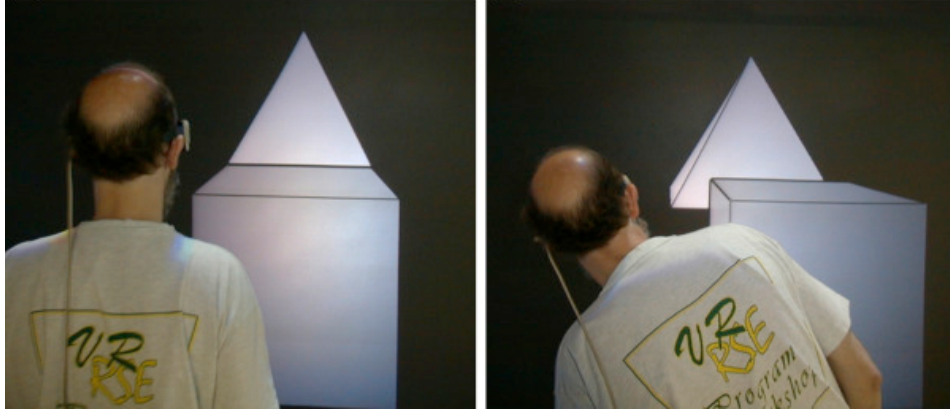


The Science Literacy Initiative is pleased to announce:

The Parallax Project

par•al•lax: (*noun*) The effect whereby the position or direction of an object appears to differ when viewed from different positions.



Credit: William Sherman

After a pandemic-induced hiatus, we are pleased to announce the return of Skidmore's Science Literacy Initiative this year. In the past, faculty from across the College have collaborated on yearly Science Literacy programs starting with the Apocalypse Project in 2012 through the Uncertainty Project in 2020.

We are excited to welcome the program back this year with the Parallax Project.

This year's theme was inspired by the upcoming Tang Museum exhibition *Parallax: Framing the Cosmos*. It will be open from October 2022 - June 2023. Tours and programming for this exhibition will be terrific resources for faculty to incorporate into their courses.

Participating faculty will be grouped into clusters to collaborate on developing one-credit Honors Forum courses to be offered in Spring 2023. Each cluster will ideally be comprised of three or four faculty members from different divisions of the College who will develop a course in a chosen sub-theme relating to this year's theme of parallax.

Examples of sub-themes might include:

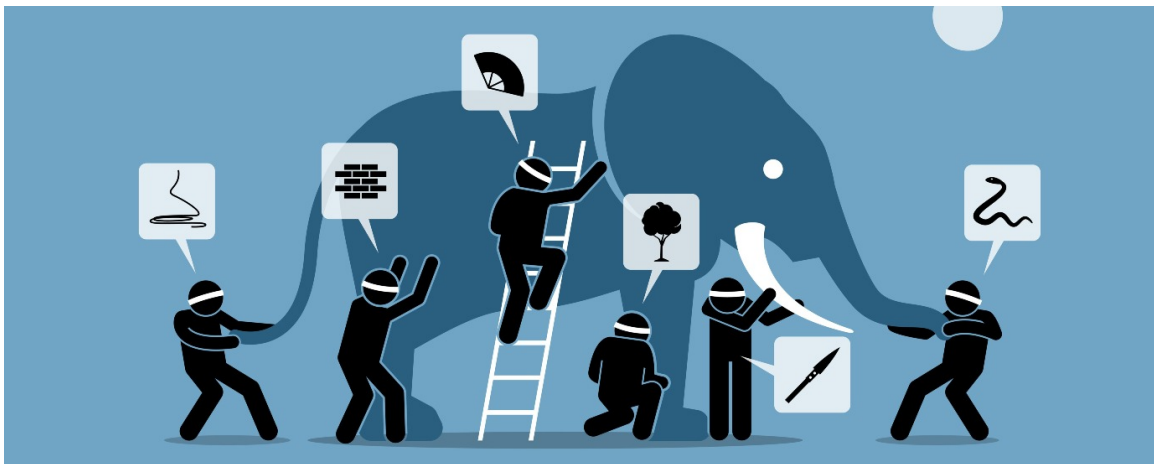
- Parallax Error
- Conspiracy Theories
- Paradigm Shifts
- Foundational Knowledge
- Differently Abled Populations
- Developmental Stages
- Perception
- Expertise
- Prejudice



Atlas of Balance by Diet Wiegman

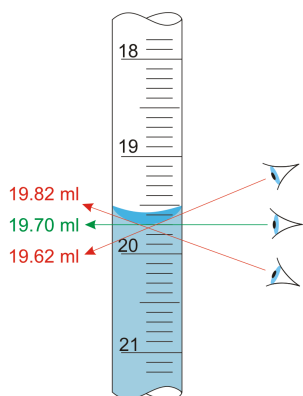
Our goals for next semester's project include the following:
Students should...

1. Have an understanding of and appreciation for the relevance of science to the human experience, especially in a rapidly changing world.
2. Have an ability and willingness to engage and critique scientific information as presented to the general public in the press and elsewhere.
3. Have an ability and willingness to coherently communicate scientific knowledge in nontechnical but meaningful contexts.
4. Have an ability and willingness to critically evaluate a claim.
5. Have an appreciation for how different individuals interpret and negotiate scientific evidence.
6. Have a willingness to explore.



Credit: Dreamstime

Participating faculty have the option to teach the one-credit course as an overload and receive an overload stipend or to count credit towards their annual course load (with Chair/Program Director approval).



Please join us on

**Thursday, September 15th from 4:00 - 5:00 pm in the Payne Room
at the Tang Museum**

for more information. We will answer any questions, talk about possible common readings and/or a film series, and develop cluster topics.

If you're not able to come to a meeting but are interested in learning more, contact Jennifer Chohnoky (jchohnok), Erica Bastress-Dukehart (bastress) or Mark Hofmann (mhofmann).