

Fall 2013
Course Descriptions for Slot and Experimental Courses

AMST 201 U/Top-Amst Immigration Nation

Writing in 1951, famed U.S. historian Oscar Handlin noted how, "Once I had thought to write a history of the immigrants in America. Then I discovered that the immigrants *were* American history." What does the United States look like when viewed from the perspective of immigrants? How did native-born Americans react to immigrants? How did immigrants change the United States and how did the United States change them? During this course we will begin to address these questions (as well as countless others) by focusing on the experiences of immigrants from the early nineteenth century to the present and by using a number of different sources including letters, diaries, novels, political cartoons, legal documents, newspaper accounts, history monographs, documentaries and films. In addition to examining the daily lives of European, Asian, African, and Latin American immigrants and their descendants, we will explore how economic, political, legal, social, and cultural changes affected them, and how, in turn, immigrants helped to make the United States. As such, we will discuss how, in Handlin's words above, "immigrants *were* American history" as well as the numerous ways immigrants continue to play a role in the United States. As an American Studies course, we will use an interdisciplinary model for understanding immigration, past and present.

ANTH 288 Experimental: Creole Cultures of Caribbean

This course traces the legacy of the colonial experience and the political, economic, religious and cultural changes that shaped societies in the Americas. It looks at the emergence of dynamic and varied creole cultures in the Caribbean and at the similarities and differences among them. We will read case studies and works of fiction by Caribbean authors to get at the issues that people and countries in the region face.

ANTH 309 Topics in Primatology: Primate Socioecology

This seminar-format course is an in-depth examination of the adaptive significance and variability in primate social organization. Increasingly, researchers realize that long-held views of primate social organization are narrow and that more variability exists than was previously recognized. The local ecology/environment is responsible for much of the variability but researchers are questioning the relevance of type-casting species wherein variability exists.

We will be using a reading list of primary literature so as to cover the latest theory and research on the subject. The first few weeks will cover an overview of the theories regarding the evolutionary and ecological significance of primate social organization form and function. The course is then divided into six two-week sections, each corresponding to a recognized category of primate social organization. Students will take turns conducting research for each of the weeks/sections (e.g. primate inter- and intraspecies species variability and non-primate inter- and intraspecies species variability). They will present their research on the aforementioned topics prior to general discussion of the assigned readings each week. Prerequisites: ANTH 233

BIOL 388 Experimental: Biological Conservation

Biological Conservation focuses on understanding the evolution, distribution and threats to biodiversity. Emphasis is placed on understanding the important aspects of genetics and population biology that impact the management and protection of species and populations of conservation concern. The course will also examine the theory and practice of reserve design and other conservation measures used in a variety of situations worldwide. A variety of oral and written assignments – including quizzes, exams and case studies – will be used to assess student learning. A class service-learning/research project will assess biodiversity conservation by local conservation entities (the local land trust, state park, state forest, or DEC land) and will involve data collection, analysis and report writing. This course does not count as a Biology laboratory course. Prerequisites: BIOL 203.

BIOL 388 Experimental: Biology as a Profession

The purpose of this seminar is to help senior biology majors not intending to enter health professions 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. This course does NOT count as elective credit toward the biology major. Prerequisites: Junior or Senior standing in Biology.

BLKS 288 Experimental: Jazz Royalty

The history of jazz is now a hundred years old, but its course was shaped by a handful of brilliant and original musicians in the early 20th century: Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis and John Coltrane. This course will examine the crucial early years of this uniquely American art form under their expert stewardship, from the roots of jazz around 1900 through its golden era in the 1930s and 40s, to its dismantling and rebirth in the Free Jazz of the early 1960s. One after the other, these five musical pioneers set off in a new direction, drawing before-and-after lines in the sands of jazz history. And yet the tale of their musical innovations cannot be told in isolation; the historical and social context, especially the injustices they suffered due to pervasive racism at the time, is tightly interwoven with their artistic accomplishments and personal struggles. Our exploration of their lives and works will involve analyzing music (including how these five masters handled some of the same tunes differently), viewing film footage of performances and interviews, reading critical studies, conducting research, and pondering the role of jazz in the creation of the American identity that, in some respects, still obtains today.

CDSC 488 Experimental: Early Interv-Assessment

Elements of Early Intervention (EI), including critical laws, mandated services and overall features of the early intervention process will be discussed. Assessment areas, the importance of the caregiver (natural learning environments), using play-based interactional techniques, as well as adaptations for children with special needs will be included in the course content. Early communication intervention will include discussions and presentations in teaching pre-symbolic behaviors, using techniques to encourage communication, and then describing symbolic intervention strategies.

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 reactions, thermochemistry, gases, intermolecular forces and changes of state, solutions, and kinetics. Designed for well-prepared science majors.

CHEM 188 Experimental: Principles of Organic Chemistry II

A continuation of Principles of Organic Chemistry I with emphasis on the biochemically important alcohol, amine, carbonyl and aromatic functional groups. Structure elucidation by spectroscopic methods is also explored.

COMN 388 Experimental: Photography as Visual Communication

Visual images, largely provided through ease by which anybody can take a picture, play a significant role in contemporary communication. This course explores photography's role in our visual communication. It introduces the technical aspects of photography, explores different venues of photography (e.g., photojournalism and advertising), and analyzes how visual messages influence viewers. Students will be exposed to the creative aspect as well as the criticism of photography to enhance their visual literacy. No prior photographic experience is needed. Prerequisites: COMN160 or permission of instructor.

COMN 391 Seminar: Communication Technology and the Future

This course focuses on the development of communication technology and how it influences/is influenced by technical capabilities, personal visions, legal and regulatory environment, ethical and belief-based considerations, economic viability, and its relationship to individuals and society. Students will be encouraged to develop personal paradigms within which to analyze, predict and control the effects of communication technologies and to make these technologies a positive force in their own lives and in society.

ENGL 142 Literary Forms: Drama: From the Page to the Stage

It's all about the audience!

Perhaps the most exciting element of dramatic writing is that it's one of the few literary forms meant to be performed. On the page, we have a play. On the stage, we have theater. This course is a thorough examination of the tradition and development of drama, and involves a fun exploration of several classic, contemporary and new plays. We'll analyze these works closely - through content, language and structure - in order to understand how playwrights imagine their stories might "come to life" in front of an audience. Who knows...? Maybe we'll even write our own play together as a class... and find some actors to perform it.

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: Theatre and Society

No art form exists in a vacuum! But some works of art reflect or respond to their social context more clearly than others. In this course, we will examine several American plays and the context which they inhabit, even where social commentary is not overt.

Throughout the semester, students will learn to analyze plays for their social relevance, and equal weight will be given to an investigation of specific points in history and the dramatic literature which resulted from that moment. Plays and their corresponding historical periods to be examined may include: Kaufman and Hart's *YOU CAN'T TAKE IT WITH YOU* and the Great Depression of the 1930's, Lorraine Hansberry's *A RAISIN IN THE SUN* and the early Civil Rights Movement, Jonathon Larson's *RENT* and New York City in the 1980's, the early performance art of *SPLIT BRITCHES* and the feminist movement, etc.

ENGL 142 Literary Forms: The Short Story Cycle

A short story composite is a body of literature comprised of short stories that are simultaneously independent and interdependent. It is an oft-neglected genre because it seems to straddle the line between the novel and short story collection. In the cases when critics and literary scholars are not calling short story composites failed novels, many don't know what to call it nor how to analyze it. Like the genre, the majority of characters whose stories are told in the pages of short story composites are outsiders, caught between two worlds as a result of factors like race, ethnicity, religion, and socio-economic status. In this course you will gain a better understanding of the short story composite by reading several works in the genre that tell the tales of people living in America who are separated from the mainstream for various reasons. Throughout the semester, you will explore various types of composites, the structural elements that unify and create dissonance amongst the stories, the cultural facets of the characters you will encounter as well as the historical background and context of their situations, and the significance of literary form in connection to content through discussion, reading responses, and writing assignments.

ENGL 233 Top-Post 1700 British Lit: Lit-Interwar

In Literature of the Interwar Period, we will read a selection of British works published during the 1920s and 1930s, the two decades sometimes termed "the space between" the two world wars. Historical shorthand stereotypes the two decades as the "Roaring Twenties" and the "Hungry Thirties;" while our readings will reflect aspects those generalizations, there is also the matter of modernism's generational shift, from authors born in the 1880s to those born during the 20th century. Our reading list will present a cross-section of literary styles and approaches, and it may include works by authors such as D.H. Lawrence, G.B. Shaw, Evelyn Waugh, Dorothy Richardson, Christopher Isherwood, Aldous Huxley, and Phyllis Bottome.

ENGL 237 Voice & Persp: Vis & Invis in Amer Lit

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.

ENGL 237 Voice & Persp: Housing Crisis

This course will examine through multiple perspectives the housing crisis/bubble/mortgage crisis—in other words, that long-percolating disaster of which many became aware in Fall 2008. Students will read Toni Morrison's A Mercy, William Dean Howells' The Rise of Silas Lapham, Michael Lewis' The Big Short, and Alison Bechdel's Fun Home and they will view films including Mr. Blandings Builds his Dream House and The House of Sand and Fog. Students should be prepared for the fact that as part of their literary and cultural study of houses, home, and housing, the course will also engage whiteness and anti-blackness.

ENGL 239 Hip Hop Culture and Contemporary Literature

We will explore hip hop's conception and coming of age by studying its music and fictional works by hip hop generation writers. We'll discuss the various elements of hip hop, but will hone in on rap and the poetic and narrative techniques it employs. While we will be discussing rap, it is important to understand that rap is only one facet of hip hop. Hip hop is a culture and this class seeks to explore its scope. While the literary works we'll be reading this semester may not explicitly address some of the artistic elements of hip hop in content, hip hop is represented in craft as well as the racial, political, and social issues the texts raise. How are hip hop and the hip hop generation defined? Who creates these definitions? What are their origins? How do these definitions affect self-identity? Why is claiming and creating identity such an integral and urgent issue in hip hop? Where and how do these identities originate? How is identity claimed and proclaimed? What codes are embedded within hip hop expression? Why do those codes exist? Do the codes invite? Do they alienate? Over the course of the semester we will investigate these questions as we analyze hip hop's history, aesthetics, and values in the work of some of its most pivotal artists and scholars.

ENGL 288 Experimental: Editing & prod Workshop

This is a hands-on course in the editing and production of an online literary journal. Students will take part in every aspect of putting out a journal including soliciting potential contributors, advertising, reading and selecting submissions, proof reading and copyediting, as well as maintaining the website.

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 324 British Novel: Modernism

This course focuses on British fiction from roughly the 1890s through the 1930s, the period that has subsequently been defined as the modernist age. These years were marked by dramatic historical changes—from the end of the old aristocratic order, to the women's suffrage movement, to the Great War—and by equally dramatic changes in the arts. This was the age of impressionism, cubism, surrealism, absurdist drama, atonal music, and imagist poetry, and all of these changes, both historical and aesthetic, had a tremendous impact on the type of fiction that emerged. We will trace out those changes by focusing on authors including Joseph Conrad, Katherine Mansfield, E. M. Forster, and Virginia Woolf.

ENGL 348 European Lit: Novel 1770-1920

The course will cover a series of representative European novels from the late 18th century to the early 20th century. The works will be situated in their cultural context as we trace the evolution of the novel over roughly 150 years. The successful student should come away with an understanding of the individual works, their interconnections, and a valuable comparative angle on British literature of the same period.

ENGL 358 Major Author: Wordsworth & Lawrence

A close and careful study of selected major works by the two authors--one, the major English Romantic poet of the early nineteenth century, the other, a major and controversial Modernist writer of the early twentieth century--in their literary, biographical, and cultural contexts.

ENGL 358 Major Author: Edwidge Danticat

We will examine major texts by Edwidge Danticat, a writer born in Haiti (who has lived in the United States since she was 12), and their critical reception, tracing the development and significance of her work. We will read Danticat within the context of the history of Haiti, the first nation in the Americas to abolish slavery and achieve independence from the French in 1804. One of the central issues for discussion will be that of audience: is Danticat still writing for other Haitians in the Diaspora, or does she now envision a more global audience? Finally, we will also explore some of the issues surrounding the word "major" in the title of the course, and how they apply to Edwidge Danticat.

ENGL 358 Major Author: Laurence Sterne

2013 is the tercentenary of Laurence Sterne's birth. Sterne had a meteoric rise to fame after the 1760 publication of his comic novel, *Tristram Shandy*, capitalizing (in every sense of the word) on his celebrity, yet simultaneously and paradoxically flaunting his anonymity. 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 well to film and hypertext (and to *Sesame Street* and *The Muppets*), and we will look at those textual possibilities alongside his major novels and other prose genres, and theoretical readings on the nature of authorship. We will also read Salvador Plascencia's *People of Paper* (2005) as a twenty-first-century version of some Sternean principles, and try to make contact with Mr. Plascencia himself. Please be warned that this reading material is advanced, and this is a course for students who don't mind being the constant butt of Sterne's jokes!

FREN 488 Experimental: Contemp Francophone Civ

This course is a study of the main aspects of modern institutions and ways of life in the French-speaking world outside Europe (e.g., Africa, North America, and the Caribbean). Discussions are based on authentic sources from the Internet, books, magazines, recordings, and interviews. Aural and oral skills are emphasized.

FREN 488 Experimental: French-Canadian Lit

This course surveys francophone literature of Canada, focusing on Québec, but also including regions associated with the Acadian diaspora and other provinces. Themes such as tradition, exile and immigration, religion, family, identity, and gender will be explored during close reading of works from the 17th to 21st centuries: prose, poetry, theater. Students will be required to read background information on the history of the francophone community in North America.

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, Rutherford Scattering, and more. Co-Requisite: HONR 215.

HONR 206 Honor Seminar: Women-Central & East Europe

This course will explore the development of the education of women in Central and Eastern Europe, from the age of textiles/women in commerce to the present day. From these beginnings, the course will move forth to include literary and cultural influence of women. Via reflections, class discussion, group work, and a final paper, students will gain an understanding of the advances women have made in an area of the world that is not commonly explored in the area of women's studies.

HONR 206 Honors Seminar: Civil War Historical Novel

This course would examine both the history of and practices of historiography and the genre of the novel in an attempt to develop a theory of what historical fiction is and what it accomplishes (or fails to accomplish). Our case study will be the American Civil War historical novel.

INTD 288 Experimental: Workshop in Career Development and Writing the Personal Statement

This one-credit course will help high achieving students at the sophomore and junior level to prepare for nationally competitive fellowships and graduate program applications in the senior year. Topics to be covered include developing research and creative agendas as an undergraduate; making the most of international study, internships, and service; identifying and pursuing career goals; competitive fellowships and graduate programs; writing the personal statement; preparing for interviews. Every other Friday, 1:30-3:20, starting 8/30. Prerequisites: Students must be sophomores or juniors in the Edgar Fellows program, or have a GPA of 3.8 or above and a desire to apply for competitive fellowships and academic graduate programs in the senior year and permission of instructor.

MATH 288 Experimental: Mathematical Procedural Programming with Matlab

This course will introduce students to procedural programming with little or no prior computing experience. This material is taught using Matlab, and reinforced with programming exercises involving problems from calculus. The course covers algorithms and their relationship to basic procedural programming concepts; core concepts used in defining algorithms (e.g., input and output, expressions, selection, repetition, sequencing); top-down design and decomposition of programs into subprograms; standard data types, both scalar (e.g., numbers, characters, and boolean values) and composite (arrays, records, files). Co-requisite (or pre-requisite) of MATH 222. Credits: 3 (3-0). Math 288 is restricted to declared Mathematics majors and replaces CSCI 119/120 as the Related Requirement. This course is not available to students who have credit for CSCI 119 or CSCI 120.

MATH 380 Topics in Math: Discrete/Algebraic

This course will develop the geometry of affine n -space and projective n -space over fields. The course will center on the use of Grobner bases to solve a variety of problems. Two examples are the solving of a system of polynomial equations via elimination and the solving of the ideal membership problem in several variables. Mathematical and/or Maple will be used extensively. The course will cover the Hilbert Basis theorem and Hilbert's Nullstellensatz .

MATH 380 Topics in Math: Regression and Time Series

This advanced course contains two subjects: regression and time series. This is a continuation of a complete introductory statistics sequence. Topics covering: simple and multiple regressions, including testing, estimation, and confidence procedures, modeling, variable screening, residual analysis, special topics in regression model. Linear time series models, auto-regressive, moving average and ARIMA models, estimation, data analysis and forecasting with time series models, forecast errors and confidence intervals. Some analysis of real data should be included. Prerequisites: Math 361, or Econ 301 or permission of instructor.

MATH 380 Topics in Math: Theory of Computation

This course covers basic theoretical principles embodied in the theory of automata, the theory of formal languages, and the theory of Turing machines. Topics include finite automata, push-down automata, non-determinism, regular expressions, and context-free grammars; Turing machines and universal Turing machines; the halting problem, unsolvability, and computational complexity. Prerequisites: CSCI 242.

PHIL 288 Experimental: Japanese Philosophy

This course is a survey of the major philosophical traditions in Japan. As almost all of Japanese philosophy is Buddhist philosophy, and since almost all Japanese philosophy is heavily influenced by Chinese thought, the course will include brief overviews of Indian Buddhism, Confucianism, and Daoism. The primary subjects of study will be Shintoism, the most influential schools of Japanese Buddhism (with particular focus on the largest and most well known tradition—namely, Zen), the Kyoto School, and contemporary Japanese philosophy. This course has no prerequisites and presumes no prior knowledge of philosophy or of Japanese language and culture.

PHIL 397 Seminar: The Semantics and Metaphysics of Spatio-Temporal Things

This seminar will be on the ontologies of the two main macroscopic “things” of everyday experience, namely ordinary material objects like ships and trees, and ordinary events like wars, weddings and natural catastrophes. The focal point of the seminar will be the role of our linguistic practices in general and our usage of kind (sortal) terms in particular in individuating things that exist in space and time, and in theorizing about the possibility of ontological autonomy, supervenience and/or reduction of these entities. Some central questions that will be examined will be: a) whether the “standard” theories regarding key notions involved in the study of events and objects, notions, as for example, *identity*, *individuation*, *sortalism*, *mereology*, *supervenience*, and *essentialism*, provide adequate answers to the central questions of the metaphysics of these entities, b) whether the commonalities between events and objects qua spatio-temporal things, along with sortalism, license the possibility of a common uniform ontology, and c) whether an alternative uniform ontology of “event-objects” could supply better answers to the “traditional” puzzles and problems regarding central areas like diachronic and trans-world identity, individuation, mereology and essentialism.

PSYC 288 Experimental: Peer Advocacy

This seminar course offers students intensive training in and practical experiences with basic helping skills. Peer advocates staff a student-to-student helpline under the close supervision of the supervising instructor, a licensed mental health professional. Peer advocates also help to train and evaluate volunteer trainees (who do not receive credit) by demonstrating skills and providing trainees with practice opportunities and feedback in weekly small group sessions. Trainee performance is evaluated via oral, written, and practical exams; those who demonstrate skill mastery are eligible to enroll as peer advocates the following semester. Peer advocates and trainees participate in a mandatory weekly seminar to discuss ethical, organizational, and practical issues and for ongoing training and supervision. May be taken twice for credit. Prerequisites: Sophomore, junior or senior standing, two semesters of full time study completed at Geneseo, overall GPA

of 3.0, AND permission of instructor. Students may enroll in the peer advocacy seminar only following successful completion of formal training the semester prior to enrollment. Offered by individual arrangement.

PSYC 352 Advanced Research in Psychology: Psychology of Environmentalism

This course will examine psychological and social factors that are associated with environmentally friendly behaviors. Particular emphasis will be placed on the emotional states associated with environmentally friendly behavior--for example, whether fear is an effective persuasion tool to promote environmentalism. The course will also examine the relative roles of egoistic versus altruistic motivations for environmentalism. Students will read primary source literature in environmental and social psychology. Other activities will include conducting literature searches, writing several full-length APA style papers, collecting data, analyzing data using SPSS, learning to choose appropriate statistical analyses, and interpreting the results of statistical analyses. 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: First Impressions

The course will examine the factors that influence the impressions we form of others when we first meet them. Students in the class will read classic articles and will search the current literature for other relevant research. Students will plan new research, collect data, choose appropriate statistical analyses, learn to use computer statistical packages, analyze data, interpret results, and write at least two full APA-style empirical reports. Students also will write a literature review or prospectus on a topic related to the theme of the class. Prerequisites: Limited to Psychology majors who have completed PSYC 250, PSYC 251, and at least three 300-level Psychology courses.

PSYC 352 Adv Research in Psyc: The Development of Intrinsic Motivation

Students who are motivated to achieve for intrinsic reasons (such as interest or challenge) tend to enjoy school more and persist longer in the face of difficulty compared to students who are motivated to achieve for extrinsic reasons (such as grades or the approval of others). This course will examine the factors that foster the development of intrinsic motivation. Students will read primary source literature on theoretical models of motivation and empirical research based on those theories. Students will collect and analyze data for three studies of academic motivation and will prepare APA-style reports of their results. 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: 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. 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: Media Effects

The purpose of this course is to provide a comprehensive review and critique of the literature related to the positive and negative effects associated with violent and nonviolent media consumption. Students will read empirical and theoretical articles published in peer reviewed journals. 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.

SOCL 376 Senior Seminar: Feminist Theories of Body

An examination of history of beliefs about the human body, role played in identifying stereotypes.

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 Feminism in Philosophy and Literature

This is an introduction to various historical and contemporary feminist philosophies and to issues of special importance to feminist philosophers. The course will introduce students to both philosophical analyses of first wave feminism and to some of the accompanying literature from that period, as well as to the philosophical political theories that define that period. The same kind of examination will be applied to what's known as second and third wave feminism. The course will also involve studying feminist perspectives and literature on the topics of personal identity and oppression, as well as feminist perspectives on the nature of morality. In the course, students will read several scholars on these topics as well as examine literature that incorporates feminist themes. Some of the scholars will include Wollstonecraft, Cady Stanton, Beauvoir, Nussbaum, Truth, Card, Meyers, Brison, Frye, and Calhoun. The works of literature students will be asked to read include works by Atwood, Dorfman, Bronte, Austen, Gilman, Chopin, Cunningham, and Leguin.