HONORS FORUM COURSES
Spring 2026

CH 385.001 Senior Thesis in Chemistry
4 Credits
A. Ball
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.)

CH 385.002 Senior Thesis in Chemistry
4 Credits
K. Frederick
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.)

CH 385.003 Senior Thesis in Chemistry
4 Credits
S. Frey
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.)

CH 385.005 Senior Thesis in Chemistry
4 Credits
J. Navea
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.)

CH 385.006 Senior Thesis in Chemistry
4 Credits
M. Raththagala
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.)

CH 385.007 Senior Thesis in Chemistry
4 Credits
K. Sheppard
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.)

CH 385.008 Senior Thesis in Chemistry
4 Credits
W. Kennerly

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.)

CH 385.010 Senior Thesis in Chemistry
4 Credits
M. Roca
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.)

CH 385.011 Senior Thesis in Chemistry
4 Credits
D. Brandes
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.)

CH 385.012 Senior Thesis in Chemistry
4 Credits
R. Thurman
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.001 Computer Science Research

1 Credit
T. O'Connell
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
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.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
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.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
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.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.)

CS 275H.008 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.)

EN 105H.001 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 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 105H.003 Experience
4 Credits
H. Hussaini
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:
Experience- What is experience? How does the passivity of “something is happening to me” turn into the active realization of “I have gained experience”? And what is the relationship of individual experience to our understanding of the world? Picasso thought, “a painter should create that which he experiences,” and many experienced writers advise young writers to “write what you know.” There seems to be a consensus, then, that much of the art we see and books we read has somehow emerged from someone’s experience. Let’s read and look at some of these works together, especially ones owing their existence to direct experience or that have something to say about the whole ordeal of creating out of experience. One goal of this class is to understand the relationship between writing and experience, but more importantly, we’ll experiment with critical and expository writing derived from our own experience, because bringing one’s subjectivity to writing greatly enriches the experience of writing itself.

EN 250H.001 Hon: Peer Tutoring Proj
4 Credits
C. Jorgensen
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:
Honors: Peer Tutoring- ". . .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 303H, 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. COUNTS AS THE GENERAL EDUCATION BRIDGE COURSE REQUIREMENT
INSTRUCTOR APPROVAL ONLY

HF 200.001 PLTL for CH 126 Princ of Chem
1 Credit
R. Thurman
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.
Section information text:
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 200.002 PLTL for CH 222
1 Credit
D. Brandes

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 126 Princ of Chem
1 Credit
R. Thurman
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.
Section information text:
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. Special Instructions

HF 200.004 PLTL for CH 222
1 Credit
D. Brandes
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.
Section information text:
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 126 Princ of Chem
1 Credit
R. Thurman

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.

Section information text:

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 200.006 AI Futures

1 Credit

R. Overbey, C. Reilly, C. D'Evelyn, N. Arora

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.

Section information text:

Dreams & Nightmares: Imagining AI Futures - In this course we invite students to imagine how artificial intelligence will impact our future. We will explore past predictions of the future and examine current predictions of the future. How well has science fiction predicted the future? What is the vision of the future that current and past technology leaders have used to sell their products? How will artificial intelligence influence the future direction of your academic field? How will AI impact the sustainable development goals and enable data driven solutions? We will address these questions through the perspectives of Biology, Computer Science, Music, and Religious Studies. Through readings, videos, discussions, and collaborative research projects, students will critically and creatively explore their visions of our future.

HF 200.007 Mapping the Futures

1 Credit

C. Vecsey, K. Nichols, S. Haedrich

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.

Section information text:

Mapping the Future: Climate & Human Health - How have humans have altered natural climate cycles? How have our brains been affected by changes in our environment and an increased use

of technology? And how can we most effectively represent these data graphically? In this course, through an exploration of geology, neuroscience, and information design, students will examine how mapping the past and present can lead scientists to predict changes across a wide array of subjects including agriculture, water resources, human migration, sleep cycles, and human health at large. As we explore the intersection of human systems and the Earth's systems, students will consider how understanding information design can aid scientists in how they share their findings to better empower citizens, enhance our health, and navigate changing environmental conditions.

HF 200.008 More Than Human
1 Credit
E. Halstead, M. Melito, D. Schebetta, A. Showalter
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.
Section information text:
In 2015, Klaus Schwab, former executive chairman of the World Economic Forum, popularized the term Fourth Industrial Revolution, noting that we are in an age of technological developments that "… [are] blurring the lines between the physical, digital and biological spheres." This course is designed to examine what it means to be human as we contend with this next revolution/evolution. • What shaped the evolution of our species? • What makes a human, human? • What are the ecological and evolutionary costs of manipulating our genes, bodies, etc.? What are the ethical implications? • How are current and emerging technologies changing the way we relate to other humans and our environment? • How can we modify or augment our bodies to enhance our abilities? Should we? • What does it mean to be "creative" in this new world? • How do humans use creativity to imagine their future selves - in science, technology, literature, performance? • What does a future hold if humans integrate with technology? Or if we choose not to? In this one credit honors forum seminar, we will explore these questions and more from an interdisciplinary perspective.

HF 200.009 Portraits of the Present
1 Credit
J. Cholnoky, J. Sadarananda, M. Mayer
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.
Section information text:
Futures: Portraits of the Present - How do our stories of the past shape the futures we can imagine? How do the futures we imagine tell a story of the present? How does fiction that imagines the future imply a portrait of the present? How does our understanding of Earth's past

climate inform our predictions for future climate and mitigation technologies? In engaging with these questions, can you develop a credible utopia? In this course, we will explore how the narratives we develop about the past and present inform our speculation about the future using the perspectives of archaeology, fiction writing, and geosciences. Through a variety of activities and readings, students will consider how past and future inform each other and illuminate our present.

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.)
Section information text:
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: HF 214

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.)
Section information text:
Peer Health Education 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.)
Section information text:
Title: Wellness Center 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.)
Section information text:
Title: Community Building 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.)
Section information text:
Title: Sexual Health 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.)
Section information text:
Title: Mental Health 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 Health Equity & Access
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.)
Section information text:
Title: Public Health 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 and 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.)
Section information text:
Title: Nutrition and Fitness 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 315.007 Harm Reduction
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 Hon: Prob Solving (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 Hon: Prob Solving (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.002 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.003 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.004 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.005 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.006 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.007 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.008 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.009 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.010 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 275H.011 Mathematics Research
1 Credit
A. Mertin
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.012 Mathematics Research
1 Credit
B. York
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 Hon:Prob Solving (Jr/Sr)
1 Credit
D. Hurwitz
Advance d 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.