EN 105H.001  Writing on Demand  4 Credits
L. Hall
W/F 12:30-1:40
PMH 302
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  Sustaining the Future  4 Credits
M. Marx
M/W 4:00-5:20
PMH 302
In the past we called it conservation. Then the vocabulary shifted and environmentalism was the rage. Soon everyone was going green. But now in this second decade of the twenty-first century, the buzzword is sustainability. Sustainability asks us to look at the present to preserve the future, or, in the words of the 1987 Brundtland report, “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” But lurking just below the surface of that definition are ominous concepts such as “limitations,” “sacrifices,” “wants,” and “needs.” What are the challenges of preserving our future while maintaining our present?
In Sustaining the Future, we will use the power of writing to interrogate the concept of sustainability and the promise it holds for the future. We will analyze competing definitions of sustainability and attempt to develop a definition of our own; we will analyze examples of sustainability to see how they respond to the ideal of the “triple bottom line”; and we will examine centers of sustainability right on the Skidmore campus. Readings from across the disciplines will set the stage for short exercises and formal papers. Revision will be a main concern of this writing seminar through activities such as writing peer critiques and creating a writing e-portfolio. As we revise, we will give special attention to developing and refining our individual writing voices and personal writing processes.

EN 105H.003  Land of Absurdity  4 Credits
M. Wiseman
M/W/F 10:10-11:05
PMH 302
This course will take us into the land of absurdity, as mapped by fiction writers, filmmakers, poets, and playwrights. We will venture into regions of dark humor, charged outrage, searing satire, and profound silliness, with the aid of such guides as Fyodor Dostoyevsky (whose Underground Man is sometimes considered a proto-existential absurdist), Samuel Beckett, Franz Kafka, Italo Calvino, Lewis Carroll, Donald Barthelme, Haruki Murakami, and Flann O’Brien, among others. We will see the absurd as brought to us onscreen by such directors as Luis Buñuel, Spike Jonze, Terry Gilliam, and Stanley Kubrick, and Monty Python will add pointed silliness to our proceedings.
Sinister, ludicrous, surreal, irreverent, or all of the above, these portrayals and explorations will help us to think about, and especially to write about, the absurdity we might find in our own lives. We will ask, how do these visions illuminate our own dilemmas? How, in other words, can an absurd perspective help us to live? How does an appreciation of paradox deepen and free our thinking? How can chaos and incoherence be shaped—how is incoherence made coherent? Thus, the relationship between certainty and chaos, the disjunction between seeing and knowing, the blurred distinctions among sense, senselessness, and nonsense, the uses of satire, and the mingling of the sublime and the ridiculous will serve as catalysts for our writing as well as for our discussions.
Our writing practice will emphasize understanding and developing our own writing processes. Students will write frequent short papers of several types—personal, analytical, persuasive, reflective—and three substantial essays, submitted first as drafts and then in careful revision.

HI 110H.001 The British Empire 4 Credits
T. Nechtman
M/W/F 10:10-11:05
TLC 301
An introductory survey of the British Empire from its earliest beginnings in the sixteenth century through decolonization in the post-World War II era. Students will focus on the political, economic, cultural, and ecological causes and consequences of British overseas expansion. Topics include the ecological and biological impact of British imperialism; Elizabethan commercial expansion; the plantings of Ireland; early settlements in the New World and the impact on indigenous peoples; the trans-Atlantic slave trade and the plantation system in the Caribbean; the American Revolution and the end of the first British Empire; the ideologies of the British Raj in India; the “New Imperialism” of the late nineteenth century and the “scramble for Africa”; the transfer of technology and culture; and decolonization and the contemporary legacy of empire.

HI 116H.001 Sea Changes: A History of the World’s Oceans 3 Credits
T. Nechtman
Time/Location: TBA
A survey course in global history that takes the world's oceans as its subject. Students will explore themes ranging from naval history to legal history, from environmental history to zoological history, and from the history of exploration and adventure to the history of imperialism and conquest. Students will work with primary and secondary sources and develop their analytical and writing skills as they ask questions about the field of history itself. What assumptions have historians made when they focus on nations and continents? What institutions and categories have they privileged with their focus? What have we missed because we look only at the history of land? How and why does history's narrative shift when we undertake a "sea change" in our perspectives?

MA 126H.001 Hon: Problem Solving 1 Credit
R. Hurwitz
W 4:00-5:20
Harder 202
Students will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics.
Prerequisites: QR1.
Note(s): May be repeated for credit. Must be taken S/U. Course number 126 is designated for first-year students, 226 for second-year students, and 326 for third- and fourth-year students.

200-LEVEL HONORS COURSES AND ADD-ONS

CS 275H.001 Computer Science Research 1 Credit
D. Vella
Time/Location: 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.
Note(s): Students may only take four CS 275H courses in their careers and may take no more than two in any given semester. If two are taken in a single semester, each must be a different section. CS 275H may not be counted toward the CS major.
Must be taken S/U.

EN 229H.001 Stories of English 4 Credits
K. Greenspan
M/W 4:00-5:20
PMH 300
When the 11th-century preacher Wulfstan composed his Sermon to the English, whom did he imagine he was addressing? The key word here is “imagine”—for in this course, we will study the ways in which the English have imagined themselves, linguistically and culturally, from the Anglo-Saxon period (5th-11th centuries) through the mid-18th century, when Samuel Johnson composed his great Dictionary. Because English has always been a “mongrel tongue,” historically absorbing far more from other languages than any other Western vernacular, and because the British count among their forbears Picts, Celts, Norsemen, Saxons, Romans, and Norman French, (to name only the most prominent), neither linguistic nor racial and cultural distinctions suffice by themselves, as they do in other lands, to define the English. Moreover, although the British Isles are separated physically from the rest of the continent, they nourished some of the earliest and most prolific contributors to and consumers of European Christian culture in the Holy Roman Empire. So what makes the English English?

In this course we will study both the history of the English language from its earliest development through its rise in status as a literary language and the history of the English literary imagination, inquiring into the ways in which each affects the other. Among our texts will be Wulfstan’s “Sermo Lupi ad Anglos,” Robert Mannyng’s “Chronicle of England,” Chaucer’s “Reeve’s Tale,” Wycliffite translations and defense of the Bible, selections from Spenser’s “Faerie Queene,” Shakespeare’s language lessons in “Henry V,” several Donne poems, Dryden’s “translation” of Chaucer and Pope’s of John Donne, and finally, Johnson’s “Dictionary.”

HF 200.001 Poetry 1 Credit
ADD-ON to EN 213  
M. Greaves  
M/W 12:20-1:15  
PMH 304
The Honors Add-On for Poetry provides motivated students with the opportunity to engage more deeply with the study of poetry and poetics from the fourteenth century to the present day. The additional work would consist of four components: 1) further readings in poetry and poetic theory, including a volume of poems by a contemporary poet; 2) an annotated bibliography of five essays on poetics written by poets we study in the parent course; 3) a review of a prize-winning volume of poetry published after 1990, with a brief presentation on the volume to the class; and 4) group meetings two Friday afternoons per month to discuss our readings. This Add-On will also give students the opportunity to add rigor to assignments completed for the parent course. For instance, a student might incorporate work on lyric theory into her close reading papers, using her outside readings to expand and deepen the implications of her poetry explications.

HF 200.002  Social Psychology  1 Credit  
ADD-ON to PS 205  
C. Moss-Racusin  
F 10:30-12:30  
Art 201
Social psychology is the scientific study of how people think about, influence, and relate to one another—the investigation of human beings as deeply complex, inherently social creatures. Together, we will examine how our social contexts—our relationships, our different identities, and our significant others—powerfully shape our lives. This Honors Forum add-on will give you the opportunity to read, analyze, and discuss both classic and cutting edge research on social psychological themes such as reconstructed memories, obedience, gender bias, and the bystander effect. We will use this psychological research as a scientific tool to help us understand everyday life by applying the journal articles we read to events in the world around us.
NOTE: Students must be registered for Social Psychology (PS 205 section 001 or 002) during the Spring 2016 semester in order to register for this honors forum add-on seminar.

HF 200-003  Dance & Society 1700-1960  1 Credit  
ADD-ON to DA 230H  
A. Osterweis  
Time/Location: TBA
The Honors Add-On for Dance & Society 1700-1960 provides motivated students with the opportunity to engage more deeply with the topics presented in Dance & Society 1700-1960. The additional work would consist of three components: 1) further reading on one dancer, choreographer, or company as well as further reading in critical dance studies to inform 2) the expansion of the final paper to raise the page count to 20-25 pages total, and 3) meeting together as a collective two Friday afternoons per month to discuss our readings and research. This Add-On can also function as a generative space for those students who include an improvisational or choreographic practice-as-research element in their final papers. For example, a student who is a practicing choreographer can include an auto-ethnographic component to her final paper, applying theory/history we read in (and beyond) class to the embodied (and/or mediated) experiences of practicing dance.

HF 200-004  Feminist Performance Art  1 Credit  
ADD-ON to DA 274  
A. Osterweis  
Time/Location: TBA
The Honors Add-On for Feminist Performance Art provides motivated students with the
opportunity to engage more deeply with the topics presented in Feminist Performance Art. The additional work would consist of three components: 1) further reading on one artist or a group of artists as well as further reading in gender studies, performance studies, dance studies, transnational, and/or critical race studies to inform 2) the expansion of the final paper to raise the page count to 20-25 pages total, and 3) meeting together as a collective two Friday afternoons per month to discuss our readings and research. This Add-On can also function as a generative space for those students who include a practice-as-research element in their final papers. For example, a student who is a practicing performance artist can include an auto-ethnographic component to her final paper, applying theory we read in (and beyond) class to the embodied (and/or mediated) experiences of practicing performance art.

HF 200-005  Bible & Literature  1 Credit
ADD-ON to EN 230
M. Marx
Time/Location: TBA
The Honors Forum Add-On to EN 230 “The Bible as Literature” will focus on “The Bible And Literature.” Students will read texts from British and American literature to explore the various ways in which the Bible has shaped literature. Depending on the background and interest of the students, readings may include two selections from early literature, such as the medieval poem “Pearl,” selections from seventeenth-century Protestant poet George Herbert’s book of lyrical poetry The Temple, selections from the poetry of Milton and one novel from contemporary fiction such as Chaim Potok’s My Name is Asher Lev, David Maine’s The Preservationist, Anita Diamant’s The Red Tent, and Geraldine Brooks’ The Secret Chord. Students in the add-on will give oral presentations on these individual texts to the EN 230 class, highlighting how the authors have used the Biblical source material. As a group, they will create an annotated bibliography of literature influenced by the Bible.

HF 200-006  Women & Literature  1 Credit
ADD-ON to EN223
W. Lee
Time/Location: TBA
The regular course will explore a range of twentieth-century and contemporary American characters and authors who have been cursed (or is it blessed?) with their perceived status as “difficult women.” Students enrolled in the one-credit Honors Forum add-on will read additional interdisciplinary criticism and theory that will deepen and enrich their engagement with the genres and female figures explored in the class. This additional reading will take the form of 6-7 scholarly articles or book chapters over the course of the semester. Students will meet bi-weekly with the instructor to discuss supplementary readings. Assignments might include short essays, an annotated bibliography, or the integration of supplementary readings into longer essay assignments.

HF 200-007  Critical Theory  1 Credit
ADD-ON to EN228
A. Bozio
Time/Location: TBA
Since its inception in the late nineteenth and early twentieth centuries, what scholars call “theory” has transformed the way that we interpret literature and culture. In this course, we will study major movements within theory, focusing upon structuralism, post-structuralism, Marxism, the Frankfurt School, psychoanalysis, gender studies, queer theory, postcolonialism, disability theory, and the digital humanities.

Students who sign up for the Honors Forum Add-On will deepen their understanding of the debates within theory by reading additional works that challenge or extend the arguments.
encountered elsewhere in the course. Every other week, students will meet with the professor to discuss such ideas as J. L. Austin’s theory of performatice utterances, Donna Haraway’s cyborg feminism, and Jack Halberstam’s concepts of queer time and queer space. Students will also incorporate one or more of these theorists into their final essay for the course.

**HF 200-008**  
**Essays on Theater**  
1 Credit  
ADD-ON to TH 334  
M. Wolff  
**Time/Location:** TBA  
Whether we are actors, directors, stage managers, essayists, or passionate spectators, theater ignites our particular sense of engagement with vivid experience, emotional discovery, and with language. In the first half of the course, we will read several plays and at least one musical, with the aim of practicing and improving close script analysis in discussion, and then in writing. Likely scripts for our exploration may include *An Intervention; The Who and the What; Middletown; Songbird; Heartless,* and *Fun Home.* We will read related materials and original sources. In the second half of the term, we study more personal literary essays about plays and theater, by writers such as Arthur Miller, Tennessee Williams, David Mamet, and Hilton Als, and you will write such an essay on a theater experience of your own. You will present some short writing responses in workshop discussion, and--also for workshop--complete two longer essays for the term, drawing from the script readings and from your theater experiences.

**4th CREDIT: HONORS STUDENTS ONLY:** Honors students in this course will work more frequently toward formal writing workshop presentation of two additional essays of 3 pages minimum, one for each Unit. These students will also revise their course works to craft a sustained sequence of the assigned writings on Theater, as a small, coherent “collection.” Honors students will meet during the term in group and in one-to-one conferences.

**HF 203-001**  
**Citizen Studentship**  
4 Credits  
R. Rotheim  
T/TH 3:40-5:00 pm  
Lib 213  
A course that places students at the center of the learning process. Students from Skidmore College designed the course’s structure, readings, and pedagogy as an introduction to a self-motivated and self-governed approach to learning. Interdisciplinary by nature, the course challenges students with critical thinking and writing, student-driven discourse, governance, citizenship, and character development. Students and the instructor work in a collaborative manner to design course goals, select readings, develop assignments, and direct class discussions.  
**Prerequisites** Expository Writing and at least sophomore standing or permission of instructor.

**HF 215-001**  
**Peer Health Education**  
3 Credits  
J. McDonald  
M 12:20pm-2:20pm, Th 5:30pm-6:30pm  
Ladd 107  
This course builds on concepts covered during Peer Health Education by guiding students through the process of promoting health and wellbeing among the Skidmore student body. The course is student-driven and allows the opportunity to further delve into specific areas of study that are of particular interest to each student. Students will design, implement, and evaluate programs and outreach education in a variety of topics relevant to the lives of college students including alcohol and substance use and abuse, sexual assault, eating disorders, stress, mental health, sexuality, and other topics commonly addressed by peer counselors and health promotion professionals. In addition, students will continue to build on leadership and communication skills by serving as peer counselors on the Skidmore campus.

**MA 226H.001**  
**Hon: Problem Solving**  
1 Credit
Students will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics.

**Prerequisites:** QR1.

**Note(s):** May be repeated for credit. Must be taken S/U. Course number 126 is designated for first-year students, 226 for second-year students, and 326 for third- and fourth-year students.

### MA 275H.001
**Mathematics Research**
1 Credit

**D. Vella**

**Time/Location:** TBA

Exploration of a research topic in mathematics. The students, in collaboration with a faculty mentor, will participate in a research project in a particular area of mathematics which may be related to the faculty member’s research program.

**Prerequisites:** permission of the instructor.

**Note(s):** Students may only take four MA 275H courses in their careers and may take no more than two in any given semester. If two are taken in a single semester, each must be a different section. MA 275H may not be counted toward the mathematics major. Must be taken S/U.

### 300-LEVEL HONORS COURSES AND ADD-ONS

#### CH 385H.001
**Research Methods in Chem.**
4 Credits

**Instructor:** TBA

**W 2:30-3:30**

**Dana 181**

An opportunity for students to engage in chemical research in collaboration with a faculty member. Emphasis is on the development of analytical and technical expertise in chemical research. Students meet weekly for one hour of discussion and work independently with their individual faculty mentors in pursuit of their research. Each student gives a formal presentation of their results.

#### HF 300-001
**Chaucer**
1 Credit

**K. Greenspan**

**M/W 6:30-7:50**

**PMH 304**

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
**Adv. Peer Health Education**
1 Credit

**J. McDonald**

**Time/Location:** TBA

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.

MA 326H.001 Hon: Problem Solving 1 Credit
R. Hurwitz
W 4:00-5:20
Harder 202
Students will work collaboratively on problems posed in various undergraduate mathematics journals and other sources. Solutions to journal problems will be submitted to the journal editors for acknowledgment and possible publication. Problems are taken from all areas of specialty within mathematics.
Prerequisites: QR1.
Note(s): May be repeated for credit. Must be taken S/U. Course number 126 is designated for first-year students, 226 for second-year students, and 326 for third- and fourth-year students.

MB 336H Workplace Diversity 4 Credits
P. Prasad
W 6:00-9:00
PMH 201
An interdisciplinary examination of the many challenges and issues raised by the growing diversity and multiculturalism of the North American workplace. The course provides a historical introduction to the patterns of immigration that affected different workplaces and offers an overview of the legal structures that deal with questions of difference in work organizations (e.g., the Equal Employment Opportunities Act). It also examines how organization structures and cultures influence the reception, inclusion, and experiences of different social identity groups along dimensions of gender, race, age, ethnicity, disability, and sexual preference. Recent workplace movements that promote and oppose greater diversity are also discussed.