

Spring 2016
Course Descriptions for Slot and Experimental Courses

ACCT 388 Experimental: Accounting for Entrepreneurship

A synthesis of accounting, taxation and finance issues relevant to entrepreneurship and the early stage development of new businesses. Topics covered include an introduction to new business formation, entity election, financing, cash-out exit strategies and the taxation consequences flowing from these. The course will utilize a combination of lecture, case study discussion, readings and select outside speakers in order to advance a broad and nuanced understanding of the reporting and compliance dimensions of entrepreneurship. Prerequisites: ACCT 103 and Junior standing. Credits: 3(3-0)

ANTH 288 Experimental: Early Anthropology on the New York Frontier

Exploration of the origins and rise of Anthropology in New York State. Set in the landscape of the old empire of the Iroquois, but in the context of religious revivalism and the economic/inventive of nineteenth century America, modern anthropology arose and took form. The energy and interplay of those forces is the subject of this course, which give attention to the role of Native American thought as well as Western, and the roles of gender, invention, and education in the rise of anthropology. Prerequisites: ANTH 100. Credits: 3(3-0)

AMST 201 U/Topics in American Studies: 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? During this course we will begin to answer these questions (as well as countless others) by focusing on the experiences of immigrants from 1830 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. Credits: 3(3-0)

ARTH 188 Experimental: F/Visual Culture Today

Visual Culture studies the construction of the visual in art, media, technology and everyday life. Students learn the tools of visual analysis; investigate how visual depictions such as YouTube and advertising structures convey ideologies; and study the institutional, economic, political, and social and market factors in the making of contemporary visual culture. Credits: 3(3-0)

ARTH 288 Experimental: F/Contemporary Art & Globalization

Spanning most of the twentieth century and the early part of the twenty first, this will examine cultural and transcultural exchanges that played pivotal role in formation of modern and contemporary art. The course will use various methodologies including post-colonial and feminist to understand how the mechanism of power and colonialism had influenced production and consumption of art. Course material will concentrate on the most recent processes brought to the forefront by globalization such as international Biennale especially those taking place in Asia, proliferation of the contemporary art museums, and influence of globalization on the art market. Prerequisites: ARTH 171, or 172, or 173. Credits: 3(3-0)

ARTH 300 Major Artists and Issues: Art in Nature

This course will study the artistic involvement with “nature” from the Renaissance to the 20th century in Europe and America. We will review the development of landscape imagery into a separate and prestigious genre or type of painting, as exemplified in the US in the Hudson River School of New York. We will also review the history of the conscious shaping of landscape, as well as the emergence of landscape design as a profession. We will study the fashion for “villas” and other kinds of rural residences, with a focus on the architecture of Palladio and the Palladians, as well as the Romantic reaction against classicism, culminating in a positive ideal of wilderness. We will track the impact of attitudes to landscape and landscape design on the layout of cities and suburbs. Finally, we will consider the history of the North American preference for rural or at least suburban living (Jefferson, F.L. Wright) and for integrating urban and “natural” conditions (F.L. Olmsted). We will use Rochester and its extraordinary park system, designed by Olmsted, as a case study. Prerequisites: One 100- or 200-level art history course or permission of the instructor. Credits: 3(3-0)

BIOL 288 Experimental: Human Anatomy & Physiology II (Lec/Lab)

This course is the second of a two-course sequence that examines the structure and function of the human body. Through lectures and laboratories students will study the human cardiovascular, respiratory, gastrointestinal, and urogenital systems. This course may not be taken after BIOL 364 Animal Physiology unless permission is first obtained from the Biology Chair prior to registration for this A&P course. Students may receive Biology elective credit for this course or BIOL 364, but not both. Enrollment is by Permission of the Biology Chair via a General Permit Form only. Prerequisites: BIOL 117 and BIOL 119. Credits: 4(3-3)

BLKS 288 Experimental: Black Lives Matter: An Interdisciplinary Introduction

Geneseo students seem to be struggling to understand how so many black lives have been destroyed legally through frequently unpunished police brutality and mass incarceration. So now seems the right moment to offer a course exploring Black HUMANITY across history and disciplines against systemic racism. We will begin by looking at the “science” of the 19th century that deemed Africans as less capable of reason to justify enslaving them. The Slave Trade transformed the world creating the wealth of Europe but also the literatures and arts of the Black Atlantic. We will spend some time trying to understand *Negritude*, a philosophical movement that attempted to characterize a different being for black people and what was wrong with it. We will end the semester with a close reading of Paul Gilroy’s *Against Race* (2000). At the core of our efforts will be the emerging racial justice movement on the streets of Ferguson, New York City and Baltimore (to name only a few). Credits: 3(3-0)

CHEM 288 Experimental: Solar Cells

This course will introduce students to the basics of photovoltaic devices: Economics, Markets and Technology Applications; Physics of semiconductors; pn junctions; Schottky barriers; processes governing carrier generation, transport and recombination; analysis of solar cell efficiency; crystalline and thin-film solar cells, tandem structures, dyesensitized and organic solar cells. Students will learn about current photovoltaic technologies including manufacturing processes, and the economics of solar cells as an alternative energy source. Critical analysis of recent advances and key publications will be a part of the course work. Prerequisite: PHYS 125. Credits: 3(3-0). Also crosslisted as PHYS 288.

COMN 388 Experimental: Media Entertainment

In this course on media entertainment, students will explore speculation, theory, and research regarding the uses and effects of entertainment. Readings and lectures will consider work on effects and appeal of entertainment, emphasizing emotional reactions. Topics include key concepts of entertainment research, as well as the respective features and emotional/social-psychological effects of genres such as comedy, mystery, horror, sports, and music. Credits: 3(3-0)

EDUC 588 Experimental: The Impact of Poverty on Children in School

In this seminar-style course, students will examine international, national, and local poverty statistics of children aged 0-18. Specifically, we will examine the impact of poverty on children in school, linking this to the broader impact of poverty in children’s lives, through statistics, websites, juried journal articles, and books. Students will also study local anti-poverty efforts in the US and elsewhere. Finally we will consider what teachers, social workers, school nurses, and others can do to mitigate the impact of poverty on schoolchildren. By developing a deeper understanding of poverty, teachers and others will stand in a better position to implement successful anti-poverty programs. Prerequisites: Permission of instructor. Credits: 3(3-0). Crosslisted with INTD 488.

ENGL 203 Reader & Text: Something Appealing, Something Appealing

English 203 provides students with an introduction to the discipline through the study of particular topics, issues, genres, or authors. This section will do so in a two-part division. During the first half of the semester we will examine the broad genre of poetry, showing how close-reading techniques illuminate and elevate the understanding of poems. During the second portion of the semester we'll look at a more distinctive genre, film comedy, in the light of established theoretical approaches. In the process students will be invited to develop their own "theory" of comedy and consider how such critical thinking enlarges their experience of a popular literary form. In the end, just possibly, there will be something "appealing" found in both portions of the semester's work. Credits: 4(4-0)

ENGL 203 Reader & Text: Arthur Miller: Influence and Influences

This course is structured as a "major authors" course designed for new English majors. We will study plays of Arthur Miller, both widely known canonical works and decidedly lesser known plays, to assess Miller's impact upon American drama. In addition, we will examine Miller's career as an essayist, whose writings on drama theory and contemporary politics remain to this day a highly regarded body of work in their own right. To place Miller's drama in the context of theater history we will examine the influence of classical Greek drama and 19th century European realism on Miller's plays (especially that of Norwegian playwright Henrik Ibsen) and, in turn, we will follow Miller's influence on more recent American playwrights such as Lorraine Hansberry and David Mamet. Credits: 4(4-0)

ENGL 203 Reader & Text: Marginal Spaces

This course provides an introduction to the discipline of English through the study of particular topics, issues, genres, or authors. Subtitles of "Reader and Text" help students develop a working vocabulary for analyzing texts and relating texts to contexts; understand the theoretical questions that inform all critical conversations about textual meaning and value; and participate competently, as writers, in the ongoing conversation about texts and theory that constitutes English as a field of study. In this section, we will examine the marginal spaces of literary production—that is, the space in which critics engage with texts, and the role of marginalized voices and traditions in shaping our understanding of "literature." Readings will include early American women's, Native American, and African-American literature that has been recovered by scholars from the margins of literary history, for example, together with diverse contemporary writers whose work complicates genre and foregrounds the complex social, political, and economic dynamics involved in literary creation and interpretation. Credits: 4(4-0)

ENGL 203 Reader & Text: Contemporary American Drama

This course will use plays written by and about Americans in the last fifty years, heavily weighted toward plays of the last ten years, as an introduction to the study of English literature and to examine the contested signification of "America" and "American" on stage

from the 1960's to the present. Examples of texts will include African American dramas like Suzan Lori Parks' *The America Play* and August Wilson's Pittsburgh Cycle, plays examining LGBTQ Americans' experience like Tony Kushner's *Angels in America* pt 1 and the collaboratively penned *Belle Reprise*, Feminist plays like Maria Irene Fornes' *Fefu and Her Friends*, and plays specifically addressing American history and politics like *Fires in the Mirror* and *Assassins*. Genres will include American realism, theatre of the absurd, political theatre, and postmodern pastiche texts, as well as less often studied genres like docudrama, musical theatre, devised scripts, and performance art. Credits: 4(4-0)

ENGL 301 Advanced Poetry Workshop I: Poetic Form

“Poetic form,” writes poet and critic George Szirtes, is “an act of courage and grace [...] the tightrope walker juggling over Niagara.” It’s hard, though, to be graceful if you can’t remember where your feet are meant to go, or if you find yourself vertiginously looking down. This workshop will introduce you to major traditional forms of poetic writing, not so that you can “master” them—such work, if done, could take a lifetime—but so you can test their limits and come to understand the ways the poem’s shape carries meaning along lines, across the page, and to its audience. Each class session will focus on workshopping your poems, framed by discussions of assigned poems and critical/theoretical readings by Szirtes, Denise Levertov, Annie Finch, and more. We will read books by Cecily Parks and Harryette Mullen, as well as Mark Strand and Eavan Boland’s anthology/guide *The Making of a Poem*. Weekly writing exercises will help you explore the ways you use form, and encourage you to fracture as well as follow. Prerequisites: ENGL 201 and permission of instructor. Credits: 4(4-0)

ENGL 303 Advanced Poetry Workshop II: Workshop

“Upper limit music; lower limit speech”: Louis Zukofsky’s now famous mid-century definition of poetry reminds us of the poem’s long association with both the lyrical (the lyre, after all) and the conversational (the language of “common life” and “ordinary things,” as Wordsworth imagined it). This workshop will explore the ways your poems can use sound, from harnessing the possibilities of stress-emphasis and metrical verse to approaching the conditions of “pure” sound or even noise. Each class session will focus on workshopping your poems, framed by discussions of assigned poems and critical/theoretical readings by Susan Stewart, Jacques Attali, Amiri Baraka, and more. We will read books by Carey McHugh and Timothy Donnelly, as well as a reader/C.D. of poems designed specifically for this workshop. Weekly writing exercises will help you explore the ways you use sound, and encourage you to test the limits of the sonic. Prerequisites: ENGL 201, ENGL 301, and permission of instructor. Credits: 4(4-0)

ENGL 314 Nineteenth Century Literature: British Romanticism

A survey of the leading Romantic writers of the later eighteenth and early nineteenth century, including William Blake, Mary Robinson, William and Dorothy Wordsworth, Samuel Taylor Coleridge, Lord Byron, John Keats, and Mary and Percy Shelley. In our

examination of a wide range of Romantic poetry and prose, we will be concerned with the literary as well as the intellectual, cultural, and political currents of this revolutionary age. Prerequisites: ENGL 203. Credits: 4(4-0)

ENGL 329 American Visions: Women Writers and Nineteenth-Century Reform

Without the right to vote, what means did American women have to register protest and to effect social reform? This course will explore the connection between women's literature and social reform before 1920, examining the various strategies and approaches that women writers employed in their efforts to expose the underside of American democracy and economic prosperity. With attention to historical context and the cultural work of literary texts, the course considers works in diverse genres on such topics as temperance, slavery, Indian removal, education, labor, immigration, health care, and women's rights. Given that the literary marketplace was dominated by white, middle-class women writers, we will also question the relationship between their "crusades" and the interests of women who were not equally privileged by race and/or class. The syllabus will likely include texts by these and/or other authors: Susanna Rowson, Harriet Beecher Stowe, Harriet Jacobs, Helen Hunt Jackson, Nellie Bly, Kate Chopin, Charlotte Perkins Gilman, Willa Cather, Zitkala-Sa, Sui Sin Far, Emma Goldman, and Anzia Yezierska. Prerequisites: ENGL 203. Credits: 4(4-0)

ENGL 366 Connections-Early Literature: Pre-1700 British Literature Survey

A study of selected works in British literature from its beginnings to 1700, with analyses of their artistic significance and descriptions of their place in the intellectual, social, and literary contexts of their ages. The course pays some attention to the changing heads of state and related issues of religion, but focuses primarily on close readings of the works. Most of the readings are poetry, with examples also of early English and Renaissance drama, and pre-novelistic discourse. Authors include Chaucer, Marlowe, Sidney, Spenser, Jonson, Donne, Milton, Dryden, and Behn. Prerequisites: ENGL 203. Credits: 4(4-0)

ENGL 367 Connections-Modern Literature: British Literature, 1750-1900

The 150 years of literature we will read are among the most familiar to 21st-century readers, and these writers and works have had immense influence on our understanding of what literature is and how it is produced. The Neo-Classical artists are among the first writers to think of themselves as professional, and independent, men and women of letters. The Romantics define our concepts artistic inspiration and the truth-claims literature often makes. The Victorians not only crystallized the novel's (and therefore prose fiction's) position as a preeminent literary genre but broadened literature's sense of scope, encompassing both individual and empire. The works we read in this "modern" literature survey helped to construct our own idea of cultural modernity. Prerequisites: ENGL 203. Credits: 4(4-0)

ENGL 424 Novel: Black British Women Writers

Whereas Black in the US refers mostly to peoples of African descent—whatever their countries of origin—in Britain it is a political category grounded on shared ex-colonial origins and/or social marginalization. The novelists on our syllabus have embraced “Blackness” as a process of becoming, when their “otherness” creates a conscious coalition, a self-consciously constructed space, where identity is inscribed by political kinship and *not* by any “natural” identification. In this class, then, we will read contemporary novels by Black British women writers in order to understand the ways in which gender is produced within specific social contexts and to explore points of intersection and divergence in women's articulation of their identities and experiences in different literary genres. We will consider as well the positions of women writers and readers in several societies in England and the place of writing in movements for social change. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

ENGL 425 Enterprises: Open Valley

This interdisciplinary course is built upon three premises: a focus upon environmental sustainability, a bioregionally defined area of inquiry (roughly, the Genesee River and its watershed), and a meaningful use of primary research. Toward what ends? Rebecca Solnit writes that “Every place deserves an atlas, an atlas is at least implicit in every place, and to say that is to ask first of all what a place is.” Since you live in the Genesee Valley, the idea would be to more fully understand and write about that place. Increasingly, though, our knowledge of place is mediated through digital technologies—including, for the purposes of this course, sophisticated mapping programs called geographic information systems (GIS). OpenValley is a digital project that seeks to engage with this technology while utilizing as-yet excluded methods from the humanities: creative writing, historical research, literary analysis, “structures of feeling.” Our collaborative work will result in something that doesn’t look like Google Maps and should develop some new skills. Prerequisites: ENGL 203. Credits: 4(4-0)

ENGL 458 Major Authors: Emerson & Thoreau

This course will offer students the opportunity to read and discuss a range of texts by two of the most famed American Transcendentalists, Ralph Waldo Emerson and Henry David Thoreau. Beyond studying and writing about their works from literary and theoretical directions, we will also take seriously Transcendentalism as an intellectual movement, considering whether the ideas and insights originating in a still-pastoral Nineteenth Century have any philosophical or practical relevance for the Twenty-First. Students in this section will have an option to participate in the College’s ongoing Thoreau-Harding Project. One of the class assignments may be substituted, if desired, by devoting approximately 6-8 hours during the semester to “hands-on,” outdoor, practical experience of the sort Henry Thoreau particularly valued as part of a superior education. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

ENGL 458 Major Authors: Herman Melville

Although initially popular as a writer of escapist adventure novels, Herman Melville produced increasingly complex -- and often experimental -- fiction as his career went on. Melville's own adventurous sailor's life ultimately produced what many consider one of the greatest novels in English, *Moby Dick*. In this course, we'll trace Melville's development from early to mature, including both short stories and novels as well as Melville's poetry about the Civil War. Central concerns will be the relative usefulness of an author's biography and the themes that run through Melville's work: American identity, generic weirdness, racial difference, cultural relativism, queerness and experimental (and possibly alienating) formal strategies. Prerequisites: ENGL 203 or permission of instructor. Credits: 4(4-0)

FMST 369 Connections in Film: East Asian Cinemas

This course is a survey of cinemas from Japan, South Korea, Hong Kong, Taiwan, and China. In addition to studying and understanding the aesthetics of these unique national film traditions, we will think about the role of East Asian cinemas in the world. The films present a platform on which to discuss politics, history, transnationalism, globalization, urban culture, gender and sexuality. This course will also cover the contexts for the global reception of these films, from production, exhibition and distribution to issues of Orientalism and postcolonialism. The first half of the semester will be devoted to studying classics of art cinema from the aforementioned nations and the second half will consider recent popular genre films from Asia and their U.S. remakes. Credits: 4(3-2)

GEOG 288 Experimental: Methods and Field Experiences in Human Geography

This course introduces students to research methods and field experiences in human geography. Through development of original research projects, students will gain expertise in the application of key research methods in human geography using empirical evidence. Students will learn to deliver research results through oral presentation and written report. The course also includes a two to three-day, overnight field experience linked to advanced research. The field experience cultivates student skills in geographic exploration, observation, and field presentation. Students must be in Good Academic Standing with no prior or current disciplinary record. Prerequisites: GEOG 102 and GEOG 291 and GEOG 278 or GEOG 286. Restricted to Geography majors. Course is available for non-Geography majors by permission of instructor only. Credits: 3(3-0)

GERM 388 Experimental: Jewish Lit-Germany/Austria

Course is an overview of Jewish Literature in Central Europe, from the Enlightenment to the Present. Prerequisites: Germ 201 and Germ 202. Credits: 3(3-0)

GSCI 388 Experimental: Sedimentary Petrology

The study of the deposition, lithification, and diagenesis of sedimentary rocks, including their origin, mineralogy, fabric, and alteration. Lectures emphasize theoretical aspects such as depositional settings, descriptive and analytical techniques, as well as economic aspects. Laboratories emphasize preparation, methodology of the classification, identification, and analysis of sediments and sedimentary rocks in both hand sample, thin section, and instrumentation. Prerequisites: GSCI 220. Credits: 3(3-0)

HONR 202 Honors Seminar-Critical Reading: Big Machine

We will read Victor LaValle's novel *Big Machine*, Octavia Butler's short story "Bloodchild," and Gerald Graff's and Cathy Birkenstein's *They Say/I Say* in order to explore the successes, failures, potentials, and limitations of critical reading. We will contemplate the terms under which we enter and remain in institutions. Along the way, we'll cultivate silliness and maybe even joy amid the difficult work of making meaning. Prerequisites: HONR 101 or permission of program director. Credits: 3(3-0)

HONR 202 Honors Seminar-Critical Reading: Plagues, Epidemics & Body Politic

Focusing on the 20th century American scourges of tuberculosis, cancer and AIDS, as well as the recent outbreak of Ebola in Africa, the seminar will explore the question: "what do widespread contagion and panic teach us about culture, science, social contracts, and political power?" We will seek responses, answers, and new questions to consider through lenses of several disciplines, including science and medicine, film, literature, and history. As part of his/her participation in the seminar, each student will assume substantive leadership responsibilities in shaping and application of course content and class discussion. Prerequisites: HONR 101 or permission of program director. Credits: 3(3-0)

HONR 205 Honors Seminar in Sciences: Quantum Revolution

In the first few decades of the 20th century, physics was transformed by a series of experiments, observations, and explanations that revealed the astonishing mathematical description of the subatomic world. How did this revolution happen? Topics include: Young's Double Slit Experiment, the Michelson-Morley Experiment, Blackbody Radiation and the Ultraviolet Catastrophe, the Photoelectric Effect, Rutherford Scattering, Atomic Spectra, the Compton Effect, Schrodinger's Equation, the Copenhagen Interpretation, and what it all means. May be repeated more than once only with permission from director of the Honors Program. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0)

HONR 207 Honors Seminar: The Problem of Slavery in History, Literature & Film

Focusing on the 20th century American scourges of tuberculosis, cancer and AIDS, as well as the recent outbreak of Ebola in Africa, the seminar will explore the question: "what do widespread contagion and panic teach us about culture, science, social contracts, and

political power?” We will seek responses, answers, and new questions to consider through lenses of several disciplines, including science and medicine, film, literature, and history. As part of his/her participation in the seminar, each student will assume substantive leadership responsibilities in shaping and application of course content and class discussion. Prerequisites: HONR 202 or permission of program director. Credits: 3(3-0)

INTD 188 Experimental: Academic Vocabulary & Discourse on 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 188 Experimental: UFOs, Science and Society

This course examines explanations of unidentified flying object sightings as being caused by extraterrestrial alien spacecraft. It is designed for students of any major. This course explores the Alien Hypothesis positing extraterrestrial visitations as the cause of at least some UFO sightings. Evidence is examined through the tools of hypothesis testing, eyewitness psychology, rumor transmission, and other methods of anthropology, sociology, psychology and history. Credits: 3(3-0)

INTD 288 Experimental: Introduction to 3D Modeling and Printing

3D printing is a manufacturing process whereby objects are built up from plastic filament, liquid resin, layers of powder, or even bio-compatible and edible materials. The advancements in technology of 3D printing have made desktop 3D printing more accessible, putting rapid prototyping, customizable products, digital art design, and individualized medical appliances in reach of the general public. Literacy in basic 3D modeling and manufacturing is an essential skill for future STEM success in this country. In this course students will learn how to be “makers” by using various types of 3D modeling software, printing actual physical objects that they have designed and modeled themselves, and participating in educational outreach throughout the campus community. Prerequisite: Permission of instructor. Credits: 3(3-0)

INTD 288 Experimental: F/Digital Photography I

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: 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/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 388 Experimental: Applied Multivariate Statistics

The aim is to enhance students' quantitative reasoning and statistical analysis skills in multivariate settings. Theoretical and methodological topics in advanced data analysis are studied along with the statistical software packages R and SPSS. Research groups will be formed with a goal of making presentations at regional conferences or at GREAT day. Prerequisites: ECON 205 or GEOG 278 or MATH 242 or MATH 262 or MATH 341 or PLSC 251 or PSYC 250 or SOCL 211. Credits: 3(3-0)

INTD 388 Experimental: Colonialism and Reconciliation

An online course offered through Hybrid Course Sharing in Native American Studies, taught by Jérôme Melançon (University of Alberta, Augustana) with "on the ground" face-to-face advisement from Geneseo faculty. This course explores the present and history of colonialism, and the institutions and practices created to make reconciliation and de-colonization possible. Students will learn to situate themselves in relation to these phenomena as they take place in the Canadian context through a focus on the residential schools and the Truth and Reconciliation Commission on Residential Schools) as well as in their own context through research they will share with the other students. Prerequisites: Permission of the instructor. Credits: 3(3-0)

INTD 388 Experimental: Indigenous Peoples in Latin America

An online course offered through Hybrid Course Sharing in Native American Studies, taught by Marc Becker of Truman State University, with "on the ground" face-to-face advisement from Geneseo faculty. This course will examine changes in Indigenous communities and ethnic identities in Latin America from the time of pre-conquest civilizations to the present. We will begin this course with a theoretical discussion of race and ethnicity, and then proceed to an evaluation of their creation in a Latin American context. We will discuss challenges to Indigenous survival, and how Indigenous peoples have confronted problems they face. Through a study of cultural, historical, and political dynamics, we will analyze themes such as the role of women, environmental concerns,

economic development, the formation of Indigenous organizations, assimilation, ethnonationalism, and demands for territorial autonomy. This class will emphasize the role Indigenous peoples have played in Latin American societies, and how their constructs of ethnicity have influenced cultural, economic, and political developments in the region. Finally, we will critique the emergence of new forms of ethnic consciousness and ethnic rights movements. Prerequisite: Permission of instructor. Credits: 3(3-0)

INTD 388 Experimental: Native Strategies for Survival, 1880-1920

An online course offered through Hybrid Course Sharing in Native American Studies, taught by Kevin Whalen of University of Minnesota Morris, with “on the ground” face-to-face advisement from Geneseo faculty. This course explores the events and policies that sought to eliminate American Indian communities and cultures and the strategies that American Indians developed to survive. Prerequisites: Permission of the instructor. Credits: 4(4-0)

INTD 488 Experimental: The Impact of Poverty on Children in School

In this seminar-style course, students will examine international, national, and local poverty statistics of children aged 0-18. Specifically, we will examine the impact of poverty on children in school, linking this to the broader impact of poverty in children’s lives, through statistics, websites, juried journal articles, and books. Students will also study local anti-poverty efforts in the US and elsewhere. Finally we will consider what teachers, social workers, school nurses, and others can do to mitigate the impact of poverty on schoolchildren. By developing a deeper understanding of poverty, teachers and others will stand in a better position to implement successful anti-poverty programs. Prerequisites: Permission of instructor. Credits: 3(3-0). Crosslisted with EDUC 588.

MGMT 388 Experimental: Cyber Law

This course will explore the rapidly evolving law of cyberspace. Topics will include: sources of cyberspace regulation; jurisdiction of disputes arising out of cyberspace; online contracting; data security-related legal issues; fraud, abuse and theft on the internet; intellectual property issues; freedom of speech online; privacy; SPAM; and legal issues arising out of social networking. Prerequisites: MGMT 263 and Junior status. Credits: 3(3-0)

MGMT 388 Experimental: Business Data Analytics

This course aims to provide an applied overview of business data analytics methods such modern non-linear methods as Generalized Additive Models, Decision Trees, Boosting, Bagging, Neural Networks and Support Vector Machines as well as more classical linear approaches such as Logistic Regression, and Nearest Neighbors. Computing is done in R. There are lectures devoted to R, and more detailed sessions that implement the techniques are covered in each chapter. Prerequisites: MGMT 305 or ECON 305; Junior status Credits: 3(3-0)

MUSC 100 F/Understanding Music: A Survey of Musical Styles

This is an introductory course to survey the six primary Musical Style Periods of Western Art Music. Emphasis will be placed on specific works of music that embody the most important musical style periods, with consideration of the various historical influences on these musical styles. Credits: 3(3-0)

MUSC 288 Experimental: Musical Theatre Dance: Tap I

Basic principles and movement techniques of tap dance. Participation at musical theatre showcase, reading and writing assignments, and video evaluation will be required. Prerequisite: Permission of instructor. Credits: 2(1-2)

PHIL 288 Experimental: Turing & Thinking

Among the brilliant minds of the 20th Century, an outstanding (and often missed) one was Alan Turing (of “The Imitation Game” fame). He made important advances in mathematics, led a group that was able to break the German Enigma code in World War II (by providing decoded messages regarding pending attacks, that historians say may well have shortened the war by 2 years and saved 14 million lives), laid much of the groundwork for modern computer technology, and had significant insights that contributed to the philosophy of mind and Artificial Intelligence (AI). This course will examine the influences of the work of this extraordinary man and what we can learn from them for the future (including recent conjectures that the “singularity” {when AI may surpass human capabilities and control} “is near”.) Prerequisites: interest in philosophy, mathematics, computers, science fiction (and fact). Credits: 3(3-0)

PHIL 288 Experimental: Philosophy and 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 397 Senior Seminar: The Ethics and Politics of Family

This seminar will focus on issues of the ethics of relationships, family formation, and parenting as well as the politics of state recognition and support for families and relationships. The course will cover four major intertwined topics: 1) Roots of Liberal Political Philosophy (Is the family “pre-political?” What role does gender play in historical and contemporary liberal political theories?). 2) The State, Family, and Marriage (Does the legalization of same-sex marriage promote fairness and equality or does it further entrench a broken and unjust institution that should be abolished? Is marriage as we know it an institution that is inherently disadvantaging to women? How might we reform marriage to make it more just?). 3) Ethics, Sex, Love, and Justice (What are the ethics of nonmonogamy and sexual promise-keeping and breaking? Does our moral obligations regarding racial and gender equality generate moral duties in regards to considering race or gender in making decisions about romantic or sexual relationships?) 4) Family-Making, Reproductive, and Parenting Ethics (Is it morally permissible to procreate? To use assisted reproductive technologies? What is the proper role of biological relations in parenting/families and how does this relate to the evaluation of ARTs and adoption as practices and how does gender & sexuality matter here? Does justice require that the state offer men a “right to choose” regarding becoming a parent—parallel to women’s right to abortion—which would allow them to break all social, emotional, and financial ties to their offspring prior to birth?). Prerequisites: Permission of instructor. Credits: 3(3-0)

PHYS 288 Experimental: Solar Cells

This course will introduce students to the basics of photovoltaic devices: Economics, Markets and Technology Applications; Physics of semiconductors; pn junctions; Schottky barriers; processes governing carrier generation, transport and recombination; analysis of solar cell efficiency; crystalline and thin-film solar cells, tandem structures, dyesensitized and organic solar cells. Students will learn about current photovoltaic technologies including manufacturing processes, and the economics of solar cells as an alternative energy source. Critical analysis of recent advances and key publications will be a part of the course work. Prerequisite: PHYS 125. Credits: 3(3-0). Also crosslisted as CHEM 288.

PHYS 388 Experimental: Extragalactic Astrophysics

This course is an exploration of the physical processes occurring outside our own Galaxy. Topics studied include a detailed description of the physical characteristics of various types of galaxies, groups and clusters, their evolution since the Big Bang, and an overview of the current cosmological theories and observations. A particular attention will be paid to various techniques used to study extragalactic objects and phenomena. Prerequisite: PHYS 228. Credits: 3(3-0)

PLSC 390 Senior Seminar: Economic, Equality & American Democracy

A growing concern of scholars, some political observers and some members of the public is the expanding economic inequality in the United States and its impact on American democracy. By a number of measures, the difference in wealth possessed by those at the

top of the income pyramid and those below has grown markedly during the past 30 years. In this course students will consider why the gap in wealth expanded and its implications for American society and democracy. How do most American citizens understand economic inequality? To what extent do American public policies ameliorate or exacerbate economic inequality? What are the implications of economic inequality for democratic representation and accountability? How does the United States compare to other economically developed countries in terms of economic equality? Prerequisites: PLSC 110, PLSC 120, PLSC 140, PLSC 230, PLSC 251, and senior standing. Credits: 3(3-0)

PSYC 288 Experimental: Forensic Psychology

This course offers a framework for understanding the field of forensic psychology and the roles of mental health professionals within the criminal justice setting. Topics will include theories of crime, ethics, treatment and assessment of inmates, competency evaluations, jury and police psychology, terrorism and hostage negotiation, sexual offenders, and criminal profiling. Prerequisites: PSYC 100. 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, PSYC 216, or PSYC 217. Credits: 3(3-0)

PSYC 321 Developmental Psychology: Parenting

In this section of PSYC 321, we will focus on the contexts, determinants, and consequences of parenting. In modern society there are many different contexts in which parenting takes place. Some of these contextual differences are reflected in different family structures, different cultures, and different communities. We will examine how different contexts affect the dynamics of parenting. In fact, there are multiple determinants of parenting behavior. Throughout the semester we will examine many of the factors that shape how people parent their children. Finally, we will discuss the consequences of parenting by reviewing research that investigates the effects of parent behavior – both typical and atypical – on children’s development. Our discussion will be informed by what scientific evidence tells us about the nature of parenting. However, it will be our constant goal to apply this knowledge to a real understanding of what it means to be a parent and what it takes to parent successfully. Prerequisites: PSYC 215, PSYC 216, or PSYC 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, PSYC 251, and at least three 300-level Psychology courses. Credits: 3(3-0)

PSYC 352 Advanced Research in Psychology: Attention & Emotion

This course will examine the effect of emotion-inducing stimuli on attentional and perceptual processes related to time perception. 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: 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: Enrollment is 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 full APA-style empirical reports and a literature review or prospectus on a topic related to the theme of the class. Prerequisites: Enrollment is 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: Environmentalism

This is a project oriented course in which we will conduct at least one study examining psychological factors related to environmentally responsible behaviors. Students will also design an original research study in the area. To the greatest extent possible, the class will be organized as if students are research assistants in the instructor's laboratory. Examples of possible research topics include attitudes toward protecting the environment, motivations for conserving energy, the role of social norms in fostering

environmentally friendly behaviors, and the extent to which environmentalism is altruistically motivated. The course will emphasize the methodology and statistical procedures in this area. Although students will learn some of the theory and findings in this area, the major emphasis of the course is on how to conduct worthwhile research, interpret the results, and to describe them in writing.

Prerequisites: Enrollment is 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 section 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 in psychology and sociology that pertain to this issue. These articles will include readings selected by the instructor as well as readings obtained by students in their own search of the literature. During the semester, the class will design and conduct several studies based on previously published research. For each study, students will examine the ethical issues involved in the research, formulate the design of the study, collect the data, select the appropriate statistical analyses, and analyze the results using statistical software. Students will write major reports that include a literature review, at least one APA-style research paper based on the data collected in class, and a research prospectus. One of these projects will form the basis of an oral presentation to the class.

Prerequisites: Enrollment is 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: Bystander Intervention

This section of 352 will involve an in-depth focus on bystander intervention for preventing campus sexual assault. Students will learn about issues involved in defining and identifying sexual assault, perceptions of risk related to gender and sexuality, and barriers to risk identification and helping behavior. Students will review the social science literature to write two APA empirical reports in which they develop and test hypotheses about college students' responses to a potential party rape. For both papers, students will analyze data using SPSS and interpret their findings in light of past theory and research as well as in terms of implications for campus safety.

Prerequisites: Enrollment is limited to Psychology majors who have completed PSYC 250, PSYC 251, and at least three 300-level Psychology courses. Credits: 3(3-0)

PSYC 388 Experimental: Applied Multivariate Statistics

The aim is to enhance students' quantitative reasoning and statistical analysis skills in multivariate settings. Theoretical and methodological topics in advanced data analysis are studied along with the statistical software packages R and SPSS. Research groups

will be formed with a goal of making presentations at regional conferences or at GREAT day. Prerequisites: ECON 205 or GEOG 278 or MATH 242 or MATH 262 or MATH 341 or PLSC 251 or PSYC 250 or SOCL 211. Credits: 3(3-0)

PSYC 390 Selected Topics: Gender and the 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: 18 hours in Psychology, including PSYC 250, PSYC 251, and at least one 300-level course. Credits: 3(3-0)

PSYC 390 Selected Topics: R Tutorial

An in-depth tutorial of data management and analysis using the statistical analysis free software application, *R*. Emphasis will be on conducting analyses that are typical for various types of psychological research. Topics will include importing/exporting data, data restructuring, data analysis, and visualization techniques. The lecture/lab format will provide students with a regular opportunity to complete in-class exercises using *R*. Intended for students currently involved in directed or independent research projects with psychology faculty. Prerequisites: 18 hours in Psychology, including PSYC 250, PSYC 251, and at least one 300-level course. Credits: 3(3-0)

SOCL 281 Selected Topics: Gender and 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)

SOCL 281 Selected Topics: Gender and Law

This class will explore American, foreign, and international gender law, introducing students to feminist legal theories and methods, and to an array of substantive issues relevant to gender studies. Through discussion of case, statutory, constitutional, and treaty law, students will develop skills in analysis and argumentation, as well as understanding of social justice, and equality issues, and principles of non-discrimination. Areas of law studied include: employment, education, family, economic development, and the

environment; and a wide range of issues, from domestic violence, prostitution, same-sex marriage, and fair pay, to gendering of trade policy, food security, and racialization of gender. The course will begin with an introduction to law, human rights, women's rights, and feminist theories and methods. This course qualifies as an elective for the Legal Studies and Women's Studies minors, and the Developing World, War and Peace, and European Studies thematic clusters for the International Relations* major. Prerequisites: any 100-level sociology course or permission of the instructor. Credits: 3(3-0)

**IR majors must inform the instructor of thematic cluster to ensure appropriate foreign country assignment.*

SOCL 281 Selected Topics: Introduction to Neurosociology

"Introduction to Neurosociology" examines the role that social interactions play in neurological, cognitive, mental, and emotional health. Course readings will introduce students to key ideas in sociological social psychology, neurosociology, cognitive and neurosciences that help to explain key mental disorders such as ADHD, depression, and Alzheimers (among others). Prerequisites: any 100-level sociology course or permission of the instructor. Credits: 3(3-0)

SOCL 376 Senior Seminar: Mind-Body Problem

An exploration of mind-body dualism's role in the social construction of identity and postmodern critique's potential for uprooting practices promoting social inequalities. Prerequisites: Senior standing. Credits: 3(3-0)

SOCL 388 Experimental: Applied Multivariate Statistics

The aim is to enhance students' quantitative reasoning and statistical analysis skills in multivariate settings. Theoretical and methodological topics in advanced data analysis are studied along with the statistical software packages R and SPSS. Research groups will be formed with a goal of making presentations at regional conferences or at GREAT day. Prerequisites: ECON 205 or GEOG 278 or MATH 242 or MATH 262 or MATH 341 or PLSC 251 or PSYC 250 or SOCL 211. Credits: 3(3-0)

SPAN 188 Experimental: Spanish I

Reviews the structure and sounds of the target language and develops the four language skills: listening, speaking, reading, and writing at the novice (elementary level). Culture-based readings and collateral laboratory assignments are also covered. This course is designed for the student who has some background or credits in Spanish but feels that they are not ready for 102 without a significant refresher or for students who have studied another romance language and are interested in an accelerated course. The course will

review the fundamentals of SPAN 101 and present the materials covered in the traditional SPAN 102. Upon successful completion of the course, students will be prepared to enroll in SPAN 201. As this is an accelerated course, permission of the department is required. Please contact Mrs. Paula Bill (bill@geneseo.edu) to set up an appointment with Dr. Bernard at least one week *before* registration begins. Credits: 3(3-0)

THEA 288 Experimental: F/History of Western Costume II

History of Western Costume from the Eighteenth Century through modern fashion design focuses on the development of the modern conception of fashion design beginning with the dressmakers of the Empire/Directoire period through noted fashion designers from Worth through Chanel, Versace and more. This is a study of fashion and how it develops; how it relates to the culture generally and theatrical production specifically. 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: Completion of THEA 311. Credits: 2 (0-2)

WMST 201 Topics in Women Studies: Arab Women, Islam, and Feminism

“Arab Women, Islam, and Feminism” is a critical feminist approach to understanding interpretations and effects of both Islam and secularism in the Arab world. Islamic Sharia constructs the private and public lives of Muslim women based on the Qu’ran. Secularism constructs Arab civil society based on international human rights and gender equality. Within and across these approaches, Arabs confront each other from conflicting readings of Islam, secularism, and feminism. This course examines the social and political consequences for girls and women resulting from these different visions for Arab society. Credits: 3(3-0)

WMST 201 Topics in Women Studies: When We Were One Sex: Bodies and Genders from 800-1600

This course will pursue one question: How did the premodern world imagine sex, gender, and sexuality? We will approach this question by reading stories of physical transformation, premodern scientific theories about the body, and contemporary (to us) critics who write about our topic. Because the premodern world believed in the one-sex model, where “the male” and “the female” existed on a spectrum, biological sex was perceived as changeable. Tales of metamorphosis, sickness, disguise, unrequited love, mystical rapture, religious conversion, and travel to foreign places imagine the boundaries of sex, gender, and sexuality as fluid and shifting. Accounts of physical changes perform a variety of functions in the texts we will read: they may challenge the distinction between male and

female, man and woman, straight and queer; offer an imaginative escape from gender, sex, and sexuality-based violence; levy a political critique of existing social structures; or trace alternative trajectories for sexed, gendered, and sexual encounters.
Credits: 3(3-0)