

Spring 2015
Course Descriptions for Slot and Experimental Courses

Biol 388 Experimental: Developmental Biology

This course covers the same material as BIOL 354 but does not include a laboratory. It studies the principles and concepts of metabolism, growth, morphogenesis and differentiation in developing organisms. Restricted to Majors. Prerequisite: BIOL 300. Credits: 3(3-0)

Biol 388 Experimental: Sustainability

Sustainability science is a problem-driven field that focuses on both the protection of the environment and the maintenance and enhancement of life for current and future human generations. This course will explore some of the major scientific issues behind our understanding of sustainability by focusing on major themes of biodiversity, water, global change, energy and resources, food and agriculture, waste and human health. We will examine data from current research to understand the scientific basis of these problems, and to assess potential solutions. Particular attention will be given to issues in New York and in the United States through lectures, case studies and projects. Prerequisites: (BIOL 203 or ENVR 124) and (GEOG 111/112 OR GSCI 140/141). Credits: 3(3-0)

Biol 388 Experimental: Microbial Ecology Lab

An advanced laboratory course in Microbial Ecology. Three research problems in Microbial Ecology will be advanced. After gathering information on the topics related to these problems, student groups will develop a research plan which they will then carry out. Student work will be evaluated on the outcome of the project, examination of laboratory notes, and the preparation of a summary for inclusion in a presentation, either as part of a paper or a poster. Prerequisite: BIOL 230, BIOL 301, BIOL 390, or CHEM 301, or permission of instructor. Credits: 1(0-3)

Blks 288 Experimental: Black Masculinities: The Body and Performance

This course explores the concept of masculinity in American and African American culture. Focusing on the black male body, we will examine the contested nature of black masculine representation, its performance, and perception in contemporary society and culture. This class bridges theoretical perspectives and lived experiences of black men to reveal the tensions between ideal notions of masculinity and their personal narratives. Credits: 3(3-0)

Chem 388 Experimental: Introductory Nanoscience

An in depth study of the chemical and physical foundations of nanoscience. Topics will include the synthesis of nanomaterials, experimental techniques used in nanoscience, and the use of nanomaterials in technological devices. Prerequisite: CHEM 322. Credits: 3(3-0)

Cmlt 200 Reading Transnationally: Literature of the Great War

This course will examine texts by representative Francophone (e.g., French, Belgian, Québécois) and Anglophone authors (e.g., British, North American) whose works reflect their personal experience of battle during the Great War and/or the impact of the Great War on their respective cultures. French texts will be read in the original language by students in FREN 388 and in English translation by students in CMLT 200. All written work must be done in French by students in FREN 388. Students in FREN 388 must participate in the French discussion session. Credits: 4(4-0)

Econ 388 Experimental: Health Economics

This course is designed to provide an overview of key issues in the economics of health and health care using the rational choice model developed in ECON 210, with an emphasis throughout on real-world problems. The principle-agent model and models incorporating asymmetric information will be used to understand some of the peculiar problems associated with health and the delivery of health care. Topics to be studied will include: health care market structures; determinants of the demand for and supply of health care; the interrelationships between insurance, supply, demand, and technological innovation; proposed health policy reforms in insurance markets, medical malpractice, and international comparisons of health care systems and outcomes. Prerequisites: ECON 210. Credits: 3(3-0)

Educ 488 Experimental: Apprenticeship in Adolescence Education at Monroe High School

This course is designed as an apprenticeship in advanced curriculum, pedagogy, assessment, and topics in education that will build upon the teacher candidates' previous experiences in Block II of the Adolescence Education Program and complement their concurrent experiences in Block III. This apprenticeship program is part of a larger School Improvement Grant (SIG) awarded to the RCSD. The apprenticeship program is designed to partner teacher candidates across the content areas with mentor teachers at Monroe High School for the Spring Semester 2015 and then for one of the candidates' Fall Semester 2015 student teaching placements. Students in the program will attend EDUC488 for 2.5 hours per week in addition to their other Block III classes. Additionally, students will log at least 70 hours of experiential time in classrooms or relevant tutoring sessions. Students in the program will spend

Wednesdays at Monroe to attend EDUC488 and to log classroom experience hours, as well as other times during the week to log additional classroom and tutoring hours. Credits: 3(3-0)

Educ 588 Experimental: The Evolution of Segregation in Schools in the United States

This course will trace the evolution of segregation, desegregation, and resegregation through examination of court cases and other documents pertinent to the segregation, desegregation, and resegregation of education in the United States, including books and articles, ranging from 1850-2014. The course will conclude with an assessment of the state of segregation in schools in the United States today and an examination of possible solutions to or resolutions of problems caused by segregation in education.

Crosslisted as Intd 488. Credits: 3(3-0)

Engl 202 Reading as a Writer: Fiction Beyond Realism

How does literary fiction mix familiar reality with elements that are imagined, invented, impossible? We will read stories whose writers work through social, political, cultural, and environmental conflicts within specific locales or communities in magical, fabulist, or supernatural registers. This is a creative writing class designed to give us opportunities to practice and refine our writing skills. Our practice in reading and writing will focus on issues of project formation, structure, and narration, as well as the use of literary devices such as metaphor, allusion, allegory, and more. Readings may include Borges, Calvino, Lispector, Brathwaite, Kincaid, Saunders, Russell, and others. There is an emphasis on close reading, critical thinking, imaginative writing, and revision. The class will include a workshop component. Frequent writing required. (May be taken for credit twice under different subtitles.) Credits: 4(4-0)

Engl 203 Reader & Text: Plays of Arthur Miller

The course will provide an introduction to advanced study of Arthur Miller's works, covering not only his best known plays (*Death of a Salesman* and *The Crucible*) but also critically acclaimed, lesser known works (*Incident at Vichy*, *A View From the Bridge*), his essays on theater, the influence upon his work of 19th century European naturalist writers (Henrik Ibsen), and Miller's own influence on later dramatists (Lorraine Hansberry and David Mamet). Assignments will include close readings of texts, analysis of professional scholarship on Miller, and oral presentation student research. Credits: 4(4-0)

Engl 203 Reader & Text: Cli-Fi

This course, along with its kindred sections, aims to develop your working vocabulary for analyzing texts and relating them to contexts; your understanding of the theoretical questions that inform conversations about textual meaning and value; and your competency, as writers, in the discipline of English. We will begin by analyzing some print and electronic texts from the emergent genre of cli-fi: renditions of the present & future inflected by anthropogenic climate change. Representative works may include

Bacigalupi's "The Windup Girl," Kingsolver's "Flight Behavior," Cuarón's "Children of Men," and the Cape Farewell/ADRIFT project. There will be at least one zombie apocalypse. We then will consider this defining subject of our times in relation to your own intellectual work, particularly regarding disciplinary knowledge and its boundaries. Approaching the culture of climate change via its narration, poetics, and latent metaphors may provide one answer to the question "What do you do with an English major?" Credits: 4(4-0)

Engl 203 Reader & Text: The Fourth Genre

From memoir to literary journalism and documentary film to Facebook timelines, we live in an age where unprecedented value is placed on the stories people tell about themselves and the world in which they live. While the last half-century has witnessed this in the emergence of creative nonfiction as an urgent space of literary production, English courses at all levels continue to prioritize fiction, poetry, and drama, paying little (if any) attention to the "fourth genre." With the goal of orienting students within the discipline of English, this course will investigate how literary analysis and critical theory can be applied to contemporary nonfiction produced from 1960 – present. Students will learn the practice of literary criticism within a context it is rarely applied to, and in doing so, will gain meaningful perspective on the value of an English degree in the 21st Century. As with all sections of 203, this course will help students hone the ability to view texts in historical, political, and cultural contexts, apply critical perspectives to literary works, develop and execute a research agenda, and craft sophisticated verbal and written John D'Agata, Eula Biss, Alison Bechdel, and David Shields. Credits: 4(4-0)

Engl 288 Experimental: Legal Writing

Students will learn basics of legal writing. They will write as though seeking a position at a prestigious law firm and then, as associate-level attorneys, will receive basic legal assignments to be submitted to their supervising partner. Credits: 3(3-0)

Engl 314 Nineteenth-Century Literature: American Romanticism

In the years before and during the American Civil War, writers in the United States captured both the vital spirit of the young republic and its already troubling contradictions. Students in ENGL 330 will read a number of works written during this restless period, learning how some of the nation's authors addressed issues ranging from popular government to slavery and from the natural environment to women's rights even as they discovered their own distinctly "American" voice in literature. Possible texts include Emerson's *Nature*, selected tales of Poe, Hawthorne, and Melville, Douglass's *Narrative*, Thoreau's *Walden*, Fuller's *Woman in the Nineteenth Century*, and Dickinson's poetry. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 329 American Visions: The Thoreau-Harding Project

Students will study Henry David Thoreau's *Walden* as a base text and use skills of research, analysis and organization to address a practical task: constructing on the Geneseo campus, as a lasting tribute to the scholarship of our late English Professor Walter Harding, a museum-quality replica of the cabin Thoreau wrote about. The course emphasizes initiative and imagination on the part of students, the ability to communicate well, to read thoughtfully, and to work effectively in teams. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 329 American Visions: Transatlantic Migration Narratives to 1800

Literary critic Wai Chee Dimock offers this perspective of American literature: "Rather than being a discrete entity, it is better seen as a crisscrossing set of pathways, open-ended and ever multiplying, weaving in and out of other geographies, other languages and cultures. These are input channels, kinship networks, routes of transit, and forms of attachment—connective tissues binding America to the rest of the world." This course will take such an approach to early American literature by examining pre-1800 transatlantic migration narratives written by English, Spanish, French, African, Native American, and American authors. Probable course texts include the following: *Alvar Nunez Cabeza de Vaca's Relacion*, William Bradford's *Of Plymouth Plantation*, *Journeys in New Worlds: Early American Women's Narratives*, *Voices from an Early American Convent: Marie Madeleine Hachard and the New Orleans Ursulines, 1727-1760*, Samson Occom's sermon and autobiography, *The Life of Olaudah Equiano, or Gustava Vassa, the African*, Susanna Rowson's *Charlotte Temple*, Royall Tyler's *The Algerine Captive*, and Charles Brockden Brown's *Wieland*. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 338 Contemporary Literature: Contemporary American Literature

Given the range and sheer volume of post-1945 American literature, any survey of the period has to make choices. This course is informed by a pervasive issue in postmodern historiography, namely the construction of cultural locations and practices seemingly removed from history itself: pastoral suburbs and golf communities, self-contained shopping malls, airports, theme parks, cable televisionland, cyberspatial networks--a geography of timeless time and spaceless space. All "events" potentially are traumatic, therefore, hovering at the edge of cognition; an everyday experience like boarding jet airliners is at once deeply banal and subtly terrifying. Our syllabus will be organized around several historical arcs of recent decades--the Cold War, Civil Rights politics, Ecology, Information Technologies--and how writers have responded to the challenges of representing their related events. Readings will include works by Auster, Burroughs, Reed, Didion, Hong, Piercy, DeLillo, and Egan. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 342 World Literature: The African Diaspora

The term "African diaspora" has been used to refer to the grouping of diverse peoples and cultures that have, although dispersed throughout the world, retained a consciousness of shared origins and struggles. This course will take up a diverse group of works from the African diaspora, inviting students to make connections and distinctions about themes, genres, formal devices, political outlooks, etc., while exploring the complexities of multiple audiences—having in common English as the lingua franca of a globalized economy. The concept of an African diaspora is powerful in that it allows us to speak of continuities and connections within the African world experience, without compromising the uniqueness and historical specificity of each culture under its rubric. We will also engage questions about the translation of oral cultures into writing, the representation of "otherness," access to history, the legacy of colonialism, the painful consequences of neocolonialism and current attempts at "colonizing in reverse." Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 366 Connections in Early Literature: Chaucer and the Medieval Invention of the Author

How does literary fiction mix familiar reality with elements that are imagined, invented, impossible? We will read stories whose writers work through social, political, cultural, and environmental conflicts within specific locales or communities in magical, fabulist, or supernatural registers. This is a creative writing class designed to give us opportunities to practice and refine our writing skills. Our practice in reading and writing will focus on issues of project formation, structure, and narration, as well as the use of literary devices such as metaphor, allusion, allegory, and more. Readings may include Borges, Calvino, Lispector, Brathwaite, Kincaid, Saunders, Russell, and others. There is an emphasis on close reading, critical thinking, imaginative writing, and revision. The class will include a workshop component. Frequent writing required. (May be taken for credit twice under different subtitles.) Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 368 Connections in Recent Literature: Literature and the Second World War

In this class, we will read a selection of (primarily British) works published before, during, and after the Second World War. Clearly, it was not a period, to paraphrase E.M. Forster, in which to launch a literary career. Certainly the bell curve of history--escalating European tensions, the outbreak of war, followed by the concerns of recovery--influences both the production and reception of creative works; however, critical and aesthetic issues remain in the forefront. We will look at some popular as well as more canonical literary works to understand both how they reacted to historical concerns--and presented some unique artistic developments. This liminal decade, clearly dominated by the late career of some modernist writers, also provides suggestions as to the literary developments of the later "contemporary" period. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 420 Topics in Irish Literature: The Irish Literary Revival

This course focuses in depth on the Irish Literary Revival, a movement during the late nineteenth and early twentieth century that is closely associated with Irish cultural nationalism. The course examines the historical contexts within which the literary movement emerged and focuses in particular on theories of nationhood as they apply to Ireland's relationship with the British Empire during this period. Authors will include, among others: Augusta Gregory, W. B. Yeats, John Synge, James Joyce, Elizabeth Bowen, and Sean O'Casey. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 424 The Novel: The Bildungsroman in the Caribbean

This course will focus both theoretically and cross-culturally on the *Bildungsroman* and genre theory as vexed forms. It will begin by briefly recovering the way the genre has been constituted as a European genre defined primarily by male theorists, in terms of works by and about men, and will contrast these discourses to contemporary novels of development by Caribbean women writers. A set of questions will frame our initial discussions: How (and against what) has the *Bildungsroman* been defined? How have its "origins" been accounted for and its variations explained both within and across national boundaries? What are the contributions of (Western) feminist theory to an understanding of the female novel of development? What strategies are possible for reading the novels on our syllabus, and what are the implications of the critical approaches we choose? As we interrogate the "bildungsroman" and the ways in which it has been theorized, we will necessarily be raising questions about narrative, representation, ideology, and history. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 439 American Ways II: Bioregional Literature

What place do you inhabit? Since at least the industrial revolution, all trends have pointed toward a national, global, or virtual consciousness: we don't really inhabit anywhere. Conversely, recent efforts to create more environmentally sustainable ways of living are rethinking the bioregional: local foods, local economy, local cultures. Smaller-scale agricultural practices turn out to be very sophisticated, not "simple." By extension, then, what sorts of indigenous *cultural* knowledge might be recovered for post-carbon use? Think of this course as a synthesis between literature defined in regional terms--poetry & prose from Western New York--and more explicitly ecological considerations. Its texts, necessarily, are quite diverse; its activities entail your collaboration upon projects that will take you off-campus--both physically and conceptually--including partnerships with selected local organizations. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 458 Major Authors: Octavia Butler

In this course, we will read most of the work by Octavia E. Butler, path-forging/mind-expanding writer of speculative fiction. The booklist is likely to include: Parable of the Sower, Parable of the Talents, Dawn, Adulthood Rites, Imago, Wild Seed, Mind of My

Mind, Clay's Ark, Patternmaster, Kindred, Fledgling, and Bloodchild and Other Stories. In other words, students should be prepared to read approximately a book per week. Assignments will include public blogging and compilation of scholarship on Butler's work. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 458 Major Authors: M. NourbeSe Philip

What is belonging? What does it mean to be human? How might we speak to one another? Since 1983, Canadian-Tobagian poet, writer, and lawyer M. NourbeSe Philip has explored these and other issues in her poetry, plays, fiction, and essays. Her revolutionary depiction of the English language as “I’anguish [...] a foreign anguish” asks us to think about what we mean when we talk about ‘English’ literature. Her recent extended poem, *Zong!*, which emerges from a near-forgotten two-page legal decision about the status of Africans thrown overboard from a slave ship, reminds us of the bitter power of historical record, the limitations of history’s silence. Her other writings, for young adult audiences and adults alike, work to call out and inspect stereotypes of Blackness as they persist in contemporary culture. In recognizing Philip as a major author making significant contributions to the ways we understand location, community, and identity, this course will explore issues of genre, feminism, diaspora, multiculturalism, language, form, and geography as it asks us to question the sources of authority and the workings of power. “In whose language / am I / if not in yours,” Philip writes: this class will seek to find out! Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 458 Major Authors: Leslie Marmon Silko

Leslie Marmon Silko, a writer of Laguna Pueblo, Mexican, and Anglo-American ancestry, is a key figure in what has been called the Native American Renaissance. Influenced by a mixed heritage including her grandmother’s Laguna stories and her father’s photography, Silko is best known for her novel *Ceremony*, which draws upon Pueblo oral tradition, but she has generated a significant canon of work that crosses various genres, melds artistic forms, represents myriad voices and perspectives, and reconstructs personal, communal, national, and global histories. From Silko’s collection of autobiographical writing, short fiction, poems, Laguna stories, and photographs in *Storyteller*, for example, students can also expect to encounter an epic, cross-continental narrative in the nearly 800-page novel *Almanac of the Dead*. (Note: students taking this course should thus be prepared to take on a challenging reading load.) Other texts will include *Laguna Woman* (poems), *The Delicacy and Strength of Lace: Letters Between Leslie Marmon Silko and James Wright*, *Gardens in the Dunes* (a novel), *Yellow Woman and a Beauty of the Spirit* (essays), and *The Turquoise Ledge: A Memoir*. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 458 Major Authors: Jane Austen

This course covers all the major novels and several minor works by Jane Austen, within her historical context. We will start with the most familiar--*Pride and Prejudice*--then work back to cover Austen's earlier writing and forward to her last three

novels. Assignments include several short response papers, a 10+ page researched essay, and a final exam. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

Engl 488 Experimental: The Practice of Writing

A high-impact course for English majors seeking certification in Adolescent Education English Language Arts who would like early or extra classroom experience from lesson design through grading. In our seminar, we will be looking at the practice and pedagogy of writing for future high school ELA teachers, and also putting our theory into practice by partnering with the high school in York to bring both Geneseo students into the classroom, and local teachers into the Geneseo seminar room. Credits: 4(4-0)

Engl 488 Experimental: Editing & Prod Workshop II

Like ENGL 426, this course focuses on editing and producing, Geneseo's online literary journal, *Gandy Dancer*. The coursework will include the creation of advertising and marketing, solicitation of manuscripts, collaboration within editorial committees, copyediting and proofreading as well as layout and design. Students enrolled in 428, will assume leadership roles in the hands-on work of putting out this journal. Prerequisites: ENGL 426. Credits: 4(4-0)

Fren 388 Experimental: French Literature of the Great War

This course will examine texts by representative Francophone (e.g., French, Belgian, Québécois) and Anglophone authors (e.g., British, North American) whose works reflect their personal experience of battle during the Great War and/or the impact of the Great War on their respective cultures. French texts will be read in the original language. All written work must be done in French. Students must participate in the French discussion session. Prerequisite: FREN 301. Credits: 4(4-0)

Hist 220 Interpretations in History: Gender & Sexuality

The course will cover various interpretations, arguments, approaches, and methods in the histories of gender and sexuality. Topics will include women's history, masculinity, homosexuality, eugenics, criminology, citizenship, social movements, domestic life, visual culture, histories from below, intersectionality, and social theory. Regions covered will include Latin America, Asia, the United States, and Europe, among others, and readings will explore periods from ancient history through the present. Students will prepare historiographical papers based on their own interests in the field. Prerequisites: 9 hours of college-level history credit, at least 3 hours of which must be at Geneseo; or junior standing. Credits: 4(4-0)

Hist 220 Interpretations in History: Archaic Greece

Archaic Greece is an intensive writing historiography seminar which trains students to analyze scholars' arguments through analyzing controversial issues in the history of Archaic Greece - 750-480 B.C. All students will write 4 shorter papers analyzing preselected articles on controversial issues and then pick an issue on which they will complete historiographical research and write a major historiographical paper. Students should anticipate writing 40 or more pages in the course of the semester. Prerequisites: 9 hours of college-level history credit, at least 3 hours of which must be at Geneseo; or junior standing. Credits: 4(4-0)

Hist 221 Research in History: Writing the Holocaust

In this course we will be reading a classic primary source, a diary about the experience of the Holocaust in Germany. The author, Victor Klemperer, was a male Jew married to an "Aryan," which allowed him to survive while suffering the full weight of Nazi atrocities perpetrated against German Jews. After working on short exercises, students will draw on Milne Library's collection of works about Crystal Night and the Hitler Youth, as well as sources ordered from other libraries or identified on the Internet, to write two short research papers. During the final weeks of the semester each student will work on a culminating research project, drawing the topic from our readings. The aim of both the reading and the writing assignments is to prepare students to choose research topics wisely, identify and evaluate the primary and secondary sources available to write about those topics, and use a wide variety of sources judiciously to construct a first-class research paper. Prerequisites: 9 hours of college-level history credit, at least 3 hours of which must be at Geneseo; or junior standing. Credits: 4(4-0)

Hist 221 Research in History: Visual Culture

Hist221 *Research Seminar in Visual Culture* will provide the student with the skills and practical experience needed to write quality history. Using the topic of visual culture as an entry point, students will master the various aspects of historical research, including historiography, research methods, the evaluation of both primary and secondary sources, and effective writing and revision practices. Prerequisites: 9 hours of college-level history credit, at least 3 hours of which must be at Geneseo; or junior standing. Credits: 4(4-0)

Hist 221 Research in History: Native American History, 1492-1838

The purpose of this course is to help you develop and demonstrate your skills as a researcher and a writer. We will discuss the process of historical research and writing in a seminar setting. You will become acquainted with a variety of research methods, learn to interpret primary sources, and with the help of your instructor, conceptualize, research, draft, edit and produce a high-quality study. You will also, I hope, develop your critical skills, and learn how to construct and defend a meaningful argument, supported well by documentary evidence. The course will take as its subject Native American history and ethnohistory in Eastern North

America between 1492 and 1838. As such, students will demonstrate (1) a familiarity with different research methods in Early American and Native American History and (2) the ability to conduct research, construct an argument, and defend that argument with primary and secondary source evidence and (3) the ability to write a competent research page of approximately 20 pages in length. Prerequisites: 9 hours of college-level history credit, at least 3 hours of which must be at Geneseo; or junior standing. Credits: 4(4-0)

Hist 240 Studies in European History: Gender & Sexuality in the Modern Era

This course traces the development of gender relations and sexual cultures in nineteenth and twentieth century Europe, with a particular emphasis on Great Britain and Ireland, to determine how the construction of gendered and sexual codes of behavior permeated daily cultural experience, political decisions, and economic systems. How are gender and sexuality related to national identities? Can we speak of national sexual cultures in Europe? Or do sexual mores cross national and ethnic lines? Was/Is patriarchy a universal system or can we historicize it? We will discuss topics such as marriage, birth control, and prostitution as avenues to explore these larger themes. Credits: 3(3-0)

Hist 340 Ads-European History: Napoleon, Moscow 1812

This course will explore some compelling questions about wars and the "modernizing" state. France was barely able to defeat Belgium at the beginning of the eighteenth century - what happened to enable her to conquer most of Europe a century later? The Russian empire was notorious for being technologically behind the rest of Europe - what happened to allow her to defeat one of the largest and finest armies ever fielded in European history? In what ways are the Napoleonic wars a portent for such modern events such as World Wars I and II? Prerequisites: HIST 220 and HIST 221. Credits: 3(3-0)

Honr 202 Honors Seminar Critical Reading: Masculinities & American Culture

"Be a man." It sounds so obvious, but what does this statement actually mean? We tend to imagine that people born with XY chromosomes are inherently "male," but if that were the case, the statement would be unnecessary—like saying to a person with brown hair, "Be a brown-haired person." Indeed, the fact that this statement exists reveals the degree to which maleness is itself a cultural category, a kind of performance—or, more precisely, a series of performances—that we associate with biological "maleness." These performances are called "masculinities." In this course, we will examine not just how men (and women) must constantly measure their own actions against these standards of masculinity but how the very notion of a being a man is continually being redefined. The course title, "Masculinities," as opposed to "Masculinity," is meant to highlight the fluid, even contradictory nature of these definitions and performances. Specifically, we will explore how such categories both reinforce and destabilize existing power structures in contemporary society. Readings are taken from a variety of works that theorize masculinity, which we will use to examine issues in contemporary American culture. Prerequisites: HONR 101 or permission of program director. Credits: 3(3-0)

Honr 202 Honors Seminar Critical Reading: Shakespeare's Rome

What is this thing called Rome? I've decided to do three of Shakespeare's Roman plays: *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus*, together with a look at Shakespeare's sources in Plutarch. Prerequisites: HONR 101 or permission of program director. Credits: 3(3-0)

Honr 204 F/Honors Seminar Fine Arts: Art & Technology

Art and technology are important expressions of human creativity, and both can be considered skilled practice. This class examines the relationship between art and technology from their origins to the present day through theoretical readings and a selection of case studies. How have art and technology been defined and studied in anthropology and other fields? What is the difference between artistic expression and technique? How does technology enable and constrain traditional artistic works such as ceramics and architecture? How is technology expanding the meaning and practice of art in the 21st century? The course will consist of assigned readings, discussions, and independent research. Students will work independently on a progressive research paper on a topic of their choice relating art and technology. Students will also participate in the production of an annotated bibliography on art and technology. The objectives of the course are to define art and technology and to develop an understanding of their relationship in various contexts. The course will end with conference-style presentations. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0)

Honr 207 Honors Seminar: Mind & Culture

This course will examine connections between culture and mind, including how cultural attitudes and practices affect cognitive development and how cross-cultural cognitive variability in turn influences individual behavior and cultural institutions. Questions to be considered include: How useful are the notions of individualism and collectivism? Is there such a thing as the Western mind? How do schooling and attitudes toward education shape cognitive development and brain architecture? How are language differences and multilingualism related to perceptual and cognitive skills? How do cognitive differences across cultures manifest themselves in organizational behavior? Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0)

Intd 102 Residential College Seminar: Salt

This one credit-hour course for "teaching track" members of the Monroe LLC will explore the commonplace, yet mysterious role salt has played in human history: from the Stone Age, over 10,000 years ago to the settling of residence halls on Geneseo's south campus. This seminar explores "salt" from geological, biological, historical, and sociological perspectives. Salt is essential for all animal life and its uses are many and varied: from seasoning and food preservation to road maintenance. It played a key role in the growth of

human civilization, at times worth its weight in gold. In addition to the historical, biological, and geological, salt plays a huge role in the local community. The American Rock Salt Company (down the road from Geneseo) employs and supports thousands of workers in the Genesee Valley. How is salt formed? Why was it so valuable? Is it good or bad for the environment? How does it affect your lives at SUNY Geneseo? Requirements: active participation in class meetings; written reflections on experiential learning opportunities (site visits, meetings with local scientists and salt workers, salt use experimentation); one five-page paper. Meets Fridays, 2:00-4:00 p.m. for the first half of the spring 2015 semester. Credits: 1(1-0)

Intd 188 Experimental: F/Two-Dimensional Design

An introduction to two dimensional art through study of space, line, shape, color, texture, form, and value, and guided by a concern for the principles of design in a variety of media. Credits: 3(3-0)

Intd 188 Experimental: Academic Vocabulary and Discourse on the American College Campus

This course is designed to give non-native speakers of English an opportunity to learn and practice oral English skills necessary in an academic environment (via in-class presentations, discussions, new academic vocabulary, idiomatic expressions often used in the American classroom, etc.). The course will also assist them in learning cultural references to better understand native speakers in and outside of the classroom. The course incorporates workshops, lectures, in-class individual and group work. Credits: 3(3-0)

Intd 288 Experimental: F/Drawing I

An applied introduction to visual representation through the study of the description of forms as it applies to the design elements in a variety of media. Credits: 3(3-0)

Intd 288 Experimental: F/Watercolor I

an introduction to the techniques of painting in transparent and opaque watercolors. Emphasis is on developing technical facility and creative expression in the use of the medium. Credits: 3(3-0)

Intd 288 Experimental: F/Digital Photography

Explores the photographic medium as a means of visual communication and personal expression. Emphasis is placed on photographic technique. (May have field trips.) This studio section has a fee of \$5.00. Credits: 3(3-0)

Intd 288 Experimental: Interdisciplinary Disability Studies

This course considers humanities-based disability studies in contexts that cut across the arts, social sciences, history, education, literature, business, philosophy, sociology, social policy and law. As an introduction to the scholarly field of disability studies it draws across disciplinary boundaries and is not limited to one field of study alone, but is hybrid in its overview. Scholars in Disability Studies define disability, not as deficit or defect in the body/mind of an individual, but rather as a negotiation of power/privilege where difference serves as a field of ‘political struggle’ (Arnot, 2012). Informed by critical theory, dis/ability is understood as a discursive construction—a fictional “other” to the fictional “norm”—embedded in society. Dis/ability from this perspective offers a way to “think about bodies rather than as something that is wrong with bodies” (NEH Summer Institute on Disability Studies). Readings for this course are wide-ranging and span diverse disciplinary and interdisciplinary locations. Film and web-based media are featured throughout the course, as this content is increasingly at play in contemporary explorations of disability as a lived experience. Since this is primarily a discussion-based seminar, keeping up with the reading schedule and coming to class prepared for active engagement with one another and the content is particularly important to realizing the goals for the course. Credits: 3(3-0)

Intd 488 Experimental: The Evolution of Segregation in Schools in the United States

This course will trace the evolution of segregation, desegregation, and resegregation through examination of court cases and other documents pertinent to the segregation, desegregation, and resegregation of education in the United States, including books and articles, ranging from 1850-2014. The course will conclude with an assessment of the state of segregation in schools in the United States today and an examination of possible solutions to or resolutions of problems caused by segregation in education.

Crosslisted as Educ 588. Credits: 3(3-0)

Japn 288 Experimental: Intermediate Japanese II

A continuation of JAPN 201. Prerequisites: JAPN 201 or its equivalent. Credits: 3(3-0)

Math 380 Topics in Math: Financial Mathematics

The learning objectives for this course are the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, asset/liability management, investment income, capital budgeting and valuing contingent cash flows. This course will also be given an introduction to financial instruments, including derivatives, and the concept of no arbitrage as it relates to financial mathematics. A basic knowledge of calculus and an introductory knowledge of probability are assumed. The primary goal of this course is to help students prepare for the Actuarial exam FM/2. It is expected that a student will take this exam in the very near future. Prerequisites: Completion of five courses toward the major in Mathematics or permission of instructor. Credits: 3(3-0)

Math 380 Topics in Math: Dynamical Systems & Control Theory

Direct mathematical modeling of a phenomenon that produces a time-changing pattern leads to a dynamical system. The analysis of dynamic systems enhances our understanding of such phenomena all around us. We will explore the theory, models and applications of both discrete and continuous dynamic systems. This leads to the study of differential and difference equations. But beyond analysis is the higher objective of influencing the behavior of a system by control or design. The field of control theory is directed toward this general objective. The concepts of system control, from both the traditional transform approach and the state-space approach, will be studied. Prerequisites: Exposure to linear algebra and matrices (as in Math. 233) and differential equations, Laplace transform, transfer functions (as in Math. 326). Familiarity with Matlab (as in Math 230).

Mgmt 385 Special Topics in Business: Sales & Negotiation

The objective of this course is to introduce students to the **Strategic Selling Model**, a fact-based solution selling process (Determine, Dialogue, Develop and Deliver) that will provide them with the basic fundamentals of effective salesmanship through a combination of class lectures/discussions, situational role playing and guest lectures. Prerequisites: Senior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

Mgmt 385 Special Topics in Business: Consumer Behavior

How do individual consumers, couples and families make decisions about what to buy and consume? How do businesses make decisions about what to purchase? This course focuses on theories, models and real-world situations that explain how the economy works, not from the standpoint of companies, but from the perspective of consumers. Major topics include: the EKB Model; High-Involvement vs. Low-Involvement purchase decisions; planned vs. impulse purchases; problem recognition; information searches and alternative brand evaluation; point-of-purchase factors; post-purchase processes, including Cognitive Dissonance and Attribution Theory; personal values and lifestyles; memory, learning and perception; consumer motivation and emotion; Attitude-Behavior Consistency; the affects of advertising and promotion; cultural and cross-cultural perspectives; social class and reference groups; and within-household decision dynamics. Throughout the course, emphasis is placed on the rights and protection of consumers. Prerequisites: Senior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

Mgmt 385 Special Topics in Business: Entrepreneurship

A study of the theories and practices of entrepreneurs and entrepreneurship. Students will review the latest research on entrepreneurship and experience a vicarious entrepreneurial experience through case studies, the development and evaluation of

business plans, and interaction with actual entrepreneurs. This course will be of interest to those students who are either attracted toward the field of entrepreneurship as future practitioners or as academics. Prerequisites: Senior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

Mgmt 385 Special Topics in Business: Small Business Management

The Small Business Management course provides an overview of small business and small business management. The course will provide an overview or survey of topics relating to small business and small business management, including procedures for initiating a small business, operating and managing a small firm and the various resources available to persons interested in small businesses. Topics include developing a business plan, financing a business, marketing a small business, industry & competitor analysis, production and operational issues, etc. Part of the course will consist of students working with one or more small business persons on a project (usually clients from the Small Business Development Center), interviewing several small business persons, and critiquing actual business plans. Prerequisites: Senior standing. Restricted to School of Business majors and minors. Others may seek permission from the School of Business. Credits: 3(3-0)

Mgmt 385 Special Topics in Business: Portfolio Management

This course will focus on the legal environment of the workplace today. Topics will include: the sources of employment law and regulation; legal research techniques; roles of the courts and local, state and federal agencies; the nature of the employment relationship; employment discrimination; harassment; privacy; accommodation of disability and religion; safe workplaces; unions and collective bargaining; terminations and downsizings; and ethical considerations. Focus will be on the laws of the United States, but the course will address contrasting approaches to employment law elsewhere in the world. Credits: 3(3-0)

Mgmt 388 Experimental: Employment Law

This course will focus on the legal environment of the workplace today. Topics will include: the sources of employment law and regulation; legal research techniques; roles of the courts and local, state and federal agencies; the nature of the employment relationship; employment discrimination; harassment; privacy; accommodation of disability and religion; safe workplaces; unions and collective bargaining; termination and downsizings; and ethical considerations. Focus will be on the laws of the United States, but the course will address contrasting approaches to employment law elsewhere in the world. Prerequisite: Mgmt 263. Credits: 3(3-0)

Musc 100 Understanding Music: American Songbook

This course is designed to instill an awareness and understanding of the Great American Songbook (1920 - 1950) through listening, lecture, and research. Particular attention will be focused on historical development, song structure, major composers/lyricists and their songs, and recognition of singers and styles. Credits: 3(3-0)

Musc 291 Music & Ideas: Woody Guthrie, Pete Seeger, and the American Folk Revival

This course will focus on Woody Guthrie and Pete Seeger, their music and writings, their response to social movements and politics of their time and their role in inspiring the American folk revival of the 1940s through the 1960s. The course will include reading, watching relevant movies and documentaries, listening, in-class songs and recitations, research in primary sources and student presentations and discussion. Credits: 3(3-0)

Musc 333 Studies in Vocal Literature: Opera

This course is a survey of the operatic literature from 1600 to the present. We will study the music and drama, aesthetics and performance practice (including how to add stylistically-appropriate embellishments), famous performers and interpretations both then and now, as well as the social, cultural, and political contexts of each opera. Prerequisites: MUSC 210 and MUSC 227. Credits: 3(3-0)

Musc 388 Musical Theatre Performance II

This course is designed for potential musical theatre artists to continue to integrate and strengthen musical and dramatic skills in a performance setting. Emphasis will include detailed audition/rehearsal skills and etiquette, the completion of an audition “book”, heightened awareness of the transitional moment when spoken word becomes song, and the strengthening of analytic and interpretive abilities through solo songs, duet and ensemble repertoire. Prerequisite: permission of instructor. Credits: 3(2-2).

Phil 288 Experimental: Philosophy & Literature

This course will begin by looking at Plato’s reasons for finding an “ancient quarrel between philosophy and poetry” and Aristotle’s response. This will lead to a discussion of what is, or should be, the effect of imaginative literature. More specifically—and this will be the course’s central focus—we will consider whether literature can make a contribution to our ethical knowledge in a way that philosophy does not. Inevitably this will bring up questions about the cognitive and evaluative nature of emotion. We will look, too, at two plays by Sartre to see what, if anything, they add to his purely philosophical writings. Finally, we will consider briefly whether it is possible for a work of literature to be aesthetically excellent yet morally suspect. Credits: 3(3-0)

Phil 388 Experimental: Social & Political Philosophy

This course will consider some of the foundational issues we face in searching for the best group-living arrangements. Such issues will include, but not be limited to, the conflict between individual liberty and social equality, the criteria for just distribution of wealth, and the proper role/type of government. We will consider how questions about these topics have been answered historically by philosophers and will explore what contemporary philosophers have had to say about these issues and how these contemporary views are informed by historical views. We will also focus on how contemporary theories of political philosophy might help us better understand and try to solve social problems in our own society. Credits: 3(3-0)

Phil 397 Seminar: Peer Disagreement

We often disagree with people who are just as reasonable, smart, and well-informed as we are. But if these "epistemic peers" are more-or-less equally likely to be right about the points in question, why should we stick to our guns in such disagreements, especially in matters like religion or politics, rather than accepting the high probability that we will turn out to be wrong and suspending belief? This is the problem of peer disagreement, an important current issue in epistemology and the topic of this seminar. Students will examine some of the recent published literature on this surprisingly deep question, together with the professor's manuscript book on disagreement and belief, and try to discover whether their own epistemic attitudes might need adjusting. Prerequisites: Permission of instructor. Credits: 3(3-0)

Plsc 390 Senior Seminar: Global Environmental Politics

The environment is one of the most salient issues in politics today. In this course, we will use the theoretical and methodological tools of comparative political science to investigate the dynamics of environmental politics around the world. In addition, we will learn about the actors involved in environmental politics: citizens, civil society, political parties, politicians and policy-makers, government institutions, and international organizations. Prerequisites: PLSC 110, PLSC 120, PLSC 140, PLSC 230, PLSC 251, and senior standing. Credits: 3(3-0)

Plsc 390 Senior Seminar: Politics and Public Administration of Privatization

This course examines the privatization of public services at various levels of government, focusing on the politics and public management issues of privatization. Students will produce a research paper and participate in weekly discussion on readings assigned by the instructor. Prerequisites: PLSC 110, PLSC 120, PLSC 140, PLSC 230, PLSC 251, and senior standing. Credits: 3(3-0)

Psyc 321 Developmental Psychology: Family Psychology

An advanced developmental course focusing on the complex theories and contemporary research on the ever-changing institution we call “family.” In particular, students will develop an understanding of the factors that foster meaningful close relationships and how their family of origin influences their current and future relationships. Topics include mate selection, communication, conflict, and changes in the family over time. Prerequisites: PSYC 215, or 216, or 217. Credits: 3(3-0)

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, PSYC251, and at least three 300-level Psychology courses. Credits: 3(3-0)

Psyc 352 Advanced Research in Psychology: Attention & Emotion

Research on visual attention has revealed that the salience and behavioral relevance of visual stimuli control the allocation and distribution of visual attention. Emotional or threatening visual stimuli (e.g., an angry face) may possess inherent behavioral relevance, and therefore be potent controllers of attention. This course will examine issues related to the attentional processing of threatening or emotional visual stimuli. Students will read primary source literature on both basic issues in both visual attention and emotion and attention, as well as design and conduct three experiments based on these readings. Students will also write three APA-style empirical reports describing these experiments. Limited to Psychology majors who have completed Psyc 250, Psyc 251, and at least three 300-level Psychology courses. Also required Psychology course: PSYC 230, PSYC 307 OR PSYC 325. Credits: 3(3-0).

Psyc 352 Advanced Research in Psychology: Media Violence

The purpose of this course is to provide a comprehensive review and critique of the literature related to the effects of exposure to media violence. 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. Credits: 3(3-0)

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. Credits: 3(3-0)

Psyc 352 Advanced Research in Psychology: 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. Credits: 3(3-0)

Psyc 352 Advanced Research in Psychology: Threat & Prejudice

This course will examine research on the relationship between threat and prejudice. Recent research indicates that both personal threat and group-level threat predict derogation of traditionally stereotyped groups in unique ways. Students will read primary source literature on threat and prejudice as well as design and conduct several studies based on previously published research. In addition, students will have the opportunity to develop their professional writing skills by writing three APA-style papers. Prerequisites: Limited to Psychology majors who have completed PSYC 250, PSYC 251, and at least three 300-level Psychology courses. Credits: 3(3-0)

Psyc 390 Selected Topics: Gender & Development of Aggression

A seminar-style course exploring research on the role of gender in the development of physical and verbal aggression during childhood and adolescence. Topics to be discussed include differences and commonalities in how boys and girls use aggression, normative development and individual differences in the use of aggression, relational aggression, bullying, and intervention strategies at the individual and school level. Prerequisites: PSYC 215 or 216, 250, 251, and at least one 300-level Psychology class. Credits: 3(3-0)

Psyc 390 Selected Topics: Int Partner Conf & Women Sexual Health

This course will explore women's experiences within heterosexual relationships **and social contexts** that may directly or indirectly affect women's sexual health. Students will review both classic and contemporary research about sexual scripts for heterosexual

interaction, associated communication patterns, and gender roles that affect women's sexual health and decision making. In addition, students will explore the research literature on intimate partner violence (IPV) with a focus on definitions, rates, and controversies and links with IPV and women's sexual health and reproductive status. Students will also search the relatively small research literature focused on reproductive coercion: one person's attempts to control another's reproductive health and pregnancy status. Prerequisites: PSYC 250, PSYC 251, and PSYC 308. Credits: 3(3-0)

Soc1 281 Selected Topics: Gender & Development

This course examines key issues in the political economy of gender in the developing world. We will explore the impact of internal and global processes on gender and how such processes are manifested in cultural, social, economic and political contexts.

Throughout the course an effort will be made to understand some universal features and differences in gender related experiences, as well as strategies of resistance and empowerment. Prerequisites: any 100-level Sociology course or permission of the instructor.

Credits: 3(3-0)

Soc1 281 Selected Topics: Globalization & Religion

Course examines parallel explosive growth of capitalist development of Southern Hemisphere and burgeoning Pentecostal-charismatic movement. Prerequisites: any 100-level Sociology course or permission of the instructor. Credits: 3(3-0)

Soc1 376: Senior Seminar: Identity, Individual to Collective

The class explores different aspects of how we define ourselves - from the individual and interactional level of social life to collective forms of identity. We will, also, explore how these identities shape our actions and shape society. Prerequisites: Senior standing.

Credits: 3(3-0)

Soc1 381 Selected Topics: Postmodern Body

This course explores the concept of the body as influenced and shaped by culture. Course goals: challenge common notions of the body, identify practices employing the body in the management of power relations, and promote activist consciousness.

Prerequisites: Any 100-level Sociology course or permission of instructor. Credits: 3(3-0)

Span 388/588 Experimental: Bilingualism—Spanish Speaking World

In this course we will explore bilingualism in the Spanish speaking world. Topics will include what it means to be bilingual, bilingual identity and language ideologies, an introduction to first and second language acquisition, bilingual communities in Spain, Latin America, and the United States, as well as bilingual education in throughout the Spanish-speaking world. This class will satisfy the

linguistics requirement for the Spanish major and will count as an elective for the minor. Prerequisite: SPAN 301. Credits: 3(3-0)

Thea 388 Experimental: Second Season Directing Series

Students engage in the faculty-mentored research, preparation, and mounting of a staged reading of dramatic literature. This course lays a foundation for students to develop effectively and efficiently for full production and to gain a wide exposure to works of modern and global dramatic literature. The class presents a series of weekly afternoon performances of staged readings, followed by production "talk backs" with the audience and the class. Prerequisite: THEA 311 or permission of instructor. Credits: 3(3-0)

Wmst 201 Topics Women Studies: Feminism and Pornography

This introductory-level course considers the taboo genre of moving image pornography primarily from a feminist perspective. It is designed to introduce students to the range of critical and theoretical approaches that have been brought to bear on pornographic film and literature. The course will address some of the following topics: the making and consumption of pornography, the mainstreaming of porn in popular culture, the issue of censorship, sexuality and repression, the "dirty" as dangerous, porn and misogyny, fantasy and the gaze, the relation of viewing to bodily pleasure, sex as labor and the issue of agency, and structures of fantasy vs. sexual identity. Credits: 3(3-0)