

Descriptions of New, Experimental, Revised and Slot Courses Offered – Summer 2012

ANTH 288: Exp: Language and Gender

There is a burgeoning body of literature on language and gender within sociolinguistics and the study of language in context more generally. Students will explore how language in use mediates, and is mediated by, social constructions of gender and sexuality. This course is guided by the following essential question: How do language, culture and gender shape diverse perceptions and influence interpersonal, local, national, and international relationships? Investigations into the history of research in language and gender, which contains distinct phases and movements in the field, will culminate in a current description of the state of language and gender research today. Particular attention will be paid to the evolution of feminist theory, queer theory, the political economy, ideology, hegemony, performativity, resistance, and the “borders” of gender identities. Students will read scholarly articles, write critical reflection papers, and complete a final observational assignment and analysis related to language and gender. Prerequisites: ANTH 120 or permission of instructor. Credits 3(3-0)

ARTH 288: Exp: African American History Survey

This course offers an overview to the art of African Americans from mid 1850's, the Regional American art scene, the Harlem Renaissance, Post World War II to the late 20th Century. Written posts will address the social significance of each historical period and how artists contextualized their experiences and the critical response to the art of African Americans over the last 160 years. Credits 3(3-0)

CURR 488: Experimental: International Children's Lit

International Children's Literature will offer graduate students the opportunity to explore Birth to Grade 8 literature from all over the globe. The course framework highlights multiple ways of engaging with international literature to support children's critical exploration of their own cultural identities, ways of living within specific global cultures, the range of cultural perspectives within any unit of study, and complex global issues. Credits 3(3-0)

CURR 488: Experimental: Multiliteracies

This course will explore multiliteracies theory as a basis for transforming literacy practices in adolescence education. Special attention will be paid to the application of these theories in the inclusive classroom and the implication this has for the improvement of learning and instruction. This course is designed to assist teachers in understanding and applying current multiliteracies theory in educational curriculum and integrating that theory into instruction and curriculum design in grades 7-12. The course serves as an introduction to multiliteracies and their role in grades 7-12. The major purpose is to better inform teachers about ways to acknowledge student multiliteracies, support student multiliteracies, and use that support as a pathway for students to improved academic literacy and other literacies of power. Special focus is placed on differentiating instruction for diverse learners and on the role of the teacher in successfully integrating multiliteracies into adolescence education. Credits 3(3-0)

CURR 488: Exp: Beyond the Book: Methods for Engaging Students in Interacting With Texts

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

CURR 588: Exp: International Children's Literature

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EDUC 388: Experimental: Ex: Popular Culture in Classroom

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

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PHYS 288: Exp: Accelerator Field School-Lec/Lab

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

SPAN 388: Reinforcement Composition

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