

Fall 2012 Course Descriptions for Slot and Experimental Courses

AMST 201 U/Topics in American Studies: Civil War & 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.

ARBC 288 Experimental: Conversation

This course is for students who want to improve their Arabic communication skills. This class gives the students the extra practice needed to become more fluent. The main idea of the Conversation Course is to focus on the students' ability to express themselves in everyday situations as well as about common topics of conversations. Students work on pronunciation and vocabulary to further develop their conversational skills. They also receive individualized feedback on grammar and pronunciation errors. Students will be asked to participate in conversations, discussions, and debates.

BIOL 288 Experimental: Biology 2nd Year Lab

This course is designed for second year Biology and Biochemistry majors. It will include modules centered around Ecology, Genetics and Cell Biology. Students will be introduced to select experimental techniques and experimental design that reflect contemporary practices in each of these areas. The course will count as a 200 level lab for the Biology BS and BA and as an elective for the Biochemistry BS degrees. Prerequisite: BIOL 117 and BIOL 119.

BIOL 388 Experimental: Biology As A Profession

In many cases biology majors must continue their education by earning a MS or PhD or engaging in other formal training in order to expand their career options. The decision about why and how to pursue further training or education is a complex one. The purpose of this seminar is to help seniors through the process of: (1) examining opportunities and issues around choosing biology as a profession, (2) discerning the best path of training and education for their career goals, and (3) applying to graduate school or other post-baccalaureate training opportunities. Applications for most graduate programs are due in January or February. By the end of this seminar, each student should have engaged in serious self-reflection and research about their career aspiration and examined the paths that successful biologists have taken to their current positions. They

will select several programs to apply to, contact the programs and potential advisors, and complete their applications. Students will read about and discuss strategies for success in graduate school. Finally, the class will also explore alternative avenues for postgraduate training – internships, fellowships, and work positions. May not count toward elective credit hours for the Biology major. Prerequisites: Senior standing in Biology.

BLKS 288 Experimental: MLK, Malcolm X, Ella Baker

This course will use biographical study of Martin Luther King Jr. Malcolm X, and Ella Baker as a way to study the modern Civil Rights Movement and to analyze contemporary historical representations of the movement and society. We will draw on memoir, biography, speeches, interviews, movies, documentaries, and popular culture to explore many topics, from the high profile debates over "nonviolence and self-defense" and "integration v. nationalism" to the competing ideas, strategies, and leadership styles within the larger black freedom struggle, the impact of gender, the implications of historical distortions, and connections to contemporary issues. This is a 4-credit course that will meet three hours a week for regular class discussions with an additional "lab" period (which will be used primarily to view films, but also to meet with a few guest speakers).

CHEM 188 Experimental: Principles of Chemistry I

An introduction to some of the fundamental principles of chemistry, including stoichiometry, atomic structure and bonding, periodicity, classification of reactionism, thermochemistry, gases, intermolecular forces and changes of state, solutions, and kinetics. Designed for science majors.

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.

ENGL 142 Literary Forms: Graphic Novel

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

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.

ENGL 142 Literary Forms: Short Fiction

We will look at classic and contemporary stories, including a collection by a visiting writer. We will examine the various elements of the short story in an attempt to understand what one writer of the form calls "that perennially marginalized and disrespected form." Students will write several essays, response papers and take two exams. Class participation will be emphasized.

ENGL 222 Exploring the Renaissance: Queen Elizabeth on Film

Queen, Virgin, Woman, Scholar, Outlier: Elizabeth Tudor is a marker for the English Renaissance, historically and visually. Played by the greatest actors -- Bette Davis, Glenda Jackson, Helen Mirren, Judi Dench, Cate Blanchett -- Elizabeth on film shows us not only the story of a remarkable woman, but the response of popular culture to female power during the Depression, in the repressive 1950s, at the dawn of modern feminism, and in the age of Hilary Clinton. And the movies are way cool. Trailer site - <http://www.youtube.com/watch?v=56aQRnlqth0>

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.

ENGL 237 Voices & Perspectives: America Migration Narr

Designed for students from all majors, this class will explore what it means for individuals and groups to leave one place and move to another, for individuals and groups to stay in one place, for individuals and groups who are left behind when others move. We will read stories and poems by Toni Morrison, Jean Toomer, Gwendolyn Brooks, and Ta-Nehisi Coates. We will look at paintings by Jacob Lawrence, and we will listen to music by Marvin Gaye, Gladys Knight and the Pips, and K'Jon. 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? Students will create a final project that will explore their family's* relationship to African American migration narratives. * As there are many definitions of the term "family," students may interpret the term "family" in any way they wish.

ENGL 239 American Vision: Experimental Film

This course is a survey of American experimental and avant-garde cinema from the silent era to contemporary times. These films diverge from conventional definitions of narrative cinema, both in content and form in their use of "dream-like" images, associative editing, painting and scratching on film, and images of "high camp". Many avant-garde or "underground" filmmakers treat film as if it were more like poetry or sculpture, rather than merely a visualized story. Connected by a desire to make

personally meaningful films outside of the mainstream avenues of production, distribution, and exhibition, “underground” cinema practitioners like Kenneth Anger, Jack Smith, Maya Deren, Stan Brakhage and Andy Warhol, among others, created an important tradition of working in the shadows of Hollywood and ultimately challenging censors, audiences, and film history. Through weekly viewings and readings in theory, history, and criticism, we will explore and try to understand these fascinating, independent artists, their unique and at times highly abstract films and figure out why their work, and “art for art’s sake” is so important.

ENGL 239 American Vision: Thoreau-Harding Project 1.0

Henry David Thoreau, a Harvard graduate, was sometimes struck by the discrepancy between the education he’d acquired academically and the one he’d gained from vital experience. In *Walden* he observes: “To my astonishment I was informed on leaving college that I had studied navigation!—why, if I had taken one turn down the harbor I should have known more about it.” The priority on active-learning implied by that statement conveys the fundamental premise of the Thoreau-Harding Project. Students in the class will read *Walden*, the classic work which outlines Thoreau’s two-year experiment of living in cabin he constructed with his own hands. They will also “participate” in such an experience by drawing on skills in investigative analysis, research, organization, planning, legal argumentation, economics, use of applied science—and ultimately some acquired skills in masonry, carpentry and the like—to build an exact replica of the cabin Thoreau describes in his writings. In striving to be the most accurate, museum-quality reproduction of the cabin yet constructed, class participants will create an apt tribute to Geneseo’s first University Professor, Thoreau scholar Walter Harding. At the same time they may create a campus landmark testifying to their own achievements as part of an extreme-learning exercise in practical education.

ENGL 288:

If dialogue is a conversation between opposing points of view, then theatre is the perfect place for an exploration of the critical topics we face today. It’s an ideal environment to draw attention to, or fuel a debate about, an issue in the community. In this course, students will use interview theatre techniques pioneered by Anna Deavere Smith and living newspaper theatre techniques of the Federal Theatre Project to create an original piece of theatre focusing on an issue central to SUNY Geneseo and the five county area. Class participants will research, create, dramaturg, perform, market and develop audiences for the piece, giving students hands-on experience of the creation of new work for the theatre.

ENGL 321 British Drama: Women-British Drama

This course will examine plays by women and the changing roles of actresses and female managers in Britain, from selected time periods including the Restoration, historical Avant-garde, and 1970-80's. Plays and performance trends will be discussed in terms of literary styles of each time period, theatrical history, and cultural assumptions of sex and gender.

ENGL 339 American Ways: 20th C Am Soc Drama

The course will constitute a survey of influential and important social dramas in the USA from the early 20th century to the present. The course will include both a close study of several plays with social themes and an ongoing examination of the concepts, theories, and arguments associated with the term "social drama." Plays will include works by well known authors including (tentatively but close) Susan Glaspell, Clifford Odets, Arthur Miller, Edward Albee, Lorraine Hansberry, August Wilson and Tony Kushner as well as less well known playwrights: Elmer Rice, Lillian Hellman, Matt Crowley. Various critical readings will be assigned as well. One short paper (focused analysis of a scene, character, critical approach, etc.); one "panel length" research paper or project; mid term exam, final exam.

ENGL 343 Women & Literature: Transgender in Literature

Transgender Studies is a relatively new field – it's only been in existence for the last ten years or so – and it is deeply interdisciplinary, emerging primarily from feminist theory and gay and lesbian studies but also encompassing law, history, biology, sociology, anthropology, psychology, film studies, cultural studies and literature. We will take a distinctly literary approach to this material – looking primarily at plays, prose, poetry and film – but we will also broaden our definition of a text, so bodies, identities and performances will come under our analysis as well. The content will range widely over time and space – we'll start with a Shakespeare play and end with some contemporary memoirs by trans authors. We will also read lots of theoretical material about cross-dressing, feminist analysis of gender performances, queer theory and contemporary trans identities.

ENGL 358 Major Author: 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.

ENGL 358 Major Author: Frost & Stevens

This section of ENGL 358 will invite students to focus intensively on the works of two significant American poets of the modern era, Robert Frost and Wallace Stevens.

Although the two seem to have so little in common as literary artists, each took the inspiration of Ralph Waldo Emerson into the tumult of the twentieth century, producing some of the liveliest and most memorable poetry of their time.

ENGL 358 Major Author: James Joyce

In this course we will analyze the works of perhaps the most important fiction writer of the twentieth century: James Joyce. We will start with *Dubliners* and *A Portrait of the Artist as a Young Man*. After that, we will spend the rest of the semester reading *Ulysses*, from cover to cover. In addition to exploring the key themes, motifs, and formal elements of his writings, we will situate his works within the contexts of an Ireland emerging from the shadow of British colonial rule. Discussion issues will include: the longstanding material, social, and psychological impacts of British imperialism; the attempt to “reclaim” Irish identities; the loss (or eradication) of the Irish language and the problems of translation; the advantages and dangers of creating a “national” literature; gender and its relationship to Irish identities; the impact of the Catholic Church; exile, emigration, and the problems of writing “outside” of Ireland; and, ultimately, the artist’s responsibility in a land that, to this day, remains divided by violence and mistrust.

ENGL 390 Studies in Literature: Dante & African-American Literature

This course will pretty much ask the following questions: What happens when you read African American literature in the context of Dante? What happens when you read Dante in the context of African American literature?

ENGL 390 Studies in Literature: Poetics of Climate Change

When we look back upon 1950s science-fiction films it now seems obvious that they were complex, often unconscious allegories of the Cold War and its terrors. The premise of this experimental course is that, in some analogous manner, our own culture already knows momentous climate change is occurring. How that knowledge manifests itself will be the subject of our study, the goal being to develop a poetics adequate to our ecological circumstances. In addition to cultural source material, the syllabus will include a fair amount of scientific and theoretical readings. A more in-depth description of the sorts of topics, texts, and projects we are likely to undertake is available at the English Department website.

ENVR 288 Experimental: Urban Env Issues in Latin Am

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 27 and will be permitted until October 12. 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 for more information about the course, including costs and dates.

FLAI 388 Experimental: Orientation to the OPI

This one credit workshop is designed to assist secondary foreign language education candidates in their preparation for taking the ACTFL Oral Proficiency Interview (OPI) (a minimum proficiency level of Advanced-Low is required for certification). After an overview of the characteristics of speakers with advanced proficiency, the remainder of the course includes learning and practicing strategies for improving oral proficiency and the opportunity to take a simulated OPI.

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.

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

HIST 220 Interpretations in History: Global Capitalism

From the perspective of *longue durée*, this course examines the development of global capitalism from the mid nineteenth century to the present day. It focuses on four historical approaches: the Annales School, the world-systems analysis, Postmodernism, and the Geographies of Freedom. Combining case studies (e.g., Wal-mart) and theoretical analyses (e.g., the Marxist critique of neo-liberal capitalism), this course provides an informed perspective on the world economy after the 2008 Great Recession.

HIST 221 Research in History: Technology & the Environment in the Modern U.S.

This seminar focuses on the relationship between technology and the environment in the 20th-century U.S. Students will examine the impact of technology on the environment, grassroots and regulatory efforts to minimize that impact, and attempts to design and deploy environmentally sustainable technologies. The end goal will be to produce a work of original historical research on some aspect of the environment-technology relationship.

HIST 221 Research in History: Writing the Holocaust

We will be working with two texts. One is by Viktor Klemperer who kept a diary throughout the years of the Third Reich. He was a full Jew married to an "Aryan," which meant that he survived but suffered most of the negative consequences of being Jewish in Nazi Germany. The other text is a secondary work by Marian Kaplan, *Between Dignity and Despair*, which surveys the full set of experiences of German Jews during the Third

Reich Papers and discussions will center on these two texts and then expand beyond them, particularly when we turn to writing the final research paper.

HIST 288 Experimental: Twentieth Century Wars

This course will explore the evolution of warfare from the classic war between states, through the Cold War and the emerging deconstructed wars of the present-day. The course is an upper-level elective in European history for the history major and concentration.

HIST 288 Experimental: MLK, Malcolm X, Ella Baker

This course will use biographical study of Martin Luther King Jr. Malcolm X, and Ella Baker as a way to study the modern Civil Rights Movement and to analyze contemporary historical representations of the movement and society. We will draw on memoir, biography, speeches, interviews, movies, documentaries, and popular culture to explore many topics, from the high profile debates over "nonviolence and self-defense" and "integration v. nationalism" to the competing ideas, strategies, and leadership styles within the larger black freedom struggle, the impact of gender, the implications of historical distortions, and connections to contemporary issues. This is a 4-credit course that will meet three hours a week for regular class discussions with an additional "lab" period (which will be used primarily to view films, but also to meet with a few guest speakers).

HIST 388 Experimental: Women in Early America

In this course we will study the history of Indigenous, European, and African women in America from the late 16th century through the early 19th century. Readings, lectures, and assignments will explore gender, race, ethnicity, and class. Students will broaden their knowledge of the diverse worlds of early American women, their "private" and "public" lives and their role in shaping American history.

HIST 391 Senior Seminar: The Bloodlands, 1930-1945

In this seminar students will conduct original research into the areas of Eastern Europe/Western USSR as these lands changed hands between Hitler and Stalin.

HONR 205 Honor Seminar: Touring Quantum World

In the first few decades of the 20th century, physics was transformed by a series of experiments, observations, and explanations that revealed the astonishing mathematical description of the subatomic world. How did this revolution happen? Topics include: Young's Double Slit Experiment, the Michelson-Morley Experiment, Blackbody Radiation and the Ultraviolet Catastrophe, the Photoelectric Effect, Rutherford Scattering, Atomic Spectra, the Compton Effect, Schrodinger's Equation, the Copenhagen Interpretation, and what it all means.

HONR 206 Honor Seminar: History of Japanese Religions

A close analysis of Japan's most influential religious movements, sects, and traditions. As a seminar in intellectual history, this course will straddle the divides between history, philosophy, and religious studies. We will begin with Shintoism, paying special attention to the ways in which Shintō functions as a lens through which other religions must pass

in order to reach Japan. From there we move on to Kūkai, whose work as a social reformer was just as important as his impact as the founder of Shingon Buddhism. We then shift our attention to Mount Hiei, and to the Tendai and Huayen schools that took root there. The 13th century will command our attention for most of the course, as Japan's most influential religious figures arise in that period: namely, Hōnen, Shinran, Eisai, Dōgen, and Nichren, from whom all of Japan's largest religious sects spring forth. Finally, we will examine religion in contemporary Japan. Our focus will rest on two movements: the popularization of Zen in the West and the storm over Critical Buddhism in Japan. The majority of the course will consist of close readings of Japan's preeminent Buddhist thinkers: Kūkai, Shinran, and Dōgen. Through them we will be able to see the differences between esoteric and exoteric Buddhism, between Pure Land and True Pure Land Buddhism, and between Rinzai Zen and Sōtō Zen Buddhism. In short, these three figures invite a thorough examination of the most important continuities, discontinuities, and intersectorian divisions in the Buddhist tradition.

INTD 288 Experimental: Thoreau-Harding Project 1.0

Henry David Thoreau, a Harvard graduate, was sometimes struck by the discrepancy between the education he'd acquired academically and the one he'd gained from vital experience. In *Walden* he observes: "To my astonishment I was informed on leaving college that I had studied navigation!—why, if I had taken one turn down the harbor I should have known more about it." The priority on active-learning implied by that statement conveys the fundamental premise of the Thoreau-Harding Project. Students in the class will read *Walden*, the classic work which outlines Thoreau's two-year experiment of living in cabin he constructed with his own hands. They will also "participate" in such an experience by drawing on skills in investigative analysis, research, organization, planning, legal argumentation, economics, use of applied science—and ultimately some acquired skills in masonry, carpentry and the like—to build an exact replica of the cabin Thoreau describes in his writings. In striving to be the most accurate, museum-quality reproduction of the cabin yet constructed, class participants will create an apt tribute to Geneseo's first University Professor, Thoreau scholar Walter Harding. At the same time they may create a campus landmark testifying to their own achievements as part of an extreme-learning exercise in practical education.

INTD 388 Experimental: Building an Alternative Food System in the Greater Rochester Area: Past, Present, Future

This course will explore past and present efforts to create an alternative food system in the Greater Rochester Area. The course will be built around five main components: (1) discussion of readings and films on the history of the prevailing industrial food system and alternative food movements; (2) discussion of readings on alternative food advocacy in the Greater Rochester Area; (3) five or so classroom presentations from visiting Rochester area food activists, followed by discussion; (4) field trips to Rochester Area food-advocacy sites (e.g., food banks, farmers markets, food cooperatives, organic farms, and school gardens and cafeterias); and (5) two or three two-hour stints of service-learning at a Rochester Area food-advocacy project.

INTD 388 Experimental: Methods of Teaching English to ESOL Learners

This course is designed as a combination of academic studies and a service learning course. It will cover foundations of English Language phonology, articulation, syntax, and morphology and will analyze their differences from other languages linguistic systems. The course will focus on developing students' practical skills in teaching individuals from a variety of linguistic and cultural backgrounds. It will cover various interventions and modifications needed based on culture, ethnicity and native language. It will also cover fundamentals of working with ESOL students with speech and language disorders. As a service learning component of this course, students will spend two hours a week teaching ESOL learners oral English communication skills on an individual basis and in group.

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.

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.

MUSC 288 Experimental: Musical Theatre Junior Review

This course will enable musical theatre majors to complete the junior review requirement. Taking songs and monologues from students' existing repertoire and adding more, we will develop audition material for the most common formats encountered in professional auditions. The course will cover other necessary resources for entering the profession and end with a mock audition.

PHIL 288 Contemporary Political Philosophy

This is an introduction to contemporary political philosophies by examining both their historical roots and their contemporary versions. We will examine several different political positions, historical and contemporary, in light of recent progress in political theory. Students will read both classical and contemporary writers such as Hobbes, Locke, Bentham, Marx, Nozick, Nussbaum, and Rawls. The political theories we will study include: Utilitarianism, Liberalism, Communitarianism. There will be a particular emphasis on the debate between contemporary versions of Liberalism and Communitarianism and feminist and multiculturalist reactions to these competing theories.

PSYC 321 Developmental Psychology: Parenting

In this section of PSYC 321, we will focus on the contexts, determinants, and consequences of parenting. In modern society, there are many different contexts in which parenting takes place. Some of these contextual differences are reflected in different family structures, different cultures, and different communities. We will examine how different contexts affect the dynamics of parenting. In fact, there are multiple determinants of parenting behavior. Throughout the semester, we will examine many of the factors that shape how people parent their children. Finally, we will discuss the consequences of parenting by reviewing research that investigates the effects of parent behavior – both typical and atypical – on children’s development. Our discussion will be informed by what scientific evidence tells us about the nature of parenting. However, it will be our constant goal to apply this knowledge to a real understanding of what it means to be a parent and what it takes to parent successfully. Prerequisites: Child Development (PSYC 215), or Adolescent Development (PSYC 216).

PSYC 321 Developmental Psychology: Media Violence & Youth

This course provides a comprehensive review and critique of the research on media violence as it relates to children and adolescents. Throughout the course, theories and research are evaluated from a developmental perspective. In doing so, the effects of media violence on youth as a function of age, becomes more apparent. More importantly, a developmental analysis of the research allows for identification of age-related “gaps” in the literature. Prerequisites: Psyc 215 or 216 or 217.

PSYC 331 The Neural and Chemical Basis of Behavior: Drug Therapy

An advanced course examining aspects of neural function and neurochemical influences on human and animal behavior, with an emphasis on evaluation of contemporary research. Typical offerings include topics on hormones, drugs of addiction, psycholactive drug treatments, and neurotoxicology. May be taken for credit twice under different subtitles. Prerequisites: PSYC 250 and PSYC 251, or permission of instructor.

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.

PSYC 352 Advanced Research in Psychology: Psychology of Happiness

This section will examine known and potential correlates of happiness. Recent research indicated that there are a host of demographic, personality, and life-situation factors that predict subjective well-being or happiness. However, and interestingly, some of the factors that are often thought to be highly predictive of happiness, such as income level, actually predict happiness only weakly, or not at all. Of interest in this area is the extent to which various demographic, personality and life-situation factors can predict happiness independently of each other. Students will read important primary source literature in social psychology, and in other areas of psychology. Other activities include, but are not limited to, conducting literature searches, writing several full-length papers, collecting data, analyzing data using SPSS PC, learning to choose appropriate statistical analyses,

and interpreting the results of statistical analyses. Emphasis will be placed on understanding the advantages and disadvantages of the various research and statistical techniques used in this area of study. Prerequisites: Limited to Psychology majors who have completed PSYC 250, PSYC 251, and at least three 300-level Psychology courses.

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.

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 compute 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.

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.

PSYC 352 Advanced Research in Psychology: Media Psychology

This course provides a comprehensive review and critique of media effects research. Topics include the impact of sex, drugs, obesity, and violence on children and adults. Students will gain experience in all phases of experimental research, with an emphasis on designing experiments, analyzing results, and writing research reports.

SOCL 281 Selected Topics: Sociology of Sports

This course examines sport as an institution in a broader society. Particular emphasis is given to the ways in which the sporting landscape is shaped by race, class, and gender, including the distribution of sporting opportunities and interests; the role of corporations in shaping and changing the sporting landscape at the professional, collegiate, and youth

levels; and the increasing prominence of patriotic and militaristic themes in sports spectacles.

SOCL 376 Senior Seminar: Research on Subjective Well Being

Through their own empirical research, students will consider questions like the following: What are the sources of subjective well being? What are the sources of a lack of well being? What is the nature of subjective well being? Is it fleeting or lasting? Do different categories of people vary with respect to what they regard as the source of subjective well being? What shapes well being? Each student will conduct and transcribe two interviews about well being using an interview schedule previous groups of students have used. Basing their analysis on about 40 interview transcripts generated by members of the class, each student will write a brief term paper that addresses a question like those listed above.

SOCL 381 Selected Topics: Women in South Asian Society

South Asian women's lives can be described as paradoxical in many ways. How do women navigate their complex, and often contradictory, terrain? This course examines South Asian women's status and experiences, with a focus on India. Through a social-historical lens, women in politics and the political structure, the economy, the family, and popular culture are examined. This course also explores women's movements toward change in all realms of South Asian society. Throughout the course, there is a focus on how class, caste, religion, sexuality, and gender intersect to shape women's lives in this area of the world.

SPAN 488 Experimental: Research Methods

This course examines techniques of research and writing at the graduate level by focusing on the applications of research to literature and culture, the development of independent research projects, and the preparation and evaluation of scholarly criticism in the discipline. The primary goal of this course is to improve the ability of students to perform graduate research and writing at our institution as well as in full-immersion graduate programs abroad; however, more generally, it will help to prepare them for their professional careers.

WMST 201 Topic in Women's Studies: Arab Women, Islam and Feminism

This course looks at the influence of Islam, Islamic Sharia, and Feminism on the lives of women in the Arab world. Students will examine social, educational, and political consequences for girls and women from Islamic fundamentalist, Islamic feminist, and secular feminist interpretations of Islam and gender. Muslim women have life experiences shaped within a context of competing worldviews about gender, religion, and society in the Arab world. Through reading relevant readings from religious texts, feminist theories, and international organizations, students will develop knowledge of and sensitivity to Arab and global voices on women's rights in the Arab world.

