Descriptions of New, Experimental, Revised and Slot Courses Offered - Spring 2012

ACCT 388 Experimental: Topics in Auditing

The course will focus on developing the critical skills necessary to effectively identify and respond to the issues associated with operational auditing, special audit assignments and fraud from an audit perspective. The course content will seek to develop the professional skills of critical thinking, analytical analysis, professional skepticism, and communication through a variety of operational and fraud cases, class discussion, videos, literature, and guest speakers. The course is intended to be interactive. Credits: 3(3-0)

AMST 201 U/Top Amer St: 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)

ANTH 288 Experimental: Digital Anthropology

This course will examine the intersections of digital culture and virtual worlds with digital ethnography, looking at ways in which electronic information technologies affect everyday life and allow anthropologists to use new technologies to reflect on cultures. This course is a fair split between both investigating and using social and digital media. Our in-class work will involve traditional discussion and analysis, but out-of-class work will require students gain fluency in the discourse of a virtual community of their choice. Topics discussed may include: explorations of digital domains and virtual environments; ethnographies of digital natives; cyberg theory; cybergender; the electronic construction of identity and the body; social networks, community formation, neo-tribes and net activism; play and expressivity in virtual and real worlds; glocalized involvements; and public/private dichotomies. Digital ethnography is the application of new technologies to the process of ethnography. Through the use of video, audio, and cyber narratives, this course will examine new methods to explore the diversity of both real-life and cyber existence. Credits: 3(3-0)

ARBC 288 Experimental: Culture & Civ-Arabic Speaking World

This course offers an overview of contemporary Egyptian society. Students will be introduced to issues like Arabic traditions, movies, music, celebrations in Egypt like Ramadan, the roles of women and men, and family values. Conducted in Egyptian Arabic. Credits: 3(3-0)

BIOL 288 Experimental: Biology 2nd Year Lab

This course is designed for second year Biology and Biochemistry majors. It will include modules centered around Ecology, Genetics and Cell Biology. Students will be introduced to select experimental techniques and experimental design that reflect contemporary practices in each of these areas. The course will count as a 200 level lab for the Biology BS and BA and as an elective for the Biochemistry BS degrees. Pre-requisite: BIOL 117 and BIOL 119. Credits: 1(1-0)

BIOL 388 Experimental: Principles of Development

This course will explore the molecular and cellular mechanisms underlying animal development. Topics to be covered include: fertilization, pattern formation, cell fate specification, and morphogenesis of organs and limbs. Prerequisites: BIOL 300. Credits: 3(3-0)

BIOL 388 Experimental: Tropical Marine Ecology/Geology

This course will serve as an introduction to the study of marine ecology and geology focusing on coral reefs and associated coastal environments in the Caribbean Sea. Students will study the behavior and ecology of organisms and discuss some of the major environmental problems that threaten the survival of coral reef systems. A significant research project starting with a proposal and culminating in a written scientific report and presentation is required for completion of this course. A 1-credit field study course (ENV 457) offered through the SUNY Brockport Study Abroad Program is a co-requisite for this course. Credits: 3(3-0)

BIOL 388 Experimental: Parasitology (Lec/Lab)

This course will examine parasites and parasitism, emphasizing the influence of parasites on the ecology and evolution of free-living species, and the role of parasites in global health. Prerequisites: BIOL 203 and BIOL 222. Credits: 4(4-0)

COMN 388 Experimental: Intercultural Communication in the Global Classroom

The purpose of the course is to explore the relationship between communication and culture in order to provide the student with the theoretical knowledge and practical tools necessary to communicate mindfully across a number of cultural contexts. This course will emphasize international communication and feature globally networked online learning and collaboration with students at Moscow State University. Prerequisite: Permission of instructor. NOTE: Students who have completed COMN 317 are not able to register for this course. 3(3-0)

ENGL 142 Literary Forms: Graphic Novel

"There is no emoticon for what I am feeling." Suppose we take these words of Comic Book Guy to heart and grapple with the slippages across mediums of expression---including, conversely, the ways in which graphic representation can evoke emotions just beyond our ability to explain them. This course on long-form comics (aka graphic novels) will draw upon literary, visual arts, and cultural studies theory to develop our vocabulary for describing this complex amalgamation of words and images. Although we will at least briefly touch upon superhero comics and their fandoms, the majority of our readings will come from other regions of the genre.

ENGL 142 Literary Forms: Short Fiction

We will look at classic and contemporary stories, including a collection by a visiting writer. We will examine the various elements of the short story in an attempt to understand what one writer of the form calls "that perennially marginalized and disrespected form." Students will write several essays, response papers and take two exams. Class participation will be emphasized. Credits: 3(3-0)

ENGL 222 Exploring the Renaissance: Harry Potter & Renaissance Hero

We will spend the semester using the taxonomy of the Rowling books to interrogate the construction of the hero on the cusp of modernism. Each team will be responsible for a particular epic hero, for a topic in Renaissance history and culture, and for an installment of the Harry Potter saga.

ENGL 237 Voices and Perspectives: Hurricane Stories

This particular section of ENGL 237 will examine the narrative (storytelling) purposes that hurricanes, cyclones, and other 'tempests' have served in literature, film, song, news, and popular culture. During the semester, you will explore how storms disrupt, create, and affirm (these are not the only options, of course) narratives about desire, race, mobility, virtue, and space, to name just a few possibilities. Perhaps most important, you will attend carefully to the process of how you think and read. More specifically, this course will ask all students to consider New Orleans, the aftermath of Hurricane Katrina, New Orleans culture (including black cultures), and "race (including whiteness and white privilege). Some are perplexed when they take a Voices and Perspectives class and find that they are being asked to think critically about both difference (including "race") AND familiar formalist terms of literary study. Credits: 3(3-0)

ENGL 237 Voices and Perspectives: Asian American Film and Video

This is an introductory course on Asian American film and video that begins with the premise that there is a distinctly American style of Asian "Orientalist" representation by tracing its development in Hollywood film over the last eighty-five years. Using a thematic approach focusing on various genres including narrative fiction, documentary, and experimental cinema, we will analyze these texts in context with Asian American history. Some of the topics we will cover include: the politics of interracial romance, the phenomenon of "yellow face" and stereotypes of Asians in Hollywood; the role of history and memory on U.S identity construction; the intersection of race, class, gender, and sexuality in Asian American films; and Asian/Black relations on film. We also look at contemporary trends in Asian American and trans-global Asian/American film and video. Credits: 3(3-0)

ENGL 239 American Visions: Hip Hop Culture and Contemporary Literature

We will explore hip hop's conception and coming of age by studying its music and fictional works by hip hop generation writers. Our focus is identity. We'll consider how claiming and creating identity remains an integral and urgent issue in hip hop's content and craft. We'll discuss the various elements of hip hop, but hone in on rap and the poetic and narrative techniques it employs. What defines the hip hop generation? How are these definitions linked to ideas of black identity? Where and how do these identities originate? How is identity claimed and proclaimed? What justifies the display? Who claims these identities and why? When, in what ways, and by what means is identity assigned? What is at stake in the claims/assignments? Over the course of the semester we will investigate these questions as we analyze hip hop's history, aesthetics, and values in the work of some of its most pivotal artists and scholars. Credits: 3(3-0)

ENGL 288 Experimental: Acting Up-Devising an Original Documdrama

If dialogue is a conversation between opposing points of view, then theatre is the perfect place for an exploration of the critical topics we face today. It's an ideal environment to draw attention to, or fuel a debate about, an issue in the community. In this course, students will use interview theatre techniques pioneered by Anna Deveare Smith and living newspaper theatre techniques of the Federal Theatre Project to create an original piece of theatre focusing on an issue central to SUNY Geneseo and the surrounding area. Class

participants will research, create, dramaturg, perform, market and develop audiences for the piece, which takes its inspiration from Geva Theatre's Hornet's Nest series, a provocative play-reading series aimed at creating conversations around critical issues in the Rochester area. No performance background is necessary, although students must be comfortable with interacting one-on-one with community members and be committed to creating a group project which will include performing.

ENGL 324 The British Novel: Madness in the 20th Century British Novel

This course considers different representations of "madness"--or, perhaps, "sanity"--in British novels of last century. We will examine some of the novels in light of their engagement with psychoanalysis and popular conceptions of psychological care. Central to our analysis will be the issue of psychological realism in narrative, and its subsequent developments. Readings may include non-fiction by Freud, Laing, and others, and novels by Doris Lessing, Will Self, D.M. Thomas, Ann Quin, Ian McEwan, and Clare Allan. Credits: 3(3-0)

ENGL 339 American Ways: Plotting Women

This course examines American women's fiction from the late 1700s to the turn of the twentieth century, focusing upon the development of sensational plots and subversive female characters with attention to the cultural, social, and political concerns of the early republic and expanding nation. We will concentrate mainly upon novels, with readings that include narratives of seduction, madcap adventures, captivity, economic reversals, ghosts, violence, and revenge. The course will foreground gender issues as we examine thematic and formal elements of the texts, situating them in relation to various genres and traditions—romantic, sentimental, gothic, etc. Credits: 3(3-0)

ENGL 358 Major Authors: Pynchon

"Why should things be easy to understand?" Consider these words from Thomas Pynchon both a warning and an invitation, for few contemporary novelists ask so much of their readers (or commensurately reward intensive reading). This course will take up several of his better-known works — totaling some 2,500 pages — in a collaborative and exploratory spirit. Most likely we will be reading: "The Crying of Lot 49," "Gravity's Rainbow," "Vineland," and "Against the Day." Due to the difficulty of Pynchon's fiction, staying on top of the reading and active classroom discussion will be even more important than is usually the case.

ENGL 358 Major Authors: Wordsworth & Lawrence

A careful study of selected major works by Wordsworth and D.H. Lawrence in their literary, biographical, psychological, and cultural contexts. Credits: 3(3-0)

ENGL 359 Film Authors: Hitchcock

Well known as "The Master of Suspense" thanks to his television programs and popular films like Rear Window and Psycho, Alfred Hitchcock remains one of Hollywood's and the world's greatest directors. This is an upper division seminar that examines important Hitchcock films produced over his expansive career by looking at Hitchcock as technician and innovator in film form, style, and narration as well as a cinematic auteur whose thematic and aesthetic concerns unify his film. We will also consider and analyze his key films as a set of cultural documents—lenses through which we might understand social history and culture in a new light. Critical and theoretical texts on Hitchcock (including historical, ideological, and feminist interpretations of his work) will be read and discussed along with the films. Credits: 3(3-0)

ENGL 390 Studies in Literature: The Age of Dante

This course is a study of Dante's *Divine Comedy* or more accurately the *Commedia*--arguably the most profound and exciting poem ever written-- in the context of the author's time and place. Although the course is structured around the *Commedia*, students will do additional reading in other works, including two by Dante, which we will also take some class time to discuss. The energies and insights of professors from different disciplines, the reading of the texts, and lively class discussion and interaction, will help open the literary, historical, artistic, theological, philosophical, and political dimensions of this amazing work. Credits: 3(3-0)

FLAI 288 Experimental: History and Culture of the Korean Speaking World

This course, taught in Korean, will explore the historical and cultural developments in the two Koreas and in other Korean speaking societies. After the Korean War (1950-1953), South Korea (hereafter, Korea) has achieved remarkable economic growth along with cultural transformation and democratic transitions; North Korea, on the other hand, has undergone severe economic crisis under the personalist rule of "Great Leader" Kim Il-Sung and his son Kim Jeong-Il. The course will be divided in three parts: (1) lectures and discussion about the historical and cultural developments in the Korean speaking societies, including America's, and the recent cultural infusion of a "Korean Wave" into other nations; (2) lectures focusing on the political and economic contexts of the two Koreas, mainly dealing with regime change and the possibility of it; (3) students' presentations of their individual reports about selected, instructor-approved Korean issues. (While the presentations must be in Korean, final essays can be written in Korean or in English.) Credits: 3(3-0)

FLAI 388 Orientation to the OPI

This one credit workshop is designed to assist secondary foreign language education candidates in their preparation for taking the ACTFL Oral Proficiency Interview (OPI) (a minimum proficiency level of Advanced-Low is required for certification). After an overview of the characteristics of speakers with advanced proficiency, the remainder of the course includes learning and practicing strategies for improving oral proficiency and the opportunity to take a simulated OPI. Credits: 1(1-0)

GEOG 288 Experimental: Fund of Geog Info Systems

This course introduces the fundamentals of Geographic Information Systems for mapping and spatial analysis. Through both lectures and exercises, students will learn to create maps in a GIS environment using both primary (GPS) and secondary data while incorporating critical elements of cartographic design. Case study applications provide a window into mapping and spatial analysis from a multi-disciplinary perspective. Students are expected to tailor class projects to their primary discipline of interest. NOTE: Credit may not be applied toward the Geography major. Credits: 3(3-0)

GEOG 388 Experimental: Experimental Cartography

This seminar will focus on the collection, exploration, manipulation, and representation of data used in Geography. Students will collect data, then apply both statistical and cartographic tools to make sense of the data. Topics will include cartographic theory, abstraction, visualization, 2D and 3D representation. Credits: 3(3-0)

H&PE 188 Experimental: Lifetime Phys Act Pursuits

This experimental class will support the promotion of lifelong health & fitness by offering students the opportunity to explore a variety of non-competitive and informal outdoor activities. Possible activities will include: hiking, biking, cross country skiing, snowshoeing, geocaching/orienteering, tennis and kayaking. The class emphasis will be on the skills necessary to participate, as well as safety procedures and leadership techniques. Credits: 2(2-0)

HIST 220 Interpretations in History: Stalin and Stalinism

This course will examine the changing patterns of how US historians covered topics of Stalin and Stalinism from the 1940s to the present. Credits: 4(4-0)

HIST 220 Reconstruction

This course serves as an introduction to historiography, or the study of the discipline of history. Our goal is to learn about how historians have interpreted the Reconstruction period, not just the facts of Reconstruction. We will do this by understanding historians' arguments and theories, and how these interpretations changed over time from the early 20th century through to the present. We will also examine recurring themes, such as citizenship, nationalism, race, political power, religion, violence, culture, gender, and memory. In particular, we will focus on a few big questions. What was Reconstruction? Why have historians produced starkly divergent interpretations of this era? How do different methodological perspectives lead to different histories? Credits: 4(4-0)

HIST 221 Research In History: Writing the Holocaust

We will be working with two texts. One is by Viktor Klemperer who kept a diary throughout the years of the Third Reich. He was a full Jew married to an "Aryan," which meant that he survived but suffered most of the negative consequences of being Jewish in Nazi Germany. The other text is a secondary work by Marian Kaplan, Between Dignity and Despair, which surveys the full set of experiences of German Jews during the Third Reich Papers and discussions will center on these two texts and then expand beyond them, particularly when we turn to writing the final research paper. Credits: 4(4-0)

HIST 221 Research in History: Technology & Environment in Modern U.S.

This course focuses on the relationship between technology and the environment in the U.S. from the late 19th century to the present. Students will examine the impact of technology on the environment, legal and regulatory issues pertaining to technology and the environment, and attempts to design and deploy technologies that are more in synch with environmental processes. The end goal will be to produce a work of original historical research on some aspect of the enviro-tech relationship.

HIST 221 Research in History: Rural America

The purpose of this course is to introduce history majors to the process of historical research, conceptualization, and writing through a close analysis of twentieth-century rural America. During the first half of the semester, students will meet to discuss some of the most recent scholarship in rural history. These common readings will introduce students to the main conceptual, theoretical, and methodological trends in rural history. Specific topics that will be covered include modernization, commercialization, industrialization, farmer/worker organizations and protest, consumerism, ethnic diversity, class conflicts, gender relations, regionalism, and the role of the state. The most important component of this course, however, will be learning how to identify, locate, analyze, interpret, and synthesize primary sources. Therefore, students will complete a number of weekly research/writing assignments that will give them an opportunity to dive into primary research materials and begin making historical arguments. Credits: 4(4-0)

HIST 288 Experimental: African-American Voting & Politics

This experimental course will examine trends in African American Voting and Politics from the Reconstruction era to the 21st century. Particular attention will be focused on efforts to disenfranchise black voters, the rise of black politicians, and the struggle to attain (and maintain) equal political rights. Credits: 3(3-0)

HIST 288 Experimental: The Arab-Israeli Conflict

What began as a regional dispute over ancient homeland quickly become a seemingly timeless struggle for identity and survival. Course material will focus on identifying the Arab-Israeli conflict's origins, chronology, key players and events, sub-conflicts, and potential future. By the end of the course students should be able to effectively convey the conflict's roots and manifestations, as well as articulate the underlying passions that have fueled it for over a century. Credits: 3(3-0)

HIST288 Experimental: Experience of Disaster

This course focuses on the common human experience of natural and manmade disaster in an interdisciplinary context. The course will be grounded in historical context but readings and discussions will explore individual and social responses to disaster as reflected in works of literature, art, philosophy, memoir, etc.. The concept of disaster will be approached broadly, with readings addressing obvious topics such as epidemic disease and environmental disasters, but also exploring other kinds of calamities and social dislocations such as war, genocide, and slavery. Credits: 4(4-0)

HIST 380 Studies in Non-Western History: Ref & Rev-20C Latin America

In this course we will examine the neo-colonial heritage of Latin America and the attempts by various Latin American countries and/or movements to disavow this heritage and forge new identities and new societies. It will offer an in-depth historical comparison of several 20th century Latin American cases of "radical" reformist and revolutionary regimes. The course will begin with a brief survey of pre-1900 experiments with reform and revolution in Latin America as well as an inquiry into the 'global influences' on Latin America's reformist and revolutionary movements. The body of the course will then focus on comparing the histories of revolutionary experiments in Mexico and Cuba, the reformist regimes of Guatemala, Argentina and Chile. The course will also assess the trajectory of the Latin American guerrilla movements of the 1960s-90s as well as the response of the US to Latin American reform and revolutionary movements. In addition to surveying the impact of revolutionary and reform programs on various Latin American countries' political and economic institutions, the course will also assess their social consequences (especially with regard to the role of racial minorities, women and indigenous peoples). Credits: 3(3-0)

HIST 388 Experimental: History of Buddhism

A study of the development of Buddhism from its earliest origins to the most famous Buddhist figure of our time, the Dalai Lama. We begin with the predecessors of the historical Buddha in India, moving from there to China, Tibet, Japan, and finally to California and the Beat poets. Credits: 3(3-0)

HIST 391 Senior Seminar: Contesting Citizenship

This course is designed to give students experience in the craft of historical research and writing. We will spend the first few weeks discussing recent historiographical trends in the study of citizenship. These historiographical discussions will set the stage for students to pursue an original research project that addresses the history of citizenship. As students delve into the secondary literature relating to their topics and search for relevant primary sources to make original arguments, the class will continue to meet to discuss issues directly related to historical research and writing. For example, we will discuss the difficulties one often encounters when analyzing primary sources, organizing vast amounts of material, formulating a convincing thesis, and writing a lengthy paper. The 25-30 page paper that students will write, however, represents the course's most important element, and students will work on several directed assignments to help them produce their historical analysis. As such, all writing assignments are designed to help students write an insightful, innovative and important piece of historical scholarship. Credits: 3(3-0)

HIST 391 Senior Seminar: Athens & Sparta

Students in this class will study the histories of Ancient Greece's two greatest *poleis* and complete a substantial research paper, using ancient sources and reviewing modern scholarship, on a topic concerning one or both of them. Credits: 3(3-0)

HONR 205/215 Honors Seminar: Forensic Geology (Lec/Lab)

This course will highlight how an understanding of geological materials (minerals, rocks, fossils, soils, etc.) aids in the solving of crime and will also help develop critical observational skills. Students will learn how to identify and characterize Earth materials and will also gain experience with the application of specific analytical tools in forensic geology investigations. These tools include optical microscopy, X-ray spectroscopy and electron microscopy. Actual case studies will focus the class and lab exercises and students giving students hands-on experience with being a forensic geologist. The lecture portion and the lab portion may blend together to allow adequate time to work with particular crime evidence. Credits: 4(3-1)

HONR 206 Honors Seminar: Plagues, Epidemics, Body Politic

From the opening sentence of *Illness as Metaphor* (1977, rev. 1988), Susan Sontag establishes a connection – a metaphor, in fact — between illness and civic life: Illness is the night-side of life, a more onerous citizenship. Everyone who is born holds dual citizenship, in the kingdom of the well and in the kingdom of the sick... Focusing on the 20th century American scourges of tuberculosis, polio, and AIDS, Sontag takes up a line of inquiry that literary artists, historians, and others have explored for centuries: the frightful ability of an epidemic to alter long standing civic, cultural, and even religious structures in an alarmingly brief period of time. This course will start by examining Songtag's arguments and then move on to applying, expanding, and/or conceivably contradicting them in the context of other writers and, thus, other times and places. Credits: 3(3-0)

HONR 206 Honors Seminar: Poetry and Aesthetic Experience

Boring, difficult, and useless: I suspect those are some of the words that come to mind when students are asked about the study of poetry. And who can blame them? If poetry, as we are told, is about deep emotions, like sexual longing or existential dread, most teenagers are already well schooled in those areas. If it's difficult, well, so is clog dancing. And, as for being useless: let's just say that, when we hear about the founding of Google or the latest medical breakthrough, nobody mentions that crucial moment when someone offered an especially nuanced reading of Shakespeare's "Sonnet 18." This class aims to change those assumptions by helping students to understand how poetry works. Instead of focusing simply on emotional content, what the poem says, we will carefully examine the multiple and often surprising ways that form shapes, indeed *constitutes* meaning. Rather than reading poems as obscure and isolated objects, we will set them within a broader tradition of aesthetics, in which thinkers (beginning with Plato and Aristotle) have attempted to define poetry, explain its purposes, and understand how and why certain works of art strike us as beautiful, arresting, haunting, true. By the end of this course, students will see that analyzing poetry can have a practical purpose—that it teaches us to be sophisticated readers who understand how language works; but it will also, I hope, provide them with something less practical yet equally important: a new interest, a new source of intellectual joy that they return to throughout their lives. Credits: 3(3-0)

INTD 102 Residential College Seminar: Fracking 101

"Fracking 101" will explore the history, politics, science, and technology of unconventional gas development (more specifically, high-volume slickwater horizontal hydrofracturing, often referred to as "fracking"). This recent technological development—or, rather, series of technological developments—has enabled large fossil-fuel corporations to extract potentially enormous quantities of natural gas trapped in previously inaccessible shale formations. In the process, fracking has raised serious concerns about its impact on the environment, public health, local and regional economies, local democratic autonomy, and the quality of life for those living in proximity to gas fields. In addition to studying fracking as a technological process, we will examine the competing claims of various stakeholders in the fracking debate, including gas industry representatives, environmentalists, public health advocates, politicians, farmers, winemakers, tourist industry representatives, and ordinary citizens (leaseholders and non-leaseholders alike). We will also situate fracking in the broader history of extractive industries and their economic and environmental impacts (e.g., the impact of the coal industry on Appalachia). While students will have an opportunity to learn about fracking in the national and international arenas, the course will focus in particular on the debate over fracking in New York State.

INTD 210 Asian American Film and Video

This is an introductory course on Asian American film and video that begins with the premise that there is a distinctly American style of Asian "Orientalist" representation by tracing its development in Hollywood film over the last eighty-five years. Using a thematic approach focusing on various genres including narrative fiction, documentary, and experimental cinema, we will analyze these texts in context with Asian American history. Some of the topics we will cover include: the politics of interracial romance, the phenomenon of "yellow face" and stereotypes of Asians in Hollywood; the role of history and memory on U.S identity construction; the intersection of race, class, gender, and sexuality in Asian American films; and Asian/Black relations on film. We also look at contemporary trends in Asian American and trans-global Asian/American film and video. Credits: 3(3-0)

INTD 288 Experimental: Experience of Disaster

This course focuses on the common human experience of natural and manmade disaster in an interdisciplinary context. The course will be grounded in historical context but readings and discussions will explore individual and social responses to disaster as reflected in works of literature, art, philosophy, memoir, etc.. The concept of disaster will be approached broadly, with readings addressing obvious topics such as epidemic disease and environmental disasters, but also exploring other kinds of calamities and social dislocations such as war, genocide, and slavery. Credits: 3(3-0)

INTD 288 Experimental: Court Street, The Pilgrimage

In this course, we will investigate the history, sociology, and unexpected complexity of our own community. A pilgrimage will take us from the river up to the Court House and Government Building. On the way, we will encounter many overlapping and sometimes conflicting stories, many of which will expose needs resolved at the top of the hill. Our pilgrimage will search for resolution. The outcome of our journey will be the digital documentation of the spatial history of Court Street. Credits: 3(3-0)

INTD 288 Experimental: History of Physical Science

Course will explore the history of the physical sciences: physics, chemistry, and related fields. Attention will be given to both the scientific advances (especially as revealed in key experiments), and also the broader development of a scientific world view. After initial class meetings, small teams of students will work independently to produce a focused study on a particular person, experiment, or institution. The course focus will be on Western thought between the years 1500 and 1900, although a few projects outside those guidelines may be allowed with instructor permission. Credits: 1(1-0)

INTD 288 Experimental: Interdisciplinary Disability Studies

This course takes up humanities-based disability studies in contexts the cut across the arts, social sciences, history, education, business, philosophy and social policy. 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. Film and web-based media are central to this course as the content is very much rooted to contemporary explorations of disability as a lived experience. Credits: 3(3-0)

INTD 356 The Age of Dante

This course is a study of Dante's *Divine Comedy* or more accurately the *Commedia*--arguably the most profound and exciting poem ever written-- in the context of the author's time and place. Although the course is structured around the *Commedia*, students will do additional reading in other works, including two by Dante, which we will also take some class time to discuss. The energies and insights of professors from different disciplines, the reading of the texts, and lively class discussion and interaction, will help open the literary, historical, artistic, theological, philosophical, and political dimensions of this amazing work. Credits: 3(3-0)

MATH 288 Intro-Multivariable Calculus

This is the second course of the Enriched Mathematics series and is designed as a deep introduction to the theory and techniques of vector calculus. Generalizing the results of single-variable calculus to functions mapping n-space to m-space, a more complete understanding of the change-of-variables theorem, and a thorough understanding of the applications of vector techniques to the physical sciences are the primary goals of this course. Prerequisite: Either (i) Math 225 or (ii) credit for Math 239 with a grade of 'A-' or higher, and Math 222 with a grade of 'A-' or higher, and permission of department. Credits: 4(4-0)

MATH 380 Topics in Math – Introduction to Stochastic Modeling

A study of Stochastic modeling beginning with the study of discrete-time Markov Chains, random walks, and the associated transition probability matrices, first-step analysis, and long run behavior. The course will also cover Poisson processes in depth, and continuous-time Markov chains including death and birth processes with applications throughout. Credits: 3(3-0)

MATH 380 Topics in Math

In this course we will explore the question of solvability of polynomials. We will consider finding and permuting roots from Galois' original historical perspective. Along the way we will settle some of the classical construction problems and see the power of applying seemingly theoretical ideas to the more practical question of finding roots of polynomials. Prerequisite: Math. 330. Credits: 3(3-0)

MATH 388 Experimental: Abstract Algebra Extension

Students will engage in active problem solving, in teams and as individuals so as to produce proofs and arguments with increased understanding and rigor. Corequisite: MATH 330. Credits: 1(1-0)

MGMT 385 Special Topics in Business: Sales & Negotiation

The mission of this course is to introduce you to the **Strategic Selling Model**, a fact-based solution selling process that will provide you with basic fundamentals of effective salesmanship through a combination of class lectures/discussions, team sharing and self teaching. Credits: 3(3-0)

PHIL 397 Senior Seminar: Socrates' and Plato's Moral Psychology

In general, the field of moral psychology investigates the nature of motivational factors behind human behavior and the implications these might have for our effort to identify correct moral principles; it can help shape our broader theories of justice (including punishment) and of human flourishing. The Socratic (early) dialogues seem to present Socrates as an "intellectualist," whereas the Platonic (middle) dialogues seem to present Socrates as something other than an intellectualist. In other words, it seems possible to identify differences between Socrates and Plato with respect to moral psychological views. In this seminar, we will engage in close readings of a relatively small number of dialogues in an effort to understand and assess these moral psychological views; we will also read recent secondary literature on these topics. Each student will write several short essays, lead at least one discussion, and complete a lengthy final essay that provides evidence of both a careful reading of Plato and research into contemporary secondary literature. Prerequisite: PHIL 205 or permission of instructor. Credits: 3(3-0)

PHYS 388: Experimental: Optics

This course will explore multiple descriptions of light leading to an exploration of modern applications of optics. Models of light explored will include physical optics, geometric optics and Gaussian beam optics. Some of the applications discussed will include imaging, fiber optics, lasers and non-linear optics. Prerequisites: PHYS 223 and PHYS 228 or permission of the instructor. Credits: 3(3-0)

PSYC 321 Developmental Psychology: Early Socioemotional Development

An advanced course focused on young children's social and emotional development. Original sources will be the primary course reading material. Students will examine contemporary research as it bears on the main theories of social development. Topics include both typical developmental changes and individual differences in emotional expressions, relationships, and early moral conduct such as helping behavior and compliance. Our main focus will be on the period from birth to five years, and contextual factors, such as culture, and the development of children a social risk will also be considered. Prerequisites: Child Development (PSYC 215), or Adolescent Development (PSYC 216). 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: Child Development (PSYC 215), or Adolescent Development (PSYC 216). Credits: 3(3-0)

PSYC 352 Advanced Research in Psychology: Psychology of Happiness

This section will examine known and potential correlates of happiness. Recent research indicated that there are a host of demographic, personality, and life-situation factors that predict subjective well-being or happiness. However, and interestingly, some of the factors that are often thought to be highly predictive of happiness, such as income level, actually predict happiness only weakly, or not at all. Of interest in this area is the extent to which various demographic, personality and life-situation factors can predict happiness independently of each other. Students will read important primary source literature in social psychology, and in other areas of psychology. Other activities include, but are not limited to, conducting literature searches, writing several full-length papers, collecting data, analyzing data using SPSS PC, learning to choose appropriate statistical analyses, and interpreting the results of statistical analyses. 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: Attention & Emotion

Recent research has begun to focus on the perceptual processing of items outside the focus of attention. This research suggests that directing attention to one object degrades the perceptual representation of other, unattended objects. This degradation can sometimes be severe enough to eliminate physically present objects from conscious awareness. This course will examine these phenomena, focusing on crowding, the attentional blink, and localized attentional interference. Students will read primary source literature on visual attention as well a design and conduct three experiments based on these readings. Students will prepare and submit APA-style empirical reports describing these experiments. Prerequisites: Limited to Psychology majors who have completed PSYC 250, PSYC 251, and at least three 300-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: 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: Accuracy of Memory

Virtually everyone has memories of the past, and most individuals believe their recollections of past events are accurate. This course will examine both the extent to which recollections of the past are accurate and the challenges researchers face in doing research on this aspect of long-term memory. Reading assignments will consist of published research articles assigned by the instructor and articles the students identify in their own search of the current literature. During the semester, the class will design and conduct three 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, and analyze the results using statistical software. Students will write an APA-style report on a least two of the in-class research projects. One of the projects will form the basis of an oral presentation to the class. In addition, students will write a proposal for a study based on this topic. 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 and 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 y students in t heir 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 at least three major written 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: 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: 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: By permission of instructor. 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: PSYC 215 or PSYC 250, PSYC 251, and at least one 300-level Psychology class. Credits: 3(3-0)

RUSS 388 Experimental: Contemporary Russian Civilization

This course offers an overview of the Russian culture: fine arts, cinema, mass media, classical and modern music, history, language discourse. Conducted in Russian. Credits: 3(3-0)

SOCL 376 Senior Seminar: Sociology of Sports

This course approaches sports as a field on which social relations – including race, class, gender, religion, ethnicity, and sexuality - are contested. Particular attention is focused on the ways in which sports have been important to defining, changing, maintaining, and challenging racial categories and relations. The course is organized chronologically, examining the ways in which understandings of race have shaped and been shaped by boxing, baseball, track and field, football, NASCAR, and basketball. Credits: 3(3-0)

SOCL 381 Selected Topics: Identity and Collective Memory

Identity and Collective Memory" examines how our self- and social identity is inherently connected to the idea of collective memory, as defined in terms of national identity. In this class, we will explore to what degree the individual is defined by the social and cultural highlighting the dynamic social process of identity formation.

WMST 201 Selected Topics: Women & Health

This course examines commonly-held beliefs about women's bodies and their medical, cultural, and political management. Students will read texts framed by sociological, biological, medical, and cultural perspectives in order to undertake an ethnographic study of one aspect of women's health. Credits: 3(3-0)