

# SKIDMORE

2014



2015

# Directory for Correspondence

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

Phone: 518-580-5000  
Automated Operator: 518-580-7400  
World Wide Web: [www.skidmore.edu](http://www.skidmore.edu)

General College Policy .....	Philip A. Glotzbach, President
Academic Policy .....	Beau Breslin, Dean of the Faculty
Student Affairs .....	Rochelle Calhoun, Dean
Student Academic Affairs .....	Corey Freeman-Gallant, Associate Dean of the Faculty for Academic Advising
Admissions .....	Mary Lou Bates, Dean of Admissions and Student Aid
Financial Aid.....	Beth Post-Lundquist, Director
Financial Services.....	Kyle Bernard, Director and Controller
Records and Transcripts .....	David DeConno, Registrar
Career Development Center .....	Kim Crabbe, Director
Alumni Activities .....	Michael Sposili, Director
Strategic Communications .....	Dan Forbush, Executive Director
Opportunity Program.....	TBD, Director

**2014–2015 CATALOG**  
© Skidmore College, 2014

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,  
Dan Forbush, Executive Director

# **Skidmore College**

A coeducational  
liberal arts college

Catalog 2014–2015

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

# Contents

College Calendar .....	3	History .....	122
About Skidmore College.....	4	Interdepartmental Majors .....	127
Academic Environment.....	8	Interdisciplinary and General Studies.....	128
Cocurricular Environment.....	15	Intergroup Relations .....	129
Admission .....	23	International Affairs.....	130
Fees and Expenses .....	29	Latin American Studies .....	135
Financial Aid.....	33	Management and Business.....	136
Academic Requirements and Regulations .....	39	Mathematics .....	140
Academic Standards and Review.....	44	Music .....	143
Degree Programs .....	50	Neuroscience .....	148
Enrollment Statistics .....	51	Off-Campus Study and Exchanges.....	151
Courses of Study		Opportunity Program .....	153
American Studies.....	52	Periclean Honors Forum.....	153
Anthropology.....	55	Philosophy .....	154
Art (Studio) .....	58	Physical Activity .....	156
Art History .....	62	Physics .....	157
Arts Administration.....	66	Preparation for Profession: Affiliated Programs and Other Agreements .....	159
Asian Studies .....	67	Psychology .....	164
Biology.....	70	Religious Studies.....	169
Chemistry .....	74	Scribner Seminars .....	171
Classics.....	78	Self-Determined Major .....	174
Computer Science.....	81	Social Work.....	175
Dance.....	82	Sociology.....	177
Economics.....	86	Theater.....	181
Education Studies .....	88	Board of Trustees.....	186
English.....	92	Faculty .....	188
Environmental Studies.....	91	Administration .....	204
Foreign Languages and Literatures.....	101	Alumni Association .....	205
Gender Studies .....	111	Statement of Policies and Procedures .....	205
Geosciences.....	113	Index .....	208
Government.....	115	Visits to the College .....	<i>inside back cover</i>
Health and Exercise Sciences.....	120		

# College Calendar 2014–2015

## SUMMER SESSIONS 2014

May 27–June 27 .....	Session I
June 30–August 1 .....	Session II

## FALL SEMESTER 2014

August 18–20 .....	Monday–Wednesday .....	FYE London Program orientation
August 28–31 .....	Thursday–Sunday .....	Pre-orientation programs
August 31 .....	Sunday .....	New and transfer students arrive
September 1 .....	Monday .....	Returning students arrive
September 3 .....	Wednesday .....	Classes begin
September 5 .....	Friday .....	Add and Internship for credit deadline
September 17 .....	Wednesday .....	Drop deadline
October 17–19 .....	Friday–Sunday .....	Celebration Weekend
October 24 .....	Friday .....	Study day
October 27–31 .....	Monday–Friday .....	Advising week
November 4 .....	Tuesday .....	Registration for Spring 2015 begins
November 17 .....	Monday .....	Withdrawal deadline
November 26–30 .....	Wednesday–Sunday .....	Thanksgiving vacation
December 10 .....	Wednesday .....	Last day of classes
December 11–14 .....	Thursday–Sunday .....	Study days
December 15–18 .....	Monday–Thursday .....	Final examinations
December 19 .....	Friday .....	Fall semester ends
January 2 .....	Friday .....	Fall grades due from faculty
January 30 .....	Friday .....	Incomplete grades due from faculty

## SPRING SEMESTER 2015

January 16 .....	Friday .....	New and transfer students arrive
January 17 .....	Saturday .....	London returning students arrive
January 18 .....	Sunday .....	Returning students arrive
January 19 .....	Monday .....	Martin Luther King Day observed (no classes)
January 20 .....	Tuesday .....	Classes begin
January 22 .....	Thursday .....	Add and Internship for credit deadline
February 3 .....	Tuesday .....	Drop deadline
March 14–22 .....	Saturday–Sunday .....	Spring vacation
March 30–April 3 .....	Monday–Friday .....	Advising week
April 7 .....	Tuesday .....	Registration for Fall 2015 begins
April 8 .....	Wednesday .....	Withdrawal deadline
April 28 .....	Tuesday .....	Last day of classes
April 29 .....	Wednesday .....	Academic Festival
April 29 .....	Wednesday .....	Honors Convocation
April 30–May 3 .....	Thursday–Sunday .....	Study days
May 4–8 .....	Monday–Friday .....	Final examinations
May 7 .....	Thursday .....	Senior grades due from faculty
May 9 .....	Saturday .....	Spring semester ends
May 11–15 .....	Monday–Friday .....	Senior Week
May 16 .....	Saturday .....	Commencement
May 19 .....	Tuesday .....	Non-senior grades due from faculty
June 19 .....	Friday .....	Incomplete grades due from faculty

## HOLIDAYS 2014–2015

September 1 .....	Labor Day	January 19 .....	Martin Luther King Day
September 25 .....	Rosh Hashanah*	April 3 .....	Good Friday*
October 4 .....	Yom Kippur	April 4 .....	Passover*
November 27 .....	Thanksgiving	April 5 .....	Easter Sunday
December 17 .....	Hanukkah	May 25 .....	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 its 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 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 nearby 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, more than 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 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. Although 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. More than 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 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 seminars, related cocurricular activities, and a 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 major.

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 science, 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 and an M.B.A. program with Clarkson University.

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.

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.

### **PERICLEAN HONORS FORUM CURRICULUM**

The Periclean Honors Forum offers a range of courses in a variety of disciplines at the 100, 200, and 300 levels. Designated Periclean honors courses (designated HF), including 1-credit add-ons and variable-credit independent studies, expect a high degree of involvement from participants, employ more sophisticated materials, pose more complex questions, and provide an unusually challenging academic experience.

The Periclean 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. Academic excellence, leadership, and citizenship are the core values of the “forum,” which, as the name suggests, organizes and promotes the common goals and interests of the entire academic community.

### **INTERSHIPS 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 Career Development Center, or be made available through alumni and friends of the college.

The Associate Dean of Faculty for Academic Policy and Advising oversees internship credit guidelines and application criteria at Skidmore. An electronic library of internship opportunities is maintained by the Career Development Center. 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 IN 100 Exploration Internship is available as an introductory experience to qualified students in any academic discipline. IN 100 applications are reviewed by the Associate Dean of the Faculty for Academic Policy and 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 IN 100, 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

The Lucy Scribner Library provides access to approximately 350,000 books; 260,000 e-books; 71,000 electronic journals; 17,000 DVDs, videotapes, and CDs; and more than 200 online databases, plus journals and magazines, and streaming video and audio. In addition, the library houses the Skidmore College archives and collections of rare books.

If students need materials not available through Scribner Library, they have access to materials in the libraries of regional colleges through ConnectNY, and from academic and research library collections throughout the world, through Skidmore's interlibrary loan arrangements.

The library is constantly expanding its electronic library. While students and faculty can use these resources on any of the workstations in the library, most of the resources can also be accessed from dorm rooms and offices, as well as from home during intersessions. In addition to the online catalog, Scribner Library provides access to major bibliographic databases and archives for all subject areas through its Web pages.

The librarians, who are subject specialists, teach research techniques and are available for consultation about individual research, at the reference desk and by appointment.

### 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, located on the second floor of the Lucy Scribner Library, 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 maps, data, analysis, and visualization tools, as well as helping to inspire critical and spatial thinking when approaching problems, analyzing them, and considering potential solutions. For more information about the GIS Center, visit [www.skidmore.edu/gis](http://www.skidmore.edu/gis).

## 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 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 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, located in the Scribner Library, operates a media development lab 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, a variety of faculty-led travel seminars, and domestic programs such as the Skidmore Exchange with Spelman College, 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 leave of absence through the Office of Academic Advising.

### **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.

## **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 programs 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 students with the flexibility to work at their own pace while pursuing full-time careers.

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 complete a substantial set of readings to prepare for the seminar and have one month following the seminar to write a 20- to 25-page paper. Toward the end of their program, students take a Research and Methods course with their faculty advisor that prepares them to write their final project or thesis, 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 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 semester-hour program consist of a variety of options. In conjunction with their faculty 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 arts 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 throughout their program.

Students have up to five years to complete the program and graduate with a Master of Arts degree.

## 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 Summer at Skidmore Web site.

### SUMMER SESSIONS

There are two five-week and one ten-week summer sessions at Skidmore. 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 catch up or accelerate progress toward a degree. The Summer Sessions feature courses in the full range of the liberal and studio arts as well as special topics courses in a variety of disciplines. Skidmore's Summer Sessions 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 music 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, preprofessional 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 (JHUCTY) offers qualified adolescents specially developed courses in the sciences, mathematics, and the humanities on the Skidmore summer campus. A talent search is conducted by JHUCTY 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, Ronald K. Brown/Evidence, and Susan Marshall and Company 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.

### CHAMBER MUSIC INSTITUTE

The Decoda | Skidmore Chamber Music Institute enables young musicians, ages 15–20, to explore leadership and community service through the intensive study of chamber music for two weeks on the campus of Skidmore College. Under the guidance of Decoda performing artists, students will learn how to fully engage their audiences and communities through scripted interactive chamber music performances while improving their own performance and public speaking skills. Decoda is a cutting-edge chamber music society forging an integrated role for classical music in communities around the world. Based in New York City, Decoda maintains a flexible roster of a new type of musician: virtuoso, arts advocate and educator.

### 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, improvisation, jazz history, and digital recording. 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 Freihofers Jazz Festival at the Saratoga Performing Arts Center. This program may be taken for academic credit or as a noncredit workshop.

### NEW YORK STATE WRITERS INSTITUTE

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



## Cocurricular Environment

### NEW YORK STATE SUMMER YOUNG WRITERS INSTITUTE

This 11-day 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 development, 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, is a meeting place for the entire community and hub of student activity throughout the academic year. 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 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 social space is partly managed and funded by the SGA and is directed by an operating committee consisting of students and staff. Throughout the semester there are coffeehouse nights, DJs and bands, dances, receptions, and leadership retreats.

#### 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.

#### TANG MUSEUM

Named in memory of Frances Young Tang '61, the Tang Teaching Museum and Art Gallery opened in 2000. Its architecture and location reflect its role as an intersection of the arts and other disciplines. The Tang brings important guest artists, collaborates with faculty members on innovative exhibitions (faculty-curated shows have explored mapping, world-changing chemicals, hair, astronomy, and more), and helps students curate shows as well. Many professors use Tang shows or collections in their teaching each year.

#### WILLIAMSON SPORTS CENTER

The Williamson Sports Center houses a main gymnasium with three basketball/volleyball courts, intramural gym, swimming pool and diving well, athletic training room and human-performance laboratory, aerobics and fitness area, weight room, recreation gym, and varsity team rooms. The center also houses the Skidmore Athletics Hall of Fame. Just outside 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 Registrar, Academic Advising, Off-Campus Study & Exchanges, Financial Aid, Student Accounts, Career Development Center, 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 *Advising Handbook, Faculty Edition*.

### Student Academic Services

The Office of Student Academic Services (SAS) works to promote high student academic achievement and help all Skidmore students take full advantage of the wide variety of opportunities available at Skidmore. As part of the college's commitment to academic excellence, the office serves all students interested in strengthening their academic performance by organizing peer tutoring, study groups, and drop-in tutoring and offering one-on-one and small group academic support. SAS collaborates with other campus offices and faculty to provide additional support to international students, students of color, student-athletes, and students with disabilities.

### Campus Life

The Office of Campus Life—composed 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, facilitating 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. One of our primary services is advising 11 diversity-related student clubs, including Asian Cultural Awareness, Chinese Culture Club, Hayat, Hip Hop Alliance, International Student Union, Lift Every Voice Gospel Choir, Queer Women of Color Talk, Raices, Skidmore Pride Alliance, United Minds, and Ujima. These organizations are concerned with diverse issues and offer the opportunity for social interaction and promote cultural and identity consciousness, while increasing cross-cultural dialogue here at Skidmore. 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 Awareness, Raices, Ujima, Hayat, International Student Union, Hip Hop Alliance, 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 supports the efforts and activities of individual students, the Student Government Association and its approximately 120 registered student clubs, and the entire campus community in realizing a vibrant cocurricular and socially just student life. The office provides advising and training to students who serve in various leadership capacities 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 fosters an awareness of the role an individual can play as an informed, responsible citizen in both local and global communities. The director of community service supports faculty in their endeavors to engage students in service-learning experiences throughout Saratoga County. The director also works with community service agencies in the Capital Region to provide student volunteer support when needed. The student organization Benef-action, which the director serves as an advisor, sponsors many fundraising activities on campus for local charities and promotes participation in a variety of local and national volunteer programs such as Special Olympics, Saratoga Mentoring, Big Brothers Big Sisters, and Habitat for Humanity.

## Residential Life

The Office of Residential Life provides a residential experience for the enhancement of academic achievement and personal development. We regard students as maturing individuals and expect them to accept responsibility for their personal, academic, and social lives.

The Office of Residential Life at Skidmore College is committed to creating a supportive living environment. We help students learn from the challenges and opportunities of campus life. We provide multiple housing options and serve as a resource to students living on and off campus. We foster personal development through the residential education curriculum and accountability through the student conduct process.

**Residence Halls:** Eight traditional residence halls house primarily first-year and sophomore students in single, double, and triple rooms. Each residence hall offers a main lounge area, smaller floor lounges, kitchenette facilities, study rooms, laundry, and vending services. Seven residence halls offer suite-style living where four to eight residents share a common bathroom. One residence hall is corridor style, where each wing of a floor shares a bathroom. All students living in the residence halls are required to be on the unlimited meal plan. Regardless of age, all residence halls are drug- and alcohol-free facilities. Students can also choose to live on gender-neutral, substance-free, and all-women's floors.

**Apartments:** Two apartment villages offer housing to upperclass students in apartments of two, three, four, and five residents. Each fully furnished apartment has an appropriately equipped kitchen, common space, and shared bathroom facilities. Students living in the apartments are not required to be on a meal plan, but may choose from various suitable options.

**Off-Campus Living:** Skidmore has a commitment to supporting the educational philosophy embedded in the importance of living in campus housing. Therefore, all full-time first-year and sophomore students must live in college-supervised housing. A limited number of upper-class students are granted permission to live off campus through the room selection process. Preference is given first 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

The Health Services staff includes physicians, nurse practitioners, registered nurses, a nutritionist, and other clinical and administrative personnel experienced in working with college students. Health Services provides a 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.

## 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.

## 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 BASICS (Brief Alcohol Screening and Intervention for College Students), Peer Health Education, and the Center for Sex and Gender Relations.

**BASICS:** BASICS is a nationally recognized, research-based 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 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 Development Center

Skidmore's Career Development Center is committed to supporting all students and alumni through the creative process of integrating their liberal arts education and experiences into a satisfying career. In keeping with the College's founding principle of linking theoretical with applied learning, we help students and alumni develop self-knowledge, cultivate partnerships on and off campus, prepare for experiential opportunities—such as internships, collaborative research, and community involvement—and manage their careers proactively. We encourage students to build skills and participate in engaged liberal learning practices early in their Skidmore experience, and we offer guidance to both students and alumni in forging meaningful careers for a world of rapid change.

The Career Development Center collaborates with faculty, alumni, parents, administration, and student organizations to create and deliver career development programming. Popular examples are the campus-based Wall Street 401 (panel, breakouts, and on-campus interviews), the Parents Council-inspired Career Jam networking event, and the Health Professions Panel & Reception, as well as the Evening of Career Transition and Transformation programs held in NYC and Boston for alumni and students.

Multiple online professional networking resources are also available, including the Skidmore College Career Connections group in LinkedIn. Additionally, the online Career Advisor Network has more than 2,200 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.

A recruiting program for current students includes on- and off-campus interview opportunities. Consortia recruiting events for seniors, such as the Eastern College Career Days (ECCD) in Boston and New York City, and the Career and Internship Connections (CIC) programs across the country, offer additional opportunities.

Career Coaches are junior and senior student leaders who assist students with career-related tasks, such as resume and cover letter reviews and e-reviews, networking practice, and career development programming. These student leaders act as an example of effective career development. All Career Coaches undergo extensive training with Career Development Center staff, and serve to supplement services provided by counselors.

The Career Development Center Web site ([www.skidmore.edu/career/](http://www.skidmore.edu/career/)) has links to research, networking, employment, and graduate school resources.

## COCURRICULAR ACTIVITIES

### Student Government Association

Students may participate in the governance of the college through 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 government president, seven vice presidents, and Interclass Council Chair, oversees SGA programs in cocurricular student club affairs, student life, academic affairs, diversity, communications, and financial affairs.

The SGA Senate is made up of students elected from the student body at large, committees and Class Councils. It is the major legislative body for the students. Students can also seek participation in all-college committees dealing with various issues from course requirements, policy making and review, as well as topics that effects the lives of students. Academic Council is composed of two student representatives from every academic department/program, who serve as liaisons between the majors/minors and the faculty; 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, sustainability issues, and diversity affairs.

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

In addition, SGA sponsors more than 120 student clubs and organizations representing a broad and diverse range of interests.

## Student Organizations

Many special and regularly scheduled events are conducted by organizations sponsored through SGA. The Student Entertainment Company is responsible for concerts 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 Junior 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 student academic clubs, which sponsor a variety of activities relevant to their academic discipline. In addition, SGA supports a number of athletic and recreation clubs such as the Outing Club, martial arts, sailing, snow sports, Quidditch, women's and men's ice hockey, and polo clubs.

## Media Opportunities

Campus media outlets include the student newspaper, the *Skidmore News*; the college's FM radio station, WSPN; the closed-circuit television station, SkidTV; the yearbook, *Eromdiks*, long regarded as the seniors' chronicle of events; and *Bare*, a literary publication and open forum focused on creating a safe place to talk, write, and make art about gender and sexuality.

## Performing Opportunities

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

SGA-sponsored musical clubs include seven a cappella singing groups—the Sonneteers, Accents, Bandersnatchers, Drastic Measures, Dynamics, Treblemakers, and the 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 Skid-aiko, 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 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, the department maintains strong relationships with the Adirondack Theatre Festival, Opera Saratoga, 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 and other companies throughout the country.

SGA comedy groups include the Ad-Liberal Artists, Awkward Kids Talking, Skidmedy, and the Sketchies, 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, technical, and SGA clubs, it encompasses a variety of interests including ballet, modern/contemporary dance, ethnic dance, jazz, improvisation and choreography, history and repertory of dance, dance production, ballet pedagogy, music for dancers/choreographers, dance for the child, independent study, professional internships, dance capstone, and special dance forms of both the Western and Eastern worlds (such as pointe, character, yoga, and African). The Dance Department invites visiting artists to offer workshops, master classes, performances, and lectures throughout the year.

Student dance clubs include Terpsichore (modern ballet and jazz), Stompin' Soles (tap), Breakbeats (hip-hop), Rithmos (hip-hop), Irish Step (Irish dance), UJIMA (Step), and Swing Set.

## 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, including:

- A vigorous intercollegiate sports program that strives for excellence and is committed to sportsmanship and fair play.
- Physical activity courses that promote 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 on the Faculty page for the names of head coaches and 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.aspx?tab=compliance](http://www.skidmoreathletics.com/sports/2008/8/28/comp.aspx?tab=compliance).



## Admission

### 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 include alpine and nordic skiing, ultimate Frisbee, hiking, climbing, cycling, polo, karate, men's and women's ice hockey, basketball, and Quidditch.

#### 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 Lenep 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.

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

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

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

### Application Guidelines

The admissions staff welcomes communication with prospective candidates, their parents, and school advisors. Correspondence should be addressed to: Vice President and 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 online and submitting it to Skidmore, with a \$65 application fee. 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 Vice President and Dean of Admissions and Financial Aid.

Skidmore College participates in the Common Application in use by more than 500 colleges and universities in the United States. Students must submit a recommendation from their guidance counselor and assessments from two teachers. All supplementary forms should be submitted to the Admissions Office by January 15.

Economically and academically underserved students who apply may be referred to Skidmore's Opportunity Program (OP.) 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 decision admissions process. ED applicants who clearly will not be 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 a minimum of 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.

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.

### Campus Visits and Admission Interviews

Skidmore College encourages 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 posted on 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 of Student Access Services who works as a member of the Office of Student Academic Services (SAS) team to ensure eligible students with disabilities 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 of Student Access Services following acceptance to Skidmore. Students who would like to request accommodations from the college will be asked to provide the following information to the coordinator 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.

Students with a documented disability should complete the application for accommodations and return it with the required documentation to the Coordinator of Student Access Services in the Office of Student Academic Services. Using the information from the application and the diagnostic materials provided, the coordinator will evaluate requests and work in cooperation with students to determine reasonable accommodations. After their arrival at Skidmore, students are encouraged to meet with the coordinator to review approved accommodations and discuss implementation strategies and other SAS services.

Student Academic Services also provides an excellent range of academic support services for the general student population that may also be of help to students with disabilities. For example, SAS provides peer tutoring for most courses offered by the college, assistance with time management and individualized academic support.

All students are required 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. Students should meet with the coordinator to discuss specific steps as necessary.

For more information, contact the Coordinator for Student Access Services 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 welcomes (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) or the International English Language Testing System (IELTS), 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. 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 Transfer Common 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 and two recommendations from college professors who have taught the applicant in academic courses. Also required are two additional forms provided by the Common Application: the Registrar Report and Transfer Writing Supplement.

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

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

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

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

## Admission of International Students\*

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

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

- Transcripts of all secondary- and university-level work completed or currently in progress
- SAT or ACT examination results
- Test of English as a Foreign Language (TOEFL) or International English Language Testing Systems (IELTS) for any students for whom English is not a primary/first language
- Two academic teacher recommendations
- One guidance counselor recommendation

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, 96–97 on the Internet-administered TOEFL or a 7.0/7.5 on the IELTS 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 CSS Profile. 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.

## Applying to Skidmore

### 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. The required supplementary forms listed below are available on the Common Application web site, [www.commonapp.org](http://www.commonapp.org).

### SCHOOL TRANSCRIPTS

The Secondary School Report form and high school transcript should be submitted to the Admissions Office by the appropriate application deadline. Midyear grades should be sent as soon as they are available.

### 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 welcomed but not required. Students for whom English is not a primary language should submit results of the TOEFL or the IELTS. 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 for Skidmore grant consideration. New applicants obtain the FAFSA and the registration for the PROFILE form online. 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 in order to be considered for Skidmore grant. 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 (admission and financial aid) 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 (admission and financial aid) 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 2014–2015 are stated below. Checks for fees should be made payable to Skidmore College.

Note: Fees are subject to final approval by the Board of Trustees.

Annual fees are as follows:

Tuition and Required Fees .....	\$47,314
Room	
Traditional Residence Hall* .....	\$7,466
Residence Hall, single-occupancy* .....	\$8,066
Apartments .....	\$9,598
Board	
Unlimited Plan .....	\$5,162

### Schedule of Payments

#### BALANCE OF PAYMENTS

Payments are due to on August 15 for the fall semester and December 15 for the spring semester.

Based on above, per semester charges for tuition and required fees, room and board are as follows:

Traditional Residence Hall .....	\$29,971
Residence Hall, single-occupancy.....	\$30,271
Apartments (board not included) .....	\$28,456
Off-campus (room and board not included).....	\$23,657

Entering students will be assessed a one-time records fee in their first semester..... \$150

Students residing in on-campus apartments, or off-campus, may purchase a board plan or they may pay for meals individually. For more information regarding the meal plans offered, visit the Dining Services Web site.

#### BILLING/ LATE PAYMENTS

In addition to the charges referenced above, incidental charges, extra course fees, lab fees, and other miscellaneous charges will be billed monthly and are generally due 30 days from the date of the bill. The due date will be indicated on the bill. Students must pay bills 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. Any payment arrangement other than payment in full must be agreed upon in writing between the Bursar's Office and the student at least one week prior to the due date.

Bills are the responsibility of the student. When an account is in arrears, registration for classes and participation in housing selection for subsequent semesters will be denied, and transcript and diploma will be withheld. Delinquent accounts will be assessed a monthly late fee equal to 1.5% of the outstanding past-due balance. Delinquent accounts can also be placed with an outside agency for collection as the college deems necessary.

#### MONTHLY PAYMENT PLAN (SCIP)

The college offers a monthly payment plan, whereby students may pay all or part of their anticipated 2014-15 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 March 15, 2015. 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.

\*Students residing in a residence hall are required to have an unlimited meal plan.

\*\*Students residing in the Hillside Apartments are required to have a Thoroughbred Gold meal plan.

**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. The Committee on Academic Standing will not consider an overload application for more than 20 credits.

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** ..... \$1,546

**REQUIRED FEES**

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

**Required Fees** ..... \$921  
Required fees include the Student Activity Fee and the General Fee. The Student Activity Fee 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, the 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. 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** ..... \$1,546  
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**

Per semester..... \$200

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**

Nonmatriculated students must pay the required fees when registering for 12 or more credits in a semester.  
 Per semester..... \$462

**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 ..... \$1,800  
 The college requires all students to be covered by medical insurance. An online waiver/enrollment form must be completed by all students each year prior to August 1. The waiver/enrollment form requires students to enroll in the plan or provide proof of alternate coverage. Details of this plan will be sent to all students in June, and can be found on the Bursar's Web site.

**Books and Supplies**

Estimate .....\$600–1,000/year

**HOUSING**

All residence hall rooms carry the same charge, except when students reside in single accommodations or an on-campus 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 Hillside, Northwoods, and new 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 have an unlimited board plan. Students living in Hillside Apartments are required to have the Thoroughbred Gold board plan. Students residing in Northwoods Apartments, the new apartments, or off-campus may purchase a board plan, or they may pay for meals individually. For more information regarding meal plans offered, visit the Dining Services Web site.

## 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 withdrawal date is determined by the Registrar and/or the Office of Academic Advising.

The Bursar's Office will determine the billed charges for the period of attendance, while the Financial Aid Office 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 Direct Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, and Federal SEOG.

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

Withdrawal from Skidmore shall entitle any student to a refund of tuition, room and/or board, and student activity fee 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 before the tenth week of classes will have their Title IV award funding prorated according to federal regulation.

Students who receive state financial aid and withdraw will have funding reviewed based on their state award requirements.

Skidmore grant/scholarship recipients who withdraw mid-semester will have funds revised based on reduced costs, prorated family contribution, and resulting financial need.

## 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.

## Withdrawals

If a student completes the online returning student survey indicating that they will return for the fall semester, and then subsequently withdraws from the college, they will be assessed a withdrawal fee. The fee will be \$200 if the withdrawal is completed on or before June 15, and \$400 if the withdrawal is completed after June 15.

## 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.

## Student Deposit

A deposit of \$500 is required from entering students upon acceptance. If the student decides not to attend Skidmore, the deposit is forfeited. For students who do attend Skidmore, the funds will remain as a deposit until the student separates from the college, at which point it will be applied to any outstanding charges and any balance will be refunded.

## Financial Aid

Administered by the Office of Financial Aid, the purpose of financial aid at Skidmore College is 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 44 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, 52 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 (for Federal financial aid consideration) and the PROFILE (for Skidmore Grant consideration) 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 PROFILE. 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 Skidmore College 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**

Student employment is available in a variety of campus departments and offices. 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:

- be enrolled 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.

## **GRANTS**

### **FEDERAL PELL GRANT**

A student can receive up to \$5,645 per year (maximum amount changes annually) 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 students who demonstrate exceptional need and who are Federal Pell Grant recipients.

## LOANS

### FEDERAL PERKINS LOAN

Eligibility for this limited loan fund is determined by the financial aid office, with priority given to students who have high demonstrated need. 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

The VA offers education benefits. Visit the VA Web site, [www.va.gov](http://www.va.gov), for more information on educational benefits offered for veterans, spouses, and dependents.

#### 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 13261

## 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 Direct Student 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 the result of an extenuating circumstance that can be documented; and
2. the student receives permission for such a waiver after submission of documentation to the Registrar.

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.

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 legal resident of New York State;
- be either a U.S. citizen or an eligible noncitizen;
- be matriculated in an approved program and be in good academic standing;
- be charged a tuition of \$200 or more per year; and
- have no debt from a defaulted student loan for which a satisfactory repayment plan has not been established.

Awards vary according to tuition and New York State family, net-taxable income. The award, including any other state award, cannot exceed tuition. Undergraduate awards for financially dependent students and for financially independent students who are married or who have tax dependents range from \$500 (NYNT income of \$80,000) to \$5,000 (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.ny.gov](http://www.hesc.ny.gov)).

## SCHOLARSHIPS

### PAUL DOUGLAS 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

New York State has a variety of awards including Awards for Children of Deceased and Disabled veterans, Awards for Children of Deceased Police Officers, Firefighters and Correction Officers, Vietnam Veterans Tuition Awards among others. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for the full listing and award eligibility criteria.

## FEDERAL EDUCATION LOANS

Federal student loan funds are made available directly through the federal government. 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

First-year students may borrow up to \$5,500, sophomores up to \$6,500, juniors and seniors up to \$7,500 per year, 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 seven 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 applied electronically to the student's account. The college will contact students when disbursements are made on their accounts.

### SUBSIDIZED

The interest rate is fixed at 3.86% for loans made after June 30, 2013; the rate is determined by the Federal government annually. No interest accrues while in school at least half-time. Direct loans are subject to a 1.072% origination fee for the 2013–14 academic year. For the most current rate and fee information, visit [www.studentloans.gov](http://www.studentloans.gov). Loan proceeds will be reduced by the amount of the fee. Interest begins to accrue upon graduation or less than half-time enrollment status.

Repayment of the amount borrowed plus interest begins 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. Other financial aid eligibility will be considered in determining unsubsidized loan eligibility amount.

All loans will be paid in multiple disbursements (as described above for Federal Subsidized Loans). The college will notify students when disbursements are made on their accounts.

The annual interest rate is 3.86% for undergraduate loans made after July 1, 2013. The interest rate for graduate loans made after July 1, 2013 is 5.41%. Interest payments can be made while the student is in college. Direct loans are subject to a 1.072% origination fee for the 2013–14 academic year. Visit [www.studentloans.gov](http://www.studentloans.gov) for the most current rate and fee information. Loan proceeds will be reduced by the amount of the fee.

Repayment of the amount borrowed plus interest begins 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.

## FEDERAL DIRECT PARENT LOANS FOR STUDENTS (PLUS)

Parents may annually borrow up to the cost of attendance minus financial aid for each financially dependent undergraduate student if no adverse credit history exists. The interest rate is 6.41% for loans made after July 1, 2013.

There is an origination fee of up to 4.288% of the amount borrowed. Loan proceeds will be reduced by the amount of the fee. Visit [www.studentloans.gov](http://www.studentloans.gov) for the most current interest rate and fee information. Repayment of the amount borrowed plus interest begins within sixty days after the loan is fully disbursed.

## OTHER PROGRAMS

### ARTHUR O. EVE HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

New York State provides funds for students who are both academically and economically underserved. 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.



# 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, the Dean of Student Affairs, and the Dean of the Faculty and Vice President for Academic 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, in consultation with the appropriate department chair or program director, approve up to eight maturity-level credits for study at another 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.

#### 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 EN 103 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:** 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 15 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 18 hours to a maximum of 20 credit hours. Eighteen hours allows students registered in four 4-credit classes to continue to participate in 1- and 2-credit performance classes. It is not recommended that students use 18 semester hours to attempt to complete six 3-credit classes.

There is an additional fee assessed for programs over 18 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 12 credit hours each semester. Requests for permission to change to part-time (fewer than 12 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.

## Advanced Standing

These Advanced Standing policies are in effect for students entering Skidmore in fall 2011 and after.

A matriculating student can earn credit at Skidmore for a maximum of 16 semester hours, to be used toward graduation credit requirements, through any combination of Advanced Placement (AP) examinations, the International Baccalaureate Program (IB), other testing programs as indicated below, or college courses transcribed by accredited postsecondary institutions that simultaneously contribute to the high school diploma. Course work will be evaluated using the College's transfer credit policies.

Unless specifically designated by a department (see AP credits below), none of these credits may be used to meet Skidmore all-College, major, or minor requirements. They will be awarded as general elective credits.

## Credit by Examination

Four credit hours will be awarded 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 4 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, 4 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.

A maximum of 12 semester hours of credit may be granted through subject examinations of the College Level Examination Program (CLEP). All such examinations presented must be taken prior to enrollment at Skidmore.

The college will also grant 2 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 60 semester hours. The maximum of 16 credits of advanced standing work described above are included in this 60 hour total. 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 credit policies is available on the Registrar's Office Web site.

If college course work taken while in high school, presented on an official transcript from an accredited institution, can be verified by the high school guidance counselor as being above and beyond work required to meet high school graduation requirements, Skidmore will evaluate the work as regular transfer credit, and those credits may be used to meet Skidmore all-College, major, or minor requirements as appropriate, following the policies stated 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 two categories:

**Personal Leaves of Absence** without academic credit or for full- or part-time study elsewhere may be granted through the Office of Academic Advising with the approval of the Committee on Academic Standing. Personal leaves may be granted for the student's next semester or year of college study or due to unforeseen circumstances for a semester in which the student is already enrolled at Skidmore. In the latter case, unless a grade has already been recorded at the start of the leave, a grade of L is assigned for all classes that semester. No credit is given for courses assigned an L.

Information on leaves is available in the Office of Academic Advising. Study-abroad opportunities are orchestrated by the Office of Off-Campus Study & Exchanges.

**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 reentry 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 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 academic integrity record.**

### DEAN'S LIST

The Dean's List term honors are 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 3.650 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.)

### 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: unless otherwise specified by the department or program, 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; a GPA of 3.000 or higher based on all work taken at Skidmore; a favorable recommendation by the department; and approval by the faculty upon recommendation by the Committee on Academic Standing.



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.

#### PERICLEAN HONORS FORUM

Seniors will graduate as members of the Periclean Honors Forum if they have a GPA of 3.500 (with no two consecutive semesters of a GPA below 3.500); demonstrated exemplary academic and social integrity; completed a minimum of three Honors Forum courses, or a total of seven Honors Forum credits, by the end of the senior year, and a senior-year capstone experience; and completed an approved Citizenship Project before the end of the junior year. The Periclean Honors Forum administers the Periclean Scholar Awards, recognizing outstanding senior projects from the entire senior class (not just Periclean Honors Forum students).

#### 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 Associate Dean of Faculty for Academic Policy and 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 Policy and 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. 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 *Financial Aid: New York State 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. 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 a one-semester 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
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-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
Education Studies	0802	Bachelor of Science Provisional Certification in Childhood Education (1–6)
English	1501	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-Spanish	2299	Bachelor of Arts
History	2205	Bachelor of Arts
Art History	1003	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
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. As of June 1, 2009, students will be charged a one-time fee at the point of matriculation that covers the cost of transcript requests for the life of the student. Skidmore reserves the right to withhold transcripts if an outstanding balance is owed the college.

# Enrollment Statistics

## GRADUATION RATES\*

Initial Cohort, Fall 2007

<b>Total full-time first-year students</b>	<b>681</b>
<b>Graduates by August 2011</b>	<b>564</b>
<b>Additional graduates by August 2012</b>	<b>17</b>
<b>Additional graduates by August 2013</b>	<b>5</b>
<b>Total graduates by August 31, 2013</b>	<b>586</b>

Percentage of students receiving baccalaureate degrees within period of six academic years: 86.0%

## RETENTION

Retention rates Fall 2013.

For the cohort of all first-time first-year degree-seeking undergraduate students who entered Skidmore in Fall 2012 (year 1), the percentage enrolled for credit at Skidmore in Fall 2013 (year 2): 93.0%

## DEGREES CONFERRED IN 2012–2013

Skidmore College conferred 432 B.A. and 183 B.S. degrees from August 2012 through May 2013. In addition, 1 B.S. degree was conferred on a graduate of the Skidmore College University Without Walls program. Nine (9) M.A. degrees were awarded graduates of the Master of Arts in Liberal Studies program for 2012–2013.

## GEOGRAPHIC DISTRIBUTION, FALL 2013†

Alabama.....	3
Alaska.....	2
Arizona.....	5
Arkansas.....	1
California.....	143
Colorado.....	11
Connecticut.....	217
Delaware.....	2
District of Columbia.....	11
Florida.....	22
Georgia.....	11
Guam.....	1
Hawaii.....	3
Illinois.....	29
Indiana.....	1
Iowa.....	1
Kansas.....	1
Kentucky.....	2
Louisiana.....	2
Maine.....	43
Maryland.....	62
Massachusetts.....	399
Michigan.....	3
Minnesota.....	12
Missouri.....	4
Montana.....	1
Nebraska.....	1
Nevada.....	1
New Hampshire.....	46
New Jersey.....	198
New Mexico.....	7
New York.....	788
North Carolina.....	11
Ohio.....	29
Oklahoma.....	2
Oregon.....	7
Pennsylvania.....	79
Puerto Rico.....	3
Rhode Island.....	21
South Carolina.....	5
Tennessee.....	10
Texas.....	11
Utah.....	2
Vermont.....	53
Virginia.....	17
Washington.....	17
Wisconsin.....	5
<b>Total U.S.....</b>	<b>2,306</b>
Argentina.....	1
Austria.....	1
Bahamas.....	1
Bermuda.....	2

Bhutan.....	1
Bolivia.....	1
Bulgaria.....	1
Burkina Faso.....	1
Cambodia.....	1
Canada.....	14
China.....	41
Czech Republic.....	1
Dominica.....	1
El Salvador.....	2
Ethiopia.....	5
Fiji.....	1
France.....	4
Georgia.....	2
Germany.....	5
Ghana.....	1
Greece.....	3
Hong Kong.....	14
India.....	5
Indonesia.....	1
Jamaica.....	1
Japan.....	2
Jordan.....	2
Kenya.....	3
Korea.....	6
Libya/Libyan Arab Jamahiriya.....	1
Malawi.....	1
Maldives.....	1
Mauritius.....	1
Myanmar.....	1
Nepal.....	1
Netherlands.....	1
Nigeria.....	2
Pakistan.....	5
Philippines.....	1
Romania.....	1
Sierra Leone.....	1
Singapore.....	3
Slovakia.....	1
South Africa.....	6
Spain.....	1
Swaziland.....	2
Sweden.....	2
Switzerland.....	6
Taiwan.....	3
Thailand.....	3
Tunisia.....	1
Turkey.....	7
UK/England.....	9
United Arab Emirates.....	1
Vietnam.....	5
Zimbabwe.....	1
<b>Total Foreign.....</b>	<b>192</b>
<b>Total All.....</b>	<b>2,498</b>

\*UWW students not included

†Undergraduate, degree-seeking, on-campus students only. UWW and MALS students not included.

## American Studies

---

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

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

Associate Professor: Daniel A. Nathan

Assistant Professors: Rebecca Krefting, Amber Wiley

Visiting Assistant Professor: Megan Williams

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 nonprofit 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 three 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 three credits or more, about the United States taken in at least two other departments and above the 100 level. Courses meeting this requirement must be approved by the American Studies Department.

**THE 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.) R. Krefting, D. Nathan, G. Pfitzer

**AM 200 ISSUES IN AMERICAN CULTURE 1**  
One-credit courses that focus on specific topics of relevance to American culture (either historical or contemporary), such as recent books of significance, film genres, documentary series, or current affairs. May or may not be associated with three-credit courses being offered simultaneously by the department (see specific course descriptions). The Department

**AM 201 AMERICAN IDENTITIES: PRE-1870s 3**  
A study of the changing ways Americans have defined themselves, from colonization to the mid-nineteenth century. Relying heavily on primary sources, the course examines critical issues and periods including race, ethnicity, gender, class, culture contact, revolution, reform, and war, as well as men and women whose lives and work reveal the cultural temper of their time. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) G. Pfitzer

**AM 201L AMERICAN IDENTITIES: PRE-1870s WITH WORKSHOP 4**  
Taken in conjunction with AM201, the workshop complements AM201 class sessions. Classic texts and documents in American culture from 1620 to 1877 are examined in depth. The workshop includes additional reading, journal writing, oral presentations, a field trip, and assignments in the American Studies-History Lab. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) 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 as a Cultural Diversity course.) G. Pfitzer

**AM 202L AMERICAN IDENTITIES: POST-1870s WITH WORKSHOP 4**  
Taken in conjunction with AM202, the workshop complements AM202 class sessions. Classic texts and documents in American culture from 1877 to the present are examined in depth. The workshop includes additional reading, journal writing, oral presentations, a field trip, and assignments in the American Studies-History Lab. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) G. Pfitzer

**AM 221 AMERICAN STUDIES: METHODS AND APPROACHES 4**  
An introduction to American studies scholarship, methodologies, and approaches to the study of society and culture in the United States. Course materials include "classics" in American studies as well as the most recent scholarship: the "myth and symbol" school, the culture concept, psychoanalytic methodologies, new literary and feminist critiques, material culture and oral history resources, mass and popular culture analyses, with attention to issues of race, gender, class, and ethnicity throughout. The intent of the course is to offer students a variety of opportunities to sharpen their analytical, research, and writing skills from interdisciplinary and historiographic perspectives. Required of majors and minors in their sophomore or junior years. G. Pfitzer, D. Nathan

- AM 230 BORN IN AMERICA 4**  
An exploration of the changing ways in which American women have experienced contraception, abortion, pregnancy, and childbirth, from 1587 to the present. We will examine developments in technology, law, medicine, the economy, and the role and position of women and the family in society as they have influenced the reproductive lives of American women, using sources from the history of medicine, social history, literature, legal and constitutional studies, government and sociology. Issues we will consider include social childbirth and the role of the midwife in the colonial period, the masculinization of obstetrics, introduction of anesthesia, and criminalization of abortion in the nineteenth century, the struggle for reproductive freedom and the introduction of hospital birth, as well as the legalization of abortion and introduction of alternative birthing patterns in the twentieth century. By analyzing these topics, reading about them, writing about them, and thinking and discussing various aspects of each, we will work to gain a greater understanding of how social change occurs, and what studying reproduction can tell us about the evolution of American society. (Fulfills expository writing requirement.) M. Lynn
- AM 231 ETHNIC AND IMMIGRANT EXPERIENCE 3**  
An introduction to the historical experiences of several American ethnic and immigrant groups, including Native Americans, African Americans, and people from Latin America, Asia, and Europe. Emphasizing both the larger society's view of a particular ethnic group and that group's perception of its own experiences, the course examines the processes of assimilation and acculturation, racism, nativism, ethnic conflict, and cultural survival mechanisms as found in historical monographs, films, novels, biographies and autobiographies, demographic materials and oral histories. (Designated a Cultural Diversity course.) The Department
- AM 232H NEW ENGLAND BEGINS 3**  
A critical examination of the evolution of culture and society in New England during the seventeenth century. After considering the origins of the Puritan community, the course will explore the ways in which that society changed over the course of the first seventy-five years of settlement, using the resources and methods of a variety of disciplines. By a culminating investigation of the events of the Salem witchcraft crisis of 1692, questions will be raised as to the impact of those changes and some of the ways in which New Englanders responded to them. Finally, by studying several historical and literary treatments of the witch trials, we will gain a greater understanding of the interconnections between the past and the present. (This is an Honors course; it fulfills the social sciences requirement.) G. Pfitzer
- 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 only truly American art form, focusing in particular on the rich interaction among many diverse cultures, classes, ethnicities and geographically distant peoples which produced the emergence of jazz in the first decade of the twentieth century. Examines the combinations of African, African-American, European, Latin-American and American folk influences that emerged in different eras to produce what is now considered to be "American Classical Music." Students will develop the ability to listen effectively and deeply and understand what they hear in the context of style and history, becoming familiar with the most important jazz creations, and understanding how they relate to American culture and history. (Designated a Cultural Diversity course; fulfills humanities requirement.) The Department
- AM 241 MARK TWAIN'S AMERICA 4**  
A study of American culture from the mid-nineteenth to the early twentieth century through the life and works of Mark Twain. Using Twain's essays, letters, short stories, and novels as points of reference for discussions of major themes for the period of Twain's life (1834–1910), the course focuses on issues of regionalism, class, race relations, technology, humor, and imperialism. G. Pfitzer
- 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 The Hudson River 4**  
An introduction to the history, literature, and art of the Hudson River Valley. The Hudson River is considered as an environmental entity, an economic and political concern, and especially as a cultural symbol. The course considers four centuries of American experience on the Hudson, but focuses on the nineteenth century, when the Hudson had its greatest influence on regional and national culture. (Fulfills social sciences requirement.) G. Pfitzer
- B The West 4**  
An examination of the mythic, historical, and contemporary West, western heroes and themes and what they reveal about American values and culture. Using film, literature, social and intellectual histories, and the arts, the course considers discrepancies in the images and realities of western exploration and settlement. After considering the colonial period, the course then explores nineteenth-century conflicts over property, natural preservation, mineral and water claims, and the rights of native Americans and concludes with an examination of contemporary images and issues. (Fulfills social sciences requirement.) The Department
- C The South 3**  
An exploration of the development of the distinctive culture of the southern region of the United States. The course examines myths and legends of the Old South including those surrounding the origins of the plantation system, southern womanhood and the development of the slave and free communities of the region in the antebellum period. Topics include the myths and legends of the New South, the legacy of the Civil War and Reconstruction, the imposition of segregation, modernization of agriculture and industry, and the migration of African-Americans northward. The course culminates in a study of the civil rights movement, and recent demographic, economic, and political changes. (Fulfills social sciences requirement.) The Department
- D New England 3**  
A study of the growth and development of regional culture in the northeastern United States from the eighteenth century to the present. Beginning with a consideration of the heritage of the Puritan settlers, the course proceeds to an examination of the Revolutionary experience, the industrial revolution, the New England Renaissance of the nineteenth century, and the transforming impact of immigration and migration on the region's population. It ends with a study of the literature, politics, and economy of New England in the twentieth century. (Fulfills social sciences requirement.) The Department
- 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.) The Department
- B The Machine in the Garden 3**  
An introduction to the relations between agricultural industrialization and the American pastoral ideal. In the early twentieth century, the longstanding association of American identity with an agrarian paradise was challenged, reconfigured, and/or redirected by newly emerging discourses in sociology, domestic and industrial labor, eugenics, and advertising, among others. At the same time, rural life was radically altered as many small family farms gave way to agribusiness. This course traces these shifts, focusing primarily on the transformative period between 1900 and 1945, and considers efforts to retain the notion of an American Arcadia in the face of the Machine Age. (Fulfills social sciences requirement.) G. Pfitzer, J. Casey
- C African-American Experience, 1860s–1980s 3**  
A study of the African-American experience, 1860s–1980s. Using both primary and secondary source material, the course examines the critical issues and period relevant to the African-American struggle toward freedom and equality. Topics include slavery, emancipation, and Reconstruction; the woman's era; the age of Jim Crow and the new Negro; the civil rights movement; and the post-reform period. Sources include narratives, documents, photographs, and films. (Designated a Cultural Diversity course; fulfills social sciences requirement.) The Department

<b>I Popular Culture</b>	<b>4</b>	<b>AM 360 AMERICAN CULTURAL PERIODS</b>	<b>3</b>
<p>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, R. Krefting</p>		<p>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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. May be repeated for credit with a focus on a different period.</p>	
<b>J Diversity In The United States</b>	<b>3</b>	<b>A 1920s</b>	<b>3</b>
<p>An examination of the ways in which people in the United States try to reconcile the realities of cultural difference with preconceived notions of a unified America and American identity. Students will learn about the United States as a complex, heterogeneous society that has been profoundly shaped by both the connections and conflict implicit in its multicultural heritage. Students will also address interrelationships and tensions that characterize a culturally diverse democracy by examining how accepted cultural traditions intersect with contested themes such as race, the family, adoption, gender, sexuality, and education. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) The Department</p>		<p>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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. D. Nathan</p>	
<b>K American Bestsellers and Popular Culture</b>	<b>3</b>	<b>B 1950s</b>	<b>3</b>
<p>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</p>		<p>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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. D. Nathan</p>	
<b>AM 299 PROFESSIONAL INTERNSHIP IN AMERICAN STUDIES</b>	<b>3</b>	<b>C 1960s</b>	<b>4</b>
<p>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 three semester hours may count toward the major. Prerequisites: two courses in American studies. Must be taken S/U.</p>		<p>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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. G. Pfitzer</p>	
<b>AM 331 CRITICAL WHITENESS IN THE U.S.</b>	<b>4</b>	<b>AM 361 AMERICAN MATERIAL CULTURE</b>	<b>4</b>
<p>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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. (Designated a Cultural Diversity course.) R. Krefting</p>		<p>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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. The Department</p>	
<b>AM 332 GLOBAL PERSPECTIVES OF THE UNITED STATES</b>	<b>4</b>	<b>AM 362 AMERICAN AUTOBIOGRAPHY</b>	<b>3</b>
<p>Assesses and puts in historical context global perspectives on and representations of the U.S., its citizens and culture. Employing an interdisciplinary methodology, student will consider how the U.S. appeared to Europeans in the 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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. (Designated a Cultural Diversity course.) D. Nathan</p>		<p>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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. D. Nathan</p>	
<b>AM 340 WOMEN AND WORK IN AMERICA</b>	<b>3</b>	<b>AM 363 WOMEN IN AMERICAN CULTURE</b>	<b>4</b>
<p>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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. The Department</p>		<p>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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. R. Krefting</p>	
<b>AM 342 BLACK FEMINIST THOUGHTS</b>	<b>3</b>	<b>AM 371, 372 INDEPENDENT STUDY</b>	<b>3, 3</b>
<p>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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. (Designated a Cultural Diversity course.) R. Krefting</p>		<p>A program of individual reading, research, and writing which qualified majors design in consultation with and under the direction of the American studies faculty. An independent study allows an in-depth examination of a topic not treated extensively in regular departmental course offerings. Students meet with faculty on a regularly scheduled basis to discuss and analyze readings and research in primary and secondary sources. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. The Department</p>	
		<b>AM 374 SENIOR SEMINAR</b>	<b>4</b>
		<p>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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. D. Nathan, G. Pfitzer</p>	



**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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. 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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. D. Nathan, W. Calvo-Quiros

**C America on the Couch 3**

A consideration of selected topics in the fields of cultural studies and psycho history. 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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. 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. 300-level courses in American Studies are not ordinarily open to first-year students except by permission of the instructor. The Department

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

**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 three semester hours may count toward the major. Must be taken S/U.

## Anthropology

*Chair of the Department of Anthropology: Michael C. Ennis-McMillan*

Associate Professors: Michael C. Ennis-McMillan, Sónia Silva

Assistant Professors: Heather Hurst, Robin G. Nelson, R. Kenji Tierney

Visiting Assistant Professor: Matthew V. Kroot

Consortium for Faculty Diversity Post-Doctoral Fellow: Bernardo Ramirez Rios

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.

**EXPLORATIONS IN ANTHROPOLOGY:** Selected anthropology courses may incorporate exploration in anthropology through special emphasis on research, visual analysis, or writing (designated R, V, or W, respectively, in the master schedule listing). Courses integrating an exploration in anthropology carry four rather than three credit hours. Depending on the course, the students will fulfill the exploration component by meeting for a fourth classroom hour each week or by completing a required 45 hours of additional assigned work over the semester.

**Research in Anthropology (designated xxxR):** students learn specific elements in the research process or particular methodologies of data collection such as interviewing, fieldwork methods, archival analysis, or laboratory techniques.

**Visual Analysis in Anthropology (designated xxxV):** students will complete visual anthropology assignments integrated with the subject matter of the course. The additional credit will include projects analyzing and producing visual materials, such as photographs, films, maps, and illustrations.

**Writing in Anthropology (designated xxxW):** students will undertake writing assignments integrated with the subject matter of the course. The additional credit will include instruction on the writing conventions in anthropology. Writing assignments and their evaluation will be consistent with guidelines for Skidmore's writing-intensive and writing-enhanced courses.

THE ANTHROPOLOGY MAJOR: The anthropology major must successfully complete at least 32 credits in anthropology as follows:

1. Introduction and Exploration
  - a. Introduction: AN 101 and AN 102 (students may take the courses in either order, or concurrently)
  - b. Geographic-area requirement: one course among AN 205, AN 207, AN 227, AN 229, AN 234, or AN 244 (AN 252 may also count when applicable)
2. Foundation Completion of the foundation requirements is strongly recommended as preparation for 300-level courses, and is a requirement before enrolling in AN 366 Senior Seminar.
  - a. Theory: AN 270
  - b. Research Methods: AN 202 or AN 280. Students are encouraged to complete a research methods course before carrying out research during study abroad, or in 300-level courses.
3. Application and Synthesis
  - a. Senior Seminar: AN 366
  - b. Two additional 300-level courses totaling at least 6 credits
4. Electives: Students must take additional credits at any level as necessary to complete the required 32 credits for the major. To fulfill college maturity-level requirements, at least six credits of 300-level anthropology courses must be taken in the senior year.

THE 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 correct format of bibliographic citations and references; and 3) write a research proposal that includes an anthropological literature review and a description of the selected research methodology.

Students are required to declare anthropology as a major before registering for classes for the fall of the junior year. If students plan to add anthropology as a second major, we also encourage them to do so before registering for classes for the fall of the junior year. None of the required courses or any of the 300-level anthropology courses—except AN 399—fulfilling the major may be taken on an S/U basis.

THE ANTHROPOLOGY MINOR: Students who minor in anthropology must successfully complete AN 101, AN 102, at least one anthropology course at the 300-level, and sufficient additional anthropology credits to total the 18 credits required for the minor.

## HONORS

*For the classes of 2012–2015*

To be recommended for honors in anthropology, majors must achieve a GPA of 3.500 or higher in the major and a GPA of 3.000 or higher on all work taken at Skidmore.

*For the class of 2016 and beyond*

To be recommended for honors in anthropology, majors must achieve a GPA of 3.650 or higher in the major and a GPA of 3.000 or higher on all work taken at Skidmore.

**AN 101 INTRODUCTION TO CULTURAL ANTHROPOLOGY 3**  
An overview of concepts, theories, and methods of 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 AN101 provides a smaller class size, a discussion-based format, and explicit attention to social science writing. Students write and revise essays and respond to one another's work in workshops and peer review sessions. Students take a general writing placement exam the first day of class to assist the instructor in assessing whether they have been placed at the proper expository writing level. The course fulfills part of the foundation requirement for anthropology majors and minors and is most appropriate for first-year students and sophomores. (Meets expository writing requirement for students who placed at 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. H. Hurst

**AN 202 ARCHAEOLOGICAL FIELD METHODS 3**  
An introduction to the methodological and theoretical approaches by which archaeologists recover, analyze, and interpret the material remains of the past. Students engage in excavation and investigation of an archaeological site. The course provides training in anthropological data collection techniques including research design, site survey, artifact recovery, recording methods, and mapping activities, followed by laboratory analysis and interpretation. Students also learn to differentiate theses, methods and data in anthropological writing. Prerequisites: AN 101 and AN 102. 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's "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. (Designated a non-Western culture course; fulfills social sciences requirement.) H. Hurst, M. Kroot

**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 228 QUEER CULTURES: SEXUAL AND GENDER IDENTITIES IN A GLOBALIZING WORLD 3**  
An exploration of the anthropology of lesbian, gay, bisexual, transgender, and queer (LGBTQ) identities. Students use conceptual approaches in anthropology and queer studies to understand how people create and express sexual and gender identities in a variety of societies. Case studies focus on same-sex relationships, third gender identities, and queer social justice movements, and we examine how globalization has influenced the meaning of being gay, lesbian, and queer, particularly among people with a non-Western heritage. Students examine cultural patterns and variations of gender expression as well as how sexuality intersects with social identities related to gender, race, ethnicity, religion, class, and nationalism. Prerequisites: AN 101 or AN 102 and permission of instructor. (Designated a Cultural Diversity course) M. Ennis-McMillan

- 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. Prerequisites: AN 101. R. K. Tierney
- AN 234 ANTHROPOLOGY OF GLOBALIZATION: EAST ASIA 3**  
An exploration of East Asia's global flows. Students will examine how contemporary and historical forces of globalization have changed the cultures and people of East Asia. Considering the flows of people, ideas, and things, students will examine not only transformations and flows within East Asia, but also across the globe. Topics include identity, race, gender, sports, food, and global kinship. Prerequisites: AN 101 or AN 102 (Designated a non-Western culture course.) R. K. 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 the 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 the 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. The Department
- AN 280 ETHNOGRAPHIC RESEARCH METHODS 3**  
An exploration of the research methods anthropologists use to collect ethnographic data. Students conduct ethnographic projects in local community settings and collect primary data using a variety of techniques, including mapping, interviewing, participant observation, and photography. In the process, students gain experience in formulating research questions, designing an ethnographic project, and analyzing results. Students also learn guidelines for establishing rapport with research participants and for applying anthropology's code of ethics. Special attention is given to organizing and communicating findings orally and in writing. Prerequisites: AN 101 and AN 102. Anthropology students are recommended to complete the course prior to carrying out ethnographic research in a 300-level course or while studying abroad. M. Ennis-McMillan
- AN 343 RITUAL AND RELIGION 3**  
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 experiential reality. Topics include fetishism, symbolism, embodiment, ritual action, divination, initiation, and healing. Prerequisites: AN 101. S. Silva
- AN 344 ANTHROPOLOGY AND ENVIRONMENTAL HEALTH 4**  
An examination of health issues related to global environmental change. The course employs perspectives and theories of critical medical anthropology to explore the connections among broad patterns of environmental change, local responses to those changes, and relevant health concerns. Topics include the effects of population growth, urbanization, water pollution and water scarcity, epidemics, deforestation, and species extinction in diverse geographic settings. Special attention is given to how poor and powerless social groups bear a disproportionate burden of environmental health problems. Prerequisites: AN 101 or ES 100 and at least junior standing, or permission of instructor. M. Ennis-McMillan
- AN 345 ECOLOGICAL ANTHROPOLOGY 3**  
Exploration of the principles by which the environment shapes human culture and human culture shapes the environment. Topics include the process of human adaptation, the analysis of human ecosystems, and the explanation of cultural diversity and change from an ecological perspective. Prerequisites: AN 101 or ES 100 and at least junior standing, or permission of instructor. M. Ennis-McMillan
- AN 348 ANTHROPOLOGY OF THE BODY 3**  
An examination of the socio-cultural roles of the body throughout the world. Students will consider the relationships between the mind, the self, and the body. Considering global discourses, technologies, and practices, students will engage anthropological approaches to race, gender, embodiment, medicine, consumption, nationalism, and power. Prerequisites: AN 101 and AN 102. R. K. Tierney
- AN 349 MEDICAL ANTHROPOLOGY 3**  
A survey of the field of medical anthropology with a focus on the cross-cultural study of the body, health, disease, illness, suffering, and healing. Students examine and apply several theoretical perspectives, including biocultural, interpretive, critical, and political economic. We analyze ethnographic studies of birthing, maternal and child health, emerging diseases, death and dying, and other issues across the human life cycle in diverse geographic settings. Prerequisites: AN 101 and AN 270. M. Ennis-McMillan
- AN 351 TOPICS IN CULTURAL OR BIOLOGICAL ANTHROPOLOGY 1-4**  
Examination of a theoretical or subject specialization (with a strong theoretical component) not available in existing course offerings. For example, the course may focus on the behavior of macaques or the anthropology of tourism. Prerequisites: Permission of instructor. The course, in a different subject area, may be repeated for credit. The Department
- AN 352 TOPICS IN ARCHAEOLOGY 1-4**  
Examination of a theoretical or area specialization not available in existing course offerings. For example, the course may focus on zooarchaeology or lithic technology. Prerequisites: Permission of instructor. The course, in a different subject area, may be repeated for credit. The Department
- AN 366 SENIOR SEMINAR 4**  
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. Prerequisites: AN 270 and either AN 280 or AN 202. Spring only. Open only to Anthropology majors. Designated a writing-enhanced course. (Fulfills the Anthropology program's writing in the major requirement.) The Department
- AN 370 PREPARATION FOR SENIOR THESIS IN ANTHROPOLOGY 1**  
Required for students who intend to write a formal thesis on a particular anthropological question. During this preparation period, students must develop a thesis statement, construct an outline, and document a literature search. Prerequisites: 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
- AN 371 INDEPENDENT STUDY OR FIELD RESEARCH 3**  
Individual reading and/or field research in anthropology under the guidance of a member of the department. Students must be self-motivated and have a written proposal in hand. They must seek approval from a member of the anthropology faculty to act as advisor and instructor of record. Prerequisites: permission of the instructor. The Department
- AN 373 SENIOR THESIS IN ANTHROPOLOGY 3**  
Designed for highly motivated students who want the challenge of writing and revising a formal thesis on a particular anthropological question. Students work with the guidance of a project advisor and are expected to produce a major critical paper. As preparation for 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. Prerequisites: AN 370 or permission of the instructor. Open to senior majors only. The Department
- AN 399 PROFESSIONAL INTERNSHIPS IN ANTHROPOLOGY 3, 6, or 9**  
Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in anthropology. With faculty sponsorship and department approval, students may extend their educational experience into such areas as museum studies or work within appropriate state, federal, or human service agencies. Prerequisites: at least three courses in anthropology. Not for liberal arts credit.

## Art (Studio)

---

Chair of the Department of Art: David Peterson

Studio Art Faculty:

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

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

Assistant Professor: Fabian Lopez

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

Lecturers: \*Terry Conrad, \*John Danison, \*Anne Francey, \*Victoria Palermo, \*Andrea Peterson, \*Lauren Sandler

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.

Studio Art majors will complete thirteen studio art courses and three art history courses. Prospective majors will first complete exploratory courses selected from a wide range of studio areas before focusing upon a concentration in one of the following areas: ceramics, communication design, drawing, fibers, jewelry and metals, painting, photography, printmaking, electronic media, and sculpture. Faculty serve not only as teachers within their area of expertise, but also as advisers who help students select and pursue the course of study best suited to each individual.

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 four 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

*Effective for students entering fall of 2013 and beyond:*

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. Exploration: Complete seven (7) courses, each from a different studio area. *Note: Drawing, AR 133, or equivalent, is required of all studio art majors.*
  - a. Complete four (4) of the following:
    - Drawing (AR 133, required)
    - Painting (AR 201)
    - Printmaking (AR 228, AR 342 or AR 350)
    - Photography (AR 229)
    - Communication Design (AR 209)
    - Art/Design Theory, Two-Dimensional (AR 131 or AR 134)
  - b. Complete three (3) of the following:
    - Sculpture (AR 108 or AR 251)
    - Ceramics (AR 111)
    - Jewelry & Metals (AR 219)
    - Fiber Arts (AR 214, AR 215 or AR 216)
    - Art/Design Theory, Three-Dimensional (AR 132)
2. Primary Concentration: Complete four (4) courses (minimum) within one of the following disciplines: ceramics, communication design, drawing, electronic media, fibers, jewelry and metals, painting, photography, printmaking, or sculpture. At least one course must be at the 300 level.
3. Secondary Concentration: Complete two (2) courses (minimum) within a single discipline outside of the primary concentration.
4. Art History: Three (3) courses, to include:
  - a. At least one must be designated a non-Western culture course
  - b. At least one must be at the 200 or 300 level

*Recommended:* A balance between Western and non-Western Art History courses
5. Capstone: successful completion of the Senior Thesis Exhibition and Reflective Essay

As preparation for the exhibit, senior majors will be required to meet as a group, with department faculty, three times during 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 one or more of the following: (1) AR 131, AR 132, AR 133, AR 134, AR 136; (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 those required. Students should work closely with their mentor/advisor to select appropriate courses which will contribute to a strong portfolio.
3. Art history: The study of art history is essential to a studio art major. The department encourages students to take additional art history courses beyond the three required courses.

The Department of Art 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.

**DOUBLE COUNTING OF COURSES BETWEEN ART AND ART HISTORY:** Students double-majoring in Art and Art History can double-count up to 3 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 2 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.

*For students prior to fall 2013:*

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

1. Foundation: Four foundation courses are required of all studio art majors: 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 206, 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.

The writing requirement in the Department of Art will be met through successful completion of one or more of the following: (1) AR 131, AR 132, AR 133, AR 134, AR 136; (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 those required. Students should work closely with their mentor/advisor to select appropriate courses which will contribute to a strong portfolio.
3. Art history: The study of art history is essential to a studio art major. The department encourages students to take additional art history courses beyond the three required courses.

The Department of Art 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.

**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.

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.

<b>AR 101</b>	<b>INTRODUCTION TO PAINTING</b>	<b>3</b>	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: \$25 Studio Art Faculty	<b>AR 215</b>	<b>TEXTILE STRUCTURES</b>	<b>4</b>	Loom weaving with emphasis on weave structures, color, and texture studies. Students will work with 2- and 3-dimensional application of their completed woven textiles. Possible areas of study include: tapestry, ikat, warp painting, and clothing. Additional studies are possible in single-element structures, such as knitting, netting, and knotting. Readings in textile history and contemporary art issues, writing, and discussion will complement technical grounding in traditional textile processes. Prerequisites: AR 131 or AR 132 or AR 133 or AR 134. Lab/credit fee: \$75 S. Lee
<b>AR 108</b>	<b>LIFE MODELING: SCULPTURAL STUDY OF THE HUMAN FORM</b>	<b>4</b>	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/credit fee: \$80 J. Cunningham	<b>AR 216</b>	<b>TEXTILE SURFACE DESIGN</b>	<b>4</b>	Introduction to theoretical and practical textile surface design. Students will learn block printing, photo silk-screen printing, resist-dyeing, and thermoplastic manipulations of fabrics. An in-depth study of the chemical properties of fabrics, dyes, and pigments. Projects will be 2- and 3-dimensional with a concentration in repeat pattern design and additional work in other types of image reproduction on cloth. Prerequisites: AR 131 or AR 132 or AR 133 or AR 134. Lab/credit fee: \$75 S. Lee
<b>AR 111</b>	<b>BASIC CERAMICS</b>	<b>4</b>	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/credit fee: \$75 M. Wilt	<b>AR 217</b>	<b>INTERMEDIATE CERAMICS</b>	<b>4</b>	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/credit fee: \$100 M. Wilt
<b>AR 131</b>	<b>VISUAL CONCEPTS</b>	<b>4</b>	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: \$25 Studio Art Faculty	<b>AR 219</b>	<b>JEWELRY AND METALS I</b>	<b>4</b>	Sequence of problems employing various techniques in metal. Emphasis upon structural design and creative use of materials. Prerequisites: AR 131 or AR 132 or AR 133 or AR 134 or permission of instructor. Lab/credit fee: \$75 D. Peterson
<b>AR 132</b>	<b>FORM AND SPACE</b>	<b>4</b>	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: \$50 Studio Art Faculty	<b>AR 223</b>	<b>INTERMEDIATE DRAWING</b>	<b>4</b>	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: \$25 Studio Art Faculty
<b>AR 133</b>	<b>DRAWING</b>	<b>4</b>	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. (Fulfills arts requirement.) Lab/credit fee: \$25 Studio Art Faculty	<b>AR 224</b>	<b>FIGURE DRAWING</b>	<b>4</b>	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: \$25 Studio Art Faculty
<b>AR 134</b>	<b>COLOR</b>	<b>4</b>	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: \$25 Studio Art Faculty	<b>AR 228</b>	<b>INTRODUCTION TO PRINTMAKING</b>	<b>4</b>	An introduction and investigation of the relief and intaglio printing processes through linocut, woodcut, collagraph, monoprint, etching and drypoint, with an emphasis on personal visual growth. Research, writing and the history of printmaking will complement studio work. Prerequisites: AR 133 or permission of the instructor. (Fulfills arts requirement.) K. Leavitt
<b>AR 136</b>	<b>DIGITAL FOUNDATIONS</b>	<b>4</b>	A survey of technological and aesthetic best practices and theory in visual communication today. Students will study the basic functions of InDesign, Photoshop, and Illustrator. Font and file management, scanning, printing, using digital images and typography are introduced through a series of demonstration/projects that build upon one another. Projects focus on design principles and basic skills needed to communicate a visual message to an intended audience with a specific intent. (Fulfills arts requirement.) Lab/credit fee: \$105 D. Hall	<b>AR 229</b>	<b>BEGINNING PHOTOGRAPHY</b>	<b>4</b>	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 or AR 133. Lab/credit fee: \$80 (does not include film or paper). R. Parke-Harrison
<b>AR 201</b>	<b>PAINTING</b>	<b>4</b>	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 133. Lab/credit fee: \$25 Studio Art Faculty	<b>AR 234</b>	<b>WATERCOLOR</b>	<b>4</b>	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 or AR 132 or AR 133 or AR 134. Lab/credit fee: \$25 Studio Art Faculty
<b>AR 209</b>	<b>COMMUNICATION DESIGN I</b>	<b>4</b>	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 or AR 134. Lab/credit fee: \$105 D. Hall	<b>AR 241</b>	<b>INTRODUCTION TO ELECTRONIC TIME-BASED MEDIA</b>	<b>4</b>	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 133 or AR 134. Lab/credit fee: \$105 Studio Art Faculty
<b>AR 214</b>	<b>INTRODUCTION TO FIBER ARTS</b>	<b>4</b>	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. Prerequisites: AR 131 or AR 133 or AR 134. (Fulfills arts requirement.) Lab/credit fee: \$75 S. Lee	<b>AR 251</b>	<b>ELEMENTARY SCULPTURE</b>	<b>4</b>	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: \$75 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: \$75 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. Prerequisites: When appropriate, as advertised with course description. 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

**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 three semester hours in any internship may count toward the studio art major or minor. Not for liberal arts credit. Lab/credit fee: No laboratory fee.

**AR 307 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 133 and AR 209. Lab/credit fee: \$105. D. Hall

**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: \$25 Studio Art Faculty

**AR 315 ADVANCED FIBER ARTS** 4  
A continued exploration and development of personal interpretations of traditional and nontraditional methods of textile design and fiber construction. Students may elect to concentrate in the area of weaving or textile design, or may develop skills in both areas concurrently. Advanced weaving will include multi-harness weave structure on jack-type, computer, and dobby looms. Advanced textile design will include printed resists, photo screen-printing, lacquer stencils, gouache rendering, and computer-aided design. It is strongly recommended that students intending to work in both areas complete both AR 215 and AR 216 prior to electing this course. Personal initiative and creative self-expression are emphasized in this course. Prerequisites: AR 214 or AR 215 or AR 216. May be taken for credit three times with permission of instructor. Lab/credit fee: \$75 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). M. Wilt

**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: \$75 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: \$75 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: \$25 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: \$25. 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 307 or permission of instructor. May be taken for credit three times with permission of instructor. Lab/credit fee: \$105. D. Hall

**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: \$75 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: \$75 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. 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

**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: \$75 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 ADVANCED STUDIO PROBLEMS 3**

Individual problems in a given discipline within the department: i.e., painting, sculpture, ceramics, jewelry, weaving, textiles, graphics, photography, etc. To qualify, the student must have completed the most advanced 300-level course in an area. Offered in the studio, at a time arranged by instructor, the student must petition for the course in spring for fall semester, and in fall for spring semester. Special permission forms available in the 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 366 ADVANCED STUDIO PROBLEMS 3**

Individual problems in a given discipline within the department: i.e., painting, sculpture, ceramics, jewelry, weaving, textiles, graphics, photography, etc. To qualify, the student must have completed the most advanced 300-level course in an area. Offered in the studio, at a time arranged by instructor, the student must petition for the course in spring for fall semester, and in fall for spring semester. Special permission forms available in the chair's office must be completed by the student, signed by advisor, instructor, and chair, and returned to the Registrar's Office by the dates indicated. Open to qualified junior and senior art majors and other qualified juniors and seniors. Permission of instructor and department chair are required. 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 three semester hours in any internship may count toward the studio art major or minor. Not for liberal arts credit. Lab/credit fee: No lab fee.

**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

Assistant Professor: Saleema Waraich

*Affiliated Faculty:*

Ian Berry, *Professor of Liberal Studies; Dayton Director, Frances Young Tang Teaching Museum and Art Gallery*

Leslie Mechem, *Lecturer in Classics*

Art history affirms and explains the importance of visual acuity and historical perspective for a critical engagement with images, artifacts, and built environments. We use objects to understand history and culture, and history and culture to understand objects. Students earning a BA in art history explore the varied roles of objects, creators, audiences, and patrons in diverse cultural contexts around the world and in a range of periods from antiquity to the present. Art history majors develop skills in analyzing both visual objects and written sources 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 careers 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):

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

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

- Ancient and Medieval Art in the West: AH 222, AH 223, AH 232, AH 233, AH 330, AH 361A;
- 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, AH 361B;
- 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, AH 361C;
- Arts of Africa and the Americas: AH 203, AH 207, AH 208, AH 310, AH 315\*\*\*, AH 361D; and
- Asian Art: AH 202, AH 206, AH 209, AH 318, AH 361E.

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

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



- Exploration (at least three courses of two, three, or four 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.)
- AH 220 fulfills the writing requirement in the major.
- AH 380 The Art History Major and Beyond, fall semester, senior year.
- The Art History major GPA is calculated based on all Art History courses.
- An Art History major must complete at least 16 credits of course work in the major on the Skidmore campus.

**THE WRITING REQUIREMENT IN THE MAJOR:** Art history requires clear, well-organized, analytical prose that articulates compelling ideas based on a wide range of strategically presented visual and written evidence. Writing in art history classes might include comparative visual analysis, reading responses, research papers, art criticism, and wall texts or catalogue entries for museum exhibitions. Art history majors fulfill Skidmore's writing in the major requirement by taking AH 220 in conjunction with a 3- or 4- credit art history course at the 200- or 300-level.

**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).

*Note:* For more information about double-counting of courses between majors and minors, 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.

**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.)

Students may receive AP (Advanced Placement) credit in art history. A score of 4 or 5 earns the student four college credits. It is the program's policy that the AP credits can count as AH100 and may be applied toward a major or minor in art history. A score of 5 will automatically receive this credit; a score of 4 requires consultation with the Chair of the Department of Art History before it is approved.

**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.

**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

**AH 104           WAYS OF SEEING: SURVEY OF ASIAN ART           4**  
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.) S. Waraich

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

**AH 107           WAYS OF SEEING: THE DOMESTIC INTERIOR           4**  
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

**AH 108           WAYS OF SEEING: IMAG(IN)ING THE MODERN WORLD           4**  
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

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

**AH 151           SPECIAL TOPICS IN ART HISTORY           1, 4**  
A topically 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

**AH 202           ASIAN PLACES AND SPACES           3**  
A series of case studies involving a variety of architectural sites across different time periods and cultural settings in West, South, Southeast, and East Asia. Students examine how sites operate within specific historical settings, tracing religious, political, and cultural shifts. While addressing important developments in the built environment, the course introduces methods for interpreting and analyzing architecture and explores the debates that animate the preservation of historic sites and the role of monuments in the tourist industry. (Designated a non-Western culture course, fulfills humanities requirement.) S. Waraich

**AH 203           NATIVE AMERICAN ART           3**  
A study of the prehistoric, historic, and contemporary arts of Native American peoples of North America. This course will study the arts of mainly Southwest, Woodlands, Great Plains, and Northwest Coast cultures with particular attention to their historiography, style, technique, symbolic meaning, and place in ritual. A wide range of media will be covered including sculpture, painting, architecture, pottery, textile arts, jewelry, and body decoration. Prerequisites: Recommended: AH 103. (Designated a non-Western culture course; fulfills humanities requirement.) L. Aronson

- AH 206 THE ARTS OF SOUTH ASIA 3**  
An examination of the debates that animate the study of the art, architecture and visual cultures of South Asia (modern India, Pakistan, and Bangladesh) from the c. 2600 BCE Indus Valley Civilization to contemporary Bollywood film. Students will examine how religious sites and objects, imperial art, and film operate within specific historical and regional settings, thereby tracing religious, political, social, and cultural shifts over time. In addition, students will consider how meanings are constructed and conveyed through visual mediums such as photography, film, and fashion. (Designated a non-Western culture course; fulfills humanities requirement.) S. Waraich
- AH 207 AFRICAN ART 3**  
A survey of the arts of sub-Saharan Africa. Focusing on selected groups from the sub-Saharan region, this course considers a wide range of media giving primary attention to sculpture and masquerades but also including ceramics, metallurgy, textiles, body arts and architecture. These arts will be examined in terms of their styles, symbols, technologies, histories, and socioreligious importance. (Designated a non-Western culture course; fulfills humanities requirement.) L. Aronson
- AH 208 ART AND THE ENVIRONMENT IN ANCIENT MESOAMERICA AND SOUTH AMERICA 3**  
A survey of selected art traditions in ancient Mesoamerica and Andean South America from 2000 BCE to 1600 CE, focused around the theme of nature and the environment. The course covers art and architecture of the Olmec, Maya, Aztec, Chavin, Moche and Inca, and the people of Teotihuacan, looking particularly at how nature and the environment have informed and shaped their styles, meanings, functions, and underlying ideologies. Prerequisites: AH 103 recommended. (Designated a non-Western culture course; fulfills humanities requirement.) L. Aronson
- AH 209 ISLAMIC ART 3**  
Survey of the history of visual arts in Islamic cultures. The course will examine architecture, painting, ceramics, and textiles in Arab, North African, Turkish, Persian and Indian contexts. Special consideration will be given to the interaction between local visual traditions and Islamic values. (Designated a non-Western culture course; fulfills humanities requirement.) S. Waraich
- AH 217 AMERICAN ART 3**  
A survey of art produced in the United States from the Colonial period to the present. Recurring themes will include the roles of artists in American society, the relationship of U.S. and European cultures, the contrast and connection between popular and elite artistic traditions, the building of an infrastructure of art institutions, and government involvement in art patronage. (Fulfills humanities requirement.) Art History Faculty
- AH 220 WRITING IN ART HISTORY 1**  
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. Prerequisites: Any 100-level art history course. Must be taken concurrently with a 3- or 4-credit 200- or 300-level art history course, except AH 221, AH 299, AH375, AH 380, or AH 399. Art History majors are encouraged to complete the course before the junior year. This course must be taken for a letter grade. Art History Faculty
- AH 221 PRACTICES OF ART HISTORY 4**  
A survey of the practices and methods of the discipline of art history, intended for majors or potential majors. Examines the key questions, interpretive approaches, institutional structures, and modes of dissemination that shape the work of the art historian. Students develop skills that are essential to advanced art historical study, such as visual literacy, research, critical reading, and writing. Prerequisites: 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
- AH 222 GREEK ART AND ARCHAEOLOGY 3**  
An exploration of the major developments in architecture, sculpture, and painting from Minoan and Mycenaean civilizations through the Hellenistic period. Attention is given to the influences on Greek art from the East and to the influence of Greek art on other cultures. (Fulfills humanities requirement.) L. Mechem
- AH 223 ROMAN ART AND ARCHAEOLOGY 3**  
An examination of architecture, sculpture, and painting beginning with the Villanovan and Etruscan cultures and continuing through the Republic and Empire (fourth century AD). Topics covered include wall painting, narrative sculpture, and city planning. (Fulfills humanities requirement.) L. Mechem
- AH 232 LATE ANTIQUE, EARLY MEDIEVAL, AND BYZANTINE ART 3**  
An examination of the origins of Christian art in the Late Antique world and its subsequent development in the Byzantine world and early Medieval Europe. Areas studied include the Early Christian catacombs, Ravenna mosaics, the animal style and Hiberno-Saxon manuscripts, Carolingian Europe, and Byzantine mosaics, icons and decorative arts. (Fulfills humanities requirement.) P. Jolly
- AH 233 ROMANESQUE AND GOTHIC ART 3**  
European art from the tenth through the fourteenth centuries, with a focus on painting, manuscript illumination, sculpture, stained glass, and the decorative arts. Prerequisites: AH 100. (Fulfills humanities requirement.) P. Jolly
- AH 241 RENAISSANCE EUROPE 3**  
Renaissance art in fifteenth- and sixteenth-century Italy, Flanders, and Germany. Artists include Masaccio, Donatello, Botticelli, Michelangelo, Leonardo, Raphael, Jan van Eyck, Bosch, Dürer, and Bruegel. (Fulfills humanities requirement.) P. Jolly
- AH 251 SPECIAL TOPICS IN ART HISTORY 1-4**  
A topically 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
- AH 253 SEVENTEENTH-CENTURY EUROPEAN ART 3**  
An examination of the production and reception of art in Europe during the century traditionally known as the baroque period. Artists discussed will include Caravaggio, Bernini, Velazquez, Poussin, Rubens, Rembrandt, and Vermeer. Special attention will be paid to Counter-Reformation spirituality, patronage, conceptions of the artistic process, and the ways in which art engaged ideas about power, gender and social identity. (Fulfills humanities requirement.) M. Hellman
- AH 254 EIGHTEENTH-CENTURY EUROPEAN ART 3**  
An examination of the production and reception of art in Europe at the beginning of the modern era. Special attention will be paid to the ways in which visual representation both expressed and actively shaped the aesthetic, social, political, economic, and intellectual preoccupations of the period. Artists discussed will include Watteau, Chardin, Gainsborough, Reynolds, and David. Themes explored will include shifting conceptions of public and private life, engagements with nature and antiquity, the status of the artist, and the role of portraiture in the construction of identities. Prerequisites: AH 100. (Fulfills humanities requirement.) M. Hellman
- AH 257 NINETEENTH-CENTURY EUROPEAN ART 3**  
An examination of critical moments and monuments in the history of European art during a century of radical cultural change. Artists discussed will include Ingres, Delacroix, Friedrich, Turner, Courbet, Manet, Monet, van Gogh and Cezanne. Special attention will be paid to shifting conceptions of the artistic enterprise and the ways in which the production and circulation of art engaged issues of history, modernity, politics, nationality, spectatorship, gender and social identity. (Fulfills humanities requirement.) M. Hellman
- AH 261 TWENTIETH-CENTURY ART 3**  
A survey of European and American modern and contemporary art beginning in the late nineteenth century and concluding with contemporary trends. We will consider a range of movements including post impressionism, cubism, surrealism, abstract expressionism, minimalism, and conceptual art in their cultural and art historical contexts. (Fulfills humanities requirement.) K. Hauser
- AH 265 HISTORY OF MODERN DESIGN 3**  
A history of modern design from 1750 to the present, with an emphasis on design movements in the twentieth century. We will focus on modern European and American design, surveying objects made from a wide range of materials, including textiles, metals, ceramics, and the print media. We will situate movements such as Arts and Crafts, Art Nouveau, and Bauhaus in their cultural and art-historical contexts. (Fulfills humanities requirement.) K. Hauser
- AH 268 AD/DRESSING THE BODY: EUROPEAN FASHION, RENAISSANCE TO THE PRESENT 3**  
A survey of the stylistic evolution and meaning of dress, hair, and body accessories in Europe and America from c. 1400 to the present. Through analysis of both artifacts of material culture and representations of dress and hair in works of art, this course focuses on the role of men's and women's fashion in constructing identity, for example, to signify gender, political ideals, and social class. Further, it investigates the religious, economic, and political institutions that work to shape fashion. Additional themes, such as the relationship of fashion design to the fine arts and to craft, the rise of haute couture, the undressed body, and the history of specific items of dress such as the corset, the periwig, and the suit will be explored. (Fulfills humanities requirement.) P. Jolly
- AH 299 PROFESSIONAL INTERNSHIP IN ART HISTORY 3**  
Internship opportunity for students whose academic cocurricular 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. Prerequisites: at least two art history courses. No more than three internship semester hours total of AH 299 or AH 399 credit may count toward the major. Must be taken S/U. 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. Prerequisites: one art history course. L. Aronson		
<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. Prerequisites: one art history course. (Designated a non-Western culture course.) L. Aronson		
<b>AH 318</b>	<b>ASIAN POP!</b>	<b>4</b>
An examination of South Asian and Japanese popular visual culture from the nineteenth century through the present. The course explores a wide range of visual-cultural products, including prints, photographs, postcards, advertisements, clothing, Indian film, and Japanese manga and anime. Students will connect popular visual culture to larger themes and processes, such as modernization, nationalism, globalization, capitalism, identity, class, gender, and tourism. Prerequisites: one art history course. (Designated a non-Western culture course; fulfills humanities requirement.) S. Waraich		
<b>AH 319</b>	<b>IMAGE AND NARRATIVE IN ASIAN ART</b>	<b>4</b>
An exploration of methods for depicting various types of narratives in Asian art, including narrative reliefs, wall murals, illustrated manuscripts, hanging and hand scrolls, graphic novels, and films of East, South, and West Asia. Course features selected case studies drawn from the last two thousand years. Students will study mythology, epic literature, historical manuscript, poetry, and popular stories, and explore ways they have been illustrated at different times in history. (Designated a non-Western culture course; fulfills humanities requirement.) S. Waraich		
<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. Prerequisites: 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. Prerequisites: one art history course. I. Berry		
<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. Prerequisites: 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. Prerequisites: one art history course. P. Jolly		
<b>AH 345</b>	<b>ROCOCO ART AND DESIGN</b>	<b>3</b>
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		
<b>AH 347</b>	<b>NORTHERN RENAISSANCE PAINTING</b>	<b>3</b>
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		
<b>AH 348</b>	<b>SEVENTEENTH-CENTURY DUTCH PAINTING</b>	<b>3</b>
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		
<b>AH 351</b>	<b>TOPICS IN ART HISTORY</b>	<b>1-4</b>
A typically 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. (AH 351N is designated a non-Western culture course.) Art History Faculty		
<b>AH 353</b>	<b>ART AND REVOLUTION</b>	<b>3</b>
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		
<b>AH 354</b>	<b>NINETEENTH-CENTURY ART: LONDON AND PARIS</b>	<b>3</b>
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		
<b>AH 355</b>	<b>VISUAL CULTURE OF THE FRENCH REVOLUTION</b>	<b>3</b>
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		
<b>AH 361</b>	<b>TOPICS IN GENDER AND VISUAL CULTURE</b>	<b>3</b>
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. Prerequisites: one Art History course or permission of the instructor. May be repeated for credit with permission of the department. Art History Faculty		
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	
<b>AH 364</b>	<b>CONTEMPORARY ART</b>	<b>4</b>
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		
<b>AH 369</b>	<b>WOMEN IN THE VISUAL ARTS</b>	<b>3</b>
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. (AH369N is designated a non-Western course.) Art History Faculty		
<b>AH 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>1-4</b>
Guided by the instructor, the student does independent reading and research in a specific area of art history. Prerequisites: Permission of the 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. Prerequisites: Open to junior and senior majors or minors in art history or studio art; all others by permission of the instructor. Art History Faculty

- 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

**AH 380 THE ART HISTORY MAJOR AND BEYOND 1**

The culminating experience of the art history major. Students explore potential career paths, develop pre-professional skills, engage current issues in the art and art history world, and complete the required senior portfolio. 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 three 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*

Visiting Assistant Professor: Scott Mulligan

Lecturer: \*Elizabeth Dubben

Students studying arts administration will learn the importance of leadership roles that arts executives play in the nonprofit arts fields of music, dance, theater, and visual arts. Combining artistic sensibility with business acumen, students will examine the foundations of nonprofit arts organizations including mission development, board governance, marketing and new media, fundraising and philanthropy, nonprofit organizational structure and other areas essential to the operation of a nonprofit arts organization. Other types of arts organizations may also be studied including commercial enterprises and Broadway.

**THE ARTS ADMINISTRATION MINOR:** The minor in arts administration combines artistic sensibilities with business acumen and requires the successful completion of the following three components: Core Courses, Knowledge of the Artistic Process, and Structured Field Experience. At least one course must be completed at the 300 level.

### Core Courses (minimum 15–16 credits)

- AA 201 Foundations of Arts Administration (3 credits)
- AA 221 Philanthropy and the Arts: Relationships and Revenue (3 credits)
- MB 214 Foundations of Marketing (3 credits)
- MB 234 Foundations of Financial Accounting (3–4 credits)
- Elective: One focused 200- or 300-level elective approved in-advance by the Director of Arts Administration from one of the following disciplines: art, art history, dance, management and business, music, or theatre. The elective should be considered as the opportunity to tailor the student's interest within the field. Students are encouraged to explore courses from disciplines outside of their major that advance those interests. In rare instances and with the explicit approval of the Director of Arts Administration, a student may select a course from a discipline not listed above. The elective should be taken following the successful completion of AA 201 and AA 221 (minimum 3 credits).

### Knowledge of the Artistic Process

Inherent in the name of the field itself, arts administration requires an explicit and supplemental knowledge of the artistic process. Students may fulfill this requirement by either 1) declaring a companion major or minor in art, art history, dance, music or theater, or 2) completing three additional courses beyond the requirements above that will provide depth of knowledge of the artistic process. In order to satisfy the requirement, supplemental courses must be approved in advance of registration by the Director of Arts Administration and, if necessary, the arts administration advisory group. In some cases, cocurricular experience may substitute for one of these three courses.

### Structured Field Experience (minimum 3 credits)

Determined in concert with the Director of Arts Administration, the structured field experience will afford the student the opportunity to apply classroom knowledge to practice in a professional setting or explore a particular topic of great interest to the student through an in-depth independent study.

- AA 299 Professional Internship: Arts Administration or
- AA 341 Structured Field Experience in Arts Administration or
- AA 371 Independent Study or
- AA 399 Professional Internship: Arts Administration

**Total Number of Courses in Minor: 6**  
**Total Number of Credits in Minor: 18–19 (minimum)**

**MULTIPLE COUNTING OF COURSES:** Standard college rules apply for the multiple counting of courses as stated in the effective Catalog. Specifically, there can be no more than a two-course overlap in total for a major/minor program or for two minor fields. The student is responsible for being familiar with and following the appropriate guidelines.

**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 nonprofit 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 nonprofit 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 251A–D TOPICS IN ARTS ADMINISTRATION 1, 4**  
Topically 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 Nonprofit Arts Organizations. The Department

**AA 299 PROFESSIONAL INTERNSHIP: ARTS ADMINISTRATION 1, 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 341 STRUCTURED FIELD EXPERIENCE IN ARTS ADMINISTRATION 3**  
Professional experience working 6–8 hours per week in an arts organization. Student(s) will receive professional supervision from organization leadership as well as attend a weekly, hourlong faculty-led seminar. Field placements are limited, and students will be selected through a competitive application process. Prerequisites: Permission of the instructor; AA 201 and AA 221 recommended. D. Howson

**AA 351A–D ADVANCED TOPICS IN ARTS ADMINISTRATION 1–4**  
Topically 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 Nonprofit Arts Organizations. The Department

**AA 371A–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 of Arts Administration. The Department

**AA 399 PROFESSIONAL INTERNSHIP: ARTS ADMINISTRATION 1, 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:* Gautam Dasgupta

*Affiliated Faculty:*

*Anthropology:* R. Kenji Tierney

*Art History:* Saleema Waraich

*Chinese:* Mao Chen, Susan Chen

*English:* Bina Gogenini, Regina Janes

*Government:* Steven Hoffmann

*History:* Tillman Nechtman

*Japanese:* Masako Inamoto, Masami Tamagawa

*Korean:* Jinyoung Mason

*Library:* Dung-Lan Chen

*Management and Business:* Aiwu Zhao

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

*Philosophy and Religion:* Joel Smith

*Sanskrit:* Robert E. Goodwin

*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 (for students entering Skidmore fall 2011 and beyond).
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 history (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 three 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, three 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 eight 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 three 300-level credits on South Asia; or
  - b. At Skidmore: At least three credits at the 300 level in Asian studies; electives will continue language study and develop comparative and disciplinary focus.
4. Senior Year. At least six credits at the 300 level, three of which are 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.

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

**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:** 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 101</b>  | <b>INTRO TO ASIAN STUDIES</b>   | <b>3</b> |
| An introduction to Asian societies and cultures. Students will examine the concepts of "civilization," "modernity," and "everyday life" to engage the broad themes central to an understanding of China, Japan, and South Asia. (Designated a non-Western culture course; fulfills humanities requirement.)  |                                 |          |
| <b>AS 110</b>  | <b>ELEMENTARY SANSKRIT I</b>    | <b>3</b> |
| A self-instructed introduction to the elements of Sanskrit grammar, syntax, vocabulary, and associated structures of thought. By the end of the semester, students will gain a basic ability of reading and writing simple sentences and narratives in the Devanagari script. The long-term goal of this course and its sequels is to gain a reading ability for the main texts of Sanskrit literature (poetry, epic, narrative and wisdom literature, philosophical and religious texts, etc.). (Fulfills the foreign language requirement.) R. Goodwin |                                 |          |
| <b>AS 111</b>  | <b>ELEMENTARY SANSKRIT II</b>   | <b>3</b> |
| Self-instructed introductory course that includes short unaltered readings from the Bhagavad Gita. New grammatical elements include the subtleties of compounding, nonthematic verb conjugations, the phenomenon of nominalization, as well as sandhi (shift in the spelling of words in juxtaposition with other words). Prerequisites: AS 110. (Fulfills the foreign language requirement.) R. Goodwin   |                                 |          |
| <b>AS 210</b>  | <b>INTERMEDIATE SANSKRIT I</b>  | <b>3</b> |
| A self-instructed intermediate course that completes the study of Sanskrit grammar and begins the reading of connected texts, such as sections from epic or narrative literature. Prerequisites: AS 111. (Fulfills the foreign language requirement.) R. Goodwin   |                                 |          |
| <b>AS 211</b>  | <b>INTERMEDIATE SANSKRIT II</b> | <b>3</b> |
| A self-instructed intermediate Sanskrit course that focuses on reading and translation of passages from epic, narrative, and wisdom literature, and/or religious-philosophical texts. Prerequisites: AS 210. (Fulfills the foreign language requirement.) R. Goodwin   |                                 |          |

**AS 251 SPECIAL TOPICS IN ASIAN STUDIES 1, 4**

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.

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

Individual study under the direction of Asian studies faculty.

**AS 375 ASIAN STUDIES SEMINAR 1**

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

**AS 399 PROFESSIONAL INTERNSHIP IN ASIAN STUDIES 3**

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 three semester hour credits may count toward the 300-level requirement of the major. Must be taken S/U.

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

- AH 104 Ways of Seeing: Survey of Asian Art
- AH 105 Ways of Seeing: Survey of South and Southeast Asian and Himalayan Art
- AH 209 Islamic Art
- 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 319 Image and Narrative in Asian Art
- AH 361E Topics in Gender and Visual Culture: Asian Art (NW)
- AH 375E Seminar: Asian Art
- AN 252 Non-Western Themes in Anthropology Special Topic: East Asia in Motion
- AN 351 Topics in Cultural or Biological Anthropology Special Topic: Embodying East Asia
- DA 214 Classical Dance of India I
- DA 314 Classical Dance of India II
- EN 229 Special Studies: Texts in Context Special Topic: Introduction to Asian-American Literature (credit in minor only)
- EN 229 Special Studies: Texts in Context Section C: Empire Strikes Back: Postcolonial Literature from the Caribbean, Africa, and South Asia
- 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 View 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 Modern Japanese Culture and Society Cultural China: Trends and Themes Seminar Themes in Chinese or Japanese Culture
- FL 267
- FL 269
- FL 376
- FX 171, FX 172, FX 271, FX 272, FX 371, FX 372 Self-Instructional Korean Political Modernization: The Case of India What the United States Does Wrong in the World: Views from India and Answers from Washington Comparative Politics and Culture: India and Japan Holding up Half the Sky: Gender, Writing, and Nationhood in China Introduction to Modern China Topics in History: East Asian Diplomacy Introduction to Imperial China History of Modern Japan The Vietnam War Empires in India The Chinese Revolution Japan's Modernizers: Samurai, Weavers, Writers, and Prostitutes Topics in History: Chinese History Japanese History 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) Music in South Asia Music and Culture of East Asia Topics Seminar: Music of East Asia Buddhist Philosophy Philosophies of India (NA) Japanese Buddhism (NA) Tibetan Buddhism (NA) Religious Traditions of India (NA) Encountering the Goddess in India (NA) Special Topics in Sociology: Sociology of Japan Special Studies in Theater History and Theory: Asian Performance/Asian Theater
- MU 309
- MU 310
- MU 344
- PH 215
- PR 214
- PR 325
- PR 326
- RE 213
- RE 220
- SO 251
- TH 334

# Biology

---

Chair of the Department of Biology: Patricia Hilleren

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

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

Assistant Professors: Jennifer Bonner, Jason Breves

Visiting Assistant Professor: Abby Drake

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

Teaching Associates: Erika Schielke, Patti Murray Steinberger

Microscopy Technology and Research Coordinator: Amanda Andreas

Research Associates: Samuel Bowser, Debra Possidente, Roy Meyers

Technical Assistants: Tracy Broderson, \*Maja Cabarkapa

Animal Care Technician: \*Kristin Salisbury

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 two CH courses, beginning with CH 125. CH 115 may be taken in preparation for CH 125, but it does not count toward the sequence of two CH courses required for the major.
3. Mathematics course: MA 111 (usually taken in the first year)
4. Capstone courses: BI 377 and BI 378 (taken in the senior year)
5. Writing: Successful completion of BI 105, BI 106, and any two 4-credit 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 Cell Biology, BI 245 Principles of Genetics, and BI 247 Cell Biology
3. Supportive courses: four courses selected from BI 235, BI 246, BI 251, BI 251M, BI 252M, BI 252, BI 309, BI 311, BI 337, BI 338, BI 341, BI 342, BI 351, BI 351M, BI 352, BI 352M, BI 360, BI 361, BI 362, BI 363, BI 368, BI 370; CH 340, CH 341, CH 342. BI 242, BI 245, or BI 247 may be taken as a supportive course if not taken to fulfill the statistics requirement (#5). 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 251, BI 251E, BI 252, BI 252E, BI 302, BI 307, BI 325, BI 327, BI 338, BI 339, BI 344, BI 351, BI 351E, BI 352, BI 352E, and BI 370. BI 316 or BI 324 may count as a supportive course, if not already taken as a foundation course. BI 235 may be taken as a supportive course if not taken to fulfill the statistics requirement (#5). Two of the three supportive courses must be at the 300 level.
4. One other biology course at the 200 level
5. MS 104 or EC 237 or BI 235

**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 115 or CH 125 is also required. Note: BI 385 cannot substitute for one of the 300-level courses in biology.

**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.

**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 "Health Professions" under *Preparation for Profession: Affiliated Programs and Other Agreements*.



## EXPLORATION COURSES

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

### NS 101 NEUROSCIENCE: MIND AND BEHAVIOR 4

An interdisciplinary examination of the neurobiological bases of behavior and mental processing. Topics include the structure and functioning of the nervous system, brain-behavior relationships, and hormonal and genetic effects on behavior and mental processing. Laboratories develop students' understanding of functional neuroanatomy, neural transmission, and human psychophysiology. (Fulfills natural sciences breadth requirement.) J. Bonner, D. Evert, H. Lopez

### 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.) The Department

### 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 agro-ecology. 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 HUMAN BIOLOGY AND MEDICAL DECISIONS: FOOD, DISEASE, SEX, SLEEP 4

We share many fundamental biological processes with other living things (food, disease, sex, sleep), but humans also gain and organize information to make evidence-based decisions about our health and lives. This course examines a range of topics in biology (physiology, cell biology, genetics, and neuroscience) and how information is obtained and used to draw conclusions about biology and health. Topics covered do not overlap with BI105/106, so this course can be taken by pre-med students to address additional MCAT competencies. BI120H is appropriate for students who are interested in bioethics and a deeper understanding of evidence-based medical decision making. Prerequisites: QR1. Three hours of lecture, two hours of lab per week (plus 1 hour of discussion for 120H). (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 152 TOPICS IN BIOLOGY 4

An opportunity to study topics at the 100 level that are not offered on a regular basis. This course has a 3-hour laboratory component that complements the lecture. The specific topics will vary each time the course is taught. All BI 152 Topics courses fulfill the natural science requirement, but are not generally counted toward a major in Biology. May be repeated for credit, if on a different topic. 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.) The Department

### 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

## 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 lab per week. (Fulfills natural sciences requirement.) A. Drake, 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.) J. Bonner, D. Domozych, J. Ness

### BI 235 BIOSTATISTICS 4

Quantitative and statistical skills required for the study of biology and medicine. Topics include: inference, experimental design and hypothesis testing; assumptions behind statistical models and choice of statistical tests; analysis of variance and covariance; general linear models; regression and multiple regression; parametric and non-parametric tests. Prerequisites: BI 105. Three hours of lecture/discussion, three hours of lab each week. The Department

<b>BI 240</b>	<b>ENVIRONMENTAL BIOLOGY</b>	<b>4</b>
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		
<b>BI 241</b>	<b>ECOLOGY</b>	<b>4</b>
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		
<b>BI 242</b>	<b>MOLECULAR CELL BIOLOGY</b>	<b>4</b>
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 the study of cell biology at the molecular level. 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) the structure and function of proteins and nucleic acids and how they interact to promote cell function; ii) protein targeting, modification and localization; iii) eukaryotic cell cycle; and iv) the regulation of cell growth and cell death by key regulatory molecules and how, when mis-regulated, these regulatory pathways predictably lead to cancerous disease states characterized by uncontrolled cell growth. Prerequisites: BI 106 and CH105 or CH107H. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the departmental writing requirement. P. Hilleren		
<b>BI 244</b>	<b>COMPARATIVE VERTEBRATE PHYSIOLOGY</b>	<b>4</b>
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 CH105 or CH107H. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the departmental writing requirement. The Department		
<b>BI 245</b>	<b>PRINCIPLES OF GENETICS</b>	<b>4</b>
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		
<b>BI 246</b>	<b>MICROBIOLOGY: DIVERSITY, DISEASE, AND THE ENVIRONMENT</b>	<b>4</b>
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		
<b>BI 247</b>	<b>CELL BIOLOGY</b>	<b>4</b>
The course provides a cellular and organismal view of essential features of eukaryotic cell biology. Students will study cellular functions such as protein structure and function, cytoskeletal organization, cell migration, cellular metabolism, and cell signaling. In laboratory, students will gain experience with, modern techniques for visualizing cell biological processes, with emphasis on differential interference contrast (DIC) optics, fluorescence, and confocal microscopy. Prerequisites: BI 106, and CH105 or CH107H. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the departmental writing requirement. J. Bonner		
<b>BI 251</b>	<b>TOPICS IN BIOLOGY</b>	<b>3</b>
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 requirements for the biology major as supportive courses. BI 251 fulfills the supportive course requirement for the biology major of all concentrations. BI 251E fulfills the supportive course requirement of the ecology, evolution, and behavior as well as the integrative concentration. BI 251I fulfills the supportive course requirement of the integrative concentration. BI 251M fulfills the supportive course requirement of the molecular biology, cell biology, and genetics as well as the integrative concentration. May be repeated for credit, if on a different topic. The Department		
<b>BI 252</b>	<b>TOPICS IN BIOLOGY WITH LAB</b>	<b>4</b>
An opportunity to study topics that are not offered on a regular basis. This course has a 3-hour laboratory component that complements the lecture. The specific topics will vary each time the course is taught. All courses fulfill the requirements for the biology major as supportive courses. BI 252 fulfills the supportive course requirement for the biology major of all concentrations. BI 252E fulfills the supportive course requirement of the ecology, evolution, and behavior as well as the integrative concentration. BI 252I fulfills the supportive course requirement of the integrative concentration. BI 252M fulfills the supportive course requirement of the molecular biology, cell biology, and genetics as well as the integrative concentration. May be repeated for credit, if on a different topic. The Department		
<b>BI 275</b>	<b>INTRODUCTION TO BIOLOGICAL RESEARCH</b>	<b>1</b>
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 departmental writing requirement for the major. 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. 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.		
<b>BI 299</b>	<b>PROFESSIONAL INTERNSHIP IN BIOLOGY</b>	<b>3</b>
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.		
<b>TX 301</b>	<b>TROPICAL FIELD ECOLOGY</b>	<b>2</b>
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		
<b>BI 302</b>	<b>BEHAVIORAL ECOLOGY</b>	<b>3</b>
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, except BI 299. M. Raveret Richter		
<b>BI 306</b>	<b>MAMMALIAN PHYSIOLOGY</b>	<b>4</b>
A study of selected topics in mammalian physiology, including respiratory, renal, and neural physiology. Prerequisites: 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 lab per week. Offered in alternate years. The Department		

<b>BI 307</b>	<b>ORNITHOLOGY</b>	<b>4</b>
Birds as model organisms for an integrative study of biology. This course explores avian form and function; the ecology, evolution, and behavior of birds; and avian conservation. Prerequisites: BI 106 and any two 200-level biology courses except BI 299, or ES 205 and ES 206. Three hours of lecture, three hours of fieldwork or lab a week. One Saturday field trip. Currently not offered. C. Freeman-Gallant		
<b>BI 309</b>	<b>MICROBIAL GENETICS</b>	<b>4</b>
An advanced exploration of the genetic aspects of microbiology. Students will study the genetic characteristics of prokaryotes and how bacterial model organisms contribute to our understanding of fundamental genetic processes in all living cells. Students will also explore applied topics, including the genetics of bioremediation and increasing prevalence of bacterial antibiotic resistance. In the laboratory, students will use modern methods in molecular genetics to explore the use of microorganisms in basic research. Prerequisites: BI 106, and CH106 or CH107H or CH 125 and BI 242 or BI 246. S. McDevitt		
<b>BI 311</b>	<b>BIOLOGICAL ELECTRON MICROSCOPY</b>	<b>4</b>
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. Prerequisites: BI 106 and BI 244 or BI 247. Two hours of lecture and four hours of lab a week D. Domozych		
<b>BI 316</b>	<b>ANIMAL BEHAVIOR</b>	<b>4</b>
Behavior is a product of evolution and a means of animal adaptation. This course considers the mechanisms, proximate causes, and ultimate origins of behavior. Prerequisites: BI 106 and any two 200-level biology courses except BI 299, or ES 205 and ES 206; for neuroscience students: NS 101, BI 105, and BI 244. Three lectures, three hours of lab or fieldwork a week. One Saturday field trip. M. Raveret Richter		
<b>BI 324</b>	<b>EVOLUTION</b>	<b>4</b>
A survey of topics in evolutionary theory: the evidence for evolution, mechanism of evolutionary change, species concepts, and speciation. Introduction to the concepts of variability, adaptation, neutrality, and phylogeny through discussion and lab work. Prerequisites: BI 106 and any two 200-level biology courses except BI 299, or ES 205 and ES 206. Three hours of lecture, three hours of lab a week. The Department		
<b>BI 325</b>	<b>TROPICAL ECOLOGY</b>	<b>3</b>
An introduction to the ecology of tropical regions, with an emphasis on Central and South American forests. In this course, we will take an ecological approach to investigating the patterns, processes, and organisms characterizing tropical ecosystems. We will study the forces that gave rise to tropical biodiversity, and discuss both the preservation and destruction of tropical ecosystems. Prerequisites: BI 106 and any two 200-level biology courses except BI 299, or ES 205 and ES 206. Please refer to the companion course, TX 301. M. Raveret Richter		
<b>BI 327</b>	<b>CONSERVATION ECOLOGY</b>	<b>3</b>
Focuses upon developing an understanding of the diversity of life, in an ecological and evolutionary context, and applying that understanding to critical analyses of issues and problems in conservation biology. Prerequisites: BI 106 and any two 200-level biology courses except BI 299, or ES 205 and ES 206. M. Raveret Richter		
<b>BI 337</b>	<b>PLANT PHYSIOLOGY</b>	<b>4</b>
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. Prerequisites: BI 106 and any two, 200-level courses in Biology. Two lectures, four hours of lab a week. D. Domozych		
<b>BI 338</b>	<b>PLANT BIOTECHNOLOGY</b>	<b>4</b>
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. Prerequisites: BI 106 D. Domozych		
<b>BI 339</b>	<b>PLANT-ANIMAL INTERACTIONS</b>	<b>4</b>
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. Prerequisites: BI 106 and any two 200-level biology courses except BI 299, or ES 205 and ES 206. Three hours of lecture/discussion and one three-hour lab per week. J. Ness		
<b>BI 341</b>	<b>NEURODEVELOPMENT</b>	<b>4</b>
An examination of neurodevelopment from an anatomical, genetic, and molecular perspective. Students will study cellular migrations, tissue organization, patterning, and differentiation. In laboratory, students will gain experience with visualizing the developing nervous system at various stages, using techniques such as immunocytochemistry, <i>in situ</i> hybridization, and live fluorescent and bright field imaging. Prerequisites: BI 106; BI 242 or BI 247; and one additional 200-level BI course (except BI 299 and BI 275). Three hours of lecture, three hours of lab per week. J. Bonner		
<b>BI 342</b>	<b>FRONTIERS IN MOLECULAR NEUROSCIENCE</b>	<b>3</b>
Historic examination of axon guidance research using primary sources. Students will review and present seminal research articles that transitioned the field of axon guidance from a small research question to a major field in neurobiology. Students will study mechanisms of axon guidance, model systems, relevant gene families, and cellular and molecular approaches. Substantial emphasis will be placed on strengths and weakness of methodologies currently in use in the field. Students will develop scientific writing and oral presentation skills through multiple graded assignments. Prerequisites: BI 106, BI 242 or BI 247, and one 200-level biology course except BI 299; for neuroscience students: NS 101, BI 105, and BI 242, BI 244, or BI 247. J. Bonner		
<b>BI 344</b>	<b>BIOLOGICAL CLOCKS</b>	<b>4</b>
Organisms in all the major taxonomic groups have internalized geophysical and other periodicities in the form of endogenous biological mechanism that function as clocks. Theoretical, molecular, cellular, physiological, behavioral, ecological, and biomedical aspects of biological clocks will be examined, with an emphasis on circadian clocks. Prerequisites: BI 106 and any two 200-level biology courses except BI 299, 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		
<b>BI 351</b>	<b>TOPICS IN BIOLOGY</b>	<b>3</b>
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. BI 351 fulfills the 300-level supportive course requirement for the biology major of all concentrations. BI 351E fulfills the 300-level supportive course requirement of the ecology, evolution, and behavior as well as the integrative concentration. BI 351I fulfills the 300-level supportive course requirement of the integrative concentration. BI 351M fulfills the 300-level supportive course requirement of the molecular biology, cell biology, and genetics as well as the integrative concentration. Prerequisites: permission of department. May be repeated for credit, if on a different topic. The Department		
<b>BI 352</b>	<b>TOPICS IN BIOLOGY WITH LAB</b>	<b>4</b>
An opportunity to study advanced topics that are not offered on a regular basis. This 4-credit course has a 3-hour laboratory component that complements the lecture. The specific topics will vary each time the course is taught and prerequisites will vary according to the topic. BI 352 fulfills the 300-level supportive course requirement for the biology major of all concentrations. BI 352E fulfills the 300-level supportive course requirement of the ecology, evolution, and behavior as well as the integrative concentration. BI 352I fulfills the 300-level supportive course requirement of the integrative concentration. BI 352M fulfills the 300-level supportive course requirement of the molecular biology, cell biology, and genetics as well as the integrative concentration. Prerequisites: permission of the department. May be repeated for credit, if on a different topic. The Department		
<b>BI 360</b>	<b>GENOME BIOLOGY: CHROMATIN STRUCTURE, FUNCTION AND EPIGENETIC REGULATION</b>	<b>3</b>
A study of eukaryotic genome structure, evolution and function. We will explore genome structural complexity including the dynamic composition and architecture of chromatin and the mechanisms by which its integrity is maintained and its function is regulated. This course will culminate in the exploration in the exploration of the causes and consequences of epigenetic control that together drive genome plasticity. Integral to this course will be the study of the various modes of inquiry and research tools utilized by scientists to investigate these questions. Prerequisites: BI 106 and BI 242 and CH 221; BI 245 suggested. P. Hilleren		
<b>BI 361</b>	<b>BIOLOGY OF VIRUSES</b>	<b>3</b>
An exploration of the structure, genetics, and pathogenesis of all types of viruses, from bacterial to mammalian. Rather than taking an encyclopedic approach, the course begins as an overview of common themes in the life cycles of all viruses. Building upon this foundation, the course will then draw largely from recent published research to explore features of the life cycle and pathogenesis of specific viruses. Prerequisites: BI 106 and BI 242 or BI 246. The Department		

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

An exploration of the latest techniques used to study bacteria-host interactions at the molecular level. The course delves into common obstacles that disease-causing bacteria must overcome in order to colonize a human host and the general strategies bacteria have evolved to overcome these obstacles. Comparisons will be made to symbiotic bacteria-host interactions, and questions such as "How did pathogenic bacteria evolve?" will be addressed. Grounded in current published research, the class will also explore, at the molecular level, mechanisms used by specific pathogens to colonize and damage host tissue. Prerequisites: BI 106 and BI 246, BI 245 recommended. S. McDevitt

**BI 363 RNA METABOLISM 3**

An investigation into our current 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. When appropriate, we will examine how defects in these processes contribute to human disease. We will also explore how structural (micro and long non-coding) RNA molecules exert regulatory control over gene expression. Central to our work will be an exploration of the biochemical, molecular, and genetic methods and emerging technologies used to study RNA metabolism. Prerequisites: BI 106, BI 242, and CH 221. P. Hilleren

**BI 368 ADVANCED LIGHT MICROSCOPY 4**

A study of the theory and practice of advanced light microscopy. This course will introduce students to the theory and practice of advanced light microscopy and its role in biological research. Lecture and laboratory will interact closely and present students with such topics as immunocytochemistry, fluorescent protein construction and transformation, 3-dimensional reconstruction and time lapse imaging. In laboratory, students will have extensive hands-on practice with our fluorescence research microscopes and confocal laser scanning microscopy culminating in digital portfolio. Prerequisites: BI 106 and one 200-level BI course, or BI 311, or BI 338. 3 hours of lecture and 3 hours of lab per week. D. Domozych

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

An introductory course in the methods, procedures, uses, and implications of digital computer modeling of biological processes, from the molecular through the population level or organization, with particular focus on the systems level. Prerequisites: BI 106. The Department

**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 BI 371 or BI 385 only once to satisfy a 300-level biology course requirement. The Department

**BI 377 SENIOR CAPSTONE IN BIOLOGY 2**

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 378 SENIOR CAPSTONE IN BIOLOGY 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. Prerequisites: Agreement by a faculty member to serve as mentor, completion of two 200-level courses in Biology (except BI 299), and permission of the instructor. Biology majors (integrative concentration) may take either BI 371 or BI 385 only once to satisfy a 300-level biology course requirement. Must be taken S/U. The Department

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

Professional experience at an advanced level for juniors and seniors with substantial academic experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as laboratory or field research, or clinical medicine. 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

---

*Chair of the Department of Chemistry:* Kimberley A. Frederick

Professors: Kimberley A. Frederick, Raymond J. Giguere, Judith A. Halstead

Associate Professor: Steven T. Frey

Assistant Professors: Rebecca J. Howard, Juan Navea, Kelly Sheppard

Visiting Assistant Professors: William Kennerly, Maryuri Roca

Senior Teaching Associate: Kara Cetto Bales

Teaching Associates: Beatrice Kendall, Cynthia K. Sood

Instrumentation Manager: Lisa M. Quimby

Chemistry, the scientific investigation of the composition of matter and its transformations, is at the heart of scientific and technical inquiry. Indeed, knowledge of chemistry is essential to address current issues facing our world such as the need for renewable energy sources, global warming, genomics, stem cell research, and food production. Training in chemistry at Skidmore College prepares students for a wide variety of careers, graduate studies, or healthcare professional schools (medical, dental, veterinary).

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 research courses, and/or summer research experiences at Skidmore or through other programs. Two semesters of 300-level research or equivalent are required for Departmental Honors.

Students who major in chemistry and plan to attend a professional school (medical, dental, veterinary) are encouraged to take biology (BI 105 and BI 106). See *Health Professions*.

**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 two semesters of 300-level research or equivalent, 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.

## THE CHEMISTRY MAJOR

For students who entered Skidmore prior to Fall 2014

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.

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

For students who enter Skidmore in Fall 2014 (Class of 2018) and after

Students majoring in chemistry are required to:

1. Fulfill the general college requirements
2. Complete the following:
  - a. a core curriculum consisting of CH 125, CH 221, CH 222, CH 214, CH 232, CH 332, CH 333, CH 377, CH 378; and three 300-level electives (CH 371/372 or CH 385 may only count once);
  - b. A minimum of one Mathematics course: MA 113 or above (course with MA 113 prerequisite); 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 125, CH 221, CH 222; CH 330 or CH 332; CH 341, CH 342, CH 343, CH 377, CH 378, one 200/300-level CH elective (one of which must have a lab, excluding CH 371/372 and CH 385), and one 300-level elective from the following list (3 credit minimum): CH303, CH 314, CH 323/324, CH 331/333, CH 351, CH 352, CH 353, CH 371/372, CH 385, BI 309, BI 311, BI 323, BI 338, BI 342, BI 348, BI 349, BI 351, BI 351M, BI 352, BI 352M, BI 360, BI 361, BI 363, BI 368, and EX 361 (when a biomolecular topic);
  - b. BI 105, BI 106, and one from among BI 242, BI 244, BI 245, BI 246, or BI 247;
  - c. A minimum of one Mathematics course: MA 113 or above (course with MA 113 prerequisite); 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 125, CH 222; and CH 333 or CH 341.

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

### THE CHEMISTRY MINOR

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

<b>CH 110</b>	<b>CHEMISTRY OF FOODS AND FLAVORS WITH LAB</b>	<b>4</b>
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		
<b>CH 111</b>	<b>ENVIRONMENTAL CHEMISTRY</b>	<b>3</b>
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		
<b>CH 112</b>	<b>ENVIRONMENTAL CHEMISTRY WITH LAB</b>	<b>4</b>
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		
<b>CH 115</b>	<b>FUNDAMENTALS OF CHEMISTRY WITH LAB</b>	<b>4</b>
An introductory course for students with little to no background in chemistry. Fundamental chemical concepts such as atomic structure, bonding, chemical reactions, and the properties of solids, liquids, and gases are presented. Emphasis is placed on learning the "language of chemistry," achieving the ability to visualize and understand process on an atomic and molecular level, and developing problem solving skills. Laboratory exercises and experiments serve to illustrate concepts presented in the lecture. This course is appropriate for students preparing to take Chemistry 125-Principles of Chemistry and for students who seek a one-semester survey of the subject. Prerequisites: QR1. May not be used to satisfy major or minor requirements in chemistry or biology. (Fulfills QR2 and natural sciences requirements.) The Department		
<b>CH 125</b>	<b>PRINCIPLES OF CHEMISTRY</b>	<b>4</b>
An introduction to the fundamental principles of chemistry that provides one of the bases for the in-depth study of natural science disciplines; appropriate for students who intend to major in the natural sciences. Topics include atomic and molecular structure, periodic relationships, properties of gases, kinetics, equilibria, acids and bases, electrochemistry, and thermodynamics. Laboratory experiments serve to illustrate concepts learned in the classroom. Prerequisites: CH 115 or consent of the department based on an online diagnostic exam and QR1 results. Three hours of lecture/discussion and one three-hour lab per week. (Fulfills QR2 and natural sciences requirement.) Partially fulfills the writing requirement in the major. The Department		
<b>CH 171</b>	<b>INTRODUCTION TO CHEMICAL RESEARCH</b>	<b>1</b>
An introductory exploration of research in the chemical sciences. Each student works in collaboration with a faculty member to develop and demonstrate familiarity with chemical research methods. This experience allows students in the early stages of their careers to sample research methodologies in particular sub-disciplines of chemistry. Prerequisites: Completion of one 100-level course in chemistry and permission of the instructor. Three to six hours of work under the supervision of the individual faculty mentor. CH 171 does not count toward the chemistry major, nor the chemistry major with a biochemistry concentration. Must be taken S/U. The Department		
<b>CH 207H</b>	<b>INTERMEDIATE TOPICS IN CHEMISTRY</b>	<b>4</b>
Intermediate-level, topic-based, honors courses that offer highly motivated students the opportunity to refine their critical thinking and quantitative problem-solving skills while examining an area of special interest in the field of chemistry. Specific topics may vary from year to year. The topic offered during a given semester is listed in master schedule. Descriptions of the various topics can be found on the Chemistry Department's Web site. Prerequisites: CH 125 or permission of the department. Three hours of lecture-discussion and one three-hour lab per week. The Department		
<b>CH 214</b>	<b>INORGANIC COMPOUNDS AND MATERIALS</b>	<b>5</b>
An intermediate-level examination of inorganic compounds and materials. Topics will include atomic structure, properties and periodicity of the elements, bonding, the structure and properties of solid-state materials, and coordination chemistry. Laboratory experiments will illustrate concepts learned in the classroom and introduce techniques used in the synthesis and characterization of these chemical species. Prerequisites: CH106 or CH107H or CH 125. Three hours of lecture-discussion and one four-hour lab per week. S. Frey		
<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. Prerequisites: CH106 or CH107H or CH 125. Three hours of lecture-discussion and four hours of lab per 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. Prerequisites: CH 221. 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. R. Giguere, K. Cetto Bales		
<b>CH 232</b>	<b>ANALYTICAL METHODS IN CHEMISTRY</b>	<b>5</b>
A study of the process of developing analysis methods that yield accurate and precise results. The entire method development process will be interrogated from sampling techniques and statistical treatment of data to the theory and application of modern analytical chemical techniques. The lab includes hands-on experience with many types of modern analytical instrumentation. Prerequisites: CH106 or CH 125. Three hours lecture and four hours lab per week. K. Frederick		
<b>CH 251</b>	<b>TOPICS IN CHEMISTRY</b>	<b>4</b>
Typically organized course based on a subfield of chemistry at the intermediate level. The specific topic examined may differ from year to year. In the laboratory section, students will learn basic methods of experimentation and instrumental analysis specific to the subfield. Prerequisites: CH106 or CH 125. Three hours of lecture-discussion and three hours of lab per 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. Prerequisites: Completion of CH 125 and permission of the instructor. Six to nine hours of work under supervision of the individual faculty mentor. CH 271 does not count toward the chemistry major, nor the chemistry major with biochemistry concentration. Must be taken S/U. 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. Prerequisites: Complete CH106 or CH 125. 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. Prerequisites: CH 222. The Department		
<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. Prerequisites: CH 330 or CH 332 or permission of the 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. Prerequisites: CH 330 or CH 332 or permission of the 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. Prerequisites: CH 222. Three hours of lecture-discussion per 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. Prerequisites: 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. Prerequisites: CH106 or CH 125, 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 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. Prerequisites: CH 221. Three hours of lecture-discussion per week. The Department
<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. Prerequisites: CH 330 or CH 332 or permission of the department. Three hours of lecture-discussion per week. J. Halstead, J. Navea	<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. Prerequisites: Permission of the department. Open to seniors majoring in chemistry or chemistry with biochemistry concentration. The Department
<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. Prerequisites: CH 222 or CH303, MA 113, PY 208. Three hours of lecture-discussion and four hours of lab per week. J. Halstead	<b>CH 371</b>	<b>CAPSTONE IN CHEMISTRY: STUDENT-FACULTY COLLABORATIVE RESEARCH</b>	<b>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. Each student develops a research project in collaboration with a faculty mentor and gives a formal presentation of their results. Prerequisites: Permission of the instructor. Students who intend to seek advanced degrees are particularly encouraged to take this course CH 385 and/or CH 371. Nine to twelve hours of work under the supervision of the individual faculty mentor. Two semesters of 300-level research in chemistry (CH 385 and/or CH 371) are required for consideration for honors in chemistry. The Department
<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. Prerequisites: 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, J. Navea	<b>CH 372</b>	<b>CAPSTONE IN CHEMISTRY: STUDENT-FACULTY COLLABORATIVE RESEARCH</b>	<b>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. Prerequisites: Permission of the department. Students who intend to seek advanced degrees are particularly encouraged to take this course. At least 6 hours credit in 300-level research courses or equivalent is required for consideration for Honors in Chemistry. The Department
<b>CH 336</b>	<b>ADVANCED ANALYTICAL CHEMISTRY</b>	<b>4</b>	An exploration of advanced instrumentation in chemical analysis. This course will be topically focused based on student interest in fields such as forensics, environmental science, art conservation, or archeology. Course time will involve lecture, discussion of peer-reviewed articles and instrument training. Substantial lab work will be required outside of scheduled class time. Prerequisites: CH 232. The Department	<b>CH 375</b>	<b>LITERATURE INVESTIGATION IN CHEMISTRY</b>	<b>3</b>	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
<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. Prerequisites: CH 222. R. Howard, K. Sheppard	<b>CH 377</b>	<b>SENIOR SEMINAR IN CHEMISTRY AND BIOCHEMISTRY</b>	<b>1</b>	One-credit seminar course designed to teach communication skills relating to scientific research. The course includes presentations by students, faculty, and guest speakers as well as discussion of current chemical literature. Both CH 377 and CH 378 are required of all senior chemistry majors. Each of these courses may be repeated once for credit. Must be taken S/U. The Department
<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. Prerequisites: 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. R. Howard, K. Sheppard	<b>CH 378</b>	<b>SENIOR SEMINAR IN CHEMISTRY AND BIOCHEMISTRY</b>	<b>1</b>	One-credit seminar course designed to teach communication skills relating to scientific research. The course includes presentations by students, faculty, and guest speakers as well as discussion of current chemical literature. Both CH 377 and CH 378 are required of all senior chemistry majors. Each of these courses may be repeated once for credit. Must be taken S/U. The Department
<b>CH 342</b>	<b>BIOCHEMISTRY: INTERMEDIARY METABOLISM</b>	<b>3</b>	Intermediary metabolism, bioenergetics, and the nature of enzyme-catalyzed reactions are discussed. Prerequisites: CH 340 or CH 341. Three hours of lecture discussion per week. R. Howard, K. Sheppard	<b>CH 385</b>	<b>RESEARCH METHODS IN CHEMISTRY</b>	<b>4</b>	An opportunity for students to engage in chemical research in collaboration with a faculty member. Emphasis is on the development of analytical and technical expertise in chemical research. Students meet weekly for one hour of discussion and work independently with their individual faculty mentors in pursuit of their research. Each student gives a formal presentation of their results. Prerequisites: Agreement by a faculty member to serve as mentor and permission of the instructor. Students who intend to seek advanced degrees are particularly encouraged to take CH 385 and/or CH 371. Nine to twelve hours of work under the supervision of individual faculty mentor in addition to the one-hour weekly group meeting. Two semesters of 300-level research in chemistry (CH 385 and/or CH 371) are required for consideration for honors in chemistry. Must be taken for a letter grade. The Department
<b>CH 343</b>	<b>EXPERIMENTAL BIOCHEMISTRY LABORATORY</b>	<b>2</b>	A project driven laboratory course to provide advanced training in experimental biochemistry. The course focuses on the isolation, purification, manipulation, and characterization of biological macromolecules, in particular proteins, in an investigative context. Students will be asked to apply previously learned biochemical knowledge and skills to answer an open question in biochemistry while also learning new laboratory techniques. Emphasis is placed on the proper collection, interpretation, synthesis, and presentation of in vitro and in silico results. Prerequisites: CH 341. K. Sheppard, R. Howard	<b>CH 399</b>	<b>PROFESSIONAL INTERNSHIP IN CHEMISTRY</b>	<b>3 or 6</b>	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: CH303 and one additional 300-level course in chemistry. Only three semester hours may count toward the major. The Department
<b>CH 351</b>	<b>SPECIAL TOPICS IN CHEMISTRY</b>	<b>1-5</b>	A variety of topics at the advanced, available to students with an interest in chemistry. Some examples of topics are: atmospheric chemistry, food chemistry and nanotechnology. Specific choice of topics will depend on student interest and background. The course may be offered with or without lab. Prerequisites: CH 222 and permission of the department. The Department				
<b>CH 352</b>	<b>SPECIAL TOPICS IN BIOCHEMISTRY</b>	<b>1-5</b>	A variety of topics at the advanced level, available to students with an interest in biochemistry. Specific choice of topics will depend on student interest and background. The course may be offered with or without lab. Prerequisites: CH 222 and permission of the department. K. Sheppard, R. Howard				

# Classics

---

*Chair of the Classics Department:* Michael Arnush

Associate Professors: Michael Arnush, Daniel Curley

Lecturer: Leslie Mechem

Research Associate: Joseph Russo

*Affiliated Faculty:*

*Art History:* Penny Jolly

*English:* Kate Greenspan

*French:* Marc-André Wiesmann

*Philosophy:* Silvia Carli

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.

ETA SIGMA PHI, New York Iota Nu Chapter: Incorporated in 1927, Eta Sigma Phi is a national honorary society that seeks to develop and promote interest in classical study, and in the history, art, and literature of ancient Greece and Rome, among students of colleges and universities. Undergraduate students are eligible for membership as of their junior year if they have achieved a grade point average of at least 3.0 in the Classics major and a grade of not less than "B" in one Latin or Greek course.

## THE CLASSICS MAJOR

*For students entering in 2012 and afterward:*

31 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 310 and 311 courses 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 (when applicable) HI 363.

5. Transition course: CC 395

Students must also complete a capstone project, either

- a. an expanded research paper in either CC 365 or a 300-level Greek or Latin course;
- b. a senior thesis; or
- c. an independent study that results in a research paper or other advanced project.

Students may count toward the major any course listed above plus CC 265, CC 291, CC 292; GO 204; PH 203, PH 327; and (when applicable) RE 330. 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 (when applicable) HI 363, ideally taken toward the beginning and end, respectively, of their studies at Skidmore.

*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 225, CC 226, CC 365; GO 204; HI 203, HI 204, HI 205, HI 206; and PH 203.

*Art and Archaeology:* AH 223, AH 222, AH 232, AH 375A; AN 101; CC 220, CC 365; GE 102, GE 309; and HI 203, HI 204, HI 205, HI 206.

*History:* CC 226; GO 204; and HI 203, HI 204, HI 205, HI 206, HI 363.

*Philosophy:* CC 222, CC 223, CC 224, CC 225, CC 226; GO 204; HI 203, HI 204, HI 205, HI 206; and 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.

*For students entering prior to 2012:*

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 310 and 311 courses 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 (when applicable) HI 363.

Students may count toward the major any course listed above plus CC 265, CC 291, CC 292; GO 204; PH 203, PH 327; and (when applicable) RE 330. 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 (when applicable) HI 363, ideally taken toward the beginning and end, respectively, of their studies at Skidmore.



*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 225, CC 226, CC 365; GO 204; HI 203, HI 204, HI 205, HI 206; and PH 203.

*Art and Archaeology:* AH 223, AH 222, AH 232, AH 375A; AN 101, AN 201; CC 220, CC 365; GE 102, GE 309; and HI 203, HI 204, HI 205, HI 206.

*History:* CC 226; GO 204; and HI 203, HI 204, HI 205, HI 206, HI 363.

*Philosophy:* CC 222, CC 223, CC 224, CC 225, CC 226; GO 204; HI 203, HI 204, HI 205, HI 206; and 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.

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 204; HI 363 (when applicable); PH 327; and (when applicable) 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.

*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 225, CC 226, CC 365; GO 204; HI 203, HI 204, HI 205, HI 206; and PH 203.

*Art and Archaeology:* AH 223, AH 222, AH 232, AH 375A; AN 101, AN 201; CC 220, CC 365; GE 102, GE 309; and HI 203, HI 204, HI 205, HI 206.

*History:* CC 226; GO 204; and HI 203, HI 204, HI 205, HI 206, HI 363.

*Philosophy:* CC 222, CC 223, CC 224, CC 225, CC 226; GO 204; HI 203, HI 204, HI 205, HI 206; and PH 203, PH 210, PH 211, PH 327.

Majors and minors are encouraged to study modern languages such as French, German, and Italian, in which there is an abundance of classical scholarship available.

## HONORS

*For students entering in 2012 and afterward:*

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 the senior capstone project. Specific requirements for the project are established by the department.

*For students entering prior to 2012:*

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.

Majors and minors are encouraged to study modern languages such as French, German, and Italian, in which there is an abundance of classical scholarship available.

## 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.

**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.

**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.

**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.

## GREEK

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

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

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

**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.

**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.

## 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 sub-disciplines 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 BC. 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. (Fulfills humanities requirement.)

### CC 227 RACE AND ETHNICITY IN ANCIENT GREECE AND BEYOND 3

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, and 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 twentieth-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 4

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, 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 director.

### CC 390 THESIS 3

The senior student will undertake a substantial advanced research project in any aspect of classics, which will result in a written thesis of approximately fifty pages. Supervised by a member of the classics faculty. Prerequisites: Approval of the chair.

### CC 395 THE CLASSICS MAJOR AND BEYOND 1

A transitional course in which senior majors reflect on their work in the Classics curriculum and look ahead to life as Skidmore graduates. Working both individually and collaboratively, students will examine the relevance of classical studies to continuing intellectual, cultural, and civic engagement; explore options for future work and study; compile a portfolio documenting and evaluating coursework in the Classics major; and strengthen the presentation and communication skills essential to professional success. Prerequisites: Senior standing as a Classics major. Must be taken spring semester of the senior year. Must be taken S/U. The Department

### 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:*  
David Vella

*Director of the Computer Science Program:* Michael Eckmann

*Director of the QR Program:* Rachel Roe-Dale

Professors: Alice M. Dean; Gove W. Effinger; Mark Hofmann;  
R. Daniel Hurwitz; Mark E. Huibregtse, *Class of 1964 Term Professorship*;  
Pierre von Kaenel; David C. Vella

Associate Professors: Una Bray, Michael Eckmann, Thomas O'Connell,  
Rachel Roe-Dale

Assistant Professor: Leo Porter

Visiting Assistant Professor: Rebecca Trousil

Visiting Instructor: Michael Lopéz

Mathematics and Computer Science are both academic disciplines which 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, CS 306, and CS 318.
2. Required MC course: MC 215. 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.
3. Required mathematics course: MA 200.
4. Electives: Three courses as follows:
  - a. one CS or MC course at the 200 level or above (excluding CS 275, CS 275H, CS 371, CS 372, CS 381, and CS 382). With permission of the department, a student may instead take a course in another discipline that has substantial computer science content.
  - b. two CS courses at the 300 level or above (excluding CS 275, CS 275H, CS 371, CS 372, CS 381, and CS 382).

Courses counting toward the major may not be taken satisfactory/unsatisfactory.

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

1. CS 206;
2. two courses from CS 305, CS 318, and CS 230;
3. two additional CS or MC courses (one of which may be at the 100 level)

**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.

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

## **CS 102 COMPUTING IN CONTEXT 3**

A set of courses exploring interesting applications of computing in a variety of disciplines. These courses are primarily intended for students who wish to satisfy the QR requirement and enhance their abilities to apply computing to the solution of quantitative problems. Courses are offered periodically depending on faculty availability. (Fulfills QR2 requirement.)

## **CS 106 INTRODUCTION TO COMPUTER SCIENCE I 4**

An introduction to the principles of design, implementation, and testing of object-oriented programs. The course covers language features such as control structures, classes, file I/O, and basic data structures including arrays. Other topics include recursion and fundamental algorithms, such as elementary searching and sorting algorithms. (Fulfills QR2 requirement.) The Department

## **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

## **CS 230 PROGRAMMING LANGUAGES 4**

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. Prerequisites: CS 206. The Department

## **CS 275 INTRODUCTION TO RESEARCH IN COMPUTER SCIENCE 1**

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

## **CS 275H INTRODUCTION TO RESEARCH IN COMPUTER SCIENCE 1**

An introductory exploration of research in computer science. The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of computer science. The research projects may, for example, include designing new algorithms for computational problems, surveying the research literature, implementing existing algorithms from the research literature, or performing computational experiments. Prerequisites: 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. Must be taken S/U. The Department

## **CS 277 TOPICS IN COMPUTER SCIENCE WITH LAB 4**

Topics that complement the established lower level course offerings in computer science will be selected. Prerequisites: Permission of instructor. May be repeated for credit. The Department

## **MC 302 GRAPH THEORY 3**

An introduction to the theory and applications of graphs. Topics may include graphs and digraphs, connectivity, trees, Euler and Hamiltonian cycles, and graph embeddings. Prerequisites: MC 215. Normally offered fall semester of odd-numbered years. The Department

## **CS 305 DESIGN AND ANALYSIS OF ALGORITHMS 4**

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. Prerequisites: CS 206, MC 215, and MA 111 (or both MA 108 and MA 109) or equivalent. The Department

**CS 306 COMPUTABILITY, COMPLEXITY, AND HEURISTICS 4**

Using abstract machine models to measure the complexity of computational problems and to explore the limits of computational power. In addition, students will investigate strategies to deal with intractable computational problems when they arise. Topics include finite automata, Turing machines, undecidability, NP-completeness, approximation algorithms, heuristic algorithms, and experimental algorithms. Prerequisites: CS 305. The Department

**MC 316 NUMERICAL ALGORITHMS 3**

An introduction to using computation to obtain approximate solutions to mathematical problems. A variety of algorithms are studied, as are the limitations of using computational methods. Topics include algorithms for solving equations, systems, and differential equations; approximating functions and integrals; curve fitting; round-off errors, and convergence of algorithms. Prerequisites: MA 111 (or both MA 108 and MA 109), CS 106, and MA 200. Normally offered fall semester of even-numbered years. The Department

**CS 318 INTRODUCTION TO COMPUTER ORGANIZATION 4**

An introduction to multi-level machines, including basic components of a computer, digital circuits, Boolean algebra, microprogramming, machine and assembly languages, and operating systems. Prerequisites: CS 206. Does not count toward the mathematics major. The Department

**CS 322 ARTIFICIAL INTELLIGENCE 4**

An introduction to the field of artificial intelligence. The course covers the main techniques used to develop computer programs to solve problems that we normally think of as requiring intelligence. Topics include search, games, knowledge representation, logical reasoning systems, and machine learning. Prerequisites: MA 111 (or both MA 108 and MA 109 or equivalent), and CS 305. The Department

**CS 323 SOFTWARE DESIGN 3**

A study of the design, implementation, documentation, and testing of software. Focuses on object-oriented design using UML (Unified Modeling Language) models and design patterns, implementing and documenting large software systems by working in teams, and methods for software testing and debugging. Prerequisites: CS 206. The Department

**CS 324 CONCURRENT PROGRAMMING 3**

A study of the concepts and techniques in concurrent or multithreaded programming which forms the basis for operating systems, as well as real-time, distributed, and multi-processor systems. Focuses on concurrent programming with threads and shared variables using locks, semaphores, and monitors, and explores such issues as thread safety and liveness, mutual exclusion, and message passing between processes. Prerequisites: CS 206. The Department

**CS 325 COMPUTER GRAPHICS 4**

Computer graphics involves using computers to generate images, as opposed to generating images using cameras. Computer graphics images typically try to mimic reality. In this course, students will explore the necessary background for further study in computer graphics. Students will explore the basics of human vision that influence the way computers generate images; projections from three-dimensional space to two-dimensional space; various models of real-world entities such as lighting, surface reflectance, and color; and classic algorithms in computer graphics that students will implement and with which they will have the opportunity to experiment. Prerequisites: CS 206 and MA 200. The Department

**CS 371, 372 INDEPENDENT STUDY 3**

Special study in computing outside of the regular departmental offerings. Prerequisites: consent of department. The Department

**CS 376 ADVANCED TOPICS IN COMPUTER SCIENCE 3 or 4**

Advanced topics that complement the established course offerings in computer science will be selected. Prerequisites: permission of instructor. May be repeated for credit. The Department

**CS 381 SENIOR THESIS 3**

Optional for computer science majors. Recommended for those working toward professional careers or graduate study in computer science, and those seeking to satisfy the criteria for departmental honors.

**CS 382 SENIOR THESIS 3**

Optional for computer science majors. Recommended for those working toward professional careers or graduate study in computer science, and those seeking to satisfy the criteria for departmental honors.

**CS 399 INTERNSHIP IN COMPUTER SCIENCE 3, 6, or 9**

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. Prerequisites: 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. Not for liberal arts credit.

## Dance

---

*Chair of the Department of Dance:* Debra J. Fernandez, *David H. Porter Chair*

Professor: Debra J. Fernandez

Associate Professors: Mary DiSanto-Rose, Rubén Graciani, Denise Warner Limoli

Artist-in-Residence: Mary Harney

Lecturers: \*Veena Chandra, \*Megan DelPrete, \*Sarah DiPasquale, \*Julie Gedalecia, \*David Otto, \*Debra Pigliavento, \*Antoinette Smith

Dance Musicians: Carol Ann Elze-Sussdorff, Patricia Hadfield, Carl Landa

Dance Theater Technical Director, Lighting Designer, and Manager: Lori Dawson

Dance Theater Technical Assistant and Stage Manager: 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.

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

### THE MAJOR IN DANCE

*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. Student 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.

**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.

**DANCE TECHNIQUE COURSES**

**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

**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

**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

**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

**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

**DA 212 JAZZ DANCE I 1, 2**  
An introduction to jazz technique and vocabulary. This class will be comprised 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

**DB 212 INTERMEDIATE POINTE 1-2**  
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

**DM 212 MODERN DANCE PARTNERING 1 or 2**  
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

**DA 213 TAP I 1, 2**  
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, 2**  
An introduction to one of the designated Classical Indian Dance forms, such as Kathak (story-telling 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. (Fulfills arts requirement.) May be repeated for credit. V. Chandra

**DA 215 CHARACTER DANCE I 1, 2**  
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, 2**  
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, 2**  
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. DelPrete

**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

**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

**DA 312 JAZZ DANCE II 1, 2**  
An intermediate level of jazz technique and vocabulary, with 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: DA212, 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, 2**  
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, 2**  
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 rhythmic 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, 2**  
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, 2**  
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, 2**  
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. DelPrete

**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

**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

**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

## 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

**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

**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 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

## DANCE THEORY

- 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 to 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: by 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 instructor. Prior musical experience is not necessary. C. Landa
- 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. 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 the 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**  
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 twenty-first-century works, which 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 II 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

# Economics

Chair of the Department of Economics: Peter von Allmen

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

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

Lecturer: Kyle Kelly

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.

*Effective Class of 2016:* Students studying abroad or at other institutions in the U.S. may transfer a maximum of one 300-level course per term of study and no more than two such courses in total.

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

**WRITING REQUIREMENT IN THE MAJOR:** The Economics Department has a strong commitment to helping its students become proficient writers who are able to communicate their analyses in a manner generally accepted in the economics profession. Students will fulfill the writing in the major requirement upon satisfactory completion of EC 375 Senior Seminar in Economics, in which they write a major paper of no less than 10,000 words. The effective written communication of complex economic issues requires a thorough reading of the relevant literature, synthesizing those readings into a coherent form, and developing one's own thesis question which is then analyzed in a manner appropriate to the thesis question. Writing in Economics builds on the skills developed in papers written in other 300-level economics courses.

**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.

**HONORS:** To be considered for honors in economics, students must meet the all-college requirement of a GPA of 3.00 overall and 3.50 in the major. In addition, they must receive a grade of at least A- on the Senior Seminar thesis paper.

**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.

**CREDIT FOR ADVANCED PLACEMENT:** Students receiving a score of 5 on the AP microeconomics exam will receive credit for having taken EC104. Students receiving a score of 5 on the AP macroeconomics exam will receive credit for having taken EC103. Students who receive scores of 4 can elect to take a qualifying exam as a petition to grant credit for EC103 and/or EC104. The qualifying exams are offered before the start of classes in each semester by the department chair. Note: AP courses do not satisfy the college QR2 requirement.

## 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, EC 104, and MA 111 or equivalent. 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, EC 104, and MA 111 or equivalent. 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. Students who have taken and received credit for MS 104, SO 226, or PS 217 may not receive credit for EC 237. (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. Prerequisites: 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; the changes related to the latest EU enlargements, both for old and new members. Students will investigate questions such as regional trade integration, currency union, regional and global ramifications of European integration and the euro. Prerequisites: EC 235 and EC 236, or permission of instructor. Prerequisites 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. Prerequisites: 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. Prerequisites: EC 236 and EC 237. N. Chiteji		
<b>EC 322</b>	<b>THE ECONOMICS OF SPORTS</b>	<b>3</b>
The Economics of Sports: An economic analysis of various aspects of professional and amateur sports. Includes detailed study of the labor market, public finance and industrial organization aspects of domestic and global team sports leagues, individual sports, collegiate sports and the Olympics. Prerequisites: EC 236 and EC 237. P. von Allmen		
<b>EC 323</b>	<b>THE ECONOMICS OF HEALTH AND HEALTHCARE</b>	<b>3</b>
This course examines the issues of health and healthcare from an economic perspective. Specific issues discussed are the relationship between health and healthcare consumption, demand under conditions of uncertainty; the production and distribution of health services; the role of risk, uncertainty and insurance; and the government as insurer and provider. We will also study several of the various sub-markets such as the pharmaceutical market and the market for physician services. Students will compare the United States system of healthcare provision to other systems in developed and developing world. Prerequisites: EC 236 and EC 237. P. von Allmen		
<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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: EC 236 M. Das, L. Vargha		
<b>MB 343</b>	<b>INTELLECTUAL PROPERTY IN THE GLOBAL ECONOMY</b>	<b>4</b>
A globally oriented, interdisciplinary study of intellectual property (e.g., copyrights and patents) as fundamental business assets that drive innovation and influence international trade and social issues such as: economic development, agriculture, healthcare, the environment, education, and the advancement of knowledge and art in modern society. Students will learn to formulate arguments regarding underlying economic, legal, and social policies and to challenge policymakers' assumptions at the intersection of international business, economics, law, and social policy. This course covers the following dimensions for studying management and business in context: I, II, III, IV, V, VI. S. Mulligan		
<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. Prerequisites: 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. Prerequisites: EC 235. Open only to juniors and seniors. R. Rotheim, J. Biblow		
<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. Prerequisites: EC 235, EC 236. J. Bibow, L. Vargha		
<b>EC 347</b>	<b>INTERNATIONAL FINANCE</b>	<b>3</b>
An investigation of the causes and effects of international financial flows. Students will 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. Prerequisites: EC 235, EC 236. 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. Prerequisites: EC 104. L. Vargha		
<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. Prerequisites: 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		

**EC 371, 372 INDEPENDENT STUDY 3, 3**

An opportunity for qualified students to engage in in-depth reading and research in any field of economics. Project should be based on work in a 300-level course the student has taken. Each student works closely with a faculty advisor and participates in a weekly independent study seminar. Prerequisites: permission of the department. The Department

**EC 375 SENIOR SEMINAR IN ECONOMICS 4**

A capstone experience for senior Economics majors. Students will conduct in-depth research on a topic of their choosing leading to a final research paper of at least 10,000 words. The research process and the paper itself will be grounded in economic theory, based on previous coursework in economics and quantitative analysis reflecting extensive reading from economic journals and other scholarly literature. Prerequisites: EC 235, EC 236, EC 237 Spring semester only. (Fulfills the writing requirement in the major.) The Department

**EC 376 SENIOR THESIS 3**

Advanced research paper in economics. Open to all seniors with departmental approval. All completed theses must be defended before the economics faculty. Prerequisites: EC 235 or EC 236. The Department

**EC 399 INTERNSHIP IN ECONOMICS 3**

Professional experience at an advanced level for juniors and seniors with substantial academic experience in economics. With faculty sponsorship and department approval, students may extend their educational experience into areas such as economic research and consulting, forecasting, regulation, and policy analysis. Work will be supplemented by appropriate written assignments. Prerequisites: 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

---

*Chair of the Department of Education Studies:* Joanna Zangrando

Assistant Professors: Hope Casto, Joan Swanson

Visiting Assistant Professor: Christine Dawson

Lecturers: Mary Beth Arcidiacono, John-Michael Caldero, \*Marika McCoola, Mary Ellen Towne

*Director of Student Teaching:* Christine Dawson

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

*Field Supervisors:* \*Kristine Clements, \*Jean McLellan

*Early Childhood Center Teachers:* Krista Reinhart, Christine O'Shea, 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 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).

### 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, four 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 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.

Candidates applying for certification on or after May 1, 2014, or candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, are required to complete the following exams and workshops:

#### *Workshops*

Child Abuse Workshop  
S.A.V.E. Workshop  
Alcohol and Sub Abuse Workshop  
D.A.S.A. Training Workshop

#### *Exams*

edTPA  
Educating All Students Test (EAS)  
Academic Literacy Skills Test (ALST)  
Revised Content Specialty Tests (CST)

*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.

Education studies majors are required to complete a minor or a second major in a liberal arts and sciences discipline. The New York State Department of Education recommends that the liberal arts and sciences minor or second major be in an area that will ensure that prospective teachers possess content knowledge in the major curriculum areas. Liberal arts and sciences minors and majors approved by the NYS Department of Education:

- Anthropology
- American Studies
- Art History
- Asian Studies
- Biology
- Chemistry
- Classics
- Computer Science
- English
- Environmental Studies
- Exercise Science
- Foreign Languages and Literatures (e.g., French, German, Italian, Spanish)
- Gender Studies
- Geosciences
- Government
- History
- Latin American Studies
- Mathematics
- Music
- Philosophy
- Physics
- Psychology (see additional information)
- Religious Studies
- Sociology
- Theater (see additional information)

3. Liberal arts and sciences courses; one course from each of the following three categories: American history; mathematics and sciences; social sciences and humanities.

**WRITING REQUIREMENT IN THE MAJOR:** The Education Studies faculty are committed to helping students enhance their writing skills in preparation for their professional careers, because we believe that written communication skills are an essential part of being a successful educator. The Education Studies Department maintains a strong commitment to writing and the process of revision and expects all Education majors to write at a high level of proficiency. Writing occurs in all Education Studies courses and includes the following writing conventions: The conventions of writing in the discipline of education include:

1. Critical writing and research, with attention to the social context of education and schooling
2. Development and writing of one's educational philosophy
3. Observation and assessment techniques with systematic documentation (i.e., observation tools, writing Individualized Education Plans, etc.)
4. Critical written analysis of policy documents and academic journal articles
5. Development of curriculum through written content overviews, annotated bibliographies to develop critical assessment of teaching resources, development of thematic units and literature studies, and lesson plan writing
6. Reflective writing on planning and practice (e.g., the development of the reflective practitioner)

Students in Education will fulfill the Department's writing requirement by successfully completing writing components in required courses for the EDS major beginning with a 100-level introductory course (ED 115 School and Society) and continuing at the 200-level with a foundation course (ED 233 Emergent Literacy). Two required courses for Junior Block (ED 334 Practicum In Integrated Curriculum and Instruction, ED 335 Teaching Reading In The Elementary School) and Student Teaching (ED 350) include culminating experiences in which students develop and implement curricula and become reflective practitioners. The Department expects students to demonstrate writing competence in all departmental courses.

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.

THE EDUCATION STUDIES MINOR: The Education Studies Minor consists of at least five courses totaling a minimum of 18 credit hours, including:

1. ED 103 Introduction to Teaching; or ED 115 School and Society;
2. at least four additional courses, at least one of which must be at the 300-level; and
3. students must take at least 12 credit hours at Skidmore to successfully complete the ED Minor.

All interested students should apply to the department chair for acceptance as an educational 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 2.000 average in the minor courses and must file a declaration of minor form with the registrar's office before the beginning of their last semester at Skidmore.

*Note:* ED 233 and 300-level courses for the Education Studies Major (ED 334, ED 335, ED 336, and ED 350) are not eligible to be taken for the minor.

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 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.

**ED 100 FOUNDATIONS OF EARLY CHILDHOOD EDUCATION AND CLASSROOM TEACHING 3**

The study of child development and educational practice as it pertains to young children from birth through eight years of age. The course explores the history of early childhood programs and a consideration of different program models. The course will also explore four core elements of early childhood education: children, teachers, classrooms and curriculum. Students will engage in extensive observation and participate in the Early Childhood Center (ECC) classroom and visit off-campus environments to strengthen understanding of models of early education, and to reflect upon and interpret their experiences in journal writing and through classroom discussions and activities. Not for liberal arts credit. The Department

**ED 103 INTRODUCTION TO TEACHING 3**

Consideration of the role of the teacher, the nature of the learner, conceptions of teaching, factors affecting instructional decisions, philosophies of education that guide the practice of teaching, curriculum innovations and trends, and the school as an institution. Includes observation and field work in local schools, K–12. The Department

**ED 104 HUMAN INTELLIGENCE(S) AND LEARNING ENVIRONMENTS 3**

The investigation, analysis, and evaluation of research, theory, and history concerning human intelligence(s) and giftedness. Students will learn that how and why we measure intelligence is related to the needs of a changing society. They will become familiar with procedures for measuring intelligence and educational practices that respond to intellectual diversity. They will also develop an appreciation for what it is like to possess exceptional or unusual potential and better understand the unique characteristics, needs, and concomitant problems of gifted learners. Students will examine qualities of learning environments that are responsive to these needs and abilities. Readings and audiovisual materials will be used to demonstrate how theory informs practice. The Department

**ED 115 SCHOOL AND SOCIETY 4**

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

**ED 117 ALTERNATIVE EDUCATION: THE QUEST FOR A DIFFERENT SCHOOL EXPERIENCE 3**

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

**ED 200 CHILD DEVELOPMENT AND LEARNING 3, 4**

A study of basic facts, issues, and methods of inquiry in human development from conception to adolescence. The course covers theory and research relating to the physical, cognitive, social, and emotional development of children and emphasizes the impact of child developmental knowledge on instruction. Students will have the opportunity to extend their knowledge through observations and service-learning opportunities. Required of majors. Not open to juniors and seniors. The Department

**ED 213 THE EXCEPTIONAL CHILD IN THE ELEMENTARY SCHOOL 3**

A comprehensive survey of the field of special education with special emphasis on individual differences and the strategies for adapting programs to students with disabilities and gifted children. Topics will include the impact of PL 94–142 and Section 504 on the elementary school program. Fall semester. Required of majors. The Department

**ED 216 SCHOOLING THE MASSES FROM COLONIAL TIMES TO PRESENT 3**

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

**ED 222 THE YOUNG CHILD AND THE EDUCATIONAL PROCESS 3**

The study of child development and educational practice as it pertains to young children from birth to eight years. The course includes a history of early childhood programs and a consideration of different program models. Students will engage in extensive observation at the Skidmore Early Childhood Center, as well as selected off-campus environments, to strengthen understanding of models of early education. Prerequisites: ED 200 or PS 207. Fall semester. The Department

<b>ED 223</b>	<b>ADOLESCENT DEVELOPMENT</b>	<b>3</b>
An exploration of how adolescents learn in light of adolescent development processes. The course will integrate theoretical and educational foundations as well as current research while examining the physical, social-emotional, and cognitive changes occurring in the period between childhood and adulthood. Students will gain an understanding of the developmental role played by contextual influences impacting the period of adolescence including the community, family, school, work, peers, culture, significant others, and biological imperatives. Special topics include identity, gender, autonomy, sexuality, moral development, and possible pathology. We will identify how these subtopics affect students as they progress through adolescence. J. Swanson		
<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. Offered in fall semester. Open to junior Education majors only. 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. Not for liberal arts credit. 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. Prerequisites: ED 213. Spring semester. Not for liberal arts credit. 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. Prerequisites: ED 222. Spring semester. Not for liberal arts credit. The Department		
<b>ED 324</b>	<b>EDUCATION POLICY, POLITICS, AND LAW IN THE U.S.</b>	<b>3</b>
An introduction to the politics of education; students will study the past and current state of schooling in the U.S. through the lenses of policy, politics, and law. National, state and local education policy formulations and implementation will be explored through a focus on particular topics, which may include desegregation, high stakes testing, early childhood education, and school choice. Prerequisites: ED 115. H. Casto		
<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. The social studies curriculum will be the focus for modeling integrated teaching. Prerequisites: Open only to juniors admitted to the professional sequence. Taken concurrently with ED335 and ED336. Not for liberal arts credit. The Department		
<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. Prerequisites: ED 233. Open only to juniors admitted to the professional sequence. Taken concurrently with ED 334 and ED 336. Spring semester only. Not for liberal arts credit. S. Lehr		
<b>ED 336</b>	<b>TEACHING ELEMENTARY MATHEMATICS</b>	<b>4</b>
A course designed to introduce students to current principles and methods for teaching mathematics 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. Prerequisites: Open only to juniors admitted to the professional sequence. Taken concurrently with ED 334 and ED 335. Not for liberal arts credit. The Department		
<b>ED 337</b>	<b>ADVANCED CHILD DEVELOPMENT: THEORY AND PRACTICE</b>	<b>3</b>
An advanced course in child development in which students integrate theory and research to build teaching skills and practices that promote developmentally appropriate, child-centered lessons, activities, and classroom environments. Topics include: contemporary issues among school students; perspectives and approaches to behavior and classroom management; teaching and learning processes that foster academic achievement; design and implementation of individualized interventions; and theories and strategies for social-skills building. Prerequisites: ED 200 or PS 207. 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. Not for liberal arts credit. 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. Prerequisites: open only to seniors and with permission of instructor. This course is available on an independent study basis when necessary. The Department		
<b>ED 361A</b>	<b>ADVANCED TOPICS IN EDUCATION</b>	<b>1</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 Alice in Wonderland: The History of Children's Books," and "A History of Women in Education." This course may be repeated with a different topic. (ED361C is designated a Cultural Diversity course.) The Department		
<b>ED 361B</b>	<b>ADVANCED TOPICS IN EDUCATION</b>	<b>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 Alice in Wonderland: The History of Children's Books," and "A History of Women in Education." This course may be repeated with a different topic. (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 or 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

---

*Chair of the Department of English:* Mason Stokes

Associate Chair: Barbara Black

Professors: Barbara Black; Robert Boyers; Janet Casey; Joanne Devine; Catherine Golden; Sarah Webster Goodwin, The Kenan Chair of Liberal Arts; Regina M. Janes; Thomas S. W. Lewis; Steven Millhauser, *Tisch Chair in Arts and Letters*; Susannah Mintz; Steve Stern

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

Assistant Professors: Andrew Bozio, Sonya Chung, Bina Gogineni, Wendy Lee

Visiting Assistant Professors: Alison Barnes, Francois Bonneville, Scott Enderle, Rachael Nichols, Jay Rogoff, Alex Shakespeare, Melissa White, Melora Wolff

Senior Writer-in-Residence: Greg Herbek

Lecturers: \*Margarita Boyers, \*L. Caitlin Jorgensen, Nicholas Junkerman, \*Marla Melito, Thaddeus Niles, \*Jacqueline Scoones, \*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.

**ENHANCED COURSES:** Selected English courses that ordinarily carry three credit hours may carry four credit hours when designated as enhanced courses, developing particular student skills and offering a distinctive approach to learning. Enhanced courses are so designated in the master schedule and follow one of the following models:

*Research in Language and Literary Studies (designated xxxR):* students develop research questions, establish bibliography, review relevant literature, assess sources, and present research findings in written reports and/or oral presentations.

*Collaborative Learning in Language and Literary Studies (xxxL):* students work collectively or independently to contribute to group projects, make group presentations, and/or present collaborative papers.

*Writing in Language and Literary Studies (xxxW):* students spend additional time drafting, revising, and critiquing to hone their strategies of argumentation and analysis, to assess their writing in the context of professional literary criticism, and to attend not only to content but also to style and voice in their critical papers.

*Critical Perspectives in Literary Studies (xxxP):* students study critical and/or theoretical perspectives and apply them to particular literary works.

**THE ENGLISH MAJOR:** In addition to fulfilling all-college requirements for the B.A. degree, the English major requires a minimum of thirty-two credit hours and a total of at least ten courses (one at the 100 level, 2–3 at the 200 level, and 6–7 at the 300 level), two of which must be designated early period (pre-1800), taken at the 200 or 300 level, as follows:

## 1. Introductory Requirement

a. Introduction to Literary Studies: 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 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 an Advanced Project; or in a Senior Thesis or Senior Project that will represent a culmination of the student's work in the major.

## THE ENGLISH MINOR

*For students entering Skidmore fall 2012 and after:*

Students wishing to declare a minor in English should consult with the chair for specific program planning. The minor includes six courses in one of two 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.”

*Creative Writing:* Six courses, including EN 110; EN 211, EN 213, or EN 219; EN 280, EN 281, or EN 282; an additional 200- or 300-level course (excluding “Courses in Poetry, Fiction, and Nonfiction Writing”); and two semesters of either EN 378, EN 379, or EN 380. (EN 371 may substitute for one semester of EN 378, EN 379, or EN 380.)

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.

*For students entering Skidmore prior to fall 2012:*

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.

## COURSES IN WRITING

### Courses in Expository Writing

#### EN 095 INTENSIVE ENGLISH FOR ACADEMIC PURPOSES

An intensive English language skills course for incoming international and non-native speaking students, which focuses on academic writing and reading, grammar, and cultural competency. Students will explore a number of types of writing across various subject areas, culminating in a final cooperative project. The course exposes students to academic content from various disciplines in order to acclimate students to college-level work and to offer them the chance to develop academic skills in an interdisciplinary context. This course is designed to challenge every student regardless of ability and features a longer daily schedule. Must be taken S/U. T. Niles

#### EN 100 ENGLISH LANGUAGE SKILLS

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

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

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

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 EN105H and encourages other students to consult with their advisors, the director of the Honors Forum, or the director of the Expository Writing Program to determine if this level of Writing Seminar is appropriate. Each section of 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

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

Examination of rhetoric, grammar, and composition theory essential to writing, collaborative learning, and peer tutoring. Students practice analytical writing and critique expository essays. Weekly writing assignments and a term project explore composition theory and tutoring practices and analyze EN103 assignments. Participation in a weekly supervised peer tutoring practicum with EN 103 students. Prerequisites: Completion of the Introductory Requirement and upper class standing. (This is an Honors course.) P. Boshoff, C. Golden, M. Marx, M. Wiseman

## 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, M. Wiseman, M. Wolff
- 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.) S. Chung, 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 377 READING FOR WRITERS 4**  
Combines study of literature in the selected genre (nonfiction [N], fiction [F], poetry [P]) with related creative writing assignments in a workshop format. Students examine literary models, contexts, and methodologies for reading that emphasize craft and specific genre concerns of practicing creative writers. Prerequisites: EN 110; one course from "Language and Literature in Context"; and EN 280, EN 281, or EN 282. The Department
- 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; one course from "Language and Literature in Context"; and EN 280; or permission of the Instructor. L. Hall, S. Mintz, M. Wolff
- 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; one course from "Language and Literature in Context"; and EN 281. May be repeated once for credit. S. Chung, G. Hrbek, S. Millhauser, 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 [F], poetry [P], or nonfiction [N]. Preparation of manuscript to be considered for departmental honors, in support of application for graduate writing programs, and/or for publication. Prerequisites: EN 377; one section in the workshop of the appropriate genre (EN 378 Nonfiction Workshop; EN 379 Poetry Workshop; EN 380 Fiction Workshop). The Department

## FORMS OF LANGUAGE AND LITERATURE

- 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.) A. Bozio, K. Greenspan
- 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, M. Wiseman, M. Wolff
- 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.) S. Chung, 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
- 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, 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, 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, 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. 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, 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

<b>EN 337</b>	<b>THE CONTINENTAL NOVEL</b>	<b>3</b>
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, S. Goodwin		
<b>EN 338</b>	<b>QUEER FICTIONS</b>	<b>3</b>
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		
<b>EN 341</b>	<b>SPECIAL STUDIES IN MEDIEVAL LITERATURE</b>	<b>3</b>
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 with a different topic for credit. K. Greenspan		
<b>EN 342</b>	<b>SPECIAL STUDIES IN CHAUCER</b>	<b>3</b>
Chaucer's dream visions and <i>The Canterbury Tales</i> (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		
<b>EN 343</b>	<b>ELIZABETHAN AND JACOBAN DRAMA</b>	<b>3</b>
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		
<b>EN 344</b>	<b>SPECIAL STUDIES IN SIXTEENTH-CENTURY POETRY AND PROSE</b>	<b>3</b>
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		
<b>EN 345</b>	<b>SHAKESPEARE: COMEDIES, HISTORIES, AND ROMANCES</b>	<b>3</b>
A study of selected comedies, histories, and romances. Prerequisites: completion of the Introductory Requirement. A. Bozio		
<b>EN 346</b>	<b>SHAKESPEARE: TRAGEDIES</b>	<b>3</b>
A study of ten tragedies. Prerequisites: completion of the Introductory Requirement. A. Bozio		
<b>EN 347</b>	<b>SPECIAL STUDIES IN SEVENTEENTH-CENTURY POETRY AND PROSE</b>	<b>3</b>
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		
<b>EN 348</b>	<b>MILTON</b>	<b>3</b>
Milton's English poetry, the vision it expresses, and its stylistic range. The course focuses on a measured, close examination of <i>Paradise Lost</i> 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		
<b>EN 350</b>	<b>RESTORATION AND EIGHTEENTH-CENTURY LITERATURE</b>	<b>3</b>
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		
<b>EN 351</b>	<b>ENGLISH ROMANTICISM</b>	<b>3</b>
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, B. Black		
<b>EN 352</b>	<b>VICTORIAN LITERATURE AND CULTURE</b>	<b>3</b>
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		
<b>EN 359</b>	<b>MODERN DRAMA</b>	<b>3</b>
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, and Pinter) with reference to continental pioneers (such as Ibsen, Brecht, and Ionesco). Prerequisites: completion of the Introductory Requirement. V. Cahn		
<b>EN 360</b>	<b>WOMEN WRITERS</b>	<b>3</b>
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		
<b>EN 361</b>	<b>THEORIES OF LITERARY CRITICISM</b>	<b>3</b>
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		
<b>EN 362</b>	<b>SPECIAL STUDIES IN LITERARY HISTORY (PRE-1800)</b>	<b>3</b>
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. May be repeated for credit with a different topic. The Department		
<b>EN 363</b>	<b>SPECIAL STUDIES IN LITERARY HISTORY</b>	<b>3</b>
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. May be repeated for credit with a different topic. (EN363N designates non-Western course; EN363D designates a Cultural Diversity course.) The Department		
<b>EN 364</b>	<b>ADVANCED SPECIAL STUDIES IN LITERATURE AND LANGUAGE</b>	<b>3</b>
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		
<b>EN 365</b>	<b>SPECIAL STUDIES IN JEWISH LITERATURE</b>	<b>3</b>
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		
<b>EN 371</b>	<b>INDEPENDENT STUDY</b>	<b>3</b>
Research in English or American literature and special projects in creative writing. Independent study provides an opportunity for any student already well grounded in a special area to pursue a literary or creative writing interest that falls outside the domain of courses regularly offered by the department. The student should carefully define a term's work which complements her or his background, initiate the proposal with a study-sponsor, and obtain formal approval from the student's advisor and the department chair. Application to do such work in any semester should be made and approved prior to preregistration for that semester or, at the very latest, before the first day of classes for the term. 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 EXPERIENCES

### EN 375 SENIOR SEMINAR IN LITERARY STUDIES 4

A seminar in which students explore a topic, author, or text while progressing through the stages of writing a research paper. Common discussion of individual projects and reading of published scholarship emphasize research as a process of shared inquiry. Students practice research methods, present work in progress, and complete a substantial paper. 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 [F], poetry [P], or nonfiction [N]. Preparation of manuscript to be considered for departmental honors, in support of application for graduate writing programs, and/or for publication. Prerequisites: EN 377; one section in the workshop of the appropriate genre (EN 378 Nonfiction Workshop; EN 379 Poetry Workshop; EN 380 Fiction Workshop). 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: EN375 or 389; and approval in advance of the thesis proposal by the department. The Department

## INTERNSHIPS

### EN 399 PROFESSIONAL INTERNSHIP IN ENGLISH 3 or 6

Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as journalism, publishing, editing, and broadcasting. Work will be supplemented by appropriate academic assignments and jointly supervised by a representative of the employer and a faculty member of the department. Prerequisites: completion of the Introductory Requirement. Does not count as an Advanced Course in Language and Literature. Must be taken S/U. The Department

## Environmental Studies

---

*Director of the Environmental Studies Program:* Michael Marx

*Coordinator, Environmental Studies Program:* Anne Gallagher Ernst

*Associate Professors:* Karen Kellogg, Joshua Ness

*Assistant Professors:* Nurcan Atalan-Helicke, Cathy Gibson

*Visiting Assistant Professor:* Andrew Schneller

*Lecturers:* \*Julien Bouget, Anne Gallagher Ernst

*Affiliated Faculty:*

*American Studies:* Gregory Pfitzer

*Art and Art History:* Lisa Aronson

*Anthropology:* Michael Ennis-McMillan, 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:* Jennifer Cholnoky, Margaret Estapa, Richard Lindemann, Kyle Nichols, Amy Frappier

*Government:* Roy Ginsberg, Katherine Graney, Robert Turner, Aldo Vacs,

*History:* Eric Morser, Tillman Nechtman

*Management and Business:* James Kennelly, Mark Youndt

*Philosophy and Religion:* William Lewis, Mary Stange

*Sociology:* Catherine Berheide, Rik Scarce

*Resource Staff:*

*Library:* Andrew Krystniak

*GIS:* Alex Chaucer

Environmental challenges are among the most pressing issues facing citizens in the twenty-first century. Few local, national, or international conflicts lack an environmental dimension. Understanding these environmental problems requires an interdisciplinary approach that integrates the natural sciences, social sciences, humanities, and the arts. We cannot adequately understand an issue like water pollution through a single disciplinary perspective; it involves anthropology, biology, business, chemistry, economics, geosciences, government, history, literature, and sociology. The mission of Environmental Studies is to help 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 Environmental Studies: Research Capstone. 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 IN THE MAJOR REQUIREMENT:** 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 forty-two to forty-eight 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 104(E), EN 229 Special Studies: Texts in Context (when the topic is Literature and the Environment), ES 221, ES 224, GO 231, HI 266, SO 223;
- 3a. Two courses, at least three credits each, from ES Cluster A: Culture, Society, and the Environment; and
- 3b. Three additional credits in ES Cluster A.  
At least six credits of Cluster A must be at the 300 level. Up to three credits in total of ES 271, ES 371, ES 299, and ES 399 may count toward the major.
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 sixty-three 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 125, 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);
- 5a. One course, at least three credits, from ES Cluster A: Culture, Society, and the Environment; and
- 5b. Three additional credits in ES Cluster A;  
Up to three credits in total of ES 224, 271, 371, 299, and 399 may count toward the major.
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 19 to 24 credit hours.

1. Foundation courses: ES 100 Environmental Concerns in Perspective and one from the following:

- ES 105 Field Studies in Environmental Science
- ES 205 Conservation and Use of Forested Landscapes
- ES 206 Watershed Assessment: Dynamics and Integrity of Aquatic Systems

2a. One course, at least 3 credits, from ES Cluster A: Culture, Society, and the Environment; and

2b. Three additional credits from ES Cluster A.

3. One course from Cluster B1: Exploring the Natural World

4. One additional course from either Cluster A or Cluster B1.

*Note:* 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.

#### 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 per week. (Fulfills natural sciences requirement.) C. Gibson and A. Ernst

#### 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, three hours of lab per week. J. Ness

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

An exploration of the diverse biological, chemical, and geological topics and techniques necessary for effective environmental science in aquatic ecosystems. Students will examine the influence of the dynamic physical, chemical, and biological environments on streams and lakes and the organisms that inhabit these habitats. Topics include physiography of lakes, groundwater, wetlands, and streams; nutrient cycling in lakes and streams; energy flow through aquatic systems; interactions between the groundwater and surface water; and the terrestrial-disturbance on freshwater systems and the concomitant physical, chemical, and ecosystem changes. Students will conduct an ecological assessment of a local watershed to further explore these dynamics. Prerequisites: CH 106 or CH 125 and GE 101. Students must also have completed or be enrolled in BI 106. Three hours of lecture, three hours of lab per week. C. Gibson

#### ES 221 SUSTAINABLE DEVELOPMENT 3

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). Prerequisites: ES 100. K. Kellogg

#### ES 224 POLITICAL ECOLOGY 4

Who has power over the environment? How is nature constructed and destructed? How do existing policies and stakeholder interactions affect the use of environment by society? How do resource conflicts arise and become resolved? How is environmental knowledge used and abused? Political Ecology is the study of the relationships between the political, social, and economic factors and environmental issues. This course introduces students to the array of broad political and socio-economic forces that shape the human relationships with the environment. These forces are multiple and interact in complex ways over a set of interlocking scales from local to global. We will address these issues by covering several case studies, both from the United States and the world. Prerequisites: ES 100. (Fulfills Social Science requirement.) N. Atalan-Helicke

#### ES 241 ADIRONDACK WILDERNESS EXPERIENCE 4

The Adirondack Park is the birthplace of the American concept of wilderness and land conservation. It is the second oldest park in the U.S. and the largest publicly protected area in the contiguous United States, larger than Yellowstone, Everglades, Glacier, and Grand Canyon parks combined. Today, it is on the cutting edge of how to turn the abstract principles of environmental sustainability into a set of feasible political, economic, and ecological principles. This class will examine the natural setting of the park, the environmental impact of humans on the park, the evolution of popular views of the wilderness, the attempts to balance development and preservation, the prospects of bio-regional level governance, and the major challenges to ecological, social, and economic success in the Adirondack Park. The emphasis of the course is on experiential learning and will involve various hikes and/or canoe trips into the wilderness itself. Summer only. R. Turner, K. Nichols

#### ES 252A-D TOPICS IN ENVIRONMENTAL STUDIES 1-4

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

#### ES 271 INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES 1, 2, 3

An opportunity for qualified students to pursue intermediate level 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. Prerequisites: ES 100. Only three credits in total from ES 271, ES 299, ES 371, or ES 399 may count toward the major or minor.

**ES 281 DISEASE AND THE ENVIRONMENT 3**

An introduction to the study of the relationship between disease and the environment. We will study the epidemic of cholera in industrial Britain, the evidence linking smoking to lung disease, the relationship between exposure to lead and developmental problems in children, and other important cases in the history of epidemiology that yielded a link to environmental causes. We will continue using a "case study" approach to examine current issues in environmental disease. Students will be encouraged to learn problem-solving and technical skills as they work together to prepare their own group case. Prerequisites: QR2. U. Bray

**ES 299 PROFESSIONAL INTERNSHIP IN ENVIRONMENTAL STUDIES 1, 2, 3**

An internship opportunity for students whose curricular foundations and curricular experience have prepared them for professional work related to the major field. 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. Only three credits in total from ES 271, ES 299, ES 371, or ES 399 may count toward the major or minor. Must be taken S/U. Not for liberal arts credit.

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

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

**ES 371 INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES 1, 2, 3, 6**

An opportunity for qualified students to pursue independent study or research in environmental studies under the supervision of an appropriate faculty member. The written study proposal must be approved by the Environmental Studies Program before registration for the course. The student must produce a major research paper approved by the faculty sponsor and the ES Program. Only three credits in total from ES 271, ES 299, ES 371, or ES 399 may count toward the major or minor.

**ES 372 INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES 3, 6**

An opportunity for qualified students to pursue independent study or research in environmental studies under the supervision of an appropriate faculty member. The written study proposal must be approved by the Environmental Studies Program before registration for the course. The student must produce a major research paper approved by the faculty sponsor and the ES Program. Only three semester hours of ES 399, ES 371, or ES 372 may count toward the major or minor.

**ES 374 ENVIRONMENTAL STUDIES: METHODS AND APPROACHES 1**

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

**ES 375 ENVIRONMENTAL STUDIES: RESEARCH CAPSTONE 4**

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. Prerequisites: ES 374.

**ES 376 SENIOR THESIS 3**

An opportunity for in-depth research or independent study under supervision of an appropriate ES affiliated faculty member. This course is required of all majors who wish to be considered for ES honors. A proposal for the thesis project, prepared in consultation with the faculty project advisor and second reader, must be submitted to the ES Program during the semester prior to enrollment. See the ES director or ES Web site for additional information on thesis proposal submission. The Program

**ES 399 PROFESSIONAL INTERNSHIP IN ENVIRONMENTAL STUDIES 1, 2, 3, 6**

Interdisciplinary professional experience at an advanced level for juniors or seniors with substantial academic experience in environmental studies. With faculty sponsorship and Environmental Studies Program approval, students may extend their educational experience in environmentally related interdisciplinary areas such as environmental consulting, environmental advocacy, environmental law, and environmental outreach. The intern must produce a research paper related to the area of the internship, on a topic approved by the faculty sponsor and on site-supervisor. Only three credits in total from ES 271, ES 299, ES 371, or ES 399 may count toward the major or minor. Must be taken S/U. Not for liberal arts credit.

**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 205	Mesoamerican Archaeology
AN 207	North American Archaeology
AN 231	Anthropology of Food
AN 344	Anthropology and Environmental Health
EC 104	Introduction to Microeconomics (Section E)
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 224	Political Ecology
ES 241	Adirondack Wilderness Experience
ES 281	Disease and the Environment
EX 131	Introduction to Public Health
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 266	American Environmental History
HI 312	Industry, Empire and the Environment
IA 101	Introduction to International Affairs
MB 351	Special Topics in Management and Business (when the topic is Business and the Natural Environment)
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

## Foreign Languages and Literatures

---

*Chair of the Department of Foreign Languages and Literatures:*  
María Fernanda Lander

Professors: John Anzalone, *Class of 1948 Chair for Excellence in Teaching*; Mao Chen; 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, María Fernanda Lander, Viviana Rangil, Shirley Smith, Marc-André Wiesmann, Adrienne Zuerner

Assistant Professor: Masako Inamoto

Visiting Assistant Professors: Diana Barnes, Barbara Garbin, Karin Hamm-Ehsani, Violeta Lorenzo, Beatriz Loyola, Masami Tamagawa

Lecturers: Cynthia Evans, Timothy Freiermuth, Charlene Grant

Study-Abroad Lecturers: Loren Ringer, Director, Skidmore in Paris; Susan Sánchez Casal, Director, Skidmore in Spain

Foreign Language Resource Center Director: Cynthia Evans

Self-Instructional Language Instructors: Gautam Dasgupta, \*Regina Hartmann, \*Katya Kats, \*Jinyoung Mason, \*Sarit Moskowitz

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.

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.

Students should refer to the guidelines below for placement into language courses according to the Web-based placement exam and the SAT II language exams. Students with a minimum of one year of prior language study are excluded from taking a 101 course. Students with a score of 3 or higher on an AP test should enroll in courses above the 203 level, usually a composition or conversation course. Students with scores on an AP test of 4 or 5 may receive general elective credit toward graduation.

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

**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 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, only one in translation, including:

1. FS 208 or FS 221;
2. FS 211;
3. FS 212;
4. at least one course from among FS 313, FS 314, FS 317, FS 324A, FS 334;
5. at least one course from among FS 319, FS 320, FS 321, FS 324B, FS 330;
6. FS 376; and
7. three additional courses above FS 203, one of which could be FL 263 (if taught by Spanish faculty and taken in conjunction with FS 271 or FS 272)

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.

**INTERDEPARTMENTAL MAJOR:** In conjunction with the relevant departments, the Department of Foreign Languages and Literatures offers majors in Business-French, Business-German, Business-Spanish; Government-French, Government-German, and Government-Spanish. See *Interdepartmental Majors*.

**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 explanation 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.

**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 CHINESE MINOR:** The minor program consists of a minimum of five courses totaling not less than 18 credit hours, including FC 210 and FC 340. This also includes a minimum of twelve credit hours beyond FC 203 in Chinese Language. One course may be a designated FL course or may be an approved course in another department/program. At least three of the courses must be taken at Skidmore.

**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 eleven 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 JAPANESE MINOR:** The minor program consists of a minimum of five courses totaling not less than 18 credit hours, including FJ 210 and FJ 340. This also includes a minimum of twelve credit hours beyond FJ 203 in Japanese Language. One course may be a designated FL course or may be an approved course in another department/program. 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 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 Lander in the Department of Foreign Languages and Literatures before spring registration for the following academic year.

**FOREIGN LANGUAGE RESOURCE CENTER:** The FLRC provides linguistic and cultural resources for the languages offered in the Department of Foreign Languages and Literatures. The newly redesigned center offers welcoming spaces for formal and informal learning with resources that include a technology classroom, a versatile seminar / meeting room, a viewing lounge with informal meeting space, and spaces to accommodate individual or small-group study. FLRC language assistants offer tutoring on a drop-in basis for language students. All spaces in the center are well equipped to promote the integration of technology in the learning and teaching of foreign languages and cultures and to encourage interaction among faculty, students, and staff.

**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, 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.

**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.

Courses offered in English are designated FL.

## CHINESE

**FC 101                    ELEMENTARY CHINESE I                    4**  
An introduction to spoken and written Chinese emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the culture of China. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of Chinese. M. Chen

**FC 102                    ELEMENTARY CHINESE II                    3**  
Continuation of FC101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from China. Three hours of class, one hour of drill or tutorial. M. Chen

**FC 203                    INTERMEDIATE CHINESE                    3**  
Continuing study of the structures of the Chinese language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Prerequisites: FC 102 or permission of the department. Three hours of class, 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



<b>FC 206</b>	<b>CHINESE LANGUAGE AND CULTURE</b>	<b>3</b>
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 or fulfills the foreign language requirement.) M. Chen		
<b>FC 208</b>	<b>ADVANCED CHINESE CONVERSATION AND COMPOSITION</b>	<b>3</b>
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		
<b>FC 210</b>	<b>INTRODUCTION TO CHINESE CULTURE AND LITERATURE</b>	<b>4</b>
An introduction to the development of Chinese culture and literature with emphasis on the nineteenth century to the present. Students will read and discuss cultural and literary texts including a variety of topics, such as language structure and characters, customs, myths and legends, holidays, social phenomena, religion, as well as population policies. Prerequisites: FC 208. (Fulfills non-Western and humanities requirements.) M. Chen		
<b>FC 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. 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		
<b>FC 271, 272</b>	<b>CHINESE 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. Prerequisites: FC 208 or permission of the department. Can be repeated for credit. M. Chen		
<b>FC 302</b>	<b>MODERN CHINA</b>	<b>3</b>
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 or fulfills the foreign language requirement.) M. Chen		
<b>FC 340</b>	<b>ADVANCED LANGUAGES ACROSS THE CURRICULUM</b>	<b>2</b>
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		
<b>FC 363</b>	<b>SPECIAL STUDIES IN CHINESE</b>	<b>4</b>
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 or fulfills the foreign language requirement.) M. Chen		
<b>FC 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>3, 3</b>
Individual study projects under the guidance of the department. M. Chen		

## FRENCH

### Courses in Language

<b>FF 101</b>	<b>ELEMENTARY FRENCH I</b>	<b>4</b>
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		
<b>FF 102</b>	<b>ELEMENTARY FRENCH II</b>	<b>3</b>
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		
<b>FF 203</b>	<b>INTENSIVE INTERMEDIATE FRENCH</b>	<b>4</b>
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		
<b>FF 206</b>	<b>FRENCH CULTURAL CONVERSATIONS</b>	<b>3</b>
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		
<b>FF 208</b>	<b>WRITING IN FRENCH</b>	<b>4</b>
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		
<b>FF 210</b>	<b>INTRODUCTION TO FRENCH LITERATURE</b>	<b>4</b>
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		
<b>FF 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. Prerequisites: FF 203. Does not fulfill the foreign language distribution requirement. Can be repeated for credit. Must be taken S/U. The Department		
<b>FF 228</b>	<b>LANGUAGE AND PHONETICS</b>	<b>3</b>
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		
<b>FF 301</b>	<b>BUSINESS FRENCH</b>	<b>3</b>
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		
<b>FF 304</b>	<b>ADVANCED CONVERSATION AND PRONUNCIATION</b>	<b>3</b>
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 FF 210; and one FF course in literature or civilization at the 200-level or above. 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. 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, Molière, 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

**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 271 A, 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

**FF 309 FICTION AND IDENTITY IN QUEBEC 3**  
Students will analyze the development of Quebecois identity over the span of Quebec's history through close study of works of fiction from the rise of patriotism and *terroirisme* 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." Prerequisites: FF 210. (Fulfills humanities requirement.) C. Evans

**FF 316 FRENCH POETRY 3**  
Study of fundamentals and development of the French poetic form through close textual analysis of representative poets and major movements. Prerequisites: FF 214 or FF 216, FF 219 or FF 221, or permission of instructor. Offered in alternate years. (Fulfills humanities requirement.) J. Anzalone

**FF 317 FRENCH NARRATIVE PROSE 3**  
Exploration of major themes and techniques of narrative fiction as it has developed in French-speaking cultures. Prerequisites: FF 214 or FF 216, FF 219 or FF 221, or consent of instructor. Offered in alternate years. (Fulfills humanities requirement.) M. Wiesmann

**FF 318 FRENCH DRAMATIC LITERATURE 3**  
Study of dramatic techniques and themes through careful examination of representative texts and attention to the role of the theater in French culture. Prerequisites: FF 214 or FF 216, FF 219 or FF 221, or consent of instructor. Offered alternate years. (Fulfills humanities requirement.) The Department

**FF 332 SURREALISM 3**  
Study of surrealism as an historical and ontological movement through analysis of poetry, novel, cinema, theater, and painting. The course examines the impact of surrealism on current literary, critical, and artistic expressions. Prerequisites: FF 210 or permission of the instructor. (Fulfills humanities requirement.) H. Jaouad

**FF 363 SPECIAL STUDIES IN FRENCH 3**  
Advanced literary or cultural study in an author, a genre, a period, or a topic. Prerequisites: permission of instructor. The Department

**FF 371, 372 INDEPENDENT STUDY 3, 3**  
Individual study projects under the guidance of the department. The Department

**FF 373 PREPARATION FOR SENIOR THESIS 3**  
Required for all second-semester junior or first-semester senior French majors who intend to write a thesis (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. Prerequisites: FF 208, FF 210, and second-semester junior or first-semester senior status. The Department

**FF 374 THESIS 3**  
An extended research project culminating in a paper based on readings and extensive individual conferences. Prerequisites: 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. The Department

**FF 376 SEMINAR 3**  
A detailed study of an author, a period, or theme prominent in France, Africa, Canada, or the French speaking countries of the Caribbean. Frequent oral reports. Close attention to development, organization, and writing of an extensive paper. Prerequisites: Senior status. The Department

## GERMAN

### Courses in Language

- FG 101 ELEMENTARY GERMAN I 4**  
An introduction to spoken and written German emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the culture of German-speaking countries. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of German. The Department
- FG 102 ELEMENTARY GERMAN II 3**  
Continuation of FG 101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from German-speaking countries. Three hours of class, one hour of drill or tutorial. The Department
- FG 103 INTENSIVE ELEMENTARY GERMAN 4**  
Intensive review of introductory reading, speaking, oral comprehension, and grammatical structures of the language for those with some experience in the fundamentals but who still need to acquire the competency expected at the completion of FG102. Prerequisites: one year of high-school German or permission of department. Four hours of class, one hour of lab. The Department
- FG 111 BEGINNING BUSINESS GERMAN 4**  
An introduction to German language and culture in the context of business. Students learn the elementary German language skills needed to understand and perform basic business transactions, read texts related to business, write a resume and rudimentary business correspondence, and understand the culture of business in the German-speaking world. 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. M. O'Brien
- FG 203 INTERMEDIATE GERMAN 3**  
Continuing study of the structures of the German language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Prerequisites: FG 102 or FG 103. Three hours of class, one hour of lab. The Department
- FG 206 GERMAN LANGUAGE AND CULTURE 3**  
Development of German skills at the advanced intermediate level. Extensive practice in idioms. Development of vocabulary and reading skills necessary for communication at native speed. Texts include contemporary news materials, film, Internet sources, literature, and music. Prerequisites: FG 203 or permission of the department. The Department
- FG 208 GERMAN CONVERSATION AND COMPOSITION 4**  
Intensive practice in daily use of German in a cultural context. Review of idioms, vocabulary, and writing skills. Prerequisites: FG 203 or permission of instructor. The Department
- FG 218 CREATIVE WRITING IN GERMAN 3**  
An introduction to creative writing in German. Emphasis is placed on the creative use of German to develop vocabulary, improve individual style, and compose short, sophisticated literary texts. Using exemplary German literature as models, students analyze and practice writing in various genres, such as the fairy tale, short story, poetry, and drama. Peer editing and revision will be a regular feature of all writing assignments with attention to content, grammatical accuracy, stylistics, and generic conventions. Selected structures will be reviewed with the purpose of honing grammatical, stylistic, and idiomatic usage of German. Prerequisites: FG 203. (Fulfills arts requirement.) M. O'Brien
- FG 220 LANGUAGE ACROSS THE CURRICULUM 1**  
A course designed for students who want to use their foreign language skills in any course taught in English at the college. Prerequisites: FG 203. Does not fulfill the foreign language distribution requirement, but counts toward the major and minor in German. Can be repeated for credit. Must be taken S/U. The Department
- FG 263 SPECIAL TOPICS IN GERMAN 3**  
Literary or cultural study at an introductory to intermediate level of an author, a genre, a period, or a topic. Topics will vary from semester to semester. Prerequisites: FG 208 or permission of instructor. The Department
- FG 271, 272 GERMAN 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: FG 208 or permission of the department. Can be repeated for credit. The Department
- FG 301 BUSINESS GERMAN 3**  
An introduction to business institutions in Germany. The course focuses on economic geography, correspondence, and government requirements for business, as well as vocabulary used in banking, stock market, insurance, communications, and export and import. Primarily for students majoring in German and business. Prerequisites: FG 206 or FG 208. M. O'Brien

**FG 304 ADVANCED GERMAN COMPOSITION AND CONVERSATION 4**  
Intensive practice of oral and written German to increase active vocabulary and fluency in German and to develop further and refine writing skills. Prerequisites: FG 208 or permission of instructor. Three hours of class. M. O'Brien

**FG 340 ADVANCED LANGUAGES ACROSS THE CURRICULUM 2**  
Students apply and develop their German language skills in conjunction with any course taught in English at the college. Students will read, report, discuss, and write about sophisticated materials in the disciplines, and learn how to translate them to and from English. 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 Ost and West, multiculturalism, the Berlin art scene, film, visual arts, and music. (Fulfills humanities requirement.) 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. (Fulfills humanities requirement.) 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. (Fulfills humanities requirement.) M. O'Brien

**FG 356 THEATER IN THE GERMAN SPEAKING WORLD 3**  
Theater and its cultural impact in the nineteenth and twentieth centuries. Topics include social drama, operatic spectacles, epic theater, cabaret, post-war and contemporary experimental theater and performance art. Works from such dramatists as Büchner, Wagner, Brecht, Weiss, Handke, and Müller will be examined. (Fulfills humanities requirement.) 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. (Fulfills humanities requirement.) 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. 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, 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: 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

**FI 301 BUSINESS ITALIAN 3**  
Study of commercial transactions in the context of social and economic life in Italy today. The course focuses on management, advertising, marketing, agricultural and industrial relations, banking, imports and exports, and the stock market in Italy. These topics will be considered in both the private and public sectors, focusing on vocabulary and forms of correspondence, employment applications, business procedures, and government agencies. S. Smith

**FI 303 STUDIES IN MODERN ITALIAN LITERATURE 3**  
Selected readings from the Italian Unity to the present. A study of modern Italian novels, plays, and short stories from the historical period to the neo-realistic period: from Manzoni to Moravia. Prerequisites: FI 203 or permission of instructor. (Fulfills humanities requirement.) G. Faustini, S. Smith

**FI 310 IL RINASCIMENTO ITALIANO 3**  
Investigates Italian literature and culture from the Duecento to the late *Cinquecento*. We will examine in particular the development of the vernacular through a systematic study of the most representative literary works of the Italian literary tradition, which gave rise to the innovative literary, artistic, and philosophical ideas of the Italian Renaissance. Although the primary focus for this course is the study of literature, we will also examine the culture of the Renaissance as presented not only in the literary works but also in the major works of painting, sculpture, architecture, and music of the epoch. Readings will include selections from Dante, Petrarca, Boccaccio, the Humanists, Pico della Mirandola, Castiglione, Ariosto, Michelangelo, Lorenzo de' Medici, Veronica Franco, Machiavelli, and others. Prerequisites: FI 208 or permission of instructor. (Fulfills humanities requirement.) D. Castronuovo, G. Faustini, S. Smith

**FI 315 ITALY AND MUSIC 3**  
A culture-oriented survey of the traditional canon of Italian musical history (twelfth to the twenty-first 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. Prerequisites: FI 208. In Italian. No formal musical training necessary. (Fulfills humanities requirement.) The Department

**FI 340 ADVANCED LANGUAGES ACROSS THE CURRICULUM 2**  
Application and development of Italian language skills in conjunction with any course taught in English at the college. Students will read, report, discuss, and write about sophisticated materials in the disciplines, and learn how to translate them to and from English. Prerequisites: FI 208 or above. Does not fulfill the foreign language distribution requirement in foreign languages and literatures. Can be repeated for credit. The Department

**FI 363 SPECIAL STUDIES IN ITALIAN 3**  
Advanced literary or cultural study in an author, a genre, a period, or a topic. Prerequisites: permission of instructor. G. Faustini, S. Smith

**FI 371, 372 INDEPENDENT STUDY 3, 3**  
Individual study projects under the guidance of the department. The Department

## JAPANESE

- FJ 101 ELEMENTARY JAPANESE I 4**  
An introduction to spoken and written Japanese emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the culture of Japan. Four hours of class, one hour of drill or tutorial. Presupposes no previous study of Japanese. M. Inamoto
- FJ 102 ELEMENTARY JAPANESE II 3**  
Continuation of FJ 101. Further development of basic grammar, reading, conversation, and writing skills while focusing on cultural materials from Japan. Three hours of class, one hour of drill or tutorial. M. Inamoto
- FJ 203 INTERMEDIATE JAPANESE 3**  
Continuing study of the structures of the Japanese language. Extensive practice in conversation and writing. Vocabulary building through the reading of appropriate texts in the literature and culture. Prerequisites: FJ 102. Three hours of class, one hour of lab. M. Inamoto
- FJ 206 JAPANESE LANGUAGE AND CULTURE 3**  
Development of Japanese skills at the advanced intermediate level. Extensive practice in idioms. Development of vocabulary and reading skills necessary for communication at native speed. Texts include contemporary news materials, film, Internet sources, literature, and music. Prerequisites: FJ 203 or permission of the department. (Designated a non-Western culture course or fulfills the foreign language requirement.) M. Inamoto
- FJ 207 ADVANCED INTERMEDIATE JAPANESE I 3**  
Systematic study of advanced intermediate Japanese linguistic structures. Reading of selected texts concerning Japanese culture/society. Discussion in Japanese based on the reading. Intensive practice in writing short essays. Prerequisites: FJ 203 or permission of instructor. M. Inamoto
- FJ 208 ADVANCED INTERMEDIATE JAPANESE II 3**  
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. Prerequisites: FJ 207 or permission of instructor. M. Inamoto
- FJ 210 INTRODUCTION TO JAPANESE CULTURE AND LITERATURE 4**  
An introduction to the development of Japanese literature from the Heian Period (794–1185) to the present focusing on major authors and literary movements. Film and graphic novels are utilized as well. Relevant cultural and historical contexts will also be introduced. Prerequisites: FJ 208. (Fulfills non-Western and humanities requirements.) M. Inamoto
- FJ 220 LANGUAGE ACROSS THE CURRICULUM 1**  
A course designed for students who want to use their foreign language skills in any course taught in English at the college. Prerequisites: 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. Must be taken S/U. M. Inamoto
- FJ 271, 272 JAPANESE 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: FJ 208 or permission of the department. Can be repeated for credit. M. Inamoto
- FJ 311 CONTEMPORARY JAPAN 3**  
Study of Japanese language with an emphasis on socio-cultural 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. Prerequisites: FJ 208. Classes conducted in Japanese. (Designated a non-Western culture course or fulfills the foreign language requirement.) M. Inamoto
- FJ 340 ADVANCED LANGUAGES ACROSS THE CURRICULUM 2**  
Application and development of Japanese language skills in conjunction with any course taught in English at the college. Students will read, report, discuss and write about sophisticated materials in the disciplines, and learn how to translate them to and from English. Prerequisites: FJ 208 or above. Does not fulfill the foreign language distribution requirement in foreign languages and literatures. Can be repeated for credit. The Department
- FJ 363 SPECIAL STUDIES IN JAPANESE 3**  
Advanced literary or cultural study in an author, a genre, a period, or a topic. Prerequisites: permission of instructor. Course must enroll at least five students to be offered. (Designated a non-Western culture course or fulfills the foreign language requirement.) M. Inamoto
- FJ 371, 372 INDEPENDENT STUDY 3, 3**  
Individual study projects under the guidance of the department. M. Inamoto

## LATIN

For complete course listings, see *Classics*.

## SPANISH

### Courses in Language

- FS 101 ELEMENTARY SPANISH I 4**  
An introduction to spoken and written Spanish emphasizing cultural perspectives. Linguistic emphasis is on basic grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the cultures of Spain and Spanish America. Four hours of class per week. 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 per week. The Department
- FS 103 ALTERNATIVE SECOND SEMESTER SPANISH 3**  
An introduction and review of elementary spoken and written Spanish emphasizing cultural perspectives. Linguistic emphasis is on grammar, vocabulary, and the development of reading, conversation, and writing skills while learning about the cultures of Spain and Spanish America. Three hours of class. For students who have completed one or two years of pre-college Spanish, and who have not placed in FS 203 or above. Not open to students who have completed FS 101. The Department
- FS 203 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 or FS 103. Four hours of class per week. 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 languages skills in any course taught in English at the college. Prerequisites: FS 203. Does not fulfill the foreign language distribution requirement. 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. 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 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

**FS 263      SPECIAL TOPICS IN SPANISH      3**  
 Literary or cultural study at an introductory or intermediate level of an author, genre, period, or topic. Course varies from year to year depending on instructor teaching. Prerequisites: FS 208. May be repeated for credit. The Department

**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. (Fulfills humanities requirement.) 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. (Fulfills humanities requirement.) 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. (Fulfills humanities requirement.) M. Mudrovic

**FS 319      SPANISH-AMERICAN FICTION: ONE HUNDRED YEARS OF GREATNESS      3**  
 A study of specific topics in Spanish-American fictional prose. Approaches may include a focus on an author, a literary movement, a specific historical period, or literary representations of social or political issues. Prerequisites: FS 212. Offered every third year. (Fulfills humanities requirement.) 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, Neruda, Valencia, Mistral, Torres Bodet, Neruda, Paz. Prerequisites: FS 212. Offered every third year. (Fulfills humanities requirement.) The Department

**FS 321      SPANISH-AMERICAN AND LATINO PERFORMANCE ARTS      3**  
 A study of the development and current practices of Spanish-American and Latino performance art. The course examines how social and political issues inform the aesthetic and creative performance process. Through theater, performance art, and theoretical texts students engage in the analysis of culture as lived experience and its representation in literature. Prerequisites: FS 212. Offered every third year. (Fulfills humanities requirement.) The Department

**FS 323      SPANISH IN THE MEDIA      4**  
 A study of the Spanish-speaking world within its contemporary cultural context, especially as manifested in the media (newspapers, magazines, radio, television). This course is designed to give students a more complex understanding of Hispanic culture. We will study such topics as political, social, and economic trends in the Spanish-speaking world, the relationship between language and society, and dialect as an expression of culture. Prerequisites: FS 208. C. Grant, V. Rangil

**FS 324A      SPANISH FILM      4**  
 A study of films produced and directed by Spanish, Spanish American, and Latino filmmakers. Students will learn about film theory and cinematographic techniques, and will analyze the specific social, cultural, and historical thematic of the films. In readings and discussions, students will address cultural differences, gender studies, and aesthetic concepts. Prerequisites: FS 211. The course will be offered on a bi-yearly, alternating basis. (Fulfills humanities requirement.) M. Mudrovic

**FS 324B      SPANISH-AMERICAN/LATINO FILM      4**  
 A study of films produced and directed by Spanish, Spanish-American, and Latino filmmakers. Students will learn about film theory and cinematographic techniques, and will analyze the specific social, cultural, and historical thematic of the films. In readings and discussions, students will address cultural differences, gender studies, and aesthetic concepts. Prerequisites: FS 212. The course will be offered on a bi-yearly, alternating basis. (Fulfills humanities requirement.) V. Rangil

**FS 330      SPANISH-AMERICAN THOUGHT      3**  
 Students examine the construction of cultural identity as proposed by Spanish-American intellectuals in essays about ethnicity, nationality, and politics. The texts may address topics and concepts such as nation building, "cosmic race," "mestizaje," transculturation, cultural hybridity, civilization/barbarism, and cultural imperialism. Prerequisites: FS 212. (Fulfills humanities requirement.) The Department

**FS 331      THE CULTURE OF SPANISH AMERICA I      3**  
 An exploration of the historical, cultural, and artistic development of Spanish America from discovery to independence. Students will also assess the impact of the encounter and development of the colonial empire on native American populations and the environment, from diaries and letters of conquerors and settlers. Particular attention will be given to the Jesuit missions in Paraguay, to the environmental expeditions through the period, and the impact of the slave trade. Prerequisites: FS 212. Offered in alternate years. (Fulfills humanities requirement.) The Department

**FS 332      THE CULTURE OF SPANISH AMERICA II      3**  
 An exploration of Spanish America's historical, cultural, and artistic development from independence to the present. Students will focus on issues of nation building and identity as expressed in fiction and nonfiction, and on the impact of both revolutionary movements and dictatorial regimes on the developments of literature and art. Prerequisites: FS 212. Offered in alternate years. (Fulfills humanities requirement.) The Department

**FS 334      CERVANTES      3**  
 A study of the prose, drama, and poetry of Miguel de Cervantes in the light of the social and intellectual currents of early seventeenth-century Spain. Particular attention will be paid to *Don Quijote*. Prerequisites: FS 211. (Fulfills humanities requirement.) G. Burton

**FS 363      SPECIAL STUDIES IN SPANISH      3**  
 Advanced literary or cultural study in an author, a genre, a period, or a topic. Prerequisites: Permission of instructor. The Department

**FS 371, 372      INDEPENDENT STUDY      3, 3**  
 Individual study projects under the guidance of the department. The Department

**FS 374      THESIS      3**  
 An extended research project culminating in a paper based on readings and extensive individual conferences. Prerequisites: 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

**FS 376      SEMINAR      3**  
 A detailed study of an author, a period, or theme relevant to the understanding of Spanish and Spanish-American literature and culture with special attention to the essay. Frequent oral reports. Close attention to development, organization, and writing of an extensive paper. Prerequisites: Senior status. The Department

## SELF-INSTRUCTIONAL LANGUAGE COURSES

**FX 101, 102 SELF-INSTRUCTIONAL BASIC STUDY 3, 3**  
Arabic, Hebrew, Hindi, Korean, Portuguese, Russian. May only be taken for a grade.

**FX 201, 202 SELF-INSTRUCTIONAL INTERMEDIATE STUDY 3, 3**  
Arabic, Hebrew, Hindi, Korean, Portuguese, Russian. May be taken for a grade or S/U.

**FX 340 ADVANCED LANGUAGE ACROSS THE CURRICULUM 2**  
Students apply and develop their 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: FX 202A. Does not fulfill the foreign language distribution requirement in foreign languages and literature. Can be repeated for credit. The Department

A	Arabic
H	Hebrew
I	Hindi
K	Korean
P	Portuguese
R	Russian

## LITERATURE AND CIVILIZATION COURSES TAUGHT IN ENGLISH

These courses are open to all students. Knowledge of a foreign language is not a prerequisite, with the exception of FL 399.

**FL 231 MYSTERY FICTION AROUND THE WORLD 3**  
Mystery fiction defies national boundaries. This course investigates the origins of the genre (Edgar Allan Poe) in English speaking countries and its transformation in the 1960s in *noir*. Considering examples from China, Japan, Italy, Spain, Mexico, French Canada, and Germany, the course explores both the common thread that unifies crime fiction around the world and its regional distinctions. (Fulfills humanities requirement.) S. Smith

**FL 239 JAPANESE POPULAR CULTURE 4**  
This introductory course on Japanese society and culture explores Japanese popular culture as a way of understanding the changing character of media, cultural industries, fan communities, and contemporary societal issues. Topics include Japanese popular music, karaoke, popular arts, manga (Japanese comics), sports, anime (Japanese animation), television programs, street fashion and fashion designers, among others. Emphasis will be given to contemporary popular culture and theories of gender, sexuality, race, class, nationalism, and the workings of power in global cultural industries. (Designated a non-Western culture course.) M. Tamagawa

**FL 241 PRE-MODERN JAPANESE LITERATURE IN TRANSLATION 3**  
Students will read and discuss poetry, prose, and performance works of the Nara (710–794) to Edo (1615–1867) periods. They will trace the development of Japanese culture and literature from early history to modern times. Students will examine the broad themes of pre-Modern Japanese literature in historical, cultural, religious, and sociopolitical contexts. (Designated a non-Western culture course; fulfills humanities requirement.) M. Inamoto

**FL 242 MODERN JAPANESE LITERATURE IN TRANSLATION 3**  
A critical survey of modern Japanese prose literature in English translation beginning with the Meiji period and continuing to the present. Students will study the interaction of traditional Japanese sensibilities with Western literary ideas and techniques as represented in major literary movements in Japan. Works will be discussed in terms of their cultural, historical, and literary contexts. (Designated a non-Western culture course; fulfills humanities requirement.) M. Inamoto

**FL 243 THE WORLD OF JAPANESE ANIMATION 3**  
An introduction to the world of Japanese animation (anime), one of the most important cultural products in contemporary Japan. Students will study prevailing themes and genres of anime, in their cultural and historical contexts and from a variety of perspectives. The course also focuses on anime in relation to popular culture and the role of anime fan culture. (Designated a non-Western culture course; fulfills humanities requirement.) M. Inamoto

**FL 244 VIEW CHINA: VISUAL CULTURAL AND TRANSNATIONAL CINEMA 4**  
An examination of masterworks of Chinese film and visual culture viewed within their cultural context and in light of both Chinese and Western literary traditions. Students will consider ways in which Chinese film has represented national identity, national trauma, and national history, and how globalization has given birth to a new transnational Chinese cinema. The course will address cinema as narrative, and in relation to visual art, music, psychology, and cultural history. Course includes a film screening and discussion session each week. It does not require knowledge of East Asian languages. (Designated a non-Western culture course; fulfills humanities requirement.) M. Chen

**FL 245 CHINA AND THE WEST: THE MYTH OF THE OTHER 3**  
Introduces and examines the experience of “the other” from both Chinese and Western standpoints. The image of the other has always been historically shaped to represent values that are considered different from one’s own. In this course, we will look at China as an idealized utopia in the eyes of some eighteenth-century Europeans, or as a land of ignorance as described in some early modern literature and cultural texts. In discussing such issues as Orientalism vs. Occidentalism and cultural relativism vs. universalism, we will examine the polemics of cultural difference in ethical terms. (Designated a non-Western culture course.) M. Chen

**FL 246 FICTIONAL AND FACTUAL: HISTORY AND THE NOVEL IN CHINA 3**  
Examines several Chinese works of literature in terms of their special narrative modes, considering how each reveals the changing history of modern China and exploring how each makes its unique contribution to Chinese literature. Issues discussed include history in literature, history outside literature, literary histories, factual and fictional as literary categories, and the historical novel. Throughout the course, we will ask, Why is the novel a particularly valid source for the study of Chinese history? (Designated a non-Western culture course, fulfills humanities requirement.) M. Chen

**FL 247 JAPANESE WOMAN: GENDER, GENDER RELATIONS, AND SEXUALITY IN CONTEMPORARY JAPAN 3**  
An exploration of gender, gender relation, and sexuality in contemporary Japan. Topics include history, family, work, education, language, religion, politics, homosexuality, sex work, and popular culture. (Fulfills non-Western and social science requirements.) M. Tamagawa

**FL 248 MUSLIMS IN THE NEW EUROPE 3**  
An exploration of one of the most hotly debated public policy issue in Western-Europe today: the challenges of (im)migration and accommodation of national, ethnic, cultural and religious diversity. Focusing on the Muslim immigrant minority mainly in Germany, France, and the United Kingdom, this course introduces students to the current debates about European immigration, multiculturalism, integration, and citizenship, as well as individual experiences represented through literature and film. K. Hamm-Ehsani

**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. (Fulfills humanities requirement.) M. O’Brien

**FL 251 CONTEMPORARY GERMAN CINEMA 4**  
A study of German cinema from the turn of the millennium until today as a vehicle to understand recent developments in the German culture. Students will examine how films engage with significant issues in contemporary German culture and society while viewing motion pictures as both daydreams of society and instruments of social change. Topics in this course will include the pleasures and pitfalls of urban life in the Berlin Republic, the complications of modern love and sexuality, the violence of Germany’s past (Third Reich, GDR, leftwing terrorism), the desire for utopian solutions to social and economic inequities, and the problems of a multicultural, multiethnic society. (Fulfills humanities requirement.) M. O’Brien

**FL 252 ITALIAN CINEMA: FROM FICTION TO FILM 4**  
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 2011–12 and alternate years. (Fulfills humanities requirement.) G. Faustini

**FL 253 ITALIAN CIVILIZATION IN TRANSLATION 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. (Fulfills humanities requirement.) G. Faustini

- FL 254 ITALIAN CIVILIZATION IN TRANSLATION 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. (Fulfills humanities requirement.) G. Faustini
- FL 255 INTRODUCTION TO FILM THEORY AND CRITICISM 4**  
A survey of major developments in film theory and methods of analyzing film from the invention of cinema to today. Working with the notion that cinema is an art form, a commodity, and a form of communication, we examine how historical, commercial, and aesthetic contexts influence film production and reception. Students read key texts in classical and contemporary film theory and criticism to develop an understanding of a film's narrative, visual structure, and place within established theoretical traditions. Subjects to be considered include formalism, realism, auteur theory, feminism, spectatorship, genre and star analysis, narratology, queer theory, cultural studies, post-colonialism, and critical race theory. (Fulfills humanities requirement) M. O'Brien
- FL 256 21ST CENTURY ITALIAN MOVIES 4**  
An exploration of twenty-first-century themes in Italian films. The narrative of Italian film in recent decades follows the development of social, cultural, political, and economic issues. Students view films which explore a series of thematic clusters: social change and urban challenge, work scene and workplace, politics and the media, immigration and integration, cultural revolution and terrorism, and organized crime. Critical materials contextualize the films and provide tools for interpretation and discussion. Students will explore different writing styles: analytical (considering both the visual text of the films and the prose of secondary sources), descriptive (in relation to historical analyses of the periods depicted), and creative (writing or re-writing a movie scene). The final project, a brief iMovie relating to Italy and a theme from the course, puts discussion into practice. In English. (Fulfills humanities requirement) S. Smith
- FL 257 MODERN CHINESE LITERATURE IN TRANSLATION 3**  
A critical survey of twentieth-century Chinese literature up to the present. Readings include short stories, novels, poetry, music, painting, and drama. Special emphasis is placed on Chinese thought and culture compared to the Western tradition. (Designated a non-Western culture course; fulfills humanities requirement.) M. Chen
- FL 258 CHINESE CIVILIZATION I: LITERARY CULTURE IN CLASSICAL CHINA 3**  
A survey of Chinese civilization from the Shang dynasty to the present with emphasis on the historical, artistic, philosophical, literary, musical, sociopolitical background. Shang dynasty (1766 BC) to early tenth century. FL 258 and FL 259 need not be taken in sequence. (Fulfills humanities requirement.) M. Chen
- FL 259 CHINESE CIVILIZATION II: CULTURE AND LITERATURE OF LATE IMPERIAL CHINA 3**  
A survey of Chinese civilization from the Shang dynasty to the present with emphasis on the historical, artistic, philosophical, literary, musical, sociopolitical background. Tenth century to the present. FL 258 and FL 259 need not be taken in sequence. (Fulfills humanities requirement.) M. Chen
- FL 263 TOPICS IN FOREIGN LITERATURE AND CULTURE 3**  
Literary or cultural study of an author, a genre, a period, or a topic. Topics will vary from semester to semester. Prerequisites: (Fulfills humanities requirement.) 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, fulfills humanities requirement.) M. Inamoto
- FL 269 CULTURAL CHINA: TRENDS AND THEMES 3**  
A course surveying twentieth-century Chinese literature, film, and popular culture, introducing some important cultural and intellectual issues of contemporary China. Students will consider the impact of cultural changes in Chinese society, their causes, and their representations in fiction, poetry, popular literature, film, and music. Students will gain a critical understanding of the intricate relationship between self and society, social change and alienation, family and gender relationships, nationalism and orientalism, revolution and memory, media and propaganda, and love and violence in China. (Designated a non-Western culture course; fulfills humanities requirement.) 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 275 THE STUDY ABROAD EXPERIENCE 1**  
Preparation for the study abroad experience through development of knowledge and skills to promote translingual and transcultural competence. Students will gain a deeper awareness of the concept of culture and acquire strategies for language and culture learning. Students will examine their own cultural identity and learning style as a point of departure for developing skills to maximize linguistic and cultural competence while abroad. This course is intended for students studying abroad where foreign languages are used. C. Evans
- 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. (Fulfills humanities requirement.) A. Zuerner
- FL 322 THE FRENCH FILM 3**  
Study of some of the key features of the cinema of France, beginning with an historical overview of the development of the idiom, from the silent films of the Surrealists and René Clair, to the Golden Age of sound in the thirties and concluding with the New Wave and its posterity. The course will also study film as a language and use it as a means for exploring cultural identity. Students will view a selection of films by Clair, Dali/Bunuel, Vigo, Renoir, Carne, Duvivier, Truffaut, Godard, Eustache, Tanner, and Rohmer, among others, and read criticism by directors, critics, and theorists. Prerequisites: for credit in the French major, FF 203 or FF 206. (Fulfills humanities requirement.) 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

---

*Director of the Gender Studies Program: Katherine Graney*

*Affiliated Faculty*

*American Studies: Rebecca Krefting, Mary C. Lynn*

*Asian Studies: Mao Chen*

*Anthropology: Heather Hurst, Kenji Tierney*

*Art History: Lisa Aronson, Jennifer Courts, Katherine Hauser, Mimi Hellman, Penny Jolly, Saleema Waraich*

*Classics: Leslie Mechem, Jessica Westerhold*

*English: Barbara Black, Phil Boshoff, Joanne Devine, Catherine Golden, Sarah Webster Goodwin, Kate Greenspan, Thomas Lewis, Susannah Mintz, Jacqueline Scoones, Mason Stokes*

*French: Adrienne Zuerner*

*Gender Studies: \*Menoukha Case, \*Amy Tweedy*

*Government: Katherine Graney, Natalie Fuehrer Taylor*

*History: Erica Bastress-Dukehart, Jordana Dym, Eric Morser*

*Italian: Barbara Garbin, Shirley Smith*

*Library: Barbara Norelli*

*Management and Business: Pushkala Prasad*

*Religion: Catherine Burris, Greg Spinner, Joel Smith, Mary Zeiss Stange*

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

*Spanish: Maria Lander, 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 thirty 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.

**WRITING REQUIREMENT IN THE MAJOR:** From the foundational course (GW 101) through the capstone (GW 375), gender studies students are expected to write at a high level of proficiency. All Gender Studies majors will be required to complete GW 375, a writing enhanced course, as part of the fulfillment of the major. Upon completion of the Gender Studies Writing Requirement, students will be able to:

1. write papers that demonstrate an understanding of proper grammar, syntax, punctuation, and usage;
2. consistently apply relevant writing conventions to their written work, including: formulating informed questions; using gender studies concepts and theories; organizing papers clearly; and formatting citations and references correctly; and
3. use evidence, interpretation, and theoretical analysis to support effective arguments.

While the successful completion of GW 375 explicitly fulfills the writing requirement in Gender Studies, the Program expects significant writing competence in all gender studies courses.

**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 eighteen semester hours, including GW 101 and GW 201; and three additional courses chosen from the gender studies curriculum in consultation with the program director.

<b>GW 101</b>	<b>INTRODUCTION TO GENDER STUDIES</b>	<b>4</b>
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.		
<b>GW 201</b>	<b>FEMINIST THEORIES AND METHODOLOGIES</b>	<b>3</b>
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.		
<b>GW 210</b>	<b>ECOFEMINISM, WOMEN, AND THE ENVIRONMENT</b>	<b>3</b>
An interdisciplinary exploration of the complex relationship between feminist theory and praxis, and environmental philosophy and activism. Using the idea of "ecofeminism" as its unifying focus, the course examines such national and global issues as deforestation, overpopulation, species extinction, bioregionalism, environmental pollution, habitat loss, development, and agribusiness. Representative perspectives include those based in deep ecology, social ecology, animal and nature rights, human ecology, earth-based spiritualities, "wise use," the "land ethic," conservation, and wildlife management. M. Stange		
<b>GW 212</b>	<b>WOMEN IN ITALIAN SOCIETY: YESTERDAY, TODAY, AND TOMORROW</b>	<b>3</b>
Students examine the changing role of women in Italian society. Authors and filmmakers studied include Natalia Ginzburg ( <i>Family Lexicon</i> ), Dacia Maraini ( <i>The Blind Countess</i> ), and Lina Wertmuller ( <i>Pasqualino Seven Beauties</i> ). 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		
<b>GW 220</b>	<b>TOO FAT? TOO THIN? WOMEN AND EATING DISORDERS</b>	<b>3</b>
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		
<b>GW 227</b>	<b>HOLDING UP HALF THE SKY: GENDER, WRITING, AND NATIONHOOD IN CHINA</b>	<b>3</b>
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		
<b>GW 228</b>	<b>SEXUALITY IN JAPAN</b>	<b>3</b>
An exploration of sexualities in Japan emphasizing familial, historical, political, and sociological perspectives. Students will study the intersection of sexuality with popular culture and international relations, and address the following topics: marriage, prostitution, homosexuality, and pornography in contemporary Japanese society. M. Tamagawa		
<b>GW 311</b>	<b>QUEER THEORY</b>	<b>3</b>
A survey of queer criticism including foundational works concerning gender performativity, the historical construction of homosexuality, and heteronormativity, and new works identifying queer temporalities, affects, and aesthetics. We will use this theoretical canon to perform queer readings of a selection of texts, focusing primarily on fiction and Hollywood film but also considering current events, performance, and visual arts. Prerequisites: GW 101 or EN 110. H. Jackson		
<b>GW 371</b>	<b>INDEPENDENT STUDY</b>	<b>1, 4</b>
A program of individual reading and research under the direction of the gender studies faculty. Prerequisites: approval of the director of gender studies.		
<b>GW 375</b>	<b>SENIOR SEMINAR IN GENDER STUDIES</b>	<b>4</b>
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.		
<b>GW 376</b>	<b>SENIOR THESIS</b>	<b>3</b>
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.		
<b>GW 399</b>	<b>PROFESSIONAL INTERNSHIP IN GENDER STUDIES</b>	<b>3</b>
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 228	Queer Cultures: Sexual and Gender Identities in a Globalizing World	
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

---

Chair of the Department of Geosciences: Kyle Nichols

Associate Professors: Richard H. Lindemann, Kyle Nichols

Assistant Professors: Amy Frappier, *Charles Lubin Family Chair for Women in Science*; Gregory Gerbi

Visiting Assistant Professor: Margaret Estapa

Teaching Associate: Jennifer Chohnoky

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.

## THE GEOSCIENCES MAJOR

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. CH105, CH106 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.

**WRITING REQUIREMENT IN THE MAJOR:** 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 written and oral communication skills.

As part of the writing-in-the-major requirement, Geoscience 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. 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.

**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 per 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 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, three hours of laboratory per week. 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 per 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 that 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 per 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 in 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 in 2009–10 and alternate years. R. Lindemann
- GE 320 GLOBAL BIOGEOCHEMICAL CYCLES 4**  
An introduction to global biogeochemical cycles, i.e., the transport and transformation of substances in the environment through physical, chemical, and biological processes with profound implications for climatic and ecological processes. In seminar, students will address methods used to measure and model elemental fluxes and decipher changes in biogeochemical cycles over time as well as examine processes and reactions controlling the distribution and fluxes of nutrients and other important chemical species within and between Earth's principle spheres. In laboratory, students will use Stella software to translate their conceptual knowledge of biogeochemical cycles into quantitative dynamic system models of the Earth System representing the past, present, or future in equilibrium and perturbed states. Prerequisites: MA 109 or MA 111 and prior fulfillment of the natural science requirement. A. Frappier
- 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 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
- GP 229 INTRODUCTION TO GEOPHYSICS 3**  
A study of the active physical processes in the earth. Students will apply fundamental ideas of mechanics to earth science problems. Topics will vary with student interests but will usually include stress and strain, heat diffusion, and fluid advection, gravity, and seismology. The processes will be studied in the context of earth phenomena including rock deformation, glacier mechanics, magma flow, earthquakes, and atmospheric and oceanic circulation. Course material will also include analysis of geophysical data and discussion of techniques for collecting such data. Prerequisites: MA 111 or equivalent, and either two courses in physics or two courses in geosciences, or permission of the instructor. G. Gerbi

# Government

---

Chair of Department of Government: Roy H. Ginsberg

Professors: Beau Breslin, Roy H. Ginsberg, Aldo C. Vacs

Associate Professors: Katherine E. Graney; Ronald P. Seyb, *Joseph C. Palamountain Chair in Government*; Flagg Taylor; Natalie Taylor; Robert C. Turner

Assistant Professor: Feryaz Ocakli

Visiting Assistant Professor: Yelena Biberman, Dustin Gish, Helen Knowles

Visiting Lecturer: Natalie Johnson

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. We, finally, 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:

1. GO 101, GO 102, and GO 103;
2. At least one course in each of the following four areas:
  - a. 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
  - b. 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 347, GO 349, GO 355, GO 358, GO 365
  - c. International Relations: GO 201, 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
  - d. Political Theory: GO 204, GO 205H, GO 236, GO 242, GO 251D, GO 308, GO 323, GO 341, GO 351, GO 354
3. 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 government-history, business-government, government-French, government-German, and government-Spanish. See Interdepartmental Majors. The department also participates in the International Affairs major.

**THE GOVERNMENT MINOR:** The government minor consists of six courses with a minimum of eighteen credits to be determined in consultation with the department chair 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.

**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.

**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.) 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

<b>GO 201</b>	<b>PRINCIPLES OF INTERNATIONAL POLITICS</b>	<b>4</b>	An essential foundation for advanced study in international relations. Students investigate the tumultuous international political events from the nineteenth to the mid-twentieth century and the big concepts of the period—balance of power, extreme nationalism, diplomacy, and international organization. Students explore the causes and effects of the Napoleonic Wars, the 99 Years' Peace, German and Italian unification, the arms race, and World Wars I and II. The League of Nations and the United Nations are central themes. Students study the Cold War and its thaw following the Cuban Missile Crisis. Prerequisites: GO 103 or IA 101. R. Ginsberg
<b>GO 203</b>	<b>COMPARATIVE EUROPEAN POLITICS</b>	<b>3</b>	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
<b>GO 204</b>	<b>CLASSICAL POLITICAL THOUGHT</b>	<b>3</b>	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 or permission of instructor. F. Taylor
<b>GO 205H</b>	<b>MODERN POLITICAL THOUGHT</b>	<b>3</b>	Political thought of the Early Modern period to that of the mid nineteenth century. Selected thinkers include Machiavelli, Hobbes, Locke, Rousseau, Tocqueville, Marx. Particular emphasis will be placed on the aspirations of classic liberalism and the successive criticisms these aspirations inspired. Provides foundation for upper division work in political theory. Prerequisites: GO 102 or permission of instructor. F. Taylor
<b>GO 209</b>	<b>THE LATIN AMERICAN PUZZLE</b>	<b>4</b>	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
<b>GO 211</b>	<b>COURTS, POLITICS, AND JUDICIAL PROCESS IN THE UNITED STATES</b>	<b>3</b>	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. (Fulfills social sciences requirement.) B. Breslin
<b>GO 213</b>	<b>COMPARATIVE CONSTITUTIONAL SYSTEMS</b>	<b>4</b>	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
<b>GO 219</b>	<b>POLITICAL ECONOMY OF EUROPEAN INTEGRATION</b>	<b>3</b>	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 the place of Europe in the wider world. (Fulfills social sciences requirement.) R. Ginsberg
<b>GO 222</b>	<b>STATE AND LOCAL GOVERNMENT</b>	<b>4</b>	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. (Fulfills social sciences requirement.) R. Turner
<b>GO 223</b>	<b>CURRENT ISSUES IN PUBLIC POLICY</b>	<b>4</b>	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
<b>GO 224</b>	<b>AMERICAN INDIAN POLITICS AND POLICY</b>	<b>3</b>	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
<b>GO 225</b>	<b>MILITARY AND POLITICAL LESSONS FROM WORLD WAR II</b>	<b>4</b>	A selective study of the crucial events of the twentieth century aimed at finding appropriate lessons for people who will live in the twenty-first century. Topics include: importance of incorporating technological advances into military doctrine, how "blitzkrieg" offensives work and how to defeat them, and advances in aerial and undersea warfare from 1939 to the present day. Interprets World War II as what military planners now call a "Revolution in Military Affairs," shows how that RMA still governs strategy and tactics today, and how the next RMA is already visible on the horizon. 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
<b>GO 227</b>	<b>FROM GENGHIS KHAN TO GORBACHEV: POWER AND POLITICS IN RUSSIAN HISTORY</b>	<b>3-4</b>	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. (Fulfills social sciences requirement.) K. Graney
<b>GO 228</b>	<b>UNITED STATES FOREIGN POLICY IN A CHANGING WORLD</b>	<b>4</b>	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
<b>GO 229</b>	<b>INTERNATIONAL LAW</b>	<b>3</b>	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
<b>GO 231</b>	<b>ENVIRONMENTAL POLITICS AND POLICY</b>	<b>4</b>	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 or ES 100. (Fulfills social science requirement.) R. Turner
<b>GO 236</b>	<b>AMERICAN POLITICAL THOUGHT</b>	<b>4</b>	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. N. Taylor
<b>GO 239</b>	<b>NATIONALISM AND POLITICS IN THE MIDDLE EAST</b>	<b>4</b>	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.) F. Ocakli
<b>GO 240</b>	<b>POLITICAL MODERNIZATION: THE CASE OF INDIA</b>	<b>3</b>	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

<b>GO 241</b>	<b>ETHNIC CONFLICT AND THE GLOBAL SYSTEM</b>	<b>4</b>
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		
<b>GO 242</b>	<b>LIBERTY, COMMERCE, AND THE MORAL LIFE</b>	<b>3</b>
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		
<b>GO 251A</b>	<b>TOPICS IN POLITICAL SCIENCE</b>	<b>3</b>
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. Prerequisites: GO 103.		
A	Comparative Politics	
B	International Relations	
C	American Politics	
D	Political Theory	
<b>GO 252</b>	<b>THE PSYCHOLOGY OF POLITICS</b>	<b>3</b>
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		
<b>GO 299</b>	<b>PROFESSIONAL INTERNSHIP IN GOVERNMENT</b>	<b>3</b>
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).		
<b>GO 301</b>	<b>CONTEMPORARY INTERNATIONAL POLITICS AND LAW</b>	<b>4</b>
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		
<b>GO 305</b>	<b>INTEREST GROUPS AND PUBLIC POLICY</b>	<b>3</b>
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		
<b>GO 308</b>	<b>CONTEMPORARY POLITICAL THOUGHT</b>	<b>4</b>
Political thought of the twentieth century. Primary attention will be given to the influence of Nietzsche as reflected in existentialism, postmodernism, and postmodern 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 204 or GO 205H. The Department		
<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. Prerequisites: 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. (Fulfills social sciences requirement.) 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. Prerequisites: 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. Prerequisites: GO 101. (Fulfills social sciences requirement.) 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: GO 102. F. Taylor		
<b>GO 326</b>	<b>COASTS OF BOHEMIA: THE POLITICS AND HISTORY OF THE CZECH LANDS AND PEOPLE</b>	<b>4</b>
Examines the political fortunes of the Czech people from the Austro-Hungarian Empire through the founding of the First Republic after World War I, the periods of Nazi and Communist rule, and the return to democracy in 1989. Students study key figures such as Jan Hus (fifteenth-century religious reformer), Tomas Masaryk (founder of the First Republic), and playwright turned communist dissident, who became president of a reborn Czech state—Vaclav Havel. Students read the narrative history of the period and explore relevant political analyses; they also watch films by famed Czech directors such as Milos Forman and Jiri Menzel. Prerequisites: one of the following courses: GO 103, IA 101, HI 104, HI 105, or HI 106. 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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 data bases. Prerequisites: 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. Prerequisites: GO 101 or permission of instructor. (Fulfills social sciences requirement.) 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. Prerequisites: 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. Prerequisites: 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 nongovernmental organizations, and individuals try to provide for and protect human rights around the world? When do they succeed and why do they fail? What is one's individual responsibility regarding the international human rights regime? Students will work with the primary texts that form the international human rights regime and will engage in research projects that examine the practice of human rights provision and violation around the world. Prerequisites: 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 that 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. Prerequisites: 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. Prerequisites: GO 103 or permission of instructor. (Designated a non-Western culture course.) S. Hoffmann		
<b>GO 347</b>	<b>MAKING STATES, BUILDING DEMOCRACIES</b>	<b>4</b>
Critical analysis of the relations between state-making, national integration, and democracy. The course focuses on the emergence and diffusion of the modern state system, technologies of governance, modes of resistance to state authority, policies geared toward building national majorities, and the causes and consequences of democratization. Students will analyze and discuss classic works in comparative politics as well as cutting-edge research in the field. Prerequisites: GO 103. F. Ocakli		
<b>GO 349</b>	<b>STATES, MARKETS AND POLITICS IN DEVELOPING COUNTRIES</b>	<b>4</b>
An examination of economic and social development in the Global South. Students analyze the market-building policies of states through a comparative perspective with a special focus on developing countries. Students evaluate concepts, theoretical perspectives, and key issues that constitute the field of political economy of development. The first part of the course explores the shifting role of states and markets in development policy since before the Great Depression. The second part brings together multiple viewpoints to examine the key actors in the Global South, the current phase of globalization, the growing competitiveness of some developing countries such as Brazil, India, China, Russia and Turkey, and the causes of stagnation in parts of Sub-Saharan Africa. Prerequisites: GO 103. F. Ocakli		
<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." Prerequisites: GO 102. Recommended preparation: GO 204 or GO 205H. 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: GO 103, IA 101 or permission of instructor. (Designated a non-Western culture course.) The Department		



- GO 357 SEXING GLOBAL POLITICS: GENDER AND INTERNATIONAL RELATIONS 4**  
An exploration of how the theory and practice of international relations is gendered. Students examine how the fundamental international relations concepts of security and defense are defined in gendered ways, and how the practice of diplomacy, war-making, and international economic development are gendered. Special focus on the environmental impacts of international relations' gendered past and present, and how women's and environmental organizations work together to challenge traditional patterns of global governance. Prerequisites: GO 103 or permission of the instructor. K. Graney
- GO 358 CARIBBEAN POLITICS 4**  
An advanced course investigating political structures and processes in the Caribbean region. Explores the impact of domestic and international factors on political institutions and civil society in the small countries of the region. Themes addressed in the course include culture, ethnicity, crops and other resources, migration and tourism, colonialism and international intervention, drug smuggling and money laundering. The course also examines how climate and weather shape politics and political economy. Prerequisites: IA 101 or GO 103. (Designated a Cultural Diversity course.) The Department
- GO 362 POLITICS OF THE CONGRESS 4**  
A seminar devoted to the examination of the congressional system through research, class discussion, and written work. Prerequisites: GO 101 or permission of instructor. R. Seyb
- GO 364 SPECIAL TOPICS IN GOVERNMENT 1, 4**  
An upper-level course devoted to the intensive study of a particular topic in political science, especially with a visiting scholar. The Department
- GO 365 TOPICS IN COMPARATIVE POLITICS 4**  
Selected issues, regions, and research in comparative politics. Topics will vary from year to year, depending upon specialization and research interests of the instructor. Possible topics: post-authoritarian transitions in Eastern Europe; party politics in Israel. Prerequisites: GO 103 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
- GO 366 TOPICS IN INTERNATIONAL RELATIONS 4**  
Selected issues, regions, and research in international relations. Topics will vary from year to year, depending upon specialization and research interests of the instructor. Possible topics: Commonwealth of Independent States (former Soviet Union), conflict and compromise; United States and Japan, allies in collision. Students may take the course more than once, with the approval of the department, if the topic is different each time. Prerequisites: GO 103 or permission of the instructor. The Department
- GO 367 TOPICS IN AMERICAN POLITICS 4**  
Selected issues, periods, and research in American politics. Topics will vary from year to year, depending upon the specialization and research interests of the instructor. Possible topics include: urban government, politics of AIDS, political role of the labor movement, etc. Prerequisites: 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
- GO 371 INDEPENDENT STUDY 3**  
An opportunity for qualified majors to do special studies in the field of political science beyond or outside of the regular departmental offerings. The student's study program is supervised by a member of the department. Written work and regular periodic discussion meetings are required. The Department
- GO 374 SENIOR THESIS PREP 3**  
Independent research under the direction of a member of the department, undertaken in the fall of the senior year by students writing a senior thesis. Students should consult department guidelines regarding the senior thesis, which specify the expectations for this course. Prerequisites: Permission of instructor required. The Department
- GO 375 SENIOR THESIS 4**  
Optional for government majors. Particularly recommended for majors wishing to develop a problem or theme in depth and for those working toward professional careers or in preparing for graduate work. The student's work is supervised by a member of the department. Individual and, if appropriate, group conferences will be held during the term. Written work and regular periodic discussion meetings are required. Proposals for the senior thesis must be prepared in consultation with a government faculty thesis-sponsor, approved by the sponsor and the student's advisor, and submitted to the chair for approval during the semester preceding the one in which the student wishes to work on the thesis. Application deadlines precede registration periods; see the department calendar for specific dates. The Department
- GO 383 NEW YORK STATE ASSEMBLY PROGRAM 15**  
A semester-long intensive field experience. Students spend a minimum of 30 hours a 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. Prerequisites: GO 101 and junior or senior standing. GO 222 recommended. Must be taken S/U. B. Turner
- GO 384 NEW YORK STATE SENATE PROGRAM 15**  
A semester-long intensive field experience. Students spend a minimum of 30 hours a 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. Prerequisites: GO 101 and junior or senior standing. GO 222 recommended. Must be taken S/U. B. Turner
- GO 399 PROFESSIONAL INTERNSHIP IN GOVERNMENT 3, 6, or 9**  
Internship experience at an advanced level in government, political, or legal offices for students with substantial academic preparation. The intern must produce a major research paper related to the area of the internship, on a topic approved by the faculty sponsor and the on-site supervisor. Prerequisites: 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.

# Health and Exercise Sciences

---

*Chair of the Department of Health and Exercise Sciences:* Patricia Fehling

Professors: Jeffrey Segrave, Denise Smith, Patricia Fehling, Paul Arciero

Associate Professor: Thomas H. Reynolds

Assistant Professor: Stephen Ives

Visiting Assistant Professor: Feng He

Lecturers: \*Susanne D'Isabel, Jennifer McDonald, \*Meghan Nicchi, \*Margaret Wharton

Senior Teaching Associate: Karen Arciero

Research Assistants: Catherine Anderson-Hanley, Jacob Deblois, Jeannie Haller, Thomas Rowland, Emery Ward

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, dietician, and pharmacist.

**THE EXERCISE SCIENCE MAJOR:** 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);
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 EXERCISE SCIENCE MINOR:** 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 lab per week. (Fulfills natural sciences requirement.) P. Arciero or P. Fehling or S. Ives

## **EX 115 KINETIC ANATOMY: THE MOVING BODY 4**

An introduction to the principles of functional anatomy. Students will explore the muscles enabling human movement. Geared to students interested in careers in the health professions, this course covers physiology, gross anatomy, and biomechanics. (Fulfills natural sciences requirement.) K. Arciero, S. DiPasquale

## **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 lab per week. (Fulfills natural sciences requirement.) T.H. Reynolds

## **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

## **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. McDonald

## **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 micro nutrients and the nutrient requirements of various populations (young and old; sedentary and active; healthy and unhealthy). The laboratory component of this course will focus on laboratory procedures used to quantify body composition, energy expenditure, and nutrient intake and clinical tests to assess nutritional adequacy and health status. The goals of this course are to describe and calculate nutritional requirements, learn validated techniques of body composition analysis, energy expenditure, nutritional intake, and clinical and biochemical assessment using a human model. Applying the nutrition principles and laboratory techniques learned in the course will be useful in assessing nutritional adequacy of various populations—including children and adults, sedentary and active and healthy and diseased individuals. Prerequisites: EX 111. P. Arciero

## **EX 289 HEALTH PROFESSION EXPERIENCE 2, 4**

A seminar and field experience for students whose curricular foundations 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 medicine, physical therapy, nursing, nutrition, and related fields. In addition to a seminar meeting once per week throughout the semester, the field experience must take place for at least 5 weeks and follow the guidelines for contact hours. Prerequisites: EX 126 and EX 127; CPR certification may be required depending upon the nature of the experience. Permission of the instructor. Not for liberal arts credit; must be taken S/U. K. 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 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; 3 credits requires at least 135 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 per week. P. Arciero, P. Fehling, S. Ives, 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, preventative measures, the effects of ingesta, and controversial training practices. Prerequisites: EX 212 and CPR certification. M. Nicchi

**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 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 389 HEALTH PROFESSION EXPERIENCE 2, 4**  
A seminar and field experience for students whose curricular foundations 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 medicine, physical therapy, nursing, nutrition, and related fields. In addition to a seminar meeting once per week throughout the semester, the field experience must take place for at least five weeks and follow the guidelines for contact hours. Prerequisites: EX 126 and EX 127; CPR certification may be required, depending upon the nature of the experience. Additional upper-level science courses must have been taken to prepare the student to interact with the professionals at an advanced level. Prerequisite: permission of the instructor. Not for liberal arts credit; must be taken S/U. K. Arciero

**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 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; 3 credits requires at least 135 contact hours.) Prerequisites: completion of at least one related 300-level course (as determined by the department). Not for liberal arts credit. Must be taken S/U.

# History

---

*Chair of the Department of History:* Tillman Nechtman

Professor: Jennifer Delton

Associate Professors: Erica Bastress-Dukehart, Jordana Dym, Matthew Hockenos, Tillman Nechtman

Assistant Professors: Jenny H. Day, Eric Morser

Lecturer: \*James Helicke

"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/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.

*Effective Class of 2016:*

Students studying abroad or at other institutions in the U.S. may transfer a maximum of one 300-level course per term of study and no more than two such courses in total.

## 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, four courses at the 300-level, including one course 3XXR (300-level research course) or the thesis option (HI 373 and HI 374.)

*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, a GPA in History of 3.500, 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.

**THE HISTORY 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. Hockenos		
<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. Hockenos		
<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 110H</b>	<b>THE BRITISH EMPIRE: AN INTRODUCTION</b>	<b>4</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. Students will focus on the political, economic, cultural, and ecological causes and consequences of British overseas expansion. Topics include the ecological and biological impact of British imperialism; Elizabethan commercial expansion; the plantings of Ireland; early settlements in the New World and the impact on indigenous peoples; the trans-Atlantic slave trade and the plantation system in the Caribbean; the American Revolution and the end of the first British Empire; the ideologies of the British Raj in India; the "New Imperialism" of the late nineteenth century and the "scramble for Africa"; the transfer of technology and culture; and decolonization and the contemporary legacy of empire. (Fulfills social sciences requirement; designated a Cultural Diversity Course.) 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, fulfills social sciences requirement.) J. Dym		
<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 125</b>	<b>AMERICAN COLONIAL HISTORY</b>	<b>3</b>
An exploration of the complex and contested history of colonization in North America. Students will focus on contact and conflict among different peoples, the ongoing struggle among European and indigenous powers for domination of the continent, the critical importance of slavery in crafting the North American colonial experience, the rich cultural diversity that defined colonial life, and the trans-Atlantic events that paved the way for the American Revolution. (Fulfills social sciences requirement.) E. Morser		
<b>HI 126</b>	<b>FROM REVOLUTION TO CIVIL WAR</b>	<b>3</b>
A grand tour of United States history from the American Revolution to the Civil War. Students investigate the challenge of nation building, the contested rise of American democracy, the economic transformation of the United States, battles to control the western frontier, and the growing conflict over slavery that eventually tore the national apart. (Fulfills social sciences requirement.) E. Morser		
<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.) J. Day		
<b>HI 144</b>	<b>EAST ASIAN CIVILIZATION (TO 1300)</b>	<b>3</b>
An introductory survey of East Asia (China, Japan, Korea) from its earliest history to the end of the Mongol empire in the 1300s. Students will explore the formation of Confucianism as an ideology, the changes in social and political institutions across East Asia, ideas and practices concerning gender and the family, religion and beliefs of elites and ordinary people, and intercultural exchanges and conflicts within East Asia. (Designated a non-Western culture course; fulfills social sciences requirement.) J. Day		
<b>HI 151</b>	<b>TOPICS IN HISTORY</b>	<b>3</b>
Topically organized courses based on problems and issues of special interest at the introductory level. The specific themes to be examined will vary from year to year. This course with a different topic may be repeated for credit. (Fulfills social sciences requirement.) The Department		
<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		
<b>HI 205</b>	<b>RISE OF ROME</b>	<b>3</b>
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		
<b>HI 206</b>	<b>FALL OF ROME</b>	<b>3</b>
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		
<b>HI 210</b>	<b>THE FOUR KINGDOMS</b>	<b>3</b>
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		
<b>HI 211</b>	<b>DECONSTRUCTING BRITAIN</b>	<b>3</b>
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 centuries, 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		
<b>HI 217</b>	<b>TOPICS IN HISTORY</b>	<b>3</b>
Topically organized courses based on problems and issues of special interest at the intermediate level. The specific themes to be examined will vary from year to year. May be repeated for credit if topic is different. When offered as "American Indian History," fulfills cultural diversity requirement. (Fulfills social sciences requirement.) The Department		

- HI 223 U.S. FOREIGN POLICY, 1790 TO THE PRESENT 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. (Fulfills humanities requirement.)
- 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 TWENTIETH CENTURY LATIN AMERICA 3**  
Examines the social, economic, political, and intellectual causes and consequences of important internal and international wars in twentieth 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, fulfills social sciences requirement.) 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 contrasted) their reality. (Fulfills social sciences requirement.) 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.) The Department
- HI 247 HISTORY OF MODERN JAPAN 3**  
An examination of the historical transformation of the Japanese archipelago from a feudal society to a modern state and imperial power, and to a postwar economic giant and a "bubble economy" in the 1990s. Students will explore how Japanese women and men have transformed elements of other cultures to create forms of government, society, and the arts that are uniquely Japanese. Sources include a diary, short stories, legal documents, and films. (Designated a non-Western culture course; fulfills social sciences requirement.) J. Day
- 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. (Fulfills social sciences requirement.) 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 264 HISTORY OF THE AMERICAN WEST 3**  
An exploration of the complex and contested history of the American West. Key themes include contact and conflict among different people on the western borders, western migration and settlement, the role of government in the West, ongoing frontier conflicts over control of natural resources, and links between the West and American identity. (Fulfills the social sciences requirement.) E. Morser
- HI 265 CLASS IN THE UNITED STATES, 1776 TO PRESENT 3**  
An examination of ways in which Americans have thought about social and economic class from 1776 to the present. Topics include the origin of the United States as a new kind of classless society, the influence of Marx on Americans' thinking about class, debates about social mobility and the causes of poverty, the politics of class-consciousness, and the dynamics of race and class in the twentieth century. (Fulfills social sciences requirement.) J. Delton
- HI 266 AMERICAN ENVIRONMENTAL HISTORY 3**  
An exploration of American environmental history from pre-colonial times through the modern era. Students will investigate how the different landscapes and ecologies of North America shaped the continent's history, the links between industrialization and the environment, economic and political struggles for control of natural resources, the rise of modern consumer culture, and changing American perceptions of nature. (Fulfills the social sciences requirement.) E. Morser
- HI 267 AMERICAN INDIAN HISTORY 3**  
An exploration of North American Indian history from the precolonial era through the present. Students focus on a number of key themes including the rich complexities of indigenous cultures, contact and conflict among different Indian peoples, the impact of European colonization on Native societies, and the critical role that Indians played in the creation and transformation of the United States. (Fulfills cultural diversity and social sciences requirements.) E. Morser
- 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 280 SCIENCE AND NATURE IN THE RENAISSANCE 3**  
A study of the culture of Renaissance ideas as they pertained to the natural world. Building on historian Brian Ogilvie's argument that natural history was invented in the Renaissance, this course looks at the Renaissance perceptions of the natural world from three perspectives: (1) how scientists and philosophers thought about astronomy, astrology, and humans' relationships with the universe; (2) how explorers, natural philosophers, and theorists cataloged and categorized their wondrous discoveries; (3) how Renaissance notions of the cosmos transformed perceptions scientists, artists and doctors had about the human body. (Fulfills social sciences requirement.) E. Bastress-Dukehart
- 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 at 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 3**  
A study of the interpretation of the French Revolution. Conservatives, Liberals, Marxists, Feminists, Post-Modernists, and many others have clashed over how best to understand the French Revolution. Our readings and discussions will focus primarily on these intense struggles of interpretation, which still mark the study of the French Revolution today. M. Hockenros
- HI 312 INDUSTRY, EMPIRE AND THE ENVIRONMENT 3**  
Examines the origins and development of the industrial revolution in late eighteenth and early twentieth century Britain, which many historians argue was made possible in part by the economic proceeds of British imperialism, the Atlantic slave trade in particular. Unlike more traditional histories of industrialization, in addition to the focus on the relationship between industry and empire, explores the environmental and social consequences of the process of industrialization, not just for Britain but for all of Britain's global empire, thus using providing a historical context for contemporary debates on globalization, economic development, and the environment. T. Nechtman
- HI 315 CRIME AND PUNISHMENT IN EARLY MODERN EUROPE (1400–1800) 3**  
An investigation of the history and theory of crime and punishment in an age when criminal violence and state violence were often indistinguishable and unmediated. Over the course of four hundred years, Europe experienced a transformation from the persecuting societies of the Middle Ages, through the terrors of religious wars and the Inquisition, to Beccaria's "enlightened" and Bentham's utilitarian rejection of traditional criminology. Starting with Michel Foucault's influential work, *Discipline and Punish*, the readings for this course address dominant social norms and ever-changing definitions of deviance. The course explores the intellectual, social, and political justification for punishment, and the ensuing 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. Courses at the 300 level are open to sophomores only with permission of instructor. (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. Courses at the 300 level are open to sophomores only with permission of instructor. T. Nechtman
- HI 318 THE BRITISH CLASS SYSTEM 3**  
An exploration of the origins and functions of Britain's class structure. Students will consider class as the defining feature of British society. They will read works that address class as a matter of theory, a matter of economics, a matter for social concern and policy making, and a framing tool for British imperial expansion. Texts include selections from major theorists like Adam Smith and Karl Marx, social activists like Friedrich Engels and George Orwell, and literature from William Makepeace Thackeray and Jane Austen. Each demonstrates the distinct functioning of class in Britain and how completely it permeates social and cultural history. T. Nechtman
- HI 319 RELIGION IN EARLY AMERICA 3**  
An investigation of the religious diversity that defined the North American colonies and the United States before the Civil War. Students read and discuss scholarly works, craft a project proposal, conduct primary research, and write an original essay that contributes new insights to the field of History. Topics include the origins and transformation of New England Puritanism, indigenous and African-American religious traditions, and the Second Great Awakening in antebellum America. E. Morser
- HI 320 RISE OF AMERICAN DEMOCRACY 3**  
A survey of the contested origins of democracy in American history before the Civil War. Students investigate a variety of topics, including the impact of European political thinkers on American revolutionaries, the expansion of voting rights in antebellum America, the struggles of women and minorities to claim citizenship, and the impact of mobs and political protest beyond the ballot box. Over the course of the term, students will understand how this ongoing struggle for democratic rights in the United States before the Civil War made the world we inhabit today. 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 which gave direction to the American Revolution and the Constitution. Note(s): Courses at the 300-level are open to sophomores only with permission of instructor. E. Morser, N. Taylor
- HI 322 AMERICAN RADICALISM 3**  
An exploration of how radicals have shaped the course of American history from the colonial period through the modern era. Students read and discuss scholarly works, craft a project proposal, conduct research, and write an original essay that contributes new insights to the field of History. Students focus on American cultural radicals, from groundbreaking Transcendentalist author Henry David Thoreau to the free love advocate Victoria Woodhull to the jazz trailblazer Thelonious Monk. 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. Courses at the 300 level are open to sophomores only with permission of instructor. E. Morser
- HI 326 MANHOOD IN AMERICA 3**  
An investigation of manhood and masculinity in American history from the colonial era through modern times. Students will explore a number of topics, including the link between gender and early American religion, the impact of conceptions of manliness on western expansion and foreign affairs, manhood and the sporting life in antebellum cities, the rise of a homosexual subculture in Gilded Age New York City, and shifting definitions of manhood in contemporary America. 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. Courses at the 300 level are open to sophomores only with permission of instructor. J. Delton
- HI 328 DEPRESSION AND WAR 3**  
The United States confronts economic collapse, totalitarian ideologies, and a global war, 1929–45. Course examines how these challenges force the United States to change. Courses at the 300 level are open to sophomores only with permission of instructor. J. Delton
- HI 329 U.S. SINCE 1945 3**  
The rise and fall of liberalism, the Cold War, Vietnam, Civil Rights, cultural upheaval, Reagan, and the post-Cold war world. Course pays special attention to the rise of conservatism in the eighties and nineties. Courses at the 300 level are open to sophomores only with permission of instructor. J. Delton
- HI 330 A–E 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. Courses at the 300-level are open to sophomores only with permission of instructor. 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. Courses at the 300 level are open to sophomores only with permission of instructor. 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. Courses at the 300 level are open to sophomores only with permission of instructor. (Designated a non-Western culture course.) The Department
- 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.) The Department
- HI 363 TOPICS IN HISTORY 3**  
Topically organized courses based on problems and issues of special interest at the advanced level. The specific themes to be examined will vary from year to year. Recent offerings include "The Historian as Detective," "Utopias and Science Fiction," and "The Fifties." This course with a different topic may be repeated for credit. Courses at the 300 level are open to sophomores only with permission of instructor.
- 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. Courses at the 300 level are open to sophomores only with permission of instructor.
- HI 373 THESIS PREPARATION 3**  
Independent research under the direction of a member of the department, undertaken in the fall of the senior year by students writing senior thesis. Focus on gathering sources, research, developing an annotated bibliography and outline, and writing the historiographical section of your thesis. Students should consult the department's guidelines for undertaking the thesis option. Prerequisites: Permission of the instructor required. Open to History majors only. The Department
- HI 374 THESIS WRITING 3**  
Write a 40- to 50-page research paper using primary and secondary sources. Students will be required to defend their thesis before the department. The quality of their defense will contribute to their final grade for the thesis. Prerequisites: HI 373 and permission of the instructor. The Department
- 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. Courses at the 300 level are open to sophomores only with permission of instructor.
- HI 398 HISTORY WORKSHOP 1, 3**  
A topical workshop, seminar, discussion group, or lab/studio experience, which can link to an existing 300-level history course or serve as a freestanding 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. Courses at the 300 level are open to sophomores only with permission of instructor.



## Interdepartmental Majors

---

### 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 six additional credit hours at the 300 level in economics. To be eligible for honors, a student must receive at least an A- on a thesis acceptable to both departments. The thesis must be defended before a joint committee from the two departments. The major leads to a bachelor of arts degree.

### BUSINESS-FRENCH

The major requires fifteen courses, nine in business and six in French. In business these include 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.

### 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.

### 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 six 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.

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

‡Approved for phase-out by Curriculum Committee, pending action 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.

## 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 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 280 or AN 202 or SO 226 or SO 227; either AN 366 or SO 375; and twelve credit hours of electives in sociology and twelve credit hours of electives in anthropology. Courses designated sociology-anthropology may be taken for credit in either sociology or anthropology, but not both. The major leads to a bachelor of arts degree.

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

## Interdisciplinary and General Studies

**GN 151 SPECIAL TOPICS 1-4**  
An investigation of a particular subject area not available in existing course offerings. This course may be repeated for credit only when the subject area is different.

**GN 251 SPECIAL TOPICS 1-4**  
An investigation of a particular subject area not available in existing course offerings. This course may be repeated for credit only when the subject area is different.

**GN 271 INDEPENDENT STUDY 1-4**  
Independent work for sophomores or more advanced students whose disciplinary interests are not supported through established departmental courses. The student must have the background appropriate for the proposed work, must carefully define a plan of study, and must enlist the guidance of a faculty member.

**GN 371 INDEPENDENT STUDY 1-4**  
Advanced independent work for juniors and seniors whose disciplinary interests are not supported through established departmental courses. The student must have the background appropriate for the proposed work, must carefully define a plan of study, and must enlist the guidance of a faculty member.

**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 201H PEER MENTORING SEMINAR 1**  
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.

**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

**ID 251 TOPICS IN INTERDISCIPLINARY STUDIES 1–4**  
 Typically 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 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 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 305 TEACHING ENGLISH IN CHINA 1**  
 Overview of Chinese culture and effective teaching strategies in a university environment. Students learn and practice pedagogical techniques as English language teachers in China. Additional topics include travel, living situation, health and medical concerns, social and professional life. Enrollment is limited to seniors who have been accepted into the Teach in China program. Not for liberal arts credit.

**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**  
 Typically 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 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 Program.

**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 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; and 3 credits requires at least 135 contact hours). Proposals require faculty sponsorship and are reviewed for credit by the Associate Dean of Faculty for Academic Policy and Advising. Not for liberal arts credit. Must be taken S/U.

**LI 100 ELECTRONIC INFORMATION RESOURCES 1**  
 An introduction to electronic information retrieval and evaluation. A team-taught course aimed at the refinement of online searching skills using a variety of electronic data bases. Although primarily tool-oriented, the course will address the issues of the structure of disciplinary information systems, the selection of proper information resources, and the evaluation of search results. Some of the social implications of the information revolution will also be discussed. Library Faculty

**LI 371, 372 INDEPENDENT STUDY 1, 1**  
 Preparation for a senior thesis, capstone, or honors project that requires a serious research component. Students will work one-on-one with a subject specialist in the library to prepare the groundwork for an intensive academic project within their major. Students will be instructed in the organization of information and in sophisticated search strategies for finding, evaluating, and using information. A critical annotated bibliography is required, as well as a strategy for acquiring materials needed for the final project. Prerequisites: Students must obtain approval from their academic advisor. Permission of instructor required. Library Faculty

## Intergroup Relations

*Director of the Intergroup Relations Program:* Kristie Ford

*Assistant Director of the Intergroup Relations Program:* Jennifer Mueller

*Affiliated Faculty:*

*Anthropology:* Michael Ennis-McMillan

*Campus Life:* Silvena Chan, Joshua Nelson

*Dance:* Ruben Graciani

*English:* Sarah Goodwin

*Foreign Languages and Literatures:* Viviana Rangil, Adrienne Zuerner

*Music:* Lei Bryant

*Residential Life:* Nate Richardson

*Social Work:* Peter McCarthy

*Sociology:* Kristie Ford, Jennifer Mueller

*Student Academic Services:* Susan Layden, Jamin Totino, Brian Woods

Intergroup Relations (IGR) is designed for students with a curricular interest in race, social justice, and dialogic pedagogies. Intergroup Relations courses provide students with a foundation in understanding conceptual and theoretical knowledge related to race, racism, and racial identity development in the U.S. The program also helps students bridge theory (content) with practice (process) by applying communication and facilitation skills within intergroup and intragroup dialogue settings. In addition, skills learned in Intergroup Relations courses are applicable to the "real world"—including preparing students to enter graduate programs focused on social action, work in diverse workplaces, and successfully navigate a global society.

THE INTERGROUP RELATIONS MINOR: The IGR minor requires a minimum of 18 credits, including the following requirements:

1. Intergroup/Intragroup Race Dialogue Course, either A, B, or C (2 credits)
  - a. IG 201A Intergroup/Intragroup Race Dialogs: People of Color/White People
  - b. IG 201B Intergroup/Intragroup Race Dialogs: Multiracial Identity
  - c. IG 201C Intergroup/Intragroup Race Dialogs: White Racial Identity
2. Foundational Course in Race, Racism, and Dialogue (4 credits)
  - a. SO 219 Race and Power
3. Facilitator Training Application Course
  - a. IG 361 Racial Identities: Theory and Praxis (4 credits) or SO 361 Racial Identities: Theory and Praxis (4 credits)
4. Capstone Course (5 credits total)
  - a. IG 364 Practicum in Facilitating (3 credits) taken concurrently with IG 365
  - b. IG 365 Dialogue Facilitation (2 credits) taken concurrently with IG 364

5. At least one of the following elective courses (3 or 4 credits)

- a. Choice of courses that provide a theoretical foundation focused on a particular racial identity group and/or a race-focused topical area. Other courses with identity foci that demonstrate intersectionality with race will also be considered by the Program Director. Examples include:

AM 260J	Diversity in the U.S. (R. Krefting)
AM 331	Critical Whiteness in the U.S. (R. Krefting)
AM 376E	Disorderly Women (R. Krefting)
AN 228	Queer Cultures: Sexual and Gender Identities in a Globalizing World (M. Ennis-McMillan)
EN 227	Intro to African American Literature (M. Stokes; J. Casey)
EN 327	Special Studies in African American Literature (M. Stokes)
MU 205	Taiko and the Asian American Experience (L. Bryant)
SO 208	Social Inequalities (J. Brueggemann)
SW 212	Social Work Values and Populations at Risk (P. McCarthy)

**IG 201A–C INTERGROUP/INTRAGROUP RACE DIALOGS 2**

In intergroup/intragroup race dialogue, students learn about racial identity, conflict, community, and social justice in the United States. Trained peer-facilitators encourage dialogue about controversial social issues, such as affirmative action, immigration reform, and interracial relationships in a small classroom setting within the context of the relevant racial identity group(s). Working together with their peer-facilitators, student participants explore similarities and differences among and across groups and strive toward building a multicultural and democratic community. Prerequisites: permission of instructor. The Program

A	People of Color/White People
B	Multiracial Identity
C	White Racial Identity

**IG 361 RACIAL IDENTITIES: THEORY AND PRAXIS 4**

An integration of sociological theory and praxis in a seminar that prepares students to facilitate dialogues on race. What factors hinder meaningful discourse about race? What skills promote interracial communication? How can we learn to engage more effectively in dialogue about race, power, and privilege in the United States? Through readings in racial identity theory, reflective and analytic writing, and experiential practice of dialogic communication skills, students learn to facilitate dialogues on controversial race-related topics, such as affirmative action, immigration reform, and interracial relationships. Prerequisites: grade of B or better in SO 219 and permission of instructor. IG 361 is identical to SO 361 except that it is not taught by Sociology faculty. The Program

**IG 364 PRACTICUM IN FACILITATING 3**

A course that helps students develop and improve their skills as dialogue facilitators. This will be done in the context of the belief that facilitation skills can be used throughout life to create social change. Good facilitators are social change agents. Moreover, by debriefing their actual dialogue experiences, facilitators can deepen their learning about racial identity, discrimination, privilege, and social justice. Prerequisites: grade of B or better in IG 361 and permission of instructor. Must be taken concurrently with IG 365. The Program

**IG 365 DIALOGUE FACILITATION 2**

An intergroup or intragroup dialogue course in which students facilitate dialogues about racial identity, conflict, community, and social justice. Prerequisites: grade of B or better in IG 361 and permission of instructor. Must be taken concurrently with IG 364. The Program

## International Affairs

*Director of the International Affairs Program:* Ela Lepkowska-White

*Affiliated Faculty:*

*American Studies:* D. Nathan

*Anthropology:* M. Ennis-McMillan, H. Hurst, R. Tierney

*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, J. Halstead, K. Kellogg

*Foreign Languages and Literatures:* J. Anzalone, D. Barnes, G. Burton, 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, S. Smith, M. Tamagawa, M. Wiesmann, A. Zuerner

*Gender Studies:* M. Stange

*Geosciences:* R. Lindemann, K. Nichols

*Government:* R. Ginsberg, K. Graney, F. Ocakli, R. Seyb, F. Taylor, A. Vacs

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

*Library:* B. Norelli

*Management and Business:* T. Harper, J. Kennelly, E. Lepkowska-White, T. Li, S. Mulligan, P. Prasad, M. Shankar, A. Zhao

*Mathematics and Computer Science:* Una Bray

*Philosophy and Religion:* R. Lilly, J. Smith

*Sociology:* C. Berheide

*Theater:* C. Anderson, G. Dasgupta, 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 INTERNATIONAL AFFAIRS MAJOR

*For students entering Skidmore in 2009–10:*

The requirements for the IA major consist of at least twelve 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”. See International Affairs for course listings for each cluster;
- 4a. One foreign language course (or equivalent) at the level of 206 or above;
- 4b. One credit hour of a Language Across the Curriculum (LAC) course in the foreign language;
5. IA capstone experience—choose one option from the two described below:
 

Option 1: take IA 376 in the spring term. This option is strongly recommended by the IA Program.

Option 2: take one (1) 300-level course approved by the IA Director 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 (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 and IA 375 /IA 376);
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;
8. In addition to the capstone experience, at least two other courses must be at the 300 level.

*For students entering Skidmore in 2011:*

The requirements for the IA major consist of at least twelve 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”. See International Affairs for course listings for each cluster;
- 4a. One foreign language course (or equivalent) at the level of 206 or above;
- 4b. One credit hour of a Language Across the Curriculum (LAC) course in the foreign language;
5. IA 376 Senior Seminar
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 may overlap between the IA major and the approved major. Only two courses may overlap between the IA major and the approved minor or regional concentration;
8. In addition to IA 376, at least two other courses must be at the 300 level.

*For students entering Skidmore in 2012 and later:*

The requirements for the IA major consist of at least twelve 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”. See International Affairs for course listings for each cluster;
- 4a. One foreign language course (or equivalent) at the level of 206 or above;
- 4b. One credit hour of a Language Across the Curriculum (LAC) course in the foreign language;
5. One semester of study abroad, or in exceptional circumstances, an alternative experience approved by the Director;
6. IA 351 Special Topics in International Affairs;
7. IA 376 Senior Seminar;

8. 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);
9. No more than three courses may overlap between the IA major and the approved major. Only two courses may overlap between the IA major and the approved minor or regional concentration;
10. In addition to IA 351 and IA 376 , at least two other courses must be at the 300 level.

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

**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. IA students must demonstrate their ability to think critically and write clearly. Students will fulfill the Skidmore writing requirement in the IA major through successful completion of IA 101 and the Capstone experience (either IA 375 and the capstone course or IA 376 ). Other coursework in the political, cultural, economic, and physical world clusters that incorporate considerable written work will further 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." See *International Affairs* for course listings for each cluster;
4. One 300-level international affairs course from any discipline;
5. The six 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.

**IA 101 INTRODUCTION TO INTERNATIONAL AFFAIRS 4**

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.

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 351 SPECIAL TOPICS IN INTERNATIONAL AFFAIRS 3**

Advanced and special topics in current international affairs. Topics will vary from semester to semester. Prerequisites: IA 101 and one semester of study abroad, or, in exceptional circumstances, an alternative experience approved by the Director.

**IA 371, 372 INDEPENDENT STUDY 1, 4**

An opportunity for qualified majors to pursue independent study in International Affairs under the supervision of an appropriate faculty member. The written study proposal must be approved by the International Affairs Director, in consultation with the faculty member.

**IA 375 SENIOR SEMINAR 1**

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

**IA 376 SENIOR SEMINAR 4**

Familiarizes students with the theoretical and methodological concepts necessary to understand, analyze, and critique interdisciplinary research in International Affairs. Students examine a topic in International Affairs (e.g., terrorism, development, global warming, ecotourism) using multiple theoretical and research approaches, including scientific discovery, theories of International Affairs, quantitative and qualitative research methods, sampling, and data interpretation. Prerequisites: IA 101 and IA 351. Offered only in the spring term.

## 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 COURSES

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 201	Principles of International Politics
GO 209	The Latin American Puzzle
GO 213	Comparative Constitutional Systems
GO 225	Military and Political Lessons from World War II
GO 228	United States Foreign Policy in a Changing World
GO 229	International Law
GO 251A	Topics in Political Science: Comparative Politics
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 347	Making States, Building Democracies
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	U.S. Foreign Policy, 1790 to the Present
HI 229	War and Peace in Twentieth Century Latin America
HI 247	History of Modern Japan
HI 249	The Vietnam War
HI 259	Communism and Anticommunism in America
HI 306	The French Revolution
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
GO 349	States, Markets and Politics in Developing Countries
IA 251B	Topics in International Affairs
MB 306	Foundations of Business in the International Environment
MB 343	Intellectual Property in the Global Economy
MB 344	International Marketing
MB 345	Global Financial Management
MB 349	Business Strategy
MB 359	Global Financial Institutions
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 South and Southeast Asian and Himalayan Art  
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 View 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  
Italian Cinema: From Fiction to Film  
Italian Civilization in Translation  
Italian Civilization in Translation  
Introduction to Film Theory and Criticism  
Twenty-First Century Italian Movies  
Modern Chinese Literature in Translation  
Chinese Civilization I: Literary Culture in Classical China  
Chinese Civilization II: Culture and Literature of Late Imperial China  
Topics in Foreign Literature and Culture  
Images of Revolution and Social Upheaval: France 1789–1939  
Modern Japanese Culture and Society  
The French Film  
Survey of Spanish Literature  
Survey of Spanish-American Literature  
Literature of the Golden Age  
Spanish Literature of the Nineteenth Century  
Spanish-American Fiction: One Hundred Years of Greatness  
The Culture of Spanish America I  
The Culture of Spanish America II  
Special Studies in Spanish  
Comparative European Politics  
From Genghis Khan to Gorbachev:  
Power and Politics in Russian History  
Nationalism and Politics in The Middle East  
Political Modernization: The Case of India  
Ethnic Conflict and the Global System  
Modern Political Thought  
Contemporary Political Thought  
African Politics  
Women in Italian Society: Yesterday, Today, and Tomorrow  
Holding up Half the Sky: Gender, Writing, and Nationhood in China

HI 110H 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



# Latin American Studies

Director of the Latin American Studies Program: María Fernanda Lander

Affiliated Faculty:

Anthropology: Jerry Ek, Heather Hurst, Michael Ennis-McMillan

Art History: Lisa Aronson

Foreign Languages and Literatures: Diana Barnes, Charlene Grant, María Fernanda Lander, Violeta Lorenzo, 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 nineteen 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 four credit hours of Spanish, French, or Portuguese language at the 208 level or above may count toward the minor, as well as pre-approved courses taken abroad. One course may be "Partial Latin American Content." Each student's program will be approved by the Coordinator of Latin American studies, who serves as advisor to all minors.

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

The minor includes the following:

1. Foundation course (one of the following) 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 231 LATINIDADES: RECONFIGURING IDENTITIES IN THE U.S. 3

An exploration of the work of Latino/a writers considering the ways in which they have depicted and imagined the experiences of moving between and within nations. Students will consider the impact these movements have had in the configuration of Latino/a identities. (Designated a Cultural Diversity course.) The Department

## LA 251 TOPICS IN LATIN AMERICAN STUDIES 1, 4

Typically organized courses at the intermediate level focused on selected problems, areas, and issues of special interest in Latin American Studies. Topics vary from year to year, depending upon specialization and research interests of the instructor. May be repeated for credit with a different topic. The Department

## LA 351 ADVANCED TOPICS IN LATIN AMERICAN STUDIES 1, 4

Typically organized courses at the advanced level focused on selected problems, areas, and issues of special interest in Latin American Studies. Topics vary from year to year, depending upon specialization and research interests of the instructor. Prerequisites: HI 111; GO 209 or FS 212. May be repeated for credit with a different topic. The Department

## 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. The Department

## 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. May be repeated for credit with a different topic. The Department

## LA 399 PROFESSIONAL INTERNSHIP IN LATIN AMERICAN STUDIES3

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. The Department

## 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 Carribean)
FL 265	Latinos in the United States
FS 212	Survey of Spanish-American Literature
FS 301	Business Spanish
FS 319	Spanish-American Fiction: One Hundred Years of Greatness
FS 320	Studies in Spanish-American Poetry
FS 321	Spanish-American and Latino Performance Arts
FS 323	Spanish in the Media
FS 324B	Spanish-American/Latino Film
FS 330	Spanish-American Thought
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 Twentieth 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

AH 103	Ways of Seeing: The Arts of Africa, Oceania, and the Americas
AM 231	Ethnic and Immigrant Experience
AM 236	Jazz: A Multicultural Expression
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

---

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

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

*Associate Professors:* Caroline D'Abate, Timothy Harper, Elzbieta Lepkowska-White, Christine Page, Mark A. Youndt

*Assistant Professors:* David Cohen, Ting Li, Jina Mao, Mahesh Shankar, Aiwu Zhao

*Visiting Associate Professor:* David Marcinko

*Visiting Assistant Professors:* Christine Kopec, Scott Mulligan

*Lecturers:* Carol Chiarella, \*Azita Hirsra, \*James Liao, \*Paula Tancredi Penman

*Executive in Residence:* Colleen Burke

## 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 academic 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

*For students who entered Skidmore prior to fall 2013:*

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 or SO 226.

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 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.

*For students who entered Skidmore in fall 2013 (Class of 2017):*

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 240, MB 306, MB 338, MB 349, EC 103, EC 104, and EC 237 or MS 104 or SO 226.

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 240, 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.

*For students who entered Skidmore in fall 2014 and beyond (Class of 2018 and beyond):*

All business majors must take the basic business core, plus three 300-level elective courses and two courses in a foreign language or foreign literature (FLL). The following courses may not be counted as satisfying one of the elective requirements of the major: MB 190, MB 240, MB 299, MB 399.

The basic business core is composed of the following courses: MB 107, MB 214, MB 224, MB 234, MB 235, MB 240, MB 306, MB 338, MB 349, EC 103, EC 104, and EC 237 or MS 104 or SO 226.

The suggested course sequence for the major is: MB 107, EC 104, FLL, MB 234, MB 235, EC 103, EC 237 or MS 104 or SO 226, MB 214, MB 224, FLL, MB 240, 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, MB 235, and EC 237 or MS 104 or SO 226 before they go. Students are encouraged to take both foreign language or foreign literature (FLL) courses before they go abroad.

**SIX DIMENSIONS FOR STUDYING MANAGEMENT AND BUSINESS IN CONTEXT:** The Department of Management and Business offers a firm education in the functional areas of management, marketing, accounting, and finance. In addition, the department has adopted six dimensions for studying management and business in context to help our students become well-rounded leaders in an increasingly complex world. These dimensions push students to explore the core disciplines of management and business within a spectrum of conceptual frameworks and perspectives drawn from various disciplines in the liberal arts and a contextual understanding of business operations and economic forces (e.g., historical, cultural, global, environmental, etc). MB courses may fulfill one of these dimensions or several of them, depending on the course content.

#### I. History, Philosophy, and Ethics of Management and Business

Courses that fulfill this dimension provide an opportunity for students to gain an historical understanding of the field and/or become familiar with the philosophical and ethical underpinnings of business and management as they relate to organizational decision-making.

#### II. Media, Technology, and Innovation

Courses that fulfill this dimension provide an opportunity for students to engage with and use technology or to examine the role played by media, technology, and/or innovation in shaping organizations, the business world, product design and consumption, customer/employee communication, supply chains, relations at work, etc.

#### III. Culture and Global Awareness

Courses that fulfill this dimension provide an opportunity for students to understand both the cultural dimensions of persons and organizations as well as the global-cultural context of business.

#### IV. Creativity and the Arts

Courses that fulfill this dimension provide an opportunity for students to gain an appreciation for the centrality of creativity and artistic imagination to business, organizations, and entrepreneurship while simultaneously helping students grasp the commercial dimension of artistic production and dissemination.

#### V. Natural Environment and Sustainability

Courses that fulfill this dimension provide an opportunity for students to learn about close connections between business organizations and the natural environment, while highlighting issues of sustainability.

#### VI. Government and Politics

Courses that fulfill this dimension provide an opportunity for students to gain an in-depth understanding of the complex relationship between businesses, organizations, national governments, and global institutions (e.g., the impact of regulatory frameworks and public policy).

**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. While business students are expected to write at a high level of proficiency throughout the department's curriculum (in 100-, 200-, and 300-level courses), students will learn the conventions of writing in the discipline through an array of assignments in the curriculum 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 Criteria Rubric that outlines standards and expectations for writing assignments in the discipline. While the successful completion of MB 214, MB 224, MB 306, and MB 349 explicitly fulfills the writing requirement in Management and Business, the department expects students to demonstrate writing competence in all departmental courses.

**SERVICE LEARNING IN THE MAJOR:** The Department of Management and Business views service learning as an important component of undergraduate business education. Students majoring in Management and Business are required to complete a service-learning requirement (e.g., MB 240) to learn the value of civic engagement in the college and the larger community.

**INTERDEPARTMENTAL MAJORS:** In conjunction with other departments, the Management and Business Department offers interdepartmental majors in Business-French, Business-German, Business-Spanish, Business-Economics, and Business-Government. See *Interdepartmental Majors*

#### HONORS

*For students who entered Skidmore prior to fall 2013:*

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.

*For students who entered in fall 2013 and beyond (Class of 2017 and beyond):*

To be eligible for departmental honors, a student must

1. attain a major GPA of 3.8 or higher;
2. attain a cumulative GPA of 3.0; and
3. complete MB 349 with a grade of A- or higher.

**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. The following courses may not be used to satisfy any of these requirements: MB 190, MB 240, MB 299, and MB 399.

**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.

<b>MB 107</b>	<b>BUSINESS AND ORGANIZATION MANAGEMENT</b>	<b>4</b>	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 business and organization management. Topics include strategy, accounting and finance, industry and environmental analysis, company/internal analysis, marketing, ethics, social responsibility, sustainability, and work team dynamics. Students present individual written analyses and engage in group oral presentations. This course covers the following dimensions for studying management and business in context: I, II, III, IV, V, VI.	
<b>MB 190</b>	<b>PRESENTING THE BRAND CALLED ME</b>	<b>1</b>	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. This course covers the following dimensions for studying management and business in context: II, III, IV. This course does not count toward the business major or minor. Not for liberal arts credit. The Department	
<b>MB 214</b>	<b>FOUNDATIONS OF MARKETING</b>	<b>3</b>	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 marketplace realities. Topics include consumer analyses, target market identification, positioning, e-commerce, ethics, sustainability, and coordination of marketing mix-elements. This course covers the following dimensions for studying management and business in context: I, III, V. Prerequisites: MB 107. E. Lepkowska-White, C. Page	
<b>MB 224</b>	<b>FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR</b>	<b>3</b>	The study of human behavior in the organizational context. Students will gain an in-depth understanding of topics in the area of organizational behavior through three levels of analysis (individual, group, and organizational). Topics covered include personality, perception, decision making, motivation, team work, conflict, negotiation, leadership, organizational structure, and organizational culture. This course incorporates the following dimensions for studying management and business in context: I, II, III, IV, V, VI. Coverage of the dimensions may vary per instructor. Prerequisites: MB 107. T. Harper, P. Prasad, C. D'Abate, J. Mao	
<b>MB 234</b>	<b>FOUNDATIONS OF FINANCIAL ACCOUNTING</b>	<b>4</b>	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. C. Chiarella, D. Marcinko	
<b>MB 235</b>	<b>FOUNDATIONS OF MANAGERIAL ACCOUNTING</b>	<b>3</b>	Effective use and interpretation of financial information. Students examine the use of accounting information by managers for planning, control, decision-making and strategy development. Students learn key management accounting concepts and techniques specific to manufacturing and service entities. Topics include cost systems (history of traditional costing systems and evolution of new costing systems), budgeting strategies and techniques, performance evaluation, and responsibility accounting. This course covers the following dimensions for studying management and business in context: I, V. Prerequisites: MB 234. (Fulfills QR2 requirement.) C. Chiarella, D. Marcinko	
<b>MB 240</b>	<b>COACHING, MENTORING, AND TEAMWORK SERVICE LEARNING EXPERIENCE</b>	<b>1</b>	An opportunity to serve as a coach for students working on the MB 107 Executive Presentation project. Coaches will build leadership, negotiation, conflict resolution, and teambuilding skills and apply discipline-specific knowledge in this service learning experience. This course covers the following dimensions for studying management and business in context: III. Prerequisites: MB 107, MB 224, and MB 234. Successful completion of this course at least one time is required for all business majors entering Skidmore in fall 2013 and the years that follow. Cannot be taken simultaneously with MB 316. This course may be repeated for a maximum of 3 credits. The Department	
<b>MB 299</b>	<b>PROFESSIONAL INTERNSHIP IN BUSINESS</b>	<b>1, 3, 6, or 9</b>	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. MB 299 cannot be counted as one of the 300-level elective courses required of the management and business major/minor. 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.	
<b>MB 303</b>	<b>COST ACCOUNTING FOR MANAGEMENT DECISIONS</b>	<b>3</b>	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. This course integrates the following dimensions for studying management and business in context: II, VI. Prerequisites: MB 235 or permission of instructor.	
<b>MB 306</b>	<b>FOUNDATIONS OF BUSINESS IN THE INTERNATIONAL ENVIRONMENT</b>	<b>3</b>	An analysis of the political, social, legal, economic, competitive, technological, and cultural environments of international business. Students focus on the challenges facing international enterprises operating in these dynamic and often ambiguous environments. Topics include: competitions in global markets, organizational structure and control, transferability of management theories in a cross-cultural context, fundamentals of trade theory, global institutions and interdependencies, and the ethical, social, and ecological responsibilities of enterprises in a global context. This course covers the following dimensions for studying management and business in context: I, III, V, VI. Prerequisites: MB 107, MB 214, MB 224, MB 234, EC 103, EC 104. Prerequisites may be waived for interdepartmental business majors and international affairs majors/minors by permission of instructor. J. Kennelly, P. Prasad	
<b>MB 307</b>	<b>FINANCIAL ACCOUNTING I</b>	<b>4</b>	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.	
<b>MB 308</b>	<b>FINANCIAL ACCOUNTING II</b>	<b>3</b>	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.	
<b>MB 312</b>	<b>SOCIAL IDENTITY IN THE WORKPLACE</b>	<b>3</b>	An exploration of issues, theories, and research findings focusing on the implications of social identity and categorization in the workplace. Topics include perceptual processes, stereotyping, in-group and out-group dynamics, demographic fault lines, work group processes, and business policy. This course covers the following dimensions for studying management and business in context: I, III, VI. Prerequisites: MB 224. T. Harper	
<b>MB 313</b>	<b>CONSUMER BEHAVIOR</b>	<b>4</b>	Examination of the psychological, sociological, and anthropological theories related to consumer decision-making. With the goal of understanding of consumer behavior, motivation, memory, cognition, attitude formation and change, persuasion, learning, and value systems of cultures and subcultures. This course covers the following dimensions for studying management and business in context: I, III. Prerequisites: MB 214. C. Page	
<b>MB 314</b>	<b>ORGANIZATIONAL THEORY</b>	<b>3</b>	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	
<b>MB 316</b>	<b>DYNAMICS OF LEADERSHIP</b>	<b>4</b>	An integration of 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 enterprise. Students 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 skills. This course covers the following dimensions for studying management and business in context: I, III. Prerequisites: MB 214, MB 224, MB 234, and MB 235. This course cannot be taken simultaneously with MB 240.	
<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. Prerequisites: MB 214. E. Lepkowska-White	

<b>MB 319</b>	<b>E-COMMERCE AND MANAGEMENT INFORMATION SYSTEMS</b>	<b>4</b>	An introduction to the management of data-driven business in the modern era. Using managerial and technological perspectives, students will explore a wide range of technical, administrative, strategic and financial issues regarding electronic commerce and managing related information systems in large organizations, small enterprise and government. Students will analyze e-commerce business models, concepts, strategies, security frameworks, knowledge management systems and marketing methods while considering related IT architectures and infrastructures in business enterprise. Topics include global e-commerce and logistics, mobile technology, data mining and applications of business intelligence. This course covers the following dimensions for studying management and business in context: I, II, VI. Prerequisites: MB 214.	
<b>MB 333</b>	<b>BUSINESS LAW I</b>	<b>3</b>	A study of the origin of laws, philosophy of law and related ethical issues, and the court system and its legal procedures with emphasis on their impact in business and economic situations. Specific topics, which will be studied using a modified Socratic method and examination and briefing of case law, include contracts, agency, LLCs, corporations and partnerships. This course covers the following dimensions for studying management and business in context: I, VI. C. Kopec	
<b>MB 334</b>	<b>BUSINESS LAW II</b>	<b>3</b>	A study of the laws of employment, real property, UCC sales, wills and estates, securities, personal property, bailments and an array of regulatory areas such as international environmental and intellectual property law. These topics will be studied, using a modified Socratic approach and examination and briefing of case law, in the context of the complex legal and ethical relationships of business, national governments global institutions and the natural environment. This course covers the following dimensions for studying management and business in context: I, III, V, VI. Prerequisites: 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 Opportunity Act). Students examine how organization structures and cultures influence the reception, inclusion, and experiences of different social identity groups along dimensions of gender, race, age, ethnicity, religion, and sexual orientation. Current debates on related controversial issues such as affirmative action and the role of white privilege are also addressed. This course covers the following dimensions for studying management and business in context: I, II, III, VI. Prerequisites: MB 107 and MB 224. (Designated a Cultural Diversity course.) P. Prasad	
<b>MB 337</b>	<b>ADVERTISING AND PROMOTION</b>	<b>4</b>	An examination of advertising and promotion principles from an integrated marketing communication 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. The course covers the following dimensions for studying management and business in context: II, IV. Prerequisites: MB 107 and MB 214. C. Page	
<b>MB 338</b>	<b>FOUNDATIONS OF FINANCE</b>	<b>4</b>	An examination of 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 activities. Students study 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. This course covers the following dimensions for studying management and business in context: I, VI. Prerequisites: MB 235, and EC 237 or MS 104 or SO 226. 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. Students will study securities and security markets, risk-return characteristics of investment types, and investment strategies including the use of convertible securities and options. This course covers the following dimension for studying management and business in context: I, II, VI. Prerequisites: 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 marketing research, international product decisions, global pricing, distribution, international advertising, and sales promotion. Special topics include green marketing, international e-commerce, and global marketing ethics. This course covers the following dimensions for studying management and business in context: I, III, V, VI. Prerequisites: 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. Student will study the role of multinational industrial corporations in world trade and explore 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. This course covers the following dimensions for studying management and business in context: II, III, VI. Prerequisites: MB 338. G. McClure	
<b>MB 347</b>	<b>COMPARATIVE MANAGEMENT</b>	<b>3</b>	A foundation for understanding and managing in a multicultural environment and workplace. Through studying similarities and differences among managers, management practices, and organizations in different countries and regions, students will develop an understanding of the significant issues facing multinational corporations in their management of international operations. Throughout the course, the impact of culture will be examined on micro and macro-organizational issues, including employee motivation, communication, negotiation, decision making, multinational teams, as well as firm strategies. This course covers the following dimensions for studying management and business in context: I, II, III, IV, V, VI. Prerequisites: MB 224. J. Mao	
<b>MB 349</b>	<b>BUSINESS STRATEGY</b>	<b>4</b>	A capstone course designed to afford senior majors an integrative view of the functional areas of business while developing critical analytic and strategic thinking skills. Students master frameworks and tools to perform in-depth analyses of organizations, industries, and competitors; create value; achieve strategic goals; and sustain competitive advantage. Primarily taught through case analysis and readings, the course includes a team-based competitive computer simulation in which students run their own companies. Through rigorous written analyses, the course partially fulfills the writing requirement for the Management and Business major. This course covers the following dimensions for studying management and business in context: I, II, III, IV, V, VI. Prerequisites: MB 214, MB 224, MB 235, MB 306, and MB 338. The Department	
<b>MB 350</b>	<b>ENTREPRENEURSHIP AND SMALL BUSINESS</b>	<b>3</b>	An exploration the many dimensions of new venture creation and creation and growth. The course focuses on the formulation and implementation issues that relate to conceptualizing, developing, funding and managing successful new enterprises. Using case discussion methodology combined with presentations by guest entrepreneurs, the course applies concepts and techniques from the functional areas of finance, accounting, marketing, organizational behavior and strategy to the pursuit of value creation. The course culminates in the writing and presentation of business plans. It covers the following dimensions for studying management and business in context: I, II, III, IV, V, VI. Prerequisites: Management and Business majors/minors. Not for liberal arts credit. The Department	
<b>MB 351</b>	<b>SPECIAL TOPICS IN BUSINESS AND MANAGEMENT</b>	<b>1-4</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. Prerequisites: Will vary each time the course is offered; there will always be some of the business core required for this course. This course will only count as one of the required 300-level electives for the major/minor when it is taken for 3 or 4 credits. 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 an understanding of business in American society including a study of ethical obligations to employees, consumers, stockholders and others. Students explore the role of national business in a global economy, of the obligations of business to the natural environment and of corporate responsibility to local, national and international communities. Emphasis will be on the application of ethics to actual business situations including a service learning project. Readings incorporate philosophy, government, environmental and social issues, in addition to using case studies. This course covers the following dimensions for studying management and business in context: I, II, III, IV, V, VI. Prerequisites: MB 107. 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 (HRM). The course focuses on thinking systematically, strategically, and ethically about managing employees. Students examine the importance of recruitment, selection, diversity, job design, performance appraisals, training, and compensation to both the worker and the organization. This course covers the following dimensions for studying management and business in context: I, III, VI. Prerequisites: MB 107, MB 224. C. D'Abate	

**MB 359 GLOBAL FINANCIAL INSTITUTIONS 3**

Extends MB 338 to the role of private and public financial institutions in the global environment including the US Federal Reserve System, International Monetary Fund, World Bank, European Union Central Bank, and Bank for International Settlements. Students examine the history, role, and functions as well as the important services provided by these 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. This course covers the following dimensions for studying management and business in context: I, III, VI. Prerequisites: MB 338. A. Zhao

**MB 360 CONSULTING: PRACTICE, PROCESS, AND PROBLEM SOLVING 4**

Advanced seminar and practicum focusing on the process and practice of strategic consulting. Student consultants partner with the extended Saratoga community through the course's Skidmore-Saratoga Consulting Partnership (SSCP) to provide pro bono consulting services. Working in teams, students apply their academic training and knowledge to identify and tackle critical business issues and recommend strategic opportunities, helping area for-profit and not-for-profit clients achieve their goals. The final deliverables of MB360 include a formal consulting report and presentation to the client. This course covers the following dimensions for studying management and business in context: I, II, III, IV, V, VI. Prerequisites: Open by permission only. Permission granted on the basis of an application to the MB department, faculty nomination, and GPA. Counts as a service learning course; does not count for liberal arts credit; does not count as a 300 level elective in the MB major/minor. Course is repeatable (with faculty approval) up to three semesters. C. Burke

**MB 371 INDEPENDENT STUDY 1-4**

Research or special project in management and 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. This course may or may not count as one of the 300-level required electives for the major or for liberal arts credit, depending on consultation with 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. May be repeated for credit.

**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 399 PROFESSIONAL INTERNSHIP IN BUSINESS 1, 3, 6, or 9**

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/minor. No student may earn more than nine semester hours of Professional Internship in Business (i.e., MB 299 and MB 399). Not for liberal arts credit.

## Mathematics

---

*Chair of the Department of Mathematics and Computer Science:*  
David Vella

*Director of the Computer Science Program:* Michael Eckmann

*Director of the QR Program:* Rachel Roe-Dale

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, Michael Eckmann, Thomas O'Connell,  
Rachel Roe-Dale

Assistant Professor: Leo Porter

Visiting Assistant Professor: Rebecca Trousil

Visiting Instructor: Michael Lopéz

Lecturers: \*Erin Lopéz, \*Mary Taber

Mathematics and Computer Science are both academic disciplines which 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.

*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 ([cms.skidmore.edu/mcs](https://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, MA 200 Linear Algebra, or MA 202 Calculus III.

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 which merits honors; the committee's recommendation will be submitted to the department for final adjudication.

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.

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.

*Note:* 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. Students who have received credit for PS 217, SO 226, or EC 237 may not receive credit for MS 104. (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. Prerequisites: QR1. 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 or calculus placement exam. 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

**CS 206            INTRODUCTION TO COMPUTER SCIENCE II            4**  
Continuation of CS 106: study of recursion, and introduction to data structures, analysis of algorithms, and program verification. Prerequisites: CS 106 or permission of instructor. 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 semester 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

<b>MA 270</b>	<b>DIFFERENTIAL EQUATIONS</b>	<b>4</b>	An introduction to the theory and applications of differential equations. Prerequisites: MA 113 and MA 200. Offered spring semester. The Department	<b>MA 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>3, 3</b>	Special study in mathematics outside the regular department offerings. Prerequisites: consent of department. The Department
<b>MA 275H</b>	<b>RESEARCH TOPICS IN MATHEMATICS</b>	<b>1</b>	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 the 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 mathematics major. Must be taken S/U. G. Effinger	<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. Prerequisites: 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>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. Prerequisites: permission of instructor. The Department	<b>MA 381</b>	<b>SENIOR THESIS</b>	<b>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. Prerequisites: permission of department. The Department
<b>MA 276</b>	<b>SELECTED TOPICS IN MATHEMATICS</b>	<b>3</b>	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>MA 382</b>	<b>SENIOR THESIS</b>	<b>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. Prerequisites: permission of department. The Department
<b>MA 303</b>	<b>INTRODUCTION TO ANALYSIS</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. Prerequisites: MA 113 and MC 215. Offered fall semester. 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. Prerequisites: MA 200, two additional courses in mathematics at the 200 level or above, and permission of department. Not for liberal arts credit.
<b>MA 309</b>	<b>ELEMENTS OF MODERN GEOMETRY</b>	<b>3</b>	Study of various topics in modern geometry, with emphasis on the axiomatic method. Prerequisites: MA 113 and MC 215. Normally offered fall semester of even-numbered years. 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. Prerequisites: MC 215. Normally offered fall semester of odd-numbered years. The Department
<b>MA 310</b>	<b>HISTORY OF MATHEMATICS</b>	<b>3</b>	Study of the development of mathematical ideas. Prerequisites: MA 113 and MC 215. Normally offered spring semester of odd-numbered years. 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. Prerequisites: CS 305. Offered spring semester. 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. Prerequisites: MA 200, MA 202, and MC 215. Offered on sufficient demand. MA 270 recommended. 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. Prerequisites: MA 111 (or both MA 108 and MA 109), CS 106, and MA 200. Normally offered fall semester of even-numbered years. 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. Prerequisites: MA 113 and MC 215. Normally offered spring semester of odd-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. Prerequisites: 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. Prerequisites: MA 319. Normally offered spring semester of even-numbered years. The Department				
<b>MA 323</b>	<b>REAL ANALYSIS</b>	<b>3</b>	Selected topics in real analysis. Prerequisites: 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. Prerequisites: MA 303. Normally offered spring semester 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. 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				
<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. Prerequisites: MA 270. Normally offered fall semester of odd-numbered years. The Department				



# Music

---

*Chair of the Department of Music:* Gordon R. Thompson

Professor: Gordon R. Thompson

Associate Professors: Lei Ouyang Bryant, Benjamin Givan, Anthony Holland, Deborah Rohr

Assistant Professor: Luciane Beduschi

Visiting Assistant Professors: Elizabeth Macy, Evan Mack

Distinguished Artist-in-Residence: Pola Baytelman

Senior Artists-in-Residence: Joel Brown, Michael Emery, John Nazarenko, Anne Zwick Turner, Jan Vinci

Lecturers: \*Nancy Jo Davidsen, \*Randall Ellis, Patricia Hadfield, \*Elizabeth Huntley, \*George Muscatello, \*Josh Rodriguez, \*Adam Tinkle, \*Mark Vinci

*Private Music Instructors:* \*Jonathan Brin, \*Gene Marie Callahan, \*Veena Chandra, \*Mark Foster, \*Will Hakin, \*John Kirk, \*Eric Latini, \*Patrice Malatestinic, \*Susan Martula, Michelle McLoughlin, \*Michael Meidenbauer, \*Patricia Miller, \*Nathaniel Parke, \*Michael Silvagnoli, \*Richard Syracuse.

*Choral Conductor:* Katie Gardiner

*Accompanists:* Richard Cherry, Carol Ann Elze-Sussedorf, Patricia Hadfield

*Research Associate:* Benjamin Van Wye

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 310, MU 320, MU 343, 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 310, MU 314, MU 315, MU 316, MU 317, MU 320, MU 343, MU 344, MU 345, 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 \$660 per semester for forty five-minute lessons, \$880 per semester for one-hour lessons. Students majoring in music are exempt from these fees during four semesters of private instruction. Scholarship aid is available for all students; see the department chair for details.

## MUSICOLOGY

### **MU 100 INTRODUCTION TO MUSIC 3**

An introduction to concepts of musical style and structure in compositions representative of different historical periods with an aim to deepen the musical listening experience. Examination of the relationship of music to the humanities. Primarily for nonmajors. (Fulfills humanities requirement.) The Department

### **MU 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 as 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 inter cultural 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 upon 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, fulfills humanities requirement.) 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 20th and 21st centuries. Particular attention will be given to music within significant social, political, and historical contexts. Prerequisites: MU 101. (Designated a non-Western culture course, fulfills humanities requirement.) L. Bryant

### **MU 314 MUSIC IN THE MIDDLE AGES AND RENAISSANCE 3 or 4**

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 or 4**

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 or 4**

A survey of the major compositional genres and stylistic trends in Western music from 1750 to 1900. Prerequisites: MU 242 or consent of instructor. The Department

### **MU 317 MUSIC IN THE TWENTIETH CENTURY 3 or 4**

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 consent 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. (Fulfills humanities requirement.) G. Thompson.

### **MU 343 SEMINAR IN AVANT-GARDE JAZZ AND AMERICAN POSTWAR RACIAL POLITICS 4**

An interdisciplinary exploration of the postwar jazz avant-garde, focusing on the intersection of aesthetic issues with questions of politics, gender, class, and religion. Prerequisites: MU 242 (Designated a cultural diversity course.) B. Givan

## 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 231 WRITING ABOUT MUSIC 1**  
A writing-enhanced add-on to MU 241. Students will tackle the craft of writing, as well as the specific challenges of writing about music. The Department
- MU 232 WRITING ABOUT MUSIC 1**  
A writing-enhanced add-on to MU 242. Students will tackle the craft of writing, as well as the specific challenges of writing about music. The Department
- MU 233 WRITING ABOUT MUSIC 1**  
A writing-enhanced add-on to MU 243. Students will tackle the craft of writing, as well as the specific challenges of writing about music. 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 17th through the 19th centuries, as well as some jazz and popular musics up to the present time. Examples will be chosen from a wide range of historical periods, musical styles, and traditions. 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 18th to at least the early 20th centuries, and jazz. Topics will include chromatic chords, the resurgence of linear contrapuntal processes, modulation, and techniques that pushed to and beyond the limits of tonal harmony, such as expanded tertian chords, linear chromaticism, and finally the symmetrical scales and interval patterns associated with the dissolution of functional tonality. 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-twentieth 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 consent 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 consent of instructor. A. Holland
- MU 356 TONAL COUNTERPOINT 3**  
Study of the contrapuntal style of J.S. Bach and his contemporaries. Analysis and writing of inventions, chorale preludes, and fugues. Prerequisites: MU 243 or MU 242 or consent of instructor. D. Rohr
- MU 357, 358 COMPOSITION 3, 3**  
Writing in smaller forms for various media. Prerequisites: MU 243 or MU 242 or consent 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. Studio 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**  
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. Offered in the fall semester.
- 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: Consent of the 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: \$880
- 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. The Department
- 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. (MP181 fulfills 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.)
- 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.)
- MP 195 CLASS STUDY OF JAZZ PIANO 2**  
Study of jazz piano voicings, scales, and modes for improvisation. Left-hand chording patterns, harmonic structures, and accompanying scales will be emphasized. Other areas of study will include diatonic and chromatic voice leading, phrasing and solo development, functional harmony, bass lines, and solo jazz piano technique. Class will read selected jazz charts and listen to and analyze contemporary and historical jazz pianists. Not for liberal arts credit. (Fulfills arts requirement.) J. Nazarenko
- MP 197 KEYBOARD SKILLS 1**  
Application of fundamental theoretical concepts at the keyboard. Functional skills to include control of simple diatonic and chromatic chordal harmony, independent voicing, modal and scalar patterns, elementary transposition, and sight-reading. Course materials are keyed to concepts covered in MU 241 and MU 242. Successful completion of MP197 will satisfy the department's keyboard proficiency requirement for all music majors. Prerequisites: MU 241 or permission of instructor. P. Baytelman
- MP 198 CLASS STUDY OF INSTRUMENTAL PERFORMANCE 1**  
Group instruction in instrumental performance areas, including jazz improvisation, not covered by MP181-188 or MP 191-197. To be announced when offered. Prerequisites: Permission of instructor required. (Fulfills arts requirement.)
- MP 199 WEST AFRICAN DRUMMING II 2**  
This class study of instrumental performance builds on the skills and cultural knowledge acquired in MP 179 and covers more advanced hand drumming techniques, bell and shaker patterns, Ghanaian polyrhythms, and the cultural context from which this music arises. Prerequisites: MP 179 and permission of instructor. Limited to fifteen students. Lab/credit fee: \$55

**MP 281 PRIVATE MUSICAL INSTRUCTION 2**

Individual forty-five-minute weekly instruction in voice, piano, harpsichord, organ, fortepiano, guitar, orchestral instruments, sitar, tabla, and jazz improvisation. Prospective students accepted by audition/interview. (Fulfills arts requirement.) Lab/credit fee: The fee for forty-five-minute private instruction is \$660 per course.

**MP 281X PRIVATE MUSICAL INSTRUCTION 2**

Individual sixty-minute weekly instruction in voice, piano, harpsichord, organ, fortepiano, guitar, orchestral instruments, sitar, tabla, and jazz improvisation. At least one semester of sixty-minute lessons is required for any student preparing a full recital. Prospective students accepted by audition/interview. (Fulfills arts requirement.) Lab/credit fee: The fee for sixty-minute private instruction is \$880 per course.

**MP 381 PRIVATE MUSICAL INSTRUCTION 2**

Individual forty-five-minute weekly instruction in voice, piano, harpsichord, organ, fortepiano, guitar, orchestral instruments, sitar, tabla, and jazz improvisation. Prospective students accepted by audition/interview. (Fulfills arts requirement.) Lab/credit fee: The fee for forty-five-minute private instruction is \$660 per course.

**MP 381X PRIVATE MUSICAL INSTRUCTION 2**

Individual sixty-minute weekly instruction in voice, piano, harpsichord, organ, fortepiano, guitar, orchestral instruments, sitar, tabla, and jazz improvisation. At least one semester of sixty-minute lessons is required for any student preparing a full recital. Prospective students accepted by audition/interview. (Fulfills arts requirement.) Lab/credit fee: The fee for sixty-minute private instruction is \$880 per course.

**MU 385 CONDUCTING 3**

Basic techniques of orchestral and choral conducting, score study and analysis. Prerequisites: MU 242. A. Holland

**SKIDMORE ENSEMBLES**

**MP 273 OPERA/MUSICAL WORKSHOP 1**

A course/performing ensemble designed to equip singers with acting and movement skills for the stage. Classes and rehearsals will culminate in public performance of scenes or complete works from the opera/musical theater repertoire. Open by audition and interview only. Not for liberal arts credit. This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) A. Turner

**MP 275, 276 SMALL JAZZ ENSEMBLE 1, 1**

Jazz improvisation and performance in a small combo setting. Open by audition. Not for liberal arts credit. This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) J. Nazarenko

**MP 277, 278 VOCAL CHAMBER ENSEMBLE 1, 1**

A select ensemble, drawn from members of the Skidmore College Chorus, performing a wide range of repertoire from all periods, including madrigals, part songs, choral works, and operatic ensembles. Limited to twenty singers; open by audition only. This course may be repeated for credit at the discretion of the department.

**MP 279, 280 WEST AFRICAN DRUM ENSEMBLE 1, 1**

An ensemble devoted to the performance of traditional drum music from Ghana. Prerequisites: MP 179 and MP 199. Not for liberal arts credit. This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) Lab/credit fee: \$50

**MP 285, 286 SKIDMORE GUITAR ENSEMBLE 1, 1**

An ensemble devoted to the performance of classical guitar music in combination with other instruments and voice. Open by audition only. Not for liberal arts credit. This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) J. Brown

**MP 287, 288 SKIDMORE CHORUS 1, 1**

A large ensemble open to men and women singers. Annual tours and invitational concerts provide opportunities to sing major choral works with other colleges and universities. Not for liberal arts credit. This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.)

**MP 289, 290 SKIDMORE ORCHESTRA 1, 1**

One three-hour rehearsals per week. Open by audition. This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) A. Holland

**MP 293, 294 SKIDMORE JAZZ ENSEMBLE 1, 1**

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

**MP 297, 298 CHAMBER MUSIC 1, 1**

Qualified students in piano, harpsichord, strings and woodwinds may participate in smaller ensembles: trios, quartets, quintets, etc. Open by audition. This course may be repeated for credit at the discretion of the department. (Fulfills arts requirement.) M. Emery, J. Vinci

# Neuroscience

Director of the Neuroscience Program: Hassan Lopez

Assistant Professor: Sarita Lagalwar, Susan Kettering Williamson '59  
Chair in Neuroscience

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

Chemistry: Rebecca Howard

Psychology: Denise Evert, Hugh Foley, Mary Ann Foley, Rebecca  
Johnson, Hassan Lopez, Flip Phillips

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

For students who entered Skidmore prior to fall 2014:

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  
or CH 125 Principles of Chemistry  
PS 217 Statistical Methods in Psychology  
or PS 202 Research Methods in Psychology I  
PS 304 Physiological Psychology  
or PS 306 Experimental Psychology  
or PS 203 Research Methods in Psychology II

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:

NS 201 Cellular and Molecular Neuroscience  
NS 212 Psychological Topics In Neuroscience  
NS 212 Topics in Neuroscience (new title)  
NS 213 Biological Topics in Neuroscience  
PS 203 Research Methods in Psychology II \*  
PS 213 Hormones and Behavior  
PS 218 Cognition  
PS 225 Perception  
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  
BI 251 Topics in Biology (when topic is appropriate for NS major)  
BI 252 Topics in Biology with Lab (when topic is appropriate for NS major)  
CH 222 Organic II

b. Choose four courses from the following set of 300-level electives:

NS 312 Advanced Psychological Topics in Neuroscience  
NS 312 Advanced Topics in Neuroscience (new title)  
NS 313 Advanced Biological Topics in Neuroscience  
NS 315 Mechanisms of Alzheimer's Disease  
PS 304 Physiological Psychology \*  
PS 314 Psychology of Reading  
PS 318H Advanced Statistics in Psychology  
PS 323 Psycholinguistics  
PS 327 Computational Methods in Psychology and Neuroscience  
PS 341 Seminar in Cognitive Neuroscience: Left Brain/Right Brain  
BI 306 Mammalian Physiology  
BI 311 Biological Electron Microscopy or BI 368 Advanced Light Microscopy  
BI 316 Animal Behavior  
BI 314 Neurodevelopment  
BI 342 Frontiers in Molecular Neuroscience  
BI 344 Biological Clocks  
BI 351 Topics in Biology (when topic is appropriate for NS majors)  
BI 352 Topics in Biology with Lab (when topic is appropriate for NS majors)  
CH 341 Biochemistry: Macromolecular Structure and Function with Lab  
CS 305 Design and Analysis of Algorithms  
CS 322 Artificial Intelligence

\* Unless taken to fulfill the core requirement; see Section 2 above.

With the exception of NS 277, none of the courses that count toward the major may be taken on a satisfactory/unsatisfactory basis.

For students who entered Skidmore in fall 2014 and beyond:

To fulfill the major, students must complete the following:

1. Core courses:

NS 101 Neuroscience: Mind and Behavior  
NS 201 Cellular and Molecular Neuroscience  
BI 105 Biological Sciences I: Unity of Life  
BI 106 Biological Sciences II: Diversity of Life  
CH 125 Principles of Chemistry  
PS 202 Research Methods in Psychology I

2. Advanced Research Methods Requirement: take one of the following classes:\*

PS 203 Research Methods II  
PS 225B Perception  
PS 304 Physiological Psychology  
PS 314 Psychology of Reading  
PS 327 Computational Methods in Psychology and Neuroscience  
BI 242 Molecular Biology  
BI 245 Principles of Genetics  
BI 247 Cell Biology  
BI 311 Biological Electron Microscopy  
BI 341 Neurodevelopment  
BI 344 Biological Clocks  
BI 368 Advanced Light Microscopy  
CH 341 Biochemistry: Macromolecular Structure and Function with Lab

\*If a course is taken to satisfy the Advanced Research Methods requirement, it cannot also be used to fulfill one of the elective requirements listed below.

3. Integrative course: NS 277 Integrative Seminar In Neuroscience Research

4. Elective courses:

a. 200-level Electives: Take any three of the following courses:

NS 212 Topics In Neuroscience  
BI 242 Molecular Biology  
BI 244 Comparative Vertebrate Physiology  
BI 245 Principles of Genetics  
BI 247 Cell Biology  
PS 203 Research Methods in Psychology II  
PS 213 Hormones and Behavior  
PS 218 Cognition  
PS 225 Perception  
PS 231 Neuropsychology  
PS 232 Introduction to Cognitive Science  
CH 222 Organic II

b. 300-level Electives: Take any four of the following courses:

NS 312 Advanced Topics in Neuroscience  
NS 315 Mechanisms of Alzheimer's Disease  
BI 306 Mammalian Physiology  
BI 311 Biological Electron Microscopy  
BI 314 Neurodevelopment  
BI 316 Animal Behavior  
BI 342 Frontiers In Molecular Neuroscience  
BI 344 Biological Clocks  
BI 368 Advanced Light Microscopy  
PS 304 Physiological Psychology  
PS 314 Psychology of Reading  
PS 318H Advanced Statistics in Psychology  
PS 323 Psycholinguistics  
PS 327 Computational Methods in Psychology and Neuroscience  
PS 341 Seminar In Cognitive Neuroscience: Left Brain/Right Brain  
CH 341 Biochemistry: Macromolecular Structure and Function with Lab  
CS 305 Design and Analysis of Algorithms  
CS 322 Artificial Intelligence

## Recommendations and Advice

**Tutorial project:** Students are strongly encouraged to enroll in Introduction to Neuroscience Research (NS 275) and Research Experience in Neuroscience (NS 371) prior to completion of the Neuroscience major. These courses allow students to obtain valuable research experience by working directly with Neuroscience faculty. Highly motivated students may wish to pursue a senior tutorial project (NS 375/NS 376), which is a yearlong, intensive research thesis conducted in collaboration with a Neuroscience faculty. Generally speaking, majors should consider taking NS 275 in their sophomore and/or junior year, and NS 371 in their junior year as a prelude to senior research.

**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.

**HONORS:** To be eligible for honors in Neuroscience, a student must meet the requisite grade-point average\* and complete two semesters of 300-level research related to neuroscience (summer research conducted either at Skidmore or at another institution will be considered). Students must also complete an honors application by the withdrawal deadline of the spring semester of the senior year. Within this application, students must briefly describe their research experiences and explain why these experiences should qualify them for honors in neuroscience.

\***Note:** To be considered for honors, the college requires a GPA of 3.500 or higher for work in the major, and a GPA of 3.000 or higher based on all work taken at Skidmore.

## PROJECTED PATHS THROUGH THE MAJOR

### Path 1: A Biobehavioral Focus

**Within major:** Consider these electives: BI 245 Principles of Genetics, BI 316 Animal Behavior, BI 341 Neurodevelopment, BI 344 Biological Clocks, PS 213 Hormones and Behavior, PS 304 Physiological Psychology

**Beyond major:** Additional electives from Psychology (e.g., PS 223 Evolutionary Psychology) and Biology (e.g., BI 302 Behavioral Ecology, BI 324 Evolution, BI 370 Computer Modeling of Biological Systems).

### Path 2: A Cellular/Molecular Focus

**Within major:** Consider these electives: BI 242 Molecular Biology, BI 245 Principles of Genetics, BI 247 Cell Biology, BI 342 Frontiers in Molecular Neuroscience.

**Beyond major:** Additional courses from Biology (BI 360 Gene Expression I: DNA Metabolism, BI 363 RNA Metabolism) 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 these electives: PS 231 Neuropsychology, PS 218 Cognition, PS 225 Perception, PS 314 Psychology of Reading, PS 323 Psycholinguistics, PS 341 Seminar in Cognitive Neuroscience: Left Brain/Right Brain), BI 245 Principles of Genetics.

**Beyond major:** Additional courses from Computer Science (e.g., CS 106 Introduction to Computer Science I, CS 206 Introduction to Computer Science II).

### Path 4: A Cognitive Science Focus

**Within major:** Consider these electives: PS 218 Cognition, PS 225 Perception, PS 232 Introduction to Cognitive Science, PS 327 Computational Methods in Psychology and Neuroscience.

**Beyond major:** Additional courses from Computer Science (e.g., CS 106 Introduction to Computer Science I, CS 206 Introduction to Computer Science II, CS 306 Computability, Complexity, and Heuristics) and Philosophy (e.g., PH 241 Mind, Thought, and Consciousness).

### Path 5: A Health Professions Focus

**Within major:** Consider these electives: PS 231 Neuropsychology, BI 242 Molecular Biology, BI 244 Comparative Vertebrate Physiology, BI 245 Principles of Genetics, BI 247 Cell Biology, BI 306 Mammalian Physiology.

**Beyond major:** Additional courses from Chemistry (Organic Chemistry (CH 221 Organic Chemistry I, CH 222 Organic Chemistry II, CH 341 Biochemistry: Macromolecular Structure and Function with Lab), Physics (PY 207 General Physics I, PY 208 General Physics II), Calculus (MA 111 Calculus I, MA 113 Calculus II), and English.

**Note:** Those students interested in pre-med and other health professions should consult with the Health Professions Advisory Committee for guidance in selecting courses.

**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 201 CELLULAR AND MOLECULAR NEUROSCIENCE 4**  
An examination of complex cellular and molecular mechanisms underlying all neural processes. Students will learn the fundamentals of neuronal cell and molecular signaling, and apply that knowledge to expand their understanding of higher order processes including plasticity, neuroregeneration, and neural development. In the laboratory students will learn to culture cells, detect cellular proteins through western blotting and immunocytochemistry, and design and implement an independent research plan. Prerequisites: NS 101 and BI 106. S. Lagalwar

**NS 212 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: Completion of NS 101 and permission of instructor. This course can be repeated for credit up to 5 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 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.

**NS 312 ADVANCED TOPICS IN NEUROSCIENCE 3-4**  
A critical examination of fundamental areas of controversy in current theories, research findings, and applications of neuroscience with a psychological focus. Topics might include sensory processing, neurodegeneration, neuropharmacology, brain imaging, and brain plasticity. Prerequisites: NS 101 and PS 202 or PS 217. The Department

**NS 315 MECHANISMS OF ALZHEIMER'S DISEASE 3**  
In this course, through readings, discussions, and experimental proposal work, we will discuss the past, present, and future of AD research. Over half of the American population has been touched by Alzheimer's disease (AD) either through a friend/family member/coworker, or due to having the disease themselves. The prevalence of AD has increased rapidly in all parts of the world, due to increased diagnoses and longer lifespans. The last four decades of cell and molecular research in the AD field have yielded a wealth of information on disease pathology and progression, genetic involvement, environmental contributors, and biochemical changes. However, safe yet potent therapies remain elusive. Prerequisites: NS 201. S. Lagalwar

**NS 371 RESEARCH EXPERIENCE IN NEUROSCIENCE 3**  
Directed study providing students with the opportunity for an intensive research experience in a particular laboratory or field setting. The emphasis is on the further development of students' research skills within a particular area of neuroscience 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. Prerequisites: NS 101 and permission of instructor. May be repeated for credit. Must be taken S/U. The Department

**NS 375 SENIOR RESEARCH PROJECT I 3**  
The first semester of a yearlong research project or thesis to be followed by NS 376 in the following semester. Students will work with an individual faculty member to develop a major research project, including conceptualization of a topic, review of the scientific literature, learning of any necessary research techniques, execution of any preliminary research, and submission of a research proposal to the faculty supervisor. Prerequisites: Previous research experience (e.g., NS 275, NS 371, PS 275, PS 371, BI 275, BI 371, summer research, etc.) and permission of instructor. Must be taken S/U. The Department

**NS 376 SENIOR RESEARCH PROJECT II 3**  
The second semester of a yearlong research project (thesis). The student will work with an individual faculty member to complete a major research project, and be required to submit a final project. Prerequisites: NS 375. Must be taken S/U. The Department

BI 105 Biological Sciences I: Unity of Life  
BI 106 Biological Sciences II: Diversity of Life  
BI 242 Molecular Cell Biology  
BI 244 Comparative Vertebrate Physiology  
BI 245 Principles of Genetics  
BI 247 Cell Biology  
BI 251 Topics in Biology  
BI 252 Topics in Biology with Lab  
BI 306 Mammalian Physiology  
BI 311 Biological Electron Microscopy  
BI 316 Animal Behavior  
BI 341 Neurodevelopment  
BI 342 Frontiers in Molecular Neuroscience  
BI 344 Biological Clocks  
BI 351 Topics in Biology  
BI 352 Topics in Biology with Lab  
BI 368 Advanced Light Microscopy  
CH 125 Principles of Chemistry  
PS 203 Research Methods in Psychology II  
PS 213 Hormones and Behavior  
PS 231 Neuropsychology  
PS 232 Introduction to Cognitive Science  
PS 304 Physiological Psychology  
PS 306 Experimental Psychology  
PS 314 Psychology of Reading  
PS 218 Cognition  
PS 225A Perception  
PS 318H Advanced Statistics in Psychology  
PS 327 Computational Methods in Psychology and Neuroscience  
PS 341 Seminar in Cognitive Neuroscience: Left Brain/Right Brain  
PS 375 Senior Research Project I



## Off-Campus Study and Exchanges

---

There are a great number of off-campus study opportunities coordinated by the Office of Off-Campus Study & Exchanges (OCSE), including Skidmore's study abroad programs, approved non-Skidmore 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 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 study abroad programs include 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), 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 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, social sciences, and business. 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 three 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 "Cross-cultural Media Studies in Paris," "Democracy through an Aristocrat's Eyes," and "68 and After: Revolution and Reaction in French Politics and Culture." 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, business, history, and French language and culture 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. 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 and Alcalá as well as 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 five semesters of college-level Spanish (FS 206) or the equivalent before participating; completion of at least one literature course in Spanish (FS 211 or FS 212) is highly recommended.

### 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; Queen Mary, University of London; the School for Oriental and African Studies (SOAS), University of London; University of the Arts London (UAL), 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 36 students the opportunity to spend their first semester of college in London, one of the world's great cities. In addition to allowing students to enjoy the historical and cultural riches of England's capital, the First-Year Experience in London serves as a foundation for students' four years at Skidmore; enables students to earn credit toward their Skidmore degrees; introduces students to Skidmore's academic rigor and excellence; and builds strong connections and friendships among the participants.

Students study in London under the guidance of two Skidmore faculty directors who oversee the academic program, serve as advisors and mentors for the students, and organize a variety of group cultural excursions and activities. The directors also each teach one of the required Scribner Seminars, which are specifically designed for the program and take full advantage of the resources available in London. Students take additional classes at the Institute for the International Education of Students (IES) at its London Center. Students live in residence halls with a designated Skidmore Program Assistant 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 winter, spring, and/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 "Japanese Culture and Art" in Japan, "The Parthenon: From Pericles to the Present in England and Greece," and "Culture and Commerce in Ireland." Travel seminars are sometimes accompanied by an on-campus course during the preceding semester. Participants must have a GPA of 3.000 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 programs offered during the winter and spring breaks only.

## TEACH IN CHINA PROGRAM

The Skidmore Teach in China Program offers a yearlong, post-graduation teaching opportunity at Qufu Teacher's University in Qufu City, Shandong Province. Participants teach courses in Oral English, English Reading Comprehension, Western Culture, English Writing, and British and American Literature. All participants take a one-credit class 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.; and the Semester in Environmental Science in Woods Hole, Massachusetts.

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.

## 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, freshwater, 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 over forty 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 sophomores, 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.

## Opportunity Program

*Acting Director:* Susan Layden

The Arthur O. Eve 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 (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.

#### **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 SSP100 Scribner Seminar. Students are introduced to a variety of classroom settings, including lectures, guest lectures, discussion meetings, and performances. The study skills component of this course uses the content of the pre-Scribner Seminar readings and discussions to help students improve reading-comprehension, time-management, note-taking, analytical, and library skills.

### ACADEMIC YEAR COURSES

#### **HE 100 ACADEMIC WRITING (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.

#### **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 skills that enhance high academic achievement.

## Periclean Honors Forum

*Program Director:* Catherine Golden

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.

#### **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 free-standing academic experience open to Honors Forum and other highly motivated students. Prerequisites: as determined by the instructor and the Honors Forum Council, concurrent enrollment in a particular 100-level course, or completion of a prerequisite course.

#### **HF 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 1-credit spring-semester Honors Forum Practicum where Skidmore students will, in pairs, lead discussions with Schuylerville Junior High students as part of the Expanding Horizons program. Written work includes a journal and two briefs (short, focused papers). Permission of instructor is required.

#### **HF 202 GREAT BOOKS PRACTICUM 2**

A follow-up to HF 201 Great Books Workshop. Students who are trained leaders in the Junior Great Books program will, in pairs, lead weekly discussions with seventh- and eighth-grade students at Schuylerville Junior High as part of the Expanding Horizons program. Students will promote creative thinking and reading enjoyment and gain practical experience in a secondary school. Leaders will be observed twice per semester during the 10–12 week session, and the class will meet on campus several times as well. This course is ideal for those interested in pursuing public and private elementary and secondary school teaching. Written work includes a journal and two briefs (short, focused papers). Prerequisites: The 1-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 215 PEER HEALTH EDUCATION 3**

An introduction to the concepts, principles, theory, and practice of health education, health promotion, and peer-based education. Students will engage with a variety of topics surrounding health, wellness, community health promotion, theories of behavioral change and leadership skill building through readings, class discussions, and opportunities for experiential learning. Throughout the semester students will research, plan, execute and evaluate educational outreach materials and programs on various health and wellness topics relevant to college-aged students. Not for liberal arts credit. J. McDonald

#### **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 an 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 that can be shared with the wider student community. The student should carefully define a term-length project that complements or builds upon her or his background, initiate the proposal with a study-sponsor, and obtain formal approval from the student's advisor and the HF Director. Application to do such work in any semester should be made and approved prior to registration for that semester or, at the very latest, before the first day of classes for the term. Honors Independent Study may not be substituted for available honors courses.

**HF 273 SEX, GENDER, AND CIVIC ENGAGEMENT 1**

An opportunity for students to build awareness of sexual misconduct, sexual health, sexuality, and gender. The semester begins with a weekend-long training to prepare students for the service learning portion of the course: working in the Center for Sex & Gender Relations and serving the campus community as anonymous peer-to-peer sexual misconduct reporting resources. The course adds to the Honors Forum offerings with its challenging material and leadership opportunities. Prerequisites: permission of instructor. J. McDonald

**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 315 ADVANCED PEER HEALTH EDUCATION 1**

An expansion of concepts covered in Peer Health Education by allowing students to fine tune their health promotion and peer counseling skills. Students will select specific areas of interest and will work closely with other Peer Health Educators and the instructor to plan, implement, and rigorously evaluate outreach programs on campus. The course will focus on building leadership and communication skills and on deepening the expertise of the students on college health-related issues. Prerequisites: HF 215 and permission of instructor. Not for liberal arts credit. May be repeated for credit. J. McDonald

**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 that can be shared with the wider student community. The student should carefully define a term-length project that complements or builds upon her or his background, initiate the proposal with a study-sponsor, and obtain formal approval from the student's advisor and the HF Director. Application to do such work in any semester should be made and approved prior to registration for that semester or, at the very latest, before the first day of classes for the term. Honors Independent Study may not be substituted for available honors courses.

## Shared Course Listing (not all courses offered every semester)

AM 232H	New England Begins
AN 101W	Honors: Introduction to Cultural Anthropology
BI 115H	Ecology of Food
CH 107H	Intensive General Chemistry
CH 207H	Inorganic Compounds and Materials
EC 104H	Introduction to Microeconomics
EN 105H	Special Topics
EN 228H	The Victorian Illustrated Book
EN 229H	Special Studies: Texts in Context (Introduction to Medieval Literature, Stories of English)
EN 303H	Peer Tutoring Project
GO 304H	Modern Political Thought
HI 110H	The British Empire
HI 224H	The Enlightenment
ID 201H	Peer Mentor Seminar
MA 113H	Calculus II
MA 126H	Honors Problem Solving
MA 226H	Honors Problem Solving
MA 275H	Mathematics Research
MA 326H	Honors Problem Solving
MB 336H	Diversity and Discrimination in the American Workplace
PH 101H	Introduction to Philosophy
PS 318H	Statistical Methods in Psychology II
PS 320H	Social Psychology Research
PS 376H	Senior Research Project II
PS 378H	Senior Seminar
PY 207H	General Physics I Honors
PY 221H	Galaxies and Cosmology
SO 211H	Sociologic Imagination
SO 224H	Close Relationships
TX 300A	Travel Seminar: Jane Austen in Bath

## Philosophy

*Chair of the Department of Philosophy and Religion: Reginald Lilly*

Professors: Eliza Kent, Reginald Lilly

Associate Professors: William Lewis, Joel R. Smith, Larry Jorgensen

Assistant Professor: Silvia Carli

Visiting Assistant Professor: Gregory Spinner, Jo-Jo Koo

Lecturer: Susan Parillo

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 in 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 entering Skidmore 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.

HONORS: Majors prior to the class of 2013 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.

Majors from the classes of 2013 through 2015 need a 3.000 overall GPA, 3.500 in the major, an A- or better on either a senior thesis or on the major paper in PH 375, and the recommendation of the department.

Majors beginning with the class of 2016 must meet the college requirement for departmental honors, attain a GPA in the major of 3.700 or higher, and attain a grade of A- or better on the major paper for PH 375.

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**  
An historical and topical survey, this course will introduce the student to the discipline of philosophy through the close reading of representative texts, both historical and contemporary. Through analysis of the texts, through discussion, and through lecture, the student will gain an understanding of philosophy both as a unique discipline and as a way of asking and attempting to answer the most profound questions about ourselves and our world that we may pose. Open to first- and second-year students or by permission of instructor. Students are recommended to take either PH 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.) S. Carli
- 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.) L. Jorgensen
- PH 207 LOGIC 3**  
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.) R. Lilly, W. Lewis
- PH 213 PHILOSOPHY OF RACE AND GENDER 3**  
An exploration of philosophical understandings of race and gender. Reasoned arguments about the status and meaning of the categories of race and gender have been a part of philosophy almost since its inception. Though historical arguments will be examined, the class will focus on relatively recent and contemporary theorizations of race and gender and on the practical effects these categories have on our lived experience as raced and gendered persons. (Fulfills humanities requirement.) W. Lewis
- PH 215 BUDDHIST PHILOSOPHY 3**  
An introduction to selected themes, schools, and thinkers of the Buddhist philosophical tradition in India, Tibet, China, and Japan. Buddhist metaphysics and ethics are examined with reference to the nature of reality and the person, causality and action, wisdom and compassion, emptiness and nihilism. Comparisons are made to Western philosophers, especially regarding the Buddhist critique of substance and the Buddhist ideal of compassionate openness to the world. Offered alternate years. (Designated a non-Western culture course; fulfills humanities requirement.) J. Smith

- PH 225 ENVIRONMENTAL PHILOSOPHY 3**  
An introduction to philosophical questions regarding the relation of humans to the environment. This course explores both foundational issues such as our understanding of nature and value as well as specific problems in environmental ethics such as animal rights, duty to future generations, and the justification of public policy. In addition to these explorations, students will have the opportunity to apply the knowledge gained in this class by developing an environmental ethics embodied by the institutions and practices that surround us. (Fulfills humanities requirement.) W. Lewis
- PH 230 TOPICS IN PHILOSOPHY 1-4**  
The study of a selected topic in philosophy. Course may be repeated with permission of the department. (Fulfills humanities requirement.) The Department
- PH 241 MIND, THOUGHT AND CONSCIOUSNESS 3**  
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, L. Jorgensen
- PH 304 SOCIAL-POLITICAL PHILOSOPHY 4**  
A study of the nature of political community and of social institutions. Topics to be discussed include the nature and purposes of political community, the relation of ethics to political life and social institutions, the notions of equality, liberty, power, and justice, and the nature of rights. Prerequisites: one course in philosophy or permission of instructor. Offered alternate years. W. Lewis
- PH 306 NINETEENTH-CENTURY PHILOSOPHY 4**  
An examination of major figures in nineteenth-century philosophy such as G. W. F. Hegel, Schopenhauer, Marx, Kierkegaard, Nietzsche, Comte, Mill, Peirce, and Frege. Prerequisites: PH 204 or permission of instructor. R. Lilly, W. Lewis
- PH 307 TWENTIETH-CENTURY PHILOSOPHY 4**  
An examination of a selected number of twentieth-century philosophers such as Adorno, Ayer, Davidson, Dewey, Foucault, Heidegger, Husserl, Merleau-Ponty, Quine, and Wittgenstein. Prerequisites: PH 204 or permission of instructor. R. Lilly
- PH 308 AMERICAN PHILOSOPHY 4**  
An exploration of America's indigenous philosophical tradition, this course seeks to understand how various native thinkers have sought to develop modes of thought that both supersede and improve upon European models and which are adequate to the American experience in its diversity, originality, and totality. Starting with Ralph Waldo Emerson and continuing with such philosophers as C.S. Peirce, William James, John Dewey, Oliver Wendell Holmes, Alain Leroy Locke, and Susanne Langer, this course will examine a history of such attempts, their philosophical methods, and their conclusions. In addition to gaining an understanding of various American philosophers' independent contributions to the discipline and their relationship to the Western philosophical tradition, this course will situate American philosophy within the post-Civil War cultural and scientific context which gave rise to that most characteristic of American philosophies: pragmatism. Prerequisites: PH 204 or permission of instructor. (Fulfills humanities requirement.) W. Lewis
- PH 311 EXISTENTIAL PHILOSOPHY 4**  
A study of the central concepts of existential philosophy as found in the writings of such thinkers as Nietzsche, Heidegger, Sartre, Camus, and Marcel. Concepts such as freedom, facticity, dread, nothingness, the absurd, being-for-itself, and being-in-itself will be examined. Prerequisites: PH 204 or RE 241 or permission of instructor. Offered alternate years. J. Smith
- PH 314 PHILOSOPHY OF LAW 4**  
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. (Fulfills humanities requirement.) R. Lilly
- PH 327 GREAT PHILOSOPHERS 4**  
A course in depth in the philosophy of a single great philosopher, philosophical school, or tradition. Prerequisites: One course in philosophy. Course may be repeated with a different philosopher, philosophical school, or tradition. The Department
- PH 328 METAPHYSICS 4**  
A study of the most fundamental concepts of being as developed in several major philosophers from the Greeks to the present. Discussion will focus on such topics as God, time, space, substance, essence, existence, process, causality, and value. Prerequisites: PH 204 or permission of instructor. R. Lilly, L. Jorgensen
- PH 329 SEMINAR IN KANT 4**  
A study of Immanuel Kant, the pivotal thinker of modern Western philosophy. Kant offers a critique and synthesis of the preceding rationalist (Descartes, Leibniz, Spinoza) and empiricist (Locke, Berkeley, Hume) traditions and sets the agenda for nineteenth- and twentieth-century philosophers, all of whom respond to his critique of theoretical and practical reason in one way or another. Prerequisites: PH 204 or permission of instructor. R. Lilly, L. Jorgensen

**PH 330      ADVANCED TOPICS IN PHILOSOPHY      1-4**

The study of a selected topic in philosophy. Prerequisites: one course in philosophy or permission of instructor. Course may be repeated with a different topic. The Department

**PH 341      PHILOSOPHY OF LITERATURE      4**

This seminar examines philosophies of literature and literary criticism. Various schools of thought, including phenomenology, hermeneutics, structuralism, deconstruction, and psychoanalysis, may be examined particularly closely, as well as some of the founding philosophical texts in literary theory. There may also be a study of selected literary texts. (The Philosophy and Religion Department will accept EN 361 as the equivalent of PH 341.) Prerequisites: one course in philosophy or permission of instructor. R. Lilly, S. Carli

**PH 371, 372      INDEPENDENT STUDY      3, 3**

A reading course in an area or a philosopher not available in this depth in other courses. Prerequisites: permission of department. The Department

**PH 375      SENIOR SEMINAR      4**

A close study of comparative overviews of the severally different modes, methods, and systems of philosophy possible. (Fulfills the writing requirement in the major.) Offered each spring. The Department

**PH 376      SENIOR THESIS      3**

Individual conferences with senior majors in the areas of their research projects. The Department

**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

**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

**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 Prajhaparamita, 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

## Physical Activity

---

**PHYSICAL ACTIVITY AND SPORT FOR ALL:** Instructional classes focus on increasing the level of skill in an activity, understanding the basic principles of movement involved, and applying them in a particular situation. Courses are sectioned according to ability level.

Classes meet for two hours per 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. Physical activity courses may not be repeated for credit. Students are allowed one 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*

Professor: Mary Crone Odekon

Assistant Professors: Gregory Gerbi, Kendrah Murphy,  
Javier Perez-Moreno

Visiting Assistant Professors: Evan Halstead, Gunes Senturk

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 under *Preparation for Professions and Affiliated Programs*.

### THE PHYSICS MAJOR

*Effective for students entering fall 2013 and beyond:*

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 211, PY 213, PY 261 (twice), PY 331, PY 345, PY 346, PY 348, PY 373, and at least three additional credits of physics at the 200 level or above.
  - b. 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 Profession: Affiliated Programs and Other Agreements*.

**THE PHYSICS MINOR:** Students minoring in physics are required to complete PY 207, PY 208, PY 209, PY 210, and at least two additional 3-4 credit courses, at least one of which must be at the 200 level or above.

**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.

<b>PY 103</b>	<b>ORIGINS OF CLASSICAL PHYSICS</b>	<b>4</b>	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	<b>PY 207H</b>	<b>GENERAL PHYSICS I</b>	<b>4</b>	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, lab experiments, and problem-solving per week. The Department
<b>PY 105</b>	<b>BREAKTHROUGHS IN PHYSICS</b>	<b>3</b>	Historical developments, both scientific and societal, that led twentieth-century physicists to major breakthroughs in our understanding of the universe. Topics will include atomic and nuclear physics, relativity, and quantum mechanics. In addition to gaining a deeper understanding of the material through traditional science methods, students will enhance that understanding through exploration of societal impacts and artistic expressions of the concepts. Prerequisites: QR1. (Fulfills QR2 requirement.) The Department	<b>PY 208</b>	<b>GENERAL PHYSICS II</b>	<b>4</b>	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 106</b>	<b>BREAKTHROUGHS IN PHYSICS WITH LAB</b>	<b>4</b>	Historical developments, both scientific and societal, that led twentieth-century physicists to major breakthroughs in our understanding of the universe. Topics will include atomic and nuclear physics, relativity, and quantum mechanics. In addition to gaining a deeper understanding of the material through traditional science methods, students will enhance that understanding through exploration of societal impacts and artistic expressions of the concepts. Prerequisites: QR1. Three hours of lecture, two hours of lab per week. (Fulfills QR2 and natural sciences requirements.) The Department	<b>PY 209</b>	<b>MODERN PHYSICS LABORATORY</b>	<b>2</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. This course is a corequisite for PY 210. This course partially fulfills the writing requirement in the major.
<b>PY 107</b>	<b>LIGHT AND COLOR</b>	<b>4</b>	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	<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. Prerequisites: PY 208. Corequisite: PY 209. The Department
<b>PY 108</b>	<b>SOUND AND MUSIC</b>	<b>3</b>	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	<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. Prerequisites: PY 210 and corequisite MA 113, or permission of the instructor. The Department
<b>PY 109</b>	<b>SOUND AND MUSIC WITH LAB</b>	<b>4</b>	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	<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. Prerequisites: PY 210. Three hours of lecture, two hours of lab per week. The Department
<b>PY 151</b>	<b>SPECIAL TOPICS IN PHYSICS</b>	<b>3</b>	A variety of topics in physics at the introductory level. Prerequisites: QR1. May be repeated for credit, if on a different topic. (Fulfills QR2 requirement.) 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. Prerequisites: PY 109 or PY 208. Four hours of lecture and lab per week. The Department
<b>PY 192</b>	<b>PRINCIPLES OF ASTRONOMY</b>	<b>3</b>	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	<b>PY 214</b>	<b>PHYSICS PEDAGOGY</b>	<b>1</b>	The theory and practice of teaching college-level physics. Students will read articles from the pedagogy literature, design demonstrations and class activities, and visit courses in the department. Prerequisites: PY 208. This course meets once a week and may be repeated for credit. The Department
<b>PY 194</b>	<b>PRINCIPLES AND PRACTICE OF ASTRONOMY</b>	<b>4</b>	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	<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. Prerequisites: PY 192 or PY 194. This is an honors course. (Fulfills QR2 requirement.) M. Odekon
<b>PY 207</b>	<b>GENERAL PHYSICS I</b>	<b>4</b>	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	<b>GP 229</b>	<b>INTRODUCTION TO GEOPHYSICS</b>	<b>3</b>	A study of the active physical processes in the earth. Students will apply fundamental ideas of mechanics to earth science problems. Topics will vary with student interests but will usually include stress and strain, heat diffusion, and fluid advection, gravity, and seismology. The processes will be studied in the context of earth phenomena including rock deformation, glacier mechanics, magma flow, earthquakes, and atmospheric and oceanic circulation. Course material will also include analysis of geophysical data and discussion of techniques for collecting such data. Prerequisites: MA 111 or equivalent, and either two courses in physics or two courses in geosciences, or permission of instructor. G. Gerbi
				<b>PY 251</b>	<b>SPECIAL TOPICS IN PHYSICS</b>	<b>1-4</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. Prerequisites: prior physics course and permission of department. The Department



- PY 261 PHYSICS SEMINAR 1**  
A discussion of research in physics, based on journal articles and oral presentations. Prerequisites: 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
- PY 299 PROFESSIONAL INTERNSHIP IN PHYSICS 3**  
Internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as physics research, environmental and material science, or electrical engineering. Prerequisites: PY 207 and PY 208.
- PY 331 MATHEMATICAL AND COMPUTATIONAL METHODS IN PHYSICS 4**  
An exploration of mathematical and computational techniques used to solve problems in physics. Topics include basic programming and data analysis, statistics, curve fitting and minimization, numerical solutions to differential equations, wave equations, diffusion equations, complex numbers, and Fourier analysis. Prerequisites: PY 210 and MA 200. Corequisite: MA 270. The Department
- PY 345 MECHANICS 4**  
Classical mechanics at the advanced level. Emphasis is placed on the mathematical formulation of physical problems and on the physical interpretation of the mathematical solutions. Topics include Newton's laws of motion, gravitation, kinematics, and dynamics of a particle and of systems of particles, rigid-body motion, introduction to generalized coordinates, and Lagrangian and Hamiltonian mechanics. Prerequisites: PY 210 and MA 270. Three hours of lecture, one hour of discussion per week. The Department
- PY 346 ELECTRICITY AND MAGNETISM 4**  
A study of the theory of classical electromagnetism. Topics include electrostatics, boundary-value problems, dielectrics and conductors, steady currents, magnetostatics, magnetic materials, electromagnetic induction, Maxwell's equations and their solutions. Prerequisites: PY 208; corequisite: MA 270. Three hours of lecture, one hour of discussion per week. The Department
- PY 348 QUANTUM MECHANICS 4**  
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. Prerequisites: PY 210 and MA 270. Three hours of lecture, one hour of discussion per week. The Department
- PY 351 ADVANCED TOPICS IN PHYSICS 1-4**  
A variety of physics topics at the advanced level. Possible options include biophysics, condensed-matter physics, nuclear and particle physics, and advanced quantum mechanics. The selection of a particular topic will be adjusted to student interest and background. Prerequisites: PY 210 and permission of the department. The Department
- PY 373 SENIOR RESEARCH IN PHYSICS 3-4**  
An opportunity for qualified seniors to pursue research in physics under the supervision of a member of the department. Prerequisites: permission of the department. This course partially fulfills the writing requirement in the major.
- PY 399 PROFESSIONAL INTERNSHIP IN PHYSICS 3 or 6**  
Professional experience at an advanced level for juniors and seniors with substantial academic and cocurricular experience in physics. With faculty sponsorship and department approval, students may extend their educational experience into such areas as physics research, environmental or material science, or electrical engineering. Prerequisites: PY 210. Only three semester hours may count toward the major or minor in physics.

## Preparation for Profession: Affiliated Programs and Other Agreements

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. 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

Skidmore College offers qualified students the opportunity to earn a baccalaureate from Skidmore and a master's degree in Business Administration, Finance, or Accounting through cooperative programs at Clarkson University, Union Graduate College, Syracuse University, and Rochester Institute of Technology.

#### 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. See 4 + 1 M.B.A. Program with Clarkson University for details of the requirements.

Foundation Requirements	Skidmore Courses (or Clarkson equivalent)
Business and Society	MB 333 Business Law I
Economics	EC 103 Introduction to Macroeconomics EC 104 Introduction to Microeconomics
Management Principles	MB 224 Foundations of Organizational Behavior
Accounting	MB 234 Foundations of Financial Accounting MB 235 Foundations of Managerial Accounting
Computer Programming	MB 319 E-Commerce and Management Information Systems
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 14 courses.

Foundation Requirements	Skidmore Courses (or Union equivalent)
Business Law	MB 333 Business Law I MB 334 Business Law II
Economics	EC 103 Introduction to Macroeconomics EC 104 Introduction to Microeconomics
Organizational Behavior	MB 224 Foundations of Organizational Behavior plus one organizational behavior elective
Accounting	MB 234 Foundations of Financial Accounting MB 235 Foundations of Managerial Accounting 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.

### The 4 + 1 M.B.A. Program with Rochester Institute of Technology

In this program, students earn a baccalaureate from Skidmore and a master's degree in Business Administration from the Rochester Institute of Technology (RIT) in the year following Skidmore graduation. 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. M.B.A. programs typically take two or more years to complete.

Foundation requirements include satisfactory completion of 12 courses.

Foundation Requirements	Skidmore Courses
Accounting	MB 234 Foundations of Financial Accounting MB 235 Foundations of Managerial Accounting
Organizational Behavior and Leadership	MB 224 Foundations of Organizational Behavior plus one of: MB 314 Organizational Theory MB 316 Dynamics of Leadership MB 358 Human Resource Management
Statistics	EC 237 Statistical Methods MA 204 Probability and Statistics
Economics	EC 103 Introduction to Macroeconomics EC 104 Introduction to Microeconomics
Marketing Concepts	MB 214 Foundations of Marketing plus one of: MB 337 Advertising and Promotion MB 317 Marketing Research MB 344 International Marketing
Finance	MB 338 Foundations of Finance plus one of: MB 339 Investments MB 345 Global Financial Management

Only courses in which a student earns a B or better will qualify as satisfactory completion.

In addition to completing the foundation requirements, students must meet RIT's prescribed admissions standards and submit an application to RIT's M.B.A. program.

### The 4 + 1 Master of Science in Finance (M.S.F.) Program with Syracuse University

In this program, students earn a baccalaureate from Skidmore and a master of science degree in finance (M.S.F.) from the Whitman School of Management at Syracuse University in the year following Skidmore graduation. Under special agreement, students plan their undergraduate programs to include certain foundation courses normally taken in the first year of study in a M.S.F. program.

Foundation requirements include satisfactory completion of seven courses. In addition to completing the foundation requirements, students meeting certain standards will be considered for preferred admission to the Whitman School of Management.

Foundation Requirements	Skidmore Courses
Accounting	MB 234 Foundations of Financial Accounting MB 235 Foundations of Managerial Accounting
Economics	EC 103 Introduction to Macroeconomics EC 104 Introduction to Microeconomics
Finance MB 338 Statistics and Mathematics	Foundations of Finance EC 237 Statistical Methods MA 111 Calculus I

Students must earn at least a C in each foundation course and attain an overall GPA of 3.000 across the seven foundation courses. In addition to completing the foundation requirements, students must have a GMAT score at or above the 50th percentile and a 3.400 cumulative GPA in the last two years of study at Skidmore. Students meeting these requirements will be considered for preferred admission to the Whitman School of Management upon submitting an application to Syracuse University.

### The 4 + 1 Master of Science in Accounting (M.S.A.) Program with Syracuse University

In this program, students earn a baccalaureate from Skidmore and a master of science degree in accounting (M.S.A.) from the Whitman School of Management at Syracuse University in the year following Skidmore graduation. Under special agreement, students plan their undergraduate programs to include certain foundation courses normally taken in the first year of study in an M.S.A. program.

Foundation requirements include satisfactory completion of six courses.

Foundation Requirements	Skidmore Courses
Accounting	MB 234 Foundations of Financial Accounting MB 235 Foundations of Managerial Accounting
Economics	EC 103 Introduction to Macroeconomics EC 104 Introduction to Microeconomics
Finance Statistics	MB 338 Foundations of Finance EC 237 Statistical Methods

Students must earn at least a C in each foundation course and attain an overall GPA of 3.000 across the foundation courses. In addition to completing the foundation requirements, students must have a GMAT score at or above the 50th percentile and a 3.400 cumulative GPA in the last two years of study at Skidmore. Students meeting these requirements will be considered for preferred admission to the Whitman School of Management upon submitting an application to Syracuse University.

### Whitman M.B.A. Advantage Program with Syracuse University

In this program, students earning a bachelor's degree from Skidmore gain admission to the Whitman School of Management at Syracuse University based on credentials other than postbaccalaureate work experience. Students accepted to the program begin their M.B.A. in the fall semester after graduating from Skidmore.

Students who have gained meaningful business-related experience; who have achieved a 650 or higher on the GMAT; and who have earned a GPA of 3.500 or above may apply. Consult the Department of Management and Business for details on additional admissions criteria.

## Wake Forest University Master of Science in Accountancy Key School Agreement

In this program, five students graduating from Skidmore College and majoring in Management and Business may qualify for and enroll in the Wake Forest University Master of Science in Accountancy program each year. Admitted Skidmore students will receive a minimum \$10,000 per semester tuition scholarship as well as be considered for competitive merit-based scholarship awards. One admitted Skidmore College applicant will be designated the "Skidmore College Accounting Fellow" and will sit on the MSA Program's Student Advisory Council. Consult the Department of Management and Business for details on additional admissions criteria.

### ENGINEERING

Skidmore College offers qualified students the opportunity to earn dual degrees in liberal arts and engineering through cooperative programs with Dartmouth College, Clarkson University, and Rensselaer Polytechnic Institute. 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 Advisory Committee. Students should register their interests with the engineering coordinator, Professor Rachel Roe-Dale, at the earliest possible date.

### Dual-Degree Program with Dartmouth College

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

### Minimum Prerequisite Courses for Application to Dartmouth:

MA 111	Calculus I
MA 113	Calculus II
MA 202	Calculus III
PY 207	General Physics I
PY 208	General Physics II
CH 125	Principles of Chemistry
CS 106	Introduction to Computer Science I

Careful planning is required to fulfill prerequisites as well as meet all college requirements. Consultation with the Engineering Coordinator should be initiated in the student's first semester at Skidmore.

For more information on Dartmouth's program, see <http://engineering.dartmouth.edu/academics/undergraduate/dual/>.

## 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
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 end of the fall semester 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.

## Dual-degree Program with Rensselaer Polytechnic Institute

A cooperative agreement with Rensselaer Polytechnic Institute (RPI) allows students 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

A student entering this cooperative program must major in biology, mathematics, computer science, chemistry, or physics, and must have a cumulative GPA of at least 3.30 in science and mathematics courses after the third semester of study. By March 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 RPI 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 include two courses in calculus-based physics, mathematics courses through linear algebra and differential equations, one course in general chemistry, and at least 12 credits in the humanities and social sciences. Additional prerequisites specific to the different engineering majors at RPI also apply:

- For **Biomedical Engineering**: one semester of molecular biology and one semester of cell biology;
- For **Environmental Engineering**: one semester of introductory biology, one semester of organic chemistry;
- For **Electrical Engineering**: one semester of introductory computer science;
- For **Chemical Engineering**: two semesters of organic chemistry;
- For **Computer and Systems Engineering**: two semesters of introductory computer science, one semester of discrete mathematics;
- For **Industrial & Management Engineering**: one additional course in the natural sciences, introductory biology recommended;
- For **Materials Engineering**: one additional course in the natural sciences, introductory biology recommended.

Specific programs at RPI are only accessible from some Skidmore majors.

Careful planning is required to fulfill prerequisites as well as meet all-college requirements. Consultation with the Engineering Coordinator should be initiated in the student's first semester at Skidmore.

## 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:* Karen Arciero, Alice Buesing, Denise Evert, Patricia Fehling (chair), Raymond J. Giguere, Sarita Lagalwar, Elaine Larsen, Kendrah Murphy, Bernard P. Possidente, T.H. Reynolds, Kelly Sheppard, Patti Steinberger, Tracy Broderson (administrative assistant).

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. Those health professions include: medical doctor (MD; allopathic medicine), osteopathic doctor (DO; osteopathic medicine), dentist, veterinarian, physician assistant, nurse, nurse practitioner, physical therapist, or chiropractor.

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 313, and is online at [www.skidmore.edu/academics/health](http://www.skidmore.edu/academics/health) and on Facebook.

### Medical, Dental, or Veterinary School

Students who plan to apply to medical, dental, or veterinary 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. Students may choose any major, but 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, or veterinary programs.

## 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 15-month program or an 18-month program.

### **Bachelor of Science in Nursing (BSN) from New York University College of Nursing (NYUCN)**

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 15-month program or an 18-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	Human Anatomy and Physiology I
EX 127	Human Anatomy and Physiology II
BI 165	Microbes and Society or BI 246 Microbiology: Diversity, Disease, and the Environment
CH 125	Principles of Chemistry
PS 217	Statistical Methods in Psychology or MS 104 Introduction to Statistics or SO 226 Statistics for the Social Sciences
PS 207	Introduction to Child Development
PS 209	Adult Development or SW 253 Human Behavior and the Social Environment
EX 242	Principles of Nutrition for Health and Performance

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.

## 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 (OT) 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 (DPT) through a cooperative 4 + 3 program. These are challenging programs designed for students interested in entering the allied health professions. Interested students are encouraged to seek advice from the allied health profession advisors, Professor Pat Fehling or Senior Teaching Associate Karen Arciero, 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 preferred 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 3.25 for both programs. 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. Students apply on or before June 1 of the year preceding their graduation from Skidmore for the OT program. For the DPT program, students apply early decision on or before August 15 of the year preceding their graduation from Skidmore.

The following courses are the prerequisites for the DPT program:

CH 105	Chemical Principles I
CH 106	Chemical Principles II
BI 242	Molecular Cell Biology or BI 246 Microbiology: Diversity, Disease, and the Environment or BI 247 Cell Biology
EX 126	Human Anatomy and Physiology I
EX 127	Human Anatomy and Physiology II
PS 101	Introduction to Psychological Science
PS 207	Introduction to Child Development
PS 217	Statistical Methods in Psychology or SO 226 Statistics for the Social Sciences or EC 237 Statistical Methods or MS 104 Introduction to Statistics
PY 207	General Physics I
PY 208	General Physics II

Students must earn a minimum GPA of 3.25 for prerequisite courses in Biology, Chemistry, Health and Exercise Science, and Physics.

The following courses are the prerequisites for the OT program:

AN 101	Introduction to Cultural Anthropology or AN 102 Anthropology of the Human Past or SO 101 Sociological Perspectives
EX 126	Human Anatomy and Physiology I
EX 127	Human Anatomy and Physiology II
PS 101	Introduction to Psychological Science
PS 207	Introduction to Child Development
PS 217	Statistical Methods in Psychology or SO 226 Statistics for the Social Sciences or EC 237 Statistical Methods or MS 104 Introduction to Statistics
PS 209	Adult Development
PS 214	Abnormal Psychology
PY 207	General Physics I

# Psychology

*Chair of the Department of Psychology:* Holley Hodgins

Professors: Mary Ann Foley, Hugh Foley, Holley Hodgins, Flip Phillips, Sheldon Solomon

Associate Professors: Denise L. Evert, Rebecca Johnson, Hassan López, Mark Rye

Assistant Professors: Rebecca Bays, Amy Gardiner, Corinne Moss-Racusin, Casey Schofield

Visiting Assistant Professors: Corey Cook, Meghana Karnik-Henry, Rachel Mann-Rosan, Andrew Molteni, Melissa Soenke

Lecturers: Andrea Barrocas-Gottlieb, Hugh Knickerbocker

Research Associate: \*Adina Fried

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.

## THE PSYCHOLOGY MAJOR

*Effective for the Class of 2017 (students entering in fall 2013):*

(Members of the Class of 2015 and 2016 who have not completed PS 217 before the start of the fall 2013 semester are strongly encouraged to pursue the new curriculum.)

To complete a major, students must take a minimum of ten courses in psychology. Only two courses may be taken at other institutions. Included among the ten courses are the following required core: PS 101, PS 102, PS 202, and an Experimental Methods II course: PS 203 or one course from the following list: PS 225B, PS 304, PS 314, PS 320H, PS 327.

PS 101 is not waived for AP or IB psychology credit.

In addition to the core courses, students must take three breadth elective courses, with at least one course from Group 1 and at least one course from Group 2.

### Group 1: Perception/Cognition/Neuroscience

PS 212A	Themes In Contemporary Psychology
PS 212B	Themes in Contemporary Psychology
PS 213	Hormones and Behavior
PS 218	Cognition
PS 219	Health Psychology
PS 223	Evolutionary Psychology
PS 225A	Perception
PS 225B	Perception (If PS 225B is taken to fulfill the Experimental Methods II requirement, another course must be chosen to fulfill the breadth requirement)
PS 231	Neuropsychology
PS 232	Introduction to Cognitive Science
NS 101	Neuroscience: Mind and Behavior

### Group 2: Social/Developmental/Clinical/Applied

PS 204	Educational Psychology
PS 205	Social Psychology
PS 207	Introduction to Child Development
PS 208	Adolescent Development
PS 209	Adult Development
PS 210	Personality
PS 211	Applied Psychology
PS 212A	Themes In Contemporary Psychology
PS 212B	Themes in Contemporary Psychology
PS 214	Abnormal Psychology

Additional elective courses:

PS 251	Special Seminar Series in Psychology
PS 275	Exploratory Research Experience in Psychology

Students must take three 300-level courses, at least two of which must come from the following list of content-specific courses.

*PS 304	Physiological Psychology
PS 305A	Cognitive Development
PS 305B	Cognitive Development
PS 307	Advanced Personality
PS 312A	Advanced Study of Major Issues of Psychology
PS 312B	Advanced Study of Major Issues of Psychology
*PS 314	Psychology of Reading
PS 315	Clinical Psychology
PS 317	Psychological Testing
PS 318H	Advanced Statistics in Psychology
*PS 320H	Social Psychology Research
PS 321	Motivation and Emotion
PS 323	Psycholinguistics
*PS 327	Computational Methods in Psychology and Neuroscience
PS 328	Seminar in Clinical Psychology: Anxiety and Its Disorders
PS 331	Psychology of Women
PS 332	Seminar in Cross-Cultural Psychology
PS 333	Sleep and Dreams
PS 334	Psychology of Religion
PS 336	Evolutionary Developmental Psychology
PS 341	Seminar in Cognitive Neuroscience: Left Brain/Right Brain

\*If taken to fulfill the Experimental Methods II requirement, a different course must be chosen to fulfill the 300-level requirement.

Additional elective courses (may count as one of the 300-level requirement courses):

PS 329	Clinical Psychology Field Experience
PS 371	Independent Study in Psychology
PS 373	Research Independent Study in Psychology
PS 375	Senior Research Project I
PS 376H	Senior Research Project II
PS 378H	Senior Seminar
PS 399	Professional Internship In Psychology (this experience may count toward the 300-level requirement only if taken for 3 or 4 credits)

As they consider the choice of electives, students should consult the Psychology Department Web site and their advisors for information about potential pathways of interest through the major (Clinical, Developmental, Neuropsychology/Cognitive Neuroscience, Social/Personality).

A maximum of 5 credits taken on a satisfactory/unsatisfactory basis may count toward the major, including PS 102, PS 329, and PS 399. None of the required core courses or any 300-level psychology courses—except PS 102, PS 329, and PS 399—fulfilling the major may be taken on an S/U basis. The grade-point average for the courses presented toward the major must meet the minimum of 2.000. Of these courses, only one course may have been completed with a grade of D.

**WRITING REQUIREMENT IN THE MAJOR:** Students fulfill the writing requirement in the psychology major by completing a minimum of one (1) writing enhanced (WE) course and two writing intensive (WI) courses 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 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) courses in the major (cannot substitute for the All College Requirement of one EW course):

PS 202  
PS 203  
PS 225B  
PS 304  
PS 314  
PS 320H  
PS 327

Writing enhanced (WE) courses in the major:

NS 101  
PS 205  
PS 207  
PS 208  
PS 210  
PS 211  
PS 213  
PS 214  
PS 218  
PS 231  
PS 316  
PS 321  
PS 341

**RECOMMENDATIONS AND ADVICE:** Faculty urge psychology majors to complete PS 102 and the two Methods courses by the end of the sophomore year, as PS 202 is a requirement for 300-level courses and both are prerequisites for the senior thesis research experience (PS 375/PS 376H) and Senior Seminar (PS 378H). Those students who discover relatively early in their program of study an interest in research, and those who have completed both Methods courses, are at particular advantage when applying for external fellowship opportunities. The summer between junior and senior year of study is an ideal time to seek this type of opportunity. Faculty encourage students to distinguish between the minimum requirement for a major 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 the majors by way of advanced lab courses (PS 225B, PS 304, PS 305B, PS 314, PS 320H, and PS 327), advanced statistics (PS 318H), independent research experiences (PS 373), directed studies (PS 371), summer collaborative research experiences, and thesis honors projects (PS 375 /PS 376H).

*For students prior to the Class of 2017 (students who entered before fall 2013):*

(Members of the Class of 2015 and 2016 who have not completed PS 217 before the start of the fall 2013 semester are strongly encouraged to pursue the new curriculum.)

To complete a major, students must take a minimum of 30 credits in psychology. Only 6 of these 30 credits (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 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

**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/PS 376H).

**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.

**THE PSYCHOLOGY MINOR:** 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.

**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 101 INTRODUCTION TO PSYCHOLOGICAL SCIENCE 4**  
An introduction to the science of psychology through a survey of theories, methods, and principles of behavior. Students will learn about empirical studies that are central to the various subdisciplines of psychology. The Department

**PS 102 COLLOQUIUM IN PSYCHOLOGICAL SCIENCE 1**  
A study of selected areas of psychology research and techniques. This course is intended for students who plan to major in psychology, and we strongly encourage majors to complete this course by the end of their sophomore year. Students will read primary source articles and hear first-person accounts by faculty in the Psychology Department (and possibly outside speakers) as an introduction to the theoretical and practical aspects of psychology research. Emphasis will be placed on understanding the various domains of scientific inquiry within the field of psychology, and also the ways in which research techniques define the types of questions that can be asked at a given level of analysis. Prerequisites: PS 101. Must be taken S/U. The Department

**PS 202 RESEARCH METHODS IN PSYCHOLOGY I 4**  
An introduction to the research methodologies and statistical analyses used in psychological science. Emphasis will be on experimentation in psychology (designing and conducting experiments, analyzing data, and reporting results through scientific writing). Prerequisites: QR1 and PS 101 or NS 101. Three hours of lecture and two hours of lab per week. Writing intensive course for the major. H. Foley, R. Johnson, F. Phillips

**PS 203 RESEARCH METHODS IN PSYCHOLOGY II 4**  
A further exploration into the research methodologies and statistical analyses used in different areas of psychological science. Emphasis will be on additional methods used in psychological research (designing and conducting experiments, analyzing data, and reporting results through scientific writing). Prerequisites: QR1 and PS 202. Three hours of lecture and two hours of lab per week. Meets the Experimental Methods II requirement and counts as writing intensive course for the major. (Fulfills QR2 and natural science requirements.) H. Foley, M. Foley, R. Johnson, F. Phillips

**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. 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**  
A survey of theory and research related to physical, psychological, and behavioral development from conception through childhood. Students will learn about the process of development as a continuous interaction between biology and experience. Topics include the development of cognition, gender, and self-understanding; socioemotional development; and the role of parenting. Through the service-learning component of the course, students will interact directly with children at one of the two campus preschools on a weekly basis. Prerequisites: PS 101. A. 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 and PS 102. The Department

**PS 209 ADULT DEVELOPMENT 4**  
Psychological aspects of human growth and function from maturity to senescence, with consideration of research procedures and problems as well as recent findings and relevant theory. Through the service-learning component of the course, students will directly interact with mature adults at one of the several local centers on a weekly basis, furthering their knowledge of adult development and aging through their own experience. Prerequisites: PS 101. The Department

**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



<b>PS 211</b>	<b>APPLIED PSYCHOLOGY</b>	<b>4</b>
An application of principles of psychology to issues in education, industry, environmental initiatives, health, consumer culture, and the law. Students will have an introductory "hands-on" experience in applied research. Goals of the course include familiarization with methods of applied work and psychology's contributions to the above-listed issues; ability to use social science methods to critically evaluate various types of social initiatives; 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. The Department		
<b>PS 212A</b>	<b>THEMES IN CONTEMPORARY PSYCHOLOGY</b>	<b>3</b>
Introductory exploration of selected themes in contemporary psychology with special attention to major trends of theoretical interest and research activity. Such themes might include decision-making, narratives in psychology, health psychology, environmental psychology. At the time of registration check specific course listings for the upcoming term as well as the necessary prerequisites for the courses offered. This course may be repeated for credit with focus on a different theme. The Department		
<b>PS 212B</b>	<b>THEMES IN CONTEMPORARY PSYCHOLOGY</b>	<b>4</b>
Introductory exploration of selected themes in contemporary psychology with special attention to major trends of theoretical interest and research activity. Such themes might include decision-making, narratives in psychology, health psychology, environmental psychology. At the time of registration check specific course listings for the upcoming term as well as the necessary prerequisites for the courses offered. This course may be repeated for credit with focus on a different theme. The Department		
<b>PS 213</b>	<b>HORMONES AND BEHAVIOR</b>	<b>4</b>
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		
<b>PS 214</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. Prerequisites: PS 101. M. Rye, C. Schofield		
<b>PS 218</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. Prerequisites: PS 101 or NS 101. M. Foley		
<b>PS 219</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. Prerequisites: PS 101. The Department		
<b>PS 223</b>	<b>EVOLUTIONARY PSYCHOLOGY</b>	<b>3</b>
A survey of theory and research on human behavior from an evolutionary perspective. Students will gain an understanding of evolutionary theory, from its Darwinian inception to the modern synthesis, and develop the ability to apply evolutionary thinking to provide ultimate explanations for human behavior. Students will learn about the lives of ancestral humans, including challenges of survival, mating, parenting, and group living, how our psychology evolved to facilitate successful navigation of these challenges, and how we can observe evolved psychology in the modern environment. The origin of literature, religion, and art will also be explored. Prerequisites: PS 101. A. Gardiner, S. Solomon		
<b>PS 225A</b>	<b>PERCEPTION</b>	<b>3</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. Prerequisites: PS 101 or NS 101. H. Foley, F. Phillips		
<b>PS 225B</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. Prerequisites: PS 101 or NS 101; and PS 202. Three hours of lecture and two hours of lab per week. Meets the Experimental Methods II requirement and counts as writing intensive course for the major. (Fulfills QR2 and natural science requirements.) H. Foley, F. Phillips		
<b>PS 231</b>	<b>NEUROPSYCHOLOGY</b>	<b>4</b>
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		
<b>PS 232</b>	<b>INTRODUCTION TO COGNITIVE SCIENCE</b>	<b>3</b>
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		
<b>PS 251</b>	<b>SPECIAL SEMINAR SERIES IN PSYCHOLOGY</b>	<b>1</b>
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>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. Prerequisites: Completion of NS 101 and permission of instructor. This course can be repeated for credit up to 5 credits. Must be taken S/U.		
<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. The experience is open to non-majors. Permission of the instructor is required. Must be taken S/U. 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. 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.		
<b>PS 304</b>	<b>PHYSIOLOGICAL PSYCHOLOGY</b>	<b>4</b>
A theoretical and empirical introduction to behavioral neuroscience. Emphasis will be on animal models used to understand various psychological processes, including anxiety, drug reward, and spatial cognition. Laboratory sessions are used to test the effect of various pharmacological compounds on animal behavior. Students are expected to interact with rodent subjects. Extensive scientific writing is a critical aspect of the course. Prerequisites: NS 101 and PS 202. Three hours of lecture and two hours of lab per week. Meets the Experimental Methods II requirement and counts as writing intensive course for the major. (Fulfills QR2 and natural science requirements.) H. Lopez		

<b>PS 305A</b>	<b>COGNITIVE DEVELOPMENT</b>	<b>3</b>
The study of how children's thinking grows and changes from infancy through childhood. Students will learn about traditional and contemporary approaches to studying cognitive development from Piaget to modern cross-cultural perspectives. Current theories and research on the development of memory, language, intelligence, and how children learn and reason about the social, physical, and biological worlds will be discussed. Prerequisites: PS 101, PS 202, and PS 207. A. Gardiner		
<b>PS 305B</b>	<b>COGNITIVE DEVELOPMENT</b>	<b>4</b>
The study of how children's thinking grows and changes from infancy through childhood. Students will learn about traditional and contemporary approaches to studying cognitive development from Piaget to modern cross-cultural perspectives. Current theories and research on the development of memory, language, intelligence, and how children learn and reason about the social, physical, and biological worlds will be discussed. Students will learn about how cognition is studied in infants and children, engage in designing developmental research, and interact with and observe children in a preschool setting. Prerequisites: PS 101, PS 202, and PS 207. Three hours of lecture and two hours of lab per week. A. 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. Prerequisites: 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 toward understanding how different aspects of human personality can account for the development of various social institutions. The development and evaluation of hypotheses to understand personality processes, and strategies to induce change are also considered. Prerequisites: PS 101, PS 203, and PS 210. S. Solomon		
<b>PS 312A</b>	<b>ADVANCED STUDY OF MAJOR ISSUES OF PSYCHOLOGY</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. Prerequisites: PS 202. At the time of registration, check specific course listings for the upcoming term as well as the necessary prerequisites for the courses offered. 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</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. Prerequisites: PS 202. At the time of registration check specific course listings for the upcoming term as well as the necessary prerequisites for the courses offered. This course may be repeated for credit with focus on a different issue. The Department		
<b>PS 314</b>	<b>PSYCHOLOGY OF READING</b>	<b>4</b>
The cognitive and neuroscientific underpinnings of the ability to read. Students will investigate experimental techniques such as masked priming, eye-tracking, and fMRI, sentence and discourse comprehension, neural bases of normal skilled reading and reading disorders, and models of visual word recognition and eye-movement control. Prerequisites: PS 202. Three hours of lecture and two hours of lab per week. Meets the Experimental Methods II requirement and counts as a writing intensive course in the major. (Fulfills QR2 and natural science requirements.) R. Johnson		
<b>PS 315</b>	<b>CLINICAL PSYCHOLOGY</b>	<b>3</b>
An introduction to the science and practice of clinical psychology. Topics include clinical training, diagnosis, psychotherapy, outcome research, and ethics. Students will learn basic clinical interviewing skills and participate in a mock clinical interview. Prerequisites: PS 101, PS 202, and PS 214 M. Rye, C. Schofield		
<b>PS 317</b>	<b>PSYCHOLOGICAL TESTING</b>	<b>3</b>
An introduction to the history, theory, administration, and interpretation of psychological tests, including a focus on the field of psychometrics and its role in psychological testing. Students will review the role and relevance of tests evaluating constructs such as intelligence, achievement, psychiatric symptoms, and personality. Prerequisites: PS 101 and PS 102. C. Schofield		
<b>PS 318H</b>	<b>ADVANCED STATISTICS IN PSYCHOLOGY</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. Prerequisites: PS 202 and one Experimental Methods II course. Three hours of lecture, two hours of lab per week. H. Foley		
<b>PS 320H</b>	<b>SOCIAL PSYCHOLOGY RESEARCH</b>	<b>4</b>
A study of the processes underlying everyday social behavior and thought. Students will use scientific research methods to investigate social behavior such as group decision-making, prejudice and bias, unconscious thinking, motivation, and humor enjoyment. Prerequisites: PS 101 or NS 101; and PS 202. Three hours of lecture and two hours of lab per week. Meets the Experimental Methods II requirement and counts as a writing intensive course in the major. (Fulfills QR2 and natural science requirements.) 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. Prerequisites: PS 101 and PS 203. 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. Prerequisites: PS 101 or NS 101; and PS 202. R. Johnson		
<b>PS 327</b>	<b>COMPUTATIONAL METHODS IN PSYCHOLOGY AND NEUROSCIENCE</b>	<b>4</b>
An exploration of general purpose scientific computing software and languages such as MATLAB, Mathematica, R, and Python, and their use in psychology and neuroscience. Students will learn foundational programming and begin to design and implement a simple software project. Prerequisites: PS 101 or NS 101; and PS 202. Three hours of lecture and two hours of lab per week. Meets the Experimental Methods II requirement and counts as a writing intensive course in the major. (Fulfills QR2 and natural science requirements.) 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. Students focus on the etiology, pathogenesis, symptoms, and treatment of anxiety disorders in adults with an emphasis on clinical applications and psychological/cognitive-behavioral approaches to conceptualizations and therapies. Prerequisites: PS 101 and PS 202; PS 214 is recommended but not required. C. Schofield		
<b>PS 329</b>	<b>CLINICAL PSYCHOLOGY FIELD EXPERIENCE</b>	<b>4</b>
Professional experience working 10 hours per week at a local mental health/human service agency. Students will receive on-site supervision from a professional at the agency and one hour of group supervision each week from a Skidmore clinical psychology professor. Field placements are limited, and students will be selected through a competitive application process. Prerequisites: PS 101 and PS 214, and permission of the instructor. Must be taken S/U. M. Rye, C. Schofield		
<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. Prerequisites: PS 202; and 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. Students will gain a greater awareness of their own cultural attitudes and beliefs and comprehend the experiences of others who are from cultures other than their own. Prerequisites: PS 101 and PS 202. The Department		
<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. Prerequisites: PS 101 and PS 202. H. Hodgins		
<b>PS 334</b>	<b>PSYCHOLOGY OF RELIGION</b>	<b>3</b>
An introduction to the scientific study of religious phenomena. Topics include religion across the lifespan, death anxiety, near-death experiences, religious conversions, cults, mystical religious experiences, prayer, forgiveness, and religious coping. Students will develop a proposal for a study of a topic of interest. Prerequisites: PS 101 and PS 202. M. Rye		
<b>PS 336</b>	<b>EVOLUTIONARY DEVELOPMENTAL PSYCHOLOGY</b>	<b>3</b>
Application of evolutionary thought to the study of development, as well as developmental principles to the understanding of evolution. Students will discover how adaptive thought and behavior develop, how childhood behaviors serve to prepare children for adulthood, and how cognition and behavior during childhood may facilitate children's navigation of this unique period of the lifespan. Students will also learn how evolutionary change can be better understood by integrating a traditional understanding of the evolutionary process with our knowledge of how genes and environment interact through the course of development. Additional topics include the evolution of parenting and families, the origins of the extended period of human childhood, and how our development compares to that of our closest primate relatives. Prerequisites: PS 101, PS 202, and PS 223. A. Gardiner		

**PS 341 SEMINAR IN COGNITIVE NEUROSCIENCE: LEFT BRAIN/RIGHT BRAIN 3**

A discussion based study of hemispheric specialization for cognitive functioning (including perception, attention, memory, creativity, emotional processing, and language) from a cognitive neuroscience perspective. Drawing on experimental psychology, neuroscience, neuropsychology, brain imaging, and computer modeling, students will study the gap between biological processes of the central nervous system and the processes of the mind. Prerequisites: PS 101 or NS 101; PS 202; PS 231 is recommended. D. Evert

**PS 371 INDEPENDENT STUDY IN PSYCHOLOGY 3 or 4**

A directed study in a specialized topic. Each student will work with an individual faculty member to develop a plan of study (i.e., establishing goals, selecting readings, and designing assignments). Prerequisites: PS 101 and consent of instructor. This one-semester experience may be repeated for credit. The number of credits assigned to an independent study is directly related to the number of hours per week, and follows the Skidmore College guidelines for credit: 3 credits: no fewer than 9 hours per week; 4 credits: no fewer than 12 hours per week. The Department

**PS 373 RESEARCH INDEPENDENT STUDY IN PSYCHOLOGY 3 or 4**

An intensive research experience in a particular laboratory or field setting, emphasizing further development of research skills within a particular area psychological inquiry. Each student will work with an individual faculty member on various aspects of the research process including the design and the implementation of a research project, data analyses and interpretation, and scientific writing. Prerequisites: PS 101 and consent of instructor. This one-semester experience may be repeated for credit. The number of credits assigned to an independent study is directly related to the number of hours per week, and follows the Skidmore College guidelines for credit: 3 credits: no fewer than 9 hours per week; 4 credits: no fewer than 12 hours per week. The Department

**PS 375 SENIOR RESEARCH PROJECT I 4**

Students will work with an individual faculty member to develop a major research project. This development will include the conceptualization of a topic, review of the scientific literature, the learning of any necessary research techniques, the execution of any preliminary research, and the submission of a written research proposal to the faculty supervisor. Each student will make an oral presentation of the proposal to other senior thesis students as well as the psychology faculty at the end of the semester. Students will also attend weekly one-hour seminar meetings to discuss with the faculty member coordinating the program as well as other student participants the design of their research project. Discussion topics will include preparation of materials for the Institutional Review Board, students' perspectives on their literature reviews, discussion of writing and revising, and preparation for thesis proposal defenses. Prerequisites: PS 202 and one Experimental Methods II course; students must also receive consent of instructor. The Department

**PS 376H SENIOR RESEARCH PROJECT II 4**

Students will work with an individual faculty member to complete a major research project developed in Senior Research Project I. A final project will be submitted in thesis form to the faculty supervisor as well as the faculty research coordinator for the program. This final project must be submitted at least two weeks before the end of the term. Students are also expected to present their research findings to the Psychology faculty and student participants in the program. In preparation for the completion of this thesis work, students will also attend weekly one-hour seminar meetings to discuss issues related to their research (e.g., problems in data collection, options for data analysis, etc.), to critique one another's thesis drafts, and to prepare for formal presentations at the end of the semester. Prerequisites: 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

**PS 378H SENIOR SEMINAR 3**

Students work with course instructor to complete a major, written project. The project can be a synthesis of the literature in a particular topic area of psychology, or an original theoretical formulation. The final project should demonstrate a conceptual integration of the material, and should demonstrate both originality and independence of work. In addition to the written project, each student will make an oral presentation summarizing the project. The written version of the project will be submitted at least two weeks before the end of the fall semester. Prerequisites: completion of one Experimental Methods II course. This course may be used to fulfill the thesis requirement for departmental honors in psychology. May not be taken concurrently with PS 376H. The Department

**PS 399 PROFESSIONAL INTERNSHIP IN PSYCHOLOGY 1, 4**

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. Prerequisites: five courses in psychology (specified by the faculty according to the nature of the internship). Requires faculty sponsorship and department approval. The number of credits assigned to an internship directly relates to the number of hours per week, and follows the Skidmore College guidelines for minimal contact hours. Must be taken S/U. The Department

## Religious Studies

*Chair of the Department of Philosophy and Religion: Reginald Lilly*

*Director: Mary Zeiss Stange*

Professor: Eliza Kent, Mary Zeiss Stange

Associate Professor: Joel R. Smith

Visiting Assistant Professor: David Howlett, Gregory Spinner

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.

**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 eighteen credit hours.

**HONORS:** Majors prior to the class of 2013 wishing to qualify for honors in the department must successfully complete RE 376 Senior Thesis, and earn a grade of A- or better.

Majors from the classes of 2013 through 2015 would need a 3.000 overall GPA, 3.500 in the major, an A- or better on either a senior thesis or on the major paper in RE 375, and the recommendation of the department.

Majors beginning with the class of 2016 must meet the college requirement for Departmental Honors, attain a GPA in the major of 3.700 or higher, and attain a grade of A- or better on the major paper for RE 375.

**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

**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

**RE 230 TOPICS IN RELIGION (NA), (A) 1, 4**  
The study of a selected special topic in religion. May be repeated with the approval of the department. (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 310 POVERTY AND BELIEF: RELIGIOUS VIEWS OF AND RESPONSES TO THE POOR 4**  
A study of poverty from a social-scientific and religious perspective. Historically, religious teachings have most often presented non-intentional poverty as punishment for an individual's failings, even as religious groups have been at the forefront in providing food, shelter, funds, and education to the poor as acts of charity. In stark contrast, much of the scholarly work on poverty is based on two ideas: that poverty is a structural, societal problem, not a failure of individual effort or morality; and that addressing poverty is not an issue of charity, but of providing basic human rights. Students will address the differences and emerging commonalities in religious and secular responses to poverty. Prerequisites: one course in Religion, Economics, Sociology, or Social Work. (Designated a Cultural Diversity course.) The Department

**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

**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 Prajhaparamita, 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 330 ADVANCED TOPICS IN RELIGION (NA), (A) 1-4**  
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. 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 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:* Janet G. Casey,  
Professor of English

*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 First Year Experience Web site for current courses and descriptions.

### 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.

#### Across the Bridge: Turkish Politics in Historical Perspective

Why do we define ourselves as Americans, Germans, or Turks? What does it mean to live in a "nation-state," and why are some regions of the world richer than others? Students will explore questions of ethnic, religious, and national identity, economic development, and democracy by focusing on the experience of Turkey. Turkey is a "torn country," where basic questions of religion, identity, development, and democracy lack clear answers. It is a country of deep social, economic, and cultural contrasts. Turkey is Middle Eastern, European, and Asian at the same time; it is poor yet a rising economic power; it is secular yet ruled by an Islamist government. This course will introduce students to the study of Ottoman history, political Islam, ethnic identity, economic development, and non-Western literature through the lens of Turkey and its people.

Feryaz Ocakli, Government

#### Afterlives: Cultural Constructions of Life After Death

What happens to the soul—the breath—that goes away when the body dies? Where does consciousness go? What happens to it? Since no one knows, everyone has imagined. Neurophysiology tells us about near-death experiences, and the process by which the brain shuts down, but what then, and why do we care? Western views of the afterlife have shifted and multiplied, from dismal undergrounds, transmigrating souls, nothingness or endless sleep, blissful heavens, horrible hells, to playful inventions. Students will look at classical and biblical texts, visual representations in medieval Christianity and medieval Buddhism—some heavens but mostly hells—and twentieth- and twenty-first century fiction and film to see what they tell us about our own beliefs, hopes, fears, and values. Do we need concepts of an afterlife to behave morally? What does the proliferation of make-your-own afterlives in current popular culture tell us about ourselves?

Regina Janes, English

#### American Memories

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

Dan Nathan, American Studies

#### British Love Affair with Italy: The Grand Tour

Young British aristocrats from the mid 1600s until the age of the railway in the 1840s traveled abroad to achieve a degree of 'refinement.' Italy, site of both ancient Roman art and Renaissance grandeur, was a primary destination. Students examine the Grand Tour experience of British men and women and the impact their journeys had on the shape of culture at home. When they returned, the Grand tourists built prodigious art collections; they transformed urban architecture, their homes, and gardens; and they wrote copious narratives relating to their experience. Students reconstruct the journey and subsequently look at what travelers brought home: knowledge, experience, artifacts, and sometimes diseases. Ultimately, the class reflects on this early model of study abroad and how it impacts the choices of American students today.

Shirley Smith, Foreign Language and Literature

#### A Century of Science and Fiction: The Works of Asimov

Our view of science, the world we live in, and the universe which we inhabit has changed dramatically during the last century. Similarly, our expectation of what is physically and technologically possible has shifted, and today our reality is full of devices and applications that were considered impossible in earlier times. These developments in science and technology are related to the social, political, cultural, and economic changes of the century. In this course we will use the works of Isaac Asimov to survey the evolution of science—and science fiction as a genre—through the last century, paying close attention to social and historical contexts. Through the words of Asimov we will examine topics that include time travel, scientific vs. fiction writing, technophobia, prejudice, the space race, sexism, robotics, and the future of humanity.

Javier Perez-Moreno, Physics

#### Creative Minds

Are you creative? Are there creative "types"? How do we measure creativity? Does the definition of creativity vary as a function of discipline? Can we learn to be more creative? Skidmore embraces the concept that Creative Thought Matters, so we will explore what creativity means, how it works, and why it matters. This seminar will engage in an analysis of the notion of creativity, including defining creativity, understand how it is measured, analyzing processes of creativity among other topics. You will develop your skills in integrating evidence across disciplines and clearly communicating your analysis both in writing and orally. You will also utilize your knowledge to complete a project exemplifying creativity.

Denise Evert, Psychology

#### Dangerous Earth: Climatologic and Geologic Disasters

Who will be the victims of the next natural disaster? When, where, and why will it occur? Can we safeguard our communities? In this seminar, students examine the diverse ways in which climatologic and geologic phenomena influence human lives and activities, the root causes of disaster phenomena, and the principles that render seemingly random natural disasters comprehensible and predictable. Through case studies and research projects, students will investigate a variety of hazards, such as floods, droughts, hurricanes, volcanic eruptions, earthquakes, and tsunamis, and will explore the extent to which these events are regulated by cyclic and/or periodic earth processes. This will enable students to make predictions and develop scenarios to mitigate against potential effects of future natural disasters. We will also examine the influence of diverse cultural perspectives about the causes and effects of natural disasters on a community's ability to respond effectively to a disaster event.

Amy Frappier, Geosciences

#### Dead Men Do Tell Tales: Interpreting Non-Writing Cultures Through Their Ceramic Objects

Many civilizations throughout history have risen, prospered, and then vanished without ever creating a written language. The records of these cultures are often interpreted in large part through their ceramic objects. Because of this, archaeologists have remarkable records of many non-writing cultures' ways of life. In this class we will be examining three specific cultures who never developed a written language, but whose ceramic objects are among the most sophisticated throughout history: the Mimbres culture of the southwestern United States, the Moche culture of Pre-Columbian Peru, and the Jomon culture of pre-historic Japan. Using an interdisciplinary approach, we will explore the ways anthropologists interpret the ceramic objects of these three cultures. Readings and essays will focus on current theories and interpretations of the ceramic records they left behind. Concurrently, we will be working in the ceramics studio to execute works informed by their artworks. Hands-on studio work will raise student awareness of the technical and expressive sophistication of these ancient cultures. Readings and films will shed light on how anthropologists interpret the complex array of symbolism and imagery, while also developing theories as to how these cultures functioned on a variety of societal levels: class structure, religion, warfare, funerary rituals, and gender roles.

Matthew Wilt, Studio Art

#### Democracy Inaction

What does it mean to be democratic? We speak of living in a democratic society, we refer to the Republican and Democratic parties, and yet do we understand what those terms signify, and what being "democratic" really conveys? We will look for answers first far in the past, with the ancient Greeks and their experiment with *demokratia*, and the Roman government of the *res publica*. Students will conduct close readings of treatises such as Plato's *Apology* and Aristotle's *Athenian Constitution*, the histories of Herodotus and Thucydides, Livy and Polybius, tragedies and comedies like Aeschylus' *Oresteia* and Aristophanes' *Wasps*, and ancient Greek and Roman law codes; and will examine the archaeological remains of ancient, civic Athens and republican Rome. The seminar will also examine a very modern and public exercise of democracy—the local November elections for City Council in Saratoga Springs—as a living laboratory for the contemporary American conception of democracy. Students will analyze Saratoga Springs' city charter, examine local monuments that celebrate democratic practices, critique Jon Stewart's irreverent *America (The Book): A Citizen's Guide to Democracy Inaction*, investigate local campaigns and candidates, and participate in the elections. For a final project, students will craft proposals for contemporary, functioning democratic systems based upon their study of ancient and modern democracies.

Michael Arnush, Classics

#### 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.

Janet Sorensen, Studio Art

### Family Connections

Interactions between family members inspire situation comedy as well as explanations for the most serious of human behaviors. In this course, students investigate family relationships as sources of individual joy, sorrow, experience, and identity—and as patterned interactions that reveal and recreate social expectations and forms. Drawing on research studies and expressive narratives, we explore how the approaches of social science and humanities differ and intersect in illuminating the influences of family members on each other.

Susan Walzer, Sociology

### The Good Life

What does it mean to lead a good life? How can people thrive in the midst of life's most difficult circumstances? Drawing upon insights from psychology, philosophy, religion, and literature, this course will explore strengths and virtues that enable people to flourish. We will consider how ancient Greek philosophers and modern psychologists have viewed the pursuit of happiness. When considering forgiveness as a possible response to injustice, we will examine philosophical conceptualizations, religious teachings, accounts by crime victims, the impact of the Truth and Reconciliation Commission on post-apartheid South Africa, and a modern novel in which forgiveness is a central theme. After learning Buddhist meditation techniques, we will read scientific research on the effects of meditation. We will also cover how gratitude and peak experiences contribute to life satisfaction. For each topic, we will consider how perspectives across disciplines can be applied to enhance our own lives.

Mark Rye, Psychology

### 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 trans-national 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.

Eric Morser, History

### Human Dilemmas

As you begin college, you are confronting the recurring dilemmas that define and shape our lives: Who am I? What exactly am I? What is my relationship to others? What is my responsibility to them and to the world? As biologist E. O. Wilson contends in his 2003 book *The Future of Life*, life is “an insoluble problem, a dynamic process in search of an indefinable goal. [It is] neither a celebration nor a spectacle but rather, as a later philosopher put it, a predicament” (xxii). “Human Dilemmas” will challenge your conventional assumptions surrounding these predicaments as we focus our attention on interdisciplinary readings, critical thinking, and academic inquiry. Debates, field trips, and writing will move us toward an understanding of what it means to be human in our contemporary world.

April Bernard, English

Janet Casey, English

Mary DiSanto-Rose, Dance

Sarah Goodwin, English

Sue Layden, Student Academic Services

Peter McCarthy, Social Work

Sheldon Solomon, Psychology

Mark Youndt, Management & Business

### 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.

Josh Ness, Biology

### Humor and Laughter, Seriously

Humor and laughter are pervasive phenomena of human life. We enjoy them immensely and cannot imagine living without them. But why do we laugh? What do we find humorous? Are we the only species that jokes and has fun? What mental faculties does the appreciation of humor require? What does laughter tell us about being human? In this seminar students will explore answers to these questions from a variety of perspectives, including philosophy, psychology and evolutionary theory. We will also read and watch comedies as the starting points of our investigation. Throughout the course we will pay attention to the ethical and social implications of humor and laughter.

Silvia Carli, Philosophy

### 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?

James Kennelly, Management and Business

### Italian Cinema

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

Giuseppe Faustini, Foreign Languages and Literatures

### Japanese Animation

What is anime and what are its origins? Why does it appeal to audiences beyond Japanese cultural boundaries? In this seminar, students will explore the world of Japanese animation, one of the most important and popular cultural products in contemporary Japan. After examining the origins of anime and its relationship to the traditional picto-centric culture in Japan, students will study some of the prevailing themes and genres of anime (i.e., apocalypse, gender and sexuality, and metamorphosis) in their cultural and historical contexts. Through this exploration, students will learn about some of the most important Japanese social and historical conventions that inform anime.

Masako Inamoto, Foreign Language and Literature

### 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.

Chris Kopec, Management & 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.”

Jennifer Bonner, Biology

### Location, Location, Location: An Introduction to Geographic Information Systems (GIS)

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

Robert Jones, Economics

### **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.

Larry Jorgensen, Philosophy

### **Modern Family: The Science and Social Experiences of Human Familial Bonds**

Who is your family? Who counts as family and who does not? This course will serve as a multidisciplinary introduction to studies of familial relationships. Using texts, articles, films, and audio recordings students examine how ideas about the family have shifted over time and how they vary in different communities around the world. Throughout the course we will explore what makes a family, what challenges families face that are from other kinds of social relationships, and the ways that we privilege family in various political and social contexts.

Robin Nelson, Anthropology

### **Music, Race, and Class**

What is the power of music? How can music empower oppressed peoples in their fight for justice? In this seminar students will investigate three contemporary case studies from around the world where groups have employed music to confront racism and classism in pursuit of social justice. We will begin by exploring tools for how to talk about race, class, racism, and classism with a particular emphasis on developing a deeper understanding of our own social identities. We will then move on to three different case studies on music in Apartheid South Africa, Buraku Taiko drummers in Japan, and the Kamehameha Schools Song Contest in Hawaii. Each case study will include an introduction to relevant historical, social, political, and musical context for the particular unit. We will then screen one full-length documentary film on music and social justice and read one novel or collection of short stories for a first-hand account of the historical period of study. Students will complete an original community project with classmates to share their seminar experience with other students on campus.

Lei Bryant, Music

### **Nothing Doing: The Space of Modern Thought**

What does nothing have to do with anything? When merchants from Muslim lands introduced nothing (zero) into Christian Europe in the thirteenth century, they brought with them an Eastern concept that would revolutionize Western thought. In this seminar we will consider the history of nothing—be that nothing zero, the void, space, absence or privation—to see how and why this dangerous idea would become the foundation of modern thought. Two great literary works—Shakespeare's *As You Like It* and Cervantes's *Don Quixote*—will serve as a springboard for our analysis of how Early Modern writers, artists, philosophers and mathematicians used the concept of nothing to reimagine their world. We will end the semester with a consideration of how the very nothing that structures modern thought becomes the "nothingness" that serves as Postmodernism's principle critique of modernity.

Grace Burton, Foreign Language and Literature

### **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.

Carolyn Anderson, Theater

### **Sailing the Seas with Captain Cook**

This course is an interdisciplinary investigation of the maritime world that Captain Cook inhabited in the last half of the eighteenth century. Between 1768 and 1779, Captain Cook made three voyages into the Pacific, and those voyages changed world history. Indeed, some have compared his voyages to the Apollo space program that first took humankind to the moon. Cook with a small crew, boarded wooden boats and floated off at the whim of the winds, knowing full well that there was a very real chance he would never return again. Students in the course will read memoirs and ships' logs from Cook and members of his crew in an effort to better understand them and their motivations. Students will also study some of the technological skills that made eighteenth-century maritime exploration possible. Students will learn to measure latitude and longitude, they will investigate the horrific medical ramifications of naval diseases like scurvy, and like Cook's crew, they will spend time in the kitchen making batches of sour kraut according to the eighteenth-century recipes to stave off the disease. Finally, students in the class will spend time considering just how Captain Cook's voyages changed the way we see the world, how they opened up new landscapes and new people, how they all but defined our sense of the Pacific as a region, and how, for better or worse, those of us living with the ramifications of contemporary globalization really are sailing in Captain Cook's wake.

Tillman Nechtman, History

### **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.

John Anzalone, Foreign Language and Literature

### **Sexualities/Textualities**

An exploration of the centrality of writing to the creation, promulgation, and enforcement of human sexualities. We will focus on the written word as a place where an otherwise amorphous network of desires gets clarified and organized, deployed and policed. From *Plain Talks on Avoided Subjects*, a popular nineteenth-century guidebook for the young, to *The Flame and the Flower*, a Harlequin romance from the early 1970s, we will explore the ways in which sex becomes text. We will position these sometimes-bizarre popular texts in the context of medical, scientific, and philosophical discourses, including the work of Freud, Foucault, and Kinsey, in an attempt to understand the relation between the written word and the ways in which we live and imagine human sexual identity.

Mason Stokes, English

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

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

Phil Boshoff, English and Jeff Segrave, Exercise Science

### **Statesmen and Tyrants: Studies in Political Leadership**

This course is an examination of statesmanship, as distinct from ordinary political leadership. Statesmanship suggests a certain quality of excellence in both leadership and judgment. This excellence is often rooted in a complex array of qualities including, but not limited to, wisdom, prudence, moderation, ambition, a certain ruthlessness, and rhetorical acuity. In this course, we will explore the virtues and character of three statesmen in particular: George Washington, Abraham Lincoln, and Winston Churchill. What qualities of soul do these figures share? What elevates them above the ordinary politician? And, by contrast, what separates them from tyrants such as Joseph Stalin or Adolf Hitler? We will also look closely at the crises each of these men confronted and explore their strategies for navigating their countries through them. Finally, we will consider the extent to which democracy, as the regime of self-government, is in tension with statesmanship. In democracy, the people are said to rule. Yet democracy has needed the extraordinary political excellence of singular human beings to establish, sustain, and justify it. Because no one discipline can satisfactorily lay claim to such a comprehensive and multifaceted approach, we will explore a variety of writings (philosophical, historical, literary, social scientific, and biographical) to understand statesmanship and tyranny.

Flagg Taylor, Government

### **There's No Place Like Home: An Exploration of Place**

Why are certain places so familiar and comforting to us? How can certain landscapes, landmarks, sights, sounds, and smells evoke powerful memories of place? Using our own experiences of geographic, virtual, and constructed places, we will come to an interdisciplinary perspective on place. In particular, we will learn about place through the lenses of sociology, anthropology, geography, ecology, history, and education. Students will use their transition from home to Skidmore as a way to examine the development of one's own sense of place. We will see the impact of place on the creative process through studying expressions of place in art and literature, for example through a visit to the Tang Museum on Skidmore's campus and by reading *Charlotte's Web*. We will conclude the course by discussing our relationships with places in connection to the local worlds we create and the globalized world we occupy.

Hope Casto, Education Studies

### Travel Writing and Gender: Identity, Place, and Power

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

### Under the Influence: Alcohol in Science and Society

How has alcohol—one of the simplest molecules—come to influence so many aspects of human health and civilization? Many cultures have produced and consumed alcohol for medicinal or recreational purposes since ancient times, and our sensitivity to its effects may trace back through evolution as far as early microbes. Although it remains a useful sterilizing agent, alcohol is also the cause of serious global medical and economic costs, most associated with the serious dangers of both acute and chronic drinking. We will explore the historic and present-day implications of this influential and heavily regulated commodity, from the beverages industry to biofuels. Students will explore a wide range of alcohol-related topics through periodic joint presentations combining the broad peer perspectives in two Scribner Seminars. In addition, as a team-taught course, each Seminar section will provide students with frequent opportunities to explore both natural science and social science approaches to class topics, through small-group exercises and discussions led by faculty uniquely experienced in each area. Students will also benefit from field experiences of wine and biofuel production in the New York region. Other topics include chemical properties, fermentation, short- and long-term effects on the brain and body, economics, and policy issues related to alcohol in human civilization. Nurcan Atalan-Helicke, Environmental Science  
Reba Howard, Chemistry

### 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. Aiwu Zhao, Management & Business

### London Program

#### Looking at London: Contemporary Art in the British Capital

Experience London through the eyes of its contemporary artists! Looking at contemporary art gives us the opportunity to learn about the artists who make it, the ideas behind it, how it gets bought and sold, and above all, how it represents and shapes the singular city, London. Therefore, you will get a taste of Victorian England; a glimpse into colonial Britain; an understanding of the finances involved in dealing and collecting contemporary art; and an awareness of the diverse populations of London, all while taking advantage of one of the best sites for contemporary art in the West. Kate Hauser, Art History

#### Where Are We?

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

## Self-Determined Major

*Director:* Giuseppe Faustini, Foreign Languages and Literatures

*Advisory Board:* Barbara Norelli, Library; Sylvia McDevitt, Biology; Catherine Berheide, Sociology; Kim Marsella, Office of Academic Advising

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 ethnomusicology, film studies, Italian studies, Chinese, poetry: a philosophical language, media studies and communications, computational neuroscience, arts administration, the physics and sound of recording, and public health.

A qualified student (3.00 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.

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 SDM Program through the director and its Advisory Board. Normally, a student will apply no later than March 1 during the spring of their sophomore year. A self-determined-major proposal must be submitted no later than October 15 of their junior year or its equivalent.

Detailed procedures for establishing a self-determined major may be obtained from the director of the SDM Program and/or on the SDM Web site.

**HONORS:** To be eligible for departmental honors, a student must meet the requisite grade-point average (3.00 GPA minimum in all work at Skidmore and a 3.50 GPA minimum in all SDM core courses) and complete a final project that receives honors.

Students seeking departmental honors at graduation must submit their final project to the SDM Program Director for evaluation. There are two conditions for giving a final project honors:

1. the advisors/readers assess it to be excellent and of honors caliber; and
2. the Self-Determined Majors Program, based on the advisors' assessments and its members' judgments, deems it worthy of honors.

In instances when the director and the Advisory Board are not sufficiently knowledgeable about the subject of a final project to assess it, a faculty member knowledgeable in the subject will advise them.

Students seeking Honors in SDM must present their final projects in a public forum in the spring of their senior year.



# Social Work

Chair of the Department of Social Work: Crystal D. Moore

Professor: Crystal D. Moore

Associate Professor: Thomas P. Oles

Visiting Assistant Professor: William Cabin

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

For students who entered Skidmore in fall 2014 and later (Class of 2018 and later):

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.

**LIBERAL ARTS REQUIREMENT FOR SOCIAL WORK MAJORS:** In addition to the required courses for the major in social work, students are required to take *two* liberal arts courses from the following list *prior* to their senior year: GO 101 (meets social science requirement), EC 103 (meets QR2 requirement), EC 104 (meets QR2 requirement), SO 226 (meets QR2 requirement).

**SUGGESTED LIBERAL ARTS COURSES FOR PROSPECTIVE SOCIAL WORK MAJORS:** Students are encouraged to think carefully about how they approach the liberal arts requirement. A liberal education involves an appreciation of the relationship between the past and the present, an understanding of the social world, and the ability to communicate orally, in writing, and across cultures, as well as reasoning scientifically and quantitatively. Study in the liberal arts produces a deepened sense of self, and most profoundly, a commitment to lifelong learning. Social work practice rests on the liberal arts; the profession depends on broadly educated, reflective practitioners who integrate knowledge and ways of knowing from multiple disciplines, and who are committed to a life of curiosity, inquiry, and learning. Students considering a social work major are encouraged to consider the courses below as they fulfill the liberal arts requirement.

### Expository Writing

AM 230 Born in America

### Quantitative Reasoning

EC 103 Introduction to Macroeconomics  
(fulfills liberal arts requirement for social work majors)  
EC 104 Introduction to Microeconomics  
(fulfills liberal arts requirement for social work majors)  
MS 104 Introduction to Statistics  
SO 226 Statistics for the Social Sciences  
(fulfills liberal arts requirement for social work majors)

### Humanities

AM 260A Themes In American Culture: Civil Rights  
In Twentieth-Century United States  
GO 102 Introduction to Political Philosophy  
RE 103 Religion and Culture  
RE 211 Western Religions (A)

### Natural Science

BI 120 Human Biology and Medical Decisions: Food, Disease, Sex, Sleep  
EX 111 Introduction to Exercise Science  
NS 101 Neuroscience: Mind and Behavior

### Social Sciences

ED 115 School and Society  
GO 101 Introduction to American Government  
GO 211 Courts, Politics, and Judicial Process in the United States

HI 225 Thinking about Race and Ethnicity: "Race" In America, 1776–Present  
HI 261 African-American History  
SO 202 The Individual in Society  
SO 203 Femininities and Masculinities  
SO 204 Introduction to Race, Class, and Gender

### Cultural Diversity

AM 231 Ethnic and Immigrant Experience  
AM 236 Jazz: A Multicultural Expression  
AM 342 Black Feminist Thoughts  
HI 228 Race, Class, and Gender in Latin America  
RE 215 Islam (A)

For students who entered Skidmore prior to fall 2014:

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, up to four students will be awarded departmental honors each 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.

<b>SW 212</b>	<b>SOCIAL WORK VALUES AND POPULATIONS-AT-RISK</b>	<b>3</b>	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	<b>SW 299</b>	<b>PROFESSIONAL INTERNSHIP IN SOCIAL WORK</b>	<b>3 or 6</b>	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
<b>SW 212C</b>	<b>SOCIAL WORK VALUES AND POPULATIONS-AT-RISK</b>	<b>3</b>	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	<b>SW 324</b>	<b>ADVANCED SPECIAL STUDIES IN SOCIAL WORK</b>	<b>1-4</b>	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
<b>SW 214</b>	<b>DEATH AND DYING</b>	<b>3</b>	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	<b>SW 333</b>	<b>SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES</b>	<b>4</b>	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
<b>SW 217</b>	<b>OBSESSIONS AND ADDICTIONS</b>	<b>3</b>	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	<b>SW 334</b>	<b>SOCIAL WORK PRACTICE WITH GROUPS, ORGANIZATIONS, AND COMMUNITIES</b>	<b>4</b>	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
<b>SW 219</b>	<b>COMMUNITY ENGAGEMENT</b>	<b>3</b>	A course designed to provide students with opportunities to engage with the broader community beyond Skidmore through service and to encourage critical reflection on their experiences. Students volunteer their services in local nonprofit agencies for six to eight hours a week and learn to assume the role of a volunteer to: understand the history of the non-profit sector, research client needs, and demonstrate skills that promote effective and sensitive community service. The Department	<b>SW 338</b>	<b>SOCIAL POLICY AND SOCIAL JUSTICE</b>	<b>3</b>	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
<b>SW 222</b>	<b>INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE</b>	<b>3</b>	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	<b>SW 340</b>	<b>FIELD PREPARATION SEMINAR</b>	<b>2</b>	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
<b>SW 224</b>	<b>SPECIAL STUDIES IN SOCIAL WORK</b>	<b>3</b>	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	<b>SW 371, 372</b>	<b>INDEPENDENT STUDY</b>	<b>3, 3</b>	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
<b>SW 225</b>	<b>SOCIAL WORK WITH CHILDREN AND ADOLESCENTS</b>	<b>3</b>	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	<b>SW 381</b>	<b>SOCIAL WORK FIELD PRACTICUM SEMINAR</b>	<b>3</b>	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
<b>SW 241</b>	<b>RESEARCH FOR THE HUMAN SERVICES</b>	<b>4</b>	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	<b>SW 382</b>	<b>SOCIAL WORK FIELD PRACTICUM</b>	<b>12</b>	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
<b>SW 253</b>	<b>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT</b>	<b>3</b>	A multidisciplinary examination of theories and knowledge of human bio-psycho-social development from birth through later years. The course draws on research from biology, psychology, sociology, anthropology, and political science to study the impact of biological, psychological, social, and cultural systems on health and well-being. Students explore the range of social systems in which individuals live (families, groups, communities, and organizations) and study the importance of ethnicity, culture, gender, disability, and other elements of diversity in human development. The Department	<b>SW 398</b>	<b>ADVANCED EXPLORATIONS IN SOCIAL WORK</b>	<b>1</b>	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 three credit hours. The course may be repeated. The Department
<b>SW 298</b>	<b>EXPLORATIONS IN SOCIAL WORK</b>	<b>1</b>	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 three credit hours. The course may be repeated. The Department				

# Sociology

---

*Chair of the Department of Sociology:* John Brueggemann

Professors: Catherine White Berheide; John Brueggemann, Quadracci Chair in Social Responsibility; David Karp; Susan Walzer

Associate Professors: Kristie Ford, Rik Scarce

Assistant Professors: Amon Emeka, Andrew Lindner, Jennifer Mueller

Visting Assistant Professors: Carolyn Chernoff, Anna Curtis

Lecturer: Kimberly Tauches

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 SO 201 or SO 202 or SO 203 or SO 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 and must all be taken for a letter grade:
  - 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; and
3. Present a substantial piece of written work that evinces an understanding of proper English grammar, syntax, punctuation, and usage.

**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, at least 6 of which are at the 300 level. Minors must complete one gateway course and one of the following courses: SO 226, SO 227, SO 324, or SO 325.

## 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 4 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 39 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.) J. Mueller
- 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.) The Department
- 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, J. Mueller
- 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. The Department

<b>SO 208</b>	<b>SOCIAL INEQUALITY</b>	<b>3</b>	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, A. Lindner
<b>SO 211H</b>	<b>SOCIOLOGICAL IMAGINATIONS</b>	<b>4</b>	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
<b>SO 212</b>	<b>SOCIOLOGY OF WORK AND OCCUPATIONS</b>	<b>3</b>	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
<b>SO 213</b>	<b>CRIME AND VICTIMIZATION</b>	<b>3</b>	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). The Department
<b>SO 217</b>	<b>FAMILIES IN THE UNITED STATES</b>	<b>3</b>	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
<b>SO 219</b>	<b>RACE AND POWER</b>	<b>3</b>	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 United States 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, J. Mueller
<b>SO 220</b>	<b>SOCIOLOGY OF CITIES AND TOWNS</b>	<b>3</b>	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. The Department
<b>SO 223</b>	<b>ENVIRONMENTAL SOCIOLOGY</b>	<b>3</b>	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
<b>SO 224H</b>	<b>CLOSE RELATIONSHIPS</b>	<b>4</b>	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
<b>SO 225</b>	<b>QUANTIFYING WOMEN</b>	<b>3</b>	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. Prerequisites: QR1 and two courses in the social sciences, or permission of instructor. Letter grade only. (Fulfills QR2 requirement.) A. Emeka, A. Lindner
<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. Prerequisites: Two courses in the social sciences or permission of instructor. Letter grade only. K. Ford, A. Lindner, J. Mueller, S. Walzer
<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. Prerequisites: 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. Prerequisites: 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. (SO251N designates a non-Western course; SO251C 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. Prerequisites: one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204). Not for liberal arts credit. 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 crosscultural and historical variability of emotions, emotional socialization, and the emotional aspects of social interaction, relationships, and institutions. Prerequisites: one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204), either SO 227 or SO 332, 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. Prerequisites: two courses in the social sciences. The Department
<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. Prerequisites: 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. Prerequisites: 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. 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 Department

- SO 316 WOMEN IN MODERN SOCIETY 3**  
An examination of the effects of the social construction of gender on women in modern societies. The course analyzes the intersection of race, class, and gender in women's lives. The changing social status of women in the United States today is compared to that of women in other countries. Particular contemporary women's issues emphasized each year may vary, but typically include economic issues, such as occupational segregation and unequal pay, family issues, such as power relations and violence, and political issues, such as women's grassroots political activism and national policies. Prerequisites: one gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204 or GW 101) and one additional course in sociology or gender studies. C. Berheide
- SO 317 FEMININITY, BEAUTY, AND THE BLACK FEMALE BODY 3**  
An analysis of femininity, beauty, and the black female body; how black women are depicted within U.S. social structures; and how these images have changed over time. Students will explore these issues to develop an appreciation for the multi-dimensional and complex nature of the issues underlying constructions of black womanhood. Topics of examination include body politics, colorism, and sexual justice. Prerequisites: SO 101, SO 201, SO 202, SO 203, SO 204, or SO 227; and an additional 200-level sociology or gender studies course. (Designated a Cultural Diversity course.) K. Ford
- SO 321 AMERICAN SOCIAL CHANGES 3**  
An examination of the structure and process of social change by comparing several areas, such as economic structure and relations, race, gender, urban community, education, and the state. The specific historical periods covered in the course will vary according to the changes under consideration. American social changes will be addressed from a variety of theoretical perspectives within sociology, including Marxist and other conflict approaches, world-systems, functionalist, cultural, and social-psychological perspectives. Prerequisites: SO 101 and two other social science courses or permission of instructor. The Department
- SO 322 POLITICAL SOCIOLOGY 3**  
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. Prerequisites: one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. A. Lindner, R. Scarce
- SO 324 CLASSICAL SOCIOLOGICAL THEORY 3**  
Analysis of the philosophical foundations, central principles, and historical development of sociological theory from its origins in late-nineteenth-century Europe to the present. The course critically examines the sociological theories of Marx, Durkheim, Weber, and Mead and their relationship to a number of more contemporary social theories. Prerequisites: one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. Letter grade only. J. Brueggemann, R. Scarce
- SO 325 CONTEMPORARY SOCIAL THEORY 3**  
An examination of contemporary social theories such as functionalism, symbolic interactionism, conflict and social exchange theory. In addition, recent theoretical trends in sociology such as the feminist and environmental perspectives, and the biosocial and humanist approaches are discussed. Prerequisites: one sociology gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. Letter grade only. J. Brueggemann, R. Scarce
- SO 326 SOCIAL THEORIES OF THE ENVIRONMENT 3**  
How do we make sense of contemporary society's relationship with nature? Scholars have produced a rich array of responses to this question that often conflict with one another. These theorists are also concerned with how social thought can be used to guide solutions to environmental problems. Reading original work, we will consider the applicability, insight, and relevancy of a host of perspectives, including ecological Marxism, ecological anarchism, social constructivism, ecological realism, eco-modernization, and neo-Malthusianism. Prerequisites: 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
- SO 328 SOCIAL MOVEMENTS AND COLLECTIVE ACTION 3**  
An exploration of the causes and consequences of social movements and episodes of collective action. Many people are dissatisfied with existing economic, political, or social arrangements, yet relatively few individuals attempt to bring about social change by participating in organized social protest. What is it that differentiates those who participate from those who do not? This course approaches this central question from a variety of theoretical perspectives. Movements as diverse as those for civil rights and the environment will be examined. Prerequisites: 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
- SO 329 CRIMINAL JUSTICE 3**  
Sociological analysis of the criminal justice system, including policing, the courts, and corrections. This course examines criminal justice responses to crime problems and alternative perspectives. Topics vary by semester and may include critical analysis of police use of force, racial disparities in sentencing, the death penalty, juvenile justice, the prison experience, or community justice. Prerequisites: one gateway course (SO 101 or SO 201 or SO 202 or SO 203 or SO 204) and one additional sociology course. The Department
- 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
- SO 361 RACIAL IDENTITIES: THEORY AND PRAXIS 4**  
An integration of sociological theory and praxis in a seminar that prepares students to facilitate dialogues on race. What factors hinder meaningful discourse about race? What skills promote interracial communication? How can we learn to engage more effectively in dialogue about race, power, and privilege in the United States? Through readings in racial identity theory, reflective and analytic writing, and experiential practice of dialogic communication skills, students learn to facilitate dialogues on controversial race-related topics, such as affirmative action, immigration reform, and interracial relationships. Prerequisites: Grade of B or better in SO 219 and permission of instructor. The Program
- 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: nine credit hours in sociology. Not for liberal arts credit. The Department

# Theater

---

*Chair of the Department of Theater:* Lary Opitz

Professors: Carolyn Anderson; Gautam Dasgupta; Lary Opitz

Assistant Professor: Eunice Ferreira

Senior Artist-in-Residence: Will Bond

Artists-in-Residence: Kate Kelly Bouchard, Garrett E. Wilson

Lecturers: \*Stephanie Fleischmann, \*Barbara A. Gulan, Marie Glotzbach, \*Barbara Opitz, Patricia Pawliczak, Douglas Seldin

*Technical Director:* Mark Baird

*Theater Management Coordinator:* Kathy Mendenhall

*Costume Manager:* Patricia Pawliczak

*Assistant to the Technical Director:* 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. TH 376 (Class of 2012 and beyond); and
5. 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

**WRITING REQUIREMENT IN THE MAJOR:** The development of excellent written communication skills is essential for all theater artists and all theater students are expected to be able to demonstrate these skills. Students in theater will fulfill the department's writing requirement by (a) completing TH 103 Introduction to Theater and (b) completion of the Theater capstone course TH 376 Senior Project. Through these requirements students will demonstrate the ability to think critically, organize arguments, and write clearly.

**HONORS:** Departmental honors are awarded to a senior major who has maintained the required college and department grade averages. In addition to the necessary grade averages, qualification requires work of exceptional merit in a Senior Project that will represent a culmination of the student's work in the major.

**INTERDEPARTMENTAL MAJOR:** In conjunction with the Department of Dance, the Theater Department offers a major in dance-theater. See *Interdepartmental Majors*.

**THE THEATER MINOR:** A minor in theater is available for students interested in a general education in theater but not necessarily intensive training in a single concentration. Twenty-one to twenty-five semester hours are required: 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. Partially fulfills the writing requirement in the major. Offered in fall semester only. E. Ferreira, 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, E. Ferreira

### 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, E. Ferreira

### 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. (TH334N is designated a non-Western course.) C. Anderson, G. Dasgupta, E. Ferreira

**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. E. Ferreira

**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. The Department

**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 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 THEATER CAREER DEVELOPMENT 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 eight 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. 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. 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. W. Bond, D. Seldin

**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. W. Bond



**TH 343A      COLLABORATIONS: SPECIAL STUDIES IN DIRECTING  
AND ACTING: ACTORS      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. Prerequisites: TH 203, TH 204, and permission of instructor. C. Anderson, W. Bond

**TH 343D      COLLABORATIONS: SPECIAL STUDIES I  
N DIRECTING AND ACTING: DIRECTORS      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. Prerequisites: TH 140, TH 240, and permission of instructor. C. Anderson, 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, which 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. C. Anderson, D. Demke, E. Ferreira

**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 the instructor. C. Anderson, A. Becker

**TH 333      THE DIRECTOR AS COLLABORATIVE ARTIST      3**

An advanced seminar course stressing the relationship of the director's insights to the insights and work of actors, designers, stage managers, composers, and musicians. Students examine a variety of directorial models and theories. Students also analyze their own collaborative efforts and directorial strategies in various workshop productions. Prerequisites: TH 230 or permission of instructor. G. Dasgupta or the Department

**TH 343A      COLLABORATIONS: SPECIAL STUDIES  
IN DIRECTING AND ACTING: ACTORS      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. Prerequisites: TH 203, TH 204, and permission of the instructor. C. Anderson, W. Bond

**TH 343D      COLLABORATIONS: SPECIAL STUDIES  
IN DIRECTING AND ACTING: DIRECTORS      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. Prerequisites: TH 140, TH 240, and permission of the instructor. C. Anderson, 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 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. G. Wilson

**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

**TH 238 COSTUME DESIGN 3**  
A studio course in the principles and practice of stage costume design, including a 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 lightcues.

**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. 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, and guest artists

- A Scenic Painting
- B Make-up
- C Costume Design Construction
- D Advanced Scenic Design
- E Advanced Lighting

**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

**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 six semester hours. Not for liberal arts credit. 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 department. This course may be repeated, but semester hours are limited to a maximum of six. (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 four semester hours. (Normally this course is only open to seniors.) Not for liberal arts credit. 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 upon 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 upon 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. Partially fulfills the writing requirement in the major. 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



---

## Board of Trustees

HARRY L. ALVERSON '73

Boston, Massachusetts  
B.A., Skidmore College;  
M.B.A., University of Pennsylvania, Wharton School

SUSAN GOTTLIEB BECKERMAN '67

New York, New York  
B.A., Skidmore College;  
M.B.A., Baruch College

ROSEMARY BOURNE '60

Oyster Bay, New York  
B.A., Skidmore College;  
New York University Graduate School of Business

CHARLES B. BUCHANAN

Glenmont, New York  
B.A., Dartmouth College;  
M.B.A., Harvard Business School

DAVID A. CASTLE '87

Alumni Association Trustee  
New York, New York  
B.A., Skidmore College;  
J.D., Cornell University

GAIL M. DUDACK '70

President, Alumni Association  
Mount Vernon, New York  
B.A., Skidmore College

THERESA THOMAS FULMER '76

Boston, Massachusetts  
B.S., Skidmore College;  
M.S., Ph.D., Boston College

PHILIP A. GLOTZBACH

President of the College  
Saratoga Springs, New York  
B.A., Notre Dame University;  
M.A., M.Phil., Ph.D., Yale University

NANCY HAMILTON '77

Alumni Association Trustee  
Houston, Texas  
B.A., Skidmore College;  
J.D., University of Houston Law Center

ANDREW F. HUGHES '92

Alumni Association Trustee  
Brooklyn, New York  
B.S., Skidmore College

JOHN W. HUMPHREY

Boston, Massachusetts  
B.S., Iowa State University;  
M.B.A., Harvard University

MAXINE ISAACS '69

Washington, DC  
B.A., Skidmore College;  
M.A., Johns Hopkins University;  
Ph.D., University of Maryland

LINDA JACKSON-CHALMERS '73

Albany, New York  
B.S., Skidmore College;  
M.S., State University New York at Albany

WILLIAM L. LADD '83

Los Angeles, California  
B.S., Skidmore College

RICHARD A. LAXER '83

London, England  
B.S., Skidmore College

MARIA P. MARKOWITZ

New York, New York  
B.A., Harvard University;  
J.D., Boston University

DAVID P. MARKS

West Hartford, Connecticut  
B.A., M.B.A., University of Connecticut;  
Executive M.B.A., The Tuck Business School, Dartmouth College

SCOTT M. MARTIN '79

Vice Chair of the Board  
Aspen, Colorado  
B.A., Skidmore College;  
M.A., J.D., American University

ELLIOTT MASIE

Saratoga Springs, New York  
B.A., Binghamton University

W. SCOTT MCGRAW

Short Hills, New Jersey  
B.A., University of Denver

ANTHONY MOJICA '02

Henry C. Galant Young Alumni Trustee  
B.S., Skidmore College

BARBARA KAHN MOLLER '78

London, England  
B.A., Skidmore College;  
M.B.A., The Wharton School, University of Pennsylvania

JOHN S. MORRIS, Litt. D. '91

Hamilton, New York  
B.A., University College of South Wales and Monmouthshire;  
M.A., University of Cambridge;  
M.A., Colgate University;  
Ph.D., Columbia University

JONATHAN R. BRESTOFF PARKER '08

Philadelphia, Pennsylvania  
B.S., Skidmore College;  
M.P.H., School of Medicine at University College, Cork, Ireland;  
Ph.D., M.D., University of Pennsylvania School of Medicine

SUZANNE CORBET THOMAS '62, L.H.D. '12  
Summit, New Jersey;  
Vero Beach, Florida  
B.A., Skidmore College;  
M.S.W, Columbia University

WILMA STEIN TISCH '48, L.H.D. '90  
New York, New York  
B.S., Skidmore College

LINDA TOOHEY  
Chair of the Board  
Saratoga Springs, New York  
B.A., M.A., University of Iowa

JULIANE CARTWRIGHT TRAYLOR '68  
Oakland, California  
B.A., Skidmore College;  
M.A., University of California at Berkeley;  
L.H.D., Skidmore College, 2001

ROBERT WEISBUCH  
Montclair, New Jersey  
B.A., Wesleyan University;  
M.Phil., Ph.D., Yale University

**Emeriti**

FLORENCE ANDRESEN '57  
Saratoga Springs, New York

BARBARA McILVEEN BALDWIN '61  
Short Hills, New Jersey

JEAN BERNHARD BUTTNER  
Westport, Connecticut

CARLETON A. CLEVELAND Jr.  
Naples, Florida

DALE OWEN COXE '64  
Ketchum, Idaho

SAMUEL W. CROLL III '73  
Greenwich, Connecticut

WILLIAM P. DAKE  
Saratoga Springs, New York

JOAN LAYNG DAYTON '63, L.H.D. '03  
Wayzata, Minnesota

JUDITH PICK EISSNER '64, L.H.D. '95  
Marblehead, Massachusetts

PENELOPE DAMNANN FOOTE '63  
Riverside, Connecticut

IRVING HARRIS  
Cincinnati, Ohio

JAMES H. INGERSOLL  
Belleair, Florida

PENELOPE KANICLIDES '59  
New York, New York

ROBERT M. LADD  
Manchester, Maine

ROBERT P. LARSON  
Yarmouth Port, Massachusetts

SARA LUBIN SCHUPF '62, L.L.D. '02  
New York, New York

INEZ ZAGOREOS SCRIBNER '62  
Princeton, New Jersey

S. DONALD SUSSMAN  
North Haven, Maine

OSCAR L. TANG, L.H.D. '00  
New York, New York

EDGAR WACHENHEIM III  
Rye, New York

CHARLES V. WAIT  
Saratoga Springs, New York

JANET LUCAS WHITMAN '59, L.H.D. '14  
Summit, New Jersey

SUSAN KETTERING WILLIAMSON, '59, L.H.D. '98  
Hanover, New Hampshire

---

## Faculty

### Teaching Faculty

CAROLYN ANDERSON

*Professor of Theater*  
B.A., Middle Tennessee State University;  
M.A., University of Illinois

JOHN ANZALONE

*Professor of French;*  
The Class of 1948 Chair for Excellence in Teaching  
B.A., University of Massachusetts at Boston;  
M.A., Ph.D., Tufts University

\* MARY BETH ARCIDIACONO

*Lecturer in Education Studies*  
B.A., College of St. Rose;  
M.S., State University of New York at Albany

KAREN ARCIERO

*Senior Teaching Associate in Health and Exercise Sciences*  
M.S., Springfield College;  
D.P.T., Simmons College

PAUL J. ARCIERO

*Professor of Health and Exercise Sciences*  
B.S., Central Connecticut State University;  
M.S., Purdue University;  
M.S., University of Vermont;  
D.P.E., Springfield College

MICHAEL F. ARNUSH

*Associate Professor of Classics;*  
*Chair, Department of Classics*  
B.A., Stanford University;  
Ph.D., University of Pennsylvania

LISA ARONSON

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

NURCAN ATALAN-HELICKE

*Assistant Professor of Environmental Studies*  
M.A., B.A. Middle East Technical University, Turkey;  
Ph.D., Ohio State University

KARA L. CETTO BALES

*Senior Teaching Associate in Chemistry*  
B.S., University of New England;  
M.S., University of North Carolina at Charlotte

ALISON L. BARNES

*Visiting Assistant Professor of English*  
B.F.A., Rhode Island School of Design;  
M.F.A., Syracuse University;  
M.F.A., University of North Carolina at Greensboro

BRYSON G. BARNES

*Lecturer in Music*  
B.A., University of Miami;  
M.A., McGill University

DIANA BARNES

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

DAVID BARR

*Project Manager in Health and Exercise Sciences*

ANDREA BARROCAS-GOTTLIEB

*Lecturer in Psychology*

ERICA BASTRESS-DUKEHART

*Associate Professor of History*  
B.S., University of Oregon;  
M.A., Ph.D., University of California at Berkeley

REBECCA BAYS

*Assistant Professor of Psychology*

POLA BAYTELMAN

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

LUCIANE BEDUSCHI

*Assistant Professor of Music*

CATHERINE WHITE BERHEIDE

*Professor of Sociology*  
B.A., Beloit College;  
M.A., Ph.D., Northwestern University

APRIL BERNARD

*Associate Professor of English;*  
*Director of Creative Writing*  
B.A., Harvard University

YELENA BIBERMAN

*Visiting Assistant Professor of Government*

JOERG BIBOW

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

BARBARA BLACK

*Professor of English;*  
*Associate Chair of English*  
A.B., Bryn Mawr College;  
M.A., Ph.D., University of Virginia

WILL BOND

*Senior Artist-in-Residence, Theater*  
B.A., Albright College;  
M.F.A., University of Pennsylvania, Pittsburgh

JENNIFER BONNER

*Assistant Professor of Biology*  
B.A., University of New Hampshire;  
Ph.D., University of British Columbia

FRANCOIS BONNEVILLE

*Visiting Assistant Professor of English*  
B.A., University of Massachusetts;  
M.A., Colorado State University;  
Ph.D., State University of New York at Albany

PHILIP BOSHOFF

*Associate Professor of English*  
B.A., State University of New York College at Oneonta;  
M.A., Ph.D., Purdue University

KATE KELLY BOUCHARD

*Artist-in-Residence, Theater*

\* JULIEN BOUGET

*Lecturer in Environmental Studies*  
B.S., M.S., Ecole Supérieure de Physique et de Chimie Industrielles;  
M.S., Ecole des Mines de Paris (ISIGE: Superior Institute for Environment Management and Engineering)

\* MARGARITA BOYERS

*Lecturer in English*  
B.A., Skidmore College

\*Part-time faculty

ROBERT BOYERS

*Professor of English*  
B.A., Queens College;  
M.A., New York University

ANDREW BOZIO

*Assistant Professor of English*  
B.A., University of Kentucky;  
M.A., Ph.D., University of Michigan

UNA BRAY

*Associate Professor of Mathematics*  
B.A., City College of New York;  
M.A., Brooklyn College of City University of New York;  
Ph.D., Polytechnic Institute of New York

BEAU BRESLIN

*Professor of Government;*  
*The Joseph C. Palamountain Chair in Government;*  
*Dean of the Faculty and Vice President for Academic Affairs*  
B.A., Hobart College;  
M.A., Ph.D., University of Pennsylvania

JASON BREVES

*Assistant Professor of Biology*

TRACY BRODERSON

*Technical Assistant in Biology*

JOEL BROWN

*Senior Artist-in-Residence, Music*  
B.M., Philadelphia College of Performing Arts;  
M.M., Ithaca College

JOHN BRUEGGEMANN

*Professor of Sociology;*  
*Chair, Department of Sociology;*  
*The Quadracci Chair in Social Responsibility*  
B.A., Earlham College;  
M.A., Ph.D., Emory University

LEI OUYANG BRYANT

*Associate Professor of Music*  
B.A., Macalester College;  
M.A., Ph.D., University of Pittsburgh

COLLEEN BURKE

*Executive in Residence in Management and Business*  
B.A., Vassar College;  
M.A., A.B.D., Pacifica Graduate Institute;  
M.B.A., Harvard University

GRACE M. BURTON

*Associate Professor of Spanish*  
B.A., Bucknell University;  
Ph.D., Duke University

\* MAJA CABARKAPA

*Technical Assistant in Biology*

WILLIAM CABIN

*Visiting Assistant Professor of Social Work*

JOHN-MICHAEL CALDERO

*Lecturer in Education Studies*

PAUL W. CALHOUN

*Professor of Management and Business;*  
*Dean of Special Programs*  
B.A., Yale University

\* GENE MARIE CALLAHAN

*Private Instructor in Music*  
B.M., Hope College

MARY CAMPA

*Professor of Psychology*  
B.A., Mills College;  
M.A., Ph.D., Cornell University

SILVIA CARLI

*Assistant Professor of Philosophy*  
B.A., La Sapienza, University of Rome, Italy;  
Ph.D., Boston University

LAURA CAROLEVSKI

*Visiting Assistant Professor of Economics*

\* MENOUKHA CASE

*Lecturer in Gender Studies*

JANET CASEY

*Professor of English;*  
*Director, First-Year Experience*  
B.A., College of the Holy Cross;  
M.A., Ph.D., University of Delaware

HOPE CASTO

*Assistant Professor in Education Studies*  
B.A., Haverford College;  
M.S., University of Edinburgh;  
M.A., University of Virginia;  
Ph.D., Cornell University

\* VEENA CHANDRA

*Lecturer in Hindi;*  
*Private Instructor in Music*  
B.T., M.A., Agra University;  
M.M., Prayag Sangit Samiti

DUNG-LAN CHEN

*Associate Librarian, Bibliographic Services/Acquisitions*  
B.A., National Taiwan University, Taipei, Taiwan;  
M.Ed., M.L.S., Indiana University at Bloomington

MAO CHEN

*Professor of Chinese*  
B.A., Beijing Second Foreign Languages Institute;  
M.A., Ph.D., State University of New York at Stony Brook

YANAN CHEN

*Visiting Assistant Professor of Economics*

CAROLYN CHERNOFF

*Visiting Assistant Professor of Sociology*

CAROL L. CHIARELLA, C.P.A.

*Lecturer in Management and Business*  
B.S., State University of New York College, Plattsburgh;  
M.S., State University of New York, Albany

NGINA S. CHITEJI

*Associate Professor of Economics*  
A.B., Brown University;  
Ph.D., University of North Carolina

JENNIFER CHOLNOKY

*Teaching Associate in Geosciences;*  
B.A., Dartmouth College  
M.S., Rensselaer Polytechnic Institute

SONYA CHUNG

*Assistant Professor of English*  
B.A., Columbia University;  
M.F.A., University of Washington

\* KRISTINE CLEMENTS

*Student Field Supervisor in Education Studies*

LINDSAY COGAN

*Lecturer in Health and Exercise Sciences*  
B.A., Hartwick College;  
M.S., Ph.D., SUNY Albany School of Public Health

DAVID COHEN

*Assistant Professor of Management and Business*

\*TERRY CONRAD

*Lecturer in Art*

COREY COOK

*Visiting Assistant Professor of Psychology*

RUTH COPANS

*Librarian, College Librarian, Special Collections*

B.A., M.A., University of Massachusetts;

M.L.S., State University of New York at Albany

YVETTE CORTES

*Associate Librarian, Fine Arts*

B.A., Drew University;

M.L.S., Simmons College;

M.S., Pratt Institute

JOHN COSGROVE

*Associate Librarian, Access Services/Humanities*

B.A., State University of New York College at Oneonta;

M.A., M.L.S., State University of New York at Albany

JOHN CUNNINGHAM Jr.

*Professor of Art*

B.A., Kenyon College;

B.F.A., M.F.A., Yale University

DANIEL CURLEY

*Associate Professor of Classics;*

B.A., Beloit College;

A.M., Washington University;

Ph.D., University of Washington

ANNA CURTIS

*Visiting Assistant Professor of Sociology*

CAROLINE D'ABATE

*Associate Professor of Management and Business*

B.S., Skidmore College;

Ph.D., State University of New York at Albany

\*SUSANNE D'ISABEL

*Lecturer in Health and Exercise Sciences*

B.A., Villanova University;

M.P.H., University of Illinois at Chicago, School of Public Health;

Ph.D., Columbia University

\*JOHN DANISON

*Lecturer in Art*

B.A., Empire State College;

M.A., State University of New York at Albany

MONICA DAS

*Associate Professor of Economics*

M.A., Delhi School of Economics at Delhi;

M.Phil., Jawaharlal Nehru University;

Ph.D., University of California at Riverside

GAUTAM DASGUPTA

*Professor of Theater;*

*Instructor in Self-Instructional Languages;*

*Director of Asian Studies*

B.S., Jadavpur University;

M.F.A., M.A., University of Connecticut

\*NANCY JO DAVIDSEN

*Lecturer in Music*

B.A., Barnard College

CHRISTINE DAWSON

*Director of Student Teaching;*

*Visiting Assistant Professor of Education Studies*

B.A., University of Virginia;

M.A., Columbia University Teachers College;

Ph.D., Michigan State University

LORI A. DAWSON

*Dance Theater Technical Director, Lighting Designer, and Manager*

B.A., University of Akron;

M.F.A., University of Massachusetts at Amherst

JENNY H. DAY

*Assistant Professor of History*

Ph.D., University of California

ALICE M. DEAN

*Professor of Mathematics*

B.A., Herbert H. Lehman College of the City University of New York;

M.A., Ph.D., University of Massachusetts

\*MEGHAN DeIPRETE

*Lecturer in Dance*

B.S., Skidmore College

JENNIFER DELTON

*Professor of History;*

B.A., University of Minnesota at Minneapolis;

M.A., Ph.D., Princeton University

JOANNE DEVINE

*Professor of English*

B.A., Trinity College;

M.A., Ph.D., Michigan State University

\*SARAH DiPASQUALE

*Lecturer in Dance*

B.F.A., Boston Conservatory;

B.S., Syracuse University

MARY DiSANTO-ROSE

*Associate Professor of Dance*

B.S., St. Lawrence University;

M.Ed., Ed.D., Temple University

CHARLES J. DiVINCENZO Jr.

*Lecturer in Management and Business*

B.S., Canisius College;

J.D., University of Pittsburgh School of Law

CATHERINE DOMOZYCH

*Senior Teaching Associate in Biology*

B.A., Glenville State College;

Ph.D., Miami University

DAVID DOMOZYCH

*Professor of Biology*

B.S., Southern Connecticut State University;

Ph.D., Miami University

\*ANA PAULA DOUGAN

*Instructor in Self-Instructional Languages*

B.S., Northern Parana University at Parana, Brazil

ABBY DRAKE

*Visiting Assistant Professor of Biology*

B.A. Hampshire College;

Ph.D., University of Massachusetts Amherst

\*ELIZABETH DUBBEN

*Lecturer in Arts Administration*

JORDANA DYM

*Associate Professor of History*

B.A., M.A., Stanford University;

M.Phil., Ph.D., New York University

MICHAEL ECKMANN

*Associate Professor of Computer Science;*

*Director, Computer Science Program*

B.A., B.S., M.S., Ph.D., Lehigh University



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

\* GWENDOLYN ELPHICK  
*Lecturer in Health and Exercise Sciences*

\* RANDALL ELLIS  
*Lecturer in Music*

AMON EMEKA  
*Assistant Professor of Sociology*

MICHAEL EMERY  
*Senior Artist-in-Residence, Music*  
B.S., College of St. Rose;  
M.M., Manhattan School of Music

JONATHAN SCOTT ENDERLE  
*Visiting Assistant Professor of English*  
B.A., Texas A & M University;  
M.A., Ph.D., University of Pennsylvania

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

ANNE GALLAGHER ERNST  
*Lecturer in Environmental Studies;*  
*Coordinator, Environmental Studies Program*  
B.S., Duke University;  
M.S., Cornell University

MARGARET L. ESTAPA  
*Visiting Assistant Professor of Geosciences*  
B.A., Carleton College;  
Ph.D., University of Maine

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

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

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

PATRICIA FEHLING  
*Professor of Health and Exercise Sciences;*  
*Chair, Department of Health and Exercise Sciences;*  
*Coordinator, Health Professions Advisory Committee*  
B.S., M.S., Northern Illinois University;  
Ph.D., University of Illinois

DEBRA FERNANDEZ  
*Professor of Dance;*  
*Chair, Dance Department;*  
*The David H. Porter Chair*  
B.A., University of South Florida

EUNICE FERREIRA  
*Assistant Professor of Theater*  
B.A., Eastern Nazarene College;  
M.A., Emerson College;  
Ph.D., Tufts University

\* STEPHANIE FLEISCHMANN  
*Lecturer in Theater*

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

MARY ANN FOLEY  
*Professor of Psychology*  
B.A., Nazareth College of Rochester;  
Ph.D., State University of New York at Stony Brook

KRISTIE FORD  
*Associate Professor of Sociology;*  
*Director, Intercultural Studies;*  
*Director, Intergroup Relations Program*  
B.A., Amherst College;  
M.A., Ph.D., University of Michigan

\* MARK FOSTER  
*Private Instructor in Music*  
B.M., Eastman School of Music, University of Rochester

\* ANNE FRANCEY  
*Lecturer in Studio Art*

AMY FRAPPIER  
*Assistant Professor of Geosciences;*  
*The Charles Lubin Family Chair for Women in Science*  
B.S., University of Maine;  
M.S., Ph.D., University of New Hampshire

KATHRYN A. FREDERICK  
*Assistant Librarian, Systems*  
B.A., M.L.I.S., State University of New York at Buffalo

KIMBERLEY A. FREDERICK  
*Professor of Chemistry;*  
*Chair, Chemistry Department*  
B.A., Lawrence University;  
Ph.D., Purdue University

COREY R. FREEMAN-GALLANT  
*Professor of Biology;*  
*Associate Dean of the Faculty for Academic Policy and Advising*  
A.B., Bowdoin College;  
Ph.D., Cornell University

TIMOTHY FREIERMUTH  
*Lecturer in Foreign Languages and Literatures*

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

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

BARBARA GARBIN  
*Visiting Assistant Professor of Italian*  
Laurea cum laude, Ca'Foscari University, Venice, Italy;  
M.A., Ph.D., Yale University

AMY GARDINER  
*Assistant Professor of Psychology*  
B.S., St. Lawrence University;  
M.A., Ph.D., Florida Atlantic University

KATIE GARDINER  
*Choral Conductor in Music*

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

GREGORY GERBI  
*Assistant Professor of Physics;*  
*Assistant Professor of Geosciences*  
B.A., Amherst College;  
M.S., California Institute of Technology;  
Ph.D., Massachusetts Institute of Technology/Woods Hole  
Oceanographic Institution Joint Program in Oceanography

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

\* MICHELLE GIBSON  
*Visiting Lecturer in Biology*

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

ROY H. GINSBERG  
*Professor of Government;*  
*Chair, Department of Government*  
B.A., Bradley University;  
M.A., Ph.D., George Washington University

DUSTIN GISH  
*Visiting Assistant Professor of Government*

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

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

BINA GOGINENI  
*Assistant Professor of English*  
A.B., Harvard University;  
M.A., M.Phil., Ph.D., Columbia University

CATHERINE GOLDEN  
*Professor of English;*  
*Director, Periclean Honors Forum Program*  
A.B., Brown University;  
Ed.M., Harvard University;  
Ph.D., University of Michigan

SARAH WEBSTER GOODWIN  
*Professor of English;*  
*The Kenan Chair of Liberal Arts*  
A.B., Harvard University;  
M.A., Ph.D., Brown University

RUBÉN GRACIANI  
*Associate Professor of Dance*  
B.F.A., State University of New York at Purchase;  
M.F.A., University of Maryland

KATHERINE E. GRANEY  
*Associate Professor of Government;*  
*Director, Gender Studies*  
B.A., College of the Holy Cross;  
M.A., Ph.D., University of Wisconsin at Madison

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

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

BRETT GRIGSBY  
*Visiting Artist-in-Residence, Music*

\* BARBARA GULAN  
*Lecturer in Theater*

KELLY GRINDSTAFF  
*Visiting Instructor in Education Studies*

PATRICIA HADFIELD  
*Lecturer in Music*

WILLIAM HAKIM  
*Lecturer in Music*

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

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

ROBERT M. HALLOCK  
*Visiting Assistant Professor of Neuroscience*  
A.S., Ulster County Community College;  
B.A., State University of New York, Potsdam;  
M.A., Ph.D., Binghamton University

EVAN HALSTEAD  
*Visiting Assistant Professor of Physics*  
B.A., B.S., Ph.D., University at Buffalo

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

KARIN HAMM-EHSANI  
*Visiting Assistant Professor, Department of Foreign Languages and Literatures*  
B.A., Universität Trier/Kaiserlautern;  
M.A., Universität zu Köln;  
Ph.D., University of California at Los Angeles

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

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

\* SUSAN HARRIS  
*Lecturer in Health and Exercise Sciences*

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

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

FENG HE  
*Visiting Assistant Professor of Health and Exercise Sciences*  
B.S., M.Ed., Beijing Sport University;  
PH.D., Purdue University

\* JAMES HELICKE  
*Lecturer in History*

MIMI HELLMAN

*Associate Professor of Art History*  
B.A., M.A., Smith College;  
Ph.D., Princeton University

CATHERINE HILL

*Professor of Management and Business;*  
*F. William Harder Professor of Business Administration*

PATRICIA J. HILLEREN

*Associate Professor of Biology;*  
*Chair, Department of Biology*  
B.S., M.S., St. Cloud State University;  
Ph.D., University of Minnesota at Minneapolis

\* AZITA HIRSA

*Lecturer in Management and Business*  
B.S., M.S., Ph.D., Rensselaer Polytechnic Institute

MIKAEL HJERM

*STINT Scholar, Department of Sociology, Anthropology, and Social Work*  
B.A., M.A., Ph.D., Umeå University

MATTHEW D. HOCKENOS

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

HOLLEY S. HODGINS

*Professor of Psychology;*  
*Chair, Department of Psychology*  
B.S., Roberts Wesleyan College;  
M.A., St. Bonaventure University;  
Ph.D., University of Rochester

LINDA HOFMANN

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

MARK HOFMANN

*Professor of Mathematics*  
B.S., Bates College;  
M.S., Ph.D., University of New Hampshire

ANTHONY HOLLAND

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

REBECCA J. HOWARD

*Assistant Professor of Chemistry*  
B.A., Pomona College;  
Ph.D., University of California at San Francisco

DAVID HOWLETT

*Visiting Assistant Professor of Religion*  
B.S.E., University of Central Missouri;  
M.A., University of Missouri-Kansas City;  
Ph.D., University of Iowa

DAVID C. HOWSON

*Visiting Associate Professor of Arts Administration;*  
*Arthur Zankel Director of Arts Administration*  
B.A., M.L.A., University of Richmond;  
M.F.A., Yale University

MARK E. HUIBREGTSE

*Professor of Mathematics;*  
*Class of 1964 Term Professor*  
B.A., Haverford College;  
Ph.D., Massachusetts Institute of Technology

\* ELIZABETH HUNTLEY

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

HEATHER HURST

*Assistant Professor of Anthropology*  
B.A., Skidmore College;  
M.Phil., Ph.D., Yale University

R. DANIEL HURWITZ

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

MASAKO INAMOTO

*Assistant Professor of Japanese*  
B.A., Kwansei Gakuin University;  
M.S., State University of New York at Albany;  
M.A., Ph.D., Ohio State University

STEPHEN IVES

*Assistant Professor of Health and Exercise Sciences*  
B.S., Ithaca College;  
M.S., Springfield College;  
Ph.D., University of Utah

REGINA M. JANES

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

HÉDI A. JAOUAD

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

NATALIE JOHNSON

*Visiting Lecturer in Government*

REBECCA JOHNSON

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

PENNY JOLLY

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

ROBERT J. JONES

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

\* L. CAITLIN JORGENSEN

*Lecturer in English*  
B.A., Milligan College;  
M.A., University of Tennessee;  
Ph.D., University of South Carolina

LARRY JORGENSEN

*Associate Professor of Philosophy*  
B.A., Columbia International University;  
M.A., M.Phil., Ph.D., Yale University

NICHOLAS JUNKERMAN

*Lecturer in English*

MEGHANA KARNIK-HENRY

*Visiting Assistant Professor of Psychology*

DAVID R. KARP

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

KAREN KELLOGG

*Associate Dean of the Faculty for Infrastructure, Sustainability,  
and Civic Engagement;*  
*Associate Professor of Environmental Studies*  
B.S., University of Iowa;  
Ph.D., Pennsylvania State University

KYLE KELLY

*Lecturer in Economics*

BEATRICE KENDALL

*Teaching Associate in Chemistry*  
B.S., Massachusetts Institute of Technology;  
M.S., Case Western Reserve University;  
M.S., Ph.D., University of Chicago

JAMES J. KENNELLY

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

WILLIAM KENNERLY

*Visiting Assistant Professor in Chemistry*

EMLIE A. KENNEY

*Lecturer in Mathematics and Computer Science*  
B.A., Skidmore College;  
M.A., Bryn Mawr College;  
M.A., Ph.D., State University of New York at Buffalo

ELIZA KENT

*Professor of Philosophy and Religion*

HUGH KICKERBOCKER

*Lecturer in Psychology*

\* JOHN KIRK

*Private Instructor in Music*

KPOTI KITISSOU

*Visiting Assistant Professor of Economics*

HELEN KNOWLES

*Visiting Assistant Professor of Government*

JO-JO KOO

*Visiting Assistant Professor of Philosophy*  
B.A., Wesleyan University;  
Ph.D., University of Pittsburgh

CHRISTINE KOPEC

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

REBECCA A. KREFTING

*Assistant Professor of American Studies*  
B.A., University of Alabama, Huntsville;  
M.A., Ohio State University;  
Ph.D., University of Maryland at College Park

MATTHEW V. KROOT

*Visiting Assistant Professor of Anthropology*  
B.A., Johns Hopkins University  
M.A., Ph.D., University of Michigan

ANDREW KRZYSTYNIAK

*Assistant Librarian, Interlibrary Loan/Science*  
B.A., State University of New York College at Oneonta;  
M.A., M.L.S., State University of New York at Albany

SARITA LAGALWAR

*Assistant Professor of Neuroscience;*  
*The Susan Kettering Williamson '59 Chair in Neuroscience*  
B.A., University of St. Thomas;  
Ph.D., Northwestern University

MARÍA FERNANDA LANDER

*Associate Professor of Foreign Languages and Literatures;*  
*Chair, Department of Foreign Languages and Literatures;*  
*Director, Latin American Studies*  
B.A., Universidad Central de Venezuela;  
M.A., Ph.D., Brown University

ELAINE LARSEN

*Senior Teaching Associate in Biology*

\* ERIC LATINI

*Private Instructor in Music*  
B.M., New England Conservatory of Music

KATE LEAVITT

*Associate Professor of Art;*  
*The Robert Davidson Chair in Art*  
B.F.A., University of Southern Maine;  
M.A., M.F.A., State University of New York at Albany

SANG WOOK LEE

*Associate Professor of Art*  
M.F.A., University of Georgia;  
M.F.A., B.F.A., Dong-A University

WENDY LEE

*Assistant Professor of English*  
B.A., University of California, Los Angeles;  
A.M., Ph.D., Brown University

ELZBIETA LEPKOWSKA-WHITE

*Associate Professor of Management and Business;*  
*Director, International Affairs Program*  
B.S., M.S., University of Olsztyn;  
M.S., University of Florida;  
Ph.D., University of Massachusetts at Amherst

THOMAS S.W. LEWIS

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

WILLIAM LEWIS

*Associate Professor of Philosophy*  
B.A., Skidmore College;  
Ph.D., Pennsylvania State University

TING LI

*Assistant Professor of Management and Business*  
B.S., University of International Business and Economics, China;  
Ph.D., University of Wisconsin at Milwaukee

XIAOMEI LI

*Lecturer in Economics*  
B.A., Xi'an Jiaotong University;  
M.S., State University of New York at Albany

\* JAMES LIAO

*Lecturer in Management and Business*  
B.S., Fordham University;  
M.B.A., New York University

REGINALD LILLY

*Professor of Philosophy;*  
*Chair, Department of Philosophy and Religion*  
B.A., University of Vermont;  
M.A., Ph.D., Duquesne University

DENISE WARNER LIMOLI

*Associate Professor of Dance*

RICHARD H. LINDEMANN

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

ANDREW LINDNER  
*Assistant Professor of Sociology*

JILL A. LINZ  
*Senior Teaching Associate in Physics*  
B.S., Stockton State College;  
M.S., Rensselaer Polytechnic Institute

\*ERIN LÓPEZ  
*Lecturer in Mathematics and Computer Science*

FABIAN LÓPEZ  
*Assistant Professor of Art*

HASSAN H. LÓPEZ  
*Associate Professor of Psychology;*  
*Director, Neuroscience Program*  
B.A., Harvard University;  
Ph.D., University of California, Santa Barbara

MICHAEL LÓPEZ  
*Visiting Instructor of Mathematics and Computer Science*

VIOLETA LORENZO  
*Visiting Assistant Professor of Spanish*

BEATRIZ LOYOLA  
*Visiting Assistant Professor of Spanish*  
B.A., Universidad Autónoma de Querétaro;  
M.A., Western Michigan University;  
Ph.D., University of Colorado, Boulder

PATRICIA LYELL  
*Visiting Assistant Professor of Art*  
B.S., Skidmore College;  
M.F.A., Maryland Institute, College of Art

MARY C. LYNN  
*Professor of American Studies*  
B.A., Elmira College;  
Ph.D., University of Rochester

EVAN MACK  
*Visiting Assistant Professor of Music*  
B.Mus., Vanderbilt University;  
M.M., D.M.A., Ph.D., University of Cincinnati, College-Conservatory of Music

\*ELIZABETH MACY  
*Visiting Assistant Professor of Music*

\*PATRICE MALATESTINIC  
*Private Instructor in Music*  
B.A., State University of New York at Albany;  
M.M., College of St. Rose

RACHEL MANN-ROSAN  
*Visiting Assistant Professor of Psychology*  
B.A., Skidmore College;  
M.A., Ph.D., Catholic University of America

JINA MAO  
*Assistant Professor of Management and Business*  
M.S., University of Illinois at Urbana-Champaign;  
B.S., University of Massachusetts at Dartmouth;  
D.B.A., Boston University School of Management

DAVID J. MARCINKO  
*Visiting Associate Professor of Management and Business*  
B.A., Saint Vincent College;  
Ph.D., Boston College

\*SUSAN MARTULA  
*Private Instructor in Music*  
B.A., Smith College;  
M.M., Manhattan School of Music

MICHAEL S. MARX  
*Associate Professor of English;*  
*Director, Environmental Studies Program*  
B.A., Columbia University;  
M.A., Ph.D., University of Michigan

\*JINYOUNG MASON  
*Lecturer in Korean*

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

\*JEAN McCLELLAN  
*Field Supervisor in Education Studies*

\*MARIKE McCOOLA  
*Lecturer in Education Studies*

SYLVIA McDEVITT  
*Associate Professor of Biology*  
B.S., M.S., Ph.D., Martin-Luther University Halle-Wittenberg, Germany

JENNIFER McDONALD  
*Lecturer in Health and Exercise Sciences*  
B.S., SUNY Potsdam;  
Sc.D., Harvard University School of Public Health

MICHELLE McLOUGHLIN  
*Private Instructor in Music*

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

\*MICHAEL MEIDENBAUER  
*Private Instructor in Music*

\*MARLA MELITO  
*Lecturer in English*  
B.A., Skidmore College;  
M.F.A., M.Ed., George Mason University

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

\*PATRICIA MILLER  
*Private Instructor in Music*

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

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

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

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

DEBORAH MORRIS

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

ERIC MORSER

*Assistant Professor of History*  
B.A., M.A., Ph.D., University of Wisconsin at Madison

CORINNE MOSS-RACUSIN

*Assistant Professor of Psychology*

W. MICHAEL MUDROVIC

*Professor of Spanish*  
B.A., University of Missouri;  
M.S., Washington University;  
M.A., Ph.D., University of Kansas

JENNIFER MUELLER

*Assistant Professor of Sociology*

SCOTT MULLIGAN

*Visiting Assistant Professor of Management and Business;*  
*Visiting Assistant Professor of International Affairs;*  
*Visiting Assistant Professor of Arts Administration*  
B.A., University of Michigan;  
J.D., Syracuse University;  
LL.M., New York University School of Law

KENDRAH MURPHY

*Assistant Professor of Physics*  
B.A., Skidmore College;  
M.A., Ph.D., Johns Hopkins University

\* GEORGE MUSCATELLO

*Lecturer in Music*  
Schenectady Community College;  
Manhattan School of Music

DANIEL NATHAN

*Associate Professor of American Studies;*  
*Chair, American Studies Department*  
B.A., Allegheny College;  
M.A., Ph.D., University of Iowa

JUAN NAVEA

*Assistant Professor of Chemistry*  
B.S., Universidad Central de Venezuela;  
Ph.D., Baylor University

JOHN NAZARENKO

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

TILLMAN NECHTMAN

*Associate Professor of History;*  
*Chair, Department of History*  
B.S., Georgetown University;  
M.A., Claremont Graduate University;  
M.A., Ph.D., University of Southern California

ROBIN G. NELSON

*Assistant Professor of Anthropology*  
A.B., Brown University;  
M.A., Ph.D., University of Michigan

JOSHUA NESS

*Associate Professor of Biology*  
B.S., Duke University;  
Ph.D., University of Georgia

\*MEGHAN NICCHI

*Lecturer in Health and Exercise Sciences*  
B.S., Northeastern University;  
M.S., University of Massachusetts

KYLE K. NICHOLS

*Associate Professor of Geology;*  
*Chair, Department of Geosciences*  
B.S., University of Washington at Seattle;  
M.S., Ph.D., University of Vermont

RACHAEL NICHOLS

*Visiting Assistant Professor of English*  
A.B., Brown University;  
M.Phil., University of Waikato;  
Ph.D., University of Pennsylvania

THADDEUS M. NILES

*Lecturer in English;*  
*ESL Specialist for the Writing Center*  
B.A., Hiram College;  
M.A., Kent State University

BARBARA NORELLI

*Associate Librarian, Instructional Services/Social Sciences*  
B.A., M.L.S., State University of New York at Albany

\* STEPHANIE OAKES

*Visiting Guest Instructor in Dance*

MARY-ELIZABETH O'BRIEN

*Professor of German;*  
*The Courtney and Steven Ross Chair in Interdisciplinary Studies*  
B.A., California State University at Long Beach;  
M.A., Ph.D., University of California at Los Angeles

THOMAS O'CONNELL

*Associate Professor of Computer Science*  
B.A., Marist College;  
M.S., Ph.D., State University of New York at Albany

CHRISTINE O'SHEA

*Early Childhood Center Teacher*

FERYAZ OCAKLI

*Assistant Professor of Government*  
B.S., Middle East Technical University;  
M.A., Ph.D., Brown University

MARY M. CRONE ODEKON

*Professor of Physics;*  
*Chair, Department of Physics*  
B.S., College of William and Mary;  
Ph.D., University of Michigan

MEHMET ODEKON

*Professor of Economics*  
B.A., Bogaziçi University;  
M.A., Ph.D., State University of New York at Albany

THOMAS P. OLES

*Associate Professor of Social Work*  
B.A., Utica College of Syracuse University;  
M.S.W., Syracuse University

\* BARBARA OPITZ

*Lecturer in Theater*  
B.A., Queens College, City University of New York;  
M.A., Teachers College, Columbia University

LARY OPITZ

*Professor of Theater;*  
*Chair, Department of Theater*  
B.A., Queens College, City University of New York

\* DAVID OTTO

*Lecturer in Dance*

CHRISTINE M. PAGE

*Associate Professor of Management and Business*  
B.S., M.S., Ph.D., University of Colorado at Boulder

\* VICTORIA PALERMO

*Lecturer in Art*  
B.S., Skidmore College;  
M.F.A., Bennington College

\* NATHANIEL PARKE

*Private Cello Instructor in Music*

ROBERT PARKEHARRISON

*Professor of Art*  
B.F.A., Kansas City Art Institute;  
M.F.A., University of New Mexico

SUSAN M. PARRILLO

*Lecturer in Philosophy and Religion*  
B.A., Skidmore College;  
M.A., State University of New York at Albany

PATRICIA PAWLICZAK

*Lecturer in Theater;*  
*Costume Shop Manager*  
B.S., College of St. Rose

\* PAULA TANCREDI-PENMAN

*Lecturer in Management and Business;*  
*Coordinator of Ken Freirich Business Plan Competition*  
B.A., Rutgers University;  
M.B.A., Yale School of Management;

JAVIER PEREZ-MORENO

*Assistant Professor of Physics*  
B.S., University of Valencia, University of Leeds;  
M.S., Washington State University;  
Ph.D. (Physics), Washington State University;  
Ph.D. (Chemistry), University of Leuven

\* ANDREA PETERSON

*Lecturer in Art*

DAVID PETERSON

*Professor of Art;*  
*Chair, Department of Art*  
B.A., State University of New York College at Geneseo;  
M.F.A., Indiana State University

GREGORY M. PFITZER

*Professor of American Studies;*  
*The Douglas Family Chair in American Culture, History, and Literary and*  
*Interdisciplinary Studies*  
A.B., Colby College;  
A.M., Ph.D., Harvard University

FLIP PHILLIPS

*Professor of Psychology*  
B.F.A., M.A., Ph.D., Ohio State University

\* DEBRA PIGLIAVENTO

*Lecturer in Dance*

LEO PORTER

*Assistant Professor of Computer Science*  
B.A., University of San Diego;  
M.S., Ph.D., University of California at San Diego

BERNARD POSSIDENTE

*Professor of Biology*  
B.A., Wesleyan University;  
Ph.D., University of Iowa

PUSHKALA PRASAD

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

VIVIANA RANGIL

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

MONICA RAVERET-RICHTER

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

KRISTA REINHART

*Early Childhood Center Teacher*

THOMAS H. REYNOLDS

*Associate Professor of Exercise Sciences*  
B.S., M.S., Ithaca College;  
Ph.D., University of Maryland

LAUREN RINGER

*Resident Director, Skidmore in Paris Program*

BERNARDO RAMIREZ RIOS

*Consortium for Faculty Diversity Post-Doctoral Fellow in Anthropology*  
B.A., M.A., San Diego State University  
Ph.D., Ohio State University

MARYURI ROCA

*Visiting Assistant Professor of Chemistry*

\*JOSH RODRIGUEZ

*Lecturer in Music*

RACHEL ROE-DALE

*Associate Professor of Mathematics;*  
*Director, QR Program*  
B.A., Maryville College;  
M.S., Ph.D., Rensselaer Polytechnic Institute

DEBORAH ROHR

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

JAY ROGOFF

*Visiting Assistant Professor of English*  
B.A., University of Pennsylvania;  
M.A., D.A., Syracuse University

ROY J. ROTHEIM

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

ELIZABETH H. RUANE

*Assistant Librarian, Reference/Emerging Technologies*  
B.A., Valparaiso University;  
M.A., North Carolina State University;  
M.S., University of Illinois at Urbana-Champaign

PATRICIA RUBIO

*Professor of Spanish;*  
*The Class of 1967 Term Professor;*  
*Associate Dean of the Faculty for Personnel, Development, and Diversity*  
Prof. de Castellano, Valparaiso;  
Ph.D., University of Alberta

ASTRID M. RUNGALDIER

*Lecturer in Sociology, Anthropology, and Social Work*  
B.A., M.A., Ph.D., Boston University

MARK RYE

*Associate Professor of Psychology*  
B.A., DePauw University;  
M.A., Ph.D., Bowling Green State University

SUSAN SANCHEZ-CASAL  
*Study Abroad Lecturer in Foreign Languages and Literatures*

\*LAUREN SANDLER  
*Lecturer in Art*

MINITA SANGHVI  
*Visiting Instructor in Management and Business*  
B.A., Narsee Monjee College of Commerce and Economics;  
M.B.A., Narsee Monjee Institute of Management Studies;  
M.S., University of Arizona

PAUL SATTLER  
*Associate Professor of Art;*  
*Ella Van Dyke Tutbill '32 Chair in Studio Art*  
B.F.A., School of the Art Institute of Chicago;  
M.F.A., Indiana University

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

RELLI SCHECHTER  
*Greenberg Middle East Scholar in Residence*  
B.A., Tel Aviv University;  
Ph.D., Harvard University

ERIKA G. SCHIELKE  
*Visiting Teaching Associate of Biology*  
A.B., Princeton University;  
Ph.D., Yale University

ANDREW SCHNELLER  
*Visiting Assistant Professor of Environmental Studies*  
B.A., University of Arizona;  
M.P.A., Indiana University;  
Ph.D., University of Arizona

CASEY SCHOFIELD  
*Assistant Professor of Psychology*

\*JACQUELINE SCOONES  
*Lecturer in English;*  
*Director, Master of Arts in Liberal Studies*  
B.F.A., Ithaca College;  
M.A., Ph.D., University of California, Irvine

JEFFREY O. SEGRAVE  
*Professor of Health and Exercise Sciences*  
B.Ed., University of Exeter;  
M.S., Washington State University;  
Ph.D., Arizona State University

\*DOUGLAS SELDIN  
*Lecturer in Theater*

GUNES SENTURK  
*Visiting Assistant Professor of Physics*

RONALD P. SEYB  
*Associate Professor of Government;*  
*Joseph C. Palamountain Jr. Chair in Government*  
B.A., University of California at Irvine;  
M.A., M.Phil., Ph.D., Yale University

ALEX SHAKESPEARE  
*Visiting Assistant Professor of English*  
B.A., SUNY New Paltz;  
Ph.D., Boston College

MAHESH SHANKAR  
*Assistant Professor of Management and Business;*  
*Assistant Professor of International Affairs*

KELLY SHEPPARD  
*Assistant Professor of Chemistry*  
A.B., Occidental College;  
Ph.D., Yale University

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

\*MICHAEL SILVAGNOLI  
*Private Instructor in Music*

\*LEONARD SLADE  
*Lecturer in American Studies*

\*ANTOINETTE SMITH  
*Lecturer in Dance*  
M.F.A., Temple University;  
B.A., American University

DENISE L. SMITH  
*Professor of Health and Exercise Sciences*  
B.S., Houghton College;  
M.S., Ph.D., University of Illinois

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

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

MELISSA SOENKE  
*Visiting Assistant Professor of Psychology*

SHELDON SOLOMON  
*Professor of Psychology*  
B.A., Franklin and Marshall College;  
M.A., Ph.D., University of Kansas at Lawrence

CYNTHIA K. SOOD  
*Teaching Associate in Chemistry*  
B.S., Manchester College;  
M.S., University of Toledo

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

GREGORY SPINNER  
*Visiting Assistant Professor of Philosophy and Religion*  
B.A., University of Tennessee at Knoxville;  
M.A., Ph.D., University of Chicago

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

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

PATTI MURRAY STEINBERGER  
*Teaching Associate in Biology*  
B.S., Le Moyne College;  
Ph.D., Cornell University

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



MASON STOKES

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

SYLVIA STONER-HAWKINS

*Artist-in-Residence, Music*

JESSICA SULLIVAN

*Visiting Instructor of Psychology*

JOAN SWANSON

*Assistant Professor of Education Studies*  
B.S., Indiana Wesleyan University;  
M.S., McDaniel College;  
Ph.D., State University of New York at Albany

\* RICH SYRACUSE

*Private Instructor in Music*  
B.A., Manhattan School of Music

\* MARY TABER

*Lecturer in Mathematics and Computer Science*

MASAMI TAMAGAWA

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

\*PAULA TANCREDI-PENMAN

*Lecturer in Management and Business*  
B.A., Rutgers University;  
M.B.A., Yale School of Management

KIMBERLY TAUCHES

*Lecturer in Sociology*

FRANK (FLAGG) TAYLOR

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

NATALIE TAYLOR

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

GORDON R. THOMPSON

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

R. KENJI TIERNEY

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

\*ADAM TINKLE

*Lecturer in Music*

MARY ELLEN TOWNE

*Director of the Early Childhood Center;*  
*Lecturer in Education Studies;*  
*Early Childhood Center Teacher*

REBECCA TROUSIL

*Visiting Assistant Professor of Mathematics and Computer Science*  
B.A., University of Wisconsin Eau Claire;  
M.A., Ph.D., Washington University

ANNE ZWICK TURNER

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

ROBERT C. TURNER

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

\*AMY TWEEDY

*Lecturer in Gender Studies*

ALDO C. VACS

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

LYNDA D. VARGHA

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

DAVID C. VELLA

*Professor of Mathematics;*  
*Chair, Mathematics and Computer Science*  
B.A., American International College;  
Ph.D., University of Virginia

JOANNE M. VELLA

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

JAN VINCI

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

\* MARK VINCI

*Lecturer in Music*

PETER von ALLMEN

*Professor of Economics;*  
*Chair, Department of Economics*  
B.A., College of Wooster;  
Ph.D., Temple University

PIERRE von KAENEL

*Professor of Computer Science*  
B.A., Hamilton College;  
M.A., Ph.D., Syracuse University

\*JEFFREY VREDENBERG

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

SUSAN WALZER

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

SALEEMA WARAICH

*Assistant Professor of Art History*

\* SANDRA WELTER

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

\* MARGARET WHARTON

*Lecturer in Health and Exercise Science*

MELISSA WHITE

*Visiting Assistant Professor of English*  
B.A., University of Oregon;  
M.A., Ph.D., University of Virginia

MARC-ANDRÉ WIESMANN

*Associate Professor of French*

B.A., University of California at Berkeley;

M.A., Ph.D., University of California at Los Angeles

AMBER WILEY

*Assistant Professor of American Studies*

MEGAN WILLIAMS

*Visiting Assistant Professor of American Studies*

\* GARETT WILSON

*Artist in Residence, Theater*

B.A., State University of New York at Albany

MATTHEW WILT

*Associate Professor of Art*

B.S., Pennsylvania State University

M.F.A., Ohio University, Athens

MARTHA WISEMAN

*Visiting Lecturer in English*

B.A., Barnard College;

M.A., Skidmore College

MELORA WOLFF

*Visiting Assistant Professor of English*

B.A., Brown University;

M.F.A., Columbia University

\* MARC WOODWORTH

*Lecturer in English*

B.A., Skidmore College;

M.A., Ohio University

MARK A. YOUNDT

*Associate Professor of Management and Business*

B.A., Gettysburg College;

M.B.A., Rollins College;

Ph.D., Pennsylvania State University

JOANNA ZANGRANDO

*Chair, Department of Education Studies*

SUSAN H. ZAPPEN

*Librarian, Associate College Librarian for Collections*

B.A., M.L.I.S., University of Missouri

AIWU ZHAO

*Assistant Professor of Management and Business*

B.S., Tsinghua University, Beijing, China;

Ph.D., M.A., Kent State University

ADRIENNE ZUERNER

*Associate Professor of French*

A.B., University of California at Santa Barbara;

M.A., Ph.D., University of Michigan

## Department Assistants

\* RICHARD CHERRY

*Accompanist III in Music*

BELINDA COLGAN

*Assistant in Riding*

B.S., Skidmore College

CAROL ANN ELZE-SUSSDORFF

*Accompanist in Dance and Music*

B.M., Crane School of Music, State University of New York at Potsdam

PATRICIA HADFIELD

*Accompanist in Music*

B.M., Crane School of Music, State University of New York at Potsdam

KAREN HURFF

*Assistant in Riding*

ELIZABETH WOODBURY KASIUS

*Accompanist in Dance*

PETER KOBOR

*Technical Assistant and Stage Manager in Dance;*

*Assistant to the Technical Director in Theater*

CARL LANDA

*Accompanist in Dance*

B.A., Bennington College

## Research Associates

FRANK AKAWI

*Institutional Animal Care and Use Committee*

CATHERINE ANDERSON-HANLEY

*Research Associate in Health and Exercise Sciences*

SAMUEL BOWSER

*Research Associate in Biology*

JACK DAHLIN

*Research Associate in Psychology;*

*Visiting Scholar*

JACOB DEBLOIS

*Research Associate in Health and Exercise Science*

KURT FREEMAN

*Research Associate*

ADINA FRIED

*Research Associate in Psychology*

RUTH GREENE-McNALLY

*Research Associate in Scribner Library*

B.F.A., University of Massachusetts;

M.F.A., Vermont College

JEANNIE HALLER

*Research Associate in Health and Exercise Sciences*

JAMES HELICKE

*Research Associate in History*

\*JIEBEI LUO

*Research Associate in Scribner Library*

ROY MEYERS

*Research Associate in Biology*

MYA MANGAWANG

*Research Associate in Art History*

MARY ELLEN O'LOUGHLIN

*Research Associate*

DEBRA POSSIDENTE  
*Research Associate in Biology*

LOTTEN ROMANUS  
*Research Associate in Management and Business*

THOMAS ROWLAND  
*Research Associate in Health and Exercise Science*

JOSEPH RUSSO  
*Research Associate in Classics*

\*KRISTIN SALISBURY  
*Animal Care Technician in Biology*

ALICIA SAYLOR  
*Research Associate*

NICHOLAS STEWARD  
*Research Associate in Health and Exercise Sciences*

ROGER TRIENENS  
*Research Associate in Scribner Library*  
B.A., M.A., Ph.D., Northwestern University;  
M.A. in L.S., University of Michigan

BENJAMIN VAN WYE  
*Research Associate in Music*

EMERY WARD  
*Research Associate in Health and Exercise Sciences*

JOANNA ZANGRANDO  
*Research Associate in American Studies*

## Master of Arts in Liberal Studies

JACQUELINE SCOONES  
*Director*  
B.A., Ithaca College;  
M.A., Ph.D., University of California at Irvine

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

## Athletics Personnel

*Athletics Director:* Gail Cummings-Danson

*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

## Head Coaches

HILDA ARRECHEA  
*Women's Volleyball*

DARREN BENNETT  
*Women's Basketball*

JOE BURKE  
*Men's Basketball*

CINDY FORD  
*Director of Riding Program*

FRED FRUISEN  
*Men's Golf*

ELIZABETH GHILARDI  
*Women's Lacrosse*

JILL BELDING GREENLEAF  
*Men's and Women's Swimming and Diving*

BETH HALLENBECK  
*Field Hockey*

PATRICK HART  
*Men's Lacrosse*

LACEY LARGETEAU  
*Women's Soccer*

JEREMIAH KNEELAND  
*Men's Soccer*

RONALD PLOURDE  
*Baseball*

HANNAH SHALETT  
*Softball*

NATE SIMMS  
*Men's Tennis*

NEIL SINCLAIR  
*Men's Ice Hockey*

CURT SPEERSCHNEIDER  
*Women's Tennis*

JAMES TUCCI  
*Men's and Women's Crew*

## **Emeriti**

DAVID ATKATZ, Ph.D.

*Associate Professor Emeritus of Physics*

JACQUELINE AZZARTO, Ph.D.

*Associate Professor Emerita of Social Work*

BETTY V. BALEVIC, M.S.

*Associate Professor Emerita of Management and Business*

PETER B. BARUZZI, M.F.A.

*Professor Emeritus of Art*

PARKER B. BAUM, Ph.D.

*Professor Emeritus of Chemistry*

SANDY BAUM, Ph.D.

*Professor Emerita of Economics*

BEVERLY J. BECKER, Ph.D.

*Professor Emerita of Physical Education*

SUSAN BENDER, Ph.D.

*Professor Emerita of Anthropology*

KAREN BRACKETT

*Lecturer Emerita of Education*

REGIS C. BRODIE, M.F.A.

*Professor Emeritus of Art*

ISABEL BROWN

*Associate Professor Emerita of Dance*

P. TIMOTHY BROWN

*Professor Emeritus of Exercise Sciences*

WILLIAM S. BROWN, Ph.D.

*Associate Professor Emeritus of Biology*

KATHERINE CARTWRIGHT

*Lecturer Emerita of Geosciences*

REGINA CASALLS, Ph.D.

*Associate Professor Emerita of Spanish*

RALPH A. CIANCIO, Ph.D.

*Professor Emeritus of English*

PAUL CORR, Ph.D.

*Associate Professor Emeritus of Management and Business*

MARY ELIZABETH CORREA

*Associate Professor Emerita of Management and Business*

ROBERT P. DeSIENO

*Professor Emeritus of Computer Science*

THOMAS DENNY, Ph.D.

*Professor Emeritus of Music*

TERENCE DIGGORY, D. Phil.

*Professor Emeritus of English*

JOAN DOUGLAS, Ph.D.

*Professor Emerita of Psychology*

GERALD M. ERCHAK

*Professor Emeritus of Anthropology*

DAVID H. EYMAN, Ph.D.

*Professor Emeritus of Liberal Studies*

ANNE R. FAIRBANKS, M.S.

*Associate Professor Emerita of Physical Education*

MARY ELLEN FISCHER, Ph.D.

*Professor Emerita of Government*

ROBERT FOULKE, Ph.D.

*Professor Emeritus of English*

WILLIAM FOX, Ph.D.

*Professor Emeritus of Sociology*

ALVIN F. GAMAGE, M.L.S.

*Associate Professor Emeritus, Library*

LYNNE L. GELBER, Ph.D.

*Professor Emerita of French*

BARRY GOLDENSOHN

*Professor Emeritus of English*

CHARLOTTE M. GOODMAN, Ph.D.

*Professor Emerita of English*

JANE S. GRAVES

*Associate Professor Emerita*

MARGARET K. GUYDER, Ph.D.

*Associate Professor Emerita of Mathematics*

WILMA HALL

*Visiting Associate Professor Emerita of American Studies*

EDWARD G. HAUSMAN, M.S.

*Professor Emeritus of Music*

RICHARD HIHN

*Senior Artist-in-Residence Emeritus, Music*

STEVEN A. HOFFMANN

*Professor Emeritus of Government*

LOIS HOLLENBECK

*Assistant Professor Emerita of Biology*

J. ARTHUR HONEYWELL, Ph.D.

*Professor Emeritus of Philosophy*

HAROLD H. HOWARD, Ph.D.

*Associate Professor Emeritus of Biology*

DOUGLAS C. HUSTON, Ph.D.

*Associate Professor Emeritus of Physics*

KENNETH G. JOHNSON, Ph.D.

*Professor Emeritus of Geosciences*

CHARLES M. JOSEPH, Ph.D.

*Professor Emeritus of Music*

SONJA P. KARSEN, Ph.D.

*Professor Emerita of Spanish*

JAMES K. KETTLEWELL, M.A.

*Professor Emeritus of Art History*

JAMES KIEHL, Ph.D.

*Associate Professor Emeritus of English*

ALLEN F. KIFER, Ph.D.

*Associate Professor Emeritus of History*

SUSAN KRESS, Ph. D.

*Professor Emerita of English*

KIE BOK LEE, Ph.D.

*Associate Professor Emeritus of Economics*

PATRICIA-ANN LEE, Ph.D.

*Professor Emerita of History*

WILLIAM LeFURGY, Ph.D.  
*Professor Emeritus of Psychology*

SUSAN S. LEHR  
*Professor Emerita of Education Studies*

RUTH ANDREA LEVINSON  
*Professor Emerita of Education Studies*

MURRAY J. LEVITH, Ph.D.  
*Professor Emeritus of English*

VICTOR LIGUORI, M.F.A.  
*Professor Emeritus of Art*

RICHARD LINKE  
*Associate Professor Emeritus of Art*

ROBERT LINROTHER  
*Associate Professor Emeritus of Art History*

GEORGE W. LOWIS, Ph.D.  
*Professor Emeritus of Sociology*

AUGUSTUS R. LUMIA, Ph.D.  
*Associate Professor Emeritus of Psychology*

ROBERT P. MAHONEY, Ph.D.  
*Professor Emeritus of Biology*

DONALD McCORMACK  
*Dean of Special Programs Emeritus;  
Academic Advisor of University Without Walls Emeritus*

ROBERT A. MCGILL, Ph.D.  
*Associate Professor Emeritus of English*

MARGO MENSING  
*Associate Professor Emerita of Art*

DAVID MILLER  
*Professor Emeritus of Art;  
Director of the Schick Art Gallery Emeritus*

SHIRLEY S. MURPHY, M.S.  
*Assistant Professor Emerita of Business*

VASANTHA NARASIMHAN  
*Professor Emerita of Chemistry*

ANTHONY M. NAZZARO, Ph.D.  
*Professor Emeritus of French*

MADELAINE ORTOLEVA, Ph.D.  
*Professor Emerita of French*

RICHARD H. PAGE, Ph.D.  
*Associate Professor Emeritus of Psychology*

LORETTA PARSONS  
*Senior Teaching Associate Emerita of Biology*

RAJAGOPAL PARTHASARATHY  
*Professor Emeritus of English*

DAVID H. PORTER, Ph.D.  
*President Emeritus;  
The Tisch Family Distinguished Professorship*

JON R. RAMSEY, Ph.D.  
*Associate Professor Emeritus of English*

JOHN L. REED, Ph.D.  
*Professor Emeritus of Education*

ELAINE RUBENSTEIN  
*Professor Emerita of Biology*

JOYCE RUBIN, M.S.  
*Lecturer Emerita of Education*

ELEANOR A. SAMWORTH, Ph.D.  
*Professor Emerita of Chemistry*

JOAN C. SIEGFRIED, Ph.D.  
*Associate Professor Emerita of Art History*

LINDA S. SIMON  
*Professor Emerita of English*

BARBARA E. SMITH, M.L.S.  
*Professor Emerita, Library*

ELISABETH SMITH  
*Associate Professor Emerita of Physical Education and Dance*

FELIX SMITH  
*Technical Director and Lecturer in Dance Emeritus*

ROBERT F. SMITH, Ph.D.  
*Professor Emeritus of Government*

WILLIAM J. STANDISH  
*Associate Professor Emeritus of Physics*

NORMAN STOKLE  
*Professor Emeritus of Foreign Languages and Literatures*

JILL SWEET  
*Professor Emerita of Anthropology*

KRZYSZTOF SZYMBORSKI  
*Associate Professor, Science Librarian*

MARGARET TACARDON  
*Associate Professor Emerita of Sociology, Anthropology and Social Work*

JOHN J. THOMAS, Ph.D.  
*Professor Emeritus of Geosciences*

RICHARD UPTON, M.F.A.  
*Professor Emeritus of Art*

SUE VAN HOOK  
*Senior Teaching Associate Emerita of Biology*

ROBERT VAN METER  
*Director of the University Without Walls Emeritus;  
Lecturer Emeritus of History*

ANNE M. WAGNER, M.A.  
*Senior Teaching Associate Emerita in Chemistry*

PAUL H. L. WALTER, Ph.D.  
*Professor Emeritus of Chemistry*

ERIC J. WELLER  
*Associate Professor Emeritus of Philosophy;  
Dean of the Faculty Emeritus*

ALAN WHEELOCK  
*Visiting Associate Professor Emeritus of English*

ISABELLE WILLIAMS, Ph.D.  
*Professor Emerita of Music*

STUART K. WITT, Ph.D.  
*Associate Professor Emeritus of Government*

JOANNA ZANGRANDO, Ph.D.  
*Professor Emerita of American Studies*

---

## Administration

### Office of the President

PHILIP A. GLOTZBACH, Ph.D.  
*President*

### Academic Affairs

BEAU BRESLIN  
*Dean of the Faculty and Vice President for Academic Affairs*

PAUL CALHOUN  
*Dean of Special Programs*

PATY RUBIO  
*Associate Dean of the Faculty for Personnel, Development, and Diversity*

COREY FREEMAN-GALLANT  
*Associate Dean of the Faculty for Academic Policy and Advising*

KAREN KELLOGG  
*Associate Dean of the Faculty for Infrastructure, Sustainability, and Civic Engagement*

RUTH S. COPANS  
*College Librarian*

DAVID DeCONNO  
*Registrar*

CORI FILSON  
*Director, Office of Off-Campus Study and Exchange*

JOSEPH STANKOVICH  
*Director, Institutional Research*

WILLIAM D. TOMLINSON  
*Director, Sponsored Research*

IAN BERRY  
*Dayton Director, Frances Young Tang Teaching Museum and Art Gallery*

### Admissions and Student Aid

MARY LOU W. BATES  
*Dean of Admissions and Financial Aid*

CATHERINE H. DeLORENZO  
*Sr. Associate Director, Admissions*

BETH POST-LUNDQUIST  
*Director, Financial Aid*

### Advancement

MICHAEL CASEY  
*The Collyer Vice President for Advancement*

KIMBERLY M. VERSTANDIG  
*Campaign Director*

LORI EASTMAN  
*Director, Development Programs and Advancement Operations*

DAN FORBUSH  
*Executive Director, Communications*

MICHAEL SPOSILI  
*Executive Director, Alumni Affairs and College Events*

## Finance and Administration

MICHAEL D. WEST  
*Vice President of Finance and Administration;  
Treasurer*

KYLE M. BERNARD  
*Controller;  
Director, Financial Services;  
Associate Treasurer*

BARBARA E. BECK  
*Associate Vice President of Finance and Administration;  
Director, Human Resources*

MICHAEL F. HALL  
*Director, Financial Planning and Budgeting*

CHRISTINE KACZMAREK  
*Director, Business Services*

WILLIAM J. DUFFY  
*Chief Technology Officer*

DANIEL G. RODECKER  
*Director, Facilities Services*

### Special Programs

PAUL CALHOUN  
*Dean of Special Programs*

SHARON ARPEY  
*Director, Institutes, Conferences and Summer Operations*

WENDY LeBLANC  
*Director, Operations*

JACQUELINE SCOONES  
*Director, Master of Arts in Liberal Studies*

AUDEN THOMAS  
*Director, Summer Academic Programs and Residencies*

### Student Affairs

ROCHELLE CALHOUN  
*Dean of Student Affairs*

DONALD HASTINGS  
*Associate Dean of Student Affairs;  
Director, Residential Life*

DAVID R. KARP  
*Associate Dean of Student Affairs;  
Director of Campus Life*

SUSAN B. LAYDEN  
*Associate Dean of Student Affairs;  
Acting Director, Opportunity Program*

PATTY BOSEN  
*Director, Clinical Services*

GAIL CUMMINGS-DANSON  
*Director, Athletics*

KIM CRABBE  
*Director, Career Development Center*

JULIA ROUTBORT  
*Director, Counseling Center*

JAMIN TOTINO  
*Director, Student Academic Services*

---

## Alumni Association

The purpose of the Skidmore College Alumni Association, through its Board of Directors and in partnership with the Office of Alumni Affairs, strives to foster connections between Skidmore alumni, each other, and the College. The Alumni Association offers programming, volunteer opportunities, and services which will enhance alumni's relationship with Skidmore.

### Board of Directors

Sibyl Waterman Haley '71  
*President*

Elizabeth Low Bertoni '03  
*Chair, Young Alumni Giving*

Andrew Hughes '92  
*Alumnus Trustee*

Robert F. Resnick '88  
*Chair, Nominating*

Natasha Fahey '07  
*Chair, Friends of Skidmore Athletics*

John Beckman '94  
*Chair, Alumni Admissions*

Keirnan Conroy Klosek '95  
*Chair, Regional Events*

William Haydon '06  
*Chair, University Without Walls*

Louise Mallette '74  
*Chair, Career and Professional Development*

Jeff Martin '04  
*Chair, Young Alumni and Undergraduate Activities*

Colleen Barber Hursh '04  
*Chair, Awards*

Kate Nedelman-Herbst '02  
*Vice President, Strategic Communications*

Emily Rover Grace '99  
*Vice President, Annual Alumni Giving*

Chuck Kaufman '82  
*Chair, Class Council*

Stephanie Friedman '92  
*Vice President, Programming*

Adam Wald '94  
*Chair, Reunion*

Wendy Wilson '96  
*Chair, Diversity*

Anthony Llano '97  
*Alumnus Trustee*

Nancy Hamilton '77  
*Alumna Trustee*

Nancy Brennan '72  
*Chair, Friends of the Presidents*

Janey Gubow '81  
*Member-at-Large*

---

## Statement of Policies and Procedures

### Administrative Complaints

Student Affairs views Skidmore students as emerging adults responsible for managing, with our support and guidance, their academic and personal affairs. While we are often inclined toward solving problems for our students, we try instead to help them acquire the information and strategies that they need to explore possible remedies for their concerns. We ask parents to trust this educational effort whenever possible, rather than intervene with an office or program on behalf of students.

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. As examples, students should direct questions about housing to the Office of Residential Life and questions related to financial aid to the staff of the Financial Aid Office. Student Affairs staff are available to advise students about appropriate offices and best strategies in most circumstances.

If a student remains dissatisfied with the decision of an office or program, the 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 seems 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, and academic standards and expectations.

In most complaint-resolution cases, the dean's 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. If the appropriate dean or vice president has not yet reviewed the decision, the president's office will generally direct students and parents to the campus office most directly responsible for the area of concern. The president only reviews situations or problems of substantial consequence to students or parents and of broad concern to the college.

### Campus Security Report

Skidmore College's *Annual Campus Safety and Security Report* and *Annual Fire Safety 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/), [http://www.skidmore.edu/campus\\_safety/clery/index.php](http://www.skidmore.edu/campus_safety/clery/index.php), or [www.skidmore.edu/campus\\_safety/clery/safety\\_report.pdf](http://www.skidmore.edu/campus_safety/clery/safety_report.pdf).

## 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 or 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 credentials 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.

Alumni of the Class of 2000 and earlier that had established a non-confidential (or open) credential file while attending Skidmore College may request (via written, fax, or e-mail request) that the Career Development Center forward their credential files (references), in part or in whole, directly to an employer, graduate school, or other party. Confidential references cannot be provided to the requestor in a sealed envelope, as this voids the confidentiality agreement between reference writer and requestor. Alternately, open references in a file can be provided to the requestor, or copies sent on their behalf to employers, graduate schools, etc. There is a \$3 fee, payable by check written to Skidmore College, and mailed to the Career Development Center, for every establishment forwarded to, unless the alumna/us had paid the Lifetime Fee of \$75.

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 that 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 that 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.

---

## Index

- Academic advising 17
- Academic Opportunity Program (AOP) *see Opportunity Programs*
- Academic program 7
- Academic requirements and regulations 39
- Academic standards and review 44
- Acceleration 41
- Accreditation 50
- Administration 204
- Admission 23
  - Deadlines 28
  - Disabilities, students with 25
  - Early admission 26
  - Early decision 24
  - Guidelines 23
  - International students 26
  - Interviews 24
  - Midyear admission 25
  - Nonmatriculated students 28
  - Requirements 24
  - Standardized testing 25
  - Transferring 26
- Advanced standing 42
- Advising services 17
- Alcalá, study abroad 151
- Alumni Association 205
- American Studies 52
- Anthropology 55
- Art (Studio) 58
- Art History 62
- Arts Administration 66
- Arts requirement 8, 42
- Asian Studies 67
- Athletic facilities 16
- Athletics 22
- Athletics personnel 201
- Attendance 43
- Audit 31, 45
  
- Bachelor of arts degree 39, 50
- Bachelor of science degree 39, 50
- Biology 70
- Board fee 29
- Breadth requirements 8, 40
- Business Administration 159
  
- Calendar, college 3
- Campus Life, Office of 17
- Campus Security Report 205
- Career Development Center 20
- Chamber Music Institute 15
- Chemistry 74
- China, teaching program 152
- Chinese 102
- Classics 78
- Cocurricular activities 20
- Complaint procedure 205
- Computer services (IT) 11
- Computer Science 81
- Correspondence *inside front cover*
- Counseling Center 19
- Course credit 49
- Course loads 42
- Course numbering 49
- Credit by examination 42
- Credit-hour fee 30
- Culture-centered inquiry requirements 9, 41
- Cultural diversity study requirement 9, 41
- Curriculum 8
  
- Dance 82
- Degree programs 50
- Degrees, requirements for 39
- Directions to campus *inside back cover*
- Disabilities, students with 25
- Dismissal 49
- Disqualification 48
- Diversity programs 17
  
- Early Childhood Center 90
- Economics 86
- Education Studies 88
- Employment on campus 34
- Engineering 161
- English 92
- Enrollment statistics 51
- Environmental Science Semester 152
- Environmental Studies 97
- Exercise Science, *see Health and Exercise Sciences*
- Expenses, *see Fees and Expenses*
- Expository writing requirement 8, 40

- Facilities
  - Cocurricular 15
  - Residence 18
  - Sports and recreational 16
- Faculty 188
- Family Educational Rights and Privacy Act 206
- Federal aid programs 34
- Fees and expenses 29
  - Audit fee 31
  - Board fee 29
  - Credit-hour fee 30
  - Health insurance 31
  - Housing 31
  - Leaves of absence 32
  - Off-campus programs 32
  - Overloads 30, 42
  - Payment plans 29
  - Refunds 32
  - Tuition fee 29
  - Tuition insurance 31
  - Underloads 30
- Financial aid 33
  - Federal 34
  - New York State 35
  - Skidmore College 34
- First-Year Experience 8, 171
- Foreign language requirement 9, 41
- Foreign Language Resource Center 102
- Foreign Languages and Literatures 101
- Foundation requirements 8, 40
- French 103
  
- Gender Studies 111
- Geosciences 113
- German 105
- GIS Center 11
- Government 115
- Grades 44
- Grants 34, 36
- Greek 79
  
- Health and Exercise Sciences 120
- Health professions, preparation for 162
- Health services 19
- Higher Education Opportunity Program (HEOP)
  - see *Opportunity Program*
- History 122
- History of Skidmore College 4
- Honor Code 46
- Honor societies, national
  - Alpha Kappa Delta (sociology) 177
  - Omicron Delta Epsilon (economics) 86
  - Phi Alpha Theta (history) 122
  - Phi Beta Kappa 47
  - Pi Delta Phi (French) 102
  - Pi Mu Epsilon (mathematics) 141
  - Pi Sigma Alpha (political science) 115
  - Psi Chi (psychology) 166
  - Sigma Delta Pi (Spanish) 102
  - Sigma Pi Sigma (physics) 157
- Honors 46
- Honors Forum see *Periclean Honors Forum*
- Housing 18, 31
- Hudson-Mohawk Association 12
- Humanities requirement 9, 40
  
- Information resources
  - Information technology 11
  - Scribner Library 11
  - GIS Center 11
- Intercollegiate teams 22
- Intercultural Center 17
- Interdepartmental majors 127
- Interdisciplinary courses 128
- Interdisciplinary programs
  - Asian Studies 67
  - Environmental Studies 97
  - Gender Studies 111
  - Intergroup Relations 129
  - International Affairs 130
  - Latin American Studies 135
  - Neuroscience 148
- Interdisciplinary study requirement 8, 40
- Intergroup Relations 129
- International Affairs 130
- International programs 12, 151
- International students 26
- Internships 10
- Intramurals 23
- Italian 106
  
- Japanese 107
  
- Latin 79
- Latin American Studies 135
- Law, preparation for 162
- Leaves of absence 32, 48
- Liberal arts requirement 39
- Library, Scribner 11
- Loans 35, 37
- London, study abroad 151
  
- Madrid, study abroad 151
- Majors
  - Interdepartmental 127
  - Requirements for 9, 41
  - Self-determined 174
- Management and Business 136
- Master of Arts in Liberal Studies 13, 201
- Mathematics 140
- Maturity-level requirement 39
- MBA programs 159
- Meal plans, see *Board*
- Media opportunities 21
- Merit awards 34
- Minors 41
- Mission statement 4
- Museum, Tang 11
- Music 143
- Music Center, Zankel 16
  
- Natural sciences requirement 9, 40
- Neuroscience 148
- New York State aid programs 35
- Nondiscrimination statement 206
- Nonmatriculated students 28, 30
- Non-Western culture requirement 9, 41
- Nursing 163

Off-campus programs 32, 151  
 Opportunity Program 13, 38, 153  
 Overloads 30, 42

Paris, study abroad 151  
 Part-time status, see *Course loads*  
 Payment plans 29  
 Performing opportunities 21  
 Periclean Honors Forum 10, 47, 153  
 Philosophy 154  
 Physical Activity 156  
 Physics 157  
 Policies and procedures 205  
 Preparation for professions 159  
 Prizes, academic 47  
 Probation 47  
 Psychology 164

Quantitative reasoning requirement 8, 40

Readmission 49  
 Reclassification 40  
 Recreation opportunities 23  
 Refunds 32  
 Registration 43  
 Religious life 18  
 Religious Studies 169  
 Requirements for degree 39  
 Reserve Officer Training Corps 12  
 Residential life 18  
 Riding center 16  
 Room fee 29

Satisfactory/Unsatisfactory 45  
 Scribner Seminars 8, 40, 171  
 Self-determined major 174  
 Self-instructional languages 109  
 Shakespeare Programme 152  
 Social integrity 44  
 Social sciences requirement 9, 40  
 Social Work 175  
 Sociology 177  
 Spain, study abroad 151  
 Spanish 107  
 Special Programs, Office of 13  
 Special students, see *Nonmatriculated students*  
 Spelman College exchange program 152  
 Standards for continuation 84  
 Student Academic Services, Office of 17  
 Student Government Association 20  
 Student opportunity funds 47  
 Student organizations 21  
 Student services 17  
 Study abroad, see *Off-campus programs*  
 Summer credits and grades 48  
 Summer programs 14
 

- Arts 14
- Dance workshops 14
- Gifted and Talented Youth 14
- Jazz Institute 14
- New York State Writers Institute 14
- New York State Young Writers Institute 15
- Precollege program for high school students 15
- Summer Studio Art Program 14
- Theater workshop 15

Tang Museum 11  
 Theater 181  
 Transcripts 50  
 Transfer applicants 26  
 Transfer of credit 42  
 Trustees, board of 186  
 Tuition fee 29  
 Tuition insurance 31

Underloads 30  
 Visiting student programs 12  
 Visiting students, see *Nonmatriculated students*  
 Volunteer office 1
 

- Community Service, Office of 18

Washington Semester 152  
 Withdrawal 32, 45, 49  
 Work study 35

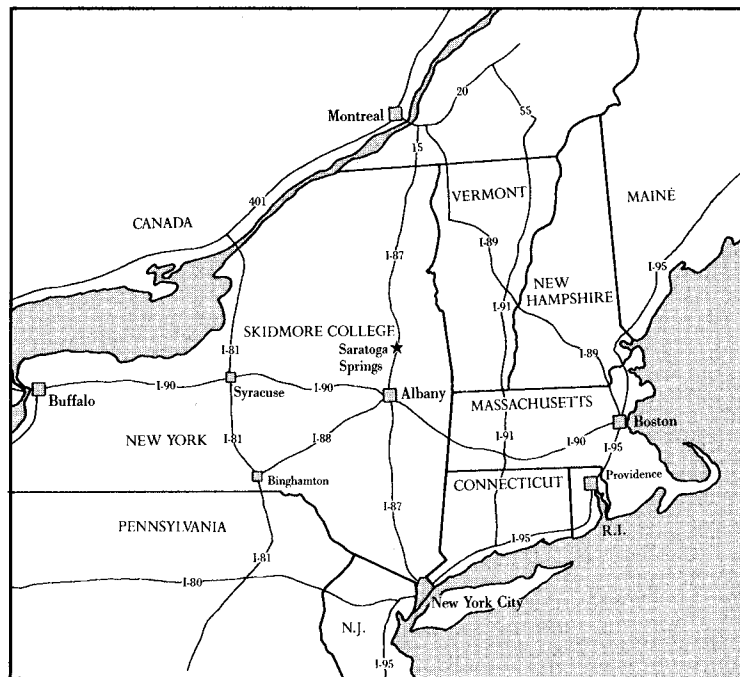
Zankel Music Center 16

## 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.

# SKIDMORE

C O L L E G E

Office of the Registrar  
Skidmore College  
815 North Broadway  
Saratoga Springs  
New York 12866-1632

Nonprofit Organization  
U.S. Postage  
**Paid**  
Skidmore College