
CONTEMPORARY AFRICAN POLITICS



About This Course

Popular and mainstream depictions of politics, society, and culture of Africa as corrupt, destitute, and violent, tend to obscure more than they convey the reality of Africa; a continent (not a country) full of dynamic change and vibrant culture. This course provides students an opportunity to engage with the dynamism of the African continent and examine the lived experiences and multitude of perspectives on social and political life on the continent. This course provides students with the conceptual and theoretical tools to understand Africa beyond frames of “developing” and “third world” by introducing students to content that tells the African story from the voice of Africans and foregrounding the importance of African knowledge systems. This course provides students with a historical and contemporary context for understanding politics in Africa and encourages students to consider the linkages between their own experiences in politics and those within Africa.

This course will primarily be discussion based, both instructor and student-led, providing students many opportunities to engage with course content and encourage dialogue among and between students. Students should be familiar with some of the basic terminology and concepts of comparative politics and international affairs. This course will help students improve their research skills by engaging with scholarly

journals and available primary sources, as well as helping students learn through a wide variety of Africa-related resources and Africa-specific knowledge.

This course is structured to provide students with a decolonial perspective on African Politics by centering the African experience and African knowledge creation. By taking this course, students will engage with the following:

- **Cultural difference:** Students gain in-depth knowledge of the history and experiences of non-Western culture and knowledge creation.
- **Diversity Self-Awareness and Perspective Taking:** Students will learn to locate themselves within larger structures of difference and understand how their position as social and political actors differ from the social and political actors in areas other than their own.
- **Understanding Global Systems:** Students are exposed to theoretical and practical critical thinking tools to think and write about how political institutions and ideologies shape the culture and identity of the Global South.

Student Learning Outcomes

As a result of taking Contemporary African Politics students will be able to:

1. Evaluate the role of colonialism in Africa by critiquing the role external actors (i.e China, US) have on Africa's contemporary political and economic structures
2. Engage with critical frameworks such as decolonization and feminism to interrogate and analyze political and societal events in Africa.
3. Recognize and apply major geopolitical issues of Africa as well as Africa's political and social differences between its sub-regions
4. Reflect and write informed, evidence-based analysis on critical issues in Africa by synthesizing course content with independent research from scholarly journals and available primary sources,
5. Understand and analyze how political structures and society in Africa differ from or relate to the student's own culture by viewing films and reading about political and societal order in Africa.

Basic

Information

4 Credits

Ladd Hall 206

Email:

ebalogun@skidmore.edu

Office: Ladd Hall 317

Student Hours: MW 2:30-

3:30 PM and by

appointment:

[Calendly.com/ebalogun17](https://calendly.com/ebalogun17)

Required Texts

Kevin Dunn and Pierre Englebert: Inside African Politics 2nd Edition

- ISBN: 978-1626378070
- Cost: \$35

Institutions and Democracy in Africa: How the Rules of the Game Shape Political Developments

- ISBN: 978-1-316-60255-3
- Cost \$33

Additional Learning Resources

In addition to the course readings and assigned materials, I expect students to follow current events in Africa. Here are some suggestions of where to find news on Africa:

- Follow current events in Africa from the [BBC News Africa page](#)
- Follow current events in Africa from the [Guardian Africa network](#)
- [African Activist Archive](#) - preserving the history of US groups supporting African liberation
- [African Studies Association of Africa](#)
- [African Studies Association](#) - US based association of professional Africanists
- [AnotherAfrica](#) – African art, culture, photography, fashion, heritage, design, music....
- [ThisisAfrica](#) – the voice of a new generation
- [VoicesofAfrica](#) – a blog that showcases interesting and important stories that you don't hear
- [Africanhiphop](#) – home of African hip hop on the web since 1997
- [CompareAfrigue](#) - forum for innovative writing and discussion about African development
- [ThinkAfricaPress](#) – latest news from Africa
- [Africasacountry](#) – challenging and destabilizing received wisdom about Africa
- [Afrobarometer](#) - comparative surveys on democracy, markets and civil society in Africa
- [OkayAfrica](#)
- [Africanews](#)
- [This Week in Africa](#)
- [South African Broadcast News](#)
- [CSIS Africa Program](#)
- [Into Africa Podcast](#)
- [Ufahamu Africa Podcast](#)
- [The China Africa Project](#)

Grading Criteria

MAP QUIZ- 50 POINTS

- Students will take two map quizzes, one in the beginning of the semester and one at the end of the semester. The first and second quizzes will be the exact same quizzes.
- The map quizzes tests knowledge of the physical and cultural geography of Africa. The higher score of the two quizzes will count towards the final grade. If you are happy with your first map quiz score, you can opt out of taking the second map quiz.

Grade Breakdown

MAP QUIZ	50 PTS
CURRENT EVENTS IN AFRICA (10)	100 PTS
INSTITUTIONAL ANALYSIS	150 PTS
SYNTHESIS PAPERS (4)	200 PTS
CASE STUDIES (2)	200 PTS
TOTAL	700 POINTS

CURRENT EVENTS IN AFRICA- 100 POINTS

Due Dates: Every Monday starting Week 2

- Starting in Week 2, each student will be responsible for sharing a current political news event in Africa. These can be news articles/broadcasts or events such as an election or special referendum. The assignment has two components:
 - students will turn in a brief paper (3 paragraph minimum) that summarizes the event and discusses what they found interesting/puzzling about the event. If the news item connects to the topic of the week, the student should make that explicit.
 - Students will discuss their event during the first part of our Monday class

Synthesis Papers: 200 Pts

Due Dates: September 24, October 15, October 29, November 19 (all times 11:59pm Eastern)

- Students are required to write 4 synthesis papers on the four units in the course:
 - Unit 1: Pre-Colonial Africa and Colonialism in Africa; Unit 2: African Political Institutions; Unit 3: Economic and Social Development in Africa; Unit 4: African International Relations and Global Competition
 - Synthesis papers should be 3, single- spaced, TNR 12 pt font typed pages (or about 1000 words). The synthesis papers should synthesize the UNIT as a whole and use evidence from the readings to support an overarching thesis. Students should not summarize the readings, but instead provide critical thoughts on the subject supported by the readings.
 - Higher scoring papers will organize the paper around a main thesis, with key ideas that are supported by multiple readings and/or finding missing gaps across the readings, all while critically assessing. Lower scoring papers will summarize each reading one by one. Synthesis papers will address the following:
 - Synthesis of the assigned readings. How are the readings connected? How do the authors diverge in their points/perspectives? What are the commonalities in the arguments made?
 - Analysis of the argument(s): offer your own critiques and perspectives to the arguments you read about. What part of the author's arguments do you agree with? What do you disagree with? How can the author improve their argument? What is missing from the reading?
 - Do not obsess over the length. Briefs are meant to be short and concise, but I am mostly concerned with your ability to make connections and synthesize the readings.

Synthesis Papers are graded on a 50-point scale:

- **Zero:** Paper summarizes the readings and is overly descriptive; serious grammar errors; failure to submit on time

- **0-15 points:** Paper does not address a clearly articulated point/issue/question; problem is a grocery list of disconnected ideas; fails to substantiate main points; makes inconsistent claims and conjecture; reflects little to no understanding of the texts
- **15-30 points:** Paper exhibits an organizing logic and argument, but has inconsistencies or generalities; demonstrates basic understanding of texts and does not pick up nuances; uses texts as sources of quotations only, without connection to the general argument
- **30-40 points:** Paper is sufficiently grounded in the texts but the argument is not entirely clear due to use of obtuse language or engagement in ideas that obscures the writer's position; demonstrates solid understanding of readings
- **40-50 points:** Paper clearly articulates a specific problem/issue/question; demonstrates balance between citation and student's original, creative, argument or position; demonstrates deep understanding of texts/concepts and applies them cogently; paragraphs indicate logical flow and development of the argument; demonstrates writer's ability to produce and synthesize complex ideas

Country Institutional Profile and Consultancy Brief: 150 pts

- For this assignment, students will assume the role of a political consultant tasked with providing analysis to the African Union. Students will write a country profile on the country of their choice that explores 1) the current political regime, 2) current economic climate, 3) the social climate. The profile will require outside research on the country as well as awareness of the inherent strengths and weaknesses of concepts discussed in class. In addition to this profile, you will provide recommendations to the AU on how your country and improve one of its political institutions.
- The purpose of this profile is to give students the opportunity to examine the multifaceted dynamics of one African country and to give students the ability to gain intimate knowledge of a country. The project will proceed as follows:
 - Country selection (5 points): **Due September 17:** Students will provide topic to Professor during class
 - Preliminary Outline (20 points): **Due: October 1:** Students will draft an outline with basic information about their country and the political institution of their choice.
 - Annotated Bibliography (25 points): **October 22** Provide a list of at least 15 properly cited academic sources (journal articles, books, appropriate websites, etc.) and write 2-3 sentences highlighting why the source is useful to your argument. For an example of an annotated bibliography, check the final paper resource tab in theSpring.
 - Introduction Section (30 Points): **November 5** Submit a draft of your introduction section.
 - First Draft (optional): **November 26:** Submit a copy of a first draft of your proposal any time before this date and you will have ten (10) points added to your final grade
 - Final Draft and Presentation (70 points): **December 10**

African Politics Case Studies: 100 pts each

Throughout the course of the semester, students will be assigned to groups to apply concepts and ideas from the readings and course discussion to a problem-based case study related to a topic covered in the course. The case study will take place during the fourth credit hour of class.

There are two components to the grade:

- **Group grade-50pts:** Students will work together to come to a collective solution on how to resolve the case study. Students will be asked to draft a resolution and give a brief 7-minute presentation outlining how they came to their solution.

- **Individual grade-50pts**
 - Case Study discussion prompt- 20pts: Students will write a 3-5-page response to the case study and how it connects to larger questions in the course.

 - Reflection-10pts: At the end of the case study, in class, students will write a one-page reflection on the case study, inclusive of their experience with their group, how they feel the case study went, and their assessment of the practicality of the case study.

	Date	Topic & Reading	What's Due
Unit 1: Pre-Colonial Africa and Colonialism	Week 1: 9/8-9/10	Course and Class Introductions	Map Quiz: 9/10 (In Class) Unit 1 Synthesis Paper: 9/24
	Week 2: 9/13-9/17	Topic: Pre-Colonial African Leadership Englebert and Dunn: Chapter 1 and 2 Reader: Bob-Milliar, G. M. 2009. Chieftaincy, diaspora, and development: The institution of Nksuohene in Ghana. African Affairs. 108 (433): 541-558. Day, Lynda R. "African Women Traditional Chiefs and Rulers" O. Yacob-Haliso, T Falola (eds.) The Palgrave Handbook of African Women Studies Elizabeth Eldredge "Pre-Colonial Political Institutions: Relevance for Contemporary Africa" S.O. Oloruntoba, T. Falola (eds.), The Palgrave Handbook of African Politics, Governance and Development	
	Week 3: 9/20-9/24	Topic: Colonialism and De-Colonialization Readings (Reader) Mamdani, Mahmood "Indirect Rule: Politics of Decentralized Despotism" Falola, Toyin, and Chukwuemeka Agbo: "Colonial Administrations and the Africans"	

Date	Topic & Reading	What's Due
	<p>Yolande Bouka "Women, Colonial Resistance, and Decolonization: Challenging African Histories"</p> <p>Sylvia Tamale "The Basics of Decolonization and Decolonial Futures" in Decolonization and Afro-Feminism</p>	
<p>Unit 2: African Political Institutions</p>	<p>Week 4: 9/27- 10/1</p> <p>Topic: Post-colonial Governance 1: Establishing Institutions Dunn and Englebert: Chapter 4</p> <p>Cheeseman: Chapter 1, 2, 5</p> <p>Reader: Zolberg, Aristide. Excerpts from "The Achievement of Unanimity" (Chapter 3) and "The Creation of a New Institutional Order" (Chapter 4) p. 87-92; 93-98; and p. 122-127 in Creating Political Order: The Party-States of West Africa. Chicago: RandMcNally, p. 66-127.</p>	<p>Unit 2 Synthesis Paper: 10/15</p>
	<p>Week 5: 10/4- 10/8</p> <p>Topic: Post-Colonial Governance II: Elections and Democratization Cheeseman: Chapter 8,9,10,11</p> <p>Reader: (Pick 1) Posner and Young: Institutionalization of Power in Africa</p> <p>Rakner, L., & van de Walle, N. (2009). Democratization by Elections? Opposition Weakness in Africa. <i>Journal of Democracy</i> 20(3), 108-121</p> <p>Robinson, Pearl. "The National Conference Phenomenon in Francophone Africa." <i>Comparative Studies in Society and History</i> 36 (3): 575-610.</p> <p>Lindberg, Staffan. 2006. "The Surprising Significance of African Elections." <i>Journal of Democracy</i> 17 (1): 139-151.</p> <p>van de Walle, Nicolas. 2002. "African's Range of Regimes: Elections without Democracy." <i>Journal of Democracy</i>, vol. 13, no. 2, p. 66-80.</p>	
	<p>Week 6: 10/11- 10/15</p> <p>Topic: Countervailing Institutions Readings: Cheeseman Chapters 7,12, 13</p>	
	<p>Week 7: 10/18- 10/22</p> <p>Topic: Gender and Political Engagement in Africa No Class on 10/18</p> <p>Reader:</p>	

Date	Topic & Reading	What's Due
	<p>Barnes, Tiffany and Stephanie M. Burchard. 2013. "Engendering' Politics: The Impact of Descriptive Representation on Women's Political Engagement in Sub-Saharan Africa." <i>Comparative Political Studies</i> 46 (7): 767-790.</p> <p>Bauer: Let there be a Balance: Women in African Parliaments</p> <p>Ellerby, Kara "Gender Equality Policies and African Women: A Comparative Critique" O. Yacob-Haliso, T. Falola (eds.), <i>The Palgrave Handbook of African Women's Studies</i>,</p> <p>Tripp, Aili Mari. 2001. "The Politics of Autonomy and Cooptation in Africa: The Case of the Ugandan Women's Movement." <i>Journal of Modern African</i></p>	
	<p>Week 8: 10/25- 10/29</p> <p>Topic: Peace and Security in Africa Readings: Dunn and Englebert Chapter 7</p> <p>Dersso, Solomon "The African Peace and Security Architecture" Tim Murithi ed. <i>Handbook of African International Relations</i></p> <p>Cheryl Hendricks (2015) Women, peace and security in Africa, <i>African Security Review</i>, 24:4, 364-375, DOI: 10.1080/10246029.2015.1099759</p> <p>Michael Woldemariam. "'No War, No Peace' in a Region in Flux: Crisis, Escalation, and Possibility in the Eritrea-Ethiopia Rivalry," <i>Journal of Eastern African Studies</i>. Vol. 12, Issue 3 (2018): 407-427</p>	
<p>Unit 3 (Week 7-9): Economic and Social Development in Africa</p>	<p>Week 9: 11/1- 11/5</p> <p>Topic: Political Economy in Africa</p> <p>Dunn and Englebert: Chapter 6</p> <p>Michael Woldemariam "Nile be Damned: Toxic Water Politics Threaten Democracy and Regional Stability" <i>Foreign Affairs</i>, August 10, 2020</p> <p>Phillips, Jon. "Who's in charge of Sino-African resource politics? Situating African state agency in Ghana." <i>African Affairs</i> 118, no. 470 (2019): 101-124.</p>	
	<p>Week 10: 11/8- 11/12</p> <p>African International Relations I</p> <p>Dunn and Englebert: Chapter 8</p> <p>Rita Abrahamsen (2020) "Internationalists, sovereigntists, nativists: Contending visions of world order in Pan-</p>	

Date	Topic & Reading	What's Due
	<p>Africanism" Review of International Studies 46 (1) 56-74 DOI:10.1017/S0260210519000305</p> <p>Haastrup, Toni: "Where global meets local: The Politics of Africa's emergent gender equality regime" Tim Murithi ed. Handbook of African International Relations</p> <p>Obi, Cyril. "Africa's international relations beyond the state: Insights from the Niger Delta" Tim Murithi ed. Handbook of African International Relations</p>	
<p>Unit 4 (Week 10-12): African International Relations</p>	<p>Week 11: 11/15 - 11/19</p> <p>Topic: China/US Presence in Africa</p> <p>Benabdallah, Lina. 2016. China's Peace and Security Strategies in Africa: Building Capacity is Building Security? African Studies Quarterly, 16 (3) 17 – 34.</p> <p>Jonathan Holslag, "China and the Coups: Coping with Political Instability in Africa," African Affairs v. 110, no. 440 (July 2011), pp. 367-86.</p> <p>Van de Walle: US Policy Towards Africa</p> <p>Recommended/Skim: Deborah Brautigam "5 Myths About Chinese Investment in Africa" Foreign Policy December 5, 2015.</p> <p>Cullen S. Hendrix, 2020. "What US strategy gets wrong about China in Africa," Policy Briefs PB20-03, Peterson Institute for International Economics.</p>	
	<p>Week 12: 11/22- 11/26</p> <p>Thanksgiving Break</p>	
	<p>Week 13: 11/29- 12/3</p> <p>Student Presentations/Workshops</p>	
	<p>Week 14: 12/6- 12/10</p> <p>Course Reflections</p>	

Course Policies

Technology: Laptops or tablets are permitted in class, but I request that you stay on task with your device use, refraining from web-searching or social media. If you have a call, take it outside.

Accessibility: I am committed to educational diversity and to creating a learning environment where all can succeed. All accommodations requested through Student Accessibility Services will be honored.

Academic Integrity: All papers, exams, and written assignments must be your own work. When and where you employ the work or words of others, you must cite your sources (APA, APSA, Chicago preferred). Plagiarism is a serious academic offense, and includes: copying or only slightly rephrasing passages from books, articles, reference works, or online sources and submitting them as your own words; buying papers off the internet; or submitting someone else's paper as your own. If you plagiarize, the assignment will receive no credit, you will receive a failing grade for the course, and possibly face further consequences from the college.

S/U Grading: If you are interested in the Satisfactory/Unsatisfactory (S/U) grade option, you are responsible for being aware of the pertinent deadlines set by the Registrar's Office for choosing this option. Please be advised that the college criterion for "Satisfactory" is the equivalent of a C or better. A grade of "C-" or below will result in the student receiving the grade of "Unsatisfactory" or "U" and, as a consequence, the student will receive no credit for the course.

Learning Considerations under Covid-19

While the learning objectives and outcomes listed above are what I want you all to get out of class, I am fully aware that we are going through a global pandemic and this semester is going to be unique and challenging for everyone. I can assure you that I will be flexible and considerate of the circumstances as the semester progresses. I ask that you do the same with your fellow colleagues. Below are a few assurances that I will make as we go through the semester together:

- **Health and Safety:** First and foremost, your health and the health of your loved ones are important and should take precedent over anything, including this course and your other courses. Please be sure to prioritize your physical, mental, and emotional health.
- **Livelihood:** Some of you may be essential workers or have situations at home that might make it challenging to participate in this course. Please be sure to check in with me if your responsibilities outside of the course limit your ability to participate in the course fully. I will be able to monitor the extent of your participation in the course and will reach out if you are out of contact to check on your well-being. I am here to help, so do not hesitate to ask for help to accommodate your situations.
- **Professor Availability:** Occasionally, I will need to miss office hours in order to take care of my children and my children might interrupt our synchronous meetings. Also, while I will work hard to answer your emails and messages in a timely manner, I might be delayed in responding due to child care responsibilities. I appreciate your patience and understanding during this time. Please allow up to 48 hours for an email response.

Student Expectations

Students are expected to be actively involved and engaged in class. Students are encouraged to ask thoughtful questions and contribute to classroom discussions by engaging with the professor and other classmates. Participation will be measured by your class attendance and the professor's discretion of the quality of participation.

While I understand shyness with public speaking, I expect all students to participate in classroom discussion. There will be ample opportunity to discuss the text and ideas presented in the course. Discussion can take place in many forms: comments on the readings, questions, respectful responses to another student's comments, contact the professor for clarification etc. The most important piece is that you are an active participant in the course.

To aid participation, students are expected to have done the readings **BEFORE** class and be prepared to discuss the themes and ideas introduced in the texts. As you read, be sure to make notes to yourself that identify the key themes, weaknesses, and strengths in the author's arguments/approach, and reasons for your own agreements/disagreements with the text. If you need assistance in learning how to annotate make arguments based on the readings, please consult the course resources module and/or communicate with myself and your fellow classmates. Doing the readings before class allows the student to be able to engage with other classmates and the professor, and to think broadly about how individual readings connect to broader themes of the course.

In addition to discussion-based participation, students may periodically have in-class activities based on the readings for the week and class discussions. These activities are meant to allow students to engage and reflect with the course material and lecture content through instructor guidance and/or peer collaboration.

Attendance

If religious observances cause absence from class, campus employment, athletic practice, and/or game days or necessitates accommodations, students should notify their faculty, coaches, or supervisors prior to the date(s) of their absence. New York State policy and Skidmore College policy mandates that students be allowed to make up academic work and/or campus employment requirements without penalty. These accommodations should not reduce the overall expectations of a course nor unduly burden the student requesting accommodation. Faculty must permit students to take a makeup examination without any penalty if they have to miss an examination due to religious observances. Similarly, faculty must permit students to submit missed assignments by an agreed upon due date, without penalty.

Although not required, the College highly recommends that students submit written notification of the pending religious observances at the start of the semester or at least one week before the date. As an option, students may use this form. Distributing the written notification during the first week of classes, campus employment, or the start of the athletic season gives students, faculty, coaches, or supervisors time to prepare for the absence.

If a student, supervisor, coach, or faculty member feels the policy is being violated, they should contact the Dean of Faculty Office at 518-580-5705 (Palamountain 416), the Dean of Students Office at 518-580-5760 (Case Center 313), or Human Resources at 518-580-5800 (Barrett Center first floor).

Missed/Late Work Policy

It is the student's responsibility to make sure all work is turned in complete and on time. While I understand last minute technology issues and malfunctions, it is important for students to back up work early and often. I suggest the use of a free cloud service to back up all of your work (i.e, Google Drive, OneDrive, Dropbox).

All assignments should be turned in by the designated due date. I generally do not accept late assignments, however if a student foresees themselves having difficulty meeting an assignment deadline, I STRONGLY suggest that they plan well ahead of time (not the night before or morning of the due date) to discuss their situation.

Course Communication

EMAIL:

- Please be sure to check your email regularly. In the case of emergencies, class cancellations, or any other urgent messages, I will send an email to the class via email. My email is ebalogun@skidmore.edu.
- I strongly encourage you to email me with questions about the course and beyond! In doing so, it is important to be professional in your correspondence. Please use proper email etiquette in your email. In the subject of the email, please include the course title, your proper name, and reason for emailing: For example- "*PL-251A-01, Jonathan Snow: I know nothing*" Please address emails to me-Dr./Professor Balogun and include a signature at the conclusion of your email.
- I will respond to emails within 48 hours of receipt.

STUDENT HOURS:

- I will hold student hours in person on Monday and Wednesday from 2:30- 3:30 PM. For in person student hours, I will only allow one student in my office at a time and I require an appointment in advance. Masks are required during in-person office hours. If a student does not have a mask, we

will need to reschedule the meeting or I will provide one. Student hours will primarily be held in my office, 317 Ladd Hall, however, I also like to hold office hours in more convenient/comfortable places for students. Due to time and safety constraints, I will keep meeting to 15 minutes.

- If you cannot make the designated office hours and would like to make an appointment, please make an appointment online at calendly.com/ebalogun17. to set up a time. I will try my best to accommodate your request.

Diversity and Inclusion Statement

Our course will undoubtedly have a lot of debate and deal with serious and sensitive issues in the world. Our classroom environment should be mutually respectful and inclusive of all students. The classroom should be an environment with no discrimination, where everyone is comfortable and at liberty to contribute to, and benefit from the entire learning experience. Do not be afraid to speak up and know that your contribution will be respected, regardless of your position.

Please be courteous in your interactions with your fellow students and instructor. I will not tolerate hate speech or derogatory remarks towards other students or faculty.

I expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our college does not discriminate on the basis of race, sex, age, disability, veterans' status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes that this may affect their performance in the course, is urged to contact the Dean of Students for support. In addition, please notify the professor, if you feel comfortable doing so. This will enable him to provide any resources that he may possess.

Title IX Statement

Skidmore College considers sexual and gender-based misconduct to be one of the most serious violations of the values and standards of the College. Unwelcome sexual contact of any form is a violation of students' personal integrity and their right to a safe environment and therefore violates Skidmore's values. Sexual and gender-based misconduct is also prohibited by federal and state regulations. Skidmore College faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. If a student chooses to confide in a member of Skidmore's faculty or staff regarding an issue of

sexual or gender-based misconduct, that faculty or staff member is obligated to tell Skidmore's Title IX Coordinator or Title IX Deputy Coordinator. The Title IX Coordinator or Deputy Coordinator will assist the student in connecting with all possible resources for support and options for reporting both on and off campus. Identities and details will be shared only with those who need to know to support the student and to address the situation through the college's processes. If the student wishes to confide in a confidential resource, the Counseling Center Staff, Health Services, and Victim Advocates (anonymous) are all options available.

More information can be found at the Sexual and Gender-Based Misconduct [website](#) or by contacting the Title IX Coordinator, Joel Aure (jaure@skidmore.edu), 580-5708, or Deputy Coordinator for Student Affairs, Gabriela Melillo (gmelillo@skidmore.edu), 580-5022.