

Add-on to GE 311**TBA**

An honors seminar for more advanced students centered on a topic, research project, or other academic activity pertinent to one of the academic disciplines.

Prerequisites open to junior and senior Honors Forum students and other highly motivated students with advanced standing, appropriate course background, or permission of the instructor.

HF-315.001-.010**Adv. Peer Health Education****1 Credit****J. McDonald****TBD**

An expansion of concepts covered in Peer Health Education by allowing students to fine tune their health promotion and peer counseling skills. Students will select specific areas of interest and will work closely with other Peer Health Educators and the instructor to plan, implement, and rigorously evaluate outreach programs on campus. The course will focus on building leadership and communication skills and on deepening the expertise of the students on college health related issues.

Prerequisites HF 215 and permission of the instructor. Not for liberal arts credit. May be repeated for credit.

CS-275H.001**Computer Science Research****1 Credit****T. OConnell****TBA**

An introductory exploration of research in computer science. The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of computer science. The research projects may, for example, include designing new algorithms for computational problems, surveying the research literature, implementing existing algorithms from the research literature, or performing computational experiments.

Prerequisites: permission of instructor. Students may only take four CS275H courses in their careers and may take no more than two in any given semester. If two are taken in a single semester, each must be a different section.

CS275H may not be counted toward the CS major. Must be taken S/U.

EN 105H.001**Writing on Demand****4 Credits****L. Hall****T/R 9:40-11:00****Tisch 308**

When the essayist Joan Didion was in her twenties, she wrote editorial copy for *Vogue* magazine on a wide range of subjects. In her forties, she noted that it is “easy to make light of this kind of ‘writing,’ [but] I do not make light of it at all: it was at *Vogue* that I learned a kind of ease with words... a way of regarding words not as mirrors of my own inadequacy but as tools, toys, weapons to be deployed strategically on a page.” Inspired by Didion’s on-the-job apprenticeship, this course will ask you to undertake the work of a professional copywriter or ghostwriter. What might you be asked to compose? The introduction to the documentary “extras” on a *Mad Men* DVD (e.g., “The 1964 Presidential Campaign”). The “Our Story” blurb for the website of a local restaurant. A capsule biography for a mayoral candidate. A C.E.O.’s response to a request from *Forbes*: “Tell us about the biggest mistake you ever made as a

leader.” The instructor will furnish you with material; with her guidance, you will shape it into publishable or, as the case may be, presentable prose. Expect frequent short assignments. Your grade will be based on those assignments, your class participation, and a final exam.

EN-105H.002

Fantasy and Film

4 Credits

M. Wolff

W/F 12:20-1:40

LIB 213

The genre of Fantasy Film has prevailed for decades as an unpredictable source of pleasure and escape; as exploration of our anxieties and fears; as an adventure into the subconscious, or back through childhood memories; as a moral and ethical guide for the societies we inhabit; as a call to explore those realms that we may otherwise see only in dreams. The delights of fantasy cinema are endless and for their followers, they may inspire the composition of lively college level essays and stories. In this essay-writing seminar, you will watch eleven fantasy films with the goal of interpreting them in well-structured essays. The course is divided into three Units, with 3-4 films assigned per Unit. You will read relevant stories, craft short written responses, and then draft and revise a longer essay at the end of each course Unit. You will practice elements of essay craft, using primary and secondary source materials in study and research. You will consider: in what ways do fantasy film-makers re-envision familiar 19th century fairytales? What are the intersections of fantasy with its historical partner, realism? How are fantasy and memory entwined? How do science fiction fantasies about the evolution of the human mind condemn or defend that process? What is the cause of a human being’s need for fantasy? How do adventures through time or space express notions of family, inheritance, and destiny? Some films in previous semesters have included: *Pan’s Labyrinth*, *Spirited Away*, *Village of the Damned*, *Ex Machina*, *Eternal Sunshine of the Spotless Mind*, *Solaris*, *The Curious Case of Benjamin Button*. Honors students will also study some foreign fantasy films.

EN-303H.001

Hon. Peer Tutoring Project

4 Credits

M. Wiseman, P. Boshoff

M W 4:00-5:20

PMH 301

In this course students will receive the theoretical and pedagogical training to become peer tutors of expository writing. The readings and classroom discussions cover topics in discourse and rhetorical theory, composition pedagogy, and collaborative learning. Students will apply their developing knowledge of discourse theory and tutoring to their weekly meetings with student writers enrolled in EN 103: Writing Seminar I. EN 303H students receive four credit units for three hours of class and for their scheduled meetings with the student writers with whom they work. Course requirements include prepping EN 103 assignments, keeping a record of tutoring experiences, giving in-class reports on classical rhetoric, and writing an extensive term project focused on an area of interest related to peer tutoring, rhetoric, and/or discourse.

After successfully completing EN 303H, students are eligible to apply through student employment for the paid position of Skidmore Writing Center (Lucy Scribner Library 440) tutor. Students wishing to enroll in this course should possess excellent writing ability, knowledge of rules of grammar and punctuation, and effective communication skills. Students seeking enrollment must submit a professor’s recommendation and a writing

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PH-112H.001 The Cave: Phil in the Shadows

4 Credits

L. Jorgensen

T/R 2:10-3:30, M 12:20-1:15

Ladd 206, Tisch 201

An introductory philosophy course, which looks at the powerful metaphor of philosophy as a way of emerging from the darkness of the cave into the light of day. Students will read seminal works in philosophy, each of which has a similar argumentative structure: being released from faulty preconceptions (our lives in the cave) in order to ascend towards intellectual illumination (the emergence from the cave), only to return to our previous lives (a return to the cave, but now wiser). While each of the authors reflects on this process in some way, they are rather diverse in how they understand the nature of philosophy and how philosophy might help us to live our lives. Proposals will include ascents towards ethics, religion, science, freedom, and social justice.

Note(s): (Fulfills humanities requirement.)