. These courses are primarily intended for students who wish to satisfy the QR requirement and enhance their abilities to apply computing to the solution of quantitative problems. Courses including the following are offered periodically depending on faculty availability. (Fulfills QR2 requirement.)

A. Electronic Spreadsheets in the Sciences.

In this course, students use electronic spreadsheets to build quantitative models of natural systems studied in biology, chemistry, and physics. This course helps students understand quantitative description of natural phenomena, develop ability to use computational methods for describing those phenomena, enhance their understanding of experimental design, and become aware of the limitations in modeling of natural systems.

CS 103. STRUCTURED PROGRAMMING IN BASIC 3

Introduction to the use of computer programming as a problem-solving tool. Students learn to design and implement their own Windows software applications using the Visual BASIC language. The course stresses the logic of software design and the careful implementation and testing of programs. Primarily for students with little or no programming experience. Not open to students who have taken or are taking CS106. (Fulfills QR2 requirement.) The Department

CS 106. INTRODUCTION TO COMPUTER SCIENCE I 4

An introduction to the principles of design, implementation, and testing of object-oriented programs. The course covers language features such as control structures, classes, file I/O, and basic data structures including arrays. Other topics include recursion and fundamental algorithms, such as elementary searching and sorting algorithms. (Fulfills QR2 requirement.) The Department

CS 206. INTRODUCTION TO COMPUTER SCIENCE II 4

Continuation of CS 106: study of recursion, pointers, development strategies for large software projects, and introduction to data structures, analysis of algorithms, and program verification. *Prerequisite:* CS106 or permission of instructor. The Department

CS 210. DESIGN AND ANALYSIS OF ALGORITHMS 4

A study of techniques used to design algorithms that are efficient in terms of the time and memory required during execution. The course will also cover the techniques used to evaluate an algorithm's efficiency. Topics include advanced sorting techniques, advanced data structures, dynamic programming, greedy algorithms, amortized analysis, and graph algorithms. *Prerequisites:* MC115 or MC215 and CS206, and MA111, or both MA108 and 109, or equivalent. The Department

MC 215. MATHEMATICAL REASONING AND DISCRETE STRUCTURES 4

An introduction to mathematical reasoning in the context of studying discrete structures fundamental to both mathematics and computer science. Topics include elementary logic and sets, methods of proof including mathematical induction, algorithms and their analysis, functions and relations, elementary combinatorics, discrete probability, and graph theory. (Fulfills QR2 requirement.) *Prerequisites:* QR1, and CS106 or MA113, or permission of the instructor. The Department

CS 276. SELECTED TOPICS IN COMPUTER SCIENCE 3

Topics that complement the established lower level course offerings in computer science will be selected. May be repeated for credit. *Prerequisite:* permission of instructor. The Department

MC 302. GRAPH THEORY 3

An introduction to the theory and application of graphs. Topics may include graphs and digraphs, connectivity, trees, Euler and Hamiltonian cycles, and graph embeddings. *Prerequisite:* MC115 or MC215 or MA200 or permission of the instructor. Fall 2007 and alternate years. The Department

MC 306. THEORY OF COMPUTATION 3

A study of the major theoretical models of computation. Topics include automata, nondeterminism, regular and context-free languages, Turing machines, unsolvability, and computational complexity. *Prerequisite:* MC115 or MC215 and CS106, or permission of instructor. Beginning in fall 2005, MC306 will have CS210 as a prerequisite. The Department

MC 316. NUMERICAL ALGORITHMS 3

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

CS 318. INTRODUCTION TO COMPUTER ORGANIZATION 4

An introduction to multi-level machines, including basic components of a computer, digital circuits, micro-programming, machine and assembly languages, and operating systems. *Prerequisite:* CS206 and MC115 or MC215. (Does not count toward the Mathematics major.) The Department

CS 322. ARTIFICIAL INTELLIGENCE 4

An introduction to the field of artificial intelligence. The course covers the main techniques used to develop computer programs to solve problems that we normally think of as requiring intelligence. Topics include search, games, knowledge representation, logical reasoning systems, and machine learning. *Prerequisites:* MA111 or both MA108 and 109, or equivalent, and CS210. The Department

CS 323. SOFTWARE DESIGN 3

A study of the design, implementation, documentation, and testing of software. Focuses on object-oriented design using UML (Unified Modeling Language) models and design patterns, implementing and documenting large software systems by working in teams, and methods for software testing and debugging. *Prerequisite:* CS206. The Department

CS 324. CONCURRENT PROGRAMMING 3

A study of the concepts and techniques in concurrent or multithreaded programming which forms the basis for operating systems, as well as real-time, distributed and multi-processor systems. Focuses on concurrent programming with threads and shared variables using locks, semaphores and monitors, and explores such issues as thread safety and liveness, mutual exclusion, and message passing between processes. *Prerequisite:* CS206. The Department

CS 330. PROGRAMMING LANGUAGES 3

An introduction to different programming language paradigms: functional, logic, and object-oriented programming. Students will also study language concepts such as regular expressions, syntax grammars, and semantics. Specific topics may include Perl, egrep, Scheme, Lex & Yacc, Java, C++ and Prolog. *Prerequisite:* CS206. The Department

CS 371, 372. INDEPENDENT STUDY 3, 3

Special study in computing outside of the regular departmental offerings. *Prerequisite:* consent of department. *Non-liberal arts.* The Department

CS 376. ADVANCED TOPICS IN COMPUTER SCIENCE 3 or 4

Advanced topics that complement the established course offerings in computer science will be selected. May be repeated for credit. *Prerequisite:* permission of instructor. The Department

CS 381, 382. SENIOR THESIS 3,3

Optional for computer science majors. Recommended for those working toward professional careers or graduate study in computer science, and those seeking to satisfy the criteria for departmental honors.

CS 399. INTERNSHIP IN COMPUTER SCIENCE 3 or 6

Professional experience at an advanced level for juniors and seniors with substantial academic experience in computer science and mathematics. With faculty sponsorship and departmental approval, students may extend their educational experience in computer science, software engineering, or applied mathematics. This course may not be used to satisfy the requirements of any major or minor in the department. *Prerequisites:* MC115 or MC215, CS206, one additional course in mathematics or computer science at the 200 level or above, and permission of the department. *Non-liberal arts.*

Dance

Chair of the Department of Dance: Mary DiSanto-Rose

Associate Professors: Mary DiSanto-Rose, Debra Fernandez, Denise Warner Limoli

Lecturers: *Julie Gedalecia, Mary Harney, Kevin Magee, *Adriana Markovska, *Debra Pigliavento, *Meghan Schaefer

Dance Musicians: Carl Landa, Patricia Hadfield, *Oleg Moston

Dance Theater Technical Director: Lori Dawson

The mission of the Dance Program is to link critical thinking, analysis, craft, history, and creativity with the distinct movement skills derived from studio practice and stage performance. Students are required to work toward proficiency in the particular movement language of Western and/or Eastern dance forms: classical ballet, modern-contemporary dance, jazz dance, and Bharata Naytam (temple dance of India). Students learn to recognize and distinguish the many diverse sources of dance, such as culture (both ancient and pop), mythology, society, and nature. Students select a specific area of study within the major: general dance, performance/choreography, or dance history/criticism. The major leads to a bachelor of science degree.

In studying dance technique, choreography, production, history, biography, and criticism, students develop a deeper understanding of the relationship of body, mind, and spirit in the multicultural world of dance. Students acquire the critical skills necessary to make informed judgments about dance as an art form. The dance major prepares students for further study or careers in the fields of performance, choreography, dance education, dance history/criticism, and arts administration.

Dance students are encouraged to investigate related areas of study, which might include art history, Asian studies, exercise science, Honors Forum, music theory and performance, and theater.

THE MAJOR IN DANCE

General Dance:

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

Performance/Choreography:

1. Sixteen credit hours of technique.
2. Twelve credit hours of theory to include DA227, 228, and 230; 375 and 376 recommended (required for Honors).
3. Six credit hours of workshop/production.

Dance History/Criticism:

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

INTERDEPARTMENTAL MAJOR: In conjunction with the Theater Department, the Department of Dance offers a major in dance-theater. See *Interdepartmental Majors*.

THE MINOR IN DANCE

1. Required course: DA230 and seventeen additional credit hours of technique, theory, or workshop/production course (totaling twenty credit hours).
2. Two of the required courses in dance must be at the 300 level.
3. Students should declare their minors by fall semester of the junior year.
4. Student may enroll in 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.

GUEST ARTISTS: Each year outstanding artists are brought to the campus to teach, lecture, conduct workshops, and set dance pieces with dance students.

DANCE TECHNIQUE COURSES—Dance Faculty

Breadth requirements: DA210–212, DB111, DB211, DM111, DM211 may be taken to fulfill the arts requirement. DA227, 228, or 230 may be taken to fulfill the humanities requirement.

DA 210. WESTERN DANCE FORMS I† 1
Studies of various Western dance forms and techniques. The following courses are offered periodically depending on faculty availability:

- A. Pointe I
- B. Character I
- C. Jazz I
- D. Modern Special I/II
- E. Ballet Special I/II
- F. Pre-Classical Dance Forms
- H. Spanish Dance
- I. Tap

Pointe class may only be taken along with a Ballet II, III, or IV technique class. *Non-liberal arts.*

DA 212. NON-WESTERN DANCE FORMS I† 1,1
Studies of various non-Western dance forms and techniques. The following courses are offered periodically depending on faculty availability and may include:

- A. Bharata Natyam I (South India Classical Dance)
- B. Kathak (North India Classical Dance)
- C. Hawaiian Dance
- D. African Dance I
- E. T'ai Chi
- F. Yoga *Non-liberal arts.*

DA 301. WESTERN DANCE FORMS II† 1,1
The following courses are offered periodically depending on faculty availability:

- A. Pointe II
- B. Character II
- C. Jazz II
- D. Modern Special III/IV
- E. Ballet Special III/IV
- H. Tap II

Pointe class may only be taken along with a Ballet II, III, or IV technique class. *Non-liberal arts.*

DA 303. NON-WESTERN DANCE FORMS II† 1,1
The following courses are offered periodically depending on faculty availability and may include:

- A. Bharata Natyam II (South India Classical Dance)
- D. African Dance II *Non-liberal arts.*

BALLET TECHNIQUE COURSES—Ballet Faculty

DB 111. BALLET I: BEGINNER† 2 or 3
Expanded study in basic vocabulary and technique of ballet. *Non-liberal arts.*

DB 211. BALLET II: LOW INTERMEDIATE† 2 or 3

Students at this level should have complete knowledge of the basic ballet terminology and technique with the ability to properly execute barre, adagio, pirouettes, small and large allegro. *Non-liberal arts.*

†May be repeated for credit

DB 311. BALLET III: HIGH INTERMEDIATE† 2 or 3
Students must have acquired full command of the ballet vocabulary and technique with the capability to sustain increasingly difficult work. The class may include pointe work at the discretion of the instructor. *Non-liberal arts.*

DB 351. BALLET IV: ADVANCED-POINTE† 2 or 3
This class is designed to develop artistic awareness of students who have already reached a high degree of technical proficiency. A portion of the class will be on pointe. By permission. *Non-liberal arts.*

MODERN DANCE TECHNIQUE COURSES—Modern Dance Faculty

DM 111. MODERN I: BEGINNER† 2 or 3
Study of technique stressing unique quality of modern dance, beginning level. *Non-liberal arts.*

DM 211. MODERN II: LOW INTERMEDIATE† 2 or 3
Theory and style continuation of technical study, low intermediate and intermediate level. *Non-liberal arts.*

DM 311. MODERN III: HIGH INTERMEDIATE† 2 or 3
Continued theory and style, high intermediate technical study. *Non-liberal arts.*

DM 351. MODERN IV: ADVANCED† 2 or 3
Advanced theory and style, technical study. By permission. *Non-liberal arts.*

Note: Placement in the appropriate level dance class is at the discretion of the dance faculty.

WORKSHOP/PRODUCTION

DB 393, 394. BALLET WORKSHOP† 2, 2
Students apply their technique to rehearsal and performance of choreographic material created by faculty members and qualified students, with an emphasis on learning basic production elements. By permission and/or audition. *Non-liberal arts.* D. Fernandez, D. Limoli

DM 393, 394. MODERN DANCE WORKSHOP† 2, 2
Style, repertory, production, advanced choreography. The emphasis of the workshop may vary according to the style and experience of the teacher. Extra rehearsals to be arranged as needed. By permission and/or audition. *Non-liberal arts.* M. DiSanto-Rose, M. Harney

DANCE THEORY

DA 227. IMPROVISATION I 2
Experiences in the spontaneous use of movement in structures derived from movement concepts, imagery, props, and media sources. Designed to help students discover and develop their own movement potential and apply it in dance performance. *Non-liberal arts.* (Fulfills humanities requirement.) M. DiSanto-Rose

DA 228. CHOREOGRAPHY I 3
Deals with solo and group choreographic techniques and related musical and production resources. Prerequisite: DA227 or permission of instructor. *Non-liberal arts.* (Fulfills humanities requirement.) M. DiSanto-Rose, M. Harney

DA 230. INTRODUCTION TO DANCE HISTORY, LITERATURE, AND REPERTORY 3
Introduction to dance history of the Eastern and Western traditions. Using film, slides, videos, demonstrations, and discussion, the course introduces students to the literature and repertory of the great classical and modern dance forms. (Fulfills humanities requirement.) M. DiSanto-Rose

DA 274. SPECIAL STUDIES IN DANCE THEORY AND APPRECIATION 2 or 3
Studies in dance theory and appreciation designed to broaden student awareness and understanding of dance and its related disciplines. By permission of instructor. Dance Faculty

DA 275. BALLET THEORY AND PEDAGOGY 2
An introduction to the art and tradition of teaching classical ballet. The course is open to experienced ballet dancers. Students learn the theory of ballet technique including the systematic breakdown of barre (bar) and center work, categories of movement, and musical accompaniment. *Prerequisites:* DB311 or DB351. D. Limoli

DA 276. DANCE PRODUCTION 2
Provides students a basic foundation in dance production. Emphasizing collaborations that occurs among choreographers and designers, technicians, and publicity people, the course introduces students to the art of lighting design and the use of light as a medium for expression. Students learn various technical aspects of design for dance including sound, stage management, house management, box office, and publicity. L. Dawson

DA 277. PERFORMANCE ELEMENTS 2
Designed for dance and theater students, the course provides training for stage performance. Based on the practice of Yoga, the art and discipline of breathing (inhalation and exhalation) joined to physical postures deepens the ability of a dance or theater student to concentrate and control performance. The course develops strength, balance, and flexibility. Through repetition in the flow and sequence of each class, students acquire an understanding of the role of practice. *Prerequisite:* Permission of instructor. D. Fernandez

DA 278. DANCE FOR THE CHILD 3
Introduction to dance as a medium of learning and creative expression for children. The course is open to students interested in working with children, including those with special needs. Students examine the historical background of dance education, curricular developments influencing dance, and the use of movement, music, poetry, and art to enhance creative expression. Dance experience is not required. Recommended for Education majors. M. DiSanto-Rose

DA 279. MUSIC FOR DANCERS/CHOREOGRAPHERS 2
Introduces students to ways of understanding and utilizing music and sound as part of the process of making a dance. Students learn fundamental musical concepts (rhythm, phrasing, accents, time signatures, and dynamics) and their applied use by dancers, musician, and composers. Students explore the musical styles and artists of many cultures and how these musical styles and artists vary in their respective approaches to making music and sound, and by extension, dance. Students develop abilities to communicate musical problems and ideas clearly and knowledgeably to dancers, choreographers, musicians, or composers. *Prerequisite:* DA227. C. Landa

DA 327. IMPROVISATION II 2
Advanced study in the spontaneous use of movement in structures derived from movement concepts, imagery, props, and media sources. Designed to help students further discover and develop their own movement potential and apply it in dance performance. Prerequisite: DA227 or permission of instructor. *Non-liberal arts.* M. DiSanto-Rose

DA 328. CHOREOGRAPHY II 3

Advanced study of the solo and group choreographic techniques and related musical and production resources. Prerequisite: DA228 or permission of instructor. *Non-liberal arts.* D. Fernandez

DA 335. MAJOR PERIODS IN DANCE HISTORY 3

The study of major periods in dance history with particular emphasis on the societies out of which the dance developed. M. DiSanto-Rose

DA 371, 372. INDEPENDENT STUDY 3, 3

Advanced research or technical study under the guidance of a faculty member. A student may or may not receive liberal arts credit at the discretion of both the chair of the Dance Department and the registrar (and, in exceptional instances, the Curriculum Committee of the College). The Department

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

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

DA 399. PROFESSIONAL INTERNSHIP IN DANCE 3, 6, or 9

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as dance, performance, technique, choreography, writing, and production. *Prerequisite:* students must have completed all intermediate level dance courses appropriate to the area of the internship and be recommended by an instructor in the chosen area of study. May count as liberal arts or non-liberal arts.

Economics

Chair of the Department of Economics: Robert Jones

Professors: Roy J. Rotheim, *Quadracci Professor of Social Responsibility;* Sandy Baum

Associate Professors: Ngina S. Chiteji, Robert J. Jones, Mehmet Odekon, Lynda D. Vargha

Assistant Professor: Monica Das, Jörg Bibow

Lecturer: Maeve Powlick

Students majoring in economics learn analytical skills and methods of the field, including deductive reasoning, decision-making techniques, quantitative analysis, and modeling principles, and apply these skills in analysis of the ways in which economic forces affect national and international policies and issues. In keeping with the liberal arts tradition and goals of the college, the economics major supports the students' growth in critical thinking, problem solving, global understanding and appreciation, and communication skills. In core courses, students learn analytical and quantitative skills. In upper-level courses, students apply these analytical, quantitative, and writing skills, focus on a variety of domestic and international policy-oriented issues, and engage in independent research.

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

HONORS: To be considered for honors in economics, students must meet the college requirements of a GPA of 3.0 overall and 3.5 in the major. They must receive a grade of at least A- on an independent-study paper, which they must defend orally before the department.

INTERDEPARTMENTAL MAJORS: In conjunction with relevant departments, the Economics Department offers majors in business-economics, political economy, economics-French, economics-German, economics-Spanish, economics-mathematics, economics-philosophy, and economics-sociology. See *Interdepartmental Majors*. The department participates in the International Affairs, Environmental Studies, Law and Society, Women's Studies, and Asian Studies Programs.

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

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

1. a strong interest in economics;
2. completion of at least four economics courses and a 3.40 or higher average in economics; and
3. a GPA of 3.40 or higher in all college courses taken.

ECONOMICS CURRICULUM

EC 100. INEQUALITY, RACE, AND GENDER 3

Designed for nonmajors, this course uses political-economic principles to analyze social issues. Using a variety of theoretical perspectives, the course addresses the gender, race, and class inequalities that characterize the United States economy. Other topics may include the economics of the environment, the implications of increasing economic interdependence, the relationship between capitalism and democracy. Does not count toward the major. The Department

EC 103. INTRODUCTION TO MACROECONOMICS 4

An introduction to national income analysis, money and banking, and balance of payments. The course deals with theory and policies of a mixed economy, using the United States as a prime example. Emphasis is placed upon the determination of public policies to solve the problems of unemployment, inflation, and stable economic growth. *Prerequisite:* QR1. (Fulfills QR2 and social sciences requirements.) The Department

EC 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 104. INTRODUCTION TO MICROECONOMICS** 4
An introduction to the study of markets. The course develops the basic economic model of supply and demand to illustrate how choices regarding the production and distribution of goods and services are made by firms and households in a market economy. The course also examines the possibility of market failure and the appropriate government response. Policy topics may include poverty and homelessness, health care, the environment, antitrust, discrimination, international trade, unions, and minimum wage laws. *Prerequisite:* QR1. (Fulfills QR2 and social sciences requirements.) The Department
- EC 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
- EC 235. MACROECONOMIC THEORY** 4
A study of the forces determining the levels of national income and employment, with emphasis upon public policy to attain basic economic goals such as economic growth, stable prices, and full employment. The course also addresses issues concerning international macroeconomic relations. *Prerequisites:* EC103 and 104. The Department
- EC 236. MICROECONOMIC THEORY** 4
Develops the basic models of behavior that economists use to study market relations. Discussion of how consumer choices determine demand and how profit-maximizing firms, operating in different market structures, determine supply. Within this framework, the course considers a variety of real-world problems, which may include job market discrimination, business pricing policy, minimum wages, taxation, antitrust policy, international trade, and environmental and safety regulation. *Prerequisites:* EC103 and 104. The Department
- EC 237. STATISTICAL METHODS** 4
An introduction to summarizing and interpreting quantitative information: central tendency and dispersion, probability, significance tests, regression and correlation, time series analysis, and the use of index numbers. An introduction to the use of the computer as a tool for handling large amounts of data. *Prerequisites:* QR1, EC103, 104, or permission of the instructor; prerequisites may be waived for interdepartmental business majors by permission of the instructor. (Fulfills QR2 requirement.) The Department
- EC 261. INTERMEDIATE TOPICS IN ECONOMICS** 3
This course will give students an opportunity to study one or a few related current topics in economics at an intermediate level. While the topic(s), instructor, and specific prerequisites will vary each time the course is offered, there will be at least one 100-level course required. May be repeated once with permission of department chair. *Prerequisite:* EC103 and/or 104. The Department
- EC 314. INTERNATIONAL ECONOMICS** 3
An analysis of international economic relations with an emphasis on policy issues. Topics include: commodity composition and direction of trade, tariffs, U.S. commercial policy, international and regional trade agreements, and international financial relations. *Prerequisites:* EC103 and 104. The Department
- EC 315. OPEN ECONOMY MACROECONOMICS** 3
Integration of closed economy macroeconomics with foreign trade and payments balances. Topics include: exchange rate systems, asset markets, price and income effects, and monetary and fiscal policies for internal and external balance. *Prerequisite:* EC235 or permission of instructor. M. Odekon
- EC 316. ECONOMICS OF DEVELOPMENT** 3
The theory and practice of economic development in the third world. Topics include: analysis of world income distribution and causes of world income inequalities; the contribution of social change, politics, economics and economic planning to the process of development; means of improving the quantity and quality of domestic and international economic resources; methods for improving sectoral output and productivity; policies for redistribution and basic needs and for combating the equity-efficiency trade-off in development strategies. *Prerequisites:* EC103 and 104, or permission of instructor. M. Odekon
- EC 319. ECONOMICS OF INCOME DISTRIBUTION AND POVERTY** 3
The definition and measurement of economic inequality and poverty and the investigation of economic factors determining the distribution of income and wealth. On the macro level, the course examines the dynamics of input markets, including productivity and technological change. The micro level focuses on the personal distribution of income and poverty in the United States. Alternative theories are examined. Other topics include the role of the government through policies such as taxes, transfers, and public education. *Prerequisites:* EC103 and 104 or permission of instructor. N. Chiteji, M. Odekon
- EC 320. LAW AND ECONOMICS** 3
Students will analyze the law from an economic perspective and will examine the effects of various aspects of law on the economy. Topics of discussion may include economic analysis of criminal behavior; determining optimal punishments; the costs and benefits of alternative law enforcement strategies; the pros and cons of legalizing drugs and prostitution; labor law; immigration law; utility regulation; and rent control laws. *Prerequisite:* EC104, or permission of instructor. The Department
- EC 321. LABOR ECONOMICS** 3
Analysis of labor as a human activity and an economic resource. Critical examination of the structure and functioning of the American labor market. Topics include determinants of labor force participation, the level and structure of wages, and the allocation and utilization of workers; the roles of labor unions and collective bargaining; and the changing situations of women and minorities in the labor market. *Prerequisites:* EC236, 237. N. Chiteji
- EC 334. INTERNATIONAL POLITICAL ECONOMY** 3
An examination of the interplay of international economics and politics. The course contrasts mainstream theories of international trade and investment with theories highlighting class relations, power, and market imperfections. Among the subjects to be addressed are: multinational corporations, capital flight, theories of imperialism, and the prospects for national economic policy. *Prerequisite:* EC235 or permission of instructor. L. Vargha
- EC 335. ADVANCED MACROECONOMIC THEORY AND POLICY** 3
Domestic monetary and fiscal policies of advanced capitalist economies with emphasis on the United States' historical experience. Topics include: business cycle theories; Neoclassical, Keynesian, and post-Keynesian theories of money and the state; industrial policy, monetary and fiscal intervention considered theoretically and historically. *Prerequisite:* EC235. R. Rotheim
- EC 336. INDUSTRIAL ORGANIZATION AND PERFORMANCE OF ECONOMY** 3
A study of changing market structures in the United States economy and their impact on its performance. The specific topics covered in this course include the determinants of market structure and oligopolistic behaviors of large corporations in such areas as pricing, profits, and technological innovations. Also considered are public policies concerning monopolistic and oligopolistic business enterprises. *Prerequisite:* EC236. The Department
- EC 339. APPLIED ECONOMETRICS** 3
Theory and practice of econometrics applied to economic models. Topics include: econometric techniques for analyzing economic relationships, methods for handling economic data, empirical testing of theoretical models, and techniques for developing testable models. *Prerequisites:* EC235 or 236; 237. M. Das, R. Jones
- EC 343. ENVIRONMENTAL AND RESOURCE ECONOMICS** 3
Analysis of contemporary environmental and resource problems (e.g., air, water, noise and aesthetic pollution, extinction of animal and plant species) through the use of economic theories and techniques of evaluation. Environmental policies dealing with these problems will also be considered. *Prerequisite:* EC104 or consent of instructor. M. Das, L. Vargha
- EC 344. PUBLIC FINANCE** 3
Study of government expenditures and taxation policies from both institutional and theoretical perspectives. The course will focus on the economic roles of federal, state, and local governments in implementing decisions about defense spending, social programs, income, sales, property, and Social Security taxes. *Prerequisite:* EC236. The Department
- EC 345. MONETARY THEORY AND POLICY** 3
Foundations of money, financial markets, and central banking within a capitalist framework. Theoretical emphasis will be placed on monetarist and post Keynesian explanations for money, interest, employment, and prices. Policy discussions will focus on the relationship between money market instruments and central bank policies in the context of the above theoretical frameworks. A major term paper, which compares the recent monetary policies of the Federal Reserve System with those of another central bank, is expected of all students. *Prerequisites:* EC103 and 104. Open only to juniors and seniors. R. Rotheim, J. Biblow

EC 351. WOMEN IN THE ECONOMY 3

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

EC 355. HISTORY OF ECONOMIC THOUGHT 3

The development of Western economic thinking from Adam Smith to the present, stressing in its historical context the conflict between the mainstream of economic thought and important alternatives such as the Marxist, institutional, and anarchist traditions. Emphasis is on the works of a few major writers. *Prerequisites:* EC235 and 236, or permission of instructor. R. Rotheim

EC 361. ADVANCED TOPICS IN ECONOMICS 3

This course will give students an opportunity to study one or a few related current topics in economics at an advanced level. While the topic(s), instructor, and specific prerequisites will vary each time the course is offered, there will be at least one 200-level course required. May be repeated with permission of department chair. The Department

EC 371, 372. INDEPENDENT STUDY 3, 3

An opportunity for qualified students to engage in in-depth reading and research in any field of economics. Project should be based on work in a 300-level course the student has taken. Each student works closely with a faculty advisor and participates in a weekly independent study seminar. *Prerequisite:* permission of the department. The Department

EC 375 SENIOR SEMINAR 3

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

EC 376. SENIOR THESIS 3

Advanced research paper in economics. Open to all seniors with departmental approval. All completed theses must be defended before the economics faculty. The Department

EC 399. INTERNSHIP IN ECONOMICS 3

Professional experience at an advanced level for juniors and seniors with substantial academic experience in economics. With faculty sponsorship and department approval, students may extend their educational experience into areas such as economic research and consulting, forecasting, regulation, and policy analysis. Work will be supplemented by appropriate written assignments. Only three semester-hour credits may count toward the requirements for the major, and none toward the minor. *Prerequisites:* two of the following: EC235, 236, 237, and at least two 300-level economics courses.

Education Studies

Chair of the Department of Education Studies:
Joyce Rubin

Professors: Susan S. Lehr

Assistant Professors: Lenora de la Luna, Dawn Riley

Visiting Assistant Professor: Donna Brent

Lecturers: *Karen Brackett, Kelly Grindstaff, Joyce Rubin

Director of Student Teaching: Dawn Riley

Director of Skidmore Early Childhood Center:
Karen Brackett

The Education Studies Department's content core and pedagogy build upon the knowledge base and core abilities gained from studies in the liberal arts and sciences. Education studies majors and early childhood minors are prepared to enter careers in education and/or to continue on to graduate studies. The department's mission is to develop competent, knowledgeable, and reflective educators, who are capable of meeting the diverse learning and developmental needs of students within varied learning contexts. Education studies graduates will be able to teach the New York State Learning Standards, to think through complex educational situations, to make effective teaching decisions, and to communicate ideas to students, colleagues, parents, and concerned citizens.

A constructivist philosophy informs and directly affects the teaching of the Education Studies Department faculty. Students are challenged to construct, to participate in, and to take responsibility for their own learning and continued professional development. Students integrate theory into practice at increasing levels of responsibility and sophistication during field placement experiences.

The education studies curriculum is designed to foster the following core knowledge, abilities, and commitments: delivering the content knowledge of childhood education programs; utilizing a constructivist model in instruction; applying critical thinking and problem solving skills; practicing communication and social interaction skills; integrating assessment and evaluation into reflective teaching practice; promoting cross cultural perspectives; facilitating social justice and equity for all students; and contributing as professional leaders.

The successful completion of a major in education studies prepares students as candidates for an initial New York State certification in childhood education (grades 1–6). Students may also choose to minor in early childhood education.

POLICIES AND PROCEDURES

Admission: Students must declare Education Studies as their major during their sophomore year and are allowed to remain in the major on the basis of demonstrated competence in academic subjects and communication skills, and demonstrated suitability for teaching. Students planning to go abroad should talk to the department chair in their first year.

Students who successfully complete the teacher education program, three workshops required by the New York State Education Department, and are recommended by the College will, upon graduation, be eligible for New York State certification. The New York State Teacher Certification Examinations (Liberal Arts and Sciences, Written Assessment of Teaching Skills, and Content Specialty Test) are also required by the New York State Education Department to be eligible for the New York State Initial Certificate. (The initial certificate will be in childhood education, grades 1–6.) The initial certificate is valid for five years. An extension of one year may be granted if the certificate holder is completing a master's degree or a higher degree program that is required for the professional certificate.

Program enrollment for fall 2006 was 34 students. Education Studies students typically spend sixteen weeks student teaching for thirty hours per week. In 2005–2006, 12 students completed their student teaching, and 12 undergraduate students completed the program. Of those 12, all took the Assessment of Teaching Skills written test for the New York State Teachers Certification Examination (NYSTCE). Skidmore's pass rate was 100 percent.

Note: Changes in regulations enacted by the New York State Board of Regents and the State Legislature modify and take precedence over the above certification procedures.

THE EDUCATION STUDIES MAJOR: The education studies major must successfully complete the following courses:

1. ED200, 215, 231A or B; 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.
2. A minor in a liberal arts and sciences discipline
3. Liberal arts and sciences courses; one course from each of the following three categories: American history, mathematics and sciences, and social sciences and humanities. A list of recommended courses to fulfill this requirement is available in the Education Studies Department office.

The education studies major supports the New York State Education Department guidelines, and it is approved by the New York State Education Department. Prospective majors should consult with Skidmore's Department of Education during the spring of their first year to discuss the major and plan a course program. Declaration to the program is made in the sophomore year. Students going abroad should explore the possibility of going abroad during the spring of 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.

The nature of the program requires that the department reserve the right to limit the number of students accepted. If interested in the major, students are urged to obtain material from the Education Studies Department office providing information concerning procedures, criteria, and a detailed program description.

HONORS: To be eligible for departmental honors, a student must:

1. complete all departmental requirements for the education major and have a GPA of 3.5 or higher for all course work taken in the department;
2. complete ED350 with a grade of A- or better;
3. complete ED351 with a grade of A for the research paper or project, which must also be presented to the faculty; and
4. have a GPA of 3.0 or higher for all course work taken at Skidmore.

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

EARLY CHILDHOOD CENTER: The center is a lab school affiliated with the Education Studies Department. As a lab school, its mission includes service to children and their families, the education of college students, and research. The faculty and staff have expertise in the supervision of college students' lab experiences and in the design and implementation of learning experiences for young children. Skidmore students, who may participate through academic programs, the Work Study Program, or volunteerism, have the opportunity to observe academic theory applied and tested in the real world. The center operates a prekindergarten class and classes for three- and four-year-old children.

SECONDARY EDUCATION: Skidmore's affiliated program with Union College leads to a master of arts in teaching. See *Preparation for Professions and Affiliated Programs*.

ED 100. EXPLORATION OF EARLY CHILDHOOD CLASSROOM TEACHING 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 103. INTRODUCTION TO TEACHING 3

Consideration of the role of the teacher, the nature of the learner, conceptions of teaching, factors affecting instructional decisions, philosophies of education that guide the practice of teaching, curriculum innovations and trends, and the school as an institution. Includes observation and field work in local schools, K-12.

The Department

ED 104. HUMAN INTELLIGENCE(S) AND LEARNING ENVIRONMENTS 3

The investigation, analysis, and evaluation of research, theory, and history concerning human intelligence(s) and giftedness. Students will learn that how and why we measure intelligence is related to the needs of a changing society. They will become familiar with procedures for measuring intelligence and educational practices that respond to intellectual diversity. They will also develop an appreciation for what it is like to possess exceptional or unusual potential and better understand the unique characteristics, needs, and concomitant problems of gifted learners. Students will examine qualities of learning environments that are responsive to these needs and abilities. Readings and audiovisual materials will be used to demonstrate how theory informs practice. J. Rubin

ED 200. CHILD DEVELOPMENT AND LEARNING 4

Development of the child from the prenatal period to puberty with a focus on 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 studies minor may register with the permission of the instructor. D. Brent

ED 213. THE EXCEPTIONAL CHILD IN THE ELEMENTARY SCHOOL 3

A comprehensive survey of the field of special education with special emphasis on individual differences and the strategies for adapting programs to students with disabilities and gifted children. Topics will include the impact of PL 94-142 and Section 504 on the elementary school program. Fall semester. D. Brent

ED 215. SCHOOL AND SOCIETY 4

An introduction to the social, historical, and philosophical foundations of the issues involved in educating young people in the United States. The social context of education in the U.S. is explored, including the influence of the courts, politics, multiculturalism, and recurring controversy over issues of race, class, and gender. In addition, this course will help students develop the skills necessary for interpreting and resolving new issues as they arise, including a critical, reflective perspective toward the public debate of educational issues. (Fulfills social sciences requirement.) D. Riley

ED 216. HISTORY OF EDUCATION IN THE UNITED STATES 3

An examination, from a historical perspective, of the role of formal and informal education in the United States with particular attention to the origins and evolution of the common school, the changing status of children, and related social issues. *Prerequisite:* one course in United States history or American studies, or permission of instructor. D. Riley

- ED 217. ALTERNATIVE EDUCATION IN THE UNITED STATES: POLITICAL AND SOCIAL PERSPECTIVES** 3
Alternative education models have historically been a vital component of the educational environment of the United States. Students will investigate a variety of alternative education models from at least three perspectives: historical, political, and social. Students in this course will study the origins and motivations to create alternative education models and the effects that implementation of these models may have on the learning and policy decisions related to education at the local, state, and national levels. D. Riley
- ED 218. TEACHING THE WRITING PROCESS** 4
Explores teaching writing in elementary schools through an investigation of writing theory, research, and practice. We will pay particular attention to both children's writing (primarily grades 2–6) as well as students' own college-level writing. Students will examine current literature in the field, investigate how theory can be enacted into practice, and develop their own writing as they participate in a writing group. L. de la Luna
- ED 219. CULTURE, LITERACY, AND EDUCATION** 4
Designed to familiarize students with recent theory and research that has focused on the constitutive relations among discourse, social practices, knowledge construction, and the formation of group and individual identities and literacies. To arrive at a richer understanding of these relations, we will examine various linguistic, social, and cultural dimensions of literacy. Among other things, we will focus on (a) sources of diversity in language and literacy use, (b) the effects of diversity on learning, teaching, and the distribution of power in classrooms and schools, and (c) the supportive and contested relations among various language and literacy practices that are differently valued in different social contexts: schools, families, communities, and so on. L. de la Luna
- ED 222. THE YOUNG CHILD AND THE EDUCATIONAL PROCESS** 3
The study of child development and educational practice as it pertains to young children from birth to eight years. The course includes a history of early childhood programs and a consideration of different program models. Students will engage in extensive observation at the Skidmore Early Childhood Center, as well as selected off-campus environments, to strengthen understanding of models of early education. *Prerequisite:* ED200 or PS207. Fall semester. K. Brackett
- ED 231. CHILDREN'S LITERATURE** 3
A survey of children's literature. Students will be introduced to a variety of genres, authors, and illustrators with an emphasis on selection criteria and implementation of literature-based programs in the elementary classroom. A consideration of trends and issues in children's literature. Exploration of topics related to censorship, gender roles, violence, and political and social themes: A. Literature for the young child, or B. Children's Literature for the Elementary Child. Both sections are not open to first-year students. S. Lehr
- ED 261. THEMES IN EDUCATION** 1–4
Introductory exploration of selected topics in education. Such topics may differ from year to year and might include: "Technology and Education," "The Image of the Child in Literature," "The Art of Picture Book Illustration," and "Comparative Studies in Education." This course may be repeated with a different topic. The Department
- ED 299. PROFESSIONAL INTERNSHIP IN EDUCATION** 3
Internship opportunity for students whose curricular foundations and cocurricular experiences have prepared them for professional work related to the major field. With faculty sponsorship and departmental approval, students may extend their educational experience into specialized educational programs such as preschool, gifted and talented, special needs students, or educational administration. Does not count toward the major. *Non-liberal arts.* The Department
- ED 314. EDUCATIONAL ASSESSMENT AND THE EXCEPTIONAL CHILD** 3
The study of educational assessment procedures and instruments and their interpretation and application in preparing educational environments for children who are disabled and nondisabled. Students will develop comprehensive evaluation plans, design criterion referenced tests and observational systems, and assess individual children. *Prerequisite:* ED213. Spring semester. *Non-liberal arts.* D. Brent
- ED 322. LEARNING IN EARLY CHILDHOOD SETTINGS** 4
The application of developmental curricula to learning settings for young children. Students will participate two half-days each week in a classroom setting within the Skidmore Early Childhood Center or in an early-childhood program within the community at the N-3 level. The course will focus on planning strategies, teaching styles and techniques, management, relevant legislation, issues and trends in the fields of education, as well as observation and assessment. *Prerequisite:* ED222. Spring semester. *Non-liberal arts.* K. Brackett
- ED 323. ADOLESCENT DEVELOPMENT** 3
Examination of the adolescent period to determine what characteristics distinguish this stage of life from that of childhood and adulthood. Readings from anthropological, historical, sociological, biological, psychological, and literary perspectives are used to investigate the adolescent experience and to determine whether it is universal or particular. *Prerequisites:* ED200, PS101 or 207 or permission of instructor. D. Brent
- ED 330. JOURNEYS AND REFLECTIONS: AN EDUCATIONAL STUDY PROGRAM TO SOUTH AFRICA** 3
This course traces the origins and evolution of the early childhood and primary education system in South Africa after apartheid. The research focus for students will be on post-apartheid effects on education, changing family dynamics and their impact on early childhood and primary school programs for South African children, the current state of language and literacy, and the range of school designs. Site visits will include private and government school settings in cities, towns and townships, a Zulu village school, and a basic adult education center for street people. A basic understanding of South African history, culture, and geography will be essential for students to gain an understanding of the contemporary educational dynamics. (Designated a Cultural Diversity course.) K. Brackett
- 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 emergent literacy as well as how to prepare a literate environment and materials that support emergent 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. Includes a laboratory component in the Early Childhood Center. 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
- 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. D. Brent

**ED 350. ELEMENTARY EDUCATION
STUDENT TEACHING 16**

Student teaching integrated with methods and materials of teaching in the elementary school using a full-time semester block plan. Seniors who have satisfactorily completed the junior year program and have demonstrated professional attitudes and practices included in the program description are eligible. Fall semester only. *Non-liberal arts.* The Department

ED 351. ISSUES IN EDUCATION 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

**ED 361A, B. ADVANCED TOPICS
IN EDUCATION 1, 3**

Advanced study of selected topics in education. Such topics may differ from year to year and might include "The Classical Roots of Western Education," "From Orbis Pictus to Alice in Wonderland: The History of Children's Books," and "A History of Women in Education." This course may be repeated with a different topic. (ED361C is designated a Cultural Diversity course.) The Department

**ED 371, 372. INDEPENDENT STUDY
IN THE FOUNDATIONS
OF EDUCATION 3, 3 OR 1, 1**

An opportunity for study in depth of an educational problem. The topic is chosen by the student. One or more investigative approaches may be utilized, such as selected readings, field projects, and case studies. Students should consult the chair of the department to plan their study. These units are or are not credited as units in liberal arts, at the discretion of both the department chair and the registrar (and, in exceptional instances, the Curriculum Committee of the College). The Department

AR 358. ART FOR CHILDREN 4

Introduction to the basic materials, methods, and techniques used in the classroom as related to elementary school curriculum, children's needs, interests, and development. The role of art in a humanities program will also be considered. *Non-liberal arts.*

English

Chair of the Department of English: Linda Simon

Associate Chair: Mason Stokes

Professors: Robert Boyers, Victor L. Cahn, Joanne Devine, Terence Diggory, Carolyn Forché, Catherine Golden, Sarah Webster Goodwin, Regina M. Janes, Susan Kress, Thomas S. W. Lewis, Steven Millhauser, Phyllis A. Roth, Linda Simon, Steve Stern

Associate Professors: Barbara Black, Philip Boshoff, Kate Greenspan, Michael S. Marx, Susannah Mintz, Rajagopal Parthasarathy, Mason Stokes

Visiting Associate Professor: Janet Casey

Assistant Professors: Linda Hall, Mark Rifkin

Visiting Assistant Professor: Dana Gliserman Kopans

Visiting Instructor: Daniel Swift

Writers-in-Residence: Greg Hrbek, Elizabeth McCracken, Darryl Pinckney

Lecturers: Alison Barnes, *Francois Bonneville, *Margarita Boyers, *Elizabeth Huntley, Marla Melito, *Jay Rogoff, *Sandra Welter, Leila Whittemore, Martha Wiseman, Melora Wolff, *Marc Woodworth

What is literature? What constitutes a literary education in the twenty-first century? How many ways are there to read and write about the same text, and how do we decide among various interpretations? How does our understanding of a work change when we consider its context, whether biographical, historical, cultural, or political? Why might we ask questions in literature classes about race, class, gender, and sexuality? Why should a student of literature study language? Why should a student interested in creative writing read literature? How does writing enable us to discover and shape our ideas? How does the English major prepare students for living in, and thoughtfully engaging with, the world?

The Skidmore English department invites students to consider such questions and to frame their own. Throughout the curriculum, English majors learn to read closely, think critically, challenge assumptions, practice methods of interpretation and research, analyze the formal qualities of texts, approach texts from various perspectives, place texts in various contexts, and write with clarity, coherence, and precision. As the English major progresses from introductory to capstone courses, students are offered increasingly sophisticated and elaborate writing and analytic tasks and called upon to perform steadily more original, inventive, independent work.

Through class meetings, lectures, panels, and symposia, English department faculty and students, as well as distinguished visitors, create and nourish a vital intellectual environment. In addition, publications such as *Folio* (edited and produced by students) and the nationally recognized *Salmagundi* extend our community's ongoing discussions and debates.

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:

1. 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.

2. 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."

3. 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.

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

5. 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).

INTERDEPARTMENTAL MAJORS: In conjunction with the relevant departments, the English Department offers majors in English-Philosophy, English-French, English-German, and English-Spanish. Students wishing to declare an interdepartmental major should consult with the chairs for specific program planning. See *Interdepartmental Majors*.

HONORS: Departmental honors are awarded to a senior major who has maintained the required college and department grade averages and who, by the end of the first semester of the senior year, has filed with the department a Declaration of Intention to Qualify for Honors or who has enrolled in 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: Students wishing to declare a minor in English should consult with the chair for specific program planning. The minor normally includes six courses in one of three areas of concentration:

Literature: Six courses, including 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:

1. EN379 and 380;
2. two semesters of either EN379 or 380;
3. EN380 and either EN381 or an Independent Study in writing;
4. EN379 and either EN381 or an Independent Study in writing.

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.

Note: 200-level courses in English are open to first-year students unless prerequisites or restrictions are stated in the description.

ENHANCED COURSES: Selected English courses that ordinarily carry three credit hours may carry four credit hours when designated as enhanced courses, developing particular student skills and offering a distinctive approach to learning. Enhanced courses are so designated in the master schedule and follow one of the following models:

Research in Language and Literary Studies (designated xxxR): students develop research questions, establish bibliography, review relevant literature, assess sources, and present research findings in written reports and/or oral presentations.

Collaborative Learning in Language and Literary Studies (xxxL): students work collectively or independently to contribute to group projects, make group presentations, and/or present collaborative papers.

Writing in Language and Literary Studies (xxxW): students spend additional time drafting, revising, and critiquing to hone their strategies of argumentation and analysis, to assess their writing in the context of professional literary criticism, and to attend not only to content but also to style and voice in their critical papers.

Critical Perspectives in Literary Studies (xxxP): students study critical and/or theoretical perspectives and apply them to particular literary works.

COURSES IN WRITING

Courses in Expository Writing and Rhetoric

EN 100. ENGLISH LANGUAGE SKILLS 3
Basic skills of the English language for special interest students requiring such a course. *Non-liberal arts.*
The Department

EN 103. WRITING SEMINAR I 4
Introduction to expository writing with weekly writing assignments emphasizing skills in developing ideas, organizing material, and creating thesis statements. Assignments provide practice in description, definition, comparison and contrast, and argumentation. Additional focus on grammar, syntax, and usage. Students and instructor meet in seminar three hours a week; students are also required to meet regularly with a Writing Center tutor. This course does not fulfill the all-College requirement in expository writing.
The Department

EN 105. WRITING SEMINAR II 4
This seminar immerses students in the process of producing finished analytical essays informed by critical reading and careful reasoning. Special attention is given to developing ideas, writing from sources, organizing material, and revising drafts. Additional emphasis is on grammar, style, and formal conventions of writing. Students respond to one another's work in workshops or peer critique sessions. Weekly informal writing complements assignments of longer finished papers. This course fulfills the all-College requirement in expository writing.
The Department

EN 105H. WRITING SEMINAR II 4
The honors sections of EN105 offer highly motivated students with strong verbal skills the opportunity to refine their ability to analyze sophisticated ideas, to hone their rhetorical strategies, and to develop cogent arguments. Toward these goals, students write and revise essays drawing upon a variety of challenging readings and critique each other's work with an eye to depth and complexity of thought, logic of supporting evidence, and subtleties of style. The English Department places some students in EN105H and encourages other students to consult with their advisors, the director of the Honors Forum, or the director of the Expository Writing Program to determine if this level of Writing Seminar is appropriate. Each section of EN105H focuses on a topic that is listed in the master schedule and described in the English Department's prospectus and on its Web page. This course fulfills the all-College requirement in expository writing.
The Department

EN 110. INTRODUCTION TO LITERARY STUDIES 4
See Introductory Courses in Language and Literature

EN 303H. PEER TUTORING PROJECT IN EXPOSITORY WRITING 4
Examination of rhetoric, grammar, and composition theory essential to writing, collaborative learning, and peer tutoring. Students practice analytical writing and critique expository essays. Weekly writing assignments and a term project explore composition theory and tutoring practices and analyze EN103 assignments. Participation in a weekly supervised peer tutoring practicum with EN103 students. *Prerequisite:* Completion of the Introductory Requirement and upperclass standing. (This is an Honors course.)
P. Boshoff, C. Golden, or M. Marx

Courses in Poetry and Fiction Writing

EN 281. INTRODUCTION TO FICTION WRITING 4
An introduction to the writing of short stories. Writing and reading assignments are geared to the beginning writer of fiction. Workshop format with the majority of class time devoted to discussions of student writing. *Prerequisite:* EN211. (Fulfills arts requirement.)
S. Millhauser, S. Stern, G. Hrbek, or E. McCracken

EN 282. INTRODUCTION TO POETRY WRITING 4
An introduction to the writing of poetry. Writing and reading assignments are geared to the beginning poet. Workshop format with the majority of class time devoted to discussions of student writing. *Prerequisite:* EN213. (Fulfills arts requirement.)
C. Forché or R. Parthasarathy

EN 379. POETRY WORKSHOP 4
Intensive practice in the writing of poetry. May be repeated once for credit. Workshop format with most class time devoted to discussion of student writing. Reading and weekly writing assignments aimed at increasing the poet's range and technical sophistication. *Prerequisite:* EN110; one course from "Language and Literature in Context"; and EN282. C. Forché

EN 380. FICTION WORKSHOP 4
Intensive practice in the writing of fiction. May be repeated once for credit. Workshop format with most class time devoted to discussion of student writing. Readings and weekly writing assignments aimed at increasing the fiction writer's range and technical sophistication. *Prerequisites:* EN110; one course from "Language and Literature in Context"; and EN281.
S. Millhauser, S. Stern, G. Hrbek, or E. McCracken

EN 381. ADVANCED PROJECTS IN WRITING 4
 Workshop format concentrating on discussion of projects. The instructor determines whether the course will be offered in fiction or in poetry. Preparation of manuscript to be considered for departmental honors, in support of application for graduate writing programs, and/or for publication. *Prerequisites:* Two sections in the workshop of the appropriate genre (EN379 for Advanced Projects in Poetry, EN380 for Advanced Projects in Fiction); or permission of instructor. The Department

Courses in Nonfiction Writing

EN 205. NONFICTION WRITING 4
 Intensive practice in writing nonfiction prose, with emphasis on expanding the writer's options, finding a distinctive voice, and using strategies of inquiry, description, exposition, argumentation, and persuasion. *Prerequisite:* completion of college expository writing requirement. (This course may be repeated for credit with a different topic.) The Department

A. Argumentation. Instruction in classical and contemporary argumentative writing. Practice in taking a stand and building a case. Analysis of arguments from the perspective of logic, rhetorical appeals, and audience.

B. Personal Experience and the Critical Voice. Intensive practice in the writing of polished essays that begin with the writer's experiences and move on to explore the relationship of the self to the larger world. Emphasis will be placed on finding a personal voice, exploring a variety of contemporary issues, developing one's ideas, and effectively revising one's work. Readings include personal essays by both classic and contemporary writers such as Montaigne, Lamb, Didion, and Gates.

C. The Arts Review. Intensive practice in writing arts reviews on topics such as art exhibits, music performances, dance, films, public lectures, and current literature. Writing assignments focus on forms such as the short review, the essay review, and the profile. Reading of selected reviews by accomplished writers and critics, and analysis of writing from the popular press, scholarly journals, and arts magazines. Requirements for the course include attendance at arts events on the Skidmore campus and throughout the Capital District.

D. Special Topics in Nonfiction Writing. Intensive practice in a particular form of expository writing or intensive exploration of a subject with special attention to style and the development of the writer's voice. Topics may include, for example, biography, technical writing, or writing and the Internet. When offered as an honors course, this will be recorded as EN205H.

INTRODUCTORY COURSES IN LANGUAGE AND LITERATURE

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 EN 110 prior to enrolling in 200-level courses. The Department

Forms of Language and Literature

EN 201. EVOLVING CANON I 4
 The first of a coordinated pair of courses offering instruction in key writers, important texts, and the historical sequence of literary movements from classical, continental, British, and American literature. Evolving Canon I extends chronologically through the first half of the seventeenth century. Intended as a foundation for the English major, this course establishes a shared experience of texts and concepts. Required of all majors as preparation for 300-level courses. EN201 is a prerequisite for EN202. When offered as an honors course, this will be recorded as EN201H. Required of all majors (class of 2006, 2007, and 2008) as preparation for 300-level courses. (Fulfills humanities requirement.) The Department

EN 202. EVOLVING CANON II 4
 The second of a coordinated pair of courses offering instruction in key writers, important texts, and the historical sequence of literary movements from classical, continental, British, and American literature. Evolving Canon II extends chronologically from the second half of the seventeenth century through the early twentieth century. Intended as a foundation for the English major, this course establishes a shared experience of texts and concepts. Required of all majors as preparation for 300-level courses. *Prerequisite:* Evolving Canon I. Required of all majors (class of 2006, 2007, and 2008) as preparation for 300-level courses. The Department

EN 205. NONFICTION WRITING 4
 (see "Courses in Writing")

EN 207. THE NATURE OF LANGUAGE 3
 A general introduction to language with special emphasis on the nature and structure of linguistic systems, the representation of meaning in language, and social and biological aspects of human language. Topics include study of the origins and defining characteristics of language; the relationship between language and culture; the causes and impact of language variation; children's acquisition of language; and the manipulation of language, especially in the media and in advertising. J. Devine

EN 208. LANGUAGE AND GENDER 3
 Investigates the interaction of language and gender by raising questions about society and culture in relation to language use. Systematic examination of the following topics: the historical roots of both beliefs and practices related to gendered-language differences in speech and writing; differing structural and functional characteristics of the language used by women and men; the development of these differences in early childhood and their personal and social purposes; and the language behavior of men and women in cross-cultural contexts. J. Devine

EN 211. FICTION 3
 Designed to enhance the student's capacity to read novels and short stories. Explores fundamental techniques of fiction, such as symbol and myth, irony, parody, and stream-of-consciousness, within both conventional and experimental forms. Recommended preparation for advanced courses in fiction. (Fulfills humanities requirement.) The Department

EN 213. POETRY 3
 Designed to bring the general student into a familiar relationship with the language and structure of poetry. General readings from the whole range of English and American poetry from early ballads to contemporary free forms introduce students to representative poets and forms. Recommended preparation for all advanced courses in poetry. (Fulfills humanities requirement.) The Department

EN 215. DRAMA 3
 The study of drama as literature. Reading of plays from different historic periods, focusing on modes of comedy, tragedy, romance, tragicomedy, and melodrama. Introduction to the varied possibilities of form, such as expressionism, naturalism, and the absurd. Recommended preparation for advanced courses in drama. (Fulfills humanities requirement.) The Department

EN 217. FILM 3
 Study of selected films that demonstrate the development of various rhetorical or expressive techniques in the history of the movies. The course offers practical approaches to film as a medium of communication and as an art by examining a historical and international array of films, both English language and subtitled, by such masters as Griffith, Eisenstein, Chaplin, Stroheim, Lubitsch, Murnau, Pabst, Lang, Clair, Sternberg, Renoir, Carne, Hitchcock, Wells, Ford, DeSica, Rossellini, Ozu, Bergman, Antonioni, Ray, Truffaut, Resnais, Tanner, and others. Lab fee: \$25. (Fulfills humanities requirement.) R. Boyers

EN 225. INTRODUCTION TO SHAKESPEARE 3
 Selected comedies, histories, and tragedies. Primary for nonmajors. (Fulfills humanities requirement.) V. Cahn, K. Greenspan, or D. Swift

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 281. INTRODUCTION TO FICTION WRITING 4
 (see "Courses in Writing")

EN 282. INTRODUCTION TO 6POETRY WRITING 4
 (see "Courses in Writing")

Language and Literature in Context

EN 223. WOMEN AND LITERATURE 3

An introduction to the study of women and literature, with particular attention to the various ways literary works have helped construct and also question differences between femininity and masculinity. Matters considered include defining basic terms (character, plot, genre, author, sex, gender) and exploring the relations among those terms. (Fulfills humanities requirement.) C. Golden, S. Kress, or S. Mintz

EN 227. INTRODUCTION TO AFRICAN-AMERICAN LITERATURE 3

A chronological exploration of literature by African-Americans from the early 1700s to the present, focusing on changes in the content and style and the reasons for those changes, as well as on specific writers. (Designated a Cultural Diversity course; fulfills humanities requirement.) M. Rifkin, M. Stokes

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 3

Acquaints students with the contents of the Bible, introduces them to its history (dates of composition, establishment of canon, history of translations, especially in English), and provides practice in identifying and interpreting Biblical allusion in literary works. Some attention will also be given to doctrines and theological controversy. (Fulfills humanities requirement.) R. Janes

EN 231. NON-WESTERN LITERATURE: THE CLASSICAL WORLD 3

Hebrew, Sanskrit, Chinese, and Japanese literatures in translation; readings may include books from the Hebrew Bible; selections from the *Mahabharata*, the works of Kalidasa, Somadeva, Li Po, Tu Fu, Po Chu-i, Wu Ch'eng-en, and Murasaki Shikibu. Students read the texts in an interdisciplinary and cross-cultural context. (Designated a non-Western culture course; fulfills humanities requirement.) R. Parthasarathy

EN 232. NON-WESTERN LITERATURE: THE MODERN WORLD 3

Hebrew, Hindi, Urdu, Bengali, Chinese, and Japanese literatures in translation; readings may include selections from the works of Agnon, Amichai, Oz, Megged, Yizhar, Premchand, Manto, Tagore, Lu Xun, Zhang Jie, Kawabata, Mishima, Enchi Fumiko, and Hayashi Fumiko. Students read the texts in an interdisciplinary and cross-cultural context. (Designated a non-Western culture course; fulfills humanities requirement.) R. Parthasarathy

EN 234. WESTERN LITERATURE: THE MODERN WORLD 3

Books of the New Testament; selections from the works of St. Augustine, Apuleius, Dante, Rabelais, Montaigne, Shakespeare, Cervantes, Swift, Nietzsche, and Dostoyevsky. (Fulfills humanities requirement.) The Department

EN 243. NON-WESTERN ENGLISH LITERATURE 3

A study of the literatures in English from the Third World (India, Africa, and the Caribbean) since the end of colonialism. Major writers studied include

Narayan, Rao, Anand, Achebe, Ngugi, Aidoo, Head, Naipaul, Walcott, and Rhys. Students read the texts in an interdisciplinary and cross-cultural context. The course examines the implications of the emergence of English as a global lingua franca, the conditions of societies caught up between the opposing pressures of tradition and modernity, and the displacement of the oral by the written tradition. (Designated a non-Western culture course; fulfills humanities requirement.) R. Parthasarathy

ADVANCED COURSES IN LANGUAGE AND LITERATURE

EN 310. THE AMERICAN NOVEL 3

Critical approaches to the American novel. Readings may vary from one year to the next, but usually include works by Hawthorne, Melville, James, Twain, Dreiser, Cather, Hemingway, Faulkner, Bellow, and Morrison. *Prerequisite:* Completion of the Introductory Requirement. S. Kress or M. Stokes

EN 311. RECENT FICTION 3

Studies of selected works of fiction published since the 1960s, with particular reference to the expanding possibilities of the genre. The readings feature authors such as Donald Barthelme, Heinrich Boll, Jorge Luis Borges, Margaret Drabble, John Fowles, John Gardner, William Gass, Gabriel García Márquez, and Joyce Carol Oates. *Prerequisite:* Completion of the Introductory Requirement. The Department

EN 312. MODERN BRITISH NOVEL 3

Study of generic, thematic, and cultural relationships among selected novels of early twentieth-century writers such as Conrad, Ford, Joyce, Lawrence, Forster, Woolf, and Huxley. *Prerequisite:* Completion of the Introductory Requirement. T. Lewis or P. Boshoff

EN 313. MODERNIST POETRY: 1890–1940 3

A study of major British, Irish, and American poets as exponents of modernity: Yeats, Lawrence, Moore, Frost, Eliot, Pound, and Stevens. *Prerequisite:* Completion of the Introductory Requirement. R. Boyers, T. Diggory, or R. Parthasarathy

EN 314. CONTEMPORARY POETRY 3

A study of British, Irish, and American poets since the 1930s: Auden, Thomas, Larkin, Heaney, Lowell, Berryman, Plath, and Rich. *Prerequisite:* Completion of the Introductory Requirement. R. Boyers, T. Diggory, or R. Parthasarathy

EN 315. EIGHTEENTH-CENTURY NOVEL 3

A generic, thematic, and cultural consideration of selected romances and novels by Behn, Defoe, Swift, Richardson, Fielding, Sterne, Goldsmith, Burney, and Austen. The study begins with the formulae of fictional romance and examines the development of the more sophisticated, psychological novel as it rises to eminence in English literature. *Prerequisite:* Completion of the Introductory Requirement. R. Janes

EN 316. NINETEENTH-CENTURY BRITISH NOVEL 3

A generic, thematic and cultural consideration of selected novels by Austen, the Brontës, Thackeray, Dickens, Eliot, Trollope, and others. *Prerequisite:* Completion of the Introductory Requirement. C. Golden or B. Black

EN 337. THE CONTINENTAL NOVEL 3

The continental novel as an expression of social, intellectual, and artistic problems; not an historical survey. Readings may vary from one year to the next but will include major authors such as Stendhal, Flaubert, Dostoyevsky, Tolstoy, Proust, Gide, Mann. *Prerequisite:* Completion of the Introductory Requirement. R. Boyers or S. Goodwin

EN 338. QUEER FICTIONS 3

A study of twentieth-century gay and lesbian literature, with a focus on British and American authors. Students will explore a literary tradition in which the invisible was made visible—in which historically marginalized sexualities took literary shape. Questions to be considered include: What strategies have lesbian and gay authors used to express taboo subject matter, and how have these strategies interacted with and challenged more traditional narrative techniques? How does the writing of queer sexuality recycle and revise notions of gender? What kind of threat does bisexuality pose to the telling of coherent stories? In what ways do class, race, and gender trouble easy assumptions about sexual community? *Prerequisites:* Completion of the Introductory Requirement. M. Stokes

EN 341. SPECIAL STUDIES IN MEDIEVAL LITERATURE 3

Investigation of a special topic in medieval English literature with special attention to medieval literary conventions and to the cultural context in which they developed. Topics studied may draw on the works of the Gawain-poet, Langland, Malory, and others, and may focus on a genre, a theme, or a period. *Prerequisite:* Completion of the Introductory Requirement. With permission of the department, the course may be repeated once for credit. K. Greenspan

EN 342. SPECIAL STUDIES IN CHAUCER 3

Chaucer's dream visions and *The Canterbury Tales* (ca. 1370–1400). The social, economic, religious, and literary background of the High Middle Ages will clarify the satiric aspects of individual tales. Chaucer's innovative handling of the conventions of frame and link-between-tales leads to speculation about the structure of the fragment as a competitive sequence and about the formal correlatives to a justice if not judicial at least poetic. *Prerequisite:* Completion of the Introductory Requirement. K. Greenspan

EN 343. ELIZABETHAN AND JACOBAN DRAMA 3

Study of the drama of the late sixteenth and early seventeenth centuries, exclusive of Shakespeare, but including such writers as Marlowe, Jonson, Webster, Beaumont and Fletcher. *Prerequisite:* Completion of the Introductory Requirement. Offered alternate years. R. Janes

EN 344. SPECIAL STUDIES IN SIXTEENTH-CENTURY POETRY AND PROSE 3

Topics, genres, traditions and authors selected from the wide range of sixteenth-century non-dramatic literature, poetry and/or prose. Topics studied may draw on such authors as More, Sidney, Spenser, Shakespeare, and Queen Elizabeth. Selections will vary depending upon the area of interest emphasized in a given semester. *Prerequisite:* Completion of the Introductory Requirement. Offered alternate years. R. Janes

EN 345. SHAKESPEARE: COMEDIES, HISTORIES, AND ROMANCES 3

A study of selected comedies, histories, and romances. *Prerequisite:* Completion of the Introductory Requirement. V. Cahn or D. Swift

- EN 346. SHAKESPEARE: TRAGEDIES** 3
A study of ten tragedies. *Prerequisite:* Completion of the Introductory Requirement. V. Cahn or D. Swift
- EN 347. SPECIAL STUDIES IN SEVENTEENTH-CENTURY POETRY AND PROSE** 3
Topics, genres, traditions and authors selected from the non-dramatic literature of the seventeenth century, poetry and/or prose. Selections will vary depending upon the area of interest emphasized in a given semester. Topics studied may draw on such authors as Donne, Jonson, Bacon, Burton, Locke, Newton, and others. *Prerequisite:* Completion of the Introductory Requirement. Offered alternate years. S. Mintz
- EN 348. MILTON** 3
Milton's English poetry, the vision it expresses, and its stylistic range. The course focuses on a measured, close examination of *Paradise Lost* especially noticing its heritage, its structural genius, and its psychologizing and indicates the ways in which this epic anticipates the succeeding ages of great English fiction. *Prerequisite:* Completion of the Introductory Requirement. Offered alternate years. S. Mintz
- EN 350. RESTORATION AND EIGHTEENTH-CENTURY LITERATURE** 3
Literature in the ages of Dryden, Congreve, Swift, Addison, Pope, Johnson, and Sheridan. Plays, essays, and the tradition of derivative-epic poems, studied with regard to major social and intellectual dispositions of culture: humanism, the new science, individualism, psychology, mercantilism, urbanization, and sentimentality. The study appreciates the vigorously renewed dramatic tradition from the reopening of the theaters in 1660. It also recognizes the shift from patrician verse toward bourgeois prose manner in literature. *Prerequisite:* Completion of the Introductory Requirement. R. Janes
- EN 351. ENGLISH ROMANTICISM** 3
Studies in English romanticism, its philosophic and psychological departures from neoclassic poetry, and its consequences for modern literature. Emphasis on the major works of Blake, Coleridge, Wordsworth, Byron, Keats, and Shelley. *Prerequisite:* Completion of the Introductory Requirement. S. Goodwin or B. Black
- EN 352. VICTORIAN LITERATURE AND CULTURE** 3
A study of nineteenth-century English literature and thought, featuring such principal prose writers as John Stuart Mill, Matthew Arnold, John Ruskin, Thomas Carlyle, Walter Pater, and William Morris, and such poets as Alfred Tennyson, Robert Browning, and Christina Rossetti. Emphasis is given to a wide range of topics including political reform, evolution, the rise of liberalism, the hero in history, the meaning of literary ideas, and conceptions of beauty. *Prerequisite:* Completion of the Introductory Requirement. R. Boyers or B. Black
- EN 356. AMERICAN ROMANTICISM** 3
Studies in American literature in the first half of the nineteenth century, with particular attention to the New England Transcendentalist movement. Readings may vary from one year to the next, but usually include works by Irving, Cooper, Poe, Hawthorne, Emerson, Thoreau, Fuller, Melville, Stowe, Douglass, and Whitman. *Prerequisite:* Completion of the Introductory Requirement. J. Casey, S. Kress, T. Lewis, or M. Rifkin
- EN 357. THE RISE OF MODERN AMERICAN LITERATURE** 3
Studies in American literature extending from the Civil War to World War I and remarking the disintegration of Romanticism. Readings may vary from one year to the next, but usually include works by Twain, Howells, Dickinson, James, Chopin, Crane, Dreiser, Wharton, Frost, and Robinson. *Prerequisite:* Completion of the Introductory Requirement. S. Kress, M. Stokes, or J. Casey
- EN 358. TWENTIETH-CENTURY AMERICAN LITERATURE** 3
Studies in literature extending from World War I through the 1960s, with particular attention to the distinctive forms and movements of twentieth-century writing in America. Readings may vary from one year to the next, but usually include works by Cather, Fitzgerald, Hemingway, Porter, Eliot, Stevens, Faulkner, Hurston, O'Connor, Bellow, and Ellison. *Prerequisite:* Completion of the Introductory Requirement. S. Kress, M. Stokes, or J. Casey
- EN 359. MODERN DRAMA** 3
Modern writers and principal modes (realism, expressionism, absurdism) of drama since the late nineteenth century. Focus on major British, Irish, and American dramatists (such as Shaw, O'Casey, O'Neill, Miller, Osborne, Pinter) with reference to continental pioneers (such as Ibsen, Brecht, Ionesco). *Prerequisite:* Completion of the Introductory Requirement. T. Diggory or V. Cahn
- EN 360. WOMEN WRITERS** 3
Advanced studies in selected women writers. Students will read a group of women writers in the context of recent literary criticism and feminist theory. Issues addressed may include the relations among gender and style, psychological constructs, genre, literary history, audience, and social context. *Prerequisite:* Completion of the Introductory Requirement. C. Golden, S. Kress, or S. Mintz
- EN 361. THEORIES OF LITERARY CRITICISM** 3
An examination of modern literary methodologies, including new criticism, structuralism, archetypal criticism, and psychoanalytic criticism. The course explores both the theories and their practical application, with a concentration on a particular literary problem of significance, such as the question of meaning, the nature of the text, or the contribution of reader response. *Prerequisite:* Completion of the Introductory Requirement. The English Department will accept PH341 as the equivalent of EN361. T. Diggory or S. Goodwin
- 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
- 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; EN363D designates a Cultural Diversity course.) *Prerequisite:* Completion of the Introductory Requirement. The Department
- EN 364. ADVANCED SPECIAL STUDIES IN LITERATURE AND LANGUAGE** 3
Advanced study of a selected topic in literature and/or language. May be repeated with a different topic. *Prerequisite:* Completion of the Introductory Requirement. The Department
- EN 365. SPECIAL STUDIES IN JEWISH LITERATURE** 3
Topics, genres, traditions and authors selected from the wide range of Jewish literature both in English and in other languages (studied here in translation). Special attention to the interaction of history, culture, and literature in a variety of forms, such as folktale, novel, journal and memoir. Depending on the focus in a given semester, students may encounter, for instance, the wild, beautiful, tragicomic ghost of a literature that haunts the Western canon at every turn, or the vital and indispensable contributions of Jews specifically to American literature. *Prerequisite:* Completion of the Introductory Requirement. S. Stern
- EN 371. INDEPENDENT STUDY** 3
Research in English or American literature and special projects in creative writing. Independent study provides an opportunity for any student already well grounded in a special area to pursue a literary or creative writing interest that falls outside the domain of courses regularly offered by the department. The student should carefully define a term's work which complements her or his background, initiate the proposal with a study-sponsor, and obtain formal approval from the student's advisor and the department chair. Application to do such work in any semester should be made and approved prior to preregistration for that semester or, at the very latest, before the first day of classes for the term. English majors may take only one Independent Study to meet requirements in "Advanced Courses in Language and Literature." *Prerequisite:* Completion of the Introductory Requirement. The Department
- CAPSTONE EXPERIENCES**
- 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
- EN 381. ADVANCED PROJECTS IN WRITING** 4
(see "Courses in Writing")

EN 389. PREPARATION FOR THE SENIOR THESIS

3

Required of all second-semester junior or first-semester senior English majors who intend to write a thesis (EN390). Under the direction of a thesis advisor, the student reads extensively in primary and secondary sources related to the proposed thesis topic, develops his or her research skills, and brings the thesis topic to focus by writing an outline and series of brief papers which will contribute to the thesis. Offered only with approval in advance by the department. *Prerequisite:* Completion of the Introductory Requirement. The Department

EN 390. SENIOR THESIS

3

Intensive writing and revising of a senior thesis under the close guidance of the student's thesis committee. The thesis provides an opportunity for English majors to develop sophisticated research and writing skills, read extensively on a topic of special interest, and produce a major critical paper of 40 to 80 pages. Not required for the English major but strongly recommended as a valuable conclusion to the major and as preparation for graduate study. *Prerequisite:* EN375 or 389; and approval in advance of the thesis proposal by the department. The Department

INTERNSHIPS

EN 399. PROFESSIONAL INTERNSHIP IN ENGLISH

3 or 6

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as journalism, publishing, editing, and broadcasting. Work will be supplemented by appropriate academic assignments and jointly supervised by a representative of the employer and a faculty member of the department. Only three semester hours credit may count toward the 300-level requirement of the major. *Prerequisite:* Completion of the Introductory Requirement. Must be taken S/U. D. Miller

Environmental Studies

Acting Director of the Environmental Studies Program (2007–08) and Associate Professor: Robert Turner

Program Coordinator and Lecturer: Kimberly Marsella

Associate Professor: Karen Kellogg

Assistant Professor: Cathy Gibson

Lecturer: †Kimberly Marsella

Affiliated Faculty:

American Studies: Mary Lynn, Gregory Pfitzer

Art and Art History: Lisa Aronson

Anthropology: Michael Ennis-McMillan, Susan Bender

Biology: Catherine Domozych, David Domozych, Corey Freeman-Gallant, Roy Meyers, †Joshua Ness, Monica Raveret Richter, Sue Van Hook

Chemistry: Steven Frey, Raymond Giguere, †Judith Halstead, Shannon Stitzel

Economics: †Monica Das, Mehmet Odekon, Lynda Vargha

English: Alison Barnes, Sarah Goodwin, Michael Marx, Linda Simon

Geosciences: Katharine Cartwright, Richard Lindemann, Ank Meuwissen, Kyle Nichols

Government: Roy Ginsberg, Katherine Graney, †Robert Turner, Aldo Vacs, Christopher Whann

History: Tillman Nechtman

Library: Elizabeth Putnam

Management and Business: James Kennelly, K. Gary McClure

Mathematics: Una Bray

Philosophy and Religion: William Lewis, Stephen Butler Murray, Mary Stange

Physics: William Standish

Sociology: Catherine Berheide, †Rik Scarce

†Environmental Studies Steering Committee

The Skidmore College Environmental Studies Program (ES) builds upon and enhances the mission of the College. First, the program helps students become environmentally literate citizens. Such citizens as consumers, parents, voters, and community leaders will serve society by acting responsibly as we face the environmentally

related challenges of the new century. Secondly, the program provides an understanding of the connections between academic fields and an interdisciplinary perspective in the preparation of students interested in environmentally oriented career paths in a wide diversity of disciplines.

Students and faculty in the ES program investigate the interrelationships among cultural traditions, social change, and institutions, and the physical and biological environment in which we live. Because of their increasing complexity, emerging environmental issues require knowledge, methods, and responses that flow from many disciplines. Hence the program depends heavily on an appropriately balanced understanding of many perspectives drawn from the natural and social sciences, humanities, arts, and pre-professional programs. The ES major culminates in a team-oriented capstone project, ES 375, that merges theory into practice by employing the student's environmental skills and knowledge in the examination and presentation of an environmental issue.

THE ENVIRONMENTAL STUDIES MAJOR:

As a foundation for the major, all students must take ES100 and 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.

Social and Cultural Perspectives Track

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

Students in the Social and Cultural Perspectives track must successfully complete at least thirty-nine to forty-two credits in approved courses that count toward the ES major. In addition to meeting the general requirements for the major, students take a series of core courses (no more than two courses from the same discipline; at least six credits at the 300 level): four to five courses from ES Cluster A: Culture, Society and the Environment (totaling at least fourteen credits); three additional courses from ES Cluster B1: Exploring the Natural World (at least one course with a lab; a total of ten to twelve credits); and one course from ES Cluster C: Interface of the Natural and Social Worlds (three to four credits). The faculty also strongly recommend that students take MS104E Introduction to Statistics prior to enrolling in ES367/368 Junior Seminar and take an appropriate methods course from the social sciences or humanities as preparation for the capstone project.

Environmental Science Track

The Environmental Science Track affords study of the physical, chemical, and biological aspects of environmental issues, and to a significant degree, encourages exploration of how these aspects influence and are influenced by people and institutions. The courses in the core of this track provide students with a foundation in environmental issues as seen from the perspectives of the natural sciences and mathematics. This track is particularly well-suited for students interested in careers that require understanding of the scientific principles underlying environmental issues.

Students in the Environmental Science track must successfully complete at least forty-seven to fifty-six credits in approved courses that count toward the ES major. In addition to meeting the general requirements for the major, students take a series of core courses, which begins with CH112 Environmental Chemistry (or CH105 & 106 Chemical Principles I & II), GE207 Environmental Geology, and BI240 Environmental Biology (a total of eleven to fifteen credits). These three courses will provide a basis for understanding the breadth of environmental science by examining environmental issues through the lenses of the three natural science disciplines.

With this foundation in place, students will then explore the natural sciences in upper-level courses, but will have a firm comprehension of how the concepts apply to environmental science in particular. In order to build depth within the core, students will take a concentration of three courses within one natural science discipline (i.e., biology, chemistry or geology) from ES Cluster B2. Two of these courses must be at the 300 level, the third must at least be 200 level, and two of the three must be lab courses (a total of eleven to fourteen credits). In addition, students are required to take one 200- or 300-level course from ES Cluster B2 in a natural science discipline outside of the concentration discipline (three to four credits), one

course from ES Cluster A: Culture, Society and Environment (three to four credits), one course from ES Cluster C: Interface of the Natural and Social Worlds (four credits), and MS104E Introduction to Statistics (four credits).

THE ENVIRONMENTAL STUDIES MINOR:

The minor requires completion of twenty-two to twenty-seven credit hours, including:

1. Foundation course: ES100, Environmental Concerns in Perspective
2. Cluster A courses: Culture, Society, and the Environment (six to eight credits)
3. Cluster B1 courses: Exploring the Natural World (six to eight credits)
4. Cluster C courses: Interface of the Natural and Social Worlds (three to four credits)

No more than two courses taken in a discipline may be counted for the ES minor.

CLUSTER A: Culture, Society, and the Environment

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

CLUSTER B1 AND B2: Exploring the Natural World

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

CLUSTER C: Interface of the Natural and Social Worlds

Courses in this cluster examine the interdisciplinary dimensions of environmental issues by exploring the complex interrelationships of the social and natural worlds. Cluster C courses give students an interdisciplinary view of environmental issues by providing a nearly equal emphasis on social and cultural perspectives as well as natural science perspectives, and the relationship of these perspectives to one another. These courses develop an appreciation for and thoughtful response to environmental issues by developing knowledge and skills forged through learning and integration of the social sciences, natural sciences, humanities, and arts. Cluster C courses apply to the ES minor and both tracks of the ES major.

Environmental Studies Curriculum

ES 100. ENVIRONMENTAL CONCERNS IN PERSPECTIVE 3

An interdisciplinary, multiple-perspective approach to the study of environmental concerns. In this course, students study the interaction of human beings and their social, political, and economic institutions with the natural environment. Issues such as air pollution, water pollution, and land management are discussed from the perspectives of both the natural sciences and the social sciences. Local, regional, national, international, and historical perspectives on these issues are also discussed. *Prerequisite:* QR1.

J. Halstead, K. Kellogg

ES 105. FIELD STUDIES IN ENVIRONMENTAL SCIENCE 4

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

S. Frey,
K. Kellogg, K. Marsella,
K. Nichols, S. van Hook

ES 221. SUSTAINABLE DEVELOPMENT 3

Examination of the tension between the need for economic development by less developed countries and the necessity to protect and preserve global environment. We will explore both domestic issues facing developing countries as they struggle to address their economic and environmental problems, and how their relationship with the rest of the international community influences their decisions. We will use various case studies (e.g., international fisheries) to explore the interplay between the environment, society, and economics on both local and global levels. *Prerequisite:* QR2.

K. Kellogg

ES 241. ADIRONDACK WILDERNESS EXPERIENCE 4

The Adirondack Park is the birthplace of the American concept of wilderness and land conservation. It is the second oldest park in the U.S. and the largest publicly protected area in the contiguous United States, larger than Yellowstone, Everglades, Glacier, and Grand Canyon parks combined. Today, it is on the cutting edge of how to turn the abstract principles of environmental sustainability into a set of feasible political, economic, and ecological principles. This class will examine the natural setting of the park, the environmental impact of humans on the park, the evolution of popular views of the wilderness, the attempts to balance development and preservation, the prospects of bio-regional level governance, and the major challenges to ecological, social, and economic success in the Adirondack Park. The emphasis of the course is on experiential learning and will involve various hikes and/or canoe trips into the wilderness itself. *Summer only.* R. Turner, K. Nichols

ES 251. TOPICS IN ENVIRONMENTAL STUDIES 3, 4

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

ES 281. DISEASE AND THE ENVIRONMENT 3

An introduction to the study of the relationship between disease and the environment. We will study the epidemic of cholera in industrial Britain, the evidence linking smoking to lung disease, the relationship between exposure to lead and developmental problems in children, and other important cases in the history of epidemiology that yielded a link to environmental causes. We will continue using a "case study" approach to examine current issues in environmental disease. Students will be encouraged to learn problem-solving and technical skills as they work together to prepare their own group case. *Prerequisite:* QR2. U. Bray

ES 351. ADVANCED TOPICS IN ENVIRONMENTAL STUDIES 3, 4

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

ES 367, 368. JUNIOR SEMINAR IN ENVIRONMENTAL STUDIES 1

A seminar required of all environmental studies majors during their junior year and taken at least one semester before starting the senior capstone project. Seminar discussion focuses on topics in environmental studies and is designed to help students identify senior research topics as well as enhance students' research, written and oral communication skills relating to environmental studies. The course includes presentations and discussions by students and guest lecturers, field trips, and a community service project. The course culminates in the presentation of preliminary research proposals for senior capstone projects. Seminar participants must attend senior capstone project presentations. The course is offered on a satisfactory/unsatisfactory basis. *Prerequisite:* Declared environmental studies major.

ES 371, 372. INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES 3, 6

An opportunity for qualified students to pursue independent study or research in environmental studies under the supervision of an appropriate faculty member. The written study proposal must be approved by the Environmental Studies Program before registration for the course. The student must produce a major research paper approved by the faculty sponsor and the ES Program. Only three semester hours of ES399, 371, or 372 may count toward the major or minor.

ES 375. CASE STUDIES IN ENVIRONMENTAL SUSTAINABILITY 4

A research-oriented capstone course required of all environmental studies majors during their senior year. Building on ES367/368 Junior Seminar in Environmental Studies, this course is designed to enhance students' research, written, and oral communication skills relating to environmental studies, and to strengthen their awareness of environmentally related issues by engaging students in a semester-long service-learning project. Case studies and contemporary readings will serve as a foundation for discussion related to the service-learning project in the course, while primary literature will be used to guide students through the appropriate methodologies for the project. The course culminates in the presentation of the service-learning project to environmental studies faculty, students, and community members. *Prerequisite:* ES367/368.

ES 376. SENIOR THESIS 3

An opportunity for in-depth research or independent study under supervision of an appropriate ES affiliated faculty member. This course is required of all majors who wish to be considered for ES honors. A proposal for the thesis project, prepared in consultation with the faculty project advisor and second reader, must be submitted to the ES Program during the semester prior to enrollment. See the ES Director or ES Web site for additional information on thesis proposal submission. The Program

ES 399. PROFESSIONAL INTERNSHIP IN ENVIRONMENTAL STUDIES 3, 6

Interdisciplinary professional experience at an advanced level for juniors or seniors with substantial academic experience in environmental studies. With faculty sponsorship and Environmental Studies Program approval, students may extend their educational experience in environmentally related interdisciplinary areas such as environmental consulting, environmental advocacy, environmental law, and environmental outreach. The intern must produce a research paper related to the area of the internship, on a topic approved by the faculty sponsor and the on-site supervisor. Only three semester hours of ES399, 371, or 372 may count toward the major or minor.

Cluster Courses

Foundation course for the ES minor and major:

ES 100 Environmental Concerns in Perspective

Cluster A

AH 208 Art and the Environment in Ancient Mesoamerica and South America
AM 232H New England Begins
AM 250A Regional Culture: "The Hudson River"
AM 250B Regional Culture: "The West"
AM 250D Regional Culture: "New England"
AM 260B The Machine in the Garden
AN 207 North American Archeology
AN 268 People and the Environment in China

EC 316 Economics of Development
EC 343 Environmental & Resource Economics
EN 363B Literature and the Environment
EN 375 Senior Seminar in Literary Studies (when applicable)
GO 231 Environmental Politics and Policy
GO 338 International Diplomatic Negotiations
GO 339 International Political Economy and the Environment
GO 355 African Politics
GO 356 Africa in International Affairs
HI 312 Industry, Empire and the Environment
IA 101 International Affairs Core Course
PH 225 Environmental Philosophy
RE 225 Religion and Ecology
SO 223 Environmental Sociology
SO 326 Social Theories of the Environment
SO 331 Women in the Global Economy
WS 210 Ecofeminism, Women and the Environment

Cluster B1

BI 115H Ecology of Food
BI 140 Marine Biology
BI 160 Conservation Biology
BI 180 Economic Botany
BI 240 Environmental Biology
BI 241 Ecology
BI 325 Tropical Ecology
BI 327 Conservation Ecology w/o lab
BI 370 Computer Modeling of Biological Systems
CH 111 Environmental Chemistry w/o lab
CH 112 Environmental Chemistry w/ lab
ES 105 Field Studies in Environmental Science
GE 101 Earth Systems Science
GE 112 Oceanography: Introduction to the Marine Environment
GE 207 Environmental Geology
GE 208 Origin and Distribution of Natural Resources
GE 211 Climatology

Cluster B2

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

Cluster C

AN 344 Anthropology & Environmental Health
AN 345 Ecological Anthropology
ES 221 Sustainable Development
ES 241 Adirondack Wilderness Experience
ES 281 Disease in the Environment

Exercise Science

Chair of the Department of Exercise Science:
Patricia Fehling

Professors: P. Timothy Brown; Jeffrey Segrave,
David H. Porter Professor; Denise Smith, Class
of 1961 Term Professor

Associate Professors: Patricia Fehling, Paul
Arciero

Teaching Associates: Jennifer Plourde, Ron
Plourde, Christine Jenkins, Michael Garcia

Laboratory Instructor: Karen Arciero

THE MAJOR IN EXERCISE SCIENCE: Exercise science comprises the study and expansion of knowledge concerning the relationship between physical activity and human health. Course work and research emphasize an understanding of the effects of acute and chronic exercise on human function and health, and the physiological and biochemical mechanisms that underlie the response and adaptations to exercise. Underlying the curriculum is a commitment to physical fitness, health promotion, and disease prevention.

The bachelor of science degree in exercise science is designed to prepare students for graduate study and careers in exercise science and allied health fields. The exercise science major serves as the academic foundation for advanced studies in several sub-disciplines of the field, including: exercise physiology, bioenergetics, nutrition, sports medicine, biomechanics, and kinesiology. The major can also serve as the academic foundation for advanced study and careers in medicine and allied health fields, including physical therapy, chiropractic medicine, and physician assistant work.

Students who major in exercise science must:

1. fulfill the general College requirements;
2. complete eight courses in exercise science as listed below;
3. complete CH105 and 106 or 107H (preferably in the first year); and
4. have CPR certification by the end of the second year.

The eight courses in exercise science must include EX111, 119, 126, 127, 241, 311, 355, and 361.

Students interested in professional courses of study at the graduate level should consult with the chair of the department so that the necessary biology, chemistry, physics, psychology, and other prerequisites become part of the four-year curriculum plan.

HONORS: To be considered for honors in exercise science students must meet the College GPA requirement of 3.0 overall and 3.5 in the major. Students must also receive a grade of at least A- in 375, Senior Research.

THE MINOR IN EXERCISE SCIENCE: The minor consists of five courses to include EX111, 119, 126, 127, and 311.

EX 111. INTRODUCTION TO EXERCISE SCIENCE 4

An introduction to the scientific basis of physical activity. Emphasis is placed upon the study of the physiological change and adaptations that occur as a result of the stress of exercise. Students will be active participants in laboratory experiments that examine the body's response to exercise. Three hours of lecture, two hours of laboratory per week. (Fulfills natural sciences requirement.) P. Fehling or P. Arciero

EX 119. SPORT AND SOCIAL ISSUES 3

An introduction to the academic study of sport and the use of sociological, psychological, historical, and philosophical tools for the study of critical issues surrounding the cultural phenomenon of sport. (Fulfills social sciences requirement.) J. Segrave

EX 126. HUMAN ANATOMY AND PHYSIOLOGY I 4

Students will actively study the structure and function of the human body. Students will acquire an understanding of fundamental principles of biochemistry, cell biology, and histology, as well as the integumentary, skeletal, muscular, and nervous systems. Students will explore the interdependence of structure and function at both the cellular and system level. Three hours of lecture, two hours of laboratory a week. (Fulfills natural sciences requirement.)

T.H. Reynolds, D. Smith

EX 127. HUMAN ANATOMY AND PHYSIOLOGY II 4

A continuation of the study of the structure and function of the human body. Students will study the circulatory, respiratory, digestive, urinary, endocrine, immune, and reproductive systems. Emphasis is placed on understanding the interrelationships among the body systems and their role in maintaining homeostasis. Three hours of lecture, two hours of lab a week. *Prerequisites:* EX126. (Fulfills natural sciences requirement.) T.H. Reynolds, D. Smith

EX 212. INTRODUCTION TO SPORTS MEDICINE AND ATHLETIC TRAINING 3

An introduction to the field of sports medicine in general and athletic training in particular. Through lectures and labs students will learn basic evaluation, management, and prevention of athletic injuries as well as current methods of sports conditioning. *Prerequisite:* EX126, 127, or permission of instructor. *Non-liberal arts.* M. Garcia or J. Fichera

EX 241. EXERCISE TESTING AND PRESCRIPTION 4

Exploration of the theoretical and applied aspects of exercise testing and exercise prescription. Students will study the role of exercise testing in predicting disease, assessing fitness level, and prescribing exercise programs. Attention will be given to the development of appropriate exercise prescriptions to various populations. *Prerequisites:* EX111 and CPR certification. *Non-liberal arts.* P. Fehling

EX 242. PRINCIPLES OF NUTRITION FOR HEALTH AND PERFORMANCE 4

This course explores the theoretical and applied aspects of human nutrition. Particular emphasis will be placed on the metabolism of the macro and micro nutrients and the nutrient requirements of various populations (young and old; sedentary and active; healthy and unhealthy). The laboratory component of this course will focus on laboratory procedures used to quantify body composition, energy expenditure, and nutrient intake and clinical tests to assess nutritional adequacy and health status. The goals of this course are to describe and calculate nutritional requirements, learn validated techniques of body composition analysis, energy expenditure, nutritional intake, and clinical and biochemical assessment using a human model. Applying the nutrition principles and laboratory techniques learned in the course will be useful in assessing nutritional adequacy of various populations—including children and adults, sedentary and active and healthy and diseased individuals. *Prerequisites:* CH105 and CH106 or CH107H, and EX111. *Non-liberal arts.* P. Arciero

EX 299. PROFESSIONAL INTERNSHIP IN EXERCISE SCIENCE 3

An internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as sports medicine, physical therapy, and related fields. *Prerequisite:* CPR certification may be required depending upon the nature of the internship. *Non-liberal arts.* Must be taken S/U.

EX 311. PHYSIOLOGY OF EXERCISE 4

Exploration of the physiological changes in the human body that occur during physical activity as well as the structural and physiological adaptations that occur as a result of a training program. Students will be active participants in laboratories that investigate the physiological mechanisms responsible for the exercise response and training adaptations. *Prerequisites:* EX111, 126, 127, 241, and CPR certification. Three hours of lecture, three hours of lab. D. Smith

EX 355. RESEARCH DESIGN 4

An examination of the fundamental concepts of research design in the field of exercise science. Students will learn and practice specific research skills in exercise science. The course includes the preparation and presentation of a thesis proposal and prepares students for EX375. *Prerequisites:* two EX theory courses. The Department

EX 361. TOPICS IN EXERCISE SCIENCE 4

Advanced study in special topics or current issues. The specific topic will vary each time the course is offered. May be repeated for credit with a different topic.

A. Nutrition and Bioenergetics. An investigation of the many specific aspects of nutrition in health and exercise. Students will acquire an understanding of the biochemical and physiological adaptations following nutritional manipulation and supplementation. Primary focus will be on recent research examining nutrient metabolism in exercise and disease prevention. *Prerequisites:* EX111, 126, 127, and 242. P. Arciero

B. Cardiorespiratory Aspects of Human Performance. Advanced study of the cardiovascular, respiratory, and metabolic aspects of human physical performance and fitness. Students will acquire an understanding of both the acute and chronic adaptations of the cardiorespiratory system to exercise stress and will explore the neural control mechanisms responsible for regulating the cardiorespiratory response to static and dynamic exercise. *Prerequisites:* EX111, 126, 127, and CPR certifications. D. Smith

C. Applied Anatomy and Kinesiology. Advanced study of the anatomical and mechanical principles of human movement. Emphasis will be placed on the analysis of health-related movements, i.e., sitting, standing, and transitional postures, walking and running gaits and low-back problems. Students will learn to apply these kinesiological principles to special populations including children, aged, and injured. *Prerequisites:* EX126, 127. P. Fehling

D. Advanced Sports Medicine and Athletic Training. Exploration of the current issues and research in sports medicine and the application of this research to athletic training. Students will study a variety of topics, which may include rehabilitation, preventative measures, the effects of ingesta, and controversial training practices. *Prerequisites:* EX212 and CPR certification. M. Garcia

E. Neuromuscular Aspects of Human Performance. Advanced exploration of the neural, muscular, and skeletal aspects of human physical performance and fitness. Students will acquire an understanding of both the exercise response and training adaptations of the neuromuscular systems to exercise stress, and will explore ways of enhancing performance via structured resistance training and the usefulness of various nutritional supplements. *Prerequisites:* EX111, 126, 127. T.H. Reynolds, D. Smith

F. Chronic Disease Epidemiology. Focuses on the epidemiologic methods for examining lifestyle-related factors and their impact on health in populations. Covers basic epidemiological study design and methods issues pertinent to the study of chronic diseases; students will learn to analyze and critique the epidemiological methods used in scientific research studies. Primarily focused on the role of physical activity and nutrition in preventing and treating chronic disease, but also touches on the role of other lifestyle factors in this process. *Prerequisites:* EX111, 126, 127. J. Burden

G. Body Composition. Advanced study of the human body composition. Students will study the various constituents of the body, as well as the assumptions and violations of assumptions associated with various methodologies of determining body composition. Additionally students will analyze the changes that occur in body composition with aging, weight-reduction or weight-gaining programs, and certain disease states. *Prerequisites:* EX111, 126, 127. P. Fehling

EX 371, 372. INDEPENDENT STUDY 3, 3

Advanced research under guidance of a faculty member. A student may receive liberal arts credit at the discretion of both the department chair and the registrar. *Prerequisite:* Permission of the department; CPR certification may be required depending upon the nature of the research. The Department

EX 375. SENIOR RESEARCH IN EXERCISE SCIENCE 4

An opportunity for students to engage in research under the guidance of a faculty member. Students will work on a specialized topic within Exercise Science chosen in consultation with a member of the department who agrees to serve as an advisor. Students meet weekly for one hour of discussion but work individually with faculty mentors to complete their research throughout the semester. Students will present their results in the form of a written thesis and an oral presentation. *Prerequisite:* agreement by a faculty member to serve as a thesis advisor, completion of EX241 and EX311. EX375 may be repeated once for all-college credit. *Non-liberal arts.* The Department

EX 376. SEMINAR 3

This course provides an exploration of a variety of perspectives and issues in exercise science. The Department

EX 399. PROFESSIONAL INTERNSHIP IN HEALTH AND EXERCISE SCIENCE 3 or 6

Professional experience at an advanced level for juniors and seniors with substantial academic experience in the major. With faculty sponsorship and department approval, students may extend their educational experience into such areas as laboratory or clinical research, or allied health fields. *Prerequisite:* completion of at least one related 300-level course (as determined by the department). *Non-liberal arts.*

Foreign Languages and Literatures

Chair of the Department of Foreign Languages and Literatures: Patricia Rubio

Professors: John Anzalone; Giuseppe Faustini; Hédi A. Jaouad; Mary-Elizabeth O'Brien; Patricia Rubio, *Class of 1967 Term Professor*

Associate Professors: Grace Burton, Mao Chen, Michael Mudrovic, Viviana Rangil, Shirley Smith, Marc-André Wiesmann, Adrienne Zuerner

Visiting Assistant Professors: Diana Barnes, David Castronuovo, Patricia Han, Beatriz Loyola, Masami Tamagawa, George Zhao

Lecturers: Cynthia Evans, Charlene Grant, Masako Inamoto, Dora Ramirez, David Wildermuth

Study-Abroad Lecturers: Angel Berenguer, Joan Berenguer

Foreign Language Resource Center Director: Cynthia Evans

Self-Instructional Languages Coordinator: Giuseppe Faustini

Self-Instructional Language Assistants: *Veena Chandra, *Katia Ferreira, *Katya Kats, *Rone Kohn, *Regina Hartmann, Jinyoung Mason, *Polina Shvartsman

The principal aims of the Department of Foreign Languages and Literatures are to develop in the student an ability to understand, speak, and write the languages of his or her choice, and to read with appreciation literary and cultural texts in the foreign languages. The study of a foreign language enables students to understand a foreign culture and to broaden perspectives on their own culture.

The department is the primary resource for the college's language requirement. Any course taken at the appropriate level in a foreign language (i.e., not in translation) fulfills the foreign literature and language requirement.

Advanced literature courses provide students with the skills needed to interpret texts linguistically, stylistically, and historically and enable them to gain knowledge of major periods, authors, and genres of literature. Courses in culture and civilization explore major achievements in art, history, politics, economics, media, and intellectual history as well as issues of gender and race. Advanced language courses provide practical skills for specific purposes such as translation, business, and other professional applications.

Students should refer to the guidelines below for placement into language courses according to the Web-based placement exam and the SAT II language exams. Students with a minimum of one year of prior language study are excluded from taking a 101 course. Students with a score of 3 on an AP test should enroll in courses above the 203 level, usually a composition or conversation course.

Students can take the Web-based placement exam at any time. Entering students will receive information on accessing the exam in a summer mailing and can also contact the department for information. For placement into languages other than French, German, and Spanish, contact the appropriate faculty in the Departments of Foreign Languages and Literatures or Classics.

WebCAPE Placement Exams for French, German, and Spanish:

0–339: French 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. Students with scores on an AP test of 4 or 5 may receive general elective credit toward graduation.

The department supports academic and extracurricular programs both on the campus and abroad in order to enhance understanding of foreign languages and cultures. Department faculty are key advisors in such self-determined majors as Italian, and they are committed to participating in such college interdisciplinary programs as Asian Studies, International Affairs, Latin American Studies, and Women's Studies. The department is committed to offering less commonly taught languages through the self-instructional language program.

Since the department offers a rotation of advanced courses in French, German, and Spanish, students desiring a major in one of these languages should begin as sophomores to plan their programs for their junior and senior years.

Students majoring in the department are expected to acquire fluency and accuracy in one or more of the modern languages; a general knowledge of the civilization and culture that the language expresses; an ability to interpret texts linguistically, stylistically, and historically; and an intensive knowledge of certain, defined periods of literature.

THE FRENCH MAJOR: Students majoring in French fulfill the departmental requirements by completing a minimum of nine courses totaling not less than thirty credit hours, including FF208 or 210; one course covering material prior to 1800 from among FF213, 214, 216, 224; one course covering material after 1800 from FF219, 221, 223; Senior Seminar, FF376; two additional French courses above FF205; and two additional French courses at the 300 level.

THE GERMAN MAJOR: Students majoring in German fulfill the departmental requirements by completing a minimum of nine courses totaling not less than thirty credit hours, including FG208 and 215; FG376; six additional courses above FG203 (one course may be designated FL).

THE SPANISH MAJOR: Students majoring in Spanish fulfill the departmental requirements by completing a minimum of nine courses totaling not less than thirty credit hours, none in translation, including FS208, 211, and 212; at least one course from among FS313, 314, 317, 334; at least one course from among FS319, 320, 321, 330; FS376; and three additional courses above FS203.

FRENCH AREA STUDIES PROGRAM: Students may elect a program designed to incorporate several aspects of French culture in order to develop in-depth knowledge of the country and civilization. Each student will work out an individual nine-course program totaling not less than thirty credit hours, as approved by the department, that includes three courses from among FF213, 214, 216, 219, 221, 223, 224; three courses on French topics from other departments; and three 300-level courses including FF374 or 376. Students in this program may elect a concentration in a particular period or a particular topic, for example: France in the nineteenth century, the status of women, the role of money, or the tradition of revolution in France.

INTERDEPARTMENTAL MAJORS: In conjunction with the relevant departments, the Department of Foreign Languages and Literatures offers majors in business-French, business-German, business-Spanish; economics-French, economics-German, economics-Spanish; English-French, English-German, English-Spanish; government-French, government-German, and government-Spanish. See *Interdepartmental Majors*.

HONORS: To be eligible for departmental honors, a student must write a thesis in the foreign language and pass an oral defense of the thesis, complete courses 374 in German and Spanish and 373 and 374 in French with a grade of A- or better, and have at least a 3.5 average in the major. Outstanding students of French are also eligible for nomination to the Nu Iota chapter of Pi Delta Phi, the national French honor society. Outstanding students of Spanish are eligible for nomination to Sigma Delta Pi, the national Spanish honor society.

THE FRENCH MINOR: The minor program consists of a minimum of five courses above FF203 totaling not less than eighteen credit hours, including FF206, 208, and 210; one course covering material prior to 1800 from among FF213, 214, 216, or 224; one course covering material from after 1800 from FF219, 221, or 223; and one course at the 300 level in French language, literature, or civilization. At least three of the courses must be taken at Skidmore.

THE GERMAN MINOR: The minor program consists of a minimum of five courses totaling not less than eighteen credit hours, including FG208 and 215; three other courses beyond FG203 in German language, literature, or civilization (one course may be designated FL). 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.

THE SPANISH MINOR: The minor program consists of a minimum of five courses above FS203 totaling not less than eighteen credit hours, none in translation, including FS208, 211, and 212. At least three of the courses must be taken at Skidmore.

CLASSICAL LANGUAGES: Instruction in classical Greek and Latin is offered through the advanced level. For the course listings and requirements for the classics major and minor, see *Classics*.

SELF-INSTRUCTIONAL LANGUAGES: Instruction in Arabic, Hebrew, Hindi, Korean, Portuguese, and Russian is offered on an independent study basis. The student works with textbooks and tapes and meets with a native tutor for two hours a week of oral practice. A final examination is given by an outside examiner approved by the National Association of Self-Instructional Language Programs from a neighboring university. Students interested in pursuing these courses should consult with Professor Faustini in the Department of Foreign Languages and Literatures before spring registration for the following academic year.

FOREIGN LANGUAGE RESOURCE CENTER: The FLRC accommodates a twenty-station Mac lab/multimedia classroom (Bolton 380) providing access to electronic materials developed by Skidmore faculty, commercially produced language software, multimedia applications, as well as access to the Internet. The multimedia classroom is equipped with multi-region DVD and VCR players with large screen projection. The student stations also include traditional language lab cassette recorders with headsets for intensive language practice. In addition to the Bolton 380 classroom, the Foreign Language Resource Center (Bolton 381) has four open stations with audio equipment and computers for use by students on a drop-in basis. The Bolton 381 area also offers a lounge area for viewing foreign videos (VHS and DVD) and TV from foreign stations received by satellite. A center work area houses the audio collection, software, textbooks, laser printer, student assistants' workstation, TV-VCR, multistandard VCR, and a high-speed cassette dubber. There is also a workroom for the production of multimedia materials, equipped with computers, a scanner, TV-VCR, mini-dv camcorders, and hardware and software to support digitizing and editing video and audio materials.

PARIS CHAMBER OF COMMERCE EXAMINATIONS: The department encourages qualified students of economics and business to take the Certificat Pratique de Français Commercial et Economique or the Diplôme Supérieur de Français des Affaires offered by the Chambre de Commerce et d'Industrie de Paris. Both the Certificat and the Diplôme attest to students' knowledge of business French and to their ability to express themselves orally and in writing. The department gives these Paris Chamber of Commerce examinations annually.

GERMAN FOR BUSINESS CERTIFICATION: The department encourages qualified students of economics and business to take the Zertifikat Deutsch für den Beruf (ZDfB). This examination, jointly developed by the Goethe Institute and the Deutscher Volkshochschulverband, attests to students' knowledge of business German and their ability to express themselves orally and in writing. The department administers the ZDfB examination annually.

PROGRAMS ABROAD: The department encourages qualified students to participate in Skidmore's programs in Paris or Madrid and to take advantage of accredited programs in Germany, Italy, and Spanish America.

Courses offered in English are designated FL.

CHINESE

FC 101. ELEMENTARY CHINESE I 4
An introduction to spoken and written Chinese emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the culture of China. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of Chinese. M. Chen

FC 102. ELEMENTARY CHINESE II 3
Continuation of FC101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from China. Three hours of class, one hour of drill or tutorial. M. Chen

FC 203. INTERMEDIATE CHINESE 3
Continuing study of the structures of the Chinese language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Three hours of class and one hour of lab. *Prerequisite:* FC102 or permission of the department. M. Chen

FC 204. BUSINESS CHINESE 3
Intermediate Chinese language and culture with an emphasis on listening, speaking, reading, writing, and translating in the context of business. Designed for students who are interested in doing business with the Chinese-speaking community and in further improving their Chinese language proficiency. Students will develop cultural competence in the contexts of actual business situations, and will learn commonly used commercial terms, phrases, sentence patterns, and cultural background. *Prerequisite:* FC203 or permission of the department. M. Chen

FC 206. CHINESE LANGUAGE AND CULTURE 3
Development of Chinese skills at the advanced intermediate level. Extensive practice in idioms. Development of vocabulary and reading skills necessary for communication at native speed. Texts include contemporary news materials, film, Internet sources, literature, and music. *Prerequisite:* FC203 or permission of the department. (Designated a non-Western culture course.) M. Chen

FC 208. ADVANCED CHINESE CONVERSATION AND COMPOSITION 3
Intensive practice in daily use of Chinese in a cultural context. Review of grammar, idioms, vocabulary, and writing skills. *Prerequisite:* FC203 or permission of the instructor. M. Chen

FC 220. LANGUAGE ACROSS THE CURRICULUM 1
A course designed for students who want to use their foreign language skills in any course taught in English at the college. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. *Prerequisite:* FC203 or permission of the department. Must be taken S/U. Can be repeated for credit. The Department

FC 271, 272. CHINESE LANGUAGE AND LITERATURE DISCUSSION 1
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. *Prerequisite:* FC208 or permission of the department. M. Chen

FC 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

FC 340. ADVANCED LANGUAGES ACROSS THE CURRICULUM 2
Application and development of Chinese 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:* FC208 or above. The Department

FC 363. SPECIAL STUDIES IN CHINESE 4
Advanced literary or critical study in an author, a genre, a period, or a topic. Texts may include literature, newspaper articles, television dramas, films, poetry, painting, and music. *Prerequisite:* permission of instructor. (Designated a non-Western culture course.) Course must enroll at least five students to be offered. M. Chen

FC 371, 372. INDEPENDENT STUDY 3
Individual study projects under the guidance of the department. M. Chen

FRENCH

Courses in Language

FF 101. ELEMENTARY FRENCH I 4
An introduction to spoken and written French emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the cultures of France and the Francophone world. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of French. The Department

FF 102. ELEMENTARY FRENCH II 3
Continuation of FF 101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from France and the Francophone World. Three hours of class. The Department

FF 203. INTENSIVE INTERMEDIATE FRENCH 4
Continuing intensive study of the structures of the French language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Four hours of class and one hour of lab. The Department

- FF 206. FRENCH CULTURAL CONVERSATIONS** 3
Development of nonliterary, informal spoken vocabulary, and expressions used in everyday situations. Extensive practice in conversational idioms and work on accent and intonation. *Prerequisite:* FF203 or two years of high-school French or equivalent or permission of instructor. The Department
- The following courses satisfy major requirements.*
- FF 208. WRITING IN FRENCH** 4
Review of grammar, idioms, and vocabulary. Intensive practice in writing short essays. *Prerequisite:* FF203 or 206 or permission of instructor. This course is required for the major. The Department
- FF 210. INTRODUCTION TO FRENCH LITERATURE** 4
Reading and discussion of literary texts in the major genres: poetry, theater, and prose through close textual analysis. This course emphasizes the development of the analytical skills involved in doing a close reading and the critical skill needed for writing explications de texte. Regular papers required. *Prerequisite:* FF203 or permission of the instructor. This course is required for the major in French. (Fulfills humanities requirement.) The Department
- FF 220. LANGUAGE ACROSS THE CURRICULUM** 1
A course designed for students who want to use their foreign language skills in any course taught in English at the college. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. *Prerequisite:* FF203. Must be taken S/U. Can be repeated for credit. The Department
- FF 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 Française 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 301. BUSINESS FRENCH** 3
Study of communication and cultural understanding in commercial transactions of everyday French life. The course covers such topics as real estate, management, advertising, marketing, insurance, personnel relations, banking, imports and exports, and doing business in France. These topics will be considered in the context of the geography of France, its agriculture and industrial production, its trade, transportation and taxation systems. Students will be encouraged to take the Paris Chamber of Commerce exam at the end of the semester. Required for business-French major. *Prerequisite:* FF208 or permission of instructor. M. Wiesmann
- FF 304. ADVANCED CONVERSATION AND PRONUNCIATION** 3
Development of oral and written skills to increase active vocabulary, fluency, and the use of authentic French structures through reading and discussion of issues in contemporary French society. Topics include immigration, unemployment, gender distinctions, changing family patterns, education, and political parties in the "hexagon." Some attention to the influence of the European community on French life. H. Jaouad
- FF 306. TRANSLATION AND STYLISTICS** 3
A translation course for the study of the structure of the French language through comparative examination of vocabulary, grammar, and cultural influences. The course provides extensive practice of the traditional exercise of thème et version (translations back and forth of texts from a variety of disciplines) to develop an awareness of the idiomatic distinctions of French and English, the variety of written styles and what constitutes one's own prose expression. *Prerequisite:* FF208 or consent of instructor. J. Anzalone
- FF 340. 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
- Courses in Literature and Civilization*
- FF 213. MEDIEVAL AND RENAISSANCE FRENCH LITERATURE** 4
A survey of medieval and Renaissance French literature focusing on the origins and development of epic and lyric poetry, theater, and prose, including the essai. Readings will include such works and authors as La Chanson de Roland, Chrétien de Troyes, Marie de France, Christine de Pisan, Villon, La Farce de Maître Pathelin, Le Roman de la Rose, Marguerite de Navarre, Ronsard, Du Bellay, Louise Labé, Rabelais, and Montaigne. *Prerequisite:* FF210 or permission of the instructor. Offered in alternate years. (Fulfills humanities requirement.) M. Wiesmann
- FF 214. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY** 4
Introduction to the concepts of classic and baroque, including social, artistic, and intellectual developments in the seventeenth century through study of the masterpieces of such authors as Corneille, Racine, Moliere, Pascal, Descartes, Mme. de Sévigné, La Fontaine, La Rochefoucauld, and Mme. de Lafayette. *Prerequisite:* FF210 or permission of instructor. (Fulfills humanities requirement.) A. Zuerner
- FF 216. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY** 4
Study of the social, intellectual and artistic development of the Enlightenment in the works of such authors as Montesquieu, Mme. de Graffigny, Voltaire, Rousseau, Diderot, Lesage, Marivaux, Beaumarchais, Mme. Roland, and Olympe de Gouges. Spring semester. *Prerequisite:* FF210 or permission of instructor. (Fulfills humanities requirement.) M. Wiesmann or A. Zuerner
- FF 219. LITERATURE AND CULTURE OF THE NINETEENTH CENTURY** 4
Introduction to the social, intellectual, and artistic developments of the nineteenth century through study of the literary masterpieces of such poets, playwrights, and novelists as Chateaubriand, Mme. de Staël, Lamartine, Hugo, Vigny, Balzac, Sand, Baudelaire, Flaubert, Zola, Rimbaud, and Mallarmé. Fall semester. *Prerequisite:* FF210 or permission of instructor. (Fulfills humanities requirement.) J. Anzalone or P. Han
- FF 221. TWENTIETH-CENTURY LITERATURE** 4
Introduction to the poetry, novels and plays of France through study of the works of such writers as Gide, Apollinaire, Proust, Cocteau, Mauriac, de Beauvoir, Sartre, Beckett, Aragon, Duras, Sarraute, and Robbe-Grillet. The course will also focus on contemporary artistic, social, and intellectual trends since 1890. Spring semester. *Prerequisite:* FF210 or permission of instructor. (Fulfills humanities requirement.) H. Jaouad
- FF 223. INTRODUCTION TO ISSUES IN THE FRANCOPHONE WORLD** 4
Study of aspects of the Francophone world (Caribbean, Africa, Canada) with particular emphasis on historical, political, and social problems. Reading and discussion of texts and documents from a variety of sources. Practice in writing critical and literary essays. *Prerequisite:* FF210 or permission of instructor. (Designated a non-Western culture course.) H. Jaouad
- FF 224. FRENCH CIVILIZATION FROM GAUL TO 1815** 4
French culture and civilization from the Gallo-Roman period to the 1789 revolution and its immediate aftermath. This course will trace the succession of broad political and societal phenomena defined by traditional historians, employing a spectrum of documents representative of social, gender and religious diversity. These documents will draw equally from music, painting, science, philosophy, and literature. Through a series of films we will question the interplay between "history" and its representations. (Fulfills humanities requirement.) M. Wiesmann
- FF 225. PAINTERS AND WRITERS** 4
A survey of the rich interaction that exists in French culture between writers and visual artists, mostly painters, from the Renaissance through the twentieth century. Since the sixteenth century, French writers have reflected upon the practices and productions of painters. In a multiplicity of literary genres (poems, short stories, novels, essays), they have left a body of work that theoretically uses the visual artist's craft as a means to explore the singularities of their own literary practices. Using this thematic thread that familiarizes students with different modes of French thought, culture, and writing, this course develops students' analytical skills in the reading of literary texts while exposing them to major figures of French painting. *Prerequisites:* FF208 and FF210. (Fulfills humanities requirement.) M. Wiesmann
- FF 263. SPECIAL TOPICS IN FRENCH** 3
Literary or cultural study at an introductory to intermediate level of an author, a genre, a period, or a topic. Topics will vary from semester to semester. *Prerequisites:* FF208 or FF210 or permission of the department. The Department
- FF 271, 272. FRENCH LANGUAGE AND LITERATURE DISCUSSION** 1
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. *Prerequisite:* FF208 or permission of the department. The Department

FF 309. FICTION AND IDENTITY IN QUEBEC 3
Students will analyze the development of Quebecois identity over the span of Quebec's history through close study of works of fiction from the rise of patriotism and terrorism to the social and political critiques of the Quiet Revolution. Students will gain an understanding of the identity question in Quebec through examination of literature that has played a key role in shaping the concept of "quebecitude." *Prerequisite:* FF210. C. Evans

FF 316. FRENCH POETRY 3
Study of fundamentals and development of the French poetic form through close textual analysis of representative poets and major movements. *Prerequisite:* FF214 or 216, 219 or 221, or consent of instructor. Offered in alternate years. J. Anzalone

FF 317. FRENCH NARRATIVE PROSE 3
Exploration of major themes and techniques of narrative fiction as it has developed in French-speaking cultures. *Prerequisite:* FF214 or 216, 219 or 221, or consent of instructor. Offered in alternate years. M. Wiesmann

FF 318. FRENCH DRAMATIC LITERATURE 3
Study of dramatic techniques and themes through careful examination of representative texts and attention to the role of the theater in French culture. *Prerequisite:* FF214 or 216, 219 or 221, or consent of instructor. Offered alternate years. The Department

FF 332. SURREALISM 3
Study of surrealism as an historical and ontological movement through analysis of poetry, novel, cinema, theater, and painting. The course examines the impact of surrealism on current literary, critical, and artistic expressions. *Prerequisite:* FF210 or permission of the instructor. H. Jaouad

FF 363. SPECIAL STUDIES IN FRENCH 3
Advanced literary or cultural study in an author, a genre, a period, or a topic. *Prerequisite:* permission of instructor. The Department

FF 371, 372. INDEPENDENT STUDY 3, 3
Individual study projects under the guidance of the department. The Department

FF 373. PREPARATION FOR SENIOR THESIS 3
Required for all second-semester junior or first-semester senior French majors who intend to write a thesis (FF374). Under the direction of a thesis advisor, the student reads extensively in primary and secondary sources related to the proposed thesis topic, develops research skills, and brings the thesis topic into focus by writing an outline and a series of brief papers that contribute to the thesis. *Prerequisites:* FF208, 210, and second-semester junior or first-semester senior status. The Department

FF 374. THESIS 3
An extended research project culminating in a paper based on readings and extensive individual conferences. Required of all majors who wish to be considered for departmental honors. *Prerequisite:* FF376, senior standing, permission of instructor, and 3.5 GPA in the major. The Department

FF 376. SEMINAR 3
A detailed study of an author, a period, or theme prominent in France, Africa, Canada, or the French speaking countries of the Caribbean. Frequent oral reports. Close attention to development, organization, and writing of an extensive paper. *Prerequisite:* Senior status. The Department

GERMAN

Courses in Language

FG 101. ELEMENTARY GERMAN I 4
An introduction to spoken and written German emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the culture of German-speaking countries. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of German. The Department

FG 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 102. ELEMENTARY GERMAN II 3
Continuation of FG 101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from German-speaking countries. Three hours of class, one hour of drill or tutorial. The Department

FG 103. INTENSIVE ELEMENTARY GERMAN 4
Intensive review of introductory reading, speaking, oral comprehension, and grammatical structures of the language for those with some experience in the fundamentals but who still need to acquire the competency expected at the completion of FG102. Four hours of class, one hour of lab. *Prerequisite:* one year of high-school German or permission of department. The Department

FG 203. INTERMEDIATE GERMAN 3
Continuing study of the structures of the German language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Three hours of class and one hour of lab. *Prerequisite:* FG102 or 103. The Department

FG 206. GERMAN LANGUAGE AND CULTURE 3
Development of German skills at the advanced intermediate level. Extensive practice in idioms. Development of vocabulary and reading skills necessary for communication at native speed. Texts include contemporary news materials, film, Internet sources, literature, and music. *Prerequisite:* FG203 or permission of the department. The Department

FG 208. GERMAN CONVERSATION AND COMPOSITION 4
Intensive practice in daily use of German in a cultural context. Review of idioms, vocabulary, and writing skills. *Prerequisite:* FG203 or permission of instructor. The Department

FG 220. LANGUAGE ACROSS THE CURRICULUM 1
A course designed for students who want to use their foreign language skills in any course taught in English at the college. Does not fulfill the foreign language distribution requirement, but counts toward the major and minor in German. *Prerequisite:* FG203. Must be taken S/U. Can be repeated for credit. The Department

FG 263. SPECIAL TOPICS IN GERMAN 3
Literary or cultural study at an introductory to intermediate level of an author, a genre, a period, or a topic. Topics will vary from semester to semester. *Prerequisite:* FG208 or permission of instructor. The Department

FG 271, 272. GERMAN LANGUAGE AND LITERATURE DISCUSSION 1
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. *Prerequisite:* FG208 or permission of the department. The Department

FG 301. BUSINESS GERMAN 3
An introduction to business institutions in Germany. The course focuses on economic geography, correspondence, and government requirements for business, as well as vocabulary used in banking, stock market, insurance, communications, and export and import. Primarily for students majoring in German and business. *Prerequisite:* FG206 or 208. M. O'Brien

FG 304. ADVANCED GERMAN COMPOSITION AND CONVERSATION 4
Intensive practice of oral and written German to increase active vocabulary and fluency in German and to develop further and refine writing skills. Three hours of class. *Prerequisite:* FG208 or permission of instructor. M. O'Brien

FG 340. 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

Courses in Literature and Civilization

FG 215. INTRODUCTION TO GERMAN LITERATURE 4
An introduction to the development of German literature from the Age of Enlightenment to the present focusing on major authors (Lessing, Goethe, Schiller, Hoffmann, Kafka, Brecht, Wolf) and literary movements. *Prerequisite:* FG203 or permission of instructor. This course is required for the major in German. Offered in alternate years. (Fulfills humanities requirement.) M. O'Brien

FG 216. CONTEMPORARY GERMAN CULTURE 4
An exploration of life, art, and politics in Germany since the fall of the Berlin Wall in 1989. Topics include German reunification, political parties and current debates, the problematic relationship between Ossis and Wessis, multiculturalism, the Berlin art scene, film, visual arts, and music. M. O'Brien

FG 341. THE AGE OF GOETHE 4

A study of the major works of Goethe, Schiller, and Lessing to show how they reflect major intellectual ideas of their time. Particular attention will be given to the transition from the so-called Classical to the Romantic period: the critique of the Classical by Romantic authors, the elevation of music as the highest form of artistic expression, the origins of psychology and "modernism" in the subjective irrationalism of the Romantics. An examination of the artistic, intellectual, and cultural trends of the period 1749-1832 through the study of the works of Goethe, Schiller, and their contemporaries. *Prerequisite:* FG215 or permission of instructor. M. O'Brien

FG 343. THE GERMAN NOVEL 3

An exploration of great German novels from Goethe to the present. Students will encounter a variety of critical approaches for the study of major texts from authors such as Goethe, Kafka, Mann, Döblin, Böll, and Grass. M. O'Brien

FG 356. THEATER IN THE GERMAN-SPEAKING WORLD 3

Theater and its cultural impact in the nineteenth and twentieth centuries. Topics include social drama, operatic spectacles, epic theater, cabaret, post-war and contemporary experimental theater and performance art. Works from such dramatists as Büchner, Wagner, Brecht, Weiss, Handke, and Müller will be examined. M. O'Brien

FG 357. GERMAN LITERATURE OF THE TWENTIETH CENTURY 4

A critical study of German poetry, drama, and prose in the twentieth century with emphasis on major artistic and sociopolitical movements. Readings vary from year to year but usually include works by Mann, Brecht, Sachs, Hesse, Böll, Grass, Bachmann, and Wolf. *Prerequisite:* FG215 or permission of instructor. M. O'Brien

FG 363. SPECIAL STUDIES IN GERMAN 3

Advanced literary or cultural study in an author, a genre, a period, or a topic. *Prerequisite:* permission of instructor. The Department

FG 371, 372. INDEPENDENT STUDY 3, 3

Individual study projects under the guidance of the department. The Department

FG 374. THESIS 3

An extended research project culminating in a paper based on readings and extensive individual conferences. Required of all majors who wish to be considered for departmental honors. *Prerequisite:* FG376, senior standing, permission of instructor, and 3.5 GPA in the major. The Department

FG 376. SEMINAR 4

The study of an author, a period, or topic prominent in the literature of Germany, Austria, or Switzerland. Close attention to the development, organization, and writing of an extensive paper. *Prerequisite:* Senior status. M.E. O'Brien

GREEK

For complete course listings, see *Classics*.

ITALIAN**Courses in Language****FI 101. ELEMENTARY ITALIAN I 4**

An introduction to spoken and written Italian emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the culture of Italy. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of Italian. The Department

FI 102. ELEMENTARY ITALIAN II 3

Continuation of FI 101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from Italy. Three hours of class, one hour of drill or tutorial. D. Castronuovo, S. Smith

FI 103. INTENSIVE ELEMENTARY ITALIAN 4

Intensive review of introductory reading, speaking, oral comprehension, and grammatical structures of the language for those with some experience in the fundamentals but who still need to acquire the competency expected at the completion of the equivalent of FI102. Four hours of class, one hour of lab. The Department

FI 203. INTERMEDIATE ITALIAN 3

Continuing study of the structures of the Italian language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Three hours of class and one hour of lab. *Prerequisite:* FI102 or 103 or permission of instructor. D. Castronuovo, S. Smith

FI 206. ITALIAN LANGUAGE AND CULTURE 3

Development of Italian skills at the advanced intermediate level. Extensive practice in idioms. Development of vocabulary and reading skills necessary for communication at native speed. Texts include contemporary news materials, film, Internet sources, literature, and music. *Prerequisite:* FI203 or permission of instructor. G. Faustini, S. Smith

FI 208. ITALIAN CONVERSATION AND COMPOSITION 4

Intensive practice in daily use of Italian in a cultural context. Review of idioms, vocabulary, and writing skills. *Prerequisite:* FI203 or permission of instructor. G. Faustini, S. Smith

FI 220. LANGUAGE ACROSS THE CURRICULUM 1

A course designed for students who want to use their foreign language skills in any course taught in English at the college. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. *Prerequisite:* FI203. Must be taken S/U. Can be repeated for credit. The Department

FI 271, 272. ITALIAN LANGUAGE AND LITERATURE DISCUSSION 1

A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. *Prerequisite:* FI208 or permission of the department. G. Faustini, S. Smith

FI 304. ADVANCED CONVERSATION AND COMPOSITION 3

Intensive practice of oral and written Italian to increase active vocabulary and fluency in spoken Italian and to develop and refine writing skills. Three hours of class, one hour of discussion. G. Faustini, S. Smith

Courses in Literature and Civilization**FI 210. INTRODUCTION TO LITERARY ANALYSIS 3**

Reading and discussion of literary texts in the major genres: poetry, theater, and prose through close textual analysis. This course emphasizes the development of the analytical skills involved in doing a close reading and the critical skills needed for writing critical literary analysis. Regular papers required. *Prerequisite:* FI203 or permission of instructor. Not open to students who have taken FI207. (Fulfills humanities requirement.) D. Castronuovo, S. Smith

FI 211. MASTERPIECES OF ITALIAN LITERATURE I 3

Study of modern Italian literature from the Enlightenment period to the Futurist Movement focusing on major authors and movements from the eighteenth century to the mid-twentieth century. *Prerequisite:* FI203 or permission of instructor. Offered in alternate years. (Fulfills humanities requirement.) G. Faustini

FI 212. MASTERPIECES OF ITALIAN LITERATURE II 3

Study of the most important literary movements from the precursors of the Italian Renaissance to the end of the seventeenth century with particular emphasis on the writings of Dante, Boccaccio, the Humanists, Lorenzo de Medici, Michelangelo, and Machiavelli. *Prerequisite:* FI203 or permission of instructor. Offered in alternate years. (Fulfills humanities requirement.) G. Faustini

FI 301. BUSINESS ITALIAN 3

Study of commercial transactions in the context of social and economic life in Italy today. The course focuses on management, advertising, marketing, agricultural and industrial relations, banking, imports and exports, and the stock market in Italy. These topics will be considered in both the private and public sectors, focusing on vocabulary and forms of correspondence, employment applications, business procedures, and government agencies. S. Smith

FI 303. STUDIES IN MODERN ITALIAN LITERATURE 3

Selected readings from the Italian Unity to the present. A study of modern Italian novels, plays, and short stories from the historical period to the neo-realistic period: from Manzoni to Moravia. *Prerequisite:* FI203 or permission of instructor. G. Faustini, S. Smith

FI 310. IL RINASCIMENTO ITALIANO 3

Investigates Italian literature and culture from the Duecento to the late Cinquecento. We will examine in particular the development of the vernacular through a systematic study of the most representative literary works of the Italian literary tradition, which gave rise to the innovative literary, artistic, and philosophical ideas of the Italian Renaissance. Although the primary focus for this course is the study of literature, we will also examine the culture of the Renaissance as presented not only in the literary works but also in the major works of painting, sculpture, architecture, and music of the epoch. Readings will include selections from Dante, Petrarca, Boccaccio, the Humanists, Pico della Mirandola, Castiglione, Ariosto, Michelangelo, Lorenzo de' Medici, Veronica Franco, Machiavelli, and others. *Prerequisite:* FI208 or permission of instructor. D. Castronuovo, G. Faustini, S. Smith

FI 340. ADVANCED LANGUAGES ACROSS THE CURRICULUM 2
Application and development of Italian 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:* FI208 or above.
The Department

FI 363. SPECIAL STUDIES IN ITALIAN 3
Advanced literary or cultural study in an author, a genre, a period, or a topic. *Prerequisite:* permission of instructor.
G. Faustini, S. Smith

FI 371, 372. INDEPENDENT STUDY 3, 3
Individual study projects under the guidance of the department.
The Department

JAPANESE

FJ 101. ELEMENTARY JAPANESE I 4
An introduction to spoken and written Japanese emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the culture of Japan. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of Japanese.
M. Inamoto

FJ 102. ELEMENTARY JAPANESE II 3
Continuation of FJ 101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from Japan. Three hours of class, one hour of drill or tutorial.
M. Inamoto

FJ 203. INTERMEDIATE JAPANESE 3
Continuing study of the structures of the Japanese language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Three hours of class and one hour of lab. *Prerequisite:* FJ102.
M. Inamoto

FJ 206. JAPANESE LANGUAGE AND CULTURE 3
Development of Japanese skills at the advanced intermediate level. Extensive practice in idioms. Development of vocabulary and reading skills necessary for communication at native speed. Texts include contemporary news materials, film, Internet sources, literature, and music. *Prerequisite:* FJ203 or permission of the department. (Designated a non-Western culture course.)
M. Inamoto

FJ 207. ADVANCED INTERMEDIATE JAPANESE I 3
Systematic study of advanced intermediate Japanese linguistic structures. Reading of selected texts concerning Japanese culture/society. Discussion in Japanese based on the reading. Intensive practice in writing short essays. *Prerequisite:* FJ203 or permission of instructor.
M. Inamoto

FJ 208. ADVANCED INTERMEDIATE JAPANESE II 3
Continuation of FJ207. Further study of grammar, idioms, and vocabulary. Reading of authentic materials such as newspapers/magazine articles. Aural-oral exercises and intensive practice in writing short essays. *Prerequisite:* FJ207 or permission of instructor.
M. Inamoto

FJ 220. LANGUAGE ACROSS THE CURRICULUM 1
A course designed for students who want to use their foreign language skills in any course taught in English at the college. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. *Prerequisite:* FJ203. Must be taken S/U. Can be repeated for credit.
M. Inamoto

FJ 271, 272. JAPANESE LANGUAGE AND LITERATURE DISCUSSION 1
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. *Prerequisite:* FJ208 or permission of the department.
M. Inamoto

FJ 340. ADVANCED LANGUAGES ACROSS THE CURRICULUM 2
Application and development of Japanese 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:* FJ208 or above.
The Department

FJ 363. SPECIAL STUDIES IN JAPANESE 3
Advanced literary or cultural study in an author, a genre, a period, or a topic. *Prerequisite:* permission of instructor. (Designated a non-Western culture course.) Course must enroll at least five students to be offered.
M. Inamoto

FJ 371, 372. INDEPENDENT STUDY 3
Individual study projects under the guidance of the department.
M. Inamoto

LATIN

For complete course listings, see *Classics*.

SPANISH

Courses in Language

FS 101. ELEMENTARY SPANISH I 4
An introduction to spoken and written Spanish emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the cultures of Spain and Spanish America. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of Spanish.
The Department

FS 102. ELEMENTARY SPANISH II 3
Continuation of FS 101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from Spain and Spanish America. Three hours of class, one hour of drill or tutorial. Open only to students who have completed FS 101.
The Department

FS 103. ALTERNATIVE SECOND SEMESTER SPANISH 3
An introduction and review of elementary spoken and written Spanish emphasizing cultural perspectives. Linguistic emphasis is on grammar, vocabulary and the development of reading, conversation and writing skills while learning about the cultures of Spain and Spanish America. Three hours of class. For students who have completed one or two years of pre-College Spanish, and who have not placed in FS 203 or above. Not open to students who have completed FS101.
The Department

FS 203. INTENSIVE INTERMEDIATE SPANISH 4
Continuing intensive study of the structures of the Spanish language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Four hours of class and one hour of lab. *Prerequisite:* FS102.
The Department

FS 206. SPANISH CONVERSATION 3
Development of Spanish oral skills at the advanced intermediate level. Extensive practice in conversational idioms. Development of nonliterary, informal spoken vocabulary; of reading skills necessary to comprehend authentic news materials; of aural comprehension essential for understanding oral speech at native speed. *Prerequisite:* FS203 or permission of department.
The Department

FS 208. WRITING IN SPANISH 4
Review of grammar, idioms, and vocabulary. Intensive practice in writing short essays. *Prerequisite:* FS203 or permission of instructor.
The Department

FS 220. LANGUAGE ACROSS THE CURRICULUM 1
A course designed for students who want to use their foreign language skills in any course taught in English at the college. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. *Prerequisite:* FS203. Must be taken S/U. Can be repeated for credit.
The Department

FS 221. SPANISH FOR NATIVE SPEAKERS 1
Students will improve their normative use of Spanish, including particularly conjugation, orthography, and instances of English interference, and will develop their linguistic accuracy in conversational and written Spanish. Does not count towards the Spanish major or minor. Permission of instructor required.
The Department

FS 271, 272. SPANISH LANGUAGE AND LITERATURE DISCUSSION 1
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. *Prerequisite:* FS208 or permission of the department.
The Department

FS 301. BUSINESS SPANISH 4
An introduction to business institutions in the Hispanic world. The course focuses on economic geography, correspondence, and government requirements for business, as well as vocabulary used in banking, advertising, stock market, insurance, communications, and export and import. Primarily for students majoring in Spanish and business.
P. Rubio, C. Grant

FS 303. SPANISH PHONETICS 3
Intensive work on phonetics, intonation, and diction. Phonetic transcriptions of spoken Spanish and practice in oral reading. Three hours of class, one hour of discussion. Offered on demand.

FS 304. ADVANCED CONVERSATION AND COMPOSITION 4
 Intensive practice of oral and written Spanish to increase active vocabulary and fluency in spoken Spanish and to develop further and refine writing skills. Four hours of class. *Prerequisite:* FS208 or permission of instructor. P. Rubio, M. Mudrovic

FS 340. 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

Courses in Literature and Civilization

FS 210. INTRODUCTION TO THE READING OF LITERARY TEXTS 4
 Reading and introduction of Hispanic literary texts to develop skills in literary analysis and critical writing using examples from the three main literary genres. Recommended for those planning to take FS211 or 212. Three hours of class. *Prerequisite:* FS203, 206, or permission of instructor. (Fulfills humanities requirement.) The Department

FS 211. SURVEY OF SPANISH LITERATURE 4
 A study of the main currents of Spanish literature from the Renaissance to the twentieth century. Representative works of such major literary movements as the Golden Age, Neoclassicism, Romanticism, Realism, the Generation of '98, and the twentieth century will be studied. *Prerequisite:* FS208 or permission of instructor. (Fulfills humanities requirement.) G. Burton, M. Mudrovic

FS 212. SURVEY OF SPANISH AMERICAN LITERATURE 4
 A study of the main currents of Spanish American literature from Colonial times to the present. Such authors as Sor Juana, Gallegos, Darío, Carpentier, Mistral, Neruda, Paz, and Cortázar will be studied. *Prerequisite:* FS208 or permission of instructor. (Fulfills humanities requirement.) P. Rubio, B. Loyola

FS 313. LITERATURE OF THE GOLDEN AGE 3
 A study of the novel, drama, and poetry, centering on the picaresque novel, Cervantes, Lope de Vega, Tirso de Molina, Calderón de la Barca, Góngora, and Quevedo. *Prerequisite:* FS211, 212 or consent of department. Offered every third year. G. Burton

FS 314. SPANISH LITERATURE OF THE NINETEENTH CENTURY 3
 A study of poetry, drama, and the novel of the nineteenth century, centering on Espronceda, Duque de Rivas, Zorrilla, Pérez Galdós, Valera, Pardo Bazán, and Clarín. *Prerequisite:* FS211, 212, or consent of department. Offered every third year. M. Mudrovic

FS 317. SPANISH LITERATURE OF THE TWENTIETH CENTURY 3
 A study of the drama, novel, and poetry of the Generation of '98 as well as selected novels and dramas since the Civil War. *Prerequisite:* FS211, 212, or consent of the instructor. Offered every third year. M. Mudrovic

FS 319. SPANISH AMERICAN NARRATIVE OF THE TWENTIETH CENTURY 3
 A study of the main characteristics of the contemporary Spanish-American novel and short story in the work of authors such as Borges, Asturias, Carpentier, Cortázar, García Márquez, Onetti, Vargas Llosa, Fuentes. *Prerequisite:* FS210, 211 or 212 or permission of instructor. Offered every third year. P. Rubio

FS 320. STUDIES IN SPANISH AMERICAN POETRY 3
 A study of the development of Spanish American poetry from Modernismo to the present in the work of poets such as Darío, Nervo, Valencia, Mistral, Torres Bodet, Neruda, Paz. *Prerequisite:* FS211 or 212 or permission of instructor. Offered every third year.

FS 321. STUDIES IN SPANISH AMERICAN DRAMA 3
 A study of the development of Spanish American drama from the seventeenth century to the present including such authors as Alarcón, Sor Juana, Gorostiza, Eichelbaum, Usigli, Garro, Carballido, Wolf, Gambaro, and Sánchez. *Prerequisite:* FS211 or 212 or permission of instructor.

FS 323. SPANISH IN THE MEDIA 4
 A study of the Spanish-speaking world within its contemporary cultural context, especially as manifested in the media (newspapers, magazines, radio, television). This course is designed to give students a more complex understanding of Hispanic culture. We will study such topics as political, social, and economic trends in the Spanish-speaking world, the relationship between language and society, and dialect as an expression of culture. *Prerequisite:* FS208. V. Rangil

FS 324A. SPANISH FILM 4
 A study of films produced and directed by Spanish, Spanish American, and Latino filmmakers. Students will learn about film theory and cinematographic techniques, and will analyze the specific social, cultural, and historical thematic of the films. In readings and discussions, students will address cultural differences, gender studies, and aesthetic concepts. The course will be offered on a bi-yearly, alternating basis. M. Mudrovic

FS 324B. SPANISH AMERICAN/LATINO FILM 4
 A study of films produced and directed by Spanish, Spanish American, and Latino filmmakers. Students will learn about film theory and cinematographic techniques, and will analyze the specific social, cultural, and historical thematic of the films. In readings and discussions, students will address cultural differences, gender studies, and aesthetic concepts. The course will be offered on a bi-yearly, alternating basis. V. Rangil

FS 330. SPANISH AMERICAN ESSAY 3
 A study of the development of Spanish American thought from Independence to the present. Special attention will be given to the intellectual trends contributing to independence, to the foundations of the new republics and their relationships to Europe, and to the definition of Spanish-American identity and culture. Particular consideration will be afforded to the writings of Bolívar, Sarmiento, Bello, Lastarria, Rodó, Mariátegui, Martí, Zea, and Paz, among others. P. Rubio

FS 331. THE CULTURE OF SPANISH AMERICA I 3
 An exploration of the historical, cultural, and artistic development of Spanish America from discovery to independence. Students will also assess the impact of the encounter and development of the colonial empire on native American populations and the environment, from diaries and letters of conquerors and settlers. Particular attention will be given to the Jesuit missions in Paraguay, to the environmental expeditions through the period, and the impact of the slave trade. *Prerequisite:* FS211 or 212 or permission of instructor. Offered in alternate years. P. Rubio

FS 332. THE CULTURE OF SPANISH AMERICA II 3
 An exploration of Spanish America's historical, cultural, and artistic development from independence to the present. Students will focus on issues of nation building and identity as expressed in fiction and non-fiction, and on the impact of both revolutionary movements and dictatorial regimes on the developments of literature and art. *Prerequisite:* FS212 or permission of instructor. Offered in alternate years. P. Rubio

FS 334. CERVANTES 3
 A study of the prose, drama, and poetry of Miguel de Cervantes in the light of the social and intellectual currents of early seventeenth-century Spain. Particular attention will be paid to *Don Quijote*. G. Burton

FS 363. SPECIAL STUDIES IN SPANISH 3
 Advanced literary or cultural study in an author, a genre, a period, or a topic. *Prerequisite:* permission of instructor. The Department

FS 371, 372. INDEPENDENT STUDY 3, 3
 Individual study projects under the guidance of the department. The Department

FS 374. THESIS 3
 An extended research project culminating in a paper based on readings and extensive individual conferences. Required of all majors who wish to be considered for departmental honors. *Prerequisite:* FS376, senior standing, permission of instructor, and 3.5 GPA in the major. The Department

FS 376. SEMINAR 3
 A detailed study of an author, a period, or theme relevant to the understanding of Spanish and Spanish-American literature and culture with special attention to the essay. Frequent oral reports. Close attention to development, organization, and writing of an extensive paper. *Prerequisite:* Senior status. The Department

SELF-INSTRUCTIONAL LANGUAGE COURSES

FX 171, 172. SELF-INSTRUCTIONAL BASIC STUDY 3, 3
 Arabic, Hebrew, Hindi, Korean, Portuguese, Russian. May only be taken for a grade.

FX 271, 272. SELF-INSTRUCTIONAL INTERMEDIATE STUDY 3, 3
 Arabic, Hebrew, Hindi, Korean, Portuguese, Russian. May be taken for a grade or S/U.

LITERATURE AND CIVILIZATION COURSES TAUGHT IN ENGLISH

These courses are open to all students. Knowledge of a foreign language is not a prerequisite, with the exception of FL399.

FL 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

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

FL 243. THE WORLD OF JAPANESE ANIMATION 3

An introduction to the world of Japanese animation (anime), one of the most important cultural products in contemporary Japan. Students will study prevailing themes and genres of anime, in their cultural and historical contexts and from a variety of perspectives. The course also focuses on anime in relation to popular culture and the role of anime fan culture. (Designated a non-Western culture course.) M. Inamoto

FL 244. VIEWING CHINA: VISUAL CULTURAL AND TRANSNATIONAL CINEMA 3

Introduces students who possess no knowledge of East Asian languages to the masterworks of modern Chinese film. The intrinsic value of individual works will be examined in the light of both Chinese and Western literary and cultural traditions. Students read and view works from modern China and, besides studying each work's distinct cultural features, questions concerning the individual's relationship to society during a given historical moment. Students also focus on the study of cinema as an art form, and its interrelations with disciplines such as painting, music, psychology and cultural history. Course includes a film screening and discussion session each week. (Designated a non-Western culture course.) M. Chen

FL 245. CHINA AND THE WEST: THE MYTH OF THE OTHER 3

Introduces and examines the experience of "the other" from both Chinese and Western standpoints. The image of the other has always been historically shaped to represent values that are considered different from one's own. In this course, we will look at China as an idealized utopia in the eyes of some Eighteenth-century Europeans, or as a land of ignorance as described in some early modern literature and cultural texts. In discussing such issues as Orientalism vs. Occidentalism and cultural relativism vs. universalism, we will examine the polemics of cultural difference in ethical terms. (Designated a non-Western culture course.) M. Chen

FL 246. FICTIONAL AND FACTUAL: HISTORY AND THE NOVEL IN CHINA 3

Examines several Chinese works of literature in terms of their special narrative modes, considering how each reveals the changing history of modern China and exploring how each makes its unique contribution to Chinese literature. Issues discussed include: history in literature, history outside literature, literary histories, factual and fictional as literary categories, and the historical novel. Throughout the course, we will ask, why is the novel a particularly valid source for the study of Chinese history? (Designated a non-Western culture course.) M. Chen

FL 250. AN OUTLINE OF GERMAN CIVILIZATION: THE EIGHTEENTH CENTURY TO THE PRESENT 3

An exploration of German life, culture, and politics from the eighteenth century to the present. The course focuses on Germany's quest for national unity, emphasizing the relationship between Germany's political development and its cultural life. Course materials include historical readings, political essays, musical compositions, art works, films, and literary texts. Offered in alternate years. M. O'Brien

FL 252. ITALIAN CINEMA: FROM FICTION TO FILM 3

An examination of the literary and sociopolitical trends of Italian culture as portrayed by the media of literature and film. The course will focus on the literary works of Boccaccio, Machiavelli, Moravia, De Filippo, Bassani, and the cinematographic adaptations of those works by such directors as Pasolini, Lattuada, Visconti, and De Sica. The course also specifically examines the role in Italian cinema of such director-authors as Fellini and Wertmuller and the importance of Italian cinematic Neorealism in the films of Rossellini, De Sica, and Visconti. Offered in 2001-02 and alternate years. (Fulfills humanities requirement.) G. Faustini

FL 253, 254. ITALIAN CIVILIZATION IN TRANSLATION 3, 3

Study of the development of Italian civilization with emphasis on the historical, artistic, philosophical, literary, musical, and sociopolitical background. Fall semester: late Medieval period to the Baroque. Spring semester: seventeenth century to the present. G. Faustini

FL 257. MODERN CHINESE LITERATURE IN TRANSLATION 3

A critical survey of twentieth-century Chinese literature up to the present. Readings include short stories, novels, poetry, music, painting, and drama. Special emphasis is placed on Chinese thought and culture compared to the Western tradition. (Designated a non-Western culture course; fulfills humanities requirement.) M. Chen

FL 258. CHINESE CIVILIZATION I: LITERARY CULTURE IN CLASSICAL CHINA 3

A survey of Chinese civilization from the Shang dynasty to the present with emphasis on the historical, artistic, philosophical, literary, musical, sociopolitical background. Shang dynasty (1766 B.C.) to early tenth century. FL258 and 259 need not be taken in sequence. M. Chen

FL 259. CHINESE CIVILIZATION II: CULTURE AND LITERATURE OF LATE IMPERIAL CHINA 3

A survey of Chinese civilization from the Shang dynasty to the present with emphasis on the historical, artistic, philosophical, literary, musical, sociopolitical background. Tenth century to the present. FL258 and 259 need not be taken in sequence. M. Chen

FL 263. SPECIAL TOPICS IN FOREIGN LITERATURE AND CULTURE 3

Study of a special topic in which the interrelatedness of literature and other cultural representations is explored from a comparative and/or theoretical perspective. Interdisciplinary in nature, the course will bring together works of different cultural origin and background. Intended for majors or minors in the department. *Prerequisites:* Completion of department courses numbered 202, 203 or 205; or by permission of instructor.

A. The Fantastic in Fiction. An introduction to the Fantastic in literature and art as a mode of representation whose ambiguous structure oscillates between the real and the imaginary. The magical is ingrained in ordinary experience thus expanding the concept of reality, and emphasizing literary discourse as the locus of indeterminacy. Specific attention will be focused on selected writers and theorists, but the course will also provide a diachronic and theoretical background for the discussion of the Fantastic. Readings from authors such as E.T.A. Hoffmann, Kafka, Borges, Cortazar, Garcia Marquez, Torrente Balester, Calvino, Buzzati, Gautier, Nerval, Maupassant, Villiers de l'Isle-Adam, and theorists such as Freud, Bessier, T. Todorov, and Roh. J. Anzalona

B. Exoticism. This course will examine the cultural construction of the "exotic" as it emerges primarily, but not exclusively, in nineteenth- and twentieth-century literary texts. The course will address questions such as: How are the relationships between colonialism, imperialism, and exoticism dramatized via literature? How does the hegemonic (i.e. France) and the non-hegemonic (i.e. Spain, or Latin America) positioning of a culture shape its particular notion of the exotic? How do cultures that are viewed as exotic exoticize other cultures? What role do other determinants such as gender, race, or class play in the construction of the exotic? Readings from authors such as Baudelaire, Flaubert, Nerval, Gautier, Dario, Casal, Tablada, Villaespesa, and Valle-Inclan. H. Jaouad

C. The Fascist Aesthetic. The emergence and significance of the fascist aesthetic are explored via close study of the fundamental ideology of totalitarianism in twentieth-century Europe. Concepts such as the soldierly male, the leader principle, racial eugenics, community, modernity, and the fascination with violence will be examined in film, literature, and the visual arts. Readings from among writer such as Drieu la Rochelle, Celine, Tournier, Junger, and D'Annunzio, and from such theorists of totalitarianism as Adorno, Freud, Zhelev, and Arendt. M. O'Brien

D. The Fate of Forbidden Knowledge in Literature and Science. An investigation of the perplexing ethical questions raised by this renaissance shift in attitude toward the Faust legend. The flirtation with forbidden knowledge will be studied by drawing on religious, mythological, literary, philosophical, and scientific texts. Taking recent developments in genetic engineering as a case in point, we will ask to what extent the pursuit of knowledge can enhance or be damaging to human experience. These and other questions will be explored to show how literary texts can contain moral issues of lasting concern for the scientific community and for society at large. R. Mayer

FL 265. LATINOS IN THE UNITED STATES 3

An examination from an interdisciplinary perspective of Hispanic society in the United States. Major Latino groups (e.g., Cubans, Mexicans, and Puerto Ricans) will be studied and special attention will be given to the interaction between these groups and United States mainstream society. We will focus on the historical, sociological, literary, and political aspects of cultural change in contact situations. Particular attention will be paid to issues of prejudice and discrimination. V. Rangil

FL 266. IMAGES OF REVOLUTION AND SOCIAL UPEHAVAL: FRANCE 1789–1939 3

Study through literary and historical texts, and via artistic representation of the experience and consequences of social change in France over a century and a half of upheaval. Beginning with the outbreak of revolution in 1789, we will analyze the effects on French culture of the long and tormented path leading to the establishment of Republicanism. Particular attention to the trials and tribulations of the Third Republic during the Dreyfus Affair and in the period between the world wars in order to discern the evolution of specific cultural tendencies over time. Taught in English. J. Anzalone

FL 267. MODERN JAPANESE CULTURE AND SOCIETY 3

Introduction to modern Japanese culture and society, emphasizing the period 1945 to the present, and considering topics including education, family and neighborhood, gender and work, and discrimination. The course analyzes social change in Japan over time in the course of Japan's modernization and internationalization, paying attention to the interplay between Japan's traditional cultural values and modern society. (Designated a non-Western culture course.) M. Inamoto

FL 269. CULTURAL CHINA: TRENDS AND THEMES 3

A course surveying twentieth-century Chinese literature, film, and popular culture, introducing some important cultural and intellectual issues of contemporary China. Students will consider the impact of cultural changes in Chinese society, their causes, and their representations in fiction, poetry, popular literature, film, and music. Students will gain a critical understanding of the intricate relationship between self and society, social change and alienation, family and gender relationships, nationalism and orientalism, revolution and memory, media and propaganda, and love and violence in China. (Designated a non-Western culture course.) M. Chen

FL 273. DANTE'S DIVINE COMEDY 3

An examination of Dante's *Divine Comedy* from an interdisciplinary perspective, including literature, history, politics, philosophy, and theology. Course topics will include concerns of the medieval world such as allegory, love, justice, secular and spiritual authority, images of women, education, and the relationship between philosophy and religion. Supplementary readings will provide a context for the medieval world, its life and literature, and will also demonstrate how Dante's text reflects the Zeitgeist of the Middle Ages. The course will also take into account Dante's *Divine Comedy* in relation to the visual arts by viewing several illustrations from Botticelli and Renaissance illustrators to Gustave Dore, and selected modern and contemporary paintings inspired by Dante's poem. (Fulfills Humanities requirement.) G. Faustini

FL 321. WOMEN IN FRANCE SINCE THE REVOLUTION 3

Analysis of women writers and female stereotypes since the French Revolution as seen primarily through novels and plays of such writers as de Staël, Sand, Flaubert, Stendhal, Colette, Claudel, de Beauvoir, Duras, and Sarraute. Historical, sociological and artistic documents will also be examined for what they reveal of the changing consciousness of women in France. Offered every third year. A. Zuerner

FL 322. THE FRENCH FILM 3

Study of some of the key features of the cinema of France, beginning with an historical overview of the development of the idiom, from the silent films of the Surrealists and René Clair, to the Golden Age of sound in the thirties and concluding with the New Wave and its posterity. The course will also study film as a language and use it as a means for exploring cultural identity. Students will view a selection of films by Clair, Dali/Bunuel, Vigo, Renoir, Carne, Duvivier, Truffaut, Godard, Eustache, Tanner, and Rohmer, among others, and read criticism by directors, critics, and theorists. *Prerequisite:* for credit in the French major, FF203 or 206. J. Anzalone

FL 371, 372. INDEPENDENT STUDY 3, 3

Individual study projects under the guidance of department. The Department

FL 374. THESIS 3

An extended research project culminating in a paper based on readings and extensive individual conferences. Primarily for interdepartmental majors who wish to be considered for honors. *Prerequisite:* senior standing, permission of an instructor, and at least a 3.5 GPA. The Department

FL 376. SEMINAR 3

A detailed exploration of a theme reflected in the cultures of French, German, Italian, and Spanish speaking civilizations. Frequent oral reports in English by members of the class. Close attention to development, organization, and writing of an extensive paper. Required of all majors not enrolled in 374.

FL 399. PROFESSIONAL INTERNSHIP IN FOREIGN LANGUAGES 3, 6 or 9

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and departmental approval, students may extend their educational experience into such areas as the communications fields, the media, pedagogy, and translation. Primarily but not exclusively for students participating in Skidmore's Junior Year Abroad programs. *Prerequisite:* advanced standing in the language appropriate to the internship. *Non-liberal arts.*

Geosciences

Chair of the Department of Geosciences:
Katharine Cartwright

Associate Professor: Richard H. Lindemann

Assistant Professor: Kyle K. Nichols

Visiting Assistant Professor and CSMP Post-Doctoral Fellow: Audeliz Matias

Lecturer: Katharine Cartwright

Visiting Teaching Associate: Ank Meuwissen

Geoscience is the study of planet Earth, its materials, the processes that act upon them, and the history of the planet and its life forms since its origin. The mission of Skidmore's geosciences program is to apply the understanding of Earth processes to contemporary issues such as Earth resources, land-use planning, and global change. The program's curriculum includes ocean and atmospheric sciences, Earth surface processes, and the history of global change. Our courses are designed for students with a general interest in the geosciences as well as for students planning to pursue a graduate degree. We accomplish this mission by providing an environment in which students acquire sound scientific problem-solving, research, and communication skills. Geoscience students obtain a strong foundation for lifelong learning, professional development in the geosciences, and enhanced career opportunities in other fields that require a broadly based background in this discipline. A liberal arts degree in geosciences prepares a student for a number of professional activities related to resource management, climatology, oceanography, hydrology, Earth hazards, land-use planning, and environmental consulting. Our department contributes to the broader mission of the college by providing courses that enhance student awareness of, and appreciation for, Earth's dynamic systems and the scientific methodologies by which they are understood. Our program complements and is complemented by Environmental Studies in additional to other natural sciences.

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 attain 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.

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 101. EARTH SYSTEMS SCIENCE 4

An introduction to Earth's dynamic systems and geologic processes. The planet is studied from its deep interior to its oceanic, surficial, and atmospheric components to develop a scientific understanding of Earth as a holistic environmental system, of which the biosphere, including humanity, is one component. Within this context, course topics such as rocks and minerals, mountain building, earthquakes, volcanoes, oceans, glaciers, and deserts are examined from the perspective of the interactions between geologic processes and humans. Three hours of lecture and two hours of lab a week. *Prerequisite:* QR1. (Fulfills QR2 requirement; qualifies as a natural science laboratory course for breadth requirement.)

K. Marsella, A. Meuwissen

GE 102. THE HISTORY OF EARTH, LIFE, AND GLOBAL CHANGE 4

Introduction to the deep time history of biospheric responses to changes in Earth's climatologic and geologic systems. The course draws upon geologic principles and theories to explore the planet's origin and the processes that perpetually modify the global environment. Topics also include the origin of life, the causes and consequences of major environmental crises in Earth's history, and the role of humanity as an agent of global change. Three hours of lecture, two hours of lab per week. (Fulfills natural sciences requirement.) R. Lindemann, A. Meuwissen

GE 104. DINOSAURS: EVOLUTION TO EXTINCTION 4

Investigation into recent scientific theories about dinosaurs in an attempt to answer: who were they? how did they live? where did they live? how did they become extinct? what significance was their death to our own evolution? Topics include: dinosaur death, burial, and preservation; evolution, ecology, and extinction; and dinosaur myths in the media. K. Cartwright

GE 112. OCEANOGRAPHY INTRODUCTION TO THE MARINE ENVIRONMENT 4

Introduction to the interaction of physical, chemical and biological processes operative in the great water bodies that cover nearly three-quarters of the earth's surface. Three hours of lecture, two hours of lab per week. (Fulfills natural sciences requirement; fulfills QR2 requirement.) K. Cartwright

GE 207. ENVIRONMENTAL GEOLOGY 4

Investigation of Earth's environments as viewed through the study of surficial and crustal geologic processes. Emphasis is on natural and anthropogenic phenomena including earthquakes, volcanoes, floods, landslides, climate change, soil erosion, pollution, waste management, and energy resources. Laboratories and field trips highlight geologic perspectives on the environment. Three hours lecture, three hours lab per week. K. Nichols

GE 208. ORIGIN AND DISTRIBUTION OF NATURAL RESOURCES 4

A survey of the origin, distribution, and exploitation of energy (e.g., petroleum, methane, coal, uranium) and mineral (e.g., metal, gem, agricultural fertilizer) resources throughout the world. The dependence of industrialized nations upon Earth's energy and mineral resources is at the root of many national economies as well as many of the major environmental and geopolitical conflicts of our time. Future economic and population growth are certain to multiply demands for Earth resources, a fact that urges that there be an educated citizenry capable of making databased decisions regarding their availability and utilization. Related topics include shrinking resource reserves, environmental degradation, and the relative merits of various resource strategies. *Prerequisite:* GE101 or 102 or 207. Offered in 2007–08 and alternate years. A. Meuwissen

GE 211. CLIMATOLOGY 4

Introduction to the basic components of Earth's climate system: the atmosphere, ocean, cryosphere, lithosphere, and biosphere. The course investigates the basic physical processes that determine climate and the links among the components of the climate system, including the hydrologic and carbon cycles and their roles in climate, climate stability, and global change. Topics also include climate patterns and forecasting climate, as well as their applications and human impacts. Three hours of lecture, two hours of lab per week. (Fulfills natural sciences requirement.) K. Cartwright

GE 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 301. HYDROGEOLOGIC SYSTEMS 3

An advanced course on the physical processes of water transport and accumulation in surface and shallow subsurface environments, as well as environmental impacts on water quality. The first half of the course covers scientific principles of the hydrologic cycle, including precipitation, evapotranspiration, infiltration, groundwater flow, and surface runoff. The second half of the course examines the impacts of agriculture, urban development, and human population growth on both the quantity and quality of water in the hydrologic cycle. Throughout the course, scientific principles are illustrated by real-world case studies of water management issues. *Prerequisite:* GE101 or 207. K. Nichols

GE 304. GEOMORPHOLOGY 4

Analysis of the geologic and climatic factors that control the evolution of topography. Lab study is concentrated on the physical character of the United States and on the geologic configurations which determine landform distribution and therefore are the basis for physical subdivision. Two hours of lecture, three hours of lab a week. *Prerequisite:* GE101 or 207. Offered in 2006–07 and alternate years. K. Nichols

GE 309. FIELD TECHNIQUES 4

An advanced course in the techniques used for field mapping. The course concentrates on the instruments of mapping and how to use them, including pace and compass, altimeter, plane table and alidade, topographic map and air photo base. In addition there is the study of some basic subsurface geologic techniques such as structural contour maps, isopach maps, and well log analysis and correlation. Two hours of lecture, three hours of lab, and one hour of discussion per week. K. Nichols

GE 310. PALEOBIOLOGY 4

An advanced study of the morphology, taxonomy, and evolution of fossil organisms; the major events in the 3.6 billion-year history of Earth's biota; and the processes of fossil preservation/destruction. The ecology of fossil organisms, reconstruction of paleo-environments and paleocommunities, as well as the forcing mechanisms that perpetually alter Earth's marine and terrestrial environments are emphasized throughout. Laboratory and field work provide firsthand experience in the application of the fundamental concepts and principles of paleobiology to the observation, analysis, and interpretation of ancient life forms. Offered 2008–09 and alternate years. Three hours of lecture, three hours of lab per week. *Prerequisite:* GE102. R. Lindemann

GE 311. PALEOCLIMATOLOGY 3

An advanced course that examines the history of Earth's climate, the physical processes that influence it and their interaction, as well as controlling mechanisms. Emphasis is placed on biogeochemical cycles, atmospheric and oceanic chemistry and circulation patterns through time, the influences of volcanic aerosols and asteroid impacts on climate, icehouse and greenhouse cycles, and the climates of the Phanerozoic. *Prerequisite:* GE101 or 102 or 211 or permission of instructor. K. Cartwright

GE 316. STRATIGRAPHY 4

Study of lithologic and biologic units of sedimentary strata, their classification, correlation, and use in environmental and geographic reconstructions. Emphasis placed on the respective roles of organisms, geosynclines and tectonic events in the development of continents and sedimentary basins. *Prerequisite:* GE216. Three hours of lecture, three hours of lab per week. Offered 2007–08 and alternate years. R. Lindemann

GE 351. ADVANCED TOPICS IN GEOSCIENCES 3

Advanced topics in geology offered to either small groups of students or on an individual basis, allowing the student to study in depth areas of the science which are not offered on a regular basis. Specific topics will vary each time the course is taught and might include hydrology, glaciology, micropaleontology, or computer applications in geology. *Prerequisite:* permission of department. The Department

GE 371 INDEPENDENT STUDY 3

Advanced research in the geosciences, generated and designed by the student in consultation with and under the supervision of a member of the department. Although the ideal research project includes suitably balanced literature, field, laboratory, and interpretive components, the requirements of individual topics may dictate a focus on one or more of these aspects of conducting scientific research. Research results will include a written report submitted to the faculty supervisor and an oral presentation to the department. *Prerequisite:* departmental approval of a written research proposal. The Department

GE 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

GE 399. PROFESSIONAL INTERNSHIP IN GEOLOGY 3 or 6

Professional experience at an advanced subject level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experiences by working on specialized research projects with outside professional earth scientists. Must be taken S/U. The Department

Government

Chair of Department of Government: Katherine E. Graney

Professors: Aldo C. Vacs; Steven A. Hoffmann; Roy H. Ginsberg, *Joseph C. Palamountain Jr. Professor of Government*

Associate Professor: Beau Breslin, Timothy W. Burns, Katherine E. Graney, Ronald P. Seyb, Robert C. Turner

Assistant Professors: Natalie Taylor

Lecturer: *Christopher Whann

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

Our main goal is to help students think analytically and critically about political issues. We do this by developing students' knowledge of the four subdisciplines of political science, by cultivating in them the analytical skills they need to understand political issues, and by enhancing their abilities to assess critically political situations and problems from both empirical and normative perspectives.

In terms of knowledge, we aim to provide students with the historical and contemporary information they need to understand national and international political structures, behaviors, and ideas. In terms of analytical skills, we seek to offer students the methodological and technical training they require to read texts carefully; collect, analyze, and interpret data; and communicate their conclusions effectively and elegantly. In terms of critical abilities, we teach students to examine political issues and problems from both empirical and ethical viewpoints as a first step toward developing policy recommendations that can improve political participation, processes, and outcomes.

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

1. GO101 and 103
2. At least one course in each of the following four areas:
 - a) American Government: GO211, 222, 223, 224, 231, 251C, 252, 305, 311, 312, 313, 314, 316, 331, 332, 333, 334, 352, 353, 362, 367
 - b) Comparative Government: GO203, 209, 213, 225, 227, 239, 240, 241, 251A, 327, 328, 344, 355, 365
 - c) International Relations: GO201H, 219, 225, 228, 229, 251B, 301, 309, 319, 338, 339, 340, 356, 357, 366
 - d) Political Theory: GO236, 251D, 303, 304H, 308; GH323; GO351, 354
3. Three additional government courses

Note: To fulfill college maturity-level requirements, at least six credits of 300-level government course must be taken in the senior year.

INTERDEPARTMENTAL MAJORS: In conjunction with the relevant departments, the Government Department offers majors in political economy, government-history, government-philosophy, government-sociology, business-government, government-French, government-German, and government-Spanish. See *Interdepartmental Majors*. The department participates in the international affairs minor.

HONORS: To be recommended for honors in government, students must meet the college requirements of a GPA of 3.0 overall and 3.5 in the major. Students must also receive at least an A- on a senior thesis in government. Specific requirements for the senior thesis are established by the department. A senior thesis in government is also required for interdepartmental majors.

THE GOVERNMENT MINOR: The government minor consists of five courses with a minimum of eighteen credits to be determined in consultation with the department chair and the student's government-faculty advisor. At least two of these courses must be taken at the 300 level.

PI SIGMA ALPHA, Tau Gamma Chapter. Founded in 1920 as the national political science honor society, Pi Sigma Alpha receives into membership students of political science and related disciplines who attain high standards of scholarship and academic distinction. Eligibility requirements include: at least six government and/or government-history (GH) courses; a combined 3.5 GPA from all of these courses; and a 3.25 cumulative GPA.

- GO 101. INTRODUCTION TO AMERICAN GOVERNMENT** 3
An analysis of United States national government with emphasis on constitutionalism, the presidency, Congress, and the judiciary. Reference will also be made to the impact of political parties and pressure groups on the contemporary political system. (Fulfills social sciences requirement.)
R. Turner, B. Breslin, R. Seyb, N. Taylor
- GO 103. CRITICAL ISSUES IN WORLD POLITICS** 3
An introduction to critical issues in comparative government, international relations, and political theory. Three broad issues will be featured: dictators and democrats, individuals and communities, and war and peace. The course covers the workings of dictatorships, parliamentary and presidential democracies, and such major political ideologies as liberalism, socialism, conservatism, and those of the "radical right." The course deals with such international relations topics as collective security, conflict management, the Cuban missile crisis, and Vietnam. (Fulfills social sciences requirement.)
T. Burns, S. Hoffmann, R. Ginsberg, A. Vacs, K. Graney
- GO 201H. PRINCIPLES OF INTERNATIONAL POLITICS** 4
A survey of the patterns of relations among nation-states from the Congress of Vienna to the 1960s. The course will introduce key concepts and frameworks to explain international politics, and identify major factors that cause and prevent war. *Prerequisite:* GO103 or permission of instructor.
R. Ginsberg
- GO 203. COMPARATIVE POLITICS OF WESTERN EUROPE** 3
An introduction to the basic concepts of comparative politics with a focus on the European Union, France, Germany, and the United Kingdom. *Prerequisite:* GO101 or 103 or permission of instructor.
R. Ginsberg
- GO 209. THE LATIN AMERICAN PUZZLE** 4
A comprehensive analysis of Latin American political, social, and economic processes and institutions from a multidisciplinary perspective. The course examines Latin America's political development, ethnic problems, gender roles, and economic strategies as well as the changing role of institutions such as the state, socioeconomic organizations, the church, and the military. It considers how Latin American societies changed after independence while noting those political, social, and economic aspects that remain unchanged. The objective of the course is to provide a critical examination of the evolution and transformation of Latin America while offering the analytical elements necessary to interpret similar processes in other geographical areas and historical periods.
A. Vacs
- GO 211. COURTS, POLITICS, AND JUDICIAL PROCESS IN THE UNITED STATES** 3
A survey of the role of courts in contemporary American politics and society. Students will explore the organization and functions of state and federal courts and their relation to other political institutions and to society generally. Topics will include the decision-making processes of judges, attorneys and litigants in various judicial settings, the role and impact of courts as policy-makers, the selection and recruitment of judicial personnel, access to judicial power, courts and the media, and contemporary trends in litigation.
B. Breslin
- GO 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 219. POLITICAL ECONOMY OF EUROPEAN INTEGRATION** 3
An introductory survey of how economics, history, law, and politics together help explain the growth and development of the European Union over time. The course focuses on common institutions and decision-making, internal and external policies, issues of national and European identities, and place of Europe in the wider world.
R. Ginsberg
- GO 222. STATE AND LOCAL GOVERNMENT** 4
The study of state and local government, politics, and policies within the United States federal system. Emphasis on connections between government structure, politics, and the economy, with special attention to questions of public policy.
R. Turner
- GO 223. CURRENT ISSUES IN PUBLIC POLICY** 4
An analysis of the public policy process through an examination of several current policy issues. The course will begin with a study of the fundamentals of policy formation, and will then investigate specific policy issues. Issues may include AIDS, drugs, affirmative action, and welfare. Students will participate in a mock legislative session. *Prerequisite:* GO101 or permission of instructor.
N. Taylor
- GO 224. AMERICAN INDIAN POLITICS AND POLICY** 3
Examines contemporary American Indian politics and policy. The course will begin with a brief overview of colonial Indian policy and early United States Indian policy, and will then investigate such topics as sovereignty, treaty rights, taxation, land claims, and gaming. Students will produce a video.
The Department
- GO 225. MILITARY AND POLITICAL LESSONS FROM WORLD WAR II** 4
A selective study of the crucial events of the twentieth century aimed at finding appropriate lessons for people who will live in the twenty-first century. Topics include: importance of incorporating technological advances into military doctrine, how "blitzkrieg" offensives work and how to defeat them, and advances in aerial and undersea warfare from 1939 to the present day. Interprets World War II as what military planners now call a "Revolution in Military Affairs," shows how that RMA still governs strategy and tactics today, and how the next RMA is already visible on the horizon. *Prerequisite:* One of the following: GO101, 103, 201, HI105, 106, 122, SO101, or permission of instructor.
S. Hoffmann
- GO 227. RUSSIA: A CENTURY OF CHANGE** 3
A comparison of traditional Russian society with Soviet society after 1917. The course will focus first on the political, economic, and social characteristics of the authoritarian tsarist empire. Then we will turn to the revolutionary changes initiated by Lenin, the terror of Stalin, the reforms of Khrushchev, and the stagnation under Brezhnev. Three areas of change will be examined in detail: political structures and participation; economic organization and equality; gender roles, both public and private. Readings will include novels, memoirs, and press translations.
K. Graney
- GO 228. UNITED STATES FOREIGN POLICY IN A CHANGING WORLD** 4
This course examines the development and current features of American foreign policy focusing on the international challenges and opportunities faced by the United States after the end of the Cold War. It analyzes some of the major patterns of United States foreign policy, reviews some important interpretations and methodological approaches to the study of United States foreign policy, discusses the ideological components of these policies, examines the foreign policy actors and the decision making process in which they participate, and evaluates the changing objectives and circumstances shaping recent American international initiatives. Special attention will be devoted to the impact of the end of the Cold War and the rise of interdependence and globalization on recent United States economic, strategic, and environmental foreign policies as well as in the formulation of specific approaches to different regions of the world. *Prerequisite:* GO103 or permission of instructor.
R. Ginsberg, A. Vacs
- GO 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 231. ENVIRONMENTAL POLITICS AND POLICY** 4
An exploration of how political, economic, and social interests contend for influence and exert power in the realm of environmental policy. We look at the ways in which local, regional, national, and international governmental institutions, nongovernmental organizations and interests groups, and the public interact in defining environmental problems, and formulating and implementing solutions. The course uses case studies on timely environmental issues ranging from cleaning up toxic waste pollution to protecting endangered species to understanding the clashes between science and politics at local, state, federal, and international levels. *Prerequisite:* GO101, ES100, or permission of instructor.
R. Turner
- GO 236. AMERICAN POLITICAL THOUGHT** 4
An examination of the writings of selected thinkers in the American political tradition. The course will place particular emphasis on the thought of the framers and on the response of succeeding political leaders and thinkers to the framers' principles. *Prerequisite:* GO101 or 103, or permission of instructor.
T. Burns, N. Taylor

- GO 239. NATIONALISM AND POLITICS IN THE MIDDLE EAST** 4
Introduction to the basic problems and trends of the major "confrontation" and oil states of the Middle East, including leadership, instability, modernization, nationalism, and war. Covers Egypt, Israel, Syria, Jordan, Lebanon, Saudi Arabia, Libya, Turkey, and the Palestinians. In-depth coverage of the Arab-Israeli conflict. *Prerequisite:* GO103 or permission of instructor. (Designated a non-Western culture course.)
S. Hoffmann
- GO 240. POLITICAL MODERNIZATION: THE CASE OF INDIA** 3
A study of problems inherent in modernizing political systems, as exemplified by the development of mass politics in India, the relationship of political to economic development in this major "third world" nation, and the rise of Indian nationalism under the nonviolent concepts of Mahatma Gandhi. The course provides background necessary for a sound understanding of India's movement to independence as a modern nation-state. (Designated a non-Western culture course.)
S. Hoffmann
- GO 241. ETHNIC CONFLICT AND THE GLOBAL SYSTEM** 4
An exploration of the major approaches to the study and understanding of ethnic conflict and nationalism. Students examine sociobiological and psychological "primordialist" theories, realist and instrumentalist approaches, and normative/ideational explanations. These theoretical approaches will be illustrated through case studies, which may include: "troubles" in Northern Ireland; sovereignty movements in Quebec and Chechnya; ethnic violence in Indonesia, Nigeria, and the former Soviet bloc; indigenous people's movements in Mexico; separatism, racism, and anti-immigrant violence in Europe; or others. *Prerequisite:* GO103 or permission of instructor. (Fulfills social sciences requirement.)
K. Graney
- GO 251. TOPICS IN POLITICAL SCIENCE** 3
Typically organized courses focused on selected problems, areas, and issues of special interest in political science at the intermediate level. Topics vary from year to year, depending upon specialization and research interests of the instructor. Students may take the course more than once, with the approval of the department, if the topic is different each time. *Prerequisite:* for A, B, and D, GO103 or permission of instructor; for C, GO101 or permission of instructor.
- A. Comparative Politics
B. International Relations
C. American Politics
D. Political Theory
- GO 252. THE PSYCHOLOGY OF POLITICS** 3
An examination of how citizens' and public officials' attitudes, values, beliefs, experiences, and cognitive capacities shape political behavior and influence the actions of American political institutions. Topics include political socialization, political personality, attitude formation and change, and political decision-making. *Prerequisite:* GO101 or permission of instructor.
R. Seyb
- GO 299. PROFESSIONAL INTERNSHIP IN GOVERNMENT** 3
Internship in government, political, or legal offices for students with appropriate academic preparation. The intern is required to produce a substantial research paper related to the area of the internship, on a topic approved by the faculty sponsor and the on-site supervisor. *Prerequisite:* GO101 or 103 (depending on the area of the internship) and one other government course in the area of the internship (American, comparative, or international).
- GO 301. CONTEMPORARY INTERNATIONAL POLITICS AND LAW** 4
An analysis of changes in international politics and law from the Cold War to the present. Topics include regional conflict; multilateral peacekeeping; proliferation of weapons of mass destruction; international law; human rights; and the structure, function, and role of international organizations and nongovernmental organizations. Students actively engage in global problem-solving exercises utilizing theoretical concepts, case studies, policy briefs, and policy debates. This course may be taken in conjunction with participation in Model United Nations, Model European Union, or other intercollegiate simulations. *Prerequisite:* GO103 or permission of instructor.
R. Ginsberg
- GO 303. CLASSICAL POLITICAL THOUGHT** 4
Political thought of Plato and Aristotle. This course will treat the character of the political thought that Socrates initiated. Consideration will be given to the reasons for the original tension between wisdom and politics and to the manner in which theory can inform practice. Selected Greek comedies and tragedies, as well as Roman and medieval political thought may also be considered.
T. Burns
- GO 304H. MODERN POLITICAL THOUGHT** 4
Political thought of the Renaissance to that of the late nineteenth century. Selected thinkers include Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Hegel, Marx, and Nietzsche. Particular emphasis will be placed on the aspirations of liberalism and the criticism these aspirations inspired.
T. Burns
- GO 305. INTEREST GROUPS AND PUBLIC POLICY** 3
An examination of political theories and contemporary practices of interest groups in the making of public policy in the United States. The course includes a review of theoretical approaches to interest groups, models of policy-making, a survey of groups active in selected policy areas, and techniques of influence. *Prerequisite:* GO101 or permission of instructor.
R. Turner
- GO 308. CONTEMPORARY POLITICAL THOUGHT** 4
Political thought of the twentieth century. Primary attention will be given to the influence of Nietzsche as reflected in existentialism, post-modernism, and post-modern feminism. Additional topics might include the influence of Freudianism on political thought, the debate between Rawls and Nozick on social justice, and the claims of communitarianism. Recommended preparation: GO303 or 304.
T. Burns
- GO 309. LATIN AMERICA AND THE UNITED STATES** 3
An examination of the relations between Latin America and the United States, including their political, strategic, and economic aspects. The course reviews some of the major theoretical interpretations of these relations and analyzes some crucial historical events and developments before focusing on crucial contemporary topics including collective security, revolutionary change, imperialism and nationalism, economic issues, human rights and democracy, drug traffic, and migration. *Prerequisite:* GO103 or permission of instructor.
A. Vacs
- GO 311. CONSTITUTIONAL LAW** 4
A survey of the American constitutional system emphasizing sources and uses of governmental power, the political role of the Supreme Court, the Court's jurisdiction, and the allocation of powers between the federal government and the states.
B. Breslin
- GO 312. CONTEMPORARY CONSTITUTIONAL PROBLEMS** 3
An examination of selected constitutional issues, including the proper role of the Supreme Court in our political system. The course covers theories of judicial review, as well as many of the complexities of modern civil rights and civil liberties. *Prerequisite:* permission of instructor.
B. Breslin
- GO 313. POLITICS OF CONTEMPORARY UNITED STATES SOCIAL MOVEMENTS** 4
A study of the civil rights, black nationalist, black power, black liberation, American Indian, women's, and queer movements in the United States. The course will look at the history of the emergence of these movements and the impact these movements have had on public policy and social change. Particular consideration will be given to movement ideology. Students will prepare a research design and a final paper. Open to sophomores, juniors, and seniors.
N. Taylor
- GO 314. CIVIL LIBERTIES** 4
An analysis of recent Supreme Court decisions interpreting our civil liberties, civil rights, guarantee of due process of law, and equal protection of the laws.
B. Breslin
- GO 316. PUBLIC ADMINISTRATION** 4
An examination of the administration of public policy in the United States, with attention to government organization, budgeting, personnel, procurement, regulation, due process, intergovernmental relations, and reform. Students will select one federal agency or program for study in depth. *Prerequisite:* GO101 or permission of instructor.
R. Turner
- GO 319. WHAT THE UNITED STATES DOES WRONG IN THE WORLD: VIEWS FROM INDIA AND ANSWERS FROM WASHINGTON** 4
Outside the United States, and outside Western Europe, the role of the United States in the world is often called "dominant," "hegemonic," "discriminatory," and even "trigger-happy." One source for this critique is India, a democracy now seeking great power status in the world. Many informed Indian strategic thinkers believe that the United States will block the rise of new great powers by such means as preventing the international movement of high technology. Is there substance to these changes? Can the United States government make a persuasive reply? These are the central issues of the course. *Prerequisite:* GO103 or permission of instructor.
S. Hoffmann

GH 323. DISSIDENT POLITICAL THOUGHT 4

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

GO 327. POLITICS IN RUSSIA AND THE SOVIET SUCCESSOR STATES 4

An analysis of politics in Russia and in the post-communist republics of the former Soviet Union. After analyzing the disintegration of the U.S.S.R. under Gorbachev, the course will focus on the attempts since 1991 to create democratic political systems. Special attention will be paid to elections, constitutions, political party formation, parliaments, leadership strategies, and nationalism. *Prerequisite:* GO103 or permission of instructor. K. Graney

GO 328. NATIONALISM, COMMUNISM, AND DEMOCRACY: POLITICS IN EAST EUROPE 4

East European politics from 1918 to the present. The course analyzes democracy and fascism before World War II, the rise and fall of communism, and the rebirth of democracy and nationalism after 1989. Major topics include modernization and political development, nationalism and political culture, one-party dictatorships, and multiparty presidential and parliamentary democracies. *Prerequisite:* GO103 or permission of instructor. K. Graney

GO 331. STATE AND LOCAL ECONOMIC DEVELOPMENT POLICY 4

An introduction to the concepts, ideas, and strategies employed in the pursuit of state and local economic development. We will survey and critically review the range of strategies commonly used to improve the economic prospects of neighborhoods, cities, and regions, including luring corporations with tax breaks, emulating Silicon Valley, promoting high technology, building sports stadiums and prisons, and community development. This course will rely heavily on interviews of policymakers and analysis of state policies and problems to help students appreciate the importance and complexity of economic development policy. A background in economics is not required. *Prerequisite:* GO101 or permission of instructor. R. Turner

GO 332. THE AMERICAN 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 333. AMERICAN POLITICAL RESEARCH 4

A senior seminar in which each student will conduct individualized research into a topic or question in contemporary American politics. Each student will prepare a research design, class progress reports, and a final paper. Special attention will be given to primary sources, such as government documents, and to computer-based research techniques and resources, such as Internet and data bases. *Prerequisite:* Senior government major status, or permission of the instructor. R. Turner

GO 334. THE UNITED STATES PRESIDENCY 4

An analysis of the Presidential role in United States politics. The course will examine the expansion of the constitutional and political powers of the President in the light of contemporary politics. *Prerequisite:* GO101 or permission of instructor. R. Seyb

GO 338. INTERNATIONAL DIPLOMATIC NEGOTIATIONS 4

An exploration of the techniques and practice of diplomatic negotiations as a peaceful way of resolving international disputes. The course addresses a variety of international negotiating problems (political, strategic, environmental, and economic) that involve different kinds of actors (great, intermediate, and small powers; intergovernmental and nongovernmental organizations; and private groups) from various parts of the world in diverse settings (global, regional, and local). Theoretical materials and case studies are used to gain insight into the issues and questions involved in diplomatic negotiations. *Prerequisite:* GO103 or 201 or permission of instructor. A. Vacs

GO 339. INTERNATIONAL POLITICAL ECONOMY AND THE ENVIRONMENT 4

Explores changes in international politics that lend more weight to economic and environmental issues and analyzes the responses to those changes of developed and developing countries and regional, international, and nongovernmental organizations. Students examine different theoretical perspectives on international political economy issues, engage in problem-solving exercises, and conduct a major research paper or prepare for participation in Model United Nations, Model European Union, or other simulation exercises. *Prerequisite:* GO103 or permission of instructor. R. Ginsberg, A. Vacs

GO 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

GO 344. COMPARATIVE POLITICS AND CULTURE: INDIA AND JAPAN 4

A comparison of the political systems of the two major Asian democracies, India and Japan, with an emphasis on the role of culture in explaining political behavior and economic development. Special attention is paid to the problems being experienced by the Indian and Japanese versions of parliamentary democracy, and to the economic policies favored by the two governments. *Prerequisite:* GO103 or permission of instructor. (Designated a non-Western culture course.) S. Hoffmann

GO 351. TOPICS IN POLITICAL THOUGHT 3, 4

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

GO 352. WOMEN AND THE LAW 4

The rights of women under constitutional and statute law in the United States. Examines changing patterns in the legal status of women, legal protection against public and private discrimination, and the effectiveness of law as an instrument of social change. Students will participate in a moot court. *Prerequisite:* GO101 or permission of instructor. The Department

GO 353. SEX AND POWER 4

Examines changing patterns in the regulation of sex, sexuality, and representations of sex and sexuality under constitutional and statute law in the United States. Attention will be focused on how these regulations support or challenge power relationships. Students will participate in a moot court. *Prerequisite:* GO101 or permission of instructor. The Department

GO 354. FEMINIST POLITICAL THOUGHT 3

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

GO 355. AFRICAN POLITICS 4

An analysis of states and societies of Africa during the colonial and independent periods. Topics to be covered include: the effect of colonialism on state structures, social groupings, and ethnic identities; regime types and domestic politics; pressures to populate regions that are not easily habitable; the effects of disease, starvation, and natural disaster on the continent's demographics; and public policies to master water and land. *Prerequisite:* GO103 or permission of instructor. (Designated a non-Western culture course.) C. Whann

GO 356. AFRICA IN INTERNATIONAL AFFAIRS 4

Africans and outsiders with interests in Africa have been concerned with matters of land, water, plants, and other natural resources. State and nonstate actors have sought to manage, control, or extract them for economic gain or use them as weapons of political control. Topics to be covered in this course include the political economy of conflict; human and environmental control; African cash crop production, mining, and oil drilling; the politics of famine and drought; and regional and international control of water. These topics will be analyzed in the context of theories of international relations and foreign policy making. *Prerequisite:* GO103, IA101 or consent of instructor. (Designated a non-Western culture course.) C. Whann

GO 357. SEXING GLOBAL POLITICS: GENDER AND INTERNATIONAL RELATIONS 4

An exploration of how the theory and practice of international relations is gendered. Students examine how the fundamental international relations concepts of security and defense are defined in gendered ways, and how the practice of diplomacy, war-making, and international economic development are gendered. Special focus on the environmental impacts of international relations' gendered past and present, and how women's and environmental organizations work together to challenge traditional patterns of global governance. *Prerequisite:* GO103 or permission of the instructor. K. Graney

GO 358. CARIBBEAN POLITICS 4

An advanced course investigating political structures and processes in the Caribbean region. Explores the impact of domestic and international factors on political institutions and civil society in the small countries of the region. Themes addressed in the course include culture, ethnicity, crops and other resources, migration and tourism, colonialism and international intervention, drug smuggling and money laundering. The course also examines how climate and weather shape politics and political economy. *Prerequisite:* IA101 or GO103. C. Whann

GO 362. POLITICS OF THE CONGRESS 4

A seminar devoted to the examination of the congressional system through research, class discussion, and written work. *Prerequisite:* GO101 or permission of instructor. R. Seyb

GO 365. TOPICS IN COMPARATIVE POLITICS 4

Selected issues, regions, and research in comparative politics. Topics will vary from year to year, depending upon specialization and research interests of the instructor. Possible topics: post-authoritarian transitions in Eastern Europe; party politics in Israel. Students may take the course more than once, with the approval of the department, if the topic is different each time. *Prerequisite:* GO103 or permission of the instructor. The Department

GO 366. TOPICS IN INTERNATIONAL RELATIONS 4

Selected issues, regions, and research in international relations. Topics will vary from year to year, depending upon specialization and research interests of the instructor. Possible topics: Commonwealth of Independent States (former Soviet Union), conflict and compromise; United States and Japan, allies in collision. Students may take the course more than once, with the approval of the department, if the topic is different each time. *Prerequisite:* GO103 or permission of the instructor. The Department

GO 367. TOPICS IN AMERICAN POLITICS 4

Selected issues, periods, and research in American politics. Topics will vary from year to year, depending upon the specialization and research interests of the instructor. Possible topics include: urban government, politics of AIDS, political role of the labor movement, etc. Students may take the course more than once, with the approval of the department, if the topic is different each time. *Prerequisite:* GO101 or permission of the instructor. The Department

GO 371. INDEPENDENT STUDY 3

An opportunity for qualified majors to do special studies in the field of political science beyond or outside of the regular departmental offerings. The student's study program is supervised by a member of the department. Written work and regular periodic discussion meetings are required. The Department

GO 374. SENIOR THESIS PREP 3

Independent research under the direction of a member of the department, undertaken in the fall of the senior year by students writing a senior thesis. Students should consult department guidelines regarding the senior thesis, which specify the expectations for this course. Permission of instructor required.

The Department

GO 375. SENIOR THESIS 4

Optional for government majors. Particularly recommended for majors wishing to develop a problem or theme in depth and for those working toward professional careers or in preparing for graduate work. The student's work is supervised by a member of the department. Individual and, if appropriate, group conferences will be held during the term. Written work and regular periodic discussion meetings are required. Proposals for the senior thesis must be prepared in consultation with a government faculty thesis-sponsor, approved by the sponsor and the student's advisor, and submitted to the chair for approval during the semester preceding the one in which the student wishes to work on the thesis. Application deadlines precede registration periods; see the department calendar for specific dates. The Department

GO 399. PROFESSIONAL INTERNSHIP IN GOVERNMENT 3, 6, or 9

Internship experience at an advanced level in government, political, or legal offices for students with substantial academic preparation. The intern must produce a major research paper related to the area of the internship, on a topic approved by the faculty sponsor and the on-site supervisor. *Prerequisite:* GO101 (if internship is in the area of national politics or a legal office), or GO103 (if internship is in the area of comparative or international politics), and at least two advanced courses in the appropriate field for the internship.

Higher Education Opportunity Program/ Academic Opportunity Program

Director: Monica D. Minor

Associate Director: Lewis Rosengarten

The Higher Education Opportunity Program (HEOP) recruits and admits talented and motivated students from New York State who otherwise, owing to academic and financial circumstances, would be unable to attend Skidmore College.

The Academic Opportunity Program (AOP) recruits and admits students who are HEOP-like in their academic and economic profiles, yet are not eligible for support from the program because they reside in states other than New York or have income levels slightly above the HEOP economic eligibility guidelines.

Holistic in the approach to student development, both programs provide academic, financial, and counseling services, beginning with a required, prefreshman, on-campus summer program. The Summer Academic Institute strengthens students' academic and study skills and prepares them for an academically and personally successful college experience.

SUMMER COURSES

HE 100. ACADEMIC WRITING 3

A course designed for HEOP/AOP students that includes work on grammar, sentence structure, paragraph development, and ESL concerns. It will introduce interpretation and documentation of academic texts from a variety of disciplines. Students will move from short papers and revisions to a final analytical five-page paper.

MA 100. QUANTITATIVE REASONING 3

Study of practical arithmetic and geometry, data gathering and analysis, introductory probability and statistics, size and bias in sampling, hypothesis testing, confidence intervals and their use in statistical analysis, linear relationships, interpolation and extrapolation, correlation, linear and exponential growth with practical applications. This course is primarily intended to fulfill the first part of the quantitative reasoning requirement.

HPB. BASIC MATHEMATICS

This course addresses quantitative skills such as: number relations, computations, percents, word problems, statistics, and the interpretations of graphs. It is intended to prepare students for MA100.

HPC. LANGUAGE SKILLS

This is a remedial course that includes both basic grammatical skills and the writing of one- and two-page essays. The instructor reviews sentence structure, usage, some ESL techniques, and paragraph development. The student progresses to longer essays and the creation of a portfolio of his/her best work.

HPE. PERSONAL DEVELOPMENT AND EXPLORATION WORKSHOP

This course uses a discussion/seminar format to discuss a variety of topics related to the college experience. Using a problem-solving paradigm, students will explore the challenges inherent in making the transition from high school to college.

HPG. PRE-SCRIBNER SEMINAR/STUDY SKILLS WORKSHOP

This course follows the format of the Human Dilemmas section of SSP100 Scribner Seminar. Students are introduced to a variety of classroom settings, including lectures, guest lectures, discussion meetings, and performances. The study skills component of this course uses the content of the pre-Scribner Seminar readings and discussions to help students improve reading comprehension, time-management, note-taking, analytical, and library skills.

ACADEMIC YEAR COURSES

HE 100. ACADEMIC WRITING 3

A course designed for HEOP students that includes work on grammar, sentence structure, paragraph development, and ESL concerns. It will introduce interpretation and documentation of academic texts from a variety of disciplines. Students will move from short papers and revisions to a final analytical five-page paper.

HPF. STUDY SKILLS

This course is offered to first-year students as a continuation of the study skills workshop offered during the summer program. The focus of this course remains the development of time-management, note-taking, test-taking, and reading-comprehension skills; however, the content of the course will be based upon first-semester courses.

History

Chair of the Department of History: Jennifer Delton

Visiting Professor: Stephen Berk

Visiting Mellon Scholar in History: Robert Wells

Associate Professors: Jennifer Delton, Jordana Dym, Matthew D. Hockenos, Margaret J. Pearson

Assistant Professors: Erica Bastress-Dukehart, Tillman Nechtman

Visiting Assistant Professor: Colin McCoy

Lecturer: Hyrum Lewis

Visiting Writer-in-Residence: Darryl Pinckney

“An unexamined life is not worth living.”
—Socrates

History is a way by which men and women come to understand who they are as human beings. It is the mission of the History Department to impart to students a solid knowledge of the past and to develop in them the ways of thinking they will need to make sense of broad patterns of change in different civilizations and cultures. The History Department prepares students to think critically about the world they live in and their place in it. We want them to pick up a newspaper and have some context for understanding the importance of the stories therein. We want them to make decisions in their careers and lives with an understanding of the moral and political issues that are at stake in those decisions. We believe that this is not merely a function of exercising a skill called “critical thinking,” but that it comes from, and actually requires, a specific knowledge of the past that has led to the events they are reading about and the moral and political quandaries they face. Thus the history department considers its main duty to be to give students the “historical literacy” they need in order to think critically about the world in which they live.

The Skidmore History Department expects its students to acquire a broad knowledge of the past and to be able to work in depth in areas and at topics of an individual’s particular interest. Students should develop the capacity to identify major historical problems, interpret varying bodies of knowledge, deal critically with a range of historical sources and present their ideas in a clear, vigorous, and graceful form. Courses offered by the department explore the pasts of the United States, England, Europe, Asia, and Latin America, and range from the ancient world to the present. History students are encouraged to develop areas of interest in related disciplines and programs such as international relations, American and Asian studies, government, and philosophy as well as to study abroad.

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

History courses that ordinarily carry three credit hours may carry four credit hours when they have a fourth contact hour of class or when they qualify as enhanced courses without a required fourth contact hour of class, developing particular student skills and offering a distinctive approach to learning. Enhanced courses are so designated in the master schedule and follow one of the following models:

Research in History (designated HI XXX (R)): Students develop research questions and hone research skills by identifying and assessing primary and/or secondary sources (including scholarly literature), preparing interim analyses (such as thesis statements, bibliographies, drafts), and making written or oral presentations on final research findings.

Writing History (designated HI XXX (W)): Students spend additional time drafting, revising, and critiquing to hone their skills at argumentation and analysis within appropriate historical context. They attend not only to content but also to style and voice in their critical papers.

Critical Perspectives (designated HI XXX (C)): Students study films, listen to public lectures, and read novels, and/or make field trips to enrich their understanding of history, and submit critical reports on what they have learned in written or oral presentations.

In cooperation with the advisor, a student majoring in history should construct a program to include a broad knowledge of history in general, as well as specific knowledge of one area of history in greater depth. The program should include a variety of approaches to the study of history and should demonstrate the ability to work at different levels.

INTERDEPARTMENTAL MAJORS: In conjunction with the relevant departments, the History Department offers majors in government-history and history-philosophy. See *Interdepartmental Majors*. Other interdepartmental majors can be arranged. The department participates in the Asian studies major and minor, the environmental studies major and minor, the international affairs major and minor, the Latin American studies minor, and the law and society minor.

THE HISTORY MINOR: A minor in history consists of twenty credits in history including nine credits at the 300 level.

Credits toward the major: Courses successfully completed through Advanced Placement, courses completed at other accredited institutions, and course credit received in programs abroad may, with the permission of the chair, be counted toward history requirements. Of the work submitted for the major, interdepartmental majors, and the minor, the department requires that at least half be credits taught in the Skidmore History Department and listed in the Skidmore catalog.

The department will treat six credits of Advanced Placement in either American or European history accepted by Skidmore College as equivalent to four credits toward the major or minor in history or to the history component of the Government/History and History/Philosophy interdepartmental majors.

HONORS IN HISTORY: To graduate with departmental honors in history, the major must meet college requirements for honors (see *Graduation Honors*). In addition, the student must receive at least an A- on his or her History Colloquium paper.

PHI ALPHA THETA: Alpha Delta Tau Chapter. Founded in 1921, Phi Alpha Theta is an international history honor society and a professional society for students and historians. Phi Alpha Theta recognizes academic excellence in the study of history. Eligibility requirements include: completion of a minimum of four courses in history; a 3.4 cumulative GPA in history; and a 3.2 cumulative GPA or better overall, and placement in the top 35 percent of the class.

First-year students are welcome in all courses numbered 103 through 247.

HI 103. MEDIEVAL EUROPE 3
The formation of Europe: from the breakdown of Roman political authority in the West in the fourth century to the rise of national states and their conflicts in the fourteenth. (Fulfills social sciences requirement.)
E. Bastress-Dukehart

HI 104. EARLY MODERN EUROPEAN HISTORY 3
The evolution of modern European politics, society, and thought: from the Renaissance and Reformation to the French Revolution. (Fulfills social sciences requirement.)
E. Bastress-Dukehart

HI 105. NINETEENTH-CENTURY EUROPE: IDEOLOGY AND REVOLUTION 3
An intensive examination of the revolutions in economics, politics, and society in Europe from 1789 to 1914. Emphasis on the French and industrial revolutions; the rise in nationalism, liberalism, socialism, imperialism, and the women's movement; international rivalry and diplomacy culminating in World War I. (Fulfills social sciences requirement.) M. Hockenos

HI 106. TWENTIETH-CENTURY EUROPE: AGE OF CONFLICT 3
An intensive examination of the political, economic, social, and cultural history of Europe from World War I. Emphasis on world wars, fascism, Nazism, communism, the Holocaust, new nations and nationalism, the Cold War, and the collapse of Soviet communism. (Fulfills social sciences requirement.) M. Hockenos

HI 107. WRITING ABOUT HISTORY 3
A brief study of a number of significant issues in history. Students will be introduced to the discipline of history and will have an opportunity to develop and improve writing skills. (Fulfills social sciences requirement.)
The Department

HI 108. COLONIAL LATIN AMERICA 3
Explores Latin America society from initial encounters between Europeans and Native Americans to early-nineteenth-century wars of independence. Focuses on interactions among native American, African, and European peoples and institutions. Topics include conquest and colonization; church, crown, and commoner; labor and environment; class and caste; women; and commerce in principal Spanish districts (Peru, Central America, and Mexico), Portuguese Brazil, and French Saint Domingue (Haiti). (Fulfills social sciences requirement; designated as a Cultural Diversity course.)
J. Dym

HI 109. CONTEMPORARY LATIN AMERICA 3
Introduces the economic, political, social, and intellectual history of nineteenth- and twentieth-century Latin America. The course material is organized both thematically and chronologically, focusing on a series of topics that are key to understanding the emergence of the former colonies of Spain, Portugal, France, and England into a group of distinct nation-states. Topics include legacies of empire, political participation, and national identity in multicultural contexts, as well as dictatorship and democratization. (Fulfills social sciences requirement; designated as a Cultural Diversity course.)
J. Dym

HI 110. THE BRITISH EMPIRE: AN INTRODUCTION 3
An introductory survey of the British Empire from its earliest beginnings in the sixteenth century through decolonization in the post-World War II era. Focuses on the political, economic, cultural, and ecological causes and consequences of British overseas expansion. Topics include the ecological and biological impact of British imperialism; Elizabethan commercial expansion; the plantings of Ireland; early settlements in the New World and the impact on indigenous peoples; the trans-Atlantic slave trade and the plantation system in the Caribbean; the American Revolution and the end of the first British Empire; the ideologies of the British Raj in India; the "New Imperialism" of the late nineteenth century and the "scramble for Africa"; the transfer of technology and culture; decolonization; and the contemporary legacy of empire. (Fulfills cultural diversity and social sciences requirements.)
T. Nechtman

HI 121. AMERICAN HISTORY TO THE CIVIL WAR 3
An exploration of major issues and problems of the American past: the colonial experience to the Civil War. (Fulfills social sciences requirement.) J. Delton

HI 122. AMERICAN HISTORY SINCE THE CIVIL WAR 3
An exploration of major issues and problems of the American past: from the Civil War to the present. (Fulfills social sciences requirement.) J. Delton

HI 142. INTRODUCTION TO MODERN CHINA 3
An introductory survey of the major political, economic, and social developments in China, from the foundation of the last imperial dynasty in 1644 to the present. Emphasis is on the major stages of the revolution, from the Opium War to the present. (Designated a non-Western culture course; fulfills social sciences requirement.) M. Pearson

HI 201. GREEK HISTORY 3
A study of Greece from the Mycenaean age to the Trojan War to Alexander the Great. The course focuses on the heroic age, the development of the city-state, the origins of democracy, the nature of imperialism, intellectual and cultural achievements, economic conditions, and family life. Special emphasis is given to the study of the ancient sources: literary, historiographic, archaeological, and numismatic. (Fulfills social sciences requirement.)
M. Arnush

HI 202. ROMAN HISTORY 3
A study of Rome from its foundation by Romulus to the principate of Justinian and the end of antiquity. The course focuses on the Etruscan world, the rise of Rome in Italy, the impact of Hellenism, social and political institutions in the Republic, imperialism under Augustus, the evolution of Roman culture and the spread of Christianity. Special emphasis is given to the study of the ancient sources: literary, historiographic, archaeological, and numismatic. (Fulfills social sciences requirement.)
M. Arnush

HI 210. THE FOUR KINGDOMS 3
What does it mean to be English, Scottish, Irish or Welsh? This course explores the interactive histories of England, Scotland, Ireland and Wales, and investigates each of the four kingdoms as categories of geo-political meaning and imagined communities of individuals, seeking to understand the place that each played in the history of the geographic space we now call "the British Isles." In confronting the disparities between the myth, legend and history in all of the four kingdoms, and the relationships forged between them, students in the course challenge the boundaries of historical inquiry marking "domestic" history as something apart from "imperial" history and seek ultimately to define what being "British" means to those living in each of the four kingdoms.
T. Nechtman

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

HI 217. TOPICS IN HISTORY 3
Topically 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 223. AMERICA AND THE WORLD: A HISTORY OF AMERICAN FOREIGN POLICY** 3
An examination of the development of the United States from its peripheral position in world affairs to its role as an international superpower. What has motivated American foreign policy? What has defined America's international and national interests? Can we discern a continuity to American foreign policy over time, or is it defined by contingency and reaction? How have Americans defined themselves through their foreign policy? How has American foreign policy betrayed American ideals? How has it fulfilled those ideals? How has September 11 changed our views of America's role in the world? (Fulfills social sciences requirement.) J. Delton
- HI 224H. THE ENLIGHTENMENT** 4
Studies the most important interactions to take place within and among society, politics, and culture that characterized this intellectual and cultural transformation. Influenced by revolutionary advancements in science and medicine, inflamed by seditious political treatises, and distrustful of Catholic reforms, eighteenth-century enlightened thinkers sparked the emergence of a new political and literary culture. Ultimately, the intellectual advancements that excited Europe's philosophers helped shape the ideological foundations of the American and French Revolutions. (Fulfills humanities requirement.) E. Bastress-Dukehart
- 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
- CC 226. GREEK AND ROMAN HISTORIANS** 3
Readings in translation of the great chroniclers of history from the Greek and Roman worlds: Greek, the works of Herodotus (the father of history), Thucydides and Xenophon; Roman, the works of Livy, Polybius, and Tacitus. The course will focus on the methodology of writing history, comparative studies, and modern interpretations. (Counts toward the history major.)
- HI 228. RACE, CLASS, AND GENDER IN LATIN AMERICA** 3
Looks at how different ideas about race and ethnicity have shaped Latin American politics and societies from colonial times to the present. Themes covered include: interactions of Iberian, American, African, and Asian peoples; official and unofficial management of multiethnic and multicultural societies; scientific racism; and the relation between theories of race and development of ideas about class, gender, and nation. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) J. Dym
- HI 229. WAR AND PEACE IN 20TH CENTURY LATIN AMERICA** 3
Examines the social, economic, political, and intellectual causes and consequences of important internal and international wars in 20th century Latin America. The course will consider cases of successful and unsuccessful attempts to achieve political change ranging from the Mexican Revolution to Central America's road from war to peace in the 1980s and 1990s, to U.S. interventions in the Caribbean and military dictatorships in South America. Why certain sectors promote war, the justifications of war, why others choose to instigate or participate in conflict and violence, what conditions are required to consider a conflict concluded, what factors (internal and international, ethnic, religious, gender, etc.) shape specific conflicts, are principal questions. J. Dym
- HI 230. HISTORY THROUGH TRAVEL: LATIN AMERICA 1500–1900** 3
An examination of the ideas and impact of European and North American travel narratives on historical knowledge of Latin America and the Caribbean from the sixteenth through the early twentieth centuries. Students examine accounts by conquerors, diplomats, pirates, scientists, missionaries and tourists to consider what questions and analytical methods allow for interpretation of the factual or fictional elements in these important sources for the creation of historical knowledge about travelers, their values, the lands they visited, and the people, environments and cultures they described. (Fulfills social sciences requirement; when offered as HI 230W, fulfills expository writing requirement.) J. Dym
- HI 241. INTRODUCTION TO IMPERIAL CHINA** 3
An introductory survey of the major cultural, political, and ideological developments in China from earliest times to the fall of the last Chinese dynasty, with focus on several important eras and their contributions to Asian civilizations. (Designated a non-Western culture course; fulfills social sciences requirement.) M. Pearson
- HI 247. THE RISE OF JAPAN** 3
An introductory survey of Japanese history and culture from its beginnings through World War II. Focus is on ways in which Japanese women and men have transformed borrowings from other cultures to create their unique forms of government, society, and the arts. Sources include a diary, short stories, legal documents, and films. (Designated a non-Western culture course; fulfills social sciences requirement.) M. Pearson
- HI 254. INTELLECTUAL HISTORY MODERN EUROPE** 3
The principal currents of modern European thought: the nineteenth and twentieth centuries. M. Hockenos
- HI 258. EUROPEAN FASCISM** 3
An examination of the origins, nature, and history of fascism in Europe between the two world wars. Through primary and secondary source readings, novels, and films the course attempts to define fascism by exploring the similarities and differences between fascism, right-wing authoritarianism, anti-semitism, racism, and Nazism as they manifested themselves in Italy, Spain, and Germany. M. Hockenos
- HI 261. AFRICAN-AMERICAN HISTORY** 3
A history of black people in America from slavery through emancipation to the present. The course examines such topics as slave culture, black resistance, the Harlem Renaissance, the development of jazz, blues, and soul music, the civil rights movement and its aftermath, and the crisis of the inner cities in understanding how African Americans have defined their place in American life. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) J. Delton
- HI 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 298. HISTORY WORKSHOP** 1
A topical workshop, seminar, discussion group or lab/studio experience, which can link to a regular History Department course offered at the 200 level or serve as a freestanding course.
- HI 299. PROFESSIONAL INTERNSHIP IN HISTORY** 3
Internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as archives, museums, galleries, libraries, historical societies, preservation, and other professional areas. *Prerequisite:* previous study related to the area of the internship experience.

Note: Courses on the 300-level are open to sophomores only with permission of instructor.
- HI 301. EARLY MEDIEVAL CIVILIZATION** 3
The culture and society of Europe: 300–1100. Special emphasis upon the development of the early Christian church, the thought of Augustine of Hippo, the rise of Charlemagne's Frankish Empire, and the economic revival of Europe in the eleventh century. E. Bastress-Dukehart
- HI 302. THE HIGH MIDDLE AGES** 3
European civilization: 1100–1400. Special emphasis upon the Renaissance of the twelfth century; the rediscovery of Aristotle; the thought of Peter Abelard, Thomas Aquinas and William of Ockham; the Roman Church at its height; the breakdown of Christian unity. E. Bastress-Dukehart
- HI 303. INTELLECTUAL HISTORY MEDIEVAL AND RENAISSANCE** 3
The principal currents of Western European thought: the Middle Ages, the Italian Renaissance, and the Renaissance of the North. E. Bastress-Dukehart
- HI 305. SCIENCE AND THE CHURCH: EUROPE FROM LUTHER TO VOLTAIRE** 3
The emergence in early modern Europe (1500–1800) of two competing world views: Christianity and scientific rationalism. The course will examine the competition between these two ideologies for control of the political, economic, and social machinery of European culture, especially as represented by the modern state, and for the right to define the principal modes of cultural expression: the literary, plastic, and performing arts. E. Bastress-Dukehart
- HI 306. THE FRENCH REVOLUTION AND NAPOLEON, 1789–1815** 3
A study of the causes and course of the Revolution in France, the reign of Napoleon, and the effects of the Revolution and Napoleon on other European states. *Prerequisite:* One college course in European history or political thought. M. Hockenos

- HI 312. INDUSTRY, EMPIRE AND THE ENVIRONMENT** 3
Examines the origins and development of the industrial revolution in late 18th and early 19th century Britain, which many historians argue was made possible in part by the economic proceeds of British imperialism, the Atlantic slave trade in particular. Unlike more traditional histories of industrialization, in addition to the focus on the relationship between industry and empire, explores the environmental and social consequences of the process of industrialization, not just for Britain but for all of Britain's global empire, thus using providing a historical context for contemporary debates on globalization, economic development, and the environment. T. Nechtman
- HI 315. CRIME AND PUNISHMENT IN EARLY MODERN EUROPE (1400–1800)** 3
An investigation of the history and theory of crime and punishment in an age when criminal violence and state violence were often indistinguishable and unmediated. Over the course of four hundred years, Europe experienced a transformation from the persecuting societies of the Middle Ages, through the terrors of religious wars and the Inquisition, to Beccaria's "enlightened" and Bentham's utilitarian rejection of traditional criminology. Starting with Michel Foucault's influential work, *Discipline and Punish*, the readings for this course address dominant social norms and ever-changing definitions of deviance. The course explores the intellectual, social, and political justification for punishment, and the ensuring conflicts between conceptions of authority and individual freedom. E. Bastress-Dukehart
- HI 316. EMPIRES IN INDIA** 3
Examines the history of the Indian subcontinent from the late sixteenth century to the present. Begins with a study of the late Mughal period, moving on to explore the origins of the British empire in India, focusing in particular the role of the East India Company in that process and on the impacts British imperialism had on British, Indian and world history. The second half of the course focuses on efforts to pull down the structures of British imperialism in India from the nineteenth century forward to independence in 1947, including such topics as the origins of Indian nationalism, the complex interaction of various groups involved in decolonization in India, and the early histories of the independent nations that emerged from British India. (Fulfills cultural diversity requirement.) T. Nechtman
- HI 317. THE COMMON LAW AND ITS COLONIAL CONTEXTS** 3
An exploration of the history of English Common Law. Begins with a close investigation of the early history of Common Law, focusing on such issues as the origins of the jury trial, the legacy of the Magna Carta and the Bill of Rights, and the structures of the early English legal system, including primary source readings from trial law and important cases in British legal history. Continues with an exploration of the impact of the Common Law throughout the British Empire, which proved to be a contested space in which English legal traditions were faced with indigenous customs. Investigates the hybrid legal structures that were born of this legal cross-fertilization and the lasting legal legacies of Britain's imperial history both within colonized communities and Britain itself. T. Nechtman
- HI 321. AMERICAN COLONIAL HISTORY** 3
From the age of discovery to 1763. This course examines the evolution of mature American societies from their European origins, and gives special attention to the increasingly shared experiences, ideas, and institutions of the thirteen diverse colonies which later became the United States. The Department
- GH 322. THE HISTORY AND POLITICAL THOUGHT OF THE AMERICAN REVOLUTION** 3
The creation of a new nation: 1763–1789. This course will give special attention to the political ideas which gave direction to the American Revolution and the Constitution. The Department
- HI 323. THE NEW AMERICAN REPUBLIC** 3
From Washington through Jackson, 1789–1840. This course will examine the United States as an emerging nation in search of security and stability in the face of political, economic, social, and international pressures, and study how that republic evolved to become the democracy of the Jacksonian age. The Department
- HI 324. CIVIL WAR AND RECONSTRUCTION** 3
Division and reunification, 1840–1877. This course will examine the importance of sectionalism, the breakdown of national institutions, the revolutionary impact of the war, and the dilemmas attending reconciliation. Special attention will be given to the role of race in shaping popular attitudes and public policy before, during, and after the war. The Department
- HI 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
- 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 330. POLITICS AND SOCIETY IN LATIN AMERICA** 3
A consideration of the important aspects of Latin American politics, economy, society, and culture in historical context, focusing on a specific geographical region. From the encounters of Indian, African, and Spaniard in the fifteenth century through the turning over of the Panama Canal by the U.S. government to Panamanian authorities in 1999, Latin American society and political systems have developed in tandem with the rest of the Western Hemisphere. Topics might include: political traditions; sugar, coffee, bananas, and oil; dependent development; religious traditions; intellectual currents; popular culture; women; indigenous peoples and modern societies; race; labor; reform, intervention and revolution; and human rights. This course may be repeatable, if for a different topic/region. J. Dym
- A. Mexico
B. Central America
C. Southern Cone
D. The Andes
E. The Caribbean
- HI 335. GERMAN HISTORY SINCE 1918** 3
An examination of the cultural, economic, political, and social history of Germany from 1918 to the present. Through primary and secondary sources, films, and novels, we examine Germany's brief and ill-fated attempt at democracy in the Weimar Republic, the genocidal rule of Hitler and the Nazis, the occupation and division of Germany after the Second World War, the ideological struggle between Germany's place in the Cold War and finally the (re)unification of Germany and the ghosts of the Nazi and communist past. *Prerequisite:* One college course in European history. M. Hockenoss
- HI 343. THE CHINESE REVOLUTION** 3
An examination of the major issues and events in the Chinese Revolution, from the foundation of the Republic in 1911 to the present, with emphasis on the relationships between social, economic, and political goals; the methods used to gain them; and the impact of changes on personal and intellectual freedom. (Designated a non-Western culture course.) M. Pearson
- HI 347. JAPAN'S MODERNIZERS: SAMURAI, WEAVERS, WRITERS, AND PROSTITUTES** 3
The lives and works of men and women who transformed nineteenth-century Japan from feudalism to modernity, and from weakness and isolation to international prominence. Autobiographies, novels, films, and conventional histories will be used to show how Japan was able to change so rapidly. (Designated a non-Western culture course.) M. Pearson
- HI 363. TOPICS IN HISTORY** 3
Topically 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 371, 372. INDEPENDENT STUDY** 3, 3
Research in any period or topic in history not available in existing course offerings. Consent of the department is required.
- HI 375. 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.
- HI 399. PROFESSIONAL INTERNSHIP IN HISTORY** 3
Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as archives, museums, galleries, libraries, historical societies, preservation, and other professional areas. *Prerequisite:* previous study related to the area of the internship experience.

Honors Forum

Each semester, the faculty offer ten to twenty designated sections of courses as Honors. The courses come from the full spectrum of the curriculum, are often introductory in nature, and are usually open to first-year students. With prior approval, students may design independent projects to investigate further topics introduced in prior courses. Recent Honors Forum course offerings have included:

AH 265	History of Modern Design
AM 232	New England Begins
AN 101	Introduction to Cultural Anthropology
AN 242	North American Indians
AR 115	Fiber Arts
CC 200	The Classical World
CC 220	Classical Mythology
CH 107	Intensive General Chemistry
DA 230	Introduction to Dance, History, Literature, and Repertory
EC 103	Introduction to Macroeconomics
EC 104	Introduction to Microeconomics
ED 200	Child Development and Learning
EN 105	Expository Writing: "America, In Extreme," "Conceptions of the Self," and "Utopian Vision"
EN 211	Fiction
EN 213	Poetry
EN 303	Peer Tutoring in Expository Writing
EN 351	English Romanticism
FF 221	Twentieth Century French Literature
FL 263A	The Fantastic in Literature
HI 121	American History to the Civil War
MA 111, 113	Calculus I, II
MA 125, 225, 325	Problem Solving in Mathematics
MB 224	Foundations of Organizational Behavior
MB 336H	Diversity and Discrimination in the American Workplace: Is the Melting Pot Boiling Over?
PH101H	Introduction to Philosophy: Honors
PS 318	Statistical Methods in Psychology II
PY 221	Galaxies and Cosmology
SO 101	Sociological Perspectives
SO 201	Social Issues

HF 100. HONORS FORUM WORKSHOP 1

A topical workshop, seminar, discussion group or lab/studio experience sponsored through the Honors Forum. HF100 may be offered as an optional honors credit linked to a regular course offering at the 100 level, or as a free-standing academic experience open to Honors Forum and other highly motivated students. *Prerequisites:* as determined by the instructor and the Honors Forum Council, concurrent enrollment in a particular 100-level course, or completion of a prerequisite course.

HF 101. FIRST-YEAR HONORS COLLOQUIUM 1

A weekly discussion group for first-year members of the Honors Forum. Topics might include the evolving goals and methods of higher education, the nature of research and the ethics of scholarship in the academy, competing and complementary modes of inquiry, the intellectual demands of collaborative and interdisciplinary learning, and the myriad forces that seek expression and balance as we create a college community. The course will focus on objects of study drawn from the arts, sciences, humanities, and social sciences. Materials may include readings from various fields of study, films, performances, lab demonstrations, case studies, exhibits, historical artifacts, and site visits. Student work will include participating in panel discussions and writing essays that address aspects of the major disciplinary foci.

HF 200. HONORS FORUM WORKSHOP 1

A topical workshop, seminar, discussion group or lab/studio experience sponsored through the Honors Forum. HF200 may be offered as an optional "honors" credit linked to a regular course offering at the 200 level, or as a freestanding academic experience open to Honors Forum and other highly motivated students. *Prerequisites:* as determined by the instructor and the Honors Forum Council, concurrent enrollment in a particular 200-level course, or completion of a prerequisite course.

HF 201. GREAT BOOKS WORKSHOP 1

Offers students an opportunity to become a trained leader in the Junior Great Books program, an innovative curriculum designed to foster creative thinking and reading enjoyment in elementary and secondary school education, and gain practice leading discussion groups to bring literature alive. Certification as a Junior Great Books instructor is an asset for those interested in pursuing public and private elementary and secondary school teaching. This course includes a weekend training session. It is required preparation for a follow-up one-credit spring semester Honors Forum Practicum where Skidmore students will, in pairs, lead discussions with Schuylerville Junior High students as part of the Expanding Horizons program. Written work includes a journal and two briefs (short, focused papers). Permission of instructor is required.

HF 202. GREAT BOOKS PRACTICUM 2

A follow-up to HF 201 Great Books Workshop. Students who are trained leaders in the Junior Great Books program will, in pairs, lead weekly discussions with seventh and eighth grade students at Schuylerville Junior High as part of the Expanding Horizons program. Students will promote creative thinking and reading enjoyment and gain practical experience in a secondary school. Leaders will be observed twice per semester during the 10–12 week session, and the class will meet on campus several times as well. This course is ideal for those interested in pursuing public and private elementary and secondary school teaching. Written work includes a journal and two briefs (short, focused papers). The one-credit Honors Forum Workshop is a prerequisite for the course. Permission of instructor is required. Students can repeat this course for credit.

HF 203. CITIZEN STUDENTSHIP 4

A course that places students at the center of the learning process. Students from Skidmore College designed the course's structure, readings, and pedagogy as an introduction to a self-motivated and self-governed approach to learning. Interdisciplinary by nature, the course challenges students with critical thinking and writing, student-driven discourse, governance, citizenship, and character development. Students and the instructor work in a collaborative manner to design course goals, select readings, develop assignments, and direct class discussions. *Prerequisite:* Expository Writing and at least sophomore standing or permission of instructor.

HF 271, 272. HONORS INDEPENDENT STUDY 1-4

An independent research or project opportunity for unusually well qualified first-year or sophomore students working at honors level. In consultation with a sponsoring faculty member, the student proposes to the Honors Council a project that builds upon the student's academic background and interests and concludes in an honors paper or project to be shared with the wider student community. The Honors Independent Study may not be substituted for available Honors courses.

HF 300. HONORS FORUM SEMINAR 1

An honors seminar for more advanced students centered on a topic, research project, or other academic activity pertinent to one of the academic disciplines. *Prerequisites:* open to junior and senior Honors Forum students and other highly motivated students with advanced standing, appropriate course background, or permission of the instructor.

HF 301. SENIOR HONORS SYMPOSIUM 1

Weekly discussions, readings, and presentations for seniors who are working on their culminating discipline-based or interdisciplinary projects. As students present their emerging research projects, they explore different modes of inquiry among the various academic disciplines, compare processes of discovery and methods of research, and examine claims made by disciplines for the value of their modes of apprehension and expression. Discussions will provide highly motivated seniors with an opportunity to connect with interdisciplinary linkages introduced in the Scribner Seminars and students' four years of course work. L. Simon, P. Boshoff, Honors Forum Faculty

HF 371, 372. HONORS INDEPENDENT STUDY 1-4

An independent research or project opportunity for well-qualified junior or senior students working at honors level. In consultation with a sponsoring faculty member, the student proposes to the Honors Council a project that builds upon the student's academic background and interest and concludes in an honors paper or project to be shared with the wider student community. Honors Independent Study may not be substituted for available honors courses.

Interdepartmental Majors

BIOLOGY-PHILOSOPHY

The major will complete a minimum of six courses in each department and a total of fifteen courses in both. The courses chosen from philosophy must include PH203, 204, and 375. Students seeking honors in the major must complete either BI385 or PH376 in the senior year with a grade of A- or better (these will be counted toward the requisite total of 15 courses). Honors distinction also requires a positive recommendation from both departments. The major will have an advisor from each department, and the program must be approved by both chairs. The biology-philosophy major leads to the bachelor of arts degree.

BUSINESS-ECONOMICS

The following courses are required for the major: MB107, 214, 224, 234, 235, 306, 338, 349, and one 300-level elective in business; and EC103, 104, 235, 236, 237, and at least six additional credit hours at the 300-level in economics. To be eligible for honors, a student must receive at least an A- on a thesis acceptable to both departments. The thesis must be defended before a joint committee from the two departments. The major leads to a bachelor of arts degree.

BUSINESS-FRENCH

The major requires fifteen courses, nine in business and six in French. In business these include MB107, 214, 224, 234, 235, 306, 338, 349, and EC237. In French, these include FF208, 210, 220, 301; one course covering material prior to 1800 from FF213, 214, 216, 224; one course covering material after 1800 from FF219, 221, 223; and FF376. 220 must be taken in conjunction with a Management and Business class. Students enrolled in 301 will write their final paper on a topic in conjunction with a business class. To be considered for honors, the student must receive at least an A- in FF374 "Thesis," to be written in French, which integrates the two disciplines and is acceptable to both departments. The major leads to a bachelor of arts degree.

BUSINESS-GERMAN

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

BUSINESS-GOVERNMENT

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

BUSINESS-MATHEMATICS

The following business courses are required for the major: MB107, 214, 224, 234, 235, 306, 338, and 349. Mathematics/computer science courses include: MA111 (or both MA108 and 109), 113, 200, 204; CS106; and one additional 300-level course in mathematics or computer science. In addition, the student must elect two other courses at the 300 level relating to this major and approved by the chair of each department. To be eligible for honors, a student must have received at least an A- on a thesis that integrates the two disciplines and is acceptable to both departments. The major leads to a bachelor of arts degree.

BUSINESS-SPANISH

The major requires fifteen courses, nine in business and six in Spanish. In business, these include MB107, 214, 224, 234, 235, 306, 338, 349, and EC237. In Spanish, these include FS208, 211 or 212, 220, 301, 376, and two additional Spanish courses above 203, none in translation. Students enrolled in 301 will write their final paper on a topic in conjunction with a business class. FS220 must be taken in conjunction with a Management and Business class. To be considered for honors, the student must receive at least an A- in FS374 "Thesis," to be written in Spanish, which integrates the two disciplines and is acceptable to both departments. The major leads to a bachelor of arts degree.

DANCE-THEATER

The qualified student of dance wishing to pursue a liberal and technical education may do so, beginning in the first or sophomore year, in an interdepartmental dance-theater program leading to a bachelor of science degree. The basis for dance study is modern dance and ballet. Requirements in dance are as follows: eighteen credit hours of technique; DA230; and one course from among DA227, 228, 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.

ECONOMICS-FRENCH

Requirements in economics include EC103 and 104; two courses chosen from EC235, 236, 237; and six additional credit hours in economics at the 300 level. The requirements in French include FF208 and 210; one course covering material prior to 1800 from among FF213, 214, 216, 224; one course covering material after 1800 from FF219, 221, 223; FF376; and one additional 300-level French course. Students are also urged to include FF301. In constructing the major, the student, with the help of an advisor in each department, should select complementary courses from the two fields to facilitate the integration of the two disciplines. To be eligible for honors in economics-French, a student must receive at least an A- on a thesis acceptable to both departments that integrates the two disciplines. The major leads to a bachelor of arts degree.

ECONOMICS-GERMAN

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

ECONOMICS-MATHEMATICS

The requirements in economics are: EC103, 104, 235, 236; and at least nine additional credit hours in economics, at least six of which are at the 300 level. The mathematics-computer science courses must include MA111 (or both MA108 and 109), 113, 200, 202, 204; either MC316 or MC302; and one additional 300-level course in mathematics or computer science. A senior thesis or project integrating both disciplines (presented to both departments) is required for honors. The major leads to a bachelor of arts degree.

ECONOMICS-PHILOSOPHY

In philosophy, students must take PH203, 204, and three 300-level philosophy courses, including PH375. Requirements in economics are EC103, 104, at least two 200-level courses chosen from EC235, 236, and 237, and at least six additional credit hours at the 300 level in economics. To be eligible for honors, a student must receive a grade of at least A- on an honors thesis that integrates the two fields. The thesis must be defended before the faculty. Approval of the program is required by the chairs of both departments. The major leads to a bachelor of arts degree.

ECONOMICS-SOCIOLOGY

The economics-sociology major must successfully complete at least twenty-one credit hours in sociology, including SO101, 226, 227, 324 or 325, and 375. Students may substitute EC237 for SO226, but must still complete a minimum of twenty-one hours of course work in sociology. The economics requirements are EC103, 104, 235, 236, 237 (or SO226), and at least six credits in 300-level economics courses. Courses are to be selected in consultation with advisors in each discipline. In constructing the major program, the student should select complementary courses as a step toward integration of the two disciplines. To be eligible for honors, the student must earn at least an A- on a thesis acceptable to both departments (EC371 or 372 or SO376). The thesis must be defended before a joint committee determined by the thesis advisor. The major leads to a bachelor of arts degree.

ECONOMICS-SPANISH

Requirements in economics include EC103 and 104; two courses chosen from EC235, 236, 237; and six additional credit hours at the 300 level. Spanish requirements include FS208, 211, 212, 376, and two additional Spanish courses above FS203, none in translation. Students are also urged to include FS301. In constructing the major, the student, with the help of an advisor in each department, should select complementary courses from the two fields to facilitate the integration of the two disciplines. To be eligible for honors in economics-Spanish, a student must receive at least an A- on a thesis acceptable to both departments that integrates the two disciplines. The major leads to a bachelor of arts degree.

ENGLISH-FRENCH

The major requires twelve courses equally divided between the two disciplines. The six required courses in English include 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 course. 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 3.50 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 3.50 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 3.50 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. CC226 may be used toward the history component. In constructing the major, the student should select complementary courses from the two fields as a step toward integrating the two disciplines. Approval of the program by the chairs of both departments is required. To be eligible for honors, the student must receive at least an A- on the History Colloquium paper. The major leads to a bachelor of arts degree.

GOVERNMENT-PHILOSOPHY

Required among the courses in government are GO303, 304, and twelve additional credit hours in government. Philosophy requirements include PH203, 204, 375, and three additional philosophy course, two of which must be at the 300 level. In constructing the major, the student should select complementary courses from the two fields as a step toward integrating the two disciplines. Approval of the program is required by the chairs of both departments. To be eligible for honors, the student must receive at least an A- on a senior thesis in government or in PH376. The major leads to a bachelor of arts degree.

GOVERNMENT-SOCIOLOGY

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

GOVERNMENT-SPANISH

The major requires twelve courses, six in each department 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. CC226 may be used toward the history component. Approval of the program by the chairs of both departments is required. The major leads to a bachelor of arts degree.

POLITICAL ECONOMY

Required among the six government courses are GO339 and five additional courses. In economics, students must take EC103 and 104; two courses chosen from EC235, 236, and 237; and at least six additional credit hours at the 300 level in economics. In constructing the major program, the student should select complementary courses from the two fields as a step toward integrating the two disciplines. To be eligible for honors in political economy, a student must receive at least an A- on a senior thesis, acceptable to both departments, that integrates the two disciplines, and must successfully defend that thesis before the economics and government faculty. The major leads to a bachelor of arts degree.

PSYCHOLOGY-SOCIOLOGY

The psychology-sociology major must successfully complete twenty-one credit hours in psychology and twenty-one credit hours in sociology, including PS101; SO101 and 375; either PS205 or SO202; either SO324 or 325; either PS217 and 306 or SO226 and 227. To be eligible for honors, the student must complete a senior thesis in psychology or sociology (PS375 and 376, or PS378 or SO376) or receive at least an A- in SO375. The student selects courses in consultation with advisors in each discipline. In constructing the major, the student should select complementary courses as a step toward integration of the two disciplines. The major leads to a bachelor of arts degree.

SOCIOLOGY-ANTHROPOLOGY

The sociology-anthropology major must successfully complete SO101; either AN101 or 102; either SO324, 325, or AN270; either AN326 or 327 or SO226 or 227; either AN366 or SO375; and twelve credit hours of electives in sociology and twelve credit hours of electives in anthropology. Courses designated sociology-anthropology may be taken for credit in either sociology or anthropology, but not both. The major leads to a bachelor of arts degree.

Interdisciplinary

INTERDISCIPLINARY COURSES

IN 100. EXPLORATION INTERNSHIP 3

Internship experience for students in all classes who wish to gain professional or vocational experience within an educational context at an entry level, or who wish to have educational and work experience in a field not directly related to an academic department at Skidmore. Proposals require faculty sponsorship and are reviewed for credit by the Curriculum Committee. Not for liberal arts credit.

ID 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. May only be taken once for credit. May not be taken concurrently with ID 171.

ID 171. INTERDISCIPLINARY INDEPENDENT STUDY 1

Independent work for first-year students in collaboration with two different project leaders. The project leaders will define the nature of the interdisciplinary project and recruit first-year students for participation. The participating students will serve as apprentices to the project leaders and learn about several different approaches to investigating the particular project. May only be taken once for credit. May not be taken concurrently with ID 151.

ID 201. PEER MENTORING SEMINAR 1, 4

An introduction to the theory and practice of collaborative learning and mentoring as they relate to the interdisciplinary issues raised in Scribner Seminars. The course examines the role of mentors, the ethics of mentoring, and common mentoring problems. Students engage in a consideration of the readings and topics in selected Scribner Seminars, placing them in wider intellectual and pedagogical contexts, and undertake a term project on mentoring. Required for all students serving as Scribner Seminar mentors.
B. Breslin, Government

ID 210. INTRODUCTION TO GIS 3

An introduction to the concepts and principles of Geographic Information Systems (GIS) for computerized mapping and spatial analysis in the social and natural sciences through both theoretical and practical means. Emphasis is on the interdisciplinary nature of GIS in addition to its applications within various disciplines. *Prerequisite:* QR2. R. Jones

ID 220. INTRODUCTION TO COMMUNICATIONS AND MEDIA STUDIES 4

An interdisciplinary introduction to the questions re: human dilemmas in the context of an increasingly technology and media saturated culture. The course begins with close consideration of the nature and structure of human communication and an historical overview of communications and media. Students will study media from both psychological and societal perspectives and will consider the impact of media on politics, government, community, and consumer behavior. Special attention will be paid throughout the course to the personal and social impact of current and emerging forms of communication and media. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103.) J. Devine, English

ID 271, 272. INTERDISCIPLINARY INDEPENDENT STUDY 3-4

Independent work for sophomores or more advanced students whose academic interests require an interdisciplinary approach beyond the academic structures available through established departmental courses. The student must have the background appropriate to the proposed study, must have completed LS1 and at least one other interdisciplinary course at Skidmore, must carefully define a plan of study, and must enlist the guidance of one or more faculty, as appropriate. Proposals for ID271 and 272 are reviewed by the chair(s) of the sponsoring faculty member's home department or interdisciplinary program; or in the case of students with an approved self-determined major, by the chair of the Self-Determined Majors Subcommittee.

ID 351. TOPICS IN INTERDISCIPLINARY STUDIES 3, 4

Topically organized courses based on themes or problems that bring together the perspectives of multiple disciplines. The specific themes or problems may differ from year to year. Examples include "the family" as a biological, psychological, sociological, and artistic construct; science and music; and creativity in the arts and in the sciences. The course with a different theme/topic may be repeated for credit.

ID 371, 372. INTERDISCIPLINARY INDEPENDENT STUDY 3-4

Independent work for juniors and seniors whose academic interests require an interdisciplinary approach beyond the academic structures available through established departmental courses. The student must have background appropriate to the proposed study, must have completed LS1 and at least one other interdisciplinary course at Skidmore, must carefully define a plan of study, and must enlist the guidance of one or more faculty as appropriate. Proposals for ID371 and 372 are reviewed by the chair(s) of the sponsoring faculty member's home department or interdisciplinary program; or in the case of students with an approved self-determined major, by the chair of the Self-Determined Majors Subcommittee.

LI 100. ELECTRONIC INFORMATION RESOURCES 1

An introduction to electronic information retrieval and evaluation. A team-taught course aimed at the refinement of online searching skills using a variety of electronic data bases. Although primarily tool-oriented, the course will address the issues of the structure of disciplinary information systems, the selection of proper information resources, and the evaluation of search results. Some of the social implications of the information revolution will also be discussed.
Library Faculty

LI 371, 372. INDEPENDENT STUDY 1, 1

Preparation for a senior thesis, capstone, or honors project that requires a serious research component. Students will work one-on-one with a subject specialist in the library to prepare the groundwork for an intensive academic project within their major. Students will be instructed in the organization of information and in sophisticated search strategies for finding, evaluating, and using information. A critical annotated bibliography is required, as well as a strategy for acquiring materials needed for the final project. Students must obtain approval from their academic advisor. Permission of the instructor required. Library Faculty

International Affairs

Director of the International Affairs Program:
Mary-Elizabeth O'Brien

Affiliated Faculty:

American Studies: Daniel Nathan

Art History: Lisa Aronson

Biology: David Domozych

Chemistry: Rajesh Nagarajan

Classics: Michael Arnush

Economics: Joerg Bibow, Robert Jones, Mehmet Odekon, Roy Rotheim, Lynda Vargha

English: Joanne Devine, Regina Janes, Rajagopal Parthasarathy

Environmental Studies: Judith Halstead, Karen Kellogg

Foreign Languages and Literatures: John Anzalone, Grace Burton, Mao Chen, Cynthia Evans, Giuseppe Faustini, Charlene Grant, Masako Inamoto, Hédi Jaouad, Mary-Elizabeth O'Brien, Viviana Rangil, Patricia Rubio, Shirley Smith, Marc-André Wiesmann, David Wildermuth, Andrienne Zuerner

Geosciences: Katherine Cartwright, Richard Lindemann, James McLelland, Kyle Nichols

Government: Timothy Burns, Roy H. Ginsberg, Katherine Graney, Steven Hoffmann, Ronald Seyb, Aldo Vacs

History: Erica Bastress-Dukehart, Jennifer Delton, Jordana Dym, Matthew Hockenos, Tillman Nechtman, Margaret Pearson

Library: Barbara Norelli, Kriz Szymborski

Management and Business: Betty Balevic, Martin Canavan, Mary Correa, Tim Harper, Bernard Kastory, James Kennelly, Elzbieta Lepkowska-White, K. Gary McClure, Pushkala Prasad

Mathematics and Computer Science: Una Bray

Philosophy and Religion: Laury Silvers, Joel Smith

Physics: William Standish

Sociology, Anthropology, and Social Work: Susan Bender, Catherine White Berheide, Michael C. Ennis-McMillan

Theater: Lary Opitz

University Without Walls: Christopher Whann

International Affairs is an interdisciplinary major that stresses the importance of a broad-based international education. The major examines the relations between and among nation-states, regions, and other international actors as influenced by culture, history, politics, business, economics, and the environment. Students majoring in International Affairs must also successfully complete an approved minor, major (strongly recommended), or regional concentration to provide depth of knowledge in a discipline or geographic region of the world. In consultation with the IA director, students propose a coherent course of study, which provides both breadth through coursework on international issues from different disciplines and depth through coursework in a region or a specific disciplinary or interdisciplinary area of study. The individual student is free to select any specific minor, major, or regional concentration that best fits the student's personal interests and educational objectives, but must present a coherent proposal of courses and clearly argued rationale for the minor, major, or regional concentration for approval by the IA director and, if necessary, the IA steering committee. The major culminates with an approved capstone experience that allows the student to synthesize the course of study and serves as the basis for further work in the IA senior seminar.

HONORS: To receive honors in international affairs, students must earn a GPA of 3.50 in all IA major courses and complete a senior capstone with at least an A-.

Skidmore's International Affairs Program draws on the expertise of faculty from a broad array of academic disciplines. International Affairs majors are also encouraged to study abroad in order to learn about the world beyond the borders of the United States, recognize their own cultural biases, and develop skills to communicate with people from other cultures. Studying abroad enables students to gain foreign language proficiency and first-hand experience of the ways different political, economic, and social systems operate. The opportunity to live in another country for an extended period of time allows students to develop a deeper appreciation for cultural diversity and an understanding of the physical environment in a different region of the world. In addition to being anchored in the richness and variety of its course offerings, faculty scholarship, and study abroad opportunities, the International Affairs Program also stresses other related and reinforcing components: colloquia, faculty/student collaborative projects, guest lectures, study in Washington, D.C., internships, and cocurricular activities including the student International Affairs Club and the United Nations and European Union simulations of international negotiations.

THE CAPSTONE EXPERIENCE: The capstone experience is a three-credit (minimum) research experience, capstone course, or senior thesis in the student's separate minor, major, or regional concentration. In consultation with the international affairs faculty advisors, students will identify an appropriate 300-level course in their base discipline that allows them to design and carry

out an advanced senior project. Students will complete a research project that synthesizes the skills and knowledge gained in their separate minor or major, examines disciplinary assumptions, and addresses international or global issues. The capstone experience must tie together a number of themes of the IA Program and serve as the basis for further work in the IA senior seminar.

The IA faculty advisors will consider and approve a proposed capstone experience after submission of the capstone project proposal to the Director, IA Program. All senior IA majors will enroll in a one-hour research seminar to provide a common culminating experience for the students.

THE INTERNATIONAL AFFAIRS MAJOR: The requirements for the major consist of eleven international affairs-designated courses, for a minimum of 30 credits. These eleven courses must fulfill the following requirements:

1. The core course, IA101 Introduction to International Affairs;
2. One foundation course from three of the four clusters: "The Political World" (GO103 or HI223), "The Economic World" (EC103 or 104), "The Cultural World" (AN101 or GO241), or "The Physical World" (ES100 or 105);
3. One international affairs course from each of the four clusters: "The Political World," "The Economic World," "The Cultural World," and "The Physical World";
4. One international affairs course from at least four different disciplines outside the approved minor or major (in addition to the core course);
5. One foreign language course (or equivalent) at the level of 206 or above and one credit in Language Across the Curriculum;
6. The completion of an approved minor, major, or regional concentration (18 credits minimum);
7. One 300-level course from the approved minor, major, or regional concentration to serve as a capstone experience;
8. A one-credit senior seminar, IA375, where students make the connections between international affairs and their approved minor, major, or regional concentration;
9. No more than three courses, including the capstone experience, may overlap between the IA major and the approved major. Only two courses, including the capstone experience, may overlap between the IA major and the approved minor or regional concentration.
10. In addition to IA375 and the 300-level course which serves as a capstone experience, at least two other courses must be at the 300 level.

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

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

International Affairs Curriculum

IA 101. INTRODUCTION TO INTERNATIONAL AFFAIRS 3

An introduction to the field of international affairs. The course explores the relationships among the disciplines within international affairs. Examines key concepts that describe and explain international relationships and issues, explores the diversity of perceptions of international issues across national and cultural boundaries, and engages students in in-class global problem-solving exercises.

International Affairs Faculty

IA 371, 372. INDEPENDENT STUDY 1-4

An opportunity for qualified majors to pursue independent study in International Affairs under the supervision of an appropriate faculty member. The written study proposal must be approved by the International Affairs Director, in consultation with the faculty member.

IA 375. SENIOR SEMINAR 1

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

FOUNDATION COURSES

IA majors must complete one course in three of the four foundation categories listed below:

1. Political Foundation: GO103 or HI 223
2. Economic Foundation: EC 103 or EC 104
(Note: Does not fulfill IA requirement for Cluster II)
3. Cultural Foundation: AN 101 or GO 241
4. Physical Foundation: ES 100 or ES 105

LANGUAGE REQUIREMENT

FC 206	Chinese Language and Culture
FC 208	Advanced Chinese Conversation and Composition
FF 206	French Cultural Conversations
FF 208	Writing in French
FF 301	Business French
FF 304	Advanced French Conversation and Pronunciation
FF 306	French Translation and Stylistics
FG 206	German Language and Culture
FG 208	German Conversation and Composition
FG 301	Business German
FG 304	Advanced German Conversation and Composition
FI 206	Italian Language and Culture
FI 208	Italian Conversation and Composition
FI 301	Business Italian
FI 304	Advanced Italian Conversation and Composition
FJ 206	Japanese Language and Culture
FJ 207	Advanced Intermediate Japanese I
FJ 208	Advanced Intermediate Japanese II
FS 206	Spanish Conversation
FS 208	Spanish Composition
FS 301	Business Spanish
FS 304	Advanced Spanish Conversation and Composition

INTERNATIONAL KNOWLEDGE CATEGORIES**CLUSTER I: The Political World**

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

CLUSTER II: The Economic World

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

CLUSTER III: The Cultural World

AM 332	Global Perspectives of the United States
AN 101	Introduction to Cultural Anthropology
AN 101W	Honors Introduction to Cultural Anthropology
AN 205	Mesoamerican Archaeology
AN 227	Sub-Saharan African Cultures
AN 229	Mexican Cultures
AN 244	Indigenous Cultures of Latin America
AN 246	HIV/AIDS: A Global Perspective
AN 268	People and Environment in China
AN 312	Creating Desire: Ethnic Tourism in Asia
AN 325	Applied Anthropology
AN 344	Anthropology and Environmental Health
AN 345	Ecological Anthropology
AN 349	Medical Anthropology
AN 351	Topics in Cultural or Biological Anthropology
FC 363	Special Studies in Chinese Culture and Literature of Quebec
FF 209	Introduction to French Literature
FF 210	Introduction to French Literature
FF 221	French Literature—Twentieth Century
FF 223	Introduction to Issues in the Francophone World
FF 224	French Civilization: Gaul to 1815
FF 225	French Painters and Writers
FF 309	Fiction and Identity in Quebec
FF 363	Special Studies in French
FG 215	Introduction to German Literature
FG 216	Contemporary German Culture
FG 341	The Age of Goethe
FG 357	German Literature of the Twentieth Century
FG 363	Special Studies in German
FI 210	Introduction to Literary Analysis
FI 303	Studies in Modern Italian Literature
FI 363	Special Studies in Italian
FJ 363	Special Studies in Japanese
FL 244	Viewing China: Visual Cultural and Transnational Cinema
FL 245	China and the West: The Myth of the Other
FL 246	Fictional and Factual: History and the Novel in China
FL 250	An Outline of German Civilization
FL 252	Italian Cinema: From Fiction to Film
FL 253, 254	Italian Civilization in Translation
FL 258, 259	Chinese Civilization
FL 266	Images of Revolution and Social Upheaval: France 1789–1939
FL 267	Modern Japanese Culture and Society
FS 211	Survey of Spanish Literature
FS 212	Survey of Spanish American Literature
FS 313	Literature of the Golden Age
FS 314	Spanish Literature in the Nineteenth Century
FS 319	Spanish-American Narratives: Twentieth Century
FS 331, 332	Culture of Spanish America I, II
FS 363	Special Studies in Spanish
GO 203	Comparative Politics of Western Europe
GO 227	Russia: Century of Change
GO 239	Nationalism and Politics in the Middle East
GO 240	Political Modernization: The Case of India
GO 241	Ethnic Conflict and the Global System
GO 304	Modern Political Thought
GO 308	Contemporary Political Thought
GO 355	African Politics
GO 365	Topics in Comparative Politics
GO 366	Topics in International Relations
HI 108	Colonial Latin America
HI 110	British Empire: An Introduction
HI 142	Introduction to Modern China
HI 210	The Four Kingdoms
HI 211	Deconstructing Britain
HI 228	Race, Class, and Ethnicity in Latin America

HI 241	Introduction to Imperial China
HI 254	Intellectual History: Modern Europe
HI 302	The High Middle Ages
HI 303	Intellectual History: Medieval and Renaissance
HI 329	U.S. Since 1945
HI 343	The Chinese Revolution
HI 347	Japan's Modernizers: Samurai and Weavers
MB 314	Organizational Theory
MB 347	Comparative Management
PH 203	Greek Philosophy
PH 204	History of Philosophy: Early Modern
PH 306	Nineteenth-Century Continental Philosophy
PH 307	Twentieth-Century Continental Philosophy
RE 103	Religion and Culture
RE 214	Religious Traditions of China and Japan
RE 215	Islam
SO 316	Women in Modern Society
SW 338	Social Policy and Social Justice
WS 212	Women in Italian Society: Yesterday, Today and Tomorrow
WS 227	Holding Up Half the Sky: Gender, Writing, and Nationhood in China

CLUSTER IV: The Physical World

BI 140	Marine Biology
BI 160	Conservation Biology
BI 180	Economic Botany
BI 240	Environmental Biology
BI 325	Tropical Ecology
ES 100	Environmental Concerns in Perspective
ES 105	Field Studies in Environmental Science
ES 221	Sustainable Development
ES 281	Disease and Environment
GE 101	Earth Systems Science
GE 112	Oceanography: Introduction to the Marine Environment
GE 207	Environmental Geology
GE 211	Climatology
GE 311	Paleoclimatology
HI 312	Industry, Empire and the Environment

Latin American Studies

Director of the Latin American Studies Program: Jordana Dym

Affiliated Faculty:

Anthropology: Susan Bender, Michael Ennis-McMillan

Art and Art History: Lisa Aronson

Foreign Languages and Literatures: Diana Barnes, Luis Intersimone, Beatrice Loyola, Emilia Sciarra-Laos, Viviana Rangil, Patricia Rubio

Government: Aldo Vacs

History: Jordana Dym

Music: Pola Baytelman

Sociology: Gabriel Aquino

Latin America is a region of multiple histories, a complex combination of native and world cultures and political systems, a distinguished literary tradition, and a dynamic presence in international affairs. The United States and its residents have longstanding political, cultural, historical, business, and academic ties with this region, as well as with Latino populations active within its borders. The importance of Latin America abroad and at home provides a compelling reason to educate students in the broader context of Latin American politics, culture, and society in preparation for participation in civic and professional life as informed citizens at home and abroad.

THE LATIN AMERICAN STUDIES MINOR:

The minor offers students the opportunity to undertake the comparative study of the political, cultural, and economic traditions and contemporary realities of Latin American and Caribbean countries and peoples, drawing from such disciplines as anthropology, archaeology, art history, economics, history, language, literature, and political science. It consists of a minimum of nineteen credit hours (five to six courses) from the designated Latin American studies courses listed below, including the senior capstone experience, with at least two 300-level courses and with no more than two courses in a single discipline or the student's major. Up to four credit hours of Spanish, French, or Portuguese language at the 208 level or above may count toward the minor, as well as pre-approved courses taken abroad. One course may be "Partial Latin American Content." Each student's program will be approved by the Coordinator of Latin American studies, who serves as advisor to all minors.

This interdisciplinary minor emphasizes use of language skills in different disciplines, and requires that students demonstrate above in-

termediate competency in at least one regional language and complete one Languages Across the Curriculum (LAC) course, ensuring the ability to consider sources of knowledge produced in the region. Competency may be demonstrated either by demonstrating intermediate competency by taking a test offered by the Foreign Languages and Literatures Department or successfully completing a foreign languages and literatures course at the 208 level or above.

The minor includes the following:

1. Foundation course (one of the following) GO209 The Latin American Puzzle, HI108 Colonial Latin America, HI109 Contemporary Latin America
2. Electives: three to four courses (minimum of ten credits)
3. Languages Across the Curriculum course (one credit)
4. Senior Capstone:
 - a) One semester of LA377 Latin American Studies Colloquium (one credit)
 - b) Latin American Studies Senior Capstone Requirement (LA371, 372 or 399, or approved course in an associated discipline or program) (three credits)

Latin American Studies Curriculum

The following courses may be used to satisfy the requirements of the minor.

LA 371/372. INDEPENDENT STUDY 3
An opportunity for qualified students to pursue independent study or research in Latin American studies under the supervision of an appropriate faculty member. The written study proposal must be approved by the Latin American Studies Coordinator, in consultation with the Advisory Board.
Latin American Studies Faculty

LA 377. COLLOQUIUM IN LATIN AMERICAN STUDIES 1
The course includes presentations and discussions by students, faculty, and guest lecturers, instruction on library research, writing, and oral presentation skills. It may also include field trips or a small community service project. Offered on a satisfactory/unsatisfactory basis. *Fall semester only.*
Latin American Studies Faculty

LA 399. PROFESSIONAL INTERNSHIP IN LATIN AMERICAN STUDIES 3
Internship or professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the minor field. With faculty sponsorship and program approval, students will select an internship and also produce a major research paper related to the area of internship. Research topic must be approved by the faculty sponsor and the on-site supervisor.

Latin American Studies Courses

AH 208	Art and the Environment in Ancient Mesoamerica and South America
AN 205	Mesoamerican Archaeology
AN 229	Mexican Cultures
AN 244	Latin American Indians
AN 349	Medical Anthropology (French Caribbean)
FF 376	Latinos in the United States
FL 265	Survey of Spanish American Literature
FS 212	Business Spanish
FS 301	Spanish American Narrative of the Twentieth Century
FS 319	Studies in Spanish American Poetry
FS 320	Studies in Spanish American Drama
FS 321	Spanish in the Media
FS 323	Spanish American and Latino Film
FS 324B	Spanish American Essay
FS 330	The Culture of Spanish America
FS 331, 332	Special Studies in Spanish (when topic appropriate)
FS 363	The Latin American Puzzle
GO 209	Latin America and the United States
GO 309	Topics in Political Science (when taught by A. Vacs)
GO 251	Caribbean Politics
GO 358	Colonial Latin America
HI 108	Contemporary Latin America
HI 109	Topics in History (when topic relates to Latin America)
HI 217	Race, Class & Ethnicity in Latin America
HI 228	War and Peace in 20th Century Latin America
HI 229	History Through Travel: Latin America 1500–1900
HI 230	Politics and Society in Latin America
HI 330	Topics in History (when topic relates to Latin America)
HI 363	Special Topics in Sociology (when topic relates to Latin America)
SO 251	Advanced Special Topics in Sociology (when topic relates to Latin America)
SO 351	Advanced Special Topics in Sociology (when topic relates to Latin America)

Partial Latin American Studies Courses

AM 231	Ethnic and Immigrant Experience
AM 236	Jazz: A Multicultural Expression
AH 103	The Arts of Africa, Oceania, and the Americas
BI 325	Tropical Ecology
EC 314	International Economics
EC 334	International Political Economy
FF 220	Language Across the Curriculum (French)
FS 220	Language Across the Curriculum (Spanish)
GO 339	International Political Economy

Law and Society

Director of the Law and Society Program:
David Karp

Affiliated Faculty:

American Studies: Mary Lynn

Education: Dawn Riley

English: Mark Rifkin

Government: †Beau Breslin, Roy Ginsberg, Ronald Seyb

History: †Erica Bastress Dukehart, Matthew Hockenos

Management and Business: †**Christine Kopic, Pushkala Prasad

Philosophy: William Lewis

Religious Studies: Stephen Butler Murray

Sociology: David Karp, Rik Scarce

†Law and Society Steering Committee
**Pre-law advisor

The law and society minor involves students in the interdisciplinary study of law and justice, focusing on how laws are made, how they change, and how they are enforced. The Program encourages students to consider how law protects individual rights and ensures social order. Students are expected to think creatively about law in society, especially in how it may encourage social justice and good citizenship. As an interdisciplinary minor, the Program enables students to consider its central themes from a variety of perspectives, and synthesize them into a coherent personal philosophy. At the core of a liberal arts curriculum is the challenge for students to think critically about the world they live in, and to define their role as thoughtful and productive members of the community. Toward this end, the Program provides several opportunities for students to become involved in the local community through service-learning projects and internship opportunities.

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.

Law and Society Curriculum

The following courses may be used to satisfy the requirements of 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

LW 210. COLLEGE JUDICIAL PROCESS 1

An introduction to issues relevant to college disciplinary systems. This course will provide intellectual background and practical training for members of the Skidmore Integrity Board. The course will address issues such as philosophies of punishment, offender reintegration, community involvement, and strategies for effective sanctioning.

D. Karp

LW 251. SPECIAL TOPICS IN LAW AND SOCIETY 3

An examination at the intermediate level of special topics, methods, and areas of law and society.

LW 351. ADVANCED SPECIAL TOPICS IN LAW AND SOCIETY 3

An examination at the advanced level of special topics, methods, and areas of law and society.

LW 361. LAW AND SOCIETY: CAPSTONE SEMINAR 1

Provides students the opportunity to tie together the course work and independent study in which they have engaged. Students will discuss over-arching issues in law, citizenship, and justice and will examine the different contributions of various disciplines to these topics. Seminar presentation of individual student work will be a central component of the course. This course is required of students who minor in law and society. *Prerequisites:* LW200 and at least three other courses in the Law and Society Program.

**LW 371, 372. INDEPENDENT STUDY IN
LAW AND SOCIETY**

3

Advanced-level reading and research in law and society under the guidance of a faculty member.

Prerequisite: LW200 and two additional courses from the law and society curriculum. Requires approval of law and society director.

**LW 399. PROFESSIONAL INTERNSHIP IN
LAW AND SOCIETY**

3 or 6

Professional experience at an advanced level in law and society. With faculty sponsorship and approval of the program director, students may extend their law-related liberal arts experience into work in professional settings such as law firms, the criminal justice system, and relevant social service and governmental agencies. No more than three semester hours of LW 399 may be used to satisfy the minor requirements. *Prerequisite:* LW200 and two additional courses from the law and society curriculum. *Non-liberal arts.*

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

Management and Business

Interim Chair of the Department of Management and Business: Betty V. Balevic

Professors: Paul Calhoun, *F.W. Harder Professor of Business Administration;* Pushkala Prasad, *Zankel Professor of Management for Liberal Arts Students*

Associate Professors: Betty V. Balevic, Susan Belden, Martin J. Canavan, Mary Elizabeth Correa, James J. Kennelly, Elzbieta Lepkowska-White, David Marcinko, K. Gary McClure, Christine Page, Mark A. Youndt

Assistant Professors: Caroline D'Abate, Timothy Harper

Visiting Associate Professor: David Marcinko

Visiting Assistant Professor: Christine Kopec

Lecturers: Carol Chiarella, Bernard Kastory

Director of the Skidmore-Saratoga Entrepreneurial Partnership: Roy Rotheim, Professor of Economics

The role of the Department of Management and Business at Skidmore College is to provide a distinctive undergraduate program in management and international business that builds on and enhances the liberal arts curriculum. Our aim is to prepare students to be committed to a process of life-long learning and to pursue rewarding careers in a technologically changing and culturally diverse world. To this end, the Department of Management and Business has created a learning environment that encourages the integration of management theory, research, and practice within a well-balanced program of study in the arts, sciences, and humanities.

The department provides a foundation in core functional areas, advanced courses, and a wide variety of cocurricular learning opportunities. While all courses take into account the linkages across management disciplines, the cornerstone and capstone courses utilize an explicitly integrative approach. Permeating our educational offerings is an emphasis on international dimensions, discernment of ethical values, and development of communication skills. Flexibility in the program enables students to concentrate within a management discipline or pursue joint programs with other departments to prepare for careers and graduate education.

The program serves the larger Skidmore community by offering all students a conceptual basis for managing fiscal and human resources in scientific, artistic, human service, and business undertakings. Both in its presentation of foundation courses and in its upper-level courses, departmental offerings provide avenues for exploring the relationship between business and society. In addition, departmental faculty develop and contribute to a variety of interdisciplinary courses and programs. Thus, the Department of Management and Business serves not only its own majors but adds depth, breadth, and value to the liberal education of students concentrating in other disciplines.

As a component of the curriculum, students have regular interaction with the business world in part through the department's Business Advisory Council. The introductory cornerstone course and others involve integral participation by visiting business executives in course exercises. The department encourages study abroad, internships, and involvement in community projects to provide integrative learning experiences. Students who wish to prepare in the area of public accounting may take courses toward the satisfaction of the academic requirements for the examination.

THE BUSINESS MAJOR: All business majors must take the basic business core, plus three 300-level elective courses. MB399 Professional Internship in Business may not be counted as satisfying one of the three 300-level elective requirements of the major.

The basic business core is composed of the following courses: MB107, 214, 224, 234, 235, 306, 338, 349, EC103, 104, and 237 or MS104.

The suggested course sequence for the major is: MB107, EC104, MB234, EC103, MB235, EC237, MB214, 224, 235, 306, 338, 300-level electives (three); MB349 (senior year only). Students planning to study abroad during their junior year *must* have completed MB234 and 235 and EC237 before they go.

Students preparing to major in business are expected to be proficient in English composition and grammar, mathematics, economics, and computer applications. In addition to those courses already required for the major that are out of the discipline, these proficiencies may be strengthened by taking the following courses: MA111, and CS106.

INTERDEPARTMENTAL MAJORS: In conjunction with other departments, the Management and Business Department offers interdepartmental majors in business-economics, business-French, business-German, business-Spanish, business-government, and business-mathematics. See *Interdepartmental Majors*.

HONORS: To be eligible for departmental honors, a student must (1) attain a GPA of 3.60 or higher for all course work taken in the department and required for the major, (2) complete MB349 with a grade of A- or higher, and (3) complete an independent project during his/her senior year that the Management and Business faculty judge to be outstanding. The project must go beyond work required in our regular Management and Business classes, must be pre-approved by the Management and Business faculty honors committee, and must be presented to department faculty. Examples of types of projects that could qualify include, but are not limited to, senior theses, independent studies, and SSEP projects.

THE BUSINESS MINOR: For a business minor, the student is required to complete MB107, 214, 224, 234, and two additional courses in business, at least one at the 300 level. MB399, Professional Internship in Business, may not be used to satisfy any of these requirements.

COOPERATIVE M.B.A. PROGRAMS: Qualified students have the opportunity to earn a baccalaureate degree from Skidmore and a master's degree in business administration through cooperative programs with Clarkson University or the Graduate College of Union University. In these 4+1 M.B.A. programs, students earn the master's degree in the year following Skidmore graduation.

MB 107. BUSINESS ORGANIZATION AND MANAGEMENT 4

A broadly based introduction to the field of business that can serve either as the first course in the departmental sequence or as an only course for a student desiring an overview of the business world from a manager's perspective. Topics include strategic analysis and planning, marketing, financial management, control, organizational design, human behavior, and communications. Students present individual written analyses and engage in group oral presentations.

MB 214. FOUNDATIONS OF MARKETING 3

A comprehensive assessment of marketing's dynamic role in contemporary global society. The course emphasizes the development of marketing strategies which reflect domestic and cross-national competitive structures and diverse market place realities. Topics include consumer analyses, target market identification, positioning, e-commerce, and coordination of marketing mix elements. *Prerequisite:* MB107 or permission of instructor.

B. Balevic, C. Page, E. Lepkowska-White

MB 224. FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR 3

The theoretical and experiential basis for the analysis of individual, group and organizational behavior in both domestic and international contexts. *Prerequisite:* MB107 or permission of instructor.

M. Correa, T. Harper, P. Prasad, C. D'Abate

MB 224H. FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR 4

The theoretical and experiential basis for the analysis of individual, group and organizational behavior in both domestic and international contexts. Develops student's ability to critically read the research literature and provides opportunities for development of reflective management practice. *Prerequisite:* MB107 or permission of instructor.

M. Correa, T. Harper, P. Prasad, C. D'Abate

MB 234. FOUNDATIONS OF ACCOUNTING I 4

An introductory course in financial accounting examining the process of accumulating accounting information for decision-makers outside the organization. It introduces the accounting process, reviews the preparation of financial statements, examines the accounting for assets and liabilities, and concludes with an examination of accounting for corporations. The course focuses on the interpretation and effective use of financial statements and other financial data.

Prerequisite: MB107 or permission of instructor.

M. Canavan, C. Chiarella

MB 235. FOUNDATIONS OF ACCOUNTING II 3

Continuation of the study of financial accounting begun in MB234. The course addresses international accounting issues and emphasizes the effective use and interpretation of corporate financial statements. Approximately two-thirds of the course focuses on the use of accounting information by managers for planning, control, and decision making. It introduces key management accounting concepts and techniques including manufacturing accounting, cost systems, budgeting, and responsibility accounting. *Prerequisite:* MB234. *Non-liberal arts.*

M. Canavan, C. Chiarella

MB 240. COACHING AND TEAMWORK SERVICE LEARNING EXPERIENCE 1

Provides the student and opportunity to serve as a coach for a group of students working on the MB107 Executive Presentation project. Students will be able to integrate knowledge and skills gained in MB107 with theory and applied experience acquired in MB224. The course may be repeated for a maximum of 3 credits. *Prerequisites:* MB107, 224, and 234.

T. Harper

MB 301. TAXATION OF CORPORATIONS AND PARTNERSHIPS 4

Reviews the basic concepts of corporate and partnership taxation. The course focuses on tax research and emphasizes the importance of taxation in business decisions. Students look at the rationale behind provisions of the tax laws and discuss landmark and current court decisions that give insight into the workings of the income tax system. *Prerequisite:* MB234 or permission of instructor. *Non-liberal arts.*

MB 303. COST ACCOUNTING FOR MANAGEMENT DECISIONS 3

A review of the various methods of cost accumulation for product costing and the analysis of cost data for planning and control. The course focuses on management systems and emphasizes the application of management accounting concepts and principles to decision making. *Prerequisite:* MB235 or permission of the instructor. *Non-liberal arts.*

MB 306. FOUNDATIONS OF BUSINESS IN THE INTERNATIONAL ENVIRONMENT 3

Analyzes the political, social, legal, economic, competitive, technological, and cultural environments of international business. It focuses upon the challenges facing multinational corporations operating in these dynamic and often ambiguous environments. Topics to be covered include: strategic issues related to competition in global markets; issues of organizational structure and control; questions of the transferability of "made in America" management theories in a cross-cultural context; fundamentals of trade theory; and noneconomic impacts of multinational corporations and their ethical, social, and ecological responsibilities. *Prerequisites:* MB107, 214, 224, 234, EC103, 104, or permission of instructor; prerequisites may be waived for interdepartmental business majors and international affairs minors by permission of instructor.

J. Kennelly, B. Kastory, P. Prasad

MB 307. FINANCIAL ACCOUNTING I 4

Examines the generally accepted accounting principles related to the preparation of financial statements, with particular emphasis on balance sheet valuations and their relationship to income determination. The course also examines the concept of time-value of money; the application of present value techniques to accounting valuations, and the valuation and disclosure problems associated with cash, temporary investments, receivables, inventories, plant assets, intangible assets, and long-term investments.

Prerequisite: MB235. *Non-liberal arts.*

MB 308. FINANCIAL ACCOUNTING II 3

Advanced course continuing the study of financial accounting begun in MB307. Students analyze the problems arising in the application of accounting theory to specific business situations. The course explores financial reporting and disclosure topics including intercorporate investments, equity and debt financing, leases, and pensions. It also addresses problems in income determination and reporting, including income tax allocation and earnings per share. *Prerequisite:* MB307. *Non-liberal arts.*

MB 312. IDENTITY AND OPPORTUNITY 3

Explores issues, theories, and research findings focusing on the implications of social identity and categorization in the workplace. Topics include social identity and categorization, perceptual processes, stereotyping, in-group and out-group dynamics, work group processes, and business policy. *Prerequisite:* MB224 or permission of instructor.

T. Harper

MB 313. CONSUMER BEHAVIOR 4

Examination of the psychological, sociological, and anthropological theories related to consumer decision-making. Among the separate topics covered in the course are motivation, memory, cognition, attitude formation and change, persuasion, learning, and value systems of cultures and subcultures, all inter-related with the formation of marketing strategies.

Prerequisite: MB214 or permission of instructor.

C. Page

MB 314. ORGANIZATIONAL THEORY 3

The development of alternative concepts, models, and theories of organizing as a basis for determining strategy and structure in both domestic and international organizations. The course provides the application of theory to organizations in the public, private, and not-for-profit sectors. *Prerequisite:* MB224 or permission of instructor.

M. Correa and P. Prasad

SB 315. WORK, FAMILY, AND ORGANIZATIONS 3

The analysis of various white-collar and blue-collar occupations and their relationship to work and family life. Topics include the changing nature of work; professionalization; working within organizations; and occupational socialization, careers, and mobility.

Prerequisite: SO101 or MB224 or permission of instructor.

C. Berheide

MB 316. DYNAMICS OF LEADERSHIP 4

Integrates traditional theories of leadership with contemporary approaches to group dynamics in order to provide a framework for the leadership roles encountered in modern organizations, both public and private enterprises. The course provides an intensive workshop to allow students to assess their personal strengths and challenges as leaders. There is also a required practicum, which provides an opportunity to apply theory and to further develop and practice leadership skill. *Prerequisites:* MB214, 224, and 338. *Non-liberal arts.*

M. Correa

- MB 317. MARKETING RESEARCH 4**
Focuses on fundamental issues in research design and analysis. Topics include problem formulation, data collection, sample selection, data analysis and interpretation. Special topics include issues on the use of the Internet for research purposes (such as data collection) and those raised by global research. *Prerequisites:* MB214 and EC237 or equivalent.
E. Lepkowska-White
- MB 319. MANAGEMENT INFORMATION SYSTEMS AND E-COMMERCE 4**
An introduction to management information systems and e-commerce, engaging a number of the disciplines that define the field of MIS. From Web-design and active server pages to spreadsheet driven decision support systems, students will acquire a working knowledge of a variety of information systems and an understanding of the roles that the underlying technologies play in management decision making and e-commerce. The course also focuses on the enhancement of analytical skills, especially as applied to the solution of unstructured problems. *Prerequisites:* MB214, 224, 235.
- MB 333. BUSINESS LAW I 3**
A study of the origin of laws, the court system, and legal procedures with emphasis on their impact in business and economic situations, in-depth study of the laws of contracts, agency, corporations, partnerships, employment and labor law. Examination and briefing of existing case law in these fields. C. Kopec
- MB 334. BUSINESS LAW II 3**
A study of the laws of real property, sales, wills and estates, trusts, security instruments, mortgaging and leaseholds, personal property, and bailments. *Prerequisite:* MB333.
C. Kopec
- MB 336H. DIVERSITY AND DISCRIMINATION IN THE AMERICAN WORKPLACE: IS THE MELTING POT BOILING OVER? 3**
An interdisciplinary examination of the many challenges and issues raised by the growing diversity and multiculturalism of the North American workplace. The course provides a historical introduction to the patterns of immigration that affected different workplaces and offers an overview of the legal structures that deal with questions of difference in work organizations (e.g., the Equal Employment Opportunities Act). It also examines how organization structures and cultures influence the reception, inclusion, and experiences of different social identity groups along dimensions of gender, race, age, ethnicity, disability, and sexual preference. Recent workplace movements that promote and oppose greater diversity are also discussed. (Designated a Cultural Diversity course.) *Prerequisites:* MB107 and 224 or permission of instructor.
P. Prasad
- MB 337. ADVERTISING AND PROMOTION 4**
Examines advertising and promotion principles from an integrated marketing communications perspective, emphasizing the planning, design, and implementation of advertising campaigns. Topics include consumer and market analysis, creative strategy, media selection, promotional budgeting, campaign evaluation, and agency relations. *Prerequisites:* MB107 and 214. *Non-liberal arts.*
C. Page
- MB 338. FOUNDATIONS OF FINANCE 4**
Examines the fundamentals of business finance as influenced by political, cultural, economic, and physical environmental forces. Attention is given to the implications of entrepreneurial and international activities on financial decisions. Topics include an overview of the financial environment including investments, capital markets and institutions, corporate financial theory, asset pricing, financial analysis and planning, corporate capital structure and costs, and corporate investment decisions. *Prerequisites:* MB235 and EC237.
S. Belden, G. McClure
- MB 339. INVESTMENTS 3**
An investigation of the concepts of security analysis and valuation and of the fundamentals of market analysis. Special attention will be paid to securities and security markets, risk-return characteristics of investment types, and investment strategies including the use of convertible securities and options. *Prerequisites:* MB235 and 338.
S. Belden, G. McClure
- MB 344. INTERNATIONAL MARKETING 3**
Examines the influence of cultural, political, legal, technological, socioeconomic, and physical environments on international marketing decisions. The course also covers the theory and practice of international marketing strategies. Topics include international planning, implementation and control decisions, international market research, international product decisions, global pricing, distribution, international advertising, and sales promotion. Special topics include green marketing, international e-commerce, and global marketing ethics. *Prerequisite:* MB214 or permission of instructor.
E. Lepkowska-White
- MB 345. GLOBAL FINANCIAL MANAGEMENT 4**
An extension of MB338 to the financial management of corporations in the global environment. Topics include the role of multinational industrial corporations in world trade, an overview of international capital markets and institutions, international financial analysis and planning, international debt and equity financing, international corporate investment decisions, the influence of foreign currency on finance decisions, and the relationship between business development and the global physical environment. *Prerequisite:* MB338 or permission of instructor.
G. McClure
- MB 346. GLOBAL SALES AND MERCHANDISING MANAGEMENT 3**
This course examines the historical, societal, legal, and technological framework that affects the planning and implementation of strategies in professional sales and merchandising within specific industrial, institutional, and international environments. *Prerequisite:* MB107 or permission of instructor.
B. Balevic
- MB 347. COMPARATIVE MANAGEMENT 3**
Contemporary issues in comparative management, addressed through the paradigms of cultural anthropology, organizational theory, and area studies. This course focuses on two questions: the extent to which management theory is influenced by cultural and regional variables, and the extent to which key management processes can transcend cultural boundaries. Open to juniors and seniors. *Prerequisites:* MB224 or permission of instructor.
M. Correa
- MB 349. BUSINESS STRATEGY 4**
Provides the final, integrating experience for the student. The course covers all of the functional areas the student has studied—marketing, finance, control systems, organizational behavior—but views them from the integrating perspective of a general manager operating in a global environment. *Prerequisites:* MB214, 224, 235, 306, and 338. Open only to seniors.
B. Kastory, M. Youndt
- MB 350. ENTREPRENEURSHIP AND SMALL BUSINESS 3**
Designed to present problems faced by entrepreneurs in developing, organizing and managing small businesses. The course will consider all functions relating to small business decisions. The case method will be used extensively. Student projects relating to the formation and/or management of small business units will be required, primarily through group analysis and presentations. These group projects will require field consultation exercises with owners/managers at small businesses. *Prerequisite:* Management and business majors/minors or permission of instructor. *Non-liberal arts.*
M. Canavan
- MB 351, 352. SPECIAL TOPICS IN BUSINESS AND MANAGEMENT 3, 3**
Advanced and special topics in business which reflect areas of current relevance. This course allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic which would not normally be covered in the regular course offerings. Topics will vary from semester to semester. May be repeated for credit with permission of department chair. *Prerequisites:* Will vary each time the course is offered; there will always be some of the business core required for this course.
- MB 355. BUSINESS, ETHICS AND SOCIETY 4**
An interdisciplinary approach to the role of business in American society including ethical obligations to employees, consumers, stockholders and others, and corporate responsibility in the community. Emphasis will be on application of ethics to actual business situations. Although readings in philosophy, government, and social issues will be assigned, this is a case-study course. *Prerequisite:* MB107 or permission of instructor.
J. Kennelly, C. Kopec
- MB 358. HUMAN RESOURCE MANAGEMENT 4**
Explores the history, theory, and practice of human-resource management. The course focuses on thinking systematically, strategically, and ethically about managing employees. It examines the importance of recruitment, selection, diversity, job design, performance appraisals, training, and compensation to both the worker and the organization. *Prerequisite:* MB224 or PS101 or SO101.
C. D'Abate
- MB 359. GLOBAL FINANCIAL INSTITUTIONS 3**
Extends MB338 to the role of private and public financial institutions in the global environment including the U.S. Federal Reserve System, International Monetary Fund, World Bank, European Union Central Bank, and Bank for International Settlements. The course examines the history, role, and functions of these financial institutions and the important services provided by financial institutions in the conduct of both domestic and international money and capital market activities and funds transfers. Special emphasis is placed on the role and contributions of commercial banks in the economic growth and development of nations and the world economy. *Prerequisite:* MB338 or permission of instructor.
G. McClure

MB 364. MANUFACTURING STRATEGY AND INTERNATIONAL COMPETITIVENESS 3

Analyzes the critical role that manufacturing strategy plays in determining the overall competitiveness of a business and of a nation. Macro and micro economic variables such as exchange rates and industrial financial systems will be examined along with technological and scientific policies of business and government. *Prerequisites:* MB214, 306.

MB 371, 372. INDEPENDENT STUDY 3, 3

Research or special project in business. Independent study provides an opportunity for a student already well grounded in an area to pursue an interest which falls outside the domain of courses offered by the department. The student should carefully define a semester's work that complements his or her background, initiate a proposal with a study sponsor, and obtain formal approval from the student's sponsor and the department chair. Application to do such work in any semester should be made and approved prior to registration for that semester. A student may or may not receive liberal arts credit for an independent study, at the discretion of both the department chair and the registrar (and, in exceptional instances, the Curriculum Committee of the College). *Prerequisites:* MB214, 224, 235, 306, 338, and permission of department.

MB 373. THESIS SEMINAR A 3

Required seminar for students planning to write a thesis in the department. Students learn about conducting research, develop their research question, derive hypotheses, and select appropriate research methodologies. Students must complete a thesis proposal that is approved by the Department and the student's thesis advisor.

MB 374. THESIS SEMINAR B 3

Students implement the thesis proposal: collect and analyze data; identify results; and project their implications for management theory, practice, and future research. The seminar prepares students for writing the final document and for the oral presentation to the department. *Prerequisites:* MB373 or permission of the instructor.

MB 376. BUSINESS ISSUES 3

Discussion, investigation, and analytical report on contemporary business issues.

MB 399. PROFESSIONAL INTERNSHIP IN BUSINESS 3 or 6

Professional experience at an advanced level for juniors and seniors with substantial academic experience in business. With faculty sponsorship and department approval, students may extend their educational experience into areas of business related to their academic course work. MB399 cannot be counted as one of the 300-level elective courses required of the management and business major. No student may earn more than nine semester hours of MB399. *Non-liberal arts.*

Mathematics

Chair of the Department of Mathematics and Computer Science: Pierre von Kaenel

Professors: Mark Hofmann, R. Daniel Hurwitz, Mark E. Huibregtse, Alice M. Dean, Gove W. Effinger, Pierre von Kaenel

Associate Professors: Una Bray, David C. Vella

Assistant Professors: Thomas O'Connell, Rachel Roe-Dale

Visiting Instructor: Michael Eckmann

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.

HONORS: Students wishing to qualify for departmental honors in the mathematics major must:

1. complete all departmental requirements for the mathematics major and have a GPA of 3.50 or higher for all course work (MA, MC, and CS) taken in the department;
2. have a GPA of 3.0 for all course work taken at Skidmore;
3. file with the department, by the end of the official add-drop period of the spring semester of the senior year, a declaration of intention to qualify for honors; and
4. submit an honors thesis or project to be read by a review committee, and give an oral presentation of the thesis or project to the department.

The review committee will evaluate the thesis or project to determine if it is of the exceptional quality which merits honors; the committee's recommendation will be submitted to the department for final adjudication.

INTERDEPARTMENTAL MAJORS: The department offers an economics-mathematics major in cooperation with the Department of Economics and a business-mathematics major in cooperation with the Department of Business. See *Interdepartmental Majors.*

THE MATHEMATICS MINOR: Students minor-ing in mathematics fulfill the departmental requirements by completing MA113 and 200 or the equivalent; MA215 or MC215; MA303 or 319; and two more 3- or 4-credit courses in mathematics at the 200 level or above. MC306 may be substituted as one of the elective courses.

PI MU EPSILON, New York Alpha Theta Chapter: Incorporated in 1914, Pi Mu Epsilon is a national honorary society whose purpose is the promotion of scholarly activity in mathematics. Undergraduate students are qualified for membership if they meet one of the following criteria: 1) upperclassmen who have completed at least two years of college mathematics, including calculus, with at least a B average and who are in the top third of their class in general college work; 2) sophomores, majoring in or intending to major in mathematics, who have completed at least three semesters of college mathematics, including one year of calculus, with a straight A record and who are in the top quarter of their class in general college work.

Note regarding mathematics and science majors: Students who plan to take calculus should take the online placement exam prior to the beginning of classes. Based on this exam, the Department will recommend which course in the sequence the student should begin with. Most frequently, prospective mathematics or science majors elect MA111 in the fall semester and 113 in the spring semester of their first year. Prospective mathematics or science majors with weak preparation in mathematics may be recommended to take MA108 in the fall semester followed by MA109 in the spring. First-year students with advanced placement who take MA113 in the fall should register for MA200 at the same time if they plan to continue into MA202 in the spring.

Students interested in learning how to use computers to solve problems in the quantitative disciplines should consider the courses: CS102, 103, 106, and MS104.

MA 100. QUANTITATIVE REASONING 3

Study of practical arithmetic and geometry, data gathering and analysis, introductory probability and statistics, size and bias in sampling, hypothesis testing, confidence intervals and their use in statistical analysis, linear relationships, interpolation and extrapolation, correlation, linear and exponential growth with practical applications. The course is primarily intended to fulfill the first part of the quantitative reasoning requirement (QR1). *Prerequisite:* placement by department or permission of instructor.

The Department

Note: Courses numbered MS104, MA215 or MC215, 302, 306, 316, and MA102 through MA382 have as a prerequisite QR1 or permission of the department.

<p>MA 102. MATHEMATICS IN CONTEXT 3 A set of courses exploring interesting questions from a variety of disciplines with the aid of mathematics. (Fulfills QR2 requirement.) Courses including the following are offered periodically depending on faculty availability. A student may take more than one of these courses for credit.</p> <p>A. Statistical Controversies. It is often said that one can prove anything using statistics. Indeed, the reading of any newspaper or news magazine presents one with bold statements about important topics (economic, political, and health issues, etc.) based on statistical studies, together with strong opposition to those statements—in a phrase, statistical controversies. This course aims to study many such controversies to try to understand how they arise, what statistics lie behind them, and how at least some of them might be avoided by proceeding with greater care. Intended for students with little or no experience with statistics. (Fulfills QR2 requirement.)</p> <p>B. Modeling Epidemics. This course several mathematical techniques for modeling epidemics, including differential equations and statistical methods. (Fulfills QR2 requirement.)</p> <p>D. Mathematics in Context: Mathematical Models for Business and Economics—Efficient Planning. What is the best way to allocate scarce resources? In the business world, linear programming is often used to answer this question. Phone companies, oil refineries, airlines, and many other businesses use linear programming to schedule transportation networks, plan portfolios, control inventories, and maximize profits. Since its invention in the 1940s, linear programming has become increasingly important, and according to some estimates, well over \$100 million in human and computer time is spent yearly in the formulation and solution of linear programming problems. In this course, the student will be introduced to linear programming problems and their solution, related topics such as sensitivity analysis and integer programming, and various other mathematical models useful in business and economics, such as Leontief economic models, basic probability theory, and Markov chains. (Fulfills QR2 requirement.)</p> <p>MS 104. INTRODUCTION TO STATISTICS 4 An introduction to fundamental concepts in statistical reasoning. Students will consider contexts, both historical and modern, in which statistical approaches arose and methodologies developed. Topics considered will include organization and analysis of data, the drawing of inferences from these data, and the careful presentation of these inferences. Examples will be drawn from a variety of disciplines. (Fulfills QR2 requirement.) The Department</p> <p>MS 104E. INTRODUCTION TO STATISTICS 4 An introduction to fundamental concepts in statistical reasoning. Students will consider contexts, both historical and modern, in which statistical approaches arose and methodologies developed. Topics considered will include organization and analysis of data, the drawing of inferences from these data, and the careful presentation of these inferences. Examples will be drawn primarily from Environmental Studies. (Fulfills QR2 requirement.) The Department</p>	<p>MA 107. CONCEPTS OF MATHEMATICS 3 An introductory course for liberal arts and education majors or anyone seeking a general, nontechnical overview of mathematics. Topics covered include set theory, review of number systems, geometry concepts, basic concerns of probability and statistics, and introductory number theory. (Fulfills QR2 requirement.) The Department</p> <p>MA 108. CALCULUS WITH ALGEBRA I 3 An introduction to derivatives, integrals, and their applications. Primarily for students who are not adequately prepared for MA111, this course (together with MA109) covers the same material as MA111 but integrates the material requisite to calculus with the calculus itself. Note that MA108 alone can not be used as a substitute for MA111. Successful completion of MA108 and MA109 is equivalent to completion of MA111. <i>Prerequisite:</i> Permission of instructor. The Department</p> <p>MA 109. CALCULUS WITH ALGEBRA II 3 A continuation of MA108. A study of exponential, logarithmic, and trigonometric functions and their applications in differential and integral calculus. Successful completion of MA108 and MA109 is equivalent to completion of MA111. (Fulfills QR2 requirement.) <i>Prerequisite:</i> MA108. The Department</p> <p>MA 111. CALCULUS I 4 Derivatives, integrals and their applications. Techniques of differentiation. Integration and differentiation of exponential, logarithmic and trigonometric functions. <i>Prerequisite:</i> high school preparation including trigonometry or consent of department. (Fulfills QR2 requirement.) The Department</p> <p>MA 111W. CALCULUS I 4 Derivatives, integrals and their applications. Techniques of differentiation. Integration and differentiation of exponential, logarithmic and trigonometric functions. <i>Prerequisite:</i> high school preparation including trigonometry or consent of department. (Fulfills QR2 requirement; meets expository writing requirement for students who placed at EN105 level or who have completed EN103.) The Department</p> <p>MA 113. CALCULUS II 4 Inverse trigonometric functions and hyperbolic functions. Systematic study of integration. Series and Taylor series. Polar coordinates. Indeterminate forms, L'Hôpital's rule and improper integrals. (Fulfills QR2 requirement.) <i>Prerequisite:</i> MA111, or both MA108 and 109, or consent of department. The Department</p> <p>MA 113W. CALCULUS II 4 Inverse trigonometric functions and hyperbolic functions. Systematic study of integration. Series and Taylor series. Polar coordinates. Indeterminate forms, L'Hôpital's rule and improper integrals. (Fulfills QR2 requirement; meets expository writing requirement for students who placed at EN105 level or who have completed EN103.) <i>Prerequisite:</i> MA111, or both MA108 and 109, or consent of department. The Department</p>	<p>MA 125, 126. PROBLEM SOLVING IN MATHEMATICS 1, 1 Introductory level. Students will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics. During fall semesters, students will have an opportunity to compete in the annual William Lowell Putnam Mathematical Competition. <i>Prerequisite:</i> QR1. Must be taken S/U. May be repeated for credit. The Department</p> <p>MA 200. LINEAR ALGEBRA 4 Vector spaces, matrices and linear transformations, determinants, solution of linear equations. <i>Prerequisite:</i> high school preparation including trigonometry or consent of department. Offered fall semester. (Fulfills QR2 requirement.) The Department</p> <p>MA 202. CALCULUS III 4 Multivariable calculus. <i>Prerequisites:</i> MA113 and 200. Offered spring semester. The Department</p> <p>MA 204. PROBABILITY AND STATISTICS 3 Elementary probability, discrete and continuous random variables, theory of expectation, analysis of distribution functions. (Fulfills QR2 requirement.) <i>Prerequisite:</i> MA111, or both MA108 and 109 or consent of department. Spring 2007 and alternate years. The Department</p> <p>MA 214. THEORY OF NUMBERS 3 Topics in classical and modern number theory including congruences, Diophantine equations, quadratic residues. (Fulfills QR2 requirement.) <i>Prerequisite:</i> MA111, or both MA108 and 109, or MA200 or consent of department. Spring 2006 and alternate years. The Department</p> <p>MC 215. MATHEMATICAL REASONING AND DISCRETE STRUCTURES 4 An introduction to mathematical reasoning in the context of studying discrete structures fundamental to both mathematics and computer science. Topics include elementary logic and sets, methods of proof including mathematical induction, algorithms and their analysis, functions and relations, elementary combinatorics, discrete probability, and graph theory. (Fulfills QR2 requirement.) <i>Prerequisites:</i> QR1, and CS106 or MA113, or permission of the instructor. The Department</p> <p>MA 225, 226. PROBLEM SOLVING IN MATHEMATICS 1,1 Intermediate level. Students will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics. During fall semesters, students will have an opportunity to compete in the annual William Lowell Putnam Mathematical Competition. <i>Prerequisite:</i> QR2. Must be taken S/U. May be repeated for credit. The Department</p> <p>MA 270. DIFFERENTIAL EQUATIONS 4 An introduction to the theory and applications of differential equations. <i>Prerequisite:</i> MA113 and 200. Offered spring semester. The Department</p>
---	--	---

MA 276. SELECTED TOPICS IN MATHEMATICS 3

Topics that complement the established lower level course offerings in mathematics will be selected. Emphasis will be on the nature of mathematical thought. May be repeated for credit. Offered on sufficient demand. The Department

MC 302. GRAPH THEORY 3

An introduction to the theory and applications of graphs. Topics may include graphs and digraphs, connectivity, trees, Euler and Hamiltonian cycles, and graph embeddings. *Prerequisite:* MC115 or MC215 or MA200 or permission of instructor. Fall 2007 and alternate years. The Department

MA 303. ADVANCED CALCULUS 4

Rigorous treatment of foundational issues in analysis. Topics may include set theory, the real number system, sequences, series, limits and continuity, theory of differentiation and integration, and elementary notions of topology. *Prerequisite:* MA113 and MA215 or MC215 or consent of the department. Offered fall semester. The Department

MC 306. THEORY OF COMPUTATION 3

A study of the major theoretical models of computation. Topics include automata, nondeterminism, regular and context-free languages, Turing machines, unsolvability, and computational complexity. *Prerequisite:* MC115 or MC215 and CS106, or permission of instructor. Beginning in fall 2005, MC306 will have CS210 as a prerequisite. The Department

MA 309. ELEMENTS OF MODERN GEOMETRY 4

Study of various topics in modern geometry, with emphasis on the axiomatic method. Fall 2006 and alternate years. *Prerequisite:* MA113 and MA215 or MC215 or consent of instructor. The Department

MA 310. HISTORY OF MATHEMATICS 3

Study of the development of mathematical ideas. *Prerequisite:* MA113 and MA215 or MC215 or permission of the instructor. Offered on sufficient demand. The Department

MA 311. DIFFERENTIAL GEOMETRY 3

An introduction to differential geometry in a classical setting: the study of n -surfaces, embedded in Euclidean space. Offered on sufficient demand. *Prerequisite:* MA200, 202, MA215 or MC215, or consent of the department. MA270 recommended. The Department

MA 313. INTRODUCTION TO TOPOLOGY 3

Selected topics in topology such as metric spaces, point set topology of Euclidean spaces, introduction to algebraic topology. *Prerequisite:* MA113 and MA215 or MC215 or consent of the department. Spring 2007 and alternate years. The Department

MC 316. NUMERICAL ALGORITHMS 3

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

MA 319. ABSTRACT ALGEBRA I 4

Survey of algebraic structures; groups, rings, fields, vector spaces, and linear transformations. *Prerequisite:* MA200 and MA215 or MC215 or consent of the department. Offered fall semester. The Department

MA 320. ABSTRACT ALGEBRA II 3

Selected topics in advanced algebra. *Prerequisite:* MA319 or consent of department. Spring 2006 and alternate years. The Department

MA 323. REAL ANALYSIS 3

Selected topics in real analysis. *Prerequisite:* MA303 or consent of department. Offered alternate years. The Department

MA 324. COMPLEX ANALYSIS 3

Analytic functions, complex integration, complex sequences and series, and conformal mapping. *Prerequisite:* MA303 or consent of department. Offered alternate years. The Department

MA 325, 326. PROBLEM SOLVING IN MATHEMATICS 1,1

Advanced level. Students will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics. During fall semesters, students will have an opportunity to compete in the annual William Lowell Putnam Mathematical Competition. *Prerequisite:* QR2. Must be taken S/U. May be repeated for credit. The Department

MA 371, 372. INDEPENDENT STUDY 3, 3

Special study in mathematics outside the regular department offerings. *Prerequisite:* consent of department. The Department

MA 376. SEMINAR 3

Research, discussion, and presentation of selected topics at an advanced level, to provide a capstone experience for the mathematics major; primarily intended for seniors. *Prerequisites:* MA303 and 319 or consent of the department. This course may be repeated for credit with permission of the department. The Department

MA 381, 382. SENIOR THESIS 3, 3

Optional for mathematics majors. Recommended for those working toward professional careers or graduate study in mathematics, and required for those seeking to satisfy the criteria for departmental honors. The Department

MA 399. INTERNSHIP IN MATHEMATICS 3 or 6

Professional experience at an advanced level for juniors and seniors with substantial academic experience in mathematics. With faculty sponsorship and departmental approval, students may extend their educational experience in pure or applied mathematics. This course may not be used to satisfy the requirements of any major or minor in the department. *Prerequisites:* MA200, two additional courses in mathematics at the 200 level or above, and permission of the department. *Non-liberal arts.*

Music

Chair of the Department of Music: Thomas Denny

Professors: Thomas Denny, Charles M. Joseph, Gordon R. Thompson

Associate Professors: Anthony Holland, Deborah Rohr

Assistant Professor: Benjamin Givan

Visiting Assistant Professor: Lei Ouyang Bryant

Senior Artists-in-Residence: Pola Baytelman, Joel Brown, Richard Hihn, John Nazarenko, Anne Turner, Jan Vinci

Lecturers: *Yacub Addy; *Ann Alton, *Lucille Beer, *Veena Chandra, *Nancy Jo David-
sen, Charles D'Aloia, *Michael Emery, *Mark Foster, *Gene Marie Green, *Elizabeth Huntley, *Krassimir Ivanov, *Patricia Keyes, *Eric Latini, *Patrice Malatestinic, *Susan Martula, Janet McGhee, *Rich Syracuse, *Benjamin Van Wye, *Mark Vinci

Accompanists: *Patricia Hadfield, *Patricia Keyes, *Starr Norman

The Department of Music offers courses in five areas of musical study: musicology/ethnomusicology, music theory, music technology, individual musical performance, and ensemble performance. These courses meet the needs of music majors and minors and students whose concentrations lie in other disciplines.

THE MUSIC MAJOR: Students majoring in music receive a bachelor of arts degree. Students contemplating a major should consult as early as possible with the department chair and with an instructor in the musical area of greatest interest to formulate a course of study.

Students majoring in music are required to complete the following:

1. MU241, 242, and 243, normally to be completed by the end of the sophomore year;
2. One 300-level topics seminar/survey in the Western classical tradition (MU314, 315, 316, 317, or an appropriate topics seminar);
3. One 300-level topics seminar/survey in a non-Western or popular music tradition (MU304, 306, 307, 309, 320, or an appropriate topics seminar);
4. One additional topics seminar (MU344 or 345);
5. One 300-level MU course (chosen from any of the above mentioned courses plus 319, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, or 385);

6. MU363 Senior Seminar;
7. Three semesters of private musical instruction in one area of performance; and
8. Three semesters of ensemble performance selected from course offerings under Skidmore Ensembles.

To enroll in MU241, students must pass a diagnostic exam administered during the first week of the fall semester. The department strongly urges majors to acquire keyboard skills as early as possible in their musical studies. Before enrolling in 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.

HONORS: Departmental honors for senior music majors are recommended on the basis of a distinguished academic career documented by department GPA (3.5 or higher for all work in MP courses; 3.5 or higher for all work in MU courses), faculty recommendation, and a high level of accomplishment on a department approved senior project (recital, thesis, composition, or music-technology project).

THE MUSIC MINOR: Students must complete the following:

1. MU241, 242;
2. two additional MU courses from the following: MU100, 103, 106, 205, 208W, 220, 255, 304, 309, 314, 315, 316, 317, 320, 344, and 355;
3. three semesters of private musical instruction in one area of performance; and
4. three semesters of ensemble selected from course offerings listed under Skidmore Ensembles.

PRIVATE MUSICAL INSTRUCTION (MP281, MP281X): Private instruction in instrumental or vocal performance is available to all students on an audition/interview basis and as studio space permits. The fee for private instruction is \$450 per semester for forty five-minute lessons, \$600 per semester for one-hour lessons. Students majoring in music are exempt from these fees during four semesters of private instruction. Scholarship aid is available for all students; see the department chair for details.

MUSICOLOGY

MU 100. INTRODUCTION TO MUSIC 3
An introduction to concepts of musical style and structure in compositions representative of different historical periods with an aim to deepen the musical listening experience. Examination of the relationship of music to the humanities. Primarily for nonmajors. (Fulfills humanities requirement.) The Department

MU 101. RUDIMENTS OF MUSIC 3
An introduction to musical notation, sight singing and ear training, and rudimentary concepts of music theory. Students learn material that can be applied to further study in music theory, some areas of performance, and other courses. Open to students with no prior musical experience. Students successfully mastering the material in MU101 must also pass the department's diagnostic exam to enroll in MU241. (Fulfills humanities requirement.) The Department

MU 103. THE SYMPHONY 3
Major symphonic works from Haydn, Mozart, and Beethoven to Brahms, Mahler, and composers of the twentieth century. (Fulfills humanities requirement.) The Department

MU 106. GREAT COMPOSERS† 3
A course focused on the music of one or two great composers. Recent offerings have included Mozart, Bach, Debussy and Ravel, and Schubert. (Fulfills humanities requirement.) T. Denny

MU 205. SPECIAL STUDIES IN MUSIC LITERATURE† 3
The Department

MU 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:* MU241 (or current enrollment in MU241) or permission of instructor. (Fulfills humanities requirement.) The Department

MU 208W. MUSIC AND CULTURE 4
An intercultural introduction to music as culture. Topics include voice types, instrument categorizations, pitch and time systems, musical structure, transcription/notation, and ethnography. *Prerequisite:* MU241 (or current enrollment in MU241) or permission of instructor. (Fulfills humanities requirement; meets expository writing requirement for students who placed at EN105 level or who have completed EN103.) G. Thompson

MU 220. BRITISH ROCK AND POPULAR MUSIC IN THE 1960S 3
An introduction to the musicians and musical styles of British rock and roll and pop music in the 1960s. Subjects will include the antecedents of British rock, the social contexts in which it flourished, and the evolution of the musical styles and forms in this milieu. (Fulfills humanities requirement.) G. Thompson

MU 304. AMERICAN MUSIC 3
A survey of American music from its beginnings to its contemporary developments; includes study of the influence of folk music, jazz, and rock upon the mainstream of American musical life. (Fulfills humanities requirement.) C. Joseph

MU 306. HISTORY OF JAZZ IN AMERICA 3
A study of the evolution of jazz in America from its roots in various types of black folk music to its eventual emergence as an eclectic, contemporary art form. Special emphasis will be placed on the sociological implications of jazz as a genre of serious black music. Some consideration may be given to gospel, soul, and rock music, all of which are close relatives of jazz. *Prerequisite:* MU101, equivalent knowledge of music notation and theory, or permission instructor. T. Denny

MU 307. MUSIC AND SOCIETY 3
An introduction to interdisciplinary approaches to the study of music including the sociology, anthropology, and psychology of music. These approaches will be applied in selected areas such as education, religion, non-Western music, and popular music. (Fulfills humanities requirement.) G. Thompson

MU 309. MUSIC IN SOUTH ASIA 3
An examination of the major musical phenomena of the Indian subcontinent and their historical and cultural background. Topics include Hindustani and Karnatak classical musical styles, religious music, popular music, and selected regional genres. *Prerequisite:* MU101 or permission of instructor. (Designated a non-Western culture course.) G. Thompson

MU 314. MUSIC IN THE MIDDLE AGES AND RENAISSANCE 3
Major compositional genres and stylistic trends in Western music from its beginnings through the sixteenth century. *Prerequisite:* MU242 or consent of instructor. T. Denny, D. Rohr

MU 315. MUSIC IN THE BAROQUE AND PRE-CLASSICAL ERAS 3
A survey of major compositional genres and stylistic trends in Western music from about 1600 to 1750. *Prerequisite:* MU242 or consent of instructor. T. Denny, C. Joseph

MU 316. MUSIC IN THE CLASSICAL AND ROMANTIC ERAS 3
A survey of the major compositional genres and stylistic trends in Western music from 1750 to 1900. *Prerequisite:* MU242 or consent of instructor. T. Denny

MU 317. MUSIC IN THE TWENTIETH CENTURY 3
Beginning with the major composers of the turn of the century, such as Debussy, Mahler, and Ives, the course examines the important trends before 1950: impressionism, neoclassicism, and twelve-tone technique; also more recent developments in electronic, serial and "theater" music. *Prerequisite:* MU242 or consent of instructor. C. Joseph

MU 319. TOPICS IN MUSICOLOGY† 3
Selected topics and issues in musicology, to be announced when offered. *Prerequisite:* Consent of instructor. The Department

MU 320. POPULAR MUSIC IN THE AGE OF ROCK AND ROLL 3
A selective survey and analysis of the musical forms, styles, and figures associated with rock and roll in the 1950s and 1960s. Included is a discussion of the musical antetypes of rock and the impact and import of sociocultural and technological change on the popular music of this era. Class involves extensive listening assignments, musical analyses, and essays. *Prerequisite:* MU101, equivalent knowledge of music notation and theory, or permission of instructor. G. Thompson

THEORY-COMPOSITION

MU 101. RUDIMENTS OF MUSIC 3

An introduction to musical notation, sight-singing and ear training, and rudimentary concepts of music theory. Mastery of this material is a prerequisite to further study in music theory MU241, some areas of performance, and other courses. Open to students with no prior musical experience. (Fulfills humanities requirement.) The Department

MU 107. AURAL SKILLS† 1

Development of ear-training skills by means of exercises in singing (prepared and at sight) and aural analysis (including dictation). Will require extensive practice outside of class and performance in class. Prerequisite: MU101; or completion or current enrollment in MU241 or permission of the instructor. *Non-liberal arts.* A. Turner

MU 241. MATERIALS AND STRUCTURES I 4

Following a brief review of the rudiments of pitch, rhythm, and meter, students will study the principles of species counterpoint and then proceed to write and analyze diatonic tonal harmony, with reference to musical literature, style, form, and compositional process. Diatonic tonal syntax is the foundation of Western art music from the 17th through the 19th centuries, as well as some jazz and popular musics up to the present time. Examples will be chosen from a wide range of historical periods, musical styles, and traditions. (Fulfills humanities requirement.) Prerequisite: Diagnostic exam. B. Givan, D. Rohr

MU 242. MATERIALS AND STRUCTURES II 4

The second semester of theory will continue with the addition of chromatic harmony and the literature, style, forms, and compositional procedures associated with these expanded harmonic techniques, which appear in Western art music from the 18th to at least the early 20th centuries, and jazz. Topics will include chromatic chords, the resurgence of linear contrapuntal processes, modulation, and techniques that pushed to and beyond the limits of tonal harmony, such as expanded tertian chords, linear chromaticism, and finally the symmetrical scales and interval patterns associated with the dissolution of functional tonality. Prerequisite: MU241, plus keyboard proficiency or concurrent enrollment in MP197. B. Givan, D. Rohr

MU 243. MATERIALS AND STRUCTURES III 4

This semester will introduce students to the compositional and analytical procedures of the 20th and 21st centuries. Topics will include the set-theoretical experiments of the atonal period, the 12-tone serialism of the mid-20th century, and the wide variety of influences (folk music, non-Western musics, jazz, and popular musics, as well as ongoing points of influence and connection from the harmony and counterpoint of Western art music) adopted by composers during these years. Students will develop systematic, critical approaches to the range of contemporary musical styles and possibilities as they choose their own musical pathways. Prerequisite: MU242. B. Givan, D. Rohr

MU 255. MUSIC TECHNOLOGY I: INTRODUCTION TO ELECTRONIC MUSIC, COMPOSITION, AND RECORDING STUDIO TECHNIQUES 3

Introduction to basic music technology, electronic music, and professional recording studio techniques and equipment. Study of elementary acoustics, MIDI, synthesizers, microphones, analog and digital multitrack recording, sound mixing, and processing. Introduction to works in various styles by established electronic composers. Weekly studio/lab work. Prerequisite: ability to read music and QR1. (Fulfills QR2 requirement.) Studio fee: \$50. A. Holland

MU 353. MUSIC TECHNOLOGY II: ADVANCED ELECTRONIC MUSIC, COMPOSITION, AND RECORDING STUDIO TECHNIQUES 3

Development of original compositions using advanced studio techniques. Areas of study include advanced MIDI projects, computer algorithms for composition and sound synthesis, synthesizer programming, audio (SMPTE) and video (VITC) time code synchronization, digital sampling, digital multitrack recording, automated digital mixing, digital mastering for compact disk, and audio for video. Study of works in various styles by established electronic composers. Weekly studio/lab work. Prerequisite: MU255 or permission of instructor. Studio fee: \$50. A. Holland

MU 354. ANALYSIS OF TONAL MUSIC 3

Development of analytical techniques relevant to music of the tonal era. Prerequisite: MU242 or consent of instructor. C. Joseph, D. Rohr

MU 355. ORCHESTRATION 3

Study of the capabilities of orchestral instruments and ways they may be combined. Detailed examination of scores. Orchestration projects. Prerequisite: MU242 or consent of instructor. A. Holland

MU 356. TONAL COUNTERPOINT 3

Study of the contrapuntal style of J.S. Bach and his contemporaries. Analysis and writing of inventions, chorale preludes, and fugues. Prerequisite: MU243 or MU242 or consent of instructor. C. Joseph, D. Rohr

MU 357, 358. COMPOSITION 3, 3

Writing in smaller forms for various media. Prerequisite: MU243 or 242 or consent of instructor. A. Holland

MU 359, 360. ADVANCED COMPOSITION 3, 3

Continuation of MU357, 358 including writing in larger forms. Prerequisite: MU357, 358 or consent of instructor. A. Holland

MU 361. TOPICS IN RECORDING ENGINEERING AND COMPUTER MUSIC TECHNOLOGY† 3

The study and practical application of advanced music technology topics chosen at the discretion of the instructor. Topics may include advanced MIDI applications; recording engineering, production, and marketing; digital synthesis, recording, and editing; intelligent synchronization; programming languages for synthesis and studies in psychoacoustics. Course may be repeated for credit with the permission of the department. Prerequisites: MU255, 353. Studio fee: \$50. *Non-liberal arts.* A. Holland

MU 362. JAZZ THEORY 4

Surveys major theoretical models in jazz theory since the field emerged in the 1950s. Students will learn the terms and concepts used in jazz theory, become acquainted with the academic literature on jazz theory, and analyze musical recordings and transcriptions through both oral presentations and written assignments. Prerequisite: MU242. B. Givan

SEMINARS AND INDEPENDENT PROJECTS

MU 299. PROFESSIONAL INTERNSHIP IN MUSIC† 3

Internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as arts administration, recording, and archival work. Prerequisite: Permission of the supervising faculty member and approval by the department. *Non-liberal arts.*

MU 344, 345. TOPICS SEMINAR† 3-4

Specialized studies in topics to be announced each semester. Primarily for juniors and qualified sophomores. Prerequisite: MU242 or permission of instructor. (MU345N is designated a non-Western course.) The Department

MU 363. SENIOR SEMINAR 4

Offered in the fall semester. Advanced group study of a topic with individuals progressing through the stages of writing a research paper. Common discussion of individual projects emphasizes research as a process of shared inquiry. Students practice research methods, present work in progress, and complete a substantial paper, which may serve as the foundation for a senior project or thesis.

MU 371, 372. INDEPENDENT STUDY† 3, 3

An opportunity for qualified students to pursue independent study, under the supervision of a member of the department, in any field of music. Prerequisite: Consent of the instructor and approval of the department. The Department

MU 373. SENIOR THESIS 3

Independent study and research culminating in an extensive paper and an oral symposium presentation. Thesis proposal must be submitted for departmental approval by November 15 of the senior year. Prerequisite: MU363. The Department

MU 374. SENIOR COMPOSITION PROJECT 3

Independent creative project culminating in one or more compositions and an oral symposium presentation (with performance, if possible). Project proposal must be submitted for departmental approval by November 15 of the senior year. Prerequisite: MU363. *Non-liberal arts.* The Department

MP 375. SENIOR RECITAL 3

Independent study and musical preparation culminating in a public recital, a written discussion of the repertoire performed, and an oral symposium presentation regarding some aspect of the recital. Includes weekly one-hour lessons. Approval for presenting senior recitals is determined by audition, normally held in the semester preceding the recital before the department faculty. Students may not enroll concurrently for MP Private Instruction. Prerequisite: MU363, may be taken concurrently Lesson fee: \$600. *Non-liberal arts.*

MU 376. SENIOR PROJECT IN MUSIC TECHNOLOGY 3
Independent project culminating in a substantial product in an appropriate medium and format, and an oral symposium presentation. Project proposal must be submitted to the chair for departmental approval by November 15 of the senior year. *Prerequisite:* MU363. *Non-liberal arts.* The Department

MU 399. PROFESSIONAL INTERNSHIP IN MUSIC 3, 6, 9
Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as arts administration, recording, and archival work. *Prerequisite:* Previous study related to the area of the internship experience. Permission of the supervising faculty member and approval by the department. *Non-liberal arts.*

PERFORMANCE

MP 179. BEGINNING WEST AFRICAN DRUMMING 2
This class study of instrumental performance covers hand drumming techniques, bell and shaker patterns, development of specific Ghanaian polyrhythms, and the cultural context from which this music arises. Limited to twenty-five students. (Fulfills arts requirement.) Fee: \$55. Y. Addy

MP 181, 182, 183, 184, 185, 186, 187, 188. CLASS STUDY OF VOICE 1, 1
Use of the singing voice. Study and application of the principles and techniques of singing: breathing, tone production, resonance and diction, pronunciation, articulation, intonation, attack of tone, legato and sostenuto, flexibility, dynamics, and phrasing. Repertory chosen to illustrate different stylistic periods. Students participate in a recital at the end of the semester. (MP181 and 182 fulfill arts requirement.) N. Davidson

MP 191. CLASS STUDY OF PIANO 2
For students with no special background in music or piano. Emphasis is on reading skills and development of keyboard technique. Fundamental concepts of music theory (rhythm, intervals, scales, chords, keys) will be included. (Fulfills arts requirement.) *Non-liberal arts.* C. A. Elze

MP 193. CLASS STUDY OF GUITAR 2
For those with little or no guitar experience, this course is designed to prepare the student for private lessons. The course covers all aspects of guitar technique including scales, arpeggios, chords, and right hand styles. Musicianship skills including note and rhythm reading will be stressed. Each student must provide her or his own acoustic guitar. (Fulfills arts requirement.) *Non-liberal arts.* J. Brown

MP 195. CLASS STUDY OF JAZZ PIANO 2
Study of jazz piano voicings, scales, and modes for improvisation. Left-hand chording patterns, harmonic structures, and accompanying scales will be emphasized. Other areas of study will include diatonic and chromatic voice leading, phrasing and solo development, functional harmony, bass lines, and solo jazz piano technique. Class will read selected jazz charts and listen to and analyze contemporary and historical jazz pianists. (Fulfills arts requirement.) *Non-liberal arts.* J. Nazarenko

MP 197. KEYBOARD SKILLS 1
Application of fundamental theoretical concepts at the keyboard. Functional skills to include control of simple diatonic and chromatic chordal harmony, independent voicing, modal and scalar patterns, elementary transposition, and sight-reading. Course materials are keyed to concepts covered in MU241 and 242. Successful completion of MP197 will satisfy the department's keyboard proficiency requirement for all music majors. *Prerequisite:* MU241 or permission of instructor. P. Baytelman

MP 198. CLASS STUDY OF INSTRUMENTAL PERFORMANCE 1
Group instruction in instrumental performance areas, including jazz improvisation, not covered by MP181–188 or 191–197. To be announced when offered. Permission of instructor required. (Fulfills arts requirement.)

MP 281, 381. PRIVATE MUSICAL INSTRUCTION 2, 2
Individual forty-five-minute weekly instruction in voice, piano, harpsichord, organ, fortepiano, guitar, orchestral instruments, sitar, tabla, and jazz improvisation. Prospective students accepted by audition/interview. (Fulfills arts requirement.) The fee for forty-five-minute private instruction is \$450 per course.

MP 281X, 381X. PRIVATE MUSICAL INSTRUCTION 2, 2
Individual sixty-minute weekly instruction in voice, piano, harpsichord, organ, fortepiano, guitar, orchestral instruments, sitar, tabla, and jazz improvisation. At least one semester of sixty-minute lessons is required for any student preparing a full recital. Prospective students accepted by audition/interview. (Fulfills arts requirement.) The fee for sixty-minute private instruction is \$600 per course.

MU 385. CONDUCTING 3
Basic techniques of orchestral and choral conducting, score study and analysis. *Prerequisite:* MU242. A. Holland

SKIDMORE ENSEMBLES

MP 273. OPERA/MUSICAL WORKSHOP† 1
A course/performing ensemble designed to equip singers with acting and movement skills for the stage. Classes and rehearsals will culminate in public performance of scenes or complete works from the opera/musical theater repertoire. Open by audition and interview only. (Fulfills arts requirement.) *Non-liberal arts.* A. Turner

MP 275, 276. SMALL JAZZ ENSEMBLE† 1,1
Jazz improvisation and performance in a small combo setting. Open by audition. (Fulfills arts requirement.) *Non-liberal arts.* J. Nazarenko

MP 277, 278. VOCAL CHAMBER ENSEMBLE† 1,1
A select ensemble, drawn from members of the Skidmore College Chorus, performing a wide range of repertoire from all periods, including madrigals, part-songs, choral works, and operatic ensembles. Limited to twenty singers; open by audition only.

MP 279, 280. WEST AFRICAN DRUM ENSEMBLE† 1,1
An ensemble devoted to the performance of traditional drum music from Ghana. *Prerequisites:* MP179. (Fulfills arts requirement.) Fee: \$50. *Non-liberal arts.* Y. Addy

MP 285, 286. SKIDMORE GUITAR ENSEMBLE† 1, 1
An ensemble devoted to the performance of classical guitar music in combination with other instruments and voice. Open by audition only. (Fulfills arts requirement.) *Non-liberal arts.* J. Brown

MP 287, 288. SKIDMORE CHORUS† 1, 1
A large ensemble open to men and women singers. Annual tours and invitational concerts provide opportunities to sing major choral works with other colleges and universities. (Fulfills arts requirement.) *Non-liberal arts.*

MP 289, 290. SKIDMORE ORCHESTRA† 1, 1
One three-hour rehearsal per week. Open by audition. (Fulfills arts requirement.) A. Holland

MP 293, 294. SKIDMORE JAZZ ENSEMBLE† 1, 1
One two-hour rehearsal per week. Open by audition. (Fulfills arts requirement.) M. Vinci

MP 297, 298. CHAMBER MUSIC† 1, 1
Qualified students in piano, harpsichord, strings and woodwinds may participate in smaller ensembles: trios, quartets, quintets, etc. Open by audition. (Fulfills arts requirement.) M. Emery, G.M. Green, J. Vinci

†This course may be repeated for credit at the discretion of the department.

Neuroscience

Director of the Neuroscience Program: Bernard Possidente

Affiliated Faculty:

Biology: Jennifer Bonner, David Domozych, Corey Freeman-Gallant, †Roy Meyers, †Bernard Possidente, Monica Raveret-Richter

Psychology: †Denise Evert, Hugh Foley, Mary Ann Foley, †Hassan Lopez, Anita Miller, Flip Phillips

†Neuroscience Steering Committee

Neuroscience is the scientific community's effort to understand the mechanisms that give rise to thoughts, motives, and behavior. The central mechanism of behavior is the brain, and exploring it is a fascinating odyssey in natural science. Neuroscientists investigate the connections between events that occur at the subcellular level and the behavior of the whole organism. Addressing the fundamental questions of neuroscience requires the collaboration of specialists in diverse fields. Thus, although neuroscientists specialize in one particular discipline, they need to be cognizant of many related areas. The neuroscience major is cross-disciplinary and taught primarily by professors in the biology and psychology departments; however, students desiring to do advanced work may choose to work with faculty from a wide variety of departments.

As neuroscience majors, students will engage in broadly based study of the nervous system. This study will be multidisciplinary, integrating the perspectives of biology, psychology, and related sciences. Students will develop a foundation in concepts, issues, discoveries and methodological approaches to the interdisciplinary endeavor of neuroscience. Students will discover how approaches from various neuroscience subdisciplines complement one another and how the findings can be integrated to provide a more global understanding of the functioning of the nervous system. Students will gather, analyze and interpret scientific data and summarize and communicate empirical results; this process will enhance their familiarity and facility with scientific methodology. Students will develop their verbal, quantitative and writing skills. Students may focus in a subfield of neuroscience and may conduct research with faculty members. Students will gain experience in integrating and synthesizing data, develop a broad background in the sciences and humanities, and acquire skills adaptable to a wide variety of areas and interests. The major will prepare students for career paths that include graduate school, the health professions, research and clinical work.

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

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

**The prerequisite of PS101 Introduction to General Psychology is waived for neuroscience majors taking these courses.

***Unless taken to fulfill the core requirement; see Section 2 above.

With the exception of NS277, none of the regular courses that count toward the major may be taken on a satisfactory/unsatisfactory basis.

HONORS: Successful completion of two tutorial projects (PS375 and 376, or two semesters of BI 385) are required for consideration for Honors.

Recommendations and Advice

Tutorial project: Students are strongly encouraged to undertake Introduction to Neuroscience Research (NS275) and a tutorial project (PS375, 376, BI 385) prior to completion of the Neuroscience major. Those students who plan on completing a senior tutorial project should consider taking the one-credit research experience during their junior year, which allows students to explore particular areas of research introduced in NS101 or 277. This additional experience will help students to make more informed decisions about the particular area of research they are most interested in pursuing for a senior tutorial project.

Advice on Choosing Electives: Students' choices of electives (both within and beyond the requirements specified by the Neuroscience Major) may be guided by interests as well as professional goals. For example, in the Core course Chemical Principles I and II (CH105/106), students are introduced to fundamental concepts of chemistry that are necessary for understanding basic mechanisms in the neurosciences; students wishing to deepen this understanding are encouraged to take additional courses in Chemistry, including Organic Chemistry and Biochemistry. Examples of Projected Paths through the Major are intended as illustrations of groupings of electives informed by different kinds of interests and goals. For each illustration, suggestions are offered for electives within and beyond the major.

PROJECTED PATHS THROUGH THE MAJOR

PATH 1: A Biobehavioral Focus

Within major: Consider electives from the biology courses (e.g., BI245 Principles of Genetics, BI306 Mammalian Physiology, BI316 Animal Behavior, or BI342 Frontiers in Molecular Neuroscience, BI349 Neuroendocrinology), and PS213 Hormones and Behavior, PS304 Physiological Psychology, or PS306 Experimental Psychology.

Beyond major: Additional electives from such areas as philosophy, ethics, chemistry, and biology (BI302 Behavioral Ecology and BI370 Computer Modeling of Biological Systems).

PATH 2: A Cellular/Molecular Focus

Within major: Consider electives from the biology courses (e.g., BI242 Introduction to Molecular Cell Biology, BI245 Principles of Genetics, BI349 Neuroendocrinology, and BI342 Frontiers in Molecular Neuroscience.)

Beyond major: Additional electives from Biology (BI360 Chromatin Structure, Maintenance and Function, BI363 mRNA Synthesis, Processing and Turnover) and Chemistry (CH221 Organic Chemistry I, CH222 Organic Chemistry II, and CH341 Biochemistry).

PATH 3: A Cognitive Neuroscience Focus

Within major: Consider electives from the cognitive neuroscience courses (PS231 Neuropsychology, PS324 Cognition, PS325 Perception, and PS341 Seminar in Cognitive Neuroscience: Left Brain/Right Brain), and BI245 Principles of Genetics or BI316 Behavior.

Beyond major: Additional electives from such areas as philosophy.

PATH 4: A Cognitive Science Focus

Within major: Consider electives from the cognitive neuroscience courses (PS231 Neuropsychology, PS324 Cognition, PS325 Perception, PS327 Computational Neuroscience, and PS341 Seminar in Cognitive Neuroscience: Left Brain/Right Brain).

Beyond major: Consider electives from computer science (CS103 Structured Programming in Basic, CS106 Introduction to Computer Science I, CS206 Introduction to Computer Science II), mathematics (MC306 Theory of Computation), anthropology, philosophy, and psychology (PS323 Psycholinguistics, or interdisciplinary courses on cognitive processes).

PATH 5: An Applied Focus

Within major: Distribute electives equally in biology and psychology.

Beyond major: Consider electives from psychology (PS315 Psychology and 326 Health Psychology), sociology or social work.

Note: Those students interested in pre-med and other health professions should consult with the Health Professions Advisory Committee for guidance in selecting options.

Neuroscience Curriculum

NS 101. NEUROSCIENCE: MIND AND BEHAVIOR 4

An interdisciplinary examination of the neurobiological bases of behavior and mental processing. Topics include the structure and functioning of the nervous system, brain-behavior relationships, and hormonal and genetic effects on behavior and mental processing. Laboratories develop students' understanding of functional neuroanatomy, neural transmission, and human psychophysiology. (Fulfills natural sciences breadth requirement). D. Evert, H. Lopez, R. Meyers

NS 275. INTRODUCTION TO NEUROSCIENCE RESEARCH 1

An introductory exploration of conducting research in neuroscience. The purpose of this learning experience is to provide students with an interactive research experience in the laboratory or field, in coordination with a faculty member. Students may be exposed to, and participate in, several aspects of the research process, including planning, designing, and implementing the research, as well as in data analysis and interpretation of the results. This experience will allow students at various stages of their careers to sample research questions/methodologies in particular subdisciplines of neuroscience, and will enhance the student's ability for more independent work. *Prerequisites:* Completion of NS101 and permission of instructor. Must be taken S/U. This course can be repeated for credit up to five credits.

NS 277. INTEGRATIVE SEMINAR IN NEUROSCIENCE RESEARCH 1

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

BI 105	Biological Sciences I: Unity and Diversity of Life
BI 106	Biological Sciences II: Diversity of Life
CH 105	Chemical Principles I
CH 106	Chemical Principles II
PS 213	Hormones and Behavior
PS 217	Statistical Methods in Psychology I
PS 231	Neuropsychology
BI 242	Introduction to Molecular Cell Biology
BI 244	Comparative Vertebrate Physiology
BI 245	Principles of Genetics
PS 304	Physiological Psychology
BI 306	Mammalian Physiology
PS 306	Experimental Psychology
BI 311	Biological Electron Microscopy
BI 316	Animal Behavior
PS 324	Cognition
PS 325	Perception
PS 327	Computational Neuroscience
PS 341	Seminar in Cognitive Neuroscience: Left Brain/Right Brain
BI 342	Frontiers in Molecular Neuroscience
BI 344	Biological Clocks
BI 349	Neuroendocrinology
BI 352, 353	Topics in Advanced Genetics
BI385	Research Methods in Biology
PS 375	Senior Research Project I
PS 376	Senior Research Project II

Philosophy

Chair of the Department of Philosophy and Religion: Francisco Gonzalez

Professor: Reginald Lilly

Associate Professors: Joel R. Smith, Francisco Gonzalez

Assistant Professors: William Lewis, Michael Rohlf

Visiting Assistant Professor: Gregory Recco

The earliest endeavors of the Western intellectual tradition were concerned with understanding the nature of the universe and the place of human beings within it. The first academy was, likewise, an institution dedicated to the pursuit of such knowledge. Philosophy's systematic pursuit of answers to the ultimate questions of existence harkens to a mission that, quite literally, was at the historical origin of the academy (indeed, of Western civilization). Today, the discipline proves no less than it did 2,500 years ago to be an animating principle of intellectual life and culture. The broadening of its mission to include philosophy as it has developed not only in the west but throughout the world serves to strengthen its foundational status.

Given philosophy's broad scope, long history, and the inherent difficulty of "mastering" the subject, we see the following objectives as crucial. First, the development of critical, analytical habits of mind in our students through the close reading of major works in the history of philosophy as well as contemporary reflections on philosophy's perennial subjects: metaphysics, theories of knowledge, politics, aesthetics, ethics, and logic. Our second goal is the development of oral and written communication skills that produce the self-confidence to engage in sustained examination of difficult ideas. These skills are developed through active engagement in classroom discussions and through extensive writing assignments that include essay examinations, response papers, journals, term papers, research papers and senior theses. Next, through the requirement that all courses be grounded in and make ready reference to the intellectual concerns of the time in which they were written, we strive to develop a sense of context—historical and conceptual—that saves critical analysis from becoming historically irrelevant or idle logic-chopping. Finally, through assignments that engage students where they are in their own lives, the program strives to develop the capacity to research and synthesize new ideas and to communicate these insights with others.

THE PHILOSOPHY MAJOR: Minimal requirements for a major in philosophy are the general College requirements, plus nine courses in philosophy, including PH203, 204, 207, 329, and 375. Three of the remaining four courses must be chosen from 300-level philosophy offerings (PH or PR). At least five of the total courses for the major must be at the 300 level, with at least two at the 300 level taken in the senior year. Courses must total at least thirty credit hours.

INTERDEPARTMENTAL MAJORS: In conjunction with the relevant departments, the Department of Philosophy and Religion offers majors in biology-philosophy, economics-philosophy, English-philosophy, government-philosophy, and history-philosophy. See *Interdepartmental Majors*.

HONORS: Majors are encouraged to write a thesis in the second semester of their senior year. A grade of A- or better on such a thesis is required for departmental honors.

Courses in religion are offered in the Department of Philosophy and Religion as electives for the entire student body and may count toward a major in religious studies but may not be counted toward a philosophy major.

THE PHILOSOPHY MINOR: Requirements for a minor in philosophy are PH203 and 204, plus three additional courses in philosophy at least two of which must be at the 300 level. The philosophy minor must total at least eighteen credit hours.

PH 101. INTRODUCTION TO PHILOSOPHY 3
An historical and topical survey, this course will introduce the student to the discipline of philosophy through the close reading of representative texts, both historical and contemporary. Through analysis of the texts, through discussion, and through lecture, the student will gain an understanding of philosophy both as a unique discipline and as a way of asking and attempting to answer the most profound questions about ourselves and our world that we may pose. Open to first- and second-year students or by permission of instructor. Students are recommended to take either PH101 or 101H, but not both. (Fulfills humanities requirement.) The Department

PH 101H. INTRODUCTION TO PHILOSOPHY: HONORS 4
An introductory but intensive engagement with some of the basic questions of philosophy, such as: the nature of the self and one's relation to others, the value and meaning of existence, the status and extent of knowledge, and the nature of reality. Emphasis is placed on the understanding and discussion of original and challenging philosophical texts, both classical and contemporary, as well as on the development of the critical and analytic skills necessary to begin asking and formulating responses to philosophic questions on one's own. Open to first and second-year students only. (Fulfills humanities requirement.) The Department

PH 203. HISTORY OF PHILOSOPHY: GREEK PHILOSOPHY 3
A basic grounding in the history of Western philosophy through reading and discussion of selected works of Plato and Aristotle. (Fulfills humanities requirement.) F. Gonzalez

PH 204. HISTORY OF PHILOSOPHY: EARLY MODERN 3
A study of the ideological foundations of the modern world as developed in the period from the Renaissance through Kant. Discussion will concentrate on metaphysics and epistemology, covering such topics as the debates between dualism and materialism and between rationalism and empiricism. Will include readings from such philosophers as Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. (Fulfills humanities requirement.) M. Rohlf

PH 207. LOGIC 4
A study of the principles and methods of modern logic for determining the validity and invalidity of arguments and a discussion of the philosophical basis and use of those principles. (Fulfills QR2 requirement.) The Department

PH 210. AESTHETICS 3
A study of the aesthetic dimension of life in relation to the artist, the art object, the audience, and human experience in general. Several important and diverse theories of the aesthetic will be analyzed, discussed, and used in examining examples of art. *Prerequisite:* one course in philosophy, or a course in one of the arts, or permission of the instructor. (Fulfills humanities requirement.) R. Lilly

PH 211. ETHICS 3
A critical examination of the nature and principles of some of the major ethical theories proposed in the history of Western thought. Theories studied may include virtue ethics, natural law, deontological ethics, social contract, and utilitarianism. The course may also include some consideration of the application of the theories studied to selected contemporary moral issues. (Fulfills humanities requirement.) Offered alternate years. The Department

PR 214. PHILOSOPHIES OF INDIA 3
An exploration of the philosophies of India in their religious and cultural context. Hindu philosophies such as the Upanishads, Samkhya-Yoga, and the Vedanta of Shankara and Ramanuja are emphasized; for comparative purposes, Buddhism and Jainism are also examined. (Designated a non-Western course; fulfills Humanities requirement.) J. Smith

PH 215. BUDDHIST PHILOSOPHY 3
An introduction to selected themes, schools, and thinkers of the Buddhist philosophical tradition in India, Tibet, China, and Japan. Buddhist metaphysics and ethics are examined with reference to the nature of reality and the person, causality and action, wisdom and compassion, emptiness and nihilism. Comparisons are made to Western philosophers, especially regarding the Buddhist critique of substance and the Buddhist ideal of compassionate openness to the world. Offered alternate years. (Designated a non-Western culture course; fulfills humanities requirement.) J. Smith

PH 225. ENVIRONMENTAL PHILOSOPHY 3
An introduction to philosophical questions regarding the relation of humans to the environment. This course explores both foundational issues such as our understanding of nature and value as well as specific problems in environmental ethics such as animal rights, duty to future generations, and the justification of public policy. In addition to these explorations, students will have the opportunity to apply the knowledge gained in this class by developing an environmental ethics embodied by the institutions and practices that surround us. (Fulfills humanities requirement.) W. Lewis

PH 230. TOPICS IN PHILOSOPHY 3
The study of a selected topic in philosophy. Course may be repeated with permission of the department. (Fulfills humanities requirement.) The Department

PH 304. SOCIAL-POLITICAL PHILOSOPHY 4
A study of the nature of political community and of social institutions. Topics to be discussed include the nature and purposes of political community, the relation of ethics to political life and social institutions, the notions of equality, liberty, power, and justice, and the nature of rights. *Prerequisite:* one course in philosophy or permission of instructor. Offered alternate years. The Department

PH 306. NINETEENTH-CENTURY PHILOSOPHY 4
An examination of major figures in 19th Century Philosophy such as G. W. F. Hegel, Schopenhauer, Marx, Kierkegaard, Nietzsche, Comte, Mill, Peirce, and Frege. *Prerequisite:* PH204 or permission of instructor. The Department

PH 307. TWENTIETH-CENTURY PHILOSOPHY 4
An examination of a selected number of twentieth-century philosophers such as Adorno, Ayer, Davidson, Dewey, Foucault, Heidegger, Husserl, Merleau-Ponty, Quine, and Wittgenstein. *Prerequisite:* PH204 or permission of instructor. The Department

PH 308. AMERICAN PHILOSOPHY 4
An exploration of America's indigenous philosophical tradition, this course seeks to understand how various native thinkers have sought to develop modes of thought that both supersede and improve upon European models and which are adequate to the American experience in its diversity, originality, and totality. Starting with Ralph Waldo Emerson and continuing with such philosophers as C. S. Peirce, William James, John Dewey, Oliver Wendell Holmes, Alain Leroy Locke, and Susanne Langer, this course will examine a history of such attempts, their philosophical methods, and their conclusions. In addition to gaining an understanding of various American philosophers' independent contributions to the discipline and their relationship to the Western philosophical tradition, this course will situate American philosophy within the post-Civil War cultural and scientific context which gave rise to that most characteristic of American philosophies: pragmatism. (Fulfills humanities requirement.) *Prerequisite:* PH204 or permission of instructor. W. Lewis

PH 311. EXISTENTIAL PHILOSOPHY 4
A study of the central concepts of existential philosophy as found in the writings of such thinkers as Nietzsche, Heidegger, Sartre, Camus, and Marcel. Concepts such as freedom, facticity, dread, nothingness, the absurd, being-for-itself, being-in-itself will be examined. *Prerequisite:* PH204 or permission of instructor. Offered alternate years. J. Smith

PH 314. PHILOSOPHY OF LAW 3
 Analysis and discussion of various topics and approaches to the philosophy of law or jurisprudence. Readings may be chosen from classic philosophers as well as from modern legal positivists and realists. *Prerequisite:* junior or senior standing or permission of instructor. Offered alternate years. The Department

PR 324. PHILOSOPHY OF RELIGION 4
 An investigation of the fundamental paradoxes of religious belief. Questions to be considered will include the arguments for the existence of God, the problem of suffering and evil, the nature of mystical knowledge, and the rise of modern religious skepticism. *Prerequisite:* one course in philosophy or religion or permission of instructor. Offered alternate years.
 J. Smith

PR 325. JAPANESE BUDDHISM 4
 A study of selected classical and contemporary thinkers who see philosophy as intertwined with religious praxis. Emphasis will be on Buddhist thinkers such as Kukai, Dogen, Shinran, and Nishitani. *Prerequisite:* one course in philosophy or religion or permission of instructor. Offered alternate years. (Designated a non-Western culture course.)
 J. Smith

PR 326. TIBETAN BUDDHISM 4
 A study of selected classical and contemporary Tibetan thinkers who see philosophy as intertwined with religious praxis. The course focuses on the Vajrayana form of Mahayana Buddhism that is the central element in the culture of Tibet, as well as its Mahayana Buddhist background in India. Emphasis is on the central ideas of wisdom, compassion, emptiness, dependent arising, and the two truths in such thinkers as the Prajhaparamita, Nagarjuna, Candrakirti, and the Dalai Lama. *Prerequisite:* one course in philosophy or religion or permission of instructor. Offered alternate years. (Designated a non-Western culture course.)
 J. Smith

PH 327. GREAT PHILOSOPHERS 4
 A course in depth in the philosophy of a single great philosopher:

- | | |
|----------------|------------------|
| A. Plato | N. Sartre |
| B. Aristotle | O. William James |
| C. Aquinas | P. Wittgenstein |
| D. Descartes | Q. Merleau-Ponty |
| E. Locke | R. Nietzsche |
| F. Hume | S. Spinoza |
| H. Hegel | T. Leibniz |
| I. Marx | U. Shankara |
| J. Kierkegaard | V. Nargarjuna |
| K. Whitehead | W. Nishitani |
| L. Heidegger | X. Levinas |
| M. Dewey | Y. Husserl |

Course may be repeated with a different philosopher. *Prerequisite:* PH203 or permission of instructor.
 The Department

PH 328. METAPHYSICS 4
 A study of the most fundamental concepts of being as developed in several major philosophers from the Greeks to the present. Discussion will focus on such topics as God, time, space, substance, essence, existence, process, causality, and value. *Prerequisite:* PH204 or permission of instructor.
 R. Lilly, F. Gonzalez

PH 329. SEMINAR IN KANT 4
 A study of Immanuel Kant, the pivotal thinker of modern Western philosophy. Kant offers a critique and synthesis of the preceding rationalist (Descartes, Leibniz, Spinoza) and empiricist (Locke, Berkeley, Hume) traditions and sets the agenda for nineteenth- and twentieth-century philosophers, all of whom respond to his critique of theoretical and practical reason in one way or another. *Prerequisite:* PH204 or permission of instructor.
 M. Rohlf

PH 330. ADVANCED TOPICS IN PHILOSOPHY 4
 The study of a selected topic in philosophy. Course may be repeated with a different topic. *Prerequisite:* one course in philosophy or permission of instructor.
 The Department

PH 341. PHILOSOPHY OF LITERATURE 4
 This seminar examines philosophies of literature and literary criticism. Various schools of thought, including phenomenology, hermeneutics, structuralism, deconstruction, and psychoanalysis, may be examined particularly closely, as well as some of the founding philosophical texts in literary theory. There may also be a study of selected literary texts. (The Philosophy and Religion Department will accept EN361 as the equivalent of PH341.) *Prerequisite:* one course in philosophy or permission of instructor.
 R. Lilly

PH 371, 372. INDEPENDENT STUDY 3, 3
 A reading course in an area or a philosopher not available in this depth in other courses. *Prerequisite:* permission of department.
 The Department

PH 375. SENIOR SEMINAR 4
 A close study of comparative overviews of the severally different modes, methods, and systems of philosophy possible. Offered each spring.
 The Department

PH 376. SENIOR THESIS 3
 Individual conferences with senior majors in the areas of their research projects.
 The Department

Physical Activity

PHYSICAL ACTIVITY AND SPORT FOR ALL:
 Instructional classes focus on increasing the level of skill in an activity, understanding the basic principles of movement involved, and applying them in a particular situation. Courses are sectioned according to ability level.

Classes meet for two hours a week. Seasonal sports are limited to a six-week period.

Riding activity courses carry an instructional fee. Contact Cindy Ford, director of the Riding Program, for current fees.

Department of Athletics, Fitness and Recreation personnel work closely together to provide a well balanced program of recreational and interest group activities. Opportunities for all students to engage in competitive and recreational sport activities are provided within the College community.

ACTIVITY COURSES

Courses are designated 100 level (beginning), 200 level (intermediate), 300 level (advanced). The department expects students to enroll for the appropriate level based on their previous experiences and skills levels; the department reserves the right to make adjustments as needed. Unless explicitly stated otherwise, physical activity courses may not be repeated for credit. They may be repeated as audits. With the exception of repeatable courses, students are allowed one credit per level per activity toward graduation. Riding courses carry prerequisites. Courses may be added or deleted as appropriate. Course series are half-credit offerings. Non-liberal arts.

PHYSICAL ACTIVITY I

A. Aquatics

PA101A Beginning Swimming (for non-swimmers and weak swimmers only)

B. Sports

PA101/102B Beginning Tennis
 PA103/104B Beginning Golf
 PA109/110B Softball
 PA111/112B Lacrosse
 PA120B Beginning Racquetball
 PA122B Beginning Handball
 PA123B Volleyball
 PA124B Badminton
 PA126B Basketball

C. Conditioning (includes Martial Arts)

PA101/102C Jogging
 PA110C Aerobic Dance
 PA111C Self-paced Fitness
 PA112C Beginning Weight Training
 PA113C Beginning Rowing
 PA114C Judo
 PA115C Karate
 PA116C Self Defense
 PA119C Strength and Aerobic Fitness

R. Riding

PA101R Introduction to Riding I
PA102R Introduction to Riding II
PA103R Position and Control I
PA104R Position and Control II
PA105R Novice Equitation I
PA106R Novice Equitation II

Each of these riding courses has the course before it (or permission of instructor) as a prerequisite.

PHYSICAL ACTIVITY II

A. Aquatics

PA201A Intermediate Swimming
PA202A Swim for Fitness

B. Sports

PA201/202B Intermediate Tennis
PA203/204B Intermediate Golf
PA220B Intermediate Racquetball
PA222B Intermediate Handball

C. Conditioning (Includes Martial Arts)

PA201/202C Intermediate Jogging
PA210C Intermediate Aerobic Dance
PA211C Intermediate Self-paced Fitness
PA212C Intermediate Weight Training
PA213C Intermediate Rowing
PA214C Marathon Training

F. First Aid

PA201F First Aid and CPR (cardiopulmonary resuscitation)

R. Riding

PA201R Intermediate Equitation I
PA202R Intermediate Equitation II
PA203R Advanced Equitation I
PA204R Advanced Equitation II
PA207R Schooling

PA106R is prerequisite for PA201R and PA201R is prerequisite for 202R, or permission of instructor for both. PA203R-207R require permission of instructor. PA207R may be repeated for credit.

PHYSICAL ACTIVITY III

A. Aquatics

PA302A Advanced Swim for Fitness
PA304A Lifeguard Training
PA305A Water Safety Instructor

B. Sports

PA301/302B Advanced Tennis
PA303/304B Advanced Golf
PA320B Advanced Racquetball
PA322B Advanced Handball

C. Conditioning (includes Martial Arts)

PA308C Power Lifting
PA309C Body Building

R. Riding

PA301R Applied Schooling
PA303R Stable Management
Independent Study:
PA304R Introduction to Teaching
PA305R Intermediate Teaching
PA306R Advanced Teaching

The 300-level riding courses require permission of instructor. PA304R-306R are taught one-on-one. PA301R may be repeated for credit.

Physics

Chair of the Department of Physics: William Standish

Associate Professors: David Atkatz, Mary Crone Odekun, William J. Standish

Visiting Assistant Professor: Andrew Skinner

Senior Teaching Associate: Jill A. Linz

THE PHYSICS MAJOR: Students majoring in physics are required to:

1. Fulfill the general College requirements.

2. Complete the following:

a) a minimum of ten courses in physics including PY207, 208, 210, 341, 345, 346, 348, 373 or 374, and two additional courses from among PY211, 212, 213, 351, 352 or 399.

b) MA111, 113, 200, 202, and 270.

Students planning to pursue graduate work should also take a two-course sequence in another lab science.

For a physics major combined with an engineering program, see *Preparation for Professions: Engineering* for additional requirements.

THE PHYSICS MINOR: Students minoring in physics are required to complete six courses: PY207, 208, 210, and three elective courses in physics, two of which are at the 300 level. These electives must be approved by the student's physics advisor before they can be applied toward the minor.

PY 103. ORIGINS OF CLASSICAL PHYSICS 4

Designed for the nonscience student. This course presents the development of physics up to the beginning of the twentieth century. Topics include gravity and motion, matter and energy, sound and light. Three hours of lecture, two hours of lab per week. *Prerequisite:* QR1. (Fulfills QR2 and natural sciences requirements.) The Department

PY 105. BREAKTHROUGHS IN MODERN PHYSICS 3

Designed for the nonscience student. This course presents the development of modern physics starting from the beginning of the twentieth century. Topics include atomic and nuclear physics, relativity, quantum mechanics, and superconductivity. *Prerequisite:* QR1. (Fulfills QR2 requirement.) The Department

PY 106. BREAKTHROUGHS IN MODERN PHYSICS WITH LAB 4

Designed for the nonscience student. This course presents the development of modern physics starting from the beginning of the twentieth century. Topics include atomic and nuclear physics, relativity, quantum mechanics, and superconductivity. Three hours of lecture, two hours of lab per week. *Prerequisite:* QR1. (Fulfills QR2 and natural sciences requirements.) The Department

PY 107. LIGHT AND COLOR 4

This course traces the evolution of our understanding of light and color from the earliest recorded ideas to the present. It will emphasize the crucial roles of experimentation and mathematical modeling in the creation and refinement of the contemporary theory of light, and will give students the opportunity to observe and to experiment with many of the important properties of light and color. The course will also give students a sense of the importance of light as a technological tool in the modern world. Three hours of lecture, two hours of lab per week. This course may not be applied toward the major in physics. (Fulfills natural sciences requirement.) W. Standish

PY 108. SOUND AND MUSIC 3

The physical principles of sound—how it is produced, propagated, and perceived. Illumination of principles will emphasize examples from music. Mechanisms used to produce different types of musical sounds will be discussed as well as the physical principles behind the reproduction of music in its many forms such as radio, tape recorders, and CD players. (Fulfills QR2 requirement.) J. Linz

PY 109. SOUND AND MUSIC WITH LAB 4

The physical principles of sound—how it is produced, propagated, and perceived. Illumination of principles will emphasize examples from music. Mechanisms used to produce different types of musical sounds will be discussed as well as the physical principles behind the reproduction of music in its many forms such as radio, tape recorders, and CD players. The laboratory component will include measurement of the speed of sound, frequency analysis of musical instruments, and sound recording. (Fulfills QR2 and natural sciences requirements.) J. Linz

PY 192. PRINCIPLES OF ASTRONOMY 3

An introduction to planets, stars, galaxies, and evolution of the universe. This course also introduces astronomical methods, from simple stargazing to modern telescopic techniques. *Prerequisite:* QR1. (Fulfills QR2 requirement.) M. Odekun

PY 194. PRINCIPLES AND PRACTICE OF ASTRONOMY 4

Supplements the lectures of PY192 with telescopic observations, laboratory experiments, and analysis of other astronomical data. Three hours of lecture, two hours of lab per week. *Prerequisite:* QR1. (Fulfills QR2 and natural sciences requirements.) M. Odekun

PY 207. GENERAL PHYSICS I 4

A calculus-based introduction to the concepts and principles of mechanics, emphasizing translational and rotational kinematics and dynamics, work and energy, conservation laws, and gravitation. Hands-on exploration of physical systems using computer-interfaced laboratory equipment and spreadsheet modeling techniques are used to elucidate physical principles. *Prerequisite:* QR1. *Corequisite:* MA111. Six hours of lecture, guided activities, laboratory experiments and problem solving a week. (Fulfills QR2 and natural sciences requirements.) The Department

PY 208. GENERAL PHYSICS II 4

A continuation of PY207 into the areas of oscillations, electricity, and magnetism. *Prerequisite:* PY207. *Corequisite:* MA113. Six hours of lecture, guided activities, laboratory experiments, and problem solving a week. The Department

PY 210. FOUNDATIONS OF MODERN PHYSICS 4

The significant historical discoveries leading to the development of atomic theory and quantum mechanics. Topics include discovery of the electron, blackbody radiation, the photoelectric and Compton effects, spectra, the Rutherford-Bohr atom, deBroglie waves, and Schrödinger's equation. Three hours of lecture, two hours of lab per week. *Prerequisite:* PY208.

The Department

PY 211. THERMAL AND STATISTICAL PHYSICS 3

A study of thermodynamics, statistical mechanics (both classical and quantum), and kinetic theory from a modern perspective. Using statistical concepts and stressing the microscopic point of view, the relationships among pressure, volume and temperature of systems are discussed, as well as the transfer of energy among thermal systems. *Prerequisite:* PY210.

The Department

PY 212. OPTICS 4

A survey of geometrical, physical, and quantum optics. Topics include reflection and refraction of light by plane and spherical surfaces, ray tracing, interference, Fraunhofer and Fresnel diffraction, the electromagnetic character of light, polarization, absorption, scattering and dispersion of light, photons, lasers, magneto-optics and electro-optics. *Prerequisites:* PY210. Three hours of lecture, two hours of lab per week.

The Department

PY 213. ELECTRONICS 3

An introduction to solid-state electronics. Discrete circuit elements and integrated circuits are discussed and employed in both digital and analog applications. Circuit analysis, amplifiers, signal processing, logical networks, and practical instrumentation are studied. *Prerequisite:* PY210. Six hours of lab per week.

The Department

PY 221H. GALAXIES AND COSMOLOGY 3

An overview of large-scale structure and modern cosmological models, from nearby galaxies to the entire observable universe. Topics include galaxy surveys, quasars, dark matter, and the early universe. *Prerequisite:* PY192 or 194. This is an honors course. (Fulfills QR2 requirement.)

M. Odekon

PY 251, 252. SPECIAL TOPICS IN PHYSICS 3

A variety of topics at the intermediate level, available to students with an interest in physics. Some examples of topics are: exploring the universe, astronomy beyond the Milky Way, atomic and molecular physics, and particle physics. Specific choice of topics will depend on student interest and background. *Prerequisites:* prior physics course and permission of the department.

The Department

PY 261. PHYSICS JOURNAL FORUM 1

A discussion of research in physics, based primarily on discussion of journal articles. Primarily intended for physics majors or potential physics majors, this course is open to any student who is taking or who has taken another physics course. Must be taken S/U. May be repeated for credit.

The Department

PY 299. PROFESSIONAL INTERNSHIP IN PHYSICS 3

Internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as physics research, environmental and material science, or electrical engineering. *Prerequisites:* PY207, 208.

PY 341. ADVANCED THEORY AND METHODS IN PHYSICS RESEARCH 4

A series of experiences involving the lab and mathematical techniques used by practicing physicists. Areas covered will include familiarization with information resources, methods of measurement, data recording and analysis, instrumentation and mathematical techniques in theoretical physics research. Two hours of lecture, four hours of lab per week.

Prerequisite: PY210.

The Department

PY 345. MECHANICS 4

Classical mechanics at the advanced level. Emphasis is placed on the mathematical formulation of physical problems and on the physical interpretation of the mathematical solutions. Topics include Newton's laws of motion, gravitation, kinematics and dynamics of a particle and of systems of particles, rigid-body motion, introduction to generalized coordinates, and Lagrangian and Hamiltonian mechanics. Three hours of lecture, one hour of discussion per week. *Prerequisites:* PY210, MA270.

The Department

PY 346. ELECTRICITY AND MAGNETISM 4

A study of the theory of classical electromagnetism. Topics include electrostatics, boundary-value problems, dielectrics and conductors, steady currents, magnetostatics, magnetic materials, electromagnetic induction, Maxwell's equations and their solutions. Three hours of lecture, one hour of discussion per week. *Prerequisite:* PY208; corequisite: MA270.

The Department

PY 348. QUANTUM MECHANICS 4

The basic postulates of quantum mechanics and their meaning, Schrödinger's equation and its solutions for finite and infinite square well and spherical well potentials, the harmonic oscillator, and the hydrogen atom. The structure and behavior of simple molecular, atomic, and nuclear systems are studied. Three hours of lecture, one hour of discussion per week. *Prerequisites:* PY210, MA270.

The Department

PY 351, 352. ADVANCED TOPICS IN PHYSICS 3, 3

A variety of physics topics at the advanced level. Possible options include biophysics, condensed-matter physics, nuclear and particle physics, and advanced quantum mechanics. The selection of a particular topic will be adjusted to student interest and background. *Prerequisites:* PY210 and permission of the department.

The Department

PY 373, 374. SENIOR RESEARCH IN PHYSICS 3, 3

An opportunity for qualified seniors to pursue research in physics under the supervision of a member of the department. *Prerequisites:* PY341 and permission of the department.

PY 399. PROFESSIONAL INTERNSHIP IN PHYSICS 3 or 6

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in physics. With faculty sponsorship and department approval, students may extend their educational experience into such areas as physics research, environmental or material science, or electrical engineering. Only three semester hours may count toward the major or minor in physics. *Prerequisite:* PY210.

Preparation for Professions and Affiliated Programs

The undergraduate program at Skidmore affords preparation for graduate work either in the liberal arts or in the professions. Students interested in advanced degrees should consult the appropriate department as soon as possible in their undergraduate careers. A number of preprofessional programs, such as premed and prelaw, are supported by special advisors at the College.

Catalogs of graduate and professional schools are available on microfiche in the Scribner Library. Notices of graduate fellowships and assistantships from many institutions are in file in the Office of The Dean of Studies and are posted on departmental bulletin boards.

Most graduate schools require an appropriate entrance exam: the MCAT for medical school, the LSAT for law school, the GMAT for business school, and the GRE for most other graduate programs. Information on specific entrance requirements and application forms are available in the Office of Career Services. Many graduate programs in an academic discipline leading to an M.A. or Ph.D. require competence in one or two foreign languages.

Most professional schools advise students to obtain a sound foundation in the liberal arts, in addition to the necessary preprofessional courses, as the best preparation for admission. This holds true for engineering, law, medicine, social service, and teaching certification.

BUSINESS ADMINISTRATION

The 4 + 1 M.B.A. Program with Clarkson University

In this program, students earn a baccalaureate from Skidmore and a master's degree in business administration from Clarkson in the year following Skidmore graduation. Normally, the M.B.A. requires two or more graduate years to complete.

Under special agreement, students plan their undergraduate programs to include certain foundation courses normally taken in the first year of study in an M.B.A. program.

Foundation requirements include satisfactory completion of a total of twenty-seven semester hours in each of the following subjects:

Foundation Requirements	Skidmore Courses (or Clarkson equivalent)
Business and Society	MB 333 Business Law I
Economics	EC 103 Introduction to Macroeconomics EC 104 Introduction to Microeconomics
Management Principles	MB 224 Foundations of Organizational Behavior
Accounting	MB 234 Foundations of Accounting I MB 235 Foundations of Accounting II
Computer Programming	MB 319 Management Information Systems
Statistics and Probability	EC 237 Economic and Business Statistics; or MA 204 Probability and Statistics PS 217 Statistical Methods of Psychology I
Calculus	MA 111 Calculus I
Marketing	MB 214 Foundations of Marketing
Finance	MB 338 Foundations of Finance

In addition to completing the foundation equivalents, students will meet Clarkson's prescribed admission standards.

The 4 + 1 M.B.A. Program with the Graduate College at Union University

In this program, students earn a baccalaureate from Skidmore and a master's degree in business administration from Union University in the year following Skidmore graduation. Normally, the M.B.A. requires two or more graduate years to complete.

Under special agreement, students plan their undergraduate programs to include certain foundation courses normally taken in the first year of study in an M.B.A. program.

Foundation requirements include satisfactory completion of the following 14 courses:

Foundation Requirements	Skidmore Courses (or Union equivalent)
Business Law	MB 333 Business Law I MB 334 Business Law II
Economics	EC 103 Introduction to Macroeconomics EC 104 Introduction to Microeconomics
Organizational Behavior	MB 224 Foundations of Organizational Behavior plus one organizational behavior elective
Accounting	MB 234 Foundations of Accounting I MB 235 Foundations of Accounting II MB 303 Cost Accounting
Statistics and Probability	EC 237 Economic and Business Statistics; or MA 204 Probability and Statistics
Calculus	MA 111 Calculus I
Marketing	MB 214 Foundations of Marketing plus one marketing elective
Finance	MB 338 Foundations of Finance

In addition to completing the foundation equivalents, most students will meet Union University's prescribed admission standards. Further details can be provided by the Management and Business Department.

ENGINEERING

Skidmore College offers qualified students the opportunity to earn dual degrees in liberal arts and engineering through its cooperative 3/2 Program with Dartmouth College or its 3 + 2 Program with Clarkson University. These are challenging programs designed for the student who has strong preparation in mathematics and physical sciences, and above average problem solving skills.

It is desirable to select either the 3/2 or the 3+2 program at the earliest possible date, preferably during the first year, to ensure meeting the prerequisite requirements. Therefore, interested students are encouraged to discuss the engineering programs with the engineering coordinator as soon as possible.

Skidmore Engineering Advisory Committee: Professors William J. Standish, Coordinator; Andrew Skinner, David C. Vella, Pierre von Kaenel

3/2 Program with Dartmouth College

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

An additional one or two years may lead to the master of engineering and/or the master of business administration degree from Dartmouth.

REQUIREMENTS

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

Students interested in this program must have the necessary course background before entering Dartmouth in the junior year. Therefore it is desirable to select the program at the earliest possible date, preferably during the first year, to ensure meeting the prerequisite requirements. The Engineering Advisory Committee does not recommend students accelerate in the program.

At the end of the fall semester of the sophomore year, the student shall apply to the Engineering Advisory Committee for consideration. The Committee will recommend to Dartmouth only those students whom it believes are likely to profit from the program.

Outlined below is the course of study required for the 3/2 program comprising first, second, and senior years at Skidmore and the junior and fifth year at Dartmouth.

Mathematics/Engineering Major Physics/Engineering Major

First Year

MA 111	Calculus I
MA 113	Calculus II
PY 207	General Physics I
PY 208	General Physics II
SSP 100	Scribner Seminar
EN 105	Writing Seminar II, or a writing-intensive course

Foreign language or breadth component courses

Second Year

CS 106	Computer Science I or
CH 105	Chemical Principles I
MA 200	Linear Algebra
MA 202	Calculus III
MA 270	Differential Equations (for physics major)
MC 215	Mathematical Reasoning and Discrete Structures (for mathematics major)
PY 210	Foundations of Modern Physics (for physics majors)

Physics Elective

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.

Senior Year (Mathematics/Engineering)

MA 303	Advanced Calculus
MA 319	Algebra I
MA 376	Seminar

Two additional mathematics courses (at least one of which is at the 300 level) selected in consultation with the student's advisor.

Senior Year (Physics/Engineering)

PY 341	Advanced Theory and Methods in Physics Research
PY 345	Mechanics
PY 346	Electricity and Magnetism (equivalent to ENGS 23)
PY 348	Quantum Mechanics
PY 373	Senior Research in Physics

One additional physics course selected in consultation with the student's advisor.
Elective

Fifth Year at Dartmouth

During this year engineering courses are available that will allow the student to concentrate in a particular area of engineering science and/or to prepare for graduate study in advanced engineering or business. These courses should be selected in consultation with the student's Dartmouth advisor.

For more information on Dartmouth's program, see <http://engineering.dartmouth.edu/thayer/academicsadmissions/undergrad-dual.html>.

The 3 + 2 Program with Clarkson University

The 3 + 2 Program in Engineering, offered in cooperation with the School of Engineering at Clarkson University, combines three years of study at Skidmore with two years of additional study at Clarkson. During their senior year in absentia, while continuing their studies at Clarkson, students fulfill the bachelor of arts requirements (including major and all-college requirements) and receive their degrees from Skidmore at the end of the fourth year of the program. Upon successful completion of the additional year of prescribed study, qualified students will be eligible for the bachelor of science degree in engineering from Clarkson.

REQUIREMENTS

A student entering this combined program must major in either mathematics, chemistry or physics, must have a GPA of at least 3.30 in science and mathematics, have the approval of the Engineering Advisory Committee, and be accepted for admission at Clarkson. Students interested in this program must have the necessary course background before entering Clarkson in the senior year. To ensure meeting the prerequisite requirements, students should take the following courses during their first year at Skidmore.

MA 111	Calculus I
MA 113	Calculus II
CH 105	Chemical Principles I
CH 106	Chemical Principles II
PY 207	General Physics I
PY 208	General Physics II
SSP 100	Scribner Seminar
EN 105	Writing Seminar II, or a writing-intensive course

Courses for the sophomore and junior years at Skidmore will be chosen by the student in consultation with the engineering coordinator, based on the student's engineering interests (e.g., electrical, mechanical, civil).

At the beginning of the junior year, the student applies to the Engineering Advisory Committee for consideration. The committee will recommend only those students it believes are likely to profit from the program and who have met all prerequisite requirements.

LAW

The law school admissions process is highly competitive. While there is no prescribed course of study for the undergraduate who plans to attend law school, a strong academic record is the best preparation.

Law schools emphasize the importance of a broad liberal arts education. The ability to analyze critically, and synthesize material, and the power of organization, clear expression and sound judgment are desirable. Well-developed skills in reading, speaking, and writing are essential. Students are encouraged to choose courses widely, concentrating in an area that is of most interest to them.

The law and society minor involves students in the interdisciplinary study of law; the curriculum for the minor includes courses from the Departments of Management and Business; Economics; Government; History; Philosophy and Religion; and Sociology, Anthropology, and Social Work.

Practically all law schools require the Law School Admission Test (LSAT) of the Educational Testing Service. Students should consider taking their exam in the spring of their junior year. Students should submit several law school applications early in the fall of their senior year, and may want to consider retaking the LSAT in October.

A prelaw advisor counsels students preparing for law, assisting them in evaluating law schools and in preparing effective applications.

HEALTH PROFESSIONS

Health Professions Advisory Committee:
Denise Evert, Michelle W. Frey, Raymond J. Giguere, George McNally, Roy S. Meyers, Anita Miller, Bernard P. Possidente (chair), William Standish

Students who plan to apply to medical, dental, veterinary or other health professional schools should consult with a member of the Health Professions Advisory Committee early in their college careers and before registration each semester so that they can plan their courses at Skidmore to include those that will prepare them for the standardized admissions tests and satisfy the course prerequisites required by various health professional schools. Pre-med students may choose any major. The following courses are recommended by the majority of health professional schools as minimum requirements:

1. Two courses in English
2. Two courses in biology with lab
3. Two courses in general chemistry with lab
4. Two courses in organic chemistry with lab
5. Two courses in calculus
6. Two courses in physics with lab

Students should be aware that additional specific requirements may be set by individual medical, dental, veterinary, and other health professional programs.

The Health Professions Advisory Committee at Skidmore offers counseling to pre-health professions students in their undergraduate curriculum planning and application process to health professional schools. Students who are interested in health professions must contact the chair or any member of the Health Professions Advisory Committee to discuss their interests and seek advice regarding their academic and cocurricular planning. Students with an interest in the health professions should register with HPAC. The HPAC office is located in Dana Science Center, room 172, and is online at www.skidmore.edu/academics/health.

SECONDARY EDUCATION

The 4 + 1 M.A.T. Program with Union College

Students accepted into the program earn a baccalaureate degree from Skidmore and a Master of Arts in Teaching degree from Union College. Admission is competitive, and students are selected according to the following criteria: undergraduate major in a discipline represented in the Union M.A.T. Program; ED103, 323 and PS204; 3.0 GPA in the major and overall; and demonstrated interest and suitability for teaching.

The Union program includes the following secondary (grades 7–12) subjects: biology, chemistry, earth science, English, French, general science, German, Latin, mathematics, physics, social studies, and Spanish.

Students interested in the program should consult with the chair of the Education Department.

Psychology

Chair of the Department of Psychology: Mary Ann Foley

Professors: Robert M. Oswalt; Sheldon Solomon, *Courtney and Steven Ross Professor of Interdisciplinary Studies*; Mary Ann Foley, *Class of 1948 Professor for Excellence in Teaching*; Hugh Foley; John J. Berman

Visiting Professor: Virginia Murphy-Berman

Associate Professors: Holley Hodgins, Denise L. Evert, Flip Phillips

Assistant Professors: Youngon Choi, Beth S. Gershuny, Hassan Lopez

Visiting Instructor: Rebecca Johnson

The mission of the psychology major is to provide students with a foundation of concepts, issues, discoveries, and methodologies for the scientific study of psychological processes. In part, this foundation is achieved by exploring a number of perspectives within the field including neuroscientific, perceptual, cognitive, developmental, social, and clinical phenomena. Faculty expect that Skidmore psychology majors will acquire basic knowledge about several areas and gain quantitative and research skills necessary to make informed judgments about psychological research. In addition, students will learn to evaluate, integrate, and think critically about theoretical and applied issues and to communicate their knowledge of psychology effectively through written and oral forms. Thus, students are encouraged to take writing-intensive courses as preparation for the major.

Recommendations and Advice

Faculty encourage students to distinguish between the minimum requirements for a major in psychology and the preparation necessary for graduate study in psychology. Those majors who plan to pursue graduate work in Ph.D. Programs in Psychology should seek significant research experience(s) beyond those experiences that are part of the minimum requirements for the major. Several opportunities for these kinds of extended research experiences are available to majors by way of advanced lab courses (e.g., PS 304, PS 320H), advanced statistics (PS 318H, independent research experiences (PS 371B), directed studies (PS 371A), summer collaborative research experiences, and thesis capstone projects. Students interested in the application of scientific knowledge in psychology or neuroscience may consider graduate programs in public policy issues related to human development, justice, or health care.

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

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

Of the thirty credits presented toward the major, these credits should include at least four courses at the 300 level. As they consider the choice of electives, students should consult the Psychology Department Web site and their advisors for information about potential pathways of interest through the major (Clinical, Developmental, Neuropsychology/Cognitive Neuroscience, Social/ Personality).

A maximum of 5 credits taken on a satisfactory/unsatisfactory basis may count toward the 30 credits required by the major, including PS399 and PS275. Only two one-credit PS275 Research Experiences may count toward the major, both of which must be taken S/U. None of the required core courses or any 300-level psychology course—except PS399—fulfilling the major may be taken on an S/U basis.

The grade-point average for the thirty credits presented toward the major must meet the minimum requirement of 2.0. Of these credits, only one course may have been completed with a grade of D.

In conjunction with the relevant departments, the Psychology Department offers majors in neuroscience and psychology-sociology.

HONORS: To be eligible for departmental honors in psychology, a student must meet the requisite grade point average, complete a research project in Senior Research Project I and II or a major paper in Senior Seminar, and be recommended for departmental honors by the department.

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

There is no formal program for a minor in psychology. Those interested in taking some psychology courses without actually completing a major are encouraged to select a set of courses relevant to their needs. Members of the department are happy to assist in this selection process.

PS 101. INTRODUCTION TO GENERAL PSYCHOLOGY 3

An introduction to the science of psychology through a survey of theories, methods, facts, and principles of behavior. Open to first-year students.

The Department

NS 101. NEUROSCIENCE: MIND AND BEHAVIOR 4

An interdisciplinary examination of the neurobiological bases of behavior and mental processing. Topics include the structure and functioning of the nervous system, brain-behavior relationships, and hormonal and genetic effects on behavior and mental processing. Laboratories develop students' understanding of functional neuroanatomy, neural transmission, and human psychophysiology. (Fulfills natural sciences requirement).

D. Evert, H. Lopez, R. Meyers

PS 204. EDUCATIONAL PSYCHOLOGY 3

The application of psychological principles to problems of student learning, student achievement, teaching methods, and educational assessment.

Prerequisite: PS101 or consent of instructor.

The Department

PS 205. SOCIAL PSYCHOLOGY 4

A survey of theory and research on the nature and causes of individual behavior (thoughts, feelings, actions) in social situations. *Prerequisite:* PS101.

H. Hodgins

PS 207. INTRODUCTION TO CHILD DEVELOPMENT 4

Theories and research evidence as well as methodological problems will be reviewed as they relate to physical, psychological, and social development of the individual from birth through adolescence. *Prerequisite:* PS101 or consent of instructor.

Y. Choi

PS 210. PERSONALITY 4

Considers major theories of personality to gain an understanding of how genetic and environmental factors interact to influence human behavior. *Prerequisite:* PS101.

B. Gershuny, S. Solomon

PS 211. APPLIED PSYCHOLOGY 4

An application of principles of psychology to issues in education, industry, environmental initiatives, health, consumer culture, and the law. Students will have an introductory "hands-on" experience in applied research. Goals of the course include familiarization with methods of applied work and psychology's contributions to the above-listed issues; ability to use social science methods to critically evaluate various types of social initiatives; and an appreciation of what social science can (and cannot) contribute in applied settings; and a grasp of the ethical issues involved in such work. *Prerequisite:* PS101.

J. Berman

PS 212. THEMES IN CONTEMPORARY PSYCHOLOGY 3

Introductory exploration of selected themes in contemporary psychology with special attention to major trends of theoretical interest and research activity. Such themes might include decision-making, narratives in psychology, health psychology, environmental psychology. (This course may be repeated for credit with focus on a different theme.) *Prerequisite:* PS101.

The Department

PS 213. HORMONES AND BEHAVIOR 4

An introduction to the study of how the endocrine system coordinates psychological and behavioral components of reproduction, aggression, attachment, hunger, and cognition. Considers empirical research findings based on numerous species (humans, non-human primates, birds, rodents, etc.). To help illustrate hormone-behavior relationships, several in-class experiments are conducted using both animal and human subjects. *Prerequisite:* PS101 or NS101.

H. Lopez

PS 217. STATISTICAL METHODS IN PSYCHOLOGY I 4

A survey of methods used to describe, correlate, and make inferences about frequency distributions, including the use of binomial distribution, normal distribution, t-distribution, chi-square, sign tests, and the analysis of variance. Three hours of lecture, two hours of lab per week. *Prerequisite:* PS101 or NS101 or permission of instructor.

H. Foley, B. Gershuny, F. Phillips

PS 222. PSYCHOANALYSIS AND SIGMUND FREUD 3

An introduction to Sigmund Freud and his theory of personality psychoanalysis. The course will examine cultural, social, and intellectual antecedents; entail readings by and about Sigmund Freud; and explore ways in which Freud's ideas have had a profound influence on other disciplines. *Prerequisite:* PS101 or consent of the instructor.

R. Oswalt

PS 223. EVOLUTIONARY PSYCHOLOGY 3

A survey of theory and research on human behavior from an evolutionary perspective, with special emphasis on the evolution of culture and consciousness. Students should learn to define and understand basic evolutionary psychology, both as it emerges from Darwin's evolutionary theory historically and as it is understood and applied today. Students will learn answers to some of evolutionary theory's fundamental questions—How do living organisms change over time? Why is there such an uncanny "fit" between specific environments and the characteristics of the species that inhabit them?—as well as the implications of that theory for an understanding of the human mind: its history; the cognitive origins of art, religion and science; the nature and evolution of the self.

S. Solomon

PS 231. NEUROPSYCHOLOGY 3

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

D. Evert

PS 251. SPECIAL SEMINAR SERIES IN PSYCHOLOGY 1

A topical seminar, lab or discussion group may be offered as a follow-up link with a particular departmental offering (e.g., an extension to a 3-credit course) or as a free-standing experience in psychology (e.g., a film series with focus on contemporary psychological issues). Discussion may focus on additional topics as a follow-up from a previous learning experience or may provide exploration of a new topic not covered in a traditional departmental offering. The frequency with which the seminar meets (i.e., once a week for the full term or twice a week for the first half of the semester) will vary depending on the goal of the seminar. *Prerequisite:* PS101 or permission of instructor.

The Department

PS 275, 276. EXPLORATORY RESEARCH EXPERIENCE IN PSYCHOLOGY 1

An introductory exploration of conducting research in psychology. Its purpose is to provide students with an interactive research experience in a particular laboratory or clinical setting. Students will experience various aspects of the research process, e.g., the planning and implementation of research, protocols for data collection, and testing of hypotheses. Exposure to research methodologies within a particular area of psychological inquiry should enhance the student's ability for more independent work. No more than two of these experiences may count toward the requirements for the psychology major. The experience is open to non-majors. Permission of the instructor is required. Must be taken S/U.

The Department

NS 275. INTRODUCTION TO NEUROSCIENCE RESEARCH 1

An introductory exploration of conducting research in neuroscience. The purpose of this learning experience is to provide students with an interactive research experience in the laboratory or field in coordination with a faculty member. Students may be exposed to, and participate in, several aspects of the research process, including planning, designing, and implementing the research, as well as in data analysis and interpretation of the results. This experience will allow students at various stages of their careers to sample research questions/methodologies in particular subdisciplines of Neuroscience, and will enhance the student's ability for more independent work. *Prerequisites:* Completion of NS101 and permission of instructor. Must be taken S/U.

NS 277. INTEGRATIVE SEMINAR IN NEUROSCIENCE RESEARCH 1

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

Psychology and/or Biology Faculty

PS 302. ADULT DEVELOPMENT 4

Psychological aspects of human growth and function from maturity to senescence, with consideration of research procedures and problems as well as recent findings and relevant theory. A field project is required. *Prerequisites:* PS207 and 217, or permission of instructor.

The Department

- PS 304. PHYSIOLOGICAL PSYCHOLOGY** 4
A theoretical and empirical introduction to behavioral neuroscience. Emphasis will be on animal methods used to understand various psychological processes, including anxiety, drug reward, spatial cognition, and hunger. Laboratory sessions are used to test the effect of various pharmacological compounds on animal behavior. Students are expected to interact with and experiment on rodent subjects. Extensive scientific writing is a critical aspect of the course. Three hours of lecture, two hours of lab per week. *Prerequisites:* NS101 and PS217. H. Lopez
- PS 305A. COGNITIVE DEVELOPMENT** 3
The systematic study of the development of intellectual capacities in the child. Current theories and research relevant to the child's development and use of symbolic, mediational, and linguistic processes will be surveyed. *Prerequisites:* PS101 and 207. Y. Choi
- PS 305B. COGNITIVE DEVELOPMENT WITH LAB** 4
The systematic study of the development of intellectual capacities in the child. Current theories and research relevant to the child's development and use of symbolic, mediational, and linguistic processes will be surveyed. Three hours of lecture and two hours of lab per week. *Prerequisites:* PS101 and 207. Y. Choi
- PS 306. EXPERIMENTAL PSYCHOLOGY** 4
A theoretical and empirical introduction to psychology as a natural science. Emphasis will be on the basic phenomena in physiological psychology, cognition, perception, and social psychology and the principal experimental paradigms employed in their investigation. Three hours of lecture, two hours of lab per week. *Prerequisites:* QR1, PS101, 217. (Fulfills QR2 and natural sciences requirements.) H. Foley, M. Foley, F. Phillips
- PS 307. ADVANCED PERSONALITY** 3
A detailed examination of factors that influence personality development. Attention is devoted toward understanding how different aspects of human personality can account for the development of various social institutions. The development and evaluation of hypotheses to understand personality processes, and strategies to induce change are also considered. *Prerequisites:* PS210 and 306. S. Solomon
- PS 308. ABNORMAL PSYCHOLOGY** 3
An introduction to the history and study of psychological disorders (e.g., substance use disorders, psychotic disorders, mood disorders, anxiety disorders, personality disorders) with an emphasis on understanding the development of disorders, diagnostic issues, and symptoms. *Prerequisite:* PS101 or consent of instructor. B. Gershuny, R. Oswalt
- PS 312. ADVANCED SEMINAR IN MAJOR ISSUES OF PSYCHOLOGY** 3
A critical examination of fundamental areas of controversy in current theories, research findings, and applications of psychology. Such topics might include consciousness, autobiographical memory, or nonverbal behavior. (This course may be repeated for credit with focus on a different issue.) *Prerequisites:* three courses in psychology. (PS312C is designated a Cultural Diversity course.)
- PS 315. CLINICAL PSYCHOLOGY** 3
An introduction to the history and methods of clinical diagnosis and treatment of abnormal behavior including Freudian psychoanalysis, client centered therapy, group psychotherapy, and behavior modification. *Prerequisite:* PS308. R. Oswalt
- PS 317. PSYCHOLOGICAL TESTING** 3
An introduction to the history, theory, administration and interpretation of psychological tests, including tests of intelligence, achievement, interests and personality. *Prerequisite:* PS101 or consent of instructor. R. Oswalt
- PS 318H. STATISTICAL METHODS IN PSYCHOLOGY II** 4
A study of advanced techniques and controversial issues in experimental design and analysis. The course will emphasize computer analysis of a range of experimental designs. Three hours of lecture, two hours of lab per week. *Prerequisites:* PS217 and 306. H. Foley
- PS 320H. SOCIAL PSYCHOLOGY RESEARCH EXPERIENCE** 4
This course offers an opportunity to acquire hands-on research experience and experimental skills in a small laboratory group. Students will read journal articles on selected topics in social psychology, design a study, collect data, and use a computer data analytic statistical package to analyze their data. Three hours of lecture and two hours of lab per week. *Prerequisite:* PS217, or consent of instructor. H. Hodgins
- PS 321. MOTIVATION AND EMOTION** 3
An examination of the principal constructs employed in theories of motivation and emotion. The current status of both biologically based and psychologically based theories will be reviewed. *Prerequisites:* PS101 and 306 or consent of instructor. H. Hodgins
- PS 323. PSYCHOLINGUISTICS** 4
An examination of the acquisition of language in the light of milestones in sensorimotor and cognitive development. The relationship of language to thought will be of central concern. Also covered will be bilingualism and disturbances of linguistic development. *Prerequisite:* PS101. The Department
- PS 324. COGNITION** 3
The study of the way in which people acquire and use information in a variety of circumstances. Topics include attention, pattern recognition, language, memory, skill acquisition, problem solving, decision making, and artificial intelligence. *Prerequisite:* PS101. M. Foley
- PS 325. PERCEPTION** 4
The study of the way in which people use sensory input to identify and interpret information in the world. The course will examine contributions of sensory, neural, and cognitive factors to perceptual experience. Discussions will cover general perceptual principles, but will emphasize visual and auditory processes. Three hours of lecture, two hours of lab per week. *Prerequisite:* PS101. H. Foley, F. Phillips
- PS 326. HEALTH PSYCHOLOGY** 3
A study of the relationships between psychological factors and well-being using biopsychosocial perspectives. This multidisciplinary approach integrates knowledge from physiology, psychobiology, personality, social psychology, and sociology to understand health, illness, and well-being. The primary objective of this course is to familiarize students with the conceptual basis, research methods, and research findings in the field of health psychology. *Prerequisite:* PS101.
- PS 327. COMPUTATIONAL NEUROSCIENCE** 3
An introduction to computational neuroscience: the theoretical study of the brain, its behavior, the development, organization, systems, and emergent properties we call mental abilities. In this course we study these phenomena by creating mathematical and computational models that we then use to predict or validate empirical data. Students will learn about current modeling theories and techniques as well as the process of creating, testing, and refining their own models. *Prerequisites:* MA111 or CS106, and NS101. F. Phillips
- PS 328. SEMINAR IN CLINICAL PSYCHOLOGY: ANXIETY AND ITS DISORDERS** 3
A study of the nature of anxiety and anxiety disorders, taught as a seminar modeled on graduate-level work. This course focuses on the etiology, pathogenesis, symptoms, and treatments of anxiety disorders in adults with an emphasis on clinical applications and psychological/cognitive-behavioral approaches to conceptualizations and therapies. Discussions, lectures, films, case studies, and critical analyses of theories and empirical work are emphasized. Some questions to which students will learn the answers: What are the benefits and limitations of diagnostic categories (i.e. classification schemes)? What are the benefits and limitations of existing treatments? What are symptoms that are common and different across the anxiety disorders, and how are the specific disorders distinguished? Students will acquire basic expertise in the field of anxiety disorders. *Prerequisites:* PS210 and PS308, or permission of instructor. B. Gershuny
- PS 331. PSYCHOLOGY OF WOMEN** 4
Examination and analysis of a number of important ideas regarding women's psychological experience. Topics to be studied include theories of female development, self-concept, sexuality, psychological disorders, violence against women, and mother-daughter relationships. Students will select either a research project or service learning project. *Prerequisite:* PS207 or 210. B. Gershuny
- PS 332. SEMINAR IN CROSS-CULTURAL PSYCHOLOGY** 4
An introduction to the main topics of cross-cultural psychology in such areas as sensation and perception, motivation and emotion, memory and cognition, self-identity, verbal and non-verbal communication, acculturation and social and moral development. Presented frameworks would be analyzed from a variety of perspectives that utilize a range of active learning techniques. Six specific learning goals would be focused on in the course. These are: 1) Students will become familiar with the main topic areas and the major theories in cross-cultural psychology; 2) Students will become familiar with the research methods utilized to conduct research in cross-cultural psychology, and they will be able to analyze and critique research studies conducted in this area; 3) Students will be able to use their understanding of the concepts in cross-cultural psychology to gain a greater awareness of their own cultural attitudes and beliefs and to better understand American cultural values; 4) Students will be able to use their understanding of the concepts in cross-cultural psychology to more fully comprehend the experiences of others who are from cultures other than their own; 5) Students will be able to use their understanding of the ideas presented in the course to analyze (from a cultural perspective) works in some other field of interest such as literature or the media; 6) Students will be able to think more critically (e.g., evaluate informational claims, apply what they have learned to other areas, integrate ideas, identify follow-up questions and concerns, etc.) about cross-cultural issues. *Prerequisite:* PS101. V. Murphy-Berman

PS 341. SEMINAR IN COGNITIVE NEUROSCIENCE: LEFT BRAIN/RIGHT BRAIN 3

Discussion-based study of hemispheric specialization for cognitive functioning (including perception, attention, memory, creativity, emotional processing, and language) from a cognitive neuroscience perspective. Cognitive neuroscience is the interdisciplinary science built up to understand the gap between biological processes of the central nervous system and the processes of the mind. In learning about hemispheric specialization of function, we will draw on research from such fields as experimental psychology, neuroscience, neuropsychology, brain imaging, and computer modeling. The first part of the course is designed to teach methods and techniques used in the study of cognitive neuroscience, including the theoretical issues associated with each approach. Throughout the second part of the course, we will learn some ways these methodologies have been used to understand hemispheric specialization of cognitive function. *Prerequisites:* PS101 and two other courses from the PS course listings or NS101 and two other courses from those listed in the NS major curriculum. PS231 (Neuropsychology) is highly recommended. D. Evert

PS 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

PS 375. SENIOR RESEARCH PROJECT I 4

Students will work with an individual faculty member to develop a major research project. This development will include the conceptualization of a topic, review of the scientific literature, the learning of any necessary research techniques, the execution of any preliminary research, and the submission of a written research proposal to the faculty supervisor. Each student will make an oral presentation of the proposal to other senior thesis students as well as the Psychology faculty at the end of the semester. Students will also attend weekly one-hour seminar meetings to discuss with the faculty member coordinating the program as well as other student participants the design of their research project. Discussion topics will include preparation of materials for the Institutional Review Board, students' perspectives on their literature reviews, discussion of writing and revising, and preparation for thesis proposal defenses. *Prerequisites:* PS306 and consent of instructor. The Department

PS 376H. SENIOR RESEARCH PROJECT II 4

Students will work with an individual faculty member to complete a major research project developed in Senior Research Project I. A final project will be submitted in thesis form to the faculty supervisor as well as the faculty research coordinator for the program. This final project must be submitted at least two weeks before the end of the term. Students are also expected to present their research findings to the Psychology faculty and student participants in the program. In preparation for the completion of this thesis work, students will also attend weekly one-hour seminar meetings to discuss issues related to their research (e.g., problems in data collection, options for data analysis, etc.), to critique one another's thesis drafts, and to prepare for formal presentations at the end of the semester. *Prerequisite:* PS375. This course may not be taken concurrently with PS378. Senior Research Project II may be used to fulfill the thesis requirement for departmental honors in psychology. The Department

PS 378H. SENIOR SEMINAR 3

Students work with course instructor to complete a major, written project. The project can be a synthesis of the literature in a particular topic area of psychology, or an original theoretical formulation. The final project should demonstrate a conceptual integration of the material, and should demonstrate both originality and independence of work. In addition to the written project, each student will make an oral presentation summarizing the project. The written version of the project will be submitted at least two weeks before the end of the spring semester. *Prerequisite:* PS306. This course may be used to fulfill the thesis requirement for departmental honors in psychology. May not be taken concurrently with PS376.

PS 399. PROFESSIONAL INTERNSHIP IN PSYCHOLOGY 3

Professional experience at the advanced level for juniors and seniors. This experience may include work-study projects in one of several professional settings, including mental hospitals, nursing homes, schools, developmental centers, advertising agencies, laboratories, and communication agencies. Requires faculty sponsorship and department approval. *Prerequisites:* five courses in psychology (specified by the faculty according to the nature of the internship). Must be taken S/U.

Religious Studies

Chair of the Department of Philosophy and Religion: Francisco Gonzalez

Professor: Mary Zeiss Stange

Associate Professors: Joel R. Smith

Assistant Professors: Laury Silvers-Alario, Marla Segol

Lecturer: Stephen Butler Murray

The earliest endeavors of the Western intellectual tradition were concerned with understanding nature, understanding the human encounter with the divine, understanding human nature, and understanding the whole—the cosmos—within which each of these encounters occurred. Accordingly, philosophy and religion were among the central concerns of intellectual life, and indeed the first academy was a philosophical institution that brought these endeavors under one "roof." Thus the Department of Philosophy and Religion harkens to a mission that quite literally was at the historical origin of the academy (indeed, of Western civilization) and proves, no less today than 2,500 years ago, to be an animating principle of intellectual life and culture. Today this traditional mission has been broadened to include philosophy and religion as they have developed in East Asia and South Asia.

Given this broad mission and the inherent difficulty of accomplishing it, we see the following objectives as crucial: the development of critical, analytical habits of mind in our students through the close reading of major works in the history of philosophical and religious thought and contemporary reflections upon them; the development of communicative skills—both oral and written—that produce the self-confidence to engage in sustained examination of difficult ideas, through classroom engagement in discussion and extensive writing assignments, whether through essay examinations, response papers, journals, term papers, extensive research papers, or senior theses; the development of a sense of context—historical and conceptual—that saves critical analysis from becoming historically irrelevant or idle logic-chopping, through the requirement that all courses be grounded in and make ready reference to the historical intellectual concerns of the two disciplines; the development of the capacity to synthesize ideas and to create new wholes in response to new (and/or renewed) intellectual concerns through assignments that engage students where they are in their own lives, while recognizing that this entails sharing the responsibility for the choice of those assignments with the students themselves as epitomized in the Senior Thesis course; and the development in each student of a critical appreciation of her or his own intellectual growth through the building of a portfolio of essays and term and research papers written under the direction of the department faculty and accumulated from the moment of declaration of the major through the senior capstone experience.

The Department of Philosophy and Religion offers students the opportunity to major or minor in religious studies. Courses in religion are offered as electives for the entire student body but may not be counted toward a major in philosophy. Majors are encouraged to focus their studies around particular themes, such as investigating the relationship of religion to art, culture, or women.

THE RELIGIOUS STUDIES MAJOR: Minimal requirements for a major in religious studies are the general College requirements, plus completion of nine courses, seven of which must be selected from the religion offerings (RE or PR), and must include RE103, 241, and 375. The remaining two courses may be chosen from RE or PR offerings or may be selected from a list of courses from other disciplines that has been authorized by the religion faculty. At least five of the total courses for the major must be at the 300 level with at least two at the 300 level taken in the senior year, one of which must be in religion. Courses must total at least thirty credit hours and should ideally represent, in a way to be determined in consultation with the faculty advisor, a genuine diversity of traditions.

HONORS: Students wishing to qualify for honors in the department must successfully complete RE376, Senior Thesis, and earn a grade of A- or better.

THE RELIGIOUS STUDIES MINOR: Requirements for a minor in religious 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 103. RELIGION AND CULTURE 4
An introductory study of the nature of religion, the interaction of religion and culture, and the function of religious belief in the life of the individual. Consideration will be given to such phenomena as myth and ritual, sacred time and space, mysticism, evil, conversion, and salvation. Readings will be drawn from classical and modern sources. (Fulfills humanities requirement.) The Department

RE 201. HEBREW SCRIPTURES 3
An introduction to the Old Testament and the beginnings of the Talmud. In addition to the primary sources, commentaries and special studies will be used. Particular attention will be given to the Jewish ideas of theology, history, and ethics and to their effect on later Christian thought. Offered alternate years. The Department

RE 202. CHRISTIAN SCRIPTURES 3
An introduction to the New Testament and the statements of the early church councils. In addition to the primary sources, commentaries and special studies will be used. Particular attention will be given to the Christian ideas of theology, history, and ethics. Offered alternate years. S. Murray

RE 204. RELIGIOUS ETHICS: JUDEO-CHRISTIAN 3
A survey of the development of Western religious ethics. Areas studied will include Biblical ethics, Monastic and Talmudic ethics, the ethics of Augustine and Aquinas, Reformation ethics, Puritan ethics, nineteenth-century frontier church ethics, and the modern ethical systems of American Protestantism, Roman Catholicism, and Judaism. Offered alternate years. S. Murray

RE 205. WOMEN, RELIGION, AND SPIRITUALITY 3
An exploration of women's religious experience in crosscultural and historical terms with primary emphasis on images and roles of women in the Western cultural traditions of Judaism, Christianity, and Islam. Considering religious mythology, belief, and practice against the background of broader social and political realities, the course devotes special attention to contemporary developments in feminist theology and the tension between traditional and alternative modes of spirituality. (Fulfills humanities requirement.) M. Stange

RE 211. WESTERN RELIGIONS 3
A study of the history, beliefs, and rituals of the major religious traditions of the West, particularly Judaism, Christianity, and Islam. The Department

RE 213. RELIGIOUS TRADITIONS OF INDIA 3
An introduction to the thought and culture of India through its religious traditions. The course emphasizes the history, beliefs, rituals and symbols of Hindu traditions and gives attention to the Jain, Buddhist, Islamic, and Sikh traditions in India. (Designated a non-Western culture course; fulfills humanities requirement.) J. Smith

PR 214. PHILOSOPHIES OF INDIA 3
An exploration of the philosophies of India in their religious and cultural context. Hindu philosophies such as the Upanishads, Samkhya- Yoga, and the Vedanta of Shankara and Ramanuja are emphasized; for comparative purposes, Buddhism and Jainism are also examined. (Designated a non-Western course; fulfills Humanities requirement.) J. Smith

RE 215. ISLAM 3
This survey of the religion of Islam uses the Hadith of Gabriel as its organizing principle. This canonical hadith divides Islam into three dimensions: submission, faith, and doing what is beautiful. We will explore Islamic religious ideals, schools of Islamic learning, and historical and contemporary issues pertaining to each of the three dimensions. (Designated a non-Western culture course; fulfills humanities requirement.) L. Silvers-Alario

RE 220. ENCOUNTERING THE GODDESS IN INDIA 3
An introduction to the Hindu religious culture of India through a study of major Hindu goddesses. The vision (darsan) of and devotion (bhakti) to the feminine divine image will be explored. An interdisciplinary approach will explore the meaning of the goddess in literature, painting, poetry, religion, and sculpture. (Designated a non-Western culture course.) J. Smith

RE 225. RELIGION AND ECOLOGY 3
Explores the intersection of religion and ecology by examining causes of the environmental crisis, how views of nature are conditioned by culture and religion, and the response from naturalists, scientists, and religionists who are concerned about the environmental crisis. The lectures and readings will approach these issues from a variety of religious perspectives and will include Jewish, Christian, Muslim, Buddhist, Hindu, Native American, feminist, pragmatist, and scientific voices. (Fulfills humanities requirement.) S. Murray

RE 230. TOPICS IN RELIGION 3
The study of a selected special topic in religion. May be repeated with the approval of the department. (RE230N is designated a non-Western course.) The Department

RE 241. THEORY AND METHODOLOGY IN THE STUDY OF RELIGION 3
An introduction to the theory and methodology of the study of religion. The course will provide an overview of basic theoretical approaches such as the historical, sociological, anthropological, phenomenological, philosophical, and comparative. Issue identified by theorists from traditionally marginalized groups will be explored, as well as strategies for examining religion in relation to various forms of cultural expression such as literature and the arts. The Department

RE 303. RELIGION IN CONTEMPORARY AMERICAN SOCIETY 4
A study of the backgrounds and contemporary forms of American religions. Attention will be given to the institutional, liturgical, and doctrinal patterns of these religions and the application of their principles to such social problems as the state, education, the family, sex, human rights, and war. *Prerequisites:* two courses in the following: philosophy, religion, history, economics, psychology, and sociology, or permission of instructor. Offered alternate years. The Department

PR 324. PHILOSOPHY OF RELIGION 4
An investigation of the fundamental paradoxes of religious belief. Questions to be considered will include the arguments for the existence of God, the problem of suffering and evil, the nature of mystical knowledge, and the rise of modern religious skepticism. *Prerequisite:* one course in philosophy or religion or permission of instructor. Offered alternate years. J. Smith

PR 325. JAPANESE BUDDHISM 4
A study of selected classical and contemporary thinkers who see philosophy as intertwined with classical praxis. Emphasis will be on Buddhist thinkers such as Kukai, Dogen, Shinran, and Nishitani. *Prerequisite:* one course in philosophy or religion or permission of instructor. Offered alternate years. (Designated a non-Western culture course.) J. Smith

PR 326. TIBETAN BUDDHISM 4
A study of selected classical and contemporary Tibetan thinkers who see philosophy as intertwined with religious praxis. The course focuses on the Vajrayana form of Mahayana Buddhism that is on central element in the culture of Tibet, as well as its Mahayana Buddhist background in India. Emphasis is on the central ideas of wisdom, compassion, emptiness, dependent arising, and the two truths in such thinkers as the Prajhaparamita, Nagarjuna, Candrakirti, and the Dalai Lama. *Prerequisite:* one course in philosophy or religion or permission of instructor. Offered in alternate years. (Designated a non-Western culture course.) J. Smith

RE 330. ADVANCED TOPICS IN RELIGION 4
The study of a selected special topic in religion. May be repeated with the approval of the department. *Prerequisite:* one course in religion or the approval of the instructor. The Department

RE 371, 372. INDEPENDENT STUDY 3, 3
A reading course in a religious topic, tradition, or thinker not available in this depth in other courses. *Prerequisite:* permission of department. The Department

RE 375. SENIOR SEMINAR 4
Advanced study of a topic that reflects upon religion and the study of religion. *Prerequisite:* senior standing in religious study major. J. Smith, M. Stange, or L. Silvers-Alario

RE 376. SENIOR THESIS 3
Individual conferences with senior majors in the areas of their research projects. *Prerequisite:* senior standing in religious study major. J. Smith, M. Stange, or L. Silvers-Alario

Scribner Seminars

Director of the First Year Experience: Beau Breslin

Administrative Coordinator: Chrisana McGill

All Scribner Seminars are interdisciplinary. The seminars invite students to think about the liberal arts as a whole, to challenge their preconceived notions about inquiry and knowledge, to examine issues from multiple perspectives, and to make connections across disciplines. Faculty instructors participate not only as specialists in particular fields of knowledge, but as models of people who have themselves been liberally educated, and are thus able to apply their thinking to a variety of new as well as familiar experiences.

Seminar topics change from year to year; students should consult the online Catalog for the latest offerings.

SSP 100. SCRIBNER SEMINAR 4

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

Africa Through Its Changing Cinema

In this seminar, we explore through film and other visual documents the causes and effects of colonialism on the African people, their society, and their culture. The colonial experience, in all its political and psychological aspects, provides a historical, economic, social, and aesthetic context in which to study and understand African film. Although our main focus is Sub-Saharan Africa from the Second World War to the present, we will refer, whenever pertinent, to the North African filmmaking experience in our discussions. We will examine the practice of filmmaking in Africa, the forces that shape this practice, and strategies of reading this creative medium.

H. Jaouad, Foreign Languages and Literatures

Afterlives: Cultural Constructions of Life After Death

What happens to the soul—the breath—that goes away when the body dies? Where does consciousness go? What happens to it? Since no one knows, everyone has imagined. Neurophysiology tells us about near-death experiences, and the process by which the brain shuts down, but what then, and why do we care? Western views of the afterlife have shifted and multiplied, from dismal undergrounds, transmigrating souls, nothingness or endless sleep, blissful heavens, horrible hells, to playful inventions. Students will look at classical and biblical texts, visual representations in medieval Christianity and medieval Buddhism—some heavens but mostly hells—and twentieth- and twenty-first century fiction and film to see what they tell us about our own beliefs, hopes, fears and values. Do we need concepts of an afterlife to behave morally? What does the proliferation of make-your-own afterlives in current popular cultural tell us about ourselves? R. Janes, English

Ancient Genes in the Land of Plenty

We have inherited genes dating to the late Paleolithic period (>10,000 years ago) that evolved to support high levels of daily physical activity and a nutrient dense, high-fiber, low-fat food intake. So, why is the modern-day American lifestyle so dangerous and preventing us from achieving optimal health? We will study this evolutionary collision of our ancient genes with the current state of relative inactivity and poor nutrition, and how this collision results in the epidemic of obesity. With this knowledge, we will explore the consequences of being considered one of the most technologically sophisticated societies in the world, yet the leader among lifestyle related death and chronic disease. Why does this paradox exist? Why are the healthiest cultures of the world immune to these chronic diseases until they adopt our American lifestyle? Students will analyze strategies and perform various physical activity and nutrition experiences to understand what it means to attain optimal health. P. Arciero, Exercise Science

Blacks in Film

What are the most memorable images of blacks in film? How have these images changed over time? Images in film reflect social trends. We learn a great deal about the African-American experience—which includes racism, gender relations, intra-group color dynamics, and passing—by investigating the various representations of blacks in film. In this seminar, students will examine these questions, while additionally exploring the controlling images of blacks in film, including Uncle Tom, Mammy, Coon, Buck, Tragic Mulatto, Jezebel, Sapphire, Aunt Jemima, and Black Sambo. Through the lens of visual analysis, students will develop the skills necessary to critically analyze constructions of black identity. Readings and exercises involving intersectional analysis will help students unpack the power and problematic nature of stereotypes. K. Ford, Sociology, and J. Woodfork, American Studies

The Broadway Musical: An American Cultural Lens

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

Designing a Mind

What are the critical components of "mind"? Can words like mind, consciousness, behavior, and awareness be adequately defined in order to properly answer this question? In this seminar, we survey the philosophical, psychological, biological, computational and design notions of what it would take to implement a mind. Discussions of the current and future state of our understanding of mind are replete with such notions as "artificial intelligence," "expert systems," and other trans- and post-human concepts. Are any of these existing frameworks adequate to yield a veridical implementation of mind? Will some other approach be necessary? Or are we ultimately destined to fail at this task? F. Philips, Psychology

Environmental Problems. Economic Solutions?

Does the solution to the Earth's environmental problems depend upon the profit motive inherent in the economic systems that cause these problems in the first place? This seminar examines how the corporate need for economic profit and the insatiable consumer desire for new products lead to environmental ills such as the pollution of air and ground water, the devastation of ecosystems, and the degradation of natural resources. Should the government take on the role of legislating "command and control" environmental regulation or can these problems be solved through profit-based conservation? Students in this seminar will critique cases in which command and control legislation, profit-based conservation, or a combination of the two have been used to combat environmental problems. Each student will develop a seminar project critiquing a specific environmental problem and positing an appropriate policy solution. M. Das, Economics

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

Food and Society

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

U. Bray, Mathematics

The Garden of Forking Paths: Interpreting Latin American Images and Realities

Why do societies that emerge in similar circumstances evolve so differently? Why is Latin America today so different from the United States after having started its development in similar conditions during the era of discovery and colonization? What makes it possible to refer to "Latin America" at all—are the peculiarities and common features that make up this region the result of stereotyped (mis)perceptions, or do they correspond to reality? In this seminar, we will address these and other questions, analyzing the geographic, ethnic, gender, political, economic, religious and artistic characteristics that signify Latin America. Using an interdisciplinary perspective that draws on anthropology, art history, economics, literature and music, political science, sociology and religious studies, we will focus on issues such as: Is Latin America a "racial democracy"? Why are income and class inequalities in this region so pronounced? Is "machismo" still the defining characteristic of gender relations in Latin America and Catholicism still the main religious component of Latin American identity? Is politics in the region as unstable and violent as is often depicted in movies and novels? And how does soccer contribute to and define Latin American identity?

A. Vacs, Government

Hollywood's Portrayal of Science

Can glaciers advance to New York City in just a few weeks? Can a car drive over molten lava? Is a magnitude 10.5 earthquake possible? Can we really travel to the center of the earth? Hollywood would lead you to believe that the answers are yes; however scientists would most likely respond with "Are you serious?" Sometimes the portrayal of science in Hollywood is accurate, while other times science is trumped by poetic and artistic license. In this seminar, we will watch some of Hollywood's most successful "science-based" movies, identify the fiction therein, learn the real science behind these stories, and discuss Hollywood's role in science education, shaping how the public perceives science, and portraying non-traditional scientists. For additional perspective, we will watch documentaries and other visual media that are thought to portray science accurately. Through these investigations, we will explore the role of visual media in science communication or miscommunication.

K. Nichols, Geosciences

Human Dilemmas

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

C. Berheide, Sociology;
J. Casey, English and American Studies;
B. Gershuny, Psychology;
S. Goodwin, English;
S. Layden, Student Affairs;
P. McCarthy, Social Work;
M. Poston, Dean of Faculty;
M. Rifkin, English;
P. Rubio, Foreign Languages and Literatures;
S. Solomon, Psychology

In the News: Science Sound Bites

Science is everywhere in the media today, in the headlines of newspapers and magazines, on the evening news, and even featured in our art and entertainment. Now more than ever, we are inundated with different sources of scientific information, all of which subtly influence our personal and societal perspectives on issues of the day. But what is fact and what is media hype? In this seminar, students will examine four topics that have recently been in the news: global warming, alternative fuels, viral pandemics, and the exploration of Mars. We will explore these topics via pop culture (films), books, newspapers, magazines, and other sources, and examine how our perspectives on these issues shift or change during the process. We will discuss the political, societal, environmental, and ethical issues that arise from each topic and learn to express thoughtful opinions about them in writing.

S. Stitzel, Chemistry

Ireland: Myth, Reality, Conflict, Identity

Ireland did not really enter the 20th century until nearly the end of it. Yet, when it did so, it was at a dizzying pace. We will explore, in a broad interdisciplinary manner, patterns of modern and contemporary Irish life and culture, Ireland's unique "sense of place," and finally, the issue of Irish identity (including the conflict between the "two traditions" in Northern Ireland). We set aside simplified stereotypes of the Irish and explore instead the diversity and plurality of Irish identity. Ultimately, we seek to answer such questions as: What does it mean to be Irish in an Ireland that has radically changed the way it views itself and the world? Can the Irish remain the most "globalized" economy in the world, without becoming less Irish? If the country buries its past, what will replace it?

J. Kennelly, Management and Business

Italy, Fascism, and Jews

Mussolini marched on Rome in 1922 with a group of Black Shirts. What happened before and after this historic moment is the subject of this seminar. Who challenged the legitimacy of the government? How was Mussolini's Fascism able to last twenty-two years? Italian Jews were an integral part of the political process until the Racial Laws in 1938, but who are Italy's Jews? We explore the history and culture (holidays and cuisine) of Jews from the first colony in Rome till the end of World War II. Historic texts, novels, memoirs, films, and political science treatises uncover different perspectives on the rise and fall of Fascism, anti-Semitism, and the survival of Italy and the Italian Jewish community.

S. Smith, Foreign Languages and Literatures

Japanese Animation

What is anime and what are its origins? Why does it appeal to audiences beyond Japanese cultural boundaries? In this seminar, students will explore the world of Japanese animation, one of the most important and popular cultural products in contemporary Japan. After examining the origins of anime and its relationship to the traditional picto-centric culture in Japan, students will study some of the prevailing themes and genres of anime (i.e., apocalypse, gender and sexuality, and metamorphosis) in their cultural and historical contexts. Through this exploration, students will learn about some of the most important Japanese social and historical conventions that inform anime.

M. Inamoto, Foreign Languages and Literatures

Jewish-Christian Relations from Jesus to Mel Gibson

What is anti-Semitism today, and how has it evolved over the centuries? This seminar introduces interdisciplinary perspectives on Jewish-Christian relations, from medieval depictions of Jesus' passion and crucifixion to more contemporary settings such as Nazi Germany and Mel Gibson's 2006 anti-Semitic rant. In this seminar, students read texts by historians, theologians, philosophers, and political scientists as well as view films and analyze Holocaust memorials, concluding with an examination of the growing anti-Semitism in parts of the Muslim world.

M. Hockenos, History

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

Law, Religion, and Society

Do public school students have to pray before an athletic competition because the coach wants them to? Conversely, can those students start a public school Bible Study group? Does a Muslim woman have any recourse if her civil lawsuit is dismissed by a judge because she is wearing a headscarf that obscures most of her face? Can the Ten Commandments be posted on the walls of public buildings? Questions such as these have been faced by the courts, and the culture, since the founding of our republic. Students in this seminar explore the place of religion in our society as it has been addressed, shaped, and interpreted by the courts, the Constitution, and the American people. Students themselves will address these issues as they actively engage in discussion and writing, conduct a mock trial, participate in debates, compose legal briefs and craft trial strategies.

C. Kopec, Management and Business

Life in the North Woods

How do we balance the protection and use of rare forest areas, such as the one located right on Skidmore's campus? The North Woods is more than 500 acres of "natural capital" owned by the College. It is a focus of study by historians and natural scientists, a playground for outdoor enthusiasts, a spiritual inspiration, home to an astonishing array of non-human life and, to say the least, a very attractive piece of real estate at the intersection of Skidmore and Saratoga. In this seminar, we will use a combination of discussions, hikes, experiments and "fact-finding missions" to explore how life in the North Woods bears the "signatures" of human history, and how diverse groups perceive the North Woods and their role in it. In short, we will pursue solutions to the challenges (and opportunities) posed by this "natural capital."

J. Ness, Biology

Liquid History: The River Thames (London)

Why do the English sometimes call the Thames "Liquid History"? Is this metaphor apt? Students in this seminar will examine this characterization of the Thames, on whose banks monarchs have been crowned and beheaded, cities built and burned, and where, in 1215, on that flat but marshy plain of Runnymede, King John affixed his great red royal seal to the document that serves as the foundation of democracy, the Magna Carta. For centuries, the Thames has been not only the economic and geographic heart of England, but also its spiritual center; as T.S. Eliot once wrote, the spirit of the Thames is "within us." This seminar introduces students to the place of the River Thames in English life, through the study of the part it has played in English history, art history, literature, and the environment.

T. Lewis, English

Made in God's Image? Women and Men

In Medieval and Renaissance Europe

Were males and females created equal, according to Genesis and its later interpreters? This seminar explores ways in which early Christian, medieval and Renaissance societies (from ca. 100 C.E. to 1550) constructed gender difference and expressed those ideas publicly through painting and sculpture. The topics we will examine include what the Christian Church taught about gender and human nature; what philosophers and scientists believed regarding male and female bodies; and what social practices and customs can reveal about marriage and domestic life. While examining gender difference from these several perspectives, our focus will be on how artists expressed these various ideas visually, especially in cautionary representations of Adam and Eve and exemplary scenes of Christ and Mary. Our explorations will extend from Early Christian catacombs through Michelangelo's Sistine Chapel ceiling.

P. Jolly, Art History

The Mathematics and Politics of Secure Digital Communication

What actually happens when a message you send or receive by computer or phone is "encrypted"? Is it possible for a third party to "decrypt" this message? When is it ethical or legal for third party to try that? How does the current political climate affect how we and our leaders decide where the line between ethical/legal and unethical/illegal gets drawn with respect to digital privacy? The course examines questions like these while focusing on the simple but very beautiful mathematics behind creating secure digital communications.

G. Effinger, Mathematics

Money and Value: What's It Worth?

If you were to draw a \$50 bill, could you expect to pay for your \$40 lunch in Manhattan and get \$10 in change? Probably not, but artist J.S.G. Boggs has done it many times. What are these "Boggs" bills he draws really worth? Are they art or money? Take other pieces of paper: a stock certificate or a lottery ticket. What are they worth? Or take happiness, that highly valued intangible thing that the Declaration of Independence says we have an unalienable right to pursue. What is it worth? How is it related to money? This seminar explores these questions by drawing on writings by economists and psychologists, with a particular emphasis on how psychology is changing the way economists view the world and understand the concepts of money and value.

S. Belden, Management and Business

Movers and Shakers: An Exploration of Cloth and Dance Through Personal Practice

Do you have what it takes to be a mover and shaker? Join us as we explore the distinct but intersecting expressions of cloth and dance in our own lives and in the lives of some of the most influential artists, political activists, religious factions and everyday people who make a difference. Through films, performances, and readings, we will study African-American slave quilts, the ecstatic dances of the Shakers and Sufis, and contemporary dance—Bill T. Jones and Merce Cunningham and others. We will investigate Gandhi, his spinning wheel and homespun cotton as well as Chile's *arpilleras* made for the Disappeared during Pinochet's regime. In each study, be it individuals resisting oppression or the group itself using cloth and dance as the standard bearers, each example traces the paths of dancers, artists, and community leaders who express and embody change. Through guided hands-on projects, dance and movement studies, such as folk dances, yoga and quilting, we will make connections with our readings, viewings, and writings.

D. Fernandez, Dance, and M. Mensing, Art

The Music Between Us: The Culture of Musical Creation and Consumption (London)

Music can bind us together and drive us apart. Music is an element of our individuality and can help us disappear into a group. How do individuals define themselves in the context of musical communities? What kinds of communities are there? How can we describe musical communities? What is the relationship between musical change and social change in the context of these communities? What is the role of music in the relationship between the self and society? This seminar will reason through a number of descriptions of how humans employ music to define themselves.

G. Thompson, Music

Myth Conceptions: The Making and Taking of Legends

What is a myth? Or, rather, who makes myth, and why? Students in this course will explore the process and purpose of mythography, or the composition of myth. Starting with examples of poetry, painting, and sculpture from ancient Greece and Rome, students will establish some ground rules for working from and creating innovations within an established tradition. Students will then put their theories to the test by examining mythography in modern-day contexts, such as novels, film franchises, television series, comics, and fan fiction. Of particular interest is how modern-day mythographers use copyrighted characters: what happens when their stories strain against the confines of corporate standards, or take on lives larger than the intentions of their original creators? Ultimately, students will understand myth not only as a certain type of story, but also as a social discourse, through which mythographers reveal themselves and their values to the world.

D. Curley, Classics

The Non-Euclidian Revolution

Can human beings know anything with absolute certainty? How about Euclidean geometry? The theorems of geometry are proven using clear, rigorous logical reasoning, starting from a small number of obvious axioms. If Euclidean geometry were in doubt, then the very possibility of certain knowledge of anything might well be in doubt as well. Indeed, the discovery (in the early 1800s) that Euclidean geometry might not be a perfect description of physical space led to deep reappraisal of the relationships among mathematics, natural science, and physical reality, and changed the way we view the world—no less profoundly than did the Darwinian revolution in biology or the Copernican revolution in astronomy. We will study the Non-Euclidian Revolution from mathematical, philosophical, and historical perspectives, and thereby explore the nature of, and the human search for, truth.

M. Huijbregtse, Mathematics

Nothing Doing: The Space of Modern Thought

What does nothing have to do with anything? When merchants from Muslim lands introduced nothing (zero) into Christian Europe in the 13th century, they brought with them an Eastern concept that would revolutionize Western thought. In this seminar we will consider the history of nothing—be that nothing zero, the void, space, absence or privation—to see how and why this dangerous idea would become the foundation of modern thought. Two great literary works—Shakespeare's *As You Like It* and Cervantes's *Don Quixote*—will serve as a springboard for our analysis of how Early Modern writers, artists, philosophers and mathematicians used the concept of nothing to re-imagine their world. We will end the semester with a consideration of how the very nothing that structures modern thought becomes the "nothingness" that serves as Postmodernism's principle critique of modernity.

G. Burton, Foreign Languages and Literatures

The Nuclear Legacy

What is the fallout from the Nuclear Age? Nuclear energy, fission and fusion weapons (and the vehicles to deliver them), radionuclides for research and medical use, waste and environmental degradation, proliferation of nuclear materials, and nuclear terrorism all come quickly to mind. Students in this seminar will consider how achievements in nuclear science and breakthroughs in technology have combined with actions of governmental and non-state entities to leave use this incredibly multifaceted legacy. Students will also evaluate and debate the efficacy of historical and proposed efforts to manage this legacy for the benefit of humankind rather than for its destruction.

W. Standish, Physics

Popular Kabbalah and Contemporary Culture

Why does kabbalah, a medieval system of Jewish mysticism, suddenly seem to be everywhere in popular culture? How do these popular forms of kabbalah compare with its traditional practice? Does Madonna do “real” kabbalah? Is the Kabbalah Center a cult? Is Superman a Golem? At the end of the 19th century, artists began to use kabbalistic texts and images imaginatively, as they created literature, film, comic books, and art. Today, emerging Jewish and non-Jewish groups and even conventional congregations use kabbalistic texts and images as the basis for New Age religious practices, using portions of traditional texts to generate new understandings of the self and of the cosmos. In this seminar, we will study a small selection of traditional Jewish mystical sources in historical and cultural context, and then trace their use in 20th and 21st century culture. Students will learn to evaluate popular artistic use of kabbalah in the creation of new public symbols, and will also critically examine the cultural production of new religion as old forms interact with contemporary cultural forces.

M. Segol, Religion

Self and Desire

What do we mean by the desiring self, the topic of this seminar? Students in this seminar will examine the nature and different forms of desire and its role in the constitution of the human subject, as well as the destabilizing force desire exerts on the self. The figure of Don Juan—often presented in literature, opera and film—introduces the question of the relation of the self to the self, of the self to the other, of desire to (self-)mastery, of pleasure to pain, and of imagination to reality. Students will use philosophical, literary and psychological readings as well as films to bring critical concepts to bear on the phenomena of the desiring self.

R. Lilly, Philosophy

Sextants, Nutmeg, Maps and Muskets: Medieval Technology in the Age of Exploration

European sailors in the fifteenth century believed that a sea creature's siren song caused shipwrecks; that cannibals ate unfortunate men who washed up on their beaches, and whales swallowed ships whole. So, why did these superstitious mariners leave their homes for unknown shores? How did they know where they were going, and what technology did they use to exploit and shape the new continents once they stumbled upon them? Students in this seminar will investigate the technology that late medieval Europeans had available to them when they set off to explore a world they did not fully understand. We will begin by examining the intellectual origins of these technologies, including war machines, maps and navigational innovations, and scientific and agricultural inventions, to understand how they transformed Europe. We will then investigate how they were adapted to the wider world. Our discussions will center on the intellectual and religious debates surrounding Europeans' expectations and experiences. Toward the end of the course we will consider what medieval technology meant for the world's environment and people.

E. Bastress-Dukehart, History

Shakespeare was Jewish?

Perhaps not, though a case can be made. Shakespeare and Judaism do, however, intersect in a number of ways. The study of Shakespeare's *The Merchant of Venice* will play a central role in this seminar. Students will encounter a number of film versions and stage adaptations of the play while grappling with the question of whether Shakespeare's work was anti-Semitic. Students will explore concepts of justice and mercy, racial stereotypes, usury, the history of anti-Semitism, Shakespeare's knowledge of the Old Testament and the Talmud, and his influence on Yiddish theater.

L. Opitz, Theater

Thinking for Yourself

What do we mean when we say that we value one thing more than another? Are there works of art—movies, paintings, works of pornography—that are contemptible and ought to be avoided? How powerful is the influence upon us of clichés, political formulas, ideas that sound “advanced” or “correct”? What is the relationship between authority and liberty? Is it possible to be religious and to be genuinely committed to reason? In this seminar, we will confront the idea of modernity and reflect upon the difficulty of thinking for oneself by asking these questions and others. Readings will be drawn from such authors as Matthew Arnold, John Stuart Mill, Virginia Woolf, Jean Paul Sartre, James Baldwin, Susan Sontag, Edward Said, and other contemporary writers and thinkers.

R. Boyers, English

An Unsettled Place: 400 Years of Remaking the Hudson River Landscape

How does an ecological locale—a “landscape”—become geographically, socially, and temporally special? How does a people manage to keep it that way or change it? Many regions in the United States supply answers to these questions of space, time and place, but one of the oldest and most complex sets of responses emerges from the landscape that is home to Skidmore College. In 2009 the Hudson River will have existed for 400 years in the Euro-American consciousness, which makes this a unique moment to explore the region's landscape as a history of place-making. In this seminar, we will examine how and why both the conceptual understandings and the physical realities of the Hudson Region have changed the way the have over the past four centuries. The landscape's ecology is its lifeblood, and we will continually return to it. Yet human societies and their ecologies co-evolve, so we must look elsewhere to tell a complete ecological story. As such, we will explore the Hudson landscape as it has evolved through art, literature, warfare, technology, and shifts in culture and laws. (Includes three required Saturday field trips.)

R. Scarce, Sociology

Waging War, Making Peace

Wars have taken 140 million lives in the past thousand years. Is war inevitable? This timeless question is the central focus of this seminar. We begin by exploring the political, economic, and other major causes of war and its effects on individuals, cultures, environments, and nation-states. It continues by examining how and why nation-states make peace through such means as diplomacy, treaty, reconciliation, and regional integration. The key concept of this seminar is international learning—the process by which the public and political leaders in the world's nation-states learn to avoid the mistakes of wars past. Students analyze case studies of war and peace through a wide variety of creative media such as art, biography, film, novel, photography, and poetry.

R. Ginsberg, Government

Who Governs Saratoga Springs?

How well does democracy work in Saratoga Springs? How do we know? The foundation of democracy in the United States is its institutions of local government. The men and women chosen by their fellow citizens to govern them determine not only what their governments do, but the quality of the democratic process. The day-to-day operation of government and hotly contested 2007 election in Saratoga Springs provide a real-life laboratory for studying the practice of democracy in 21st century America. In the first half of the seminar, we will study competing theoretical perspectives on the distribution of power in America and how democracy operates. In the second half, you will learn the logic and process of conducting empirical research in social science. Students will observe city council meetings, county board of supervisor meetings, school board meetings, planning and zoning board meetings, and campaign events; they will conduct interviews with local political elites and conduct a survey of citizens' vote choice in the 2007 Saratoga Springs city election.

R. Turner, Government

Writing America: The Contemporary Essay

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

L. Hall, English

Self-Determined Major

A qualified student (3.0 GPA or better) may propose a major curriculum other than one among the current list of majors at Skidmore. The self-determined major is neither a double major nor an interdepartmental major. Rather, it reflects the integration of more than one discipline toward the attainment of a clearly developed and coherent course of study. In recent years, self-determined majors have included such areas such as ethnomusicology, film studies, arts administration, poetry: a philosophy of language, and the physics of sound and recording. The degree program must contain a core of not fewer than ten courses pertinent to the student's central interest, one of these being an independent study project that integrates this core of courses, or a senior seminar or colloquium in which a main project achieves the same goal. Self-determined majors must meet the all-college requirements, including the maturity-level requirement.

The student proposes a course of study to the Subcommittee on Self-Determined Majors through the chair of the subcommittee. Normally, a student will apply during the spring of the sophomore year. A self-determined-major proposal must be submitted no later than October 15 of the junior year or its equivalent.

Students seeking departmental honors at graduation must submit their final project to the subcommittee for evaluation. There are two conditions for giving a final project honors:

1. the advisors assess it to be excellent and of honors caliber; and
2. the Self-Determined Majors Subcommittee, based on the advisors' assessments and its members' judgments, deems it worthy of honors. In instances when the subcommittee is not sufficiently knowledgeable about the subject of a final project to assess it, a faculty member knowledgeable in the subject will advise them.

Students seeking Honors in SDM must present their final projects in a public forum in the Spring of their Senior Year.

Detailed procedures for establishing a self-determined major may be obtained from the Office of the Dean of Studies or from the chair of the subcommittee.

Social Work

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

Associate Chair: Susan Bender

Director of the Social Work Program: Peter McCarthy

Associate Professor: Thomas P. Oles

Assistant Professor: Crystal D. Moore

Visiting Assistant Professor: Elizabeth K. Misener

Lecturer: Peter McCarthy

Visiting Lecturer: Kelly Mills-Dick

The Social Work Program is accredited by the Council on Social Work Education at the baccalaureate level. The major has two primary objectives: to prepare students for beginning-level generalist social work practice; and to prepare students for graduate study in social work. The social work curriculum stresses integrating knowledge of human behavior, social welfare policy and services, and research, with the values and skills of the social work profession.

THE SOCIAL WORK MAJOR: The major leads to a bachelor of science degree. The social work major must successfully complete the following ten courses in social work for a total of forty-one credit hours: SW212, 222, 241, 253, 333, 334, 338, 340, 381, and 382.

POLICIES AND PROCEDURES

Admission: Students must apply for admission to the social work major during their sophomore year. Selection is based on demonstrated academic competence, a willingness to abide by the profession's code of ethics, and suitability for beginning professional practice. Applications for admission are available from social work faculty. Students planning on going abroad should talk with the program director in their first year.

Senior-Year Field Experience: The social work major culminates in a field experience in the major semester of the senior year. Students must complete all course prerequisites prior to enrolling in the field practicum. In addition, the nature of the field experience requires that the department reserves the right to deny enrollment in the field practicum to any student, if in the judgment of the faculty that student's scholastic or professional preparation for beginning social work practice is insufficient.

Students serve as beginning social workers four days per week for a minimum of 400 hours over the course of the semester. This experience provides them with opportunities to apply knowledge and skills gained in the classroom in an agency setting. They are integrated into the field experience as regular staff and assume the functions of beginning social work practitioners in such roles as counselors, advocates, and researchers. They receive supervision from agency field instructors and support through ongoing monitoring of the placement by the social work program. Students also meet in a weekly seminar to discuss their field experiences and professional development.

HONORS: Students desiring departmental honors in social work must meet the 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 212C. SOCIAL WORK VALUES AND POPULATIONS-AT-RISK 3

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

SW 214. DEATH AND DYING 3

Analyses of death and dying from historical, cultural, and religious perspectives. Examination of theories of grief and mourning processes and of death-related practices such as wills and funerals. Review of approaches to and strategies for working with the dying and their families. Students may examine their own attitudes toward death and dying. The Department

SW 217. OBSESSIONS AND ADDICTIONS 3

Approaches to individual situations and cultural variations in compulsive and addictive behaviors related to such matters as drugs, gambling, love, work, and material success. This course uses a comprehensive view of human addictions that involves a person's expectations, values, sense of self-worth, and alternative opportunities for gratification and treatment. P. McCarthy

SW 218. PRISONS IN AMERICA 3

An examination of the American prison system. The course presents an historical review of prisons, as well as theoretical and practical perspectives on the current state of penal institutions. Specific topics include prison reform, the purpose of incarceration, and a variety of criticisms currently directed at the prison system. The Department

- SW 219. VOLUNTEERISM 3**
A course designed to involve the students in community service and to encourage reflection on their experiences. Students volunteer their services in local nonprofit agencies for six to eight hours a week. Students learn to assume the role of a volunteer; to understand the history of the voluntary sector; to examine the role of voluntary activity on American life; to research the needs and problems of the population they serve; and, to demonstrate an awareness of the salience of race, ethnicity, gender, and class in the performance of community service. The Department
- SW 222. INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE 3**
Introduction to social welfare and the field of social work from a historical, educational, and theoretical perspective. The course explores the values, knowledge and skills required in the profession, along with their practical application in the field, and factors affecting social work practice, e.g., class, gender, race. (Fulfills social sciences requirement.)
The Department
- SW 224. SPECIAL STUDIES IN SOCIAL WORK 3**
One topic of current interest in an area of social work. Topics will vary from year to year depending on interests of faculty and needs of students, and might include social work practice with alcoholism and narcotic addiction, social work in correctional settings, social work with the developmentally disabled, social work with the aged, advocacy in social work, or the dynamics of racism in social work practice.
The Department
- SW 225. SOCIAL WORK WITH CHILDREN AND ADOLESCENTS 3**
Reviews conceptions of and approaches to working with troubled children and adolescents. Topics include divorce, child abuse, learning difficulties, substance abuse, delinquency, foster care, and parent-child conflict.
P. McCarthy
- SW 241. RESEARCH FOR THE HUMAN SERVICES 4**
Examination of the research process used by human service professionals. Students learn about social science methodology from the perspective of a future practitioner and research consumer. Topics include: problem formulation, measurement, design, qualitative and quantitative modes of observation, data collection and analysis. The course addresses practical issues such as single-subject design, program evaluation and the ethical dilemmas involved in conducting human subject research. Laboratory time is used for students to work directly with instruments and data.
The Department
- SW 253. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT 3**
A multidisciplinary examination of theories and knowledge of human bio-psycho-social development from birth through later years. The course draws on research from biology, psychology, sociology, anthropology, and political science to study the impact of biological, psychological, social, and cultural systems on health and well-being. Students explore the range of social systems in which individuals live (families, groups, communities, and organizations) and study the importance of ethnicity, culture, gender, disability, and other elements of diversity in human development.
The Department
- SW 298. EXPLORATIONS IN SOCIAL WORK 1**
A topical workshop, seminar, discussion group, service learning experience, or research project that can link to a regular Social Work course or serve as a freestanding course. Courses integrating an exploration in social work carry four rather than three credit hours. The course may be repeated. *Prerequisite:* Permission of instructor. The Department
- SW 299. PROFESSIONAL INTERNSHIP IN SOCIAL WORK 3 or 6**
Internship opportunity for students whose academic and cocurricular work has prepared them for professional activity related to social work. With faculty sponsorship and department approval, students may design experiences in such areas as direct work with specific populations, community organizations, and social welfare management, administration, and research. *Prerequisite:* SW333 or 334 or permission of faculty sponsor. *Non-liberal arts.* The Department
- SW 333. SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES 4**
Course designed to prepare students for entry-level generalist social work practice with diverse individuals and families. Students will gain the knowledge, skills, and values needed for beginning practice during all phases of the helping process. Critical thinking skills and the use of research-based knowledge will also be emphasized. The additional credit hour will provide students with opportunities to observe micro social work practice in a field setting and complete integrative assignments. *Prerequisites:* SW212, 222, and permission of instructor. *Non-liberal arts.*
The Department
- SW 334. SOCIAL WORK PRACTICE WITH GROUPS, ORGANIZATIONS, AND COMMUNITIES 4**
Course designed to prepare students for entry-level generalist social work practice with treatment and task groups, organizations, and communities. Students will gain the knowledge, skills, and values needed for beginning practice during all phases of the helping process. Critical thinking skills and the use of research-based knowledge will also be emphasized. The additional credit hour will provide students with opportunities to observe social work practice in a field setting that facilitates observation of practice at mezzo- and macro-levels and completion of integrative assignments. *Prerequisites:* SW212, 222, and permission of instructor. *Non-liberal arts.*
The Department
- SW 338. SOCIAL POLICY AND SOCIAL JUSTICE 3**
The study of social policy, welfare program planning, and social service implementation, evaluation, and analysis. Included are reviews of selected policies on federal, state, and local levels. Students will compare the social policies of the United States with those in other countries. The value, political, and societal issues that underpin policies and programs are questioned and specific attention is given to the evaluation of policies by using research skills and by applying the principles of social justice. *Prerequisite:* SW222 or permission of instructor. The Department
- SW 340. FIELD PREPARATION SEMINAR 2**
Provides historical and current context for understanding the requirement of field instruction in social work programs. Students explore social work partnership with community agencies, the supervision process, and ways to enrich the practicum experience. Through in-class discussion, individual meetings with the instructor, and on-site agency interviews, students assess their areas of interest, professional and academic goals, and potential field practicum placements for SW 382, offered during the spring semester. *Prerequisite:* Permission of instructor. Open only to senior social work majors. *Non-liberal arts.*
P. McCarthy
- SW 371, 372. INDEPENDENT STUDY 3, 3**
Individual reading and/or research in social work under the guidance of a member of the department. Open with consent of the department to qualified students. Individual conferences to be arranged.
The Department
- SW 381. SOCIAL WORK FIELD PRACTICUM SEMINAR 3**
Provides discussion and analysis of practicum-related experiences and professional issues. A major purpose of the seminars is the development of professional judgment through examination of cases and practice situations encountered in field instruction. *Prerequisites:* all required social work courses and permission of instructor. Open only to senior social work majors. *Non-liberal arts.*
P. McCarthy
- SW 382. SOCIAL WORK FIELD PRACTICUM 12**
Thirty-five hours per week spent in social service agencies and related organizations in Saratoga County and the surrounding area. Specific placements made according to academic interests and needs of individual students. *Prerequisites:* all required social work courses and permission of instructor. Offered only to senior social work majors. *Non-liberal arts.*
P. McCarthy
- SW 398. ADVANCED EXPLORATIONS IN SOCIAL WORK 1**
A topical workshop, seminar, discussion group, service learning experience, or research project that can link to a regular Social Work course or serve as a freestanding course. Courses integrating an exploration in social work carry four rather than three credit hours. The course may be repeated. *Prerequisite:* Permission of instructor. The Department

Sociology

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

Associate Chair: Susan Bender

Professors: William Fox, Catherine White
Berheide

Associate Professors: John Brueggemann,
David R. Karp, Rik Scarce, Susan Walzer

Assistant Professor: Kristie Ford

Sociology is the scientific study of the way groups are organized, how they function, how they change, and how they influence and are influenced by human behavior. The sociology curriculum analyzes both small-scale social interaction and large-scale social structures. The sociology major includes course work in social theory as well as research methods and statistics. Seniors carry out empirical research projects in the Senior Seminar offered each fall. A sociology major prepares students for graduate education in sociology, law, business, criminal justice, urban planning, social work, and other fields requiring knowledge of social science as well as for careers in teaching, research, business, law, and other professional fields related to the graduate programs cited. Most importantly, though, a sociology major increases students' awareness of social forces affecting their lives, thereby increasing competence in dealing critically and constructively with public as well as personal issues.

THE SOCIOLOGY MAJOR: The sociology major must successfully complete at least thirty-two credit hours in sociology, including SO101, 226, 227, either 324 or 325, and 375. SO226, 227, and 324 or 325 must all be completed by the end of the junior year. These courses are prerequisites for SO375, which is taken in the fall of the senior year. Courses designated sociology-anthropology may be taken for either sociology or anthropology credit, but not both.

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

INTERDEPARTMENTAL MAJORS: In conjunction with relevant departments, the Department of Sociology, Anthropology, and Social Work offers majors in economics-sociology, government-sociology, psychology-sociology, and sociology-anthropology. See *Interdepartmental Majors*.

HONORS: Students desiring departmental honors in sociology must meet the requisite grade-point average, receive a grade of at least A- in SO375, and present a senior seminar project for approval by the sociology faculty. Students desiring departmental honors in sociology-anthropology must meet the requisite grade-point average and must earn a grade of at least A- on a senior honors project in either sociology or anthropology.

ALPHA KAPPA DELTA, the international sociology honor society, encourages and recognizes academic achievement in sociology. Founded in 1920, the society has over 300 chapters at colleges and universities throughout the world. Eligibility requirements for membership in Alpha Kappa Delta include:

1. a major in sociology, a sociology interdepartmental major, a self-determined major closely related to sociology, or a minor in sociology;
2. completion of at least four sociology courses;
3. a GPA of 3.4 or higher in sociology courses;
4. a cumulative GPA of 3.0 or higher in all college courses; and
5. a class status of junior or senior.

THE SOCIOLOGY MINOR: The sociology minor must successfully complete at least eighteen credit hours in sociology or sociology-anthropology, including SO101 and at least two courses at the 300 level. One of the courses must be SO226, 227, 324, or 325. The student should select a minor advisor who will assist the student in constructing a program of study. Students are encouraged to declare the sociology minor by the end of the junior year.

EXPLORATIONS IN SOCIOLOGY: Selected 200- and 300-level sociology courses each semester incorporate exploration in sociology through special emphasis on collaborative learning, research, service learning, or writing (designated C, R, S, or W, respectively, in the master schedule listing). Courses integrating an exploration in sociology carry four rather than three credit hours.

Service Learning

This exploration in sociology requires that students spend three hours each week in addition to class time volunteering for a campus or community nonprofit organization for a minimum total of thirty-nine hours of community service. Faculty expect that some of these hours at the beginning and end of the course will be spent on logistics such as identifying and interviewing prospective service opportunities. Students' service work will be integrated with the academic component of the course. Faculty will assess service work through various strategies requiring students to reflect on their service work in light of course materials and related academic projects such as (a) research papers that respond to service issues, (b) journals or field notes analyzing service work to be turned in to the instructor, (c) integrative essay questions or exams, (d) in-class oral presentations, or (e) combinations of the above.

Collaborative Learning

This exploration in sociology requires that students spend three hours each week in addition to class time in small group activities, working collectively or independently to contribute to group projects. This time will be devoted to group meetings, independent work, and meetings with the instructor to advance group projects. Products of this work will be assessed by the instructor via group presentations or project papers written collaboratively, in aggregation (each student writes a section of the paper), or independently (each student writes an independent paper based on the group project). This module accommodates a wide array of cooperative group structures varying by length, membership, and size, as well as varying formats for assessment including individual and group grades. One example of a collaborative project is the assignment of a different research article to each group, with each group developing and offering a presentation to the class based on its article. Another example is a semester-long group assignment in which rotating team leaders are responsible for delivering discrete project reports (oral and/or written) based on various concrete tasks (e.g., Web-based research, off-campus interviews, data analysis, and field trips).

Research

This exploration in sociology requires that students spend three hours each week in addition to class time engaging in independent or collaborative research projects that are related to the course material. This time will be spent developing research questions, reviewing relevant literature, collecting data, analyzing data, and presenting research findings in written reports, oral presentations, or other media. Courses incorporating this module may provide more intensive introductions to specific elements in the research process or particular methodologies such as content analysis or quantitative analysis. Students will meet regularly with the instructor to report on their progress and to receive advice and feedback from the instructor. Students' research will be evaluated based on their finished products (research papers, oral presentations, etc.).

Writing

This exploration in sociology requires a fourth classroom contact hour each week. Students will undertake writing assignments integrated with the subject matter of the course. Writing assignments and their evaluation will be consistent with guidelines for Skidmore's writing-intensive courses.

SO 101. SOCIOLOGICAL PERSPECTIVES 3

The basic concepts and principles of major sociological perspectives. Attention is given to how these perspectives have been developed and used by social scientists to explain social phenomena. Recommended as an introduction to the discipline. (Fulfills social sciences requirement.) The Department

SO 201, 201H. SOCIAL ISSUES 3

Analysis of contemporary social issues such as racial and gender inequalities, environmental protection, and crime. Attention is given to the roots and dimensions of these issues by introducing core sociological theories and methods. The course also includes critical examination of current social policies that address these issues. (Fulfills social sciences requirement.) D. Karp

SO 202. THE INDIVIDUAL IN SOCIETY 3

A variety of social psychological approaches to the experiences of individuals as they influence or are influenced by social interactions and structures. The course introduces a sociological orientation known as "symbolic interactionism," which assumes that among the key elements in the social environment are the symbols and understandings possessed by people in the group. (Fulfills social sciences requirement.) S. Walzer

SO 203. FEMININITIES AND MASCULINITIES 3 or 4

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

SO 206. COMMUNITIES 3

Comparative analysis of different types of communities and their relationships to each other from rural towns and communes to the crowded metropolis. *Prerequisite:* SO101 or permission of instructor. W. Fox

SO 208. SOCIAL INEQUALITY 3

Analysis of social classes, power, and status groups, and their origins and functions, within a historical, comparative, and contemporary framework. *Prerequisite:* SO101 or permission of instructor. J. Brueggemann

SO 211H. SOCIOLOGICAL IMAGINATIONS 4

A review of "great works" that have made an impact in the field of sociology. This course will examine a number of classic and contemporary social scientific books. Students will investigate the content and perspective of sociology, the defining questions of the discipline, and the "sociological imagination." This will entail exposure to important sociological ideas and arguments as well as some sense of the intellectual history of the field. This course will emphasize informed and engaged discourse about the big ideas of these great works. *Prerequisite:* SO101 and permission of instructor. J. Brueggemann

SO 212. SOCIOLOGY OF WORK AND OCCUPATIONS 3

An analysis of the nature and conditions of work and the relationship between work and the individual worker. Issues covered include the meaning of work and leisure, alienation, and job satisfaction. Selected occupations and professions are considered in terms of such factors as their social origins, how the occupation became a profession, typical career patterns, and social characteristics of members. Discrimination on the basis of gender, race, and class are examined. *Prerequisite:* SO101 or permission of instructor. C. Berheide

SO 213. CRIME AND VICTIMIZATION 3

An introduction to the sociology of crime. This course examines contemporary crime trends and problems in the measurement of crime; major theories that explain criminal behavior; and topical foci on various types of crime such as homicide, sexual assault, organized crime, white collar crime, property crime, or juvenile delinquency. *Prerequisite:* SO101 or LW200. D. Karp

SO 217. FAMILIES IN THE UNITED STATES 3

An analysis of families as social institutions, sites of interaction, and sources of identity. Family life courses, roles and relationships, and intersections between work and family are among the topics examined. *Prerequisite:* SO101 or WS 101. C. Berheide, S. Walzer

SO 219. RACE AND POWER 3

An analysis of U.S. race relations. How do people learn what it means to be "black" or "white" within U.S. society? How will the changing demographics of the U.S. affect the traditional black-white approach to race relations? How is race complicated by ethnicity, class, gender, sexuality and other social identities? Students explore these questions by examining how race is constructed and reproduced within hierarchical structures of power and privilege, including educational inequalities, immigration policies, interracial relationships, and depictions of race in popular culture. *Prerequisite:* SO101 or permission of instructor. (Designated a Cultural Diversity course.) K. Ford

SO 220. SOCIOLOGY OF CITIES AND TOWNS 3

Sociological study of urban places ranging from small towns to large metropolitan areas. Topics include development of cities, historical and crosscultural variations in cities, uses of urban space, and processes by which people create urban environments that in turn affect social behavior and relationships. *Prerequisite:* SO101 or permission of instructor. W. Fox

SO 222. POLITICAL SOCIOLOGY 3

Focus upon the causes and consequences of power distributions within and between societies and the factors leading to stable or changing allocations of power. Some concepts to be considered: state and civil society; the structure, distribution, operation, and conflict over power; ruling class; class struggle; pluralism; democracy—formal and/or substantive. *Prerequisite:* SO101 or permission of instructor. R. Scarce

SO 223. ENVIRONMENTAL SOCIOLOGY 3

An exploration of social-environment interactions. More than any other species, humans adapt their environments to suit their purposes. This course explores those purposes, including the roles that corporations, public policy, class, gender, and other social factors play in altering the environment and the resulting effects on people and places. Specific topics addressed include the environmental movement, environmental justice, and the political economy of the environment. *Prerequisite:* SO101 or ES100. R. Scarce

SO 224H. CLOSE RELATIONSHIPS 4

Exploration of intimate relationships through a sociological lens. Examines personal interactions as public processes with implications for the organization of society. Students investigate attraction, sexuality, friendship and love as relational experiences embedded in social structures and norms, and develop their abilities to ground social analysis with research. S. Walzer

SO 225. QUANTIFYING WOMEN 3

An introduction to the empirical study of changes in women's experiences in areas such as work, family, health, religion, and politics. The diversity of women's attitudes, behaviors, and experiences in the United States are explored using the logic and mathematics of social research. Students use microcomputers and statistical software to analyze sociological data sets that investigate a series of issues related to women, such as the gender gap in politics, pay differences between men and women, and attitudes toward abortion rights. *Prerequisite:* QR1. (Fulfills QR2 requirement.) C. Berheide

SO 226. SOCIAL RESEARCH ANALYSIS 4

Examination of quantitative analysis in the social research process. This course involves the study and application of statistics for solving problems in the social sciences. Students use computers as tools for social research as they analyze sociological data sets. *Prerequisites:* QR1 and two courses in the social sciences, or permission of instructor. (Fulfills QR2 requirement.) W. Fox

SO 227. SOCIAL RESEARCH DESIGN 3

Examination of methods employed in the investigation of sociological problems. This course analyzes the research process as an integral whole including political and ethical issues in conducting research. Topics include conceptualization, measurement approaches, design of surveys, and methods of interviewing and observation. Students design studies using various methodological techniques. *Prerequisite:* Two courses in the social sciences or permission of instructor. D. Karp, S. Walzer, K. Ford

- SO 251. SPECIAL TOPICS IN SOCIOLOGY 3**
An examination at the intermediate level of special topics, methods, and areas in sociology, such as population dynamics, collective behavior, juvenile justice system, and social control. Specific topics to vary by instructor and semester. The course, in a different subject area, may be repeated for credit. *Prerequisite:* SO101 or permission of instructor. (SO251N designates a non-Western course; SO251C designates a Cultural Diversity course.) The Department
- SO 299. PROFESSIONAL INTERNSHIP IN SOCIOLOGY 3 or 6**
Internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to sociology. With faculty sponsorship and department approval, students may extend their educational experience through internships in human service agencies, the criminal justice system, business, governmental, and other formal organizations, community groups, and related areas. *Prerequisite:* SO101. *Non-liberal arts.* The Department
- SO 304. SOCIOLOGY OF EMOTIONS 3**
Analysis of how human emotions influence and are influenced by the social and cultural environment. The course examines the physiological and social psychological components of human emotion, the cross-cultural and historical variability of emotions, emotional socialization, and the emotional aspects of social interaction, relationships, and institutions. *Prerequisite:* SO101 and one other social science course. S. Walzer
- SO 305. SOCIOLOGY OF FOLKLORE 3**
Analysis of the social context of folklore, with special emphasis on contemporary American folklore. Social scientific theories of folklore, the social bases and dynamics of folk groups, folklore and processes of social change, and folklore research methods. *Prerequisite:* two social science courses. W. Fox
- SO 306. SOCIOLOGY OF RELIGION 3**
An examination of the sources, meanings, and implications of religious phenomena. This course explores myth, ritual, and symbol in social contexts with special consideration for the contemporary American scene. Attention is given to religious evolution in the light of social modernization; how religious organizations are related to other social institutions will also be considered. *Prerequisite:* SO101 or permission of instructor. J. Brueggemann
- SO 312. MODERN ORGANIZATIONS 3**
Analysis of modern organizations using theories of bureaucracy. Issues covered include formal and informal structure, functions and dysfunctions, and the tension between democracy and hierarchy within complex organizations. The behavior of individuals in organizations is examined in relation to the groups within which they interact and the organization's structure. Specific organizations including factories, public agencies, corporations, and total institutions are considered. *Prerequisite:* SO101 or permission of instructor. C. Berheide
- SO 314. DEVIANCE AND SOCIAL CONTROL 3**
An introduction to the sociology of deviance. This course examines sociological theory and evidence that explain deviant and/or nonconforming behavior in society. Attention is given to forms of deviance that generate conflicts over values or between groups in society and to the mechanisms of social control that increase conformity to social norms. *Prerequisite:* SO101 or LW200. D. Karp
- SB 315. WORK, FAMILY, AND ORGANIZATIONS 3**
The analysis of various white-collar and blue-collar occupations and their relationship to work and family life. Topics include the changing nature of work; professionalization; working within organizations; and occupational socialization, careers, and mobility. *Prerequisite:* SO101 or MB224 or permission of instructor. C. Berheide
- SO 316. WOMEN IN MODERN SOCIETY 3**
An examination of the effects of the social construction of gender on women in modern societies. The course analyzes the intersection of race, class, and gender in women's lives. The changing social status of women in the United States today is compared to that of women in other countries. Particular contemporary women's issues emphasized each year may vary, but typically include economic issues, such as occupational segregation and unequal pay, family issues, such as power relations and violence, and political issues, such as women's grassroots political activism and national policies. *Prerequisite:* SO101 or WS101 or permission of instructor. C. Berheide
- SO 321. AMERICAN SOCIAL CHANGES 3**
An examination of the structure and process of social change by comparing several areas, such as economic structure and relations, race, gender, urban community, education, and the state. The specific historical periods covered in the course will vary according to the changes under consideration. American social changes will be addressed from a variety of theoretical perspectives within sociology, including Marxist and other conflict approaches, world-systems, functionalist, cultural, and social-psychological perspectives. *Prerequisite:* SO101 and two other social science courses or permission of instructor. W. Fox
- SO 324. THE DEVELOPMENT OF SOCIOLOGICAL THOUGHT 3**
Analysis of the philosophical foundations, central principles, and historical development of sociological theory from its origins in late-nineteenth-century Europe to the present. The course critically examines the sociological theories of Marx, Durkheim, Weber, and Mead and their relationship to a number of more contemporary social theories. *Prerequisite:* SO101 and one sociology course or permission of instructor. J. Brueggemann, R. Scarce
- SO 325. CONTEMPORARY SOCIAL THEORY 3**
An examination of contemporary social theories such as functionalism, symbolic interactionism, conflict and social exchange theory. In addition, recent theoretical trends in sociology such as the feminist and environmental perspectives, and the biosocial and humanist approaches are discussed. *Prerequisite:* SO101 and one sociology course or permission of instructor. J. Brueggemann, R. Scarce
- SO 326. SOCIAL THEORIES OF THE ENVIRONMENT 3**
How do we make sense of contemporary society's relationship with nature? Scholars have produced a rich array of responses to this question that often conflict with one another. These theorists are also concerned with how social thought can be used to guide solutions to environmental problems. Reading original work, we will consider the applicability, insight, and relevancy of a host of perspectives, including ecological Marxism, ecological anarchism, social constructivism, ecological realism, eco-modernization, and neo-Malthusianism. *Prerequisite:* SO101 and one other sociology course. R. Scarce
- SO 328. SOCIAL MOVEMENTS AND COLLECTIVE ACTION 3**
An exploration of the causes and consequences of social movements and episodes of collective action. Many people are dissatisfied with existing economic, political or social arrangements, yet relatively few individuals attempt to bring about social change by participating in organized social protest. What is it that differentiates those who participate from those who do not? This course approaches this central question from a variety of theoretical perspectives. Movements as diverse as those for civil rights and the environment will be examined. *Prerequisite:* SO101. R. Scarce
- SO 329. CRIMINAL JUSTICE 3**
Sociological analysis of the criminal justice system, including policing, the courts, and corrections. This course examines criminal justice responses to crime problems and alternative perspectives. Topics vary by semester and may include critical analysis of police use of force, racial disparities in sentencing, the death penalty, juvenile justice, the prison experience, or community justice. *Prerequisite:* SO101 or LW200. D. Karp
- SO 331. WOMEN IN GLOBAL ECONOMY 3**
A comparative analysis of women's roles in the global economy. The course examines how global economic transformations affect women as well as how women affect those processes. Topics include the effect of economic development on women's participation in various forms of economic activity, including agriculture, microenterprises, and manufacturing, as well as gender relations in families throughout the world, with particular emphasis on countries of the Southern Hemisphere. In addition, the course considers the environmental issues women face during the process of economic development, such as sustainable development, population policies, and women's environmental activism. *Prerequisite:* SO101 or WS101. C. Berheide
- SO 332. STUDYING STUDENT WORLDS 4**
An in-depth introduction to qualitative research methods as vehicles for exploring and describing social experiences, focusing in particular on the lives of students. Course topics include field research, qualitative interviewing, and the role of the researcher. Students examine ethnographic studies of academic settings and collect and analyze qualitative data about Skidmore's culture. *Prerequisite:* SO101 or permission of instructor. S. Walzer
- SO 351. ADVANCED SPECIAL TOPICS IN SOCIOLOGY 3 or 4**
An examination at the advanced level of special topics, methods, and areas in sociology. Specific topics vary by instructor and semester. The course in a different subject area may be repeated for credit. *Prerequisite:* SO101 or permission of instructor. The Department
- SA 355. LANGUAGE IN SOCIETY 4**
Examination of the varied aspects of the social organization of language using techniques from sociological, anthropological, psychological, and linguistic theory. Special attention is given to regional, social, and individual variation; nonstandard dialects and their social impact; the relationship of language, thought, and culture; the role of language in socialization and in the maintenance of social structures; and the type and extent of cultural variation in language use. *Prerequisite:* SO101 or AN101 or permission of instructor. J. Devine

SO 371, 372. INDEPENDENT STUDY 3, 3

Individual reading and/or research in sociology under the guidance of a member of the department. Open with the consent of the department to qualified students. Individual conferences to be arranged.

The Department

SO 375. SENIOR SEMINAR IN SOCIOLOGY 4

The capstone course for the sociology major. The course functions as a research practicum in which students share the process of conducting an original research project. To do the research, students must build upon previous work in sociology, especially theory, methods, and statistics. Therefore, students must have completed the required statistics, methods, and theory courses for the sociology major before enrolling in Senior Seminar. Students writing the Senior Thesis are encouraged to begin thesis research in the Seminar. *Prerequisites:* SO226, 227, and 324 or 325; or permission of instructor. Open only to sociology majors and sociology interdepartmental majors.

The Department

SO 376. SENIOR THESIS IN SOCIOLOGY 3

Independent research leading to a thesis examining a sociological question in depth. Students work under the direction of a thesis advisor and a second reader. *Prerequisites:* SO375 and permission of instructor. Open only to sociology majors and sociology interdepartmental majors.

The Department

SO 399. PROFESSIONAL INTERNSHIP IN SOCIOLOGY 3, 6, or 9

Internship experience at the advanced level for juniors and seniors with substantial academic and cocurricular experience related to sociology. With faculty sponsorship and department approval, students may extend their educational experience through internships in human service agencies, the criminal justice system, business, governmental, and other formal organizations, community groups, and related areas. *Prerequisite:* nine credit hours in sociology. *Non-liberal arts.*

The Department

Study Abroad Programs

There are a great number of overseas program opportunities coordinated by the Office of International Programs, including Skidmore programs, approved programs, and faculty-led short-term programs. All students wishing to study abroad must have a GPA of 3.0 or higher, be in good social standing, and have strong faculty references. Skidmore programs include Skidmore in Beijing in China; Skidmore in Madrid and Skidmore in Alcalá in Spain; Skidmore in Paris in France; Skidmore in London and the Shakespeare Programme in the United Kingdom; and the India Program. In addition, each year Skidmore sponsors faculty-led programs during the winter, spring and summer breaks. These programs offer students the opportunity to develop a deeper understanding of distinct cultures and to broaden their perspectives on their own culture through daily contact with foreign teachers, students, and institutions. For additional information about study abroad or any specific programs, contact the Office of International Programs.

SKIDMORE IN BEIJING

The Skidmore in Beijing Program, offered **fall semester only**, is a distinct, field-centered, interdisciplinary study-abroad program that emphasizes the integration of field-based and classroom learning to further the understanding of Chinese cultures and traditions. Students with intermediate or advanced Mandarin Chinese language skills take classes with the Institute for the International Education of Students (IES) at its Beijing Center, located on the Beijing Foreign Studies University (Bei Wai) campus. Courses include an intensive language course, offered at three levels and developed specifically for Skidmore students; two content courses taught in English, taken with other IES program participants; and an independent research project developed specifically for Skidmore students. All courses will be taught by IES faculty and will include cultural activities directly tied to the course content and taking full advantage of the program's location in the university district of northwest Beijing. In addition, IES will facilitate connections with local Chinese students through formal tutoring and informal social activities. All of this allows students to develop a network outside of the Skidmore program and enhances students' overall experiences.

Students may elect to share a room in a residence hall on the Bei Wai campus with Chinese students or to reside with Chinese families. Students who elect to reside in a residence hall may opt to stay with a Chinese family for a short period during the semester, during the fall break week, or over one or more weekends. While on site, the IES resident staff provides support, including extensive orientations. In addition, the resident director works closely with each student to develop and implement independent research projects. Participants must have oral and written proficiency in Mandarin Chinese equal to one year of language study at Skidmore (FC101 and 102).

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. Students are responsible for airfare and personal expenses. Skidmore students on financial aid may apply their aid to the program. For additional information, contact the Office of International Programs.

SKIDMORE IN PARIS

The Skidmore in Paris program is designed for students with upper-intermediate or advanced knowledge of French and strives to integrate students into the academic and cultural life of Paris. Depending on their language skills, students take selected courses at the Skidmore Center in Paris or are able to directly enroll in courses at various Paris institutions, including the Sorbonne and Nanterre. All students choose from courses in the humanities, fine arts, and social sciences. Internships are also available to students with appropriate qualifications and experience. The resident staff provides on-site support, including organizing housing with families and an intensive orientation session that enables students to become familiar with French life and the French educational system. Participants must complete a minimum of four semesters of college-level French (FF203) or the equivalent before participating. A higher level of French is necessary for enrollment in selected French university courses. The program offers opportunities for the fall, spring, or full academic year.

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

FALL SEMINAR IN PARIS

Skidmore's Fall Seminar in Paris, offered in the **fall semester only**, allows students with little or no French to take courses taught in English in Paris under the guidance of a Skidmore faculty member. Each year a different faculty member serves as the faculty director of the program and brings a different focus of study to the program. Past seminars have included topics such as "Ecstasy: Thinking and the Arts in 20th Century Paris," "Paris Inside-Out: History and Travel in the City of Light," and "Icons of French Culture: Joan of Arc and Michel de Montaigne." Students take four, four-credit courses; two courses tailored to the subject area of the faculty director and two courses focused on French language and culture. All classes are delivered at the Skidmore in Paris program center; in addition, all classes offer out-of-class activities that use Paris as a resource to enhance students' learning. In Paris, the faculty director and the resident staff of the Skidmore in Paris program provide on-site support, including organizing housing with families and an intensive orientation session that enables students to become familiar with French life and the academic expectations of the seminar.

The Fall Seminar in Paris is open to sophomores, juniors, and seniors who meet specific program requirements—a GPA of 3.0 or above and course pre-requisites as defined by the faculty director. There is no language requirement.

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

SKIDMORE IN SPAIN

Skidmore's programs in Spain—Skidmore in Madrid and Skidmore in Alcalá—are designed for students with advanced-level Spanish and emphasize integration into the academic and cultural life of Spain. Students take a combination of courses at the Program Center in Madrid and the host universities: the Universidad Autónoma de Madrid or the Universidad de Alcalá. Academic areas include humanities, social sciences, business, economics, film, history, literature, language, music, politics, sociology, theater, and fine arts, including courses in art and art history. Internships are also available. The resident directors and staff in Madrid and Alcalá provide on-site support, including organizing housing with families and conducting an intensive orientation session that enables students to become familiar with Spanish life and the Spanish educational system.

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

Skidmore in Madrid

The Skidmore in Madrid program is offered for the **full academic year** or the **spring semester only**. Students take courses, all of which are taught entirely in Spanish, at both the Program Center and at the Universidad Autónoma de Madrid. Courses are available in the humanities, fine arts, and social sciences. Internships are also available in the spring for academic-year students with appropriate qualifications and experience. Students must complete FS208 or the equivalent before participating; completion of FS211 or 212 is highly recommended.

Skidmore in Alcalá

The Skidmore in Alcalá program is offered in the **fall and 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 FS206 or the equivalent before participating; FS208 or above is highly recommended.

THE INDIA PROGRAM

Through arrangements with Bard, Hartwick, St. Lawrence, Hamilton, and Hobart and William Smith Colleges (the New York State Independent College Consortium for Study in India), Skidmore offers a one-semester academic program in India every **fall semester**. The program carries seventeen semester hours of credit and is designed to use 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. During the semester, students live and study in Mussoorie, in the foothills of the Himalayas, and in the city of Jaipur. 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. Students are responsible for airfare and personal expenses. Skidmore students on financial aid may apply their aid to the program. For additional information, contact the Office of International Programs.

SKIDMORE IN LONDON

Skidmore offers a variety of study programs in the heart of London each **spring semester**. Students may choose from programs at King's College, University of Westminster, University College London, and Regent's College. Each school has particular areas of strength in humanities, social sciences, and business or economics. Students live in residence halls and receive on-site support from their host institutions and a Skidmore program coordinator located in London. Students must have strong Skidmore faculty references and a GPA of 3.0 or higher; several schools or disciplines within a specific school require a GPA of 3.5 or above. Courses in the London program are preapproved for transfer credit.

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

SKIDMORE'S FIRST-YEAR EXPERIENCE IN LONDON

Skidmore's First-Year Experience in London, offered in the **fall semester**, 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 serves as a foundation for students' four years at Skidmore; enables students to earn credit toward their Skidmore degrees; introduces students to Skidmore's academic rigor and excellence; 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. Courses will also count toward core-curriculum requirements. At the conclusion of the program, students will join their classmates in Saratoga Springs for their second semester. For details, contact the Office of Admissions.

SHAKESPEARE PROGRAMME

This **fall semester** program, designed for students studying theater and English, offers in-depth Shakespeare studies in London and Stratford-upon-Avon. The program is affiliated with the British American Dramatic Academy and the Shakespeare Centre, which allows students to study with internationally respected British faculty members and professional theater artists. Students choose from courses in theater history, English literature, dramatic criticism, directing, and acting. Master classes and weekly trips to the theater are included in the program. One week is spent at Stratford-upon-Avon, where students attend Royal Shakespeare Company productions, study with RSC artists, and attend classes arranged by the Shakespeare Institute and the Shakespeare Birthplace Trust.

The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, some cultural excursions and activities, and international health insurance. Students are responsible for airfare, personal expenses and on-site transportation. For additional information, contact the Office of International Programs.

SHORT-TERM PROGRAMS

Each year Skidmore sponsor a number of faculty-led, short-term programs to locations around the world. These short-term programs allow students to accompany one or two faculty members as they explore a focused topic that uses the destination as a classroom. Programs offered in the past include "Chocolate and Gold: Culture and Politics in Ghana," "Waltzes, Coffeehouses and Dreams: Culture and History in Vienna," "Tropical Ecology in Costa Rica," and "South Africa: Educational Study Program." Some of these short-term programs are tied to a semester-long course delivered on campus in the semester prior to the travel portion of the program; other courses are delivered in their entirety abroad. The travel portion of all of these programs takes place during the winter, spring or summer break. Participants must have a GPA of 3.0 or above and must meet prerequisites set by the sponsoring faculty member.

The total cost of the program will depend on the length and location of the program. Skidmore students on financial aid may receive partial aid for the program. For additional information, contact the Office of International Programs.

APPROVED PROGRAMS

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

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 additional information about Approved Programs, contact the Office of International Programs.

Theater

Chair of the Department of Theater: Lary Opitz

Professors: Carolyn Anderson, *Kenan Professor of Liberal Arts*; Gautam Dasgupta; Lary Opitz

Senior Artist-in-Residence: Alma Becker

Artist-in-Residence: Will Bond

Lecturers: Kate Kelly Bouchard, *Stephanie Fleischmann, Marie Glotzbach, *Barbara Opitz, *Patricia Pawliczak, Garrett Wilson, *David Yergan

Theater Manager and Technical Director: David Yergan

Theater Management Coordinator: Kathy Mendenhall

Costume Manager: Patricia Pawliczak

Assistant Technical Director: Garrett Wilson

The Theater Department offers an opportunity to pursue a serious study of the theater arts within a liberal arts setting. Courses within the department afford training in the basic demands of the discipline—physical and vocal control, technique in acting and directing, technical and design skills—as well as the opportunity for advanced study, practical production experience, and off-campus internships. The liberal arts requirements help the student to understand the moral, intellectual, and political context in which any artist practices.

All theater majors take certain basic courses in each of the department's areas of study. For the best possible training, students in the upper divisions are urged to concentrate in performance, directing, or design and technical theater. Students with specific interests that fall outside these concentrations may develop a specialized course of study in consultation with their advisors and the department. Such interest might include playwriting, special studies in dramatic theory and criticism, theater management, or arts administration.

THE THEATER MAJOR: Requirements for a major in theater are:

1. The following nine courses: TH103, 129, 130, 229, 230, 231, 235, 250, and 335.
2. At least one course in dramatic literature: EN215, 225, 343, 345, 346, 359; FF318; FG356; FS321; or CC222, 223. Other courses may be acceptable with permission of the department.
3. TH333, 334, or 341.
4. Eighteen additional semester hours in the Theater Department.

AREAS OF CONCENTRATION: The following is a recommended sequence of study in each area.

Acting: TH101, 104, 198, 203, 204, 211, 242, 303, 304.

Directing: TH104, 203, 204, 231, 332, 333, 375.

Design and Technical Theater: TH216, 228 or 238, 305, 337; AR131, 133.

HONORS: Departmental honors are based on a quality point average of 3.5 in all major courses, satisfactory completion of "Senior Project" (TH376), and high quality work on other departmental projects.

INTERDEPARTMENTAL MAJOR: In conjunction with the Department of Dance, the Theater Department offers a major in dance-theater. See *Interdepartmental Majors*.

THE THEATER MINOR: A minor in theater is available for students interested in a general education in theater but not necessarily intensive training in a single concentration. Twenty-one to twenty-five semester hours are required: TH103, 129 or 130, 104 or 231, 229, 230, 235, 250; one 300-level course in theater; and one course in dramatic literature.

Those students interested in combining a study of theater with art, dance, literature, or music should consult with the Theater Department and their advisors in the formulation of a self-determined major.

THEORY, HISTORY, AND PLAYWRITING

TH 103. INTRODUCTION TO THEATER 4

An introduction to the art of the theater that seeks to answer the question "Why theater?" Topics will include analysis of significant play texts; examination of theater structures, forms, and styles; study of responsibilities of the theater artist within the context of collaboration and production. The role of the performer will be explored in weekly workshops and discussions. (Fulfills humanities requirement.) C. Anderson, L. Opitz, M. Glotzbach and the Department

TH 229. THEATER AND CULTURE I 3

A study of major periods of Western theater from ritualistic beginnings to 1800. Students explore and analyze how theater's components—plays, acting, design, theory, and management—combine to express and reflect a culture's dominant values. Architecture, painting, sculpture, music, and dance—the constituent arts of theater—will be examined both within and outside the theatrical context to explore aesthetic, socio-economic, and political values that shape a culture's idea of theater. (Fulfills humanities requirement.) G. Dasgupta

TH 230. THEATER AND CULTURE II 3

A study of major periods of Western theater since 1800. Students explore and analyze how theater's components—plays, acting, design, theory, and management—combine to express and reflect a culture's dominant values. Architecture, painting, sculpture, music and dance—the constituent arts of theater—will be examined both within and outside the theatrical context to explore aesthetic, socio-economic, and political values that shape a culture's idea of theater. (Fulfills humanities requirement.) G. Dasgupta

TH 251. THEATER TOPICS 1-2

Special topics in theory, history, and performance at the intermediate level. Coursework may include topics related to production and performance work in preparation for a specific production, coursework that focuses on certain playwrights, text and performance analysis, and writing about the theater, as well as short-term residences by guest artists. Topics may also include script analysis for actors, introduction to performance theory, stage management, stage combat, and audition preparation. The specific courses differ from year to year, depending on available guest artist opportunities and faculty and student research interests. Student may take this course more than once with the approval of the department. *Prerequisite:* permission of instructor. The Department

TH 325. PLAYWRITING 3

A workshop course in the making of theater scripts in preparation for public readings. This course may be repeated once for credit. *Prerequisite:* permission of instructor. S. Fleischmann

TH 334. SPECIAL STUDIES IN THEATER HISTORY AND THEORY† 3

An in depth examination of a specific topic drawn from the related fields of history and theory. Topics might include a specific period or trend in theater history (for example, the avant-garde) or key artists (for example, women in the American theater) or exploration of theater in relationship to other arts or media (for example, from theater to film) or writing about performance and art. *Prerequisite:* permission of instructor. (TH334N is designated a non-Western course.) C. Anderson, G. Dasgupta

TH 341. HISTORY OF AMERICAN THEATER 3

A study of the significant sociopolitical events, theatrical innovations, and theater artists who helped shape the American Theater from the late eighteenth century to the current American avant-garde. Readings and studies will focus on the relationship of American society to the major currents in the production process, growth of American theater companies, artists, and critics, and the emergence of American genres such as urban comedy, melodramas, and musical comedy. Students will analyze primary resource materials such as reviews, journal entries, and plays, and will synthesize readings from historical events and theoretical perspectives. *Prerequisites:* TH103 and 230, or permission of instructor. C. Anderson, G. Dasgupta

TH 371, 372. INDEPENDENT STUDY 3, 3

Independent study and production projects under the guidance of the department. Hours to be arranged. *Prerequisite:* permission of department. This course may or may not be credited in liberal arts, at the discretion of both the department chair and the registrar (and, in exceptional instances, the College Curriculum Committee). The Department

TH 377. SENIOR SEMINAR 1

An exploration of professional ethics, current issues in the theater, audition technique, portfolio preparation, and career planning. *Prerequisite:* senior class status as a declared theater major or minor. L. Opitz

PERFORMANCE

TH 101. VOICE AND SPEECH IN THE THEATER 2

The student will learn voice production techniques and theories principally for the actor. This course seeks to develop a free and natural speaking voice in the student and will provide the fundamentals of natural voice placement. Extensive exercises in breathing, support, resonance, flexibility, and projection will be learned toward the development of a personal vocal warm-up. (Fulfills arts requirement.) K. Kelly Bouchard

TH 104. INTRODUCTION TO ACTING 3

The student is exposed to exercises designed to free the imagination through improvisation and theater games. Secondly, training is offered in the basic skills of physical and vocal mastery, analytical insight into the text, and the ability to synthesize techniques so the student may acquire discipline in each area. *Prerequisite:* TH103. (Fulfills arts requirement.) A. Becker, K. Bouchard, M. Glotzbach, W. Bond

TH 198. MOVEMENT FOR THE THEATER 2

Physical training for the actor-performer taught from varying points of view depending on the instructor. Work in this course might include physical training, dance for actors, mime, stage combat, circus techniques. Instructors also direct students in the development of a personal, physical warm-up. This course may be repeated for a maximum of eight semester hours. *Non-liberal arts.* (Fulfills arts requirement.) B. Opitz

TH 203. INTERMEDIATE ACTING 3

Emphasis on deepening of the actor's imagination, concentration, awareness, and presence through rigorous physical improvisation. Students experience the integration of physical improvisation with textual work as the semester progresses. Students are exposed to a variety of theatrical approaches. *Prerequisites:* TH101 or 198, and TH104, or concurrent enrollment in TH101 or 198, or permission of instructor. W. Bond

TH 204. INTERMEDIATE ACTING 3

Through textual analysis, object exercises, and scene work, students experience the development of a role through the exploration of text and its relationship to the body in space. Students will develop their ability to read theatrical texts as they plan for their spatial, rhythmic and emotional work as performers. Students are exposed to a variety of theatrical approaches. *Prerequisites:* TH101 or 198, and TH104, or concurrent enrollment in TH101 or 198, or permission of instructor. K. Kelly Bouchard

TH 211. VOICE FOR THE ACTOR 2

Students explore the power of language through the reading of prose and verse. Exercises learned in this course continue to move the student toward a centered, natural placement of the instrument, and the development of standard non-regional speech, articulation, and flexibility. Introductory tools are learned in the reading of verse and standard dialect work. Rehearsal-specific warm-up programs are developed with students and used regularly. Written evaluations, critiques, and observations by the student are assigned to increase awareness of the voice and use of vocal vocabulary. *Prerequisite:* TH101 or permission of instructor. *Non-liberal arts.* K. Kelly Bouchard

TH 242. ACTING SHAKESPEARE 3

An exploration of the ways in which Shakespeare himself effectively serves as a guide for the comprehension and performance of his verse in his plays and poetry. The emphasis will be on analysis of verse, techniques in speaking it, and the use of verse techniques to explore and develop character. During the course, students will study, prepare, and present soliloquies, monologues (including set speeches), and sonnets. *Prerequisites:* TH103 and 104. L. Opitz

TH 303. ACTING STYLES 3

Concentrated scene study from major periods in theatrical history. Emphasis on the knowledge and discovery of each particular period through the study and use of masks, costumes, and props. *Prerequisite:* TH203, 204, or permission of instructor. A. Becker

TH 304. SPECIAL STUDIES IN ACTING† 3

An open series of acting studies capable of ranging from Shakespearean scene study to musical comedy, from Grotowski training to acting for the epic theater. The specific area of study could be determined by the opportunities of a particular production season, by the training of a visiting artist, or by the interests of faculty or a given group of students. May be repeated three times for credit. *Prerequisite:* TH203, 204, or permission of instructor. A. Becker, W. Bond

DIRECTING**TH 231. DIRECTING FOR THE THEATER 3**

An intensive introduction to the craft of directing for the stage. The fundamentals of script analysis and interpretation, and production research and preparation will be explored in a seminar setting, while the studio will be the laboratory for developing clear lines of action and the world of the play through composition, picturization, and improvisation, as well as exploring the collaborative process with actors and designers. By semester's end students will be prepared to undertake the staging of a workshop production. *Prerequisites:* TH103, 129, and permission of instructor. C. Anderson, A. Becker

TH 332. ADVANCED DIRECTING 3

This is an advanced studio course focusing on the art and craft of directing for the theater. Through the use of exercises, scene work, reading theoretical texts, and writing papers on directorial concepts, students will be encouraged to broaden and deepen their personal aesthetic while simultaneously developing techniques necessary for realizing their directorial vision. Not open to first-year students. *Prerequisites:* TH231 and permission of instructor. C. Anderson, A. Becker

TH 333. THE DIRECTOR AS COLLABORATIVE ARTIST 3

An advanced seminar course stressing the relationship of the director's insights to the insights and work of actors, designers, stage managers, composers, and musicians. Students examine a variety of directorial models and theories. Students also analyze their own collaborative efforts and directorial strategies in various workshop productions. *Prerequisite:* TH230 or 231, or permission of instructor. G. Dasgupta or the Department

TH 375. ADVANCED DIRECTING PRACTICUM† 3

Independent work on a theatrical production. Under faculty supervision, the student will choose, cast, and mount a dramatic work which will be presented to the public. *Prerequisite:* TH332 and permission of the department. Recommended: TH333. The Department

DESIGN AND TECHNICAL THEATER**TH 129. THEATER PRODUCTION 2**

A studio course providing an introduction to the principles and techniques employed in mounting theatrical productions. Theater production is explored through studying: the structure and organization of the production staff of a theater company; the physical plant; types of scenery and scenic construction techniques; stage lighting; sound; stage management; and the reading and use of plans. Students will fulfill a two-hour lab requirement and will work on at least one Skidmore theater production. Theater majors are required to complete this course by the end of the sophomore year. *Prerequisite:* TH103. *Non-liberal arts.* D. Yergan

TH 130. INTRODUCTION TO DESIGN 2

An introduction to script analysis and design theory. Students will learn to construct models and work as collaborative artists. The course will meet as a lecture and also use laboratory time to learn model-building skills, to research, and to learn and work with various building and painting materials. Students will fulfill a two-hour lab requirement and will work on at least one Skidmore theater production. Theater majors are required to complete this course by the end of the sophomore year. *Prerequisite:* TH103. *Non-liberal arts.* G. Wilson

TH 216. THEATER DESIGN: FROM PAGE TO STAGE 4

A study of scenic, lighting, and costume design for the theater. The history and theory of design will be explored, as well as the practical application of principles. Special attention will be given to the processes of research, play analysis, and conceptualization. Students will complete a series of projects involving drafting, drawing, painting, and model-making. *Prerequisites:* TH129 and 130; TH129 may be taken concurrently. (Fulfills arts component of breadth requirement.) L. Opitz, G. Wilson

TH 228. STAGE LIGHTING 4

A study of the theory, equipment, and technique involved in stage lighting. Topics include optics, vision, electricity, color, aesthetics, and design procedures. This course consists of lectures, working labs, and assigned responsibilities on Skidmore Theater productions. *Prerequisites:* TH129 or TH130. (Fulfills arts requirement and QR2 requirement.) L. Opitz

TH 238. COSTUME DESIGN 3

A studio course in the principles and practice of stage costume design, including an historical survey of clothes, moral conventions, and theatrical costume. The process of design development from concept to completed plates will be encountered through a series of assigned projects. Offered every other fall semester. *Prerequisite:* TH129. Alternates with TH337 in fall semester. P. Pawliczak

TH 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

TH 305, 306. SPECIAL STUDIES IN DESIGN AND TECHNICAL THEATER† 3, 3

A series of specialized and advanced level courses in design and technical theater. The opportunities offered in a particular production season, the expertise of available visiting artists, and the needs of qualified students will determine the offering(s) each term. Permission of instructor required. *Non-liberal arts.*

- A. Scenic Painting
- B. Make-up
- C. Costume Design Construction
- D. Advanced Scenic Design
- E. Advanced Lighting

L. Opitz, P. Pawliczak, G. Wilson,
D. Yergan, and guest artists

TH 336. ADVANCED THEATER PRODUCTION 3

This course, structured on an individual basis, provides leadership experience in the areas of stage management, properties, sound, and technical direction. Theories and strategies are studied, then applied to work on a major production assignment. *Prerequisite:* TH129 and permission of instructor. *Non-liberal arts.* L. Opitz or D. Yergan

TH 337. SCENIC DESIGN 3

A studio course in advanced theories and practices of scenic design. Study and projects will involve the development of conceptual approaches, research, sketches, and preservation techniques. Students will serve as assistant designers on Skidmore Theater productions. *Prerequisites:* TH129 or 130 and 216, or permission of instructor. L. Opitz or G. Wilson

PRODUCTION

TH 235. THE SKIDMORE THEATER COMPANY† 1

Participation for theater majors and non-majors interested in theater production. Each company member will acquire a breadth of training across all areas of theatrical production, as well as make essential contributions to the ongoing work of the company. All company members are a part of the production process from concept to design to execution and evaluation. This course may be repeated for a maximum of six semester hours. *Non-liberal arts.*

D. Yergan and the Department

TH 250. PRODUCTION SEMINAR† 1, 2, 3 or 4

Students enrolled in TH250 will have major responsibilities working on the main-stage productions and on the black-box studio production. The main-stage production is usually presented at the end of the semester, and the studio production is usually presented mid-semester. In addition to fulfilling production responsibilities, students in both productions will participate in a weekly seminar class through which production work will be synthesized with various perspectives from other liberal arts disciplines. Seminars for both productions will focus on the study of pertinent theatrical, literary, social, political, and economic issues surrounding the play. The studio production continues its seminar sessions after the production is over. Post-production topics may include issues raised in the theater company critiques, continued exploration of the playwright's works, continued study of the themes, etc. Students will meet with the faculty to determine the appropriate number of semester hours for each experience. This course may be repeated, but semester hours are limited to a maximum of six. *Prerequisite:* Permission of the department.

The Department

TH 299. PROFESSIONAL INTERNSHIP IN THEATER 3 or 6

Internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as stage managing; lighting; scene design and construction; costume design, construction, and restoration; sound design and implementation; acting; directing; and theater management and promotion. *Prerequisite:* one of the following courses pertinent to the chosen area of the internship: TH103, 129, 130, 231, 228, or 235, or 335.

TH 335. THE SKIDMORE THEATER COMPANY† 2

Participation for theater majors and non-majors interested in theater production. Advanced level work is usually: working as a designer, as a director, performing in a substantial role, in a leadership capacity or specialist on crews or management areas. All company members are a part of the production process from concept to design to execution and evaluation. This course may be repeated for a maximum of four semester hours. (Normally this course is only open to seniors.) *Prerequisite:* TH235. *Non-liberal arts.* D. Yergan and the Department

TH 376. SENIOR PROJECT† 3

This course provides a culminating experience for the theater major. In consultation with faculty, each student will submit a project proposal during the junior year. Projects should be based upon the student's past work and provide an appropriate next challenge for the student's development as a theater artist. Projects will be supervised by an appropriate faculty member. Possible projects include:

- a. Preparing a thesis (research paper, design project, etc.)
- b. Performing in a seminar or faculty directed studio production
- c. Directing a studio production
- d. Designing a studio or seminar production
- e. Serving in one of a number of approved production positions such as general manager, production manager, technical director, etc.

Students unable to accomplish projects due to the casting or nature of available production will revise proposal during the senior year. *Prerequisites:* TH250; senior status as a theater major; senior minors may participate with permission of department.

The Department

TH 399. PROFESSIONAL INTERNSHIP IN THEATER 3, 6, or 9

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as stage managing; lighting; scenic design and construction; costume design, construction, and restoration; sound design and implementation; acting; directing; and theater management and promotion. *Prerequisite:* students must have completed all intermediate level theater courses appropriate to the area of the internship and be recommended by an instructor in the chosen area of study.

The Department

†This course may be repeated for credit at the discretion of the department.

Women's Studies

Director of the Women's Studies Program:
Mary Zeiss Stange

Affiliated Faculty

American Studies: Mary C. Lynn

Asian Studies: Mao Chen

Anthropology: Susan Bender, Eileen Walsh

Art History: Lisa Aronson, Katherine Hauser,
Penny Jolly

Classics: Leslie Mechem

English: Barbara Black, Joanne Devine, Catherine Golden, Sarah Webster Goodwin, Kate Greenspan, Susan Kress, Susannah Mintz, Phyllis Roth, Mason Stokes

French: Adrienne Zuerner

Geosciences: Katherine Cartwright, Audeliz Matias

Government: Katherine Graney, Natalie Fuehrer Taylor

History: Erica Bastress-Dukehart, Jordana Dym, Margaret Pearson

Italian: Shirley Smith

Library: Barbara Norelli

Management and Business: Pushkala Prasad

Music: Deborah Rohr

Philosophy: Joel Smith

Psychology: Beth Gershuny

Religion: Mary Zeiss Stange

Sociology: Catherine White Berheide, Susan Walzer

Spanish: Viviana Rangil, Patricia Rubio

Theater: Carolyn Anderson

THE WOMEN'S STUDIES MAJOR: Women's studies is an interdisciplinary academic field that draws on feminist theories and scholarship by and/or about women to analyze the experiences, perspectives, and contributions of women and systems of gender relations in various cultural settings and time periods. The women's studies major is a multidisciplinary program that involves students in the exploration of topics such as the social construction of gender, women's historical and contemporary experiences, and their roles within various societies.

Completion of the major strengthens students' preparation for further work in fields including women's studies, law, public and international affairs, social sciences, the humanities, communications, and the arts. Through the major, students also gain a foundation for understanding the social, intellectual, and political forces that shape their personal and professional lives. The major leads to a bachelor of arts degree.

Students majoring in women's studies must successfully complete nine courses, at least three of which must be at the 300 level, for a total of at least *thirty credit hours*, including:

1. Introduction to Women's Studies. This requirement may be fulfilled in one of two ways:

a) WS101, Introduction to Women's Studies

b) In exceptional cases and only with permission of the director of the Women's Studies Program, two entry-level courses in the women's studies curriculum in different areas (social sciences, humanities, or the sciences). Students who take this option must successfully complete eleven courses for the major.

2. WS201, Feminist Theories and Methodologies. Prerequisite: WS101.

3. At least one course from the women's studies curriculum including works by or about women of color or women from other cultures. This category includes courses with a non-Western focus (e.g., "Issues of Gender in African Art," "Women in the Global Economy") as well as those that deal centrally with culturally diverse groups within the United States.

4. Five additional courses in the women's studies curriculum. Courses should reflect the interdisciplinary nature of women's studies by drawing from at least three different disciplines. Electives should be selected in consultation with the program director so as to constitute both exploration and concentration. A concentration, normally three courses at least one of which is at the 300 level, may be designed to focus on a discipline, a theme, a time period, or an issue.

5. WS375: Senior Seminar in Women's Studies. Prerequisites: WS101 and 201.

HONORS: Students desiring honors in women's studies must meet the requisite grade-point average and must complete a senior thesis under the supervision of a women's studies faculty member. The thesis must be approved for honors by the Women's Studies Advisory Board.

THE WOMEN'S STUDIES MINOR: A minor consists of five courses, for a total of at least *eighteen semester hours*, including WS101 and 201; and three additional courses, at least one at the 300 level, chosen from the women's studies curriculum in consultation with the program director.

Women's Studies Curriculum

WS 101. INTRODUCTION TO WOMEN'S STUDIES 4

An introduction to the origins, purpose, subject matters, and methods of women's studies. Through an interdisciplinary investigation of the evolving body of scholarship by and about women, this course presents a survey of women's social, psychological, historical, political, and cultural experiences. The goal of the course is to help students develop a critical framework for thinking about gender and sexuality, with special attention to issues of class, race, and ethnicity.

WS 201. FEMINIST THEORIES AND METHODOLOGIES 3

A critical exploration of the history, development, impact, and implications of feminist theory. Beginning with seventeenth- and eighteenth-century proto-feminism, the course moves through the "first and second waves" of the women's movement in the nineteenth and twentieth centuries, and looks toward the future through consideration of current trends in feminist theory and method. Emphasis is placed on the cross-disciplinary nature of feminist inquiry, and the specific ways in which particular methodologies arise from or relate to specific theoretical positions. *Prerequisite:* WS101.

WS 210. ECOFEMINISM, WOMEN AND THE ENVIRONMENT 3

An interdisciplinary exploration of the complex relationship between feminist theory and praxis, and environmental philosophy and activism. Using the idea of "ecofeminism" as its unifying focus, the course examines such national and global issues as deforestation, overpopulation, species extinction, bioregionalism, environmental pollution, habitat loss, development, and agribusiness. Representative perspectives include those based in deep ecology, social ecology, animal and nature rights, human ecology, earth-based spiritualities, "wise use," the "land ethic," conservation, and wildlife management. M. Stange

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 220. TOO FAT? TOO THIN? WOMEN AND EATING DISORDERS 3

The course begins with a historical examination of the ways in which the female body has been coded with meanings, and the effects those meanings have had on women's real lives. We will study the ambivalence and contradictions regarding norms of health, thinness, and obesity. We will approach eating disorders from feminist perspectives, which consider these behaviors as women's responses to oppression. Finally we will consider food from a scholarly as well as real-life perspective. *Prerequisite:* WS101 or one course listed as applicable to Women's Studies. V. Rangil

WS 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

WS 227. HOLDING UP HALF THE SKY: GENDER, WRITING, AND NATIONHOOD IN CHINA 3

Interdisciplinary exploration of gender issues in China, especially but not exclusively focusing on the roles of women in the making of modern Chinese history. Students will learn about cultural specificities in the experiences of Chinese women while exploring the diverse meanings of "women's status" and gender relations. Themes to be examined in the course content include gendered subjectivities, the ideology of the new women, the impact of globalization and transnational capital, different gender roles, and women's writing from the Opium War to contemporary China. Emphasis on different stages of women's writing in relation to their cultural conditions and social awakening, and on the ways ideologies helped form gender identities in the twentieth century. (Designated a non-Western culture course.) M. Chen

WS 371, 372. INDEPENDENT STUDY 3, 3

A program of individual reading and research under the direction of the women's studies faculty. *Prerequisite:* approval of the director of women's studies.

WS 375. SENIOR SEMINAR IN WOMEN'S STUDIES 4

Exploration of primary and secondary sources in the interdisciplinary examination of a particular theme or topic in women's studies. The focus is on advanced research, and close attention is paid to the development, organization, and production of a major project. Students will present their research to the seminar; those intending to write an honors thesis will present their thesis proposals. *Prerequisites:* WS101 and 201.

WS 376. SENIOR THESIS 3

Independent study and research leading to a thesis examining, from an interdisciplinary perspective, a topic relevant to women's studies. Students will work under the direction of a faculty advisor as well as a second reader. Open to women's studies majors only, and required of candidates for program honors.

WS 399. PROFESSIONAL INTERNSHIP IN WOMEN'S STUDIES 3

Internship opportunity for students whose academic and cocurricular experience has prepared them for professional work related to women's studies. With faculty sponsorship and approval of the director of the Women's Studies Program, students may extend their educational experience into such areas as counseling, education, crisis intervention, health care delivery, business and management, and other areas relevant to women's studies. Academic assignments will be determined by the faculty sponsor in consultation with the on-site supervisor. *Prerequisites:* Two courses in women's studies, at least one of which is at the 200 or 300 level.

The following list may be revised with the approval of the director as departments offer additional courses in women's studies.

GEOGRAPHIC DISTRIBUTION, FALL 2006

AH 369	Women in the Visual Arts
AH 375D	Seminar: Theory and Methodology "Gender Issues in Late Medieval and Renaissance Art"
AH 375H	Seminar: Special Topics in Art History (when applicable)
AM 230	Born in America
AM 340	Women and Work in America
AM 363	Women in American Culture
AM 376	Disorderly Women
AN 242	North American Indians
AN 260	Southwest Indians
AN 311	Theoretical Approaches to Gender and Sexuality
AN 312	Creating Desire: Ethnic Tourism in Asia
AN 347	Women and Gender in Evolutionary Perspective
AN 351	Topics in Anthropology "Gender in East Asia" "Magic, Ritual, and Religion"
CC 365	Topics in Classical Studies "Family in Antiquity" "Women in Antiquity"
EC 351	Women in the Economy
EN 208	Language and Gender
EN 223	Women and Literature
EN 229N	Native American Women Writers
EN 316	Nineteenth-Century Novel
EN 338	Queer Fictions
EN 357	The Rise of Modern American Literature
EN 360	Women Writers
EN 363	Special Studies in Literary History "The James Circle" "Manhattan in the Twenties" "Jane Austen: Texts and Contexts"
GO 223	Current Issues in Public Policy
GO 313	Politics of Contemporary United States Social Movements
GO 352	Women and the Law
GO 353	Sex and Power
GO 354	Feminist Political Thought
GO 357	Sexing Global Politics: Gender and International Relations
HI 217	Topics in History (when applicable)
HI 228	Race, Class, and Gender in Latin America
HI 363	Topics in History (when applicable)
MB 336H	Diversity and Discrimination in the American Workplace: Is the Melting Pot Boiling Over?
PS 331	Psychology of Women
RE 205	Women, Religion, and Spirituality
RE 220	Encountering the Goddess in India
RE 330	Advanced Topics in Religion: "Feminist Theologies"
SB 315	Work, Family, and Organizations
SO 225	Quantifying Women
SO 316	Women in Modern Society
SO 331	Women in Global Economy
TH 334	Special Studies in Theater History and Theory: "Women in American Theater"

Alabama.....	1	Albania.....	1
Arizona.....	5	Bermuda.....	1
Arkansas.....	1	Bulgaria.....	1
Armed Forces.....	2	Canada.....	1
California.....	101	Chile.....	1
Colorado.....	20	Costa Rica.....	1
Connecticut.....	201	Croatia.....	1
Delaware.....	5	El Salvador.....	1
District of Columbia.....	13	Finland.....	1
Florida.....	20	France.....	4
Georgia.....	7	Ghana.....	1
Hawaii.....	2	Hong Kong.....	4
Idaho.....	2	Hungary.....	1
Illinois.....	34	India.....	3
Indiana.....	5	Indonesia.....	1
Iowa.....	3	Italy.....	1
Kansas.....	4	Japan.....	4
Kentucky.....	5	Lesotho.....	1
Maine.....	41	Mongolia.....	1
Maryland.....	56	Netherlands.....	1
Massachusetts.....	415	Nigeria.....	2
Michigan.....	7	Peru.....	1
Minnesota.....	21	Philippines.....	2
Missouri.....	7	Romania.....	3
Montana.....	4	Sierra Leone.....	1
Nevada.....	1	Singapore.....	2
New Hampshire.....	63	South Africa.....	1
New Jersey.....	191	Swaziland.....	2
New Mexico.....	2	Thailand.....	1
New York.....	719	Turkey.....	2
North Carolina.....	9	UK / England.....	5
Ohio.....	39		
Oklahoma.....	2	Total Foreign.....	56
Oregon.....	9		
Pennsylvania.....	114	TOTAL ALL.....	2,400
Rhode Island.....	49		
South Carolina.....	8		
South Dakota.....	2		
Tennessee.....	1		
Texas.....	16		
Vermont.....	99		
Virginia.....	20		
Washington.....	15		
Wisconsin.....	5		
Wyoming.....	1		
.....		
Total U.S.	2,347		

Enrollment Statistics

RETENTION

Information on retention is available from the Office of the Registrar.

Retention rates for the 2005 to 2006 academic years (fall to fall). All percentages are calculated using the number of students remaining from the entering class cohort.

Entering 2003 (juniors)	86.9%
Entering 2004 (sophomores)	87.9%
Entering 2005 (first-years)	91.5%

DEGREES CONFERRED IN 2005–2006

Skidmore College conferred 400 B.A. and 169 B.S. degrees from August 2005 through May 2006. In addition, 23 B.A. and 28 B.S. degrees were conferred on graduates of the Skidmore College University Without Walls program. Ten M.A. degrees were awarded graduates of the Master of Arts in Liberal Studies program for 2005–2006.

GRADUATION RATES**

Initial Cohort, Fall 2000	
Total full-time first-year students	600
Graduates by August 2004	461
Additional graduates by August 2005	19
Additional graduates by August 2006	2
Total graduates by August 31, 2006	482

Percentage of students receiving baccalaureate degrees within period of six academic years: 80.3%

**UWW students not included

Board of Trustees

2006–2007

BARBARA McILVEEN BALDWIN '61
Short Hills, New Jersey
B.A., Skidmore College

SUSAN GOTTLIEB BECKERMAN '67
New York, New York
B.A., Skidmore College;
M.B.A., Baruch College

ROSEMARY BOURNE '60
Oyster Bay, New York
B.A., Skidmore College;
New York University Graduate School
of Business

NANCY A. BRENNAN '72
Alumni Association Trustee
Avon, Connecticut
B.A., Skidmore College;
M.S., Rensselaer Polytechnic Institute

CHARLES B. BUCHANAN
Glenmont, New York
B.A., Dartmouth College;
M.B.A., Harvard Business School

DEBORAH SEHL COONS '72
President, Alumni Association
Hebron, Connecticut
B.A., Skidmore College;
M.B.A., Rensselaer Polytechnic Institute

WILLIAM P. DAKE
Saratoga Springs, New York
B.M.E., Cornell University

DENNIS D. DAMMERMAN
Wellington, Florida
Saratoga Springs, New York
B.A., University of Dubuque

PHILIP A. GLOTZBACH
President of the College
Saratoga Springs, New York
B.A., Notre Dame University;
M.A., M.Phil., Ph.D., Yale University

SIBYL WATERMAN HALEY '71
Alumni Association Trustee
Portland, Maine
B.A., Skidmore College

JOHN J.P. HOWLEY '80
Vice Chair of the Board
Colonia, New Jersey
B.A., Skidmore College;
J.D., New York Law School

JOHN W. HUMPHREY
Boston, Massachusetts
B.S., Iowa State University;
M.B.A., Harvard University

MAXINE ISAACS '69
Washington, DC
B.A., Skidmore College;
M.A., Johns Hopkins University;
Ph.D., University of Maryland

LINDA JACKSON-CHALMERS '73
Albany, New York
B.S., Skidmore College;
M.S., State University New York at Albany

PAULINE SKOGSBERG KISIEL '62
Sherborn, Massachusetts
B.S., Skidmore College

ROBERT M. LADD
Manchester, Maine
B.A., Bard College;
M.A., Trinity College;
Ed.D., University of Virginia

AMANDA LARSON '99
Henry C. Galant Young Alumni Trustee
Oneida, New York
B.A., Skidmore College

SCOTT M. MARTIN '79
Alumni Association Trustee
Los Angeles, California
B.A., Skidmore College;
M.A., J.D., American University

ELLIOTT MASIE
Saratoga Springs, New York
B.A., Binghamton University

JOHN S. MORRIS, Litt. D. '91
Hamilton, New York
B.A., University College of South Wales
and Monmouthshire;
M.A., The University of Cambridge;
M.A., Colgate University;
Ph.D., Columbia University

SARA LUBIN SCHUPF '62, LL.D. '02
New York, New York
B.A., Skidmore College, University
Without Walls

STEPHEN F. SULLIVAN '78

Alumni Association Trustee
Stillwater, New York
B.A., Skidmore College

S. DONALD SUSSMAN

Greenwich, Connecticut
B.S., M.B.A., New York University

OSCAR L. TANG L.H.D. '00

New York, New York
B.S., Yale University
M.B.A., Harvard University

SUZANNE CORBET THOMAS '62

Chair of the Board
Summit, New Jersey
B.A., Skidmore College
M.S.W., Columbia University

M. ELIZABETH TIDBALL L.H.D. '84

Adamstown, Maryland
B.A., Mount Holyoke College;
M.S., Ph.D., University of
Wisconsin-Madison;
M.T.S., Wesley Theological Seminary

WILMA STEIN TISCH '48, L.H.D. '90

New York, New York
B.S., Skidmore College

LINDA TOOHEY

Saratoga Springs, New York
B.A., M.A., University of Iowa

JASON L. TWOMEY '94

Agnes Gelinas Young Alumni Trustee
Manchester, Massachusetts
B.S., Skidmore College

ROBERT WEISBUCH

Montclair, New Jersey
B.A., Wesleyan University;
M.Phil., Ph.D., Yale University

JANET LUCAS WHITMAN '59

Vice Chair of the Board
Summit, New Jersey
B.S., Skidmore College, University
Without Walls

SUSAN KETTERING WILLIAMSON

'59, L.H.D. '98
Lyme, New Hampshire
Skidmore College

Emeriti

MYLES A. CANE, LL.D. '98

New York, New York

CARLETON A. CLEVELAND JR.

Naples, Florida

GEORGE H. COLTON, LL.D. '86

Peterborough, New Hampshire

DALE OWEN COXE '64

Marblehead, Massachusetts

SAMUEL W. CROLL, III '73

Rye, New York

JOAN LAYNG DAYTON '63, L.H.D. '03

Wayzata, Minnesota

JUDITH PICK EISSNER '64, L.H.D. '95

Marblehead, Massachusetts

IRVING HARRIS

Cincinnati, Ohio

JAMES H. INGERSOLL

Belleair, Florida

PENNY KANICLIDES '59

New York, New York

ROBERT P. LARSON

Yarmouth Port, Massachusetts

CATHERINE MATHER

Bryn Mawr, Pennsylvania

JAMES E. McCABE, LL.D. '91

Palm City, Florida

INEZ ZAGOREOS SCRIBNER '62

Princeton, New Jersey

EDGAR WACHENHEIM III

Rye, New York

Faculty

Teaching Faculty 2007–2008

*YACUB ADDY

Lecturer in Music

*ANN ALTON

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

CAROLYN ANDERSON

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

JOHN ANZALONE

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

PAUL J. ARCIERO

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

³MICHAEL F. ARNUSH

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

LISA ARONSON

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

ANDREW ASHTON

Systems Librarian
B.A., Cornell University;
M.A., M.L.S., State University of New York
at Albany

DAVID ATKATZ

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

BETTY V. BALEVIC

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

ALISON M. BARNES

Lecturer in English and Environmental Studies
B.F.A., Rhode Island School of Design;
M.F.A., Syracuse University;
M.F.A., University of North Carolina at Greensboro

Key to symbols

¹Absent on leave fall semester 2007

²Absent on leave spring semester 2008

³Absent on leave for the year 2007–2008

*Part-time faculty

DIANA BARNES

*Visiting Assistant Professor of Foreign Languages
and Literatures*

Ph.D., State University of New York at Albany
B.A., University of Alaska, Fairbanks;
M.A., Washington State University

ERICA BASTRESS-DUKEHART

Assistant Professor of History

B.S., University of Oregon;
M.A., Ph.D., University of California at Berkeley

*SANDY BAUM

Professor of Economics

B.A., Bryn Mawr College;
M.A., Ph.D., Columbia University

POLA BAYTELMAN

Senior Artist-in-Residence, Music

B.M., University of Chile;
M.M., Artist's Diploma, New England
Conservatory of Music;
D.M.A., University of Texas at Austin

ALMA BECKER

Senior Artist-in-Residence, Theater

*LUCILLE BEER

Lecturer in Music

SUSAN BELDEN

Associate Professor of Management and Business

B.S., Ph.D., University of Utah

SUSAN BENDER

Professor of Anthropology

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

*ANGEL BERENGUER

Lecturer in Spanish;

Assistant Director, Skidmore in Madrid
Lic., University of Grenada;
D. es L., University of Paris III

*JOAN BERENGUER

Lecturer in Spanish;

Director, Skidmore in Madrid
L. es L., M. es L., University of Paris III;
D. es L., University of Barcelona

CATHERINE WHITE BERHEIDE

Professor of Sociology

B.A., Beloit College;
M.A., Ph.D., Northwestern University

*STEPHEN BERK

Visiting Professor of History

²JOHN J. BERMAN

Professor of Psychology

B.A., Xavier University;
M.A., Ph.D., Northwestern University

*IAN BERRY

Lecturer in Art and Art History;

Susan Rabinowitz Malloy '45 Curator;
Associate Director of Curatorial Affairs
B.A., State University of New York at Albany;
M.A., Bard College

JÖRG BIBOW

Assistant Professor of Economics

Diplom-Volkswirt, University of Hamburg;
M.Phil., Ph.D., University of Cambridge

BRIAN BIRD

Lecturer in Geosciences

BARBARA BLACK

Associate Professor of English

A.B., Bryn Mawr College;
M.A., Ph.D., University of Virginia

JENNIFER BONNER

Assistant Professor of Biology

*FRANCOIS BONNEVILLE

Visiting Assistant Professor of English

B.A., University of Massachusetts;
M.A., Colorado State University;
Ph.D., State University of New York at Albany

²PHILIP BOSHOFF

Associate Professor of English

B.A., State University of New York College
at Oneonta;
M.A., Ph.D., Purdue University

KATE KELLY BOUCHARD

Lecturer in Theater

*MARGARITA BOYERS

Lecturer in English

ROBERT BOYERS

Professor of English

B.A., Queens College;
M.A., New York University

KAREN BRACKETT

Lecturer in Education;

Director, Skidmore Early Childhood Center
B.S., Skidmore College;
M.S., State University of New York at Albany

UNA BRAY

Associate Professor of Mathematics

B.A., City College of New York;
M.A., Brooklyn College of City University
of New York;
Ph.D., Polytechnic Institute of New York

DONNA BRENT

Visiting Assistant Professor of Education

B.A., M.A., M.S., Ph.D., State University
of New York at Albany

BEAU BRESLIN

Associate Professor of Government;

Director, First-Year Experience
B.A., Hobart College;
M.A., Ph.D., University of Pennsylvania

REGIS C. BRODIE

Professor of Art

B.S., M.Ed., Indiana University of Pennsylvania;
M.F.A., Tyler School of Art of Temple University

JOEL BROWN

Senior Artist-in-Residence, Music

B.M., Philadelphia College of Performing Arts;
M.M., Ithaca College

JOHN BRUEGGEMANN

Associate Professor of Sociology

B.A., Earlham College;
M.A., Ph.D., Emory University

LEI OUYANG BRYANT

Visiting Assistant Professor of Music

B.A., Macalester College;
M.A., Ph.D., University of Pittsburgh

TIMOTHY W. BURNS

Associate Professor of Government

B.A., Boston College;
M.A., Ph.D., University of Toronto

GRACE M. BURTON

Associate Professor of Spanish

B.A., Bucknell University;
Ph.D., Duke University

VICTOR L. CAHN

Professor of English

A.B., Columbia College;
M.A., Ph.D., New York University

²MARTIN J. CANAVAN, C.P.A.

Associate Professor of Management and Business

B.B.A., Siena College;
M.S., State University of New York at Albany

FLORINA CAPISTRANO-BAKER

Lecturer in Art History

ANDRE CARRINGTON

*NYU Minority Dissertation Fellow
in American Studies*

KATHARINE CARTWRIGHT

Lecturer in Geosciences;

Chair, Department of Geosciences
B.A., College of Charleston;
M.S., Syracuse University

JANET CASEY

Visiting Associate Professor of English

B.A., College of the Holy Cross;
M.A., Ph.D., University of Delaware

DAVID CASTRONUOVO

*Visiting Assistant Professor of Foreign Languages
and Literatures*

B.A., Yale University;
M.S., Indiana University School of Music;
M.A., Ph.D., Columbia University;

KARA L. CETTO BALES

Teaching Associate in Chemistry

B.S., University of New England;
M.S., University of North Carolina at Charlotte

*VEENA CHANDRA

Lecturer in Music and Hindi
B.T., M.A., Agra University;
M.M., Prayag Sangit Samiti

DUNG-LAN CHEN

Bibliographic Services/Acquisitions Librarian
B.A., National Taiwan University, Taipei, Taiwan;
M.Ed., M.L.S., Indiana University at Bloomington

MAO CHEN

Associate Professor of Chinese
B.A., Beijing Second Foreign Languages Institute;
M.A., Ph.D., State University of New York
at Stony Brook

CAROL L. CHIARELLA C.P.A.

Lecturer in Management and Business
B.S., State University of New York College
at Plattsburgh;
M.S., State University of New York at Albany

NGINA S. CHITEJI

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

YOUNGON CHOI

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

CLINTON H. COOPER

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

RUTH COPANS

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

*DAN CORDELL

Lecturer in Music

MARY ELIZABETH CORREA

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

²JOHN COSGROVE

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

JOHN CUNNINGHAM JR.

Professor of Art
B.A., Kenyon College;
B.F.A., M.F.A., Yale University

ANNIKA CULVER

Visiting Assistant Professor of History

DANIEL CURLEY

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

²CAROLINE D'ABATE

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

*CHARLES D'ALOIA

Lecturer in Music

*JOHN DANISON

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

MONICA DAS

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

GAUTAM DASGUPTA

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

*NANCY JO DAVIDSEN

Lecturer in Music
B.A., Barnard College

LORI A. DAWSON

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

ALICE M. DEAN

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

LENORA de La LUNA

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

³JENNIFER DELTON

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

THOMAS DENNY

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

JOANNE DEVINE

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

TERENCE DIGGORY

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

MARY DiSANTO-ROSE

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

CATHERINE DOMOZYCH

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

DAVID DOMOZYCH

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

TIMOTHY S. DONAHUE

Reference/Instruction Librarian
B.A., University of Maryland;
M.A., St. John's College;
M.S.I.S., State University of New York at Albany

JORDANA DYM

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

MICHAEL ECKMANN

Visiting Instructor in Computer Science
B.A., B.S., M.S., Lehigh University

GOVE W. EFFINGER

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

*CAROL ANN ELZE

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

*MICHAEL EMERY

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

MICHAEL C. ENNIS-McMILLAN

Associate Professor of Anthropology;
Dean of Studies
B.S., Northern Michigan University;
M.A., Ph.D., Michigan State University

KENDRA J. ESHLEMAN

Visiting Assisting Professor of Classics
B.A., Swarthmore College;
Ph.D., University of Michigan

CYNTHIA A. EVANS

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

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

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

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

²DEBRA FERNANDEZ
Professor of Dance
B.A., University of South Florida

PATRICIA FERRAIOLI
Visiting Assistant Professor of Government

*KATIA FERREIRA
Lecturer in Portuguese

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

*STEPHANIE FLEISCHMANN
Lecturer in Theater
B.F.A., Wesleyan University;
M.F.A., City University of New York at Brooklyn

KATHRYN M. FLOYD
Visiting Assistant Professor of Art and Art History
B.A., Vanderbilt University;
M.A., University of Georgia;
Ph.D., University of Iowa

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

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

¹CAROLYN FORCHÉ
Professor of English
B.A., Justin Morrill College,
Michigan State University;
M.F.A., Bowling Green University

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

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

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

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

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

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

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

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

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

BETH S. GERSHUNY
Assistant Professor of Psychology
B.A., Skidmore College;
M.A., Ph.D., University of Missouri at Columbia

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

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

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

³BENJAMIN M. GIVAN
Assistant Professor of Music
B.A., Brown University;
M.Phil., Ph.D., Yale University

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

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

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

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

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

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

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

CHRISTINA GRASSI
Visiting Assistant Professor of Sociology,
Anthropology, and Social Work

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

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

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

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

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

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

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

MARY HARNEY

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

TIMOTHY L. HARPER

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

*REGINA HARTMANN-HURWITZ

Lecturer in Arabic
Ph.D., University of Erlangen

³KATHERINE HAUSER

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

²MIMI HELLMAN

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

RICHARD HIHN

Senior Artist-in-Residence, Music
B.M., Eastman School of Music;
M.M., University of Michigan;
D.M.A., University of Colorado

³PATRICIA J. HILLEREN

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

MATTHEW D. HOCKENOS

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

HOLLEY S. HODGINS

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

STEVEN A. HOFFMANN

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

LINDA HOFMANN

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

MARK HOFMANN

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

ANTHONY HOLLAND

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

GREG HERBEK

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

SOREN HOLST

Visiting STINT Scholar in Physics;
Lecturer in Physics at Stockholm University, Sweden
B.S., Ph.D., University of Stockholm

MARK E. HUIBREGTSE

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

*ELIZABETH HUNTLEY

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

R. DANIEL HURWITZ

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

MASAKO INAMOTO

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

*KRASSIMIR IVANOV

Lecturer in Music

REGINA M. JANES

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

HÉDI A. JAOUAD

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

REBECCA JOHNSON

Visiting Instructor in Psychology

PENNY JOLLY

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

ROBERT J. JONES

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

CHARLES M. JOSEPH

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

DAVID R. KARP

Associate Professor of Sociology;
Director, Law and Society Program;
Chair, Department of Sociology, Anthropology,
and Social Work
B.A., University of California at Berkeley;
M.A., Ph.D., University of Washington

BERNARD H. KASTORY

Visiting Professor of Business Administration
B.S., University of Illinois at Urbana;
M.B.A., Northwestern University

³KAREN KELLOGG

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

JAMES J. KENNELLY

Associate Professor of Management and Business;
Acting Director, University Without Walls
B.S., Montclair State College;
M.B.A., Ph.D., New York University

*PATRICIA A. KEYES

Lecturer in Music

*JOHN KIRK

Lecturer in Music

CHRISTINE KOPEC

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

SUSAN KRESS

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

DEIRDRE LADD

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

MARIA FERNANDA LANDER

Assistant Professor of Foreign Languages
and Literatures

*ERIC LATINI

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

ECHO ELIZABETH LEAVER

Visiting Assistant Professor of Psychology

KATE LEAVITT

*Associate Professor of Art;
Chair, Department of Art and Art History*
B.F.A., University of Southern Maine;
M.A., M.F.A., State University of New York
at Albany

SUSAN S. LEHR

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

ELZBIETA LEPKOWSKA-WHITE

Associate Professor of Management and Business
B.S., M.S., University of Olsztyn;
M.S., University of Florida;
Ph.D., University of Massachusetts at Amherst

JOSHUA LESPERANCE

Visiting Assistant Professor of Mathematics
B.S., University of Rochester;
M.S., Ph.D., University of Notre Dame

HYRUM LEWIS

Lecturer in History
B.A., Boise State University;
B.S., M.A., Brigham Young University;
M.A., University of Southern California

*THOMAS S.W. LEWIS

*Professor of English;
Co-Director, First-Year Experience
in London (Fall '07)*
B.A., University of New Brunswick;
M.A., Ph.D., Columbia University

WILLIAM LEWIS

Assistant Professor of Philosophy
B.A., Skidmore College;
Ph.D., Pennsylvania State University

REGINALD LILLY

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

DENISE WARNER LIMOLI

Associate Professor of Dance

*RICHARD H. LINDEMANN

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

RICHARD LINKE

*Associate Professor of Art;
Ella Van Dyke Tutbill '32 Professor of Studio Art*
B.S., B.A., St. Lawrence University;
M.F.A., Ohio University

ROBERT LINROTHE

*Associate Professor of Art History;
Director of Art History*
B.A., University of Minnesota;
M.A., Ph.D., University of Chicago

JILL A. LINZ

Senior Teaching Associate in Physics
B.S., Stockton State College;
M.S., Rensselaer Polytechnic Institute

HASSAN H. LÓPEZ

Assistant Professor of Psychology
B.A., Harvard University
Ph.D., University of Michigan

BEATRIZ LOYOLA

Visiting Assistant Professor of Spanish
B.A., Universidad Autónoma de Querétaro;
M.A., Western Michigan University

PATRICIA LYELL

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

*RICHARD F. LYMAN

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

MARY C. LYNN

*Professor of American Studies;
Douglas Family Chair in American Culture,
History, and Literary and Interdisciplinary Studies*
B.A., Elmira College;
Ph.D., University of Rochester

*PATRICE MALATESTINIC

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

DAVID J. MARCINKO

*Visiting Associate Professor of Management
and Business*
B.A., Saint Vincent College;
Ph.D., Boston College

*ADRIANA MARKOVSKA

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

KIMBERLY A. MARSELLA

*Lecturer in Environmental Studies;
Coordinator, Environmental Studies Program*
B.S., Bates College;
M.S., University of Vermont

*SUSAN MARTULA

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

MICHAEL S. MARX

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

*JINYOUNG MASON

Lecturer in Korean

AUDELIZ MATIAS

Visiting Assistant Professor of Geosciences;
B.S., M.S., University of Puerto Rico;
Ph.D., Northwestern University

PETER McCARTHY

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

K. GARY McCLURE

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

COLIN McCOY

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

ELIZABETH McCracken

Writer-in-Residence, English
B.A., M.A., Boston University;
M.F.A., University of Iowa;
M.S., Drexel University

JANET F. McGHEE

*Lecturer in Music;
Director, Chamber Music Ensemble*
B.M., M.M., New England Conservatory of Music

ANNETTE McLEOD

Lecturer in Sociology, Anthropology, and Social Work

DENISE BROOKS McQUADE

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

LESLIE MECHEM

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

MARLA MELITO

Lecturer in English
B.A., Skidmore College;
M.F.A., M.Ed., George Mason University

MARGO MENSING

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

*ANK MEUWISSEN

Visiting Teaching Associate in Geosciences
M.S., Utrecht University

ROY S. MEYERS

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

ANITA MILLER

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

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

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

*PATRICIA MILLER
Lecturer in Music

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

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

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

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

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

³CRYSTAL DEA MOORE
Assistant Professor of Social Work;
B.A., M.A., California State University
at Bakersfield;
M.S.W., Ph.D., School of Social Welfare,
Rockefeller College of Public Affairs and Policy,
State University of New York at Albany

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

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

SCOTT MULLIGAN
Lecturer in Government
B.A., University of Michigan;
J.D., Syracuse University College of Law;
M.L., New York University School of Law

²VIRGINIA MURPHY-BERMAN
Visiting Professor of Psychology
B.A., Pennsylvania State University;
M.A., Ph.D., Northwestern University

*STEPHEN BUTLER MURRAY
Lecturer in Religion;
College Chaplain;
Associate Director, Intercultural Center
B.A., Bucknell University;
M. Div., Yale University;
M. Phil., Ph.D., Union Theological Seminary

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

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

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

TILLMAN NECHTMAN
Assistant Professor of History
B.S., Georgetown University;
M.A., Claremont Graduate University;
M.A., Ph.D., University of Southern California

JOSHUA NESS
Assistant Professor of Biology
B.S., Duke University;
Ph.D., University of Georgia

KYLE K. NICHOLS
Assistant Professor of Geology
B.S., University of Washington at Seattle;
M.S., Ph.D., University of Vermont

BARBARA NORELLI
Social Science Librarian
B.A., M.L.S., State University of New York
at Albany

³MARY-ELIZABETH O'BRIEN
Professor of German
B.A., California State University at Long Beach;
M.A., Ph.D., University of California
at Los Angeles

THOMAS O'CONNELL
Assistant Professor of Computer Science
B.A., Marist College;
M.S., Ph.D., State University of New York
at Albany

³MARY M. CRONE ODEKON
Associate Professor of Physics
B.S., College of William and Mary;
Ph.D., University of Michigan

MEHMET ODEKON
Professor of Economics
B.A., Bogaziçi University;
M.A., Ph.D., State University of New York
at Albany

*THOMAS P. OLES
Associate Professor of Social Work;
Dean of Student Affairs
B.A., Utica College of Syracuse University;
M.S.W., Syracuse University

*BARBARA OPITZ
Lecturer in Theater
B.A., Queens College, City University of New York;
M.A., Teachers College, Columbia University

LARY OPITZ
Professor of Theater;
Chair, Department of Theater
B.A., Queens College, City University of New York

²ROBERT M. OSWALT
Professor of Psychology
B.A., DePauw University;
M.A., Ph.D., Louisiana State University

³CHRISTINE M. PAGE
Associate Professor of Management and Business
B.S., M.S., Ph.D., University of Colorado
at Boulder

*VICTORIA PALERMO
Visiting Assistant Professor of Art
B.S., Skidmore College;
M.F.A., Bennington College

²IONA PARK
Assistant Professor of Art
B.A., Dartmouth College;
M.F.A., Indiana University

RAJAGOPAL PARTHASARATHY
Associate Professor of English
B.A., M.A., Bombay University;
Postgraduate Diploma, Leeds University;
Ph.D., University of Texas

LAURA FINNERTY PAUL
Lecturer in Management and Business
B.A., M.B.A., Fordham University

*PATRICIA PAWLICZAK
Lecturer in Theater
B.S., College of St. Rose

MARGARET PEARSON
Associate Professor of History
B.A., Smith College;
M.A., Ph.D., University of Washington

DAVID PETERSON
Associate Professor of Art
B.A., State University of New York College
at Geneseo;
M.F.A., Indiana State University

GREGORY M. PFITZER
Professor of American Studies;
Chair, Department of American Studies
A.B., Colby College;
A.M., Ph.D., Harvard University

- FLIP PHILLIPS
Associate Professor of Psychology
B.F.A., M.A., Ph.D., Ohio State University
- *DEBRA PIGLIAVENTO
Lecturer in Dance
- *DARRYL PINCKNEY
*Visiting Writer-in-Residence, Departments
of English and History*
B.A., Columbia University
- BERNARD POSSIDENTE
Professor of Biology;
Director, Neuroscience Program
B.A., Wesleyan University;
Ph.D., University of Iowa
- *MURIEL POSTON
Professor of Biology
B.A., Stanford University;
M.A., Ph.D., University of California
at Los Angeles;
J.D., University of Maryland
- MAEVE POWLICK
Lecturer in Economics
B.A., Wells College
- PUSHKALA PRASAD
Professor of Management and Business,
Zankel Professor of Management
for Liberal Arts Students
B.A., Stella Maris College, University of Madras;
M.B.A., Xavier University (India);
Ph.D., University of Massachusetts at Amherst
- ELIZABETH PUTNAM
Social Sciences/Resource Services Librarian
B.A., State University of New York at Albany;
M.L.S., State University of New York at Albany
- VIVIANA RANGIL
Associate Professor of Spanish
B.A., Instituto Padre Gabriel Tommasini;
M.A., Universidad Nacional de Tucumán;
Ph.D., State University of New York at Albany
- THOMAS H. REYNOLDS
Assistant Professor of Exercise Science
B.S., M.S., Ithaca College;
Ph.D., University of Maryland
- *JOAN B. RHODES
Lecturer in Education Studies
B.A., University of Rochester;
M.E., Tufts University
- MADLINE E. RHODES
Visiting Teaching Associate
B.A., Southwestern University;
M.S., University of Louisiana at Monroe;
Ph.D., State University of New York at Albany
- GABRIELLA RICCIARDI
Resident Director, Skidmore in Paris Program
Laurea, University of Bari, Italy;
M.A., Ph.D., University of Oregon
- MONICA RAVERET-RICHTER
Associate Professor of Biology
B.A., M.S., University of Wisconsin;
Ph.D., Cornell University
- MARK RIFKIN
Assistant Professor of English
B.A., Rutgers University;
M.A., Ph.D., University of Pennsylvania
- DAWN RILEY
Assistant Professor of Education
B.A., State University of New York College
at Brockport;
M.Ed., University of Arizona;
Ph.D., University of California at Berkeley
- RACHEL ROE-DALE
Assistant Professor of Mathematics
B.A., Maryville College;
M.S., Ph.D., Rensselaer Polytechnic Institute
- *JAY ROGOFF
Lecturer in English
B.A., University of Pennsylvania;
M.A., D.A., Syracuse University
- ³MICHAEL ROHLF
Assistant Professor of Philosophy
B.A., Trinity University
M.A., Ph.D., University of Pennsylvania
- ³DEBORAH ROHR
Associate Professor of Music
B.A., Bennington College;
M.A., Ph.D., University of Pennsylvania;
Ph.D., Eastman School of Music, University
of Rochester
- *LEWIS ROSENGARTEN
Lecturer
B.A., Colgate University;
M.M., Ithaca College;
D.M., Indiana University
- ¹PHYLLIS A. ROTH
Professor of English
A.B., Clark University;
M.A., Ph.D., University of Connecticut
- ¹ROY J. ROTHEIM
Professor of Economics;
Quadracci Professor of Social Responsibility
B.A., Ohio University;
M.A., Ph.D., Rutgers University
- JOYCE RUBIN
Lecturer in Education;
Chair, Department of Education
B.A., M.S., Hunter College;
Professional Diploma in Administration/
Supervision, City University of New York
- PATRICIA RUBIO
Professor of Spanish;
Chair, Department of Foreign Languages
and Literatures;
Class of 1967 Term Professor
Prof. de Castellano, Valparaiso;
Ph.D., University of Alberta
- KELLEY SACHS
Lecturer in English
B.A., M.A., University of Vermont
- PAUL SATTLER
Associate Professor of Art
B.F.A., School of the Art Institute of Chicago;
M.F.A., Indiana University
- JAMES RICHARD SCARCE
Associate Professor of Sociology
B.A., Stetson University;
M.A., University of Hawaii;
Ph.D., Washington State University
- *MEGHAN SCHAEFER
Lecturer in Dance
B.S., Skidmore College
- *JACQUELINE SCOONES
Lecturer in English;
Director, Office of Special Programs Development
- MARLA SEGOL
Assistant Professor of Religious Studies
B.A., State University of New York College
at New Paltz
M.A., State University of New York at Buffalo
Ph.D., Rutgers University
- JEFFREY O. SEGRAVE
Interim Dean of Special Programs;
Professor of Exercise Science;
David H. Porter Professor
B.Ed., University of Exeter;
M.S., Washington State University;
Ph.D., Arizona State University
- RONALD P. SEYB
Associate Professor of Government
B.A., University of California at Irvine;
M.A., M.Phil., Ph.D., Yale University
- *REBECCA SHEPARD
Lecturer in Art and Art History
M.A.Ed., College of Saint Rose
M.F.A., State University of New York at Albany
- *MELISSA SHOREY
Lecture in Management and Business
B.A., University of Florida;
M.B.A., American University
- *POLINA SHVARTSMAN
Lecturer in Russian
B.S., M.S.M.E., Odessa Institute of Technology
- SONIA SILVA
Assistant Professor of Sociology, Anthropology
and Social Work
B.A. (Licenciatura), University of Lisbon, Portugal;
M.A., Ph.D., Indiana University at Bloomington
- ³LAURY SILVERS
Assistant Professor of Religion
B.A., Ph.D., State University of New York
at Stony Brook

- LINDA S. SIMON
Professor of English;
Director, Expository Writing Program;
Chair, Department of English
B.A., Queens College;
M.A., New York University;
Ph.D., Brandeis University
- ³DENISE L. SMITH
Professor of Exercise Science;
Class of 1961 Term Professor
B.S., Houghton College;
M.S., Ph.D., University of Illinois
- ²JOEL R. SMITH
Associate Professor of Philosophy
B.A., Carleton College;
M.A., Ph.D., M.A., Vanderbilt University
- SHIRLEY SMITH
Associate Professor of Italian
B.A., M.A., University of Wisconsin;
M.A., Ph.D.; Harvard University
- SHELDON SOLOMON
Professor of Psychology;
Courtney and Steven Ross Professor
of Interdisciplinary Studies
B.A., Franklin and Marshall College;
M.A., Ph.D., University of Kansas, Lawrence
- *JANET SORENSEN
Associate Professor of Art
B.F.A., Kansas State University;
M.A., M.F.A., University of Iowa
- PETER STAKE
Associate Professor of Art
B.F.A., Arizona State University;
M.F.A., California State University
- WILLIAM J. STANDISH
Associate Professor of Physics;
Chair, Department of Physics
B.A., Harpur College;
M.A., Ph.D., State University of New York
at Binghamton
- MARY ZEISS STANGE
Professor of Women's Studies and Religion;
Director, Women's Studies Program
A.B., M.A., Ph.D, Syracuse University
- STEVE STERN
Professor of English
B.A., Southwestern at Memphis;
M.F.A., University of Arkansas at Fayetteville
- SHANNON E. STITZEL
Assistant Professor of Chemistry
B.S., Davidson College
Ph.D., Tufts University
- MASON STOKES
Associate Professor of English;
Associate Chair, Department of English
B.A., University of South Carolina;
M.A., Ph.D., University of Virginia
- DANIEL SWIFT
Visiting Instructor in English
- *RICH SYRACUSE
Lecturer in Music
B.A., Manhattan School of Music
- KRZYSZTOF SZYMBORSKI
Associate Professor, Science Librarian
M.S., Warsaw University;
M.L.S., University of Illinois;
Ph.D., Polish Academy of Sciences
- MASAMI TAMAGAWA
Visiting Assistant Professor of Foreign Languages
and Literatures
B.A., City University of New York Queens College
- ³NATALIE TAYLOR
Assistant Professor of Government
B.A., Kenyon College;
M.A., Ph.D., Fordham University
- GORDON R. THOMPSON
Professor of Music;
Co-Director, First-Year Experience
in London Program (Fall '07)
B.M., University of Windsor;
M.M., University of Illinois at Urbana-Champaign;
Ph.D., University of California at Los Angeles
- KATHLEEN THUM
Lecturer in Art and Art History
B.F.A., Maryland Institute College of Art;
M.F.A., Bowling Green State University
- ANNE Z. TURNER
Senior Artist-in-Residence, Music
B.A., Eastman School of Music, University
of Rochester;
M.A., California State College
- ROBERT C. TURNER
Associate Professor of Government ;
Acting Director, Environmental Studies Program
B.A., Middlebury College;
Ph.D., University of Wisconsin, Madison
- ALDO C. VACS
Professor of Government
B.A., Universidade de Sao Paulo;
M.A., Ph.D., University of Pittsburgh
- SUE VAN HOOK
Senior Teaching Associate in Biology
B.A., M.A., Humboldt State University
- LYNDA D. VARGHA
Associate Professor of Economics
A.B., Wellesley College;
M.Ed., Harvard University;
M.S., Ph.D., University of Wisconsin at Madison
- DAVID C. VELLA
Associate Professor of Mathematics
B.A., American International College;
Ph.D., University of Virginia
- JOANNE M. VELLA
Associate Professor of Art
B.F.A. (art education), B.F.A. (painting),
M.F.A., University of Illinois
- JAN VINCI
Senior Artist-in-Residence, Music
B.M., Bowling Green State University;
M.M., Cleveland Institute of Music;
D.M.A., The Juilliard School
- *MARK VINCI
Lecturer in Music
- PIERRE von KAENEL
Professor of Computer Science;
Chair, Department of Mathematics
and Computer Science
B.A., Hamilton College;
M.A., Ph.D., Syracuse University
- *JEFFREY VREDENBERG
Lecturer in Music
B.M., Crane School of Music, State University of
New York College at Potsdam;
M.S., State University of New York at Albany
- EILEEN ROSE WALSH
Assistant Professor of Anthropology
B.A., Harvard/Radcliffe College;
M.A., Ph.D., Temple University
- SUSAN WALZER
Associate Professor of Sociology
A.B., Brown University;
M.S.W., Smith College;
Ph.D., State University of New York at Albany
- JOHN S. WEBER
Professor of Interdisciplinary Studies;
Dayton Director, Frances Young Tang Teaching
Museum and Art Gallery
B.A., Reed College;
M.F.A., University of California at San Diego
- ROBERT V. WELLS
Visiting Mellon Scholar in History;
Chauncey Winters Professor of History & Social
Sciences at Union College
B.A., Denison University
Ph.D., Princeton University
- *SANDRA WELTER
Lecturer in English
B.A., Elmira College
M.A., State University of New York at Albany
- *CHRISTOPHER WHANN
Lecturer in Government;
Lecturer in International Affairs
B.A., M.A., University of Delaware;
Ph.D, University of Wisconsin at Madison
- LEILA WHITTEMORE
Lecturer in Art and Art History
B.A., Reed College;
M.A., M.Phil., Columbia University

MARC-ANDRÉ WIESMANN
Associate Professor of French;
Faculty Director, Skidmore Fall Seminar in Paris
B.A., University of California at Berkeley;
M.A., Ph.D., University of California
at Los Angeles

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

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

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

MELORA WOLFF
Lecturer in English
B.A., Brown University;
M.F.A., Columbia University

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

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

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

³MARK A. YOUNDT
Associate Professor of Management and Business
B.A., Gettysburg College;
M.B.A., Rollins College;
Ph.D., Pennsylvania State University

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

AIWU ZHAO
Visiting Instructor in Management and Business

²ADRIENNE ZUERNER
Associate Professor of French
A.B., University of California at Santa Barbara;
M.A., Ph.D., University of Michigan

Department Assistants

PAIGE FAUBEL
Assistant in Riding
B.A., Hamilton College

PATRICIA HADFIELD
Accompanist in Music
B.M., Crane School of Music, State University
of New York at Potsdam

KAREN HURFF
Assistant in Riding

PATRICIA KEYES
Accompanist and Piano Instructor

CARL LANDA
Accompanist in Dance
B.A., Bennington College

OLEG MOSTON
Accompanist in Dance

STARR NORMAN
Accompanist in Music

Research Associates

DEBORAH CADMAN
Research Associate in English

RUTH GREENE-McNALLY
Research Associate, Scribner Library
B.F.A., University of Massachusetts;
M.F.A., Vermont College

HELMUT V. B. HIRSCH
Research Associate in Biology
A.B., University of Chicago;
Ph.D., Stanford University

WAYNE RICHTER
Research Associate in Biology
B.A., Wesleyan University;
M.S., University of Iowa

JOSEPH RUSSO
Research Assistant in Classics

ROGER TRIENENS
Research Associate in Library
B.A., M.A., Ph.D., Northwestern University;
M.A. in L.S., University of Michigan

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

Master of Arts in Liberal Studies

*Assistant to the Director, Coordinator of Academic
Records and Programs: Laurie Judge Stanley*

*Coordinator of Admissions, Graphic Designer:
Michelle L. Paquette*

JOHN ANZALONE
Director, Professor of French
B.A., University of Massachusetts at Boston;
M.A., Ph.D., Tufts University

SANDRA WELTER
Assistant Director/Academic Advisor
B.A., Elmira College;
M.A., State University of New York at Albany

University Without Walls

JAMES KENNELLY
Acting Director
B.A., M. Phil., Ph.D., Yale University

MARY E. COGAN
*Assistant to the Director and Coordinator
of Academic Records*
B.S., Skidmore College

ELLEN ELDREDGE
Staff Assistant
A.A., Bronx Community College

PHYLISE BANNER KLEIN
Instructional Technologist
B.A., New York University;
M.A., Nova Southwestern University

MAURICE W. GREEN
Academic Advisor
B.S., DeVry Institute of Technology;
M.S., Marist College;
Ph.D., State University of New York at Albany

STANLEY McGAUGHEY
Oracle Student System Functional Lead for UWW
B.A., Empire State College
M.F.A., Milton Avery Graduate School of Arts
at Bard College

DEBORAH MEYERS
Academic Advisor
A.B., Harvard University;
M.A., New York University

KIRSTEN E. MISHKIN
Academic Advisor
A.B., Harvard University;
J.D., Yale Law School

MARY K. MOORE
Assistant for Student Service

TRACY RILEY
Administrative Assistant
A.A., Davenport College of Business

SARAH STEBBINS
Academic Advisor
B.A., M.A., Ph.D., University of California
at Berkeley

KIRSTIE SZLASA
Program Coordinator and Communications Associate
B.A., Elmira College

LISA M. TUTTLE
Financial Aid Officer and Budget Manager
A.A., Monterey Peninsula College

CHRISTOPHER A. WHANN
Academic Advisor
B.A., M.A., University of Delaware;
Ph.D., University of Wisconsin at Madison

Athletics Personnel

Athletics Director: Gail Cummings-Danson

Associate Athletics Director: Megan Buchanan

Athletic Trainer: Michael Garcia

Assistant Athletic Trainer: Christine Jenkins

Assistant Athletic Trainer: Meghan Peduto

Aquatics Director: Jill Belding Greenleaf

Facilities Coordinator: Megan Buchanan

Equipment Manager: Sherry Ankeny

Administrative Assistant: Sharon Shearman

Head Coaches

HILDA ARRECHEA
Women's Volleyball

DARREN BENNETT
Women's Basketball

DAVID BAKYTA
Men's Golf

ABBY BURBANK
Women's Lacrosse

SARAH COOPER
Women's Soccer

JACK SANDLER
Men's Lacrosse

NATE SIMMS
Men's Tennis

NEIL SINCLAIR
Men's Ice Hockey

CINDY FORD
Director of Riding Program

JILL BELDING GREENLEAF
Men's and Women's Swimming and Diving

BETH HALLENBECK
Field Hockey

RONALD Mc EACHEN
Men's Soccer

RONALD PLOURDE
Baseball

JOHN E. QUATTROCCHI
Men's Basketball

CURT SPEERSCHNEIDER
Women's Tennis

JAMES TUCCI
Men's and Women's Crew

KELLY SCHWARZ
Softball

Emeriti

JACQUELINE AZZARTO, Ph.D.
Associate Professor Emerita of Social Work

DANIEL BALMUTH, Ph.D.
Professor Emeritus of History

PETER B. BARUZZI, M.F.A.
Professor Emeritus of Art

PARKER B. BAUM, Ph.D.
Professor Emeritus of Chemistry

BEVERLY J. BECKER, Ph.D.
Professor Emerita of Physical Education

P. TIMOTHY BROWN
Professor Emeritus of Exercise Science

WILLIAM S. BROWN, Ph.D.
Associate Professor Emeritus of Biology

JEAN H. CAMPBELL, R.N., Ed.D.
Professor Emerita of Nursing

ELISABETH CARROLL
Associate Professor Emerita of Dance

REGINA CASALLS, Ph.D.
Associate Professor Emerita of Spanish

RALPH A. CIANCIO, Ph.D.
Professor Emeritus of English

DENTON W. CROCKER, Ph.D.
Professor Emeritus of Biology

NANCY B. DAVIS, M.S.
Associate Professor Emerita of Physical Education

THOMAS R. DAVIS, Ph.D.
*Associate Professor Emeritus of Religion;
Chaplain Emeritus*

ROBERT P. DeSIENO
Professor Emeritus of Computer Science

JEFFREY L. ELGIN, M.F.A.
Professor Emeritus of Art

DAVID H. EYMAN, Ph.D.
Professor Emeritus of Liberal Studies

ANNE R. FAIRBANKS, M.S.
Associate Professor Emerita of Physical Education

ALBERTA LEE FEYNMAN, Ph.D.
Professor Emerita of English

MARY ELLEN FISCHER, Ph.D.
Professor Emerita of Government

ROBERT FOULKE, Ph.D.
Professor Emeritus of English

HENRY C. GALANT, Ph.D.
Professor Emeritus of Government

ALVIN F. GAMAGE, M.L.S.
Associate Professor Emeritus, Library

LYNNE L. GELBER, Ph.D.
Professor Emerita of French

BARRY GOLDENSOHN
Professor Emeritus of English

CHARLOTTE M. GOODMAN, Ph.D.
Professor Emerita of English

JANE S. GRAVES
Associate Professor Emerita

MARGARET K. GUYDER, Ph.D.
Associate Professor Emerita of Mathematics

EDWARD G. HAUSMAN, M.S.
Professor Emeritus of Music

WARREN J. HOCKENOS, Ph.D.
Associate Professor Emeritus of Philosophy

J. ARTHUR HONEYWELL, Ph.D.
Professor Emeritus of Philosophy

HAROLD H. HOWARD, Ph.D.
Associate Professor Emeritus of Biology

DOUGLAS C. HUSTON, Ph.D.
Associate Professor Emeritus of Physics

KENNETH G. JOHNSON, Ph.D.
Professor Emeritus of Geosciences

SONJA P. KARSEN, Ph.D.
Professor Emerita of Spanish

JAMES K. KETTLEWELL, M.A.
Professor Emeritus of Art History

JAMES KIEHL, Ph.D.
Associate Professor Emeritus of English

ALLEN F. KIFER, Ph.D.
Associate Professor Emeritus of History

KIE BOK LEE, Ph.D.
Associate Professor Emeritus of Economics

PATRICIA-ANN LEE, Ph.D.
Professor Emerita of History

WILLIAM LeFURGY, Ph.D.
Professor Emeritus of Psychology

VICTOR LIGUORI, M.F.A.
Professor Emeritus of Art

GEORGE W. LOWIS, Ph.D.
Professor Emeritus of Sociology

AUGUSTUS R. LUMIA, Ph.D.
Associate Professor Emeritus of Psychology

ROBERT P. MAHONEY, Ph.D.
Professor Emeritus of Biology

ROBERT A. MCGILL, Ph.D.
Associate Professor Emeritus of English

SHIRLEY S. MURPHY, M.S.
Assistant Professor Emerita of Business

VASANTHA NARASIMHAN
Professor Emerita of Chemistry;

ANTHONY M. NAZZARO, Ph.D.
Professor Emeritus of French

MADELAINE ORTOLEVA, Ph.D.
Professor Emerita of French

RICHARD H. PAGE, Ph.D.
Associate Professor Emeritus of Psychology

DAVID H. PORTER, Ph.D.
President Emeritus

JON R. RAMSEY, Ph.D.
Associate Professor Emeritus of English

JOHN L. REED, Ph.D.
Professor Emeritus of Education

ELEANOR A. SAMWORTH, Ph.D.
Professor Emerita of Chemistry

JOAN C. SIEGFRIED, Ph.D.
Associate Professor Emerita of Art History

BARBARA E. SMITH, M.L.S.
Professor Emerita, Library

FELIX SMITH
Technical Director and Lecturer in Dance Emeritus

ROBERT F. SMITH, Ph.D.
Professor Emeritus of Government

FREDERICK A. SPEAR, Ph.D.
Professor Emeritus of French

JOHN J. THOMAS, Ph.D.
Professor Emeritus of Geosciences

RICHARD UPTON, M.F.A.
Professor Emeritus of Art

PAUL H. L. WALTER, Ph.D.
Professor Emeritus of Chemistry

ANNE M. WAGNER, M.A.
Senior Teaching Associate Emerita in Chemistry

ERIC J. WELLER
*Associate Professor Emeritus of Philosophy;
Dean of the Faculty Emeritus*

ISABELLE WILLIAMS, Ph.D.
Professor Emerita of Music

STUART K. WITT, Ph.D.
Associate Professor Emeritus of Government

Administration

Office of the President

PHILIP A. GLOTZBACH, Ph.D.
President

Academic Affairs

SUSAN KRESS, Ph.D.
Vice President for Academic Affairs

MURIEL E. POSTON Ph.D.
Dean of the Faculty

MICHAEL C. ENNIS-McMILLAN, Ph.D.
Dean of Studies

BEAU BRESLIN, Ph.D.
Director, First-Year Experience Program

RUTH S. COPANS, M.L.S.
College Librarian

CORI FILSON, M.A.
Director, Office of International Programs

ANN L. HENDERSON, M.A.
Registrar; Director of Institutional Research

MARK C. HOFMANN, Ph.D.
Associate Dean of the Faculty

JEFFREY O. SEGRAVE, Ph.D.
Interim Dean of Special Programs

JOHN WEBER, M.F.A.
*Professor; Dayton Director, Frances Young
Tang Teaching Museum and Art Gallery*

Admissions and Student Aid

MARY LOU W. BATES, A.B.
Dean of Admissions and Student Aid

ROBERT D. SHORB, M.S.
*Associate Dean and Director of
Student Aid and Family Finance*

Advancement

MICHAEL CASEY, B.A.
Vice President for Advancement

DAN FORBUSH, B.A.
Executive Director, Strategic Communications

BARRY M. PRITZKER, M.A.
Director, Foundation and Corporate Relations

MICHAEL SPOSILI, B.A.
Director, Alumni Affairs

Finance and Administration

MICHAEL D. WEST, M.B.A.
*Vice President for Business Affairs
and Treasurer*

MICHAEL D. THOMAS, M.S., C.P.A.
*Director of Financial Services and
Associate Treasurer*

BARBARA E. BECK, M.A.
Associate Vice President for Business Affairs

MICHAEL F. HALL, B.S.
Director, Financial Planning and Budgeting

CHRISTINE KACZMAREK, B.S.
Director, Business Services

JUSTIN DAVID SIPHER, M.S.
*Director of Information Technology
and Chief Technology Officer*

MATTHEW BAKER
Director, Facilities Services

Special Programs

JEFFREY O. SEGRAVE, Ph.D.
Interim Dean of Special Programs

SHARON ARPEY
*Director, Community Education
and Summer Conferences*

JOHN ANZALONE, Ph.D.
Director, Master of Arts in Liberal Studies

JAMES CHANSKY, Ph.D.
*Director, Summer Sessions
and Summer Special Programs*

JAMES KENNELLY, Ph.D.
Acting Director, University Without Walls

JACQUELINE SCOONES, Ph.D.
Director, Development

Student Affairs

THOMAS P. OLES, M.S.W.
Dean of Student Affairs

DONALD HASTINGS, M.S.
*Associate Dean of Student Affairs;
Director, Residential Life*

SUSAN B. LAYDEN, Ph.D.
Associate Dean of Student Affairs

MONICA D. MINOR
*Director, Higher Education
Opportunity Program and
Academic Opportunity Program*

STEPHEN BUTLER MURRAY, Ph.D.
College Chaplain

MICHAEL PROFITA, M.A.
Director, Career Services

JULIA ROUTBORT
Director, Counseling Center

ANITA L. STEIGERWALD, M.S.
*Associate Dean of Student Affairs;
Director, Campus Life*

PAM HOULE
Administrative Director, Health Services

Alumni Association

The Skidmore College Alumni Association promotes the interests of the college and encourages a lifelong relationship between Skidmore and its alumni. Membership includes all graduates and former students and numbered more than 30,000 in 2006–2007. Through an elected board of directors, the association conducts class and club programs, promotes annual giving, and co-sponsors programs (on and off campus) that address educational and/or social issues.

Board of Directors 2007–2008

DEBORAH SEHL COONS '72
President

DAVIS BRADFORD '96
Chair, Young Alumni Giving

JULIANNE CARTWRIGHT
TRAYLOR '68
Alumna Trustee

PAM WHITEHEAD CORNFORTH '80
Chair, Nominating

MICHAEL ROCKEFELLER '03
Chair, Friends of Skidmore Athletics

MEREDITH EASTMAN '94
Chair, Alumni Admissions

KAREN HESS '93
Chair, University Without Walls

TANYA FANDINO LEUNG '95
Chair, Alumni Clubs

SANDRA LIPSON '71
Chair, Career and Professional Development

RACHAEL BEARD '06
*Chair, Young Alumni and
Undergraduate Activities*

SIBYL WATERMAN HALEY '71
*Alumna Trustee and Chair,
Friends of the Presidents*

JUDITH ROBERTS KUNISCH '69
Chair, Awards

BILL LADD '83
Chair, Reunion

ANTHONY LLANO '97
Vice President for Outreach

SUSAN GOTTLIEB BECKERMAN '67
Vice President, Annual Alumni Giving

CARRIE VAN KLOBERG '68
Chair, Class Council

AMY O'LEARY '92
Vice President for Involvement

MARKLAND WALKER '04
Chair, Diversity

STEPHEN SULLIVAN '78
Alumnus Trustee

Statement of Policies and Procedures

Administrative Complaints

We view Skidmore students as emerging adults responsible for managing, with our support and guidance, their academic and personal affairs. While we often are inclined toward solving problems for our students, we try instead to help them acquire the information and strategies they need to explore possible remedies for their concerns. We ask parents to trust in this educational effort whenever possible, rather than intervening with an office or program on the student's behalf.

When students have questions about college policy or practice, we expect them to review the appropriate policies and handbooks and to pursue their concerns directly with the appropriate office or program. For example, students should direct questions about housing to the Office of Residential Life, while questions related to financial aid should go to the staff of Student Aid and Family Finance. The Office of the Dean of Student Affairs is available to advise any student about the appropriate office and best strategy in any particular circumstance (as are many members of the Student Affairs staff).

If a student remains dissatisfied with the decision of an office or program, that student can ask the dean or vice president responsible for the area of concern to review the decision or policy. However, the dean or vice president will not change a decision that is consistent with general principles of fairness, equity, and college policy. In the majority of academic situations, moreover, the faculty exercise final authority for decisions regarding the classroom, course requirements, or academic standards and expectations.

In most cases of complaint resolution, the dean or vice president's decision is final. If students or parents remain dissatisfied with the decision, they may ask the president to review the practice or policy. Students and parents should write to the president, explaining the circumstances and describing the conversations that have taken place with other college staff. However, the president reviews only situations or problems of substantial consequence to the student or parent and of broad concern to the college. If the appropriate dean or vice president has not yet reviewed the decision, the president's office will generally direct the student and parent to the campus office most directly responsible for the area of concern.

Campus Security Report

Skidmore College's annual Safety and Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by Skidmore; and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, bias-related crime, and other matters. The Advisory Committee on Campus Security will provide, upon request, all campus crime statistics as reported to the U.S. Department of Education. You can obtain a copy of this report by contacting Campus Safety (518-580-5567) or on the Web at www.ope.ed.gov/security/ or www.skidmore.edu/administration/business/security/safety_report.pdf.

Statement of Nondiscrimination

It is the policy of Skidmore College to prohibit discrimination for or against any individual or group of its students, prospective students, employees, or prospective employees on the basis of race, color, religion, gender, disability, age, national or ethnic origin, or sexual orientation. The college has established mechanisms to provide prompt, fair, and impartial consideration of any complaint of discrimination. Inquiries concerning application of this policy should be directed to the Assistant Director for Equal Employment Opportunity and Workforce Diversity in the Human Resources Office.

The Family Educational Rights and Privacy Act Policies of Skidmore College

The 1974 Family Education Rights and Privacy Act detailed students' rights of access to their official educational records. The legislation gives current and former students of Skidmore College the right to inspect, review, and copy their own permanent records. At Skidmore, the permanent records covered by the Act include: the student's application for admission; high school and/or former college transcript(s); SAT scores; correspondence with the Skidmore Office of Admissions; documents pertaining to grade reports; dates of attendance; approval of leaves of absence; correspondence with the Deans; senior audits; and the materials contained in the student's career planning file.

The Act includes a list of types of records not open to student inspection. These are parents' financial statements; confidential letters and recommendations written before January 1, 1975; letters and recommendations written after January 1, 1975 but specifically designated as confidential; ancillary records of instructional, supervisory and administrative personnel; confidential law enforcement records; and records written by physicians, psychiatrists, psychologists, and other recognized professionals or paraprofessionals. Students and former students may request a doctor of their choice to review their medical records.

Colleges are allowed to publish "directory information" including the student's photographic image, name, address, telephone number, e-mail address, date and place of birth, major field of study, class year, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, enrollment status, degrees and awards received, and the most recent previous educational institution attended. Faculty and staff members may access student photos via online class rosters. If any current Skidmore student does not want such directory information to be disclosed he or she must notify the Registrar's Office in writing of the specific information not to be released. Such notification is necessary within ten days of the first day of classes of the fall semester annually.

Except for parties identified as having legitimate access as defined by the Act, Skidmore College must obtain the written consent of the student before disclosing personally identifiable information from the educational records. Legitimate access means that the information or record requested is relevant and necessary to the completion of tasks associated with the individual's job responsibilities; the information sought is to be used within the context of college business; and the information is not to be transmitted to a third party. Student employees, contractual employees, or others identified as having a "legitimate educational interest" must operate under the same restrictions as other staff members.

Specifics related to the disclosure process are available upon request in the Registrar's Office. Students or former students may gain access to their credential files in the Career Services Office only if they have established a non-confidential (or open) file. Upon request, their open file will be made available for their inspection. Copies of the file are available for a nominal fee.

A student or former student who believes that information contained in the permanent record is inaccurate, misleading, or in violation of his or her privacy may request Skidmore to amend the record. Such a request must be made in writing and must contain specific information. Details related to this appeal process are available through the Registrar's Office.

In accordance with the Solomon Amendment, Skidmore complies with written requests for lists of enrolled students made by recruiting offices from various branches of the military. The information provided includes: name, anticipated graduation year, birthdate, major(s), and local phone numbers. All of these data elements are considered "directory information."

(Printed in compliance with the Family Educational Rights and Privacy Act Policies)

Regulations Regarding Students Unable to Register or Attend Classes Because of Religious Beliefs

Effective July 30, 1992, the People of New York State, represented in the Senate and Assembly, amended the Education Law as follows:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.
 - a) It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to each student such equivalent opportunity.
7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the regents of the university of the state of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

Notes

Notes

Notes

Index

- Academic advising 17
Academic Opportunity Program (AOP) 13
Academic program 7, 110
Academic requirements and regulations 44
Academic standards and review 48
Acceleration 46
Accreditation 54
Administration 175
Admission 26
 Deadlines 30
 Disabilities, students with 27
 Early admission 29
 Early decision 26
 Guidelines 26
 International students 29
 Interviews 27
 Midyear admission 29
 Nonmatriculated students 31
 Requirements 27
 Standardized testing 28
 Transferring 29
Advising services 17
Affiliated programs 12, 138, 157
Alcalá, study abroad 156
Alumni Association 176
American Studies 55
Anthropology 58
Art (Studio) 61
Art History 65
Arts requirement 9, 45
Asian Studies 68
Athletic facilities 17
Athletics 24
Athletics personnel 174
Attendance 48
Audit 34, 49

Bachelor of arts degree 44, 54
Bachelor of science degree 44, 54
Beijing, study abroad 155
Biology 70
Board fee 32
Breadth requirements 8, 45
Business Administration 139

Calendar, college 3
Campus Life, Office of 18
Campus Security Report 177
Career Services 21
Chemistry 74
Chinese 97

Classics 76
Cocurricular activities 22
Community education 13
Complaint procedure 177
Computer services (IT) 11
Computer Science 78
Correspondence *inside front cover*
Counseling Center 21
Course credit 53
Course loads 46
Course numbering 53
Credit by examination 47
Credit-hour fee 33
Culture-centered inquiry
 requirements 9, 45
Cultural diversity study requirement 9, 45
Curriculum 8

Dance 79
Degree programs 54
Degrees, requirements for 44
Directions to campus *inside back cover*
Disabilities, students with 28
Dismissal 53
Disqualification 52
Diversity programs 19

Early Childhood Center 84
Economics 81
Education Studies 83
 Early childhood minor 84
 M.A.T. program 141
Employment on campus 37
Engineering 139
English 86
Enrollment statistics 163
Environmental Science Semester 12
Environmental Studies 91
Exercise Science 94
Expenses *See* Fees and expenses 32
Expository writing requirement 8, 45
External degree programs
 Master of Arts in Liberal Studies 13
 University Without Walls 14

Facilities
 Cocurricular 16
 Residence 20
 Sports and recreational 17
Faculty 164
Family Educational Rights and
 Privacy Act 177

Federal aid programs 38
Fees and expenses 32
 Audit fee 34
 Board fee 32
 Credit hour fee 33
 Health insurance 34
 Housing 34
 Leaves of absence 35
 Off-campus programs 35
 Overloads 33
 Payment plans 32
 Refunds 35
 Tuition fee 32
 Tuition insurance 34
 Underloads 33
Financial aid 36
 Federal 38
 New York State 39
 Skidmore College 37
First-Year Experience 8, 157
Foreign language requirement 9, 45
Foreign Language Resource Center 97
Foreign Languages and Literatures 95
Foundation requirements 8, 45
French 97

Geosciences 104
German 99
Government 106
Grades 49
Grants 38, 40
Greek 77

Health professions, preparation for 140
Health services 21
Higher Education Opportunity Program
 (HEOP) 13, 43, 110
History 111
History of Skidmore College 4
Honor Code 48
Honor societies, national
 Alpha Kappa Delta (sociology) 152
 Omicron Delta Epsilon (economics) 81
 Phi Alpha Theta (history) 112
 Phi Beta Kappa 51
 Pi Delta Phi (French) 96
 Pi Mu Epsilon (mathematics) 127
 Pi Sigma Alpha (political science) 106
 Psi Chi (psychology) 141
 Sigma Delta Pi (Spanish) 96
Honors 50

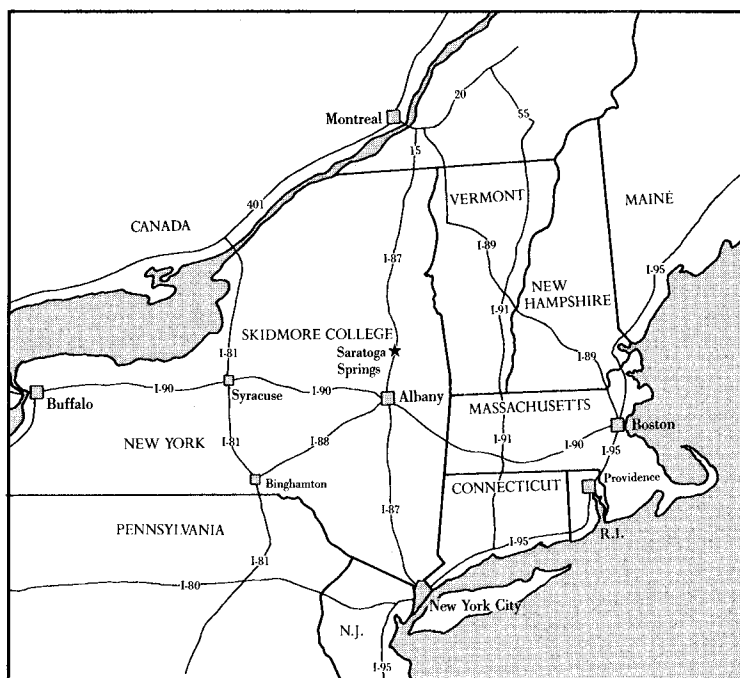
- Honors Forum 10, 51, 115
- Housing 20, 34
- Hudson-Mohawk Association 12
- Humanities requirement 9, 45
- India, study abroad 156
- Information resources
 - Information technology 11
 - Scribner Library 11
 - Tang Museum and Art Gallery 11
- Intercollegiate teams 25
- Intercultural Center 18
- Interdepartmental majors 116
- Interdisciplinary courses 119
- Interdisciplinary programs
 - Asian Studies 68
 - Environmental Studies 91
 - International Affairs 119
 - Latin American Studies 122
 - Law and Society 123
 - Women's Studies 160
- Interdisciplinary study requirement 8, 45
- International Affairs 119
- International programs 13, 155
- International students *See* Admission
- Internships 10
- Intramurals 25
- Italian 100
- Japanese 101
- Latin 77
- Latin American Studies 122
- Law, preparation for 140
- Law and Society 123
- Leaves of absence 35, 47
- Liberal arts requirement 44
- Library, Scribner 11
- Loans 39, 42
- London, study abroad 156
- Madrid, study abroad 156
- Majors 54
 - Interdepartmental 116
 - Requirements for 9, 44
 - Self-determined 150
- Management and Business 124
- Master of Arts in Liberal Studies 13, 173
- Mathematics 127
- Maturity-level requirement 44
- MBA program 139
- Meal plans *See* Board 32
- Media opportunities 23
- Merit awards 37
- Minors 46
- Mission statement 4
- Museum, Tang 11
- Music 129
- Natural sciences requirement 9, 45
- Neuroscience 133
- New York State aid programs 39
- Nondiscrimination statement 177
- Nonmatriculated students 31, 33
- Non-Western culture requirement 9, 45
- Off-campus programs 12, 35
- Overloads 33
- Paris, study abroad 155
- Part-time status *See* Course loads
- Payment plans 32
- Performing opportunities 23
- Periclean 51
- Philosophy 134
- Physical Activity 136
- Physics 137
- Policies and procedures 177
- Prizes, academic 51
- Probation 51
- Psychology 141
- Quantitative reasoning requirement 8, 45
- Readmission 53
- Reclassification 46
- Recreation opportunities 25
- Refunds 35
- Registration 48
- Religious life 19
- Religious Studies 144
- Requirements for degree 44
- Reserve Officer Training Corps 12, 42
- Residential life 20
- Riding center 17
- Room fee 32
- Satisfactory/Unsatisfactory 49
- Scribner Seminars 8, 45, 146
- Self-determined major 150
- Self-instructional languages 102
- Shakespeare Programme 157
- Social integrity 48
- Social sciences requirement 9, 45
- Social Work 150
- Sociology 152
- Spain, study abroad 156
- Spanish 101
- Special students
 - See* Nonmatriculated students
- Standards for continuation 52
- Student Academic Services, Office of 17
- Student Government Association 22
- Student opportunity funds 51
- Student organizations 23
- Student services 17
- Study abroad 13, 18, 155
- Summer credits and grades 52
- Summer programs 14
 - Abroad 14
 - Arts 14
 - Center for Talented Youth 14
 - Dance workshops 15
 - Flute Institute 15
 - International Women's Writing Guild 15
 - Jazz Institute 15
 - New York State Writers Institute 15
 - Precollege program for high school students 15
 - Science Institute for Girls 16
 - Summer term 14
 - Theater workshop 16
- Theater 157
- Transcripts 54
- Transfer applicants 29
- Transfer of credit 47
- Trustees, board of 163
- Tuition fee 32
- Tuition insurance 34
- Underloads 33
- University Without Walls 14, 173
- Visiting student programs 12
- Visiting students
 - See* Nonmatriculated students
- Volunteer office 18
- Washington Semester 12
- Withdrawal 49, 53
- Women's Studies 160
- Work study 39

Visits to the College

Visitors to Skidmore are welcome and are requested to make an appointment in advance with the Office of Admissions for an interview and/or a guided tour of the campus by writing (815 North Broadway, Saratoga Springs, NY 12866), calling (800-867-6007 or 518-580-5570), or e-mailing (admissions@skidmore.edu).

The Eissner Admissions Center is located on North Broadway across from the main entrance to the

college. Skidmore College, in Saratoga Springs, is approximately 180 miles from New York City, Montreal, and Boston. The city is most conveniently reached by automobile via the New York State Thruway and the Adirondack Northway (Exit 15). The Greyhound and Adirondack Trailways bus lines as well as Amtrak offer daily service to and from New York City and Montreal, and several major airlines have regular flights to Albany International Airport.



TRAVEL DIRECTIONS: Take the Adirondack Northway (Interstate 87) to Exit 15. After the exit, follow Route 50 toward the city of Saratoga Springs. Turn right onto East Avenue. At the top of the hill, turn right onto North Broadway. The college's main entrance is a quarter of a mile ahead on the left.

From the New York State Thruway, take Exit 24 to Interstate 87 north. Follow directions above.

From the Massachusetts Turnpike, follow Interstate 90 west by taking turnpike Exit B1. Proceed west to Exit 1 for Interstate 87 north. Follow directions above.