

Descriptions of New, Experimental, Revised and Slot Courses Offered – Spring 2011

Amst 201 U/Topics in American Studies: Civil War and Memory

This is a team-taught course with one faculty member from History (Behrend) and one from English (Rutkowski). Rather than being about the American Civil War itself, this course will explore the way the war is remembered long after the battles were over. As we come upon the 150th anniversary of the war, we seek to understand how American memories of the war have changed from one era to the next, and why Americans still debate the meaning of the war. The course will be organized roughly into two sections. The first half will cover the late nineteenth-century when “Lost Cause” mythology became the predominant interpretation of the war. The latter half of the course will look at late twentieth-century uses of the Civil War and ideas that still haunt our historical present: Civil War re-enactors, debates over the continuing presence of the Confederate flag, Civil War historical novels. Because this is an interdisciplinary course, students will read broadly in scholarly and popular history, art history as well as in literary genres such as fiction and poetry. Credits: 3(3-0)

Acct 388 Experimental: Understanding Internal Auditing and Financial Reporting Fraud

The course will examine the role of internal auditing with special emphasis on operational auditing and financial reporting fraud. We will review the role of internal audit in organizations and how they can add value through operational auditing and control. Learning objectives will be accomplished through academic and professional readings, case analysis and guest speakers. In the financial reporting fraud segment, we will examine the principles and methodologies used to identify and deter fraudulent financial reporting. The course includes earnings management, accounting principles and fraud, fraudulent financial statements, forensic accounting techniques, application of SAS 99 – Consideration of Fraud in a Financial Statement Audit and the role of internal audit and corporate governance in combating fraud. We will develop and reinforce both the principles and competencies through a combination of class discussion, presentations, case analysis, and guest speakers who are experts in fraud examination. Prerequisites: ACCT 301 and Junior Status. Credits: 3(3-0)

Arbc 288 Experimental: Intermediate Arabic II

The primary goal of this course is to understand, speak, writing, and comprehension of the Arabic language for those with a firm foundation in elementary Arabic. Credits: 3(3-0)

Biol 388 Experimental: Cellular Neurobiology

This course will introduce upper-level biology students to the cellular & 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. Prerequisites: BIOL 300. Credits: 3(3-0)

Biol 388 Experimental: Neural Organization

This course examines how species-specific patterns of neural organization emerge and the cellular and molecular processes influencing neural development. We will consider to what extent neural organization is a product of genetic ancestry or early experience. We also discuss if this is a useful distinction and ask how it can be approached productively in research. Next, we consider those factors influencing a cell's decision to become a neuron. Where are neurons and glia born, how do they migrate to their destination, and what influences their expression of particular receptors and neurotransmitters? We will examine why so many neurons die during the course of normal development, and discuss the role of neurotrophic factors in programmed cell death. This first section of the course concludes by considering how the nervous system is parceled into functionally specialized areas. For instance, we will discuss how and when distinct regions of the cerebral cortex (motor, visual, auditory) are specified. Perhaps the most remarkable feature of the nervous system is its highly ordered connections, and the second portion of this course considers the processes that insure specific synaptic connections between neurons. We will examine the cues that axons use to navigate to their remote targets and accurately map their connections onto these targets. We will also consider how the nervous system refines this basic pattern of connections in response to early perceptual and/or hormonal experience. Finally, we will compare and contrast these examples of experience-dependent developmental plasticity with forms of neural plasticity normally exhibited in adulthood. Prerequisites: BIOL 300. Credits: 3(3-0)

Conn 288 Experimental: Writing for Business & the Professions

This course focuses on traditional and contemporary methods of written business communication. There is practical application of strategies for composing, organizing, and editing content for targeted audiences. Approaches may include collaborative and web-based writing. Credits: 3(3-0)

Educ 188 Experimental: Supporting Medically Fragile Students in School

This elective course is designed to better prepare education candidates to deal with medically fragile students and potential school emergencies. Although schools are relatively safe places for students and staff, accidents and emergencies do occasionally happen. This course will provide candidates with background information about the needs of medically fragile students, their families, friends, caregivers and school personnel. Candidates will also learn CPR/AED and first aid training to enable them to act as competent first responders before professional emergency personnel(e.g., ambulance, police, school nurse)can respond. Credits: 3(3-0)

Educ 488 Experimental: Transformational Pedagogies: Critical, Constructivist, Feminist, and Multicultural

This experimental course examines the history, theory, and pedagogy of transformational learning. Transformational learning can be broadly defined as learning that has the power to transform students' lives by creating conditions in which they and all human beings can flourish through education. The course will alert teachers to the need to teach their own students both "to read the word and the world" (Freire 1970) in order to become "scholars who....study the world around them, in the process learning who they are and what has shaped them" (Kincheloe 2008). Transformational pedagogies share the concept of "education as the practice of freedom" (hooks, 2003). The course subdivides transformational pedagogies into four theories (critical, constructivist, feminist, multicultural) sharing the conviction that genuine learning must be relevant, experiential, contextual, engaging, empowering, and applicable to society in ways that create conditions for human flourishing. Examining the work of authors such as Paulo Freire, Joe Kinchloe, Joan Wink, Henry Giroux, Peter McLaren, Lev Vygotsky, Ernst von Glaserfeld, Catherine Fosnot, Sonia Nieto, bell hooks, Nel Noddings, and others, the class will develop an understanding of the meaning of transformational learning and critique educational practices in the light of this understanding. The course is open to graduate students in the graduate program in Multicultural Education Grades 1-6, others seeking a 400 level elective in their program, and seniors (any other necessary qualifications here?) by permission of the instructor. Credits: 3(3-0)

Engl 142 Literary Forms: Neo-Slave Narrative

Since the last decades of the twentieth century, many writers across the African Diaspora have attempted to recover elements of the narrative structure and thematic configuration of slave narratives. The main reason for this seemingly widespread desire to rewrite a genre that officially lost its usefulness with the abolition of slavery is their will to re-affirm the historical value of the original slave narrative and to (re)imagine the subjectivity of the enslaved. For a long time slave narratives were considered unreliable as a historical source mainly due to the nature of history writing itself (top down) and ideological differences (to put it mildly). However, as more slave narratives were being discovered and republished (mostly late sixties and seventies in the United States), the rewriting of such stories has become central to a contemporary effort to re-imagine that history from the point of view of the subaltern. More importantly perhaps, neo-slave narratives still need to be written to expose systemic inequality and the unjust treatment of black peoples across the African Diaspora. Credits: 3(3-0)

Engl 142 Literary Forms: Science Fiction

This course will use science fiction novels, short stories and one film to analyze various social issues: crime and punishment, gender roles, technology and social control, the cult of personality, altered states of consciousness, the perils of progress, and racial conflict. Two major papers will make up 75% of students' grades. In-class writing, quizzes and class participation will make up the other 25%. Credits: 3(3-0)

Engl 142 Literary Forms: Serial Killers

For decades I've taught mysteries/thrillers in the Spring semester, having fun with a class filled with non-majors (and a few English people) who want credit for reading something gruesome. When I ask at the end of the class what changes I could make, the answer is always "more blood, more gore, more fear." OK, here's an all-blood, all-gore, all sleep-with-the-light-on bunch of novels and films about the most twisted criminals our culture has produced. We will read about the slaughter of children, of college students, and of that

staple, beautiful young women; about killers who kill for sex, for aesthetics, for genetics, for religion; about murders set in New Orleans, London, Portland, Oxford, NYC, San Francisco, and Tokyo. We'll have at least two video texts. I've chosen some of my favorites already, but after people register, I'll put up a survey so the class can choose a few things on the reading list. There will be a book review, a team project, and a final exam. The frame for the class is this: why do we want more blood, more gore, more fear?
Credits: 3(3-0)

Engl 222 Milton's Biblical Poetry

In *Paradise Lost* Milton takes Genesis 1--3 and combines the creation narratives with the epics of Homer, Virgil, Dante, Ariosto, Tasso, and Spenser and the politics of the English Revolution to give us a poem that rips the top off conventional notions of right and wrong, of crime and punishment, of gender equity (he's makes the Fall Adam's fault, not Eve's), of personal responsibility. When he wrote *Samson Agonistes* he was a blind failed revolutionary living in virtual exile writing about a blinded failed Hebrew hero who turned himself into a suicide bomber to get even. Milton takes the horror of the narrative in the Book of Judges and uses the paradigm of Greek tragedy to foreground what Sophocles calls "the razor's edge of fate," that fascinating moment of Aristotelian choice when the hero has the power to choose between glory and responsibility, between individual flash-bang greatness and humiliating personal failure for the good of society. Milton unrolls the rich tapestry of Western thought, wipes his feet on it, and brutally demands: what's the point? Even more amazingly, he gives us some answers, answers he expects us to challenge. We will follow Milton from his exquisite early poetry to his arrogant re-writing of Genesis to the dark humiliation of a hero who chooses the wrong act for the [right/wrong] reason. There will be a midterm project, a paper on *Paradise Lost* or *Samson* and a final, as well as a big hunk of the grade for arguing. Milton is all about the arguing. Credits: 3(3-0)

Engl 237 Voices & Persp: 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. During the semester, you will explore how storms disrupt, create, and affirm (these are not the only options, of course) narratives about desire, race, mobility, virtue, and space, to name just a few possibilities. Perhaps most important, you will attend carefully to the process of how you think and read. Credits: 3(3-0)

Engl 237 Voices & Persp: Hip-Hop Culture

We will explore hip hop's history and coming of age through fictional works by hip hop generation writers. Our focus is identity. How do hip hop and its members define themselves? What labels, ideals, codes, and morals do they uphold and why? What labels do others assign to them and why? Where and how do these labels originate? We will consider the ways that commercialization (among other factors) has transformed hip hop over the years, however, it will be important not to lose ourselves in debates about the authenticity and aesthetic value of "underground" vs. "popular" rap and maintain an understanding of the scope of the culture as well as insight into the racial, political, and social factors that make the claims on both sides of the rap argument so urgent. We will discuss those factors as we study hip hop's history. We will also talk about issues that were pressing for America's black diaspora long before the 1970's (slavery, legal rights, colonization, etc.) and why those issues still have a prevalent place in hip hop dialogue. Hip hop is a culture that grew from the nationalist Black Arts Movement and began as a way for the politically invisible to gain their voice, but now that it's heard worldwide the message seems unclear. Over the course of the semester, we will investigate hip hop's complexity and how it is manifested in contemporary literature's form, content, and characters.
Credits: 3(3-0)

Engl 237 Voices & Persp: Asian-Amer Lit

The category "Asian American" is a odd one – it puts together groups with vastly different languages, cultures and histories. But for better or worse, this term has come to be the accepted way of referring to the millions of Americans who are of Asian descent, and writers from these communities have been a vibrant force in twentieth-century American literature, especially in the last thirty years or so. Our course will be divided among three sorts of narratives: immigration narratives, narratives of second-generation identity construction, and narratives emphasizing global or postcolonial perspectives. We'll draw heavily upon Chinese and Japanese American literature--the core of this specialty since its founding--and lightly upon texts from the still-forming Filipino, Korean, and South Asian diasporic literature. We'll ask how gender, class, generation, and national/ancestral histories inflect each author's stories, and how these texts use and re-envision existing literary codes and conventions to talk, implicitly, about issues that are not strictly literary. Credits: 3(3-0)

Engl 358 Major Author: Don DeLillo

For admirers of Don DeLillo, his novels are amongst the most ambitious, complex, and prescient fictions of postmodern America; numerous younger authors have cited his distinctive work as an important influence. For others, DeLillo's subterranean explorations of (for example) the Cold War, Kennedy assassinations, terrorism, and global capital amount to "acts of literary vandalism and bad citizenship." To which the novelist has replied: "That's exactly what we ought to do. We ought to be bad citizens. We ought to, in the sense that we're writing against what power represents, and often what government represents, and what the corporation dictates, and what consumer consciousness has come to mean. In that sense, if we're bad citizens, we're doing our job." This course considers DeLillo's work through a variety of theoretical and cultural contexts, presupposing your willingness to engage with often challenging material. Among the texts likely to be assigned are *Players*, *The Names*, *White Noise*, *Libra*, *Underworld*, *Cosmopolis*, and *Point Omega*. Credits: 3(3-0)

Engl 358 Major Author: Malory & Legends

The legends of King Arthur have multiplied and spread across hundreds of years, scores of languages, and many different genres. Yet the pivot of all of this Arthurian activity – for the English-language literary tradition, at least – is Sir Thomas Malory's fifteenth-century compilation, *Le Morte Darthur*. In this seminar course, we will read a biography of Malory and then intertwine discussions of some of Malory's major sources with a complete reading of Malory's own work. We will conclude with a dip into Tennyson's *Idylls of the King* and a very recent pastiche of Arthuriana, the film *Monty Python and the Holy Grail*. Since this is a seminar course, small groups or pairs of students will be responsible for one-hour discussion leadership and brief presentations on critical works about Malory and the Arthurian tradition. Some probable texts: Our main text will be the Norton edition of *Le Morte Darthur*, supplemented by Geoffrey of Monmouth's *History of the Kings of Britain* and the anonymous Old French *Quest of the Holy Grail*. Credits: 3(3-0)

Geog 388 Experimental: Advanced Cartography

This seminar will focus on the collection, exploration, manipulation, and representation of data used in Geography. Students will collect data, then apply both statistical and cartographic tools to make sense of the data. Topics will include cartographic theory, abstraction, visualization, 2D and 3D representation. Credits: 3(3-0)

Gsci 188 Experimental: N/Geological History of Life (lec/lab)

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 21st 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 exercises 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)

Hist 220 Intro 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. Prerequisites: 9 hours of History credit or Junior standing. Credits: 4(4-0)

Hist 220 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. What was Reconstruction? Why have historians produced starkly divergent interpretations of this era? How do different methodological perspectives lead to different histories? Credits: 4(4-0)

Hist 288 Experimental: The Global 1960s

This course will provide the student with a broad overview of the 1960s and in particular 1968, a year when across much of the globe, students, activists, workers, and other reform or revolutionary-minded citizens challenged the political, social, cultural and economic structures of a Cold War World. During the semester, we will analyze these conflicts through a number of nation-based case studies, including the war for Algerian Independence, France's May 1968, the Prague Spring, West German student violence, the American civil rights and student movements, China's Cultural Revolution, and the Tlatelolco massacre in Mexico. These case studies will not be examined in isolation however. Rather, the class will also explore the ways in which these moments and movements were linked internationally through a variety of philosophies, politics, and tactics. Of note will be the revolutionary ideas of Frantz Fanon, Che Guevara, Mao Zedong, Carlos Marighella, Herbert Marcuse, Angela Davis, and Ulrike Meinhof, as well as those incidents that resonated globally, specifically the Vietnam War and the Arab-Israeli War of 1967. To accomplish these course objectives, we will closely examine a variety of secondary sources, such as monographs and peer reviewed articles, as well as primary sources, including speeches, government documents, fiction, memoirs, photographs, and films. Credits: 3(3-0)

Hist 391 Senior Seminar: Politics 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. 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:

This course is designed to give students experience in the craft of historical research and writing. We will spend the first few weeks discussing recent historiographical trends in the study of citizenship. These historiographical discussions will set the stage for students to pursue an original research project that addresses the history of citizenship. As students delve into the secondary literature relating to their topics and search for relevant primary sources to make original arguments, the class will continue to meet to discuss issues directly related to historical research and writing. For example, we will discuss the difficulties one often encounters when analyzing primary sources, organizing vast amounts of material, formulating a convincing thesis, and writing a lengthy paper. The 25-30 page paper that students will write, however, represents the course's most important element, and students will work on several directed assignments to help them produce their historical analysis. As such, all writing assignments are designed to help students write an insightful, innovative, and important piece of historical scholarship. Credits: 3(3-0)

Honr 288 Experimental: N/Forensic Geology (lec/lab)

This course will highlight how an understanding of geological materials (minerals, rocks, fossils, soils, etc.) aids in the solving of crime and will also help develop critical observational skills. Students will learn how to identify and characterize Earth materials and will also gain experience with the application of specific analytical tools in forensic geology investigations. These tools include optical microscopy, X-ray spectroscopy and electron microscopy. Actual case studies will focus the class and lab exercises and students giving students hands-on experience with being a forensic geologist. The lecture portion and the lab portion may blend together to allow adequate time to work with particular crime evidence. Credits: 4(4-0)

Intd 388 Experimental: Livingston CARES Biloxi Service Learning Experience

This connecting course is limited to participants in the Livingston CARES Biloxi trips occurring January, February, and March, 2011. The participants will have an opportunity to extend their service learning experience through analysis of core and self-selected texts, personal reflection, participation in focused conversations, and a summative critical paper on the experience. Credit: 2(1-2)

Math 288 Experimental: Multivariable Calculus

This is the second course of the Honors Mathematics series and is designed as a deep introduction to the theory and techniques of vector calculus. Generalizing the results of single-variable calculus to functions mapping n -space to m -space, a more complete understanding of the change-of variables theorem, and a thorough understanding of the applications of vector techniques to the physical sciences are the primary goals of this course. Prerequisites MATH 225 or consent of the instructor. Credits: 4(4-0)

Mgmt 385 Special Topics: 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: 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)

Psyc 352 Advanced Research in Psychology: Sexual Aggression

This section will involve an in-depth focus on research about the problem of campus sexual assault. We will analyze the rates and risk of for victimization among Geneseo students during the transition to college. We will also explore the available research on primary and secondary prevention of campus sexual assault to identify empirically supported strategies that could be implemented on our campus. Students will learn about the issues involved in defining and measuring sexual assault, sociocultural norms related to gendered violence, and controversies within the field. Students enrolled in the course will write three APA scientific reports. Two will be standard empirical reports; students will conduct literature searches, develop hypotheses, analyze data about campus sexual assault at Geneseo in SPSS, and interpret their findings. The third project will involve a written literature review and both informal and formal class presentations; students will work in small groups to critically review a topic within the prevention literature and identify one or more efficacious programs. Prerequisites: **successful completion of** PSYC 250, 251, and three 300 level psychology courses. Please see me *immediately* if you have not completed these prerequisites. Credits: 3(3-0)

Psyc 352 Advanced Research in Psychology: Attention & Emotion

Research on visual attention has revealed that the salience and behavioral relevance of visual stimuli control the allocation and distribution of visual attention. Emotional or threatening visual stimuli (e.g., an angry face) may possess inherent behavioral relevance, and therefore be potent controllers of attention. This course will examine issues related to the attentional processing of threatening or emotional visual stimuli. Students will read primary source literature on both basic issues in both visual attention and emotion and attention, as well as design and conduct three experiments based on these readings. Students will also write three APA-style empirical reports describing these experiments. Prerequisites: PSYC 230, PSYC 307, OR PSYC 325. Credits: 3(3-0)

Psyc 352 Advanced Research in Psychology: Word Play

This course will examine sound, meaning, and spelling patterns in English and will explore ways to facilitate reading. Students will gain experience in all phases of experimental research, with an emphasis on designing experiments, analyzing results, and writing research reports. Credits: 3(3-0)

Psyc 352 Advanced Research in 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 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. 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. Credits: 3(3-0)

Psyc 390 Special Topics: Gender & Dev 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, relational aggression, bullying, and intervention strategies at the individual and school level. Prerequisites: PSYC 215 or PSYC 216, PSYC 250, PSYC 251, and at least one 300-level Psychology class. Credits: 3(3-0)

Soel 281 Selected Topics: Women in South Asian Society

This course examines key issues in the political economy of gender in the developing world. We will explore the impact of internal and global processes on gender and how such processes are manifested in cultural, social, economic, and political contexts. Throughout the course an effort will be made to understand some universal features and differences in gender related experiences, as well as strategies of resistance and empowerment. Credits: 3(3-0)

Wmst 201 Women's Studies: Gender & Disability: Bodies That Matter

In this course we will look at gender and disability as social markers that inevitably intersect with race, class, sexuality and more recently, with transnational feminism (Erevelles, 2010). I will introduce disability as a relationship of power/privilege rather than one characterized by deficit or defect inherent in broken bodies and damaged minds. We begin by

exploring our own assumptions about gender and disability defined by Siebers (2008) as the “other other that makes otherness imaginable.” Our readings will draw from diverse disciplinary and interdisciplinary locations that support intersectional analyses rooted to a contemporary critique. Credits: 3(3-0)