Descriptions of New, Experimental, Revised and Slot Courses Offered - Fall 2008

ANTH 288 Experimental: Art and Anthropology

Anthropologists consider art to be an expression of culture (e.g., art can express religious ideas, social structure, economics, politics, or gender roles among many other things). In this course, we will examine various culturally-specific concepts of art from around the world through general readings and case-studies. Credits: 3(3-0)

ARTH 188 Exp: African American Art History Survey 18th to Late 20th Century

This course offers an introduction to the art of African Americans from mid 1850's, the Regional American art scene, the Harlem Renaissance Post World War II to the late 20th Century. Discussions will address the social impact of each year and the critical

response to the art of African American. This course will explore the historical and social events that intersect with the artistic accomplishments of America's artists of color. Credits: 3(3-0).

BIOL 288 Experimental: Tech in Microbial Science

A sophomore laboratory in the techniques that helped make microorganisms such important tools in the discovery of basic biological processes. Groups of students will have a chance to carry out classic experiments in microbial genetics, molecular biology, physiology and ecology. Prerequisite: Sophomore status. Credits: 1(3-0)

CHIN 288 Experimental: Chinese Calligraphy & Culture

Chinese calligraphy, an integral part of the Chinese language, is a valuable bridge that links Chinese language and culture. This course has three components: (1) lecture on relevant aspects of Chinese culture; (2) conversation in Chinese language; and (3) calligraphy techniques and the mindset and discipline required for proper brush writing of Chinese characters, followed by intensive, hands-on practice. Prerequisites: CHIN 102 or permission of instructor. Credits: 3(3-0)

COMN 388 Experimental: Communication Capstone

Communication Capstone provides students the chance to make a clear connection between the communication concepts they have learned in their classes and their future personal and professional life. In doing so, students will look back to review and discuss key concepts, look inward to see how these concepts impact their own lives and look forward to make explicit connections to their anticipated future. Concurrently, students will engage in a self-reflective process in preparation for a professional career. Students will exhibit this reflective experience primarily through the development of a final professional portfolio. Other communication and life skills will be discussed and refined during the course of the semester. This will count as an Elective Course for communication majors and minors. Credits: 3(3-0)

Prerequisites:

Majors: Junior or senior standing and at least 24 completed credit hours in the major, or permission of the instructor.

Minors: Junior or senior standing and at least 12 completed credit hours in the minor, or permission of the instructor.

CSCI 388 Experimental: Software Development

This course teaches students how to develop large-scale computer applications using software development models, techniques, methodologies, and tools. A student will participate in a large scale semester-long team software development project. Topics include software development process models & lifecycle, software requir3ments capture and analysis & formal specification, software system design & architectures, software coding and implementation (e.g. version control), verification and validation, testing and integration, performance and cost benefit analysis, deployment and maintenance, software reuse (e.g., software libraries, design patterns and frameworks), design methodologies, languages, & tools (E.g., UML), documentation, ethical and professional responsibilities, management and organization of software development projects. Prerequisite: CSCI 242. Credits: 3(3-0)

EDUC 288 Experimental: Service Learning Seminar

In a classroom setting, the student will interview, observe, and interact with students, discipline-specific teachers, administrators, and staff applying the concepts and principles learned in EDUC 204. Credits: 1(1-0)

EDUC 388, Section 1, International Student Teaching - Middle/High School

Description: Full-time student teaching for grades 7-9 or 10-12 in an affiliated school in another country. Designed to provide the student with the opportunity to develop and refine skills and understandings of the teaching-learning process with middle or high school children. Students are assisted, observed, and evaluated by on-site faculty. Students participate in accompanying seminars on appropriate topics to enhance the experience. Admission requires permission of the Director of Student Teaching.

Prerequisites: INTD 300 or 301, and INTD 302, or Foreign Language 320.

Corequisite: EDUC 303; minimum GPA of 2.75

EDUC 388, Section 2, International Student Teaching - Elementary

Description: Full-time student teaching for grades 1-3 or 4-6 in an affiliated school in another country. Designed to provide the student with the opportunity to develop and refine skills and understandings of the teaching-learning process with elementary school children. Students are assisted, observed, and evaluated by on-site faculty. Students become involved in periodic seminars focusing upon pedagogical content and methodology, assessment of student learning, parent communication, development of a professional portfolio, and topics related to broad concerns of professionals in education. Admission requires permission of the Director of Student.

Prerequisites: CURR 317, ECED 353, and EDUC 354 for Early Childhood and Childhood Education; CURR 317, SPED 319, EDUC 326, and EDUC 354 for Childhood Education; SPED 382, SPED 383, SPED 385, and EDUC 354 for Childhood Education with Special Education; minimum GPA of 2.75

ENGL 142 Literary Forms: Modern Memoirs

A study of selected modern memoirs from the later eighteenth century, when modern autobiography emerged as a distinctive and prominent literary genre, to the present time, when the memoir has become a highly pervasive, popular, and sometimes also controversial genre. Credits: 3(3-0)

ENGL 142 Literary Forms: Novels of Development

A set of questions will frame our initial discussions: How (and against what) has the Bildungsroman been defined? How have its "origins" been accounted for and its variations explained both within and across national boundaries? What are the contributions of (Western) feminist theory to an understanding of novels of development by women? What strategies are possible for reading the novels on our syllabus, and what are the implications of the critical approaches we choose? Credits: 3(3-0)

ENGL 237 American Voices: African American Migration Narrative

This class (which counts also for the Africana/Black Studies program) will explore what it means for individuals and groups to leave one place and move to another. We will read stories and poems by Toni Morrison, Jean Toomer, John Edgar Wideman, Gwendolyn Brooks, and Frederick Douglass. We will look at paintings by Jacob Lawrence, and we will listen to music by Marvin Gaye, Gladys Knight and the Pips, and Arrested Development. We will talk about maps, race, gender, family, and culture. We will ask tough questions: What is one's relationship to ancestors and the past? What if stories about one's past aren't "true?" what kinds of stories are worth passing on, and why? This course is designed for students from all majors. Students will create a final project that will explore their family's* relationship to African American migration narratives. *As there are many definitions of the term "family," students may interpret the term "family" in any way they wish. Credits: 3(3-0)

ENGL 239 American Visions: Underground Cinema

This course explores an important current in American cinema, experimental and avant-garde film. Looing at key filsm and movements that defined the notion of the "underground" from the 1920s to contemporary times, we will think and write critically about the nature of cinematic form and innovation and their historical contingency. Credits: 3(3-0)

ENGL 239 American Visions: Women Writers & 19th Century Social Reform

This course explores the connection between women's literature and social reform before 1920. With attention to historical contexts and the "cultural work" of literary texts, we will examine American women's writing in various genres on such topics as temperance, slavery, Indian removal, labor, education, immigration, health care, and women's rights. Credits: 3(3-0)

ENGL 324 British Novel: The Making of Modernity

The course will focus on the Modern British novel from 1900-1930 but will begin with Victorian precursors to chart continuities and changes. Among the issues we will look at will be the response to WWI, the growing influence of Freud, the emphasis on subjectivity and the narrative experimentation that attempts to capture this inward turn. Some of the authors we will read will be George Eliot, Conrad, Forster, Lawrence and Woolf. Prerequisite: Engl 170. Credits: 3(3-0)

ENGL 339 American Ways: Literature and the Environment

In addition to surveying literary depictions of the American environment since the colonial period, this course aims to address how such representations continue to shape our subjective "impressions" and "experiences." Following the example of Henry avid Thoreau, we will utilize informal, autobiographical writing as a resource for the development of more scholarly endeavors. Prerequisite: Engl 170. Credits: 3(3-0)

ENGL 339 American Ways: Hip Hop Culture & Contemporary American Literature

In this course, we will expore the way that hip hop (the music and the culture) is translated from streets and concert stages to book pages by reading and discussing fictional works by some of the generation's most celebrated writiers. Our focus is identity. How does the hip hop generation define itself? How has hip hop's aestheti and goals transformed/remained consistent through its growing pains? We will discuss hip hop's many dualities and hw they are manifested in contemporary literature's form content, and characters. Prerequisite: Engl 170. Credits: 3(3-0)

ENGL 358 Major Authors: W.E.B. DuBois

This class (which counts also for the Africana/Black Studies program) will Introduce students to the art and thought of W.E.B. DuBois, one of the most prominent thinkers of the 20th Century. Certainly, we will spend a lot of time on DuBois's monumental collecton of "fugitive pieces," _The Souls of Black Folk." Additionally, we will read several DuBois novels, including_Dark Princess_ and the Quest of the Silver Fleece_. We will also explore DuBois's contributions to the Harlem Renaissance, so students should be prepared to learn about that period (most likely through David Levering Lewis's _When Harlem Wasin Vogue_). Additionally, students may end up reading Jessie Redmon Fauset's Plum Bun, a novel about art in which a DuBoisian character has a small but significant role. Finally, students should expect to make meaningful connections between DuBois's work and the readings archived for Spring 2008's Race and Campus Culture Teach-in. Prerequisite: Engl 170. Credits: 3(3-0)

GEOG 288 Experimental: Biogeography

The course explore the origins, theoretical foundations and current understanding of biogeography as a geographic subdiscipline. Students will learn biogeographic principles and terminology through lecture and reading, and explore and interpret datasets. Prerequisite: Geog 110. Credits: 3(3-0)

GSCI 388 Experimental: Global Climate Change

The study of global-scale climate change in Earth history, with emphasis on the Cenozoic Era. Fundamental components of the Earth climate system and the mass and energy exchanges among them are explored, with emphasis on the geologic record of climate change preserved in rocks, sediments and ice. The possible cause of global-scale climate change over tectonic to historical timescales are examined and debated. Weekly laboratory exercises involve characterizing and modeling processes of the Earth climate system, data-rich studies of climate-change records, and discussions of climate science literature. Prerequisites: GSCI 112. Credits: 3(2-2)

HIST 188 Experimental: World/Global History to 1500 C.E.

This course surveys the history of the cross-cultural contacts between the major world civilizations up to modern times. The major focus of this course is on cultural interactions and their effects on particular elements of the cultures studied – primarily the issues of patriarchy, family, and elitism. This inquiry will be value-neutral; that is, the traditional values of any Afro-Eurasian or American culture will not assumed to be superior to the others. Our job will be to look as objectively as we can at the traditional cultures of Afro-Eurasia and the Americas to see how they have developed and interacted with one another. Credits: 3(3-0)

HIST 220 Interpretations in History: World Histories

An analysis of the problems and alternatives in research and teaching in the field of world history. Credits: 4(4-0)

HIST 220 Interpretations in History: Civil Rights Movement

This is a reading and writing intensive class that serves as an introduction to historiography, or the study of the discipline of history. Our main purpose is not only to learn about the Civil Rights Movement, but to understand historians' arguments and theories about the Civil Rights Movement, and how these interpretations have changed over time. We will also examine how things like perspectives and sources change or influence interpretations. Credits: 4(4-0)

HIST 220 Interpretations in History: The Vietnam War

This course is a seminar designed to introduce students to historical interpretations of the Vietnam War. Topics will include the political, ideological, diplomatic, and military history of the war; the nature and consequences of the warfare itself; the social history of the war, including issues of race, class, and gender; the anti-war movement; and the battle over the historical memory of the war. Credits: 4(4-0)

HIST 221 Research in History: Indians in Early North America, 1524-1783.

Looks at the history of indigenous peoples within colonial English and French America. Credits: 4(4-0)

HIST 221 Research in History: The Emancipation Era

This class explores the process of slave emancipation and the repercussions of freedom on individuals, families, institutions, and the nation. Our investigation of emancipation will begin with slavery and the Civil War. Slavery was abolished primarily through the actions of rebellious slaves, but the destruction of slavery was, in many ways, only the beginning of the struggle for freedom. Readings address the meaning of freedom, the establishment of a free labor economy, the formation of communities, the global impact of emancipation, the foundations of a biracial democracy, and the role of violence in politics. We will also examine southern political history, Reconstruction, and other related events up to 1900. Credits: 4(4-0)

HIST 288 Experimental: Mass Media & Germany

This course will explore the role of mass media in Germany from the Weimar Republic to the unification of East and West Germany. The class will direct specific attention to the use of mass media for social, political, and cultural change by politicians, intellectuals, social reformers and classes, and individual audience members, among other groups. Mass media forms under examination include radio, television, newsprint and illustrated magazines, film, jazz and pop music, and photography. Topics under consideration include but are not limited to Weimar photography, Nazi propaganda through radio and popular film, Allied attempts to establish a free press after World War II, Americanization and popular mass culture, East Germany and totalitarian control of mass media, press monopolization and 1968, media coverage and left-wing terrorism, private versus public television, and media reform after unification. Credits: 3(3-0)

HIST 288 Experimental: History of Modern Spain

2008 marks the bicentenary of the 'birth pangs' of Spain's emergence as a 'modern nation' in its bloody War of Independence (1808-14) against French Napoleonic invasion and occupation. In recent decades, following nearly two centuries of conflict and struggle --capped by the Spanish Civil War (1936-39) and the long Franco-era dictatorship (1939-75)

-- Spain has finally assumed a place among the democratic, economically dynamic, socially progressive and culturally vibrant countries of the European community. This course will trace Spain's historical evolution from the early 19th Century (including its loss of New World Empire) through an overview of the economic, political, social and cultural conflicts that resulted in the establishment of the ill-fated Second Spanish Republic in 1931 and the onset of Civil War (generally recognized as a harbinger of World War II). After examining the contours of the Franco dictatorship, the course will trace the dynamic democratic transformation of Spain following Franco's death. It will conclude with a survey the ongoing impact of regional nationalism and separatism; the conflict between 'the two Spains' (one upholding tradition and one hungry for change); the economic, social and political challenges posed by globalization and immigration; and Spain's contemporary cultural renaissance. Credits: 3(3-0)

HIST 391 Senior Seminar: The Politics of Food in Modern America

This senior seminar focuses on the politics of food in 20th-century America. The "politics of food" refers not only to the economic and public policy initiatives that gave rise to America's industrialized food system, but also to the efforts of grassroots movements to transform that system and redefine its underlying values. Our examination of the American food system will be organized around three broadly conceived categories: (1) production, including such issues as increasing farm size, the impact of agricultural chemicals on farmworkers and the environment, and animal welfare; (2) distribution, including such issues as the increasing length of supply chains (and the "localist" response), the medicalization of food, and the debate over labeling; and (3) consumption, including such issues as food safety, hunger, and obesity. Credits: 3(3-0)

Hist 391 Senior Seminar: African-American history since World War II

This course fulfills the history department's senior experience requirement. Each student will write a substantial historical paper based on original research in the field of African-American history since World War II. We will begin with an intensive examination of key aspects of post-WWII African-American history and conclude with individual projects. Credits: 3(3-0)

INTD 288 Business Communications

Effective communication is a key skill in today's business world. This course aims to provide students with the basic skills and knowledge required for effective business communication. This class is designed to help students develop competency in oral, interpersonal, written, and technological communication relevant to business and professional organizations. Prerequisite: Intd 105. Credits: 3(3-0)

MATH 188 Experimental: Welcome Mathematics Majors

This is an introductory course for entering mathematics majors. Through presentations, discussions and problem solving the question "What is Mathematics?" will be examined. Open only to new mathematics majors who do not have credit for courses beyond calculus. Credits: 1(1-0).

MATH 380 Topics in Mathematics: Differential Geometry

Differential geometry of curves and surfaces. Curvature, geodesics, differential forms. Comparing global topology of surfaces to local geometry. Applications to maps and general relativity. Prerequisite: Math. 223 Credits: 3(3-0)

PSYC 288 Experimental: Psychology of Happiness

This course is an introduction to the empirical study of human happiness and well-being. Topics include how values, personality and social characteristics, attitudes, and cultural and evolutionary variables predict and potentially affect human happiness. Special emphasis will be placed on understanding how and why these variables influence happiness. Prerequisites: Psyc 100, or consent of the instructor. Credits: 3(3-0)

PSYC 288 Experimental: Sport & Exercise Psychology

This course examines psychological theories and research applied to participation and performance in sport, exercise, and other types of physical activity. Students will be introduced to the interdisciplinary field of sport and exercise psychology, surveying several contemporary topics, including personality, motivation, arousal and stress, self-confidence, psychological skills training, team dynamics, leadership, psychological well-being, exercise adherence, injuries and burnout, and youth in sport. Prerequisite is completion of Psyc 100. Credits: 3(3-0)

SOCL 376 Senior Seminar: Sociology Well Being

Well Being" has recently become the object of research in sociology. It is more and more recognized that the sources of experiential wellbeing vary by age, gender, class, andreligiosity, to name just a few factors. There is also much debate about the actual sources of wellbeing. It's more and more recognized, for instance, that wellbeing correlates much more with social connections than with material wealth. Each student will conduct two interviews aimed at understanding the interviewee's subjective understanding of wellbeing. Students will read recent social-science research on wellbeing and propose further research by identifying limitations in this research. Using an inductive research strategy and drawing on all the interviews in the class, each student will generalize a proposition that might be addressed by further research. They might generalize about the sources of wellbeing, about how different groups define wellbeing differently, or about how different groups find wellbeing from different circumstances, to describe some examples

WMST 201 Topics in Women's Studies: Growing up Female in the French-Speaking World

Students will read in English translation a selection of acclaimed literary works by francophone women writers from the late nineteenth century through the present. The course will focus on the following topics, among others: forging an

identity against the backdrop of nineteenth-century European urbanization

and industrialization; navigating the social norms of early twentieth-century society; developing a healthy sense of self in relation to various social institutions of francophone Africa; growing up as a European female in French Indochina; reconciling memories of francophone Caribbean culture with life as a recent immigrant to the North America. Credits: 3(3-0)