

FALL 2012

Intd 105 01/15014/Fraser 104/Werner, Jennifer

Digital Media & Education

TR 11:30-12:45

What and how does digital media teach us? Our class examines theories about learning, education, and technology. We investigate a variety of digital media, including video games, the Internet, social media, and virtual worlds. Our texts include digital creations, articles, screenplays, audio files, and films. We create our own digital works and games using visual programming software. No previous computer programming experience is necessary. We practice critical analysis and peer evaluation. Students learn various writing skills and how to incorporate research into their writing.

Intd 105 02/15374/Milne 105/Derne, Stephan

Durkheim on Religion & Ritual

TR 10:00-11:15

The course considers French Sociologist Emile Durkheim's "The Elementary Forms of Religious Life" (1912). Foundational to the disciplines of sociology and anthropology, "The Elementary Forms" explores religion and ritual of Australian aborigines as a way of understanding religion as an "essential and permanent feature of humanity." Students will use their own experiences with religion and knowledge of religion today to evaluate Durkheim's conclusions about the nature of religion.

Intd 105 03/CRN 15375/Welles 24/Scipione, Paul

Affluence in America

TR 11:30-12:45

What's more quintessential than the American Dream? It's even guaranteed in our Declaration of Independence as the "pursuit of happiness." Study hard and work even harder. Save and invest. Is the American Dream in need of redefinition? Have companies become too adept at "data mining" and exciting our passions to spend? Have "wants" somehow morphed into "needs?" And how do we explain pockets of poverty that have resisted four decades of social engineering? Class readings ranging from Steinbeck's *the Grapes of Wrath* to Stanley's *The Millionaire Next Door*, as well as shared nuggets discovered in the library, interviews with competing experts, and personal and family anecdotes will be used by students to develop both effective verbal and written positions on affluence in America. Our collective research will then be preserved in a written class *Proceedings* that we can share with others.

Intd 105 04/15376/Welles 128/Lima, Maria

The Haitian Diaspora

TR 11:30-12:45

This course is a writing seminar designed to give you many opportunities to practice your critical thinking, argumentative and writing skills. We will read each other's writing, collaborate on presentations, and revise our work to almost perfection. With this class, I hope, we'll see writing as both work and play, understanding that if language creates reality, whose language prevails makes all the difference in the world. Yes, we are talking about power--about writing to persuade more often than not. Inspired by Edwidge Danticat's *Create Dangerously: the Immigrant Artist at Work*, I've decided we are going to explore the Haitian Diaspora this semester. As the first nation in the Americas to both abolish slavery and declare its independence from a European power, Haiti has been paying the price for such audacity since. Both history and natural disasters would have

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been enough to stifle the creativity of a people, but Haitians have continued to create despite the horrors that have driven many away from their homeland.

Intd 105 05/15377/ISC 229/Barnett, Brian

MW 1:00-2:15

Intd 105 06/15378/Welles 132/Barnett, Brian

MW 4:00-5:15

The Nature of Life & Death

This course undertakes a scientifically-informed philosophical investigation into the nature of life and death. The initial part of the course will provide background information on the methods of philosophical reasoning and the relationship between scientific and philosophical thought. With this background in place, the remainder of the course will be devoted to the following topics: analyses of the concepts of life and death, the prospects for posthumous existence (including lifeless existence as a corpse, life after death as a disembodied mind or soul, reincarnation, and bodily resurrection), the desirability of immortal existence, and the question of whether death is an evil.

Intd 105 07/15385/Sturges 103/Goehle, Todd

MW 4:00-5:15

Intd 105 08/15385/Sturges 103/Goehle, Todd

MW 7:00-8:15

German History, Media, and Terror

This course will examine the West German terrorist organization known as The Red Army Faction (RAF), its student movement origins, its philosophy, and its effect on West German life and society throughout the 1970s. The seminar will also investigate how concerns about the immediate Nazi past shaped the actions of both the RAF and its opponents. Additionally, we will also explore the ways in which the RAF and the more general politics of the West German “Red Years” (1967-1977) have been represented in different mediums and genres. Core texts will include a biography of the RAF founder Ulrike Meinhof, the memoir of the former RAF terrorist Margrit Schiller, and Heinrich Böll’s critical novel of how the West German “Establishment” responded to left-wing terror, *The Lost Honor of Katharina Blum, or How Violence Develops and Where it can Lead*. The seminar will also examine a number of films from the period, including Volker Schlöndorff and Margarethe von Trotta’s adaption of *The Lost Honor of Katharina Blum* and the collaborative venture *Germany in Autumn*. Through in-depth analysis of text and image, classroom discussions, and essay assignments, the seminar seeks to develop the student’s writing and critical reading skills. Credits: 3(3-0)

Intd 105 09/CRN 15386/Fraser 104/Swartz, James

Religion vs Science in US

TR 2:30-3:45

Writing Seminar is a course focusing on a specific topic while emphasizing writing practice and instruction, potentially taught by any member of the College faculty. Because this is primarily a course in writing, reading assignments will be briefer than in traditional topic courses, and students will prove their understanding of the subject matter through writing compositions rather than taking examinations. (Official course description). My objective in this course will be to introduce you to long-standing, and contemporary, controversial topics in United States history relative to the relation between religion and science, and the effects the subjects have had on the political and educational systems in the past century. Mainly we will concentrate on the study of

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creationism and evolution, with other relevant topics such as women's health issues, slavery, etc., as time and interest allow.

Intd 105 10/15387/Newton 205/Crosby, Emilye

Civil Rights History & Movies

TR 2:30-3:45

We will use the lens of bottom-up Civil Rights Movement history to analyze popular movies about the movement, with particular attention to Miss.

Intd 105 11/15388/Milne 105/Kirk, Joanna

Writing About the World in the Age of Terror

WF 1:00-2:15

Fly Naked? So suggests Pulitzer Award-winning journalist Thomas Friedman. From enhanced airport screenings to wiretapping and waterboarding, the threat of Jihad and efforts to counter it have changed American and global society in the years since September 11, 2001. With a focus on Friedman's Attitudes and Longitudes, this class considers terrorism and counter-terrorism in the 21st century. By critically analyzing news, editorial and cartoon coverage, students will explore the distinction between fact, evidence and opinion, evaluate how journalists select and present information, and develop skills in effective presentation of controversial issues.

Intd 105 12/15390/South 233/Ware, Linda

Disability in America

MW 12:30-1:45

This section will address ableism in the example of disability and informed by disability studies. This interdisciplinary exploration of disability will draw from the humanities, the social sciences, and education in an effort to promote understanding disability as a richly complex human experience that exceeds the typical tropes of tragedy, cure, and care. Each week we will consider specific themes of representation in the texts and media sources assigned for the course.

Intd 105 13/CRN 15391/Newton 205 /Jensen, Mary

Illuminating Childhood:Portraits in Film

MW 11:30-12:45

We have all been children, but what does this mean? This course will consider international films as a window on children's lives and development. As we investigate how films represent childhood, we will pay particular attention to the many ways that childhood is constructed and experienced across boundaries of nationality, ethnicity, gender, socioeconomic class, and ability. Sociocultural theory will be used to explore the impact of cultural contexts on children's development and the ways that children understand and navigate their worlds. Primary goals of this writing seminar are for students to develop critical thinking and reading skills and the ability to clearly express their ideas in writing. Course material will be presented through lectures, films, and readings, and will be processed in class discussions and written analyses.

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Intd 105 14/15392/Welles 119/Lutkus, Anne

We'll Always Have Paris

TR 8:30-9:45

"We'll always have Paris" will have as its subject Paris, the city and the legend. Students will read, discuss and react to, critically and personally, texts about Paris written by Parisians and by foreign visitors to the city of light. We will consider Paris at different periods of its history as represented by in painting and cinema, poetry and prose with a side glance at some of the inevitable songs about Paris.

Intd 105 15/15393/Welles 132/Cooper, Kenneth

Virtual Thoreau

MWF 12:30-1:20

What could the 1854 classic *Walden; or, Life in the Woods* possibly have to say about life in the Information Age? A lot, as it turns out, for among other things Henry David Thoreau was one of his era's more astute thinkers about emergent information technologies — the telegraph, in this case — that already were transforming America. Thoreau's efforts to think *across* virtual and embodied existence will be our touchstone for developing an ecology of everyday life, *circa* 2011. Even the most degenerate gamers have to eat, right? Assignments will include, in addition to *Walden*, several contemporary essays, collaborative projects, and class field trips — real and virtual. Because this is a writing-intensive course, informal (online) journals and a variety of essays will be integral to our endeavors

Intd 105 16/15394/Newton 212/Beltz-Hosek, Caroline

The Woman Writer

TR 2:30-3:45

This course centers on writings by notable 19th-20th century female authors, which students will examine from a feminist critical perspective. Works by Emily Bronte, Sylvia Plath, and Virginia Woolf will be thoughtfully analyzed in conjunction with seminal sociopolitical literature by Mary Wollstonecraft and Simone de Beauvoir. With each text we will explore how the author approaches the domestic sphere, sexual agency in patriarchal culture, and the transcendental power of creative expression.

Intd 105 17/CRN 15395/Newton 212/Paku, Gillian

Disability in Literature

TR 11:30-12:45

The Writing Seminar is a course focusing on a specific topic while emphasizing writing practice and instruction. This particular section will ask you to focus on the issue of disability in literature, and particularly on depictions of autism both before and after "autism" became medical terminology. We will consider how autism is or is not pathologized, evaluate "theory of mind" and trace its depiction in literature, and participate in Geneseo's Food Awareness project. Our main texts will be literary, and we will also read opinion pieces and academic articles, and study a film.

Intd 105 18/15402/Fraser 104/Phillips, Kathryn

Experimental Ethics

TR 1:00-2:15

Philosophers have traditionally been the main investigators of ethical questions. More recently, however, scientists have been performing experiments with the aim of shedding light on questions about what we ought to do. This course will examine questions like:

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Can entrenched philosophical problems such as whether it is permissible to kill one person in order to save ten be solved using scientific methods? Can science tell us the truth about human nature? Does this matter for ethics? We will explore the limits of science through an investigation of ethical theory and utilize various media including podcasts, popular science magazines and classical philosophical works to compare and contrast ethical and scientific methods.

Intd 105 19/15403/Newton 213/Perri, Christopher

Metafiction

TR 11:30-12:45

Metafiction is a realm of literature that is chiefly concerned with its own nature as a verbal construct. Novels and stories of this genre possess a self-awareness of their essence as little more than words on a page. Thus, the business of metafiction is *not* to render the world as we know it, but to *make* a world from the medium of language. This course will examine the medium of storytelling as it applies to metafiction and its “linguistic oversoul,” as well as the questions raised regarding the messages (or lack thereof) inherent within the form.

Intd 105 20/15404/Welles 216/McCoy, Beth

Octavia Butler’s Parables

WF 1:00-2:15

This class will explore Octavia Butler’s novels *The Parable of the Sower* and *The Parable of the Talents*. Taking place in a future America that has slowly lapsed into political, environmental, and religious chaos, these novels follow the rise to power of Lauren Oya Olamina, a young black woman from California. In response to the destruction around her, Olamina develops a new religion, Earthseed, a religion based on the principle that “God is Change.” As Olamina’s followers grow in number, the novels raise important questions about power, celebrity, religion, race, class, gender, and mobility.

Intd 105 21/15405/Welles 134/Walker, Julia

Shakespeare on YouTube

MW 9:30-10:45

If a picture is worth a thousand words, a movie must be worth -- what? an entire course? In any case, we write and read today in many different mediums. Back in Spring '11, I made a YouTube vid with the death scenes from two different productions of Romeo and Juliet. I put a silly sound track over most of it, and put it up for my Intro to Shakespeare class to use for a project. To my amazement, it got thousands of hits -- to date, over 100,000 hits and some very snarky comments. The comment I like most (OK, I haven't read all of them) was from a high school kid who said she used the clips for a class project and got a B+. That's what I'd like your class to do: put something on YouTube that will help some high school student do an interesting project. What I offered the R&J high school student was very simple -- access to two film versions she might not have had at home or at school. You'll be a bit more ambitious, offering information as well as clips. I'll show you what I mean with Much Ado, then you'll practice with a scene from Romeo and Juliet and Petrarch's poetry. For the larger project you'll be in one of three teams working with The Taming of the Shrew or Henry V or Coriolanus. Trailer: http://youtu.be/d57Pa_R_b1o

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You will be doing some old-fashioned ink and paper writing, but most of the writing here will be with images on YouTube.

Intd 105 22/15406/Welles 216/Winrock, Cori

Literature & the Laboratory

TR 11:30-12:45

How do we use literature to convey the complexities of science? How do ideas of scientific progress affect our imaginative writings and our views of human nature? This course will examine how authors and scientists construct the written world. Starting with a famous argument concerning the war between “the two cultures” of science and the humanities, we will consider a variety of writing styles in our attempt to understand the indelible interconnection and disconnections between science and literature. While book-length texts such as Shelley's *Frankenstein* and David Small's *Stitches* will figure in our investigation of methods of delivering the human condition, other readings will be drawn from case-studies, non-fiction essays, poetry and visual renderings. Through the writing of critical essays we will explore how/why authors use science as a literary device and scientists use literature to relay their discoveries.

Intd 105 23/15407/Fraser 114/Tsang, Ronny

Themes in Contemporary American Literature

TR 6:00-7:15

This interdisciplinary course will utilize the 2007 and 2009 editions of The Best American Nonrequired Reading Series to explore the themes and ideas addressed in contemporary American Literature. We'll set out on our journey through modern American Literature in the hopes of discovering some truth about the state of our nation and the people living in it. Our search will take us through mainstream and unconventional works of short fiction, graphic novels, speeches, excerpts from novels, photos and artwork, essays, music, film, non-fiction, interviews, internet documents, letters, and other assorted works. Students should be fully prepared to read and write about, analyze, respond to, and discuss a wide variety of themes and topics that include, but are not limited to: Love and companionship, god and religion, war and conflict, violence and crime, morality and belief systems, family structures and dynamics, science and scientific advancement, social inequality and poverty, the economy, and social norms. In short, we will attempt to better understand modern America through examining a wide range of literature written by the myriad of people who reside here.

Intd 105 24/15410/Sturges 106/Timothy, Olivia

Prejudice and Morality

TR 2:30-3:45

This course will utilize a combination of film and short readings to explore some of the reasons behind discrimination and prejudice, as well as the results of these attitudes. Students will practice their persuasive argument skills in a variety of ways, including class discussions, formal presentations and persuasive essays.

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Intd 105 25/15416/Sturges 221/Lofkrantz, Jennifer

Ransom, Captives, Borderlands

MW 8:30-9:45

The ransoming of captives has taken place in all parts of the world, during all time periods, as a result of “legal” and “illegal” activity, and with both state and non-state support. This course will examine how and why people were taken captive, their experiences as captives, the efforts they took and were taken on their behalf to ransom them, and how ransoms were negotiated and effected. In order to do so, this course will focus on three geographic regions: the Mediterranean basin, the Hapsburg-Ottoman border and West Africa.

Intd 105 26/15432/Newton 212/Herman, Michael

Dionysus to Dubstep

TR 8:30-9:45

What are we all searching for? Connection. Connection through experience. Since the time of the Ancient Greeks, human beings have been creating art and turning it into experience... experience that can be shared. And it's in the sharing of that experience, that we find true connection. Over 2,500 years ago, the Ancient Greeks held theater festivals honoring their gods. Today, and for the past several decades, hundreds of thousands of people all over the world attend music festivals and raves. In this class, we'll read Sophocles' *Oedipus* and Aristotle's *Poetics*, as well as scholarly essays on the contemporary rave culture... and we'll discuss them using a critical perspective. In addition, we'll research Ancient Greek theater festivals and rituals, as well as modern day raves and music festivals. Through clear writing, coherent discussion and analysis, we'll discover the importance of language, connection and experience. We may even write a play together... and find some actors to perform it for us!

Intd 105 27/17500/Brodie 214/Masci, Michael

Case for Modern Music

TR 4:00-5:15

What does it mean to be modern? Are we still modern today? Moreover, what does it mean for music to be modern? Hailed by some as the work of genius and dismissed by others as simple noise, the works of modernist composers ranging from Schoenberg to Stravinsky and Boulez to Babbitt have provoked a range of reactions and continue to do so to this day. In this course we will explore some of the controversy surrounding these works by critically situating them within the broader framework of modernist aesthetics and its values. Topics to be discussed in this course will include: the historical origins and values of modernism, modernism's relationship to technology and mass-produced popular art, modernism and war, and the mixed fate of modernism and its critics in the post-war period. Students will be responsible for weekly listening assignments as well as reading and writing assignments. No previous experience with music or ability to read music is required for this course.

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