

## **Descriptions of New, Experimental, Revised and Slot Courses Offered – Fall 2011**

### **Anth 288 Clash of Traditions: Alternative worldviews in Western Society**

What happens when cultural borrowing extends to ideology? This course takes a critical look at alternative worldviews that have taken root in Western, industrialized societies. We will explore the Eastern philosophies that gave rise to subcultures like the United Lodge of Theosophists, the Triratna Buddhist Community, and even the American obsession with yoga, and examine how they have transformed in the Western context. Case studies will include other "invented" traditions, like Neopagan and New Age religions, that stake a claim on beliefs from another time or place for legitimacy. We will study several theoretical paradigms through which anthropologists have understood the appeal, appropriation, and normalization of transplanted traditions in Western society, and students will learn firsthand the challenges of applying the participant observation methodology to ethnographic studies in their own backyards. Credits: 3(3-0)

### **Anth 309 Advanced Primate Behavioral Ecology**

This seminar-format course is an in-depth examination of the behavioral ecology of all non-human primates. We will be using the new edition of *Primates in Perspective* to explore all of the latest research on the various primate species. Each week we will examine a group of primates, using the aforementioned text as well as assigned readings from the primary literature. Students will choose one or more of the weekly topics, conduct a literature review, assign relevant readings for the class, provide an introductory overview, and lead discussion on their talk, research, and assigned readings. Prereq: Anth 233. Credits: 3(3-0)

### **Biol 388 Experimental: Toxicology**

Toxicology is the study of the adverse effects of chemical and physical agents on living organisms. This course will explore the sources of these chemicals in our environment, routes of exposure, how they are processed, and their mechanisms of toxicity on a cellular, tissue, and organ system level. Additional topics include toxicity testing methods and environmental toxicology. Modern applications of toxicology will also be examined, including forensic and clinical utilizations. Topics and concepts will draw from and examine their relationship with real-world examples. Prereq: Biol 300, Chem 213, or permission of the instructor. Credits: 3(3-0)

### **Blks288: Food, Nutrition, and Health in Africa**

This course will generally examine the status, influencing factors and challenges of food system and food security in Africa, and their interaction with nutrition and health status of Africans; and also consider the linkage between agriculture and nutrition and health in the social and economic development of the African continent. The course is targeted at a broad audience and does not necessarily require specific technical knowledge to make use of the insights. It will count for Africana/ Black Studies, Geography, and International Relations (Developing World track) elective credit. Credits: 3(3-0)

### **Engl 142 Literary Form: Portrait of the Artist: Autobiographical Comics**

Memoir as a genre has become increasingly popular. But how can the image/text medium of comic books contribute to this literary form? How can drawings offer a successful narrative mode? This class will focus on exploring the outcome of replacing the fictional spandexed superhero of comic tradition with the anti-superhero of the graphic arts memoir—the common person and his/her experiences of everyday life. In this course students will learn the vocabulary necessary for analyzing memoir and for discussing the graphic arts format. We will also investigate the value that autobiographical comics offer academic discourse. Credits: 3(3-0)

### **Engl 142 Literary Forms: Crime Fiction**

This course will use crime fiction to explore a wide spectrum of topics: American gun culture, race and crime, the sexualization of violence, generational fears and the juvenile delinquent, vengeance versus justice, the criminal as superhuman and subhuman, male and female forms of aggression and psychiatric explanations of crime. Credits: 3(3-0)

**Engl 237 Voices & Perspectives: Native American**

The proliferation of American Indian autobiographies, fiction, poetry, and essays written since the late 1960s has been described as a Native American literary “renaissance.” Drawing upon both oral tradition and written literary forms, Native American writers have created a distinctive body of work that challenges the ways we think about language, literature, and identity. This course will examine the roots and development of Native American literature written in English with careful attention to cultural, historical, and political contexts. Credits: 3(3-0)

**Engl 237 Voice & Perspectives: Visibility and 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. 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: Film Heroes**

Students will study a series of classic and mainstream American films and elements of their social, political and historical backgrounds. Students will read texts such as Joseph Campbell’s *The Hero with a Thousand Faces* to gain familiarity with essential elements in the long universal tradition of the hero figure as cultural icon. Class discussion and writing assignments will enable students to determine how the American motion picture has reflected the timeless prototypes of world mythology or more immediate social influences—and whether Hollywood “myth-making” is a phrase that accurately captures the role of the American film industry in contemporary culture. Credits: 3(3-0)

**Engl 239 American Visions: Hip Hop Culture and Contemporary American Literature**

We will explore hip hop’s history to gain scope of the culture, its roots, and the racial, political, and social factors that make the various claims about hip hop—pro and con—so urgent. You will become familiar with all of the four major pillars of hip hop, but we will concentrate on rap, examining the literary elements that shape the lyrics of some of the genre’s most influential songs and the role history and culture plays in their content and crafting. We will consider the transition and translation of those, largely poetic, elements in fictional works by hip hop generation writers. Our focus is identity. How are hip hop and its generation defined by those within the culture versus those who stand outside and why? What supports and steers these opinions? It is vital not to lose our time in debates about whether underground rap trumps popular rap. It is far more important (and a more productive use of our time) to focus on what, how, and why rather than who’s better when studying all of the writers we will encounter this semester, whether they primarily represent on the page or the stage. Credits: 3(3-0)

**Engl 267 M/Non-Western Literature: Hong Kong Action Film**

This course is a historical, cultural, and critical survey of the Hong Kong action film, in which we will explore its global popularity and influence. We will first come to terms with Hong Kong itself, looking at its history through the lens of theories of national and non-western cinema. Then, we will scrutinize the origins of the action film, analyzing recent theories about this most popular contemporary film genre. We will also consider textual case studies of some of the more enduring examples of Hong Kong Action Cinema, including those starring and directed by Bruce Lee, Jackie Chan, Wong Kar Wai, Tsui Hark, King Hu, and John Wu. Last but not least, we will also look at the role of gender and race in the shaping of the action genre. Credits: 3(3-0)

**Engl 288 Experimental: Reading as a Writer**

This is a creative writing class in which students will write and read short fiction and creative nonfiction. We will undertake close reading of work by published authors, discussing how these pieces are constructed. We will learn about the techniques writers use in their stories and essays, and will discuss similarities and differences between the two genres. Students will write a number of short assignments in fiction and nonfiction and a longer, fully developed story or essay. All creative work will be discussed in a workshop format. In addition to this creative work, there will be a number of short critical papers due in response to the reading. In addition to the individual written work,

students are required to provide suggestions for peers' writing by speaking up in class and by commenting thoroughly on their manuscripts. Recommended for students interested in creative writing looking to improve their prose writing and critiquing skills. This is not a pre-requisite for the upper level workshops. Credits: 3(3-0)

### **Engl 321 British Drama: Shaw, Wilde, & Coward**

The course will focus on three British playwrights who wrote in the late 19th to mid- twentieth century: George Bernard Shaw, Oscar Wilde, and Noel Coward. Although all three are closely associated with the centuries-old British Comedy of Manners tradition of wit and social satire, each was an important innovator as artist, gadfly, and "presence" on the English literary scene of his day. The course will examine major (and some minor) works of each author in the context of British theatrical traditions and the authors' own times. Credits: 3(3-0)

### **Engl 324 British Novel: Dandyism and Aestheticism**

In *Enemies of Promise* (1938), Cyril Connolly posits "the Dandy" as one of the four roles the modern novelist may choose to follow: it demands, he writes, a commitment to "wit and lyricism" resulting in "the most delicate achievements of conscious art." Connolly, however, is not the first critic to conceive of the author (and most frequently a male author) as literary "Dandy"; this course will survey the development of the "Dandy"

novel from its roots in the late 19th-century Aesthetic movement, ending in the mid-twentieth century. Among the novels likely to be assigned are works by Wilde, Swinburne, Moore, Firbank, Waugh, Huxley and others. Works only available in electronic editions may be required. Credits: 3(3-0)

### **Engl 358 Major Authors: Willa Cather**

The course examines Willa Cather's novels, short stories, and essays, tracing her development and significance as a writer. We will explore the relationship between Cather's writing and various cultures, as her work spans diverse historical periods, geographic regions, artistic and social movements. Students will also examine the ways in which Cather's life and writing have been interpreted by biographers, feminist scholars, literary critics and historians. Credits: 3(3-0)

### **Engl 358 Major Authors: 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 Authors: Sterne**

Laurence Sterne had a meteoric rise to fame after the 1760 publication of his famous comic novel, *Tristram Shandy*, capitalizing (in every sense of the word) on his celebrity. A larger-than-life personality, Sterne scandalized and/or delighted Europe, appearing socially in the character of his protagonists - the wildly digressive and hapless Tristram or the genial, sentimental, but bawdy Yorick. Less than a decade later, Sterne was dead, having revolutionized the English novel. Sterne's novels poke fun at every readerly assumption he can target, demanding that readers take responsibility for making meaning in a text, especially when those readers resist the logic of their own assumptions. Because Sterne's texts are so non-linear, they translate excellently to film and hypertext (and *Sesame Street*), and we will look at those textual possibilities alongside his major novels and other prose genres. Be warned that this is a course for students who don't mind being the constant butt of Sterne's jokes! Credits: 3(3-0)

### **Envr 288 Experimental: Urban Environmental Issues 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 29 and will be permitted until October 14. 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)

**Fren 388/488 Experimental: Contemp Francophone CIv**

A composition course required of those whose performance in 300-level classes indicates the need to strengthen their writing skills in the target language. A workshop approach and a small-group setting provide student-centered instruction and focused practice in the fundamentals of composition, including vocabulary, grammar, mechanics, sentence structure, and paragraphing. Recommendation from the Department required to register. Space in the course may be available to other students with writing difficulties; if interested, contact [forlang@geneseo.edu](mailto:forlang@geneseo.edu). Meets a 300-level major elective. Credits: 3(3-0)

**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)

**Hist 220 Interpretations in History: Civil Rights Movement**

This is a reading and writing intensive class that serves as an introduction to historiography, or the study of the discipline of history. Our main purpose is not only to learn about the Civil Rights Movement, but to understand historians' arguments and theories about the Civil Rights Movement, and how these interpretations have changed over time. We will also examine how things like perspectives and sources change or influence interpretations. Prerequisites: 9 hours of History credit or Junior standing. Credits: 4(4-0)

**Hist 220 Interpretations in History: Labor History**

This course will introduce students to the problems of historical interpretation by exploring the main historiographical developments in U.S. labor history over the last century. In other words, we will explore how the interpretations historians have developed to explain the past have changed over time. For example, we will analyze why the subjects of labor history have changed from labor unions and skilled male workers to include working-class communities and women workers. In addition, we will explore how varying theories about class, American exceptionalism, ethnicity, race, gender, community, consumerism, and law have influenced the most recent writings in labor history. The goal of this course is thus twofold. First, students will gain a broad understanding of the general trends in U.S. labor history. Second, students will gain an insight into how the theoretical and methodological choices historians make affect who and what they study, how they conceptualize and contextualize their subjects/topics, and the kinds of historical interpretations of the past they develop. To meet these goals, each week we will focus on a specific topic that helps us chart changing historical perspectives. By the end of the course, students will demonstrate an understanding of the ways that theory and methodology play a role in historical reasoning, research, and writing by writing their own historiographical essay. 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. 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. 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 designed also to provide students with an introduction to historical research. Readings and assignments are intended to strengthen your skills as a historian, with the ultimate goal of producing an original research paper. Credits: 4(4-0)

**Hist 288 Experimental: 20th Cent Global History**

This course will provide the student with an understanding of the key economic, social, political, and cultural issues that shaped the twentieth century. To accomplish this agenda, the course will closely examine a number of secondary sources, such as history monographs and peer reviewed articles, as well as a variety of primary sources, including speeches, government documents, traditional and graphic novels, personal reflections, photographs, and films. Analyzing these resources, we will explore a number of broadly based themes, including globalization, imperialism, World War I and II, the emergence of binary superpowers, decolonization, challenges to the Cold War System, and human rights. Related to these themes will be other important topics, such as issues of cultural and political identities, immigration, citizenship rights, gender, nativism, race, violence, terrorism, and genocide. Credits: 3(3-0)

**Hist 388 Experimental: World Christianities**

This course will examine Christianity outside Western Europe and the US. Starting with a study of Greek Orthodoxy, the course will then move on to Christianity in Latin America and the Caribbean, the Middle East, Sub-Saharan Africa, India, and East Asia. Credits: 3(3-0)

**Hist 391 Senior Seminar: Civil Rights & Black power Movement**

This course fulfills the history department's senior experience requirement. Each student will write a substantial historical paper based on original research on a topic grounded in the Civil Rights and Black Power Movements. Credits: 3(3-0)

**Honr 207 Honors Seminar: Div, Pl, Diff: Housing Crisis**

In this course, we will examine through multiple perspectives the housing crisis/bubble/mortgage crisis—in other words, that long-percolating economic disaster of which most became aware in Fall 2008. But the course will examine the crisis not to simply be able to “understand” or narrate it; indeed, the housing crisis is too complicated an event and process to be shaped into what novelist Chimamanda Adichie has called the dangerous “single story.” Rather, the course will examine the housing crisis in order to help students figure out what and—even more important--how they think about houses, housing, and home. As a topic that is likely to have affected any number of students directly (and certainly all students at least indirectly), students who elect to take this course will be able to find a stake in the course material, whether that material is journalistic, cinematic, literary, theoretical, or philosophical. Further, in keeping with the College’s commitment to transformational learning, students will be able to narrate that stake. And as a course using material from multiple disciplinary perspectives, it hopes to draw students from multiple disciplinary perspectives. Credits: 3(3-0)

**Math 288 Experimental: Enriched Linear Algebra**

A rigorous study of linear systems, matrices, matrix operations, vector spaces, linear transformations, eigenvalues, and eigenvectors. Applications and numerical linear algebra will also be introduced. Prerequisite: Either (i) Math 288 Ex: Intro-Multivariable Calculus, or (ii) Math 239 with a grade of 'A -' or higher. 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. Prerequisites: Acct 102, or Econ 101, or Mgmt 100, and Permission of Instructor. Restricted to School of Business majors and minors. Credits: 3(3-0)

**Phil 397 Seminar: Knowledge –Ancient & Contemp**

Plato's THEAETETUS concludes that knowledge cannot be perception, nor right opinion, nor right opinion plus an account. Wrong answers to a question imply that there is a right answer. After reading the THEAETETUS we turn to contemporary philosophy in search of the answer, the focus being the persistent problem of skepticism. Attempts by both analytic and phenomenological philosophy to overcome the various arguments for skepticism will be studied. Prerequisites: Permission of instructor. Credits: 3(3-0)

**Psyc 352 Advanced Research in Psychology: Campus Sexual Assault**

This section will involve an in-depth focus on research about the problem of campus sexual assault. We will analyze the rates of and risk for victimization among Geneseo students during their initial transition to college. We will also explore the available research on primary and secondary prevention of campus sexual assault to identify empirically supported interventions 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. Pre-requisites for this course include successful completion of PSYC 250, 251, and three 300 level psychology courses. Credits: 3(3-0)

**Psyc 352 Advanced Research in Psychology: Environmentalism**

This course will focus on social psychological factors that are related to whether individuals engage in environmentally friendly behaviors. We will conduct two research studies during the semester that will be part of my own professional research program. Students will have some input in designing the studies, and will also analyze and interpret the results. Students will then write full length APA style papers about both projects. Each student will also design his/her own original research proposal that addresses an important issue in this area. Students will write full length APA style papers describing their proposals. 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: 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: Intrinsic Motivation**

This course will examine research on the development of intrinsic motivation. Students will read primary source theoretical articles and empirical studies on the topic and will have the opportunity to design and conduct their own research. Students will learn statistical techniques for analyzing data and will write several APA-style papers. Credits: 3(3-0)

**Psyc 388 Experimental: Drug Therapy for Behavior Dysfunction**

This course will examine classes of drugs that are prescribed to produce a therapeutic change in human behavior. The course will emphasize the role of psychoactive drugs within the framework of the biopsychosocial model of mental health. Students successfully completing this course will learn about the behavioral effects, pharmacokinetics, and neural mechanisms of action of the specific drugs presented in the text and lectures. Students will also be introduced to the most common side effects and examples of neurotoxicity associated with the use of psychotherapeutic drugs. Credits 3(3-0).

**Wmst 201 Topics In Women's Studies: Intro to Transgender Studies**

In the past decade, the term "transgender" has rapidly come to be used to describe a range of social identities, a political movement, and a community that had no name until the early 1990s. This course will be an introduction to this new and growing field of study. We'll begin by examining some basic assumptions and definitions about gender identities, study some instances of transgendered behavior/identities throughout history and literature and closely examine the medicalization of so-called "abnormal" gender and sexual identities at the turn of the twentieth century with the rise of modern psychology. But the bulk of the course will examine texts from more recent history, however, looking at literature, film, anthropology, sociology, and science writing about cross-dressing, drag and camp, overlaps and disjunctions between feminism and trans as well as gay and lesbian and trans issues. Because this course is a women's studies course, we'll pay special attention to what trans issues, theories and identities might mean for the future of feminism and women's studies. Credits: 3(3-0)