



will read material about Scott's work and contemporary theory on the art/craft debate, visit the exhibition, and demonstrate comprehensive understanding of class topics.

**HF 300-002** **Isotope Apps in Earth/Env. Sc.** **1 Credit**

**Add-on to GE 352**

**A. Frappier**

**TBD**

This Add-on provides a hands-on laboratory component to GE351: Isotope Applications in Earth and Environmental Sciences. Laboratory work will introduce Skidmore's analytical instrumentation for stable and radioactive isotopes, as well as sample collection and preparation methods for various materials. Students will design projects utilizing our instrumentation to interrogate processes and patterns in nature from water and climate to ecology and metabolism to landscape trends and deep Earth history.

**HF 273-001** **Sex, Gender-Civic Engagement** **1 Credit**

**J. McDonald**

**W 11:15am-12:15pm, Tisch 301**

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 215-001** **Peer Health Education** **3 Credits**

**J. McDonald**

**M 12:20pm-2:20pm, Th 5:30pm-6:30pm, 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 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.

**HF 372**

**1 Credit**

**T. Nechtman "From Captain Cook to Captain Hook: Pirates, Mermaids, and the Deep Blue Sea at the Skidmore Dining Hall."**

**TBD**

This is an independent study experience in which students will take the work they have done studying the history of and culture surrounding global maritime exploration, colonization, and context and attempt to convey that learning in a sort of "exhibition in food." Students will struggle to find ways to tell the history of themes like eighteenth-century European piracy, the science of discovery and maritime exploration, and the literature that surrounds those topics (Long John Silver, Captain Hook, etc.) through a dining hall experience. Students will be expected to participate in the culinary planning for the April 1st pirate themed dinner at the d-hall, but they will also be expected to attend meetings with the larger group to discuss what knowledge they bring to the planning and to dream up ways of adding that knowledge to the evening in both meals, activities, and events that are planned as part of the evening. Some of the meals and events may require labels and text, as in proper exhibitions. Others, a children's activity zone, for instance, may require students to convey their college-level learning at different intellectual levels. And, of course, all of this will need to be accomplished within a set time frame, on a pre-set budget, and with some level of unifying coherence.

**BI 152H**

**Inside *Equus* Honors**

**4 Credits**

**E. Larsen**

**MWF 9:05 am-10:00 am, Th 12:30 pm-3:30 pm, Dana 371**

The horse is an exceptional animal model of physiology and behavior adaptation. We will study what makes these animals superb athletes, and how their genetics, physiology, and behavior have adapted to domestication. Some lab periods will take place in local stables and farms. Previous experience with animals/horses is not required. Three hours of lecture, three hours of lab per week.

BI 152H is appropriate for students who are interested in further topics in bioethics and evidence based decision making, as well as developing writing skills. More extensive research and analysis of issues will be expected, and a case study will be written and revised over the course of the semester. Three hours of lecture, three hours of lab per week.

Prerequisite: QR1. (Fulfills natural sciences requirement and is writing intensive) Please refer to the companion course TX00A Biology of Wild Horses.

**CS 275H**

**Computer Science Research**

**1 Credit**

**D. Vella**

**n/a**

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.

*Note(s):* 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**

**Confidence: The Conundrum**

**4 Credits**

**L. Hall**

**M W 2:30pm-3:50pm, Palamountain 302**

“Ninety-four percent of college professors believe they are above-average teachers,” an op-ed columnist recently sneered, “and ninety percent of drivers believe they are above average behind the wheel.” Less confident drivers might be more cautious, but would less confident professors be more effective? What about less confident op-ed columnists? athletes? parents? students? And is there such a thing as the “right amount” of confidence, anyway? The premise of this seminar is that confidence is complex and mysterious—“the imponderable quality,” as Virginia Woolf called it. We shall nonetheless ponder it, reading what great writers have had to say on this and related matters (modesty, false modesty, ambition, arrogance) and using their work to inform our own analytical essays. Course requirements: four graded essays, weekly informal exercises, and three conferences with the instructor.

**EN 229H 001**

**Stories of English**

**4 Credits**

**K. Greenspan**

**Language and Imagination from Caedmon to Johnson**

**M W 4:00pm-5:20pm, Palamountain 302**

When the 11<sup>th</sup>-century preacher Wulfstan composed his Sermon to the English, whom did he imagine he was addressing? The key word here is “imagine”—for in this course, we will study the ways in which the English have imagined themselves, linguistically and culturally, from the Anglo-Saxon period (5<sup>th</sup>-11<sup>th</sup> centuries) through the mid-18<sup>th</sup> century, when Samuel Johnson composed his great Dictionary. Because English has always been a “mongrel tongue,” historically absorbing far more from other languages than any other Western vernacular, and because the British count among their forbears Picts, Celts, Norsemen, Saxons, Romans, and Norman French, (to name only the most prominent), neither linguistic nor racial and cultural distinctions suffice by themselves, as they do in other lands, to define the English. Moreover, although the British Isles are separated physically from the rest of the continent, they nourished some of the earliest and most prolific contributors to and consumers of European Christian culture in the Holy Roman Empire. So what makes the English English?

In this course we will study both the history of the English language from its earliest development through its rise in status as a literary language and the history of the English literary imagination, inquiring into the ways in which each affects the other. Among our texts will be Wulfstan’s “Sermo Lupi ad Anglos,” Robert Mannyng’s “Chronicle of England,” Chaucer’s “Reeve’s Tale,” Wyclyfite translations and defense of the Bible, selections from Spenser’s “Faerie Queene,” Shakespeare’s language lessons in “Henry V,” several Donne poems, Dryden’s “translation” of Chaucer and Pope’s of John Donne, and finally, Johnson’s “Dictionary.”



*Prerequisites:* PS 375. This course may not be taken concurrently with PS 378.

Note(s): Senior Research Project II may be used to fulfill the thesis requirement for departmental honors in psychology.

\*In this case, the course cannot count toward honors credit requirements.

**PS 378H-001**

**Senior Seminar**

**3 Credits**

**R. Johnson**

**F 9:30am-11:30am**

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.

Note(s): This course may be used to fulfill the thesis requirement for departmental honors in psychology. May not be taken concurrently with PS 376H.

\*In this case, the course cannot count toward honors credit requirements.