

HONORS FORUM COURSES

Fall 2023

CS 275H.001-005

Introduction to Research in Computer Science

1 Credit

M. Eckmann, T O’Connell, C. Reilly, D. Read, A. Prasad

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.)

EN 105H.001

Writing as Relationship

4 Credits

M. Wolff

“We ourselves are chambers filled with voices,” writes author Tony Hoagland, “and awake or asleep, we hear them. Just as they have cultural power, they have artistic potential.” In this writing seminar and workshop, we study how literary essayists orchestrate their own multiple voices, the voices of others, and experience, to create powerful and artful essays. We’ll read and discuss essays of reflection, argument, satire, portraiture, and criticism. How do great writers make us feel their emotions, or consider their perspective? How do they stir our connection to a person or idea we may not ‘relate’ to? How can we learn to love a sentence, and why does that matter? How can writers use imagery, rhetorical rhythm, registers of speech, metaphors, description, speculations, transitions, and evidence to reach other people across gaps of difference? How may writing help us to get through the difficult days or events? Students share close-reading, discussion, writing exercises, and workshop conversations about essay drafts. Each student develops a clear writing style of their own, and a relationship with the subjects they explore. Required: several written exercises, 3 essays (draft and revisions), readings, discussion, peer reviews.

EN 105H.002

Writing on Demand

4 Credits

L. Hall

When the essayist Joan Didion was in her twenties, she wrote editorial copy for Vogue magazine on a wide range of subjects. In her forties, she noted that it is “easy to make light of this kind of ‘writing,’ [but] I do not make light of it at all: it was at Vogue that I learned a kind of ease with words... a way of regarding words not as mirrors of my own inadequacy but as tools, toys, weapons to be deployed strategically on a page.” Inspired by Didion’s on-the-job apprenticeship, this course will ask you to undertake the work of a professional copywriter or ghostwriter. What might you be asked to compose? The introduction to the documentary “extras” for a television series. The “Our Story” blurb for the website of a local restaurant. A capsule biography for a mayoral candidate. A C.E.O.’s response to a request from Forbes: “Tell us about the biggest mistake you

ever made as a leader.” The instructor will furnish you with material; with her guidance, you will shape it into publishable or, as the case may be, presentable prose. Expect frequent short assignments, most of them graded.

EN 303H.001

Peer Tutoring Project in Expository Writing

4 Credits

C. Jorgensen

“...it is not the English language that hurts me,” bell hooks says, “but what the oppressors do with it, how they shape it to become a territory that limits and defines, how they make it a weapon that can shame, humiliate, colonize” (“Teaching New Worlds / New Words”). hooks then quotes Adrienne Rich: “This is the oppressor’s language yet I need it to talk to you.” Justice-focused teaching and tutoring of English requires thoughtfulness. In EN 303H, Peer Tutoring Project, we learn a toolbox of strategies for tutoring, including ways to structure sessions and respond to tutees’ expressed concerns. We learn Standard Academic English, even as we acknowledge its racist and ableist foundations, and consider ways to negotiate the meanings and demands of “academic writing.” Much of the course is devoted to experiential learning, first through shadowing experienced tutors and then through independently tutoring in the Writing Center. In our class meetings, we will consider the roles of writing centers; strategies for effective tutoring sessions, including techniques for supporting student writers whose first language is not English; the problematic position of Standard Written English; approaches to papers from various disciplines; and methods for explaining grammatical and punctuation guidelines. Some class sessions will be small-group meetings to assess progress, to debrief, and to plan. Coursework involves reading and discussion in Writing Center theory and practice, short reflective papers, a research paper, and four hours a week in the Writing Center. Once students begin independently tutoring (around Week 7 of the course), they will receive work-study pay for those hours. Prerequisites: Completion of the Introductory Requirement and upper class standing. (This course is the required preparation for tutoring in the Writing Center.)

HF 200-002 & HF 200-004

PLTL for CH 115 Found. Of Chem.

1 Credit

Department

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 200-005-009

PLTL for CH 125 Princ of Chemistry

1 Credit

Department

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 200-010 & HF 200-011 PLTL in CH 221/222

1 Credit

Department

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 203-001 Citizen Studentship

4 Credits

R. Rotheim

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 213-001 Peer Academic Coaching Experience

2 Credits

B. Pashley

Peer Academic Coaching Experience is an introduction to concepts, theory, and practice in peer academic support. Coursework prepares students to work in individual and group academic coaching settings, foster leadership skills necessary to address the academic needs of a diverse student population, and explore and initiate collaborations with professional staff and professors. The class operates as an interactive learning community designed to provide students with opportunities to apply and reflect on academic support strategies in scenario-based situations and live Peer Academic Coaching sessions. Prerequisite: Students must be hired as Peer Academic Coaches before registering. Corequisite: Peer Academic Coaching Lab ID 251A (1 credit weekly team meeting/planning session. Not for liberal arts credit.)

Prerequisites HF 215 and permission of the instructor.

Not for liberal arts credit. May be repeated for credit.

HF 214-001 Peer Academic Coaching Lab

1 Credit

B. Pashley

Peer Academic Coaching Lab offers an opportunity for advanced work as a Peer Academic Coach. Students meet in department-specific groups to coordinate quality peer academic support in Peer Academic Coaching sessions by collaborating with professors, preparing supplemental study

materials, planning review sessions, facilitating study sessions, tutoring students, and communicating services and upcoming events with professors and students.(Not for liberal arts credit.)

HF 300-001

Paleoclimatology Practicum

1 Credit

A Frappier

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 315-001

Citizenship

1 Credit

K. Golemboski

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. (May be repeated for credit. Not for liberal arts credit.)

HF 315-002

Community Building

1 Credit

K. Golemboski

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. (May be repeated for credit. Not for liberal arts credit.)

HF 315-003

Sexual Health

1 Credit

K. Golemboski

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. (May be repeated for credit. Not for liberal arts credit.)

HF 315-004**Mental Health****1 Credit****K. Golemboski**

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. (May be repeated for credit. Not for liberal arts credit.)

HF 315-005**Public Health****1 Credit****K. Golemboski**

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. (May be repeated for credit. Not for liberal arts credit.)

HF 315-006**Nutrition & Fitness****1 Credit****K. Golemboski**

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. (May be repeated for credit. Not for liberal arts credit.)

HF 315-007**Adv. Peer Health Education - Wellness Center****1 Credit****K. Golemboski**

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. (May be repeated for credit. Not for liberal arts credit.)

MB 336H-001

Diversity & Discrimination in the American Workplace: Is the Melting Pot Boiling Over?

4 Credits

P. Prasad

An examination of the efforts and struggles of U.S. organizations to become more diverse by including a range of diverse social identity groups along gender, race, ethnic, religious and other dimensions. Focuses on the need for organizations to confront legacies of exclusion while simultaneously facing demands for recognition and inclusion from systematically disadvantaged groups. Students work with theoretical approaches that directly engage with power and justice and on a hands-on action research project looking at organizational culture and workplace diversity related conflicts. Prerequisites: SSP 100. (Fulfills Cultural Diversity requirement; Fulfills Bridge Experience requirement.)

MA 113H-001

Honors Calculus II

4 Credits

R. Hurtwitz

A continuation of MA 111, Calculus I. Together these courses cover most of the traditional topics in single variable calculus. The Honors section of this course includes the addition of two two-week research projects and coverage of more sections of the text. The instructor will maintain high expectations for the students' contribution to their own learning.

MA 125H (F), 225H (So) Problem Solving in Mathematics

1 Credit

D. Vella

Students at all three levels 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.

MA 275H.001-014

Research Topics in Mathematics

1 Credit

Department

The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of mathematics which may be related to the faculty member's research program. Prerequisites: Permission of instructor. (Students may only take four MA 275H courses in their careers and may take no more than two in any given semester. If two are taken in a single semester, each must be a different section. MA 275H may not be counted toward the mathematics major. Must be taken S/U.)

MA 325H.001

Honors: Problem Solving in Mathematics (Jr./Sr.)

1 Credit

D. Vella

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.

SO 351D.001

Hon. Sociological Imagination

4 Credits

J. Brueggemann

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. Student-led discussion will be the main activity of this course. Prerequisites: One sociology gateway course and one additional sociology course.

WLL 238.001

Out of Home/Place: Chinese-American Experiences & Writing in Diaspora

4 Credits

M. Chen

An introduction to literary and cinematic texts by Chinese-American diaspora writers in North America from the nineteenth century to the present. The course will help students understand transnational and transcultural themes and issues in the Chinese-American milieu through literature and films. By focusing on the role of English as a chosen literary language, the course will allow students to discover the history of immigration, linguistic choices and possibilities, and the form of narrative. Students will leave the class with a better understanding of power and justice in the Chinese-American context. We will examine cultural formation and the construction of global identities through cultural narratives as lived experiences. Students will be interviewing Chinese-Americans and creating short podcasts and documentaries using the materials in their interviews. Those student projects will be shared in the Saratoga Springs community and as exhibitions at the Tang Museum. Prerequisite: SSP 100. (Fulfills Non-Western Cultures and Humanities requirements; fulfills Bridge Experience and Humanistic Inquiry requirements.)