

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

### Anth 288 Experimental: Museums & Material Culture

What does our "stuff" say about us? This course takes a critical look at museums by exploring anthropological issues related to museum work. Topics include the appropriation of material culture, the politics of museum display, and the role of museums in society - past, present, and future. Credits: 3(3-0)

### Arbc 288 Cultural Studies in Arabic

This course introduces students to conversational Arabic and aims to improve their reading and writing skills by exposing them to various types of mass media available in the Arab World: newspapers, magazines, television, radio, and the Internet. Students will learn to analyze and use the Arabic language in step with the linguistic realities of contemporary Arab societies. While Modern Standard Arabic is the primary variety used in this course, other forms, including educated, formal spoken Arabic and dialectal Arabic are expected to appear. Prerequisite: Arbc 201, or permission of the instructor.

### Biol 388 Foundations of Biochemistry

This course will introduce the foundations of biochemistry to students who are majoring or minoring in Biology. The course is a one semester survey of the chemistry of living organisms that will focus on metabolic regulation and pathway integration. It will also incorporate elements of molecular evolution as it relates to protein structure/function.

Prerequisites: Biol 300 and Biology major/minor. Credits: 3(3-0)

### Chem 188 Honors Introductory Chemistry

This course is designed for well-prepared science majors. Basic chemical principles are reviewed. Bonding theory, acid-base chemistry, chemical equilibria, thermodynamics, and electrochemistry are covered in depth. Additional advanced topics and applications are included. This course may be taken in place of Chem 116 and Chem 118 to meet prerequisite requirements for other chemistry offerings. Prerequisite: successful completion of a chemistry course beyond the NYS regents course. Credits: 4(4-0)

### Engl 142 Literary Forms: YouTube-Reading Your World

YouTube has both expanded and problematized our reading of the news, our political activities, our access to entertainment, our procrastination habits. In this course we will examine news, politics, and social activism on YouTube. You will set up web pages as your own texts, using both existing vids from YouTube and those you produce. No prior techie expertise required, but you need to be interested and willing to learn and you MUST have a laptop. Credits: 3(3-0)

### Engl 142 Literary Forms: Caribbean Short Stories

"The Short Story in the Caribbean" explores both the commonalities and differences identified in short narratives by anglophone, francophone, and Spanish-speaking Caribbean writers, features which underscore the Pan-Caribbean scope of the writers' defining experiences. Our reading of these stories will attempt to differentiate the degrees of separation from the aesthetic norms of the "mothercountry" that these authors have actually achieved. In order to avoid encapsulating all stories within the master narratives of imperialism and nationalism, we will remain attentive to the historical specificity of each nation within the African Diaspora. Credits: 3(3-0)

### Engl 142 Literary Forms: Modern Memoirs

We will read modern memoirs and autobiographies from the later eighteenth century (Jean-Jacques Rousseau and Benjamin Franklin) to the twentieth century (Camara Laye, Mary Karr, Richard Rodriguez, Barack Obama). Our focus will be on autobiography as a type of creative writing that both narrates and interprets an author's life. Credits: 3(3-0)

### Engl 232 Pre 1700 British Literature: Renaissance Desire

We will consider the construction of desire in the early-modern period (16<sup>th</sup> & 17<sup>th</sup> century) by reading plays and poetry that depict love affairs, thwarted desires, affairs in which money plays a central role, affairs in which ambition figures largely, and relationships shaped by class. We will also give some brief attention to films that appropriate plots and characters from these plays and poems, and which show that our own conceptions of romantic love derive in part from our fantasies about this early period. 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. 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. Students should expect to make meaningful connections between course work and the readings archived for Spring 2008's Race and Campus Culture Teach-in. \*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 237 American Voices: Visibility & Invisibility in American Literature

This course will examine images, metaphors, and strategies of visibility and invisibility in literature written by African-American, Asian-American, and Anglo-American writers (and a couple of films). Our culture deeply influences how -- and whom -- we see, as well as how we feel about being seen by anyone defined as "other" by virtue of, say, their race, gender, sexuality, or unconventional beliefs/practices (such as drug use). All of these texts are obsessed with seeing and being seen, and the characters within the novels (and perhaps the authors themselves) sometimes demand attention and other times wish to pass unnoticed. Credits: 3(3-0)

Engl 239 American Visions: Underground Cinema

This course explores an important current in American cinema, experimental and avant-garde film. Looking at key films 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: HipHop Culture & Contemp Amer Lit gentry

In this course, we will explore 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 writers. 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 311 British Renaissance: Graphic Poetry

Pictures and words/words and pictures. Which grabs us most essentially? We will be looking at Renaissance poetry inspired by art -- by painting, sculpture, tapestries, maps, and architecture -- and poetry that uses art, uses ekphrasis. We will also flip the paradigm a bit and look at some art inspired by literature. While we will read widely, the four big texts will be John Donne's lyrics, Shakespeare's Ovidian narratives, Spenser's The Faerie Queene, and Milton's Paradise Lost. We will be looking at a lot of art, and having your laptop in class will be necessary much of the time. Credits: 3(3-0)

Engl 324 British Novel: The Thirties

In this class, we will read a selection of British novels published during the 1930s, a decade marked deeply by the effects of both a world-wide economic collapse and the political destabilization that eventually leads to the outbreak of the Second World War. Some critics argue that the decade marks the beginning literary modernism's "second generation," while others suggest that the socio-political crises overwhelmed any "purely aesthetic" concerns. We will attempt to understand these and other generalities concerning the Thirties, as our readings will present a cross-section of novelistic styles and approaches by authors including Evelyn Waugh, Christopher Isherwood, Aldous Huxley, Stevie Smith, George Orwell, Phyllis Bottome, and others. Credits: 3(3-0)

Engl 339 American Way: Ecocriticism cooper

Environmental criticism takes as its starting point the connections between human culture and the physical world, although many such relationships are invisible to us, if not willfully effaced. Hopefully, this course's theoretical readings will enable you to become a more perceptive critic and writer along this convoluted interface; we also will ruminate upon selected literary texts & environments as case studies. Plan on doing some non-traditional research & writing. Credits: 3(3-0)

Engl 343 Women & Lit: Transgender in Literature

This class will range widely across time, genres and the Atlantic ocean to consider different kinds of gender performances. We'll probably start with Shakespeare's \*Twelfth Night\*, move through some accounts of eighteenth-century transvestism, examine a recently discovered novel by 19th c American writer Julia Ward Howe called \*the Hermaphrodite\*; and we'll spend a good deal of time in the twentieth century as well, with Woolf's \*Orlando\*, Jeanette Winterson's \*Written on the Body\* and several memoirs of transgendered writers like \*Stone Butch Blues\* and \*Whipping Girl\*. Credits: 3(3-0)

Engl 348 01 European Literature: The Novel 1770-1920

The course will cover a series of representative European novels from the late 18<sup>th</sup> century to the early 20<sup>th</sup> century. The works will be situated in their cultural context as we trace the evolution of the novel over roughly 150 years. Credits: 3(3-0)

Engl 358 Major Authors: Jane Austen

*Star of the silver screen?* Not quite. *Friend of zombies and sea monsters?* Not really. But recent film-makers and writers of parody and popular fiction have helped sustain among readers an admiration for Jane Austen's novels nearly two hundred years after they were written. Do the movie-makers "get it"? Is Jane Austen about more than romance and happy endings? This course begins with the assertion that Jane Austen's writing is much more: it is comic social satire, it reflects a pivotal moment in modern economic history, and it bridges the early efforts of English novelists with the Romanticism and Realism of the nineteenth century. Students in ENGL 358: Major Authors—Jane Austen will read a portion of a novel by Samuel Richardson that Austen admired (we'll try to figure out why she liked it) and the six major Austen novels (*Northanger Abbey*, *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, & *Persuasion*), in addition to works of juvenilia, a short epistolary work, and the chapters she wrote for her incomplete novel, *Sanditon*. Students should expect a large reading requirement, one evening of English Country Dance (no experience required), a couple of papers, a final exam, and lots of discussion. Credits: 3(3-0)

Engl 358 Major Authors: Henry James

Henry James is considered one of the finest writers in the English-language tradition. His work particularly examined the manners and morals of American and European society as the nineteenth century transitioned into the twentieth. In this section of ENGL 358 the achievement of James will be explored through a reading of several of his novels and some shorter fiction and nonfiction writing. The class will also examine several films which have been based on major works of Henry James. Credits: 3(3-0)

Engl 358 Major Authors: Jamaica Kincaid

This course will examine major texts by Jamaica Kincaid, a writer born in Antigua when it was a British Colony, but who has lived most of her life in the United States, and their critical reception, tracing the development and significance of her work. One of the central issues for discussion will be that of audience: Caribbean? North-American? Feminist? Other? More importantly, perhaps, Kincaid will be read and taught in a post-colonial context. Finally, we will also explore some of the issues surrounding the word "major" in the title of the course, and how they apply—or not—to Jamaica Kincaid. Credits: 3(3-0)

Engl 390 St-Lit: Broadway, Times Square & American Theater

The course will function on an American Studies seminar model. The course will explore various topics and sub themes emanating from the evolution of modern New York City and professional theater from the mid-19th century to the present. Topics likely to include: Geographical and cultural history of New York (immigration and African-American and Latino/a migration); 19th Century American Popular culture and theater (vaudeville, burlesque, minstrelsy); Late 19th- early 20th Century European roots of American Theater (operetta, English "imports" and touring companies; The era of Tin Pan Alley: the evolution of the show song, and early American musicals; The Americanization of the American Musical (1920 - 1970s); the Rise of the American Playwright. Diversity Issues (gender, race, and sexuality) and the professional American theater; among others. Class sessions will be heavily dependent on student presentations (individually and in groups) with focused written responses. Class requirements will de-emphasize quizzes and exams and emphasize written commentary and oral presentation/discussion. Students can expect to do a minimum of four or five writing assignments (including one "conference length" research paper) one or two lead presentations/essay and two or more respondent or small research presentations. Credits: 3(3-0)

Engl 394 Senior Seminar: Autobiography

Modern autobiography, which emerged as an important literary genre in the later eighteenth century, has in our time become a global publishing phenomenon with the current memoir and creative non-fiction craze. We will focus on works from both ends of this temporal spectrum, with students assuming responsibility for discussing the reading(s) at our weekly seminar sessions. There will be periodic short writing assignments, as well as a culminating (research or autobiographical) project. Credits: 3(3-0)

Envr 288 Experimental – Environmental Conflicts and Initiatives in Latin America

This course provides an introduction to environmental issues in Latin America by outlining the historical, political and socioeconomic forces that have driven environmental change in the region. This will serve as context for a first-hand examination of urban environmental issues in Buenos Aires, the capital of Argentina. After a one-credit seminar during the fall semester, students will travel to Buenos Aires for two weeks during the January intersession to complete a two-credit field experience. Through on-site analysis of issues related to air and water quality, housing, nutrition, public health, municipal waste disposal, and the preservation of open space, students will develop an appreciation and understanding of the environmental problems and challenges facing large Latin American urban areas. Registration for this course opens on March 30 and will be permitted until October 15. 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 instructor, 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: 3(1-0) (2-0)

Geog 388 Experimental: Gender & Development

This course will focus on gendered experiences of socio-economic development and examine the extent to which women around the world participate in households, politics, economics, communities, and more. We will engage in deep inquiry surrounding gender issues and their implications for empowerment and development by discussing prominent theories about the relationship between gender and development. We will discuss current research about issues such as family, education, work, economics, politics and the environment. We will pay special attention to the situation of women relative to men with regard to their access to resources, and the impacts this has on societies. The course will involve lectures, discussions of readings, student research, and writing. The course will count as credit toward the Geography major as an advanced human course. Also paperwork is being submitted to have course count toward the Women's Studies minor. Prerequisites: Geog 110 or Geog 123, or permission of instructor. Credits: 3(3-0).

Gsci 188 Experimental: N/The Geology of Climate Change and Energy

This course is intended for non-science majors who have an interest in understanding the relationship between energy usage in the industrial era 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. Lectures cover fundamental concepts of Earth system science with emphasis on topics of atmospheric science, oceanography, climate change during the past five million years, and the geology of energy resources. Lab assignments include a set of exercise that develop skills necessary to understand global-scale processes in space and time; the geologic context for energy and climate change; and the biological, chemical and geological signatures of climate change. Credits: 4(4-0)

H&PE 188 Experimental: Badminton

H&PE 188 Experimental: Aquatic Cross Training

This class will provide a variety of strength and conditioning activities, primarily in the deep end of the swimming pool. Flotation devices will be provided, and while previous swimming experience is helpful it is not necessary. Credits: 1(1-0)

H&PE 188 Experimental: Non-Traditional Conditioning

This class is designed to provide the students with basic skills and fundamental techniques required to build a total body conditioning program. The tools used to build this program will be bosu balls, fitballs, thera bands, and medicine balls. Each class is an activity based class. Credits: 1(1-0)

### H&PE 288 Experimental: Advanced Racquetball

After completing this course students will: Understand the rules of tournament-level racquetball, participate in a competitive ladder during the duration of the course, acquire skills of advanced players, including a variety of serves (e.g., drive, lob, and z-serves) and shots (e.g., pinch, ceiling, and “splats”), and learn to design, run, officiate, referee, and participate in a racquetball tournament. Credits: 1(1-0)

### Hist 220 Interpretations in History: Vietnam War

This course will introduce students to the various historiographical interpretations of the American War in Vietnam. Students will examine writings from several ideological perspectives, discuss them in a seminar setting, and write essays on them. In addition to learning the general principles that are required for a critical analysis of any historical topic, students should gain an understanding of why Vietnam remains such a contested issue among Americans.

### 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. Credits: 4(4-0)

### Hist 221 Research in History: The Emancipation Era

This class explores the impact of slave emancipation on individuals, families, institutions, and the nation. Our investigation of emancipation will begin with slavery and the Civil War. Slavery was abolished, in part, through the actions of rebellious slaves, but the destruction of slavery was, in many ways, only the beginning of the struggle for freedom. While emancipation had a profound impact on the formerly enslaved, it also changed the lives of previously “free” people, social institutions, politics, and culture. Readings address the meaning of freedom, the establishment of a free labor economy, the formation of communities, the foundations of a biracial democracy, the role of violence in politics, and the white supremacist counterrevolution. We will examine southern political history, Reconstruction, and other events up to 1900. This course is also designed to provide students with an introduction to historical research. We will examine a few secondary works in order to establish a historical foundation, but the focus of the class concerns the analysis and evaluation of primary sources. Readings and assignments are intended to strengthen your skills as a historian, with the ultimate goal of producing an original research paper. Prerequisite: 9 hours of college-level history credit or junior standing. Credits: 4(4-0)

### Hist 391 Senior Seminar: Democracy & Slavery in US

This senior seminar examines the historical contradiction in which slavery coexisted with democracy in the United States for over seventy years. We will examine U.S. history from the constitutional founding through the end of the Civil War in order to understand how some Americans praised democratic principles, such as freedom and equality, but also embraced or tolerated the denial of those principles to other Americans. Readings for this course will explore a recent proliferation of scholarship on the role of slavery in the nation, not just the South, and the upsurge of democratic activity (both south and north) in the couple decades before the Civil War. The goal of the course is to prepare and assist students in writing a twenty-five page research paper based on primary source documents that addresses Democracy and Slavery in United States History.

### Hist 391 Senior Seminar: US Latin American Relations

### Honr 203 Native American Cosmologies

This course intensively studies several Native American religious cosmologies to explore and understand a significant sample of non-Western, aboriginal American axiomatic perspectives on the nature of the universe in which humans dwell, its origins, life, being, structure, and laws. Native American cosmological accounts pay special attention to the creator(s) and their relationship(s) to humans, with little or no emphasis on the physical creation of earth or its inhabitants, i.e., they strongly emphasize function and content over form. Thus these cosmologies are important contrasts to the way students have learned to think about these matters, and in that challenge offer important opportunities for contemplation and learning beyond received assumptions. Credits:3(3-0)

Honr 204 Honor Seminar: Guthrie, Seeger & Folk

This course will explore the writings, music and life of American folk poet and singer Woody Guthrie. These will be viewed in the context of American social and political issues and as Guthrie's work and image influenced the American folk music revival of the 1940s – 1960s. The course will progress chronologically from Guthrie's early life and influences through his activities in the Dust Bowl era, his role in the "Okie" migration, his rise as a significant political voice and his eventual roll as a model in the urban folk revival of the 1940s and later. We will start with Guthrie's own autobiography, followed by what others wrote about him, all the while looking at and listening to others with whom Guthrie interacted in his creative journey. Credits: 3(3-0)

Intd 288 Exploring Game Theory

Game theory is a branch of mathematics that can be used to understand strategic decisions made by humans, other animals, and plants. Students will explore this topic and learn how games are used to better understand decision making in biology, business, and other disciplines. Credits: 1(1-0)

Math 388 Experimental: Honors Math III

This is the third course of the Honors Mathematics series and is intended to serve our most advanced math students. The purpose of this course is to deepen the students' understanding of advanced mathematical proof through a rigorous study of linear algebra and differential equations. It will be a challenging exploration of diverse problems involving vector spaces, linear transformations, systems of linear equations, determinants, diagonalization, eigenspaces, first-order differential equations, and systems of linear differential equations. Prerequisites: Either (i) Math 226 or (ii) credit for Math 239 with a grade of 'A-' or higher and permission of department. Credits: 4(4-0)

Mgmt 385 Special Topics in Business: Entrepreneurship

A study of the theories and practices of entrepreneurs and entrepreneurship. Students will review the latest research on entrepreneurship and experience a vicarious entrepreneurial experience through case studies, the development and evaluation of business plans, and interaction with actual entrepreneurs. This course will be of interest to those students who are either attracted toward the field of entrepreneurship as future practitioners or as academics.

Restricted to School of Business majors and minors. Prerequisites: Acct 102, or Econ 101, or Mgmt 100, and Permission of Instructor. Credits: 3(3-0)

Mgmt 385 Special Topics in Business: Principles of Real Estate

This course will introduce students to the business of real estate, as an industry, an asset, and a financial investment. It will develop an understanding of, and skills related to the valuation and financing of real estate and explore the approaches used by industry professions in making decisions related to real estate acquisition, financing and investment. The course will emphasize these objectives in the context of both residential and commercial real estate, and with attention to the roles of transaction players, and the tools and methods that they use. Restricted to School of Business majors and minors. Prerequisites: Acct 103. Credits: 3(3-0)

Phys 388 Experimental: Advanced Concepts in Physics

Senior Physics majors will be able to work through problem solving techniques and concepts that are useful in preparing for the Physics GRE Subject test. Credits: 1(1-0)

Psyc 352 Advance Research Psychology: Psychology of Environmentalism

This course will examine psychological and social factors that are associated with environmentally friendly behaviors. Particular emphasis will be placed on the emotional states associated with environmentally friendly behavior--for example, whether fear is an effective persuasion tool to promote environmentalism. The course will also examine the relative roles of egoistic versus altruistic motivations for environmentalism. Students will read primary source literature in environmental and social psychology. Other activities will include conducting

literature searches, writing several full-length APA style papers, collecting data, analyzing data using SPSS, learning to choose appropriate statistical analyses, and interpreting the results of statistical analyses. Credits: 3(3-0)

Psyc 352 Advance Research Psychology: First Impressions

The course will examine the factors that influence the impressions we form of others when we first meet them. Students in the class will read classic articles and will search the

current literature for other relevant research. Students will plan new research, 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: Limited to Psychology majors who have completed Psyc 250, Psyc 251, and at least three 300-level Psychology courses. Credits: 3(3-0)

Psyc 352 Advance Research Psychology: Accuracy of Memory

This course will examine the general question of the accuracy of memory. Topics to be considered may include early autobiographical memory, laboratory-induced false memories, and errors in short-term memory. Students will gain experience in all phases of experimental research, with emphasis on designing experiments and analyzing results. Students will write three APA-style papers. Credits: 3(3-0)

Psyc 352 Advanced Research 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: Limited to Psychology majors who have completed Psyc 250, Psyc 251, and at least three 300-level Psychology courses. Credits: 3(3-0)

Psyc 352 Advance Research 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)

Soc1 376 Psychology of Power

Seminar participants will examine sociological definitions and measurements of power.

Students will complete research projects that analyzes the power structures and/or relations in the US or internationally. Credits: 3(3-0)