HONORS FORUM COURSES
Fall 2025

CS 275H-001 Computer Science Research
1 Credit
M. Eckmann
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.)

CS 275H-002 Computer Science Research
1 Credit
C. Reilly
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.)

CS 275H-003 Computer Science Research
1 Credit
D. Read
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.)

CS 275H-004 Computer Science Research
1 Credit
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.)

CS 275H-005 Computer Science Research
1 Credit
N. Dellis
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.)

CS 275H-006 Computer Science Research
1 Credit
W. Du
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.)

CS 275H-007 Computer Science Research
1 Credit
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 Skidmore
4 Credits
E. Sperry

The honors sections of EN 105 offer highly motivated students with strong verbal skills the opportunity to refine their ability to analyze sophisticated ideas, to hone their rhetorical strategies, and to develop cogent arguments. Toward these goals, students write and revise essays drawing upon a variety of challenging readings and critique each other's work with an eye to depth and complexity of thought, logic of supporting evidence, and subtleties of style. The English Department places some students in EN 105H and encourages other students to consult with their advisors, the director of the Honors Forum, or the director of the Expository Writing Program to determine if this level of Writing Seminar is appropriate. Each section of EN 105H focuses on a topic that is listed in the master schedule and described in the English Department's prospectus and on its Web page. (Fulfills Expository Writing requirement.)

Section information text:

Writing Skidmore- The title of this course isn't meant to describe a task—"writing at Skidmore"—but an action. What does it mean to write yourself? To make your way through writing? What does writing look and feel like when we transform it from something to do to a way of doing something? In this course, we will approach writing as an act of communal making. Students will spend the semester engaged in collaborative ownership of the writing process: the class will function as its own editorial board, working together to choose a central topic and produce a printed essay collection by the close of the term. Students will work together to plan, draft, and revise their contributions to the collection; the final product will be entirely student-driven, from the included essays to features like illustrations, order, and layout. The course will culminate in the production of physical editions, using Skidmore's printmaking studio, Idea Lab, and other campus resources.

EN 105H-002 Writing on Demand
4 Credits
L. Hall

The honors sections of EN 105 offer highly motivated students with strong verbal skills the opportunity to refine their ability to analyze sophisticated ideas, to hone their rhetorical strategies, and to develop cogent arguments. Toward these goals, students write and revise essays drawing upon a variety of challenging readings and critique each other's work with an eye to depth and complexity of thought, logic of supporting evidence, and subtleties of style. The English Department places some students in EN 105H and encourages other students to consult with their advisors, the director of the Honors Forum, or the director of the Expository Writing Program to determine if this level of Writing Seminar is appropriate. Each section of EN 105H focuses on a topic that is listed in the master schedule and described in the English Department's prospectus and on its Web page. (Fulfills Expository Writing requirement.)

Section information text:

Writing on Demand- 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 250H-001 Hon:Peer Tutoring Proj
1 Credit
B. Pashley
A course that interrogates questions of identity, power, and justice as students learn to tutor in the Skidmore College Writing Center. Students learn the foundation–and interrogate the justice–of rhetoric, grammar, and composition theory in academic writing, collaborative learning, and peer tutoring. Students analyze assignments and critique sample student essays. Weekly writing assignments and a term project explore and evaluate composition theory and establish best tutoring practices. Students participate in a weekly supervised peer tutoring practicum with Writing Center tutees. Prerequisite: SSP 100 and one course in Expository Writing. (Fulfills Bridge Experience and Humanistic Inquiry requirements.) This is an honors course.)

Section information text:

Peer Tutoring Project- ". . .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 250H, 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. FULFILLS HONORS FORUM REQUIREMENT COUNTS AS COLLEGE BRIDGE COURSE REQUIREMENT

HF 200-001 PLTL for CH 115 Found. Of Chem
1 Credit
M. Roca
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 PLTL for CH 115 Found. Of Chem
1 Credit
M. Roca
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 200-003 PLTL for CH 115 Found. Of Chem
1 Credit
M. Roca
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 200-004 PLTL for CH 125 Princ of Chem
1 Credit
W. Kennerly
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 PLTL for CH 125 Princ of Chem
1 Credit
W. Kennerly
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 200-006 PLTL for CH 125 Princ of Chem
1 Credit

W. Kennerly
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 200-007 PLTL for CH 125 Princ of Chem
1 Credit
W. Kennerly
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 200-008 PLTL for CH 125 Princ of Chem
1 Credit
W. Kennerly
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 200-009 PLTL for CH 221
1 Credit
B. Kendall
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 PLTL for CH 221
1 Credit
B. Kendall
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 200-011 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 200-012 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 200-013 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 213-001 PAC 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 **PAC 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.)

Section information text:

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 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.

Section information text:

This optional 1-credit Add-on complements the GE-311 seminar by providing an applied, hands-on experience in paleoclimate research methods. Under the instructor's guidance, enrolled students form a research team focused on a local project of interest. We select appropriate methods, perform analyses, and interpret results. By the end of the semester, students develop a presentation and write an abstract for submission to the Geological Society of America's Annual or Northeastern Section meeting. This year's project may explore new a paleo-oceanography tool using

geochemical analyses of enigmatic fossils of animals that lived in warm tropical seas above the mysterious dead zones that now form New York State's Marcellus Shale.

HF 315-000 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 Life Skills
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**
2 Credits
B. Pashley
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.)

ID 201H-001 **Peer Mentor Seminar**
1 Credit
R. Roe-Dale
An introduction to the theory and practice of collaborative learning and mentoring as they relate to the interdisciplinary issues raised in Scribner Seminars. The course examines the role of mentors, the ethics of mentoring, and common mentoring problems. Students engage in a consideration of the readings and topics in selected Scribner Seminars, placing them in wider intellectual and pedagogical contexts, and undertake a term project on mentoring. (Required for all students serving as Scribner Seminar mentors. May be taken up to four times for credit.)

MA 113H-001 **Honors: Calculus II**
4 Credits
C. Seaton
An exploration of integral calculus. Topics include techniques of integration, applications of integration, and improper integrals. Prerequisites: Calculus placement exam, or MA 111, or both MA 108 and MA 109. Requires AQR placement. (Fulfills QR2 requirement).

MA 125H-001 **Hon:Prob Solving (Fr)**
1 Credit
C. Seaton
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 225H-001 Hon:Prob Solving (So)
1 Credit
C. Seaton
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-001 Mathematics Research
1 Credit
J. Douglas
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 275H-002 Mathematics Research
1 Credit
P. Daniels
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 275H-003 Mathematics Research
1 Credit
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 275H-004 Mathematics Research
1 Credit
L. Oremland
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 275H-005 Mathematics Research
1 Credit
C. Szabo
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 275H-006 **Mathematics Research**
1 Credit
B. Trousil
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 275H-007 **Mathematics Research**
1 Credit
K. Hogenson
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 275H-008 **Mathematics Research**
1 Credit
G. Malen
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 275H-009 **Mathematics Research**
1 Credit
D. Hurwitz
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 275H-010 **Mathematics Research**
1 Credit
S. Hawke
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 275H-011 **Mathematics Research**
1 Credit
K. Yang
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 325H-001 **Hon: Prob Solving (Jr/Sr)**
1 Credit
C. Seaton

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.

PH 112H-001 The Cave: Phil in the Shadows
4 Credits
R. Lilly
An introductory philosophy course that looks at the powerful metaphor of philosophy as a way of emerging from the darkness of the cave into the light of day. Students will read seminal works in philosophy, each of which has a similar argumentative structure: being released from faulty preconceptions (our lives in the cave) in order to ascend toward intellectual illumination (the emergence from the cave), only to return to our previous lives (a return to the cave, but now wiser). While each of the authors reflects on this process in some way, they are rather diverse in how they understand the nature of philosophy and how philosophy might help us to live our lives. Proposals will include ascents toward ethics, religion, science, freedom, and social justice. (Fulfills Humanities requirement; fulfills Humanistic Inquiry requirement.)

PL 205H-001 Modern Pol Thought
3 Credits
F. Taylor
Political thought of the Early Modern period to that of the mid-nineteenth century. Selected thinkers include Machiavelli, Hobbes, Locke, Rousseau, Tocqueville, and Marx. Particular emphasis will be placed on the aspirations of classic liberalism and the successive criticism these aspirations inspired. Provides foundation for upper division work in political theory. Prerequisites: PL 102 or permission of instructor. (Fulfills humanistic inquiry.)