

# SKIDMORE

2011



2012

# Directory for Correspondence

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## **2011–2012 CATALOG**

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Skidmore College endeavors to present an accurate overview of its curricular and cocurricular programs, facilities, and fees in this publication. 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.

An online version of this catalog can be found at <http://catalog.skidmore.edu>. It 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 PDF version of this book from the Skidmore College Web site.

Catalog Production ..... Office of Communications

# **Skidmore College**

A coeducational  
liberal arts college

Catalog 2011–2012

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

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# College Calendar 2011–2012

## SUMMER SESSIONS 2011

May 31–July 1 .....	Session I
July 5–August 5 .....	Session II

## FALL SEMESTER 2011

August 22–24.....	Monday–Wednesday.....	London Program orientation
September 1–4 .....	Thursday–Sunday .....	Pre-Orientation
September 4 .....	Sunday .....	New and transfer students arrive
September 5 .....	Monday.....	Returning students arrive
September 7 .....	Wednesday.....	Classes begin
September 9 .....	Friday.....	Internship for Credit deadline
September 13.....	Tuesday.....	Add deadline
September 21.....	Wednesday.....	Drop deadline
October 14–16.....	Friday–Sunday .....	Celebration Weekend
October 21.....	Friday.....	Study day
October 31–November 4 .....	Monday–Friday.....	Advising week
November 7 .....	Monday.....	Registration for spring 2012 begins
November 16.....	Wednesday.....	Withdrawal deadline
November 23–27.....	Wednesday–Sunday .....	Thanksgiving vacation
December 9.....	Friday.....	Classes end
December 10–13.....	Saturday–Tuesday.....	Study days
December 14–20.....	Wednesday–Tuesday .....	Final examinations
December 21.....	Wednesday.....	Fall semester ends

## SPRING SEMESTER 2012

January 13 .....	Friday.....	New and transfer students arrive
January 14 .....	Saturday.....	London returning students arrive
January 15 .....	Sunday .....	Returning students arrive
January 16 .....	Monday.....	Martin Luther King Day observed
January 17 .....	Tuesday.....	Classes begin
January 19 .....	Thursday.....	Internship for Credit deadline
January 23 .....	Monday.....	Add deadline
January 31 .....	Tuesday.....	Drop deadline
March 10–18.....	Saturday–Sunday .....	Spring vacation
April 2–6.....	Monday–Friday.....	Advising week
April 9.....	Monday.....	Registration for fall 2012 begins
April 10.....	Tuesday.....	Withdrawal deadline
May 1.....	Tuesday.....	Classes end
May 2.....	Wednesday.....	Academic Festival (tentative)
May 3–6.....	Thursday–Sunday .....	Study days
May 7–11.....	Monday–Friday.....	Final examinations
May 12.....	Saturday.....	Spring semester ends
May 14–18.....	Monday–Friday.....	Senior Week
May 19.....	Saturday.....	Commencement

## HOLIDAYS 2011–2011

Sept. 5 .....	Labor Day	Jan. 16.....	Martin Luther King Day
Sept. 29 .....	Rosh Hashanah*	April 6 .....	Good Friday*
Oct. 8 .....	Yom Kippur	April 7 .....	Passover*
Nov. 24.....	Thanksgiving	April 8.....	Easter Sunday
Dec. 21 .....	Hanukkah	May 28 .....	Memorial Day

\* Classes will be held

# 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 (renamed the Williamson Sports Center in 2010), 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.

Glotzbach collaborated with the college community to develop a road map for Skidmore's future, *Engaged Liberal Learning: The Plan for Skidmore College 2005–2015*, a strategic plan endorsed by the faculty and approved by the Board of Trustees. To help realize the agenda for this plan's execution, the college launched the most ambitious fundraising campaign in its history, "Creative Thought Bold Promise," which met and exceeded its goal of \$200 million in the spring of 2010.

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 Native Americans in 1694, the city takes its name from "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 three 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. In addition, distinguished theater companies and chamber music groups perform in the Spa Little Theater.

Saratoga Springs is also known for its downtown 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 nearby 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, fifty 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. In 2010, the new Arthur Zankel Music Center opened near the campus entrance, with studios, classrooms, recital space, and a 600-seat concert hall.

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 central 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 a 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; enrich 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 learning 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 renowned 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 cocurricular 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 fifty 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 a 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, an M.B.A. program with Clarkson University, and an M.A.T. affiliation with Union College.

The Office of Off-Campus Study & Exchanges organizes a wide range of opportunities for students and faculty. The office provides administrative oversight for Skidmore's programs in Paris, London, Madrid and Alcalá, Spain, and Beijing. In addition, the office oversees other Skidmore affiliations in many regions of the world, as well as several domestic study programs.

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, 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.

**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 a small group of 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 during the second semester of the sophomore year, prior to registration for the junior 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 fifty 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 Academic Advising 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 the 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 Associate Dean of the Faculty for Academic Advising.

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 advisors and academic mentors 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 Office of Academic Advising. A student typically changes his or her advisors when declaring a major. All students are encouraged to consult their faculty 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 Office of Academic Advising. 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.

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 124 workstations in the library, most of the resources can also be accessed from dorm rooms and offices. In addition to "Lucy," 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 60,000 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.

### GIS CENTER FOR INTERDISCIPLINARY RESEARCH

The Skidmore GIS Center for Interdisciplinary Research provides students and faculty with the resources and expertise to incorporate GIS and related geospatial technology into course offerings and research across academic disciplines. The center serves the entire campus with a focus on working with data, analysis, and visualization tools, as well as helping to inspire critical and spatial thinking when approaching problems, analyzing them, and considering potential solutions.

## INFORMATION TECHNOLOGY

Information Technology is an active part of academic life at Skidmore. The IT department supports services that include access to the Internet, electronic mail, academic software, voice and data network infrastructure, printing, multimedia, academic technologies, and administrative information systems.

While Skidmore encourages computing across the curriculum—the use of computers in academic disciplines—IT makes information technologies accessible to all students. IT employs professional staff and student assistants to help students, faculty, and staff utilize computers more effectively. Additionally, IT provides online training resources, as well as workshops during the semester on a variety of topics, in addition to providing one-on-one consulting.

General-purpose computer areas are available in several locations across campus, including Scribner Library, Harder Hall, and Media Services. In addition to these computer areas, the college's campus center, Case Center, is open 24 hours and provides computers for checking e-mail in the Burgess Café as well as a computing/printing area in the Class of '01 student lounge. All facilities are open to any interested students, faculty, and staff and include either Windows or Macintosh computers. Most of the public computer areas are equipped with high-quality laser printers.

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, 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.

## **Off-Campus Study & Exchanges**

The Office of Off-Campus Study & Exchanges (OCSE) organizes a wide range of off-campus opportunities for academically qualified students who wish to enhance their on-campus educational experience. The office works closely with academic departments and programs to ensure coordination between programs at Skidmore and international and domestic off-campus study opportunities. The office also advises students on program choices and application procedures, helps orient students to the cultural and personal challenges they will encounter off campus, and helps reintegrate students into the life of the college when they return. The office manages Skidmore programs abroad in Paris, Madrid, Alcalá, London, and Beijing, a variety of faculty-led travel seminars, and domestic programs such as the Skidmore Exchange with Spelman College, National Student Exchange (NSE), the Washington Semester Program through American University, and the Semester in Environmental Science (SES) in Woods Hole, Massachusetts. The office also provides support for an additional 130 Approved Programs abroad. Students must have a 3.000 minimum GPA and appropriate academic background, must be in good social standing, and must have the endorsement of the college in order to participate in off-campus programs.

## **Other 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 not participating in an approved off-campus program should then apply for an official academic leave of absence through the Office of Academic Advising. Applicants should have strong academic records, though a grade-point average (GPA) somewhat below 3.000 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, Hudson Valley Community College, Maria College, 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 the registrars at both institutions. 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. [Note: Although the formal consortium is no longer active, most institutions still consider cross-registrations.]

### **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.

### **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.

### **Office of the Dean of Special Programs**

Through creative thinking and collaborative planning in the liberal, visual, and performing arts, the Office of the Dean of Special Programs enriches, enhances, and expands the intellectual and cultural life of Skidmore College and the local region. The ODSP is responsible for a rich and diverse array of programs, many cross-disciplinary in impact, that supplement the offerings of the traditional academic calendar of the undergraduate residential college and extend the academic calendar and campus resources into the summer months. ODSP offerings target many audiences and take many forms currently including adult education and a degree program for graduate students; residences, institutes, courses, and workshops in the liberal arts; and conferences. The ODSP encourages academic innovation and experimentation, and serves as a resource for lifelong learning.

### **MASTER OF ARTS IN LIBERAL STUDIES**

The Master of Arts in Liberal Studies program allows students to tailor individualized, interdisciplinary degrees in the arts, humanities, and natural and social sciences. Students work with Skidmore faculty and the MALS directors to design their own curriculum and to choose those courses that explore their interest in depth. Focusing on a topic they bring to the program, students work to deepen and widen their intellectual passions, discovering answers to those questions that matter most to them. This low-residency program provides the students with the flexibility to work at their own pace while pursuing full-time careers anywhere in the world.

The program begins with an intensive, weeklong seminar taught on campus by a member of the Skidmore faculty. Held in January and July every year, the seminars vary in theme and focus, depending on the instructor's expertise and intellectual passion. The seminar introduces students to graduate-level reading, analysis, discussion, and writing. Students prepare a substantial set of readings before attendance on campus and write a 20- to 25-page paper in the month following the week of class sessions. Toward the end of the program students take a Research and Methods course with their principal advisor to prepare them for the completion of the final project, normally a 60- to 75-page document that incorporates multiple disciplinary perspectives. Upon completion of their coursework, students meet with the standing faculty committee for approval of their academic curriculum and approval of the proposed final project. Students may incorporate creative work in their final project, provided that a significant part of the project entails a theoretical discussion.

Beyond the introductory seminar, the research and methods course, and the final project, the remaining seven courses in this 30-hour program consist of a variety of options. In conjunction with their academic advisor and under the supervision of the MALS directors, students may design unique courses and work independently with Skidmore faculty or other experts in their chosen field, take established master's-level courses at other universities, enroll in online graduate courses, and engage in practical internships. Students must take two in-class graduate courses in addition to the introductory seminar, and they are limited to two non-liberal studies courses (internships, practica, etc.) in the course of their degree. Students have full access to Scribner Library and its many databanks as well as a research librarian to help them locate materials.

Students have up to five years to complete the program and graduate with a Master of Arts in Liberal Studies 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 serves students who use UWW's flexible framework to develop individually tailored undergraduate degree programs.

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.

The UWW program is being phased out and is not admitting students. Call (518) 580-5450 for further information.

## Summer Programs

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

### SUMMER TERM

There are two five-week and one ten-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 PROGRAMS FOR GIFTED AND TALENTED YOUTH

The New York State Summer School of the Arts (NYSSSA) conducts the schools of Ballet, Dance, and Orchestral Studies at Skidmore College. NYSSSA's goal is to provide intensive, pre-professional training programs for New York's most gifted and motivated young performing artists. The schools provide intensive training in an environment where students experience the rigorous discipline of the daily life of a professional artist. The program is open to all high school-age students who qualify through auditions, and classes are taught by professional artists.

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

### 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, 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 further 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. Conducted in the Arthur Zankel Music Center, 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.

### 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, and the program features an evening concert series that takes place in the Arthur Zankel Music Center. The program coincides with Freihof's Jazz Festival at the Saratoga Performing Arts Center. This program may be taken for academic credit or as a noncredit workshop.

### 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.



## Cocurricular Environment

### NEW YORK STATE YOUNG WRITERS INSTITUTE

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

### 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.

### SUMMER STUDIO ART PROGRAM

The Summer Studio Art Program features a diverse array of courses and programs that make for a dynamic and productive environment for creative artists. The program brings together art faculty, visiting artists, and students at all levels and with a wide range of interests, and aims to meet the needs of serious artists—beginners and experienced alike—eager to develop their skills and expand their creative horizons. To accomplish this, the program takes full advantage of the college's exceptional studios, faculty, and the resources of the campus and the Saratoga Springs community.

### 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 noncredit 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 athletics, career services, community service, counseling, health services, leadership activities, opportunity programs, religious and spiritual life, residential life, student academic services, and student diversity programs.

### Facilities

Among Skidmore's academic and cocurricular buildings, a few are of particular note:

#### MURRAY-AIKINS DINING HALL

Facing Case Green, the strikingly remodeled dining hall serves a vast array of meals (brunch and dinner only on Saturdays and Sundays) in a lively bistro-marketplace atmosphere that is popular with students as well as faculty and staff.

#### CASE CENTER

Case College Center, named in honor of former trustee Josephine Young Case, connects the academic and residential areas of the 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 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 Williamson Sports Center. It consists of three units including two spacious dance studios; a large dance, sports, 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

Falstaff's, the Skidmore social pavilion on campus, is managed and funded by the SGA. This facility is directed by an operating committee consisting of students and staff. Throughout the semester there are often coffeehouse nights, DJs and bands, dances, receptions, and leadership retreats at Falstaff's.

#### JONSSON TOWER

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

#### WILLIAMSON SPORTS CENTER

The Williamson Sports Center (renamed in 2010) 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 Skidmore Athletics Hall of Fame. Just outside the Williamson Sports Center are nine tennis courts (four 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 a 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

Named for former trustee Kathryn Starbuck, this building houses the offices that provide nearly all of the administrative services for students, including the Office of the Registrar, Office of Academic Advising, Off-Campus Study & Exchanges, Financial Aid, 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 honors Skidmore's third president and 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.

#### ZANKEL MUSIC CENTER

The Arthur Zankel Music Center, opened in 2010, offers state-of-the-art teaching, recording, and performance space. Named in memory of a Skidmore trustee, benefactor, and father of three Skidmore graduates, it is the home of the Music Department and a center for many offerings of the Office of Special Programs, as well as a cultural resource for the wider region. Along with classrooms, teaching studios, practice rooms, a recording studio, rehearsal spaces, and a keyboard lab, the center features the soaring, 600-seat Helen Filene Ladd Concert Hall, the 75-seat Elisabeth Luce Moore Hall for recitals, and the outdoor Thomas Amphitheater. It hosts a full calendar of events year-round.

## STUDENT SERVICES

### Academic Advising

The Office of Academic Advising, 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 Office of Academic Advising assigns each entering and 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, merit fellowships, and other academic opportunities and difficulties may be referred to this office. The Office of Academic Advising, 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 Office of Academic Advising publishes the annual *New Student Advising and Registration Guide* and a *Faculty Edition of the New Student Advising and Registration Guide*.

### 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. The office also provides English as a Second Language (ESL) support and works with students with disabilities.

### Campus Life

The Office of Campus Life—composed of the Office of Religious and Spiritual Life, Leadership Activities, Student Diversity Programs, Community Service Programs, and the Intercultural Center—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 helps shape an environment in which students are eager and able to engage successfully in the life of the college.

**Student Diversity Programs:** The Office of Student Diversity Programs (OSDP) promotes cross-cultural understanding and positive relationships in support of student success and an inclusive campus community. OSDP programs are grounded in an understanding of diversity that includes people of all races, ethnicities, sexual orientations, gender identities and expressions, socioeconomic classes, religious and spiritual traditions, ages, and abilities. The office fosters student leadership and personal engagement by providing support, access to resources, and increasing campus awareness of diversity. OSDP is active in advocating for students, creating spaces for cultural celebrations, promoting leadership development, and providing opportunities for education and reflection. 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.

**Intercultural Center:** The Intercultural Center, co-directed by the Director of Religious and Spiritual Life and the Director of Student Diversity Programs, provides a program of cocurricular activities that welcomes, acknowledges, and celebrates diverse traditions. The center offers a visual presence and an annual calendar of 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, Hayat, Skidmore Pride Alliance, Hillel, and Christian Fellowship. It also serves as a meeting center for interfaith activities. The center promotes an intercultural exchange of ideas and traditions among students, faculty, and staff that leads to a greater understanding of one's citizenship in a global community.

**Leadership Activities:** The Leadership Activities Office provides advising and training to students who serve in various leadership capacities in the Student Government Association (SGA) and in student clubs and organizations. The staff coordinates a Friday and Saturday late-night entertainment program and helps students plan and implement major cocurricular activities, entertainment, class events, and theme weekends. In addition, the office sponsors a number of 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.

**Religious and Spiritual Life:** Respectful of and responsive to those in the community who practice the religion of their choice, Skidmore provides, wherever possible, options that are inclusive in both 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. The Office of Religious and Spiritual Life provides worship and fellowship experiences for Islamic, Jewish, Protestant, and Roman Catholic students and helps those of other faiths find appropriate resources in the local area. Students, faculty, and staff are invited for interreligious dialogue through lectures, discussions, and activities designed to address the character of individuals and communities. Through retreats, projects in social justice, and partnerships with neighboring religious communities, the office helps students seeking engagement with issues of identity and well-being. Class absences for religious observances are not counted in the number of allowed absences per course, and faculty members are responsible for offering students who miss class for religious obligations the opportunity to make up any missed coursework, exams, or other requirements.

**Community Service:** The Office of Community Service Programs fosters 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, which the coordinator serves as an advisor, sponsors many fundraising activities on campus for local charities and promotes participation in a variety of national volunteer programs such as Special Olympics, Make A Difference Day, and walkathons.

## **Residential Life**

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

Residential life is not always comfortable, supportive, or secure. Interpersonal tensions, serious value conflicts, and discomfort caused by living in close proximity with large numbers of students are not unusual. Learning to respond maturely, responsibly, and creatively to adversity are important elements in self-growth. Skidmore provides resources through its residence-hall staff, Counseling Center, Office of Religious and Spiritual Life, 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 professionals and upperclass students. Hall councils, composed of elected student representatives, develop a variety of events and programs for the halls.

**Moore and Keyes Quadrangles:** Moore (South) Quad consists of Kimball, Penfield, Wilmarth, and McClellan residence halls. Each hall houses approximately 140 students on three floors in single, double, and triple rooms. In addition, each of the halls has a main lounge area. There are kitchenette facilities, a study room, and a small lounge on each floor.

Keyes (North) 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 kitchenette 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, double, and triple rooms. By design, the building's flexible arrangement provides opportunities for both privacy and social interaction.

**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 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 to assist with many common health care needs. Specialized blood tests, gynecological specimens, and STI/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 are no charges for visits to Health Services. However, students (or their health insurers) are responsible for any bills relating to emergency room or Urgent Care 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, registered nurses, 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.

## Health Promotion

The Office of Health Promotion provides programming, services, supports, and resources designed to empower students to make healthy lifestyle choices that support their short- and long-term health and well-being. Through the Office of Health Promotion, students have access to programming and services related to a wide range of health-related topics including sexuality, alcohol and other drugs, nutrition, stress management, relationships, eating disorders, and body image. Staff provides one-on-one consultations, group educational opportunities, community outreach events, and health related academic courses. The Office includes the BASICS (Brief Alcohol Screening and Intervention for College Students) program, Peer Health Education, and the Center for Sex and Gender Relations.

**BASICS:** BASICS is a nationally recognized, research-based alcohol and other drugs assessment and education program that is available to all Skidmore students. The program involves a series of one-on-one meetings with a certified BASICS counselor and is designed to help students examine their drinking and/or drug-use behavior in a judgment-free environment. Utilizing motivational interviewing within a harm-reduction framework, the counselor works with the participant to set goals that are aimed at reducing risky behaviors and avoiding harmful consequences related to alcohol and other drug use.

**Peer Health Education:** Skidmore's Peer Health Educators are student leaders committed to promoting healthy choices and lifestyles by providing innovative, creative and educational programming, outreach, and one-on-one interaction opportunities. The Peer Health Educators undergo extensive training through which they develop their leadership and communication skills and learn to serve as resources, referral agents, and role models for their peers. Peer Health Educators offer a wide assortment of programs and interactive educational opportunities for students and are housed in residential halls on the main campus in order to provide students with convenient access to a health educator in their living environment.

**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 educational programs and cocurricular activities, 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.

## Career Services

The Office of Career Services offers a wide array of services that help all interested students and alumni clarify goals and pursue career or graduate school opportunities. The office is open year-round, and students are encouraged to initiate contact with the office during their first year.

Career counseling for students and alumni 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 the graduate/professional school application process, career research, internship and job search, resume and cover letter development, and interview preparation is also available by appointment and during drop-in hours.

Each semester, Career Services collaborates with several academic departments to organize on-campus departmental Living the Liberal Arts Programs, which highlight alumni of those disciplines. Students get an opportunity to hear alumni panelists discuss their career trajectories since Skidmore and learn about the diverse options open to any major. An extensive resource guide is provided to each attendee. Collaborations with multiple other campus constituents round out a full calendar of offerings throughout the school year.

The Career Services Web site (<http://cms.skidmore.edu/career/>) has a comprehensive collection of links to research, networking, employment, and graduate school resources.

Multiple online professional networking resources include the Skidmore College Connections group in LinkedIn and our senior GradAds, which help pending graduates announce their candidacy to a wider Skidmore community. The online Career Advisor Network has more than 2,000 alumni and parent 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 during winter break.

A computer lab and 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 e-mails a news bulletin, to keep students and alumni aware of pertinent opportunities and their deadlines, including job and internship listings, recruiting events, and networking programs.

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) and annual Career Jam programs also link students with alumni and parents. These events are useful both for gathering information about potential career options and for identifying job and internship leads.

A 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 the Career and Internship Connections (CIC) programs across the country, offer additional opportunities.

## 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 six vice presidents, oversees SGA programs in the areas of cocurricular activities, residential life, academic affairs, diversity, 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 is directed by an operating committee consisting of students and staff. Throughout the semester there are often coffeehouse nights, DJs and bands, dances, receptions, and leadership retreats 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, SkidTV. The yearbook, *Eromdiks*, long regarded as the seniors' chronicle of events, and *Folio*, an arts and literary journal, are published annually by students. *Line*, an arts journal about Skidmore writers and artists, is also published.



## Performing Opportunities

**Music:** Skidmore students can perform with ensembles directed by Music Department faculty as well as with student-directed SGA-sponsored musical organizations. Both Music Department ensembles and the SGA clubs accommodate a wide variety of musical preferences. They are open by audition to all interested students, regardless of major; some are open faculty.

The Skidmore Community 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 (offered when needed) 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 four concerts each year, presenting major symphonic repertoire from the Baroque period to the present. Skidmore chamber ensembles, open to strings, woodwinds, brass, and pianists, are coached weekly by faculty and perform at the end of the semester. The Guitar and Flute ensembles also perform every semester.

The Skidmore Jazz Ensemble plays big band repertoire. Several small jazz combos rehearse weekly under faculty direction and perform regularly on and off campus.

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 small select ensemble.

SGA-sponsored musical clubs include six a cappella singing groups—the Sonneteers, the Accents, the Bandersnatchers, Drastic Measures, the Dynamics, and the Treblemakers as well as a gospel group, Lift Every Voice. The a cappella groups perform a variety of genres from classic pop to standards, to jazz and R&B, to current hits. The Sonneteers and the Accents are all-women groups, the Bandersnatchers is a men's group, and the Dynamics, Drastic Measures, and Treblemakers are coed. Skidmore also has two student-directed percussion groups: Pulse, which plays on found objects, and Skidaiko, which performs the Japanese style of Taiko drumming. Many musicians participate in the musical theater productions of Cabaret Troupe, also directed by students.

**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 repertoire 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

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

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

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

### INTERCOLLEGIATE TEAMS

Skidmore College is affiliated with the NCAA, ECAC, and Liberty League. 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 in 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 [www.skidmoreathletics.com/sports/2008/8/28/comp.asp?tab=compliance](http://www.skidmoreathletics.com/sports/2008/8/28/comp.asp?tab=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, and volleyball.

### 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 Williamson Sports 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 Williamson Sports 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 in all seasons with unstructured sports activity, as hikers, runners, and cross-country skiers set their courses along the trails that wind through the wooded campus. Backpacking, rock climbing, and wilderness weekends are popular, with the Outing Club organizing trips and providing camping equipment.

### THE SURROUNDING AREA

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

## Admission

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

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

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

### Application Guidelines

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

Students apply for admission by completing the Common Application and returning it to the Admissions Office accompanied by the application fee of \$65. No application will 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 nearly 400 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 the Opportunity Program, contact:

Director, Opportunity Program  
Skidmore College  
815 North Broadway  
Saratoga Springs, NY 12866-1632

### Early Decision

Skidmore's early decision 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 (ED) 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 under 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 for the second semester at the time of their ED acceptance. Accepted ED 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 are not competitive 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

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 submit a portfolio. However, they are welcome to send ten to twenty digital images on CD or DVD. Each image should be submitted as a separate file in .jpg (.jpeg) format. Individual file sizes should not exceed 3MB. All portfolios must be accompanied by a printed contact sheet (thumbnail page) of images. *Do not affix any adhesive labels to your CD/DVD.* Portfolios must be submitted to the Admissions Office no later than January 15. Applicants who wish to have their portfolios returned should include a stamped, self-addressed envelope.

Please note, due to the large number of portfolios submitted, only those that adhere to the following guidelines will be assured a review.

### General Guidelines:

- Portfolios should include ten to twenty images, .jpg (.jpeg) format on CD or DVD (individual image files to be 3MB or smaller).
- Portfolios must include a printed contact sheet of good quality thumbnail images and an accompanying list of works (including media, size, and date).
- At least four (4) works must be drawings from direct observation.
- Artworks should demonstrate a command of the elements of visual language including composition, line, form, color.
- Portfolios should reflect the abilities and experience of the applicant.
- Portfolios should also demonstrate conceptual skills, a willingness to experiment, a respect for craftsmanship, and a commitment to visual expression and communication.

## 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, April, July, and August. 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 Web site.

In addition to general campus tours, additional specialized tours for the sciences and for the arts are available. Those times are also listed on the Admissions 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

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

Documentation containing current information and diagnosis of a specific condition. The evaluation should be completed by a specialist in the area of the corresponding condition (e.g., educational psychologist, certified school psychologist, psychiatrist).

Specific recommendations from the professional conducting the evaluation, which list reasonable accommodations and modifications that would benefit the student on a college campus.

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

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

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

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

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

## 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](http://www.collegeboard.com), and the ACT site is [www.act.org](http://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. Students interested in midyear admission should submit their transfer 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 \$65, 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 welcome 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

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.) Students with scores below such numbers, but who are otherwise competitive for admission, may be offered admission contingent upon completion of a summer language institute at Skidmore immediately prior to their first fall semester. Contact the Office of Admissions for more information. Some support for English as a Second Language is available through the English Department's Writing Center and Student Academic Services.

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

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. Limited on-campus housing is available during breaks in the academic year and is included in room/board charges. On-campus housing in the summer requires additional 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 \$65 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 February 1. 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 Decision
January 15	Application deadline for Round II Early Decision Plan
February 1	Application deadline for financial aid for Regular Decision
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 2011–2012 are stated below.  
\*Checks for fees should be made payable to Skidmore College.

Annual fees are as follows:

Tuition and Required Fees .....	\$42,380
Room	
Traditional Residence Hall .....	\$6,684
Residence Hall, single-occupancy .....	\$7,284
Scribner Village apartment .....	\$8,170
Northwoods apartment .....	\$8,590
Board .....	\$4,620

### Schedule of Payments

#### BALANCE OF PAYMENTS

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

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

*August 1, 2011*

Returning students who have paid	
a \$400 returning deposit pay .....	\$26,442
Entering students who have paid	
an enrollment deposit pay .....	\$26,692
<i>December 15, 2011</i> .....	\$26,842

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

*August 1, 2011*

Returning students who have paid .....	
a \$400 returning deposit pay .....	\$26,742
Entering students who have paid	
an enrollment deposit pay .....	\$26,992
<i>December 15, 2011</i> .....	\$27,142

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

*August 1, 2011*

Returning students who have paid	
a \$400 returning deposit pay .....	\$24,875
Entering students who have paid	
an enrollment deposit pay .....	\$25,125
<i>December 15, 2011</i> .....	\$25,275

\*Subject to final approval by the Board.

\*\*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 Hall, the Burgess Café, the Spa, or other college-operated meal facilities.

Tuition and Required Fees, and Room (Northwoods Apartment)\*\*

*August 1, 2011*

Returning students who have paid	
a \$400 returning deposit pay .....	\$25,085
Entering students who have paid	
an enrollment deposit pay .....	\$25,335
<i>December 15, 2011</i> .....	\$25,485

Tuition and Required Fees\*\*

*August 1, 2011*

Returning students who have paid	
a \$400 returning deposit pay .....	\$20,790
Entering students who have paid	
an enrollment deposit pay .....	\$21,040
<i>December 15, 2011</i> .....	\$21,190

#### 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 monthly 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 2011–12 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, 2012. 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** ..... \$1,384

**General Deposit** ..... \$200

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

#### REQUIRED FEES

**Application for Admission** ..... \$65  
Payable by entering students at the time of application, nonrefundable.

**Required Fees** ..... \$860

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 Scribner Library, Williamson Sports Center, Burgess Café, Spa, athletics and other programs.

#### OFF-CAMPUS STUDY FEE

Students accepted to participate in an approved off-campus study program for any semester of study will be charged tuition and fees at a rate equivalent to that of the regular Skidmore tuition and fees, Scribner Village apartment room rate, and full board rate, if applicable. For additional details, please contact the Skidmore College Office of Off-Campus Study & Exchanges.

#### SPECIAL FEES

**Special Art, Music, and Physical Activity Fees** ..... Listed under respective departments

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

#### Summer Term and Summer Special Programs

Fees available from the Dean of Special Programs

**Records Fee** ..... \$150

Official transcripts of a student's entire academic record at Skidmore College are issued by the Office of the Registrar at the student's request. Students will be charged a one-time fee at the point of matriculation that will cover the cost of transcript requests for the life of the student. No additional per copy fees will be charged unless the request requires special handling. Skidmore reserves the right to withhold transcripts if an outstanding balance is owed the college.

#### Automobile Parking

**Registration Fee** ..... \$55 per semester

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

#### NONMATRICULATED STUDENTS

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

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

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

**Credit-Hour Fee** ..... \$1,384

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 lecture/discussion..... \$25  
One course in studio art, dance, or theater..... \$400

### Athletics Facilities Access Fee .....\$200 per semester

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

### Required Fees

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

### Other Expenses

#### Tuition Insurance (Optional)

A tuition insurance refund plan is offered by the college through A.W.G. Dewar Inc. to insure that up to 100 percent of a semester's tuition and room fees are returned to a student when the student has to withdraw from school for a medical reason. The cost of the insurance is approximately one percent of tuition and room fees. Details of this plan are sent to all students in late June, 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 ..... \$900/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, and an online waiver form is completed. 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. The deadline for completing the waiver form is August 1.

#### 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 can be found on the Dining Services page of the Skidmore College Web site.

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

## REFUNDS

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

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

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 20% of enrollment period.....	75% refund
Within 20% and 30% of enrollment period.....	50% refund
Within 30% 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 within the ninth week of classes will have their Title IV award funding prorated.

### 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

Students who wish to withdraw from a program must notify Off-Campus Studies & Exchanges in writing. If the student has made application to the provider they must also follow the withdrawal procedures outlined by the provider. Students who officially withdraw or are dismissed from program participation will incur a withdrawal fee of minimally \$500. If the program has commenced the student will be responsible for fees and charges according to the Skidmore College refund (semester charges liability) policy as outlined in the Skidmore College catalog. However, the liability will be based on the provider program dates, not Skidmore's enrollment period.

### 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 2011-12 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 2011, payable March 15, 2011, 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, 2011, after which there will be no refund.
3. A late fee of \$25 may be assessed for advance deposit payments received after March 15, 2011.

## Financial Aid

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

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

The largest contributor of student financial aid funds is the college, although federal and state programs and private donors assist significantly. Skidmore participates in the following federal programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Perkins Loans, Federal Direct Student 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 Financial Aid section of the College Web site.

### 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 offered on a funds-available basis.

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 the FAFSA and the PROFILE must be filed each year. Entering students should complete and submit the FAFSA ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) and the PROFILE form ([www.collegeboard.com](http://www.collegeboard.com)) online by the college's published deadline. Students can also link directly to the FAFSA and PROFILE from the financial aid office Web site.

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

Applicants whose parents are separated, divorced, or were never married are required to have their noncustodial parent file a Noncustodial PPROFILE. 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 February 1 (prior to the academic year for which assistance is requested) for prospective first-year students; the financial aid application deadline is generally 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. Skidmore cannot commit to increases in Skidmore Grant assistance due to reductions in State or Federal funding, although every effort will be made to assist students on a funds-available basis. 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 Direct Student Loan and/or Federal Pell Grant to pay for summer classes.

First-year 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 funds.

## 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.

#### CAMPUS EMPLOYMENT

Initial work placement is in the dining hall or other essential services. All work is scheduled to avoid conflict with the student's academic program and averages eight to ten hours a week. Jobs are also available in the surrounding geographic area. Work opportunities may also be available to students not on financial aid. See the Student Employment Web site for more details.

### 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 \$5,550 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 and submit all items required for verification by the last day of attendance in each academic year.

#### FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

An undergraduate student with financial need may be awarded 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 \$5,500 per year for a total of no more than \$27,500 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, including tuition, fees, room, meals, books, supplies, travel, and personal expenses.

### 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. Contact your local VA office for information concerning veterans' educational benefits.

#### 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. An 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 judgment 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.

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 \$425 (NYNT income of \$80,000) to \$4,975 (NYNT 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 ([www.hesc.org](http://www.hesc.org).)



## 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 EDUCATION LOANS

Federal student loan funds are made available directly through the federal government beginning with the 2010–11 academic year. Please see the Financial Aid Office Web site for additional details regarding the application process. In general, to be eligible for a Federal Direct Loan, the student must:

- study at least half-time at an approved educational institution;
- be either a U.S. citizen or an eligible noncitizen;
- meet the educational institutions' satisfactory academic progress standards;
- have filed a FAFSA ([www.fafsa.gov](http://www.fafsa.gov)) with a valid result; and
- demonstrate compliance with applicable Selective Service requirements.

#### FEDERAL DIRECT STUDENT LOANS

##### SUBSIDIZED

The student may borrow up to \$5,500 a year for the freshman year, up to \$6,500 for the sophomore year, up to \$7,500 for junior and senior years, up to \$27,000 in total for undergraduate study, and up to \$20,500 per year for graduate-professional study. Financial need must be demonstrated in order to qualify for the subsidized type of federal student loan.

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 4.3% for loans after July 1, 2011. There are no interest payments while in school and for six months afterward. Direct loans are subject to a 1.0% origination fee. An upfront interest rebate of 0.5% is offered for borrowers as a repayment incentive. In order to keep the upfront rebate, a borrower must make the initial twelve consecutive payments on time. Loan proceeds will be reduced by the amount of the fee.

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. The standard repayment term is ten years.

## 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.

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% for loans after July 1, 2006. Interest payments are made while the student is in college. Direct loans are subject to a 1.0% origination fee. An upfront interest rebate of 0.5% is offered for borrowers as a repayment incentive. In order to keep the upfront rebate, a borrower must make the initial twelve consecutive payments on time. Loan proceeds will be reduced 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. The standard repayment term is ten years.

## FEDERAL DIRECT 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 is 7.9% for loans after July 1, 2010.

There is an origination fee of up to 4% of the amount borrowed. An upfront interest rebate of 1.5% is offered for borrowers as a repayment incentive. In order to keep the upfront rebate, a borrower must make the initial twelve consecutive payments on time. Loan proceeds will be reduced 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.
2. Satisfaction of the grade-point standard. A cumulative grade-point average of 2.000 in all course work completed at Skidmore College and a 2.000 in all course work in the major field, as well as in any declared minor.
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. Only one degree is awarded.
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 in 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.

Students are encouraged to monitor progress toward degree completion by referencing degree audits produced weekly by the Office of the Registrar.

## 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. Students in this situation are awarded only one degree and must notify the Registrar’s Office of their choice prior to graduation.

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

#### INTERDISCIPLINARY REQUIREMENTS: SCRIBNER SEMINAR

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. Scribner Seminars may not be used to meet any other college requirements.

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

#### 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.

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

**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 plus a second 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 second semester of the sophomore year, prior to registration for the junior year. Requirements in a department are stated in the departmental announcements. Students are limited to two majors and three minors. Skidmore College will recognize both majors but only award a single degree, either a Bachelor of Arts or a Bachelor of Science.

A qualified 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 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 such areas as Asian studies, environmental studies, international affairs, Latin American studies, and gender studies. A GPA of 2.000 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 in total.
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 and EN105(105H) 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 3.000 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 Abitur 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. The college will also grant two semester hours of credit for each examination taken at the Advanced Subsidiary (AS) Level of the BGCE on which the student received a grade of C or better.

## 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 transferable 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. More detailed information regarding transfer of credit policies is available on the Registrar's Office Web site.

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

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

**Personal Leaves of Absence** without academic credit and for personal reasons may be granted through the Office of Academic Advising with the approval of the Committee on Academic Standing. Application should be made in writing to the Office of Academic Advising well in advance of the anticipated leave. If approved for a personal leave of absence, a student is assigned a grade of L for all classes that semester for which a grade has not been recorded by the Registrar's Office at the start of the leave. No credit is given for courses assigned an L.

**Medical Leaves of Absence** may be granted through the Office of Academic Advising in consultation with other campus offices and 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. If approved for a medical leave of absence, a student is assigned a grade of L for all classes that semester for which a grade has not been recorded by the Registrar's Office at the start of the leave. No credit is given for courses assigned an L. Before returning to the college, the student must submit a *Return from Medical Leave* application. The re-entry plan includes information from both the student and the physician and must be approved by the Committee on Academic Standing well in advance of the first day of classes. All medical and therapeutic assessments must be provided by appropriate professionals not related to the student or his or her family.

(For information concerning housing, academic requirements, and financial responsibilities, please refer to the current information on leaves of absence on the Web site of the Office of Academic Advising.)

## 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 withdraw officially 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 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 Academic Advising or the Office of the Registrar, and approved by the Committee on Academic Standing.*



# Academic Standards and Review

## The Honor Code

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

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

All members of the Skidmore College community, including students, faculty, and staff, are parties to the honor contract and are expected to abide by its provisions. The Honor Code covers all aspects of integrity, whether academic or social. The *Student Handbook* attends to codes of social behavior, defines academic integrity violations, and outlines the college judicial system and procedures. 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 2.000 in all course work and 2.000 in the major field, as well as in any declared minor. 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, advisor, and approval from the Committee on Academic Standing. Withdrawal, W, is not figured in the grade-point average. No credit is earned. 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, advisor, 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.

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

**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.

**L, Leave:** A student who is approved for a medical or personal leave during the semester is assigned a grade of L for all classes that semester for which a grade has not been recorded by the Registrar's Office at the start of the leave. No credit is given for courses assigned an L.

## 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 retesting or supplementary work. Except in the circumstances outlined in the Policy to Appeal a Final Failing Grade (*Faculty Handbook*, Part Two, III, D—effective June 2010), petitions to change grades must originate with the faculty members concerned and be brought before the Committee on Academic Standing for consideration.

## Grade-Point Average (GPA)

Each grade is assigned a point value as follows:

Grade	Points
A+, A	4.000
A-	3.670
B+	3.330
B	3.000
B-	2.670
C+	2.330
C	2.000
C-	1.670
D+	1.330
D	1.000
F, WF, IF	0.000

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 3.400 to 3.669 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 3.670 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.) (GPA calculations are made to three decimal points.)

Effective fall 2011, the GPA criteria for honors will change to 3.650 or higher for Dean's List. Honors and Highest Honors will be combined as Honors.

### GRADUATION HONORS

**College Honors:** Seniors with distinguished academic records may graduate *cum laude* (3.400–3.669 GPA), *magna cum laude* (3.670–3.799 GPA), or *summa cum laude* (3.800–4.000 GPA) upon the recommendation of the Committee on Academic Standing and with the approval of the faculty.

Beginning with the Class of 2014, the following criteria will apply: *cum laude* (3.650–3.749 GPA), *magna cum laude* (3.750–3.899 GPA), and *summa cum laude* (3.900–4.000 GPA).

**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 3.500 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 3.000 or higher based on all work taken at Skidmore; and approval by the faculty upon recommendation by CAS. (Beginning with the Class of 2011, Business majors must earn a minimum of 3.600 in the major to qualify for departmental honors.)

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 3.500 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 3.400); 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 before the end of the junior year.

Effective Class of 2014: GPA criteria for honors will change as follows: Cum Laude: 3.650–3.749; Magna Cum Laude: 3.750–3.899; Summa Cum Laude: 3.900–4.000.

#### 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 Academic Advising. Funds are limited and are awarded on a competitive basis.

#### Probation

Students whose semester or cumulative GPA falls below 2.000 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 Associate Dean of the Faculty for Academic Advising 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 2.000 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	1.670
2	18	1.850
3	30	2.000
4	45	2.000
5	60	2.000
6	72	2.000
7	84	2.000
8	96	2.000
9	108	2.000
10	120	2.000

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).

*Note:* The first semester minimal standard for continuation (1.670 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 contact the office of Academic Advising 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 Academic Advising.

### 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.

Course prerequisites, if any, are listed at the end of the course description. Students must adhere to the stated prerequisite or obtain override permission from the instructor prior to the time of registration.

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 are listed with their respective departments and in the faculty 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-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 Childhood Education (1–6)
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
Geosciences	1914	Bachelor of Arts
Gender Studies	2299	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
Art History	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
Master of Arts in 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

†To be phased out, approved by NYS Department of Education  
‡Approved for phase-out by Curriculum Committee, pending action by NYS Department of Education

\*Not accepting new applications

### 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 request. Beginning June 1, 2009, students will be charged a one-time fee at the point of matriculation that will cover the cost of transcript requests for the life of the student. No additional per copy fees will be charged unless the request requires special handling. Skidmore reserves the right to withhold transcripts if an outstanding balance is owed the college.

# American Studies

Chair of the Department of American Studies: Daniel A. Nathan

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

Associate Professors: Winston Grady-Willis, *Director of Intercultural Studies*; Daniel A. Nathan

Assistant Professor: Joshua C. Woodfork

Visiting Assistant Professor: Rebecca Krefting

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, sexuality, class, and ethnicity as categories for cultural analysis. The major is structured to allow students to take courses about United States and related global topics in several different departments and to integrate that material into the interdisciplinary courses that the faculty of the American Studies Department teach. Our majors have found American studies a strong background for careers in journalism, publishing, museums, historic preservation, archaeology, education, government, law, business, NGOs, and the non-profit sector, as well as useful preparation for further study in graduate and professional school 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. Students must take at least ten courses in the major for a minimum of 32 credit hours.

1. AM 103: Introduction to American Studies (varies by topic and instructor). A required course to be taken by the end of the sophomore year if possible and recommended as a prerequisite for upper-level courses but not a formal requirement.
2. American studies courses: seven courses, each of 3 credits or more, above the 100 level, to be selected in consultation with the student's advisor. These must include AM 221 American Studies: Methods and Approaches, and AM 374 Senior Seminar.
3. American subject courses: two courses, each of 3 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 WRITING REQUIREMENT IN THE MAJOR:** The Department of American Studies maintains a strong commitment to writing and, when possible, the process of revision. There is some form of writing in all American studies courses: for example, traditional essays and research papers, but also book, film, music, and exhibition reviews, autobiographical and ethnographic writing, journal entries, oral histories, among other possibilities. Like other disciplines, American studies values and promotes clear, concise prose and coherent arguments informed by evidence, reason, analytical thought, and creativity. We want AM majors and minors to think in an interdisciplinary manner and to do research that cuts across and bridges traditional disciplinary lines. We want them to be able to use—competently, critically, and creatively—primary and secondary sources. We want them to be able to design and execute research projects. To do so, students must know the conventions of writing in the discipline. They must also know how to pose relevant questions, develop a research design, use a variety of sources, convey a clear understanding of chronological relationships, construct an argument with appropriate categories of proof, and to narrate well. While all American studies courses promote most of these qualities, they find fullest expression in the Senior Seminar. By successfully completing the requirements for the major, students fulfill the American studies writing requirement. Ideally, students should take the major's three required courses—AM 103, AM 221 (sophomore or junior year), and AM 374—in that sequence; doing so promotes the developmental nature of writing in the discipline.

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

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

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

1. AM 103 Introduction to American Studies (varies by topic and instructor). A required course to be taken by the end of the sophomore year if possible and recommended as a prerequisite for upper-level courses but not a formal requirement.
2. AM 221 American Studies: Methods and Approaches; and
3. three 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 103 INTRODUCTION TO AMERICAN STUDIES 4**  
Introduction to the interdisciplinary study of American culture, past and present. Emphasizes reading critically, thinking historically, practicing interdisciplinarity, and acknowledging diversity. Students will analyze and synthesize multiple kinds of primary sources (such as fiction, film, music, art) and disciplinary perspectives (sociology, economics, media criticism) to appreciate better the complexity of American life and culture. (Fulfills social science requirement.) W. Grady-Willis, M. Lynn, D. Nathan, G. Pfitzer, J. Woodfork

**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 a Cultural Diversity course.) G. Pfitzer, M. Lynn

**AM 201L AMERICAN IDENTITIES: PRE-1870s WITH WORKSHOP 4**  
Taken in conjunction with AM 201, the workshop complements AM 201 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 a Cultural Diversity course.) G. Pfitzer, 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 a Cultural Diversity course.) G. Pfitzer, M. Lynn

**AM 202L AMERICAN IDENTITIES: POST-1870s WITH WORKSHOP 4**  
Taken in conjunction with AM 202, the workshop complements AM 202 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 a Cultural Diversity course.) G. Pfitzer, 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, J. Woodfork



- 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. (Honors course; 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 4**  
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 4**  
Explores the history of jazz music, often referred to as the 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. May be repeated for credit with a different topic.
- A Regional Culture: 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 Regional Culture: The West 4**  
An examination of the mythic, historical, and contemporary West, western heroes and themes and what they reveal about American values and culture. Using film, literature, social and intellectual histories and the arts, the course considers discrepancies in the images and realities of western exploration and settlement. After considering the colonial period, the course then explores nineteenth-century conflicts over property, natural preservation, mineral and water claims, and the rights of native Americans and concludes with an examination of contemporary images and issues. (Fulfills social sciences requirement.) The Department
- C The South 3**  
An exploration of the development of the distinctive culture of the southern region of the United States. The course examines myths and legends of the Old South including those surrounding the origins of the plantation system, southern womanhood, and the development of the slave and free communities of the region in the antebellum period. Topics include the myths and legends of the New South, the legacy of the Civil War and Reconstruction, the imposition of segregation, modernization of agriculture and industry, and the migration of African Americans northward. The course culminates in a study of the civil rights movement, and recent demographic, economic, and political changes. (Fulfills social sciences requirement.) W. Grady-Willis
- D Regional Culture: 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. 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.) W. Grady-Willis
- 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.) W. Grady-Willis, 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. (Fulfills social science requirement.) 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 a Cultural Diversity course.) J. Woodfork
- K American Bestsellers and Popular Culture** 3  
An exploration of bestselling novels of the nineteenth and twentieth centuries and their relations to the social, political, and commercial preoccupations of American society. The course considers not only the novels themselves, but also illustrations, film and stage adaptations, critical reactions, and related cultural ephemera. Supplementary readings focus on such topics as early marketing and the emergence of bestseller lists; the development of "middlebrow" genres such as the romance, the western, and the detective story; and the role of the Book-of-the-Month Club. (Fulfills humanities requirement.) J. Casey
- 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, planning and architectural firms, schools, government agencies, and other appropriate sites. No more than 3 semester hours may count toward the major. *Prerequisites:* 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. (Designated a Cultural Diversity course.) 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, students will consider how the U.S. appeared to Europeans in the eighteenth century and how others since then have made sense of this country, with an emphasis on the twentieth 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 Cultural Diversity 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.) W. Grady-Willis
- AM 360 AMERICAN CULTURAL PERIODS** 3  
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. May be repeated for credit with a focus on a different period.
- A American Cultural Periods: 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 American Cultural Periods: 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 American Cultural Periods: 1960s** 4  
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 that 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. *Prerequisites:* AM 374. 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. 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 psycho-historical 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

**G Magazines and Modernity 4**

A study of early twentieth-century American magazines as both reflecting and shaping modern culture. The course focuses on such topics as the rise of modern advertising; the shaping of gendered, classed, and racialized readerships; and the popular advancement, and occasional subversion, of dominant ideological perspectives of nation, domesticity, labor, and/or consumption. It also considers the enormous influence of certain turn-of-the-century editors and their business policies, including the sophisticated relations they created among internal magazine elements so as to streamline their cultural messages. In addition to substantial theoretical and historical reading and regular short research and writing assignments, each student is responsible for a major semester-long project that involves intensive study of a period magazine in the Scribner collection. J. Casey

**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. *Prerequisites:* Open to junior and senior majors and minors. No more than 3 semester hours may count toward the major. *Must be taken S/U.*

## Anthropology

*Chair of the Department of Sociology, Anthropology, and Social Work:*  
Rik Scarce

Associate Professor: Michael C. Ennis-McMillan

Assistant Professors: Sonia Silva, R. Kenji Tierney, Heather Hurst

Visiting Assistant Professor: Christina Grassi

Anthropology is the study of the human condition, both past and present. Our scholarship and courses concentrate on both the universal practices of humanity and the distinctiveness of particular societies and cultures around the globe. By exploring the complexities of culture and social action, biocultural processes, and the archaeological past, our students investigate and appreciate the diversity of the human condition from a critical and historical perspective. Our courses introduce students to fieldwork and provide them with various theoretical frameworks and scientific paradigms, while at the same time developing their skills in critical thinking and reading, data collection, argumentation, and writing. In the support of a liberal arts approach, we encourage our students to develop interdisciplinary interests and to bridge anthropology with fine arts, humanities, and the natural sciences, and to explore those interests through coursework, individual research projects, internships, and study abroad. Through the study of the breadth and scope of the human experience, we strive to help our students become responsible, informed global citizens. A major in anthropology provides students with a solid foundation for graduate study and careers in a range of fields, including cultural heritage, education, environmental sustainability, historic preservation, international development, medicine and public health, museum studies, and social service.

**THE ANTHROPOLOGY MAJOR:** The anthropology major must successfully complete at least 32 credits in anthropology. As a foundation for the major, students must take AN 101 and AN 102. Courses of exploration must include AN 270 and at least one geographic-area course (AN 205, AN 207, AN 227, AN 229, or AN 244; AN 252 may also count when applicable.) Students must also take one methods course (AN 326, AN 327) as well as AN 366 as courses of application and synthesis. Courses listed under sociology-anthropology may be taken for either sociology or anthropology credit, but not both.

**WRITING REQUIREMENT IN THE MAJOR:** All anthropology majors will be required to complete AN 366, a writing intensive course, as part of the fulfillment of the major. Upon completion of the anthropology writing requirement, students will be able to: 1) write papers that demonstrate an understanding of proper grammar, syntax, punctuation, and usage; 2) consistently apply anthropology's writing conventions to their written work, including the formulation of anthropologically informed questions, effective use of concepts and theories, effective organization of research papers, and correctly format citations and references; 3) write a research proposal that includes a theoretical and ethnographic literature review and a description of the selected research methodology; and 4) use ethnographic or archeological data to write effective arguments through interpretation and theoretical analysis.

**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 AN 369 (senior research paper) or AN 373 (senior thesis).

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

THE ANTHROPOLOGY MINOR: Students who minor in anthropology must successfully complete 18 credits in anthropology, including foundational AN 101 and AN 102. Students must also complete 10 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 overview of the foundational concepts, theories, and methods of social and cultural anthropology. Students learn about central anthropological topics, such as kinship, gender, class, race, environment, ritual and religion, ethnicity, economy, and politics, and gain understanding and appreciation for cultural differences. (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 AN 101 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 EN 105 level or who have completed EN 103; fulfills social sciences requirement.) M. Ennis-McMillan

**AN 102 ANTHROPOLOGY OF THE HUMAN PAST 3**  
An introduction to the biological and cultural evolution of humans. In learning about the origins of human diversity, students come to understand concepts of time, space, and context as critical factors in our ability to reconstruct the human past. Students engage in a variety of scientific evaluation sessions involving data common to archaeological analysis of human evolutionary and cultural change to learn how this reconstruction occurs. (Fulfills social sciences requirement.) H. Hurst

**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. *Prerequisites:* AN 102. Summer only. H. Hurst

**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. *Prerequisites:* AN102. Summer only. H. Hurst

**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.) H. Hurst

**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.) H. Hurst

**AN 227 SUB-SAHARAN AFRICA FROM A CULTURAL PERSPECTIVE 3**  
A survey of Africa south of the Sahara Desert from a cultural perspective. Students learn about the cultural diversity, historical depth, and global interconnections of sub-Saharan Africa, and examine topics of importance to understanding present and past realities in Africa. Topics include notions of time, space, and person, ethnicity, ritual and religion, art, history, and governance. *Prerequisites:* AN 101. (Designated a non-Western culture course.) S. Silva

**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. *Prerequisites:* AN 101 or AN 205 or AN 244, or permission of instructor. (Designated a Cultural Diversity course.) The Department

**AN 231 ANTHROPOLOGY OF FOOD 3**  
Examines the relationships between food, the self, and society both in the United States and throughout the globe. If eating is the act of taking the world into our own bodies, how does this affect how we view the world? Are we what we eat or what we do not eat? Is every bite we take a vote for a certain world? Drawing on cultural roles of foods in societies throughout the world, students consider these questions by looking at anthropological approaches to consumption, identity, political economy, the body, and food. Students investigate controversies such as globalization, the environment, genetically modified foods, vegetarianism/veganism, the "obesity crisis," and disordered consumption. R. Kenji Tierney

**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 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. *Prerequisites:* permission of instructor. The course in a different subject area may be repeated for credit. 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. *Prerequisites:* permission of instructor. The course in a different subject area may be repeated for credit. (Designated a non-Western culture course.) 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 such as 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. *Prerequisites:* AN 101 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. *Prerequisites:* AN 102 or permission of instructor. 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. *Prerequisites:* AN 101 and permission of instructor. The Department

<b>AN 327</b>	<b>ARCHAEOLOGICAL FIELD AND LABORATORY TECHNIQUES</b>	<b>4</b>	
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. <i>Prerequisites:</i> AN 102 or permission of instructor. H. Hurst			
<b>AN 343</b>	<b>RITUAL AND RELIGION</b>	<b>3</b>	
A study of religion from an anthropological perspective with a focus on ritual practices in non-Western cultural contexts. Students learn key conceptual and theoretical contributions in the anthropological study of ritual and religion, a fundamental dimension of human cultural practice the world over. Students explore religion as a way of reasoning, a form of ritual action, and an experimental reality. Topics include fetishism, symbolism, embodiment, ritual action, divination, initiation, and healing. <i>Prerequisites:</i> AN 101. S. Silva			
<b>AN 344</b>	<b>ANTHROPOLOGY AND ENVIRONMENTAL HEALTH</b>	<b>4</b>	
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. <i>Prerequisites:</i> AN 101 or ES 100 and at least junior standing, or permission of instructor. M. Ennis-McMillan			
<b>AN 345</b>	<b>ECOLOGICAL ANTHROPOLOGY</b>	<b>3</b>	
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. <i>Prerequisites:</i> AN 101 or ES 100 and at least junior standing, or permission of instructor. M. Ennis-McMillan			
<b>AN 349</b>	<b>MEDICAL ANTHROPOLOGY</b>	<b>4</b>	
A survey of the field of medical anthropology that introduces students to the cross-cultural 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. <i>Prerequisites:</i> AN 101 and AN 270 or permission of instructor. M. Ennis-McMillan			
<b>AN 351</b>	<b>TOPICS IN CULTURAL OR BIOLOGICAL ANTHROPOLOGY</b>	<b>1-4</b>	
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. <i>Prerequisites:</i> permission of instructor. The course, in a different subject area, may be repeated for credit. The Department			
<b>AN 352</b>	<b>TOPICS IN ARCHAEOLOGY</b>	<b>1-4</b>	
Examination of a theoretical or area specialization not available in existing course offerings. For example, the course may focus on zooarchaeology or lithic technology. <i>Prerequisites:</i> permission of instructor. The course, in a different subject area, may be repeated for credit. The Department			
<b>AN 366</b>	<b>SENIOR SEMINAR</b>	<b>4</b>	
Advanced readings in theoretical and/or applied anthropology, with special focus on student research and writing. The course is designed as a capstone experience for senior anthropology majors. <i>Prerequisites:</i> AN 270. The Department			
<b>AN 369</b>	<b>SENIOR RESEARCH PAPER</b>	<b>1-2</b>	
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 AN 369 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. <i>Prerequisites:</i> AN 270 and permission of instructor. Open to senior majors only. The Department			
<b>AN 370</b>	<b>PREPARATION FOR SENIOR THESIS IN ANTHROPOLOGY</b>	<b>1</b>	
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. <i>Prerequisites:</i> AN 270 and permission of instructor. Open to senior majors only. Students must take AN 370 the semester before enrolling in AN 373. The Department			
<b>AN 371</b>	<b>INDEPENDENT STUDY OR FIELD RESEARCH</b>	<b>3</b>	
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. <i>Prerequisites:</i> permission of instructor. The Department			
<b>AN 372</b>	<b>INDEPENDENT STUDY OR FIELD RESEARCH</b>	<b>3</b>	
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. <i>Prerequisites:</i> permission of instructor. The Department			
<b>AN 373</b>	<b>SENIOR THESIS IN ANTHROPOLOGY</b>	<b>3</b>	
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 AN 373, students should successfully complete AN 370 during the fall semester of the senior year. With approval by the project advisor, students may replace AN 370 with AN 371. <i>Prerequisites:</i> AN 370 or permission of instructor. Open to senior majors only. The Department			
<b>AN 399</b>	<b>PROFESSIONAL INTERNSHIPS IN ANTHROPOLOGY</b>	<b>3, 6, or 9</b>	
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. <i>Prerequisites:</i> at least three courses in anthropology. <i>Not for liberal arts credit.</i>			

## Art (Studio)

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Chair of the Department of Art: Kate Leavitt

Studio Art Faculty:

Professors: John Cunningham Jr., Doretta M. Miller, David Peterson

Associate Professors: Deborah Hall; Kate Leavitt, *Robert Davidson Chair in Art*; Robert ParkeHarrison; Paul Sattler, *Ella Van Dyke Tuthill '32 Chair of Studio Art*; Janet Sorensen; Peter Stake; Joanne Vella

Assistant Professors: Iona Park, Sang Wook Lee

Visiting Assistant Professors: Patricia B. Lyell, Deborah Morris, Kathleen Thum, D. Leslie Ferst

Visiting Assistant Professors, part-time: \*John Galt, \*Victoria Palermo

Lecturers: Adam Daily, \*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 a bachelor of science degree in studio art.

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, electronic media, 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.

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

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 4 college credits, and it is the department's policy that those four AP credits can be used toward an elective in the student's major or minor.

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 60 credit hours. Requirements for the bachelor of science degree in studio art:

1. Foundation: Four foundation courses are required of all studio art majors: AR 131, AR 132, AR 133, AR 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 to include:
  - a. One of the following: AH 100, AH 103, AH 105, AH 106, AH 107, AH 108;
  - b. One non-Western AH course to be chosen from the following:  
*Arts of Africa and the Americas*: AH 103, AH 203, AH 207, AH 208, AH 251(N), AH 310, AH 315, AH 361D  
*Asian Art*: AH 105, AH 106, AH 200, AH 204, AH 209, AH 210, AH 211, AH 251(N), AH 311, AH 312, AH 314, AH 351(N)
  - c. At least one of these three required courses must be at the 200 or 300 level.

*Recommended*: A balance between Western and non-Western art history courses.
5. It is recommended that the four foundation courses, one exploration course, and at least one art history course at the 100 level be completed by the end of the second year.

6. Capstone: successful completion of the Senior Essay and 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.

WRITING REQUIREMENT IN THE MAJOR: The writing requirement in the Department of Art will be met through successful completion of: (1) AR 131, AR 132, AR 133, AR 134; (2) the art history component of the studio art major; and (3) the Reflective Essay component of the Senior Thesis Exhibition.

*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.

DOUBLE COUNTING OF COURSES BETWEEN ART AND ART HISTORY: Students double-majoring in art and art history can double-count up to three courses between art and art history (and no other courses between or among minors). Students majoring in art and minoring in art history can double-count a maximum of two courses between art and art history (and no other courses between or among other minors).

For more information about double-counting of courses between majors and minors please see "Multiple Counting of Courses" under *Academic Requirements and Regulations* in this catalog.

**THE 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:* The Department of Art reserves the privilege of keeping a part of the work of any student.

**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/credit 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 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/credit fee: \$55 S. Lee

**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/credit 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/credit fee: \$43 Studio Art Faculty

**AR 133 DRAWING 4**  
An expanded study of principles introduced in AR 131. 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. *Prerequisites:* AR 131 (Fulfills arts requirement.) Lab/credit 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/credit 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:* AR 131, AR 133, AR 134. Lab/credit 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:* AR 131, AR 133, AR 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 two- and three-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. *Prerequisites:* AR 131 or AR 132 or AR 134. Lab/credit fee: \$55 S. Lee

**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 two- and three-dimensional with a concentration in repeat pattern design and additional work in other types of image reproduction on cloth. *Prerequisites:* AR 131 or AR 134. Lab/credit fee: \$55 S. Lee

**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. *Prerequisites:* AR 111 or permission of instructor. Lab fee: \$100 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. *Prerequisites:* AR 131 or AR 132 or permission of instructor. Lab/credit fee: \$55 D. Peterson

**AR 223 INTERMEDIATE DRAWING 4**  
A further investigation of the formal and expressive characteristics of drawing, with a focus on drawing as visual communicative act. Structured assignments provide a context for focused exploration of materials and processes and development of individual vision. Readings and discussions will complement studio work. *Prerequisites:* AR 133. Lab/credit 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. *Prerequisites:* AR 133 Lab/credit 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. *Prerequisites:* AR 209. 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. *Prerequisites:* AR 131. Lab/credit fee: \$80 (does not include film or paper). R. ParkeHarrison

**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:* AR 131, AR 133, AR 134. Lab/credit 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:* AR 131 or AR 132 or AR 134. Lab/credit fee: \$105 Studio Art Faculty

**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. *Prerequisites:* AR 132. Lab/credit 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. *Prerequisites:* AR 132 or permission of instructor. Lab/credit 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. Lab/credit fee: varies by subject area. Studio Art Faculty

- 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.

**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. *Prerequisites:* three courses in studio art. No more than 3 semester hours in any internship may count toward the studio art major or minor. *Not for liberal arts credit.* Lab/credit fee: none.

**AR 311 INTERMEDIATE PAINTING 4**

A continuation of painting concepts explored in AR 201, 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. *Prerequisites:* AR 201. Lab/credit 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 dobbie 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 AR 215 and AR 216 prior to electing this course. Personal initiative and creative self-expression are emphasized in this course. *Prerequisites:* AR 215 or AR 216. May be taken for credit three times with permission of instructor. Lab/credit fee: \$55 S. Lee

**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. *Prerequisites:* AR 217. May be taken for credit three times with permission of instructor. Lab/credit fee: \$100 (includes clay, glazes, firings) L. Frost

**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. *Prerequisites:* AR 219. May be taken for credit three times with permission of instructor. Lab/credit 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. *Prerequisites:* AR 219. May be taken for credit three times with permission of instructor. Lab/credit 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. *Prerequisites:* AR 223 or AR 224. May be taken for credit three times with permission of instructor. Lab/credit 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. *Prerequisites:* AR 229 Lab/credit fee: \$80 (does not include film or paper) R. ParkeHarrison

**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. *Prerequisites:* AR 311. May be taken for credit three times with permission of instructor. Lab/credit 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. Readings in design history and criticism as well as independent research will complement studio work. Emphasis is placed on individual exploration leading to self-directed studio practice. *Prerequisites:* AR 131, AR 133, AR 209, AR 227 or permission of instructor. May be taken for credit three times with permission of instructor. Lab/credit 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. *Prerequisites:* AR 133; recommended: AR 223, AR 224. May be taken for credit three times with permission of instructor. Lab/credit 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. *Prerequisites:* AR 133; recommended: AR 223, AR 224. May be taken for credit three times with permission of instructor. Lab/credit 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. *Prerequisites:* AR 133; recommended: AR 223, AR 224. May be taken for credit three times with permission of instructor. Lab/credit 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.

- 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/credit 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. During the spring semester, selected works may be cast in bronze. Readings and discussions complement studio practice. *Prerequisites:* AR 251. May be taken for credit three times with permission of instructor. Lab/credit 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. *Prerequisites:* AR 131 or AR 134 or permission of instructor. Open only to juniors and seniors. Lab/credit 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. *Prerequisites:* AR 355 or permission of instructor. May be taken for credit three times with permission of instructor. Open only to juniors and seniors. Lab/credit 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:* AR 131, AR 132, AR 133, AR 134, and one 200-level studio course. Lab/credit fee: \$105. Studio Art Faculty

**AR 365, 366 ADVANCED STUDIO PROBLEMS 3, 3**  
 Individual problems in a given discipline within the department: e.g., 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 department 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. May be repeated either in a given discipline or more than once. Lab/credit fee: Courses carry the fee as noted in the individual course description. Studio Art Faculty

**AR 371, 372 INDEPENDENT STUDY 3, 3**  
 Individual work in a given discipline, in most cases following its AR 366 level of sequence. Open to senior art majors and other qualified seniors. Permission of instructor and department chair is required. Lab/credit fee: varies by subject area. 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 3 semester hours in any internship may count toward the studio art major or minor. *Not for liberal arts credit.* Lab/credit fee: none.

## 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. Studio Art Faculty

**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 History: Katherine Hauser

Art History Faculty:

Professor: Penny Jolly

Associate Professors: Lisa Aronson, Katherine Hauser, Mimi Hellman

Lecturer: Aditi Chandra

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*

Leslie Mechem, Lecturer in Classics and Co-Director of Gender Studies

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 eleven courses according to the following guidelines.

## 1. Foundation (three courses):

- a. One AH 100 course: AH 100, AH 103, AH 104, AH 105, AH 106, AH 107, AH 108 (students may take more than one, but only one counts toward the art history major);
- b. One studio art course of your choice (note prerequisites where necessary), except AR 299, AR 361, AR 375, and AR 399; and
- c. AH 221 Practices of Art History should be taken by the end of the second year.

## 2. Breadth (four art history courses of 3 credits or more ). Choose one course from four of the following five areas:

- a. Ancient and Medieval Art in the West: AH 222, AH 223, AH 232, AH 233, AH 330;
- b. 15th- to 18th-Century Art in the West: AH 241, AH 253, AH 254, AH 268\*\*, AH 342, AH 345, AH 347, AH 348, AH 355;
- c. Modern and Contemporary Art in the West: AH 217, AH 257, AH 261, AH 265, AH 268\*\*, AH 315\*\*\*, AH 321, AH 322, AH 323, AH 354, AH 364;
- d. Arts of Africa and the Americas: AH 203, AH 207, AH 208, AH 310, AH 315\*\*\*; and
- e. Asian Art: AH 200, AH 204, AH 209, AH 210, AH 211, AH 311, AH 312, AH 314.

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

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

3. Exploration (at least three courses of 2, 3, or 4 credits each ): 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 twelve courses required for the art history major.)

4. AH 220 fulfills the writing requirement in the major.

5. AH 380 The Art History Major and Beyond, fall semester, senior year.

6. The Art History major GPA is calculated based on all Art History courses.

7. An Art History major must complete at least 16 credits of course work in the major on the Skidmore campus.

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.

THE ART HISTORY MINOR: Students electing to minor in art history are required to successfully complete a minimum of five courses of 2 or more credits each (at least one at the 300 level), for a minimum of 17 credits. Students should consult the Chair of the Department of Art History for approval. (Please note: a total of six studio art and two art history courses constitutes a minor in studio art.)

DOUBLE COUNTING OF COURSES BETWEEN ART AND ART HISTORY: Students double-majoring in art and art history can double-count up to three courses between art and art history (and no other courses between or among minors). Students majoring in art history and minoring in art can double-count a maximum of two courses between art and art history (and no other courses between or among other minors).

For more information about double-counting of courses between majors and minors, please see "Multiple Counting of Courses" under *Academic Requirements and Regulations* in this catalog.

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, arts administration, and studio art.

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 AH 100 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                   WAYS OF SEEING: 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.)  
P. Jolly

**AH 103                   WAYS OF SEEING: THE ARTS OF AFRICA, OCEANIA, AND THE AMERICAS                   4**  
A survey of a broad range of arts from select cultures of sub-Saharan Africa, Oceania (the South Sea islands), Mesoamerica, and Native North America. The course questions the history of studying, collecting, and displaying these arts from the perspective of "primitivism," and its related debates and biases. It also situates them within their proper historical and cultural framework, taking into consideration everything from governance, gender, identity, audience, the role of the artist, and methods of production, to the effects of colonialism, trade and globalization, and issues of modernity, including the responses of contemporary artists. (Designated a non-Western culture course; fulfills humanities requirement.)  
L. Aronson

<b>AH 104</b>	<b>WAYS OF SEEING: SURVEY OF ASIAN ART</b>	<b>4</b>
Survey of the arts of India, China, Korea, and Japan. These arts will be examined with an emphasis on style as cultural expression, the meaning of arts in a religious context, and the impact of the cross-cultural exchange. (Designated a non-Western culture course; fulfills humanities requirement.) The Department		
<b>AH 105</b>	<b>WAYS OF SEEING: SURVEY OF ASIAN ART: SOUTH AND SOUTHEAST ASIA AND HIMALAYAN</b>	<b>4</b>
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.) The Department		
<b>AH 106</b>	<b>WAYS OF SEEING: SURVEY OF ASIAN ART: EAST ASIA</b>	<b>4</b>
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.) The Department		
<b>AH 107</b>	<b>WAYS OF SEEING: THE DOMESTIC INTERIOR</b>	<b>4</b>
Introduction to the design history and cultural significance of domestic interiors in a range of places and periods. Students will investigate how the visual, spatial, and material aspects of living environments both express and actively shape changing values. Topics include aspects of planning decoration, and social usage; shifting conceptions of privacy and family; and the role of design in the formation of gender, class, and national identities. (Fulfills humanities requirement.) M. Hellman		
<b>AH 108</b>	<b>WAYS OF SEEING: IMAG(IN)ING THE MODERN WORLD</b>	<b>4</b>
Why do you see the way you do? Find out through this course's exploration of the exciting ways in which vision and representation were and are constructed in the nineteenth through twenty-first centuries. By examining a variety of representational forms, including painting, photography, film, and PowerPoint, students understand that "seeing" is a complex and dynamic process; there's no such thing as "just looking." (Fulfills humanities requirement.) K. Hauser		
<b>AH 111</b>	<b>INTRODUCTION TO ART</b>	<b>3</b>
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. Summer only. (Fulfills humanities requirement.) Art History Faculty		
<b>AH 151</b>	<b>SPECIAL TOPICS IN ART HISTORY</b>	<b>1-4</b>
A typically organized course with the specific topic varying according to program. Course may be repeated for credit on a different topic. (Humanities and other all-college designations will be assigned on a course by course basis to 3 or 4 credit courses.) Art History Faculty		
<b>AH 200</b>	<b>HINDU ART</b>	<b>3</b>
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		
<b>AH 203</b>	<b>NATIVE AMERICAN ART</b>	<b>3</b>
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. <i>Recommended:</i> AH 103 (Designated a non-Western culture course; fulfills humanities requirement.) L. Aronson		
<b>AH 204</b>	<b>JAPANESE ART</b>	<b>3</b>
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		
<b>AH 207</b>	<b>AFRICAN ART</b>	<b>3</b>
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		
<b>AH 208</b>	<b>ART AND THE ENVIRONMENT IN ANCIENT MESOAMERICA AND SOUTH AMERICA</b>	<b>3</b>
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. <i>Prerequisites:</i> AH 103 recommended. (Designated a non-Western culture course; fulfills humanities breadth requirement.) L. Aronson		
<b>AH 209</b>	<b>ISLAMIC ART</b>	<b>3</b>
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		
<b>AH 210</b>	<b>CHINESE PAINTING</b>	<b>3</b>
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		
<b>AH 211</b>	<b>TIBETAN ART</b>	<b>3</b>
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		
<b>AH 217</b>	<b>AMERICAN ART</b>	<b>3</b>
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		
<b>AH 220</b>	<b>WRITING IN ART HISTORY</b>	<b>1</b>
A concentrated focus on writing intended for declared or potential art history majors. Students will develop strong writing proficiency through analysis of professional art history writing. They will strengthen particular skills required in the discipline, including visual and comparative analyses, writing for museums, and research techniques. Additionally, students will perfect grammar and style and fine-tune in-class note taking and exam writing. <i>Prerequisites:</i> any 100-level art history course. Must be taken concurrently with a 200- or 300-level art history course, except AH 221, AH 299, AH 375, AH 380, or AH 399. Art History majors are encouraged to complete the course before the junior year. <i>Must be taken S/U.</i> Art History Faculty		
<b>AH 221</b>	<b>PRACTICES OF ART HISTORY</b>	<b>4</b>
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. <i>Prerequisites:</i> one AH course. Should be taken by the end of second year. Offered fall only: Art History majors are encouraged to take the course their sophomore year. Art History Faculty		
<b>AH 222</b>	<b>GREEK ART AND ARCHAEOLOGY</b>	<b>3</b>
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		
<b>AH 223</b>	<b>ROMAN ART AND ARCHAEOLOGY</b>	<b>3</b>
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		
<b>AH 232</b>	<b>LATE ANTIQUE, EARLY MEDIEVAL, AND BYZANTINE ART</b>	<b>3</b>
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. <i>Prerequisites:</i> AH 100 P. Jolly		

<b>AH 233</b>	<b>ROMANESQUE AND GOTHIC ART</b>	<b>3</b>
European art from the tenth through the fourteenth centuries, with a focus on painting, manuscript illumination, sculpture, stained glass, and the decorative arts. <i>Prerequisites:</i> AH 100 P. Jolly		
<b>AH 241</b>	<b>RENAISSANCE EUROPE</b>	<b>3</b>
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		
<b>AH 251</b>	<b>SPECIAL TOPICS IN ART HISTORY</b>	<b>1–4</b>
A typically organized course, with the specific topic varying according to program. Course may be repeated for credit on a different topic. (AH 251N is designated a non-Western culture course.) Art History Faculty		
<b>AH 253</b>	<b>SEVENTEENTH-CENTURY EUROPEAN ART</b>	<b>3</b>
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. <i>Prerequisites:</i> AH 100 M. Hellman		
<b>AH 254</b>	<b>EIGHTEENTH-CENTURY EUROPEAN ART</b>	<b>3</b>
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. <i>Prerequisites:</i> AH 100 (Fulfills humanities requirement.) M. Hellman		
<b>AH 257</b>	<b>NINETEENTH-CENTURY EUROPEAN ART</b>	<b>3</b>
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. <i>Prerequisites:</i> AH 100 M. Hellman		
<b>AH 261</b>	<b>TWENTIETH-CENTURY ART</b>	<b>3</b>
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 post-impressionism, cubism, surrealism, abstract expressionism, minimalism, and conceptual art in their cultural and art historical contexts. <i>Prerequisites:</i> AH 100 K. Hauser		
<b>AH 265</b>	<b>HISTORY OF MODERN DESIGN</b>	<b>3</b>
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. <i>Recommended preparation:</i> AH 100 or AH 111. (Fulfills humanities requirement.) K. Hauser		
<b>AH 268</b>	<b>AD/DRESSING THE BODY: EUROPEAN FASHION, RENAISSANCE TO THE PRESENT</b>	<b>3</b>
A survey of the stylistic evolution and meaning of dress, hair, and body accessories in Europe and America from c. 1400 to the present. Through analysis of both artifacts of material culture and representations of dress and hair in works of art, this course focuses on the role of men's and women's fashion in constructing identity, for example, to signify gender, political ideals, and social class. Further, it investigates the religious, economic, and political institutions that work to shape fashion. Additional themes, such as the relationship of fashion design to the fine arts and to craft, the rise of haute couture, the undressed body, and the history of specific items of dress such as the corset, the perwig, and the suit will be explored. P. Jolly		
<b>AH 299</b>	<b>PROFESSIONAL INTERNSHIP IN ART HISTORY</b>	<b>3</b>
Internship opportunity for students whose academic co-curricular work has prepared them for professional work related to the major. 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. <i>Prerequisites:</i> at least two art history courses. No more than 3 internship semester hours total of AH 299 or AH 399 credit may count toward the major. <i>Must be taken S/U.</i> The Department		
<b>AH 310</b>	<b>THE ARTS OF NIGERIA</b>	<b>3</b>
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. <i>Prerequisites:</i> one art history course. L. Aronson		
<b>AH 311</b>	<b>BUDDHIST ART OF EAST ASIA</b>	<b>3</b>
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. <i>Prerequisites:</i> one art history course. R. Linrothe		
<b>AH 312</b>	<b>ANCIENT CHINESE ART</b>	<b>3</b>
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. <i>Prerequisites:</i> one art history course. R. Linrothe		
<b>AH 314</b>	<b>BUDDHIST ART OF SOUTH ASIA</b>	<b>3</b>
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. <i>Prerequisites:</i> one art history course. R. Linrothe		
<b>AH 315</b>	<b>CONTEMPORARY AFRICAN ART</b>	<b>3</b>
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. <i>Prerequisites:</i> one art history course. (Designated a non-Western culture course.) L. Aronson		
<b>AH 321</b>	<b>HISTORY OF PHOTOGRAPHY</b>	<b>4</b>
An introduction to the history of the medium from its "invention" in 1839 to the present. This course looks at such forms of photography as pictorialism, straight photography, montage, documentary, and photojournalism, situating them in their social, cultural, and art-historical contexts. A significant theme of the course will be how, or even whether, photographs depict reality. <i>Prerequisites:</i> one art history course. K. Hauser, M. Hellman		
<b>AH 322</b>	<b>INSIDE THE MUSEUM</b>	<b>4</b>
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. <i>Prerequisites:</i> one art history course. I. Berry		
<b>AH 323</b>	<b>ON SITE: PRODUCTION, RECEPTION, AND DISCURSIVE STRUCTURES IN RECENT ART</b>	<b>3</b>
Examines contemporary site-specific, installation, public participation, and performance-based art works by a range of artists such as Christo and Jeanne-Claude, Richard Serra, Ann Hamilton, Jessica Stockholder, Felix Gonzalez-Torres, Yoko Ono, and others. Students consider how site and context, presentation and display, and viewing and reception affect artistic productions as it moves from the studio to the public sphere, including the gallery, museum, art festival, urban arena, performance space, or outdoor site. Assignments encompass practice as well as history and analysis. <i>Prerequisites:</i> one art history course. J. Weber		
<b>AH 330</b>	<b>LATE GOTHIC SCULPTURE AND PAINTING</b>	<b>3</b>
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. <i>Prerequisites:</i> one art history course. P. Jolly		
<b>AH 342</b>	<b>ART OF EARLY RENAISSANCE ITALY</b>	<b>3</b>
An exploration of the origins of Italian Renaissance art in the fifteenth century, from Ghiberti, Masaccio, and Donatello, to Botticelli and the Bellini. <i>Prerequisites:</i> one art history course. P. Jolly		

**AH 345 ROCOCO ART AND DESIGN 3**  
 An examination of a controversial artistic style that generated heated debate among artists, critics, and consumers in eighteenth-century Europe. With their sensuous forms and pleasing motifs, rococo images and artifacts were appreciated by many elites, but they were also widely criticized for their non-classical style, eroticism, and associations with femininity, fashion, and decoration. The rococo idiom continued to be disparaged throughout the modern period, and is only beginning to be taken seriously as a significant mode of visual expression. Students will explore how this style engaged the social values of eighteenth-century elites; why it generated a legacy of negative responses; and what its critical fortunes can tell us about the shifting values of artists, viewers, and art historians between the nineteenth century and the present. *Prerequisites:* one art history course. M. Hellman

**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. *Prerequisites:* one art history course. 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. *Prerequisites:* one art history course. M. Hellman

**AH 351 TOPICS IN ART HISTORY 1-4**  
 A topically organized course that addresses problems and issues of special interest at the advanced level. *Prerequisites:* one art history course. 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. *Prerequisites:* one art history course. 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. *Prerequisites:* one art history course. M. Hellman

**AH 355 VISUAL CULTURE OF THE FRENCH REVOLUTION 3**  
 A study of visual culture in France between 1785 and 1815, with a focus on the French Revolution. Students will explore how visual representation contributed to the development of revolutionary ideologies and the nature of social and political experience during a turbulent period of radical change. Students will examine paintings, caricature, and designs for festivals and clothing, giving particular attention to the display and dissemination of art and design; modes of spectatorship; issues of class, gender, and citizenship; and the role of the artist in revolutionary culture. *Prerequisites:* one art history course. M. Hellman

**AH 361 TOPICS IN GENDER AND VISUAL CULTURE 3**  
 A study of the role of gender in the images, artifacts, or built environments of a particular culture, area, or time period. Students explore the construction of gender identities through factors such as artistic training, subject matter, style, patronage, collecting, display, spectatorship, and/or theoretical discourses on art. Content of the course will vary depending on the specialty of the instructor. May be repeated for credit with permission of the department.

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

*Prerequisites:* one Art History course or permission of instructor. Art History Faculty

**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. *Prerequisites:* one art history course. 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. *Prerequisites:* one art history course. (AH 369N is designated a non-Western course.) Art History Faculty

**AH 371, 372 INDEPENDENT STUDY 1-4**  
 Guided by the instructor, the student does independent reading and research in a specific area of art history. *Prerequisites:* permission of instructor. 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 and Medieval Art in the West
- B 15th to 18th Century Art in the West
- C Modern and Contemporary Art in the West
- D Arts of Africa and the Americas
- E Asian Art
- F Special Topics in Art History

*Prerequisites:* two art history courses. Art History Faculty

**AH 380 THE ART HISTORY MAJOR AND BEYOND 1**  
 The culminating experience of the art history major. Students explore potential career paths, develop preprofessional skills, engage current issues in the art and art history world, and complete the required senior portfolio. *Prerequisites:* senior standing as an art history major. Must be taken fall semester, senior year. *Must be taken S/U.* 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. *Prerequisites:* 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. *Prerequisites:* two Art History courses beyond a 100-level course. Unless prior permission is given by the department, only three credits will count toward a major in art history. No more than 3 internship semester hours total of AH 299 or AH 399 credit may count toward the major. *Must be taken S/U.*

## Arts Administration

Visiting Associate Professor: David C. Howson, *Arthur Zankel Director of Arts Administration*

Currently in development as a minor, the Arts Administration Program will teach students the importance of leadership roles that arts executives play in the non-profit arts fields of music, dance, theater and visual arts. Combining artistic sensibility with business acumen, the program will examine the foundations of non-profit arts organizations including mission development, board governance, marketing and new media, fundraising and philanthropy, non-profit organizational structure as well as other areas essential to the operation of a non-profit arts organization. Other types of arts organizations may also be studied including commercial enterprises and Broadway. It is anticipated that the minor will consist of a combination of courses in Arts Administration as well as from other departments including Art, Art History, Management & Business, Music, Dance and Theater.

**AA 201 FOUNDATIONS OF ARTS ADMINISTRATION 3**  
An introduction to the foundations of arts administration combining artistic sensibility with business acumen. By following current news and trends in the arts, students apply classroom learning to real-time experience. This course offers students insight into a variety of arts organizations as well as experimental, presenting, and non-traditional forms of organizations. Topics include organizational structure and board dynamics, marketing and audience development, philanthropy and fundraising, labor relations, and legal issues. The focus is primarily on non-profit arts organizations, but Broadway will also be discussed. D. Howson

**AA 221 PHILANTHROPY AND THE ARTS: RELATIONSHIPS AND REVENUE 3**  
An examination of the unique role of philanthropy in the history and development of non-profit arts organizations in the United States. The course will offer perspectives on the complexities of fundraising campaigns, including annual, capital and endowment campaigns, as well as motivators for giving from individuals, corporations, foundations and government agencies. Featuring guest-speakers from the field, the course will engage students in discussions about developing and maintaining meaningful relationships with donors that support the artistic mission of the organization. The importance of board leadership, volunteer and in-kind giving will also be discussed. *Prerequisites:* AA 201 or permission of the instructor. D. Howson

**AA 251 A-D TOPICS IN ART ADMINISTRATION 1-4**  
Typically organized courses focused on selected special interest areas within arts administration at the intermediate level. Topics could include arts marketing, philanthropy, museum administration, governance, law and the arts, or non-profit arts organizations. *Prerequisites:* AA 201 or permission of the director. The Department

**AA 299 PROFESSIONAL INTERNSHIP: ARTS ADMINISTRATION 3, 6, or 9**  
Internship at an intermediate level for students in the field of arts administration. With faculty sponsorship, students may extend their educational experience into such areas as marketing, fundraising, operations, exhibition support, education, legal and licensing, contracts and artist management. *Not for liberal arts credit.* The Department

**AA 351 A-D ADVANCED TOPICS IN ARTS ADMINISTRATION 1-4**  
Typically organized course focused on a selected special interest area within arts administration at the advanced level. Topics could include arts marketing, philanthropy, museum administration, governance, law and the arts, or non-profit arts organizations. *Prerequisites:* AA 201, AA 221, and permission of the director. The Department

**AA 371 A-C INDEPENDENT STUDY IN ARTS ADMINISTRATION 1-3**  
Independent study outside of the regular program offerings of arts administration. *Prerequisites:* AA 201 and permission of the director. The Department

**AA 399 PROFESSIONAL INTERNSHIP: ARTS ADMINISTRATION 3, 6, or 9**  
Internship at an advanced level for students in the field of arts administration. With faculty sponsorship, students may extend their educational experience into such areas as marketing, fundraising, operations, exhibition support, education, legal and licensing, contracts, and artist management. *Not for liberal arts credit.* The Department

## Asian Studies

*Director of Asian Studies Program:* Regina Janes

*Affiliated Faculty:*

*Anthropology:* R. Kenji Tierney

*Art History:* Aditi Chandra

*Chinese:* Mao Chen, George Zhao

*Dance:* Isabel Brown

*English:* Bina Gogenini, Regina Janes

*Government:* Steven Hoffmann, Sumita Pahwa

*History:* Katherine Baldanza, Margaret Pearson, Tillman Nechtman

*Japanese:* Masako Inamoto, Masami Tamagawa

*Management and Business:* Aiwu Zhao

*Music:* Lei Ouyang Bryant, Veena Chandra, Gordon Thompson

*Philosophy and Religion:* Joel Smith

*Theater:* Gautam Dasgupta

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 32 to 34 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. Language across the curriculum: 2 credits in FC 340 or FJ 340, to be completed senior year in conjunction with Senior Seminar or earlier.
3. 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 (HI 142, HI 217 (when applicable), HI 241, HI 247, HI 347, HI 363 (when applicable), HI 375 (when applicable));
  - b. one social science (AN 245, AN 252 (when applicable), AN 351; FL 267, GO 344);
  - c. one humanities (AH 106, AH 204, AH 210, AH 311, AH 312, FL 241, FL 242, FL 243, FL 244, FL 245, FL 246, FL 257, FL 258, FL 259, FL 269, FL 376 (when applicable), PH 215, PR 325, GW 227.)
4. Junior Year
  - a. Study in China or Japan; language study and practice; varying culture courses, for at least three 300-level credits on East Asia; or
  - b. At Skidmore: at least 3 credits at the 300 level in Asian Studies; electives will continue language study and develop comparative and disciplinary focus.

5. Senior Year. At least 6 credits at the 300 level, 3 of which are AS 372, a spring-semester independent study taken in conjunction with AS 375 Asian Studies Seminar, where the capstone project or research paper undertaken in the independent study and other issues will be discussed.

**South Asia Concentration** (a total of 32 to 34 credit hours)

1. Language Track. Students are encouraged to participate in an approved program in South Asia. Students choose one of the following three options:
- a. 8 credit hours of Hindi in an approved India program, plus two courses of self-instructional Hindi at Skidmore;
  - b. 8 credit hours of a modern Indian language in an approved India program, plus two courses of an approved Indian language at Skidmore;
  - c. 8 credit hours of a modern Indian language in an approved India program, or two courses of self-instructional Hindi at Skidmore, plus two culture courses on India (in addition to courses that fulfill other requirements for the major) at Skidmore, from the list of approved courses for the major.

Non-Language Track (an option available only when Skidmore cannot provide self-instructional Hindi). Students who cannot participate in an approved program in South Asia with a language component take an additional 8 credit hours of culture courses on India (which may include another approved Indian language), selected from the list of courses approved for the major, and requiring approval of the director: AH 105, AH 200, AH 211, AH 251 (when applicable), AH 361 (when applicable), AH 375 (when applicable); AS 251 (when applicable); DA 214, DA 314; EN 229 (when applicable), EN 363 (when applicable), GO 240, GO 319, GO 344; HI 217 (when applicable), HI 316, HI 363 (when applicable), HI 375 (when applicable); MP 281 Sitar and Tabla; MU 205 (when applicable), MU 309, PH 215, PR 214, PR 326, RE 213, RE 220.

2. Foundation. Two courses, each from a different discipline, selected from the following courses: AH 105, AH 200, AH 211, AH 314; GO 240, GO 319, GO 344; HI 316, MU 309, PH 215, PR 214, PR 326, RE 213, RE 220.

3. Junior Year†

- a. Study in India; language study and practice; varying culture courses, for at least 3, 300-level credits on South Asia; *or*
  - b. At Skidmore: At least 3 credits at the 300 level in Asian studies; electives will continue language study and develop comparative and disciplinary focus.
4. Senior Year. At least 6 credits at the 300 level, 3 of which are AS 372, a spring-semester independent study taken in conjunction with AS 375 Asian Studies Seminar, where the capstone project or research paper undertaken in the independent study and other issues will be discussed.

**THE WRITING REQUIREMENT IN THE MAJOR:** As an interdisciplinary major committed to communication across cultures, languages, and disciplines, Asian studies proposes different paths to students as they hone their writing skills within multiple disciplines and come together in the senior year for a capstone experience that recognizes the various disciplinary perspectives within which students have been working. As writers, Asian Studies students pay particular attention to clarity as they cross disciplinary, cultural, and linguistic boundaries. They learn to observe disciplinary expectations, to integrate disciplinary perspectives in their study of Asia, and to express themselves effectively and clearly. They recognize that their writing models English for clarity and correctness to others in the cultures they study, and they are particularly attentive to language as it embeds and carries cultural assumptions and presuppositions. They are alert to national, cultural, ethnic, political, and gender differences and are expected to be able to analyze complex and interconnected cross-cultural issues, using a multidisciplinary approach.

Students fulfill the writing requirement in the Asian studies major upon successful completion of at least one course at the 100 or 200 level in another discipline (see list of courses) that emphasizes writing, reading, and/or research skills in the study of Asia and in AS 375, Asian Studies Senior Seminar. Courses that meet the 100 or 200-level requirement include EN 229, EN 231, EN 232, GO 240, GO 319, GO 344, HI 142, HI 217, HI 241, HI 247, PH 215, PR 214, RE 213, RE 220, Art History's 1-credit, 200-level course taken in conjunction with AH 104, AH 105, AH 106, AH 200, AH 204, AH 209, AH 210, AH 211.

**THE ASIAN STUDIES MINOR** consists of 18 credit hours approved by the director of Asian studies from the designated Asian studies courses listed below, including at least 3 credits at the 300 level. Up to 8 credit hours of an Asian language (Chinese or Japanese, self-instructional Hindi or Korean, or a modern Indian language in an approved program in India) may count toward the minor.

**HONORS:** For honors in Asian studies, a student must earn a 3.000 or better cumulative GPA in all courses taken at Skidmore, a 3.500 or better in all courses taken for the Asian studies major, and a grade of A or A- on an approved senior thesis or capstone project, completed over two semesters in AS 371 and AS 372. Theses or projects submitted for honors are directed by a member of the Asian Studies faculty and evaluated also by a second reader. With the approval of the Asian Studies director and the thesis/project director, some students may substitute prior research for AS 371 in the fall and submit for honors the AS 372 paper or project.

**Asian Studies Curriculum**

<b>AS 251</b>	<b>SPECIAL TOPICS IN ASIAN STUDIES</b>	<b>1-4</b>
A typically organized course, with the specific topic varying according to the instructor's interests and specialization. Topics may include beginning Sanskrit, Asian Studies in Theory, co-taught interdisciplinary courses, and Asian Studies add-ons to existing courses in other disciplines. With the approval of the program, the course may be repeated for credit on a different topic.		
<b>AS 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>3, 3</b>
Individual study under the direction of Asian studies faculty.		
<b>AS 375</b>	<b>ASIAN STUDIES SEMINAR</b>	<b>1</b>
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		
<b>AS 399</b>	<b>PROFESIONAL INTERNSHIP IN ASIAN STUDIES</b>	<b>3</b>
Internship or professional experience at an advanced level for students with substantial academic preparation in the major field. With faculty sponsorship and program approval, students select an internship and produce a major research paper or other appropriate work related to the area of the internship on a topic approved by the faculty sponsor and the on-site supervisor. Only 3 semester hour credits may count toward the 300-level requirement of the major. <i>Must be taken S/U.</i>		

*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.

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

AH 104	Ways of Seeing: Survey of Asian Art	PH 215	Buddhist Philosophy
AH 105	Ways of Seeing: Survey of Asian Art: South and Southeast Asian and Himalayan	PR 214	Philosophies of India (NA)
AH 106	Ways of Seeing: Survey of Asian Art: East Asia	PR 325	Japanese Buddhism (NA)
AH 200	Hindu Art	PR 326	Tibetan Buddhism (NA)
AH 204	Japanese Art	RE 213	Religious Traditions of India (NA)
AH 209	Islamic Art	RE 220	Encountering the Goddess in India (NA)
AH 210	Chinese Painting	SO 251	Special Topics in Sociology: Sociology of Japan
AH 211	Tibetan Art	TH 334	Special Studies in Theater History and Theory: Asian Performance/Asian Theater
AH 251	Special Topics in Art History: Tibetan Buddhist Art Before 1450; Arts of Southeast Asia (may be repeated for credit with a different topic)		
AH 311	Buddhist Art of East Asia		
AH 312	Ancient Chinese Art		
AH 314	Buddhist Art of South Asia		
AH 361E	Topics in Gender and Visual Culture: Asian Art (NW)		
AH 375E	Seminar: Asian Art		
AN 252	Non-Western Themes in Anthropology: East Asia in Motion		
AN 351	Topics in Cultural or Biological Anthropology: Embodying East Asia		
DA 214	Classical Dance of India I		
DA 314	Classical Dance of India II		
EN 229	Special Studies: Texts in Context: Introduction to Asian-American Literature (credit in minor only) Empire Strikes Back: Postcolonial Literature from the Caribbean, Africa, and South Asia (section C)		
EN 363	Special Studies in Literary History		
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 Conversation and Composition		
FC 220	Language Across the Curriculum		
FC 271	Chinese Language and Literature Discussion		
FC 272	Chinese Language and Literature Discussion		
FC 302	Modern China		
FC 340	Advanced Languages Across the Curriculum		
FC 363	Special Studies in Chinese		
FC 371	Independent Study		
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	Japanese Language and Literature Discussion		
FJ 272	Japanese Language and Literature Discussion		
FJ 311	Contemporary Japan		
FJ 340	Advanced Languages Across the Curriculum		
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 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 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 263	Special Topics in Foreign Literature and Culture: Japanese Popular Culture; Japanese Women: Tradition and Transition		
FL 267	Modern Japanese Culture and Society		
FL 269	Cultural China: Trends and Themes		
FL 376	Seminar: Themes in Chinese or Japanese Culture		
FX 171, FX 172, FX 271, FX 272, FX 371, FX 372	Self-Instructional 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		
GW 227	Holding Up Half the Sky: Gender, Writing, and Nationhood in China		
HI 142	Introduction to Modern China		
HI 217	Topics in History: East Asian Diplomacy		
HI 241	Introduction to Imperial China		
HI 247	The Rise of Japan		
HI 249	The Vietnam War		
HI 316	Empires in India		
HI 343	The Chinese Revolution		
HI 347	Japan's Modernizers: Samurai, Weavers, Writers, and Prostitutes		
HI 363	Topics in History: Chinese History; Japanese History		
HI 375	Colloquium in History: Chinese History; Japanese History		
MP 281X	Private Musical Instruction: Sitar and Tabla		
MU 205	Special Studies in Music Literature: Study of Taiko; Music and Mao (may be repeated for credit with a different topic)		
MU 309	Music in South Asia		
MU 310	Music and Culture of East Asia		
MU 344	Topics Seminar: Music of East Asia		



# Biology

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*Chair of the Department of Biology:* Patricia Hilleren

Professors: Corey R. Freeman-Gallant, David Domozych, Roy S. Meyers, Bernard Possidente

Associate Professors: Patricia Hilleren, Joshua Ness, Monica Raveret Richter

Assistant Professors: Jennifer Bonner, Sylvia McDevitt

Visiting Assistant Professor: Abby Drake

Senior Teaching Associates: Catherine Domozych, Elaine Larsen, Denise Brooks McQuade

Teaching Associates: Patti Steinberger

Visiting Teaching Associate: Andrew Allstadt, Erika Schielke

Associate Director of Skidmore Microscopy Imaging Center: Marc Toso

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, cell 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 (CH 221 and CH 222) and two semesters of calculus-based physics (PY 207 and PY 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: BI 105 and BI 106. BI 105 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. BI 106 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. BI 105 is taken in the fall semester, followed by BI 106 in the spring.
2. Chemistry courses: a sequence of three CH courses, beginning with CH 105 or CH 107H. CH 103 may be taken in preparation for CH 105, but it does not count toward the sequence of three CH courses required for the major.
3. Mathematics course: MA 111 (usually taken in the first year)
4. Capstone courses: BI 377 or BI 378 (taken in the senior year)
5. Writing: Successful completion of BI 105, BI 106, and any two 200-level courses in biology. Students will learn to write concise, well-reasoned, and properly referenced summaries of their inquiry in the form of a formal scientific paper.

## 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. BI 385 or BI 371 can substitute for one of these courses at the 300 level. Students may take additional BI 385 or BI 371 courses as electives, but they do not substitute for 300-level biology courses.

### *Molecular Biology, Cell Biology, and Genetics*

1. The general requirements
2. Foundation courses: two courses selected from BI 242 Molecular Biology, BI 245 Principles of Genetics, and BI 247 Cell Biology
3. Supportive courses: four courses selected from BI 246, BI 309, BI 311, BI 337, BI 338, BI 342, BI 351M, BI 352M, BI 353M, BI 360, BI 361, BI 362, BI 363, BI 370; CH 340, CH 341, CH 342. BI 242, BI 245, or BI 247 may serve as a supportive course if not already taken as a foundation course. Three of the four supportive courses must be at the 300 level.
4. One additional 200- or 300-level course in CH

### *Ecology, Evolution, and Behavior*

1. The general requirements
2. Foundation courses: BI 241 (Ecology) and either BI 316 (Animal Behavior) or BI 324 (Evolution)
3. Supportive courses: three courses selected from BI 302, BI 307, BI 325, BI 327, BI 338, BI 339, BI 344, BI 351E, BI 352E, BI 353E, and BI 370. BI 316 or BI 324 may count as a supportive course, if not already taken as a foundation course.
4. One other biology course at the 200 level
5. MS 104 or PS 217 or EC 237

**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 BI 385. 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 BI 105 and BI 106, two 200-level courses in biology, and two 300-level courses in biology. CH 103 or CH 105 is also required. *Note:* BI 385 cannot substitute for one of the 300-level courses in biology.

**HEALTH PROFESSIONS:** 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 (CH 221 and CH 222) and two semesters of calculus-based physics (PY 207 and PY 208). See *Preparation for Professions and Affiliated Programs (Health Professions)*.

## 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.

### **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. *Prerequisites:* QR1. Three hours of lecture, three hours of lab per week. One Saturday field trip. (Fulfills laboratory science requirement.) 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. (Fulfills natural sciences requirement.) Lab/credit fee: \$60. 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 150 BIOLOGY: THE SCIENTIFIC STUDY OF LIFE 4**

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

### **BI 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 AND SOCIETY 4**

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

### **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

### **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.) J. Bonner, D. Evert, H. Lopez

COURSES FOR THE MAJOR / JOINT MAJORS

- BI 105 BIOLOGICAL SCIENCES I: UNITY 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. The course is writing enhanced and partially fulfills the departmental writing requirement. Three hours of lecture, three hours of laboratory per week. (Fulfills natural sciences requirement.)  
 C. Freeman-Gallant, 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. *Prerequisites:* BI 105. The course is writing enhanced and partially fulfills the departmental writing requirement. (Fulfills natural sciences requirement.)  
 D. Domozych, 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. *Prerequisites:* ES 105. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the departmental writing requirement. Does not count toward the major.  
 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:* BI 106. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the departmental writing requirement.  
 M. Raveret Richter
- BI 242 MOLECULAR BIOLOGY** 4  
 The course provides a molecular view of essential features of eukaryotic cell biology. The laboratory portion of the course is project-based and designed to expose students to current methodologies and experimental strategies commonly used in molecular biology research. The overarching goal of the course is for students to gain an understanding of the molecular nature of key fundamental processes in cell biology including i) structure and function of proteins and nucleic acids and how they interact to promote cell function; ii) protein targeting and localization; iii) eukaryotic cell cycle and regulation of cell growth; iv) cancer biology; and v) cell death. *Prerequisites:* BI 106 and CH 105 or CH 107H. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the departmental writing requirement.  
 P. Hilleren
- BI 244 COMPARATIVE VERTEBRATE PHYSIOLOGY** 4  
 The function and structure of major systems of vertebrates considered principally from the perspective of their ability to meet environmental demands. *Prerequisites:* BI 106 and CH 105 or CH 107H. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the departmental writing requirement.  
 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. Breeding and analysis of fruit flies requires lab work outside of scheduled lab time. *Prerequisites:* BI 106 or permission of instructor. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the departmental writing requirement.  
 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, nonspecific and specific human immune responses, and general strategies used by microbes to overcome these defenses. The final section of the course will explore key concepts in microbial ecology. Emphasis will be placed on the central role of bacteria in geochemical cycles and symbiotic associations with plants and animals. In the laboratory, students will isolate bacteria from a variety of environments (wounds, soil, etc.) and apply standard techniques used in clinical and environmental microbiology labs to study their physiology and metabolism. *Prerequisites:* BI 106. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the departmental writing requirement.  
 S. McDevitt
- BI 247 CELL BIOLOGY** 4  
 The course provides a cellular and organismal view of essential features of eukaryotic cell biology. Students will study cellular functions such as protein structure and function, cytoskeletal organization, cell migration, cellular metabolism, and cell signaling. In the laboratory, students will gain experience with modern techniques for visualizing cell biological processes, with emphasis on differential interference contrast (DIC) optics, fluorescence, and confocal microscopy. *Prerequisites:* BI 106, and CH 105 or CH 107H. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the departmental writing requirement.  
 J. Bonner
- 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. *Prerequisites:* completion of one 100-level course in biology or requirements set forth in individual sections plus permission of instructor. Students may only take four BI 275 courses in their careers and no more than two in any given semester. If more than one is taken in one semester, each BI 275 must be in a different section. BI 275 does not fulfill the Biology Department's writing requirement for the major.  
 The Department
- 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 NS 101 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 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. *Prerequisites:* completion of at least one related 200-level course (as determined by the department). Does not count toward the major. *Must be taken S/U.*
- TX 301 TROPICAL FIELD ECOLOGY** 2  
 This travel seminar and its companion lecture course, Tropical Ecology (BI 325), 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 BI 325, 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. *Prerequisites:* either BI 106 or ES 105, and any two 200-level biology courses. TX 301 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; BI 325 does fulfill these requirements. Offered in alternate years. Please refer to the companion course, BI 325.  
 M. Raveret Richter and Biology Faculty
- 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:* BI 106 or ES 105 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. *Prerequisites:* BI 106 and two 200-level biology courses or permission of instructor. Three hours of lecture, three hours of laboratory per week. Offered in alternate years.  
 R. Meyers

<b>BI 306</b>	<b>MAMMALIAN PHYSIOLOGY</b>	<b>4</b>
<p>An study of selected topics in mammalian physiology, including respiratory, renal, and a neural physiology. <i>Prerequisites:</i> BI 106 and BI 244 or permission of instructor; for neuroscience students: NS 101, BI 105, and BI 244. Three hours of lecture, three hours of laboratory per week. Offered in alternate years. R. Meyers</p>		
<b>BI 307</b>	<b>ORNITHOLOGY</b>	<b>4</b>
<p>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. <i>Prerequisites:</i> BI 106 and any two 200-level biology courses, or ES 205 and ES 206. Three hours of lecture, three hours of fieldwork or lab per week. One Saturday field trip. C. Freeman-Gallant</p>		
<b>BI 309</b>	<b>MICROBIAL GENETICS</b>	<b>4</b>
<p>An advanced exploration of the genetic aspects of microbiology. Students will study the genetic characteristics of prokaryotes and how bacterial model organisms contribute to our understanding of fundamental genetic processes in all living cells. Students will also explore applied topics, including the genetics of bioremediation and increasing prevalence of bacterial antibiotic resistance. In the laboratory, students will use modern methods in molecular genetics to explore the use of microorganisms in basic research. <i>Prerequisites:</i> BI 106, CH 106 or CH 107H, and BI 242 or BI 246. S. McDevitt</p>		
<b>BI 311</b>	<b>BIOLOGICAL ELECTRON MICROSCOPY</b>	<b>4</b>
<p>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. <i>Prerequisites:</i> BI 106 and BI 244 or BI 247. Two hours of lecture and four hours of lab per week D. Domozych</p>		
<b>BI 316</b>	<b>ANIMAL BEHAVIOR</b>	<b>4</b>
<p>Behavior is a product of evolution and a means of animal adaptation. This course considers the mechanisms, proximate causes, and ultimate origins of behavior. <i>Prerequisites:</i> BI 106 and any two 200-level biology courses, or ES 205 and ES 206; for neuroscience students: NS 101, BI 105, and BI 244. Three lectures, three hours of lab or fieldwork per week. One Saturday field trip. M. Raveret Richter</p>		
<b>BI 324</b>	<b>EVOLUTION</b>	<b>4</b>
<p>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. <i>Prerequisites:</i> BI 106 and any two 200-level biology courses, or ES 205 and ES 206. Three hours of lecture, three hours of lab per week. C. Freeman-Gallant</p>		
<b>BI 325</b>	<b>TROPICAL ECOLOGY</b>	<b>3</b>
<p>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. <i>Prerequisites:</i> BI 106 and any two 200-level biology courses, or ES 205 and ES 206. Please refer to the companion course, TX 301. M. Raveret Richter</p>		
<b>BI 327</b>	<b>CONSERVATION ECOLOGY</b>	<b>3</b>
<p>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. <i>Prerequisites:</i> BI 106 and any two 200-level biology courses, or ES 205 and ES 206. M. Raveret Richter</p>		
<b>BI 337</b>	<b>PLANT PHYSIOLOGY</b>	<b>4</b>
<p>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. <i>Prerequisites:</i> BI 106 and any two 200-level courses in Biology. Two lectures, four hours of lab per week. D. Domozych</p>		
<b>BI 338</b>	<b>PLANT BIOTECHNOLOGY</b>	<b>4</b>
<p>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. <i>Prerequisites:</i> BI 106 D. Domozych</p>		
<b>BI 339</b>	<b>PLANT-ANIMAL INTERACTIONS</b>	<b>4</b>
<p>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. <i>Prerequisites:</i> BI 106 and any two 200-level biology courses, or ES 205 and ES 206. Three hours of lecture/discussion and one three-hour lab per week. J. Ness</p>		
<b>BI 342</b>	<b>FRONTIERS IN MOLECULAR NEUROSCIENCE</b>	<b>3</b>
<p>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. <i>Prerequisites:</i> BI 106, BI 242 or BI 247, and one 200-level biology course; for neuroscience students: NS 101, BI 105, and BI 142, BI 244, or BI 247. J. Bonner</p>		
<b>BI 344</b>	<b>BIOLOGICAL CLOCKS</b>	<b>4</b>
<p>Organisms in all the major taxonomic groups have internalized geophysical and other periodicities in the form of endogenous biological mechanisms 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. <i>Prerequisites:</i> BI 106 and any two 200-level biology courses or permission of instructor; for neuroscience students: NS 101, BI 105, and BI 244. Three hours of lecture, three hours of lab per week. B. Possidente</p>		
<b>BI 351</b>	<b>TOPICS IN BIOLOGY</b>	<b>3 or 4</b>
<p>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. <i>Prerequisites:</i> permission of department. BI 351E fulfills the 300-level supportive course requirement of the ecology, evolution, and behavior concentration. BI 351M fulfills the 300-level supportive course requirement of the molecular biology, cell biology, and genetics concentration. May be repeated for credit.</p>		
<b>BI 352, 353</b>	<b>TOPICS IN ADVANCED GENETICS</b>	<b>3, 4</b>
<p>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. <i>Prerequisites:</i> BI 106 and BI 242, BI 245, or BI 247. BI 352E and BI 353E fulfill the 300-level supportive or elective course requirement for the ecology, evolution, and behavior concentration. BI 352M and BI 353M fulfill the 300-level supportive course requirement for the molecular biology and genetics concentration. Three-credit courses are taught without lab. Different topics may be repeated for credit. The Department</p>		
<b>BI 360</b>	<b>GENE EXPRESSION I: DNA METABOLISM</b>	<b>3</b>
<p>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. <i>Prerequisites:</i> BI 106 and BI 242 and CH 221; BI 245 suggested. P. Hilleren</p>		
<b>BI 361</b>	<b>BIOLOGY OF VIRUSES</b>	<b>3</b>
<p>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. <i>Prerequisites:</i> BI 106 and BI 242 or BI 246. The Department</p>		
<b>BI 362</b>	<b>BACTERIAL PATHOGENESIS: A MOLECULAR APPROACH</b>	<b>3</b>
<p>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. <i>Prerequisites:</i> BI 106 and BI 246, BI 245 recommended. S. McDevitt</p>		
<b>BI 363</b>	<b>GENE EXPRESSION II: MRNA METABOLISM</b>	<b>3</b>
<p>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. <i>Prerequisites:</i> BI 106, BI 242, and CH 221; BI 360 strongly recommended; BI 245 suggested. P. Hilleren</p>		
<b>BI 370</b>	<b>COMPUTER MODELING OF BIOLOGICAL SYSTEMS</b>	<b>4</b>
<p>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. <i>Prerequisites:</i> BI 106. R. Meyers</p>		

**BI 371 INDEPENDENT STUDY 3**

An opportunity for students to pursue in depth specialized topics not available through regular course offerings. *Prerequisites:* 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. *Prerequisites:* 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.

- E Methods in Ecology, Evolution, and Behavior
- I Methods in Integrative Biology
- M Methods in Molecular Biology, and Genetics

*Prerequisites:* agreement by a faculty member to serve as mentor, completion of two 200-level courses in Biology, and permission of the instructor. Biology majors may take either BI 371 or BI 385 only once to satisfy a 300-level biology course requirement. *Must be taken S/U.*

**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. *Prerequisites:* completion of at least one related 300-level course (as determined by the department). Does not count toward the major. *Must be taken S/U.*

## Chemistry

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*Chair of the Department of Chemistry:* Raymond J. Giguere

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

Associate Professors: Kimberley A. Frederick, Steven T. Frey

Assistant Professor: Kelly Sheppard

Visiting Assistant Professor: Brandy Sreenilayam

Teaching Associates: Kara Cetto Bales, Cynthia K. Sood

Academic Safety Officer: Loretta A. Greenholtz

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.

### RECOMMENDATIONS AND ADVICE

Chemistry faculty strongly encourage those majors who plan to pursue graduate studies in chemistry or biochemistry Ph.D. programs to obtain significant research experience through the CH 371, CH 372 Capstone in Chemistry: Student-Faculty Collaborative Research courses, and/or summer research experiences at Skidmore or through other programs. CH 371 and CH 372 are required for departmental honors.

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

Students majoring in chemistry are required to:

1. Fulfill the general college requirements
2. Complete the following:
  - a. a core curriculum consisting of CH 105 or CH 107H; CH 106 or CH 207H; CH 221, CH 222, CH 303, CH 314, CH 332, CH 333, CH 377, CH 378; and two 300-level electives;
  - b. MA 111, MA 113 or MA 108, MA 109, and MA 113 (students should consult the Department of Mathematics and Computer Science to determine their placement in MA 111 or MA 108, MA 109 sequence); and
  - c. PY 207, PY 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 CH 105, or CH 107H; CH 106, or CH 207H; CH 221, CH 222, CH 330 or CH 332, CH 341, CH 342, CH 377, CH 378, and two 300-level electives, one of which must be in chemistry and one in either chemistry or biology;
  - b. BI 105, BI 106, and one from among BI 242, BI 244, BI 245, BI 246, or BI 247;
  - c. MA 111, MA 113, or MA 108, MA 109, and MA 113 (students should consult the Department of Mathematics and Computer Science to determine their placement in MA 111 or MA 108, MA 109 sequence); and
  - d. PY 207, PY 208.

WRITING IN THE MAJOR REQUIREMENT: For both the chemistry major and the chemistry major (with biochemistry concentration) students are required to communicate scientific ideas (written and oral) in a manner that meets international chemistry standards. Professional chemists give oral presentations, prepare written reports, submit grant proposals, and publish results in scholarly journals. In fulfilling the writing requirement in the major, students will learn to: 1) write about scientific observations and conclusions in the style and format of an experienced chemist; 2) maintain a properly written laboratory notebook; 3) write formal laboratory reports in the format and style of a paper in a scholarly chemistry journal. Chemistry majors will complete the requirements for Writing in the Major upon the successful completion of the following Writing-Enhanced courses: CH 105, CH 106 or CH 107H, CH 222 and CH 333 or CH 341.

Students planning to pursue graduate work should also take MA 202. 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.

HONORS: To be recommended for departmental honors, a student must maintain a 3.0 GPA overall and a 3.5 GPA in the major. Students must complete a research project in CH 371 and CH 372, submit an honors thesis to be read by the faculty mentor and a second reader, and give an oral presentation of the research to the department. In order for a student to stand for honors, the advisor and second reader must assess the thesis to be excellent and of honors caliber. The department will consider the recommendations of the advisor and second reader in addition to the oral presentation and overall record of the student in the determination of honors.

Students who wish to minor in chemistry are required to take six courses from among those offered by the department. At least two of these courses must be at the 300 level, excluding CH 377 and CH 378.

**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. *Prerequisites:* QR1. (Fulfills QR2 and natural sciences requirements.) The Department

**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, and QR1. Three hours of lecture-discussion and one three-hour lab per week. (Fulfills QR2 and natural sciences requirements.) Designated a Writing-Enhanced course. Partially fulfills the writing requirement in the major.

K. Frederick, S. Frey, B. Sreenilayam, C. Sood

**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:* CH 105. Three hours of lecture-discussion and one three-hours lab per week. Designated a Writing-Enhanced course. Partially fulfills the writing requirement in the major.  
S. Frey, K. Frederick, J. Halstead, K. Sheppard, C. Sood

**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. *Prerequisites:* consent of the department based on an online diagnostic exam administered during the summer, and QR1 results. Prepares students for CH 207H and CH 221. Designated a Writing-Enhanced course. Partially fulfills the writing requirement in the major. (Fulfills the natural science and QR2 requirements.)  
S. Frey, K. Frederick

**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. *Prerequisites:* QR1. Three hours of lecture and three hours of lab per week. (Fulfills natural sciences requirement; fulfills QR2 requirement.) The Department

**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. *Prerequisites:* QR1. (Fulfills QR2 requirement.)  
S. Frey, J. Halstead

**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

**CH 171 INTRODUCTION TO CHEMICAL RESEARCH 1**  
An introductory exploration of research in the chemical sciences. Students work in collaboration with a faculty member to develop and demonstrate familiarity with chemical research methods. This experience will allow students in the early stages of their careers to sample research methodologies in particular subdisciplines of chemistry. *Prerequisites:* completion of one 100-level course in chemistry and permission of the instructor. Students may only take two CH 171 courses in their careers and no more than one in any given semester. CH 171 does not count toward the Chemistry or Chemistry major with a biochemistry concentration. *Must be taken S/U.* The Department

**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 the master schedule. Descriptions of the various topics can be found on the Chemistry Department's Web site. *Prerequisites:* CH 107H or permission of the department. Three hours of lecture-discussion and one three-hour lab per week.  
The Department

<b>CH 221</b>	<b>ORGANIC CHEMISTRY I</b>	<b>5</b>
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. <i>Prerequisites:</i> CH 106 or CH 107H. Three hours of lecture-discussion and four hours of lab a week. R. Giguere, K. Cetto Bales		
<b>CH 222</b>	<b>ORGANIC CHEMISTRY II</b>	<b>5</b>
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. <i>Prerequisites:</i> CH 221. Three hours of lecture-discussion and four hours of lab a week. Designated a Writing-Enhanced course. Partially fulfills the writing requirement in the major. R. Giguere, K. Cetto Bales		
<b>CH 251</b>	<b>TOPICS IN CHEMISTRY</b>	<b>4</b>
Topically organized course based on a subfield of chemistry at the intermediate level. The specific topic examined may differ from year to year. In the laboratory section, students will learn basic methods of experimentation and instrumental analysis specific to the subfield. <i>Prerequisites:</i> CH 106. Three hours of lecture-discussion and three hours of lab a week. The Department		
<b>CH 271</b>	<b>INTERMEDIATE CHEMICAL RESEARCH</b>	<b>2</b>
An intermediate exploration of laboratory research in the chemical sciences in which students will develop a research project with a faculty member. Students will gain proficiency with standard techniques and protocols of chemical research. <i>Prerequisites:</i> completion of the introductory Chemistry sequence (CH 105/CH 106 or CH 107H) and permission of the instructor. Students may only take two CH 271 courses in their career and no more than one in any given semester. CH 271 does not count toward the Chemistry major or Chemistry major with a biochemistry concentration. <i>Must be taken S/U.</i> The Department		
<b>CH 299</b>	<b>PROFESSIONAL INTERNSHIP IN CHEMISTRY</b>	<b>3</b>
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. <i>Prerequisites:</i> CH 106. The Department		
<b>CH 301</b>	<b>POLYMER CHEMISTRY</b>	<b>3</b>
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. <i>Prerequisites:</i> CH 222. The Department		
<b>CH 303</b>	<b>MODERN ANALYTICAL CHEMISTRY</b>	<b>5</b>
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. <i>Prerequisites:</i> CH 221. Three hours of lecture-discussion and four hours of lab a week. K. Frederick		
<b>CH 313</b>	<b>INORGANIC CHEMISTRY</b>	<b>3</b>
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. <i>Prerequisites:</i> CH 330 or CH 332 or permission of instructor. S. Frey		
<b>CH 314</b>	<b>INORGANIC CHEMISTRY WITH LAB</b>	<b>5</b>
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. <i>Prerequisites:</i> CH 330 or CH 332 or permission of instructor. S. Frey		
<b>CH 323</b>	<b>ADVANCED ORGANIC CHEMISTRY</b>	<b>3</b>
A study of the advanced synthetic methodology and mechanistic theory of organic chemistry. <i>Prerequisites:</i> CH 222. Three hours of lecture-discussion a week. R. Giguere		
<b>CH 324</b>	<b>ADVANCED ORGANIC CHEMISTRY WITH LAB</b>	<b>5</b>
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. <i>Prerequisites:</i> CH 222. Three hours of lecture-discussion and four hours of lab per week. R. Giguere		
<b>CH 330</b>	<b>PHYSICAL CHEMISTRY I</b>	<b>3</b>
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. <i>Prerequisites:</i> CH 106, MA 113, PY 208. Three hours of lecture-discussion per week. This non-lab 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. CH 330 is the same as the lecture-discussion component of CH 332. J. Halstead		
<b>CH 331</b>	<b>PHYSICAL CHEMISTRY II</b>	<b>3</b>
The fundamental principles of kinetic theory, reaction kinetics, statistical thermodynamics, chemical application of quantum mechanics, bonding, molecular spectroscopy and structure. <i>Prerequisites:</i> CH 330 or CH 332 or permission of the department. Three hours of lecture-discussion per week. J. Halstead		
<b>CH 332</b>	<b>PHYSICAL CHEMISTRY I WITH LAB</b>	<b>5</b>
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. <i>Prerequisites:</i> CH 222 or CH 303, MA 113, PY 208. Three hours of lecture-discussion and four hours of lab a week. J. Halstead		
<b>CH 333</b>	<b>PHYSICAL CHEMISTRY II WITH LAB</b>	<b>5</b>
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. <i>Prerequisites:</i> CH 330 or CH 332 or permission of the department. Three hours of lecture-discussion, four hours of lab per week. Designated a Writing-Enhanced course. Partially fulfills the writing requirement in the major. J. Halstead		
<b>CH 340</b>	<b>BIOCHEMISTRY: MACROMOLECULAR STRUCTURE AND FUNCTION</b>	<b>3</b>
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. <i>Prerequisites:</i> CH 222. Three hours of lecture-discussion and four hours of lab per week. K. Sheppard		
<b>CH 341</b>	<b>BIOCHEMISTRY: MACROMOLECULAR STRUCTURE AND FUNCTION WITH LAB</b>	<b>5</b>
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. <i>Prerequisites:</i> CH 222. Three hours of lecture-discussion and four hours of lab per week. Designated a Writing-Enhanced course. Partially fulfills the writing requirement in the major. K. Sheppard, B. Sreenilayam		
<b>CH 342</b>	<b>BIOCHEMISTRY: INTERMEDIARY METABOLISM</b>	<b>3</b>
Intermediary metabolism, bioenergetics, and the nature of enzyme-catalyzed reactions are discussed. <i>Prerequisites:</i> CH 340 or CH 341. Three hours of lecture discussion per week. K. Sheppard, B. Sreenilayam		
<b>CH 351, 352</b>	<b>SPECIAL TOPICS IN CHEMISTRY</b>	<b>3, 3</b>
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. <i>Prerequisites:</i> CH 222 and permission of the department. The Department		
<b>CH 353</b>	<b>TOPICS IN ENVIRONMENTAL CHEMISTRY</b>	<b>3</b>
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. <i>Prerequisites:</i> CH 221. Three hours of lecture-discussion per week. The Department		
<b>CH 355</b>	<b>PEER-TUTORING IN CHEMISTRY LABORATORY</b>	<b>2</b>
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. <i>Prerequisites:</i> permission of the department. Open to seniors majoring in chemistry or chemistry with biochemistry concentration. The Department		
<b>CH 371, 372</b>	<b>CAPSTONE IN CHEMISTRY: STUDENT-FACULTY COLLABORATIVE RESEARCH</b>	<b>3, 3</b>
An elective course offered to upper level students who are interested in pursuing chemical research. Students work in collaboration with their faculty mentors to learn advanced techniques and protocols specific to their research fields. Students develop a research project in collaboration with a faculty mentor. <i>Prerequisites:</i> permission of the department. Students who intend to seek advanced degrees are particularly encouraged to take this course. CH 371 and CH 372 are required for consideration for Honors in Chemistry. 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. *Prerequisites:* permission of the department. 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. Each of these courses may be repeated once for credit. *Must be taken S/U.* The Department

**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. *Prerequisites:* CH 303 and one additional 300-level course in chemistry. Only 3 semester hours may count toward the major. The Department

## Classics

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*Chair of the Classics Department:* Daniel Curley

Professor: David H. Porter, *Tisch Family Distinguished Professor*

Associate Professors: Michael Arnush, Daniel Curley

Assistant Professor: Jackie Murray

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: 30 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: CL 310, CL 311, or CG 310, CG 311. Students may enroll in CL 310 and CL 311 more than once with permission.
2. Gateway course: CC 200;
3. One course from each of the following clusters:
  - a. Literature: CC 220, CC 222, CC 223, CC 224, CC 225
  - b. History: HI 203, HI 204, HI 205, HI 206; CC 226
  - c. Art History: AH 222, AH 223; and
4. CC 365 or HI 363 when applicable.

Students may count toward the major any course listed above plus CC 265, CC 291, CC 292, GO 303, PH 203, PH 327, and RE 330, when appropriate. CC 100 does not count toward the major.



**WRITING REQUIREMENT IN THE MAJOR:** Majors will meet the writing requirement in classics through CC 200 and CC 365, or HI 363 when applicable, ideally taken toward the beginning and end, respectively, of their studies at Skidmore.

**THE CLASSICS MINOR:** 20 credit hours, including a minimum of

1. Reading proficiency of Greek or Latin at the 200 level, demonstrated by completion of the following: CG 210 or CL 210;
2. Gateway course: CC 200;
3. Two courses from the following, each from a different cluster:
  - a. Literature: CC 220, CC 222, CC 223, CC 224, CC 225
  - b. History: HI 203, HI 204, HI 205, HI 206; CC 226
  - c. Art History: AH 222, AH 223; and
4. One course from CG 310, CG 311; CL 310, CL 311; CC 365; GO 303; HI 363; PH 327; RE 330. Students may count toward the minor any course listed above, plus CC 265, CC 291, CC 292, and PH 203. Minors are encouraged to take one 300-level seminar in either Greek or Latin (CG 310, CG 311; CL 310, CL 311). CC 100 does not count toward the minor.

**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 CC 365 or in an advanced Greek or Latin course. Specific requirements for the paper are established by the department.

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

Literature: CC 220, CC 222, CC 223, CC 224, CC 226, CC 365; GO 303; HI 203, HI 204, HI 205, HI 206; and PH 203

Art and Archaeology: AH 222, AH 223, AH 232, AH 375A; AN 102, AN 202; CC 220, CC 365; GE 102, GE 309; HI 203, HI 204, HI 205, HI 206;

History: CC 226; GO 303; HI 203, HI 204, HI 205, HI 206, HI 363;

Philosophy: CC 222, CC 223, CC 224, CC 226; GO 303; PH 203, PH 210, PH 211, PH 327;

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

(All courses in Latin fulfill the foreign language requirement.)

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

**CL 210 INTERMEDIATE LATIN 4**  
A review of Latin syntax, complemented by reading selected works by such authors as Caesar, Cicero, or Livy. *Prerequisites:* CL 110, or permission of the chair. (Fulfills the foreign language requirement.)

**CL 310 SEMINAR IN LATIN POETRY 4**  
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 Virgil. *Prerequisites:* CL 210 or permission of the chair. This course may be taken more than once. (Fulfills the foreign language requirement.)

**CL 311 SEMINAR IN LATIN PROSE LITERATURE 4**  
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. *Prerequisites:* CL 210 or permission of the chair. This course may be taken more than once. (Fulfills the foreign language requirement.)

## 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. (Fulfills the foreign language requirement.)

**CG 210 INTERMEDIATE GREEK 4**  
A review of Greek syntax, complemented by reading selected works by such authors as Xenophon, Plato, or Lysias. *Prerequisites:* CG 110 or permission of the chair. (Fulfills the foreign language requirement.)

**CG 310 SEMINAR IN GREEK POETRY 4**  
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. *Prerequisites:* CG 210 or permission of the chair. This course may be taken more than once. (Fulfills the foreign language requirement.)

**CG 311 SEMINAR IN GREEK PROSE LITERATURE 4**  
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. *Prerequisites:* CG 210 or permission of the chair. This course may be taken more than once. (Fulfills the foreign language requirement.)

## 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 4**  
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, and rhetoric), history and historiography, art and architecture, and philosophy. Students will hone their writing skills in Classics by composing and revising essays related to the three subdisciplines addressed in the course: literary, historical, and art historical/archaeological analysis. (Fulfills humanities requirement. Partially fulfills writing requirement in the major.) D. Curley

**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 225 THE ANCIENT NOVEL 3**  
A study of ancient prose fiction with a focus on its multicultural scope, the use of literature as entertainment, and the interplay of fictionality and historicity. Students will read the most important examples of ancient Greek and Roman prose fiction in translation while developing skills in literary analysis and interpretation. These include tales of extraordinary adventures, travel to distant lands, romance, and fantasy. Reading will include works by Lucian, Longus, Achilles Tatius, Apuleius, and Petronius. (Fulfills humanities requirement.) J. Murray

**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 227 RACE AND ETHNICITY IN ANCIENT GREECE AND BEYOND**

How did the ancient Greeks construct their "racial" and ethnic identity, and why should "Ancient Greekness" matter to us living in America today? Students will study the dynamics of race and ethnicity in antiquity by comparing constructions of Greekness and Romanness with constructions of ethnic identities in ancient non-Western cultures, including the ancient Persian Empire (Iran and Iraq) as well as cultures of ancient Africa, specifically the Egyptians, Ethiopians, Nubians, and Libyans. Students consider ancient Greek evidence as well as historical and archaeological data shedding light on non-Western perspectives. Students will learn contemporary race theory and the difficulties and benefits of applying it to the study of ancient societies. Students will also examine the role of ancestry, language, religion, mythology, literature (including historiography) in the discursive formation of racial and ethnic identities among the ancient Greeks and nearby non-Western cultures. Although centered in Ancient Greece, students will move beyond its geographical boundaries through examination of the Mediterranean culturally and its link to 20th-century conceptualizations of race and ethnicity. (Designated a Cultural Diversity course; fulfills humanities requirement.) J. Murray

**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. (Fulfills humanities requirement.)

**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. Partially fulfills writing requirement in the major.

**CC 371 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. *Prerequisites:* approval of the chair.

**CC 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. *Prerequisites:* approval of the chair.

**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. *Prerequisites:* 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:*  
Gove W. Effinger

Professors: Alice M. Dean, Gove W. Effinger, Mark Hofmann, Mark E. Huibregtse, R. Daniel Hurwitz, Pierre von Kaenel, David C. Vella

Associate Professors: Una Bray, Thomas O'Connell

Assistant Professors: Michael Eckmann, Rachel Roe-Dale

Lecturer: Andrew Cencini

Mathematics and computer science are both academic disciplines that are fascinating to study in their own right but also have very wide-ranging applications throughout the modern world. Our faculty are all skilled and dedicated teachers as well as active scholars; we strive to make each course we offer engaging and challenging. Our graduates go on to a great variety of careers in such areas as theoretical mathematics and/or computer science, the computer science industry, actuarial science, applied mathematics, teaching at various levels, and many more.

**THE COMPUTER SCIENCE MAJOR:** Students majoring in computer science fulfill the departmental requirements by completing the following:

1. Required computer science courses: CS 206, CS 230, CS 305, and CS 318. CS 206 should normally be completed by the end of the second year.
2. Required mathematics course: MA 200
3. Required MC courses: MC 215 and MC 306. In MC 215, students will acquire writing skills that are necessary to work on advanced material in mathematics and will fulfill the writing requirement in the major.
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, MA 113 and MA 204 should be considered. Courses counting toward the major may not be taken S/U.

**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 to be read by a review committee, and give an oral presentation of the thesis to the department. The review committee will evaluate the thesis 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 CS 206, MC 215, 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.

*Note:* All CS and MC courses have satisfaction of QR1 as a prerequisite.

<b>CS 102</b>	<b>COMPUTING IN CONTEXT</b>	<b>3</b>	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 are offered periodically depending on faculty availability. (Fulfills QR2 requirement.)	
<b>CS 106</b>	<b>INTRODUCTION TO COMPUTER SCIENCE I</b>	<b>4</b>	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
<b>CS 206</b>	<b>INTRODUCTION TO COMPUTER SCIENCE II</b>	<b>4</b>	Continuation of CS 106: study of recursion, and introduction to data structures, analysis of algorithms, and program verification. <i>Prerequisites:</i> CS 106 or permission of instructor.	The Department
<b>MC 215</b>	<b>MATHEMATICAL REASONING AND DISCRETE STRUCTURES</b>	<b>4</b>	The study and practice of mathematical reasoning and its written and spoken expression in the form of mathematical proofs and algorithm specifications. 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. <i>Prerequisites:</i> CS 106 or MA 113, or permission of the department. (Fulfills QR2 requirement; fulfills the writing requirement in the major.)	The Department
<b>CS 230</b>	<b>PROGRAMMING LANGUAGES</b>	<b>4</b>	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, Scheme, Java, C++, and Prolog. <i>Prerequisites:</i> CS 206.	The Department
<b>CS 275</b>	<b>INTRODUCTION TO RESEARCH IN COMPUTER SCIENCE</b>	<b>1</b>	An introductory exploration of research in computer science. The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of computer science. The research projects may, for example, include designing new algorithms for computational problems, surveying the research literature, implementing existing algorithms from the research literature, or performing computational experiments. <i>Prerequisites:</i> permission of instructor. Students may enroll for CS 275 four times in their careers, but may take no more than two in any given semester. Does not count toward the CS major. <i>Must be taken S/U.</i>	The Department
<b>CS 275H</b>	<b>INTRODUCTION TO RESEARCH IN COMPUTER SCIENCE</b>	<b>1</b>	An introductory exploration of research in computer science. The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of computer science. The research projects may, for example, include designing new algorithms for computational problems, surveying the research literature, implementing existing algorithms from the research literature, or performing computational experiments. <i>Prerequisites:</i> permission of instructor. Students may only take four CS 275H courses in their careers and may take no more than two in any given semester. If two are taken in a single semester, each must be a different section. CS 275H may not be counted toward the CS major. <i>Must be taken S/U.</i>	G. Effinger
<b>CS 276</b>	<b>SELECTED TOPICS IN COMPUTER SCIENCE</b>	<b>3</b>	Topics that complement the established lower level course offerings in computer science will be selected. May be repeated for credit. <i>Prerequisites:</i> permission of instructor.	The Department
<b>MC 302</b>	<b>GRAPH THEORY</b>	<b>3</b>	An introduction to the theory and applications of graphs. Topics may include graphs and digraphs, connectivity, trees, Euler and Hamiltonian cycles, and graph embeddings. <i>Prerequisites:</i> MC 215 or MA 200. Normally offered fall term of odd-numbered years.	The Department
<b>CS 305</b>	<b>DESIGN AND ANALYSIS OF ALGORITHMS</b>	<b>4</b>	A study of techniques used to design algorithms for complex computational problems that are efficient in terms of time and memory required during execution. Students will also learn the techniques used to evaluate an algorithm's efficiency. Topics include advanced sorting techniques, advanced data structures, dynamic programming, greedy algorithms, amortized analysis, graph algorithms, network flow algorithms, and linear programming. <i>Prerequisites:</i> CS 206, MC 215, and MA 111 (or both MA 108 and MA 109) or equivalent.	The Department
<b>MC 306</b>	<b>THEORY OF COMPUTATION</b>	<b>3</b>	A study of the major theoretical models of computation. Topics include automata, nondeterminism, regular and context-free languages, Turing machines, unsolvability, and computational complexity. <i>Prerequisites:</i> CS 305. Offered spring semester.	The Department
<b>MC 316</b>	<b>NUMERICAL ALGORITHMS</b>	<b>3</b>	An introduction to using computation to obtain approximate solutions to mathematical problems. A variety of algorithms are studied, as are the limitations of using computational methods. Topics include algorithms for solving equations, systems, and differential equations; approximating functions and integrals; curve fitting; round-off errors, and convergence of algorithms. <i>Prerequisites:</i> MA 111 (or both MA 108 and MA 109), CS 106, and MA 200. Normally offered fall term of even numbered years.	The Department
<b>CS 318</b>	<b>INTRODUCTION TO COMPUTER ORGANIZATION</b>	<b>4</b>	An introduction to multi-level machines, including basic components of a computer, digital circuits, Boolean algebra, microprogramming, machine and assembly languages, and operating systems. <i>Prerequisites:</i> CS 206 and MC 215. Does not count toward the Mathematics major.	The Department
<b>CS 322</b>	<b>ARTIFICIAL INTELLIGENCE</b>	<b>4</b>	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. <i>Prerequisites:</i> MA 111 (or both MA 108 and MA 109 or equivalent), and CS 305.	The Department
<b>CS 323</b>	<b>SOFTWARE DESIGN</b>	<b>3</b>	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. <i>Prerequisites:</i> CS 206.	The Department
<b>CS 324</b>	<b>CONCURRENT PROGRAMMING</b>	<b>3</b>	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. <i>Prerequisites:</i> CS 206.	The Department
<b>CS 325</b>	<b>COMPUTER GRAPHICS</b>	<b>4</b>	Computer graphics involves using computers to generate images, as opposed to generating images using cameras. Computer graphics images typically try to mimic reality. In this course, students will explore the necessary background for further study in computer graphics. Students will explore the basics of human vision that influence the way computers generate images; projections from three dimensional space to two dimensional space; various models of real world entities such as lighting, surface reflectance, and color; and classic algorithms in computer graphics that students will implement and with which they will have the opportunity to experiment. <i>Prerequisites:</i> CS 206 and MA 200.	The Department
<b>CS 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>3, 3</b>	Special study in computing outside of the regular departmental offerings. <i>Prerequisites:</i> consent of department.	The Department
<b>CS 376</b>	<b>ADVANCED TOPICS IN COMPUTER SCIENCE</b>	<b>3 or 4</b>	Advanced topics that complement the established course offerings in computer science will be selected. <i>Prerequisites:</i> permission of instructor. May be repeated for credit.	The Department
<b>CS 381, 382</b>	<b>SENIOR THESIS</b>	<b>3, 3</b>	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.	
<b>CS 399</b>	<b>INTERNSHIP IN COMPUTER SCIENCE</b>	<b>3 or 6</b>	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. <i>Prerequisites:</i> MC 215, CS 206, one additional course in mathematics or computer science at the 200 level or above, and permission of the department. This course may not be used to satisfy the requirements of any major or minor in the department. <i>Not for liberal arts credit.</i>	

## Dance

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*Chair of the Department of Dance:* Debra J. Fernandez

Professor: Debra J. Fernandez

Associate Professors: Mary DiSanto-Rose, Denise Warner Limoli

Assistant Professor: Rubén Graciani

Artist-in-Residence: Mary Harney

Lecturers: Isabel Brown, \*Veena Chandra, \*Meghan DelPrete, \*Sarah DiPasquale, \*Julie Gedalecia, \*Debra Pigliavento, \*Antoinette Smith

Dance Musicians: Adrian Cohen, Patricia Hadfield, Carl Landa

Dance Theater Technical Director: Lori Dawson

Dance Theater Supervisor and Theater Technical Assistant: Peter Kobor

The mission of the Dance Department is to link critical thinking, historical perspective, and creative discovery with the distinct movement skills derived from studio practice and stage performance. Students develop a deeper understanding of dance and how it has emerged and evolved as an art form. They learn to recognize and distinguish the ways in which culture and society influence dance and, conversely, how dance embodies and expresses the human experience.

Students work toward proficiency in the major through a combined course of study, which includes intensive dance technique and movement training, dance history/criticism, improvisation, and composition classes. The dance major leads to a bachelor of science degree, preparing students for a career in the fields of performance, choreography, dance education, arts administration, and dance criticism. Dance majors and minors are encouraged to investigate related areas of study, which might include art history, arts administration, music theory and performance, theater, museum studies, and exercise science.

### THE MAJOR IN DANCE

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: 18 credit hours of technique; DA 230 Dance and Society: 1700–1960; and one course from among DA 227, DA 228, DA 335, DA 375, and DA 376 by permission only. Theater requirements include TH 103, TH 129, TH 230, TH 250, and TH 341. In the senior year, either TH 376 (senior project combining dance and theater) or two courses from among DB 393, DB 394, DM 393, DM 394 Modern Performance Workshop

*For students prior to Class of 2015 (students entering before fall 2011)*

#### General Dance:

1. 18 credit hours of technique.
2. 19 credit hours of theory to include DA 227, DA 228; DA 230 and DA 335; DA 375 and DA 376 recommended (required for Honors).

#### Performance/Choreography:

1. 16 credit hours of technique.
2. 15 credit hours of theory to include DA 227, DA 228; DA 230 and DA 335; DA 375 and DA 376 recommended (required for Honors).
3. 6 credit hours of workshop/production.

#### Dance History/Criticism:

1. 18 credit hours of technique.
2. 16 credit hours of theory to include DA 230 and DA 335; DA 375 and DA 376 recommended (required for Honors).

*Effective Class of 2015 (students entering fall 2011 and after)*

#### General Dance:

1. 18 credit hours of technique.
2. 19 credit hours of theory to include DA 227, DA 228, DA 230, DA 276, DA 328, DA 335 and DA 375. DA 376 recommended (required for Honors).

#### Performance/Choreography:

1. 16 credit hours of technique.
2. 19 credit hours of theory to include DA 227, DA 228, DA 230, DA 276, DA 328, DA 335 and DA 375. DA 376 recommended (required for Honors).
3. 6 credit hours of workshop/production.

**WRITING REQUIREMENT IN THE DANCE MAJOR:** In addition to their studio and performance studies, all dance majors must successfully complete courses that complement and enhance students' understanding of dance as a diverse and evolving art form. In these courses, students have the opportunity to practice the three styles of writing in dance that have been identified by the dance faculty as required for the dance major:

- A. Description of observed dance
- B. Expression of the creative experience of dance itself
- C. Critical and analytical research

Students will satisfy the writing requirement in the dance major by successfully completing the following courses: DA 227, DA 228, DA 230, DA 335, and DA 375.

**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

*For students prior to Class of 2015 (students entering before fall 2011)*

1. Required course: DA 230 and 17 additional credit hours of technique, theory, or workshop/production course (totaling 20 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. Students may enroll in DA 375 and DA 376 by permission only.

*Effective Class of 2015 (students entering fall 2011 and after)*

1. Required course: DA 230 and 17 additional credit hours of technique, theory, or workshop/production course (totaling 20 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.

**HONORS**

*For students prior to Class of 2015 (students entering before fall 2011)*

Departmental honors are based on a grade-point average of 3.5 in all major courses, satisfactory completion of DA 375 and DA 376, and high-quality work on other department projects.

*Effective Class of 2015 (students entering fall 2011 and after)*

To be eligible for consideration for honors in dance, majors must have achieved a GPA of 3.0 or higher in all courses taken at Skidmore, a GPA of 3.5 in all dance courses for the major; distinguished work in all dance activities, and a grade of 3.33 (B+) or above in DA 376 Capstone II. Honors in dance are granted by unanimous recommendation of the Dance faculty.

**GUEST ARTISTS:** Each year outstanding artists are brought to the campus to teach, lecture, conduct workshops, and choreograph or reconstruct works for departmental performances.

**DANCE TECHNIQUE COURSES—Dance Faculty**

Breadth requirements: DA 101, DA 212, DA 213, DA 227, DB 111, DB 211, DM 111, and DM 211 may be taken to fulfill the arts requirement. DA 230 may be taken to fulfill the humanities requirement.

**DA 101 THE DANCE EXPERIENCE 2**  
Introduction to dance as a performing art. A combination of movement, lectures, and viewings expands the student's knowledge and appreciation of ballet and modern dance. *Not for liberal arts credit.* Does not count toward major or minor in Dance. (Fulfills arts requirement.) The Department

**DA 212 JAZZ DANCE I 1**  
An introduction to jazz technique and vocabulary. This class will be composed of warm-ups, isolations, stretching, across-the-floor progressions, and introductory turns and leaps. Further emphasis will be placed on dance combinations designed to put a series of movements to music. *Not for liberal arts credit.* May be repeated for credit. (Fulfills arts requirement.) The Department

**DA 213 TAP I 1**  
An introduction to tap technique and terminology. Students learn about rhythm, footwork, and coordination as they gain control and build confidence. *Not for liberal arts credit.* May be repeated for credit. (Fulfills arts requirement.) D. Pigliavento

**DA 214 CLASSICAL DANCE OF INDIA I 1**  
An introduction to one of the designated Classical Indian dance forms, such as Kathak (storytelling dance of Northern India), Bharata Natyam (temple dance of Southern India), or Odissi (temple dance of Eastern India). Students learn traditional movement, vocabulary, musical accompaniment, and basic historical background. V. Chandra

**DA 215 CHARACTER DANCE 1**  
An introduction to stylized theatrical folk dance. Students learn representative movements, music, and rhythms from various national dances, such as the Hungarian Czardas, Polish Mazurka, and Italian Tarantella. *Prerequisites:* DB 211 or DM 211. *Not for liberal arts credit.* May be repeated for credit. D. Warner Limoli

**DA 217 DANCE SPECIAL 1**  
Technical or performance training at the low intermediate level. *Not for liberal arts credit.* May be repeated for credit. The Department

**DA 218 PILATES I 1**  
Pilates mat work covering the basic, intermediate, and advanced levels. Students focus on the principles of the Pilates method and technical goals of each exercise with an emphasis on working at one's own pace. The "Magic Circle" and arm weights are often incorporated into the workout. No previous Pilates experience is necessary. *Prerequisites:* DB 211 or DM 211 or permission of instructor. *Not for liberal arts credit.* May be repeated for credit. M. Del Prete

**DA 227 IMPROVISATION I 2**  
Introduction to the art of dance improvisation. Improvisation teaches students to explore movement for a variety of outcomes without predetermined actions and invites students to discover and develop their own movement potential as they relate and respond to others. Students learn the spontaneous use of movement derived from movement concepts, imagery, props, and media sources. This course partially fulfills the writing requirement in Dance. *Not for liberal arts credit.* (Fulfills arts requirement.) M. DiSanto-Rose

**DA 228 CHOREOGRAPHY I 3**  
Beginning choreographers develop a personal movement vocabulary by adopting various investigative methods and applying them to class assignments. Rigorous exercises touch on design, dynamics, rhythm training, phrase development, and other compositional tools. Through solo and group work, the choreographer will develop a sense of craft as it applies to the art of making dances. Final projects will be shown in the Dance Theater at semester's end. *Prerequisites:* DA 227 or permission of instructor. This course partially fulfills the writing requirement in Dance. *Not for liberal arts credit.* D. Fernandez, R. Graciani, M. Harney

**DA 230 DANCE AND SOCIETY: 1700–1960 3**  
Evolution of classical ballet and contemporary modern dance, studied through literature and repertory, utilizing dance writings, lectures, discussions, videos, and performances. Students trace the movers and shakers in dance and the influences of the social, political, and economic conditions from 1700–1960, and examine how the past has influenced dance today. This course partially fulfills the writing requirement in dance. (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. *Prerequisites:* permission of instructor. The Department

**DA 276 DANCE PRODUCTION 2**  
A basic foundation in dance production, emphasizing the collaborative process among choreographers and designers/technicians. The course introduces students to the lighting design process and to the use of light as a medium for expression. Students learn basic lighting technology, sound operation, as well as stage and house management. Students will design the lighting for one or more dance pieces in the Choreography II class showing. *Not for liberal arts credit.* 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. *Prerequisites:* permission of instructor. *Not for liberal arts credit.* 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 and interpreting dance. Students study fundamental musical concepts (rhythm, phrasing, accents, time signatures, and dynamics) and their use by dancers, composers, and choreographers. Students explore musical styles and artists of many cultures and develop abilities to communicate musical problems and ideas clearly and knowledgeably to dancers, choreographers, musicians, and composers. Students will be introduced to computer generated composition and will compose sound scores for movement. *Prerequisites:* permission of the instructor. Prior musical experience is not necessary. C. Landa

**DA 312 JAZZ DANCE II 1**  
An intermediate level of jazz technique and vocabulary, with the emphasis placed on strengthening all aspects of technical skills. Attention will also be paid to performance and presentation of choreographed combinations in various jazz styles. *Prerequisites:* DA 212, or ability to dance at the high-intermediate level. Level placement determined by the instructor. *Not for liberal arts credit.* May be repeated for credit. The Department

**DA 313 TAP II 1**  
Intermediate tap technique and terminology. Students learn about complex rhythms in footwork such as various time steps, pull-backs, and wings. Dancers work for speed, clarity, and control. *Prerequisites:* DA 213 or permission of instructor. *Not for liberal arts credit.* May be repeated for credit. D. Pigliavento

**DA 314 CLASSICAL DANCE OF INDIA II 1**  
The continuing study of one of the designated Classical Indian dance forms, such as Kathak, Bharata Natyam, or Odissi. Students progress into more complex movements and dances, learning detailed style and rhythmical musicality, while gaining a cultural understanding through dance and music. *Prerequisites:* DA 214. May be repeated for credit. V. Chandra

**DA 315 CHARACTER DANCE II 1**  
A course in theatrical folk dance emphasizing complex rhythms, patterns, and a variety of musical styles. Students will work with props and learn classical mime and character development through movement. *Prerequisites:* DB 311 or DM 311. *Recommended:* DA 215. *Not for liberal arts credit.* May be repeated for credit. D. Warner Limoli

**DA 317 DANCE SPECIAL II 1**  
Technical or performance training at the high intermediate level. *Not for liberal arts credit.* May be repeated for credit. The Department

**DA 318 PILATES II 1**  
Advanced Pilates mat work. The class builds upon the foundation of the full advanced sequence. Students work to perfect each exercise. The "Magic Circle" and arm weights will be incorporated into the workout. *Prerequisites:* DA 218 or permission of instructor. *Not for liberal arts credit.* May be repeated for credit. M. DellPrete

**DA 327 IMPROVISATION II 2**  
Advanced study in the spontaneous use of movement derived from movement concepts, imagery, props, and media sources. The course develops speed and spontaneity in the creation of original movement and allows dancers to take further artistic risks in discovering their own movement vocabulary. *Prerequisites:* DA 227 or permission of instructor. *Not for liberal arts credit.* M. DiSanto-Rose

**DA 328 CHOREOGRAPHY II 3**  
Further development of the craft as it pertains to group work with increased emphasis on music, costume, and lighting design. Sophisticated inquiry into imagery, intention, and artistry challenges the student to move beyond compositional tools toward the creation of an artistic statement. The class will produce a concert of their work in collaboration with the Dance Production lighting designers. *Prerequisites:* DA 228 and DA 276, or permission of instructor. *Not for liberal arts credit.* D. Fernandez

**DA 335 DANCE AND SOCIETY: 1960–PRESENT 3**  
Study of major trends in classical ballet and contemporary modern dance through literature and repertory, utilizing dance writings, lectures, discussions, videos, and performances. Students trace the movers and shakers in dance and the influences of the social, political, and economic conditions from 1960 to present, and examine how the past has influenced dance today. *Prerequisites:* DA 230. Partially fulfills the writing requirement in Dance. The Department

**DA 340 BALLET THEORY AND PEDAGOGY 3**  
A course for experienced ballet dancers who are interested in the art and methodology of teaching classical ballet. Working backward from advanced to beginner levels, students examine technical theory and terminology, appropriate musical accompaniment, and the syllabi of major schools. Course includes both participatory and written assignments. *Prerequisites:* DB 311. D. Warner Limoli

**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 SENIOR DANCE CAPSTONE I 3**  
A study of selected nineteenth- and twentieth-century dance masterworks along with related 21st century works, that demonstrate the progression of the art form. After preparatory viewings, writings, and discussions, students write a major paper exploring historical context and identifying the relationship of the choreographic elements through a critical analysis of content, form, thematic structure, staging, style, and musical accompaniment. *Prerequisites:* DA 328. Required for all dance majors. This course partially fulfills the writing requirement in Dance. The Department

**DA 376 SENIOR DANCE CAPSTONE\*\* 3**  
A performance course that leads to the Senior Dance Capstone Concert. The research in DA 375 helps inform and guide the student throughout the creative process of either choreographing an original work or performing a solo staged with permission of the choreographer. Students are responsible for arranging every aspect of the concert, including music, lighting, costuming, program order, printed program, and publicity. *Prerequisites:* DA 375 and recommendation of department. Required for dance majors seeking honors in Dance. 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. *Prerequisites:* 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 or may not count for liberal arts credit. The Department

## FACULTY TECHNIQUE COURSES—Ballet Faculty

**DB 111 BALLET I: ELEMENTARY 2 or 3**  
First course in the progressive series of training classes for the student with some experience in ballet. Students learn correct barre work, basic center work including simple jumps and turns, musicality, and terminology. *Prerequisites:* DA 101 or one year previous ballet training. *Not for liberal arts credit.* May be repeated for credit. (Fulfills arts requirement.) The Department

**DB 211 BALLET II: LOW INTERMEDIATE 2 or 3**  
A technique class for experienced dancers. Students study fully detailed barre work, center work including pirouettes, adagio, petit allegro, simple grand allegro, terminology, musicality, and theory. Dancers are also encouraged to enroll in (women) DB 212 and (men) DB 353. *Prerequisites:* level placement determined by instructor. May be repeated for credit. *Not for liberal arts credit.* (Fulfills arts requirement.) The Department

**DB 212 INTERMEDIATE POINTE 1**  
A pointe technique class for women who are concurrently enrolled in DB 211 or DB 311. Students study specialized pointe exercises with a focus on coordination and strength. Dancers should have had at least one previous year of pointe study. *Corequisite:* DB 211 or DB 311. *Not for liberal arts credit.* May be repeated for credit. D. Warner Limoli

**DB 311 BALLET III: HIGH INTERMEDIATE 2 or 3**  
A technique class for accomplished dancers who are motivated to work at a more sophisticated level. Students study a full range of ballet technique, theory, and terminology as they begin to develop musical artistry and stamina. Pointe work and men's work are included. Guest artists frequent this class. Dancers are also encouraged to enroll in DB 353 and (women) DB 212 and (men) DB 352. *Prerequisites:* level placement determined by instructor. May be repeated for credit. *Not for liberal arts credit.* The Department

**DB 320 CONTEMPORARY BALLET III 1**  
Intermediate-advanced level contemporary ballet technique class. Students should have the ability to execute intermediate vocabulary of ballet movement with technical accuracy. In addition, students will explore the ways in which previously learned movements can be contemporized through issues of off-centeredness, rhythmic variation, and changes in tempo. Each class will consist of barre work and center floor work that will continue the student's development of strength, flexibility, and coordination. This course is only for dancers capable of the III or IV level in ballet and/or modern dance. *Prerequisites:* level placement determined by instructor. *Not for liberal arts credit.* May be repeated for credit. R. Graciani, D. Fernandez

**DB 351 BALLET IV: ADVANCED 2 or 3**  
A rigorous technique class for only the most accomplished ballet dancers who are motivated to work with consistent effort, concentration, and assimilation of details. Dancers work to develop dynamic musical phrasing and artistic expression. Advanced pointe work and men's work are included. Guest artists frequent this class. Dancers are also encouraged to enroll in DB 311, DB 353, DB 394, and (men) DB 352. *Prerequisites:* level placement determined by instructor. May be repeated for credit. *Not for liberal arts credit.* The Department

**DB 352 MEN'S BALLET TECHNIQUE: ADVANCED/INTERMEDIATE 1**  
A course exclusively for men who are enrolled in DB 311 or DB 351, which focuses on developing the strength and power necessary for grand tours, beats, and specialized grand allegro. *Corequisite:* DB 211 or DB 311. *Not for liberal arts credit.* May be repeated for credit. D. Warner Limoli

**DB 353 CLASSICAL PAS DE DEUX: ADVANCED/INTERMEDIATE 1**  
The study of classical ballet partnering for both men and women who work together as couples. Dancers learn skills for balance, turns, and lifts, as well as traditional classical department and contemporary style. Women must be capable of advanced pointe work. *Corequisite:* Women, DB 311 or higher; Men, DB 211 or DM 211. *Not for liberal arts credit.* May be repeated for credit. D. Warner Limoli

## MODERN DANCE TECHNIQUE COURSES—Modern Dance Faculty

### DM 111 MODERN I: ELEMENTARY 2 or 3

A training class in elementary modern dance technique for the student with some experience in ballet or modern dance. Students will develop appropriate strength and full range of motion with proper body alignment and spatial awareness. *Prerequisites:* DA 101 or one year previous training in ballet or modern dance. *Not for liberal arts credit.* May be repeated for credit. (Fulfills arts requirement.)

The Department

### DM 211 MODERN II: LOW INTERMEDIATE 2 or 3

A training class in low intermediate modern dance technique, aimed at improving technical skills, increasing strength and endurance, expanding movement vocabulary, and developing musical accuracy. *Prerequisites:* level placement determined by instructor. *Not for liberal arts credit.* May be repeated for credit. (Fulfills arts requirement.)

The Department

### DM 212 MODERN DANCE PARTNERING 1

Exploration of modern dance partnering techniques. Students develop the core strength necessary to perform different styles of partnering, as well as develop the physical skills and awareness necessary to achieve complex lifting sequences. Not gender specific. *Prerequisites:* Students must be at the 200 level of dance technique. *Not for liberal arts credit.* May be repeated for credit.

R. Graciani

### DM 311 MODERN III: HIGH INTERMEDIATE 2 or 3

Technique class at the high intermediate level, demanding clarity of movement, control, strength, stamina, and musicality. Strong focus and bodily awareness expected. *Prerequisites:* level placement determined by instructor. *Not for liberal arts credit.* May be repeated for credit.

The Department

### DM 351 MODERN IV: ADVANCED 2 or 3

Technique class for only the most advanced modern dancers. It is expected that students have a full command of modern dance technique and movement vocabulary. This is a highly physical and aerobic class that requires focused concentration and self-motivation. *Prerequisites:* level placement determined by instructor. *Not for liberal arts credit.* May be repeated for credit.

The Department

## WORKSHOP/PRODUCTION

### DB 393 CONTEMPORARY BALLET PERFORMANCE WORKSHOP 1, 2 or 3

Dancers move from studio to stage as they participate in the creative act of constructing or learning a new work in preparation for performance. Students work toward developing skills necessary for a successful relationship with a choreographer: nimble mind and feet, receptivity, presence, boldness, and a sense of creative adventure.

*Prerequisites:* Students must be enrolled in at least one technique class. By audition and/or permission. *Not for liberal arts credit.* May be repeated for credit.

D. Fernandez

### DB 394 BALLET PERFORMANCE WORKSHOP 1, 2 or 3

A performance course for the most advanced ballet dancers: women on pointe, men as accomplished partners. Dancers experience the rehearsal and coaching process as they prepare an excerpt from the classical repertoire or participate in the creation of an original contemporary ballet. Guest artists frequent this class. *Prerequisites:* by audition and/or permission of the instructor. *Corequisite:* DB 311 or DB 351. *Not for liberal arts credit.* May be repeated for credit.

D. Warner Limoli

### DM 393 MODERN PERFORMANCE WORKSHOP 1, 2 or 3

Movement workshop resulting in performance in the faculty concert. Students will learn and develop highly physical and partner-based choreography. Students will be expected to participate in a process that furthers their own musicality, stamina, creative awareness, and ability to collaborate within a group dynamic. This class is for intermediate and advanced dancers. *Prerequisites:* by audition only. *Not for liberal arts credit.* May be repeated for credit.

R. Graciani

### DM 394 MODERN PERFORMANCE WORKSHOP 1, 2 or 3

A process-oriented workshop culminating in performances in the Dance Department concerts. Students will gain choreographic insights and essential skills as they work closely with the choreographer in the development of a new work. Extra rehearsals to be arranged as needed. *Prerequisites:* Students must be enrolled in at least one dance technique class to participate. By permission and/or audition. *Not for liberal arts credit.* May be repeated for credit.

M. Harney

### DM 395 MODERN RECONSTRUCTION WORKSHOP 1, 2 or 3

The restaging, research, and performance of significant modern dance choreography to provide students with access to the legacy of American dance history (i.e., works by Isadora Duncan to José Limón). Extra rehearsals to be arranged as needed. *Prerequisites:* by audition and/or permission. *Not for liberal arts credit.* May be repeated for credit.

M. DiSanto-Rose

### DM 396 MODERN GUEST ARTISTS WORKSHOP 1, 2 or 3

Visiting guest artists will restage or create new works to expose students to professional choreographers. Extra rehearsals to be arranged as needed. *Prerequisites:* by audition and/or permission. *Not for liberal arts credit.* May be repeated for credit.

The Department

# Economics

Chair of the Department of Economics: Robert J. Jones

Professors: Roy J. Rotheim, Mehmet Odekon, Peter von Allmen

Associate Professors: Jöerg Bibow, Ngina S. Chiteji, Monica Das, Robert J. Jones, Lynda D. Vargha

Lecturer: Sara Bothun

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: EC 103, EC 104, EC 235, EC 236, EC 237; EC 375; MA 111 (MA 108 and MA 109) and at least four additional 300-level economics courses.

*Note:* Calculus and Linear Algebra (offered by the Department of Mathematics) are strongly recommended for students planning to go to graduate school in economics or business.

**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. See *Interdepartmental Majors*. The department participates in the International Affairs, Environmental Studies, and Gender Studies programs.

**THE ECONOMICS MINOR:** The department offers a minor in economics that consists of a minimum of EC 103, EC 104, EC 235, and EC 236; MA 111 (MA 108 and MA 109); and at least two additional economics courses at the 300 level.

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

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

**EC 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. *Prerequisites:* 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. *Prerequisites:* QR1. (Fulfills QR2 and social sciences requirements.)  
The Department

**EC 104 INTRODUCTION TO MICROECONOMICS 4**  
An introduction to the study of markets. The course develops the basic economic model of supply and demand to illustrate how choices regarding the production and distribution of goods and services are made by firms and households in a market economy. The course also examines the possibility of market failure and the appropriate government response. Policy topics may include poverty and homelessness, health care, the environment, antitrust, discrimination, international trade, unions, and minimum wage laws. *Prerequisites:* 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. *Prerequisites:* 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:* EC 103 and EC 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:* EC 103 and EC 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, EC 103, EC 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. *Prerequisites:* EC 103 and/or EC 104. May be repeated once with permission of department chair.  
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:* EC 103, EC 104, and EC 236.  
The Department



<b>EC 316</b>	<b>ECONOMICS OF DEVELOPMENT</b>	<b>3</b>
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. <i>Prerequisites:</i> EC 235 M. Odekon		
<b>EC 317</b>	<b>THE ECONOMICS OF EUROPEAN INTEGRATION</b>	<b>3</b>
Application of economic theory to key economic institutions and policies of the European Union. Students analyze the process of European economic integration, mainly: the degree of economic integration achieved with the common market and the European Monetary System prior to 1991; the design of and experience with the Economic and Monetary Union regime currently shaping policies in EU countries that have adopted the euro; and the changes related to the latest EU enlargements, both for old and new members. Students will investigate questions such as regional trade integration, currency union, regional and global ramifications of European integration and the euro. <i>Prerequisites:</i> EC 235 and EC 236, or permission of instructor. <i>Prerequisites:</i> may be waived for international affairs majors and minors by permission of instructor. J. Bibow		
<b>EC 319</b>	<b>ECONOMICS OF INCOME DISTRIBUTION AND POVERTY</b>	<b>3</b>
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. <i>Prerequisites:</i> EC 235 and EC 236, or permission of instructor. N. Chiteji, M. Odekon		
<b>EC 321</b>	<b>LABOR ECONOMICS</b>	<b>3</b>
Analysis of labor as a human activity and an economic resource. Critical examination of the structure and functioning of the American labor market. Topics include determinants of labor force participation, the level and structure of wages, and the allocation and utilization of workers; the roles of labor unions and collective bargaining; and the changing situations of women and minorities in the labor market. <i>Prerequisites:</i> EC 236 and EC 237. N. Chiteji		
<b>EC 334</b>	<b>INTERNATIONAL POLITICAL ECONOMY</b>	<b>3</b>
An examination of the interplay of international economics and politics. The course contrasts mainstream theories of international trade and investment with theories highlighting class relations, power, and market imperfections. Among the subjects to be addressed are: multinational corporations, capital flight, theories of imperialism, and the prospects for national economic policy. <i>Prerequisites:</i> EC 235 or permission of instructor. L. Vargha		
<b>EC 335</b>	<b>ADVANCED MACROECONOMIC THEORY AND POLICY</b>	<b>3</b>
Domestic monetary and fiscal policies of advanced capitalist economies with emphasis on the United States' historical experience. Topics include business cycle theories; Neoclassical, Keynesian, and post-Keynesian theories of money and the state; industrial policy, monetary and fiscal intervention considered theoretically and historically. <i>Prerequisites:</i> EC 235. R. Rotheim		
<b>EC 336</b>	<b>INDUSTRIAL ORGANIZATION AND PERFORMANCE OF ECONOMY</b>	<b>3</b>
A study of changing market structures in the United States economy and their impact on its performance. The specific topics covered in this course include the determinants of market structure and oligopolistic behaviors of large corporations in such areas as pricing, profits, and technological innovations. Also considered are public policies concerning monopolistic and oligopolistic business enterprises. <i>Prerequisites:</i> EC 236. The Department		
<b>EC 339</b>	<b>APPLIED ECONOMETRICS</b>	<b>3</b>
Theory and practice of econometrics applied to economic models. Topics include econometric techniques for analyzing economic relationships, methods for handling economic data, empirical testing of theoretical models, and techniques for developing testable models. <i>Prerequisites:</i> EC 235 or EC 236; EC 237. M. Das, R. Jones		
<b>EC 343</b>	<b>ENVIRONMENTAL AND RESOURCE ECONOMICS</b>	<b>3</b>
Analysis of contemporary environmental and resource problems (e.g., air, water, noise, and aesthetic pollution, extinction of animal and plant species) through the use of economic theories and techniques of evaluation. Environmental policies dealing with these problems will also be considered. <i>Prerequisites:</i> EC 236. M. Das, L. Vargha		
<b>EC 344</b>	<b>PUBLIC FINANCE</b>	<b>3</b>
Study of government expenditures and taxation policies from both institutional and theoretical perspectives. The course will focus on the economic roles of federal, state, and local governments in implementing decisions about defense spending, social programs, income, sales, property, and Social Security taxes. <i>Prerequisites:</i> EC 236. The Department		
<b>EC 345</b>	<b>MONETARY THEORY AND POLICY</b>	<b>3</b>
Foundations of money, financial markets, and central banking within a capitalist framework. Theoretical emphasis will be placed on monetarist and post-Keynesian explanations for money, interest, employment, and prices. Policy discussions will focus on the relationship between money market instruments and central bank policies in the context of the above theoretical frameworks. A major term paper, which compares the recent monetary policies of the Federal Reserve System with those of another central bank, is expected of all students. <i>Prerequisites:</i> EC 235. Open only to juniors and seniors. R. Rotheim, J. Bibow		
<b>EC 346</b>	<b>INTERNATIONAL TRADE</b>	<b>3</b>
An investigation of the role and importance of international economic relations with a focus on trade. Students will be provided a background in the theory of international trade and how various trade theories relate to observed trade flows and international resource movements. Policy debates on free trade versus protectionism are central to the course. Students will also be introduced to relevant international organizations and trade-related topics including exchange rate policies and trade finance. <i>Prerequisites:</i> EC 235, EC 236. J. Bibow		
<b>EC 347</b>	<b>INTERNATIONAL FINANCE</b>	<b>4</b>
An investigation of the causes and effects of international financial flows. Students will learn a theoretical background that will be used to investigate key analytical and policy issues raised by international monetary relations under globalized finance. Students will also study the operations of international financial markets and institutions and explore the two-way relation between international transactions and macroeconomic policy by concentrating on recent and current events. Students will have an opportunity to engage in research and writing following the standards and conventions for research papers in economics. <i>Prerequisites:</i> EC 235, EC 236. This course is designated a Writing-Enhanced Course. J. Bibow		
<b>EC 351</b>	<b>GENDER IN THE ECONOMY</b>	<b>3</b>
This course examines the ways in which the economic experiences of women in the United States differ from those of men. Topics include labor markets and wages, discrimination, poverty, the economics of the household, and the economics of reproduction. The particular situations of various ethnic groups and occupational groups are discussed. The economic experiences of women are analyzed in their social, political, and historical context. <i>Prerequisites:</i> EC 104. The Department		
<b>EC 355</b>	<b>HISTORY OF ECONOMIC THOUGHT</b>	<b>3</b>
The development of Western economic thinking from Adam Smith to the present, stressing in its historical context the conflict between the mainstream of economic thought and important alternatives such as the Marxist, institutional, and anarchist traditions. Emphasis is on the works of a few major writers. <i>Prerequisites:</i> EC 235 and EC 236, or permission of instructor. R. Rotheim		
<b>EC 361</b>	<b>ADVANCED TOPICS IN ECONOMICS</b>	<b>3</b>
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		
<b>EC 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>3, 3</b>
An opportunity for qualified students to engage in in-depth reading and research in any field of economics. Project should be based on work in a 300-level course the student has taken. Each student works closely with a faculty advisor and participates in a weekly independent study seminar. <i>Prerequisites:</i> permission of the department. The Department		
<b>EC 375</b>	<b>SENIOR SEMINAR</b>	<b>3</b>
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. <i>Prerequisites:</i> EC 235 or EC 236. The Department		
<b>EC 376</b>	<b>SENIOR THESIS</b>	<b>3</b>
Advanced research paper in economics. Open to all seniors with departmental approval. All completed theses must be defended before the economics faculty. <i>Prerequisites:</i> EC 235 or EC 236. The Department		
<b>EC 399</b>	<b>INTERNSHIP IN ECONOMICS</b>	<b>3</b>
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. <i>Prerequisites:</i> two of the following: EC 235, EC 236, EC 237, and at least two 300-level economics courses. Only three semester-hour credits may count toward the requirements for the major, and none toward the minor.		

# Education Studies

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## Education Studies

*Chair of the Department of Education Studies:* Susan S. Lehr

Professor: Susan S. Lehr

Visiting Assistant Professor: Hope Casto, Leah T. Lembo

Lecturer: \*Laura Ficarra

*Director of Student Teaching:* Leah T. Lembo, Visiting Assistant Professor of Curriculum and Instruction

*Interim Director of Skidmore Early Childhood Center:* Mary Ellen Towne

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 2009 was 28 students. Education Studies students typically spend sixteen weeks student teaching for thirty hours per week. In 2009–2010, 12 students completed their student teaching and 10 undergraduate students completed the program. Of those 10, 9 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

*Effective beginning with the Class of 2013:*

The education studies major must successfully complete the following courses:

1. ED 115, ED 200, ED 213, ED 231, ED 233, ED 334, ED 335, ED 336, and ED 350.
2. A minor in a liberal arts and sciences discipline.
3. Liberal arts and sciences courses; one course from each of the following three categories: American history; mathematics and sciences; social sciences and humanities.

*For Class of 2012 and prior:*

The education studies major must successfully complete the following courses:

1. ED 115, ED 200, ED 231; successful completion of ED 233 and ED 334 in the fall of the junior year and ED 335, ED 336, and ED 337 in the spring of the junior year; and successful completion in the senior year of ED 350.
2. A minor in a liberal arts and sciences discipline.
3. Liberal arts and sciences courses; one course from each of the following three categories: American history, mathematics and sciences, and social sciences and humanities. A list of recommended courses to fulfill this requirement is available in the Education 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 fall of their junior year.

Education studies majors must receive a grade of C or better in five required foundation courses: ED 115 School and Society, ED 200 Child Development and Learning, ED 213 The Exceptional Child in the Elementary School, ED 231 Children's Literature, and ED 233 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.

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 ED 350 with a grade of A- or better;
3. Complete ED 351 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 the Early Childhood minor should consult with the Education Studies Department. Required courses include ED 200 or PS 207, ED 213, ED 222, ED 231, ED 322, and one of the following: PS 305, SB 315, ED 314, ED 330, ED 333, or ED 371.

**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*.

<b>ED 100</b>	<b>EXPLORATION OF EARLY CHILDHOOD CLASSROOM TEACHING</b>	<b>2</b>
	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. <i>Not for liberal arts credit.</i>	The Department
<b>ED 103</b>	<b>INTRODUCTION TO TEACHING</b>	<b>3</b>
	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
<b>ED 104</b>	<b>HUMAN INTELLIGENCE(S) AND LEARNING ENVIRONMENTS</b>	<b>3</b>
	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.	The Department
<b>ED 115</b>	<b>SCHOOL AND SOCIETY</b>	<b>4</b>
	An introduction to the foundations of American education exploring the historical, philosophical, and social contexts of schooling. Students will explore the purposes of education within a democracy where the goals are influenced by politics, the law, global competitiveness, multiculturalism, and social justice, and examine the nineteenth-century Common School period, twentieth-century standardization and consolidation, and twenty-first century plans for school choice. Students study the intersections of race, culture, immigration status, language, gender, sexual orientation, and ability with education. Required of majors. (Fulfills social science requirement.)	H. Casto
<b>ED 117</b>	<b>ALTERNATIVE EDUCATION: THE QUEST FOR A DIFFERENT SCHOOL EXPERIENCE</b>	<b>3</b>
	A comparative study of alternative education models in the United States, including Waldorf Progressive, Montessori, and religious schools. Students will also examine alternative, magnet, and charter schools in the public system, homeschooling, and, depending on student interest, art or environmental education programs. Students will grapple with the tensions between theory and practice by comparing course material with classroom observation in local alternative schools.	H. Casto
<b>ED 200</b>	<b>CHILD DEVELOPMENT AND LEARNING</b>	<b>3, 4</b>
	Development of the child from the prenatal period to puberty with a focus on domains of learning, factors affecting learning, and learning processes. Students engage in systematic observations in the Greenberg Child Care Center and the Early Childhood Center on campus. In addition, students have the option of earning an additional 1 credit through their participation in a service-learning component that connects experiential and academic understanding of children's growth and development. The service learning option requires that students spend an hour a week in addition to class time volunteering for a campus or community nonprofit organization which emphasizes teaching and learning for a total of 10 semester hours. Service Learning options include 1,000 Books Early Intervention Literacy Program, tutoring (before, during, or after school) in local elementary schools, and enrichment programs (before, during, or after school) in local elementary schools. Faculty will assess students' work via journals and class presentations that relate their work to theoretical constructs discussed in class. Required of majors. Not open to juniors and seniors. Juniors who are declaring an education studies minor may register with the permission of the instructor.	The Department
<b>ED 213</b>	<b>THE EXCEPTIONAL CHILD IN THE ELEMENTARY SCHOOL</b>	<b>3</b>
	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. Required of majors.	The Department
<b>ED 216</b>	<b>SCHOOLING THE MASSES FROM COLONIAL TIMES TO PRESENT</b>	<b>3</b>
	An examination of the formation of the public school system and the stated and unstated goals of schooling in light of our current expectations of schools. Students will study historical movements including the Common School and Progressive education with particular attention to the rise of the current standards movement. They will also explore the evolution of local, state, and federal roles in education and the opportunities and barriers that schools have created for women and racial and ethnic minorities in the United States.	H. Casto

<b>ED 222</b>	<b>THE YOUNG CHILD AND THE EDUCATIONAL PROCESS</b>	<b>3</b>
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. <i>Prerequisites:</i> ED 200 or PS 207. Fall semester. The Department		
<b>ED 231</b>	<b>CHILDREN'S LITERATURE</b>	<b>4</b>
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, as well as political and social themes. Not open to first-year students. Required of majors. S. Lehr		
<b>ED 233</b>	<b>EMERGENT LITERACY</b>	<b>4</b>
Exploration of theory and research for emergent literacy. Students focus on language acquisition, concepts of print, writing and spelling development, and are introduced to critical literacy through the lens of early childhood curriculum. Students research and present current topics in literacy, and explore and analyze instructional models that support development of emergent readers and writers. The laboratory component allows students to link theory into practice by learning how to prepare a literate environment for emergent readers and writers. Required of majors. Not open to first-year students. Offered in fall semester. Must be taken by fall of junior year. S. Lehr		
<b>ED 261</b>	<b>THEMES IN EDUCATION</b>	<b>1-4</b>
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		
<b>ED 299</b>	<b>PROFESSIONAL INTERNSHIP IN EDUCATION</b>	<b>3</b>
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. <i>Not for liberal arts credit.</i> The Department		
<b>ED 314</b>	<b>EDUCATIONAL ASSESSMENT AND THE EXCEPTIONAL CHILD</b>	<b>3</b>
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. <i>Prerequisites:</i> ED 213. Spring semester. <i>Not for liberal arts credit.</i> The Department		
<b>ED 322</b>	<b>LEARNING IN EARLY CHILDHOOD SETTINGS</b>	<b>4</b>
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. <i>Prerequisites:</i> ED 222. Spring semester. <i>Not for liberal arts credit.</i> The Department		
<b>ED 323</b>	<b>ADOLESCENT DEVELOPMENT</b>	<b>3</b>
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. The Department		
<b>ED 334</b>	<b>PRACTICUM IN INTEGRATED CURRICULUM AND INSTRUCTION</b>	<b>4</b>
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. <i>Prerequisites:</i> Open only to juniors admitted to the professional sequence. Taken concurrently with ED 335 and ED 336. <i>Not for liberal arts credit.</i> L. Lembo		
<b>ED 335</b>	<b>TEACHING READING IN THE ELEMENTARY SCHOOL</b>	<b>4</b>
An advanced reading course that includes the effective teaching of literacy and literature in the upper elementary classroom, grades 3-6. The course builds on and applies theory and concepts learned in Emergent Literacy. It includes developing curriculum for literature studies, teaching writing, teaching literacy across the curriculum, and assessment of readers and writers, with a focus on readers at risk. Throughout the semester, students will have supervised observations as they practice their skills in elementary school classrooms. <i>Prerequisites:</i> ED 233. Open only to juniors admitted to the professional sequence. Taken concurrently with ED 334 and ED 336. Spring semester only. <i>Not for liberal arts credit.</i> S. Lehr		
<b>ED 336</b>	<b>TEACHING ELEMENTARY MATHEMATICS AND SCIENCE</b>	<b>4</b>
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. <i>Prerequisites:</i> Open only to juniors admitted to the professional sequence. Taken concurrently with ED 334 and ED 335. <i>Not for liberal arts credit.</i> The Department		
<b>ED 337</b>	<b>CHILD DEVELOPMENT II: THEORY INTO PRACTICE</b>	<b>4</b>
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. <i>Prerequisites:</i> ED 200. The Department		
<b>ED 350</b>	<b>ELEMENTARY EDUCATION STUDENT TEACHING</b>	<b>16</b>
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. <i>Not for liberal arts credit.</i> The Department		
<b>ED 351</b>	<b>ISSUES IN EDUCATION</b>	<b>4</b>
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. <i>Prerequisites:</i> Only open to seniors and with the permission of the instructor. This course is available on an independent study basis when necessary. The Department		
<b>ED 361A, B</b>	<b>ADVANCED TOPICS IN EDUCATION</b>	<b>1, 3</b>
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 <i>Alice in Wonderland</i> : The History of Children's Books," and "A History of Women in Education." This course may be repeated with a different topic. (ED 361C is designated a Cultural Diversity course.) The Department		
<b>ED 371, 372</b>	<b>INDEPENDENT STUDY IN THE FOUNDATIONS OF EDUCATION</b>	<b>3, 3 or 1, 1</b>
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		

## English

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*Chair of the Department of English:* Mason Stokes

Associate Chair: Susannah Mintz

Professors: Robert Boyers, Victor L. Cahn, Janet Casey, Joanne Devine, Catherine Golden, Sarah Webster Goodwin, Regina M. Janes, Susan Kress, Thomas S. W. Lewis, Steven Millhauser, *Tisch Chair in Arts and Letters*; Linda Simon, Steve Stern

Associate Professors: April Bernard, Barbara Black, Philip Boshoff, Kate Greenspan, Linda Hall, Michael S. Marx, Susannah Mintz, Mason Stokes

Assistant Professors: Holly Jackson, Michelle Rhee, Daniel Swift

Visiting Assistant Professors: Alison Barnes, Sarah Breckenridge, Benjamin Glaser, Bina Gogineni, Melora Wolff

Senior Writer-in-Residence: Greg Herbek

Visiting Writer-in-Residence: Elizabeth Brundage

Lecturers: Francois Bonneville, Margarita Boyers, \*Anne Breznau, \*Andy Fogle, Marla Melito, Jay Rogoff, Sandra Welter, Martha Wiseman, 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 32 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: EN 110
- b. Forms of Language and Literature: one course from among EN 207, EN 208, EN 211, EN 213, EN 215, EN 217, EN 219, EN 225, EN 228, EN 280, EN 281, EN 282
- c. Language and Literature in Context: one course from among EN 223, EN 226, EN 227, EN 229, EN 230, EN 231, EN 232, EN 243

EN 110 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 (EN 375) or Advanced Projects in Writing (EN 381)

*Note:* Students with appropriate preparation and faculty permission may instead choose the senior thesis or project options: EN 376, EN 389, EN 390.

### 4. One additional course at the 200 or 300 level (excluding EN 375 Senior Seminar In Literary Studies)

### 5. Early Period requirement: Two courses, at either the 200 or the 300 level, must be designated “early period” (EN 225, EN 228E, EN 229E, EN 230, EN 231, EN 315, EN 341, EN 342, EN 343, EN 344, EN 345, EN 346, EN 347, EN 348, EN 350, EN 362).

WRITING REQUIREMENT IN THE MAJOR: What unites us—as students of English, as writers, and as scholars—is close attention to language as both content and practice. We read the writing of others; we write in response to that writing; and we reflect on what it means to do so. Each of us shares a concern for the written word that defines what we do at every level of the English curriculum. In the classroom, students attend carefully to the language of literary works and articulate in writing their responses and ideas. This is true both for workshops in fiction, poetry, and nonfiction and for classes in literary criticism. As students and as teachers, we work with language; therefore, writing determines both the content of our academic discipline and our particular approach to that discipline. The two are fundamentally interwoven: attention to written language embodies both the methodology and the matter of a major in English. Given the centrality of writing to every aspect of the English major, we consider the writing requirement in the major fulfilled not through any individual piece of the major, but through the whole. Therefore, a student satisfies the writing requirement in the English major when he or she completes the English major.

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 EN 389. 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 EN 110, 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 EN 371).

*Creative Writing:* Six courses, including EN 211 or EN 213; EN 281 or EN 282; at least two from the category "Advanced Courses in Language and Literature" (other than EN 371); and two courses taken from the following combinations:

1. EN 379 and EN 380;
2. two semesters of either EN 379 or EN 380;
3. EN 380 and either EN 381 or an independent study in writing;
4. EN 379 and either EN 381 or an independent study in writing.

*Expository Writing:* Six courses, including EN 110; EN 207; EN 280; EN 303H or EN 378; one course from "Advanced Courses in Language and Literature" (other than EN 371); 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 3 credit hours may carry 4 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

**EN 100 ENGLISH LANGUAGE SKILLS 3**  
Basic skills of the English language for special interest students requiring such a course. *Not for liberal arts credit.* 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 EN 105 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 EN 105H 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 EN 105H 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**  
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. Prospective English majors are strongly encouraged to take EN 110 prior to enrolling in 200-level courses. (This course fulfills the all-college requirement in expository writing.) The Department

**EN 303H PEER TUTORING PROJECT IN EXPOSITORY WRITING 4**  
Examination of rhetoric, grammar, and composition theory essential to writing, collaborative learning, and peer tutoring. Students practice analytical writing and critique expository essays. Weekly writing assignments and a term project explore composition theory and tutoring practices and analyze EN 103 assignments. Participation in a weekly supervised peer tutoring practicum with EN 103 students. *Prerequisites:* completion of the Introductory Requirement and upper-class standing. (This is an Honors course.) P. Boshoff, C. Golden, or M. Marx

### Courses in Poetry, Fiction, and Nonfiction Writing

**EN 280 INTRODUCTION TO NONFICTION WRITING 4**  
An introduction to the writing of nonfiction. Writing and reading assignments are geared to the beginning writer of nonfiction prose. Sections may focus on a range of nonfiction genres or on one specific form, such as the personal essay, travel writing, literary journalism, cultural critique, science writing and the arts review. *Prerequisites:* EN 219. This course may be repeated for credit with a different topic. (Fulfills arts requirement.) L. Hall, S. Mintz, L. Simon, M. Woolf

**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. *Prerequisites:* EN 211. (Fulfills arts requirement.) G. Hrbek, S. Millhauser, S. Stern

**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. *Prerequisites:* EN 213. (Fulfills arts requirement.) A. Bernard

**EN 378 NONFICTION WORKSHOP 4**  
Intensive practice in writing nonfiction. May be repeated once for credit. As with the Introduction to Nonfiction Writing, sections may focus either on a range of genres or on a specific nonfiction form. *Prerequisites:* EN 110 Introduction to Literary Studies; one course from "Language and Literature in Context"; and EN 280 Introduction to Nonfiction Writing; or permission of instructor. L. Hall, S. Mintz, L. Simon

**EN 379 POETRY WORKSHOP 4**  
Intensive practice in the writing of poetry. 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. *Prerequisites:* EN 110 Introduction to Literary Studies; one course from "Language and Literature in Context"; and EN 282 Introduction to Poetry Writing. May be repeated once for credit. A. Bernard

**EN 380 FICTION WORKSHOP 4**  
Intensive practice in the writing of fiction. 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:* EN 110 Introduction to Literary Studies; one course from "Language and Literature in Context"; and EN 281 Introduction to Fiction Writing. May be repeated once for credit. G. Hrbek, S. Millhauser, or S. Stern

**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, poetry, or nonfiction. 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 (EN 378 Nonfiction Workshop for Advanced Projects in Nonfiction; EN 379 Poetry Workshop for Advanced Projects in Poetry; EN 380 Fiction Workshop for Advanced Projects in Fiction); or permission of the instructor. 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. When offered as an honors course, this will be recorded as EN 201H. (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. *Prerequisites:* EN 201. The Department

**EN 207      THE NATURE OF LANGUAGE      3**  
 A general introduction to language with special emphasis on the nature and structure of linguistic systems, the representation of meaning in language, and social and biological aspects of human language. Topics include study of the origins and defining characteristics of language; the relationship between language and culture; the causes and impact of language variation; children's acquisition of language; and the manipulation of language, especially in the media and in advertising. J. Devine

**EN 208      LANGUAGE AND GENDER      3**  
 Investigates the interaction of language and gender by raising questions about society and culture in relation to language use. Systematic examination of the following topics: the historical roots of both beliefs and practices related to gendered-language differences in speech and writing; differing structural and functional characteristics of the language used by women and men; the development of these differences in early childhood and their personal and social purposes; and the language behavior of men and women in cross-cultural contexts. J. Devine

**EN 211      FICTION      3**  
 Designed to enhance the student's capacity to read novels and short stories. Explores fundamental techniques of fiction, such as symbol and myth, irony, parody, and stream-of-consciousness, within both conventional and experimental forms. Recommended preparation for advanced courses in fiction. (Fulfills humanities requirement.) The Department

**EN 213      POETRY      3**  
 Designed to bring the general student into a familiar relationship with the language and structure of poetry. General readings from the whole range of English and American poetry from early ballads to contemporary free forms introduce students to representative poets and forms. Recommended preparation for 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. (Fulfills humanities requirement.) Lab/credit fee: \$25. R. Boyers

**EN 219      NONFICTION      3**  
 An introduction to the reading of nonfiction in a rich variety of styles and types, from memoir and lyric essays to reportage, science writing, and cultural critique. Students will explore the form's expressive range, including the relation to and distinction from other genres, its narrative strategies, its means of achieving a distinctive voice, and its reflection of social contexts. Recommended preparation for advanced courses in nonfiction. (Fulfills humanities requirement.) The Department

**EN 225      INTRODUCTION TO SHAKESPEARE      3**  
 Selected comedies, histories, and tragedies. Primarily for non-majors. (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. EN 228C designates a Cultural Diversity course; EN 228E designates an early period course; EN 228H designates an honors course; EN 228N designates a non-Western course; EN 228W designates a writing-intensive course. (Fulfills humanities requirement.) The Department

**EN 280      INTRODUCTION TO NONFICTION WRITING      4**  
 An introduction to the writing of nonfiction. Writing and reading assignments are geared to the beginning writer of nonfiction prose. Sections may focus on a range of nonfiction genres or on one specific form, such as the personal essay, travel writing, literary journalism, cultural critique, science writing, and the arts review. *Prerequisites:* EN 219. This course may be repeated for credit with a different topic. (Fulfills arts requirement.) L. Hall, S. Mintz, L. Simon, M. Woolf

**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. *Prerequisites:* EN 211. (Fulfills arts requirement.) G. Hrbek, S. Millhauser, S. Stern

**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. *Prerequisites:* EN 213. (Fulfills arts requirement.) A. Bernard

**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.) B. Black, C. Golden, S. Mintz, or M. Rhee

**EN 226      INTRODUCTION TO AMERICAN LITERATURE      3**  
 An introduction to the major modes and moments of American literature: the literature of contact between Native Americans and Europeans; mid-nineteenth-century literature of reform and protest; the rise of realism and naturalism; and American modernisms. (Fulfills humanities requirement.) J. Casey, H. Jackson, T. Lewis, M. Stokes

**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.) J. Casey, 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. EN 229N designates a non-Western course; EN 229C designates a Cultural Diversity course; EN 229E designates an early period course. (Fulfills humanities requirement.) 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.) The Department

**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.) The Department

**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.)  
The Department

**ADVANCED COURSES IN LANGUAGE AND LITERATURE**

**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. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites:* completion of the Introductory Requirement.  
The Department

**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. *Prerequisites:* completion of the Introductory requirement.  
The Department

**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. *Prerequisites:* 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. *Prerequisites:* completion of the Introductory Requirement.  
C. Golden or B. Black

**EN 322 SPECIAL STUDIES IN NINETEENTH-CENTURY AMERICAN LITERATURE 3**  
Investigation of a topic in American literature in the context of the sometimes competing social, economic, racial, political and nationalist attitudes of the century. Students may study various topics including nature and the environment, gender and relationships, slavery and abolition, and protest and reform; and may draw upon letters, diaries, travel writing, poetry, novels, personal narratives, and political essays by such writers as Brown, Irving, Cooper, Wheatley, Thoreau, Emerson, Hawthorne, Whitman, Dickinson, Melville, Twain, Poe, Stanton, Truth, Douglass, and Stowe. *Prerequisites:* completion of the Introductory Requirement.  
H. Jackson, T. Lewis

**EN 323 AMERICAN LITERARY REALISMS 3**  
A study of realism as both a late–nineteenth-century literary movement and a style with continuing influence in the U.S. Students will examine not only the classic stage of realism (through writers that may include Twain, Howells, Dreiser, Wharton) but also the emergence of realism at other points in American literary history, including the socialist realism of the Great Depression and the appropriation of realism by minority writers in the late twentieth century. *Prerequisites:* completion of the Introductory Requirement.  
J. Casey, T. Lewis

**EN 324 AMERICAN FICTIONS 3**  
A study of major American novels in their literary, cultural and theoretical contexts, with an emphasis on the literary construction of “America” as both idea and place. Readings will vary from one year to the next, but may include works by Stowe, Hawthorne, Melville, James, Twain, Wharton, Cather, Fitzgerald, Hemingway, Faulkner, Ellison, Morrison, and Silko. *Prerequisites:* completion of the introductory requirement.  
J. Casey, H. Jackson, T. Lewis, M. Stokes

**EN 325 AMERICAN MODERNISMS 3**  
A consideration of the multiple literary expressions of the American Modernist period (roughly 1900–1940), with particular attention to the aesthetic issues that preoccupied leading writers and critics, as well as the cultural formations and controversies that marked these years. Topics will include “high” modernism, modernist uses of realism, the Harlem Renaissance, Depression-era radicalisms, and “middlebrow” paradigms (e.g., magazine fiction or hard-boiled detective fiction). *Prerequisites:* completion of the Introductory Requirement.  
J. Casey

**EN 327 SPECIAL STUDIES IN AFRICAN-AMERICAN LITERATURE 3**  
Topics, genres, traditions, and authors selected from African-American literary history. Topics will vary from one year to the next, but could include the literature of slavery: African-American domestic fiction; the Harlem Renaissance; African American realisms, African-American poetics; contemporary African-American writing; single author studies. *Prerequisites:* completion of the Introductory Requirement. (Designated a Cultural Diversity course.)  
M. Stokes

**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. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites:* completion of the Introductory Requirement.  
K. Greenspan

**EN 343 ELIZABETHAN AND JACOBEAN 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. *Prerequisites:* completion of the Introductory Requirement.  
R. Janes, D. Swift

**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. *Prerequisites:* completion of the Introductory Requirement.  
R. Janes, D. Swift

**EN 345 SHAKESPEARE: COMEDIES, HISTORIES, AND ROMANCES 3**  
A study of selected comedies, histories, and romances. *Prerequisites:* completion of the Introductory Requirement.  
V. Cahn or D. Swift

**EN 346 SHAKESPEARE: TRAGEDIES 3**  
A study of ten tragedies. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites*: 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. *Prerequisites*: 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. *Prerequisites*: 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. *Prerequisites*: completion of the Introductory Requirement.  
 R. Boyers, B. Black, C. Golden

**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). *Prerequisites*: completion of the Introductory Requirement.  
 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. *Prerequisites*: completion of the Introductory Requirement.  
 B. Black, C. Golden, S. Mintz, or M. Rhee

**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. *Prerequisites*: completion of the Introductory Requirement. The English Department will accept PH 341 Philosophy of Literature as the equivalent of EN 361.  
 The Department

**EN 362 SPECIAL STUDIES IN LITERARY HISTORY (PRE-1800)** 3  
 Studies in one or two authors of the British and American traditions, or in a specific literary topic, genre, or question in literary history or theory, prior to 1800. *Prerequisites*: 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. *Prerequisites*: completion of the Introductory Requirement. (EN 363N designates non-Western course; EN 363D designates a Cultural Diversity course.)  
 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. *Prerequisites*: 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. *Prerequisites*: 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 that 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. *Prerequisites*: completion of the Introductory Requirement. English majors may take only one Independent Study to meet requirements in "Advanced Courses in Language and Literature."  
 The Department

**CAPSTONE EXPERIENCE**

**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. *Prerequisites*: completion of the Introductory Requirement and senior class standing. Outstanding work may qualify the senior for departmental honors. May substitute for EN 389.  
 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  
 Workshop format concentrating on discussion of projects. The instructor determines whether the course will be offered in fiction, poetry, or nonfiction. 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 (EN 378 Nonfiction Workshop for Advanced Projects in Nonfiction; EN 379 Poetry Workshop for Advanced Projects in Poetry; EN 380 Fiction Workshop for Advanced Projects in Fiction) or permission of the instructor.  
 The Department

**EN 389 PREPARATION FOR THE SENIOR THESIS** 3  
 Required of all second-semester junior or first-semester senior English majors who intend to write a thesis (EN 390). 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. *Prerequisites*: completion of the Introductory Requirement. Offered only with approval in advance by the department.  
 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. *Prerequisites*: EN 375 or RN 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. *Prerequisites*: completion of the Introductory Requirement. Only 3 semester hours credit may count toward the 300-level requirement of the major. *Must be taken S/U.*  
 The Department

## Environmental Studies

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*Director of the Environmental Studies Program:* Michael Marx

*Program Coordinator and Lecturer:* †Kim Marsella

*Associate Professor:* †Karen Kellogg

*Assistant Professor:* †Cathy Gibson, †Joshua Ness

*Affiliated Faculty:*

*American Studies:* Mary Lynn, Gregory Pfitzer

*Art and Art History:* Lisa Aronson

*Anthropology:* Michael Ennis-McMillan, Chris Grassi, Heather Hurst, Kenji Tierney

*Biology:* Catherine Domozych, David Domozych, Sylvia McDevitt, Corey Freeman-Gallant, Roy Meyers, †Joshua Ness, Monica Raveret Richter

*Chemistry:* Steven Frey, Raymond Giguere, †Judith Halstead, Kim Frederick

*Economics:* Monica Das, Mehmet Odekon, Lynda Vargha, Robert Jones

*English:* Alison Barnes, †Michael Marx

*Geosciences:* Richard Lindemann, Kyle Nichols, †Amy Frappier, Sarah Stelmack

*Government:* Roy Ginsberg, Katherine Graney, †Robert Turner, Aldo Vaccs,

*History:* †Eric Morser, Tillman Nechtman

*Management and Business:* James Kennelly, Mark Youndt

*Mathematics:* Una Bray

*Philosophy and Religion:* William Lewis, Mary Stange

*Sociology:* Catherine Berheide, Rik Scarce

*Resource Staff:*

*Library:* Andrew Krystniak

*GIS:* Alex Chaucer

†Environmental Studies Steering Committee

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

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

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

**THE ENVIRONMENTAL STUDIES MAJOR:** As a foundation for the major, all students must take ES 100 Environmental Concerns in Perspective. As a capstone to the major, students must take ES 374 Environmental Studies: Methods and Approaches and ES 375 Case Studies in Environmental Sustainability. In addition, ES majors must meet the core requirements for one of the two ES tracks (Social and Cultural Perspectives or Environmental Science.) Students who major in Environmental Studies 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.

**WRITING REQUIREMENT IN THE MAJOR:** Environmental studies requires writing that synthesizes information from a variety of sources, clearly articulates both science- and value-based arguments, and conveys complicated ideas. Students must learn to write independent pieces, and to write effectively in a collaborative setting. In introductory courses for the major, students advance their writing skills through analytical case studies and scientific papers and reports; this focus continues in 200-level courses. The capstone challenges students to describe their complex research findings in narrative and graphical forms and discuss the relevance of their finding in a manner accessible to community groups. Environmental studies majors fulfill the Skidmore writing-in-the-major requirement as they complete the requirements for the Environmental studies major, learning to write in a variety of disciplines and for a variety of audiences, including the general public.

### Social and Cultural Perspectives Track

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

Students in the Social and Cultural Perspectives track must successfully complete 42 to 48 credits in approved courses that count toward the ES major.

1. Foundation courses: ES 100 Environmental Concerns in Perspective and ES 105 Field Studies in Environmental Science;
2. Three courses from the Social and Cultural Core classes: EC 343, EN 229, GO 231, SO 223;
3. Three courses from ES Cluster A: Culture, Society, and the Environment (at least 6 credits must be at the 300 level);
4. Two courses from ES Cluster B1: Exploring the Natural World (at least one course with a lab);
5. One methods course: EC 237, ID 210, MS 104, SO 226 or SO 227; and
6. ES Senior Year Capstone Sequence of ES 374 and ES 375.

## Environmental Science Track

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

Students in the Environmental Science track must successfully complete sixty to 63 credits in approved courses that count toward the ES major.

1. Foundation course: ES 100;
2. Natural science disciplinary foundation: BI 105, BI 106, CH 105 and CH 106 (or CH 107H), and GE 101;
3. Interdisciplinary natural science core courses: ES 205 and ES 206;
4. Three other natural science courses from ES Cluster B2, one of which must be an ES-designated course (two of these courses must be at the 300 level, the third must at least be 200 level, and two of the three must be lab courses);
5. Two courses from ES Cluster A: Culture, Society, and Environment;
6. Two methods courses: MS 104 and ID 210; and
7. ES Senior Year Capstone Sequence of ES 374 and ES 375.

**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 ES 376 Senior Thesis. The senior thesis proposal must be approved by the ES Steering Committee prior to enrollment in ES 376 Senior Thesis. In addition to the necessary grade averages and an A- or better on the ES senior thesis, the student must receive the recommendation of the ES Program. See the ES director or the ES Web page for additional information on senior thesis proposal submission.

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

**THE ENVIRONMENTAL STUDIES MINOR:** The minor requires students to complete nineteen to twenty four credit hours.

1. Foundation courses: ES 100 Environmental Concerns in Perspective and ES 105 Field Studies in Environmental Science
2. Two courses from Cluster A: Culture, Society, and the Environment
3. One course from Cluster B1: Exploring the Natural World
4. One additional course from either Cluster A or Cluster B1.

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

### CLUSTER A: Culture, Society, and the Environment

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

### CLUSTER B1 AND B2: Exploring the Natural World

Courses in these clusters 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.

## 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.  
The Program

### 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. *Prerequisites:* QR1. Three hours of lecture, three hours of lab a week. (Fulfills natural sciences requirement.)  
C. Gibson and K. Marsella

### ES 205 CONSERVATION AND USE OF FORESTED LANDSCAPES 4

An exploration of the diverse biological, chemical, geological, and geographical topics and techniques necessary for effective environmental science in the terrestrial environment, the use and protection of resources, whether they are organisms, chemical compounds, or processes. Students will study topics such as timber harvesting and forest management, carbon sequestration, the design and maintenance of wildness preserves, the links between biological diversity and ecosystem stability, how nutrient enrichment influences biological diversity, and how the abiotic characteristics of a site (e.g. soil chemistry, slope, and fire regime) shape the above-ground communities. Much of our work will focus on the North Woods and the New England landscape and includes a weekend field trip to Rupert, Vt. *Prerequisites:* BI 106; also, the student must have completed or be currently enrolled in GE 101 and CH 105 or CH 107H. Three hours of lecture and three hours of lab per week. J. Ness

<b>ES 206</b>	<b>WATERSHED ASSESSMENT: DYNAMICS AND INTEGRITY OF AQUATIC SYSTEMS</b>	<b>4</b>
An exploration of the diverse biological, chemical, and geological topics and techniques necessary for effective environmental science in aquatic ecosystems. Students will examine the influence of the dynamic physical, chemical, and biological environments on streams and lakes and the organisms that inhabit these habitats. Topics include physiography of lakes, groundwater, wetlands, and streams; nutrient cycling in lakes and streams; energy flow through aquatic systems; interactions between the groundwater and surface water; and the terrestrial-disturbance on freshwater systems and the concomitant physical, chemical, and ecosystem changes. Students will conduct an ecological assessment of a local watershed to further explore these dynamics. <i>Prerequisites:</i> CH 106 and GE 101. Students must also have completed or be enrolled in BI 106. Three hours of lecture and three hours of lab per week. C. Gibson		
<b>ES 221</b>	<b>SUSTAINABLE DEVELOPMENT</b>	<b>3</b>
An examination of the concepts and practice of sustainable development as a process for resolving the tensions between economic development and the necessity to protect and preserve the global environment for future generations. Students will explore both domestic issues facing countries as they struggle to address their economic, social and environmental problems, and how their relationship with the rest of the international community influences their decisions. Students will explore the interplay among the pillars of sustainable development on both a local and global scale through the use of case studies (e.g., international fisheries). <i>Prerequisites:</i> ES 100. K. Kellogg		
<b>ES 241</b>	<b>ADIRONDACK WILDERNESS EXPERIENCE</b>	<b>4</b>
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		
<b>ES 252A–D</b>	<b>TOPICS IN ENVIRONMENTAL STUDIES</b>	<b>1–4</b>
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. <i>Prerequisites:</i> permission of the director. The course, in a different subject area, may be repeated for credit		
<b>ES 281</b>	<b>DISEASE AND THE ENVIRONMENT</b>	<b>3</b>
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. <i>Prerequisites:</i> QR2. U. Bray		
<b>ES 352 A–D</b>	<b>ADVANCED TOPICS IN ENVIRONMENTAL STUDIES</b>	<b>1–4</b>
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. <i>Prerequisites:</i> permission of the director. The course, in a different subject area, may be repeated for credit.		
<b>ES 371, 372</b>	<b>INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES</b>	<b>3, 6</b>
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 3 semester hours of ES 399, ES 371, or ES 372 may count toward the major or minor.		
<b>ES 374</b>	<b>ENVIRONMENTAL STUDIES: METHODS AND APPROACHES</b>	<b>1</b>
A seminar required of all Environmental Studies majors taken during the fall of their senior year in preparation for their senior capstone project. Students will discuss topics in environmental studies and identify potential senior research projects. In addition, students will develop their skills in research and oral and written communication as related to environmental studies. The course includes presentations and discussions by students and guest lecturers, field trips, and a community service project. Students will present proposals for their senior capstone projects at the end of the seminar. <i>Prerequisites:</i> declared environmental studies major and permission of the instructor. The Program		
<b>ES 375</b>	<b>CASE STUDIES IN ENVIRONMENTAL SUSTAINABILITY</b>	<b>4</b>
A research-oriented capstone course required of all environmental studies majors during their senior year. Building on ES 374 Environmental Studies: Methods and Approaches, this course is designed to enhance students' research, written, and oral communication skills relating to environmental studies, and to strengthen their awareness of environmentally related issues by engaging students in a semester-long service-learning project. Case studies and contemporary readings will serve as a foundation for discussion related to the service-learning project in the course, while primary literature will be used to guide students through the appropriate methodologies for the project. The course culminates in the presentation of the service-learning project to environmental studies faculty, students, and community members. <i>Prerequisites:</i> ES 374.		
<b>ES 376</b>	<b>SENIOR THESIS</b>	<b>3</b>
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		
<b>ES 399</b>	<b>PROFESSIONAL INTERNSHIP IN ENVIRONMENTAL STUDIES</b>	<b>3, 6</b>
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 3 semester hours of ES 399, ES 371, or ES 372 may count toward the major or minor.		

## CLUSTER COURSES

### Cluster A

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

### Cluster B1

BI 115H	Ecology of Food
BI 140	Marine Biology
BI 160	Conservation Biology
BI 165	Microbes And Society
BI 180	Economic Botany
BI 240	Environmental Biology
BI 241	Ecology
BI 325	Tropical Ecology
BI 327	Conservation Ecology
BI 370	Computer Modeling of Biological Systems
CH 111	Environmental Chemistry
CH 112	Environmental Chemistry With Lab
ES 205	Conservation and Use of Forested Landscapes
ES 206	Watershed Assessment: Dynamics and Integrity of Aquatic Systems
GE 101	Earth Systems Science
GE 112	Oceanography: Introduction to the Marine Environment
GE 207	Environmental Geology
GE 208	Origin and Distribution of Natural Resources
GE 211	Climatology

### Cluster B2

BI 241	Ecology
BI 307	Ornithology
BI 316	Animal Behavior
BI 324	Evolution
BI 325	Tropical Ecology
BI 327	Conservation Ecology
BI 338	Plant Biotechnology
BI 339	Plant-Animal Interactions
BI 370	Computer Modeling of Biological Systems
CH 303	Modern Analytical Chemistry
CH 221	Organic Chemistry I
CH 222	Organic Chemistry II
CH 353	Topics in Environmental Chemistry
GE 208	Origin and Distribution of Natural Resources
GE 211	Climatology
GE 216	Sedimentology
GE 301	Hydrogeologic Systems
GE 304	Geomorphology
GE 309	Field Techniques
GE 311	Paleoclimatology
GE 316	Stratigraphy

## Exercise Science

*Acting Chair of the Department of Health and Exercise Sciences:*  
Paul Arciero

Professors: Patricia Fehling; Jeffrey Segrave, *David H. Porter Chair*;  
Denise Smith, *Class of 1961 Term Professor*

Associate Professors: Paul Arciero, Thomas H. Reynolds

Teaching Associates: Karen Arciero, Meghan Nicchi

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. Students who major in exercise science will be expected to collect and analyze data, synthesize information, and communicate effectively with various audiences in medicine, health, physiology, and nutrition.

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 subdisciplines of the field, including exercise physiology, integrative physiology, nutrition, public health, biomechanics, and athletic training. The major can also serve as the academic foundation for advanced study and careers in medicine and allied health professions, including physician, physician assistant, nurse practitioner, physical therapist, chiropractor, dietitian, and pharmacist.

Students who major in exercise science must:

1. Fulfill the general college requirements;
2. Complete nine courses in exercise science as listed below;
3. Complete CH 105 and CH 106 or CH 107H (preferably in the first year); and
4. Complete EX 355 to fulfill the Department Writing Requirement; and
5. Have CPR certification by the end of the second year.

The nine courses in exercise science must include EX 111, EX 126, EX 127, EX 131, EX 241, EX 242, EX 311, EX 355, and EX 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 EX 375 Senior Research in Exercise Science.

**THE MINOR IN EXERCISE SCIENCE:** The minor consists of six courses to include EX 111, EX 126, EX 127, EX 241, EX 242, and EX 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. Arciero or P. Fehling
- 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 per 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 per week. (Fulfills natural sciences requirement.) T.H. Reynolds, D. Smith
- EX 131 INTRODUCTION TO PUBLIC HEALTH 3**  
Introduction to the principles and practices of public health, emphasizing the prevention of disease and promotion of health and well-being. Using a case-study framework, students will explore both the historical and current roles of public health, and will investigate basic epidemiological concepts including study design, rates, causation, and surveillance. Environmental, behavioral, biological, and socioeconomic determinants of health will be explored, and students will study both health issues that impact larger society and those that threaten vulnerable populations. J. Burden
- 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. *Prerequisites:* EX 126, EX 127, or permission of instructor. *Not for liberal arts credit.* M. Nicchi
- 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:* EX 111 and CPR certification. *Not for liberal arts credit.* 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 micronutrients 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:* EX 111. P. Arciero
- EX 299 PROFESSIONAL INTERNSHIP IN EXERCISE SCIENCE 1-3**  
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. The internship experience must take place for at least 5 weeks and follow the guidelines for contact hours (1 credit requires at least 45 contact hours; 2 credits requires at least 90 contact hours; 3 credits requires at least 130 contact hours.) *Prerequisites:* CPR certification may be required depending upon the nature of the internship. *Not for liberal arts credit. 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:* EX 126, EX 127, EX 241, and CPR certification. Three hours of lecture, three hours of lab. P. Arciero, P. Fehling, 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 EX 375. *Prerequisites:* EX 311 or concurrent enrollment in EX 311. Successful completion of this course fulfills the department's writing requirement. 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:* EX 111, EX 126, EX 127, and EX 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:* EX 111, EX 126, EX 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:* EX 126, EX 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, preventive measures, the effects of ingesta, and controversial training practices. *Prerequisites:* EX 212 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:* EX 111, EX 126, EX 127. T.H. Reynolds
- F. Body Composition.** Advanced study of the human body composition. Students will study the various constituents of the body, as well as the assumptions and violations of assumptions associated with various methodologies of determining body composition. Additionally students will analyze the changes that occur in body composition with aging, weight-reduction or weight-gaining programs, and certain disease states. *Prerequisites:* EX 111, EX 126, EX 127. P. Fehling
- G. 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:* EX 111, EX 126, EX 127. J. Burden
- I. Cellular Aspects of Skeletal Muscle Physiology and Metabolism.** Advanced study in skeletal muscle physiology as it relates to human movement, exercise, and health. Students will acquire an understanding of the cellular effects of exercise and metabolic disease on skeletal muscle physiology by reviewing skeletal muscle anatomy and physiology and the neuromuscular control of human movement. Students will also study advanced topics in skeletal muscle metabolism, molecular aspects of skeletal muscle hypertrophy/atrophy, and signal transduction pathways that control skeletal muscle gene expression. Integrating cellular control mechanisms in skeletal muscle with human performance and health will also be a focus of study. *Prerequisites:* EX 111, EX 126, and EX 127. T.H. Reynolds

**EX 371, 372 INDEPENDENT STUDY 1-3**

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. *Prerequisites:* 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. *Prerequisites:* agreement by a faculty member to serve as a thesis advisor, completion of EX 241 and EX 311. EX 375 may be repeated once for all-college credit. *Not for liberal arts credit.* 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 1-3 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. The internship experience must take place for at least 5 weeks and follow the guidelines for contact hours (1 credit requires at least 45 contact hours; 2 credits requires at least 90 contact hours; 3 credits requires at least 130 contact hours). *Prerequisites:* completion of at least one related 300-level course (as determined by the department). *Not for liberal arts credit.*

## Foreign Languages and Literatures

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*Chair of the Department of Foreign Languages and Literatures:*  
Mary-Beth O'Brien

Professors: John Anzalone, *Class of 1948 Chair for Excellence in Teaching*; Giuseppe Faustini; Hédi A. Jaouad; Michael Mudrovic; Mary-Elizabeth O'Brien, *Courtney and Steven Ross Chair in Interdisciplinary Studies*; Patricia Rubio, *Class of 1967 Term Professor*

Associate Professors: Grace Burton, Mao Chen, María Fernanda Lander, Viviana Rangil, Shirley Smith, Marc-André Wiesmann, Adrienne Zuerner

Assistant Professor: Masako Inamoto

Visiting Assistant Professors: Diana Barnes, Katherine Brown, David Castronuovo, Karin Hamm-Ehsani, Beatriz Loyola, Masami Tamagawa, George Qingzhi Zhao

Lecturers: Cynthia Evans, Charlene Grant

Study-Abroad Lecturers: Gabriella Ricciardi, Director, Skidmore in Paris; Susan Sánchez Casal, Director, Skidmore in Spain

*Foreign Language Resource Center Director:* Cynthia Evans

*Self-Instructional Language Instructors:* \*Ana Paula Dugan, \*Regina Hartmann, \*Katya Kats, \*Jinyoung Mason, \*Sarit Moskowitz

\*part-time

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 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:

0-399: 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, usually a composition or conversation course. Students with scores of 4 or 5 on an AP test may receive general elective credit toward graduation.

The department supports academic and extracurricular programs both on-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 Gender 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 30 credit hours, including FF 208 and FF 210; one course covering material prior to 1800 from among FF 213, FF 214, FF 216, FF 224; one course covering material after 1800 from FF 219, FF 221, FF 223; Senior Seminar FF 376; two additional French courses above FF203; and two additional French courses at the 300 level. Students will fulfill the writing requirement in the French major by successfully completing FF 208, 210, and 376.

**THE GERMAN MAJOR:** Students majoring in German fulfill the departmental requirements by completing a minimum of 30 credit hours above FG 203, including FG 208, FG 215, and FG 376. One course on a topic related to German culture may be taken in English with the department chair's approval. Students will fulfill the writing requirement in the German major by successfully completing FG 208, FG 215, and FG 376.

**THE SPANISH MAJOR:** Students majoring in Spanish fulfill the departmental requirements by completing a minimum of nine courses totaling not less than 30 credit hours, none in translation, including FS 208 or FS 221, FS 211, and FS 212; at least one course from among FS 313, FS 314, FS 317, FS 324A, FS 334; at least one course from among FS 319, FS 320, FS 321, FS 324B, FS 330; FS 376; and three additional courses above FS 203. Students will fulfill the writing requirement in the Spanish major by successfully completing FS 208 or FS 221, FS 211, FS 212, and FS 376.

**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 30 credit hours, as approved by the department, that includes three courses from among FF 213, FF 214, FF 216, FF 219, FF 221, FF 223, and FF 224; three courses on French topics from other departments; and three 300-level courses including FF 374 or FF 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 FG 374 in German and FS 374 in Spanish and FF 373 and FF 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 totaling not less than 18 credit hours, including FF 208, FF 210, and one 300-level course; two electives beyond FF 203 in French language, literature, or civilization (one course may be designated FL). At least three courses must be taken at Skidmore.

**THE GERMAN MINOR:** The minor program consists of a minimum of five courses totaling not less than 18 credit hours, including FG 208 and FG 215; three other courses beyond FG 203 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 18 credit hours, including FI 208 and FI 310; a minimum of 11 more credit hours beyond FI 203 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 FS 203 totaling not less than 18 credit hours, none in translation, including FS 208, FS 211, and FS 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, and multimedia applications, as well as access to the Internet. The multimedia classroom is equipped with multiregion 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, Madrid, or Beijing, and to take advantage of approved programs in Germany, Italy, Japan, and Latin America.

**FOREIGN LANGUAGES AND LITERATURE WRITING IN THE MAJOR REQUIREMENT:** Students majoring in French, German, and Spanish will demonstrate an advanced level of proficiency in writing ("Advanced Plus" on the ACTFL scale). Foreign Languages and Literatures majors will develop the ability to write in the target language in a range of genres including writing for academic, social, and professional contexts in such forms as letters, reports, and research papers for purposes of description, narration, and analysis. FLL majors will demonstrate in writing the ability to perform a close reading of a literary or cultural text including explication of relevant rhetorical features, structural elements, and historical and cultural references. Through writing assignments students learn how to develop a thesis, provide textual evidence, present logical arguments, and employ appropriate theoretical lenses.

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 FC 101. 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. *Prerequisites:* FC 102 or permission of the department. Three hours of class and one hour of lab. 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. *Prerequisites:* FC 203 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. *Prerequisites:* FC 203 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. *Prerequisites:* FC 203 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. *Prerequisites:* FC 203 or permission of the department. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. Can be repeated for credit. *Must be taken S/U.* The Department

**FC 271, 272 CHINESE LANGUAGE AND LITERATURE DISCUSSION 1, 1**  
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. *Prerequisites:* FC 208 or permission of the department. Can be repeated for credit. 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. *Prerequisites:* FC 208 or permission of instructor. 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. (Designated a non-Western culture course.) 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. *Prerequisites:* FC 208 or above. Does not fulfill the foreign language distribution requirement in foreign languages and literatures. Can be repeated for credit. 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. *Prerequisites:* permission of instructor. Course must enroll at least five students to be offered. (Designated a non-Western culture course.) M. Chen

**FC 371, 372 INDEPENDENT STUDY 3, 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. The course is oriented around a media-rich menu of material drawn from film, song, music, video, etc. Extensive practice in conversational idioms and work on accent and intonation. *Prerequisites:* FF 203 at Skidmore or a score of 391 or higher on the placement exam. The Department

**FF 208 WRITING IN FRENCH 4**  
Review of grammar, idioms, and vocabulary. Intensive practice in writing short essays. *Prerequisites:* FF 203 or FF 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. *Prerequisites:* FF 203 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. *Prerequisites:* FF 203. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. Can be repeated for credit. *Must be taken S/U.*

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 Francaise to the contemporary debate over the increasing influence of English. Language holds a particularly important place in French culture, and an understanding of the rules governing its pronunciation, and of the differences between the written and spoken language, is vital to fully appreciating the culture. Through intensive training in phonetic transcription and the principles of intonation and syllabification, students will improve their pronunciation and reading skills and will learn to better appreciate the relationship of language and culture in France. *Prerequisites:* FF 208.

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. *Prerequisites:* FF 208 or permission of instructor. Required for business-French major.

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. *Prerequisites:* FF 208 or permission 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. *Prerequisites:* FF 208. Does not fulfill the foreign language distribution requirement in foreign languages and literatures. Can be repeated for credit.

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. *Prerequisites:* FF 210 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. *Prerequisites:* FF 210 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. *Prerequisites:* FF 210 or permission of instructor. Spring semester. (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. *Prerequisites:* FF 210 or permission of instructor. Fall semester. (Fulfills humanities requirement.)

J. Anzalone

**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. *Prerequisites:* FF 210 or permission of instructor. Spring semester. (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. *Prerequisites:* FF 210 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:* FF 208 and FF 210. (Fulfills humanities requirement.)

M. Wiesmann

**FS 231 WORD OF MOUTH: LITERATURE AND FOOD 3**

A study of cooking, food, eating, and writing by Latin American women as counternarratives to traditional interpretations of culture, history, society, and politics. Students examine how language is used to talk about food and the ways in which cooking and writing express social and cultural developments. *Prerequisites:* FS 208. Fulfills humanities requirement.

V. Rangil

**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:* FF 208 or FF 210 or permission of the department.

The Department

**FF 271A, B FRENCH LANGUAGE AND DISCUSSION 1, 2**

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.

The Department

<b>FF 309</b>	<b>FICTION AND IDENTITY IN QUEBEC</b>	<b>3</b>
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 <i>terroirisme</i> 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." <i>Prerequisites:</i> FF 210.		
<b>FF 316</b>	<b>FRENCH POETRY</b>	<b>3</b>
Study of fundamentals and development of the French poetic form through close textual analysis of representative poets and major movements. <i>Prerequisites:</i> FF 214 or FF 216, FF 219 or FF 221, or permission of instructor. Offered in alternate years.		
<b>FF 317</b>	<b>FRENCH NARRATIVE PROSE</b>	<b>3</b>
Exploration of major themes and techniques of narrative fiction as it has developed in French-speaking cultures. <i>Prerequisites:</i> FF 214 or FF 216, FF 219 or FF 221, or consent of instructor. Offered in alternate years.		
<b>FF 318</b>	<b>FRENCH DRAMATIC LITERATURE</b>	<b>3</b>
Study of dramatic techniques and themes through careful examination of representative texts and attention to the role of the theater in French culture. <i>Prerequisites:</i> FF 214 or FF 216, FF 219 or FF 221, or consent of instructor. Offered alternate years.		
<b>FF 332</b>	<b>SURREALISM</b>	<b>3</b>
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. <i>Prerequisites:</i> FF 210 or permission of the instructor.		
<b>FF 363</b>	<b>SPECIAL STUDIES IN FRENCH</b>	<b>3</b>
Advanced literary or cultural study in an author, a genre, a period, or a topic. <i>Prerequisites:</i> permission of instructor.		
<b>FF 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>3, 3</b>
Individual study projects under the guidance of the department.		
<b>FF 373</b>	<b>PREPARATION FOR SENIOR THESIS</b>	<b>3</b>
Required for all second-semester junior or first-semester senior French majors who intend to write a thesis (FF 374). 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. <i>Prerequisites:</i> FF 208, FF 210, and second-semester junior or first-semester senior status.		
<b>FF 374</b>	<b>THESIS</b>	<b>3</b>
An extended research project culminating in a paper based on readings and extensive individual conferences. <i>Prerequisites:</i> FF 376, senior standing, permission of instructor, and 3.500 GPA in the major. Required of all majors who wish to be considered for departmental honors.		
<b>FF 376</b>	<b>SEMINAR</b>	<b>3</b>
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. <i>Prerequisites:</i> senior status.		

## GERMAN

### Courses in Language

<b>FG 101</b>	<b>ELEMENTARY GERMAN I</b>	<b>4</b>
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.		
<b>FG 102</b>	<b>ELEMENTARY GERMAN II</b>	<b>3</b>
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.		
<b>FG 103</b>	<b>INTENSIVE ELEMENTARY GERMAN</b>	<b>4</b>
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. <i>Prerequisites:</i> one year of high-school German or permission of department. Four hours of class, one hour of lab.		
<b>FG 111</b>	<b>BEGINNING BUSINESS GERMAN</b>	<b>4</b>
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. Prepares students to continue the study of German at the level of FG 203. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of German.		
<b>FG 203</b>	<b>INTERMEDIATE GERMAN</b>	<b>3</b>
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. <i>Prerequisites:</i> FG 102 or FG 103. Three hours of class and one hour of lab.		
<b>FG 206</b>	<b>GERMAN LANGUAGE AND CULTURE</b>	<b>3</b>
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. <i>Prerequisites:</i> FG 203 or permission of the department.		
<b>FG 208</b>	<b>GERMAN CONVERSATION AND COMPOSITION</b>	<b>4</b>
Intensive practice in daily use of German in a cultural context. Review of idioms, vocabulary, and writing skills. <i>Prerequisites:</i> FG 203 or permission of instructor.		
<b>FG 220</b>	<b>LANGUAGE ACROSS THE CURRICULUM</b>	<b>1</b>
A course designed for students who want to use their foreign language skills in any course taught in English at the college. <i>Prerequisites:</i> FG 203. Does not fulfill the foreign language distribution requirement, but counts toward the major and minor in German. Can be repeated for credit. <i>Must be taken S/U.</i>		
<b>FG 263</b>	<b>SPECIAL TOPICS IN GERMAN</b>	<b>3</b>
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. <i>Prerequisites:</i> FG 208 or permission of instructor.		
<b>FG 271</b>	<b>GERMAN LANGUAGE AND LITERATURE DISCUSSION</b>	<b>1</b>
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. <i>Prerequisites:</i> FG 208 or permission of the department. Can be repeated for credit.		
<b>FG 272</b>	<b>GERMAN LANGUAGE AND LITERATURE DISCUSSION</b>	<b>1</b>
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. <i>Prerequisites:</i> FG 208 or permission of the department. Can be repeated for credit.		
<b>FG 301</b>	<b>BUSINESS GERMAN</b>	<b>3</b>
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. <i>Prerequisites:</i> FG 206 or FG 208.		
<b>FG 304</b>	<b>ADVANCED GERMAN COMPOSITION AND CONVERSATION</b>	<b>4</b>
Intensive practice of oral and written German to increase active vocabulary and fluency in German and to develop further and refine writing skills. <i>Prerequisites:</i> FG 208 or permission of instructor. Three hours of class.		

**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. *Prerequisites:* FG 206. Does not fulfill the foreign language distribution requirement in foreign languages and literatures. Can be repeated for credit.  
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. *Prerequisites:* FG 203 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. *Prerequisites:* FG 215 or permission of instructor. M. O'Brien

**FG 343      GERMAN NARRATIVE PROSE      3**

A critical study of the novel, novella, short story, fairy tale, and other forms of narrative prose in the context of German intellectual, political, and social history. Prose texts include works by major German, Swiss, and Austrian authors (Goethe, Schiller, Tieck, Kleist, Hoffmann, Droste-Hülshoff, Fontaine, Kafka, Dürrenmatt, Böll, Grass, Wolf). *Prerequisites:* FG 215.  
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, postwar 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. *Prerequisites:* FG 215 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. *Prerequisites:* 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. *Prerequisites:* FG 376, senior standing, permission of instructor, and 3.500 GPA in the major. Required of all majors who wish to be considered for departmental honors.  
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. *Prerequisites:* 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 FI 102. 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. *Prerequisites:* FI 102 or FI 103 or permission of instructor. Three hours of class and one hour of lab.  
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. *Prerequisites:* FI 203 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. *Prerequisites:* FI 203 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. *Prerequisites:* FI 203. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. Can be repeated for credit. *Must be taken S/U.*  
The Department

**FI 271, 272      ITALIAN LANGUAGE AND LITERATURE DISCUSSION      1, 1**

A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. *Prerequisites:* FI 208 or permission of the department. Can be repeated for credit.  
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 of 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. *Prerequisites:* FI 203 or permission of instructor. Not open to students who have taken FI 207. (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. *Prerequisites:* FI 203 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. *Prerequisites:* FI 203 or permission of instructor. Offered in alternate years. (Fulfills humanities requirement.)  
G. Faustini

<b>FI 301</b>	<b>BUSINESS ITALIAN</b>	<b>3</b>
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		
<b>FI 303</b>	<b>STUDIES IN MODERN ITALIAN LITERATURE</b>	<b>3</b>
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. <i>Prerequisites:</i> FI 203 or permission of instructor. G. Faustini, S. Smith		
<b>FI 310</b>	<b>IL RINASCIMENTO ITALIANO</b>	<b>3</b>
Investigates Italian literature and culture from the <i>Duecento</i> to the late <i>Cinquecento</i> . 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. <i>Prerequisites:</i> FI 208 or permission of instructor. D. Castronuovo, G. Faustini, S. Smith		
<b>FI 315</b>	<b>ITALY AND MUSIC</b>	<b>3</b>
A culture-oriented survey of the traditional canon of Italian musical history (12th to the 21st century), supplemented by student investigations of special topics such as regional Italian folk music, film scores, the international market for Italian pop, the "cantautore," Italian hip hop, female Italian composers, music of the fascist period, Neapolitan song, Italian musical instruments, operatic performance practice. <i>Prerequisites:</i> FI 208. In Italian. No formal musical training necessary. The Department		
<b>FI 340</b>	<b>ADVANCED LANGUAGES ACROSS THE CURRICULUM</b>	<b>2</b>
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. <i>Prerequisites:</i> FI 208 or above. Does not fulfill the foreign language distribution requirement in foreign languages and literatures. Can be repeated for credit. The Department		
<b>FI 363</b>	<b>SPECIAL STUDIES IN ITALIAN</b>	<b>3</b>
Advanced literary or cultural study in an author, a genre, a period, or a topic. <i>Prerequisites:</i> permission of instructor. G. Faustini, S. Smith		
<b>FI 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>3, 3</b>
Individual study projects under the guidance of the department. The Department		

## JAPANESE

<b>FJ 101</b>	<b>ELEMENTARY JAPANESE I</b>	<b>4</b>
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		
<b>FJ 102</b>	<b>ELEMENTARY JAPANESE II</b>	<b>3</b>
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		
<b>FJ 203</b>	<b>INTERMEDIATE JAPANESE</b>	<b>3</b>
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. <i>Prerequisites:</i> FJ 102. Three hours of class and one hour of lab. M. Inamoto		
<b>FJ 206</b>	<b>JAPANESE LANGUAGE AND CULTURE</b>	<b>3</b>
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. <i>Prerequisites:</i> FJ 203 or permission of the department. (Designated a non-Western culture course.) M. Inamoto		
<b>FJ 207</b>	<b>ADVANCED INTERMEDIATE JAPANESE I</b>	<b>3</b>
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. <i>Prerequisites:</i> FJ 203 or permission of instructor. M. Inamoto		
<b>FJ 208</b>	<b>ADVANCED INTERMEDIATE JAPANESE II</b>	<b>3</b>
Continuation of FJ 207. 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. <i>Prerequisites:</i> FJ 207 or permission of instructor. M. Inamoto		
<b>FJ 220</b>	<b>LANGUAGE ACROSS THE CURRICULUM</b>	<b>1</b>
A course designed for students who want to use their foreign language skills in any course taught in English at the college. <i>Prerequisites:</i> FJ 203. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. Can be repeated for credit. <i>Must be taken S/U.</i> M. Inamoto		
<b>FJ 271, 272</b>	<b>JAPANESE LANGUAGE AND LITERATURE DISCUSSION</b>	<b>1, 1</b>
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. <i>Prerequisites:</i> FJ 208 or permission of the department. Can be repeated for credit. M. Inamoto		
<b>FJ 311</b>	<b>CONTEMPORARY JAPAN</b>	<b>3</b>
Study of Japanese language with an emphasis on sociocultural issues of contemporary Japanese society while continuing to develop language skills at the advanced level. Students will use authentic materials, including newspaper articles, Internet Web sites, films, and videos to enhance their cultural literacy. <i>Prerequisites:</i> FJ 208. Classes conducted in Japanese. (Designated a non-Western culture course) M. Inamoto		
<b>FJ 340</b>	<b>ADVANCED LANGUAGES ACROSS THE CURRICULUM</b>	<b>2</b>
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. <i>Prerequisites:</i> FJ 208 or above. Does not fulfill the foreign language distribution requirement in foreign languages and literatures. Can be repeated for credit. The Department		
<b>FJ 363</b>	<b>SPECIAL STUDIES IN JAPANESE</b>	<b>3</b>
Advanced literary or cultural study in an author, a genre, a period, or a topic. <i>Prerequisites:</i> permission of instructor. Course must enroll at least five students to be offered. (Designated a non-Western culture course.) M. Inamoto		
<b>FJ 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>3, 3</b>
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. *Prerequisites:* Open only to students who have completed FS 101. Three hours of class, one hour of drill or tutorial. 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 precollege Spanish, and who have not placed in FS 203 or above. Not open to students who have completed FS 101. 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. *Prerequisites:* FS 102. Four hours of class and one hour of lab. The Department
- FS 206 COMMUNICATING IN SPANISH** 3  
The emphasis of this course is on expressive language skills—speaking and writing in Spanish—and the acquisition of a stronger grammar base. Students learn additional vocabulary, integrate new grammar structures, refine and strengthen already-acquired skills, learn idiomatic phrases, and increase speaking fluency. Students also learn basic compositional strategies using connecting words properly, and incorporating a more judicious choice of vocabulary. *Prerequisites:* FS 203. Students cannot enroll in FS 206 after completing FS 208. The Department
- FS 208 WRITING IN SPANISH** 4  
Review of grammar, idioms, and vocabulary. Intensive practice in writing short essays. *Prerequisites:* FS 203 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. *Prerequisites:* FS 203. Does not fulfill the foreign language distribution requirement or count toward the major or minor in foreign languages and literature. Can be repeated for credit. *Must be taken S/U.* The Department
- FS 221 WRITING FOR HERITAGE SPEAKERS** 4  
Heritage speakers of Spanish improve their normative use of the language, focusing on common grammatical errors and instances of English interference. The major focus of this course is writing in Spanish; therefore, students review grammar, idioms, and vocabulary through writing-intensive activities. Students also develop linguistic accuracy in conversational Spanish through practice in real-life situations. This course is equivalent to FS 208 Writing in Spanish, and therefore counts toward the major requirement. FS 221 is open only to heritage speakers. C. Grant, V. Rangil
- FS 222 SPANISH FOR THE HEALTH PROFESSIONS** 2  
Students learn clinical and medical terminology and continue to develop their cultural knowledge to understand the needs of Latinos seeking health services. Students will also learn about current laws and health issues affecting Latinos seeking health services. *Prerequisites:* FS 203. Two hours of class. Does not fulfill the foreign language distribution requirement, but counts toward the major and minor in Spanish. C. Grant
- FS 271, 272 SPANISH LANGUAGE AND LITERATURE DISCUSSION** 1, 1  
A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. *Prerequisites:* FS 208 or permission of the department. Can be repeated for credit. 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. 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. The Department

- 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. *Prerequisites:* FS 208 or permission of instructor. Four hours of class. The Department

- 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. *Prerequisites:* FS 208. Does not fulfill the foreign language distribution requirement in foreign languages and literatures. Can be repeated for credit. 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 FS 211 or FS 212. *Prerequisites:* FS 203, FS 206, or permission of instructor. Three hours of class. (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. *Prerequisites:* FS 208 or permission of instructor. (Fulfills humanities requirement.) D. Barnes, 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. *Prerequisites:* FS 208 or permission of instructor. (Fulfills humanities requirement.) M. Lander, 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. *Prerequisites:* FS 211. 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. *Prerequisites:* FS 211. 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. *Prerequisites:* FS 211. 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. *Prerequisites:* FS 212. Offered every third year. M. Lander, B. Loyola

- 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. *Prerequisites:* FS 212. Offered every third year. The Department

<b>FS 321</b>	<b>STUDIES IN SPANISH-AMERICAN DRAMA</b>	<b>3</b>
A study of the development of Spanish American drama from the seventeenth century to the present including such authors as Alarcón, Sor Juana, Gorostiga, Eichelbaum, Usigli, Garro, Carballido, Wolf, Gambaro, and Sanchez. <i>Prerequisites:</i> FS 212. The Department		
<b>FS 323</b>	<b>SPANISH IN THE MEDIA</b>	<b>4</b>
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. <i>Prerequisites:</i> FS 208. V. Rangil		
<b>FS 324A</b>	<b>SPANISH FILM</b>	<b>4</b>
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. <i>Prerequisites:</i> FS 211. The course will be offered on a bi-yearly, alternating basis. M. Mudrovic		
<b>FS 324B</b>	<b>SPANISH-AMERICAN/LATINO FILM</b>	<b>4</b>
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. <i>Prerequisites:</i> FS 212. The course will be offered on a bi-yearly, alternating basis. V. Rangil		
<b>FS 330</b>	<b>SPANISH-AMERICAN ESSAY</b>	<b>3</b>
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. <i>Prerequisites:</i> FS 212. The Department		
<b>FS 331</b>	<b>THE CULTURE OF SPANISH AMERICA I</b>	<b>3</b>
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. <i>Prerequisites:</i> FS 212. Offered in alternate years. P. Rubio		
<b>FS 332</b>	<b>THE CULTURE OF SPANISH AMERICA II</b>	<b>3</b>
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 nonfiction, and on the impact of both revolutionary movements and dictatorial regimes on the developments of literature and art. <i>Prerequisites:</i> FS 212. Offered in alternate years. The Department		
<b>FS 334</b>	<b>CERVANTES</b>	<b>3</b>
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 <i>Don Quixote</i> . <i>Prerequisites:</i> FS 211. G. Burton		
<b>FS 363</b>	<b>SPECIAL STUDIES IN SPANISH</b>	<b>3</b>
Advanced literary or cultural study in an author, a genre, a period, or a topic. <i>Prerequisites:</i> permission of instructor. The Department		
<b>FS 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>3, 3</b>
Individual study projects under the guidance of the department. The Department		
<b>FS 374</b>	<b>THESIS</b>	<b>3</b>
An extended research project culminating in a paper based on readings and extensive individual conferences. <i>Prerequisites:</i> FS 376, senior standing, permission of instructor, and 3.5 GPA in the major. Required of all majors who wish to be considered for departmental honors. The Department		
<b>FS 376</b>	<b>SEMINAR</b>	<b>3</b>
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. <i>Prerequisites:</i> senior status. The Department		

## SELF-INSTRUCTIONAL LANGUAGE COURSES

<b>FX 101, 102</b>	<b>SELF-INSTRUCTIONAL BASIC STUDY</b>	<b>3, 3</b>
Arabic, Hebrew, Hindi, Korean, Portuguese, Russian. May only be taken for a grade.		
<b>FX 201, 202</b>	<b>SELF-INSTRUCTIONAL INTERMEDIATE STUDY</b>	<b>3, 3</b>
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 FL 399.

<b>FL 241</b>	<b>PRE-MODERN JAPANESE LITERATURE IN TRANSLATION</b>	<b>3</b>
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		
<b>FL 242</b>	<b>MODERN JAPANESE LITERATURE IN TRANSLATION</b>	<b>3</b>
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		
<b>FL 243</b>	<b>THE WORLD OF JAPANESE ANIMATION</b>	<b>3</b>
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		
<b>FL 244</b>	<b>VIEWING CHINA: VISUAL CULTURAL AND TRANSNATIONAL CINEMA</b>	<b>3</b>
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		
<b>FL 245</b>	<b>CHINA AND THE WEST: THE MYTH OF THE OTHER</b>	<b>3</b>
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		
<b>FL 246</b>	<b>FICTIONAL AND FACTUAL: HISTORY AND THE NOVEL IN CHINA</b>	<b>3</b>
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 249 IMAGE OF THE ENEMY IN GERMAN FILM 1919—1945 4**  
Students will examine the changing image of the enemy in German cinema from 1919 to 1945. From its silent beginnings through the invention of sound, German cinema abounds in archetypal figures of unearthly destruction and social deviants from an equally hostile present. Nazi propaganda films adopted both realistic and mythic traditions to construct an image of the enemy threatening the survival of the Third Reich, and they became a powerful weapon in disseminating fascist ideology. Viewing film as a symbolic language which inscribes cultural identity, we will explore anti-Semitism, xenophobia, jingoism, misogyny, and fascism as well as changes in the public perception of the enemy that contributed to World War II and the Holocaust. Fulfills humanities requirement. M. O'Brien
- 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, and sociopolitical background. Shang dynasty (1766 B.C.) to early tenth century. FL 258 and FL 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, and sociopolitical background. Tenth century to the present. FL 258 and FL 259 need not be taken in sequence. M. Chen
- FL 263A SPECIAL TOPICS IN FOREIGN LITERATURE AND CULTURE: THE FANTASTIC IN FICTION 3**  
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, Cortázar, García Márquez, Torrente Ballester, Calvino, Buzzati, Gautier, Nerval, Maupassant, Villiers de l'Isle-Adam, and theorists such as Freud, Bessier, T. Todorov, and Roh. *Prerequisites:* completion of department courses numbered 202, 203 or 206, or permission of instructor. J. Anzalone
- FL 263B SPECIAL TOPICS IN FOREIGN LITERATURE AND CULTURE: EXOTICISM 3**  
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-Inclán. *Prerequisites:* completion of department courses numbered 202, 203 or 206, or permission of instructor. H. Jaouad
- FL 263C SPECIAL TOPICS IN FOREIGN LITERATURE AND CULTURE: THE FASCIST AESTHETIC 3**  
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 writers such as Drieu la Rochelle, Celine, Tournier, Junger, and D'Annunzio, and from such theorists of totalitarianism as Adorno, Freud, Zhelev, and Arendt. *Prerequisites:* completion of department courses numbered 202, 203 or 206, or permission of instructor. M. O'Brien
- FL 263D SPECIAL TOPICS IN FOREIGN LITERATURE AND CULTURE: THE FATE OF FORBIDDEN KNOWLEDGE IN LITERATURE AND SCIENCE 3**  
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. *Prerequisites:* completion of department courses numbered 202, 203 or 206, or permission of instructor. The Department
- 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 271, 272 DIRECTED READING IN FL 1, 1**  
Discussion group for close reading and consideration of literary or theoretical texts, translations or research projects of interest to students in any section of the department of Foreign Languages and Literatures. The course enables students from different language areas to study together on topics of common interest in the field. Can be repeated for credit.
- 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 a 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. *Prerequisites:* for credit in the French major, FF 203 or FF 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. *Prerequisites:* 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 Chinese, French, German, Italian, Japanese, 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. Can be repeated for credit.

**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. *Prerequisites:* advanced standing in the language appropriate to the internship. *Not for liberal arts credit.*

## Gender Studies

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*Director of the Gender Studies Program:* Leslie Mechem

*Affiliated Faculty*

*American Studies:* Winston Grady-Willis, Rebecca Krefting, Mary C. Lynn

*Asian Studies:* Mao Chen

*Anthropology:* Heather Hurst, Kenji Tierney

*Art History:* Lisa Aronson, Katherine Hauser, Mimi Hellman, Penny Jolly

*Classics:* Leslie Mechem

*English:* Barbara Black, Phil Boshoff, Joanne Devine, Catherine Golden, Sarah Webster Goodwin, Kate Greenspan, Holly Jackson, Susan Kress, Thomas Lewis, Susannah Mintz, Mason Stokes

*Economics:* Maeve Powlick

*French:* Adrienne Zuerner

*Government:* Patricia Ferraioli, Katherine Graney, Natalie Fuehrer Taylor

*History:* Erica Bastress-Dukehart, Jordana Dym

*Italian:* Shirley Smith

*Library:* Barbara Norelli

*Management and Business:* Pushkala Prasad

*Religion:* Joel Smith, Mary Zeiss Stange

*Sociology:* Catherine White Berheide, Kristie Ford, Susan Walzer, Deborah Warnock

*Spanish:* Beatriz Loyola, Viviana Rangil, Patricia Rubio

*Theater:* Carolyn Anderson

Gender studies is an interdisciplinary academic field that draws on feminist, gender, and queer theories and scholarship to analyze the experiences, perspectives, and contributions of women, men, and intersexed people and systems of gender relations in various cultural settings and time periods. The gender studies major is a multidisciplinary program that involves students in the exploration of topics such as the social construction and role of gender within various societies, women's historical and contemporary experiences, and multiple social identities.

**THE GENDER STUDIES MAJOR:** Completion of the major strengthens students' preparation for further work in fields including gender studies, 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 gender studies must successfully complete nine courses, at least three of which must be at the 300 level, for a total of at least 30 credit hours, including:

1. Introduction to Gender Studies. This requirement may be fulfilled in one of two ways:
  - a. GW 101 Introduction to Gender Studies
  - b. In exceptional cases and only with permission of the director of the Gender Studies Program, two entry-level courses in the gender studies curriculum in different areas (social sciences, humanities, or the sciences). Students who take this option must successfully complete ten courses for the major.
2. GW 201 Feminist Theories and Methodologies. Prerequisite: GW 101.
3. At least one course from the gender studies curriculum, which includes the analysis of the intersection of gender and race. 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 and elsewhere (AM 342, GW 227, HI 228, MB 336H, RE 220, SO 203, SO 316, SO 331).
4. Five additional courses in the gender studies curriculum. These courses must reflect the interdisciplinary nature of gender studies by drawing from at least three different disciplines. Students select their courses in consultation with their advisor so as to constitute both breadth and depth.
5. GW 375 Senior Seminar in Gender Studies. Prerequisites: GW 101 and GW 201.

**HONORS:** Students desiring honors in gender studies must meet the requisite grade-point average and complete a thesis supervised by a Gender Studies faculty member or a GW 375 Senior Seminar paper that receives at least an A-, and is approved for honors by the faculty on the Gender Studies Advisory Board.

**THE GENDER STUDIES MINOR:** A minor consists of five courses, for a total of at least 18 semester hours, including GW 101 and GW 201; and three additional courses chosen from the gender studies curriculum in consultation with the program director.

**GW 101 INTRODUCTION TO GENDER STUDIES 4**  
An introduction to the origins, purpose, subject matters, and methods of the interdisciplinary study of gender. Students are expected to expand their knowledge of the relative historical and present social conditions of women and men in different contexts and to develop analytical skills for the examination of socially significant variables—race, ethnicity, class, gender, and sexuality. Students will explore different and often opposing understandings of what constitutes feminism and feminist action. The class format will combine interactive lectures, reading assignments, discussion, formal research and writing assignments and other student projects. Ideally, students will leave the class with an understanding of how gender structures cultural, political, economic, and social relations in various contexts.

**GW 201 FEMINIST THEORIES AND METHODOLOGIES 3**  
A critical exploration of the history, development, influence, and implications of feminist theories and methods. Beginning with seventeenth- and eighteenth-century proto-feminism, the course examines the first and second waves of the women's movement in the nineteenth and twentieth centuries as well as current trends in feminist, gender, and queer theories. Emphasis is placed on the cross-disciplinary nature of inquiry in gender studies and the ways in which particular methods arise from and relate to specific theoretical positions. *Prerequisites:* GW 101.

**GW 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, bio regionalism, 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

**GW 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

**GW 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. *Prerequisites:* GW 101 or one course listed as applicable to Gender Studies. V. Rangil

**GW 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

**GW 371, 372 INDEPENDENT STUDY 3, 3**  
A program of individual reading and research under the direction of the gender studies faculty. *Prerequisites:* approval of the director.

**GW 375 SENIOR SEMINAR IN GENDER STUDIES 4**  
Exploration of primary and secondary sources in the interdisciplinary examination of a particular theme or topic in gender 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:* GW 101 and GW 201.

**GW 376 SENIOR THESIS 3**  
Independent study and research leading to a thesis examining, from an interdisciplinary perspective, a topic relevant to gender studies. Students will work under the direction of a faculty advisor as well as a second reader. Open to gender studies majors only, and required of candidates for program honors.

**GW 399 PROFESSIONAL INTERNSHIP IN GENDER STUDIES 3**  
Internship opportunity for students whose academic and cocurricular experience has prepared them for professional work related to gender studies. With faculty sponsorship and approval of the director of the Gender 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 gender studies. Academic assignments will be determined by the faculty sponsor in consultation with the on-site supervisor. *Prerequisites:* two courses in gender 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 gender studies.

AH 268	Ad/dressing the Body: European Fashion, Renaissance to the Present
AH 361 A–F	Topics in Gender and Visual Culture (when applicable)
AH 375F	Seminar: Special Topics in Art History (when applicable)
AM 230	Born in America
AM 340	Women and Work in America
AM 342	Black Feminist Thoughts
AM 363	Women in American Culture
AM 376E	Topics in American Culture: Disorderly Women
AN 231	Anthropology of Food
AN 351	Topics in Cultural Or Biological Anthropology (when applicable)
CC 365	Advanced Topics in Classical Civilization (when applicable)
EC 351	Gender in the Economy
EN 208	Language and Gender
EN 223	Women and Literature
EN 229	Special Studies: Texts in Context (when applicable)
EN 338	Queer Fictions
EN 360	Women Writers
EN 363	Special Studies in Literary History (when applicable)
EN 375	Senior Seminar in Literary Studies (when applicable)
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 (A)
RE 220	Encountering the Goddess in India (NA)
RE 330	Advanced Topics in Religion (NA), (A) (when applicable)
SB 315	Work, Family, and Organizations
SO 203	Femininities and Masculinities
SO 217	Families in the United States
SO 225	Quantifying Women
SO 316	Women in Modern Society
SO 331	Women in Global Economy
TH 251	Theater Topics (where applicable)
TH 334	Special Studies in Theater History and Theory

## Geosciences

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*Chair of the Department of Geosciences:* Kyle Nichols

Associate Professor: Richard H. Lindemann, Kyle Nichols

Assistant Professor: Amy Frappier, *Charles Lubin Family Chair for Women in Science*

Teaching Associate: Sarah Stelmack

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 addition to other natural sciences.

Students majoring in geosciences are required to:

1. Fulfill the general college requirements.
2. Complete the following:
  - a. GE 101, and either GE 102 or GE 112
  - b. An approved course in GIS
  - c. CH 105, CH 106 by the end of the junior year
  - d. MA 111, MA 113, or MA 108, MA 109 and MA 113 by the end of the junior year
  - e. GE 216 and two additional 200-level courses
  - f. GE 304, GE 377, and two additional 300-level courses, excluding GE 399
  - g. One additional GE course at the 200 or 300 level, excluding GE 399
  - h. Writing: Successful completion of GE 211 or GE 216 and GE 304 or GE 316

## Learning Objectives for Writing in Geosciences

Students should be able to:

- synthesize and cite information from a variety of sources in their writing;
- articulate clearly hypotheses and methods for scientific research in their writing;
- develop proficiency in expressing results, including addressing uncertainty in the findings;
- convey the implications of findings for the geosciences community and/or the public through their writing; and
- write effective independent and collaborative pieces.

In cooperation with the advisor, a student majoring in geosciences should construct a program to include a broad knowledge of the geosciences in general, as well as specific knowledge of one area of geosciences in greater depth. GE 371 is strongly recommended for students who intend to pursue graduate studies or a career in the field.

**THE WRITING REQUIREMENT IN THE MAJOR:** As part of the writing-in-the-major requirement, geosciences students will learn how to clearly propose research ideas and how to concisely convey their findings to broad audiences ranging from other geoscientists to the general public. Students will learn to contextualize their ideas and findings in the existing geosciences knowledge using the standard writing practices of the geosciences.

**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. *Prerequisites:* QR1. Three hours of lecture and two hours of lab a week. (Fulfills QR2 requirement; qualifies as a natural science laboratory course for breadth requirement.) K. Nichols

**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

**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.

**GE 112 OCEANOGRAPHY: INTRODUCTION TO THE MARINE ENVIRONMENT 4**  
Introduction to the interaction of physical, chemical, geological, 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.)

**GE 207 ENVIRONMENTAL GEOLOGY 4**  
Investigation of Earth's environments as viewed through the study of surficial and crustal geologic processes. Emphasis is on natural and anthropogenic phenomena including earthquakes, volcanoes, floods, landslides, climate change, soil erosion, pollution, waste management, and energy resources. Laboratories and field trips highlight geologic perspectives on the environment. Three hours lecture, three hours lab per week. K. Nichols

**GE 208 ORIGIN AND DISTRIBUTION OF NATURAL RESOURCES 4**  
A survey of the origin, distribution, and exploitation of energy (e.g., petroleum, methane, coal, uranium) and mineral (e.g., metal, gem, agricultural fertilizer) resources throughout the world. The dependence of industrialized nations upon Earth's energy and mineral resources is at the root of many national economies as well as many of the major environmental and geopolitical conflicts of our time. Future economic and population growth are certain to multiply demands for Earth resources, a fact that urges that there be an educated citizenry capable of making databased decisions regarding their availability and utilization. Related topics include shrinking resource reserves, environmental degradation, and the relative merits of various resource strategies. *Prerequisites:* GE 101 or GE 102 or GE 207. Offered in 2010–11 and alternate years. R. Lindemann

**GE 209 EARTH MATERIALS 4**  
An exploration of the nature, compositions, and origins of Earth materials (i.e., Rocks, minerals, mineraloids) that are central to understanding Earth system history. Students will study the attributes of the minerals, rocks, and soils of Earth's lithosphere, focusing on petrogenic processes within the context of the tectonic history of North America. Field and laboratory work will provide students with the skills and methodologies required to prepare Earth materials for study and to conduct their own petrographic analyses. Lectures, discussions, and in-class student team presentations teach the concepts and insights required to interpret petrogenic processes and tectonic environments of Earth materials. *Prerequisites:* GE 101. Three hours of lecture and three hours of laboratory per week. Offered in 2012 and alternate years. R. Lindemann

**GE 211 CLIMATOLOGY 4**  
Introduction to the basic components of Earth's climate system: the atmosphere, ocean, cryosphere, lithosphere, and biosphere. The course investigates the basic physical processes that determine climate and the links among the components of the climate system, including the hydrologic and carbon cycles and their roles in climate, climate stability, and global change. Topics also include climate patterns and forecasting climate, as well as their applications and human impacts. Three hours of lecture, two hours of lab per week. (Fulfills natural sciences requirement.)

**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. *Prerequisites:* GE 102 or GE 112. Three hours of lecture, three hours of lab per week. R. Lindemann

**GE 251 SPECIAL TOPICS IN GEOSCIENCE 1–4**  
A variety of topics at the intermediate level, for students with interest in geosciences. Topics may include geochemistry, planetary geology, global tectonics, petroleum geology, and global bioevents. Topics will be selected based on student interest and background. May be repeated multiple times for credit with different topics, pending department approval. *Prerequisites:* will vary based on course topic. Courses offered for 1 or 2 credits will not count toward major or minor requirements. The Department

**GE 301 HYDROGEOLOGIC SYSTEMS 4**  
An advanced course on the physical processes of water transport and accumulation on the surface and in the shallow subsurface environments, as well as environmental impacts on water quality. Students will learn the scientific principles of the hydrologic cycle, including precipitation, evapotranspiration, infiltration, surface runoff, groundwater flow, and surface-groundwater interaction. Students will apply these principles to investigate how land-use change, such as agriculture and urban development, change the quantity, quality, and distribution of water in our environment. Throughout the course, students will use case studies and field data to apply their knowledge to real-world problems. *Prerequisites:* GE 101 or GE 207 or ES 105. Three hours of lecture, three hours of lab a week. Two mandatory Saturday field trips. 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. *Prerequisites:* GE 101 or GE 207. Two hours of lecture, three hours of lab a week. Offered in 2010–11 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. *Prerequisites:* GE 102. Offered 2010–11 and alternate years. Three hours of lecture, three hours of lab per week.

R. Lindemann

**GE 311 PALEOCLIMATOLOGY 3**

An advanced course that examines the history of Earth's climate, the physical processes that influence it and their interaction, as well as controlling mechanisms. Emphasis is placed on biogeochemical cycles, atmospheric and oceanic chemistry and circulation patterns through time, the influences of volcanic aerosols and asteroid impacts on climate, icehouse and greenhouse cycles, and the climates of the Phanerozoic. *Prerequisites:* GE 101 or GE 102 or GE 211 or permission of instructor.

**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. *Prerequisites:* GE 216. Three hours of lecture, three hours of lab per week. Offered 2009–2010 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 that 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. *Prerequisites:* permission of the 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. *Prerequisites:* 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 member's 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

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*Chair of Department of Government:* Katherine E. Graney

Professors: Aldo C. Vacs; Steven A. Hoffmann; Roy H. Ginsberg, *Joseph C. Palamountain Chair in Government*; Beau Breslin

Associate Professor: Timothy W. Burns, Katherine E. Graney, Ronald P. Seyb, Natalie Taylor, Robert C. Turner

Assistant Professors: Flagg Taylor

Visiting Assistant Professor: Pat Ferraioli, Carl Scott

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

Our main goal is to help students think analytically about political issues. We do this by developing students' knowledge of the four subdisciplines of political science, by cultivating in them the skills they need to understand political issues, and by enhancing their abilities to assess political situations and problems from both empirical and normative perspectives.

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. Finally, 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 MAJOR IN GOVERNMENT:** Requirements for a major in government are ten courses and 33 credit hours.

These courses include:

- GO 101, GO 102, and GO 103;
- At least one course in each of the following four areas:
  - American Government: GO 211, GO 222, GO 223, GO 224, GO 231, GO 251C, GO 252, GO 305, GO 311, GO 312, GO 313, GO 314, GO 315, GO 316, GO 331, GO 332, GO 333, GO 334, GO 352, GO 353, GO 362, GO 367, GH 322
  - Comparative Government: GO 203, GO 209, GO 213, GO 225, GO 227, GO 239, GO 240, GO 241, GO 251A, GO 327, GO 328, GO 344, GO 355, GO 358, GO 365
  - International Relations: GO 201H, GO 219, GO 225, GO 228, GO 229, GO 251B, GO 301, GO 309, GO 319, GO 338, GO 339, GO 340, GO 356, GO 357, GO 366
  - Political Theory: GO 236, GO 242, GO 251D, GO 303, GO 304H, GO 308, GO 323, GO 341, GO 351, GO 354
- Three additional government courses totaling at least 9 credits, or GO 383 or GO 384.

*Note:* To fulfill college maturity-level requirements, at least 6 credits of 300-level government course must be taken in the senior year.

**THE WRITING REQUIREMENT IN THE GOVERNMENT MAJOR:** The Government Department at Skidmore College is committed to helping its students become skilled writers. Recognizing that an important part of learning to write well in political science and government is learning to write well overall, the Government Department places considerable emphasis on both quantity and quality of writing opportunities in our courses and has adopted a wide-reaching and thorough set of Standards and Expectations for Written Assignments in Government and a Uniform Code of Notation for Providing Feedback on Written Work. Students in Government Department classes expect to be held to the expectations and standards established in these documents. Thus, by successfully completing the requirements for the government major, students fulfill the Writing Requirement in Government.

**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 six courses with a minimum of 18 credits to be determined in consultation with the department chair or a government department faculty member, but must include two of the following: GO 101, GO 102, or GO 103. Additionally, at least two of these courses must be taken at the 300 level. (The two 300-level classes must each be at least 3 credits). Students who enroll in GO 383 or GO 384 may only count 6 credits from these courses toward the government minor.

(For Classes of 2010 and 2011, the requirements are five courses, with a minimum of 18 credits, with at least two of the courses 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 102 INTRODUCTION TO POLITICAL PHILOSOPHY 3**  
Study of seminal works in political philosophy. Students will examine texts by thinkers such as Thucydides, Plato, Aristotle, Machiavelli, Bacon, Rousseau, Wollstonecraft, Marx, Tocqueville, Madison, Jefferson, and Nietzsche in an effort to uncover both classical and modern answers to enduring human questions. We seek to find, through these texts, comprehensive and consistent answers to the question of human happiness and its relation to political life, justice, friendship, obligation, regimes, political and moral virtue or excellence, science, and religious faith. Students will learn how to read texts carefully, to think critically, and to write well. Not open to students who have taken GO 303 or GO 304H. Please note that this course does not fulfill any requirements of Skidmore's Department of Philosophy. (Fulfills humanities requirement.) T. Burns, F. Taylor

**GO 103 INTRODUCTION TO COMPARATIVE AND INTERNATIONAL POLITICS 3**  
A survey of the key concepts and principles of comparative politics and international relations. Issues covered include state building and state failure; the functioning of democratic and non-democratic regimes and the ideologies that support them; the changing nature of the international system; the causes of war and search for peace; and problems of national and transnational security, such as terrorism, globalization, proliferation of weapons of mass destruction, and environmental challenges. (Fulfills social sciences requirement.) R. Ginsberg, K. Graney, S. Hoffman, A. Vacs

**GO 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. *Prerequisites:* GO 103 or permission of instructor. R. Ginsberg

**GO 203 COMPARATIVE EUROPEAN POLITICS 3**  
A survey of the governmental and political features of France, Germany, the United Kingdom, and other European states. *Prerequisites:* GO 101 or GO 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 policymakers, 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. (Fulfills social science requirement.) 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. *Prerequisites:* GO 101 or permission of instructor. N. Taylor

**GO 224 AMERICAN INDIAN POLITICS AND POLICY 3**  
Examines contemporary American Indian politics and policy. Students analyze the tensions that exist between tribal nations and federal and state governments around such issues as sovereignty, treaty rights, jurisdiction, taxation, land claims, sacred lands, gaming, and citizenship. Particular attention will be paid to the cultural and historical roots of these tensions. (Designated a Cultural Diversity course.) P. Ferraioli

**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 the 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. *Prerequisites:* one of the following: GO 101, GO 103, GO 201, HI 105, HI 106, HI 122, SO 101, or permission of instructor. S. Hoffmann

- GO 227 FROM GENGHIS KHAN TO GORBACHEV: POWER AND POLITICS IN RUSSIAN HISTORY 3–4**  
A comparison of traditional Russian society with Soviet society after 1917. The course will focus first on the political, economic, and social characteristics of the authoritarian tsarist empire. Then we will turn to the revolutionary changes initiated by Lenin, the terror of Stalin, the reforms of Khrushchev, and the stagnation under Brezhnev. The course will focus in particular on changes in political structures and participation, economic organization and equality, and cultural life, including gender roles. Readings will include novels, memoirs, and press translations. K. Graney
- GO 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. *Prerequisites:* GO 103 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. *Prerequisites:* GO 103 or IA 101. (Fulfills social science requirement.) 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. *Prerequisites:* GO 101, ES 100, or permission of instructor. (Fulfills social science requirement.) R. Turner
- GO 236 AMERICAN POLITICAL THOUGHT 4**  
An examination of the writings of selected thinkers in the American political tradition. The course will place particular emphasis on the thought of the framers and on the response of succeeding political leaders and thinkers to the framers' principles. *Prerequisites:* GO 101 or GO 102, 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. *Prerequisites:* GO 103 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. *Prerequisites:* GO 103 or permission of instructor. (Fulfills social sciences requirement.) K. Graney
- GO 242 LIBERTY, COMMERCE, AND THE MORAL LIFE 3**  
Examines the distinctive understandings of liberty in the midst of the emergence of a new world of commerce in the eighteenth century. Students will focus on the writings of David Hume and Adam Smith, comparing their ideas against the backdrop of other thinkers of the seventeenth and eighteenth centuries such as Locke, Hobbes, Mandeville, and Rousseau. Students will also judge the debates and disagreements among key figures in modern political philosophy. What are the origins of political liberty? Is vice or virtue the animating force of what Smith called the "system of natural liberty"? *Prerequisites:* GO 102. F. Taylor
- 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.
- |   |                         |
|---|-------------------------|
| A | Comparative Politics    |
| B | International Relations |
| C | American Politics       |
| D | Political Theory        |
- Prerequisites:* For A and B, GO 103; for C, GO 101; for D, for the class of 2012 and after, GO 102.
- 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. *Prerequisites:* GO 101 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. *Prerequisites:* GO 101 or GO 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. *Prerequisites:* GO 103 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. *Prerequisites:* GO 102. 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. *Prerequisites:* GO 102. 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 policymaking, a survey of groups active in selected policy areas, and techniques of influence. *Prerequisites:* GO 101 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. *Prerequisites:* GO 102. *Recommended preparation:* GO 303 or GO 304H. T. Burns

<b>GO 309</b>	<b>LATIN AMERICA AND THE UNITED STATES</b>	<b>3</b>
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. <i>Prerequisites:</i> GO 103 or permission of instructor.		
A. Vacs		
<b>GO 311</b>	<b>CONSTITUTIONAL LAW</b>	<b>4</b>
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		
<b>GO 312</b>	<b>CONTEMPORARY CONSTITUTIONAL PROBLEMS</b>	<b>3</b>
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. <i>Prerequisites:</i> permission of instructor.		
B. Breslin		
<b>GO 313</b>	<b>POLITICS OF CONTEMPORARY UNITED STATES SOCIAL MOVEMENTS</b>	<b>4</b>
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		
<b>GO 314</b>	<b>CIVIL LIBERTIES</b>	<b>4</b>
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		
<b>GO 315</b>	<b>IMMIGRATION POLITICS AND POLICY</b>	<b>4</b>
An examination of immigration and the issues arising from it—the reshaping of cities, suburbs and rural areas, and the altering of racial dynamics, labor markets, politics, and culture in the U.S. Students will address varied topics such as the historical evolution of American immigration policy, theories of immigration, the economic costs and benefits of immigration, the assimilation of recent immigrants, and the future direction of U.S. immigration policy. <i>Prerequisites:</i> GO 101.		
R. Turner		
<b>GO 316</b>	<b>PUBLIC ADMINISTRATION</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 101 or permission of instructor.		
R. Turner		
<b>GO 319</b>	<b>WHAT THE UNITED STATES DOES WRONG IN THE WORLD: VIEWS FROM INDIA AND ANSWERS FROM WASHINGTON</b>	<b>4</b>
Outside the United States, and outside Western Europe, the role of the United States in the world is often called “dominant,” “hegemonic”, “discriminatory,” and even “trigger-happy.” One source for this critique is India, a democracy now seeking great-power status in the world. Many informed Indian strategic thinkers believe that the United States will block the rise of new great powers by such means as preventing the international movement of high technology. Is there substance to these charges? Can the United States government make a persuasive reply? These are the central issues of the course. <i>Prerequisites:</i> GO 103 or permission of instructor. (Designated a Cultural Diversity course.)		
S. Hoffmann		
<b>GO 323</b>	<b>DISSIDENT POLITICAL THOUGHT</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 102.		
F. Taylor		
<b>GO 327</b>	<b>POLITICS IN RUSSIA AND THE SOVIET SUCCESSOR STATES</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 103 or permission of instructor.		
K. Graney		
<b>GO 328</b>	<b>NATIONALISM, COMMUNISM, AND DEMOCRACY: POLITICS IN EAST EUROPE</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 103 or permission of instructor.		
K. Graney		
<b>GO 331</b>	<b>STATE AND LOCAL ECONOMIC DEVELOPMENT POLICY</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 101 or permission of instructor.		
R. Turner		
<b>GO 332</b>	<b>THE AMERICAN PARTY SYSTEM</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 101 or permission of instructor.		
N. Taylor		
<b>GO 333</b>	<b>AMERICAN POLITICAL RESEARCH</b>	<b>4</b>
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 databases. <i>Prerequisites:</i> senior government major status, or permission of the instructor.		
R. Turner		
<b>GO 334</b>	<b>THE UNITED STATES PRESIDENCY</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 101 or permission of instructor.		
R. Seyb		
<b>GO 338</b>	<b>INTERNATIONAL DIPLOMATIC NEGOTIATIONS</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 103 or GO 201 or permission of instructor.		
A. Vacs		
<b>GO 339</b>	<b>INTERNATIONAL POLITICAL ECONOMY AND THE ENVIRONMENT</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 103 or permission of instructor.		
R. Ginsberg, A. Vacs		
<b>GO 340</b>	<b>THE INTERNATIONAL HUMAN RIGHTS REGIME: PROMISE AND PERIL</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 103 or IA 101.		
K. Graney		
<b>GO 341</b>	<b>FRENCH LIBERAL TRADITION</b>	<b>3</b>
Examines the unique strain in French political philosophy, which confronts the origins and impact of liberal democratic theory. Students will engage thoughtfully and critically with an underappreciated tradition in French political philosophy and will gain an awareness of both the positive and negative potentialities of modern democratic life. Students will encounter the well-known triad of Montesquieu, Constant, and Tocqueville as well as contemporary French thinkers such as Bertrand de Jouvenel and Pierre Manent. <i>Prerequisites:</i> GO 102.		
F. Taylor		



<b>GO 344</b>	<b>COMPARATIVE POLITICS AND CULTURE: INDIA AND JAPAN</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 103 or permission of instructor. (Designated a non-Western culture course.) S. Hoffmann		
<b>GO 351</b>	<b>TOPICS IN POLITICAL THOUGHT</b>	<b>3, 4</b>
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." <i>Prerequisites:</i> GO 102. <i>Recommended preparation:</i> GO 303 or GO 304H. The course may be repeated with the approval of the department. The Department		
<b>GO 352</b>	<b>WOMEN AND THE LAW</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 101 or permission of instructor. The Department		
<b>GO 353</b>	<b>SEX AND POWER</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 101 or permission of instructor. The Department		
<b>GO 354</b>	<b>FEMINIST POLITICAL THOUGHT</b>	<b>3</b>
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. <i>Prerequisites:</i> GO 102. N. Taylor		
<b>GO 355</b>	<b>AFRICAN POLITICS</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 103 or permission of instructor. (Designated a non-Western culture course.) The Department		
<b>GO 356</b>	<b>AFRICA IN INTERNATIONAL AFFAIRS</b>	<b>4</b>
Africans and outsiders with interests in Africa have been concerned with matters of land, water, plants, and other natural resources. State and non-state 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 policymaking. <i>Prerequisites:</i> GO 103, IA 101, or permission of instructor. (Designated a non-Western culture course.) The Department		
<b>GO 357</b>	<b>SEXING GLOBAL POLITICS: GENDER AND INTERNATIONAL RELATIONS</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 103 or permission of instructor. K. Graney		
<b>GO 358</b>	<b>CARIBBEAN POLITICS</b>	<b>4</b>
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. <i>Prerequisites:</i> IA 101 or GO 103. (Designated a Cultural Diversity course.) The Department		
<b>GO 362</b>	<b>POLITICS OF THE CONGRESS</b>	<b>4</b>
A seminar devoted to the examination of the congressional system through research, class discussion, and written work. <i>Prerequisites:</i> GO 101 or permission of instructor. R. Seyb		
<b>GO 365</b>	<b>TOPICS IN COMPARATIVE POLITICS</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 103 or permission of instructor. Students may take the course more than once, with the approval of the department, if the topic is different each time. The Department		
<b>GO 366</b>	<b>TOPICS IN INTERNATIONAL RELATIONS</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 103 or permission of instructor. The Department		
<b>GO 367</b>	<b>TOPICS IN AMERICAN POLITICS</b>	<b>4</b>
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. <i>Prerequisites:</i> GO 101 or permission of the instructor. Students may take the course more than once, with the approval of the department, if the topic is different each time. The Department		
<b>GO 371</b>	<b>INDEPENDENT STUDY</b>	<b>3</b>
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		
<b>GO 374</b>	<b>SENIOR THESIS PREP</b>	<b>3</b>
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. <i>Prerequisites:</i> permission of instructor. The Department		
<b>GO 375</b>	<b>SENIOR THESIS</b>	<b>4</b>
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		
<b>GO 383</b>	<b>NEW YORK STATE ASSEMBLY PROGRAM</b>	<b>15</b>
A semester-long intensive field experience. Students spend a minimum of 30 hours per week working in Albany for an Assembly member and their research staff, conducting research, responding to constituent mail, bill tracking, bill memo preparation and attending committee and public hearings, among other tasks. The program also has an academic seminar component, Policy in the NY State Legislative Process, and includes other weekly meetings (Issue Forums), as well as mandatory participation in a Mock Legislative Session at the end of the semester. <i>Prerequisites:</i> GO 101 and junior or senior standing. GO 222 recommended. <i>Must be taken S/U.</i> B. Turner		
<b>GO 384</b>	<b>NEW YORK STATE SENATE PROGRAM</b>	<b>15</b>
A semester-long intensive field experience. Students spend a minimum of 30 hours per week working in Albany for a Senate member and their research staff, conducting research, responding to constituent mail, bill tracking, bill memo preparation and attending committee and public hearings, among other tasks. The program also has an academic seminar component, and includes other weekly meetings (Issue Forums), as well as mandatory participation in a Mock Legislative Session at the end of the semester. <i>Prerequisites:</i> GO 101 and junior or senior standing. GO 222 recommended. <i>Must be taken S/U.</i> B. Turner		
<b>GO 399</b>	<b>PROFESSIONAL INTERNSHIP IN GOVERNMENT</b>	<b>3, 6, or 9</b>
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. <i>Prerequisites:</i> GO 101 (if internship is in the area of national politics or a legal office), or GO 103 (if internship is in the area of comparative or international politics), and at least two advanced courses in the appropriate field for the internship.		

## Higher Education Opportunity Program/ Academic Opportunity Program

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*Interim Academic and Administrative 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, are international, 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, pre-freshman, 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 (SUMMER) 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. *Prerequisites:* placement by department or permission of instructor. The course is primarily intended to fulfill the first part of the quantitative reasoning requirement (QR1). Offered spring semester. The Department

**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 MA 100.

**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 SSP 100 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 (ACADEMIC YEAR) 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

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*Chair of the Department of History:* Matthew Hockenos

Professor: Jennifer Delton

Associate Professors: Erica Bastress-Dukehart, Jordana Dym, Matthew D. Hockenos, Margaret J. Pearson

Assistant Professors: Eric Morser, Tillman Nechtman

Visiting Assistant Professor: Kathlene Balanza

Research Associate: Angela Ellis

"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.

**Credits toward the major or minor:** 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 History Department and listed in the Skidmore catalog.

The department will treat 6 credits of Advanced Placement in either American or European history accepted by Skidmore College as equivalent to 4 credits toward the major or minor in history, or to the history component of interdepartmental majors.

### THE HISTORY MAJOR

*For students entering Skidmore fall 2011 and beyond*

For students entering in fall 2011 and beyond, a major requires 32 credits in history, including HI 275 Introduction to the History Major, 12 credits at the 300 level, including either one 300-level course designated as a research (R) course, or the thesis option (HI 373 and HI 374), and HI 380 Capstone in History.

*For students who entered before fall 2011*

A major requires 32 credits in history, including HI 275 Introduction to the History Major, HI 375 Colloquium In History, or one 300-level course designated as a research (R) course, and 9 additional credits at the 300 level.

History courses that ordinarily carry 3 credit hours may carry 4 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.

**HISTORY WRITING IN THE MAJOR REQUIREMENT:** History requires clear analytical prose that can convey complicated ideas, present evidence, and walk readers through an argument. The discipline has its roots in the humanities and thus values elegant, polished writing. Writing in history is also a key part of the learning process. It is through writing that students take disparate facts and events and turn them into historical interpretation. All history courses contribute to the development of students' writing skills and are designed to prepare students for a final research project. Therefore, history and interdepartmental majors will fulfill the Skidmore writing-in-the-major requirement as they complete the requirements for the history (or interdepartmental) major.

**INTERDEPARTMENTAL MAJORS:** The History Department offers a major in government-history. 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, and the Latin American studies minor.

## HONORS

*For students entering Skidmore fall 2011 and beyond*

To be recommended for honors in history, a major must meet the college requirement for honors of a cumulative grade point average of 3.000, and a GPA in the major of 3.650 or higher.

*For students who entered before fall 2011*

To be recommended for honors in history, a major must meet the college requirement for honors of a cumulative grade point average of 3.000, and must receive at least an A- on his or her History Colloquium paper (HI 375) or the final paper in any 300-level course designated a research (R) course.

**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 3.400 cumulative GPA in history; and a 3.200 cumulative GPA or better overall, and placement in the top 35 percent of the class.

**MINOR:** A minor in history consists of 20 credits in history, including 9 credits at the 300 level.

<b>HI 103</b>	<b>MEDIEVAL EUROPE</b>	<b>3</b>
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		
<b>HI 104</b>	<b>EARLY MODERN EUROPEAN HISTORY</b>	<b>3</b>
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		
<b>HI 105</b>	<b>NINETEENTH-CENTURY EUROPE: IDEOLOGY AND REVOLUTION</b>	<b>3</b>
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. Hockenoss		
<b>HI 106</b>	<b>TWENTIETH-CENTURY EUROPE: AGE OF CONFLICT</b>	<b>3</b>
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. Hockenoss		
<b>HI 107</b>	<b>WRITING ABOUT HISTORY</b>	<b>3</b>
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		
<b>HI 110</b>	<b>THE BRITISH EMPIRE: AN INTRODUCTION</b>	<b>3</b>
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		
<b>HI 111</b>	<b>LATIN AMERICAN HISTORY: AN INTRODUCTION</b>	<b>3</b>
An introduction to the economic, political, social, and intellectual history of Latin America. Organized thematically and chronologically, topics emphasize understanding the emergence of the colonies of Spain, Portugal, France, and England into a group of distinct nation-states. Students will explore Latin American society from initial encounters among Europeans, Africans, and Native Americans. We then study independence: political, economic, and social challenges of early nation-state formation in a multicultural context. We conclude with the twentieth century, addressing topics such as industrialization, revolution, U.S.-Latin American relations, and selected intellectual trends. Not open to students who have successfully completed HI 109. (Fulfills cultural diversity requirement.) J. Dym		
<b>HI 121</b>	<b>AMERICAN HISTORY TO THE CIVIL WAR</b>	<b>3</b>
An exploration of major issues and problems of the American past: the colonial experience to the Civil War. (Fulfills social sciences requirement.) J. Delton		
<b>HI 122</b>	<b>AMERICAN HISTORY SINCE THE CIVIL WAR</b>	<b>3</b>
An exploration of major issues and problems of the American past from the Civil War to the present. (Fulfills social sciences requirement.) J. Delton		
<b>HI 142</b>	<b>INTRODUCTION TO MODERN CHINA</b>	<b>3</b>
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		
<b>HI 203</b>	<b>RISE OF ATHENS</b>	<b>3</b>
A study of Greece with a focus on Athens from the Mycenaean age to the outbreak of the Peloponnesian War. Students examine 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		
<b>HI 204</b>	<b>ATHENS, ALEXANDER THE GREAT, AND CLEOPATRA</b>	<b>3</b>
A study of Greece from the Peloponnesian War to the end of Greek independence. Students examine the war between Athens and Sparta and its aftermath, the struggle for preeminence among Greek city-states, the rise of Macedonia, the monarchies of Philip and his son Alexander the Great, the Hellenistic kingdoms, the development of scientific thought, and the last "Greek" monarch, Cleopatra of Egypt. Special emphasis is given to the study of the ancient sources: literary, historiographic, archaeological, and numismatic. (Fulfills social sciences requirement.) M. Arnush		

- HI 205 RISE OF ROME 3**  
A study of Rome from its foundation by Romulus to the end of the Republic and onset of the Roman empire. Students examine the Etruscan world, the rise of Rome in Italy, the impact of Hellenism, social and political institutions in the Republic, the evolution of Roman culture, and the end of the Senatorial aristocracy. Special emphasis is given to the study of the ancient sources: literary, historiographic, archaeological, and numismatic. (Fulfills social sciences requirement.) M. Arnush
- HI 206 FALL OF ROME 3**  
A study of Rome from the foundation of the empire by Augustus until the sack of the city of Rome and the empire's demise. Students examine the Julio-Claudian and succeeding emperors, political intrigue in the imperial court, the development of an imperial mindset and responses to it in the provinces, the multiculturalism of the empire, social and political institutions, the evolution of Roman culture, the rise of Christianity, and the end of the empire. 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 geopolitical 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. (Fulfills social sciences requirement.) T. Nechtman
- HI 211 DECONSTRUCTING BRITAIN 3**  
Explores the history of Britain from the sixteenth 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 eighteenth and nineteenth century, students will examine Britain's self-assured sense of global power through many different sets of eyes, thus investigating how Britain looked to those who lived under its shadow—including Indian travelers, African sailors, and Native American traders. Readings will explore the ways in which the British nation, and indeed British history, have been driven by British imperialism around the globe. Ends by asking questions about the post-imperial history for citizens of a nation that was once predicated on its imperial identity. (Fulfills Cultural Diversity requirement; fulfills social sciences requirement.) T. Nechtman
- HI 217 TOPICS IN HISTORY 3**  
Typically organized courses based on problems and issues of special interest at the introductory level. The specific themes to be examined will vary from year to year. Recent offerings include "An Introduction to U.S. Environmental History" and "Vietnam War." This course with a different topic may be repeated for credit. When offered as "American Indian History," fulfills cultural diversity requirement. (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 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 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. (Designated a Cultural Diversity course.) 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 235 PERCEPTIONS OF MEDIEVAL AND EARLY MODERN WOMEN 3**  
A study of the perceptions of women in medieval and early modern Europe. How do we interpret the variety of ways in which philosophers, social theorists, historians, artists, and scientists have discussed and portrayed women? More importantly, how do we determine the real from the imaginary woman in history? Students will study the perceptions of Medieval and early modern European women that we find in historical documents, philosophy, science, literature, and art, in order to determine how the images of and discourse about women reflected (or contradicted) their reality. E. Bastress-Dukehart
- 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 249 THE VIETNAM WAR 3**  
An examination of the political, military, and cultural aspects of the U.S. involvement in Vietnam from 1945 to 1975, as well as the war's legacy and meaning since. (Fulfills social sciences requirement.) J. Delton

**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. (Fulfills social sciences requirement.) M. Hockenos

**HI 259 COMMUNISM AND ANTICOMMUNISM IN AMERICA 3**  
An examination of the controversy surrounding the red-scare of the 1950s. Focused on the history of the Communist party in America, its connections to Moscow, and its relationship to American political and social movements from 1917 to 1968. (Fulfills social sciences requirement.) J. Delton

**HI 261 AFRICAN-AMERICAN HISTORY 3**  
A history of African Americans from slavery through emancipation to the present. (Fulfills social sciences requirement; designated 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 permission 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. *Prerequisites:* 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 on 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 on 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 in 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. *Prerequisites:* 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 eighteenth- and early nineteenth-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 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 BRITISH LEGAL HISTORY: FROM MAGNA CARTA TO COLONIAL CONQUEST 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. E. Morser

**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 that gave direction to the American Revolution and the Constitution. E. Morser, N. Taylor

**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. *Prerequisites:* GO103 or one political theory course. F. Taylor

**HI 323 THE NEW AMERICAN REPUBLIC 3**  
From Washington through Jackson, 1790–1840. 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. E. Morser

**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. E. Morser

**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 uses 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. This 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. This 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. *Prerequisites:* one HI course or GO 209 or FS 212.  
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. *Prerequisites:* one college course in European history.  
M. Hockenos

**HI 343 THE CHINESE REVOLUTION 3**

An examination of the major issues and events in the Chinese Revolution, from the foundation of the Republic in 1911 to the present, with emphasis on the relationships between social, economic, and political goals; the methods used to gain them; and the impact of changes on personal and intellectual freedom. (Designated a non-Western culture course.)  
M. Pearson

**HI 347 JAPAN'S MODERNIZERS: SAMURAI, WEAVERS, WRITERS, AND PROSTITUTES 3**

The lives and works of men and women who transformed nineteenth-century Japan from feudalism to modernity, and from weakness and isolation to international prominence. Autobiographies, novels, films, and conventional histories will be used to show how Japan was able to change so rapidly. (Designated a non-Western culture course.)  
M. Pearson

**HI 363 TOPICS IN HISTORY 3**

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

**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**

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 398 HISTORY WORKSHOP 1**

A topical workshop, seminar, discussion group, or lab/studio experience which can link to an existing 300-level History course or serve as a free-standing course.  
The Department

**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. *Prerequisites:* previous study related to the area of the internship experience.

**Honors Forum**

*Program Director:* David Vella

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
- 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 113 Calculus II
- MA 125, 225, 325 Problem Solving in Mathematics
- MB 224 Foundations of Organizational Behavior
- MB 336H Diversity and Discrimination in the American Workplace: Is the Melting Pot Boiling Over?
- PH 101H 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. HF 100 may be offered as an optional honors credit linked to a regular course offering at the 100 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 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. HF 200 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- to 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). *Prerequisites:* 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. *Prerequisites:* 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 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 PH 203, PH 204, and PH 375. Students seeking honors in the major must complete either BI 385 (any section) or PH 376 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: MB 107, MB 214, MB 224, MB 234, MB 235, MB 306, MB 338, MB 349, and one 300-level elective in business; and EC 103, EC 104, EC 235, EC 236, EC 237, and at least 6 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 MB 107, MB 214, MB 224, MB 234, MB 235, MB 306, MB 338, MB 349, and EC 237. In French, these include FF 208, FF 210, FF 220, FF 301; one course covering material prior to 1800 from FF 213, FF 214, FF 216, FF 224; one course covering material after 1800 from FF 219, FF 221, FF 223; and FF 376. FF 220 must be taken in conjunction with a management and business class. Students enrolled in FF 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 FF 374 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 MB 107, MB 214, MB 224, MB 234, MB 235, MB 306, MB 338, MB 349, and EC 237. In German, these include FG 215, FG 220, FG 301, FG 376, and three more German courses above FG 203, at least one of which is at the 300 level. FG 220 must be taken in conjunction with a management and business class. One German course may be designated FL. Students enrolled in FG 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 FG 374 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: MB 107, MB 214, MB 224, MB 234, MB 235, MB 306, MB 338, MB 349, and EC 237. The government courses include two out of the following three courses, GO 101, GO 102, or GO 103; two 300-level GO courses, and three additional GO courses. To be eligible for honors, a student must receive at least an A- on a senior thesis, acceptable to both departments, that integrates the two disciplines. The major leads to a bachelor of arts degree.

‡Approved for phase-out by Curriculum Committee, pending action by NYS Dept of Education.

## BUSINESS-MATHEMATICS† (2012)

The following business courses are required for the major: MB 107, MB 214, MB 224, MB 234, MB 235, MB 306, MB 338, MB 349, and EC 237. Mathematics/computer science courses include MA 111 (or both MA 108 and MA 109), MA 113, MA 200, MA 204; CS 106; 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 MB 107, MB 214, MB 224, MB 234, MB 235, MB 306, MB 338, MB 349, and EC 237. In Spanish, these include FS 208, FS 211 or FS 212, FS 220, FS 301, FS 376, and two additional Spanish courses above FS 203, none in translation. Students enrolled in FS 301 will write their final paper on a topic in conjunction with a business class. FS 220 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 FS 374 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: 18 credit hours of technique; DA 230 Dance and Society: 1700–1960; and one course from among DA 227, DA 228, DA 335, DA 375, and DA 376 by permission only. Theater requirements include TH 103, TH 129, TH 230, TH 250 and TH 341. In the senior year, either TH 376 (senior project combining dance and theater) or two courses from among DB 393, DB 394, DM 393, DM 394 Modern Performance Workshop

## ECONOMICS-FRENCH†

Requirements in economics include EC 103 and EC 104; two courses chosen from EC 235, EC 236, EC 237; and 6 additional credit hours in economics at the 300 level. The requirements in French include FF 208 and FF 210; one course covering material prior to 1800 from among FF 213, FF 214, FF 216, FF 224; one course covering material after 1800 from FF 219, FF 221, FF 223; and FF 376; and one additional 300-level French course. Students are also urged to include FF 301. 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 EC 103 and EC 104; two courses chosen from EC 235, EC 236, EC 237; and 6 additional credit hours at the 300 level. Required among the six German courses are FG 215 and FG 376 (senior year) and four other courses above the 202 level, one of which may be designated FL. Students are also urged to include FG 301. 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-PHILOSOPHY†

In philosophy, students must take PH 203, PH 204, and three 300-level philosophy courses, including PH 375. Requirements in economics are EC 103, EC 104, at least two 200-level courses chosen from EC 235, EC 236, and EC 237, and at least 6 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 21 credit hours in sociology, including SO 101, SO 226, SO 227, SO 324 or SO 325, and SO 375. Students may substitute EC 237 for SO 226, but must still complete a minimum of 21 hours of course work in sociology. The economics requirements are EC 103, EC 104, EC 235, EC 236, EC 237 (or SO 226), and at least 6 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 (EC 371 or EC 372 or SO 376 Senior Thesis in Sociology). 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 EC 103 and EC 104; two courses chosen from EC 235, EC 236, EC 237; and 6 additional credit hours at the 300 level. Spanish requirements include FS 208, FS 211, FS 212, FS 376, and two additional Spanish courses above FS 203, none in translation. Students are also urged to include FS 301. 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† (2012)

The major requires twelve courses equally divided between the two disciplines. The six required courses in English include EN 110, 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 FF 208 and FF 210; one course covering material prior to 1800 from among FF 213, FF 214, FF 216, FF 224; one course covering material after 1800 from FF 219, FF 221, FF 223; and FF 376; 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 FF 374 or EN 390 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.

†To be phased out, approved by NYS Dept. of Education.

‡Approved for phase-out by Curriculum Committee, pending action by NYS Dept. of Education.



## ENGLISH-GERMAN† (2012)

The major requires twelve courses equally divided between the two disciplines. The six required courses in English include EN 110, 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 FG 215 and FG 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 FG 374 or EN 390 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† (2012)

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 19 semester hours) include EN 110, 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 EN 361 or PH 341. (Please note that if the student enrolls in PH 341, 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 19 semester hours) must include PH 203, PH 204, and three 300-level courses, including PH 375 and either PH 341 or EN 361. Both PH 341 and EN 361 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† (2012)

The major requires twelve courses equally divided between the two disciplines. The six required courses in English include EN 110, 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 FS 208, FS 211, FS 212, FS 376, and two additional Spanish courses above FS 203, 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 FS 374 or EN 390 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 GO 103 and GO 203 or GO 219, and four other courses chosen in consultation with the advisor. The requirements in French include FF 208, FF 210, and FF 220, which must be taken in conjunction with a government class; one course covering material prior to 1800 from among FF 213, FF 214, FF 216, FF 224; one course covering material after 1800 from FF 219, FF 221, FF 223; and FF 376; 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 FG 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 GO 103 and GO 203 or GO 219, and four other courses chosen in consultation with the advisor. Required among the six courses in German are FG 215, FG 376, and FG 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 18 credits, which include two of the following three courses: GO 101, GO 102, or GO 103. Of the remaining 12 credits, at least three must be at the 300 level. Required in history are 22 credits, including HI 275, HI 375 (or senior honors thesis in government), and 6 additional credits at the 300 level. CC 226 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 either the History Colloquium paper or on a senior honors thesis in government. If the thesis in government option is chosen, the student must have a member of the History Department on his/her thesis committee, and take a 300-level history course in place of the History Colloquium.

## GOVERNMENT-PHILOSOPHY† (2012)

Required among the courses in government are GO 102, GO 303, GO 304H, and 9 additional credit hours in government. Philosophy requirements include PH 203, PH 204, PH 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 PH 376. The major leads to a bachelor of arts degree.

## GOVERNMENT-SOCIOLOGY†

Requirements in government include two of the following three courses, GO 101, GO 102, or GO 103; two 300-level courses, and 9 additional credit hours in government. Sociology requirements include SO 101, SO 226, SO 227, SO 375; SO 324 or SO 325; and 4 additional credit hours in sociology (SO 328 is 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 (SO 375 or SO 376), or earn at least an A- in SO 375. The major leads to a bachelor of arts degree.

†To be phased out, approved by NYS Dept. of Education.

## GOVERNMENT-SPANISH

The major requires twelve courses, six in each department as well as one FS 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 GO 103 and GO 203 or GO 209, and four other courses chosen in consultation with the advisor. Required in Spanish are six courses above FS 203, none in translation, including FS 208, FS 211, FS 212, FS 376, and FS 220, which must be taken in conjunction with a Government class. Recommended courses include FS 331 and/or FS 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† (2012)

The major will complete a minimum of 43 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 PH 203, PH 204, PH 375, two 300-level electives, and one PH/PR elective. Required in history are 22 credits, including HI 275, HI 375, and 6 additional credits at the 300 level. CC 226 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 GO 339 and five additional courses. In economics, students must take EC 103 and EC 104; two courses chosen from EC 235, EC 236, and EC 237; and at least 6 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† (2014)

The psychology-sociology major must successfully complete 21 credit hours in psychology and 21 credit hours in sociology, including PS 101; SO 101 and SO 375; either PS 205 or SO 202; either SO 324 or SO 325; either PS 217 Statistical Methods In Psychology I and PS 306 or SO 226 and SO 227. To be eligible for honors, the student must complete a senior thesis in psychology or sociology (PS 375 and PS 376H, or PS 378H or SO 376) or receive at least an A- in SO 375. 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 SO 101; either AN 101 or AN 102; either SO 324, SO 325, or AN 270; either AN 326 or AN 327 or SO 226 or SO 227; either AN 366 or SO 375; and 12 credit hours of electives in sociology and 12 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.

†To be phased out, approved by NYS Dept. of Education.

‡Approved for phase-out by Curriculum Committee, pending action by NYS Dept. of Education.

## Interdisciplinary

### INTERDISCIPLINARY COURSES

#### IN 100 EXPLORATION INTERNSHIP 1-3

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 or program at Skidmore. This course is also appropriate for students who have not completed advanced coursework in a major field offering internship credit at the 300 level. The internship experience must take place for at least five weeks and follow the guidelines for contact hours (1 credit requires at least 45 contact hours; 2 credits requires at least 90 contact hours; and 3 credits requires at least 130 contact hours). Proposals require faculty sponsorship and are reviewed for credit by the Office of Academic Advising on behalf of the Curriculum Committee. *Not for liberal arts credit. Must be taken S/U.*

#### ID 141 MEDIATION TRAINING 1

Mediation is a conflict resolution process that is used in close cooperation with the courts. Cases such as small claims court disputes and parent/teen conflicts are often referred by the courts to mediation by trained volunteers. The mediation training is a partnership with Mediation Matters, a nonprofit agency in Saratoga Springs that provides mediation services and receives its funding from the New York court system. This training will certify students as volunteers enabling them to mediate campus disputes through our own peer mediation program as well as cases referred to Mediation Matters by the courts. This is an intensive 30-hour training using film clips, role plays, readings, and discussion that focuses on building facilitation skills. D. Karp

#### 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. *Prerequisites:* Open only to first-year students and with permission of 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 202 FYE PEER MENTORING EXPERIENCE 2, 3

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

#### ID 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. *Prerequisites:* 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 EN 105 level or who have completed EN 103.)

J. Devine, English

**ID 251 TOPICS IN INTERDISCIPLINARY STUDIES 1-4**

Topically organized courses based on themes or problems that bring together the perspectives of multiple disciplines. The specific problems may differ from year to year. Examples include the Sophomore Transitional Program of the Skidmore Scholars in Science and Mathematics (S3M) Scholarship grant from NSF.

P. von Kaenel, Mathematics

**ID 271, 272 INTERDISCIPLINARY INDEPENDENT STUDY 3-4**

Independent work for sophomores or more advanced students whose academic interests require an interdisciplinary approach beyond the academic structures available through established departmental courses. The student must have the background appropriate to the proposed study, must have completed at least one other interdisciplinary course at Skidmore, must carefully define a plan of study, and must enlist the guidance of one or more faculty, as appropriate. Proposals for ID 271 and ID 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 320 GLOBAL MEDIA 4**

An analysis of the patterns of global media ownership and media production, their impact on politics and political participation, and their potential for producing transnational cultural values. After examining concepts and theories of globalization, students will explore the relatively recent rise of global media, with attention to the technological advances supporting these media and the rapid growth and increasing consolidation and deregulation of media power. We will then focus on case studies of the political and cultural impacts of the new global media in both rich nations and less developed countries around the world. *Prerequisites:* ID 220.

J. Devine

**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 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 ID 371 and ID 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 databases. 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**

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. *Prerequisites:* Students must obtain approval from their academic advisor. Permission of instructor required.

Library Faculty

## International Affairs

*Director of the International Affairs Program:* Jim Kennelly

*Affiliated Faculty:*

*American Studies:* D. Nathan

*Art History:* L. Aronson

*Biology:* D. Domozych, J. Ness, B. Possidente, M. Raveret-Richter

*Classics:* M. Arnush

*Economics:* J. Bibow, R. Jones, M. Odekon, R. Rotheim, L. Vargha

*English:* J. Devine, R. Janes

*Environmental Studies:* C. Gibson, C. Grassi, J. Halstead, K. Kellogg, K. Marsella, S. van Hook

*Foreign Languages and Literatures:* J. Anzalone, D. Barnes, G. Burton, D. Castronuovo, M. Chen, C. Evans, G. Faustini, C. Grant, K. Hamm-Ehsani, M. Inamoto, H. Jaouad, M. Lander, B. Loyola, W. Mudrovic, M. O'Brien, V. Rangil, P. Rubio, S. Smith, M. Tamagawa, M. Wiesmann, A. Zuerner

*Gender Studies:* M. Stange

*Geosciences:* R. Lindemann, K. Nichols

*Government:* T. Burns, R. Ginsberg, K. Graney, S. Hoffmann, S. Pahwa, R. Seyb, F. Taylor, A. Vacs

*History:* E. Bastress-Dukehart, J. Delton, J. Dym, M. Hockenos, T. Nechtman, M. Pearson

*Library:* B. Norelli

*Management and Business:* B. Balevic, P. Calhoun, M. Canavan, T. Harper, J. Kennelly, E. Lepkowska-White, K. McClure, P. Prasad

*Mathematics and Computer Science:* Una Bray

*Philosophy and Religion:* F. Gonzalez, R. Lilly, M. Segol, J. Smith

*Psychology:* V. Murphy-Berman

*Sociology, Anthropology, and Social Work:* C. Berheide, M. Ennis-McMillan, H. Hurst, R. Tierney, J. Zibbell

*Theater:* C. Anderson, G. Dasgupta, L. Grady-Willis, L. Opitz

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 another 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.

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

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

**THE INTERNATIONAL AFFAIRS MAJOR:** The requirements for the IA major consist of at least twelve (12) International Affairs-designated course requirements, for a minimum of 30 credits. (*Note:* IA majors must also complete an approved second major, minor, or regional concentration, for a minimum of 18 credits.) IA courses must include the following:

1. The core course, IA 101 Introduction to International Affairs;
2. One foundation course from three of the four clusters: "The Political World" (GO 103 or HI 223), "The Economic World" (EC 103 or EC 104), "The Cultural World" (AN 101 or GO 241), or "The Physical World" (ES 100 or ES 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. a. One foreign language course (or equivalent) at the level of 206 or above;
  - b. 1 credit hour of a Language Across the Curriculum (LAC) course in the foreign language;
5. IA capstone experience (two courses and capstone project): one (1) 300-level course from the approved second major, minor, or regional concentration, to be completed in the fall term of the senior year, serving as the basis for the capstone project, plus IA 375 Senior Seminar (1 credit hour) in the spring term of the senior year to finalize the capstone project for both written and oral presentation to the IA community;

6. The twelve international affairs courses taken must include one course from at least four different disciplines outside the approved minor, major or regional concentration (in addition to the core IA 101 course);
7. 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; and
8. In addition to IA 375 and the 300-level course which serves as a capstone experience, at least two other courses must be at the 300-level;

**WRITING REQUIREMENT IN THE MAJOR:** The development of excellent written communication skills is an essential component of the IA curriculum and the learning process in general, and IA students must become skilled writers. Through completion of short written assignments in the cornerstone course (IA 101), a more sustained research project in the capstone course in the student's other discipline, and revisions, editing, and presentation of the capstone paper in the IA Senior Seminar, students will demonstrate their ability to think critically and write clearly. Thus, students will fulfill the Skidmore writing requirement in the IA major upon the successful completion of IA 101, the capstone project and the presentation of the capstone paper in Senior Seminar. Although completion of these three courses explicitly fulfills the Skidmore writing requirement in the discipline, IA students will also complete other coursework in the political, cultural, economic, and physical world clusters that incorporate considerable written work and will further contribute to the development of their writing skills.

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

**THE INTERNATIONAL AFFAIRS MINOR:** The requirements for the IA minor consist of at least six international affairs-designated courses, for a minimum of 18 credits, including one core course required as a common experience. These courses must include the following:

1. The core course, IA 101 Introduction to International Affairs;
2. One foreign language course (or equivalent) at the level of 206 or above;
3. One international affairs course from three of the four knowledge clusters: "The Political World," "The Economic World," "The Cultural World," and/or "The Physical World";
4. One 300-level international affairs course from any discipline; and
5. The six (6) international affairs courses taken must include one course from at least three different disciplines outside the approved major (in addition to the core IA course);

*Note:* No more than two courses may overlap between the IA minor and the major.

## REGIONAL CONCENTRATION

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

**IA 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 251A–D TOPICS IN INTERNATIONAL AFFAIRS 3**

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

*Prerequisites:* IA 101. May be repeated with a different topic for credit.

Courses designated "A" fulfill IA Knowledge Cluster I: The Political World.

Courses designated "B" fulfill IA Knowledge Cluster II: The Economic World.

Courses designated "C" fulfill IA Knowledge Cluster III: The Cultural World.

Courses designated "D" fulfill IA Knowledge Cluster IV: The Physical World.

**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 Program 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. *Letter grade only.*

**FOUNDATION COURSES**

IA majors must complete one course in three of the four foundation categories listed below:

1. The Political World: GO 103 or HI 223
2. The Economic World: EC 103 or EC 104
3. The Cultural World: AN 101 or GO 241
4. The Physical World: 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 Conversation and Pronunciation
FF 306	Translation and Stylistics
FG 206	German Language and Culture
FG 208	German Conversation and Composition
FG 301	Business German
FG 304	Advanced German Composition and Conversation
FI 206	Italian Language and Culture
FI 208	Italian Conversation and Composition
FI 301	Business Italian
FI 304	Advanced Conversation and Composition
FJ 206	Japanese Language and Culture
FJ 207	Advanced Intermediate Japanese I
FJ 208	Advanced Intermediate Japanese II
FS 206	Communicating in Spanish
FS 208	Writing in Spanish
FS 301	Business Spanish
FS 304	Advanced Conversation and Composition

**INTERNATIONAL KNOWLEDGE CATEGORIES****CLUSTER I: The Political World**

GO 103	Introduction to Comparative and International Politics
GO 201H	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	United States Foreign Policy in a Changing World
GO 229	International Law
GO 251B	Topics in Political Science: International Relations
GO 301	Contemporary International Politics and Law
GO 309	Latin America and the United States
GO 315	Immigration Politics and Policy
GO 319	What the United States Does Wrong in the World: Views from India and 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 111	Latin American History: An Introduction
HI 203	Rise of Athens
HI 204	Athens, Alexander the Great, and Cleopatra
HI 205	Rise of Rome
HI 206	Fall of Rome
HI 211	Deconstructing Britain
HI 223	America and the World: A History of American Foreign Policy
HI 229	War and Peace in 20th-Century Latin America
HI 247	The Rise of Japan
HI 249	The Vietnam War
HI 259	Communism And Anticommunism in America
HI 306	The French Revolution and Napoleon, 1789–1815
HI 316	Empires in India
HI 317	British Legal History: From Magna Carta to Colonial Conquest
HI 330A	Politics and Society in Latin America: Mexico
HI 330B	Politics and Society in Latin America: Central America
HI 330C	Politics and Society in Latin America: Southern Cone
HI 330D	Politics and Society in Latin America: The Andes
HI 330E	Politics and Society in Latin America: The Caribbean
HI 335	German History Since 1918
IA 251A	Topics in International Affairs
ID 320	Global Media

**CLUSTER II: The Economic World**

EC 314	International Economics
EC 316	Economics of Development
EC 317	The Economics of European Integration
EC 319	Economics of Income Distribution and Poverty
EC 334	International Political Economy
EC 343	Environmental and Resource Economics
GO 219	Political Economy of European Integration
GO 339	International Political Economy and the Environment
IA 251B	Topics in International Affairs
MB 306	Foundations of Business in the International Environment
MB 344	International Marketing
MB 345	Global Financial Management
MB 346	Global Sales and Merchandising Management
MB 349	Business Strategy
MB 359	Global Financial Institutions
MB 364	Manufacturing Strategy and International Competitiveness
SO 331	Women in Global Economy

### CLUSTER III: The Cultural World

AH 100	Ways of Seeing: Survey of Western Art
AH 103	Ways of Seeing: The Arts of Africa, Oceania, and the Americas
AH 104	Ways of Seeing: Survey of Asian Art
AH 105	Ways of Seeing: Survey of Asian Art: South and Southeast Asian and Himalayan
AH 106	Ways of Seeing: Survey of Asian Art: East Asia
AH 207	African Art
AH 253	Seventeenth-Century European Art
AH 254	Eighteenth-Century European Art
AH 257	Nineteenth-Century European Art
AH 261	Twentieth-Century Art
AH 265	History of Modern Design
AH 268	Ad/dressing the Body: European Fashion, Renaissance to the Present
AH 342	Art of Early Renaissance Italy
AH 355	Visual Culture of the French Revolution
AM 332	Global Perspectives of the United States
AN 101	Introduction to Cultural Anthropology
AN 101W	Honors: Introduction to Cultural Anthropology
AN 205	Mesoamerican Archaeology
AN 227	Sub-Saharan Africa from a Cultural Perspective
AN 229	Mexican Cultures
AN 244	Indigenous Cultures of Latin America
AN 252	Non-Western Themes in Anthropology
AN 344	Anthropology and Environmental Health
AN 345	Ecological Anthropology
AN 349	Medical Anthropology
CC 200	The Classical World
CC 227	Race and Ethnicity in Ancient Greece and Beyond
FC 363	Special Studies in Chinese
FF 309	Fiction and Identity in Quebec
FF 210	Introduction to French Literature
FF 214	French Literature of the Seventeenth Century
FF 221	Twentieth-Century Literature
FF 223	Introduction to Issues in the Francophone World
FF 224	French Civilization from Gaul to 1815
FF 225	Painters and Writers
FF 363	Special Studies in French
FG 215	Introduction to German Literature
FG 216	Contemporary German Culture
FG 341	The Age of Goethe
FG 357	German Literature of the Twentieth Century
FG 363	Special Studies in German
FI 210	Introduction to Literary Analysis
FI 303	Studies in Modern Italian Literature
FI 315	Italy and Music
FI 363	Special Studies in Italian
FJ 363	Special Studies in Japanese
FL 242	Modern Japanese Literature in translation
FL 243	The World of Japanese Animation
FL 244	Viewing China: Visual Cultural and Transnational Cinema
FL 245	China and the West: The Myth of the Other
FL 246	Fictional and Factual: History and the Novel in China
FL 250	An Outline of German Civilization: The Eighteenth Century to the Present
FL 252	Italian Cinema: From Fiction to Film
FL 253	Italian Civilization in Translation
FL 254	Italian Civilization in Translation
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 263A	Special Topics in Foreign Literature and Culture: The Fantastic in Fiction
FL 263B	Special Topics in Foreign Literature and Culture: Exoticism
FL 263C	Special Topics in Foreign Literature and Culture: The Fascist Aesthetic
FL 263D	Special Topics in Foreign Literature and Culture: The Fate of Forbidden Knowledge in Literature and Science
FL 266	Images of Revolution and Social Upheaval: France 1789–1939
FL 267	Modern Japanese Culture and Society
FL 322	The French Film
FS 211	Survey of Spanish Literature
FS 212	Survey of Spanish-American Literature
FS 313	Literature of the Golden Age
FS 314	Spanish Literature of the Nineteenth Century
FS 319	Spanish-American Narrative of the Twentieth Century
FS 331	The Culture of Spanish America I
FS 332	The Culture of Spanish America II
FS 363	Special Studies in Spanish
GO 203	Comparative European Politics
GO 227	from Genghis Khan to Gorbachev: Power And Politics in Russian History
GO 239	Nationalism and Politics in the Middle East
GO 240	Political Modernization: The Case of India
GO 241	Ethnic Conflict and the Global System

GO 304H	Modern Political Thought
GO 308	Contemporary Political Thought
GO 355	African Politics
GW 212	Women in Italian Society: Yesterday, Today and Tomorrow
GW 227	Holding Up Half the Sky: Gender, Writing, and Nationhood in China
HI 110	The British Empire: An Introduction
HI 142	Introduction to Modern China
HI 210	The Four Kingdoms
HI 211	Deconstructing Britain
HI 228	Race, Class, and Gender in Latin America
HI 230	History Through Travel: Latin America 1500–1900
HI 241	Introduction to Imperial China
HI 254	Intellectual History Modern Europe
HI 301	Early Medieval Civilization
HI 302	The High Middle Ages
HI 303	Intellectual History Medieval and Renaissance
HI 305	Science and the Church: Europe from Luther to Voltaire
HI 329	U.S. Since 1945
HI 343	The Chinese Revolution
HI 347	Japan's Modernizers: Samurai, Weavers, Writers, and Prostitutes
IA 251C	Topics in International Affairs
MB 314	Organizational Theory
MB 347	Comparative Management
MU 309	Music in South Asia
PH 203	History of Philosophy: Greek Philosophy
PH 204	History of Philosophy: Early Modern
PH 215	Buddhist Philosophy
PH 306	Nineteenth-Century Philosophy
PH 307	Twentieth-Century Philosophy
PR 326	Tibetan Buddhism (NA)
PS 332	Seminar in Cross-Cultural Psychology
RE 103	Religion and Culture
RE 213	Religious Traditions of India (NA)
RE 215	Islam (A)
SO 316	Women in Modern Society
SW 338	Social Policy and Social Justice
TH 229	Theater and Culture I
TH 230	Theater and Culture II
TH 333	The Director As Collaborative Artist
TH 334	Special Studies in Theater History and Theory

### 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 the Environment
GE 101	Earth Systems Science
GE 112	Oceanography: Introduction to the Marine Environment
GE 207	Environmental Geology
GE 208	Origin and Distribution of Natural Resources
GE 211	Climatology
GE 311	Paleoclimatology
GW 210	Ecofeminism, Women, and the Environment
HI 312	Industry, Empire, and the Environment
IA 251D	Topics in International Affairs
PH 225	Environmental Philosophy
RE 225	Religion and Ecology

*Note:* Special Topics are offered in many disciplines. They will be evaluated on a semester-by-semester basis for possible IA credit.

# Latin American Studies

Director of the Latin American Studies Program: Jordana Dym

Affiliated Faculty:

Anthropology: Heather Hurst, Michael Ennis-McMillan

Art History: Lisa Aronson

Foreign Languages and Literatures: Diana Barnes, Charlene Grant, María Fernanda Lander, Beatrice Loyola, Viviana Rangil, Patricia Rubio

Geosciences: Amy Frappier

Government: Aldo Vacs

History: Jordana Dym

Music: Pola Baytelman

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 Latin American Studies 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 19 credit hours (five to six courses) from the designated Latin American studies courses listed on the Latin American Studies department page, 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 4 credit hours of Spanish, French, or Portuguese language at the 208 level or above may count toward the minor, as well as pre-approved courses taken abroad. One course may be "Partial Latin American Content." Each student's program will be approved by the Coordinator of Latin American studies, who serves as advisor to all minors.

This interdisciplinary minor emphasizes use of language skills in different disciplines, and requires that students demonstrate above intermediate competency in at least one regional language and complete one Languages Across the Curriculum (LAC) course, ensuring the ability to consider sources of knowledge produced in the region. Competency may be demonstrated either by demonstrating intermediate competency by taking a test offered by the Foreign Languages and Literatures Department or successfully completing a foreign languages and literatures course at the 208 level or above.

The minor includes the following:

1. Foundation course (one of the following) GO 209 The Latin American Puzzle, or HI 111 Latin American History: An Introduction, or FS 212 Survey of Spanish-American Literature;
2. Electives: three to four courses (minimum of 10 credits);
3. Languages Across the Curriculum course (1 credit);
4. Senior Capstone:
  - a. One semester of LA 377 Colloquium In Latin American Studies (1 credit);
  - b. Latin American Studies Senior Capstone Requirement (LA 371, LA 372 or LA 399, or approved course in an associated discipline or program) (3 credits).

## LA 371, 372 INDEPENDENT STUDY 3, 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. Fall semester only. *Must be taken S/U.* 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	Indigenous Cultures of Latin America
AN 349	Medical Anthropology
FF 376	Seminar (French Caribbean)
FL 265	Latinos in the United States
FS 212	Survey of Spanish-American Literature
FS 301	Business Spanish
FS 319	Spanish-American Narrative of the Twentieth Century
FS 320	Studies in Spanish-American Poetry
FS 321	Studies in Spanish-American Drama
FS 323	Spanish in the Media
FS 324B	Spanish-American/Latino Film
FS 330	Spanish-American Essay
FS 331	The Culture of Spanish America I
FS 332	The Culture of Spanish America II
FS 363	Special Studies in Spanish (when topic relates to Latin America)
FS 376	Seminar (when topic relates to Latin America)
GO 209	The Latin American Puzzle
GO 251	Topics in Political Science (when taught by A. Vacs)
GO 309	Latin America and the United States
GO 358	Caribbean Politics
HI 111	Latin American History: An Introduction
HI 217	Topics in History (when topic relates to Latin America)
HI 228	Race, Class, and Gender in Latin America
HI 229	War and Peace in 20th-Century Latin America
HI 230	History Through Travel: Latin America 1500–1900
HI 330	Politics and Society in Latin America
HI 363	Topics in History (when topic relates to Latin America)
SO 251	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	Ways of Seeing: 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
FS 220	Language Across the Curriculum
GO 315	Immigration Politics and Policy
GO 339	International Political Economy and the Environment

# Management and Business

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*Chair of the Department of Management and Business:* Timothy Harper

Professors: Paul Calhoun, *F. William Harder Professor of Business Administration*; James J. Kennelly; Pushkala Prasad, *Zankel Chair in Management for Liberal Arts Students*

Associate Professors: Martin J. Canavan, Caroline D'Abate, Timothy Harper, Elzbieta Lepkowska-White, K. Gary McClure, Christine Page, Mark A. Youndt

Assistant Professor: Mark Staton, Aiwu Zhao

Visiting Associate Professor: David Marcinko

Visiting Assistant Professor: Christine Kopec

Lecturers: Carol Chiarella, Laura Paul

## MISSION STATEMENT

The role of the Department of Management and Business at Skidmore College is to provide a distinctive undergraduate program in management and business which builds on and enhances the liberal arts experience of the college. Our aim is to prepare global citizens committed to a process of lifelong learning who are capable of pursuing careers in management, in the professions, and in community leadership. The Department of Management and Business has created an interdisciplinary learning environment that encourages the integration of management theory, faculty research, ethical behavior, and business practice. Our vision is to become among the best departments of Management and Business in undergraduate liberal arts colleges in the nation.

## THE PROGRAM

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 written and oral communication skills. Flexibility in the program enables students to pursue studies within a business discipline or pursue joint programs with other departments to prepare for careers and graduate education.

The program serves the Skidmore student body by offering 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 varied interactions with professionals from the business community. Many of the courses offered in the department involve participation from visiting business executives in diverse forms such as guest speakers, project evaluators, project coaches and mentors, and on-site lecturers. The department encourages study abroad, internships, and involvement in community projects to provide integrative learning experiences.

**THE MANAGEMENT AND BUSINESS MAJOR:** All business majors must take the basic business core, plus three 300-level elective courses. MB 399 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: MB 107, MB 214, MB 224, MB 234, MB 235, MB 306, MB 338, MB 349, EC 103, EC 104, and EC 237 or MS 104.

The suggested course sequence for the major is MB 107, EC 104, MB 234, EC 103, MB 235, EC 237, MB 214, MB 224, MB 235, MB 306, MB 338, 300-level electives (three); MB 349 (senior year only). Students planning to study abroad during their junior year must have completed MB 234 and MB 235 and EC 237 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: MA 111 and CS 106.

**WRITING REQUIREMENT IN THE MAJOR:** Written communication skills are an essential part of education in management and business. The Management and Business Department is committed to helping students enhance their writing skills in order to advance their ability to communicate in written form and to prepare them for their professional careers. From the cornerstone course (MB 107) through the department's 200- and 300-level curriculum to the capstone course (MB 349), business students are expected to write at a high level of proficiency. Students will learn the conventions of writing in the discipline through an array of assignments, including case study analyses, strategic business proposals, literature reviews, critical essays, research papers, and financial forecasting and projections. The department provides each student with an Assessment Rubric that outlines standards and expectations for written assignments. While the successful completion of MB 107 and MB 349 explicitly fulfills the writing requirement in management and business, the department expects students to demonstrate writing competence in all departmental courses.

**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 major GPA of 3.60 or higher, and an accumulative GPA of 3.0;
2. complete MB 349 with a grade of A- or higher;
3. complete a research-based thesis or comprehensive case study and teaching note;
4. earn an A- or higher on the completed project;
5. present their research to department faculty; and
6. follow each of the following steps in the thesis/honors process:
  - identify the topic of interest;
  - seek out a faculty member in the department to serve as the honors advisor;
  - get the project approved and signed by the thesis advisor and department chair;
  - register for and complete MB 373 in the fall and MB 374 in the spring with a grade of A- or higher in both semesters;
  - participate to the fullest extent throughout the project's completion.



**THE MANAGEMENT AND BUSINESS MINOR:** For a business minor, the student is required to complete MB 107, MB 214, MB 224, MB 234, and two additional courses in business, at least one at the 300 level. MB 399 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. This course partially fulfills the writing requirement for the management and business major.

**MB 190 PRESENTING THE BRAND CALLED ME 1**  
Students will be required to present themselves in a variety of situations related to career development. Learning contexts will include formal job and information interviews, formal and short impromptu presentations, and dialogues regarding career issues. Students will have the opportunity to apply skills taught by theater instructors and business professionals. Academic and professional mentors will provide essential knowledge to students regarding the presentation of self in diverse situations. *Not for liberal arts credit.* P. Calhoun

**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. *Prerequisites:* MB 107 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. *Prerequisites:* MB 107 or permission of instructor. 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. *Prerequisites:* MB 107 or permission of instructor. 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. *Prerequisites:* MB 107 or permission of instructor. M. Canavan, C. Chiarella

**MB 235 FOUNDATIONS OF ACCOUNTING II 3**  
Continuation of the study of financial accounting begun in MB 234. 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. *Prerequisites:* MB 234 *Not for liberal arts credit.* 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 MB 107 Executive Presentation project. Students will be able to integrate knowledge and skills gained in MB107 with theory and applied experience acquired in MB 224. *Prerequisites:* MB 107, MB 224, and MB 234. The course may be repeated for a maximum of 3 credits. This course cannot be taken simultaneously with MB 316. T. Harper

**MB 299 PROFESSIONAL INTERNSHIP IN BUSINESS 3 or 6**  
Professional experience at an intermediate level for students with foundational knowledge in business. With faculty sponsorship and department approval, students may extend their educational experience into areas of business related to their academic course work. No student may earn more than 9 semester hours of Professional Internship in Business (i.e., MB 299 and MB 399). *Not for liberal arts credit.*

**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. *Prerequisites:* MB 234 or permission of instructor. *Not for liberal arts credit.*

**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. *Prerequisites:* MB 235 or permission of instructor. *Not for liberal arts credit.*

**MB 306 FOUNDATIONS OF BUSINESS IN THE INTERNATIONAL ENVIRONMENT 3**  
Analyzes the political, social, legal, economic, competitive, technological, and cultural environments of international business. The course 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:* MB 107, MB 214, MB 224, MB 234, EC 103, EC 104, or permission of instructor; prerequisites may be waived for interdepartmental business majors and international affairs minors by permission of instructor. J. Kennelly, 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. *Prerequisites:* MB 235. *Not for liberal arts credit.*

**MB 308 FINANCIAL ACCOUNTING II 3**  
Advanced course continuing the study of financial accounting begun in MB 307. 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. *Prerequisites:* MB 307. *Not for liberal arts credit.*

**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. *Prerequisites:* MB 224 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 interrelated with the formation of marketing strategies. *Prerequisites:* MB 214 or permission of instructor. C. Page, M. Staton

**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. *Prerequisites:* MB 224 or permission of instructor. 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. *Prerequisites:* one gateway course (SO 101, SO 201, SO 202, SO 203, SO 204, GW 101, or MB 224) and one additional course in sociology or gender studies. 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:* MB 214, MB 224, and MB 338. This course cannot be taken simultaneously with MB240. *Not for liberal arts credit.*

<b>MB 317</b>	<b>MARKETING RESEARCH</b>	<b>4</b>
Examines the influence of research on strategic and tactical decisions in marketing and business. Topics include the overview of research design, the use of the Internet in marketing research, the application of research in creating promotions and brands, ethical and global challenges in research. <i>Prerequisites:</i> MB 214. E. Lepkowska-White		
<b>MB 319</b>	<b>MANAGEMENT INFORMATION SYSTEMS AND E-COMMERCE</b>	<b>4</b>
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. <i>Prerequisites:</i> MB 214, MB 224, MB 235.		
<b>MB 333</b>	<b>BUSINESS LAW I</b>	<b>3</b>
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		
<b>MB 334</b>	<b>BUSINESS LAW II</b>	<b>3</b>
A study of the laws of real property, sales, wills and estates, trusts, security instruments, mortgaging and leaseholds, personal property, and bailments. <i>Prerequisites:</i> MB 333. C. Kopec		
<b>MB 336H</b>	<b>DIVERSITY AND DISCRIMINATION IN THE AMERICAN WORKPLACE: IS THE MELTING POT BOILING OVER?</b>	<b>3</b>
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. <i>Prerequisites:</i> MB 107 and MB 224 or permission of instructor. (Designated a Cultural Diversity course.) P. Prasad		
<b>MB 337</b>	<b>ADVERTISING AND PROMOTION</b>	<b>4</b>
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. <i>Prerequisites:</i> MB 107 and MB 214. <i>Not for liberal arts credit.</i> C. Page		
<b>MB 338</b>	<b>FOUNDATIONS OF FINANCE</b>	<b>4</b>
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. <i>Prerequisites:</i> MB 235 and EC 237. G. McClure, A. Zhao		
<b>MB 339</b>	<b>INVESTMENTS</b>	<b>3</b>
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. <i>Prerequisites:</i> MB 235 and MB 338. G. McClure, A. Zhao		
<b>MB 344</b>	<b>INTERNATIONAL MARKETING</b>	<b>4</b>
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. <i>Prerequisites:</i> MB 214 or permission of instructor. E. Lepkowska-White		
<b>MB 345</b>	<b>GLOBAL FINANCIAL MANAGEMENT</b>	<b>4</b>
An extension of MB 338 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. <i>Prerequisites:</i> MB 338 or permission of instructor. G. McClure		
<b>MB 346</b>	<b>GLOBAL SALES AND MERCHANDISING MANAGEMENT</b>	<b>3</b>
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. <i>Prerequisites:</i> MB 107 or permission of instructor. B. Balevic		
<b>MB 347</b>	<b>COMPARATIVE MANAGEMENT</b>	<b>3</b>
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. <i>Prerequisites:</i> MB 224 or permission of instructor. Open to juniors and seniors.		
<b>MB 349</b>	<b>BUSINESS STRATEGY</b>	<b>4</b>
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. <i>Prerequisites:</i> MB 214, MB 224, MB 235, MB 306, and MB 338. This course partially fulfills the writing requirement for the management and business major. Open only to seniors. P. Calhoun, M. Youndt		
<b>MB 350</b>	<b>ENTREPRENEURSHIP AND SMALL BUSINESS</b>	<b>3</b>
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. <i>Prerequisites:</i> Management and business majors/minors or permission of instructor. <i>Not for liberal arts credit.</i> M. Canavan		
<b>MB 351A, B</b>	<b>SPECIAL TOPICS IN BUSINESS AND MANAGEMENT</b>	<b>3</b>
Advanced and special topics in business that 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 that would not normally be covered in the regular course offerings. Topics will vary from semester to semester. <i>Prerequisites:</i> Will vary each time the course is offered; there will always be some of the business core required for this course. May be repeated for credit with permission of department chair.		
<b>MB 352</b>	<b>SPECIAL TOPICS IN BUSINESS AND MANAGEMENT</b>	<b>3</b>
Advanced and special topics in business that 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 that would not normally be covered in the regular course offerings. Topics will vary from semester to semester. <i>Prerequisites:</i> Will vary each time the course is offered; there will always be some of the business core required for this course. May be repeated for credit with permission of department chair.		
<b>MB 355</b>	<b>BUSINESS, ETHICS, AND SOCIETY</b>	<b>4</b>
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. <i>Prerequisites:</i> MB 107 or permission of instructor. J. Kennelly, C. Kopec		
<b>MB 358</b>	<b>HUMAN RESOURCE MANAGEMENT</b>	<b>4</b>
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. <i>Prerequisites:</i> MB 107, MB 224. C. D'Abate		
<b>MB 359</b>	<b>GLOBAL FINANCIAL INSTITUTIONS</b>	<b>3</b>
Extends MB 338 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. <i>Prerequisites:</i> MB 338 or permission of instructor. P. Calhoun		

**MB 360      ADVANCED ENTREPRENEURSHIP  
AND SMALL BUSINESS      4**

Advanced seminar in management focusing on small business strategic incubation emphasizing critical and strategic processes as they are applied to real business case studies. Students draw on the foundation in their core courses (marketing, organizational behavior, accounting, and finance) to engage with businesses in the Saratoga Springs Business Community (for-profit and not-for-profit) in the creation and development of business plans, strategic audits, and marketing and operations research. Students will have the opportunity to incubate business plans developed in MB 350 Entrepreneurship and Small Business. *Prerequisites:* Enrollment is by permission only, and students must apply through the department. This course does not count as a 300 level elective in the Business major. *Not for liberal arts credit.*

R. Rotheim

**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 microeconomic variables such as exchange rates and industrial financial systems will be examined along with technological and scientific policies of business and government. *Prerequisites:* MB 214, MB 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:* MB 214, MB 224, MB 235, MB 306, MB 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:* MB 373 or permission of instructor.

**MB 376      BUSINESS ISSUES      3**

Discussion, investigation, and analytical report on contemporary business issues. *Prerequisites:* permission of instructor. This course may be repeated once for credit.

**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. MB 399 cannot be counted as one of the 300-level elective courses required of the management and business major. No student may earn more than 9 semester hours of Professional Internship in Business (i.e., MB 299 and MB 399). *Not for liberal arts credit.*

## Mathematics

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*Chair of the Department of Mathematics and Computer Science:*  
Gove W. Effinger

Professors: Alice M. Dean; Gove W. Effinger; Mark Hofmann;  
R. Daniel Hurwitz; Mark E. Huibregtse, *Class of 1964 Term Professor*,  
Pierre von Kaenel; David C. Vella

Associate Professors: Una Bray, Thomas O'Connell

Assistant Professors: Michael Eckmann, Rachel Roe-Dale

Lecturer: Andrew Cencini

Mathematics and Computer Science are both academic disciplines that are fascinating to study in their own right but also have very wide-ranging applications throughout the modern world. Our faculty are all skilled and dedicated teachers as well as active scholars; we strive to make each course we offer engaging and challenging. Our graduates go on to a great variety of careers in such areas as theoretical mathematics and/or computer science, the computer science industry, actuarial science, applied mathematics, teaching at various levels, and many more.

**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 MA 200, MA 202, MC 215, MA 303, MA 319, MA 376, and two additional courses, at least one of which is at the 300 level. Students must also complete CS 106 or CS 206. Under exceptional circumstances, and only with the consent of the department, MA 371, MA 372, MA 381, or MA 382 may be counted as the additional 300-level course. CS 318 may not be counted toward the major. Courses counting toward the major may not be taken satisfactory/unsatisfactory. In MC 215, students will acquire writing skills that are necessary to work on advanced material in mathematics and will fulfill the writing requirement in the major.

Students interested in pursuing *graduate work* in (theoretical) mathematics should include as many of the following courses as possible in their programs: MA 313 Introduction to Topology, MA 320 Abstract Algebra II, MA 324 Complex Analysis, and MC 302 Graph Theory.

Students interested in *applied mathematics* should include as many of the following courses as possible in their programs: MA 270 Differential Equations, MA 331 Dynamical Systems, MA 324 Complex Analysis, and MC 316 Numerical Algorithms.

Students interested in *mathematics education* should include as many of the following courses as possible in their programs: MA 204 Probability and Statistics, MA 214 Theory of Numbers, MA 309 Elements of Modern Geometry, and MA 310 History of Mathematics.

**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 to be read by a review committee, and give an oral presentation of the thesis to the department.

The review committee will evaluate the thesis 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 MATHEMATICS MINOR:** Students minoring in mathematics fulfill the departmental requirements by completing MA 113 and MA 200 or the equivalent; MC 215; MA 303 or MA 319; and two more 3- or 4-credit courses in mathematics (designated MA or MC) at the 200 or 300 level.

**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.

*Advice for Students Beginning the Study of College Mathematics:* Students who plan to study mathematics at Skidmore should take the online Calculus Placement Exam prior to the beginning of classes (<http://cms.skidmore.edu/mcs>). Based on the results of this exam, the department will recommend in which courses in the sequence the student should begin: MA 108/109 Calculus with Algebra I and II (a two-semester version of Calculus I for students who need additional pre-calculus preparation), MA 111 Calculus I, MA 113 Calculus II, or MA 200 Linear Algebra.

All MA and MC courses (except MA 100) have the satisfaction of QR1 as a prerequisite.

**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. *Prerequisites:* placement by department or permission of instructor. The course is primarily intended to fulfill the first part of the quantitative reasoning requirement (QR1). Offered spring semester. The Department

**MA 102 MATHEMATICAL MODELS IN THE SOCIAL AND MANAGEMENT SCIENCES 3**  
In many areas of the social and management sciences, mathematics can be used to make predictions, help allocate scarce resources, maximize profits, make policy decisions, and so on. This use of mathematics is called mathematical modeling. In this course we investigate a variety of scenarios which can arise in the "real world" where math modeling can come into play, and we learn about some of the most important techniques of math modeling such as linear programming, probability theory, statistical techniques, integer programming, and Markov chains. Course offered periodically depending on faculty availability. (Fulfills QR2 requirement.)

**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

**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. Offered periodically depending on faculty availability. (Fulfills QR2 requirement.) The Department

**MA 108 CALCULUS WITH ALGEBRA I 3**  
An introduction to derivatives, integrals, and their applications. Primarily for students who are not adequately prepared for MA 111, this course (together with MA 109) covers the same material as MA 111 but integrates the material requisite to calculus with the calculus itself. Note that MA 108 alone can not be used as a substitute for MA 111. Successful completion of MA 108 and MA 109 is equivalent to completion of MA 111. Offered fall semester. The Department

**MA 109 CALCULUS WITH ALGEBRA II 3**  
A continuation of MA 108. A study of exponential, logarithmic, and trigonometric functions and their applications in differential and integral calculus. Successful completion of MA 108 and MA 109 is equivalent to completion of MA 111. *Prerequisites:* MA 108. Offered spring semester. (Fulfills QR2 requirement.) The Department

**MA 111 CALCULUS I 4**  
Derivatives, integrals, and their applications. Techniques of differentiation. Integration and differentiation of exponential, logarithmic, and trigonometric functions. *Prerequisites:* high school preparation including trigonometry. (Fulfills QR2 requirement.) The Department

**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. *Prerequisites:* calculus placement exam, or MA 111, or both MA 108 and MA 109. (Fulfills QR2 requirement.) The Department

**MA 125 PROBLEM SOLVING IN MATHEMATICS 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. *Prerequisites:* QR1. During fall semesters, students will have an opportunity to compete in the annual William Lowell Putnam Mathematical Competition. May be repeated for credit. *Must be taken S/U.* The Department

**MA 200 LINEAR ALGEBRA 4**  
Vector spaces, matrices and linear transformations, determinants, solution of linear equations. *Prerequisites:* high school preparation including trigonometry. (Fulfills QR2 requirement.) The Department

**MA 202 CALCULUS III 4**  
Multivariable calculus. Topics include vector functions, partial derivatives, multiple integrals, vector fields, and line integrals. *Prerequisites:* MA 113 and MA 200. The Department

**MA 204 PROBABILITY AND STATISTICS 3**  
Elementary probability, discrete and continuous random variables, theory of expectation, analysis of distribution functions. *Prerequisites:* MA 111, or both MA 108 and MA 109. Normally offered spring term of odd-numbered years. (Fulfills QR2 requirement.) The Department

**MA 214 THEORY OF NUMBERS 3**  
Topics in classical and modern number theory including congruences, Diophantine equations, quadratic residues. *Prerequisites:* MA 111, or both MA 108 and MA 109, or MA 200. Normally offered spring term of even numbered years. (Fulfills QR2 requirement.) The Department

**MC 215 MATHEMATICAL REASONING AND DISCRETE STRUCTURES 4**  
The study and practice of mathematical reasoning and its written and spoken expression in the form of mathematical proofs and algorithm specifications. 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. *Prerequisites:* CS 106 or MA 113, or permission of the department. (Fulfills QR2 requirement, and the writing requirement in the major.) The Department

**MA 225 PROBLEM SOLVING IN MATHEMATICS 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. *Prerequisites:* QR2. During fall semesters, students will have an opportunity to compete in the annual William Lowell Putnam Mathematical Competition. May be repeated for credit. *Must be taken S/U.* The Department

**MA 270 DIFFERENTIAL EQUATIONS 4**  
An introduction to the theory and applications of differential equations. *Prerequisites:* MA 113 and MA 200. Offered spring semester. The Department

**MA 275H RESEARCH TOPICS IN MATHEMATICS 1**  
Exploration of a research topic in mathematics. The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of mathematics which may be related to the faculty member's research program. *Prerequisites:* permission of instructor. Students may only take four MA 275H courses in their careers and may take no more than two in any given semester. If two are taken in a single semester, each must be a different section. MA 275H may not be counted toward the MA major. *Must be taken S/U.* G. Effinger

**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. *Prerequisites:* QR1. May be repeated for credit. Offered on sufficient demand. The Department

<b>MC 302</b>	<b>GRAPH THEORY</b>	<b>3</b>
An introduction to the theory and applications of graphs. Topics may include graphs and digraphs, connectivity, trees, Euler and Hamiltonian cycles, and graph embeddings. <i>Prerequisites:</i> MC 215 or MA 200. Normally offered fall term of odd-numbered years. The Department		
<b>MA 303</b>	<b>ADVANCED CALCULUS</b>	<b>4</b>
Rigorous treatment of foundational issues in analysis. Topics may include set theory, the real number system, sequences, series, limits and continuity, theory of differentiation and integration, and elementary notions of topology. <i>Prerequisites:</i> MA 113 and MC 215. Offered fall semester. The Department		
<b>MC 306</b>	<b>THEORY OF COMPUTATION</b>	<b>3</b>
A study of the major theoretical models of computation. Topics include automata, nondeterminism, regular and context-free languages, Turing machines, unsolvability, and computational complexity. <i>Prerequisites:</i> CS 305. Offered spring semester. The Department		
<b>MA 309</b>	<b>ELEMENTS OF MODERN GEOMETRY</b>	<b>4</b>
Study of various topics in modern geometry, with emphasis on the axiomatic method. <i>Prerequisites:</i> MA 113 and MC 215. Normally offered fall term of even-numbered years. The Department		
<b>MA 310</b>	<b>HISTORY OF MATHEMATICS</b>	<b>3</b>
Study of the development of mathematical ideas. <i>Prerequisites:</i> MA 113 and MC 215. Normally offered spring term of odd-numbered years. The Department		
<b>MA 311</b>	<b>DIFFERENTIAL GEOMETRY</b>	<b>3</b>
An introduction to differential geometry in a classical setting: the study of $n$ -surfaces, embedded in Euclidean space. <i>Prerequisites:</i> MA 200, MA 202, and MC 215. Offered on sufficient demand. MA 270 recommended. The Department		
<b>MA 313</b>	<b>INTRODUCTION TO TOPOLOGY</b>	<b>3</b>
Selected topics in topology such as metric spaces, point set topology of Euclidean spaces, introduction to algebraic topology. <i>Prerequisites:</i> MA 113 and MC 215. Normally offered spring terms of odd-numbered years. The Department		
<b>MC 316</b>	<b>NUMERICAL ALGORITHMS</b>	<b>3</b>
An introduction to using computation to obtain approximate solutions to mathematical problems. A variety of algorithms are studied, as are the limitations of using computational methods. Topics include algorithms for solving equations, systems, and differential equations; approximating functions and integrals; curve fitting; round-off errors, and convergence of algorithms. <i>Prerequisites:</i> MA 111 (or both MA 108 and MA 109), CS 106 and MA 200. Normally offered fall term of even-numbered years. The Department		
<b>MA 319</b>	<b>ABSTRACT ALGEBRA I</b>	<b>4</b>
Survey of algebraic structures; groups, rings, fields, vector spaces, and linear transformations. <i>Prerequisites:</i> MA 200 and MC 215. Offered fall semester. The Department		
<b>MA 320</b>	<b>ABSTRACT ALGEBRA II</b>	<b>3</b>
Selected topics in advanced algebra. <i>Prerequisites:</i> MA 319. Normally offered spring term of even-numbered years. The Department		
<b>MA 323</b>	<b>REAL ANALYSIS</b>	<b>3</b>
Selected topics in real analysis. <i>Prerequisites:</i> MA 303. Offered on sufficient demand. The Department		
<b>MA 324</b>	<b>COMPLEX ANALYSIS</b>	<b>3</b>
Analytic functions, complex integration, complex sequences and series, and conformal mapping. <i>Prerequisites:</i> MA 303. Normally offered spring term of even-numbered years. The Department		
<b>MA 325</b>	<b>PROBLEM SOLVING IN MATHEMATICS</b>	<b>1</b>
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. <i>Prerequisites:</i> QR2. During fall semesters, students will have an opportunity to compete in the annual William Lowell Putnam Mathematical Competition. May be repeated for credit. <i>Must be taken S/U.</i> The Department		
<b>MA 331</b>	<b>DYNAMICAL SYSTEMS</b>	<b>3</b>
A study of dynamical systems and their application. Topics covered include first-order equations, bifurcation theory, linear systems, phase plane analysis, and chaos. Examples will be considered from problems in medicine and the natural and social science. <i>Prerequisites:</i> MA 270. Normally offered fall term of odd-numbered years. The Department		
<b>MA 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>3, 3</b>
Special study in mathematics outside the regular department offerings. <i>Prerequisites:</i> permission of the department. The Department		
<b>MA 376</b>	<b>SEMINAR</b>	<b>3</b>
Research, discussion, and presentation of selected topics at an advanced level, to provide a capstone experience for the mathematics major; primarily intended for seniors. <i>Prerequisites:</i> MA 303 and MA 319 or permission of instructor. Offered spring semester. This course may be repeated for credit with permission of the department. The Department		
<b>MA 381, 382</b>	<b>SENIOR THESIS</b>	<b>3, 3</b>
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. <i>Prerequisites:</i> permission of the department. The Department		
<b>MA 399</b>	<b>INTERNSHIP IN MATHEMATICS</b>	<b>3 or 6</b>
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. <i>Prerequisites:</i> MA 200, two additional courses in mathematics at the 200 level or above, and permission of the department. <i>Not for liberal arts credit.</i>		

## Music

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*Chair of the Department of Music:* Joel Brown

Professors: Gordon R. Thompson

Associate Professors: Benjamin Givan, Anthony Holland, Deborah Rohr

Assistant Professor: Lei Ouyang Bryant

Visiting Assistant Professor: Daniil Zavlunov

Senior Artists-in-Residence: Pola Baytelman, Joel Brown, John Nazarenko, Anne Turner, Jan Vinci

Artist-in-Residence: Michael Emery

Lecturers: Yacub Addy, Ann Alton, Gene Marie Callahan, Veena Chandra, Nancy Jo Davidsen, Randall Ellis, Mark Foster, Brett Grigsby, Patricia Hadfield, Elizabeth Huntley, John Kirk, Eric Latini, Evan Mack, Patrice Malatestinic, Susan Martula, Janet McGhee, Michelle McLoughlin, Michael Meidenbauer, Patricia Miller, George Muscatello, Lok Ng, Josh Rodriquez, Mike Silvagnoli, Richard Syracuse, Mark Vinci

Accompanists: Richard Cherry, Patricia Hadfield, Lok Ng

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. MU 241, MU 242, and MU 243, normally to be completed by the end of the sophomore year;
2. One 300-level topics seminar/survey in the Western classical tradition (MU 314, MU 315, MU 316, MU 317, or an appropriate topics seminar);
3. One 300-level topics seminar/survey in a non-Western or popular music tradition (MU 304, MU 306, MU 307, MU 309, MU 320, or an appropriate topics seminar);
4. One additional topics seminar (MU 344 or MU 345);
5. One 300-level MU course (chosen from any of the above-mentioned courses plus MU 319, MU 353, MU 354, MU 355, MU 356, MU 357, MU 358, MU 359, MU 360, MU 361, MU 362, or MU 385);
6. MU 363 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.

**WRITING IN THE MAJOR REQUIREMENT:** Students majoring in music learn to communicate in several mediums: vocal or instrumental performance, the languages of music (some expressed in music notation), oral communication, and prose writing. By taking courses in ethnomusicology, music history, and music theory, students learn humanistic, social scientific, and technical modes of writing about music. Students learn how to convey ideas, interpret facts, and construct arguments about music by undertaking written assignments of varying length. Students fulfill the Writing Requirement in music by completing one 300-level seminar or survey course dealing with the Western classical tradition; one 300-level seminar or survey course dealing with a non-Western or popular music tradition; one additional 300-level seminar; and the department's senior seminar.

To enroll in MU 241, 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 MU 242, students must demonstrate keyboard proficiency by passing a departmental exam or by successfully completing MP 197. Students lacking the required proficiency must enroll in MP 197 concurrently with MU 242.

**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. MU 241, MU 242;
2. two additional MU courses from the following: MU 100, MU 103, MU 106, MU 205, MU 208W, MU 220, MU 255, MU 304, MU 309, MU 314, MU 315, MU 316, MU 317, MU 320, MU 344, and MU 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 (MP 281, MP 281X):** 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 \$600 per semester for forty-five-minute lessons, \$800 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 non-majors. (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. This course may be repeated for credit at the discretion of the department. (Fulfills humanities requirement; MU 106C is designated a Cultural Diversity course.)  
The Department
- MU 205 SPECIAL STUDIES IN MUSIC LITERATURE 3, 4**  
This course may be repeated for credit at the discretion of the department.  
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. (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. *Prerequisites:* MU 241. (Fulfills humanities requirement; meets expository writing requirement for students who placed at EN 105 level or who have completed EN 103.)  
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 on the mainstream of American musical life. (Fulfills humanities requirement.)  
The Department
- 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. *Prerequisites:* MU 101, equivalent knowledge of music notation and theory, or permission of instructor.  
The Department
- 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. *Prerequisites:* MU 101 or permission of instructor. (Designated a non-Western culture course.)  
G. Thompson
- MU 310 MUSIC AND CULTURE OF EAST ASIA 4**  
An examination of music and culture in East Asia, focusing on three geographic regions: China/Taiwan/Hong Kong; Japan; and Korea. Students will study the areas' leading musical traditions, including main instruments, ensembles, and musical genres, and will investigate case studies from the twentieth and twenty-first centuries. Particular attention will be given to music within significant social, political, and historical contexts. *Prerequisites:* MU 100 or MU 101. (Designated a non-Western culture course.)  
L. Bryant
- 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. *Prerequisites:* MU 242 or consent of instructor.  
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. *Prerequisites:* MU 242 or consent of instructor.  
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. *Prerequisites:* MU 242 or permission of instructor.  
The Department
- 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. *Prerequisites:* MU 242 or permission of instructor.  
The Department
- MU 319 TOPICS IN MUSICOLOGY 3**  
Selected topics and issues in musicology, to be announced when offered. *Prerequisites:* consent of instructor. This course may be repeated for credit at the discretion of the department.  
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. *Prerequisites:* MU 101, 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 MU 241), some areas of performance, and other courses. Open to students with no prior musical experience. 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. Prerequisites: MU 101; or completion or current enrollment in MU 241 or permission of instructor. *Not for liberal arts credit.* This course may be repeated for credit at the discretion of the department. A. Turner

**MU 201 FOUNDATIONS OF THEORY AND MUSICIANSHIP 3**  
Students will develop musical literacy and obtain a foundation for advanced work in music theory, performance, and other areas of study in the music department. Students learn to understand, hear, sing, and perform the basic pitch and rhythmic materials of music. Students will learn these skills through exercises in sight-singing, part-singing, "play and sing," dictation (rhythm, melody), improvisation (geared to aural skills pedagogy), and aural analysis (rudiments in musical contexts). *Prerequisites:* MU 101 or diagnostic exam. The Department

**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 seventeenth through the nineteenth 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. *Prerequisites:* diagnostic exam or MU 201. (Fulfills humanities requirement.) 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 eighteenth to at least the early twentieth 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. *Prerequisites:* MU 241, plus keyboard proficiency or concurrent enrollment in MP 197. B. Givan, D. Rohr

**MU 243 MATERIALS AND STRUCTURES III 4**  
This semester will introduce students to the compositional and analytical procedures of the twentieth and twenty-first 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. *Prerequisites:* MU 242. 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. *Prerequisites:* ability to read music and QR1. Weekly studio/lab work. (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. *Prerequisites:* MU 255 or permission of instructor. Weekly studio/lab work. Studio fee: \$50. A. Holland

**MU 354 ANALYSIS OF TONAL MUSIC 3**  
Development of analytical techniques relevant to music of the tonal era. *Prerequisites:* MU 242 or permission of instructor. 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. *Prerequisites:* MU 242 or permission 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. *Prerequisites:* MU 243 or MU 242 or permission of instructor. D. Rohr

**MU 357, 358 COMPOSITION 3, 3**  
Writing in smaller forms for various media. *Prerequisites:* MU 243 or MU 242 or permission of instructor. A. Holland

**MU 359, 360 ADVANCED COMPOSITION 3, 3**  
Continuation of MU 357, MU 358 including writing in larger forms. *Prerequisites:* MU 357, MU 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. *Prerequisites:* MU 255, MU 353. *Not for liberal arts credit.* This course may be repeated for credit at the discretion of the department. Lab/Credit Fee: \$50. 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. *Prerequisites:* MU 242. 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. *Prerequisites:* permission of the supervising faculty member and approval by the department. *Not for liberal arts credit.* This course may be repeated for credit at the discretion of the department.
- MU 344 TOPICS SEMINAR 3**  
Specialized studies in topics to be announced each semester. Primarily for juniors and qualified sophomores. *Prerequisites:* MU 242 or permission of instructor. This course may be repeated for credit at the discretion of the department.  
The Department
- MU 345 TOPICS SEMINAR 4**  
Specialized studies in topics to be announced each semester. Primarily for juniors and qualified sophomores. *Prerequisites:* MU 242 or permission of instructor. This course may be repeated for credit at the discretion of the department. (MU 345N 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. *Prerequisites:* permission of instructor and approval of the department. This course may be repeated for credit at the discretion 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. *Prerequisites:* MU 363.  
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. *Prerequisites:* MU 363. *Not for liberal arts credit.*  
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. *Prerequisites:* MU 363, may be taken concurrently. *Not for liberal arts credit.* Lab/credit fee: \$800.
- 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. *Prerequisites:* MU 363. *Not for liberal arts credit.*  
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. *Prerequisites:* previous study related to the area of the internship experience. Permission of the supervising faculty member and approval by the department. *Not for liberal arts credit.*

## PERFORMANCE

- MP 179 WEST AFRICAN DRUMMING I 2**  
This class study of instrumental performance covers hand drumming techniques, bell and shaker patterns, development of specific Ghanaian polyrhythms, and the cultural context from which this music arises. Limited to fifteen students. (Fulfills arts requirement.) Lab/credit fee: \$55.  
Y. Addy
- MP 181, 182, 183, 184, 185, 186, 187, 188 CLASS STUDY OF VOICE 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. (MP 181 and MP 182 fulfill arts requirement.)  
N. Davidsen, A. Turner
- MP 191 CLASS STUDY OF PIANO I 2**  
For students with no special background in music or piano. Emphasis is on reading skills and development of keyboard technique. Fundamental concepts of music theory (rhythm, intervals, scales, chords, keys) will be included. *Not for liberal arts credit.* (Fulfills arts requirement.)  
C. A. Elze
- MP 192 CLASS STUDY OF PIANO II 2**  
For students with some basic training in piano (audition required) or who have completed MP 191. Further development of music reading ability and technical skills, and development of a basic beginning repertoire. *Prerequisites:* MP 191 or permission of the instructor. *Not for liberal arts credit.*
- 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. *Not for liberal arts credit.* (Fulfills arts requirement.)

<b>MP 195</b>	<b>CLASS STUDY OF JAZZ PIANO</b>	<b>2</b>
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. <i>Not for liberal arts credit.</i> (Fulfills arts requirement.) J. Nazarenko		
<b>MP 197</b>	<b>KEYBOARD SKILLS</b>	<b>1</b>
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 MU 241 and MU 242. Successful completion of MP 197 will satisfy the department's keyboard proficiency requirement for all music majors. <i>Prerequisites:</i> MU 241 or permission of instructor. P. Baytelman		
<b>MP 198</b>	<b>CLASS STUDY OF INSTRUMENTAL PERFORMANCE</b>	<b>1</b>
Group instruction in instrumental performance areas, including jazz improvisation, not covered by MP 181–188 or MP 191–197. To be announced when offered. <i>Prerequisites:</i> permission of instructor. (Fulfills arts requirement.)		
<b>MP 199</b>	<b>WEST AFRICAN DRUMMING II</b>	<b>2</b>
This class study of instrumental performance builds on the skills and cultural knowledge acquired in MP 179 and covers more advanced hand drumming techniques, bell and shaker patterns, Ghanaian polyrhythms, and the cultural context from which this music arises. <i>Prerequisites:</i> MP 179 and permission of instructor. Limited to fifteen students. Lab/credit fee: \$55.		
<b>MP 281, 381</b>	<b>PRIVATE MUSICAL INSTRUCTION</b>	<b>2, 2</b>
Individual 45-minute weekly instruction in voice, piano, harpsichord, organ, forte-piano, guitar, orchestral instruments, sitar, tabla, and jazz improvisation. Prospective students accepted by audition/interview. (Fulfills arts requirement.) Lab/credit fee: The fee for 45-minute private instruction is \$600 per course.		
<b>MP 281X, 381X</b>	<b>PRIVATE MUSICAL INSTRUCTION</b>	<b>2, 2</b>
Individual 60-minute weekly instruction in voice, piano, harpsichord, organ, forte-piano, 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.) Lab/credit fee: The fee for 60-minute private instruction is \$800 per course.		
<b>MU 385</b>	<b>CONDUCTING</b>	<b>3</b>
Basic techniques of orchestral and choral conducting, score study and analysis. <i>Prerequisites:</i> MU 242. A. Holland		

## SKIDMORE ENSEMBLES

<b>MP 273</b>	<b>OPERA/MUSICAL WORKSHOP</b>	<b>1</b>
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. <i>Not for liberal arts credit.</i> This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) A. Turner		
<b>MP 275, 276</b>	<b>SMALL JAZZ ENSEMBLE</b>	<b>1, 1</b>
Jazz improvisation and performance in a small combo setting. Open by audition. <i>Not for liberal arts credit.</i> This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) J. Nazarenko		
<b>MP 277, 278</b>	<b>VOCAL CHAMBER ENSEMBLE</b>	<b>1, 1</b>
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. This course may be repeated for credit at the discretion of the department.		
<b>MP 279, 280</b>	<b>WEST AFRICAN DRUM ENSEMBLE</b>	<b>1, 1</b>
An ensemble devoted to the performance of traditional drum music from Ghana. <i>Prerequisites:</i> MP 179 and MP 199. <i>Not for liberal arts credit.</i> (Fulfills arts requirement.) This course may be repeated for credit at the discretion of the department. Lab/credit fee: \$50. Y. Addy		
<b>MP 285, 286</b>	<b>SKIDMORE GUITAR ENSEMBLE</b>	<b>1, 1</b>
An ensemble devoted to the performance of classical guitar music in combination with other instruments and voice. Open by audition only. <i>Not for liberal arts credit.</i> This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) J. Brown		
<b>MP 287, 288</b>	<b>SKIDMORE CHORUS</b>	<b>1, 1</b>
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. <i>Not for liberal arts credit.</i> This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) J. McGhee		
<b>MP 289, 290</b>	<b>SKIDMORE ORCHESTRA</b>	<b>1, 1</b>
One three-hour rehearsal per week. Open by audition. This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) A. Holland		
<b>MP 293, 294</b>	<b>SKIDMORE JAZZ ENSEMBLE</b>	<b>1, 1</b>
One two-hour rehearsal per week. Open by audition. This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) M. Vinci		
<b>MP 297, 298</b>	<b>CHAMBER MUSIC</b>	<b>1, 1</b>
Qualified students in piano, harpsichord, strings, and woodwinds may participate in smaller ensembles: trios, quartets, quintets, etc. Open by audition. This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) M. Emery, G.M. Green, J. Vinci		

# Neuroscience

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*Director of the Neuroscience Program:* Flip Phillips

*Visiting Assistant Professor:* Robert Hallock

*Affiliated Faculty:*

*Biology:* Jennifer Bonner†, David Domozych, Corey Freeman-Gallant, Roy Meyers, Bernard Possidente†, Monica Raveret-Richter

*Computer Science:* Tom O'Connell

*Psychology:* Denise Evert, Hugh Foley, Mary Ann Foley, Rebecca Johnson, Hassan Lopez†, Flip Phillips†

*Postdoctoral Fellow:* Alicia Saylor

†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: NS 101 Neuroscience: Mind and Behavior

2. Core courses:

BI 105 Biological Sciences I: Unity of Life  
BI 106 Biological Sciences II: Diversity of Life  
CH 105 Chemical Principles I and  
CH 106 Chemical Principles II, or  
CH 107H Intensive General Chemistry Honors;  
PS 217 Statistical Methods in Psychology I\*\*  
PS 304 Physiological Psychology or  
PS 306 Experimental Psychology\*\*

3. Integrative course: NS 277 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\*\*  
PS 232 Introduction to Cognitive Science  
BI 242 Molecular Biology  
BI 244 Comparative Vertebrate Physiology  
BI 245 Principles of Genetics  
BI 247 Cell Biology  
NS 212 Psychological Topics in Neuroscience (will count as PS)  
NS 213 Biological Topics in Neuroscience (will count as BI)

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 or  
BI 351 Advanced Light Microscopy  
BI 316 Animal Behavior  
BI 342 Frontiers in Molecular Neuroscience  
BI 344 Biological Clocks  
BI 352 Topics in Advanced Genetics  
(when topic is appropriate for NS majors)  
BI 353 Topics in Advanced Genetics  
(when topic is appropriate for NS majors)  
PS 304 Physiological Psychology\*\*\*  
PS 306 Experimental Psychology\*\*\*  
PS 323 Psycholinguistics  
PS 324 Cognition  
PS 325 Perception  
PS 327 Computational Neuroscience  
PS 341 Seminar in Cognitive Neuroscience: Left brain/Right Brain

With the exception of NS 277, 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 (PS 375 and PS 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 (NS 275) and a tutorial project (PS 375, PS 376H, 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 NS 101 or NS 277. This additional experience will help students make more informed decisions about the particular area of research they are most interested in pursuing for a senior tutorial project.

\*\*The prerequisite of PS 101 Introduction to General Psychology is waived for neuroscience majors taking these courses.

\*\*\*Unless taken to fulfill the core requirement; see Section 2 above.

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 (CH 105/CH 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., BI 245 Principles of Genetics, BI 306 Mammalian Physiology, BI 306 Mammalian Physiology, or BI 342 Frontiers in Molecular Neuroscience), and PS 213 Hormones and Behavior, PS 304 Physiological Psychology, or PS 306 Experimental Psychology.

**Beyond major:** Additional electives from such areas as philosophy, ethics, chemistry, and biology (BI 302 Behavioral Ecology and BI 370 Computer Modeling of Biological Systems).

### Path 2: A Cellular/Molecular Focus

**Within major:** Consider electives from the biology courses (e.g., BI 242 Molecular Biology, BI 245 Principles of Genetics, and BI 342 Frontiers in Molecular Neuroscience.)

**Beyond major:** Additional electives from Biology (BI 360 Gene Expression I: DNA Metabolism, Maintenance and Function, BI 363 Gene Expression II: mRNA Metabolism, Processing, and Turnover) and Chemistry (CH 221 Organic Chemistry I, CH 222 Organic Chemistry II and CH 341 Biochemistry: Macromolecular Structure and Function with Lab).

### Path 3: A Cognitive Neuroscience Focus

**Within major:** Consider electives from the cognitive neuroscience courses (PS 231 Neuropsychology, PS 324 Cognition, PS 325 Perception, and PS 341 Seminar in Cognitive Neuroscience: Left brain/Right Brain), and BI 245 Principles of Genetics or BI 316 Animal Behavior.

**Beyond major:** Additional electives from such areas as philosophy.

### Path 4: A Cognitive Science Focus

**Within major:** Consider electives from the cognitive neuroscience courses (PS 231 Neuropsychology, PS 324 Cognition, PS 325 Perception, PS 327 Computational Neuroscience, and PS 341 Seminar in Cognitive Neuroscience: Left brain/Right Brain).

**Beyond major:** Consider electives from computer science (CS 106 Introduction to Computer Science I, CS 206 Introduction to Computer Science II), mathematics (MC 306 Theory of Computation), anthropology, philosophy, and psychology (PS 323 Psycholinguistics, or interdisciplinary courses on cognitive processes).

### Path 5: A Health Professions Focus

**Within major:** Consider electives in physiology, neurobiology, neuropsychology, and genetics.

**Beyond major:** Organic Chemistry (CH 221, CH 222), Physics (PY 207, PY 208), Calculus (MA 111, MA 113) and a second EN course.

*Note:* Those students interested in pre-med and other health professions should consult with the Health Professions Advisory Committee for guidance in selecting options.

## 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.)  
J. Bonner, D. Evert, H. Lopez

## NS 212, 213 PSYCHOLOGICAL TOPICS IN NEUROSCIENCE 3, 4

Selected themes in neuroscience with special attention to major trends of theoretical interest and research activity. The course might have a more psychological focus (NS 212) or a more biological focus (NS 213). In either case, topics might include drugs and addiction, eating and drinking, sleep and biorhythms, vision and audition, and brain plasticity. *Prerequisites:* NS 101 or permission of instructor. (This course may be repeated for credit with focus on a different theme.) When this course includes a lab, it will be listed for 4 credits.

## 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:* NS 101 and permission of instructor. This course can be repeated for credit up to five credits. *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 NS 101 and 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 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
PS 232	Introduction to Cognitive Science
BI 242	Molecular Biology
BI 244	Comparative Vertebrate Physiology
BI 245	Principles of Genetics
BI 247	Cell Biology
PS 304	Physiological Psychology
BI 306	Mammalian Physiology
PS 306	Experimental Psychology
BI 311	Biological Electron Microscopy
BI 316	Animal Behavior
PS 324	Cognition
PS 325	Perception
PS 327	Computational Neuroscience
PS 341	Seminar in Cognitive Neuroscience: Left brain/Right Brain
BI 342	Frontiers in Molecular Neuroscience
BI 344	Biological Clocks
BI 352	Topics in Advanced Genetics
BI 353	Topics in Advanced Genetics
BI 385E,I,M	Research Methods in Biology
PS 375	Senior Research Project I
PS 376H	Senior Research Project II

†for consideration of departmental honors only

## Off-Campus Study and Exchanges

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There are a great number of off-campus study opportunities coordinated by the Office of Off-Campus Study & Exchanges (OCSE), including Skidmore's international study programs, approved non-Skidmore international study abroad programs, faculty-led travel seminars, and domestic study and exchange programs—including Skidmore's exchange program with Spelman College in Atlanta, Georgia; the National Student Exchange (NSE) program; the Washington Semester Program through American University; and the Semester in Environmental Science (SES) in Woods Hole, Massachusetts. All students wishing to study off campus must have a GPA of 3.000 or higher, be in good social standing, and have strong faculty references. Skidmore's own international study programs include Skidmore in China in Beijing; Skidmore in Spain in Madrid and Alcalá; Skidmore in Paris, including the Advanced Studies, Fall Seminar, and Arts & Business programs; and the First-Year Experience in London, Skidmore in London, and the Shakespeare Programme in the United Kingdom. In addition, each year Skidmore sponsors faculty-led Travel Seminars during the winter, spring, and summer breaks. These Travel Seminars offer students the opportunity to gain hands-on experience in a given discipline, using the off-campus program location as a classroom to complement coursework taken in Saratoga Springs. At the same time, students and faculty develop a deeper understanding of distinct cultures and societies that will help to enhance their on-campus experience.

The total cost of all semester-long off-campus programs is equal to Skidmore's comprehensive fee, and covers tuition, room, and board (if included in the program's fee), cultural activities and excursions, and international health insurance. Students are responsible for airfare and personal expenses. Skidmore students on financial aid may apply their aid to semester-long programs. Fees and aid for Travel Seminars vary, based on on-site expenses.

For additional information about international and domestic off-campus study opportunities or any specific program, contact the Office of Off-Campus Study & Exchanges.

### SKIDMORE IN CHINA

The Skidmore in China Program, offered fall semester only, offers an interdisciplinary program in Chinese studies that emphasizes the integration of classroom learning with field-based study or a hands-on internship to further the understanding of contemporary China, where the traditional lifestyle persists and coexists with China's rapid urbanization, globalization, and modernization. Skidmore partners with the Institute for the International Education of Students (IES) at its Beijing Center, located on the Beijing Foreign Studies University (Bei Wai) campus. Students with intermediate or advanced Mandarin Chinese language skills take courses in intensive language study; area studies electives taught in English, focusing on anthropology, art, business, economics, government, history, literature, and sociology; and an internship or field studies course allowing students to engage with the local community in more substantive ways. All courses include cultural activities directly tied to the course content, and a portfolio of additional activities and excursions are offered throughout the semester. In addition, program participants are connected with local Chinese students through formal tutoring and informal social activities. Students can choose between homestays or residence halls with Chinese students.

Students must have a minimum GPA of 3.000 and have completed at least one year of college-level Mandarin Chinese (FC101 and 102) or the equivalent before participating.

### SKIDMORE IN PARIS

The Skidmore in Paris program hosts three distinct tracks: Advanced Studies, Fall Seminar, and Arts & Business. Each track caters to students with different language skills and disciplinary interests.

#### Paris: Advanced Studies

The Skidmore in Paris: Advanced Studies program, available in the fall, spring, or for the entire academic year, 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 courses at the Skidmore in Paris Center or are able to directly enroll in courses at various Parisian institutions, including the Sorbonne and the Institut Catholique. Students choose from courses in the humanities, fine arts, and social sciences. Internships are also available in the spring semester to full-year participants with appropriate qualifications and experience. The resident staff provides on-site support, including organizing housing with families, an intensive orientation session, and cultural activities and excursions throughout the semester.

Students must have a minimum GPA of 3.000 and have completed at least four semesters of college-level French (FF 203) or the equivalent before participating. A higher level of French is necessary for enrollment in French university courses.

#### Paris: Fall Seminar

Skidmore's Paris Fall Seminar, 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 seminar director and brings a different focus of study to the program. Past seminars have included topics such as "Paris Inside-Out: History and Travel in the City of Light," "Paris: Construction of a Capital," and "Paris and Its Margins: North African Immigrant and Surrealist Movements in Paris." All participants take four courses: two courses are tailored to the subject area of the faculty member serving as director and two courses focused on French language and culture. All classes are delivered at the Skidmore in Paris Center, and offer out-of-class activities that use Paris as a resource to enhance students' learning. In Paris, the seminar director and the resident staff of the Skidmore in Paris program provide on-site support, including organizing housing with families, an intensive orientation session, and cultural activities and excursions throughout the semester.

The Paris Fall Seminar is open to sophomores, juniors, and seniors who have a GPA of 3.000 or above and meet course prerequisites as defined by the seminar director. There is no language requirement.

## Paris: Arts & Business

The Paris Arts & Business program, offered for spring semester only, provides students with little or no previous French the opportunity to study art, art history, and business in Paris. Students take a required French language course, a course on contemporary French culture and society, and additional courses at the Program Center or at a partner institution—all taught in English. In Paris, the resident staff of the Skidmore in Paris program provides on-site support, including organizing housing with families, an intensive orientation session, and cultural activities and excursions throughout the semester.

Paris: Arts & Business is open to sophomores, juniors, and seniors who have a GPA of 3.0 or above; it is particularly suited to students in Skidmore's Arts Administration Program on campus. There is no language requirement.

## SKIDMORE IN SPAIN

The Skidmore in Spain program, offered for fall, spring, or the entire academic year, is designed for students with advanced-level Spanish and emphasizes integration into the academic and cultural life of Spain. Students choose from options in Madrid or Alcalá, and take a combination of courses at the Program Center in Madrid or Alcalá and one of the host universities: the Universidad Autónoma de Madrid (UAM) or the Universidad de Alcalá de Henares (UAH). 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 in the spring semester to full-year participants with appropriate qualifications and experience. The resident director and staff in Madrid and Alcalá provide on-site support, including organizing housing with families and an intensive orientation session. A cultural reimbursement program allows students to fully engage in the amazing variety of activities offered in each city. Courses are taught entirely in Spanish at the Program Centers and host universities.

Students must have a minimum GPA of 3.000 and have completed at least six semesters of college-level Spanish (FS 208) or the equivalent before participating; completion of at least one literature course in Spanish (FS 211 or FS 212) is highly recommended.

## THE INDIA PROGRAM

Although Skidmore will not be sponsoring a Skidmore in India program during 2011–2012, students will be able to access a variety of Approved Programs in India through the Office of Off-Campus Study & Exchanges.

## SKIDMORE IN LONDON

Skidmore offers a variety of study programs in the heart of London each spring semester. Students may choose from programs at Goldsmiths, University of London; King's College London; Middlesex University; Queen Mary, University of London; the School for Oriental and African Studies (SOAS), University of London; University College London (UCL); and University of Westminster. 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. A cultural reimbursement program allows students to fully engage in the amazing variety of activities offered in each city.

Students must have strong Skidmore faculty references and a GPA of 3.000 or higher; several schools or disciplines within a specific university require a GPA of 3.500 or above. Courses in the London program are preapproved for transfer credit.

## SKIDMORE'S FIRST-YEAR EXPERIENCE IN LONDON

Skidmore's First-Year Experience in London, offered in the fall semester, gives thirty-six 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. Students live in residence halls with a designated Skidmore RA who provides guidance, support, and a calendar of social activities. Participants will join their classmates in Saratoga Springs in January for the second semester of the First-Year Experience.

Students interested in this program should contact Skidmore's 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 (BADA) 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 (RSC) productions, study with RSC artists, and attend classes arranged by the Shakespeare Institute and the Shakespeare Birthplace Trust. Students live in apartments in London and are provided with living stipends to cover meals and transportation.

## TRAVEL SEMINARS

Each year Skidmore sponsors a number of international and domestic faculty-led travel seminars to locations around the world during the January, March, or summer breaks. These travel seminars allow students to accompany one or two faculty members as they explore a focused topic that uses the destination as a classroom. Recently offered programs include "Hindu Art and Religion in Mysore India," "Puerto Rico and the U.S.: Culture and Colonialism," "Tropical Ecology in Costa Rica," and "South Africa: Educational Study Program." Travel seminars are sometimes accompanied by an on-campus course during the preceding semester. Participants must have a GPA of 3.0 or above and must meet prerequisites set by the sponsoring faculty member(s). The total cost of the program will depend on the duration and location of the program. Skidmore students on financial aid may receive partial aid for the program.

## TX 100, 200, 300 TRAVEL SEMINAR

1–3

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

## TEACH IN CHINA PROGRAM

The Skidmore Teach in China Program offers a yearlong post-graduation teaching opportunity in one of two Chinese universities, Qufu Teacher's University in Qufu City, Shandong Province, and Sun Yat-Sen University in Zhuhai City, Guangdong Province. Participants teach courses in oral English, English reading comprehension, Western culture, English writing, and British and American literature. All participants take an orientation seminar during the spring semester of their senior year to prepare them for their teaching assignments, which begin at the end of August. Each teacher is housed on the university campus and paid a monthly salary in Chinese yuan, which covers food, travel, and entertainment. Skidmore seniors from all disciplinary fields are encouraged to apply.

Participants must have a minimum GPA of 3.000, excellent English language proficiency, demonstrated foreign language proficiency, study abroad/travel experience, public speaking experience, teaching/collaborative research/leadership experience, and multicultural/international interests.

## APPROVED PROGRAMS

In addition to the Skidmore international programs, students have the opportunity to participate in a variety of international and domestic approved programs. These Approved Programs include programs around the world that meet Skidmore's high academic expectations and offer quality administrative support to our students. Approved Programs are linked to Skidmore's curriculum and are chosen to support various majors and minors, thereby allowing Skidmore to more closely integrate its students' experiences abroad with their studies on campus. Approved programs include over 130 options in Africa, Asia, Australia and New Zealand, Europe, and Latin America. Domestic options include opportunities with Spelman College in Atlanta, Georgia; American University in Washington, D.C.; the Semester in Environmental Science in Woods Hole, Massachusetts; and the National Student Exchange, through which students can access over 200 campuses in the U.S., U.S. territories, and Canada.

All off-campus study programs hold to competitive academic standards. Skidmore approval for off-campus study—approval that must precede acceptance into any program—requires a GPA of 3.000 or higher, good social standing, and faculty support. Off-campus study on Approved Programs is open to sophomores, juniors, and seniors.

Students on Approved Programs will be charged Skidmore tuition and possibly room and/or board, depending on the agreement with the host institution. Students may use all financial aid on all Approved Programs. For additional information, contact Off-Campus Study & Exchanges.

## SKIDMORE-SPELMAN COLLEGE EXCHANGE

The Skidmore-Spelman College Exchange Program is a one-to-one exchange that allows female Skidmore students to attend Spelman College located in Atlanta, Georgia, for a semester or academic year. This program offers students a unique opportunity to study at a historically black college with an excellent national reputation. Students have full access to courses at Spelman or one of their partners in Atlanta, including Clark Atlanta University and Morehouse College; they live in the residence halls on the Spelman campus. In return, Spelman students study at Skidmore for a semester or academic year—either on the Saratoga campus or through one of our Skidmore study-abroad programs.

Applicants must have a GPA of 3.000 or better and strong faculty support.

## NATIONAL STUDENT EXCHANGE

Through the National Student Exchange (NSE) students can study at almost 200 U.S. and Canadian colleges and universities. Domestic exchange offers students a variety of unique and challenging possibilities, including the chance to access courses with a different perspective, explore new areas of study or a subfield within a chosen major, experience a different academic environment, or investigate graduate or professional school opportunities. Students choose their host campus by working closely with their academic advisors and the advisors in the Office of Off-Campus Study & Exchanges to find the campus with the right combination of courses, facilities, and environment to meet the student's academic and personal needs.

Applicants must have a GPA of 3.000 or better and strong faculty support.

## THE SEMESTER IN ENVIRONMENTAL SCIENCE

Skidmore College is one of ten liberal arts colleges that participate in the Semester in Environmental Science (SES), a program for undergraduates offered by the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. Held for fourteen weeks each fall at MBL's Ecosystems Center on Cape Cod, the SES program emphasizes measuring and understanding biogeochemical cycles and processes in terrestrial, fresh water, and marine ecosystems.

Applicants must have a GPA of 3.000 or better, and the support of their major department.

## THE WASHINGTON SEMESTER PROGRAM

Skidmore students have been participating in the Washington Semester program for more than 40 years. This program, affiliated with American University, is the preeminent program of its kind, bringing undergraduate students to the nation's capital for practical experience and contact with political, business and community leaders. Open to juniors and seniors, the program offers an intensive experience through course work, seminars, research projects, and internships with committees, agencies, and interest groups.

Applicants must have a GPA of 3.000 or better and the support of their major department.

# Philosophy

Chair of the Department of Philosophy and Religion: William Lewis

Professor: Reginald Lilly

Associate Professors: Joel R. Smith, William Lewis

Assistant Professor: Larry Jorgensen

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. 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.

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 MAJOR

*For students entering Skidmore fall 2011 and beyond:*

Minimal requirements for a major in philosophy are the general college requirements, plus nine courses in philosophy, including PH 203, PH 204, PH 207, PH 329, and PH 375. PH 375 fulfills the writing requirement in the major. 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 30 credit hours.

*For students prior to fall 2011:*

Minimal requirements for a major in philosophy are the general college requirements, plus nine courses in philosophy, including PH 203, PH 204, PH 207, PH 306, and PH 375. PH 375 fulfills the writing requirement in the major. 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 30 credit hours.

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.

**INTERDEPARTMENTAL MAJORS:** In conjunction with the relevant departments, the Department of Philosophy and Religion offers several Interdepartmental Majors. 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.

**THE PHILOSOPHY MINOR:** Requirements for a minor in philosophy are PH 203 and PH 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 18 credit hours.

**PH 101 INTRODUCTION TO PHILOSOPHY 4**  
A historical and topical survey, this course will introduce the student to the discipline of philosophy through the close reading of representative texts, both historical and contemporary. Through analysis of the texts, through discussion, and through lecture, the student will gain an understanding of philosophy both as a unique discipline and as a way of asking and attempting to answer the most profound questions about ourselves and our world that we may pose. Open to first- and second-year students or by permission of instructor. Students are recommended to take either PH 101 or PH 101H, but not both. (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.)

**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. (Fulfills humanities requirement.) R. Lilly

**PH 211 ETHICS 3**  
A critical examination of the nature and principles of some of the major ethical theories proposed in the history of Western thought. Theories studied may include virtue ethics, natural law, deontological ethics, social contract, and utilitarianism. The course may also include some consideration of the application of the theories studied to selected contemporary moral issues. Offered alternate years. (Fulfills humanities requirement.) The Department

**PH 214 PHILOSOPHIES OF INDIA (NA) 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



<b>PH 230</b>	<b>TOPICS IN PHILOSOPHY</b>	<b>1–4</b>
The study of a selected topic in philosophy. Course may be repeated with permission of the department. (Fulfills Humanities requirement.) The Department		
<b>PH 241</b>	<b>MIND, THOUGHT, AND CONSCIOUSNESS</b>	<b>3</b>
A philosophical (as opposed to a psychological or biological) approach to the study of mind. Students will investigate the metaphysical foundations for a philosophy of mind, the nature of mental representation, and the “hard problem” of consciousness. (Fulfills humanities requirement.) W. Lewis		
<b>PH 304</b>	<b>SOCIAL-POLITICAL PHILOSOPHY</b>	<b>4</b>
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. <i>Prerequisites:</i> one course in philosophy or permission of instructor. Offered alternate years. The Department		
<b>PH 306</b>	<b>NINETEENTH-CENTURY PHILOSOPHY</b>	<b>4</b>
An examination of major figures in nineteenth-century Philosophy such as G. W. F. Hegel, Schopenhauer, Marx, Kierkegaard, Nietzsche, Comte, Mill, Peirce, and Frege. <i>Prerequisites:</i> PH 204 or permission of instructor. The Department		
<b>PH 307</b>	<b>TWENTIETH-CENTURY PHILOSOPHY</b>	<b>4</b>
An examination of a selected number of twentieth-century philosophers such as Adorno, Ayer, Davidson, Dewey, Foucault, Heidegger, Husserl, Merleau-Ponty, Quine, and Wittgenstein. <i>Prerequisites:</i> PH 204 or permission of instructor. The Department		
<b>PH 308</b>	<b>AMERICAN PHILOSOPHY</b>	<b>4</b>
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. <i>Prerequisites:</i> PH 204 or permission of instructor. (Fulfills humanities requirement.) W. Lewis		
<b>PH 311</b>	<b>EXISTENTIAL PHILOSOPHY</b>	<b>4</b>
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, and being-in-itself will be examined. <i>Prerequisites:</i> PH 204 or RE 241 or permission of instructor. Offered alternate years. J. Smith		
<b>PH 314</b>	<b>PHILOSOPHY OF LAW</b>	<b>4</b>
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. Offered alternate years. The Department		
<b>PR 324</b>	<b>PHILOSOPHY OF RELIGION (A)</b>	<b>4</b>
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. <i>Prerequisites:</i> one course in philosophy or religion or permission of instructor. Offered alternate years. J. Smith		
<b>PR 325</b>	<b>JAPANESE BUDDHISM (NA)</b>	<b>4</b>
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. <i>Prerequisites:</i> one course in philosophy or religion or permission of instructor. Offered alternate years. (Designated a non-Western culture course.) J. Smith		
<b>PH 327</b>	<b>GREAT PHILOSOPHERS</b>	<b>4</b>
A course in depth in the philosophy of a single great philosopher, philosophical school, or tradition. <i>Prerequisites:</i> one course in philosophy. Course may be repeated with a different philosopher, philosophical school, or tradition. The Department		
<b>PH 328</b>	<b>METAPHYSICS</b>	<b>4</b>
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. <i>Prerequisites:</i> PH 204 or permission of instructor. R. Lilly, F. Gonzalez		
<b>PH 329</b>	<b>SEMINAR IN KANT</b>	<b>4</b>
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. <i>Prerequisites:</i> PH 204 or permission of instructor.		
<b>PH 330</b>	<b>ADVANCED TOPICS IN PHILOSOPHY</b>	<b>1–4</b>
The study of a selected topic in philosophy. <i>Prerequisites:</i> one course in philosophy or permission of instructor. Course may be repeated with a different topic. The Department		
<b>PH 341</b>	<b>PHILOSOPHY OF LITERATURE</b>	<b>4</b>
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 EN 361 as the equivalent of PH 341.) <i>Prerequisites:</i> one course in philosophy or permission of instructor. R. Lilly		
<b>PH 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>3, 3</b>
A reading course in an area or a philosopher not available in this depth in other courses. <i>Prerequisites:</i> permission of department. The Department		
<b>PH 375</b>	<b>SENIOR SEMINAR</b>	<b>4</b>
A close study of comparative overviews of the severally different modes, methods, and systems of philosophy possible. (Fulfills the writing requirement in the major.) Offered each spring. The Department		
<b>PH 376</b>	<b>SENIOR THESIS</b>	<b>3</b>
Individual conferences with senior majors in the areas of their research projects. The Department		
<b>PR 326</b>	<b>TIBETAN BUDDHISM (NA)</b>	<b>4</b>
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. <i>Prerequisites:</i> one course in philosophy or religion or permission of instructor. Offered in alternate years. (Designated a non-Western culture course.) J. Smith		

## Physical Activity

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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.

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 1 credit per level per activity toward graduation. Riding courses carry prerequisites. Courses may be added or deleted as appropriate. *Not for liberal arts credit.*

### PHYSICAL ACTIVITY I

#### A. Aquatics

- PA 101A Beginning Swimming  
(For Non-Swimmers and Weak Swimmers Only)

#### B. Sports

- PA 101B Beginning Tennis
- PA 102B Beginning Tennis
- PA 103B Beginning Golf
- PA 104B Beginning Golf
- PA 109B Softball
- PA 110B Softball
- PA 111B Lacrosse
- PA 112B Lacrosse
- PA 120B Beginning Racquetball
- PA 122B Beginning Handball
- PA 123B Volleyball
- PA 124B Badminton
- PA 126B Basketball
- PA 132B Beginning Mountain Biking

#### C. Conditioning (includes Martial Arts)

- PA 101C Jogging
- PA 102C Jogging
- PA 110C Aerobic Dance
- PA 111C Self-Paced Fitness
- PA 112C Beginning Weight Training
- PA 113C Beginning Rowing
- PA 114C Judo
- PA 115C Karate
- PA 116C Self Defense
- PA 118C Power and Agility
- PA 119C Strength and Aerobic Fitness
- PA 129C Stress Reduction and Mindfulness

#### R. Riding

- PA 101R Introduction to Riding I
- PA 102R Introduction to Riding II
- PA 103R Position and Control I
- PA 104R Position and Control II
- PA 105R Novice Equitation I
- PA 106R Novice Equitation II

*Each of these riding courses has the course before it (or permission of the instructor) as a prerequisite.*

### PHYSICAL ACTIVITY II

#### A. Aquatics

- PA 201A Intermediate Swimming
- PA 202A Swim for Fitness

#### B. Sports

- PA 201B Intermediate Tennis
- PA 202B Intermediate Tennis
- PA 203B Intermediate Golf
- PA 204B Intermediate Golf
- PA 220B Intermediate Racquetball
- PA 222B Intermediate Handball

#### C. Conditioning (includes Martial Arts)

- PA 201C Intermediate Jogging
- PA 202C Intermediate Jogging
- PA 210C Intermediate Aerobic Dance
- PA 211C Intermediate Self-Paced Fitness
- PA 212C Intermediate Weight Training
- PA 213C Intermediate Rowing
- PA 214C Marathon Training
- PA 218C Intermediate Power and Agility

*PA 118C is a prerequisite for PA 218C.*

#### F. First Aid

- PA 201F First Aid and CPR (Cardiopulmonary Resuscitation)

#### R. Riding

- PA 201R Intermediate Equitation I
- PA 202R Intermediate Equitation II
- PA 203R Advanced Equitation I
- PA 204R Advanced Equitation II
- PA 207R Schooling

PA 106R is prerequisite for PA 201R, and PA 201R is prerequisite for PA 202R, or permission of the instructor for both. PA 203R–207R require permission of the instructor. PA 207R may be repeated for credit.

### PHYSICAL ACTIVITY III

#### A. Aquatics

- PA 302A Advanced Swim for Fitness
- PA 304A Lifeguard Training
- PA 305A Water Safety Instructor

#### B. Sports

- PA 301B Advanced Tennis
- PA 302B Advanced Tennis
- PA 303B Advanced Golf
- PA 304B Advanced Golf
- PA 320B Advanced Racquetball
- PA 322B Advanced Handball

#### C. Conditioning (includes Martial Arts)

- PA 308C Power Lifting
- PA 309C Body Building

#### R. Riding

- PA 301R Applied Schooling
- PA 303R Stable Management Independent Study
- PA 304R Introduction to Teaching
- PA 305R Intermediate Teaching
- PA 306R Advanced Teaching

*The 300-level riding courses may require permission of the instructor. PA 304R–306R are taught one-on-one. PA 301R may be repeated for credit.*

# Physics

Chair of the Department of Physics: Mary Crone Odekon

Associate Professors: Mary Crone Odekon

Visiting Assistant Professor: Anotu Ijoduola, Kendrah Murphy, Andrew Skinner

Senior Teaching Associate: Jill A. Linz

The physics major offers a thorough grounding in classical and contemporary physics, culminating in a capstone research experience. It provides a basis for graduate education in physics, engineering, astronomy, and related fields; for careers in which analytical and problem-solving skills are important; and for immediate employment in physics and related fields of science, engineering, and technology. For all students, the Physics Department seeks to provide a foundation that can sustain a lifelong interest in science and allow them to make informed, responsible choices as citizens of an increasingly science- and technology-driven society. The college also offers dual degree programs in Engineering with Dartmouth College, Rensselaer Polytechnic Institute and Clarkson College. Students interested in these programs should consult the section *Preparation for Professions and Affiliated Programs*.

THE PHYSICS MAJOR: Students majoring in physics are required to:

1. Fulfill the general college requirements.
2. Complete the following:
  - a. PY 207 or PY 207H, PY 208, PY 209 (as a corequisite for PY 210), PY 210, PY 261 (twice), PY 341, PY 345, PY 346, PY 348, PY 373, and at least 6 additional credits of physics at the 200 level or above.
  - b. MA 111, MA 113, MA 200, MA 202, and MA 270.

WRITING REQUIREMENT IN THE MAJOR: The physics writing requirement is designed to ensure that physics majors are familiar with the methods used to present and discuss new developments in physics. Physics majors will, at multiple points during their time at Skidmore, read actual journal articles, write reports in journal-article form, and give oral presentations. They will also develop a habit of reading magazine and newspaper articles on physics, and come to understand the differences between this form of writing and that of a journal research paper. Three required courses will emphasize these skills at various points in students' progress through the major: PY 209, PY 261, and PY 373.

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 and Affiliated Programs*.

THE PHYSICS MINOR: Students minoring in physics are required to complete six courses: PY 207, PY 208, PY 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.

SIGMA PI SIGMA: Sigma Pi Sigma is a national honor society founded in 1921 to honor outstanding achievement in physics and to encourage interest in physics among students at all levels. For nomination to the Skidmore chapter, students must, at a minimum, be in the upper one-third of their class in general scholarship and have completed at least three semester courses in physics that can be credited toward a physics major.

## 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. *Prerequisites:* QR1. Three hours of lecture, two hours of lab per week. (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. *Prerequisites:* 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. *Prerequisites:* QR1. Three hours of lecture, two hours of lab per week. (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.)

The Department

## 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. *Prerequisites:* QR1. (Fulfills QR2 requirement.)

M. Odekon

## PY 194 PRINCIPLES AND PRACTICE OF ASTRONOMY 4

Supplements the lectures of PY 192 with telescopic observations, laboratory experiments, and analysis of other astronomical data. *Prerequisites:* QR1. Three hours of lecture, two hours of lab per week. (Fulfills QR2 and natural sciences requirements.)

M. Odekon

## PY 207 GENERAL PHYSICS I 4

A calculus-based introduction to the concepts and principles of mechanics, emphasizing translational and rotational kinematics and dynamics, work and energy, conservation laws, and gravitation. Hands-on exploration of physical systems using computer interfaced laboratory equipment and spreadsheet modeling techniques are used to elucidate physical principles. *Prerequisites:* QR1. *Corequisite:* MA 111. Five hours of lecture, guided activities, laboratory experiments and problem solving per week. (Fulfills QR2 and natural sciences requirements.)

The Department

## PY 207H GENERAL PHYSICS I 4

The honors section of PY 207 provides a more rigorous approach to the calculus-based General Physics I course with a stronger emphasis on problem-solving techniques needed for more advanced courses in physics. This course is intended for highly motivated students with a background and interest in physics that offers students the opportunity to study the fundamental principles of physics in greater depth and breadth than in the traditional General Physics I course. The concepts and principles of mechanics will be covered, emphasizing translational and rotational kinematics and dynamics, work and energy, conservation laws and gravitation. Hands-on explorations of physical systems are used to elucidate physical principles. *Corequisite:* MA 111. Five hours of lecture, guided activities, laboratory experiments and problem solving per week.

The Department

## PY 208 GENERAL PHYSICS II 4

A continuation of PY 207 into the areas of oscillations, electricity, and magnetism. *Prerequisites:* PY 207. *Corequisite:* MA 113. Five hours of lecture, guided activities, laboratory experiments, and problem solving per week.

The Department

<b>PY 209</b>	<b>MODERN PHYSICS LABORATORY</b>	<b>3</b>
Introduction to physics laboratory and writing techniques. Students will complete a series of twelve experiments. Each week, a different aspect of experimental physics such as data collection or error analysis will be emphasized. Students will be required to maintain a laboratory notebook and to write a formal lab report for each experiment. <i>Prerequisites/corequisites:</i> This course is a corequisite for PY 210. This course partially fulfills the writing requirement in the major.		
<b>PY 210</b>	<b>FOUNDATIONS OF MODERN PHYSICS</b>	<b>3</b>
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 Schrodinger's equation. <i>Prerequisites:</i> PY 208. <i>Prerequisites/corequisites:</i> PY 209. The Department		
<b>PY 211</b>	<b>THERMAL AND STATISTICAL PHYSICS</b>	<b>3</b>
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. <i>Prerequisites:</i> PY 210. The Department		
<b>PY 212</b>	<b>OPTICS</b>	<b>4</b>
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. <i>Prerequisites:</i> PY 210. Three hours of lecture, two hours of lab per week. The Department		
<b>PY 213</b>	<b>ELECTRONICS</b>	<b>3</b>
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. <i>Prerequisites:</i> PY 210. Six hours of lab per week. The Department		
<b>PY 221H</b>	<b>GALAXIES AND COSMOLOGY</b>	<b>3</b>
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. <i>Prerequisites:</i> PY 192 or PY 194. This is an honors course. (Fulfills QR2 requirement.) M. Odekon		
<b>PY 251, 252</b>	<b>SPECIAL TOPICS IN PHYSICS</b>	<b>3, 3</b>
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. <i>Prerequisites:</i> prior physics course and permission of the department. The Department		
<b>PY 261</b>	<b>PHYSICS SEMINAR</b>	<b>1</b>
A discussion of research in physics, based on journal articles and oral presentations. <i>Prerequisites:</i> PY 210. Physics majors must take this course at least twice by the time they graduate. This course partially fulfills the writing requirement in the major. The Department		
<b>PY 299</b>	<b>PROFESSIONAL INTERNSHIP IN PHYSICS</b>	<b>3</b>
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. <i>Prerequisites:</i> PY 207, PY 208.		
<b>PY 341</b>	<b>ADVANCED THEORY AND METHODS IN PHYSICS RESEARCH</b>	<b>4</b>
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. <i>Prerequisites:</i> PY 210. Two hours of lecture, four hours of lab per week. The Department		
<b>PY 345</b>	<b>MECHANICS</b>	<b>4</b>
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. <i>Prerequisites:</i> PY 210, MA 270. Three hours of lecture, one hour of discussion per week. The Department		
<b>PY 346</b>	<b>ELECTRICITY AND MAGNETISM</b>	<b>4</b>
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. <i>Prerequisites:</i> PY 208; <i>corequisite:</i> MA 270. Three hours of lecture, one hour of discussion per week. The Department		
<b>PY 348</b>	<b>QUANTUM MECHANICS</b>	<b>4</b>
The basic postulates of quantum mechanics and their meaning, Schrodinger'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. <i>Prerequisites:</i> PY 210, MA 270. Three hours of lecture, one hour of discussion per week. The Department		
<b>PY 351, 352</b>	<b>ADVANCED TOPICS IN PHYSICS</b>	<b>3, 3</b>
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. <i>Prerequisites:</i> PY 210 and permission of the department. The Department		
<b>PY 373</b>	<b>SENIOR RESEARCH IN PHYSICS</b>	<b>3</b>
An opportunity for qualified seniors to pursue research in physics under the supervision of a member of the department. <i>Prerequisites:</i> permission of the department. This course partially fulfills the writing requirement in the major.		
<b>PY 399</b>	<b>PROFESSIONAL INTERNSHIP IN PHYSICS</b>	<b>3 or 6</b>
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. <i>Prerequisites:</i> PY 210. Only 3 semester hours may count toward the major or minor in physics.		

## Preparation for Professions and Affiliated Programs

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The undergraduate program at Skidmore affords preparation for graduate work either in the liberal arts or in the professions. Students interested in advanced degrees should consult the appropriate department as soon as possible in their undergraduate careers. A number of preprofessional programs, such as premed and prelaw, are supported by special advisors at the college.

Catalogs of graduate and professional schools are available on microfiche in the Scribner Library. Notices of graduate fellowships and assistantships from many institutions are on file in the Office of Academic Advising 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. In addition to completing the foundation equivalents, students will meet Clarkson's prescribed admission standards.

Foundation requirements include satisfactory completion of a total of 27 semester hours.

<b>Foundation Requirements</b>	<b>Skidmore Courses (or Clarkson equivalent)</b>
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 and E-Commerce
Statistics and Probability	EC 237 Statistical Methods; or MA 204 Probability and Statistics PS 217 Statistical Methods in 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 Union Graduate College

In this program, students earn a baccalaureate from Skidmore and a master's degree in business administration from Union Graduate College 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. In addition to completing the foundation equivalents, most students will meet Union Graduate College's prescribed admission standards. Further details can be provided by the Management and Business Department.

Foundation requirements include satisfactory completion of fourteen courses.

<b>Foundation Requirements</b>	<b>Skidmore Courses (or Union equivalent)</b>
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 for Management Decisions
Statistics and Probability	EC 237 Statistical Methods 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.

Interested students should be aware that each program has prerequisite courses that must be completed at Skidmore or elsewhere before study may begin at the host institution. Scheduling of such courses is normally arranged with the assistance of Skidmore's engineering coordinator, who should be consulted at the earliest possible date.

Skidmore Engineering Advisory Committee: Professors Mark Hofmann, Coordinator; Andrew Skinner, David C. Vella, Pierre von Kaenel

### Dual-Degree Program with Dartmouth College

Through a cooperative arrangement with the Thayer School of Engineering at Dartmouth College, students majoring in mathematics or physics at Skidmore may earn both the bachelor of arts degree from Skidmore at the end of the fourth year and, at the end of the fifth year, the bachelor of engineering degree from Dartmouth. Normally, students spend their junior and fifth year at Dartmouth, returning to Skidmore in their senior year to finish their bachelor of arts degree requirements (2-1-1-1 option). In unusual circumstances, it may be possible to spend successive years at Dartmouth, beginning with the senior year (3+2 option; see the engineering coordinator for relevant details). In either case, some courses taken at Dartmouth may count toward major requirements at Skidmore.

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

### REQUIREMENTS

A student entering this combined program must major in mathematics or physics, and must have a GPA of at least 3.30 in science and mathematics. At the end of the fall semester of the sophomore year, the student shall apply to the Engineering Advisory Committee for nomination to the program, demonstrating that all prerequisites have been met or will be met by the completion of the sophomore year. The Engineering Advisory Committee will recommend to Dartmouth only those students who have met the requirements noted above, and who, in the estimation of the Committee, are likely to profit from the program.

The prerequisites for this program are two courses in general physics, mathematics courses through linear algebra and multivariable calculus, one course in general chemistry, and one course in computer science. In order to fulfill these prerequisites as well as meet all-College and major requirements, the following course sequence is suggested.

### 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      Introduction to Computer Science I  
CH 105      Chemical Principles I (or CH 107H)  
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)  
A 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 Abstract 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  
PY 348 Quantum Mechanics  
PY 373 Senior Research in Physics

One additional physics course selected in consultation with the student's advisor.  
An 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>.

### Dual-Degree 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.

### 3+2 Dual Degree Program with Rensselaer Polytechnic Institute

A cooperative agreement with Rensselaer Polytechnic Institute (RPI) allows students majoring in mathematics or physics at Skidmore to obtain a bachelor of arts degree from Skidmore and a bachelor of science degree in engineering from RPI in five years of study, through either a 2-1-1-1 or a 3+2 option.

#### REQUIREMENTS

The requirements for this program are similar to those for the 3+2 Dual Degree Program with Dartmouth College, although the scheduling of courses may differ somewhat depending on the choice of 2-1-1-1 or 3+2 option. Students interested in this program should contact the Skidmore engineering coordinator at the earliest possible date to ensure that all prerequisite course requirements can be met.

#### 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.

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:* Alice Buesing, Denise Evert, Patricia Fehling, Raymond J. Giguere, Elaine Larsen, Bernard P. Possidente (chair), T.H. Reynolds, Patti Steinberger, Tracy Broderson (administrative assistant).

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 384, and is online at [www.skidmore.edu/academics/health](http://www.skidmore.edu/academics/health) and on Facebook.



## ALLIED HEALTH PROFESSIONS

Skidmore College offers qualified students the opportunity to earn dual degrees in liberal arts and sciences and professional degrees in physical therapy and occupational therapy through cooperative programs at Sage Graduate School. Students may earn a Master of Science in Occupational Therapy through a cooperative 4+2 program, or a Doctor of Physical Therapy through a cooperative 4+3 program. These are challenging programs designed for students interested in entering the allied health professions.

Skidmore also offers qualified students the opportunity to secure early acceptance to Albany Medical College in pursuit of a master of science degree in physician assistant (PA) studies. Students accepted to Albany Medical College at the end of their junior year enter the 28-month PA program in the spring semester following their graduation from Skidmore.

Interested students are encouraged to seek advice from the allied health profession advisor, Professor Pat Fehling, Department of Health and Exercise Sciences.

### Doctor of Physical Therapy and Master of Science in Occupational Therapy with Sage Graduate School (The Sage Colleges)

Skidmore College offers qualified students seeking a degree in either physical therapy or occupational therapy, automatic acceptance into Sage Graduate School. Students earn a baccalaureate degree from Skidmore College and either a Doctor of Physical Therapy (DPT) or a Master of Science degree in occupational therapy (OT) from Sage Graduate School.

#### REQUIREMENTS

A student wanting to participate in this program must have a minimum overall GPA of 3.0 and a minimum science GPA of 3.0 for the DPT program or a minimum science GPA of 2.75 for the OT program. Students must complete all required prerequisite courses with a grade of C or better. Students must also have completed 20 hours of clinical observation for the OT program, and 40 hours of clinical observation for the DPT program.

The following courses are the prerequisites for the DPT program:

CH 105	Chemical Principles I
CH 106	Chemical Principles II
BI 247	Cell Biology
EX 126	Human Anatomy and Physiology I
EX 127	Human Anatomy and Physiology II
PS 101	Introduction to General Psychology
PS 207	Introduction to Child Development
PS 217	Statistical Methods in Psychology I
PY 207	General Physics I
PY 208	General Physics II

The following courses are the prerequisites for the OT program:

AN 101	Introduction to Cultural Anthropology or SO 101 Sociological Perspectives
EX 126	Human Anatomy and Physiology I
EX 127	Human Anatomy and Physiology II
PS 101	Introduction to General Psychology
PS 207	Introduction to Child Development
PS 217	Statistical Methods in Psychology I
PS 302	Adult Development
PS 308	Abnormal Psychology
PY 207	General Physics I

## NURSING

### Bachelor of Science in Nursing (BSN) from New York University College of Nursing

Skidmore College offers qualified students seeking certification in Nursing automatic acceptance into the NYU College of Nursing. Students earn the baccalaureate degree from Skidmore College and a second baccalaureate degree in Nursing from NYU in either an accelerated fifteen-month program or an eighteen-month program.

#### REQUIREMENTS

Students wanting to participate in this program must have a minimum overall GPA of 3.0. Additionally, students must complete all required prerequisite courses (see below) with a grade of C or better and have two letters of recommendation, one from a Skidmore College science professor.

The following prerequisite courses are required:

EX 126	Anatomy & Physiology I
EX 127	Anatomy & Physiology II
BI 165	Microbes and Society or BI 246 Microbiology
CH 105	Chemical Principles or CH 107H
PS 217	Statistical Methods or MS 104 Introduction to Statistics
PS 207	Introduction to Child Development
PS 302	Adult Development or SW 253 Human Behavior and Social Environment
EX 242	Principles of Nutrition

Students must submit an NYUCN application in the senior year. NYU requires an official transcript and will calculate separate science and non-science grade point averages used in their review. NYUCN may withdraw an offer of admission if the eligibility requirements are not met.

## SECONDARY EDUCATION

### The 4+1 M.A.T. Program with Union Graduate College

Students accepted into the program earn a baccalaureate degree from Skidmore and a Master of Arts in Teaching degree from Union Graduate 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; ED 103, ED 323, and PS 204; 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 4+1 M.A.T. Program with Union College should consult with the chair of the Education Department.

# Psychology

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*Chair of the Department of Psychology:* Denise L. Evert

Professors: John J. Berman, Mary Ann Foley, Hugh Foley, Holley Hodgins, Robert M. Oswalt, Flip Phillips, Sheldon Solomon

Visiting Professor: Virginia Murphy-Berman

Associate Professors: Denise L. Evert, Hassan López, Mark Rye

Assistant Professors: Mary Campa, Rebecca Johnson

Visiting Assistant Professors: Rachel Mann-Rosan, Andrew Molteni

Visiting Instructor: Amy Gardiner

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 urge psychology majors to complete PS 217 and PS 306 by the end of the junior year, as both are prerequisites for the senior thesis research experience (PS 375/376). Those students who discover relatively early in their program of study an interest in research, and those who have completed PS 306, are at a particular advantage when applying for external fellowship opportunities. The summer between the junior and senior year of study is an ideal time to seek this kind of opportunity. 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 (PS 375/376H).

**THE PSYCHOLOGY MAJOR:** To complete a major, students must take a minimum of 30 credits in psychology. Only 6 of these 30 (including 3 AP credits) required for the major may be taken at other institutions. Included among the 30 credits are the following required core: PS 101, PS 217, PS 306, and at least one course from three different clusters listed below (the three courses must total at least 10 credits):

1. Neuroscience: NS 101, PS 231
2. Social Developmental Psychology: PS 205, PS 207, PS 208
3. Perceptual/Cognitive Processes: PS 305A, PS 305B, PS 323, PS 324, PS 325
4. Personality/Abnormal Psychology: PS 210, PS 211, PS 308.

Of the 30 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).

If a student has taken ED 200, PS 207 will not count toward the PS major (as either filling a cluster requirement or counting as elective credit) and the grade for PS 207, if taken, will not count toward the PS major GPA.

A maximum of 5 credits taken on a satisfactory/unsatisfactory basis may count toward the 30 credits required by the major, including PS 399 and PS 275. Only two 1-credit PS 275 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 PS 399—fulfilling the major may be taken on an S/U basis.

The grade-point average for the 30 credits presented toward the major must meet the minimum requirement of 2.000. Of these credits, only one course may have been completed with a grade of D.

In conjunction with the relevant department, the Psychology Department offers a major in neuroscience.

**WRITING REQUIREMENT IN THE MAJOR:** Students fulfill the writing requirement in the psychology major by completing a minimum of two (2) writing-enhanced (WE) courses and one writing-intensive (WI) course within the major.

Upon completion of the major, psychology students should be able to:

- Demonstrate competency in the various forms of writing within psychology ranging from lab-based empirical reports to more conceptual papers and reviews.
- Appreciate the differences between scientific writing and other forms of writing.
- Demonstrate an ability to write in an effective and persuasive manner. Effectiveness includes the ability to: (a) develop and present clear and logical arguments, (b) use correct grammar, (c) sufficiently elaborate on and defend points, including backing up assertions with appropriate evidence, (d) appropriately evaluate the audience and point of view from which a paper should be written, including providing sufficient context and definitions of content-specific terminology, (e) justify conclusions, and (f) integrate information from multiple sources.
- Differentiate between types of source materials (e.g., original research, academic summaries, popular press) and the role that each can/should play in different types of writing assignments.
- Demonstrate competency in writing in the style of the American Psychological Association, which includes technical, grammatical, and stylistic conventions.

Writing-intensive (WI) course in the major (cannot substitute for the All College Requirement of one WI course): PS 306.

Writing-enhanced (WE) courses in the major:

NS 101\*  
PS 205\*  
PS 207\*  
PS 208\*  
PS 210\*  
PS 211\*  
PS 213\*\*  
PS 224\*\*  
PS 231\*  
PS 308\*  
PS 316\*\*  
PS 321\*\*  
PS 324\*  
PS 341\*\*

\* Cluster courses

\*\* Elective courses

**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, earn a grade of at least A- on the completed Senior Research II or Senior Seminar project, 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 NS 101), a GPA of 3.500 or higher in psychology as of the start of fall semester of the senior year, and a GPA of 3.300 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 breadth requirement.) J. Bonner, D. Evert, H. Lopez

**PS 204 EDUCATIONAL PSYCHOLOGY 3**  
The application of psychological principles to problems of student learning, student achievement, teaching methods, and educational assessment. *Prerequisites:* PS 101 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. *Prerequisites:* PS 101. 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. *Prerequisites:* PS 101 or consent of instructor. Amy Gardiner

**PS 208 ADOLESCENT DEVELOPMENT 4**  
An overview of the theories, research and issues in the study of human development from early to late adolescence. Students will focus on the biological, cognitive, and social changes during adolescence, the psychosocial issues of adolescence (e.g., identity, achievement, intimacy), and the contexts in which adolescent development occurs (e.g., families, peer groups, schools). Students will explore these topics through a combination of lecture, empirical and theoretical readings, case studies of the lives of adolescents and service learning experience. *Prerequisites:* PS 101 or permission of the instructor. M. Campa

**PS 210 PERSONALITY 4**  
Considers major theories of personality to gain an understanding of how genetic and environmental factors interact to influence human behavior. *Prerequisites:* PS 101. 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; an appreciation of what social science can (and cannot) contribute in applied settings; and a grasp of the ethical issues involved in such work. *Prerequisites:* PS 101. J. Berman

**PS 212A 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. *Prerequisites:* PS 101. This course may be repeated for credit with focus on a different theme. The Department

**PS 212B THEMES IN CONTEMPORARY PSYCHOLOGY 4**  
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. *Prerequisites:* PS 101. This course may be repeated for credit with focus on a different theme. 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, nonhuman primates, birds, rodents, etc.). To help illustrate hormone-behavior relationships, several in-class experiments are conducted using both animal and human subjects. *Prerequisites:* PS 101 or NS 101. 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. *Prerequisites:* PS 101 or NS 101 or permission of instructor. Three hours of lecture, two hours of lab per week. H. Foley, F. Phillips, R. Johnson

**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. *Prerequisites:* PS 101 or consent of instructor. R. Oswald

**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 224 PSYCHOLOGY OF SPORT AND EXERCISE 4**  
An investigation of psychological processes involved in sport and exercise settings. Students will be provided a background in psychological theory and methodology that is used to understand and study behavior in the sports and exercise settings. Students will also be introduced to clinical techniques used by sport and exercise psychologists. Opportunities to investigate psychological principles through observational and case study assignments are also central to the course. *Prerequisites:* PS 101. The Department

**PS 231 NEUROPSYCHOLOGY 4**  
An introduction to the relationship between the brain and mind through the assessment of human patients 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 and neural functioning. A case-study approach of humans with brain damage will be adopted in this course. *Prerequisites:* PS 101 or NS 101. D. Evert

**PS 232 INTRODUCTION TO COGNITIVE SCIENCE 3**  
What are the critical components of "mind," "consciousness," "knowledge," and "thought"? Students will survey philosophical, psychological, neuroscientific, anthropological, and computational approaches to understanding this question—an interdisciplinary field of study known as cognitive science. Cognitive science defines itself through the types of questions it asks and the methods used to answer them. One fundamental approach to developing our hypotheses and theories involves the development of models—testable representations of these processes and ideas. These models are tested and refined against the array of low-level physiological processes, individual behaviors, and group and global systems that define our cognitive world. As we iterate this modeling-testing loop we hope to come closer to understanding the foundations of thought and mind. Students will also survey the fields associated with cognitive science and discover how its methodologies interconnect them. Traditional computational and mental-representation models as well as a few alternative propositions involving dynamical systems will be examined through rigorous study. As a result, students will gain tools to broaden and inform their inquiry in any field that focuses on the mind and thought. *Prerequisites:* QR1. F. Phillips

**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. *Prerequisites:* PS 101 or permission of instructor. The Department

<b>PS 275</b>	<b>EXPLORATORY RESEARCH EXPERIENCE IN PSYCHOLOGY</b>	<b>1</b>
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. <i>Prerequisite:</i> permission of instructor. <i>Must be taken S/U.</i> The Department		
<b>NS 275</b>	<b>INTRODUCTION TO NEUROSCIENCE RESEARCH</b>	<b>1</b>
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. <i>Prerequisites:</i> NS 101 and permission of instructor. This course can be repeated for credit up to 5 credits. <i>Must be taken S/U.</i>		
<b>PS 276</b>	<b>EXPLORATORY RESEARCH EXPERIENCE IN PSYCHOLOGY I</b>	<b>1</b>
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. <i>Prerequisite:</i> permission of instructor. <i>Must be taken S/U.</i> The Department		
<b>NS 277</b>	<b>INTEGRATIVE SEMINAR IN NEUROSCIENCE RESEARCH</b>	<b>1</b>
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. <i>Prerequisites:</i> This course should be taken upon completion of NS 101 and the completion of (or current enrollment in) at least one other core or elective course from the list of courses in the major. <i>Must be taken S/U.</i>		
<b>PS 302</b>	<b>ADULT DEVELOPMENT</b>	<b>4</b>
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. <i>Prerequisites:</i> PS 207 and PS 217, or permission of instructor. A field project is required. The Department		
<b>PS 304</b>	<b>PHYSIOLOGICAL PSYCHOLOGY</b>	<b>4</b>
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. <i>Prerequisites:</i> NS 101 and PS 217. Three hours of lecture, two hours of lab per week. H. Lopez		
<b>PS 305A</b>	<b>COGNITIVE DEVELOPMENT</b>	<b>3</b>
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. <i>Prerequisites:</i> PS 101 and PS 207. Amy Gardiner		
<b>PS 305B</b>	<b>COGNITIVE DEVELOPMENT WITH LAB</b>	<b>4</b>
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. <i>Prerequisites:</i> PS 101 and PS 207. Three hours of lecture and two hours of lab per week. Amy Gardiner		
<b>PS 306</b>	<b>EXPERIMENTAL PSYCHOLOGY</b>	<b>4</b>
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. <i>Prerequisites:</i> QR1, PS 101 or NS 101, PS 217. Three hours of lecture, two hours of lab per week. Recommend completion by the end of the junior year. (Fulfills QR2 and natural sciences requirements.) H. Foley, M. Foley, R. Johnson, F. Phillips		
<b>PS 307</b>	<b>ADVANCED PERSONALITY</b>	<b>3</b>
A detailed examination of factors that influence personality development. Attention is devoted to 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. <i>Prerequisites:</i> PS 210 and PS 306. S. Solomon		
<b>PS 308</b>	<b>ABNORMAL PSYCHOLOGY</b>	<b>4</b>
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. <i>Prerequisites:</i> PS 101. R. Oswalt, M. Rye		
<b>PS 312A</b>	<b>ADVANCED STUDY OF MAJOR ISSUES OF PSYCHOLOGY 3</b>	<b>3</b>
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. <i>Prerequisites:</i> three courses in psychology. This course may be repeated for credit with focus on a different issue. The Department		
<b>PS 312B</b>	<b>ADVANCED STUDY OF MAJOR ISSUES OF PSYCHOLOGY 4</b>	<b>4</b>
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. <i>Prerequisites:</i> three courses in psychology. This course may be repeated for credit with focus on a different issue. The Department		
<b>PS 315</b>	<b>CLINICAL PSYCHOLOGY</b>	<b>3</b>
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. <i>Prerequisites:</i> PS 308. R. Oswalt		
<b>PS 316</b>	<b>HUMAN BONDING</b>	<b>4</b>
An examination of the multidisciplinary field of relationship science focused on the function and dynamics of human affectional bonds. Students will read and discuss primary source material covering all periods of development from infancy through adulthood. Approximately two-thirds of the course is focused on adult relationships including such topics as interpersonal attraction and mate selection, intimacy and commitment, the neurobiology of affiliation and attachment, and the role of relationships in physical and psychological health. Students will complete a public, group presentation on a course related topic. <i>Prerequisites:</i> PS 306. M. Campa		
<b>PS 317</b>	<b>PSYCHOLOGICAL TESTING</b>	<b>3</b>
An introduction to the history, theory, administration and interpretation of psychological tests, including tests of intelligence, achievement, interests, and personality. <i>Prerequisites:</i> PS101 or consent of instructor. R. Oswalt		
<b>PS 318H</b>	<b>STATISTICAL METHODS IN PSYCHOLOGY II</b>	<b>4</b>
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. <i>Prerequisites:</i> PS 217 and PS 306. H. Foley		
<b>PS 320H</b>	<b>SOCIAL PSYCHOLOGY RESEARCH EXPERIENCE</b>	<b>4</b>
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. <i>Prerequisites:</i> PS217 or consent of instructor. H. Hodgins		
<b>PS 321</b>	<b>MOTIVATION AND EMOTION</b>	<b>4</b>
An examination of the principal constructs employed in theories of motivation and emotion. Students will review the current status of both biologically based and psychologically based theories, using primary sources. Additionally, students will plan and carry out a project that applies a theory of motivation or emotion in a field setting. <i>Prerequisites:</i> PS101 and 306 or consent of instructor. H. Hodgins		
<b>PS 323</b>	<b>PSYCHOLINGUISTICS</b>	<b>4</b>
An examination of the psychological mechanisms necessary to learn, comprehend, and produce both spoken and written language. The course addresses questions such as: How do people acquire the ability to comprehend language, speak, read, and write? What are the cognitive processes involved in everyday language usage? What is the brain's role in language and what can we learn about language from patients with brain injury? These questions and more are addressed while investigating the psychology of language from a scientific perspective, looking at what psychological research can tell us about human language acquisition, comprehension, and production. <i>Prerequisites:</i> PS101 or NS101. R. Johnson		
<b>PS 324</b>	<b>COGNITION</b>	<b>4</b>
The scientific study of the ways in which people encode, integrate, transform, and use information derived from their firsthand experiences and more indirect ones. While studying theories, methodologies, and research findings that are the hallmarks of cognitive psychology, students expand their understanding of these cognitive processes. The processes discussed include attention, consciousness, imagination, remembering, forgetting (and its failure), knowledge representation, narrative processing, reasoning, and decision-making. Students learn about the brain's role by examining the neural mechanisms that underlie cognitive processes. Particular attention is given to writing as a way of discovering, integrating, and extending knowledge about the cognitive processes that are examined. <i>Prerequisites:</i> PS 101 or NS 101. M. Foley		

<b>PS 325</b>	<b>PERCEPTION</b>	<b>4</b>
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. <i>Prerequisites:</i> PS101 or NS101. H. Foley, F. Phillips		
<b>PS 326</b>	<b>HEALTH PSYCHOLOGY</b>	<b>3</b>
A study of the relationships between psychological factors and well-being using bio-psychosocial 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. <i>Prerequisites:</i> PS101.		
<b>PS 327</b>	<b>COMPUTATIONAL NEUROSCIENCE</b>	<b>3</b>
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. <i>Prerequisites:</i> MA 111 or CS 106, and NS 101. F. Phillips		
<b>PS 328</b>	<b>SEMINAR IN CLINICAL PSYCHOLOGY: ANXIETY AND ITS DISORDERS</b>	<b>3</b>
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. <i>Prerequisites:</i> PS 210 and PS 308, or permission of instructor. The Department		
<b>PS 331</b>	<b>PSYCHOLOGY OF WOMEN</b>	<b>4</b>
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. <i>Prerequisites:</i> PS 207 or PS 210. The Department		
<b>PS 332</b>	<b>SEMINAR IN CROSS-CULTURAL PSYCHOLOGY</b>	<b>4</b>
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 nonverbal communication, acculturation, and social and moral development. Presented frameworks will be analyzed from a variety of perspectives that utilize a range of active learning techniques. Six specific learning goals will be focused on in the course: 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. <i>Prerequisites:</i> PS 101. (Designated a Cultural Diversity course.) V. Murphy-Berman		
<b>PS 333</b>	<b>SLEEP AND DREAMS</b>	<b>2</b>
An examination of the little-understood phenomena of sleeping and dreaming. We will consider theoretical explanations from neuroscience and psychology, and empirical findings from neuroscience and experimental psychology. Students also will investigate a particular aspect of sleeping and/or dreaming through designing and carrying out projects. <i>Prerequisites:</i> PS 101, PS 217; familiarity with statistics is helpful in reading the primary sources employed. H. Hodgins		
<b>PS 341</b>	<b>SEMINAR IN COGNITIVE NEUROSCIENCE: LEFT BRAIN/RIGHT BRAIN</b>	<b>3</b>
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. <i>Prerequisites:</i> PS 101 and two other courses from the PS course listings or NS 101 and two other courses from those listed in the NS major curriculum. PS 231 Neuropsychology is highly recommended. D. Evert		
<b>PS 371A</b>	<b>INDEPENDENT STUDY IN PSYCHOLOGY</b>	<b>3</b>
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. <i>Prerequisites:</i> PS101 and consent of instructor. The Department		
<b>PS 371B</b>	<b>RESEARCH INDEPENDENT STUDY IN PSYCHOLOGY</b>	<b>3</b>
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. <i>Prerequisites:</i> PS101 and consent of instructor. The Department		
<b>PS 375</b>	<b>SENIOR RESEARCH PROJECT I</b>	<b>4</b>
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. <i>Prerequisites:</i> PS 306 and consent of instructor. The Department		
<b>PS 376H</b>	<b>SENIOR RESEARCH PROJECT II</b>	<b>4</b>
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. <i>Prerequisites:</i> PS 375. This course may not be taken concurrently with PS 378H. Senior Research Project II may be used to fulfill the thesis requirement for departmental honors in psychology. The Department		
<b>PS 378H</b>	<b>SENIOR SEMINAR</b>	<b>3</b>
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. <i>Prerequisites:</i> PS 306. This course may be used to fulfill the thesis requirement for departmental honors in psychology. May not be taken concurrently with PS 376.		
<b>PS 399</b>	<b>PROFESSIONAL INTERNSHIP IN PSYCHOLOGY</b>	<b>3</b>
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. <i>Prerequisites:</i> five courses in psychology (specified by the faculty according to the nature of the internship). <i>Must be taken S/L.</i>		

# Religious Studies

Chair of the Department of Philosophy and Religion: William Lewis

Professor: Mary Zeiss Stange

Associate Professor: Joel R. Smith

Assistant Professors: Marla Segol

Visiting Assistant Professor: Gregory Spinner

Lecturer: Richard Chrisman

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 RE 103, RE 241, and RE 375. RE 375 fulfills the writing requirement in the major. The remaining two courses may be chosen from RE or PR offerings or may be selected from a list of courses from other disciplines that has been authorized by the religion faculty. At least one course must be taken about (1) an Abrahamic religion (Judaism, Christianity, or Islam) and one course about (2) non-Abrahamic religions (such as, but not limited to, Buddhism, Hinduism, Confucianism, Daoism, or an indigenous tradition). At least five of the total courses for the major must be at the 300 level with at least two at the 300 level taken in the senior year, one of which must be in religion. Courses must total at least 30 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 RE 376 Senior Thesis and earn a grade of A- or better.

**THE RELIGIOUS STUDIES MINOR:** Requirements for a minor in religious studies include RE 103 and RE 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 18 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 (A) 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. (Fulfills humanities requirement.) The Department

**RE 202 CHRISTIAN SCRIPTURES (A) 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. (Fulfills humanities requirement.)

**RE 204 RELIGIOUS ETHICS: JUDEO-CHRISTIAN (A) 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. (Fulfills humanities requirement.) The Department

**RE 205 WOMEN, RELIGION, AND SPIRITUALITY (A) 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 (A) 3**  
A study of the history, beliefs, and rituals of the major religious traditions of the West, particularly Judaism, Christianity, and Islam. (Fulfills humanities requirement.) The Department

**RE 213 RELIGIOUS TRADITIONS OF INDIA (NA) 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 (NA) 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 (A) 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.) The Department

**RE 220 ENCOUNTERING THE GODDESS IN INDIA (NA) 3**  
An introduction to the Hindu religious culture of India through a study of major Hindu goddesses. The vision (*darsan*) of and devotion (*bhakti*) to the feminine divine image will be explored. An interdisciplinary approach will explore the meaning of the goddess in literature, painting, poetry, religion, and sculpture. (Designated a non-Western culture course; fulfills humanities requirement.) J. Smith

**PR 324 PHILOSOPHY OF RELIGION (A) 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. *Prerequisites:* one course in philosophy or religion or permission of instructor. Offered alternate years. 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.) The Department

**PR 325 JAPANESE BUDDHISM (NA) 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. *Prerequisites:* 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 (NA) 4**

A study of selected classical and contemporary Tibetan thinkers who see philosophy as intertwined with religious praxis. The course focuses on the Vajrayana form of Mahayana Buddhism that is on central element in the culture of Tibet, as well as its Mahayana Buddhist background in India. Emphasis is on the central ideas of wisdom, compassion, emptiness, dependent arising, and the two truths in such thinkers as the Prajnaparamita, Nagarjuna, Candrakirti, and the Dalai Lama. *Prerequisites:* one course in philosophy or religion or permission of instructor. Offered in alternate years. (Designated a non-Western culture course.) J. Smith

**RE 230 TOPICS IN RELIGION (NA), (A) 3**

The study of a selected special topic in religion. May be repeated with the approval of the department. (Only those courses designated as RE 230N will count as a non-Western course; fulfills humanities requirement.) 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. (Fulfills humanities requirement.) 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

**RE 330 ADVANCED TOPICS IN RELIGION (NA), (A) 4**

The study of a selected special topic in religion. *Prerequisites:* one course in religion or the approval of the instructor. May be repeated with the approval of the department. (RE 330C is designated a Cultural Diversity course.) 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. *Prerequisites:* permission of the department. The Department

**RE 375 SENIOR SEMINAR 4**

Advanced study of a topic that reflects upon religion and the study of religion. *Prerequisites:* senior standing in religious study major. (Fulfills the writing requirement in the major.) The Department

**RE 376 SENIOR THESIS 3**

Individual conferences with senior majors in the areas of their research projects. *Prerequisites:* senior standing in religious study major. (Fulfills the writing requirement in the major.) The Department

## Scribner Seminars

*Director of the First Year Experience:* Beau Breslin

*Student Academic Development Coordinator:* Marla Melito

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 list below for currently offered courses. A listing of past seminar archives is also available.

*Note:* Seminars without a description are awaiting Curriculum Committee approval.

**SSP 100 SCRIBNER SEMINAR 4**

These interdisciplinary seminars introduce students to perspectives on a particular subject of inquiry. Each seminar, limited to 16 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.*

**African Arts from the Old World to the New**

What do art, language, and music have to do with the slave trade? In this seminar, we examine continuities and changes in the visual, verbal, and musical arts transmitted from Africa to the New World through the trans-Atlantic slave trade. We begin by analyzing arts in their traditional African setting, and with an eye to their interconnectedness, the role they play in building a sense of community, and their likelihood for survival in the New World. We then turn to the arts of Black cultures of Brazil, Haiti, the Caribbean, and the United States. Analyzing these arts within their proper historical and cultural framework, and from a variety of disciplines (art history, anthropology, history, folklore, comparative literature, and ethnomusicology), we consider their relationship to the arts of Africa, and, as well, how cultures use them in constructing their New World identities. L. Aronson, Art History

**American Buddhism: Origins and Current Controversies**

What form does Buddhism take in the United States? Has the U.S. authentically adapted traditional Buddhism, or has it watered it down or corrupted it? Or is a unique form of Buddhism, American Buddhism, emerging? After an introduction to major forms of traditional Buddhism in Asia, we will trace its transmission to the West. Then we will explore current controversies about Buddhism in the U.S., such as power and authority, gender equality, political engagement, psychological issues, lay emphasis and conversion. We will focus on Zen Buddhism, Tibetan Buddhism, and Vipassana as case studies. We will read and discuss teachings by well-known contemporary Buddhists in the U.S., as well as recent scholarship. Opportunities to visit nearby Buddhist monasteries will be available. J. Smith, Religion

**American Liberty: Our Enduring Struggle Over Our Constitutional Rights**

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

### Can Literature Save the Environment?

How can we save the world from the destruction of the environment as we know it? Do we legislate new laws and regulations? Do we protest in the streets? Do we pray for salvation—the earth's as well as our own? One often overlooked but powerful solution is literature: the power of the written word. In "Can Literature Save the Environment?" we will examine the influence that literature (broadly interpreted) has played in shaping our understanding and response to the environmental crises we face in the twenty-first century. The seminar will examine the relationship between literature, politics, and social action, focusing our attention on the relationship between literature and the environment. We will begin with reading selected essays of John Muir, the founding inspiration for the Sierra Club, and then consider Rachel Carson's *Silent Spring*, which started the worldwide environmental movement; Edward Abbey's *The Monkey Wrench Gang*, embraced by Earth First! as the source of its radical eco-defense; and *The Lorax* by Dr. Seuss, which in 1971 introduced environmentalism to children. We'll conclude our examination of the power of words with an analysis of Al Gore's 2006 documentary *An Inconvenient Truth*, that awakened us to the realities of global warming.

M. Marx, English

### Care of the Heart

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

D. Smith, Health and Exercise Sciences

### Children's Literature Revisited

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

C. Golden, English

### Classics on Film

D. Curley, Classics

### Cycles of Marriage and Divorce

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

S. Walzer, Sociology

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

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

R. Lindemann, Geosciences

### Educating Citizens for the American Republic

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

N. Taylor, Government

### Environmental Problems. Economic Solutions?

Does the solution to the Earth's environmental problems depend upon the profit motive inherent in the economic systems that cause these problems in the first place? This seminar examines how the corporate need for economic profit and the insatiable consumer desire for new products lead to environmental ills such as the pollution of air and ground water, the devastation of ecosystems, and the degradation of natural resources. Should the government take on the role of legislating "command and control" environmental regulation or can these problems be solved through profit-based conservation? Students in this seminar will critique cases in which command and control legislation, profit-based conservation, or a combination of the two have been used to combat environmental problems. Each student will develop a seminar project critiquing a specific environmental problem and positing an appropriate policy solution.

L. Vargha, Economics

### 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, Studio Art

### Forensic Science and Criminal (In)Justice

What if you were convicted of a crime that you didn't commit? What if "scientific" evidence was used to convict you? What is "scientific" evidence, and what are the standards used by the court to determine whether it is admissible? Students will examine the difference between how the scientific community knows that something is true and how the courts decide whether something can be admitted into evidence by studying philosophers of science and Supreme Court decisions. Students will learn about and conduct forensic analysis on pieces of evidence. By looking at actual cases and legal policies, we will also examine the ways in which evidence and court system have malfunctioned to convict innocent people. Working with a local organization, we will work together to "fix the system."

K. Frederick, Chemistry

### Heretics, Firebrands, and Visionaries: America's Radical Tradition

What role have radicals—people willing to challenge conventions and envision a new world—played in American history? In this seminar, we will explore the history of American radicalism to try and answer this critical question. We will focus on several central themes, including the transnational origins of American radicalism, on-going battles over the meaning of the American Revolution, the struggle to build protest movements in the United States, artistic efforts to defy the status quo and articulate innovative ideas, and the limits of reform in American history. Ideally, you will leave this class with a clear idea of how dissent has been a key element in American history that continues to shape the world around us.

E. Morser, History

### Human-Nature

Naturalist John Muir asserts that "the clearest way into the Universe is through a forest wilderness." In this course, students explore how humans interrogate and interpret the natural world, and revise their understanding of their position in the world based on that effort. These discoveries can elicit feelings of awe; a response we explore by examining cultures living in the presence of man-eating predators, the interpretations of the supernatural world invoked in the Christian Gospels and the scientific methodology—arguably the most effective tool for understanding the world. Ultimately, we combine discussions of film and readings, hikes and scientific research in Skidmore's 300 acre North Woods to explore 1) our desire to understand our place in nature, 2) our construction of stories and logical arguments to explain nature, and 3) how these responses evolve over time.

J. Ness, Biology

### Human Dilemmas

As you begin college, you are confronting the recurring dilemmas that define and shape our lives: Who am I? What exactly am I? What is my relationship to others? What is my responsibility to them and to the world? As biologist E. O. Wilson contends in his 2003 book *The Future of Life*, life is "an insoluble problem, a dynamic process in search of an 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.

M. DiSanto-Rose, Dance; S. Goodwin, English; P. Hilleren, Biology; S. Layden, Student Academic Services; P. McCarthy, Social Work; V. Rangil, Foreign Languages and Literatures; S. Sheldon, Psychology



### **Ireland: Myth, Reality, Conflict, Identity**

Ireland did not really enter the twentieth 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

### **Italian Food, Fiction, and Art**

Interdisciplinary study of food in Italian literary texts and in works of art. Students explore the art of Italian cookery and eating in relation to narrative, sociocultural mores, the environment, and Italian history. Students will examine works from the Renaissance to the twenty-first century by writers and artists such as Dante, Boccaccio, Caravaggio, and Italo Calvino. Finally, students will explore the foundation of the Slow Food Movement, which began in Italy in the 1990s to counteract the increase in popularity of fast food and the decrease in traditional local foods. Investigating Slow Food Nation will open discussion of the politics of nutrition in Italy. Finally, students will plan and prepare two collective dinners (one early-modern, the other contemporary) using traditional Italian ingredients.

S. Smith, Foreign Languages and Literatures

### **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. Bonner, Biology

### **Making Things Right**

Suppose you lost a family member on 9/11. Could you ever forgive the terrorists? This course will be an investigation of forgiveness and reconciliation as ways of restoring peace in the midst of horrendous disruptions of it. Students will read philosophical accounts of the nature of forgiveness; literary representations of forgiveness, such as Ian McEwan's *Atonement*; and historical expressions of forgiveness and reconciliation, including accounts of the Truth and Reconciliation process after the end of apartheid in South Africa (nicely documented by Deborah Hoffman and Frances Reid in the film *A Long Night's Journey into Day*). This course will focus primarily on interpersonal forgiveness, the response of one individual to another who has wronged her, but we will also have the opportunity to explore self-forgiveness, forgiveness of groups (e.g., the Pope's apology to Jews for failing to take action against the Nazis), and the relationship between forgiveness, reconciliation, and justice.

L. Jorgensen, Philosophy

### **Math Where You Might Not Expect It**

Everyone knows that mathematics is central to the "hard sciences" like physics, engineering, and chemistry, but there are many areas of human activity where math, perhaps unexpectedly, plays a very important role. In this course we will explore the role of mathematics in art and architecture, music, digital communications, sports, and even democracy! Through readings, discussions, interactions with experts in each of the areas mentioned, and individual projects and writings, students will be invited to better understand and appreciate the power of mathematics across a wide range of human endeavors.

G. Effinger, Mathematics

### **Media and American National Identity**

J. Devine, English

### **More Money, More Problems? Monitoring the Fed after the Great Recession**

N. Chiteji, Economics

### **On the Stage and in Your Face: American Political and Activist Theater**

Students explore American political and activist theater in the 1930s, 1960s, and 1990s from the perspectives of history and performance. Students will analyze major events and issues along with the various play texts and performance styles and strategies that emerged to move social and political agendas forward. Through close readings of historical documents, essays on performance theory, and viewing videos of performances, students will analyze the concepts of activism as performance and performance as activism. At the end of the semester, students will conceptualize, construct, and perform a short activist theater piece.

C. Anderson, Theater

### **The Philosophic Basis of the American Founding**

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

T. Burns, Government

### **Pixelated: The New Photography**

Pixel by pixel, contemporary photography is reshaping our concept of truth and identity. With the loss of the photographic object, both our idea of representation and the role of the image is shifting. Students will create digital photographs while considering both photographic history, and current trends. Through an interdisciplinary lens that includes reading poetry, essays, films and psychological studies on photography, students will consider the social, historical and psychological impact of an image. How does reproduction and the concept of the "original" change our perception of a work? Focusing on both the content and aesthetics in this new chapter of photography, our investigation will take us from the environmental photography of Eugene Smith to Andres Serrano and the study of semiotics, to the effect a self-portrait on Facebook might reveal about one's identity.

D. Hall, Studio Art

### **Psychological Theories of Social Justice**

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

V. Murphy-Berman, Psychology

### **Reading Minds: The History and Science of Literacy**

The ability to read is a miracle. Although humankind invented reading only a few thousand years ago, many of us effortlessly and quickly extract meaning from small visual characters presented on a page. But, what would life be like without the ability to read? How do reading skills develop, and how should reading be taught? What parts of the brain enable us to read? What causes reading disorders such as dyslexia? With the advent of e-books, what does the future of reading look like? Students will explore the answers to questions such as these as we investigate the history and cultural importance of reading as well as the scientific research behind how the mind and brain process written text. Students will also participate in literacy-related service-learning opportunities in the community.

R. Johnson, Psychology

### **Robot Design**

Today's robots do things that humans can't or don't want to do: find and defuse bombs, navigate the Martian landscape gathering geological data, vacuum floors in houses. In a series of team projects, students will integrate tools from several scientific disciplines to design robots. Students will learn how designing a robot is affected by factors such as the laws of physics, choice among programming languages, and the imprecise nature of physical measurement and computer calculations. The student teams will document and present their projects to the class.

M. Eckmann, Computer Science

### Seduction of the Strange

Fantastic Literature and its more contemporary analog Magical Realism emphasize strange and disturbing categories of experience in tales of abiding fascination. By leaving ambiguous whether an experience is real or imagined, Fantastic fiction raises questions about perception, sanity, narration itself, and finally about the very nature of the real. Students will examine the genre in relation to its history and evolution, particularly with regard to its status as a popular literature, and its cross-hybridization in the twentieth Century with science, technology, and post-modernism. There will be a particular emphasis on psychology and theory, especially with reference to altered states of perception and to sanity as a "problematic" category. The materials studied will come from literature and art from a half dozen different cultures and languages over the two centuries of the genre's specific existence. Art and the films will provide a specific focus for discussion and debate during the course's fourth hour.

J. Anzalone, Foreign Languages and Literatures

### Thirteen Ways to Look at a Painting

When paintings are at their best, they reveal themselves as a true synthesis, a rich entity composed of elements that extend well beyond the limits of simple pictures. One great painting can utilize the spirit of other art forms, suggest particular moods and emotions, address profound philosophical questions, promote innate visual experiences, create anxiety, and tell a story. Painters depend on us to be willing, thoughtful, and patient to energize the link between artist, artwork, and audience. Using Wallace Stevens' poem *Thirteen Ways of Looking at a Blackbird* as a portal to various interpretive strategies, this class, each week, will focus on one painting and one theme. By examining connections between paintings and literature, film, music, science, history and more, the class will investigate how painters communicate complex concepts by means of formal orchestration. In other words, the class will explore what paintings do and how they do it. To meaningfully satisfy this inquiry and to learn with hand as well as eye, the class will research with drawing and painting techniques to visually analyze paintings—stripping paintings down to their base elements and building them back up with imaginative, informed and critical inquiry. Ripened with deeper meaning, we reassemble the artwork to its original synthetic splendor.

P. Sattler, Art

### Urban Latin America: Aztec Spaces to Modern Places

J. Dym, History; H. Hurst, Anthropology

### The Virtual Republic: American Politics in the Media Age

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

R. Seyb, Government

### What is Noir?

We will explore American film and literature Noir's roots and history through the nineteenth, twentieth, and twenty-first centuries: from the dark Gothic extreme of Romanticism, to Dickens, to Poe, to the rise of the modern city and its attendant criminals and police forces, to Sherlock Holmes, to German Expressionism and early silent films. They heyday of Noir comes in the 1940s and '50s, with the American writers Raymond Chandler, Dashiell Hammett, James M. Cain, Davis Goodis, and Jim Thompson—and with Hollywood's black-and-white interpretations of their stories. Among the many questions we will ask: What is genre? How are film and literature different in their storytelling techniques? Why do history and context matter when looking at a genre? Is Noir a genre that still exists today? Can a black-and-white genre survive in color? How sincere are the makers of Noir in their pessimism about the possibilities of urban America? What is an anti-hero? And what, indeed is a "private eye"?

A. Bernard, English

### Who Governs Saratoga Springs?

"In a political system where nearly every adult may vote but where knowledge, wealth, social position, access to officials, and other resources are unequally distributed, who actually governs?" (Dahl, Robert A. *Who Governs?* New Haven: Yale University Press, 1961)

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 also the quality of the democratic process.

We will use Saratoga Springs as a real-life laboratory for studying the practice of democracy in twenty-first century America. Students will immerse themselves in local Saratoga Springs politics. Students will observe city council meetings, campaign with candidate, interview local officials, and conduct a survey of citizens' vote choice in the fall City Council election. Students will analyze the survey data and present their findings to the Saratoga Springs community.

R. Turner, Government

### World in A Town

Where do you want to live after your Skidmore years? Will you have a totally different future if you choose to locate in a small town rather than in a metropolitan area? Should you seriously consider finding a job overseas? How much control do you still have for your life with the nonstop expansion of business giants? Is globalization good or bad for your future? This course will help students make informed decisions for their future by investigating the dominant factors that have changed and continue to change their lives. With a micro focus on the experience of local people and businesses, students will examine such factors as culture, regulation, technology, geography, globalization, human nature, and the complexity of decision making. Evidence will be collected by studying the history of New York City, the Saratoga region, and students' hometowns or countries. Different learning approaches will be explored through reading, discussion, interviewing, feature writing, and field trips.

A. Zhao, Management and Business

### 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

### Seminars in London

#### British Past in Film

This course critiques how filmmakers have represented the British past. It examines feature films as historical documents that reflect and sometimes reproduce the cultural politics of the period in which they were made and first viewed. The course encourages students to engage in a dialogue between the past and the present, and to consider the ways in which a vibrant form of popular culture informs, obfuscates, and subverts historical understanding.

D. Nathan, American Studies

#### Coming of Age in London

P. Oles, Sociology

## Self-Determined Major

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Self-Determined Majors (SDM) integrate more than one discipline to achieve a clearly developed and coherent course of study not available through the existing majors and minors at Skidmore. A self-determined major, therefore, extends the depth and interdisciplinarity of double majors or interdepartmental majors. Recent self-determined majors include media studies and communications, computational neuroscience, arts administration, and the physics and sound of recording.

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 semester of their senior year.

Detailed procedures for establishing a self-determined major may be obtained from the chair of the subcommittee.

## Social Work

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*Chair of the Department of Sociology, Anthropology, and Social Work:*  
Rik Scarce

*Director of the Social Work Program:* Crystal D. Moore

Associate Professors: Crystal D. Moore, Thomas P. Oles

*Field Coordinator:* Peter McCarthy

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 41 credit hours: SW 212, SW 222, SW 241, SW 253, SW 333, SW 334, SW 338, SW 340, SW 381, and SW 382.

**WRITING REQUIREMENT IN THE MAJOR:** All Social Work majors will be required to complete two writing-enhanced courses as part of the fulfillment of their major: SW 241 and SW 333. The writing requirement is intended to prepare students to write effectively for a variety of professional audiences including researchers, clinicians, and supervisors. In these courses, students will:

1. Develop a feasible research proposal that includes a well-integrated literature review, a thorough description of the selected research methodology, a discussion of the practice/policy implications of the proposed work, and an appropriate data collection instrument (SW 241);
2. Develop a clinical portfolio that includes a well-defined learning contract for field work, clear and concise progress notes, an objective and comprehensive psychosocial assessment, and a self-assessment that demonstrates the student's ability to reflect on their work with clients and connect field work to course concepts (SW 333).

### POLICIES AND PROCEDURES

**Admission:** Students must apply for admission to the social work major during their sophomore year. Selection is based on demonstrated academic competence, a willingness to abide by the profession's code of ethics, and suitability for beginning professional practice. Applications for admission are available from social work faculty. Students planning on going abroad should talk with the program director in their first year.

**Senior-Year Field Experience:** The social work major culminates in a field experience in the spring semester of the senior year. Students must complete all course prerequisites prior to enrolling in the field practicum. In addition, the nature of the field experience requires that the department reserves the right to deny enrollment in the field practicum to any student, if in the judgment of the faculty that student's scholastic or professional preparation for beginning social work practice is insufficient.

Students serve as beginning social workers four days per week for a minimum of 400 hours over the course of the semester. This experience provides them with opportunities to apply knowledge and skills gained in the classroom in an agency setting. They are integrated into the field experience as regular staff and assume the functions of beginning social work practitioners in such roles as counselors, advocates, and researchers. They receive supervision from agency field instructors and support through ongoing monitoring of the placement by the social work program. Students also meet in a weekly seminar to discuss their field experiences and professional development.

**HONORS:** To be eligible for departmental honors in social work, students must meet the minimum college GPA requirement of 3.000 overall and 3.500 in the major. Of students who are qualified, departmental honors will be awarded to a total of three students, each being recognized for distinction in one of three areas: research, practice, or overall academic achievement. Distinguished research performance is demonstrated by the completion of high quality research products in SW 241 and subsequent superior independent or collaborative research; distinction in practice is demonstrated by superior performance evaluations of practice competencies in SW 333, SW 334, and SW 381; and overall academic achievement is demonstrated by the highest overall GPA.

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

**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 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. As part of the writing requirement for the major, students will develop a feasible and thorough quantitative research proposal. 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-psychosocial 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. *Prerequisites:* permission of instructor. Courses integrating an exploration in social work carry four rather than 3 credit hours. The course may be repeated.  
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. *Prerequisites:* SW 334 or SW 333 or permission of faculty sponsor. *Not for liberal arts credit.*  
The Department

**SW 324 ADVANCED SPECIAL STUDIES IN SOCIAL WORK 1-4**  
An examination at the advanced level of current topics in social work not available in regular course offerings. Topics will vary from year to year depending on the interests of faculty and needs of students and will build upon previously completed coursework. The course in a different subject area may be repeated for credit.  
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. As part of the writing requirement for the major, students will develop a clinical portfolio that includes a learning contract, progress notes, a psychosocial assessment, and a series of self-assessments. The additional credit hour will provide students with opportunities to observe micro social work practice in a field setting and complete integrative assignments. *Prerequisites:* SW 222, SW 212, and SW 241, and permission of instructor. *Not for liberal arts credit.*  
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:* SW 212, SW 222, and permission of instructor. *Not for liberal arts credit.*  
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. *Prerequisites:* SW 222 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. *Prerequisites:* permission of instructor. Open only to senior social work majors. *Not for liberal arts credit.*  
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. *Not for liberal arts credit.* 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. *Not for liberal arts credit. Must be taken S/U.* 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 free-standing course. *Prerequisites:* permission of instructor. Courses integrating an exploration in social work carry four rather than three credit hours. The course may be repeated. The Department

## Sociology

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*Chair of the Department of Sociology, Anthropology, and Social Work:*  
Rik Scarce

Professors: Catherine White Berheide; John Brueggemann, *Quadracci Chair in Social Responsibility*; William Fox; David Karp

Associate Professors: Rik Scarce; Susan Walzer

Assistant Professor: Kristie Ford

Visiting Assistant Professor: Deborah Warnock

Some say that “there is a sociology of everything,” and, indeed, sociology is perhaps the single most diverse discipline of them all. Sociology explores every intricacy of our social worlds, from the ways we interact in small groups to crime and deviance, from race and gender relations to love and divorce, from the role of religion in everyday life to environmental justice, and more. Sociology majors graduate with the ability to gather data independently about these phenomena, to analyze them statistically and qualitatively, and to apply theories to explain them. Perhaps most importantly, sociology deepens students’ awareness of the social forces affecting their lives and those of others, enabling them to address a host of social issues critically and constructively.

As a traditional liberal arts major, sociology inspires students to be life-long learners. As a contemporary, cutting-edge social science, sociology empowers students and prepares them for a rich variety of post-baccalaureate experiences. Recent graduates from our department have gone on to careers in law, public health, business, teaching, governmental agencies, and non-governmental (non-profit) organizations. Many have pursued graduate study in some of the foremost sociology departments in the country or have earned advanced degrees in law, criminal justice, public health, nursing, social work, and education to name but a few. Still others have undertaken public service in the Peace Corps, AmeriCorps, Teach for America, City Year, and elsewhere.

**THE SOCIOLOGY MAJOR:** The sociology major must successfully complete at least 32 credit hours in sociology, including:

1. One gateway course: SO 101 or 201 or 202 or 203 or 204
2. Three core courses that prepare sociology majors for the capstone course, SO 375, which is taken in the fall of the senior year, must all be completed by the end of the junior year:
  - a. Statistics: SO 226
  - b. Methodology: SO 227
  - c. Theory: SO 324 or SO 325
3. One capstone course: SO 375
4. Elective courses: Additional credits in sociology to achieve the required 32 credits in the major.

**WRITING IN THE MAJOR REQUIREMENT:** Students will fulfill the writing in the major requirement upon satisfactory completion of SO 375 Senior Seminar in Sociology. Students will learn to:

1. Apply sociology's writing conventions to their written work, including formulation of a sociological question, appropriate use of sociological concepts, proper organization of research papers, and correct citing and referencing formatting;
2. Undertake a major writing project that includes discussion of the theoretical perspective(s) guiding the research (including hypotheses derived from the theory), an extensive literature review, a thorough description of quantitative research methods, appropriate presentation and analysis of the data, and conclusions in which the student reflects on the relationship of his or her findings to the theory/theories that guided the research or on their policy implications;
3. Present a substantial piece of written work that evinces an understanding of proper English grammar, syntax, punctuation, and usage.

**THE SOCIOLOGY-ANTHROPOLOGY MAJOR:**‡ The sociology-anthropology major must successfully complete SO 101; either AN 101 or AN 102; either SO 324, SO 325, or AN 270; either AN 326 or AN 327 or SO 226 or SO 227; either AN 366 or SO 375; and 12 credit hours of electives in sociology and 12 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.

‡Approved for phase-out by Curriculum Committee, pending action by NYS Dept. of Education.

**HONORS:** Students desiring departmental honors in sociology must meet the requisite grade-point average, receive a grade of at least A- in SO 375, 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 3.400 or higher in sociology courses;
4. a cumulative GPA of 3.000 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 18 credit hours in sociology or sociology-anthropology, including SO 101 and at least two courses at the 300 level. One of the courses must be SO 226, SO 227, SO 324, or SO 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 3 credit hours.

### Exploring Sociology Through Collaborative Learning

The collaborative learning 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).

### Exploring Sociology Through Research

The research 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.).

### Exploring Sociology Through Service Learning

The service learning 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.

### Exploring Sociology Through Writing

The writing 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.

## GATEWAYS TO THE STUDY OF SOCIOLOGY

Five courses provide “gateway” experiences that orient students to the main issues in the field of sociology, specifically SO 101, SO 201, SO 202, SO 203, and SO 204. Each of these gateway experiences has no prerequisite, fulfills the social sciences requirement, and serves as a prerequisite for most other sociology courses. Each introduces students to core sociological concepts (i.e., social structure; social inequality; socialization; social norms; social roles; social identity; institutions; social theory; social research) and key skills (i.e., written and oral presentation; reading empirical research; active application of sociological concepts). These courses are most appropriate for first and second year students.

## INTERMEDIATE COURSES IN SOCIOLOGY

These courses require students to have completed one of the gateway courses: SO 209, SO 211H, SO 212, SO 213, SO 217, SO 219, SO 223, SO 224H, SO 225, SO 226, SO 227, SO 230, SO 251, SO 299.

## ADVANCED COURSES IN SOCIOLOGY

While these courses typically only require students to have completed one gateway course and one other sociology course, their advanced level presumes that students will have taken at least one intermediate sociology course: SO 304, SO 305, SO 306, SO 314, SB 315, SO 316, SO 322, SO 324, SO 325, SO 326, SO 328, SO 329, SO 331, SO 332, SO 333, SO 351, SA 355, SO 371, SO 372, SO 375, SO 376, SO 377, SO 399.

**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      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 201H      SOCIAL ISSUES (HONORS)      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**  
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. (Fulfills social sciences requirement.)      K. Ford

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

**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. *Prerequisites:* SO 101 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. *Prerequisites:* one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204).      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. *Prerequisites:* one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204), 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. *Prerequisites:* one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204).      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. *Prerequisites:* one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204).      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. *Prerequisites:* one gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204, or GW 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. *Prerequisites:* one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204), and 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. *Prerequisites:* SO 101 or permission of instructor.      W. Fox

**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. *Prerequisites:* one gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204, or ES 100.)      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. *Prerequisites:* QR1. (Fulfills QR2 requirement.)      C. Berheide

<b>SO 226</b>	<b>STATISTICS FOR THE SOCIAL SCIENCES</b>	<b>4</b>
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. <i>Prerequisites:</i> QR1 and two courses in the social sciences or permission of instructor. (Fulfills QR2 requirement.) W. Fox		
<b>SO 227</b>	<b>SOCIAL RESEARCH METHODS</b>	<b>3</b>
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. <i>Prerequisites:</i> two courses in the social sciences or permission of instructor. D. Karp, S. Walzer, K. Ford		
<b>SO 230</b>	<b>SOCIOLOGY OF CONFLICT RESOLUTION</b>	<b>3</b>
An introduction to interpersonal and intergroup conflict analysis and conflict resolution practices. Students will develop basic conflict resolution skills while examining a variety of conflict scenarios such as family arguments, racial and ethnic tension, legal disputes, criminal violence, war, and genocide. Special focus will be placed on mediation, restorative justice, and peacebuilding. <i>Prerequisites:</i> one gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204, or ID 141). D. Karp		
<b>SO 251</b>	<b>SPECIAL TOPICS IN SOCIOLOGY</b>	<b>3</b>
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. <i>Prerequisites:</i> one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204). The course, in a different subject area, may be repeated for credit. (SO 251N designates a non-Western course; SO 251C designates a Cultural Diversity course.) The Department		
<b>SO 299</b>	<b>PROFESSIONAL INTERNSHIP IN SOCIOLOGY</b>	<b>3 or 6</b>
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. <i>Prerequisites:</i> one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204). <i>Not for liberal arts credit.</i> The Department		
<b>SO 304</b>	<b>SOCIOLOGY OF EMOTIONS</b>	<b>3</b>
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. <i>Prerequisites:</i> one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. S. Walzer		
<b>SO 305</b>	<b>SOCIOLOGY OF FOLKLORE</b>	<b>3</b>
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. <i>Prerequisites:</i> two social science courses. W. Fox		
<b>SO 306</b>	<b>SOCIOLOGY OF RELIGION</b>	<b>3</b>
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. <i>Prerequisites:</i> one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. J. Brueggemann		
<b>SO 312</b>	<b>MODERN ORGANIZATIONS</b>	<b>3</b>
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. <i>Prerequisites:</i> SO 101 or permission of instructor. C. Berheide		
<b>SO 314</b>	<b>DEVIANCE AND SOCIAL CONTROL</b>	<b>3</b>
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. <i>Prerequisites:</i> one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. D. Karp		
<b>SB 315</b>	<b>WORK, FAMILY, AND ORGANIZATIONS</b>	<b>3</b>
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. <i>Prerequisites:</i> one gateway course (SO 101, SO 201, SO 202, SO 203, SO 204, GW 101, or MB 224) and one additional course in sociology or gender studies. C. Berheide		
<b>SO 316</b>	<b>WOMEN IN MODERN SOCIETY</b>	<b>3</b>
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. <i>Prerequisites:</i> one gateway course (SO 101 or 201 or 202 or SO 203 or 204 or GW 101) and one additional course in sociology or gender studies. C. Berheide		
<b>SO 321</b>	<b>AMERICAN SOCIAL CHANGES</b>	<b>3</b>
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. <i>Prerequisites:</i> SO 101 and two other social science courses or permission of instructor. W. Fox		
<b>SO 322</b>	<b>POLITICAL SOCIOLOGY</b>	<b>3</b>
How does "power" manifest itself in society? Students will explore the ways that power emerges in social movements, communities, nation states, and between international actors. A substantial portion of the course will also be devoted to sociological understandings of globalization. Readings will include classical formulations of power by Marx and Weber as well as modern and contemporary understandings of power found in pluralism, elite theory, systems theory, and other outlooks. <i>Prerequisites:</i> one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. R. Scarce		
<b>SO 324</b>	<b>CLASSICAL SOCIOLOGICAL THEORY</b>	<b>3</b>
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. <i>Prerequisites:</i> one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. J. Brueggemann, R. Scarce		
<b>SO 325</b>	<b>CONTEMPORARY SOCIAL THEORY</b>	<b>3</b>
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. <i>Prerequisites:</i> one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. J. Brueggemann, R. Scarce		
<b>SO 326</b>	<b>SOCIAL THEORIES OF THE ENVIRONMENT</b>	<b>3</b>
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. <i>Prerequisites:</i> one gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204 or ES 100) and one additional sociology course. R. Scarce		
<b>SO 328</b>	<b>SOCIAL MOVEMENTS AND COLLECTIVE ACTION</b>	<b>3</b>
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. <i>Prerequisites:</i> one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. R. Scarce, J. Brueggemann		
<b>SO 329</b>	<b>CRIMINAL JUSTICE</b>	<b>3</b>
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. <i>Prerequisites:</i> one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. 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. *Prerequisites:* one gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204 or GW 101 or IA 101) and one additional course in sociology or gender studies. C. Berheide

**SO 332 STUDYING STUDENT WORLDS 3**

An in-depth introduction to qualitative research methods as vehicles for exploring and describing social experiences, focusing in particular on the lives of students. Course topics include field research, qualitative interviewing, and the role of the researcher. Students examine ethnographic studies of academic settings and collect and analyze qualitative data about Skidmore's culture. *Prerequisites:* one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. S. Walzer

**SO 333 SOCIOLOGY OF THE BODY 3**

Analysis of the body in contemporary social life. What do bodies tell us about ourselves, about others? How do we feel in and about our bodies? Using sociological theory and qualitative research methodologies, students explore these questions by examining how the body is constructed and manipulated within social interactions and relationships. Bodily adornment practices (e.g., hairstyle choice, tattooing, exercise routines), bodily (dis)ability, and the medicalization of the body are among the topics examined. *Prerequisites:* one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and SO 227, and one additional sociology course. K. Ford

**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. *Prerequisites:* one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. The course in a different subject area may be repeated for credit. 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. *Prerequisites:* SO 101 or AN 101. 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:* SO 226, SO 227, and SO 324 or SO 325. Open only to sociology majors. Designated a writing-enhanced course. Fulfills the sociology program's writing in the major requirement. 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:* SO 375 and permission of instructor. Open only to sociology majors and sociology interdepartmental majors. The Department

**SO 377 PRESENTING SOCIOLOGICAL RESEARCH 1**

Visual and oral presentations of sociological research. Students revise empirical research projects and develop effective presentations of findings for both professional and nonprofessional audiences. Emphasis is on developing effective posters and oral presentations of social scientific research findings. Students present their research in public settings on or off campus. The course meets a total of 14 hours, with most sessions early in the semester. *Prerequisites:* SO 375. 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. *Prerequisites:* 9 credit hours in sociology. *Not for liberal arts credit.* The Department

## Theater

*Chair of the Department of Theater:* Lary Opitz

*Professors:* Carolyn Anderson, *Kenan Chair of Liberal Arts;* Gautam Dasgupta; Lary Opitz

*Senior Artist-in-Residence:* Alma Becker

*Artists-in-Residence:* Will Bond, Kate Kelly Bouchard

*Lecturers:* \*Stephanie Fleischmann, Barbara A. Gulan, Marie Glotzbach, Lisa Grady-Willis, \*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

*Technical Assistant:* Peter Kobor

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: TH 103, TH 129, TH 130, TH 140, TH 229, TH 230, TH 235, TH 250, and TH 335.
2. At least one course in dramatic literature: EN 215, EN 225, EN 343, EN 345, EN 346, EN 359; FF 318; FG 356; FS 321; or CC 222, CC 223. Other courses may be acceptable with permission of the department.
3. TH 333, TH 334, or TH 341.
4. 18 additional semester hours in the Theater Department.

AREAS OF CONCENTRATION: The following is a recommended sequence of study in each area.

*Acting:* TH 101, TH 104, TH 198, TH 203, TH 204, TH 211, TH 242, TH 303, TH 304.

*Directing:* TH 104, TH 140, TH 203, TH 204, TH 333, TH 375.

*Design and Technical Theater:* TH 216, TH 228 or TH 238, TH 305, TH 337; AR 131, AR 133.

HONORS: Departmental honors are based on a quality point average of 3.500 in all major courses, satisfactory completion of "Senior Project" (TH 376), 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 25 semester hours are required: TH 103, TH 129 or TH 130, TH 104 or TH 140, TH 229, TH 230, TH 235, TH 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. Offered in fall semester only. L. Opitz

**TH 225 INTRODUCTION TO PLAYWRITING 3**  
An introduction to the art of writing plays. Students will be exposed to the elements of playwriting and the basics of dramatic structure through writing assignments, in-class exercise and readings of contemporary plays and critical texts. Students work in a workshop format in order to experience the process of writing plays. Substantial class time is devoted to discussion of student writing. (Fulfills arts requirement.) S. Fleischmann

**TH 229 THEATER AND CULTURE I 3**  
A study of major periods of Western theater from ritualistic beginnings to 1800. Students explore and analyze how theater's components—plays, acting, design, theory, and management—combine to express and reflect a culture's dominant values. Architecture, painting, sculpture, music, and dance—the constituent arts of theater—will be examined both within and outside the theatrical context to explore aesthetic, socioeconomic, and political values that shape a culture's idea of theater. (Fulfills humanities requirement.) G. Dasgupta

**TH 230 THEATER AND CULTURE II 3**  
A study of major periods of Western theater since 1800. Students explore and analyze how theater's components—plays, acting, design, theory, and management—combine to express and reflect a culture's dominant values. Architecture, painting, sculpture, music and dance—the constituent arts of theater—will be examined both within and outside the theatrical context to explore aesthetic, socioeconomic, 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 residencies 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. *Prerequisites:* permission of instructor. Student may take this course more than once with the approval of the department. The Department

**TH 325 ADVANCED PLAYWRITING 3**  
Intensive practice in the art of playwriting. In addition to exercises designed to deepen the playwright's grasp of dramatic structures, students will write full-length plays. Workshop format with substantial class time devoted to discussing student writing. Emphasis on developing each writer's unique, idiosyncratic vision and voice within a forum open to experimentation, while also focusing on issues of craft, form and style. Revision is an essential part of the writing process. Reading of contemporary plays and theory is aimed at broadening writers' concepts of what is theatrical. *Prerequisites:* TH 225. 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. *Prerequisites:* permission of instructor. This course may be repeated for credit at the discretion of the department. (TH 334N is designated a non-Western course.) C. Anderson, G. Dasgupta

**TH 338 BLACK THEATRE 3**  
The evolution of Black Theatre in the United States. Students will gain an understanding of the importance of image as it relates to the creation, production, and function of Black Theatre through the years. Students will study and interpret plays from the mid-nineteenth century to the end of the twentieth century, and participate in both individual and group presentations. Students will not only study the work as an art form, but the historical origins and social, cultural, and political ramifications of the work. Analysis and exploration will juxtapose the realities of mainstream theater and culture with the solidification of Black Theatre as a field. Designated a Cultural Diversity course. L. Grady-Willis

**TH 339 COMMUNITY-BASED THEATER 3**  
A study of varied interpretations and manifestations of community-based theater ranging from theater pieces and institutions grounded in particular cultural traditions, to social and political work emerging from artist/community collaborations. Students will explore the work of institutions and artists who identify their target communities by age, race, location/region, and sexual orientation, while studying methodologies and underlying pedagogies for creating with and for community. Students will also examine discourse around cultural equity and the concept of arts for social change. L. Grady-Willis

**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:* TH 103 and TH 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. *Prerequisites:* permission of the 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. *Prerequisites:* 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. *Prerequisites:* TH 103. (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 8 semester hours. *Not for liberal arts credit.* (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:* TH 101 or TH 198, and TH 104, or concurrent enrollment in TH 101 or TH 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:* TH 101 or TH 198, and TH 104, or concurrent enrollment in TH 101 or TH 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. *Prerequisites:* TH 101 or permission of instructor. *Not for liberal arts credit.* 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:* TH 103. 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. *Prerequisites:* TH 101, TH 198, TH 203, TH 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. *Prerequisites:* TH 101, TH 198, TH 203, TH 204, or permission of instructor. May be repeated three times for credit. A. Becker, W. Bond

**TH 343 COLLABORATIONS: SPECIAL STUDIES IN DIRECTING AND ACTING 3**  
A laboratory class that provides advanced directors and advanced actors an opportunity to collaborate on a series of performance projects. These projects will focus on texts from various countries, genres, and eras. Directing students will define and refine their personal directing methodology by researching and working with various styles of theater literature. Script analysis, study of style and working with a company of actors are core experiences of directors. Acting students will engage in a variety of performance styles. They will be required to apply their practice and research in fully rehearsed scenes and short plays. All students will research and write about topics relevant to the play texts (e.g., historical contexts, themes, the playwright, etc.). All students will also be involved in research presentations and critique sessions for each project.

A Actors  
D Directors

*Prerequisites:* TH 203, TH 204, and permission of instructor.

C. Anderson, A. Becker, W. Bond

## DIRECTING

**TH 140 INTRODUCTION TO DIRECTING 3**  
An overview of the essential elements of direction. Students will analyze play texts and directing theories as well as engage in active lab work in understanding dramatic action, composition, and picturization in a variety of spaces that will provide the foundation for working with actors. Students will also analyze the written analysis of plays, study the expression of directorial concepts, and communicate with actors through class exercises and scene work reinforcing the idea of the director as a collaborator as well as the primary leader and communicator about the play before and during the rehearsal process. Students will develop time management strategies enabling them to craft a rehearsal schedule by which to build the play and move the rehearsal process forward. Theoretical texts and articles about directors and play texts will provide one context for these analyses. In the studio, students will work as actors and directors and have the opportunity to direct actors from the intermediate acting class. *Prerequisites:* TH 103, TH 129. C. Anderson, A. Becker

**TH 240 INTERMEDIATE DIRECTING 3**  
A studio course designed to enhance the director's use of space, light, sound, and text. Lab work consists of problems to solve regarding these elements in addition to work with given themes, new spaces, devised texts, and scripted pieces. Students will also read materials from the disciplines of architecture, art history, anthropology, philosophy, etc. Readings such as *The Poetics of Space* by Gaston Bachelard and Andy Goldsworthy's *Passage* will serve to underscore the director as an interdisciplinary thinking who draws on a variety of experiences and knowledge to create the world of the play. Texts and articles focusing on and written by internationally acclaimed directors will also be highlighted. Directors will act in this studio course and will be expected to invite actors from the Theater Department to accomplish course assignments. *Prerequisites:* TH 103, TH 104, TH 129, TH 140, 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. *Prerequisites:* TH 230 or permission of instructor. G. Dasgupta or the Department

**TH 343 COLLABORATIONS: SPECIAL STUDIES IN DIRECTING AND ACTING 3**  
A laboratory class that provides advanced directors and advanced actors an opportunity to collaborate on a series of performance projects. These projects will focus on texts from various countries, genres, and eras. Directing students will define and refine their personal directing methodology by researching and working with various styles of theater literature. Script analysis, study of style, and working with a company of actors are core experiences of directors. Acting students will engage in a variety of performance styles. They will be required to apply their practice and research in fully rehearsed scenes and short plays. All students will research and write about topics relevant to the play texts (e.g., historical contexts, themes, the playwright, etc.). All students will also be involved in research presentations and critique sessions for each project.

A Actors  
D Directors

*Prerequisites:* TH 203, TH 204 and permission of the instructor.

C. Anderson, A. Becker, W. Bond

**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. *Prerequisites:* TH 332 and permission of the department. *Recommended:* TH 333 This course may be repeated for credit at the discretion of the department. 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. *Prerequisites:* TH 103. Theater majors are required to complete this course by the end of the sophomore year. *Not for liberal arts credit.* 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. *Prerequisites:* TH 103. Theater majors are required to complete this course by the end of the sophomore year. *Not for liberal arts credit.* 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:* TH 129 and TH 130; TH 129 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:* TH 129 or TH 130. (Fulfills arts requirement and QR2 requirement.) G. Wilson or D. Yergan

**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. *Prerequisites:* TH 129. Offered every other fall semester. Alternates with TH 337 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.

- A Scenic Painting
- B Make-up
- C Costume Design Construction
- D Advanced Scenic Design
- E Advanced Lighting

*Prerequisites:* permission of instructor. This course may be repeated for credit at the discretion of the department. *Not for liberal arts credit.*  
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. *Prerequisites:* TH 129 and permission of instructor. *Not for liberal arts credit.* 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:* TH 129 or TH 130 and TH 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 credit at the discretion of the department. This course may be repeated for a maximum of 6 semester hours. *Not for liberal arts credit.* D. Yergan and the Department

**TH 250 PRODUCTION SEMINAR 1, 2, 3, or 4**  
Students enrolled in TH 250 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. *Prerequisites:* permission of the department. This course may be repeated, but semester hours are limited to a maximum of 6. (Fulfills arts requirement.) 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. *Prerequisites:* one of the following courses pertinent to the chosen area of the internship: TH 103, TH 129, TH 130, TH 228, or TH 235, or TH 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. *Prerequisites:* TH 235. This course may be repeated for a maximum of 4 semester hours. (Normally this course is only open to seniors.) *Not for liberal arts credit.* D. Yergan and the Department

**TH 376 SENIOR PROJECT 3**  
A culminating experience for the theater major. In consultation with faculty, each student will submit a project proposal for departmental approval by the end of the junior year. Projects should be based on the student's past work and provide an appropriate next challenge for the student's development as a theater artist. Projects must be sponsored and supervised by an appropriate faculty member. Every student's Senior Project will involve a significant writing component based on guidelines provided for each concentration. Possible projects include 1) performing in a seminar or faculty-directed studio production, 2) directing a studio production, 3) designing a studio or seminar production, 4) serving in one of a number of approved seminar production leadership positions such as assistant designer, assistant director, stage manager, playwright, general manager, production manager, technical director, dramaturg, etc., 5) preparing a thesis (research paper, design project, playwriting project, etc.), 6) creating a special production workshop (this is dependent upon approval through the established departmental workshop procedures). Students unable to accomplish projects due to the casting or nature of available productions and the approved workshop selections will revise their proposal during the senior year. *Prerequisites:* TH 250; senior status as a theater major; senior minors may participate with permission of department. This course may be repeated for credit at the discretion of the 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. *Prerequisites:* 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

# Enrollment Statistics

## RETENTION

Information on retention is available from the Office of the Registrar/Institutional Research.

Retention rates for fall 2010. All percentages are calculated using the number of students remaining from the entering class cohort.

Entering 2007, returning for year 4	87.5%
Entering 2008, returning for year 3	89.7%
Entering 2009, returning for year 2	93.8%

## DEGREES CONFERRED IN 2009–2010

Skidmore College conferred 436 B.A. and 187 B.S. degrees from August 2009 through May 2010. In addition, 15 B.A. and 21 B.S. degrees were conferred on graduates of the Skidmore College University Without Walls program. Fifteen M.A. degrees were awarded graduates of the Master of Arts in Liberal Studies program for 2009–2010.

## GRADUATION RATES\*\*

Initial Cohort, fall 2004

Total full-time first-year students	676
Graduates by August 2008	539
Additional graduates by August 2009	25
Additional graduates by August 2010	6
Total graduates by August 31, 2010	570

Percentage of students receiving baccalaureate degrees within period of six academic years: 84%

\*\*UWW students not included

## GEOGRAPHIC DISTRIBUTION, FALL 2010

Alabama.....	4	Angola .....	1
Alaska .....	1	Argentina.....	1
Arizona .....	5	Bangladesh .....	2
Arkansas .....	1	Barbados .....	1
Armed Forces .....	1	Belarus .....	1
California .....	117	Bermuda .....	1
Colorado .....	17	Bolivia.....	1
Connecticut.....	223	Bulgaria .....	2
Delaware.....	5	Cambodia .....	1
District of Columbia .....	13	Canada.....	11
Florida.....	17	China.....	5
Georgia .....	14	Ecuador .....	3
Hawaii .....	14	Egypt.....	1
Idaho .....	1	Ethiopia .....	1
Illinois .....	28	France .....	3
Indiana .....	1	Georgia .....	1
Iowa.....	2	Ghana .....	1
Kentucky .....	3	Greece .....	2
Louisiana.....	2	Guatemala .....	1
Maine .....	44	Hong Kong .....	8
Maryland.....	52	Hungary.....	1
Massachusetts.....	397	India .....	6
Michigan .....	7	Japan .....	1
Minnesota.....	18	Kenya .....	1
Missouri .....	7	Korea .....	1
Nebraska .....	1	Lesotho.....	1
Nevada.....	2	Lithuania.....	1
New Hampshire.....	49	Malaysia .....	1
New Jersey .....	212	Maldives .....	1
New Mexico .....	5	Nepal.....	1
New York.....	828	Norway.....	3
North Carolina.....	9	Pakistan .....	1
Ohio .....	47	Paraguay.....	1
Oklahoma .....	1	Philippines .....	1
Oregon.....	13	Romania .....	1
Pennsylvania.....	81	Rwanda.....	1
Puerto Rico .....	1	Sierra Leone.....	2
Rhode Island .....	23	Singapore .....	2
South Carolina.....	6	South Africa .....	1
Tennessee .....	7	Swaziland .....	3
Texas.....	17	Switzerland.....	1
Utah.....	1	Thailand.....	3
Vermont .....	69	Turkey .....	3
Virgin Islands .....	2	UK/England .....	6
Virginia .....	17	Ukraine .....	1
Washington .....	21	Venezuela .....	1
Wisconsin.....	7	Vietnam.....	3
Wyoming.....	1		
Total U.S. ....	2,414	Total foreign .....	97
		TOTAL ALL .....	2,511

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PETER KOBOR

*Technical Assistant in Theater*

CARL LANDA

*Accompanist in Dance*

B.A., Bennington College

LOK NG

*Accompanist in Music*

MARC TOSO

*Associate Director of Skidmore Microscopy Imaging Center, Biology*

B.A., University of Mexico;

Ph.D., Washington State University

## Research Associates

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*Research Associate in English*

ANNE DIGGORY

*Research Associate in Art History*

ANGELA ELLIS

*Research Associate in History*

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M.A., University of Wisconsin at Madison

EDWARD FRIEDMAN

*Research Associate in Sociology, Anthropology, and Social Work*

ROBERT GOODWIN

*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

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Ph.D., Stanford University

THOMAS LINCOLN

*Research Associate in Sociology, Anthropology, and Social Work*

MYA MANGAWANG

*Research Associate in Art History*

MICHAEL MOORE

*Research Associate in Sociology, Anthropology, and Social Work*

DEBRA POSSIDENTE

*Research Associate in Biology*

LOTTEN ROMANUS

*Research Associate in Management and Business*

JOSEPH RUSSO

*Research Associate in Classics*

NICHOLAS STEWARD

*Research Associate in Health and Exercise Sciences*

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B.A., M.A., Ph.D., Northwestern University;

M.A. in L.S., University of Michigan

SHEILA TUTTLE

*Research Associate in Biology*

SUE VAN HOOK

*Research Associate in Biology*

BENJAMIN VAN WYE

*Research Associate in Music*

## Master of Arts in Liberal Studies

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*Director, Professor of Spanish*  
B.A., University of Missouri;  
M.S., Washington University;  
Ph.D., University of Kansas

SANDRA WELTER  
*Associate Director/Academic Advisor*  
B.A., Elmira College;  
M.A., State University of New York at Albany

ELLEN ELDREDGE  
*Program Assistant*  
B.A., Skidmore College

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*Associate Athletics Director:* Megan Buchanan

*Athletic Trainer:* Meghan Nicchi

*Assistant Athletic Trainer:* Aaron Young

*Assistant Athletic Trainer:* Mark E. Badurak

*Aquatics Director:* Jill Belding Greenleaf

*Facilities Coordinator:* Megan Buchanan

*Equipment Manager:* Sherry Ankeny

*Administrative Assistant:* Sharon Shearman

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DARREN BENNETT  
*Women's Basketball*

DAVID BAKYTA  
*Men's Golf*

ELIZABETH GHILARDI  
*Women's Lacrosse*

LACEY LARGETEAU  
*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*

JOE BURKE  
*Men's Basketball*

CURT SPEERSCHNEIDER  
*Women's Tennis*

JAMES TUCCI  
*Men's and Women's Crew*

KELLY SCHWARZ  
*Softball*

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*Associate Professor Emeritus of Physics*

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*Professor Emeritus of Chemistry*

SANDY BAUM, Ph.D.  
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The Tisch Family Distinguished Professor*

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JOANNA ZANGRANDO, Ph.D.  
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## Administration

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*President*

### Academic Affairs

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*Vice President for Academic Affairs*

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*Dean of the Faculty*

JEFFREY O. SEGRAVE, Ph.D.  
*Dean of Special Programs*

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*Associate Dean of the Faculty for Academic Advising*

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*Assistant Dean of the Faculty;  
Director, First-Year Experience Program*

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*College Librarian*

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*Interim Registrar*

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*Director, Office of Off-Campus Study and Exchange*

JOSEPH STANKOVICH, M.A.  
*Director, Institutional Research*

WILLIAM D. TOMLINSON  
*Director, Sponsored Research*

JOHN WEBER, M.F.A.  
*Dayton Director, Frances Young Tang Teaching Museum and Art Gallery*

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MARY LOU W. BATES, A.B.  
*Dean of Admissions and Student Aid*

### Advancement

MICHAEL CASEY, B.A.  
*Vice President for Advancement*

TRACY BARLOK, B.A.  
*Associate Vice President for Advancement*

LORI EASTMAN, B.A.  
*Director, Development*

DAN FORBUSH, B.A.  
*Executive Director, Strategic Communications*

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*Director, Alumni Affairs*

## Finance and Administration

MICHAEL D. WEST, M.B.A.  
*Vice President of Finance and Administration;  
Treasurer*

MICHAEL D. THOMAS, M.S., C.P.A.  
*Director, Financial Services;  
Associate Treasurer*

BARBARA E. BECK, M.A.  
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Director, Human Resources*

MICHAEL F. HALL, B.S.  
*Director, Financial Planning and Budgeting*

CHRISTINE KACZMAREK, B.S.  
*Director, Business Services*

JUSTIN DAVID SIPHER, M.S.  
*Director, Information Technology;  
Chief Technology Officer*

DANIEL G. RODECKER  
*Director, Facilities Services*

### Special Programs

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*Dean of Special Programs*

SHARON ARPEY  
*Director, Institutes, Conferences and Summer Operations*

WENDY LeBLANC, B.A.  
*Director, Operations*

MICHAEL MUDROVIC, Ph.D.  
*Director, Master of Arts in Liberal Studies*

### Student Affairs

ROCHELLE CALHOUN, M.F.A.  
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Director, Residential Life*

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SUSAN B. LAYDEN, Ph.D.  
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PATTY BOSEN  
*Director, Clinical Services*

GAIL CUMMINGS-DANSON  
*Director, Athletics*

JULIA ROUTBORT  
*Director, Counseling Center*

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## Alumni Association

The Skidmore College Alumni Association promotes the interests of the college and encourages a lifelong relationship between Skidmore and its alumni. Membership includes all graduates and former students and numbers more than 30,000. 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

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*President*

PATRICK MCEVOY '03  
*Chair, Young Alumni Giving*

ANDREW HUGHES '92  
*Alumnus Trustee*

JOYCE BENEDICT RICKER '69  
*Chair, Nominating*

NATASHA FAHEY '07  
*Chair, Friends of Skidmore Athletics*

JOHN BECKMAN '94  
*Chair, Alumni Admissions*

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SARA HALBERG BOIVIN '96  
*Chair, Class Council*

JANEY GUBOW '81  
*Vice President for Involvement*

KIBUCHI BANFIELD '08  
*Chair, Diversity*

DAVID CASTLE '87  
*Alumnus Trustee*

MICHELE A. DUNKERLEY '80  
*Alumna Trustee*

JUDITH ALLEN WILSON '69  
*Friends of the Presidents*

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## Statement of Policies and Procedures

### Administrative Complaints

Skidmore views college students as emerging adults responsible for managing, with support and guidance, their academic and personal affairs. While we often are inclined toward solving problems for our students, we try instead to help them acquire the information and strategies they need to explore possible remedies for their concerns. We ask parents to trust in this educational effort whenever possible, rather than intervening with an office or program on the student's behalf.

When students have questions about college policy or practice, we expect them to review the appropriate policies and handbooks and to pursue their concerns directly with the appropriate office or program. For example, students should direct questions about housing to the Office of Residential Life, while questions related to financial aid should go to the staff of Student Aid and Family Finance. The Office of the Dean of Student Affairs is available to advise any student about the appropriate office and best strategy in any particular circumstance (as are many members of the Student Affairs staff).

If a student remains dissatisfied with the decision of an office or program, that student can ask the dean or vice president responsible for the area of concern to review the decision or policy. However, the dean or vice president will not change a decision that is consistent with general principles of fairness, equity, and college policy. In the majority of academic situations, moreover, the faculty exercise final authority for decisions regarding the classroom, course requirements, or academic standards and expectations.

In most cases of complaint resolution, the dean or vice president's decision is final. If students or parents remain dissatisfied with the decision, they may ask the president to review the practice or policy. Students and parents should write to the president, explaining the circumstances and describing the conversations that have taken place with other college staff. However, the president reviews only situations or problems of substantial consequence to the student or parent and of broad concern to the college. If the appropriate dean or vice president has not yet reviewed the decision, the president's office will generally direct the student and parent to the campus office most directly responsible for the area of concern.



## Campus Security Report

Skidmore College's annual Safety and Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by Skidmore; and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, bias-related crime, and other matters. The Advisory Committee on Campus Security will provide, upon request, all campus crime statistics as reported to the U.S. Department of Education. You can obtain a copy of this report by contacting Campus Safety (518-580-5567) or on the Web at [www.ope.ed.gov/security/](http://www.ope.ed.gov/security/) or [http://cms.skidmore.edu/campus\\_safety/clery/index.cfm](http://cms.skidmore.edu/campus_safety/clery/index.cfm).

## Statement of Nondiscrimination

Skidmore College is committed to being an inclusive campus community and, as an Equal Opportunity Employer, does not discriminate in its hiring or employment practices on the basis of gender, race or ethnicity, color, national origin, religion, age, disability, military or marital status, sexual orientation, gender identity or expression,\* domestic violence victim status, predisposing genetic characteristics, prior arrest or conviction record, or any other category protected by applicable federal, state, or local laws.

\*Gender identity and expression, while protected under Skidmore College policy, are not currently protected under federal, state, or local laws.

## 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 and student system ID numbers (not Social Security numbers) 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 (including contractual employees), 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)*

## Policy Pertaining to External or Commercial Requests

As a general practice, Skidmore College does not provide student directory information to external companies using the information for commercial gain. All requests for information must be approved by the Registrar's Office or the Office of Institutional Research, who will act in accordance with FERPA guidelines. The college reserves the right to deny any such requests.

## **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.



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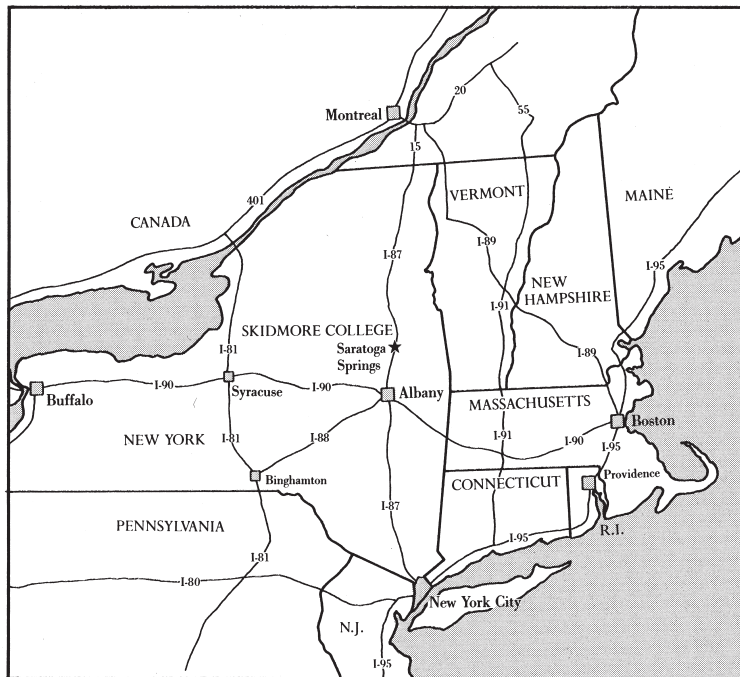
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## Visits to the College

Visitors to Skidmore are welcome and are requested to make an appointment in advance with the Office of Admissions for an interview and/or a guided tour of the campus by writing (815 North Broadway, Saratoga Springs, NY 12866), calling (800-867-6007 or 518-580-5570), or e-mailing (admissions@skidmore.edu).

The Eissner Admissions Center is located on North Broadway across from the main entrance to the

college. Skidmore College, in Saratoga Springs, is approximately 180 miles from New York City, Montreal, and Boston. The city is most conveniently reached by automobile via the New York State Thruway and the Adirondack Northway (Exit 15). The Greyhound and Adirondack Trailways bus lines as well as Amtrak offer daily service to and from New York City and Montreal, and several major airlines have regular flights to Albany International Airport.



**TRAVEL DIRECTIONS:** Take the Adirondack Northway (Interstate 87) to Exit 15. After the exit, follow Route 50 toward the city of Saratoga Springs. Turn right onto East Avenue. At the top of the hill, turn right onto North Broadway. The college's main entrance is a quarter of a mile ahead on the left.

From the New York State Thruway, take Exit 24 to Interstate 87 north. Follow directions above.

From the Massachusetts Turnpike, follow Interstate 90 west by taking turnpike Exit B1. Proceed west to Exit 1 for Interstate 87 north. Follow directions above.

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