

## **Descriptions of New, Experimental, Revised and Slot Courses Offered – Summer 2013**

### **ANTH 288: Experimental: The Global Language of Rap and Hip Hop**

This course will introduce students to the Hip Hop Nation from an anthropological and linguistic perspective. Hip Hop is a global phenomenon that influences social and cultural life far beyond the music and entertainment industries. With a powerful ability to spark creative rhyming, music, dance and visual art as well as grassroots communication between youth both locally and internationally, Global Hip Hop speaks to the experiences of these groups in their language, and with their voices. Global Hip Hop will focus on the cultural, artistic, political and social issues addressed by the international community through Hip Hop, such as health, education, poverty and social and political conflicts. Hip Hop is the language of the world's next generation and international youth from the townships of South Africa, Maasai Villages in Tanzania, clubs in New York City, to the concert halls of Amsterdam, London and Paris already rhyme about corruption, HIV/AIDS, and civil war, creating a powerful outlet for protest and global recognition. By localizing and vocalizing Hip Hop beats into French, Wolof, Arabic, Hebrew, Twi, Swahili, and Spanish, Hip Hop is a tour de force that can inspire creativity by providing youth with alternative spaces and venues to create their art, voice their opinions, and educate and empower one another and the world. Prerequisite: 100 or 101. 3 credits.

### **COMN 288: Experimental: Introverts in a World of Extroverts: Communication Tactics**

This course focuses on communication by introverted people. Carl Jung said we all have some introverted and some extroverted tendencies. Whether we are an introvert or we supervise a person with those traits, we can develop communication tactics utilizing strengths to the advantage of all. A diverse workforce offers challenges and opportunities. An employee who knows this can communicate and participate in or manage workgroups successfully. No Prereq. 3 credits

### **COMN 388: Experimental: Influential Readings in Relational Communication**

This course provides students with the opportunity to critically evaluate seminal texts in the study of relational communication. Students will participate in prolonged and careful engagement with multiple primary texts with the goal of understanding both their content and their impact on the study of friendships, family, and romantic relationships. Students will also come to understand how other disciplines such as sociology and psychology have influenced the way we conceptualize communication within personal relationships. Students will be challenged to apply theoretical and meta-theoretical principles to relational experiences. Credits: 3.

### **CURR 488: Experimental: Critical Literacies in the Classroom**

This course is designed to present an overview of teaching from a critical literacies perspective. A variety of pedagogical resources and approaches will be examined in teaching reading and writing (K-Grade8) with a focus on critical literacy perspectives as a way to develop curriculum. 3(3-0)

### **EDUC 488 01: Experimental:**

### **CURR 488 02: Experimental: Beyond the Book: Methods for Engaging Students in Interacting With Texts**

This online course is focused on the way that current stands of research can inform methods for engaging students in interacting with texts. Informed by research on multimodalities and multiple literacies, participants will explore research and practice. This course focuses on engaging students interacting with texts before, during and after reading through multimodal responses and multiple modes of meaning making. Content will include recent research in multimodalities and multiple literacies, exploration of the types of texts used in K-12 instruction, methods of engagement, and purposes and products, as well as assessment methods. Credits 3(3-0)

### **EDUC 488 03: Experimental: Popular Culture in Classroom**

This course is designed to help classroom teachers examine popular culture in the context of their own classrooms or future classrooms. Pop culture is ubiquitous; students consume it in huge amounts. There is an inherent appeal to pop culture which can work to educators' benefit. Teachers may use popular culture as a pedagogical tool and a means of engaging students, allowing them space to think critically about their own lives. Additionally, popular culture can be a locus of critique. Teachers may use it to critically assess and examine society, politics, gender issues, sex, violence, class, and race inequality, among other things. Teaching students to inspect their media and culture consumption is a way of bringing into focus what it means to be American, to be a member of the Global Economy, and to be a participant in local and world societies. Credits 3(3-0)

**GEOG 288 Experimental: Applied Urban Geography**

A study of the spatial distribution and spatial structure of urban places. A survey of the history of urbanization, examining the world distribution of cities from pre-history to the present. The role and structure of a city in modern industrial society. A survey of urban problems, and research and planning approaches to these problems. An understanding of applied urban geography and practical research. Prerequisites: GEOG 102 or (GEOG 111 and GEOG 112) or GEOG 123 or GEOG 201 or permission of instructor. Credits: 3(3-0).

**INTD 288: Experimental: Central Europe: Modernity and Identity from the Fin-de-Siecle to 1939**

Course will focus on Central Europe from the Fin-de-Siecle to the Nazi era (1890-1939). Via readings, literature, online materials, discussions on SKYPE and My Courses, as well as research using various databases, the student will explore the turn-of the century in Central Europe, examining the deep historical and psychological underpinnings that led Europe to World Wars I and II. Questions referring to identity, modernity, cultural and sexual revolutions, the drive to war, and the interwar period from 1917-1939 will also be addressed. Literary and cultural works will be combined with the historical readings to provide a well-rounded idea of how contemporary artists, writers and psychologists articulated the emotional, political, and social atmosphere of this time period.

Prerequisites: INTD 105 or equivalent.

**PHYS 288: Experimental: Accelerator Field School-Lec/Lab**

Introduction to accelerator physics and associated experimental techniques. Topics discussed will include introductory nuclear physics, inertial confinement fusion, and ion beam analytical techniques such as PIXE and RBS. Students will receive hands-on instruction in accelerator operation and will complete a research project using ion beams from the accelerator. Prerequisite: Physics Major and PHYS 125 and 126. Credits 2(2-0)

**SPAN 388: Experimental: Reinforcement Composition**

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