# DESCRIPTIONS OF NEW, EXPERIMENTAL, REVISED AND SLOT COURSES TO BE OFFERED - FALL 2002

## ARTH 288 Exp: History & Theory of Museums

While art historians and other scholars have traditionally applied considerable scrutiny to the various objects displayed in museums, only recently has attention been given to museums themselves and to the ways in which our understanding of cultural objects may be affected by their modes of display. This course aims to provide students with a broad overview of the rapidly growing body of scholarship that takes museums and exhibition practices themselves as objects of critical study. Starting from a historical perspective, we will examine the development of the museum as an institution from the 16<sup>th</sup> century through the present; we will then consider various contemporary positions and debates concerning the role(s) of museums, galleries, collections, exhibitions, and the relationship of these to broader cultural issues. Curse readings may include such topics as: the museum as a manifestation of the modern organization of knowledge; the role of exhibition in the representation—and construction? - of class, nationality, race, and gender; the museum as institutional "frame"; and recent controversies involving museums, exhibition/collection policies, and public and private funding. The course will focus primarily on art museums and exhibitions, but may also examine issues relevant to anthropological and/or other types of museums.

### BIOL 388 Exp: Population and Community Ecology and Lab

An advanced course on population and community ecology. Topics will include population dynamics, species interactions, and the role of evolution in the formation and assembly of communities. Students also will read and discuss recent articles from the scientific literature and write and present a practice grant proposal. Laboratory exercises will combine field work, data analysis, and computer simulation projects. This course can be applied toward the biology major requirements. Prerequisites: Biol 203 and Math 221. Junior or senior standing recommended.

## BIOL 388 Exp: DNA Technology

This course will provide students with the basic knowledge of DNA technology, its application and its significant benefits to humanity. The topics include the foundation and methods of DNA technology, pharmaceutical application, DNA analysis and diagnosis, gene therapy, forensics, DNA investigation, transgenic research and human genome project. The course will also provide the relevant background and understanding of molecular biology. Only Biol 322, Molecular Biology, or this course may be used for the Biology major but not both. Prerequisite: Biol 222.

# CDSC 310 Literacy Development

This course presents the basic principles of phonemic awareness, reading, listening, and writing. The role of the speech-language pathologist in the reading and writing process will also be discussed. An in-class presentation will be assigned to practice speaking and presentation style. Using the knowledge gained from this course, a student can introduce early intervention reading programs, can collaborate with special education teachers and reading specialists and can help those who are language impaired learn to read, write, and listen. Prerequisites: CDSC 238,240,241,241 and junior status.

## CDSC 465 Hearing Problems

Consideration of anatomical and physiological consequences of various ear pathologies are studied. The effects of these pathologies on perceptual measures of auditory behavior and physical measures of auditory function are then examined. Special consideration is given to hearing conservation programs in schools and in industrial and military settings. Student will complete a detailed research paper on a pertinent topic.

# CHEM 188 Exp: Chemistry First Year Experience

An introductory course for entering students considering a career in chemistry or biochemistry. Discussion topics will include what chemists and biochemists do, study methods and time management for success in chemistry, chemistry software, information literacy, and how to get involved in research.

### CSCI 388 Exp: Advanced Object-Oriented Software Engineering

This course teaches students how to design and implement large-scale computer programs using software engineering techniques and using object-oriented programming paradigm. The topics include (1)management and organization of software development, (2)software development processes and techniques, (3)object-oriented programming paradigm, and (4)object-oriented programming languages, such as Java and C++. Prerequisite: Csci 242

### CURR 320 The Arts and Career Education in the Community

This course develops the knowledge, understanding, and skills necessary for pre-service teachers to investigate, analyze, and implement community-responsive approaches to arts and career education. The focus is on the materials and resources available for children's participation in the arts in various roles and for development of career awareness. Special attention is given to community resources, modifications and adaptations for students with disabilities, and integration of the arts and career education across the school curriculum. Prerequisites: Curr 213 and 316.

### EDUC 215 Foundations of Literacy

The course will provide a focused study on the principles and methods of using literacy (reading, writing, listening, and speaking) to improve learning and provide differentiated instruction for all learners. Methodology will be based on adolescent (grades 7-120 curriculum and will provide extensive opportunity for students to apply their learning to teaching in their specific disciplines.

3(3-0)

## EDUC 588 Exp: Writing Processes – PreK-8

Research on literacy suggests that writing and reading development develop interactively. Building on this research base this course will examine writing development and practices from Pre-K through adult. Particular emphasis will be placed on learning from writing samples, developing meaningful classroom writing activities and writing as a tool for reflection. Other considerations will include: (a)learning from current research on the writing process, (b)exploring emergent, beginning and school writing theory and practice, (c)explore the roles of the teacher in supporting independent writing in the classroom, and (d)exploring strategies for supporting and encouraging writing across the curriculum and outside of school settings.

### ENGL 142 Film History

Through a focus on the change and development of narrative and technological techniques, through lectures, reading, and viewing students will gain (as the text states) "a humanist sense of film as an art, film as an industry, and film as a reflection of popular audience values, social ideologies, and historical epochs" from film's beginnings in both the United States and abroad through the golden age of the '50s and beyond. Class meets four periods.

3(3-0)

### ENGL 215 Understanding Poetry

This course will enrich students' understanding of the craft of poetry – its design, its specialized techniques for creating and communicating meaning, and the specialized methodology necessary to constructing interpretations of it. This is not a course in writing poetry, but in the analysis of it. We will read a wide variety of poems written in English from British, American, and other English-speaking traditions. Although this course will give some attention to the history of individual poetic forms, its primary goal will be to increase understanding of poetry's design and poets' methods.

3(3-0)

## ENGL 222 Exploring the Renaissance: Renaissance Epic & Harry Potter

We will study the development of the epic from the classics to the Renaissance, noting many of the unconventional uses of convention and how each writer plays with the tradition. Students will work on final presentations in groups: magical creatures, spells and curses, prophecy, enchanted plants and other objects, heroes, contests – as well as gender roles, constructing the "other," and political subtexts. Students should read at least the first Harry Potter book before the class starts.

### ENGL 237 American Voices: Queer Drama

This course will examine representations (queer and queered) of sexuality in modern and contemporary American drama. Its main emphasis will be on the ways in which notions of masculinity, femininity, and sexual identity are defined in relation to one another as well as to race, institutions such a the family and the nation, HIV status, and social class. The course, then, offers the opportunity not only to sample some of the best of this country's drama but to also engage intersecting issues of identity, politics, and performance.

## ENGL 237 African American Poetry

This class will engage a variety of poems from a variety of aesthetic and political perspectives. The final project will require students to plan and perform a poetry reading for college members.

### ENGL 241 Black British Literature, Culture & Society

Due to successive waves of "immigration" by commonwealth peoples who answered the mother-country's call for help in rebuilding London after World War II, the population of Black Britons is now close to three million. But African presence in Britain dates to as far aback as the invading Roman army. They have been creating art and literature that explore the complexity of being both black and British. Andrea Levy, one of the authors on our syllabus, expresses such apparent contradiction as follows: "If Englishness doesn't define me, redefine Englishness."

### ENGL 311 The British Renaissance: Constructing Sexuality 1500-1616

As we read selections from Renaissance poetry, prose, and drama, we will examine the theories of constructed sexual identity, both as they developed from Humanism and as they have been studied through Queer Theory, feminist criticism, and the history of sexuality. Our main focus will be the question of whether imaginative construction of sexual identity in Renaissance lit reveals the interest of that particular period/society or reflects a more general curiosity/confusion about what constitutes human sexual identity/orientation.

3(3-0)

### ENGL 321 British Drama: Medieval

This course will trace the history of drama in England from the earliest liturgical tropes through the major biblical cycles of the later Middle Ages. It will also consider late medieval forms such as the morality play, the saint's play, and perhaps also the interlude of the early Tudor period. We will try to reconstruct the staging of medieval plays as well as the meaning of drama in medieval culture (as folkloric practice, as religious rite, as civic pageant) and its context in medieval English history. Along with our readings, we will view several video productions of medieval drama.

# ENGL 343 Women & Lit: American Women Writers and 19<sup>th</sup> Century Social Reform

We will read late 18<sup>th</sup> – to early 20<sup>th</sup> – century literature by women writers that expose the underside of American democracy and economic prosperity. The course includes works of fiction and nonfiction on such topics as slavery, Indian removal, labor, immigration, health care, and women's rights.

3(3-0)

### ENGL 358 Major Author: Dickens

Selected works of Victorian England's inimitable novelist and social activist, examined in the contest of his turbulent and spectacular times. 3(3-0)

#### ENGL 358 James & Twain

This course provides students the opportunity to develop greater familiarity with a range of work, including fiction and nonfiction, by Samuel Clemens (Mark Twain) and Henry James. Emphasis will be on classroom discussions of writings by these two authors, with lectures providing literary, historical and biographical background. Budgets and time permitting, the class may also analyze one or two recent films based on James' novels.

### GSCI 105 Environmental Science

An introduction to the interaction of humans and natural systems on the earth where students will learn the complexity of natural systems and human impact on earth resources. The laboratory portion will provide a sound and rigorous base in the principles and critical analysis of scientific methods through data collection, analysis, and interpretation. Topics include ecosystems, soils, water, energy resources, resource allocation, environmental problems and concerns, as well as public policy and environmental law.

4(3-2)

# HIST 166 African American History

This course will introduce African-American history from the slave trade to the present, with special emphasis on protest, culture, gender, and the new historical approaches to the field.

3(3-0)

## HIST 220 Interpretations in History: Slave Emancipation

An introduction to historiography, this course explores historical interpretations of the end of slavery. In recent decades, historians have used new categories to understand the political, social, and economic context and consequences of emancipation, including gender and comparative perspectives. Students will examine the main themes in the comparative study of slavery and emancipation, and uncover the historical debates that drive the field.

3(3-0)

### HIST 220 Interpretations in History: Crime & Deviance in Early Modern England

This course focuses on the problem of crime and social deviance in England between c. 1500 and c. 1800. Over this time period, English society saw a revision of legal procedures and a growing debate over how criminals, social non-conformists, and the mentally ill should be treated. Over the last several decades, historians have focused extensively on these problems, debating the scope of and reasons for theses changes. For the course, we will be reading a variety of secondary works that express this diverse range of scholarship, including works on criminal procedure, the social context of crime, special categories of criminality and deviance, and issues related to punishment and the birth of the modern prison system. This discussion-based course will require extensive reading assignments and frequent intensive writing assignments (including a final paper of 15-20 pages).

# HIST 221 Research in History: 20<sup>th</sup> Century Rural America

The purpose of this course is to introduce history majors to the process of historical research, conceptualization and writing through a close analysis of twentieth-century rural America. Specific topics that will be covered include the family farm, commercialization, farmer/worker organizations, agribusiness, ethnic diversity, class conflicts, gender relations and regionalism. The most important component of this course however, will be learning how to identify, locate, analyze, interpret and synthesize primary sources. In addition to completing a number of short research and writing assignments, students will write a 12-15 page research paper.

3(3-0)

#### HIST 230 Modern Ireland, 1550 to the Present

This course covers the history of Ireland from the 16<sup>th</sup> century Tudor conquest through the present. Course content will include the Reformation and Counter-Reformation, conquest and plantation politics under the Tudors and Stuarts, the emergence of the Protestant ascendancy, protest and reform movements during the late 18<sup>th</sup> and 19<sup>th</sup> centuries, the famine and migration, the emergence of Gaelic nationalism, and the crisis in Northern Ireland.

### HIST 261 M/Native American History

Survey of the history of Native Americans in the region that ultimately became the United States. Traces the effects and consequences of European settlement, and native response, resistance and accommodation to colonization. Explores Indian response to the American Revolution and the westward expansion of white settlement in the decades following. Examines, a well, the historical context of the problems issues and challenges facing Native American sin contemporary American society. 3(3-0)

# HIST 264 Immigration in U.S. History

Within the context of the basic narrative of American history, this course will explore the history of immigrants in America from the 1830s to the present, with special attention to the issues of assimilation, acculturation, Americanization, ethnicization, naturalization, nativism and immigration restriction.

# HIST 391 Senior Seminar: English Atlantic World 1583-1783

The expansion of England out into the Atlantic World, and the encounter of the English with native peoples, immigrant populations, and African slaves. 3(3-0)

# INTD 354 Poetry & Cosmology

This is a course which will explore what science and poetry have to say to each other in the Middle Ages. Starting with Greek science and mathematics, we will trace the development of ancient and medieval theories of the universe and show how they are embodied in important poetic texts of the Middle Ages, ending with the seminal figure of Dante.

# MGMT 385 Special Topics in Business: International Marketing

In this course, the students will examine and discuss the issues associated with developing, organizing and managing marketing activities across multiple foreign nations. First, the course introduces students to the field of International Marketing by emphasizing the complexities of differing cultural, economic, social, political, legal and technological environments. It then moves to developing marketing mix strategies for global and country-specific markets. Essentially, this course will provide students with a set of tools for working in the international environment and assist them in developing business and marketing strategies for overseas markets. Prerequisite: Mgmt 331. 3(3-0)

### MGMT 385 Special Topics in Business: Internet Marketing

This course will examine the opportunities and challenges offered by the Internet for the marketing of goods and services. A unique blend of technology and marketing/business knowledge will be used to analyze the use of the Internet for advertising, product development and placement, retailing and merchandising. Relevant technologies to be examined include advertisement placement, web page design for effectiveness, and tools (e.g. "cookies") for managing interactions. Prerequisite: Mgmt 331 3(3-0)

## MGMT 385 Special Topics in Business: Leadership

This course provides an opportunity to learn theory and practice skills essential to development of leadership roles in groups, in the community and in careers. Special focus is on leadership in organizational settings and in successful team building. Presentations and readings introduce a variety of leadership concepts. Discussions include simulation activities to enhance skill development. Students will be involved in both an individual and team presentation.

3(3-0)

### WRIT 288 English Language and Culture II

This course is designed as the next level of studying English academic writing for non-native speakers of the English language. The main goal is to help you advance your reading and writing skills, broaden your knowledge of vocabulary and grammar, and to hone your business and research papers writing skills. While we have reviewed major grammar trouble spots in Writing 101, you will have an additional opportunity to practice your newly acquired writing skills while you are taking this course. Prerequisites: Writ 101 – need to take twice and permission of the instructor.