HONORS FORUM COURSES
Fall 2014

HF 200.001 Writing About Music 1 Credit
Add on to MU 241 & 242
Deborah Rohr
Friday 12:20-1:15 – Zankel 215
This course can be added to any of the required music theory courses for music majors. The
students will learn that writing is, like music, a craft that requires continuous, thoughtful practice,
and that writing can deepen and enrich their understanding of music theory. Assignments will be
weekly or bi-weekly short essays, as well as peer critique and revisions. The order of topics will
follow the syllabus for the accompanying music theory course.

HF 200.002 Hebrew Scriptures 1 Credit
Add on to RE 201 & 202
G. Spinner
W/F 12:20-1:40 – Ladd 307
The Bible is one of those world-famous “books” (actually, it’s a canonical library) to which
many people refer or defer, and yet few have actually read it, and even fewer have read it
critically. In this introductory survey we read selectively and critically in the Hebrew canon,
examining biblical texts as historical documents of Israelite religion. Indeed, these are the texts
that invent and refine the notion of “Israel” as a covenanted people and a holy land. Focusing
primarily on patriarchal stories, priestly instructions, and prophetic oracles, we will also read
proverbs, laments, and love poetry, situating all such sacred texts within the context of the
ancient Near East, and so occasionally compare them to cognate literatures. Whatever your prior
exposure to the Bible -- or lack thereof -- you will learn a great deal about the history, culture,
and religious experiences of ancient Israel by taking this course.

HF-215.001 Peer Health Education 3 Credits
J. McDonald
Monday 12:20-2:20 – Ladd 106
This course builds on concepts covered during Peer Health Education by guiding students
through the process of promoting health and wellbeing among the Skidmore student body. The
course is student-driven and allows the opportunity to further delve into specific areas of study
that are of particular interest to each student. Students will design, implement, and evaluate
programs and outreach education in a variety of topics relevant to the lives of college students
including alcohol and substance use and abuse, sexual assault, eating disorders, stress, mental
health, sexuality, and other topics commonly addressed by peer counselors and health promotion
professionals. In addition, students will continue to build on leadership and communication
skills by serving as peer counselors on the Skidmore campus.

HF-215.002 Peer Health Education 3 Credits
J. McDonald
Wednesday 1:20-2:20 – Theater GLS
This course builds on concepts covered during Peer Health Education by guiding students through the process of promoting health and wellbeing among the Skidmore student body. The course is student-driven and allows the opportunity to further delve into specific areas of study that are of particular interest to each student. Students will design, implement, and evaluate programs and outreach education in a variety of topics relevant to the lives of college students including alcohol and substance use and abuse, sexual assault, eating disorders, stress, mental health, sexuality, and other topics commonly addressed by peer counselors and health promotion professionals. In addition, students will continue to build on leadership and communication skills by serving as peer counselors on the Skidmore campus.

HF-273.001  Sex, Gender-Civic Engagement  1 Credit
J. McDonald
Wednesday 11:15-12:10 – Filene 115
This group independent study provides an opportunity for students to obtain intensive training in the areas of sexual misconduct, sexual health, sexuality, and gender and to apply their knowledge and skills through service learning experiences. The semester will begin with a weekend-long training designed to prepare students to work within the Center for Sex & Gender Relations and to serve the campus community as anonymous peer-to-peer sexual misconduct reporting resources. Additionally, students will build their knowledge related to sexual health, sexuality, and gender identity and will develop the skills necessary to begin the service learning component of the course. The course adds to the Honors Forum offerings with its challenging material and leadership opportunities.

HF-315.001  Adv. Peer Health Education  1 Credit
J. McDonald
TBD
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 the instructor.
Not for liberal arts credit. May be repeated for credit.

AN-351H.001  Thinking Through Objects  4 Credits
S. Silva
T/R 2:10-3:30 & M 1:25-2:20 – Bolton 380
An exploration of the significance of material objects in social life and the ways in which cultural anthropologists and other scholars have contributed to the study of material objects, a highly interdisciplinary field of research. In this seminar, drawing on case studies from different times and places, students learn to recognize the importance of material objects in the social world and their own lives. How do objects help people define their identity, structure their lives, remember the past, and facilitate action? What personal and collective stories do objects tell? Among the types of objects studied in this course are biographical objects, collectibles,
memorials, souvenirs, personified objects, and protest art/objects. Prerequisite: AN-101 or permission of instructor.

BI-115H.001  Ecology of Food  4 Credits
M. Raveret Richter
T/R 11:10-12:30 & M 10:10-1:10 – Dana 381
The study of fundamental concepts in ecology from a who-eats-whom perspective. Topics include the behavior and ecology of herbivores, predators, parasites, and mutualists, interactions among competitors in quest of food, trophic connections, and analyses of communities and landscapes managed for agricultural and aquacultural production. Quantitative field investigations of herbivory in Skidmore’s North Woods are complemented by laboratory investigations of plant physical defenses and secondary chemicals, including the use and function of these secondary chemicals in world cuisine. A similar investigative approach is taken to the study of pollination, seed dispersal, and predation. Local food producers contribute to the study of agroecology. Ecological impacts of various agricultural and aquacultural practices and the implications and potential ecological impacts of genetically modified foods are explored.

CH-385.001  Research Methods in Chemistry  4 Credits
J. Halstead
TBA
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 but work independently with their individual faculty mentor in pursuit of their research. Students make an oral or poster presentation of their results to the Department. This course earns 4 credits overall, but only one 1 credit is designated as Honors. This one credit can count toward the total of 7 credits or as one of your 3 HF experiences.

CS-275H.001  Computer Science Research  1 Credit
D. Vella
TBA
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 CS275H 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. CS275H may not be counted toward the CS major. Must be taken S/U.

EN-105H 001  Writing Seminar II: Honors  4 Credits
M. Marx
T/R 11:10-12:30 – PMH 302
In the past we called it conservation. Then the vocabulary shifted and environmentalism was the rage. Soon everyone was going green. But now in this second decade of the twenty-first century,
the buzzword is sustainability. Sustainability asks us to look at the present to preserve the future, or, in the words of the 1987 Brundtland report, “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” But lurking just below the surface of that definition are ominous concepts such as “limitations,” “sacrifices,” “wants,” and “needs.” What are the challenges of preserving our future while maintaining our present?

In Sustaining the Future, we will use the power of writing to interrogate the concept of sustainability and the promise it holds for the future. We will analyze competing definitions of sustainability and attempt to develop a definition of our own; we will analyze examples of sustainability to see how they respond to the ideal of the “triple bottom line”; and we will examine centers of sustainability right on the Skidmore campus. Readings from across the disciplines will set the stage for short exercises and formal papers. Revision will be a main concern of this writing seminar through activities such as writing peer critiques and creating a writing e-portfolio. As we revise, we will give special attention to developing and refining our individual writing voices and personal writing processes.

EN-105H.002 Writing Seminar II: Honors 4 Credits
M. Wolff
T/R 11:10-12:30 – Tang Whit
In this writing and discussion course, we will study several classic, independent, and foreign films that depict stories of childhood. The films offer us a compelling opportunity to observe differing cultural representations of children and to explore journeys both familiar and strange to us as viewers.

What assorted criticisms of society, history, war, and power do we discern in films such as Spielberg’s Empire of the Sun, Louis Malle’s Au Revoir, Les Enfants, Francois Truffaut’s New Wave classic The 400 Blows, or Victor Erice’s masterpiece, The Spirit of the Beehive? How do the directors represent or defy episodes of child heroism and limited agency in the Saudi Arabian film Wadjda or in the Australian film-memoir Careful, He Might Hear You or in What Maisie Knew? How do images comment on spiritualism and faith in Ponette or in The Dangerous Lives of Altar Boys? What thresholds do we find revealed between realms of fantasy and of reality in del Torro’s Pan’s Labyrinth or in Phoebe in Wonderland? What seems to “haunt” particular filmmakers about the journey of maturation? We will consider image symbolism, temporal and spatial schemes, and directorial aesthetics. What finally makes a moving image of childhood? Relevant texts from several disciplines support our viewing. The goals are to develop a vocabulary useful for interpretation of film “texts”; to draft and revise thoughtful, eloquent essays of response; and to expand our insights into the experiences—and cinematic representations—of childhood. Students write analytic and creative essays. Requirements: 4 essays drafted and revised; short written responses; intensive class discussion; frequent workshop presentations. Weekly film viewings are mandatory and may be accomplished in the library on schedule, or independently in advance of discussions.

EN-303H.001 Hon. Peer Tutoring Project 4 Credits
M. Wiseman/P. Boshoff
M W 4:00-5:20 – PMH 303
In this course students will receive the theoretical and pedagogical training to become peer tutors of expository writing. The readings and classroom discussions cover topics in discourse and
rhetorical theory, composition pedagogy, and collaborative learning. Students will apply their developing knowledge of discourse theory and tutoring to their weekly meetings with student writers enrolled in EN 103: Writing Seminar I. EN 303H students receive four credit units for three hours of class and for their scheduled meetings with the student writers with whom they work. Course requirements include prepping EN 103 assignments, keeping a record of tutoring experiences, giving in-class reports on classical rhetoric, and writing an extensive term project focused on an area of interest related to peer tutoring, rhetoric, and/or discourse.

After successfully completing EN 303H, students are eligible to apply through student employment for the paid position of Skidmore Writing Center (Lucy Scribner Library 440) tutor. Students wishing to enroll in this course should possess excellent writing ability, knowledge of rules of grammar and punctuation, and effective communication skills. Students seeking enrollment must submit a professor’s recommendation and a writing sample to Professor Boshoff or Wiseman; registration is by permission of instructors. Open to sophomores, juniors, and seniors in all disciplines and majors.

EN-341H.001 Medieval English Drama 4 Credits
K. Greenspan
T/R 12:40-2:00 – PMH 301
Filled with earthy humor, realistic and fantastic elements, allegory, satire, pathos, and doctrine, medieval English mystery plays offer us a remarkably accessible way of understanding how the medieval taste for multiple, simultaneous levels of meaning could produce works at once serious and silly, beatific and bawdy, hierarchic and chaotic. They give us insight into the relationship between learned and popular culture and tell us, perhaps better than any other genre, how medieval people of every class understood their world.
We will read plays from the major cycles covering Creation through the Last Judgement. Our project for the semester is to mount a public production of one of the plays, which we will perform in late Middle English (with supertitles). Other assignments include several short essays, in-class presentations, and the joint composition of a playbook (a collection of production notes, scene and costume designs, stage directions, interpretative strategies, and a bibliography), which we will copy and distribute as a program to our audience.
Beginning in the fifth week of classes we will meet once a week for an extra hour to put together the production; rehearsals will begin in the tenth week.
Fulfills the Early Period Requirement.

MA-113H.001 Honors Calculus II 4 Credits
R. Hurwitz
M/W/F 11:15-12:10 & W 4:05-5:00 – Harder 203
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, MA 225H, and MA 325H Problem Solving in Mathematics 1 Credit
D. Vella
TH 2:10-3:30 – Filene 115
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.  

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<th>Course Code</th>
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<tr>
<td>MA-275H.001</td>
<td>Mathematics Research</td>
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<td>D. Vella</td>
<td>TBA</td>
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|              | 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.  
|              | MA275H may not be counted toward the MA major. Must be taken S/U.  
| PS-318H.001  | Stat Meth Psych II: Honors | 4       |
|              | H. Foley                  | M/W 4:00-5:20 – PMH 302  
|              | T 3:40-5:40 – Harder 101  |
|              | This course is intended to provide a firm grounding in statistical/methodological techniques, with a particular focus on the analysis of variance. Students who are contemplating graduate study in psychology should find the course to be useful, because it attempts to provide a bridge between undergraduate statistics courses and the statistics courses required in graduate school. In fact, the text we use (Keppel & Wickens: *Design & Analysis*) is used in some graduate statistics courses. All of the students who have taken the course and gone on to graduate school report that the course was helpful preparation.  
|              | PS318 would also be valuable for students conducting independent research (such as a senior thesis), because students learn how to compute statistical analyses using SPSS. It would also be helpful to students who want to prepare for a research position.  
|              | The course is a demanding one, but students who have taken the course have found it worthwhile. Students who did very well in the statistics course (PS 217) and in the experimental psychology course (PS 306), should find PS 318 to be manageable.  
| PS-320H.001  | Social Psychology Research | 4       |
|              | H. Hodgins                | T/R 11:10-12:30 & T 3:40-5:40 – Dana 181  
|              | 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. Three hours of lecture, two hours of lab per week. *Prerequisites*: PS101 and PS202. Fulfills Research Methods II and Writing Intensive requirement for the major. (Fulfills Natural Science and QR2
requirement.)