

## Descriptions of New, Experimental, Revised and Slot Courses Offered -- SPRING 2010

Acct 388 Experimental: Advanced Topics in Auditing

The course will expose students to advanced auditing concepts including audit verification techniques, fraud, computer assisted audit techniques, operational audits and professional skills. The teaching approach will be a combination of discussion, case analysis, and guest speakers. During this interactive course, students will complete a financial audit in teams, they will study actual frauds and complete a fraud case, they will use a computerized case to develop computer audit skills, and they will practice more advanced professional skills such as negotiation and interviewing techniques. Prerequisite: Acct 320 and Senior Status. Credits: 3(3-0).

Anth 288 Experimental: Art & Material Culture

The things the people make and use, from fine art to consumer goods, provide valuable information on cultural ideas and practices. This course approaches art and material culture from an interdisciplinary perspective, across cultures and through time. Current theoretical approaches to art and material culture will be examined and applied to specific objects. Prerequisites: None but Anth 100 or Anth 101 is recommended. Credits: 3(3-0)

Biol 388 Experimental: Developmental Cell Biology (Lec/Lab)

This course explores the molecular and cellular mechanisms underlying animal development. Topics to be covered include: fertilization, pattern formation, cell fate specification, and morphogenesis of organs and limbs. Prerequisites: Biol 300. Credits: 3(3-0). In combination with Biol 388 – Developmental Cell biology Laboratory, fulfills the systems requirement for Biology majors.

Biol 388 Experimental: Cellular Neurobiology

This course will introduce upper-level Biology students to the cellular and molecular biology of neurons. Students will learn how the intrinsic properties of neurons, together with synaptic transmission, lead to functional neural circuits for sensation, central integration, and patterned motor output. Prerequisite: Biol 300. Credits: 3(3-0)

Biol 388 Experimental: Pharmacology

This course is designed as an introduction to the general principles of pharmacology. Students will learn targets for drug action, the effects of drug binding, and the principle families of drugs used in human and veterinary medicine. The course builds upon the students previous knowledge of cellular biology and organic chemistry, and emphasizes the mechanisms by which drugs act at the cellular and molecular level. It provides relevant information that will better prepare students for courses in biochemistry, microbiology, oncology, and immunology. Prerequisites: BIOL 300 and CHEM 212. Credits: 3(3-0).

Csci 388 Experimental: Information Security

This course provides an introduction to various security and modern cryptography topics. It is intended to be a mix of application and theory. The applied part of the course will focus on the Secure Sockets Layer/Transport Layer Security (SSL/TLS) protocol, the primary means for securing World Wide Web transactions. In addition to understanding how SSL/TLS works, we will consider the threat model for which it is architected and see that it is intended to secure a wide range of Internet applications, not just your Web browser. A clearly stated threat model is an essential first step when developing security. Such a model is necessary in order to clarify what types of attacks the security is and, equally importantly, is not intended to defend/protect against. 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 488 Experimental: Mult Persp-Children & Youth

This course prepares preservice and inservice teachers to be sensitive to differences in children's learning and children's needs, by examining the impact of different backgrounds and life experiences on children from multicultural life circumstances through the reading of memoirs and novels of childhood and youth and the viewing of movies on the educational experiences of children and youth. Credits: 3(3-0)

Engl 237 American Voices: Hurricane Stories

This particular section of ENGL 237 will examine the narrative (storytelling) purposes that hurricanes, cyclones, and other 'tempests' have served in literature, film, song, news, and popular culture. A major strand of the course will ask students to consider New Orleans, the aftermath of Hurricane Katrina, New Orleans culture (including black cultures), and "race." During the semester, you will explore how storms disrupt and affirm (these are not the only options, of course) narratives about desire, race, mobility, virtue, and space, to name just a few terms for discussion. You will also attend carefully to the process of how you think and read. Credits: 3(3-0)

Eng 239 American Visions: Graphic Narrative

"There is no emoticon for what I am feeling." Suppose we take the words of Comic Book Guy to heart and grapple with the slippages across mediums of expression—including, conversely, the ways in which graphic representation can evoke emotions just beyond our ability to explain them. This course on long-form comics (aka graphic novels) will draw upon literary, visual arts, and cultural studies theory to develop our vocabulary for describing this complex amalgamation of words and images. Although we will at least briefly touch upon superhero comics and their fandoms, the majority of our readings will come from other regions of the genre. Credits: 3(3-0)

Engl 288 Experimental: Reading As A Writer

It's a writing course. This course is a workshop in fiction and creative nonfiction writing. It is designed to give students opportunities to practice their critical thinking and creative writing skills. Frequent writing and revision required. This class is for students interested in the creative writing track but not yet ready for the upper-level workshops, as well as more advanced writers looking to explore the differences and similarities of these prose genres. Credits: 3(3-0)

Engl 288 Experimental: Film Noir

This course focuses on a series of films dating from 1941-1958 known collectively as Film Noir. Along the way we will look at briefly at clips of precursors from the German expressionist cinema and the realist cinema that followed it in the late 20's and early 30's. The last part of the course will examine so-called Neo-Noir movies from the 70's, 80's, and 90's that revived the noir tradition. The goal of the course is to acquaint you with an important strand of American filmmaking, to analyze these films in detail, and to place them in an historical context. Finally, we will try to work toward some definition of what exactly constitutes Film Noir, a much debated issue. Credits: 3(3-0)

Engl 339 American Ways: Cinema Heroes

This section of ENGL 339 will make a study of conventional hero types as they have entered our culture and then been specifically re-processed for the American film industry. The course will also involve the way several best-selling novels and books of non-fiction have provided images of heroism for American movies produced in the past twenty years. Credits: 3(3-0)

Engl 358 Major Authors: Herman Melville

Although initially popular as a writer of escapist adventure novels, Herman Melville produced increasingly complex -- and often experimental -- fiction as his career went on. Melville's own adventurous sailor's life ultimately produced what many consider one of the greatest novels in English, *Moby Dick*. In this course, we'll trace Melville's development from early to mature, including both short stories and novels as well as Melville's poetry about the Civil War. Credits: 3(3-0)

Engl 358 Major Author: Malory and the Legends of King Arthur

This class will feature a close reading of Malory's *Le Morte Darthur*—the most complete collection of the legends of King Arthur in the later Middle Ages (and one of the first books to be printed in English). We will also consider translations of earlier Latin and French sources (Geoffrey of Monmouth called *History of the Kings of Britain* and the anonymous French *Quest of the Holy Grail*) as well as biographical issues about Malory and his identity (featuring Christina Hardyment's biography), textual concerns, historical backgrounds (especially the Wars of the Roses), and modern critical treatments of Malory. Towards the end of the semester, we will look at how Victorian culture reappropriated Malory through Tennyson's poetry and discuss the 1970s satirical film, *Monty Python and the Holy Grail*. Credits: 3(3-0)

Geog 388 Experimental: Advanced Cartography

This course will focus on the collection and manipulation of data used in Geography. Students will collect data, then apply both statistical and cartographic tools to make sense of the data. Data collection will embrace different types of geography, both physical and human. For example, students might collect soils or climate data, then manipulate them to make a map of the phenomenon; or student might manipulate census data to make statistical statements about a variable and then make maps of it. Grading will be based on several assignments, an exam or three, and a final portfolio. Participation and discussion will be required elements of the final grade. 300-level experimental course in Geography to fulfill an advanced techniques requirement in the major. Credits: 3(3-0)

Gsci 288 Experimental: The Geology of Energy and Climate Change

Understanding and adapting to global-scale climate change is one of the most important issues facing scientists and world leaders in the 21<sup>st</sup> century. The interrelationship of past climate changes and energy consumption from fossil fuels is clear, and understanding the response of the Earth system to rising greenhouse gas concentrations in the atmosphere is of critical interest as the human population approaches maximum sustainable levels. This course explores the fundamental geologic records of global climate change, Earth-system processes in the context of climate change and the global carbon cycle, critical improvements to the scientific understanding of natural versus human-induced climate change, and the recent and future impact of global-scale energy use on the Earth system. Credits: 3(3-0)

Hist 188 Experimental: S/M/Modern World History

This course is a comparative survey of the history of modern societies from approximately 1500 C.E. to the present. Rather than looking at one part of the world, then another, etc., we will approach it by comparing societies that dealt with the same ecological, political, social, and economic challenges at roughly the same time. Credits: 3(3-0)

H&PE 188 Experimental: Lifetime Phys Act Pursuits

This experimental class will support the promotion of lifelong health & fitness by offering students the opportunity to explore a variety of non-competitive and informal outdoor activities. Possible activities will include: hiking, biking, cross country skiing, snowshoeing, geocaching/orienteering, tennis and kayaking. The class emphasis will be on the skills necessary to participate, as well as safety procedures and leadership techniques. Credits: 2(2-0)

Hist 220 Interpretations in History: Civil Rights Movements

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. Prerequisites: 9 hours of History credit or Junior standing. Credits: 4(4-0)

Hist 220 Interpretations in History: Reconstruction

This course serves as an introduction to historiography, or the study of the discipline of history. Our goal is to learn about how historians have interpreted the Reconstruction period, not just the facts of Reconstruction. We will do this by understanding historians' arguments and theories, and how these interpretations changed over time from the early 20th century through to the present. We will also examine recurring themes, such as citizenship, nationalism, race, political power, religion, violence, culture, gender, and memory. In particular, we will focus on a few big questions. How long did Reconstruction last? What was being reconstructed, and how successful was it? Why did Reconstruction generate such bitter controversy? Prerequisites: 9 hours of History credit or Junior standing. Credits: 4(4-0)

Hist 221 Research in History: Tech & Env Modern U.S.

This course is a seminar designed to introduce students to the process of historical research. Taking as its topical focus the relationship between technology and the environment in the U.S. from the late 19<sup>th</sup> century to the present, the course will examine the impact of technology on the environment, the technological reconstruction and revitalization of the environment, legal issues pertaining to technology and the environment, and grassroots envirotech activism. Course readings and sub-assignments will explore various political, social, cultural, and economic dimensions of the technology-environment relationship as a means to our more fundamental goal of acquiring skills in historical research. Prerequisites: 9 hours of History credit or Junior standing. Credits: 4(4-0)

Hist 221            Research in History: Sixties America

The main purpose of this course is to introduce students to the skills required and the techniques available for conducting historical research and presenting their analysis of that research in written form. The topic of Sixties America (roughly 1960-72) will be our field of study. Each student will undertake an individual research project, produce a paper on it, and periodically report on both the topic and the research effort to the class. A secondary goal of this course is an understanding of Sixties America itself. This will be gained via the required readings and class discussions of them, and by the professor's mini-lectures, including a few film and video selections. These topical materials are intended to aid student research projects as well, by providing examples and context. Prerequisites: 9 hours of History credit or Junior standing. Credits: 4(4-0)

Hist 221            Research in History: Contesting Citizenship

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. During the first half of the semester, students will meet to discuss some of the most recent scholarship in rural history. These common readings will introduce students to the main conceptual, theoretical, and methodological trends in rural history. Specific topics that will be covered include modernization, commercialization and industrialization, farmer/worker organizations and protest, consumerism, ethnic diversity, class conflicts, gender relations, regionalism, and the role of the state. The most important component of this course, however, will be learning how to identify, locate, analyze, interpret, and synthesize primary sources. Therefore, students will complete a number of weekly research/writing assignments that will give them an opportunity to dive into primary research materials and begin making historical arguments. Prerequisites: 9 hours of History credit or Junior standing. Credits: 4(4-0)

Hist 288            European History and Film

Using a mixture of film and text, this course provides the student with an understanding of the key events, issues, and movements that shaped twentieth century European history, and continue to influence present day European culture, politics, and society. Throughout the course, film will not simply be conceived of as a representation of the past, but also as a communicative medium used by varied cultural producers to entertain, indoctrinate, and communicate ideologies in fixed historical moments. Topics of note will include World War I, Interwar Europe, fascist Germany and Italy, the rise of communist Soviet Union, World War II, Cold War Europe, 1960s social protest and 1970s terrorism, the decline and fall of communism, and integration and racism in post-1989 Europe. The course will historicize the films of Chaplin, Eisenstein, Pontecorvo, Kubrick, Godard, and Akın among others. Counts towards European 200-level elective. Credits: 3(3-0)

Hist 288            South Asia: Religion, Culture and Society

This course is an introductory survey of South Asia, focusing on the geographical region area which now includes India, Pakistan, Kashmir and Bangladesh. The course focuses on the formation of traditional society, from the Harappan Culture (3rd millennium BCE→) to the 11th century CE, and surveys the development of Indian culture, society, and politics through the end of the colonial period and the Partition of India in 1947. In addition to a consideration of the influence of religions, such as Hinduism, Buddhism, Islam and Jainism, the course offers students an opportunity to experience the rich legacy of Indian and Pakistani literature, art, and archeological remains as a way of developing a comprehensive picture of South Asian civilization. Questions of regionalism and nationalism, interstate rivalries, economic growth, and religious violence are also considered. Counts towards Non-Western 200-level elective. Credits: 3(3-0)

Hist 388            Experimental: Northern Ireland

This seminar will explore a remarkably tense and violent period in Irish history, beginning with the Northern Ireland civil rights movement of the 1960s through the recent peace process. The course will look particularly at the evolving problem of political and social inequality in Northern Ireland, the Unionist and Republican movements in Northern Ireland, the failure of the civil rights movement and the shift to a more militant strategy associated with the Provisional Irish Republican Army, British government attempts to impose order and security through anti-terrorist measures, Provo resistance and the prison protests of the late 1970s-80s, and the long process of peace and reconciliation. We will also try to make global connections by looking at comparisons that can be made between the Northern Ireland context and liberation movements elsewhere in the world. Credits: 3(3-0)

Hist 388            Experimental: Slave Rebellions & Resistance in the Atlantic World

This course examines slave rebellions and resistance in the eighteenth and nineteenth centuries in a wide variety of locales, including the United States, the Caribbean, and South America. Our goals will be to examine what constituted a slave rebellion, how resistance differed from rebellion, how revolts were organized, how they impacted local

communities as well as nation-states, and how various forms of resistance altered slaveholder power. This course will give you a sense of what slavery was like in the New World, and how historical events, such as the French and Haitian revolutions, altered slave regimes, and how slave rebels shaped the abolitionist movement. In addition, we will explore how historians have interpreted the fragmentary evidence on revolts and conspiracies. Finally, this course satisfies either the non-western or American history requirement. Credits: 3(3-0)

Hist 391 Senior Seminar: Pol of Food in Modern U.S.

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. Prerequisites: Hist 220, Hist 221, 1 300-level History course or permission of the instructor. Credits: 3(3-0)

Hist 391 Senior Seminar: Stalin’s War

Student participants in this seminar will examine various questions that somehow focus on the experiences of the USSR in World War II. Since the Nazi invasion of the USSR in 1941 was the largest invasion in human history, there are multiple topics from which students can select. Here are a few: the experiences of US service men on the Murmansk run, the nature of the Holocaust in the USSR, the fate of civilians in the Nazi-occupied areas; the siege of Leningrad, the partisan movements in Ukraine and Belorus, the role of leaders such as Stalin, FDR, Churchill, deGaulle, etc., Soviet memoirs of the war, the astonishingly high percentage of female participation in the Soviet war effort, and many other topics and issues. Prerequisites: Hist 220, Hist 221, 1 300-level History course or permission of the instructor. Credits: 3(3-0)

Intd 288 Experimental: Global Service Learning in El Sauce, Nicaragua

This course will provide an introduction to Nicaragua and examine the historical, political, and socioeconomic forces at work in this Central American country. Weekly sessions during the spring semester will focus on various aspects of Nicaragua’s history, culture, and environment as well as other topics including the effects of socioeconomic status on development. This course is limited to students who wish to participate in Geneseo’s service-learning program in El Sauce, Nicaragua, and all students enrolled are required to spend either 3, 6 or 9 weeks (for academic credit) in El Sauce during the summer. **Registration for this course opens on November 2nd and will be permitted until the drop/add period ends. Before students are allowed to register, however, they must consult with the instructor and file an application with the Office of International Programs in Erwin 106.** Enrollment is limited and early registration is advised. Interested students should contact the Office of International Programs or visit [studyabroad.geneseo.edu](http://studyabroad.geneseo.edu) for more information about the course, including costs and dates. Credits: 1(1-0).

Mgmt 385 Special Topics in Business: Sales & Negotiation

This course will be broken into three sections, but will have an overall theme: Build your communication and negotiation skills. Sales, as well as most other areas of business require effective communication and persuasion skills. First, we will focus on developing student’s communication and persuasion capabilities by enhancing negotiation, conversation, and presentation skills. Students will then understand how face to face sales professionals utilize listening and negotiation “tools” to guide customers in their buying decisions. The final section of the class will focus on the Sales Management Processes used to measure sales activity, performance, and quality. This section will also demonstrate the impact sales planning has on the income statement. The modeling project will require the creation of a dynamic Excel spreadsheet, which will translate a Product Demand projection into sales quotas and an income statement. Also, although it may not be spelled out specifically in each week’s topic, public speaking and presentations will be a large part of this class. Prerequisites: Mgmt 331 and Senior Status. Credits: 3(3-0)

Mgmt 385 Special Topics in Business: Consumer Behavior

How do individual consumers, couples and families make decisions about what to buy and consume? How do businesses make decisions about what to purchase? This course focuses on theories, models and real-world situations that explain how the economy works, not from the standpoint of companies, but from the perspective of consumers. Major topics include: the EKB Model; High-Involvement vs. Low-Involvement purchase decisions; planned vs. impulse purchases; problem recognition; information searches and alternative brand evaluation; point-of-purchase factors; post-purchase processes, including Cognitive Dissonance and Attribution Theory; personal values and lifestyles; memory,

learning and perception; consumer motivation and emotion; Attitude-Behavior Consistency; the affects of advertising and promotion; cultural and cross-cultural perspectives; social class and reference groups; and within-household decision dynamics. Throughout the course, emphasis is placed on the rights and protection of consumers. Prerequisites: Mgmt 331 and Senior Status. Credits: 3(3-0)

Phil 188 Experimental: Evidence

An essay into the four-fold path of inquiry and its intraconnections. The status of self-evidence, of deductive evidence, of inductive evidence, and of analogical explanation (i.e., analogies, models, and metaphors) is examined. Subsequent issues treated include mechanism and teleology, causality and indeterminism, problems special to the social sciences and reductionism. Credits: 3(3-0)

Psyc 352 Advanced Research in Psychology: Sexual Victimization

This section will involve an in-depth examination of the literature on women's sexual victimization. Students will learn about the issues involved in defining and measuring victimization, emotional and behavioral consequences of early sexual abuse or assault, risk for repeated victimization, and factors that influence observers' perceptions of nonconsensual sex. Students enrolled in the course will write three APA scientific reports. They will conduct literature searches, develop hypotheses, analyze data in SPSS, and interpret findings based on a pre-existing data. In addition, students will design a study focused on perceptions of sexual victimization and collect data through the human participants pool in order to analyze and write up their findings. Prerequisites: Psyc 250, Psyc 251, 3 300-level Psychology courses. Credits: 3(3-0)

Psyc 352 Advanced Research in Psychology: Media Violence

This course will examine the influence of nonviolent and violent media (e.g., TV, video games, music, movies) on attitudes, beliefs, emotions, and behaviors. Students will gain experience in all phases of experimental research, with an emphasis on designing experiments, analyzing results, and writing research reports. Students will write three APA-style papers. Prerequisites: Psyc 250, Psyc 251, 3 300-level Psychology courses. Credits: 3(3-0)

Psyc 352 Advanced Research in Psychology: Threat & Prejudice

This course will examine research on the relationship between threat and prejudice. Recent research indicates that both personal threat and group-level threat predict derogation of traditionally stereotyped groups in unique ways. Students will read primary source literature on threat and prejudice as well as design and conduct several studies based on previously published research. In addition, students will have the opportunity to develop their professional writing skills by writing three APA-style papers. Prerequisites: Psyc 250, Psyc 251, 3 300-level Psychology courses. Credits: 3(3-0)

Psyc 352 Advanced Research in Psychology: Health Behavior & Adherence

This course will examine rates, predictors, and consequences of adherence to health-promoting behaviors, such as physical activity, sleep, weight control, medication consumption, and smoking cessation. Students will explore the literature, design and conduct empirical studies, analyze the results using statistical software, and write three APA-style reports. Prerequisites: Psyc 250, Psyc 251, 3 300-level Psychology courses. Credits: 3(3-0)

Psyc 352 Advanced Research in Psychology: First Impressions

The focus in this section will be on factors that influence the impressions we form of others when we first meet them. These factors may include apparent characteristics of the other person, but also our own personalities and characteristics of the setting. Students in the class will read classic articles from the fields of Social and Personality Psychology, and they will search the current literature for other relevant research. Students will plan variations on the methods of previously published research, write ethics proposals, collect data, choose appropriate statistical analyses, learn to use computer statistical packages, analyze data, interpret results, and write at least two full APA-style empirical reports. Students also will write a literature review or prospectus on a topic related to the theme of the class. Prerequisites: Psyc 250, Psyc 251, 3 300-level Psychology courses. Credits: 3(3-0)

Psyc 390            Special Topics: Gender & Development of Aggression

A seminar-style course exploring research on the role of gender in the development of physical and verbal aggression during childhood and adolescence. Topics to be discussed include differences and commonalities in how boys and girls use aggression, normative development and individual differences in the use of aggression, relational aggression, bullying, and intervention strategies at the individual and school level. Prerequisites: Psyc 215 or 216, 250, 251, and at least one 300-level Psychology class. Credits: 3(3-0)

Socl 376            Senior Seminar: Sociology of Identity

Study of social construction of cultural identity, referencing concepts of race, class, gender, and sexuality. Prerequisite: Senior standing. Credits: 3(3-0)

Span 382/482        Modern Spanish Theatre

The primary focus of this course is to study the theories about the origins and evolution of the dramatic genre in Spain during the Medieval (pre-16<sup>th</sup> century) and Early Modern Periods (16<sup>th</sup> and 17<sup>th</sup> century). As a secondary focus, the course will also explore the influence that the aforementioned works had on dramatic works from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century. Students will be reading authentic dramatic texts in Spanish from the different time periods, as well as secondary texts in both Spanish and English. Prerequisites: SPAN 302. Credits: 3(3-0)

Wmst 201            Topics in Women Studies: Women and film

This course focuses on issues of gender, representation, and authorship as they relate to the production and reception of the moving image. Key to our discussions will be trying to understand sexual difference and its impact on women working in film, from its inception to our contemporary times. Following a generally historical structure, the course would begin thinking about the broad issues of representation, marginalization in film industries, theories of spectatorship, et al. Topics covered include the first American women directors and their relationship to the institution of Hollywood and its impact on women in film and their labor. Additional topics include stardom, the 1940s “woman’s film,” and select women directors from Europe, Africa, Asia, and South America, taking into consideration the politics of national and historical context. We will also devote some time to considering the important nexus of race, class, and gender, specifically looking at contemporary films by women directors of color in the U.S. In addition, we will scrutinize important theoretical constructs regarding women and film such as the notion of the male gaze, female spectatorship, female authorship, and female empowerment. Much of the course will also include discussion of films’ themes and preoccupations, considering what is meant by “feminist film.” Credits: 3(3-0)