

SKIDMORE

Addendum to the College Catalog

2010



2011

Skidmore College

A coeducational
liberal arts college

Addendum to the Catalog 2010–2011

815 North Broadway
Saratoga Springs, NY 12866-1632
www.skidmore.edu

2010-2011 CATALOG ADDENDUM

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Skidmore College endeavors to present an accurate overview of its curricular and cocurricular programs, facilities, and fees in this publication. The information contained herein is current as of April 22, 2010. As growth and change are inevitable, Skidmore College reserves the right to alter any program, facility, or fee described in this publication without notice or obligation.

This publication is an adjunct to the full catalog published in 2009. It contains additions, deletions, amendments, and corrections relative to that document, and is not to be considered comprehensive.

An online version of the full catalog can be found at www.skidmore.edu/catalog. It is a fully hyperlinked Web

document containing the most up-to-date information about courses and policies, as well as any necessary corrections or clarifications. In addition, you can view or download Adobe Acrobat (PDF) versions of this addendum and the full catalog.

Note: Not all courses are offered every year. Every effort has been made to ensure accuracy. Please bring any errors to the attention of the Office of Communications, catalog@skidmore.edu.

Catalog Production

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Contents

College Calendar.....	3-4	Exercise Science.....	22
Academic Environment.....	5	Foreign Languages and Literatures.....	23
Cocurricular Environment.....	6	Gender Studies.....	24
Admission.....	8	Geosciences.....	25
Fees and Expenses.....	9	Government.....	25
Financial Aid.....	10	History.....	26
Academic Requirements and Regulations.....	13	Interdepartmental Majors.....	26
Academic Standards and Review.....	13	Interdisciplinary.....	27
Degree Programs.....	15	International Affairs.....	27
Courses of Study		Latin American Studies.....	28
American Studies.....	15	Management and Business.....	28
Anthropology.....	16	Mathematics.....	29
Art (Studio).....	16	Music.....	29
Art History.....	16	Neuroscience.....	29
Arts Administration.....	17	Off-Campus Study Programs.....	30
Asian Studies.....	17	Philosophy.....	32
Biology.....	18	Psychology.....	33
Chemistry.....	19	Religious Studies.....	34
Classics.....	20	Scribner Seminars.....	34
Computer Science.....	20	Social Work.....	36
Dance.....	21	Sociology.....	36
Economics.....	21	Theater.....	37
English.....	22	Faculty.....	38

College Calendar 2010–2011

SUMMER SESSIONS 2010

June 1–July 2.....	Session I
July 5–August 5.....	Session II
June 1–August 5.....	Session III

FALL SEMESTER 2010

August 23-25.....	Monday–Wednesday.....	London Program orientation
September 4.....	Saturday.....	New and transfer students arrive
September 5.....	Sunday.....	Returning students arrive
September 7.....	Tuesday.....	Classes begin
September 9.....	Thursday.....	Last day to add without a signature
		Internship for Credit deadline
September 10.....	Friday.....	Add requires instructor signature
September 13.....	Monday.....	Independent Study deadline
September 14.....	Tuesday.....	Add requires instructor and advisor signature;
		review by CAS
September 20.....	Monday.....	Last day to drop and change S/U
September 21.....	Tuesday.....	Withdrawals begin
October 15-17.....	Friday–Sunday.....	Celebration Weekend
October 22.....	Friday.....	Study day
October 25-29.....	Monday–Friday.....	Advising week
November 1.....	Monday.....	Registration for Spring 2011 begins
November 17.....	Wednesday.....	Withdrawal deadline
November 24-28.....	Wednesday–Sunday.....	Thanksgiving vacation
December 10.....	Friday.....	Classes end
December 11–14.....	Saturday–Tuesday.....	Study days
December 15–21.....	Wednesday–Tuesday.....	Final examinations
December 22.....	Wednesday.....	Fall semester ends

Continued

SPRING SEMESTER 2011

January 3.....	Monday.....	Fall Semester grades due by noon
January 17.....	Monday.....	Martin Luther King Day (observed)
January 21.....	Friday.....	New and transfer students arrive
January 22.....	Saturday.....	London Returning students arrive
January 23.....	Sunday.....	Returning Students arrive
January 24.....	Monday.....	Classes begin
January 26.....	Wednesday.....	Last day to add without a signature Internship for Credit deadline
January 27.....	Thursday.....	Add requires instructor signature
January 28.....	Friday.....	Independent Study deadline
January 31.....	Monday.....	Add requires instructor and advisor signature; review by CAS
February 6.....	Sunday.....	Last day to drop and change S/U
February 7.....	Monday.....	Withdrawals begin
March 12-20.....	Saturday–Sunday.....	Spring vacation
March 28–April 1.....	Monday–Friday.....	Advising week
April 4.....	Monday.....	Registration for Fall 2011 begins
April 12.....	Tuesday.....	Withdrawal Deadline
May 3.....	Tuesday.....	Classes end
May 4.....	Wednesday.....	Academic Festival (tentative)
May 5-8.....	Thursday–Sunday.....	Study days
May 9-13.....	Monday–Friday.....	Final examinations
May 12.....	Thursday.....	Senior grades due by noon
May 14.....	Saturday.....	Spring semester ends
May 16-20.....	Monday–Friday.....	Senior Week
May 21.....	Saturday.....	Commencement
May 24.....	Tuesday.....	Non-senior grades due by 4pm

SUMMER SESSIONS (TENTATIVE)

May 31–July 2.....	Session I
July 5–August 5.....	Session II
May 31–August 5.....	Session III

HOLIDAYS 2010-2011

Sept. 6.....	Labor Day	Jan. 17.....	Martin Luther King Day
Sept. 9.....	Rosh Hashanah*	April 19.....	Passover*
Sept. 18.....	Yom Kippur	April 22.....	Good Friday*
Nov. 25.....	Thanksgiving	April 24.....	Easter
Dec. 2.....	Hanukkah	May 30.....	Memorial Day

*Classes will be held

Academic Environment

Changes

The Curriculum

The Major: Focus and Depth

The core curriculum described so far provides the foundation that students need in order to choose a major appropriate to their academic and career interests. This choice usually occurs during the second semester of the sophomore year, prior to registration for the junior year, allowing time for students to explore a variety of major and minor options. Skidmore offers the bachelor of arts and bachelor of science degrees in more than fifty areas, including traditional liberal arts disciplines, paraprofessional fields, interdepartmental combinations, and interdisciplinary programs. Qualified students may construct a self-determined major when their educational interests lie outside Skidmore's established majors. All areas of concentration at Skidmore, including those most oriented toward careers and professions, thrive within a liberal arts and humanistic environment. Students electing two majors must plan course selections very carefully and should seek assistance from a faculty advisor as early as possible.

Internships for Academic Credit

The Office of Academic Advising organizes the internship credit guidelines and application criteria at Skidmore. An electronic library of internship opportunities is maintained by the Office of Career Services. Once they have completed a first semester at Skidmore, qualified students may apply for internship experience, and academic credit, during any semester of the academic year, including the summer sessions. Students will be charged the regular application and tuition fees as for any other credit-bearing course taken during the academic year or a summer session at Skidmore.

The course IN100 Exploration Internship is available as an introductory experience to qualified students in any academic discipline. IN100 applications are reviewed by the Associate Dean of the Faculty for Academic Advising.

Academic Guidance

Scribner Seminar professors serve as faculty advisors and academic mentors to the first-year students enrolled in their seminars. Transfer students are assigned to a member of the faculty who serves as the student's advisor. A student wishing to change his or her advisor may do so at any time by completing a written application available in the Office of Academic Advising. A student typically changes his or her advisors when declaring a major. All students are encouraged to consult their faculty advisors about course scheduling, the college's general academic requirements, and the student's particular field of interest. Students may seek further advice on these and other issues from the Office of Academic Advising. This office also handles questions about leaves of absence, academic standing, choice of major, internship credit, academic support resources and services, academic integrity, honors and prizes, student opportunity funds, graduate fellowships, and other academic opportunities or difficulties.

Off-Campus Study & Exchanges

The office of Off-Campus Study & Exchanges (OCSE) organizes a wide range of off-campus opportunities for academically qualified students who wish to enhance their on-campus educational experience. The office works closely with academic departments and programs to ensure coordination between programs at Skidmore and international and domestic off-campus study opportunities. The office also advises students on program choices and application procedures, helps orient students to the cultural and personal challenges they will encounter off campus, and helps reintegrate students into the life of the college when they return. The office manages Skidmore programs abroad in Paris, Madrid, Alcalá, London, and Beijing, a variety of faculty-led travel seminars, and domestic programs such as The National Student Exchange (NSE), The Washington Semester Program through American University, and the Semester in Environmental Science (SES) in Woods Hole, Massachusetts. The office also provides support for an additional 130 Approved Programs abroad. Students must have a 3.0 minimum GPA and appropriate academic background, must be in good social standing, and must have the endorsement of the college in order to participate in off-campus programs.

Other Off-Campus Programs

Visiting Student Programs at American Colleges

While students do the majority of their work at Skidmore, the College offers the opportunity to take a semester or full-year program at another school in the United States. Many colleges in the state of New York and in other states have visiting student programs, and students should write to the registrar of the college in which they are interested to get information about programs and deadline dates. Prospective visiting students not participating in an approved off-campus program should then apply for an official academic leave of absence through the Office of Academic Advising. Applicants should have strong academic records, though a grade-point average (GPA) somewhat below 3.0 may be accepted by the Committee on Academic Standing on an exception basis.

Master of Arts in Liberal Studies

The master's program offers students the opportunity to work closely with Skidmore faculty to develop interdisciplinary degrees concentrating in the arts, humanities, and natural and social sciences. These programs of study are hand-crafted. In collaboration with their advisors, students create individualized academic plans that may include one-on-one tutorials with faculty from Skidmore or elsewhere, campus-based coursework, distance learning, and internships. Focusing on a topic they bring to the program, students work at their own pace to deepen and widen their intellectual and artistic passions, discovering answers to those questions that matter most to them. This low-residency program's flexibility enables students to immerse themselves in a graduate education while pursuing a full-time career anywhere in the world. Each program begins with an intensive weeklong seminar at Skidmore and culminates in a final project or thesis. Students graduate from the program with a Master of Arts degree.

Deletions

Information Technology / electronic mail

Other Off-Campus Programs / Washington Semester, Semester in Environmental Science (SES)

Summer Programs / Summer Sessions Abroad

Cocurricular Environment

Changes

Facilities

Murray-Aikins Dining Hall

Facing Case Green, the strikingly remodeled dining hall serves a vast array of meals (brunch and dinner only on Saturdays and Sundays) in a lively bistro-marketplace atmosphere for students living on campus.

Falstaff's

Falstaff's, the Skidmore social pavilion on campus, is managed and funded by the SGA. This facility is directed by an operating committee consisting of students and staff.

Throughout the semester there are often coffeehouse nights, DJs and bands, dances, receptions and leadership retreats at Falstaff's.

Starbuck Center

Named for former trustee Kathryn Starbuck, this building houses the offices that provide nearly all of the administrative services for students, including the Office of the Registrar, Dean of Studies Office of Academic Advising, Off-Campus Study & Exchanges, Student Aid and Family Finance, Student Accounts, Career Services, Residential Life, and the Higher Education Opportunity Program and Academic Opportunity Program.

Student Services

Academic Advising

The Office of Academic Advising publishes the annual New Student Advising and Registration Guide and a Faculty Edition of the New Student Advising and Registration Guide.

Campus Life

The Office of Campus Life - composed of the Office of Religious and Spiritual Life, Leadership Activities, Student Diversity Programs, Community Service Programs, and the Intercultural Center - promotes effective citizenship, social responsibility, and multicultural and interfaith understanding. Residential Life

The residence halls, central to life on campus, offer a diversity of programs and are supervised by a network of trained professionals and upperclass students. Hall councils, composed of elected student representatives, develop a variety of events and programs for the halls.

Health Services

Health Services provides a general range of services including, but not limited to: treatment of general medical problems and injuries; immunizations; birth control counseling; and gynecologic examinations. Health Services maintains a limited on-site laboratory to assist with many common health care needs. Specialized blood tests, gynecological specimens, and STI/STD tests are sent to an outside laboratory. Referrals to specialists, both in the local community and in neighboring cities, can be arranged as need arises. Health Services also provides educational opportunities that focus on health maintenance, increasing health awareness, and illness prevention.

There are no charges for visits to Health Services. However, students (or their health insurers) are responsible for any bills relating to emergency room or Urgent Care visits, outside laboratory and X-ray tests, visits to specialists, immunizations, and prescription medications. All students are required to complete a health form and immunization record in order to register for classes. Proof of adequate U.S.-based medical insurance is mandatory, and a student health insurance policy is available through the college. All visits are confidential; no information is shared without a student's permission.

Career Services

The Office of Career Services offers a wide array of services that help all interested students and alumni clarify goals and pursue career or graduate school opportunities. The office is open year-round, and students are encouraged to initiate contact with the office during their first year.

Career counseling for students and alumni is provided by appointment, during which a professional career counselor facilitates exploration of personal values, interests, skills, and aspirations—the building blocks of satisfying academic and work-related decisions. Advising on the graduate/professional school application process, career research, internship and job search, resume and cover letter development, and interview preparation is also available by appointment and during drop-in hours.

Each semester, Career Services collaborates with several academic departments to organize on-campus departmental Living the Liberal Arts Programs, which highlight alumni of those disciplines. Students get an opportunity to hear alumni panelists discuss their career trajectories since Skidmore and learn about the diverse options open to any major. An extensive resource guide is provided to each attendee. Collaborations with multiple other campus constituents round out a full calendar of offerings throughout the school year.

The Career Services Web site (<http://cms.skidmore.edu/career/>) has a comprehensive collection of links to research, networking, employment, and graduate school resources.

Multiple online professional networking resources include the Skidmore College Connections group in LinkedIn and our senior GradAds, which help pending graduates announce their

candidacy to a wider Skidmore community. The online Career Advisor Network has more than 2,000 alumni and parent volunteers prepared to help people explore the world of work and to identify appropriate job and internship leads.

Many Career Advisors volunteer to sponsor students who participate in the annual Job Shadowing Program. Students can spend anywhere from one day to three weeks on the job, shadowing a sponsor during winter break.

A computer lab and an extensive collection of books and directories are available in the office's reference center to support an individual's efforts. In addition to subscribing to numerous job-listing resources, the office regularly emails the e-bulletin, CareerPlans, to keep students and alumni aware of pertinent opportunities and their deadlines, including job and internship listings, recruiting events, and networking programs.

Annual networking programs in regions including New York City, Boston, Washington, D.C., and other cities, and on-campus events such as the "A-B-C" (Alumni Back to Campus) program also link students with alumni. These events are useful both for gathering information about potential career options and for identifying job and internship leads.

A recruiting program for seniors and recent graduates includes on- and off-campus interview opportunities. Consortia recruiting events for seniors, such as the ECCD Boston and New York City career days, and the Career and Internship Connections (CIC) programs across the country, offer additional opportunities.

Cocurricular Activities

Student Government Association

Falstaff's, the Skidmore social pavilion on campus, is managed and funded by the SGA. This facility is directed by an operating committee consisting of students and staff. Throughout the semester there are often coffeehouse nights, DJs and bands, dances, receptions and leadership retreats at Falstaff's.

Performing Opportunities

MUSIC

Skidmore students can perform with ensembles directed by Music Department faculty as well as with student-directed SGA-sponsored musical organizations. Both Music Department ensembles and the SGA clubs accommodate a wide variety of musical preferences. They are open by audition to all interested students, regardless of major; some are open faculty.

The Skidmore Community Chorus performs a large repertoire of works from many centuries. The Vocal Chamber Ensemble, a small, select subgroup of the chorus, performs a wide variety of a cappella and accompanied music. The Skidmore Opera Workshop (offered when needed) presents scenes and complete works from classical through modern operatic repertoire.

The Skidmore Orchestra, a seventy-member orchestra of Skidmore's best instrumentalists supplemented by professional musicians, performs four concerts each year, presenting major symphonic repertoire from the Baroque period to the present. Skidmore chamber ensembles, open to strings, woodwinds, brass and pianists, are coached weekly by faculty and perform at the end of the semester. The Guitar and Flute Ensemble also perform every semester.

The Skidmore Jazz Ensemble plays big band repertoire. Several small jazz combos rehearse weekly under faculty direction and perform regularly on and off campus.

The West African Drum Ensemble is devoted to the performance of the traditional music of Ghana, focusing on hand-drumming techniques. Students play on drums and bells imported from Africa in a small select ensemble.

SGA-sponsored musical clubs include five a cappella singing groups—the Sonneteers, the Accents, the Bandersnatchers, Drastic Measures, and the Dynamics—and a new gospel group, Life Every Voice. The a cappella groups perform a variety of genres from classic pop to standards, to jazz and R&B, to current hits. The Sonneteers and the Accents are all-women groups, the Bandersnatchers is a men's group, and the Dynamics and Drastic Measures are coed. Skidmore also has two student-directed percussion groups, Pulse, which plays on found objects, and Skidaiko, which performs the Japanese style of Taiko drumming. Many musicians participate in the musical theater productions of Cabaret Troupe, also directed by students.

Additions

Health Promotion

The Office of Health Promotion provides programming, services, supports, and resources designed to empower students to make healthy lifestyle choices that support their short- and long-term health and wellbeing. Through the Office of Health Promotion, students have access to programming and services related to a wide range of health-related topics including sexuality, alcohol and other drugs, nutrition, stress management, relationships, eating disorders, and body image. Staff provides one-on-one consultations, group educational opportunities, community outreach events, and health related academic courses. The Office includes the BASICS (Brief Alcohol Screening and Intervention for College Students) program, Peer Health Education, and the Center for Sex and Gender Relations.

BASICS

BASICS is a nationally recognized, research-based alcohol and other drugs assessment and education program that is available to all Skidmore students. The program involves a series of one-on-one meetings with a certified BASICS counselor and is designed to help students examine their drinking and/or drug use behavior in a judgment-free environment. Utilizing motivational interviewing within a harm-reduction framework, the counselor works with the participant to set goals that are aimed at reducing risky behaviors and avoiding harmful consequences related to alcohol and other drug use.

Peer Health Education

Skidmore's Peer Health Educators are student leaders committed to promoting healthy choices and lifestyles by providing innovative, creative and educational programming, outreach and one-on-one interaction opportunities. The Peer Health Educators undergo extensive training through which they develop their leadership and communication skills and learn to serve as resources, referral agents and role models for their peers. Peer Health Educators offer a wide assortment of programs and interactive educational opportunities for students and are housed in residential halls on main campus in order to provide students with convenient access to a health educator in their living environment.

Center for Sex and Gender Relations

The Center for Sex and Gender Relations works with students, faculty, and staff to educate and support healthy and equitable relationships, both personal and professional, between and among women and men. Begun as a student-driven initiative, the center is operated and staffed by peer advocates who are trained to respond to issues of sexual health and sexual assault. The center also sponsors a variety of educational programs and cocurricular activities throughout the year and encourages student-faculty collaborative research projects and other academic endeavors related to the study of sex and gender. An advisory council, composed of two head peer advocates, two student affairs advisors representing Health Promotion and Residential Life, and the Associate Dean, establishes the mission and goals of the center and oversees its operation and programs.

Deletions

Campus Life / Center for Sex and Gender Relations

Admission

Changes

Application Guidelines

Skidmore College encourages applications from economically and academically disadvantaged students. Those who are eligible New York State residents will be referred to the Higher Education Opportunity Program (HEOP) for consideration. Those who are ineligible for HEOP will be referred to the Academic Opportunity Program (AOP) for consideration. To obtain information about The Opportunity Program, contact:

Director, Opportunity Program
Skidmore College
815 North Broadway
Saratoga Springs, NY 12866-1632

Early Decision

Skidmore's early decision plans are designed for qualified high school seniors who have examined their college preferences thoroughly and have decided that Skidmore College is their first choice. Although candidates for early decision (ED) at Skidmore may initiate applications to other colleges, it is

understood that they will immediately withdraw them and enroll at Skidmore if accepted under an early decision plan. ED applicants should have their first set of senior grades sent to the Admissions Office as soon as possible.

Students accepted under Early Decision will be required to maintain a schedule for the remainder of the year that includes all of the courses listed on their transcript as well as those included on the School Report form for the second semester at the time of their ED acceptance. Accepted ED students in violation of this policy will have their admission status reevaluated.

Skidmore offers both Round I and Round II early decision plans. Applications for the Round I early decision plan may be submitted any time up to November 15, with notification by December 15. The Round II application deadline is January 15, with notification by February 15.

Some early decision candidates who are not admitted under an ED plan will be deferred for reconsideration without prejudice during the "regular" admissions process. ED applicants who clearly are not competitive in the spring are given a final negative decision at the time of early decision.

Financial aid applicants who are applying for admission under either early decision plan must file the PROFILE form of the College Scholarship Service by the appropriate early decision application deadline, November 15 or January 15.

Requirements for Admission

Although a decision on each application is given by the Admissions Committee in late March, all offers of admission are contingent upon the satisfactory completion of the senior year at an academic and personal level comparable to that on which the acceptance was based. The Committee reserves the right to rescind an offer of admission if subsequent evidence is presented that a candidate has misrepresented himself or herself, has purposely violated application procedures, or has failed to complete his or her senior year in a satisfactory manner.

Campus Visits and Admission Interviews

Skidmore College welcomes visits from prospective students and families. Although an interview is not required, a personal interview allows the Admissions Committee to learn more about the candidate as an individual and enables the candidate to learn more about Skidmore. For those reasons, high school students are urged to visit campus for an interview between May 1 and January 31. Interviews are typically preceded or followed by a campus tour with a student guide. Interviews are offered weekdays from 9 a.m. to 3:30 p.m and on Saturday mornings from September through January, April, July, and August. Group information sessions are offered throughout the spring, summer, and fall. Appointments should be made in advance by contacting the Admissions Office at 800-867-6007 or 518-580-5570. If an on-campus interview is not possible, the Admissions Office can help candidates arrange interviews with alumni admissions representatives in their home areas. Candidates planning to visit should verify group information and tour times at the Skidmore Web site.

Application Deadlines

Financial Aid

A Free Application for Federal Student Aid (FAFSA), and the PROFILE form of the College Scholarship Service should be submitted no later than February 1. New applicants obtain the FAFSA and the registration for the PROFILE form from their high school guidance office. Financial aid applicants who are applying for admission under either Early Decision Plan must file the PROFILE form of the College Scholarship Service by the appropriate early decision application deadline. Transfer applicants should file the PROFILE and FAFSA forms by April 1. Skidmore's FAFSA code is 002814, the PROFILE code is 2815.

Only those accepted candidates whose financial aid applications are complete will be considered for financial aid awards. Candidates accepting awards must submit a copy of their latest IRS tax returns.

First-year students who elect to enroll at Skidmore without financial assistance from the College may apply for consideration for aid beginning the first semester of their junior year. Transfer students who enroll without grant assistance from the college are eligible to apply for grant assistance after two semesters of matriculated enrollment at Skidmore or when they become juniors, whichever comes later.

KEY DATES FOR CANDIDATES TO REMEMBER

November 15	Application deadline for Round I Early Decision Plan
November 15	Application deadline for midyear transfer admission
December 15	Mailing of Round I Early Decision notifications
January 15	Application deadline for regular admission
January 15	Application deadline for Round II Early Decision Plan
February 1	Application deadline for financial aid
February 15	Mailing of Round II Early Decision notifications
Late March	Mailing of admission and financial aid decisions to regular decision candidates
April 1	Application deadline for fall transfer admission
May 1	Postmark deadline for enrollment deposits from accepted first-year candidates. (This is the uniform Candidates' Reply Date.)

Deletions

Requirements for Admission

Midyear Admission

Skidmore welcomes applications for midyear admission from transfer students who will have at least one full year of transferable credit from another college. Students interested in midyear admission should submit their transfer applications by November 15.

Fees and Expenses

Changes

Fees for the academic year 2010-2011 are stated below. Checks for fees should be made payable to Skidmore College.

Annual fees are as follows:

Tuition and Required Fees.....	\$41,184
Room	
Traditional Residence Hall.....	\$6,496
Residence Hall, single-occupancy.....	\$7,096
Scribner Village apartment.....	\$7,940
Northwoods apartment.....	\$8,348
Board.....	\$4,490

Schedule of Payments

BALANCE OF PAYMENTS

Payments are due to Skidmore College in accord with the following schedule:

Tuition and Required Fees, Room (Traditional Residence Hall), and Board**

August 1, 2010

Returning students who have paid a \$400 returning deposit pay.....	\$25,685
Entering students who have paid an enrollment deposit pay.....	\$25,935
December 15, 2010.....	\$26,085

Tuition and Required Fees, Room (Single Residence Hall), and Board*

August 1, 2010

Returning students who have paid a \$400 returning deposit pay.....	\$25,985
Entering students who have paid an enrollment deposit pay.....	\$26,235
December 15, 2010.....	\$26,385

Tuition and Required Fees, and Room (Scribner Village Apartment)

August 1, 2010

Returning students who have paid a \$400 returning deposit pay.....	\$24,162
Entering students who have paid an enrollment deposit pay.....	\$24,412
December 15, 2010.....	\$24,562

Tuition and Required Fees, and Room (Northwoods Apartment)

August 1, 2010

Returning students who have paid a \$400 returning deposit pay.....	\$24,366
Entering students who have paid an enrollment deposit pay.....	\$24,616
December 15, 2010.....	\$24,766

Tuition and Required Fees

August 1, 2010

Returning students who have paid a \$400 returning deposit pay.....	\$20,192
Entering students who have paid an enrollment deposit pay.....	\$20,442
December 15, 2010.....	\$20,592

* Subject to final approval by the Board.

**Students residing in Scribner Village apartments, Northwoods Apartments, or off campus may purchase a board plan, or they may purchase meals individually in the dining halls, the Burgess Café, or the Spa (the college-operated lunch and snack facility).

MONTHLY PAYMENT PLAN (SCIP)

The college offers a monthly payment plan, whereby students may pay all or part of their anticipated 2010-11 annual charges (tuition, room, board, and fees less financial aid and deposits) in up to ten equal monthly installments. Payments are due the 15th of each month, with final payment due February 15, 2011. There are no income requirements or credit qualifications to participate, and there are no finance charges. The only cost of participation is a nonrefundable application fee, which ranges from \$65 to \$90, depending on when one joins the plan. Detailed information on the Skidmore College Installment Plan (SCIP) is sent to all students in April, and can be found on the Bursar's page of the Skidmore College Web site.

Fees

Credit-Hour Fee.....	\$1,345
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REQUIRED FEES

Required Fees.....\$834
 Required fees include the Student Activity Fee and the General Fee. The Student Activity Fee is determined by the Student Government Association and is used to cover the costs for student publications, speakers, organizations, and related activities. The General Fee partially finances the operation of the Library, Sports Facility, Burgess Café, Spa, athletics and other programs.

SPECIAL FEES

Summer Term and Summer Special Programs

Fees available from the Dean of Special Programs

NONMATRICULATED STUDENTS

Credit-Hour Fee.....	\$1,345
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Payable at the time of course registration.

BOARD

Students living in the residence halls are required to contract for a Board Plan to be served in Skidmore's dining halls. Details regarding Board Plan options can be found on the Dining Services page of the Skidmore College web site.

Students living in Scribner Village apartments, Northwoods apartments, or off campus may elect a Board Plan or may purchase meals individually in the dining halls, the Burgess Cafe, or the Spa, the college-operated lunch and snack facility.

ADVANCE DEPOSITS FOR 2010-11 ACADEMIC YEAR

- 1) A nonrefundable enrollment deposit of \$500 is required from entering students upon acceptance. \$300 is credited against tuition at the time of initial billing, and \$200 is credited to the general deposit.
- 2) A deposit of \$400 is required in the spring semester from all returning students. The \$400 deposit will be billed in February 2010, payable March 15, 2011, and will be credited against tuition at the time of initial billing; \$200 of this deposit will be refunded to withdrawing students notifying the registrar in writing by June 15, 2011, after which there will be no refund.
- 3) A late fee of \$25 may be assessed for advance deposit payments received after March 15, 2011.

Financial Aid

Changes

Administered by the Office of Financial Aid, the purposes of financial aid at Skidmore College are to give those students who could not otherwise afford it the opportunity to attend the college and to attract and retain a qualified, talented, diverse student body that can be expected to contribute substantially to the academic and social life of the community, while distributing available funds in a fair and equitable way.

Currently approximately 43 percent of Skidmore students are receiving Skidmore-administered scholarships, grants, loans, and/or work awards, which are offered singly or in various combinations. In total, 49 percent of the students at Skidmore

receive some form of assistance from the college or from outside sources. Numerous financing plans and options are available to families not eligible for need-based financial aid. (See Fees and Expenses for monthly payment and tuition prepayment plans.)

The largest contributor of student financial aid funds is the college, although federal and state programs and private donors assist significantly. Skidmore participates in the following federal programs: Federal Pell Grants, Federal Academic Competitiveness (AC) Grant, Federal National SMART Grant, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Perkins Loans, Federal Direct Student Loans, and Federal Work-Study Program.

Federal funds are administered by Skidmore in accordance with government regulations and the college's general policies relating to financial aid. Students from New York, Rhode Island, and Vermont may be eligible for state financial aid funds that can be used at Skidmore, and they are required to apply for these funds when seeking Skidmore financial aid.

For further information about financial assistance from Skidmore College, see the Financial Aid section of the College Web site.

Application

The confidential financial statements known as the FAFSA and the PROFILE must be filed each year. Entering students obtain the FAFSA (www.fafsa.ed.gov) and the registration guide for the PROFILE form (www.collegeboard.com) from their high school guidance office or online. Current students can link directly to the FAFSA and PROFILE from the financial aid office web site.

Skidmore requires that copies of the federal U.S. income tax returns be submitted to verify the financial figures reported on the aid application. Freshman applicants whose parents own a business or farm will need to file a Business/Farm Supplement.

Applicants whose parents are separated, divorced, or were never married are required to have their noncustodial parent file a Noncustodial PPROFILE. While the college strives to be understanding in circumstances where a divorce or separation has occurred, Skidmore's limited financial aid resources require that all possible sources of support be considered. Accordingly, the resources of a remarried parent's spouse are also considered in every case regardless of any private family agreements.

* * *

The financial aid application deadline is February 1 (prior to the academic year for which assistance is requested) for prospective first-year students; the financial aid application deadline is May 1 for current students and April 1 for prospective transfer students. Prospective candidates receive consideration for financial assistance if all required financial information is at the college at the time funds for aid awards are allocated. Since funds may not be sufficient to meet the needs of all admitted students who demonstrate financial need,

aid is offered to as many well-qualified applicants as possible, with preference given to those students with demonstrated financial need whom the Admissions Committee determines to be the strongest applicants among those admitted to Skidmore.

* * *

Skidmore aid resources are not available for summer study. In some cases, students may be able to utilize the Federal Direct Student Loan and/or Federal Pell Grant to pay for summer classes.

Student Aid Programs and Financing Options

SKIDMORE COLLEGE PROGRAMS

CAMPUS EMPLOYMENT

Initial work placement is in the dining hall or other essential services. All work is scheduled to avoid conflict with the student's academic program and averages eight to ten hours a week. Jobs are also available in the surrounding geographic area. Work opportunities may also be available to students not on financial aid. See the Student Employment Website for more details.

FEDERAL PROGRAMS

Campus-based aid: Federal Supplemental Educational Opportunity Grants, Federal Work-Study, and Federal Perkins Loans are administered by the college. The funds are allocated by the Financial Aid Office.

GRANTS

FEDERAL PELL GRANT

A student can receive up to \$5,550 per year for tuition and other educational costs, such as room and board. Awards depend on college costs and an aid-eligibility index. This index is based on factors such as family income and assets, family size, and number of postsecondary students in the family.

The student must submit the Free Application for Federal Student Aid (FAFSA) by July 1 and submit all items required for verification by the last day of attendance in each academic year.

FEDERAL ACADEMIC COMPETITIVENESS (AC) GRANT

An eligible student may receive an AC Grant of up to \$750 for the first academic year of study and up to \$1,300 for the second academic year of study. To be eligible for each academic year, a student must:

- be a U.S. citizen or meet a citizenship requirement;
- be a Federal Pell Grant recipient;
- be enrolled full-time in a degree program;
- be enrolled in the first or second academic year of his or her program of study at a two-year or four-year degree-granting institution;
- have completed a rigorous secondary school program of study;
- if a first-year student, not have been previously enrolled in an undergraduate program; and
- if a second-year student, have at least a cumulative 3.0 grade-point average on a 4.0 scale for the first academic year.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

An undergraduate student with financial need may be awarded from \$200 to \$4,000 yearly. Priority is given to exceptionally needy students who are Federal Pell Grant recipients.

OTHER FEDERAL PROGRAMS

VETERANS ADMINISTRATION EDUCATIONAL BENEFITS

This program is for veterans who were in the U.S. armed forces between 1955 and 1977. There is also aid for children, spouses, and survivors of veterans who suffered a service-connected death or disability. Contact your local VA office for information concerning veteran's educational benefits.

FEDERAL EDUCATION LOANS

Federal student loan funds are made available directly through the federal government beginning with the 2010-11 academic year. Please see the Financial Aid Office web site for additional details regarding the application process. In general, to be eligible for a Federal Direct Loan, the student must:

- study at least half-time at an approved educational institution;
- be either a U.S. citizen or an eligible noncitizen;
- meet the educational institution's satisfactory academic progress standards;
- have filed a FAFSA (www.fafsa.gov) with a valid result; and
- demonstrate compliance with applicable Selective Service requirements.

FEDERAL DIRECT STUDENT LOANS — SUBSIDIZED

The interest rate is fixed at 4.8 percent for loans after July 1, 2010. There are no interest payments while in school and for six months afterward. Direct loans are subject to a 1.0% origination fee. An upfront interest rebate of .5% is offered for borrowers as a repayment incentive. In order to keep the upfront rebate, a borrower must make the initial twelve consecutive payments on time. Loan proceeds will be reduced by the amount of the fee.

Repayment of the amount borrowed plus interest begins six months after the student either leaves school or drops below half-time attendance. The minimum monthly payment is \$50. The standard repayment term is ten years.

FEDERAL DIRECT STUDENT LOANS — UNSUBSIDIZED

The annual interest will be 6.8 percent for loans after July 1, 2006. Interest payments are made while the student is in college. Direct loans are subject to a 1.0% origination fee. An upfront interest rebate of .5% is offered for borrowers as a repayment incentive. In order to keep the upfront rebate, a borrower must make the initial twelve consecutive payments on time. Loan proceeds will be reduced by the amount of the fee.

Repayment of the amount borrowed plus interest begins sixty days from the disbursement of the loan, unless the borrower qualifies for an in-school or other deferment. The minimum monthly payment is \$50. The standard repayment term is ten years.

FEDERAL DIRECT PARENT LOANS FOR STUDENTS (PLUS)

Parents may borrow up to the cost of attendance minus financial aid per year for each financially dependent undergraduate student if there is no adverse credit history. Annual interest is 7.9 percent for loans after July 1, 2010.

There is an origination fee of up to 4 percent of the amount borrowed. An upfront interest rebate of 1.5% is offered for borrowers as a repayment incentive. In order to keep the upfront rebate, a borrower must make the initial twelve consecutive payments on time. Loan proceeds will be reduced by the amount of the fee. Repayment of the amount borrowed plus interest begins within sixty days after the loan is fully disbursed.

Academic Requirements and Regulations

Changes

Requirements for Degree

Students are responsible for completing all requirements for graduation.

2. Satisfaction of the grade-point standard. A cumulative grade-point average of 2.000 in all course work completed at Skidmore College and a 2.000 in all course work in the major field, as well as in any declared minor.
3. Fulfillment of the liberal arts requirement. Candidates for the bachelor of arts degree must complete a minimum of ninety credit hours of course work designated as liberal arts. Candidates for the bachelor of science degree must complete a minimum of sixty credit hours of course work designated as liberal arts. Double majors completing both B.A. and B.S. requirements must complete 90 hours of liberal arts credit. Only one degree is awarded.

Students are encouraged to monitor progress toward degree completion by referencing degree audits produced weekly by the Office of the Registrar.

LIBERAL ARTS REQUIREMENT

Double majors completing both B.A. and B.S. requirements must complete ninety hours of liberal arts credit. Students in this situation are awarded only one degree and must notify the Registrar's Office of their choice prior to graduation.

MATURITY-LEVEL REQUIREMENT

The minimum of twenty-four 300-level course credits must be earned in Skidmore courses, not at other colleges and universities unless part of an approved study abroad or domestic study program.

INTERDISCIPLINARY REQUIREMENTS: SCRIBNER SEMINAR

Scribner Seminars may not be used to meet any other college requirements.

FOUNDATION REQUIREMENTS

Expository Writing

During the 2006–07 academic year, the Skidmore Faculty approved a proposal that enhances the writing requirement for any student in the Class of 2012 and beyond. This second component is determined by each department or program and provides students with opportunities to learn and practice the particular conventions of writing within their discipline. Departments determine the exact nature of the requirement, which must be approved by the Curriculum Committee. The specifics are outlined in the description of the major and

communicated to students at the point when the major declaration is made.

CULTURE-CENTERED INQUIRY REQUIREMENTS

Students fulfill this requirement by completing one course in a foreign language plus a second course designated as either non-Western culture or cultural diversity study.

MINORS

A minor field of study in a department or interdisciplinary program may be elected no later than the beginning of the senior year. All minors require a minimum of eighteen credit hours. See departmental announcements for specific requirements. Students are limited to two majors and three minors. Interdisciplinary minors may be elected in such areas as Asian studies, environmental studies, international affairs, Latin American studies, and gender studies. A GPA of 2.0 is required in the minor field. A student may declare up to three minors.

MULTIPLE COUNTING OF COURSES

2. For a major and a minor program, or for two minor fields, there can be no more than a ~~two-course~~ overlap in total.

Course Loads

There is an additional fee assessed for programs over eighteen hours. The Committee on Academic Standing reviews all applications for overloads to determine academic eligibility, based on stated criteria. A minimum GPA of 3.000 is required for an overload. The Committee will not consider an overload application for more than 20 credit hours.

Academic Standards and Review

Changes

Academic Standards

In order to qualify for a degree from Skidmore College, a student must attain a cumulative GPA of 2.000 in all course work and 2.000 in the major field, as well as in any declared minor. The student's academic record includes:

Grades

W. Withdrawal: (Phrase “Beginning with students who entered in fall 1999 ” deleted.)

Grade Change

All grades are considered final once they are submitted to the Office of the Registrar. An instructor may request a change in the student's grade only if the instructor has made a

computational or clerical error (or if an academic integrity infraction requires a change in the course grade). No grade may be changed on the basis of re-testing or supplementary work. Except in the circumstances outlined in the Policy to Appeal a Final Failing Grade (Faculty Handbook, Part Two, III, D - effective June 2010), petitions to change grades must originate with the faculty members concerned and be brought before the Committee on Academic Standing for consideration.

Grade-Point Average (GPA)

Each grade is assigned a point value as follows:

Grade	Points
A+, A	4.000
A-	3.670
B+	3.330
B	3.000
B-	2.670
C+	2.330
C	2.000
C-	1.670
D+	1.330
D	1.000
F, WF, IF	0.000

DEAN'S LIST

Honors are awarded to each matriculated student who satisfactorily completes at least fourteen semester hours of credit by the regular grading deadline and who achieves a 3.400 to 3.669 GPA for that semester. Highest Honors are awarded to each student who satisfactorily completes at least fourteen semester hours of credit by the regular grading deadline and who achieves a 3.670 or higher GPA for that semester. (A grade of Incomplete, which temporarily places the credits earned below fourteen, makes the student ineligible for the Dean's List, even if the Incomplete is resolved successfully.) (GPA calculations are made to three decimal points.)

GRADUATION HONORS

College Honors: Seniors with distinguished academic records may graduate cum laude (3.400–3.660 GPA), magna cum laude (3.670–3.790 GPA), or summa cum laude (3.800–4.000 GPA) upon the recommendation of the Committee on Academic Standing and with the approval of the faculty.

Departmental Honors will be awarded to any student who graduates from Skidmore after no fewer than three semesters and who meets the following conditions: a GPA of 3.500 or higher for all work in the major; the completion of any other academic criteria established by the department and described in the Catalog, and a favorable recommendation by the department; a GPA of 3.000 or higher based on all work taken

at Skidmore; and approval by the faculty upon recommendation by CAS. (Beginning with the Class of 2011, Business majors must earn a minimum of 3.600 in the major to qualify for departmental honors.)

Honors Forum: Seniors will graduate as members of the Honors Forum if they have maintained Dean's List status as a full-time student (with no two consecutive semesters of a GPA below 3.400); demonstrated exemplary academic and social integrity; completed HF101 during the fall semester of the freshman year; in addition to HF101, completed a minimum of three Honors Forum courses, or a total of seven Honors Forum credits, by the end of the junior year, and a senior-year capstone experience; and engaged in forum leadership and events during each academic year of membership. Students in the Class of 2009 and later must complete an approved Citizenship Project before the end of the junior year.

Probation

As determined by the Committee on Academic Standing, in consultation with the Associate Dean of the Faculty for Academic Advising and the Director of Athletics, a student who is not meeting continuation standards is ineligible for athletic team practice or competition.

Standards for Continuation

Students must meet the following minimal standards for continuation (and see additional criteria above):

by end of semester	semester hours completed	cumulative grade-point average
1	6	1.670
2	18	1.850
3	30	2.000
4	45	2.000
5	60	2.000
6	72	2.000
7	84	2.000
8	96	2.000
9	108	2.000
10	120	2.000

NOTE: The first semester minimal standard for continuation (1.670 GPA and completion of six credit hours) will be calculated strictly on the student's first full-time matriculated semester at Skidmore and will not include credit-hour or GPA credits earned prior to that first full-time Skidmore semester.

Summer Credits and Grades

Please contact the office of Academic Advising for additional details regarding policies.

Degree Programs

Changes

Major	Hegis Code	Degree
Economics-French†	2299	Bachelor of Arts
Economics-German†	2299	Bachelor of Arts
Economics-Mathematics†	2204	Bachelor of Arts
Economics-Philosophy†	2204	Bachelor of Arts
Economics-Sociology	2299	Bachelor of Arts
Economics-Spanish†	2299	Bachelor of Arts
Education Studies	0802	Bachelor of Science Provisional Certification in Childhood Education (1-6)
English-French‡	1599	Bachelor of Arts
English-German‡	1599	Bachelor of Arts
English-Philosophy‡	1599	Bachelor of Arts
English-Spanish‡	1599	Bachelor of Arts
Gender Studies	2299	Bachelor of Arts (new in 2010)
Government-Philosophy‡	2207	Bachelor of Arts
Government-Sociology†	2299	Bachelor of Arts

† To be phased out, approved by NYS Dept of Education.

‡ Approved for phase-out by Curriculum Committee, pending action by NYS Dept of Education.

* Not accepting new applications.

Courses of Study

Course Notations

If a course is not offered annually, the year in which it will next be offered is noted where possible. Course prerequisites, if any, are listed at the end of the course description. Students must adhere to the stated prerequisite or obtain override permission from the instructor prior to the time of registration.

American Studies

Changes

AM 234. AMERICAN SPORTS/AMERICAN CULTURE 4
A historical examination of 300 years of sport in America as an important expression of culture, conflict, and meaning. Special attention is devoted to the ways in which contemporary sports provide a window into politics, economics, racial and ethnic relations, class formation, and gender identity. Students analyze the ways in which Americans have played, watched, and understood sports and will focus on some of the recurrent cultural values, trends, and symbolism associated with American athletes and public life. (Fulfills social sciences requirement.) D. Nathan

AM 332. GLOBAL PERSPECTIVES OF THE UNITED STATES 4
Assesses and puts in historical context global perspectives on and representations of the U.S., its citizens and culture. Employing an interdisciplinary methodology, student will consider how the U.S. appeared to Europeans in the 18th century and how others since then have made sense of this country, with an emphasis on the 20th century and the post-9/11 cultural moment. Students will examine themes including the preferred national narrative of the U.S. as a place of freedom, opportunity, democracy, and multicultural pluralism; and different forms of anti-Americanism. (Designated a Cultural Diversity course.) D. Nathan

AM 103. INTRODUCTION TO AMERICAN STUDIES 4
Introduction to the interdisciplinary study of American culture, past and present. Emphasizes reading critically, thinking historically, practicing interdisciplinarity, and acknowledging diversity. Students will analyze and synthesize multiple kinds of primary sources (such as fiction, film, music, art) and disciplinary perspectives (sociology, economics, media criticism) to appreciate better the complexity of American life and culture. (Fulfills social science requirement.) W. Grady-Willis, M. Lynn, D. Nathan, G. Pfitzer, J. Woodfork

AM260 THEMES IN AMERICAN CULTURE 3 or 4

I. Popular Culture 4
A topical examination of the cultural-historical process of the creation, dissemination, and consumption of mass or popular culture and analysis of popular culture as a defining characteristic of Americans. Specific focus will be upon the evolution of modern electronic forms of communication in the twentieth century, and the interrelationships between the popular and elite and folk culture will be explored. Illustrative topics include: popular genre literature, mass movements, celebrities and heroes, and film, radio, and television. (Fulfills social science requirement.) D. Nathan

AM 331. CRITICAL WHITENESS IN THE U.S. 4
An interdisciplinary examination of whiteness in U.S. culture and history. Explores the racial construction of whiteness, focusing on its changing legal, political, aesthetic and cultural definitions over four centuries of American experience, with special emphasis on the concept of whiteness in contemporary ethnographic studies, memoirs and essays. Students will examine the relationship between whiteness and other components of identity. The nature of white privilege and the conditions of access to whiteness will be investigated. (Designated a Cultural Diversity course.) J. Woodfork

Additions

THE WRITING REQUIREMENT IN THE MAJOR: The Department of American Studies maintains a strong commitment to writing and, when possible, the process of revision. There is some form of writing in all American Studies courses: for example, traditional essays and research papers, but also book, film, music, and exhibition reviews, autobiographical and ethnographic writing, journal entries, oral histories, among other possibilities. Like other disciplines, American Studies values and promotes clear, concise prose and coherent arguments informed by evidence, reason, analytical thought, and creativity. We want AM majors and minors to think in an interdisciplinary manner and to do research that cuts across and bridges traditional disciplinary lines. We want them to be able to use—competently, critically, and creatively—primary and secondary sources. We want them to be able to design and execute research projects. To do so, students must know the conventions of writing in the discipline. They must also know how to pose relevant questions, develop a research design, use a variety of sources,

convey a clear understanding of chronological relationships, construct an argument with appropriate categories of proof, and to narrate well. While all American Studies courses promote most of these qualities, they find fullest expression in the Senior Seminar. By successfully completing the requirements for the major, students fulfill the American Studies writing requirement. Ideally, students should take the major's three required courses—AM 103, AM 221 (sophomore or junior year), and AM 374—in that sequence; doing so promotes the developmental nature of writing in the discipline.

Anthropology

Changes

AN 366. SENIOR SEMINAR 4
Advanced readings in theoretical and/or applied anthropology, with special focus on student research and writing. The course is designed as a capstone experience for senior anthropology majors. Prerequisite: AN270.
The Department

Additions

WRITING REQUIREMENT IN THE MAJOR: All Anthropology majors will be required to complete AN366, a writing intensive course, as part of the fulfillment of the major. Upon completion of the Anthropology Writing Requirement, students will be able to: 1) write papers that demonstrate an understanding of proper grammar, syntax, punctuation, and usage; 2) consistently apply anthropology's writing conventions to their written work, including the formulation of anthropologically informed questions, effective use of concepts and theories, effective organization of research papers, and correctly format citations and references; 3) write a research proposal that includes a theoretical and ethnographic literature review and a description of the selected research methodology; and 4) use ethnographic or archeological data to write effective arguments through interpretation and theoretical analysis.

AN 343. RITUAL AND RELIGION 3
A study of religion from an anthropological perspective with a focus on ritual practices in non-Western cultural contexts. Students learn key conceptual and theoretical contributions in the anthropological study of ritual and religion, a fundamental dimension of human cultural practice the world over. Students explore religion as a way of reasoning, a form of ritual action, and an experimental reality. Topics include fetishism, symbolism, embodiment, ritual action, divination, initiation and healing. Prerequisite: AN 101 S. Silva

Art (Studio)

Changes

THE STUDIO ART MAJOR

Note: For double-counting of courses between majors and minors please see "Academic Requirements and Regulations" under the heading "Multiple Counting of Courses" in this catalog.

THE STUDIO ART MINOR

Note: For double-counting of courses between majors and minors please see "Academic Requirements and Regulations" under the heading "Multiple Counting of Courses" in this catalog.

Art History

Changes

ART HISTORY MINOR

Students electing to minor in art history are required to successfully complete a minimum of five courses of 2 or more credits each (at least one at the 300 level), for a minimum of 17 credits. Students should consult the Chair of the Department of Art History for approval. (Please note: a total of six studio art and two art history courses constitutes a minor in studio art.)

Each student major is required to take a minimum of eleven courses according to the following guidelines.

1. Foundation (three courses).
 - a. AH100 Survey of Western Art
 - b. One studio art course of your choice (note prerequisites where necessary), except AR 299, AR 358, AH361A, AH375 and AR399.
 - c. AH221 Practices of Art History; should be taken by the end of the second year.
2. Breadth (four art history courses of three credits or more). Choose one course from four of the following five areas:
 - a. Ancient and Medieval Art in the West: AH222, AH223, AH 232, AH233, AH330
 - b. 15th- to 18th-Century Art in the West: AH241, AH253, AH254, AH268**, AH342, AH347, AH348, AH355
 - c. Modern and Contemporary Art in the West: AH217, AH257, AH261, AH265, AH268**, AH315***, AH321, AH322, AH354, AH364
 - d. Arts of Africa and the Americas: AH103, AH203, AH207, AH208, AH310, AH315***
 - e. Asian Art: AH105, AH106, AH200, AH204, AH209, AH210, AH211, AH311, AH312, AH314.
3. Exploration (at least three courses of two, three or four credits each): Besides the foundation and breadth courses, each student must take a minimum of three additional art history courses, including at least one seminar but not including the senior thesis. (The senior thesis is an option students may take beyond the eleven courses required for the art history major.)
4. AH220 fulfills the writing requirement in the major.
5. AH380 Capstone, spring semester, senior year.
6. The Art History major GPA is calculated based on all Art History courses.
7. An Art History major must complete at least 16 credits of course work in the major on the Skidmore campus.

AH 254. EIGHTEENTH-CENTURY EUROPEAN ART 3
An examination of the production and reception of art in Europe at the beginning of the modern era. Special attention will be paid to the ways in which visual representation both expressed and actively shaped the aesthetic, social, political, economic, and intellectual preoccupations of the period. Artists discussed will include Watteau, Chardin, Gainsborough, Reynolds, and David. Themes explored will include shifting conceptions of public and private life, engagements with nature and antiquity, the status of the artist, and the role of portraiture in the construction of identities. Prerequisite: AH100 or AH111 or permission of instructor. (Fulfills humanities requirement.)
M. Hellman

AH 361. TOPICS IN GENDER AND VISUAL CULTURE 3
D. Arts of Africa and the Americas (NW)
E. Asian Art (NW)

AH 268. AD/DRESSING THE BODY: EUROPEAN FASHION, RENAISSANCE TO THE PRESENT 3

A survey of the stylistic evolution and meaning of dress, hair and body accessories in Europe and America from c. 1400 to the present. Through analysis of both artifacts of material culture and representations of dress and hair in works of art, this course focuses on the role of men's and women's fashion in constructing identity, for example, to signify gender, political ideals, and social class. Further, it investigates the religious, economic, and political institutions that work to shape fashion. Additional themes, such as the relationship of fashion design to the fine arts and to craft, the rise of haute couture, the undressed body, and the history of specific items of dress such as the corset, the perwig, and the suit will be explored. Prerequisite: One AH course or permission of instructor. P. Jolly

AH 375. SEMINAR 4

Advanced courses where students explore specialized topics in depth. Seminars rely predominantly upon the discussion of challenging readings, with students bearing primary responsibility for their own achievements in the classroom. Typically, seminars include both oral and written components; require individualized, substantial research projects; and rely on extensive independent work.

- A. Ancient and Medieval Art in the West
- B. 15th to 18th Century Art in the West
- C. Modern and Contemporary Art in the West
- D. Arts of Africa and the Americas
- E. Asian Art
- F. Special Topics in Art History

Prerequisite: Open to junior and senior majors or minors in studio art or art history. All others by permission of instructor. Art History Faculty

AH 399. PROFESSIONAL INTERNSHIP IN ART HISTORY 3 or 6

Professional experience at an advanced level for juniors and seniors with substantial experience in art history. With faculty sponsorship and department approval, students may extend their educational experience into such areas as museums, art galleries, art auction houses, private art collections, arts administration, art conservation, and architecture and historic preservation. Unless prior permission is given by the department, only three credits will count toward a major in art history. No more than three internship semester hours total of AH 299 or AH 399 credit may count toward the major. May Must be taken for S/U only. Prerequisite: two Art History courses beyond a 100-level course.

Additions

AH 104. SURVEY OF ASIAN ART 4

Survey of the arts of India, China, Korea, and Japan. These arts will be examined with an emphasis on style as cultural expression, the meaning of arts in religious context, and the impact of cross cultural exchange. (Designated a non-Western culture course; fulfills humanities requirement.) The Department

AH 151. SPECIAL TOPICS IN ART HISTORY 1-4

A typically organized course with the specific topic varying according to program. Course may be repeated for credit on a different topic. (Humanities and other all college designations will be assigned on a course by course basis to 3 or 4 credit courses). Art History Faculty

AH 220. WRITING IN ART HISTORY 1

A concentrated focus on writing intended for declared or potential art history majors. Students will develop strong writing proficiency through analysis of professional art history writing. They will strengthen particular skills required in the discipline, including visual and comparative analyses, writing for museums, and research techniques. Additionally, students will perfect grammar and style and fine-tune in-class note taking and exam writing. Art History majors are encouraged to complete the course before the junior year. Must be taken S/U. Must be taken concurrently with another art history course, except AH 221 or AH 380. Pre-requisite: AH 100 or 103 or 105 or 106. Art History Faculty

AH 299. PROFESSIONAL INTERNSHIP IN ART HISTORY 3

Internship opportunity for students whose academic co-curricular work has prepared them for professional work related to the major. With faculty sponsorship and department approval, students may extend their educational experience into such areas as museums, art galleries, art auction houses, private art collections, arts administration, art conservation, and architecture and historic preservation. No more than three internship semester hours total of AH 299 or AH 399 credit may count toward the major. Must be taken S/U. Prerequisite: at least two art history courses.

Arts Administration

Visiting Associate Professor: David C. Howson, Arthur Zankel
Director of Arts Administration

Currently in development as a minor, students in the arts administration program will learn the importance of leadership roles that arts executives play in the non-profit arts fields of music, dance, theater and visual arts. Combining artistic sensibility with business acumen, the program will examine the foundations of non-profit arts organizations including mission development, board governance, marketing and new media, fundraising and philanthropy, non-profit organizational structure as well as other areas essential to the operation of a non-profit arts organization. Other types of arts organizations may also be studied including commercial enterprises and Broadway. It is anticipated that the minor will consist of a combination of courses in Arts Administration as well as from other departments including Art, Art History, Management & Business, Music, Dance and Theater.

AA 201. FOUNDATIONS OF ARTS ADMINISTRATION 3

An introduction to the foundations of arts administration combining artistic sensibility with business acumen. By following current news and trends in the arts, students apply classroom learning to real-time experience. This course offers students insight into a variety of arts organizations as well as experimental, presenting and non-traditional forms of organizations. Topics include organizational structure, and board dynamics, marketing and audience development, philanthropy and fundraising, labor relations, and legal issues. The focus is primarily on non-profit arts organizations, but Broadway will also be discussed. Non-liberal arts. D. Howson

Asian Studies

Changes

AN 351C Creating Desire: Ethnic Tourism in Asia Embodying East Asia
FX 171, 172, 271, 272, 371, 372
Self-Instructional Korean

Additions

AS 251. SPECIAL TOPICS IN ASIAN STUDIES 1-4

A typically organized course, with the specific topic varying according to the instructor's interests and specialization. Topics may include beginning Sanskrit, Asian Studies in Theory, co-taught interdisciplinary courses, and Asian Studies add-ons to existing courses in other disciplines. With the approval of the program, the course may be repeated for credit on a different topic.

- AH 251N Tibetan Buddhist Art Before 1450
- AH 251N Arts of Southeast Asia
- EN 229C Introduction to Asian-American Literature (credit in minor only)
- FC 340 Advanced Languages Across The Curriculum
- FC 371 Independent Study
- FJ 311 Contemporary Japan
- FJ 340 Advanced Languages Across the Curriculum
- FL 263 Japanese Popular Culture
- FL 263 Japanese Women: Tradition and Transition
- FL 376 Themes in Chinese or Japanese Culture
- HF 200 Hindu Religion and Art
- HI 217 Vietnam War
- MU 205 Study of Taiko; Music and Mao
- MU 344 Music of East Asia
- PH 215 Buddhist Philosophy
- SO 251 Sociology of Japan
- TH 334 Asian Performance/Asian Theater

Deletions

AN 245	The Mao Years: Gender and Revolution in China
DA 212E	Non-Western Dance Forms I, Tai Chi
JIAS 101, 102	Language and Culture in India
JIAS 201	Historical, Cultural, and Social Background of Indian Development
JIAS 202	Contemporary Issues in Indian Social and Cultural Development
JIAS 204	Intermediate Hindi
JIAS 205	Intermediate Hindi
JIAS 251	Topics in India
JIAS 351	Advanced Topics in India
JIAS 376	Independent Fieldwork Project in India
MU 205B	Music and Chairman Mao
MU 345N	Music and Culture in East Asia

Biology

Changes

Students who major in biology must meet the College requirements for the degree, complete the general biology requirements, and complete the requirements for one of the intradepartmental concentrations. Each concentration requires fourteen courses.

General requirements for all biology majors or concentrations

1. Core courses: BI 105 and BI 106. BI 105 introduces the biological sciences by focusing on those structures and processes shared by all of life. The course explores evolutionary theory, cell structure and function, molecular genetics, biochemistry, and population ecology. BI 106 extends this exploration to consider how the diversity of life is manifest in the reproduction, development, physiology, and functional morphology of multicellular organisms. These two courses constitute a core curriculum for the major, and should be completed by the end of the first year. BI 105 is taken in the fall semester, followed by BI 106 in the spring.
2. Chemistry courses: a sequence of three CH courses, beginning with CH 105 or CH 107H. CH 103 may be taken in preparation for CH 105, but it does not count toward the sequence of three CH courses required for the Major.
3. Mathematics course: MA 111 (usually taken in the first year)
4. Capstone courses: BI 377 or BI 378 (taken in the senior year)
5. Writing: Successful completion of BI 105, BI 106, and any 2, 200-level courses in Biology. Students will learn to write concise, well-reasoned, and properly referenced summaries of their inquiry in the form of a formal scientific paper. Writing: Successful completion of BI 105, BI 106, and any 2, 200-level courses in Biology. Students will learn to write concise, well-reasoned, and properly referenced summaries of their inquiry in the form of a formal scientific paper.

BI 105. BIOLOGICAL SCIENCES I: UNITY OF LIFE 4
An introduction to the structures and processes common to all of life. The course explores topics in molecular biology, biochemistry, cell structure and function, evolutionary theory, and population ecology. The laboratory portion of the course is inquiry-based and will introduce students to the methods and theory of modern biology. The course is writing enhanced and partially fulfills the departmental writing requirement. Three hours of lecture, three hours of laboratory per week. (Fulfills natural sciences requirement.) C. Freeman-Gallant and P. Hilleren

BI 106. BIOLOGICAL SCIENCES II: DIVERSITY OF LIFE 4
A comprehensive introduction to the diversity of life forms and life functions. The course explores topics in organismal biology with special emphasis on animals and plants, reproductive biology, physiology and developmental biology. The course is writing enhanced and partially fulfills the departmental writing requirement. Prerequisite: BI105. (Fulfills natural sciences requirement.) D. Domozych and J. Ness

BI 115H. ECOLOGY OF FOOD 4
The study of fundamental concepts in ecology from a who-eats-whom perspective. Topics include the behavior and ecology of herbivores, predators, parasites, and mutualists, interactions among competitors in quest of food, trophic connections, and analyses of communities and landscapes managed for agricultural and aquacultural production. Quantitative field investigations of herbivory in Skidmore's North Woods are complemented by laboratory investigations of plant physical defenses and secondary chemicals, including the use and function of these secondary chemicals in world cuisine. A similar investigative approach is taken to the study of pollination, seed dispersal, and predation. Local food producers contribute to the study of agroecology. Ecological impacts of various agricultural and aquacultural practices and the implications and potential ecological impacts of genetically modified foods are explored. Prerequisite: QR1. Three hours of lecture, three hours of lab per week. One Saturday field trip. (Fulfills laboratory science requirement.) M. Raveret Richter

BI 165. MICROBES AND SOCIETY 4
An introduction to basic microbiology that focuses on the impact microbes have on our society. While everybody knows microbes can cause diseases and spoilage, microbes are more present and have a deeper impact on our lives than most of us realize. Students will focus on basic concepts in microbiology while exploring specific case studies and the latest news regarding the impact of microbes on our society. In the lab students will discover microbes in various environments, put them to work in food production, and address issues of food safety and spoilage while learning basic laboratory techniques. Three hours of lecture, three hours of lab per week. (Fulfills natural sciences requirement.) S. McDevitt

BI 240. ENVIRONMENTAL BIOLOGY 4
An examination of the physical and biotic features of the earth, the role of humans in affecting the planet's ecology, and the ways ecological systems affect humans. This course provides the fundamental concepts of environmental biology, along with specific examples from the natural world and human modification. Topics include the basics of the physical nature of the earth; physiological ecology, including the biochemistry and metabolism of life forms and nutrient cycles; biodiversity; interspecific relationships; population and community dynamics; ecosystem structure; pollution and environmental toxicology; resource management; and restoration design. Laboratory consists of field trips, ecological sampling techniques, ecological survey of local habitats, phytoremediation, pollution simulation, and examination of biodiversity. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the Departmental writing requirement. Does not count toward the major. Prerequisites: ES105. J. Ness

BI 244. COMPARATIVE VERTEBRATE PHYSIOLOGY 4
The function and structure of major systems of vertebrates considered principally from the perspective of their ability to meet environmental demands. Prerequisites: BI106, and CH105 or CH107H. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the Departmental writing requirement. R. Meyers

BI 245. PRINCIPLES OF GENETICS 4
A study of biological patterns of heredity explained by genes, their structure, function, and transmission from cell to cell and parent to offspring, and the expression of genetic information. Topics include an in-depth study of mitosis, meiosis, Mendelian genetics and extension of Mendelian genetics, to complex traits and their analysis in individuals and populations. Breeding and analysis of fruit flies requires lab work outside of scheduled lab time. Prerequisites: BI106 or permission of instructor. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the Departmental writing requirement. B. Possidente

BI 241. ECOLOGY 4
A field, laboratory, and lecture course in which interactions among organisms and between organisms and their environment are explored. Students will observe ecological patterns and evaluate evidence and arguments for why those patterns exist. Prerequisites: BI106. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the Departmental writing requirement. M. Raveret Richter

BI 246. MICROBIOLOGY: DIVERSITY, DISEASE, AND THE ENVIRONMENT 4

A comprehensive introduction to the biology of three major groups of microbes: bacteria, protists, and viruses. Microbial diversity will be explored in the context of the structure, physiology, metabolism, and molecular genetics of various microbial taxa. We will discuss microbial diseases, non-specific and specific human immune responses, and general strategies used by microbes to overcome these defenses. The final section of the course will explore key concepts in microbial ecology. Emphasis will be placed on the central role of bacteria in geochemical cycles and symbiotic associations with plants and animals. In the laboratory, students will isolate bacteria from a variety of environments (wounds, soil, etc.) and apply standard techniques used in clinical and environmental microbiology labs to study their physiology and metabolism. Prerequisite: BI106. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the Departmental writing requirement. S. McDevitt

BI 247. CELL BIOLOGY 4

The course provides a cellular and organismal view of essential features of eukaryotic cell biology. Students will study cellular functions such as protein structure and function, cytoskeletal organization, cell migration, cellular metabolism, and cell signaling. In laboratory, students will gain experience with modern techniques for visualizing cell biological processes, with emphasis on differential interference contrast (DIC) optics, fluorescence, and confocal microscopy. Prerequisites: BI106, and CH105 or CH107H. Building on BI 105 and BI 106, the course explores writing conventions specific to the subdiscipline; partially fulfills the Departmental writing requirement. J. Bonner

BI 275. INTRODUCTION TO BIOLOGICAL RESEARCH 1

An introductory exploration of research in the biological sciences. Students plan, design, and implement a small research project from the laboratory or field in coordination with a faculty member. This experience will allow students at various stages of their careers to sample research methodologies in particular subdisciplines of biology. Students may only take four BI275 courses in their careers and no more than two in any given semester. If more than one is taken in one semester, each BI275 must be in a different section. Prerequisites: Completion of one 100-level course in biology or requirements set forth in individual sections plus permission of instructor. BI 275 does not fulfill the Biology department's writing requirement for the major.

Deletions

BI 243	Plant Biology
BI 323	Developmental Biology 4
BI 348	Immunobiology 3
BI 349	Neuroendocrinology 4

Chemistry

Changes

The Chemistry Major with Biochemistry Concentration:

Students choosing the biochemistry concentration within the chemistry major are required to:

1. Fulfill the general College requirements.
2. Complete the following:
 - a. a core curriculum consisting of CH 105, or CH 107H ; CH 106, or CH 207H ; CH 221, CH 222, CH 330 or CH 332, CH 341, CH 342, CH 377, CH 378, and two 300-level electives, one of which must be in chemistry and one in either chemistry or biology;
 - b. BI105, BI106, and one from among BI242, 243, 244, 245, 246, or 247;
 - c. MA111, 113, or MA108, 109, and 113 (students should consult the Department of Mathematics and Computer Science to determine their placement in MA111 or MA108, 109 sequence); and
 - d. PY207, 208.

CH 105. CHEMICAL PRINCIPLES I 4

First of a two-course sequence in which students learn fundamental principles of chemistry; appropriate for students who intend to major in the natural sciences. Topics include atomic and molecular structure, chemical reactions, periodic relationships, mass relationships, introductory thermodynamics, and properties of gases. Laboratory experiments serve to illustrate concepts learned in the classroom. Prerequisites: two years of high school algebra, one year of high-school chemistry and QR1. Three hours of lecture-discussion and one three-hour lab per week. (Fulfills QR2 and natural sciences requirements.) Designated a Writing-Enhanced course. Partially fulfills the writing requirement in the major.

S. Frey, K. Frederick, K. Sheppard, B. Barren

CH 106. CHEMICAL PRINCIPLES II 4

Continuation of CH 105. Students continue to learn fundamental principles of chemistry that describe the properties of solutions, kinetics, equilibria, acids and bases, electrochemistry, and thermodynamics. Laboratory experiments serve to illustrate concepts learned in the classroom. Prerequisites: CH105. Three hours of lecture-discussion and one three-hours lab per week. Designated a Writing-Enhanced course. Partially fulfills the writing requirement in the major. S. Frey, K. Frederick, B. Barren

CH 107H. INTENSIVE GENERAL CHEMISTRY HONORS 4

Study of the fundamental concepts of chemistry for motivated students who have a strong background in chemistry and intend to major in the natural sciences. Topics include atomic theory, chemical equilibria, acids and bases, electrochemistry, kinetics and bonding theories. Emphasis is placed on active student participation and class discussion of course material. In addition, students are required to carry out an honors project (e.g., a written paper or poster) that involves library research on a topic in chemistry, proper citation of sources, and formal presentation to chemistry faculty and students. Laboratory experiments emphasize modern research techniques and instrumentation and prepare students for exploratory lab projects at the honors level that students complete during the last two weeks of the semester. Training in scientific writing will be an integral part of the laboratory experiences. Three hours of lecture-discussion and three hours of laboratory a week. Prerequisites: Consent of the department based on an online diagnostic exam administered during the summer, and QR1 results. Prepares students for CH207H and CH221. (Fulfills the natural science and QR2 requirements.) Designated a Writing-Enhanced course. Partially fulfills the writing requirement in the major. S. Frey, K. Frederick

CH 341. BIOCHEMISTRY: MACROMOLECULAR STRUCTURE AND FUNCTION WITH LAB 5

A study of the organic, physical, and biological chemistry of proteins, carbohydrates, lipids, nucleic acids, and enzymes. Structure-function relationships are explored at the molecular level using structural geometry and chemical reactivity concepts. The lab includes modern techniques for the purification, characterization, and identification of biomolecules. Prerequisite: CH222. Three hours of lecture-discussion and four hours of lab a week. Designated a Writing-Enhanced course. Partially fulfills the writing requirement in the major. K. Sheppard, B. Barren

Additions

WRITING IN THE MAJOR REQUIREMENT: For both the Chemistry major and the Chemistry major (with Biochemistry Concentration) students are required to communicate scientific ideas (written and oral) in a manner that meets international chemistry standards. Professional chemists give oral presentations, prepare written reports, submit grant proposals and publish results in scholarly journals. In fulfilling the writing requirement in the major, students will learn to: 1) write about scientific observations and conclusions in the style and format of an experienced chemist; 2) maintain a properly written laboratory notebook; 3) write formal laboratory reports in the format and style of a paper in a scholarly chemistry journal. Chemistry majors will complete the requirements for Writing in the Major upon the successful completion of the following Writing-Enhanced courses: CH 105, CH 106, or CH 107H, CH 222 and CH 333 or CH 341.

CH 222. ORGANIC CHEMISTRY II 5

The structure, physical properties, reactivity, and reaction mechanisms of important organic functional groups are investigated. The lab work focuses on structure determination and synthesis projects. Prerequisite: CH221. Three hours of lecture-discussion and four hours of lab a week. Designated a Writing-Enhanced course. Partially fulfills the writing requirement in the major. R. Giguere, K. Cetto

CH 333. PHYSICAL CHEMISTRY II WITH LAB 5
The fundamental principles of kinetic theory, reaction kinetics, statistical thermodynamics, chemical application of quantum mechanics, bonding, molecular spectroscopy, and structure. Lab and computer based experiments provide an opportunity for quantitative experimental investigation of phenomena such as reaction rates, transport properties, bonding, and spectroscopy. Three hours of lecture-discussion, four hours of lab a week. Prerequisite: CH330 or CH332 or permission of the department. Designated a Writing-Enhanced course. Partially fulfills the writing requirement in the major.
J. Halstead

Deletions

CH105H Chemical Principles
CH106H Chemical Principles II

Classics

Changes

THE CLASSICS MAJOR: Thirty credit hours, including a minimum of

1. Reading proficiency of Greek or Latin at the 300 level demonstrated by completion of two of the following: CL310, 311, or CG310, 311. Students may enroll in 310 and 311 courses more than once with permission.
2. Gateway course: CC200;
3. One course from each of the following clusters:
 - a. Literature: CC220, 222, 223, 224, 225
 - b. History: HI201, 202, 203, 204, 205, 206; CC226
 - c. Art History: AH222, 223
4. CC365 or HI363; and
5. CC290.

Students may count toward the major any course listed above plus CC 291, CC 292, GO 303; PH 203, PH 327; and RE 330, when appropriate. CC 100 does not count toward the major.

THE CLASSICS MINOR: Twenty credit hours, including a minimum of

1. Reading proficiency of Greek or Latin at the 200-level, demonstrated by completion of the following: CG210 or CL210;
2. Gateway course: CC200;
3. Two courses from the following, each from a different cluster:
 - a. Literature: CC220, 222, 223, 224, 225
 - b. History: HI201, 202, 203, 204, 205, 206; CC226
 - c. Art History: AH222, 223; and
4. One course from CG310, 311; CL310, 311; CC365; GO303; HI363; PH327A, 327B; RE330. Students may count toward the minor any course listed above, plus CC290, 291, CC292 and PH203. Minors are encouraged to take one 300-level seminar in either Greek or Latin (CG310, 311; CL310, 311). CC100 does not count toward the minor.

Suggested course clusters in Greek and Roman literature, art and archaeology, history, and philosophy in addition to the major/minor requirements:

Literature: CC 220, CC 222, CC 223, CC 224, CC 226, CC 365; GO 303; HI 203, HI 204, HI 205, HI 206; and PH 203

CC 200. THE CLASSICAL WORLD 4
An introduction to classical antiquity for students interested in ancient Greece and Rome, the impact of antiquity on Medieval and Renaissance Europe, and a general background in the Western tradition. This interdisciplinary course taught by a team of faculty members from several departments and programs includes studies in literature (epic, dramatic, and lyric poetry, and rhetoric), history and historiography, art and architecture, and philosophy. Students will hone their writing skills in Classics by composing and revising essays related to the three sub-disciplines addressed in the course: literary, historical, and art historical/archaeological analysis. (Fulfills humanities requirement.) (Partially fulfills writing requirement in the major.)

CC 265. TOPICS IN CLASSICAL CIVILIZATION 3
Selected aspects of classical antiquity that embrace both the Greek and Roman worlds. Topics will vary from year to year based upon the instructor's specialization and interests. Students work on basic research, analytical, and writing skills. Courses may include Greek and/or Roman religion, lyric poetry, and early Christianity. The course in a different subject area may be repeated for credit. (Fulfills humanities requirement.)

Additions

GREEK
(All courses in Greek fulfill the foreign language requirement)

CC 227. RACE AND ETHNICITY IN ANCIENT GREECE AND BEYOND 3
How did the ancient Greeks construct their 'racial' and ethnic identity and why should 'Ancient Greekness' matter to us living in America today? Students will study the dynamics of race and ethnicity in antiquity by comparing constructions of Greekness and Romanness with constructions of ethnic identities in ancient non-Western cultures, including the ancient Persian Empire (Iran and Iraq) as well as cultures of ancient Africa, specifically the Egyptians, Ethiopians, Nubians, and Libyans. Students consider ancient Greek evidence as well as historical and archaeological data shedding light on non-Western perspectives. Students will learn contemporary race theory and the difficulties and benefits of applying it to the study of ancient societies. Students will also examine the role of ancestry, language, religion, mythology, literature (including historiography) in the discursive formation of racial and ethnic identities among the ancient Greeks and nearby non-Western cultures. Although centered in Ancient Greece, students will move beyond its geographical boundaries through examination of the Mediterranean culturally and its link to twentieth-century conceptualizations of race and ethnicity. (Designated a Cultural Diversity course; Fulfills humanities requirement.)
J. Murray

Computer Science

Changes

THE COMPUTER SCIENCE MAJOR: Students majoring in computer science fulfill the departmental requirements by completing the following:

1. Required computer science courses: CS 206, CS230, CS 305, and CS 318. CS 106 and CS 206 should normally be completed by the end of the second year.
2. Required mathematics course: MA 200
3. Required MC courses: MC 215 and MC 306. In MC 215, students will acquire writing skills that are necessary to work on advanced material in mathematics and will fulfill the writing requirement in the major.
4. Electives: Three CS or MC courses at the 200 level or above. For one of the three electives, the student may instead take, with permission of the department, a course in another discipline that has substantial computer science content. Students planning to go to graduate school should take additional courses in mathematics. In particular, MA113 and 204 should be considered. Courses counting toward the major may not be taken satisfactory/unsatisfactory.

MC 215.	MATHEMATICAL REASONING AND DISCRETE STRUCTURES	4
The study and practice of mathematical reasoning and its written and spoken expression in the form of mathematical proofs and algorithm specifications. Topics include elementary logic and sets, methods of proof including mathematical induction, algorithms and their analysis, functions and relations, elementary combinatorics, discrete probability, and graph theory. (Fulfills QR2 requirement and the writing requirement in the major.) Prerequisites: QR1, and CS106 or MA113, or permission of the instructor. The Department		
MC 306.	THEORY OF COMPUTATION	3
A study of the major theoretical models of computation. Topics include automata, nondeterminism, regular and context-free languages, Turing machines, unsolvability, and computational complexity. Prerequisite: MC115 or MC215 and CS106, or permission of instructor. Beginning in fall 2005, MC306 will have CS210 as a prerequisite. The Department		

Additions

CS 230.	PROGRAMMING LANGUAGES	3
An introduction to different programming language paradigms: functional, logic, and object-oriented programming. Students will also study language concepts such as regular expressions, syntax grammars and semantics. Specific topics may include Perl, egrep, Scheme, Lex and Yacc, Java, C++ and Prolog. Prerequisite: CS206. The Department		
CS 305.	DESIGN AND ANALYSIS OF ALGORITHMS	4
A study of techniques used to design algorithms for complex computational problems that are efficient in terms of time and memory required during execution. Students will also learn the techniques used to evaluate an algorithm's efficiency. Topics include advanced sorting techniques, advanced data structures, dynamic programming, greedy algorithms, amortized analysis, graph algorithms, network flow algorithms and linear programming. Prerequisites: CS206, MC215, and MA111 or equivalent. The Department		

Deletions

CS 210	Design and Analysis of Algorithms	4
CS 330	Programming Languages	3

Dance

Changes

THE MAJOR IN DANCE

General Dance:

1. Eighteen credit hours of technique.
2. Nineteen credit hours of theory to include DA 227, DA 228; DA 230 and DA 335; DA 375 and DA 376 recommended (required for Honors).

Performance/Choreography:

1. Sixteen credit hours of technique.
2. Fifteen credit hours of theory to include DA 227, DA 228; DA 230 and DA 335; DA 375 and DA 376 recommended (required for Honors).
3. Six credit hours of workshop/production.

Changes

DB 111.	BALLET I: ELEMENTARY	2 or 3
Study of Ballet technique, terminology, and musical accompaniment at the elementary level with a focus on correct execution, assimilation, and strength building. Prerequisite: DA 101 or 1 year previous Ballet training. (Fulfills arts requirement) Not for liberal arts credit.		
DM 111.	MODERN I: ELEMENTARY	2 or 3
Study of Modern Dance techniques at the elementary level. Prerequisite: DA 101 or 1 year previous Modern Dance training. (Fulfills arts requirement) Not for liberal arts credit.		
DA 335.	MAJOR PERIODS IN DANCE HISTORY	3
The study of major periods in dance history with particular emphasis on the societies out of which the dance developed. Prerequisite: DA230. M. DiSanto-Rose		
DA 376.	DANCE CAPSTONE	4
A senior experience recommended for all majors but only required for those seeking honors. The course combines dance theory and practice. The students will have studied at least one masterwork in ballet and one in modern/contemporary dance the previous semester in DA375. The students will choreograph and produce a major choreographic work, either an original work based on a model (masterwork) or a reconstruction of a masterwork not bound by copyright. The students' final work must clearly reflect its source (content, form, thematic structure, staging, style and/or relation to musical accompaniment) in one of the masterworks studied. Students will write a major paper, which will: identify how the elements of the masterwork shaped their work; reflect on their creative process; and give critical analysis of their work and its success in communicating their artistic vision. Prerequisites: DA375 and senior status as a dance major or dance-theater major; dance minors may participate with permission of department. The Department		

Additions

DA 101.	INTRODUCTION TO DANCE	2
An introduction to two major forms of performance dance, Ballet and Modern Dance. Students will learn basic technical skills and terminology and learn to blend one skill into another in order to experience controlled movement. Students will also examine historical periods in dance and view great works of representative choreographers. (Fulfills arts requirement) Not for liberal arts credit. Does not count toward major or minor in Dance.		

Economics

Changes

THE ECONOMICS MAJOR: Requirements for a major in economics are: EC 103, EC 104, EC 235, EC 236, EC 237; EC 375; MA 111 (MA 108 and MA 109) and at least four additional 300-level economics courses.

THE ECONOMICS MINOR: The department offers a minor in economics that consists of a minimum of EC 103, EC 104, EC 235, and EC 236; MA 111 (MA 108 and MA 109); and at least two additional economics courses at the 300 level.

Additions

EC 346.	INTERNATIONAL TRADE	3
An investigation of the role and importance of international economic relations with a focus on trade. Students will be provided a background in the theory of international trade and how various trade theories relate to observed trade flows and international resource movements. Policy debates on free trade versus protectionism are central to the course. Students will also be introduced to relevant international organizations and trade-related topics including exchange rate policies and trade finance. Prerequisite: EC235, EC236. J. Bibow		

EC 347. INTERNATIONAL FINANCE 3
 An investigation of the causes and effects of international financial flows. Students will learn a theoretical background that will be used to investigate key analytical and policy issues raised by international monetary relations under globalized finance. Students will also study the operations of international financial markets and institutions and explore the two-way relation between international transactions and macroeconomic policy by concentrating on recent and current events. Prerequisite: EC235, EC236.
 J. Bibow

EN 226. INTRODUCTION TO AMERICAN LITERATURE 3
 An introduction to the major modes and moments of American literature: the literature of contact between Native Americans and Europeans; mid-nineteenth-century literature of reform and protest; the rise of realism and naturalism; and American modernisms. (Fulfills humanities requirement.)
 The Department

EN 324. AMERICAN FICTIONS 3
 A study of major American novels in their literary, cultural and theoretical contexts, with an emphasis on the literary construction of "America" as both idea and place. Readings will vary from one year to the next, but may include works by Stowe, Hawthorne, Melville, James, Twain, Wharton, Cather, Fitzgerald, Hemingway, Faulkner, Ellison, Morrison, and Silko. Prerequisite: Completion of the Introductory Requirement. J. Casey, T. Lewis, or M. Stokes

EN 325. AMERICAN MODERNISMS 3
 A consideration of the multiple literary expressions of the American Modernist period (roughly 1900-1940), with particular attention to the aesthetic issues that preoccupied leading writers and critics, as well as the cultural formations and controversies that marked these years. Topics will include "high" modernism, modernist uses of realism, the Harlem Renaissance, Depression-era radicalisms, and "middlebrow" paradigms (e.g., magazine fiction or hard-boiled detective fiction). Prerequisite: Completion of the Introductory Requirement. J. Casey

EN 327. SPECIAL STUDIES IN AFRICAN-AMERICAN LITERATURE 3
 Topics, genres, traditions and authors selected from African American literary history. Topics will vary from one year to the next, but could include the literature of slavery; African American domestic fiction; the Harlem Renaissance; African American realisms, African American poetics; contemporary African American writing; single author studies. Prerequisite: Completion of the Introductory Requirement. (Designated a Cultural Diversity course.) M. Stokes

English

Changes

THE ENGLISH MAJOR

1. Introductory Requirement

- a. Introduction to Literary Studies: EN110
- b. Forms of Language and Literature: one course from among EN205, 207, 208, 211, 213, 215, 217, 219, 225, 228, 280, 281, 282
- c. Language and Literature in Context: one course from among EN223, 226, 227, 229, 230, 231, 232, 243

EN110 is strongly recommended as preparation for 200-level courses.

2. Advanced Requirement: five courses from "Advanced Courses in Language and Literature"

Prerequisite: The Introductory requirement must be satisfied before taking courses from "Advanced Courses in Language and Literature."

3. Capstone Experience: satisfied in most cases by a Senior Seminar (EN375) or Advanced Projects in Writing (EN381)

Note: Students with appropriate preparation and faculty permission may instead choose the senior thesis or project options: EN376, 389, 390.

4. One additional course at the 200 or 300 level (excluding EN375)

5. Early Period requirement: Two courses, at either the 200 or the 300 level, must be designated "early period" (EN225, 228E, 229E, 230, 231, 315, 341, 342, 343, 344, 345, 346, 347, 348, 350, 362).

6. Writing Requirement: What unites us—as students of English, as writers, and as scholars—is close attention to language as both content and practice. We read the writing of others; we write in response to that writing; and we reflect on what it means to do so. Each of us shares a concern for the written word that defines what we do at every level of the English curriculum. In the classroom, students attend carefully to the language of literary works and articulate in writing their responses and ideas. This is true both for workshops in fiction, poetry, and nonfiction and for classes in literary criticism. As students and as teachers, we work with language; therefore, writing determines both the content of our academic discipline and our particular approach to that discipline. The two are fundamentally interwoven: attention to written language embodies both the methodology and the matter of a major in English. Given the centrality of writing to every aspect of the English major, we consider the writing requirement in the major fulfilled not through any individual piece of the major, but through the whole. **Therefore, a student satisfies the writing requirement in the English major when he or she completes the English major.**

Exercise Science

Changes

THE MAJOR IN EXERCISE SCIENCE: Exercise science comprises the study and expansion of knowledge concerning the relationship between physical activity and human health. Course work and research emphasize an understanding of the effects of acute and chronic exercise on human function and health, and the physiological and biochemical mechanisms that underlie the response and adaptations to exercise. Underlying the curriculum is a commitment to physical fitness, health promotion, and disease prevention. Students who major in Exercise Science will be expected to collect and analyze data, synthesize information, and communicate effectively with various audiences in medicine, health, physiology and nutrition.

The bachelor of science degree in exercise science is designed to prepare students for graduate study and careers in exercise science and allied health fields. The exercise science major serves as the academic foundation for advanced studies in several sub-disciplines of the field, including: exercise physiology, integrated physiology, bioenergetics, nutrition, public health, biomechanics, and athletic training. The major can also serve as the academic foundation for advanced study and careers in medicine and allied health fields, including physician, physician assistant, nurse practitioner, physical therapist, chiropractor, dietician and pharmacist.

Students who major in exercise science must:

1. fulfill the general College requirements;
2. complete nine courses in exercise science as listed below;
3. complete CH105 and CH106 or 107H (preferably in the first year); and
4. complete EX355 to fulfill the Department Writing requirement; and
5. have CPR certification by the end of the second year.

EX 299. PROFESSIONAL INTERNSHIP IN EXERCISE SCIENCE1-3
 An internship opportunity for students whose curricular foundations and cocurricular experience have prepared them for professional work related to the major field. With faculty sponsorship and department approval, students may extend their educational experience into such areas as sports medicine, physical therapy, and related fields. The internship experience must take place for at least 5 weeks and follow the guidelines for contact hours (1 credit requires at least 45 contact hours; 2 credits requires at least 90 contact hours; 3 credits requires at least 130 contact hours.) Prerequisite: CPR certification may be required depending upon the nature of the internship. Non-liberal arts. Must be taken S/U.

EX 355. RESEARCH DESIGN 4
 An examination of the fundamental concepts of research design in the field of exercise science. Students will learn and practice specific research skills in exercise science. The course includes the preparation and presentation of a thesis proposal and prepares students for EX375. Successful completion of this course fulfills the department's writing requirement. Prerequisites: EX311 or concurrent enrollment in EX311. The Department

EX 371. INDEPENDENT STUDY 1-3
 Advanced research under guidance of a faculty member. A student may receive liberal arts credit at the discretion of both the department chair and the registrar. Prerequisite: Permission of the department; CPR certification may be required depending upon the nature of the research. The Department

EX 372. INDEPENDENT STUDY 1-3
 Advanced research under guidance of a faculty member. A student may receive liberal arts credit at the discretion of both the department chair and the registrar. Prerequisite: Permission of the department; CPR certification may be required depending upon the nature of the research. The Department

EX 399. PROFESSIONAL INTERNSHIP IN HEALTH AND EXERCISE SCIENCE 1-3 or 6
 Professional experience at an advanced level for juniors and seniors with substantial academic experience in the major. With faculty sponsorship and department approval, students may extend their educational experience into such areas as laboratory or clinical research, or allied health fields. The internship experience must take place for at least 5 weeks and follow the guidelines for contact hours (1 credit requires at least 45 contact hours; 2 credits requires at least 90 contact hours; 3 credits requires at least 130 contact hours.) Prerequisite: completion of at least one related 300-level course (as determined by the department). Not for liberal arts credit.

Foreign Languages and Literatures

Changes

The department supports academic and extracurricular programs both on the campus and abroad in order to enhance understanding of foreign languages and cultures. Department faculty are key advisors in such self-determined majors as Italian, and they are committed to participating in such college interdisciplinary programs as Asian Studies, International Affairs, Latin American Studies, and Gender Studies. The department is committed to offering less commonly taught languages through the self-instructional language program.

Since the department offers a rotation of advanced courses in French, German, and Spanish, students desiring a major in one of these languages should begin as sophomores to plan their programs for their junior and senior years.

Students majoring in the department are expected to acquire fluency and accuracy in one or more of the modern languages; a general knowledge of the civilization and culture that the language expresses; an ability to interpret texts linguistically, stylistically, and historically; and an intensive knowledge of certain, defined periods of literature.

THE FRENCH MAJOR: Students majoring in French fulfill the departmental requirements by completing a minimum of nine courses totaling not less than thirty credit hours, including FF 208 or FF 201; one course covering material prior to 1800 from among, FF 213, FF 214, FF 216, FF 224; one course covering material after

1800 from FF 219, FF 221, Ff 223; Senior Seminar, FF 376; two additional French courses above FF 203; and two additional French courses at the 300 level. Students will fulfill the writing requirement in the French major by successfully completing FF 208, FF 210 and FF 376.

THE FRENCH MINOR: The minor program consists of a minimum of five courses totaling not less than eighteen credit hours, including FF 208, 210, and one 300-level course; two electives beyond FF 203 in French language, literature, or civilization (one course may be designated FL). At least three courses must be taken at Skidmore.

THE GERMAN MAJOR: Students majoring in German fulfill the departmental requirements by completing a minimum of nine courses totaling not less than thirty credit hours, including FG 208 and FG 215; FG 376; six additional courses above FG 203 (one course may be designated FL). Students will fulfill the writing requirement in the German major by successfully completing FG 208, 215 and 376.

THE SPANISH MAJOR Students majoring in Spanish fulfill the departmental requirements by completing a minimum of nine courses totaling not less than thirty credit hours, none in translation, including FS 208 or FS 221, FS 211, and FS 212; at least one course from among FS 313, FS 314, FS 317, FS 324A, FS 334; at least one course from among FS 319, FS 320, FS 321, FS 324B, FS 330; FS 376; and three additional courses above FS 203. Students will fulfill the writing requirement in the Spanish major by successfully completing FS 208 or FS 221, FS 211, FS 212 and FS 376.

FC 302. MODERN CHINA 3
 Study of Chinese at the advanced level with further emphasis on developing literacy skills in reading and writing and cultural literacy, through a variety of texts from the humanities, social sciences, business, and mass media. Students will continue to enhance communication skills in listening and speaking. Assignments include class projects, in-class oral presentations, skits, and written compositions. By the end of the course, students are expected to be able to discuss various topics related to the ones in the textbook and to write multi-paragraph compositions. Classes are conducted in Chinese. Students taking this course are expected to commit substantial time outside of class to fulfilling the course requirements. Course must enroll at least five students to be offered. Prerequisite: FC208 or permission of instructor. (Designated a non-Western culture course.) M. Chen

FF 206. FRENCH CULTURAL CONVERSATIONS 3
 Development of nonliterary, informal spoken vocabulary, and expressions used in everyday situations. The course is oriented around a media-rich menu of material drawn from film, song, music, video, etc. Extensive practice in conversational idioms and work on accent and intonation. Prerequisite: FF 203 at Skidmore or a score of 391 or higher on the placement exam. The Department

FS 206. COMMUNICATING IN SPANISH 3
 The emphasis of this course is on expressive language skills--speaking and writing in Spanish--and the acquisition of a stronger grammar base. Students learn additional vocabulary, integrate new grammar structures, refine and strengthen already-acquired skills, learn idiomatic phrases and increase speaking fluency. Students also learn basic compositional strategies using connecting words properly, and incorporating a more judicious choice of vocabulary. Prerequisite: FS203. Note: Students cannot enroll in FS 206 after completing FS 208. The Department

FS 221. WRITING FOR HERITAGE SPEAKERS 4
 Heritage Speakers of Spanish improve their normative use of the language, focusing on common grammatical errors and instances of English interference. The major focus of this course is writing in Spanish; therefore, students review grammar, idioms and vocabulary through writing-intensive activities. Students also develop linguistic accuracy in conversational Spanish through practice in real-life situations. This course is equivalent to FS 208, Writing in Spanish, and therefore counts toward the major requirement. FS 221 is open only to heritage speakers. The Department

FS 313. LITERATURE OF THE GOLDEN AGE 3

A study of the novel, drama, and poetry, centering on the picaresque novel, Cervantes, Lope de Vega, Tirso de Molina, Calderón de la Barca, Góngora, and Quevedo. Prerequisite: FS211. Offered every third year. G. Burton

FS 314. SPANISH LITERATURE OF THE NINETEENTH CENTURY 3

A study of poetry, drama, and the novel of the nineteenth century, centering on Espronceda, Duque de Rivas, Zorrilla, Pérez Galdós, Valera, Pardo Bazán, and Clarín. Prerequisite: FS211. Offered every third year. M. Mudrovic

FS 317. SPANISH LITERATURE OF THE TWENTIETH CENTURY 3

A study of the drama, novel, and poetry of the Generation of '98 as well as selected novels and dramas since the Civil War. Prerequisite: FS211. Offered every third year. M. Mudrovic

FS 319. SPANISH AMERICAN NARRATIVE OF THE TWENTIETH CENTURY 3

A study of the main characteristics of the contemporary Spanish-American novel and short story in the work of authors such as Borges, Asturias, Carpentier, Cortázar, García Márquez, Onetti, Vargas Llosa, Fuentes. Prerequisite: FS212. Offered every third year. P. Rubio

FS 320. STUDIES IN SPANISH AMERICAN POETRY 3

A study of the development of Spanish American poetry from Modernismo to the present in the work of poets such as Darío, Neruo, Valencia, Mistral, Torres Bodet, Neruda, Paz. Prerequisite: FS212. Offered every third year.

FS 321. STUDIES IN SPANISH AMERICAN DRAMA 3

A study of the development of Spanish American drama from the seventeenth century to the present including such authors as Alarcón, Sor Juana, Gorostiga, Eichelbaum, Usigli, Garro, Carballido, Wolf, Gambaro, and Sánchez. Prerequisite: FS212.

FS 324A. SPANISH FILM 4

A study of films produced and directed by Spanish, Spanish American, and Latino filmmakers. Students will learn about film theory and cinematographic techniques, and will analyze the specific social, cultural, and historical thematic of the films. In readings and discussions, students will address cultural differences, gender studies, and aesthetic concepts. The course will be offered on a bi-yearly, alternating basis. Prerequisite: FS211. M. Mudrovic

FS 324B. SPANISH AMERICAN/LATINO FILM 4

A study of films produced and directed by Spanish, Spanish American, and Latino filmmakers. Students will learn about film theory and cinematographic techniques, and will analyze the specific social, cultural, and historical thematic of the films. In readings and discussions, students will address cultural differences, gender studies, and aesthetic concepts. The course will be offered on a bi-yearly, alternating basis. Prerequisite: FS212. V. Rangil

FS 330. SPANISH AMERICAN ESSAY 3

A study of the development of Spanish American thought from Independence to the present. Special attention will be given to the intellectual trends contributing to independence, to the foundations of the new republics and their relationships to Europe, and to the definition of Spanish-American identity and culture. Particular consideration will be afforded to the writings of Bolívar, Sarmiento, Bello, Lastarria, Rodó, Mariátegui, Martí, Zea, and Paz, among others. Prerequisite: FS212 P. Rubio

FS 334. CERVANTES 3

A study of the prose, drama, and poetry of Miguel de Cervantes in the light of the social and intellectual currents of early seventeenth-century Spain. Particular attention will be paid to Don Quijote. Prerequisite: FS211 G. Burton

FL 376. SEMINAR 3

A detailed exploration of a theme reflected in the cultures of Chinese, French, German, Italian, Japanese, and Spanish speaking civilizations. Frequent oral reports in English by members of the class. Close attention to development, organization, and writing of an extensive paper. Can be repeated for credit.

Additions

Foreign Languages and Literature Writing in the Major Requirement: Students majoring in French, German, and Spanish will demonstrate an advanced level of proficiency in writing ("Advanced Plus" on the ACTFL scale). Foreign Languages and Literatures majors will develop the ability to write in the target language in a range of genres including writing for academic, social, and professional contexts in such forms as letters, reports, and research papers for purposes of description, narration, and analysis. FLL majors will demonstrate in writing the ability to perform a close reading of a

literary or cultural text including explication of relevant rhetorical features, structural elements, and historical and cultural references. Through writing assignments students learn how to develop a thesis, provide textual evidence, present logical arguments, and employ appropriate theoretical lenses.

FF 271A. FRENCH LANGUAGE AND DISCUSSION 1

A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. The Department

FF 271B. FRENCH LANGUAGE AND DISCUSSION 2

A discussion group about an author, a period, a genre, a topic, a translation, or a research project in conjunction with another course. Can be repeated for credit. The Department

FL 249. IMAGE OF THE ENEMY IN GERMAN FILM 1919-1945 4

Students will examine the changing image of the enemy in German cinema from 1919-1945. From its silent beginnings through the invention of sound, German cinema abounds in archetypal figures of unearthly destruction and social deviants from an equally hostile present. Nazi propaganda films adopted both realistic and mythic traditions to construct an image of the enemy threatening the survival of the Third Reich, and they became a powerful weapon in disseminating fascist ideology. Viewing film as a symbolic language which inscribes cultural identity, we will explore anti-Semitism, xenophobia, jingoism, misogyny, and fascism as well as changes in the public perception of the enemy that contributed to World War II and the Holocaust. (fulfills humanities requirement) M. O'Brien

Deletions

FF 271	French Language and Literature Discussion	1
FF 272	French Language and Literature Discussion	1

Gender Studies

Changes

The department has been renamed from Women's Studies to Gender Studies. All courses have been renamed from WS to GW, and all mentions of "women's studies" in the course descriptions have been changed to "gender studies". All additional mentions of "women's studies" in the catalog were changed to "gender studies" as appropriate.

THE GENDER STUDIES MAJOR: Gender studies is an interdisciplinary academic field that draws on feminist, gender, and queer theories and scholarship to analyze the experiences, perspectives, and contributions of women, men, and intersexed people and systems of gender relations in various cultural settings and time periods. The gender studies major is a multidisciplinary program that involves students in the exploration of topics such as the social construction and role of gender within various societies, women's historical and contemporary experiences, and multiple social identities.

Students majoring in gender studies must successfully complete nine courses, at least three of which must be at the 300 level, for a total of at least thirty credit hours, including:

1. Introduction to Gender Studies. This requirement may be fulfilled in one of two ways:
 - a. GW 101 Introduction To Gender Studies
 - b. In exceptional cases and only with permission of the director of the Gender Studies Program, two entry-level courses in the gender studies curriculum in different areas (social sciences, humanities, or the sciences). Students who take this option must successfully complete ten courses for the major.
2. GW 201 Feminist Theories and Methodologies. Prerequisite: GW 101.

- At least one course from the gender studies curriculum which includes the analysis of the intersection of gender and race. This category includes courses with a non-Western focus (e.g., "Issues of Gender in African Art," "Women in the Global Economy") as well as those that deal centrally with culturally diverse groups within the United States and elsewhere (AM 342 , GW 227 , HI 228 , MB 336H , RE 220 , SO 203 , SO 316 , SO 331).
- Five additional courses in the gender studies curriculum. These courses must reflect the interdisciplinary nature of gender studies by drawing from at least three different disciplines. Students select their courses in consultation with their advisor so as to constitute both breadth and depth.
- GW 375 Senior Seminar In Gender Studies. Prerequisites: GW 101 and GW 201.

HONORS: Students desiring honors in Gender Studies must meet the requisite grade-point average and complete a thesis supervised by a Gender Studies faculty member or a GW 375 Senior Seminar paper that receives at least an A-, and is approved for honors by the faculty on the Gender Studies Advisory Board.

THE GENDER STUDIES MINOR: A minor consists of five courses, for a total of at least eighteen semester hours, including GW 101 and GW 201 ; and three additional courses chosen from the gender studies curriculum in consultation with the program director.

GW 101. INTRODUCTION TO GENDER STUDIES 4
An introduction to the origins, purpose, subject matters, and methods of the interdisciplinary study of gender. Students are expected to expand their knowledge of the relative historical and present social conditions of women and men in different contexts and to develop analytical skills for the examination of socially significant variables - race, ethnicity, class, gender, and sexuality. Students will explore different and often opposing understandings of what constitutes feminism and feminist action. The class format will combine interactive lectures, reading assignments, discussion, formal research and writing assignments and other student projects. Ideally, students will leave the class with an understanding of how gender structures cultural, political, economic and social relations in various contexts.

GW 201. FEMINIST THEORIES AND METHODOLOGIES 3
A critical exploration of the history, development, influence, and implications of feminist theories and methods. Beginning with seventeenth- and eighteenth-century proto-feminism, the course examines the first and second waves of the women's movement in the nineteenth and twentieth centuries as well as current trends in feminist, gender, and queer theories. Emphasis is placed on the cross-disciplinary nature of inquiry in gender studies and the ways in which particular methods arise from and relate to specific theoretical positions. Prerequisite: GW 101.

GW 210. ECOFEMINISM, WOMEN AND THE ENVIRONMENT 3
An interdisciplinary exploration of the complex relationship between feminist theory and praxis, and environmental philosophy and activism. Using the idea of "ecofeminism" as its unifying focus, the course examines such national and global issues as deforestation, overpopulation, species extinction, bioregionalism, environmental pollution, habitat loss, development, and agribusiness. Representative perspectives include those based in deep ecology, social ecology, animal and nature rights, human ecology, earth-based spiritualities, "wise use," the "land ethic," conservation, and wildlife management. M. Stange

Additions

AN 231 Anthropology of Food

Deletions

WS 225 Women in Science 3
AN 242 North American Indians
AN 311 Theoretical Approaches to Gender and Sexuality

Geosciences

Changes

GE 301. HYDROGEOLOGIC SYSTEMS 4
An advanced course on the physical processes of water transport and accumulation on the surface and in the shallow subsurface environments, as well as environmental impacts on water quality. Students will learn the scientific principles of the hydrologic cycle, including precipitation, evapotranspiration, infiltration, surface runoff, groundwater flow and surface-groundwater interaction. Students will apply these principles to investigate how land-use change, such as agriculture and urban development, change the quantity, quality, and distribution of water in our environment. Throughout the course, students will use case studies and field-data to apply their knowledge to real-world problems. Three hours of lecture, three hours of lab a week. Two mandatory Saturday field-trips. Prerequisite: GE 101 or GE 207 or ES 105. K. Nichols

Government

Changes

THE WRITING REQUIREMENT IN THE GOVERNMENT MAJOR: The Government Department at Skidmore College is committed to helping its students become skilled writers. Recognizing that an important part of learning to write well in political science and government is learning to write well overall, the Government Department places considerable emphasis on both quantity and quality of writing opportunities in our courses and has adopted a wide-reaching and thorough set of Standards and Expectations for Written Assignments in Government and a Uniform Code of Notation for Providing Feedback on Written Work. Students in Government Department classes expect to be held to the expectations and standards established in these documents. Thus, by successfully completing the requirements for the Government Major, students fulfill the Writing Requirement in Government.

GO 213. COMPARATIVE CONSTITUTIONAL SYSTEMS 4
An examination of several different constitutional systems from around the world, using cases such as the United States, Israel, Canada, Poland and South Africa. All constitutional systems are unique; but when studied comparatively, they help illuminate some of the fundamental principles of modern politics: constitutionalism, democracy, justice, citizenship, liberty, and community. As part of the course, students will consider how constitutional structures influence ethnic, religious and personal identities. (Fulfills social science requirement.) B. Breslin

GO 224. AMERICAN INDIAN POLITICS AND POLICY 3
Examines contemporary American Indian politics and policy. Students analyze the tensions that exist between tribal nations and federal and state governments around such issues as sovereignty, treaty rights, jurisdiction, taxation, land claims, sacred lands, gaming and citizenship. Particular attention will be paid to the cultural and historical roots of these tensions. (Designated a Cultural Diversity Course.) P. Ferraioli

GO 229. INTERNATIONAL LAW 3
An introduction to and survey of the history, principles, instruments, theory, and practice of international law. Students explore the reach of and limits to international law with regard to the use of force, arms control and disarmament, human rights, and criminal justice in light of transnational crime and terrorism. Prerequisite: GO103 or IA101. (Fulfills social science requirement.) R. Ginsberg

GO 231. ENVIRONMENTAL POLITICS AND POLICY 4
An exploration of how political, economic, and social interests contend for influence and exert power in the realm of environmental policy. We look at the ways in which local, regional, national, and international governmental institutions, nongovernmental organizations and interests groups, and the public interact in defining environmental problems, and formulating and implementing solutions. The course uses case studies on timely environmental issues ranging from cleaning up toxic waste pollution to protecting endangered species to understanding the clashes between science and politics at local, state, federal, and international levels. Prerequisite: GO101, ES100, or permission of instructor. (Fulfills social science requirement.) R. Turner

GO 358. CARIBBEAN POLITICS 4
 An advanced course investigating political structures and processes in the Caribbean region. Explores the impact of domestic and international factors on political institutions and civil society in the small countries of the region. Themes addressed in the course include culture, ethnicity, crops and other resources, migration and tourism, colonialism and international intervention, drug smuggling and money laundering. The course also examines how climate and weather shape politics and political economy. Prerequisite: IA101 or GO103. (Designated a Cultural Diversity course.) C. Whann

Additions

GO 315. IMMIGRATION POLITICS AND POLICY 4
 An examination of immigration and the issues arising from it—the reshaping of cities, suburbs and rural areas, and the altering of racial dynamics, labor markets, politics and culture in the U.S. Students will address varied topics such as the historical evolution of American immigration policy, theories of immigration, the economic costs and benefits of immigration, the assimilation of recent immigrants, and the future direction of U.S. immigration policy. Prerequisite: GO 101. R. Turner

History

Changes

HI 203. RISE OF ATHENS 3
 A study of Greece with a focus on Athens from the Mycenaean age to the outbreak of the Peloponnesian. Students examine the heroic age, the development of the city-state, the origins of democracy, the nature of imperialism, intellectual and cultural achievements, economic conditions, and family life. Special emphasis is given to the study of the ancient sources: literary, historiographic, archaeological, and numismatic. (Fulfills social sciences requirement.) M. Arnush

HI 204. ATHENS, ALEXANDER THE GREAT AND CLEOPATRA 3
 A study of Greece from the Peloponnesian War to the end of Greek independence. Students examine the war between Athens and Sparta and its aftermath, the struggle for preeminence among Greek city-states, the rise of Macedonia, the monarchies of Philip and his son Alexander the Great, the Hellenistic kingdoms, the development of scientific thought and the last "Greek" monarch, Cleopatra of Egypt. Special emphasis is given to the study of the ancient sources: literary, historiographic, archaeological, and numismatic. (Fulfills social sciences requirement.) M. Arnush

HI 205. RISE OF ROME 3
 A study of Rome from its foundation by Romulus to the end of the Republic and onset of the Roman empire. Students examine the Etruscan world, the rise of Rome in Italy, the impact of Hellenism, social and political institutions in the Republic, the evolution of Roman culture and the end of the Senatorial aristocracy. Special emphasis is given to the study of the ancient sources: literary, historiographic, archaeological, and numismatic. (Fulfills social sciences requirement.) M. Arnush

HI 206. FALL OF ROME 3
 A study of Rome from the foundation of the empire by Augustus until the sack of the city of Rome and the empire's demise. Students examine the Julio-Claudian and succeeding emperors, political intrigue in the imperial court, the development of an imperial mindset and responses to it in the provinces, the multiculturalism of the empire, social and political institutions, the evolution of Roman culture, the rise of Christianity and the end of the empire. Special emphasis is given to the study of the ancient sources: literary, historiographic, archaeological, and numismatic. (Fulfills social sciences requirement.) M. Arnush

HI 210. THE FOUR KINGDOMS 3
 What does it mean to be English, Scottish, Irish or Welsh? This course explores the interactive histories of England, Scotland, Ireland and Wales, and investigates each of the four kingdoms as categories of geo-political meaning and imagined communities of individuals, seeking to understand the place that each played in the history of the geographic space we now call "the British Isles." In confronting the disparities between the myth, legend and history in all of the four kingdoms, and the relationships forged between them, students in the course challenge the boundaries of historical inquiry marking "domestic" history as something apart from "imperial" history and seek ultimately to define what being "British" means to those living in each of the four kingdoms. (Fulfills social sciences requirement.) T. Nechtman

HI 258. EUROPEAN FASCISM 3
 An examination of the origins, nature, and history of fascism in Europe between the two world wars. Through primary and secondary source readings, novels, and films the course attempts to define fascism by exploring the similarities and differences between fascism, right-wing authoritarianism, anti-semitism, racism, and Nazism as they manifested themselves in Italy, Spain, and Germany. (Fulfills social sciences requirement.) M. Hockenos

HI 261. AFRICAN-AMERICAN HISTORY 3
 A history of African American people in America from slavery through emancipation to the present. The course examines such topics as slave culture, black resistance, the Harlem Renaissance, the development of jazz, blues, and soul music, the civil rights movement and its aftermath, and the crisis of the inner cities in understanding how African Americans have defined their place in American life. (Fulfills social sciences requirement; designated as a Cultural Diversity course.) J. Delton

Additions

HI 235. PERCEPTIONS OF MEDIEVAL AND EARLY MODERN WOMEN 3
 A study of the perceptions of women in medieval and early modern Europe. How do we interpret the variety of ways in which philosophers, social theorists, historians, artists, and scientists have discussed and portrayed women? More importantly, how do we determine the real from the imaginary woman in history? Students will study the perceptions of Medieval and early modern European women that we find in historical documents, philosophy, science, literature, and art, in order to determine how the images of and discourse about women reflected (or contrasted) their reality. E. Bastress-Dukeheart

Interdepartmental Majors

Changes

GOVERNMENT-HISTORY

Required in government are 18 credits, which include two of the following three courses: GO101, GO102, or GO103. Of the remaining 12 credits, at least three must be at the 300 level. Required in history are twenty-two credits, including HI275, HI375 (or senior honors thesis in Government), and six additional credits at the 300 level. CC226 may be used toward the history component. In constructing the major, the student should select complementary courses from the two fields as a step toward integrating the two disciplines. Approval of the program by the chairs of both departments is required. To be eligible for honors, the student must receive at least an A- on either the History Colloquium paper or on a senior honors thesis in Government. If the thesis in Government option is chosen, the student must have a member of the History Department on his/her thesis committee, and take a 300-level History course in place of the History Colloquium.

Majors to be phased out, approved by the New York State Department of Education:

Economics-French
 Economics-German
 Economics-Philosophy
 Economics-Spanish
 Government-Sociology
 Political Economy

Approved for phase-out by Curriculum Committee, pending action by New York State Department of Education:

English-French
 English-German
 English-Philosophy
 English-Spanish
 Government-Philosophy

Interdisciplinary

Changes

IN 100. EXPLORATION INTERNSHIP 1-3

Internship experience for students in all classes who wish to gain professional or vocational experience within an educational context at an entry level, or who wish to have educational and work experience in a field not directly related to an academic department or program at Skidmore. This course is also appropriate for students who have not completed advanced coursework in a major field offering internship credit at the 300-level. The internship experience must take place for at least 5 weeks and follow the guidelines for contact hours (1 credit requires at least 45 contact hours; 2 credits requires at least 90 contact hours; and 3 credits requires at least 130 contact hours). Proposals require faculty sponsorship and are reviewed for credit by the Office of Academic Advising on behalf of the Curriculum Committee. Must be taken S/U. Not for liberal arts credit.

Additions

ID 141. Mediation Training 1

Mediation is a conflict resolution process that is used in close cooperation with the courts. Cases such as small claims court disputes and parent/teen conflicts are often referred by the courts to mediation by trained volunteers. The mediation training is a partnership with Mediation Matters, a nonprofit agency in Saratoga Springs that provides mediation services and receives its funding from the New York court system. This training will certify students as volunteers enabling them to mediate campus disputes through our own peer mediation program as well as cases referred to Mediation Matters by the courts. This is an intensive 30-hour training using film clips, role plays, readings, and discussion that focuses on building facilitation skills. D. Karp

International Affairs

Changes

THE INTERNATIONAL AFFAIRS MAJOR: The requirements for the IA Major consist of at least twelve (12) International Affairs-designated course requirements, for a minimum of 30 credits. (Note: IA majors must also complete an approved second major, minor, or regional concentration, for a minimum of 18 credits.) IA courses must include the following:

1. The core course, IA 101 Introduction to International Affairs;
2. One foundation course from three of the four clusters: "The Political World" (GO 103 or HI 223), "The Economic World" (EC 103 or EC 104), "The Cultural World" (AN 101 or GO 241), or "The Physical World" (ES 100 or ES 105);
3. One international affairs course from each of the four clusters: "The Political World," "The Economic World," "The Cultural World," and "The Physical World". See International Affairs for course listings for each cluster;
4.
 - a. One foreign language course (or equivalent) at the level of 206 or above;
 - b. One credit hour of a Language Across the Curriculum (LAC) course in the foreign language;
5. IA capstone experience (two courses and capstone project): one (1) 300-level course from the approved second major, minor, or regional concentration, to be completed in the fall term of the senior year, serving as the basis for the capstone project, plus IA

375 - Senior Seminar (1 credit hour) in the spring term of the senior year to finalize the capstone project for both written and oral presentation to the IA community;

6. The twelve (12) international affairs courses taken must include one course from at least four different disciplines outside the approved minor, major or regional concentration (in addition to the core IA 101 course);
7. No more than three courses, including the capstone experience, may overlap between the IA major and the approved major. Only two courses, including the capstone experience, may overlap between the IA major and the approved minor or regional concentration.
8. In addition to IA 375 and the 300-level course which serves as a capstone experience, at least two other courses must be at the 300-level.
9. Writing Requirement in the International Affairs Major: The development of excellent written communication skills is an essential component of the IA curriculum and the learning process in general, and IA students must become skilled writers. Through completion of short written assignments in the cornerstone course (IA 101), a more sustained research project in the capstone course in the student's other discipline, and revisions, editing, and presentation of the capstone paper in the IA Senior Seminar, students will demonstrate their ability to think critically and write clearly. Thus, students will fulfill the Skidmore writing requirement in the IA major upon the successful completion of IA 101, the capstone project and the presentation of the capstone paper in Senior Seminar. Although completion of these three courses explicitly fulfills the Skidmore writing requirement in the discipline, IA students will also complete other coursework in the political, cultural, economic, and physical world clusters that incorporate considerable written work and will further contribute to the development of their writing skills.

THE INTERNATIONAL AFFAIRS MINOR: The requirements for the IA minor consist of at least six (6) international affairs-designated courses, for a minimum of eighteen (18) credits, including one core course required as a common experience. These courses must include the following:

1. The core course, IA 101 - Introduction To International Affairs;
2. One foreign language course (or equivalent) at the level of 206 or above;
3. One international affairs course from three of the four knowledge clusters: "The Political World," "The Economic World," "The Cultural World," and/or "The Physical World". See International Affairs for course listings for each cluster;
4. One 300-level international affairs course from any discipline;
5. The six (6) international affairs courses taken must include one course from at least three different disciplines outside the approved major (in addition to the core IA course);
6. No more than two courses may overlap between the IA minor and the major.

Additions

Cluster I: The Political World

IA 251A Topics in International Affairs

Cluster III: The Cultural World

AH 104 Survey of Asian Art
AH 207 African Art
AH 342 Art of Early Renaissance Italy
AN252 Non-Western Themes in Anthropology
CC 200 The Classical World
CC 227 Race and Ethnicity in Ancient Greece
FF 214 French Literature of the 17th Century
FI 315 Italy and Music
FL 242 Modern Japanese Literature in Translation
FL 257 Modern Chinese Literature in Translation
FL 322 The French Film
GW 212 Women in Italian Society
MU 309 Music in South Asia
PR 326 Tibetan Buddhism

Cluster IV: The Physical World

PH 225 Environmental Philosophy

Latin American Studies

Changes

The minor includes the following:

1. Foundation course (one of the following) GO209 The Latin American Puzzle, or HI111 Latin American History, an Introduction, or FS212 Survey of Spanish American Literature

Additions

Partial Latin American Studies Courses

GO 315 Immigration Politics and Policy

Management and Business

Changes

MB 107. BUSINESS ORGANIZATION AND MANAGEMENT 4
A broadly based introduction to the field of business that can serve either as the first course in the departmental sequence or as an only course for a student desiring an overview of the business world from a manager's perspective. Topics include strategic analysis and planning, marketing, financial management, control, organizational design, human behavior, and communications. Students present individual written analyses and engage in group oral presentations. This course partially fulfills the writing requirement for the Management and Business major.

MB 317. MARKETING RESEARCH 4
Examines the influence of research on strategic and tactical decisions in marketing and business. Topics include the overview of research design, the use of the Internet in marketing research, the application of research in creating promotions and brands, ethical and global challenges in research. Prerequisites: MB214. E. Lepkowska-White

MB 344. INTERNATIONAL MARKETING 4
Examines the influence of cultural, political, legal, technological, socioeconomic, and physical environments on international marketing decisions. The course also covers the theory and practice of international marketing strategies. Topics include international planning, implementation and control decisions, international market research, international product decisions, global pricing, distribution, international advertising, and sales promotion. Special topics include green marketing, international e-commerce, and global marketing ethics. Prerequisite: MB214 or permission of instructor. E. Lepkowska-White

MB 349. BUSINESS STRATEGY 4
Provides the final, integrating experience for the student. The course covers all of the functional areas the student has studied—marketing, finance, control systems, organizational behavior—but views them from the integrating perspective of a general manager operating in a global environment. This course partially fulfills the writing requirement for the Management and Business major. Prerequisites: MB214, MB224, MB235, MB306, and MB338. Open only to seniors. M. Youndt

MB 399. PROFESSIONAL INTERNSHIP IN BUSINESS 3 or 6
Professional experience at an advanced level for juniors and seniors with substantial academic experience in business. With faculty sponsorship and department approval, students may extend their educational experience into areas of business related to their academic course work. MB399 cannot be counted as one of the 300-level elective courses required of the management and business major. No student may earn more than nine semester hours of Professional Internship in Business (i.e., MB299 and MB399). Non-liberal arts.

Additions

WRITING REQUIREMENT IN THE MAJOR: Written communication skills are an essential part of education in management and business. The Management and Business Department is committed to helping students enhance their writing skills as a prelude to professional success. From the cornerstone course (MB 107) through the department's capstone course (MB 349), business students are expected to write at a high level of proficiency. Students will learn the conventions of business writing by engaging in analyses of cases, strategic business proposals, international commercial environments, and critical quantitative issues, and capstone simulations replicating real-world business situations and decision frameworks. The Department has adopted an assessment rubric, outlining standards and expectations for written assignments in management and business to guide student efforts. While the successful completion of MB107 and MB 349 explicitly fulfills the writing requirement in Management and Business, the Department expects significant writing competence in all departmental courses.

MB 299. PROFESSIONAL INTERNSHIP IN BUSINESS 3 or 6
Professional experience at an intermediate level for students with foundational knowledge in business. With faculty sponsorship and department approval, students may extend their educational experience into areas of business related to their academic course work. No student may earn more than nine semester hours of Professional Internship in Business (i.e., MB 299 and MB 399). Non-liberal arts.

MB 351A SPECIAL TOPICS IN BUSINESS AND MANAGEMENT 3
Advanced and special topics in business which reflect areas of current relevance. This course allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic which would not normally be covered in the regular course offerings. Topics will vary from semester to semester. May be repeated for credit with permission of department chair. Prerequisites: Will vary each time the course is offered; there will always be some of the business core required for this course.

MB 351B SPECIAL TOPICS IN BUSINESS AND MANAGEMENT 4
Advanced and special topics in business which reflect areas of current relevance. This course allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic which would not normally be covered in the regular course offerings. Topics will vary from semester to semester. May be repeated for credit with permission of department chair. Prerequisites: Will vary each time the course is offered; there will always be some of the business core required for this course.

Mathematics

Changes

THE MATHEMATICS MAJOR: Students majoring in mathematics fulfill the departmental requirements by completing nine courses in mathematics or computer science: eight of the courses must be at the 200 level or above, to include MA 200 , MA 202 , MC 215 , MA 303 , MA 319 , MA 376 , and two additional courses, at least one of which is at the 300 level. Students must also complete CS 106 or CS206. Under exceptional circumstances, and only with the consent of the department, MA 371 , MA 372 , MA 381 , or MA 382 may be counted as the additional 300-level course. CS 318 may not be counted toward the major. Courses counting toward the major may not be taken satisfactory/unsatisfactory. In MC 215 , students will acquire writing skills that are necessary to work on advanced material in mathematics and will fulfill the writing requirement in the major.

MC 215. MATHEMATICAL REASONING AND DISCRETE STRUCTURES 4

The study and practice of mathematical reasoning and its written and spoken expression in the form of mathematical proofs and algorithm specifications. Topics include elementary logic and sets, methods of proof including mathematical induction, algorithms and their analysis, functions and relations, elementary combinatorics, discrete probability, and graph theory. (Fulfills QR2 requirement and the writing requirement in the major.) Prerequisites: QR1, and CS106 or MA113, or permission of the instructor. The Department

Music

Changes

MU 106. GREAT COMPOSERS 3

A course focused on the music of one or two great composers. Recent offerings have included Mozart, Bach, Debussy and Ravel, and Schubert. (Fulfills humanities requirement.) (MU 106C is designated as a Cultural Diversity course). T. Denny

Neuroscience

Changes

To fulfill the major, students must complete the following:

1. Gateway course: NS 101 Neuroscience: Mind and Behavior
2. Core courses:
 - BI 105 Biological Sciences I: Unity Of Life
 - BI 106 Biological Sciences II: Diversity Of Life
 - CH 105 Chemical Principles I and
 - CH 106 Chemical Principles II, or
 - CH 107H Intensive General Chemistry Honors;
 - PS 217 Statistical Methods In Psychology I**
 - PS 304 Physiological Psychology or
 - PS 306 Experimental Psychology **
3. Integrative course: NS 277 Integrative Seminar In Neuroscience Research
4. Elective courses:
 - a. Choose three courses from the following set of 200-level electives. Two of these electives must have a BI designation, and one must have a PS designation.
 - PS 213 Hormones and Behavior
 - PS 231 Neuropsychology**
 - PS 232 Introduction to Cognitive Science
 - BI 242 Molecular Biology
 - BI 244 Comparative Vertebrate Physiology
 - BI 245 Principles Of Genetics
 - BI 247 Cell Biology
 - NS 212 Psychological Topics In Neuroscience (will count as PS)
 - NS 213 Biological Topics In Neuroscience (will count as BI)
 - b. Choose four courses from the following set of 300-level electives. At least two of these electives must have a PS designation, and at least one elective must have a BI designation.
 - BI 306 Mammalian Physiology
 - BI 311 Biological Electron Microscopy or BI 351 Advanced Light Microscopy
 - BI 316 Animal Behavior
 - BI 342 Frontiers In Molecular Neuroscience
 - BI 344 Biological Clocks
 - BI 352 Topics In Advanced Genetics (when topic is appropriate for NS majors)
 - BI 353 Topics In Advanced Genetics (when topic is appropriate for NS majors)
 - PS 304 Physiological Psychology***
 - PS 306 Experimental Psychology***
 - PS 323 Psycholinguistics
 - PS 324 Cognition
 - PS 325 Perception
 - PS 327 Computational Neuroscience
 - PS 341 Seminar in Cognitive Neuroscience: Left Brain/Right Brain

**The prerequisite of [PS101](#) Introduction to General Psychology is waived for neuroscience majors taking these courses.

***Unless taken to fulfill the core requirement; see Section 2 above.

Projected Paths Through the Major

PATH 5: A Health Professions Focus

Within major: Consider electives in physiology, neurobiology, neuropsychology, and genetics.

Beyond major: Organic Chemistry (CH 221 CH 222), Physics (PY 207 PY 208), Calculus (MA 111 MA 113) and a second EN course.

Off-Campus Study Programs

Changes

There are a great number of off-campus study opportunities coordinated by the office of Off-Campus Study & Exchanges (OCSE), including Skidmore's international study programs, approved non-Skidmore international study abroad programs, faculty-led travel seminars and domestic study and exchange programs; including the National Student Exchange (NSE) program, the Washington Semester Program through American University, and the Semester in Environmental Science (SES) in Woods Hole, Massachusetts. All students wishing to study off campus must have a GPA of 3.0 or higher, be in good social standing, and have strong faculty references. Skidmore own international study programs include Skidmore in Beijing in China; Skidmore in Madrid and Skidmore in Alcalá in Spain; Skidmore in Paris and the Fall Seminar in Paris in France; and the First-Year Experience in London, Skidmore in London, and the Shakespeare Programme in the United Kingdom. In addition, each year Skidmore sponsors faculty-led programs during the winter, spring and summer breaks. These programs offer students the opportunity to develop a deeper understanding of distinct cultures and to broaden their perspectives on their own culture through daily contact with distinct teachers, students, and institutions. For additional information about international and domestic off-campus study opportunities or any specific program, contact the office of Off-Campus Study & Exchanges.

SKIDMORE IN BEIJING

The Skidmore in Beijing Program, offered **fall semester only**, is a distinctive, multidisciplinary study abroad program that emphasizes the integration of field-based and classroom learning to further the understanding of Chinese cultures and traditions. Students with intermediate or advanced Mandarin Chinese language skills take classes with the Institute for the International Education of Students (IES) at its Beijing Center, located on the Beijing Foreign Studies University (Bei Wai) campus. Courses include intensive language study offered at three levels and developed specifically for Skidmore students; two area studies electives taught in English, taken with IES program participants; and a field studies course developed specifically for Skidmore students. All courses are taught by IES faculty and include cultural activities directly tied to the course content and taking full advantage of the program's location in the university district of northwest Beijing. In addition, IES facilitates connections with local Chinese students through formal tutoring and informal social activities. All of this allows students to develop a network outside of the Skidmore program and enhances students' overall experiences.

Students must have a minimum GPA of 3.0 and have completed at least one year of college-level Mandarin Chinese (FC101 and 102) or the equivalent before participating.

The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, cultural excursions and activities, on-site transportation, and international health insurance. Students are responsible for airfare and personal expenses. Skidmore students on financial aid may apply their aid to the program. For additional information, contact Off-Campus Study & Exchanges.

SKIDMORE IN PARIS

The Skidmore in Paris program, available in the **fall, spring or for the entire academic year**, is designed for students with upper-intermediate or advanced knowledge of French and strives to integrate students into the academic and cultural life of Paris. Depending on their language skills, students take elective courses at the Skidmore Center in Paris or are able to directly enroll in courses at various Parisian institutions, including the Sorbonne and the Institut Catholique, among others. All students enroll in a full-time course load of 14-17 credits per semester and choose from courses in the humanities, fine arts, and social sciences. Internships are also available in the spring semester to full-year participants with appropriate qualifications and experience. The resident staff provides on-site support, including organizing housing with families and an intensive orientation session that enables students to become familiar with French life and the French educational system.

Students must have a minimum GPA of 3.0 and have completed at least four semesters of college-level French (FF203) or the equivalent before participating. A higher level of French is necessary for enrollment in French university courses.

The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, an on-site transportation pass, cultural excursions and activities, and international health insurance. Students are responsible for airfare, and personal expenses. Skidmore students on financial aid may apply their aid to the Paris program. For additional information, contact Off-Campus Study & Exchanges.

FALL SEMINAR IN PARIS

Skidmore's Fall Seminar in Paris, offered in the **fall semester only**, allows students with little or no French to take courses taught in English in Paris under the guidance of a Skidmore faculty member. Each year a different faculty member serves as the Seminar Director and brings a different focus of study to the program. Past seminars have included topics such as "Paris Inside-Out: History and Travel in the City of Light," "Paris: Construction of a Capital," and "Paris and Its Margins: North African Immigrant and Surrealist Movements in Paris." All participants take four courses for a total of 16 credits: two courses are tailored to the subject area of the faculty member serving as director and two courses focused on French language and culture. All classes are delivered at the Skidmore Center in Paris; in addition, all classes offer out-of-class activities that use Paris as a resource to enhance students' learning. In Paris, the Seminar Director and the resident staff of the Skidmore in Paris program provide on-site support, including organizing housing with families and an intensive orientation session that enables students to become familiar with French life and the academic expectations of the seminar.

The Fall Seminar in Paris is open to sophomores, juniors, and seniors who meet specific program requirements—a GPA of 3.0 or above and course pre-requisites as defined by the Seminar Director. **There is no language requirement.**

The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, an on-site transportation pass, cultural excursions and activities, and international health insurance. Students are responsible for airfare and personal expenses. Skidmore students on financial aid may apply their aid to either program. For additional information, contact Off-Campus Study & Exchanges.

SKIDMORE IN SPAIN

Skidmore's programs in Spain—Skidmore in Madrid and Skidmore in Alcalá—are designed for students with advanced-level Spanish and emphasize integration into the academic and cultural life of Spain. Students enroll in a full-time course load of 14-17 credits and take a combination of courses at the Program Center in Madrid and the host universities: the Universidad Autónoma de Madrid (UAM) or the Universidad de Alcalá de Henares (UAH). Academic areas include humanities, social sciences, business, economics, film, history, literature, language, music, politics, sociology, theater, and fine arts, including courses in art and art history. Internships are also available in the spring semester to full-year participants with appropriate qualifications and experience. The Resident Director and staff in Madrid and Alcalá provide on-site support, including organizing housing with families and conducting an intensive orientation session that enables students to become familiar with Spanish life and the Spanish educational system.

The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, cultural excursions and activities, an on-site transportation pass, and international health insurance. Students are responsible for airfare and personal expenses. Skidmore students on financial aid may apply their aid to either program. For additional information, contact Off-Campus Study & Exchanges.

Skidmore in Madrid

The Skidmore in Madrid program is offered for the full academic year or the spring semester only. Students take courses, all of which are taught entirely in Spanish, at both the Program Center and at the Universidad Autónoma de Madrid. Courses are available in the humanities, fine arts, and social and natural sciences. Internships are also available in the spring for full-year participants with appropriate qualifications and experience. Students must have a minimum GPA of 3.0 and have completed at least six semesters of college-level Spanish (FS208) or the equivalent before participating; completion of at least one literature course in Spanish (FS211 or 212) is highly recommended.

THE INDIA PROGRAM

Although Skidmore will not be sponsoring a Skidmore in India program during 2009-2010, students will be able to access a variety of Approved Programs in India through the office of Off-Campus Study & Exchanges.

SKIDMORE IN LONDON

Skidmore offers a variety of study programs in the heart of London each **spring semester**. Students may choose from programs at Goldsmiths, University of London; King's College London; Middlesex University; Queen Mary, University of London; The School for Oriental and African Studies (SOAS), University of London; University College London (UCL); and University of Westminster. Each school has particular areas of strength in humanities, social sciences, and business or economics. Students live in residence halls and receive on-site support from their host institutions and a Skidmore program coordinator located in London. Students must have strong Skidmore faculty references and a GPA of 3.0 or higher; several schools or disciplines within a specific university require a GPA of 3.5 or above. Courses in the London program are preapproved for transfer credit.

The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, cultural excursions and activities, an on-site transportation pass, and international health insurance. Students are responsible for airfare and personal expenses. Skidmore students on financial aid may apply their aid to the program. For additional information, contact Off-Campus Study & Exchanges.

SKIDMORE'S FIRST-YEAR EXPERIENCE IN LONDON

Skidmore's First-Year Experience in London, offered in the **fall semester**, gives 36 students the opportunity to spend their first semester of college in London, one of the world's great cities. In addition to allowing students to enjoy the historical and cultural riches of England's capital, the First-Year Experience in London serves as a foundation for students' four years at Skidmore; enables students to earn credit toward their Skidmore degrees; introduces students to Skidmore's academic rigor and excellence; and builds strong connections and friendships among the participants.

Students study in London under the guidance of two Skidmore faculty directors who oversee the academic program, serve as advisors and mentors for the students, and organize a variety of group cultural excursions and activities. The directors also each teach one of the required Scribner Seminars, which are specifically designed for the program and take full advantage of the resources available in London. Students take additional classes at the Institute for the International Education of Students (IES) at its London Center. All courses are considered Skidmore courses; grades will appear on the Skidmore transcript and will count toward the Skidmore GPA. Courses will also count toward core-curriculum requirements. Participants will join their classmates in Saratoga Springs in January for the second semester of the First-Year Experience.

The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, cultural excursions and activities, an on-site transportation pass, and international health insurance. Students are responsible for airfare and personal expenses. Skidmore students on financial aid may apply their aid to the program. For additional information, contact Off-Campus Study & Exchanges.

SHAKESPEARE PROGRAMME

This fall semester program, designed for students studying theater and English, offers in-depth Shakespeare studies in London and Stratford-upon-Avon. The program is affiliated with the British American Dramatic Academy (BADA) and the Shakespeare Centre, which allows students to study with internationally respected British faculty members and professional theater artists. Students choose from courses in theater history, English literature, dramatic criticism, directing, and acting. Master classes and weekly trips to the theater are included in the program. One week is spent at Stratford-upon-Avon, where students attend Royal Shakespeare Company (RSC) productions, study with RSC artists, and attend classes arranged by the Shakespeare Institute and the Shakespeare Birthplace Trust.

The total cost of the program is equal to Skidmore's comprehensive fee and covers tuition, room and board, transportation passes, some cultural excursions and activities, and international health insurance. Students are responsible for airfare, personal expenses and on-site transportation. For additional information, contact Off-Campus Study & Exchanges.

TRAVEL SEMINARS

Each year Skidmore sponsors a number of international and domestic faculty-led travel seminars to locations around the world during the January intersession, the March break, or the summer. These travel seminars allow students to accompany one or two faculty members as they explore a focused topic that uses the destination as a classroom. Recently offered programs include "Hindu Art and Religion in Mysore India," "Puerto Rico and the U.S.: Culture and Colonialism," "Tropical Ecology in Costa Rica," and "South Africa: Educational Study Program." Travel seminars are sometimes accompanied by an on-campus course during the preceding semester (see section on Travel Seminars below.) Participants must have a GPA of 3.0 or above and must meet

prerequisites set by the sponsoring faculty member(s). The total cost of the program will depend on the length and location of the program. Skidmore students on financial aid may receive partial aid for the program. For additional information, contact Off-Campus Study & Exchanges.

APPROVED PROGRAMS

In addition to the Skidmore international programs, students have the opportunity to participate in a variety of international and domestic approved programs. These Approved Programs include programs around the world that meet Skidmore's high academic expectations and that offer quality administrative support for our students. Approved Programs are linked to Skidmore's curriculum and were chosen to support various majors and minors, thereby allowing Skidmore to more closely integrate its students' experiences abroad with their studies on campus. Approved programs include options in Africa, Asia-Pacific, Australia, Europe, and the United Kingdom. Domestic options include opportunities with American University in Washington, D.C., Spelman College in Atlanta, Georgia, the Semester in Environmental Science in Woods Hole, Massachusetts, and the National Student Exchange through which students can access over 200 campuses in the U.S., U.S. territories and Canada.

All study abroad programs hold to competitive academic standards. Skidmore approval for off-campus study—approval that must precede acceptance into any program—requires a GPA of 3.0 or higher, good social standing and faculty support. Off-campus study on Approved Programs is open to sophomores, juniors, and seniors.

Students on international Approved Programs will be charged the Skidmore comprehensive fee, which is equal to the current fee for Skidmore tuition, room at the Scribner apartment rate, and the full meal plan (where applicable). Students on domestic Approved Programs will be charged Skidmore tuition and possibly room and/or board, depending on the agreement with the host institution. Students may use all financial aid on all Approved Programs. For additional information, contact Off-Campus Study & Exchanges.

NATIONAL STUDENT EXCHANGE

Through the National Student Exchange (NSE) students can study for up to two semesters at up to two of almost 200 U.S. and Canadian colleges and universities that take part in the exchange program. Domestic exchange offers students a variety of unique and challenging possibilities and the chance to access courses with a different perspective, explore new areas of study or a subfield within a chosen major, experience a different academic environment, or investigate graduate or professional school opportunities. Students choose their host campus by working closely with their academic advisors and the advisors in the office of Off-Campus Study & Exchanges to find the campus with the right combination of courses, facilities, and environment to meet the student's academic and personal needs. Applicants must have a grade-point average of 3.0. Students who are concerned about their eligibility should meet with an advisor in the office of Off-Campus Study & Exchanges.

Students studying off campus through the NSE program will be charged Skidmore tuition and fees. Students pay their room and board charges directly to the host campus. Students may use all financial aid when participating in this program. For more information about NSE and a complete list of universities and colleges that participate in the program, contact Off-Campus Study & Exchanges.

THE SEMESTER IN ENVIRONMENTAL SCIENCE

Skidmore College is one of ten liberal arts colleges that participate in The Semester in Environmental Science (SES), a program for undergraduates offered by the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. Held for fourteen weeks each fall at MBL's Ecosystems Center on Cape Cod, the SES program emphasizes measuring and understanding biogeochemical cycles and processes in terrestrial, fresh water, and marine ecosystems. For additional information, contact Off-Campus Study & Exchanges.

Deletions

TX 100, 200, 200 Travel Seminar

Philosophy

Changes

THE PHILOSOPHY MAJOR: Minimal requirements for a major in philosophy are the general College requirements, plus nine courses in philosophy, including PH 203 , PH 204 , PH 207 , PH 306 , and PH 375 . PH 375 fulfills the writing requirement in the major. Three of the remaining four courses must be chosen from 300-level philosophy offerings (PH or PR). At least five of the total courses for the major must be at the 300 level, with at least two at the 300 level taken in the senior year. Courses must total at least thirty credit hours.

PH 101. INTRODUCTION TO PHILOSOPHY 4
An historical and topical survey, this course will introduce the student to the discipline of philosophy through the close reading of representative texts, both historical and contemporary. Through analysis of the texts, through discussion, and through lecture, the student will gain an understanding of philosophy both as a unique discipline and as a way of asking and attempting to answer the most profound questions about ourselves and our world that we may pose. Open to first- and second-year students or by permission of instructor. Students are recommended to take either PH101 or 101H, but not both. (Fulfills humanities requirement.) The Department

PH 327. GREAT PHILOSOPHERS 4
A course in depth in the philosophy of a single great philosopher, philosophical school, or tradition. Course may be repeated with a different philosopher, philosophical school or tradition. Prerequisite: One course in Philosophy

PH 375. SENIOR SEMINAR 4
A close study of comparative overviews of the severally different modes, methods, and systems of philosophy possible. (Fulfills the writing requirement in the major.) Offered each spring. The Department

Deletions

PH 101H Introduction to Philosophy: Honors
PH 327, sections A–Y.

Psychology

Changes

WRITING REQUIREMENT IN THE MAJOR: Students fulfill the writing requirement in the Psychology major by completing a minimum of two (2) writing enhanced (WE) courses and one writing intensive (WI) course within the major.

Upon completion of the major, psychology students should be able to:

- Demonstrate competency in the various forms of writing within psychology ranging from lab-based empirical reports to more conceptual papers and reviews.
- Appreciate the differences between scientific writing and other forms of writing.
- Demonstrate an ability to write in an effective and persuasive manner. Effectiveness includes the ability to: (a) develop and present clear and logical arguments, (b) use correct grammar, (c) sufficiently elaborate and defend points, including backing up assertions with appropriate evidence, (d) appropriately evaluate the audience and point of view from which a paper should be written (including providing sufficient context and definitions of content-specific terminology, (e) justify conclusions, and (f) integrate information from multiple sources.
- Differentiate between types of source materials (e.g., original research, academic summaries, popular press) and the role that each can/should play in different types of writing assignments.
- Demonstrate competency in writing in the style of the American Psychological Association, which includes technical, grammatical, and stylistic conventions.

Writing intensive (WI) course in the major (cannot substitute for the All College Requirement of one WI course): PS306

Writing enhanced (WE) courses in the major:

NS101*
PS205*
PS207*
PS208*
PS210*
PS211*
PS213**
PS224**
PS231*
PS308*
PS316**
PS321**
PS324*
PS341**

* Cluster courses

** Elective courses

HONORS: To be eligible for departmental honors in psychology, a student must meet the requisite grade point average, complete a research project in Senior Research Project I and II or a major paper in Senior Seminar, earn a grade of at least A- on the completed Senior Research II or Senior Seminar project, and be recommended for departmental honors by the department.

PS 212A. THEMES IN CONTEMPORARY PSYCHOLOGY 3

Introductory exploration of selected themes in contemporary psychology with special attention to major trends of theoretical interest and research activity. Such themes might include decision-making, narratives in psychology, health psychology, environmental psychology. (This course may be repeated for credit with focus on a different theme.) Prerequisite: PS101. The Department

PS 231. NEUROPSYCHOLOGY 4

An introduction to the relationship between the brain and mind through the assessment of human patients (and animals) with brain damage. This focus will show how scientists are better able to understand components of the mind (i.e., processes related to attention, perception, cognition, personality, emotion, memory, language, consciousness) and behavior, and how this information can be used to refine theories of psychological and neural functioning. A case-study approach of humans with brain damage will be adopted in this course. Prerequisite: PS101 or NS101. D. Evert

PS 308. ABNORMAL PSYCHOLOGY 4

An introduction to the history and study of psychological disorders (e.g., substance use disorders, psychotic disorders, mood disorders, anxiety disorders, personality disorders) with an emphasis on understanding the development of disorders, diagnostic issues, and symptoms. Prerequisite: PS101. R. Oswalt, M. Rye

PS 312A. ADVANCED SEMINAR IN MAJOR ISSUES OF PSYCHOLOGY 3

A critical examination of fundamental areas of controversy in current theories, research findings, and applications of psychology. Such topics might include consciousness, autobiographical memory, or nonverbal behavior. (This course may be repeated for credit with focus on a different issue.) Prerequisites: three courses in psychology. The Department

PS 324. COGNITION 4

The study of the way in which people acquire and use information in a variety of circumstances. Topics include attention, pattern recognition, language, memory, skill acquisition, problem solving, decision making, and artificial intelligence. The scientific study of the ways in which people encode, integrate, transform, and use information derived from their firsthand experiences and more indirect ones. While studying theories, methodologies, and research findings that are the hallmarks of cognitive psychology, students expand their understanding of these cognitive processes. The processes discussed include attention, consciousness, imagination, remembering, forgetting (and its failure), knowledge representation, narrative processing, reasoning, and decision-making. Students learn about the brain's role by examining the neural mechanisms that underlie cognitive processes. Particular attention is given to writing as a way of discovering, integrating and extending knowledge about the cognitive processes that are examined. Prerequisite: PS101 or NS101. M. Foley

PS 332. SEMINAR IN CROSS-CULTURAL PSYCHOLOGY 4

An introduction to the main topics of cross-cultural psychology in such areas as sensation and perception, motivation and emotion, memory and cognition, self-identity, verbal and non-verbal communication, acculturation and social and moral development. Presented frameworks would be analyzed from a variety of perspectives that utilize a range of active learning techniques. Six specific learning goals would be focused on in the course. These are: 1) Students will become familiar with the main topic areas and the major theories in cross-cultural psychology; 2) Students will become familiar with the research methods utilized to conduct research in cross-cultural psychology, and they will be able to analyze and critique research studies conducted in this area; 3) Students will be able to use their understanding of the concepts in cross-cultural psychology to gain a greater awareness of their own cultural attitudes and beliefs and to better understand American cultural values; 4) Students will be able to use their understanding of the concepts in cross-cultural psychology to more fully comprehend the experiences of others who are from cultures other than their own; 5) Students will be able to use their understanding of the ideas presented in the course to analyze (from a cultural perspective) works in some other field of interest such as literature or the media; 6) Students will be able to think more critically (e.g., evaluate informational claims, apply what they have learned to other areas, integrate ideas, identify follow-up questions and concerns, etc.) about cross-cultural issues. Prerequisite: PS101. (Designated a Cultural Diversity course.) V. Murphy-Berman

Additions

PS 212B. THEMES IN CONTEMPORARY PSYCHOLOGY 4
Introductory exploration of selected themes in contemporary psychology with special attention to major trends of theoretical interest and research activity. Such themes might include decision-making, narratives in psychology, health psychology, environmental psychology. (This course may be repeated for credit with focus on a different theme.) Prerequisite: PS101. The Department

PS 232. INTRODUCTION TO COGNITIVE SCIENCE 3
What are the critical components of 'mind', 'consciousness', 'knowledge' and 'thought'? Students will survey philosophical, psychological, neuroscientific, anthropological, and computational approaches to understanding this question — an interdisciplinary field of study known as cognitive science. Cognitive Science defines itself through the types of questions it asks and the methods used to answer them. One fundamental approach to developing our hypotheses and theories involves the development of models — testable representations of these processes and ideas. These models are tested and refined against the array of low-level physiological processes, individual behaviors, and group and global systems that define our cognitive world. As we iterate this modeling—testing loop we hope to come closer to understanding the foundations of thought and mind. Students will also survey the fields associated with cognitive science and discover how its methodologies interconnect them. Traditional computational and mental-representation models as well as a few alternative propositions involving dynamical systems will be examined through rigorous study. As a result, students will gain tools to broaden and inform their inquiry in any field that focuses on the mind and thought. Prerequisite: QR1. F. Phillips

PS 312B. ADVANCED SEMINAR IN MAJOR ISSUES OF PSYCHOLOGY 4
A critical examination of fundamental areas of controversy in current theories, research findings, and applications of psychology. Such topics might include consciousness, autobiographical memory, or nonverbal behavior. (This course may be repeated for credit with focus on a different issue.) Prerequisites: three courses in psychology. The Department

PS 316. HUMAN BONDING 4
An examination of the multidisciplinary field of relationship science focused on the function and dynamics of human affectional bonds. Students will read and discuss primary source material covering all periods of development from infancy through adulthood. Approximately two-thirds of the course is focused on adult relationships including such topics as interpersonal attraction and mate selection, intimacy and commitment, the neurobiology of affiliation and attachment, and the role of relationships in physical and psychological health. Students will complete a public, group presentation on a course related topic. Prerequisite: PS 306. M. Campa

Religious Studies

Changes

THE RELIGIOUS STUDIES MAJOR: Minimal requirements for a major in religious studies are the general college requirements, plus completion of nine courses, seven of which must be selected from the religion offerings (RE or PR), and must include RE103, RE241, and RE375. RE375 fulfills the writing requirement in the major. The remaining two courses may be chosen from RE or PR offerings or may be selected from a list of courses from other disciplines that has been authorized by the religion faculty. At least one course must be taken about (1) an Abrahamic religion (Judaism, Christianity, or Islam) and one course about (2) non-Abrahamic religions (such as, but not limited to, Buddhism, Hinduism, Confucianism, Daoism, or an indigenous tradition). At least five of the total courses for the major must be at the 300 level with at least two at the 300 level taken in the senior year, one of which must be in religion. Courses must total at least thirty credit hours and should ideally represent, in a way to be determined in consultation with the faculty advisor, a genuine diversity of traditions.

RE 230. TOPICS IN RELIGION (NA), (A) 3
The study of a selected special topic in religion. May be repeated with the approval of the department. (only those courses designated as RE 230N will count as a non-Western course; fulfills humanities requirement.) The Department

RE 330. ADVANCED TOPICS IN RELIGION (NA), (A) 4
The study of a selected special topic in religion. May be repeated with the approval of the department. Prerequisite: one course in religion or the approval of the instructor. (RE 330C is designated a Cultural Diversity course.) The Department

RE 376. SENIOR THESIS 3
Individual conferences with senior Prerequisite:senior standing in religious study major. (Fulfills the writing requirement in the major.) The Department

Scribner Seminars

Changes

SSP 100. SCRIBNER SEMINAR 4
These interdisciplinary seminars introduce students to perspectives on a particular subject of inquiry. Each seminar, limited to 16 first-year students, allows participants to work together closely and also acts as a foundation and context for future college studies. Faculty instructors develop the seminar theme around their research and scholarly interests. In addition, faculty instructors serve as mentors and advisors to the students enrolled in the seminars. During each seminar, students enhance their abilities to read critically, communicate ideas both orally and in writing, and relate the seminar to their educational goals. All first-year students must take one Scribner Seminar in their first semester. This course must be taken for a letter grade.

American Liberty: Our Enduring Struggle Over Our Constitutional Rights
Why are Americans so obsessed with the idea of individual liberty? Where did this fixation come from? Is it healthy for an American Republic to be so protective of the rights of the individual citizen? If not, what can we do to stem the tide and return some notion of community to the center of our constitutional discourse. In this course, students will explore the concept of American freedom by examining the constitutional, historical, and philosophical foundations of our liberal experiment. We will focus on how institutions-in particular the U.S. Supreme Court-have shaped America's unique conception of liberty. In our examination of American liberty, students will explore the right to privacy, the right to free speech, and the protections afforded by the equal protection and due process clauses of the Fourteenth Amendment, including those rights afforded individuals on America's death row. As an integral part of the seminar, students will work on an actual death penalty defense. Students will be responsible for conducting primary research with the aim of providing the most effective defense possible for a specific death row inmate. B. Breslin, Government

Human Dilemmas

As you begin college, you are confronting the recurring dilemmas that define and shape our lives: Who am I? What exactly am I? What is my relationship to others? What is my responsibility to them and to the world? As biologist E. O. Wilson contends in his 2003 book, *The Future of Life*, life is "an insoluble problem, a dynamic process in search of an indefinable goal. [It is] neither a celebration nor a spectacle but rather, as a later philosopher put it, a predicament" (xxii). "Human Dilemmas" will challenge your conventional assumptions surrounding these predicaments as we focus our attention on interdisciplinary readings, critical thinking, and academic inquiry. Debates, field trips, and writing will move us toward an understanding of what it means to be human in our contemporary world. C. Berheide, Sociology; J. Casey, English; J. Delton, History; M. DiSanto-Rose, Dance; R. Giguere, Chemistry; P. Hilleren, Biology; S. Layden, Student Academic Services; P. McCarthy, Social Work; I. Park, Studio Art; S. Sheldon, Psychology; M. Youndt, Management and Business

Italian Cinema

What do Rossellini, De Sica, Visconti, Fellini, Wertmuller, Scola, Tornatore and Benigni have in common? Students in this seminar will examine 20th century Italian society's crises and transformations by analyzing the social, political and cultural movements that have defined Italian culture through film and literature. Students will view and explore Italian cinematic Neorealism, examine the role in Italian cinema of Director-Authors, analyze Italian 20th century and classical literary works, and discuss cinematographic adaptations of those works. In addition, students will learn how to read a film and analyze the translation process from a literary text to film. Films in Italian with English subtitles. G. Faustini, Foreign Languages and Literatures

American Dreams

America is a country long mythified as a place where dreams come true, a land that boasts a signature fantasy called the American Dream. What, however, are the dreams of 21st-century America? What do these fantasies reveal about our values, and what role do these dreams play in the construction of our personal and collective identities? This seminar will begin with mythic America to reconstruct the historic promise of social mobility in America. But we will move swiftly to our current cultural moment to investigate the nature of happiness and desire today. Why is the allure of cool so hot? Why are we susceptible to nostalgia? Given our culture's obsession with dream houses and dream bodies, is the "makeover" story America's favorite fairy tale? Other topics up for discussion might include consumption, American-style—from food to dollars to coal and energy; the Google guys and the Silicon Valley version of the American dream that they embody; community-building on craigslist.org; and the promise of speed and convenience in a digitized culture. This course will draw from art, film, music, advertising, the web, fiction, and particularly the very best and provocative of contemporary American journalism. B. Black, English

Den of Antiquities: The Illicit Market in Ancient Art

What is the difference between collecting and looting antiquities? What constitutes ownership of an art object? What distinguishes individual from museum collections? What are the ethical obligations of collectors? Students will examine the trade in antiquities stretching from the first "collector," a Roman general who stole art from Sicily after sacking it in 212 BCE, to Lord Elgin's "purchase" of the Parthenon marbles in 1806, to the current scandals in the trading of ancient art that have embroiled NYC's Metropolitan Museum and the J. Paul Getty Museum in Los Angeles. Our discussions will include the most recent controversies that have embroiled the museum, gallery and auction house worlds, pitting national interests against private enterprise. Various collections housed in London will serve as a laboratory for the study of these questions: the Victoria & Albert Museum; the British Museum; the Sir John Soames Museum; the Museum of London; and Christie's and Sotheby's, London's two premier auction houses. In addition, we will visit the Ashmolean and the Pitt Rivers Museums in Oxford, two superb examples of the art of collecting in the 19th and 20th centuries. L. Mechem, Classics

Additions

Plagues and their Power on Human Society

What determines the fate of human societies? Since the beginning, humans have had to deal with diseases which developed alongside humankind. Some diseases seem to have been around forever whereas others developed more recently. How did major outbreaks of diseases shape the historical events of their time? From the six plagues of antiquity we will move to the first recorded incident of biological warfare and the disease causing the death of one third of the European population of the 14th century. Students will study disease-linked historical events including the impact of present-day diseases like AIDS and TB. Students in this seminar will explore human diseases and their influence on historical events and impact on society. Topics include biological, medical, historical and social aspects of these diseases as well as their influence on literature and art. S. McDevitt, Biology

Purple Nation: Welfare and Politics

In this seminar, students study the history of social policy in the United States, the everyday lives of poor and working class people, and current policy debates in the press and Congress. Students consider how conservatives and liberals think about the following questions. What causes poverty and inequality? Why does inequality persist during prosperity? Should government intervene in the economy to produce a more equitable distribution of wealth? Do social programs work? Are some programs more effective than others? Is political consensus about the role of government possible or necessary to ensure prosperity and a more equitable distribution of wealth in the 21st century? P. Oles, Social Work

Race in the Obama Era: Building Community through Cross-Racial Dialogue

An intergroup dialogue on race. How do people of different racial identities experience race in the U.S.? What does interpersonal and institutional racism look like in the 21st century? With the election of President Obama, is it possible (or even ideal) to achieve a post-racial society? And, how do we move beyond politically correct discourse to meaningful cross-racial dialogue? In this course, students participate in semi-structured face-to-face meetings across racial identity groups. Through relevant historical, sociological, and psychological reading materials, interactive activities, in-class dialogues, and self-reflective journal assignments, students learn about pertinent issues facing different races on campus and in U.S. society. The goal is to create a setting in which students engage in open and constructive dialogue by exploring issues of inter-/intra-group relations, conflict, and social change. K. Ford, Sociology

Ways of Seeing: Image, Text, Illumination

Ways of Seeing will introduce students to disciplinary and interdisciplinary perspectives about the intersections of text and image. The task of seeing inevitably forces us to read subtle or explicit visual cues while understanding the role of spatial dynamics and language in message-making and knowledge formation. We will discover what happens when a visual artist incorporates words onto a painted canvas or when an author surrounds an image with language in a work of literature. Analyzing film, graphic novels, concrete poetry, illustrations, advertisements, and other mixed media projects, we will ask: Is there a power balance as a text or image struggles to come to the fore? How does one illuminate the other? Marshall McLuhan's famous dictum, "The Medium is the Message," will guide our discussions as we examine how a message is formulated by the way our senses are massaged or manipulated. The course will take place in the Tang Museum, where students will not only have regular access to the current exhibits but will also have the opportunity to contribute to the Winter Gallery in the museum. This seminar will include a visit to the Museum of Modern Art (MOMA) in Manhattan. M. Rhee, English

Diabesity: Diabetes and Obesity in America

Why has the prevalence of obesity and type 2 diabetes dramatically increased in the last decade? This course is designed to provide students with an in depth understanding of obesity and type 2 diabetes mellitus. Students will examine obesity and diabetes by considering physiological, psychological, epidemiological, and evolutionary factors that control body weight and therefore control obesity and diabetes. Particular attention will be given to the causes (genetic or environmental) of type 2 diabetes in an attempt to identify potential reasons for the large increase in the prevalence of this devastating disease. Students will discuss, evaluate and debate potential treatments for obesity and type 2 diabetes (diet, exercise, drugs, surgery). Students will also spend time analyzing the efficacy and feasibility of different "fad" diets used to promote weight loss (Atkins, South Beach, Zone Diet, etc.). A portion of the class will be dedicated to laboratory methods used to assess body composition (% body fat) and glucose metabolism. T.H. Reynolds, Exercise Science

Food, Self and Society

This course examines the relationship between food, the self and society both in the United States and throughout the globe. If eating is the act of taking the world into our bodies, are you what you eat, don't eat, or how you eat? Is every bite you take a vote for a certain world? Drawing on cultural roles of food throughout the world, students will consider various approaches to food through an examination of current topics such as globalization, the environment, genetically modified foods, vegetarianism/veganism, the "obesity crisis" and disordered consumption. Students will also examine numerous perspectives including anthropology, sociology, women's studies, psychology, history, literature, popular memoirs and mass media. K. Tierney, Sociology, Anthropology and Social Work

The Hudson: Science, Society & Art

The Hudson River plays a critical role in the life and history of both New York State and the United States. We use it for transportation, energy, drinking water and recreation. We tame and pollute it. In this interdisciplinary, multiple-perspective course, students will examine the nature science of the Hudson River and as well as the interaction of human beings and their social, political, and economic institutions with the Hudson over the last 400 years. Beginning at the Headwaters in the Adirondack Park and moving through the Upper and Lower Hudson we will explore the river and its watershed through a geographic information system as well as through readings, films and art work presenting the human history of the river. We will consider the role of various art forms in expressing the human relationship with the Hudson, including the Hudson River School of painters and 19th century American landscape photographer Seneca Ray Stoddard. J. Halstead, Chemistry

Making Theater in the Digital Age

Students will examine the intersection of contemporary theories of theater and acting with brain science, quantum mechanics and human consciousness. Students will also investigate the role of the theater maker in the 21st century in the context of these arenas and disciplines. Students will encounter issues surrounding artists' responsibilities with respect to groundbreaking discoveries in the nature of the human mind and how to best contribute to the understanding of the unfolding universe as they produce works in the digital age. Students will engage multiple learning environments including podcasts, campus performances and research settings. W. Bond, Theater

The Empire Strikes Back: Imperial Ambitions of Athens, Rome, Britain and the US

How would *you* rule an empire? What kind of empire would you oversee, how long would it last, and would people hold it in esteem? The city and museums of London provide a rare opportunity for students to examine four distinct yet similar empires that left an indelible mark on western culture and, indeed, the entire world. Students begin their study of empire with ancient Athens, whose emblematic imperial expressions appeared on the Elgin Marbles, now housed in the British Museum. From there we travel to the Roman empire, which stretched from Syria to Britain and is captured in full at the BM, the Museum of London and in sites outside of London. These two ancient cultures then provide the backdrop for our study of the rise of imperialism in 18th century Britain, specifically the creation of Neo-Classical architecture and fine arts as captured in the streets of London and the Victoria & Albert Museum. Students conclude their study of empire through a comparison of these examples with the American empire of the postwar era, culminating in discussions centering on the contemporary status of America's presence overseas. M. Arnush, Classics

Contemporary British Politics from an Outsider's Perspective

What can we learn about Britain's politics by living there? Like the protagonist of Mark Twain's 19th century novel *A Connecticut Yankee in King Arthur's Court* who awakens to find himself in medieval England, we find ourselves in a foreign land with a different political system from our own. However, the current issues are familiar: popular dissatisfaction with political elites; economic globalization and increasing economic inequality; immigration and the rise of a multicultural society; balancing threats from terrorism with civil liberties; and how to enhance local democracy. In this course, we will study the institutions and activities of the British national government, focusing on contemporary British politics and policy. Students will study the Monarchy, Parliament, political parties, the role of the Prime Minister, political ideology, political institutions, and public policies. The American political system will be used as a point of reference and contrast in order to understand what is similar and different about British politics. R. Turner, Government

Social Work

Changes

WRITING REQUIREMENT IN THE MAJOR: All Social Work majors will be required to complete two Writing Enhanced courses as part of the fulfillment of their major: SW 241 and SW 333. The writing requirement is intended to prepare students to write effectively for a variety of professional audiences including researchers, clinicians, and supervisors. In these courses, students will:

1. Develop a feasible research proposal that includes a well-integrated literature review, a thorough description of the selected research methodology, a discussion of the practice/policy implications of the proposed work, and an appropriate data collection instrument (SW 241);
2. Develop a clinical portfolio that includes a well-defined learning contract for field work, clear and concise progress notes, an objective and comprehensive psychosocial assessment, and a self-assessment that demonstrates the student's ability to reflect on their work with clients and connect field work to course concepts (SW 333).

SW 241. RESEARCH FOR THE HUMAN SERVICES

4

Examination of the research process used by human service professionals. Students learn about social science methodology from the perspective of a future practitioner and research consumer. Topics include: problem formulation, measurement, design, qualitative and quantitative modes of observation, data collection and analysis. The course addresses practical issues such as single-subject design, program evaluation and the ethical dilemmas involved in conducting human subject research. Laboratory time is used for students to work directly with instruments and data. As part of the writing requirement for the major, students will develop a feasible and thorough quantitative research proposal. The Department

SW 333. SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

4

Course designed to prepare students for entry-level generalist social work practice with diverse individuals and families. Students will gain the knowledge, skills, and values needed for beginning practice during all phases of the helping process. Critical thinking skills and the use of research-based knowledge will also be emphasized. As part of the writing requirement for the major, students will develop a clinical portfolio that includes a learning contract, progress notes, a psychosocial assessment, and a series of self-assessments. The additional credit hour will provide students with opportunities to observe micro social work practice in a field setting and complete integrative assignments. Prerequisites: SW212, SW222, and SW241 and permission of instructor. Not for liberal arts credit.

The Department

Deletions

SW 218

Prisons in America

Sociology

Changes

WRITING IN THE MAJOR REQUIREMENT: Students will fulfill the writing in the major requirement upon satisfactory completion of SO 375, Senior Seminar in Sociology.

SO 375. SENIOR SEMINAR IN SOCIOLOGY

4

The capstone course for the sociology major. The course functions as a research practicum in which students share the process of conducting an original research project. To do the research, students must build upon previous work in sociology, especially theory, methods, and statistics. Therefore, students must have completed the required statistics, methods, and theory courses for the sociology major before enrolling in Senior Seminar. Students writing the Senior Thesis are encouraged to begin thesis research in the Seminar. Prerequisites: SO226, SO227, and SO324 or SO325; or permission of instructor. Open only to sociology majors and sociology interdepartmental majors. Designated a writing-enhanced course. Fulfills the sociology program's writing in the major requirement. The Department

SO 377. PRESENTING SOCIOLOGICAL RESEARCH

1

Visual and oral presentations of sociological research. Students revise empirical research projects and develop effective presentations of findings for both professional and nonprofessional audiences. Emphasis is on developing effective posters and oral presentations of social scientific research findings. Students present their research in public settings on or off campus. The course meets a total of 14 hours, with most sessions early in the semester. Prerequisite: SO375 or permission of instructor. The Department

Additions

SO 330. CONFLICT RESOLUTION

3

An introduction to interpersonal and intergroup conflict analysis and conflict resolution practices. Students will develop basic conflict resolution skills while examining a variety of conflict scenarios such as family arguments, racial and ethnic tension, legal disputes, criminal violence, war and genocide. Special focus will be placed on mediation, restorative justice, and peacebuilding. Prerequisite: SO 101. D. Karp

Theater

Changes

THE THEATER MAJOR: Requirements for a major in theater are:

1. The following eight courses: TH 103, TH 129, TH 130, TH 229, TH 230, TH 235, TH 250, and TH 335.

AREAS OF CONCENTRATION

Directing: TH104, 203, 204, 333, 375.

THE THEATER MINOR: A minor in theater is available for students interested in a general education in theater but not necessarily intensive training in a single concentration. Twenty-one to twenty-five semester hours are required: TH103, 129 or 130, 104, 229, 230, 235, 250; one 300-level course in theater; and one course in dramatic literature.

TH 250. PRODUCTION SEMINAR 1, 2, 3 or 4

Students enrolled in TH250 will have major responsibilities working on the main-stage productions and on the black-box studio production. The main-stage production is usually presented at the end of the semester, and the studio production is usually presented mid-semester. In addition to fulfilling production responsibilities, students in both productions will participate in a weekly seminar class through which production work will be synthesized with various perspectives from other liberal arts disciplines. Seminars for both productions will focus on the study of pertinent theatrical, literary, social, political, and economic issues surrounding the play. The studio production continues its seminar sessions after the production is over. Post-production topics may include issues raised in the theater company critiques, continued exploration of the playwright's works, continued study of the themes, etc. Students will meet with the faculty to determine the appropriate number of semester hours for each experience. This course may be repeated, but semester hours are limited to a maximum of six. Prerequisite: Permission of the department. (Fulfills arts requirement.) The Department

TH 242. ACTING SHAKESPEARE 3

An exploration of the ways in which Shakespeare himself effectively serves as a guide for the comprehension and performance of his verse in his plays and poetry. The emphasis will be on analysis of verse, techniques in speaking it, and the use of verse techniques to explore and develop character. During the course, students will study, prepare, and present soliloquies, monologues (including set speeches), and sonnets. Prerequisite: TH103. L. Opitz

TH 333. THE DIRECTOR AS COLLABORATIVE ARTIST 3

An advanced seminar course stressing the relationship of the director's insights to the insights and work of actors, designers, stage managers, composers, and musicians. Students examine a variety of directorial models and theories. Students also analyze their own collaborative efforts and directorial strategies in various workshop productions. Prerequisite: TH230 or permission of instructor. G. Dasgupta or the Department

Additions

TH 338. BLACK THEATRE 3

The evolution of Black Theatre in the United States. Students will gain an understanding of the importance of image as it relates to the creation, production, and function of Black Theatre through the years. Students will study and interpret plays from the mid-nineteenth century to the end of the twentieth century, and participate in both individual and group presentations. Students will not only study the work as an art form, but the historical origins and social, cultural, and political ramifications of the work. Analysis and exploration will juxtapose the realities of mainstream theater and culture with the solidification of Black Theatre as a field. (Designated a Cultural Diversity course). L. Grady-Willis

TH 339. COMMUNITY-BASED THEATER 3

A study of varied interpretations and manifestations of community-based theater ranging from theater pieces and institutions grounded in particular cultural traditions, to social and political work emerging from artist/community collaborations. Students will explore the work of institutions and artists who identify their target communities by age, race, location/region, and sexual orientation, while studying methodologies and underlying pedagogies for creating with and for community. Students will also examine discourse around cultural equity and the concept of arts for social change. L. Grady-Willis

Deletions

TH 231 Directing for the Theater
TH 332 Advanced Directing

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Key to symbols

¹Absent on leave for the year 2010-2011

²Absent on leave for Fall 2010

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