

HONORS FORUM COURSES

Spring 2025

CH 385.001-003, 005-008, 010 Senior Thesis in Chemistry

4 Credits

A. Ball, K. Frederick, S. Frey, J. Navea, M. Raththagala, K. Sheppard, W. Kennerly, M. Roca

An opportunity for Chemistry seniors to engage in chemical research under supervision of a Chemistry faculty member culminating in a senior thesis paper and presentation to the department. 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 this course, CH 385, and/or CH 371. Twelve to fifteen hours of work under the supervision of the individual faculty mentor. Students enrolling in CH 385 are expected to write a senior thesis and present it to the department by the end of the semester. A senior thesis, an oral presentation of the thesis to the department, and two semesters of 300-level research in chemistry, CH 385 and/or CH 371 are required for consideration for honors in chemistry along with a 3.0 overall GPA and 3.5 GPA in the major. In addition for honors, the senior thesis must be read by the faculty mentor and a second reader who both must assess the thesis to be excellent and of honors caliber. For honors, the oral presentation must also be of sufficient quality. Fulfills a component of the Senior Experience Coda requirement.)

CS 275H.002-003, 005-009 Computer Science Research

1 Credit

W. Du, T. O'Connell, D. Read, C. Reilly, N. Dellis, A. Prasad, E. Wali

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 Radical Empathy

4 Credits

O. Dunn

"Language is far from being a closed, self-contained system, and words are deeply intertwined with our ways of engaging with the world. Language in this sense is more like an interface rather than a firewall, an array of devices that connects us to the things that matter to us," says the scholar Rita Felski. Good writing can give the reader an emotional experience, a chance to interact with another person's mind and heart. But how does it do this? How does language convey emotion? How does a writer make us see what they see, feel what they feel? In this class, we'll move outside of our comfort zone—away from simply reading works we might enjoy because they are "relatable." We'll explore what boundaries writing can cross. We'll discuss how writing can create

change in the world. We'll look at work from writers and artists who actively work to make us see things their way, from poets to activists to visual artists. We'll pay special attention to how each artist crafts their work; using these same tools, you'll create powerful writing of your own. By the end of the semester, after drafting and revision, you'll have a portfolio of polished writing.

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.003

Writing as Relationship

4 Credits

M. Wolff

In Writing as Relationship, Honors, you practice and develop your skills in style, voice, structure, and research in the craft of essay writing. Your weekly close-reading of assigned essays and chapters on craft, and your composition of short and long essay drafts and revisions, improve your ability to excel as confident writers. In addition, you use the benefits of belonging to a community of writers in our supportive workshop environment: you share your writing in class and receive verbal and written feedback frequently. The readings and the writing assignments invite you to explore writing as a creative, reliable way to reach people, places, memories, ideas, and insights that shape you as individuals and express your relationship to experience. 3 essay drafts and revisions; six short prose exercises; discussion; 1 exhibit attendance.

HF 200.001

PLTL for CH 222 Found. Of Chem.

1 Credit

J. Mahatthananchai

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 200.002-003 & 013**PLTL for CH 126 Princ of Chemistry****1 Credit****S. Frey**

To help you succeed in chemistry, we are offering Peer-Led Team Learning (PLTL) that actively engages you in learning chemistry by working in supportive, small groups with other students on carefully structured problems under the guidance of a student peer leader who has completed CH 125/126. The problems are similar to those you will see on homework assignments and exams. It is a fun and low-stakes way to really develop your chemical problem solving and group study skills. PLTL is a one-credit add-on to CH 126. The 1 credit will be graded pass/fail.

HF 200.001**PLTL for CH 222****1 Credit****J. Mahatthananchai**

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 200.005-007**PLTL for CH 221****1 Credit****J. Mahatthananchai**

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 200.014**Food Energy Nexus****1 Credit****K. Kellogg, E. Halstead, S. McDevitt**

The energy contained in the food that we eat ultimately comes from the sun, but there are many different pathways from the sun to our bellies. In this one credit Science and Society course, we will interrogate the connection between food and energy. What are all the ways that energy is reflected in a typical plate of food you might dish up at the dining hall? How has technology historically changed the ways that we use energy to produce food? How might we merge energy and food production in more sustainable ways in the future? Can we see ways that these more sustainable connections are already happening in our communities? Students will address these questions and more using an interdisciplinary lens.

HF 200.015**A Climate of Hope****1 Credit****J. Chelnoky, E. Bastress-Dukehart, M. Melito, N. Menkiti**

What does hope in the age of climate change look like? Can we live happy, informed, and productive lives while also making efforts to mitigate the damage humans have done to the planet? Is it possible to learn from science, history, and literature how to leverage our remarkable capacity for adaptation and change? In this one credit Science in Society course we will examine our current fears about the world's climate challenges and consider ways to meet them on a variety of scales. We will address our topic through multiple perspectives: Geosciences, History, Literature, and Environmental Studies. These disciplines will inform our class as we find hope in an uncertain age.

200.016**The Cost of Generative AI****1 Credit****R. Overbey, K. Hogenson, C. Reilly**

As of October 2024, the Skidmore College community is making over 20,000 queries per day to generative AI (genAI) services. There is clearly something useful, pleasurable, almost magical about genAI. But the simplicity of these interfaces obscures staggering complexity: sophisticated mathematical models, enormous computing power, not to mention a great deal of invisible human labor. In this course we approach genAI through the lens of mathematics, computer science, and religious studies. How does genAI work mathematically and computationally? What sorts of tasks does genAI do well, and what can't it do? How much data do genAI models consume, and where does the data come from? What are the social, political, and economic impacts of genAI, and how will these be experienced differently in our society? What visions of the good, dreams of utopian futures, and apocalyptic nightmares are animating the leaders of the genAI movement? Featuring lecture, discussion, and collaborative research projects, this course invites students to critically and constructively engage with urgent questions about the costs and benefits of genAI.

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.)

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 215.001**Peer Health Education****3 Credits****K. Golemboski**

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.)

HF 315.001**ADV PHE: 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.)

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.)

MA 126H.001**Honors: Problem Solving in Mathematics (Fr)****1 Credit****D. Hurwitz**

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.

MA 226H.001**Honors: Problem Solving in Mathematics (So)****1 Credit****D. Hurwitz**

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.

MA 275H.003 & 006-011**Mathematics Research****& 013 & 016-017****1 Credit**

J. Douglas, D. Hurwitz, L. Oremland, G. Malen, C. Szabo, B. Trousil, M. DiMaio, K. Hogenson, P. Daniels, C. Seaton

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 instructor.

MA 326H.001**Honors: Problem Solving in Mathematics (Jr./Sr.)****1 Credit****D. Hurwitz**

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.