

Instructor Information:

Name:	Dr. Emmanuel A. Balogun
Email address	Ebalogun@skidmore.edu
Office location	Ladd Hall #317
Student Hours	M/W: 2:30 PM to 3:30 PM By appointment: calendly.com/ebalogun17

Course Description

We live in a world full of changes, continuities, fragmentation, and cooperation, characterized by conflicts between states, civil wars within states, as well as emerging issues such as global health crises, climate change, narcotics trade, and financial crises. This course introduces two subfields in political science: comparative politics and international relations, and offers students the opportunity to use the methods, theories, and perspectives of these fields to explain and understand the complex world we live in.

In this course, we will explore foundational approaches to the study of comparative and international politics. These include concepts of the state, democracy and its institutions, and race, feminism and theories of power. In addition to the foundational approaches, we will also explore the major issues in world politics such as security, international institutions, political and economic development, global health, social movements, and human rights. We will explore these issues in a cross-country/transnational framework that highlights disparities in power dynamics, and explore what causes cooperation and conflict.

In this course, you will develop the analytical tools to understand and explain the world around you. We will engage with the course concepts with rich analytical, empirical, and practical examples. This course is designed to provide students with an introduction to comparative politics and international relations and establish a foundation of knowledge that will aid in future courses and inquiries into world politics.

Pre-Requisites

There are no prerequisites for this course, though, I expect students to share their experiences and prior knowledge of international affairs in a respectful and constructive manner. The course is

open and welcoming to all who have an interest in international politics, regardless of major/minor/discipline.

Learning Objectives

Over the course of the semester:

1. Students will be able to synthesize various sources describing contemporary issues of world politics, be able to formulate strategies to summarize and explain international phenomena.
2. Students will be able to articulate differences between various comparative and international politics theoretical lenses, such as Democracy and Development, Political Institutions, Realism, Neoliberalism, Constructivism, and Feminist IR, orally and in writing, through examination of given information and self-directed analysis.
3. Students will be able to use principles of comparative and international politics by working with other classmates and participating in case studies and simulations, which reflect the material, practical and physical landscape of the world.
4. Students will be able to apply concepts of international relations to content across political science and beyond by documenting how the course contents apply to their lived experiences and will be to identify the complexities of cultures different than their own.

Learning Outcomes

As a result of participating in this course, students will be able to:

1. Demonstrate a basic understanding of the issues, actors, approaches, and institutions in comparative politics and international relations
2. Explain the connections between global problems and the theories, actors, and approaches that political scientists use to understand their causes, effects, and potential solutions.
3. Identify the central features and organizing principles of world politics including the role of power, the role of race and gender in the structure of the of world politics, the composition of the state, and the structure of the world economy, among other features.
4. Recognize when there is a need for information and identify, locate, evaluate, and responsibly use and share information relevant to the problem at hand
5. Explore ideas, issues, images, and events comprehensively by analyzing and evaluating assumptions and arguments and constructing well-supported arguments and developing innovative plans or ideas to solve problems.

Learning Resources

There are no required textbooks for purchase in this course. Instead, I provided two “readers” which are available to pick up in Ladd Hall.

- There are two readers, an **International Relations reader** (the larger one) and the **comparative politics reader**, be sure to grab one of each.
- Readers will also be available by PDF on Brightspace.

Any additional readings will be posted on Brightspace

Statecraft Simulation

We will be using a simulation program called *Statecraft* to apply the concepts learned through the semester in a practical manner. Students are required to pay a one-time fee of \$35 to use the simulation prior to the start of the simulation. Details on how to sign-up for the simulation can be found on the course webpage under the “Syllabus/Student Resources” module. In the weeks leading up to the start of the simulation, I will send a reminder of how to register for the simulation.

*If a student does not have the financial means to pay for the *Statecraft* fee, please notify me by **February 1** at the absolute latest to discuss payment options.

Price: \$35

Course Assessment

Statecraft Simulation: 150pts.

As a class, we will participate in a simulation game called *Statecraft*, beginning in Week 3. The simulation is an opportunity to apply the concepts and ideas learned in class in a practical manner. Students will be in groups, each group representing a country. The simulation is a group activity; however, students will be graded individually on three different components:

- Simulation memos/reflections
- 2 Statecraft instruction quizzes
- Simulation Performance

Simulation Structure:

- This simulation operates on a “Turn” structure which last a week. Turns begin on Thursday at 11am and ends Tuesdays at 11:45pm. The first turn, which is Turn 0 starts February 3 at 11:45am. I will hold a class orientation outlining the rules of the simulation on this day. Starting on Turn 1, a portion of our Thursday class meetings will be dedicated to the simulation. While we will devote some of our class meetings to the simulation, the majority of the simulation will occur outside of the classroom and it is imperative that students remain engaged with the simulation in order to ensure success.

Simulation memos: Due every Wednesday starting February 9

- Students are required to post a memo of at least **500 words** during each turn about their role and contribution to their country or how they may be interacting with specific course concepts during that week. Memos are due before each turn ends (Wednesday evening) and will be posted directly to Statecraft.

Statecraft Instruction Quizzes

- There will be two, 15 multiple choice question online quizzes administered online early during the simulation that test your knowledge on the rules of the simulation: the first during Turn 0 and the second during Turn One. Students will click on their quiz tab in the Statecraft program to take these quizzes. Quizzes will count as part of the total Statecraft grade. You are allowed to use the Statecraft Manual when taking the quiz.

Performance

- Students will be assessed on their performance in the simulation. Performance encompasses participation, application of course concepts and ideas, and effort/skill. This is NOT a participation grade, as you will be graded based on the decisions and actions your country makes during the simulation. Countries will receive point-based awards based on how they decide to act. Examples of awards: Cooperative Global Awards, Competitive Country Awards, and Country Development (Quality of Life Awards). More on these awards when we begin the simulation

Case Study Analysis (2): 200 Points

Due Dates: March 10 and April 22

Students will write a response to two scenarios that relate to an issue area covered in class. Case Study Analyses should be 1500-2000 words. Guidelines for the assignment and how to analyze readings are located under the course resources module on Brightspace.

This exercise allows students to apply their understanding of the course material to an issue area in comparative and international politics. The goal of this assignment is to help students develop the skill of engaging in critical analysis through problem-based learning. This is an exercise in critical thinking and students will be rewarded for writing and articulating critical and engaging analysis, rather than simple summary.

Reading Team Summaries (10):100 points

Each student will be placed in a reading team. Each team is responsible for preparing reading guides/summaries/outlines. In your team folder, you will follow a reading guide. You may use any format you would like, but you must work collaboratively. You may consider using different font colors to indicate different students (please make a note early in the doc who is who) or some other identifier, this would save me time from looking at the Google Doc data. The more evidence I see of collaboration, the better the grade will be collectively. I do understand that sometimes things happen, if that's the case, just write a comment (e.g. X was sick this week). Remember that the goal of this assignment is to (1) ensure reading comprehension (2) prepare for class (3) share with other students who have not done this reading (4) practice working as part of a team

The focus should be on summary, but the more you can do to connect the reading to the broader topic of the week, previous topics, and/or the common readings, the better.

Access to the Google Folder will be provided by the professor via email/Brightspace.

Take-Home Exam: 150 pts

During Finals Week you will receive a take-home exam, covering material from Week 9 readings and class material and beyond. While the exam is not cumulative, you should expect to use or refer back to concepts prior to week 9. More information will be provided closer to the exam date.

Final Grade Breakdown

The final course grade will be calculated using the following categories:

Course Component	Total Points
Case Study Analyses (2)	200 pts
Reading Teams Summaries (10)	100 pts
Take Home Exam (1)	150 pts
Statecraft Simulation (3 components)	150 pts
<u>TOTAL Points:</u>	<u>600 pts</u>

Readings will be done in teams. All Students will read bolded items and each team reads the reading associated with their team number.

Course calendar

Date	Theme	Readings:	Assignments
Week 1: 1/25-1/27	Introductions and Understanding World Politics	No Readings	No Assignments
Week 2: 2/1-2/3	Comparative Politics: Theory and Methods	Readings: Landman Chapter 1: Why Compare Countries (Comparative Reader) Musgrave: Political Scientist Turned a Blind Eye to America's Democratic Failures (IR Reader) 1, 2, 3, 4. Landman Chapter 2: How to Compare Countries (Comparative Reader) 5, 6, 7: Landman Ch. 3: Choosing Countries and Problems of Comparison (Comparative Reader)	Assignments Due: 2/4: Reading Summaries 2/4 Statecraft Manual Quiz 1
Week 3: 2/8-2/10	International Relations Overview: Levels of Analysis, Realism, and liberalism <u>ALL READINGS IN IR READER</u>	Chiaruzzi: Realism; Richardson: Liberalism (IR Reader) 1. John Mearsheimer: "Anarchy and the Struggle for Power" in <i>Tragedy of Great Power Politics</i> 29-54	Assignments Due: 2/9: Statecraft Turn 0 Memo Due 2/11: Reading Summaries 2/11: Statecraft Manual Quiz 2

2. Jackson and Sorenson: "Levels of Analysis in Foreign Policy" 230-239

3. Mastanduno: Realism in Asia

4. Haggard: The Liberal View of International Relations in Asia

2,5. Thomas J. Biersteker "State, Sovereignty, and Territory" in *Handbook of International Relations*

6,7. Navnita Chadha Behera "State and Sovereignty" in Arlene B. Tickner and Karen Smith eds. *International Relations from the Global South*

Week 4: 2/15-2/17

International Relations Theory cont.
Constructivism
ALL READINGS IN THE IR READER

Martha Finnemore and Kathryn Sikkink (2001) "TAKING STOCK: The Constructivist Research Program in International Relations and Comparative Politics" *Annual Review of Political Science*

Assignments Due:

2/16: Statecraft Turn 1 Memo
2/18: Reading Summaries

1,2. Ian Hurd (2008) "Constructivism" in the *Oxford Handbook of International Relations*

3,4. David Leheny (2014) "Constructivism and International Relations in Asia" in *The Oxford Handbook of International Relations in Asia*

5. Finnemore and Sikkink: International Norm Dynamics and Political Change

6,7. Jurkovich: What isn't a Norm? Redefining the conceptual boundaries of norms in human rights

Week 5: 2/22-2/24

Race and World Politics (IR Reader)

Errol A. Henderson "Hidden in Plain Sight: Racism in International Relations Theory" in Alexander Anievas, Nivi Manchanada, and Robbie Shillam eds. *Race and Racism in International Relations: Confronting the Global Colour Line*

Assignments Due

2/23: Statecraft Memo Turn 2
2/25: Reading Summaries

1,2,3,4 Debra Thompson "Through, against, and beyond the racial state: the transnational stratum of the racial state in Alexander Anievas, Nivi Manchanada, and Robbie Shillam eds. *Race and Racism in International Relations: Confronting the Global Colour Line*

5,6,7 Patrick Wolfe (2006) "Settler Colonialism and the Elimination of the Native" *Journal of Genocide Research*, 8:4, 387-409

Week 6: 3/1-3/3

Feminism and World Politics (IR Reader)

Chapter 1: Gender and Global Issues
Chapter 2: Gendered Lenses

1,2,3. Cynthia Enloe "Gender Makes the World Go Round: Where are the Women?" from *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*

4,5,6,7. Lola Olufemi (2020) "The Sexist State" in *Feminism Interrupted: Disrupting Power*

Assignments Due

3/2: Statecraft Memo Turn 3
3/4: Reading Summaries

Week 7: 3/8-3/10

Political Systems and Institutions (Comparative Reader)

1. Juan Linz (1990) "The Perils of Presidentialism" *Journal of Democracy* 1:1

2. Donald Horowitz "Comparing Democratic Systems"

3. Seymour Martin Lipset "Presidents vs. Parliaments: The Centrality of Political Culture" *Journal of Democracy* 1:4

4. Laurel Eckhouse (2020) White riot: race, institutions, and the 2016 U.S. election, *Politics, Groups, and Identities*, 8:2, 216-227

5. Terry Moe (2005) "Power and Political Institutions" *Perspectives on Politics* 3:2 213-233

6. Vivien Lowdnes (2020) "How Political Institutions are Gendered" *Political Studies* 68:3 543-564

7. Welzel and Inglehart-Mass Beliefs and Democratic Institutions

Assignments Due

3/9: Statecraft Memo Turn 4
3/10: Reading Summaries
3/10: Case Study Analysis 1

Week 8: 3/15-3/17

Spring Break

No Readings or Assignments Due

Week 9: 3/22-3/24

Comparative Political Development (Comparative Reader)

Readings

1,2. Heloise Weber (2004) "Reconstituting the 'Third World'? Poverty Reduction and Territoriality in

Assignments Due:

3/23: Statecraft Memo Turn 5
3/25: Reading Summaries

		<p>the Global Politics of Development” Third World Quarterly, 25:1 187-206</p> <p>3,4,5Abdulai, A. G., & Hickey, S. (2016). The politics of development under competitive clientelism: Insights from Ghana's education sector. <i>African Affairs</i>, 115(458), 44-72.</p> <p>6,7 Patrick Heller (2012) “Democracy, Participatory Politics and Development: Some Comparative Lessons from Brazil, India, and South Africa” <i>Polity</i> 44:4 643-665</p>	
<p>Week 10: 3/29-3/31</p>	<p>International Institutions (IR Reader)</p>	<p>Lisa Martin and Beth Simmons “International Organizations and Institutions”</p> <p>1,2 Tryggestad, Torunn L. 2009. “Trick or Treat? The UN and Implementation of Security Council Resolution 1325 on Women, Peace, and Security.”</p> <p>3,4 Ian Johnstone “The Role of the UN Secretary-General: The Power of Persuasion Based on Law,” <i>Global Governance</i>, vol. 9 (October-December 2003): 441-458</p> <p>5,6,7 Ramesh Thakur and Thomas Weiss, “United Nations ‘Policy’: An Argument with Three Illustrations,” <i>International Studies Perspectives</i>, vol. 10 (2009): 18-35</p>	<p>Assignments Due</p> <p>3/30: Statecraft Memo Turn 6</p> <p>4/1: Reading Summaries</p>
<p>Week 11: 4/5-4/7</p>	<p>Contemporary Resource Issues (IR Reader)</p>	<p>Laleh Khalili (2020) “A World Built on Sand and Oil” Lapham’s Quarterly</p> <p>1,2,3 Kathryn Hochstetler and Genia Kostka (2015) “Wind and Solar Power in Brazil and China: Interests, State-Business Relations, and Policy Outcomes” <i>Global Environmental Politics</i> 15:3 74-94</p> <p>4,5 Radoslav S. Dimitrov (2016) “The Paris Agreement on Climate Change: Behind Closed Doors” <i>Global Environmental Politics</i> 16:3 1-11</p> <p>6, 7 Conca, Thwaites, and Lee (2017) “Climate Change and the UN Security Council: Bully Pulpit or Bull in a China Shop?” <i>Global Environmental Politics</i> 17:2 1-20</p>	<p>Assignments Due</p> <p>4/6: Statecraft Memo Turn 7</p> <p>4/8: Reading Summaries</p>
<p>Week 12: 4/12-4/14</p>	<p>Human Rights and International Migration (IR Reader)</p>	<p>Hans Peter Schmitz and Kathryn Sikkink “International Human Rights”</p>	<p>Assignments Due</p> <p>4/13: Statecraft Memo Turn 8</p> <p>4/15: Reading Summaries</p>

Nizar Messari "Migration" in Arlene B. Tickner and Karen Smith eds. *International Relations from the Global South*

Week 13:
4/19-4/21

**Global Health
Governance (IR
Reader)**

Kavanagh, Matthew M., and Renu Singh. "Democracy, Capacity, and Coercion in Pandemic Response: COVID-19 in Comparative Political Perspective." *Journal of Health Politics, Policy & Law* 45, no. 6 (December 2020): 997–1012. doi:10.1215/03616878-8641530.

Assignments Due

4/20: Statecraft Memo Turn 9
4/22: Reading Summaries
4/22: Case Study Analysis 2

Week 14:
4/26-4/29

**Remaking the
International
System**

Gostin, Lawrence O., Suerie Moon, and Benjamin Mason Meier. "Reimagining global health governance in the age of COVID-19." *American Journal of Public Health* 110, no. 11 (2020): 1615-1619.

Attend PL-103 Mini-Conference

Assignments Due

4/27: Statecraft Memo Turn 10

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. No cell phone use in class.

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. If you are a student with a disability and believe you will need academic accommodation, you must formally request accommodation from Meg Hegener, Coordinator of Student Access Services (mhegener@skidmore.edu). You will also need to provide documentation which verifies the existence of a disability and supports your request. For further information, please call 580-8150 to contact Student Academic Services in Starbuck Center.

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. You can find the [Definitions and Guidelines](#) document published on-line through the Office of Academic Advising's (OAA) [integrity portal](#). There is a zero-tolerance policy for plagiarism.

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: I will primarily be working from home, where I have two children under the age of three. 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. Like you all, my household is adjusting to different work modalities, so I appreciate your patience and understanding during this time.

Student Expectations

Students are expected to participate regularly and 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, bring questions and curiosity to the class, 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-103-01, 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 24 hours of receipt.

STUDENT HOURS:

- I will hold student hours in person on T/TH from 2:30pm-3:30pm. 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.
- To via Zoom, visit calendly.com/ebalogun17 to set an appointment.
- If you cannot make the designated office hours and would like to make an appointment, please visit 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 University 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.