

**SPRING 2013**  
**Course Descriptions for Slot and Experimental Courses**

**Acct 388 Experimental: Tax Accounting II**

An examination of the Internal Revenue Code provisions for the income taxation of corporations, partnerships, estates and trusts; taxation of inheritances and gifts; tax research methods; and the administration of a tax practice. Prerequisites: Acct 310. Restricted to SOB majors and minors.

**Anth 288 Experimental: Anthropology of Islam**

This course would provide an introduction to the study of Islam from an anthropological perspective. We will examine the core tenets of Islamic belief and the range of ways of being Muslim from a cross-cultural perspective. Specific topics will include Islam and the West, women in Islam, and whether we should speak of one Islam or many "islams".

**Anth 288 Experimental: Anthropology of Food**

This course asks how food, as both universal human need and enormously diverse cultural production, is involved in social relations, cultural meanings, and human interactions with the physical world. The course reviews classic approaches to food in social-cultural anthropology like food taboos, subsistence strategies, and gendered divisions of labor, and considers anthropological perspectives on contemporary areas of public concern like obesity, nutrition, and food safety, the social implications of new food and agricultural technologies, and the human dimensions of environmental and political challenges to feeding the world in the 21<sup>st</sup> Century. Prerequisites: ANTH 100 or ANTH 202 or ANTH 204 or ANTH 307.

**Arbc 188 Experimental: Introduction to the Quran**

The Quran is one of the most widely read books in the world and is regarded by many to be the immaculate word of God. This course seeks to introduce students to the Quran through both the micro and macro levels of analysis. The book will be divided into five axes in order to identify the belief in monotheism, cosmology, Quranic stories, eschatology and education. The course also seeks to offer understanding of the worldview, moral code and relation to other religions. Knowledge of Arabic is not required but will be helpful.

**Arth 300 Major Artists & Issues: Diego Rivera and Frida Kahlo**

The seminar revolves around the writing of a research paper with an original thesis on a topic related to the work of the early twentieth century Mexican painters Diego Rivera and Frida Kahlo. Their art treats issues of Mexican nationalism, politics, folk culture, industrialization, Pre-Columbian heritage, gender roles, love, death, motherhood, marriage, medical science, Communism, Catholicism, and occultism, among others. We will begin the semester with videos, discussions of key texts, and seminar reports on assigned topics and end with a mini-conference where students present their work accompanied by Powerpoint presentations. Prerequisites: One 100- or 200-level Art History course or permission of instructor.

**Arth 388 Experimental: Museum Studies – Theory & Practice**

This course will enable students to develop knowledge of the directorial, curatorial and administrative structures of museums, while considering the theoretical premises of museum practice. International (Victoria and Albert Museum, British Museum, Louvre), national (Metropolitan Museum of Art, Museum of Modern Art, N.Y.C.), regional (Frick Collection, Monticello), local and special interest (Asia House, Museo del Barrio, Studio Museum in Harlem) museums will be studied during the course. Emphasis will be placed on comparative academic requirements for different types of museums and the expectations for personnel at different levels, for example: Ph.D. (Director, Senior Curator, Curator), M.A. in an Academic Discipline (Research Curator, Education, Research Internships or Fellowships) and the skills necessary for working in different parts of a museum, such as a range of languages (depending on area of specialization), archival skills, interview skills, connoisseurship, and research and writing skills for the peer-review level publications expected by contemporary museums of all kinds.

**Biol 388 Experimental: Environmental/Ecosystem Management**

This course will explore the environmental management of ecosystems following ecological principles, especially the properties of ecosystems focusing on energy flow and nutrient and elemental cycles. The impact of human activities including agriculture, forestry, mining, industry, and recreation will be studied, as well as, the legal and educational efforts to mitigate their effects. We will pay special attention to issues that impact New York State's terrestrial and aquatic environments and undertake a project that will include field and laboratory work as well as literature review. Prerequisite: Biol 203.

**Biol 388 Experimental: Neural Development**

This course examines how species-specific patterns of neural organization emerge and the cellular and molecular processes influencing neural development. We will consider to what extent neural organization is a product of genetic ancestry or early experience. We also discuss if this is a useful distinction and ask how it can be approached productively in research. Next, we consider those factors influencing a cell's decision to become a neuron. Where are neurons and glia born, how do they migrate to their destination, and what influences their expression of particular receptors and neurotransmitters? We will examine why so many neurons die during the course of normal development, and discuss the role of neurotrophic factors in programmed cell death. This first section of the course concludes by considering how the nervous system is parceled into functionally specialized areas. For instance, we will discuss how and when distinct regions of the cerebral cortex (motor, visual, auditory) are specified. Perhaps the most remarkable feature of the nervous system is its highly ordered connections and the second portion of this course considers the processes that insure specific synaptic connections between neurons. We will examine the cues that axons use to navigate to their remote targets and accurately map their connections onto these targets. We will also consider how the nervous system refines this basic pattern of connections in response to early perceptual and/or hormonal experience. Finally, we will compare and contrast these examples of experience-dependent developmental plasticity

with forms of neural plasticity normally exhibited in adulthood. Prerequisites: Biol 300 or permission of instructor.

**Biol 388 Experimental: Techniques in Drug Development**

An upper-level laboratory course designed to provide students with hands on research and laboratory experience. Students will be exposed to techniques such as qPCR and flow cytometry prior to performing a week long experiment where they will examine the activity of an anti-cancer compound. Prerequisites: BIOL 300 and permission of instructor.

**Blks 288 Experimental: The Neo-Slave Narrative**

Since the last decades of the twentieth century, writers across the African Diaspora have attempted to recover elements of the narrative structure and thematic configuration of slave narratives. The main reasons for this seemingly widespread desire to rewrite a genre that officially lost its usefulness with the abolition of slavery are the will to re-affirm the historical value of the original slave narrative and to reclaim the humanity of the enslaved by (re)imagining their subjectivity. While most colonial testimonies of slavery have long disappeared from the working memory of today's Black Atlantic societies, the prejudices and stereotypes they conveyed unfortunately have not.

**Blks 288/Hist 288 Experimental: M.L.King, Malcolm X, Ella Baker**

This course will use biographical study of Martin Luther King Jr. Malcolm X, and Ella Baker as a way to study the modern Civil Rights Movement and to analyze contemporary historical representations of the movement and society. We will draw on memoir, biography, speeches, interviews, movies, documentaries, and popular culture to explore many topics, from the high profile debates over "nonviolence and self-defense" and "integration v. nationalism" to the competing ideas, strategies, and leadership styles within the larger black freedom struggle, the impact of gender, the implications of historical distortions, and connections to contemporary issues. This is a 4-credit course that will meet three hours a week for regular class discussions with an additional "lab" period (which will be used primarily to view films, but also to meet with a few guest speakers).

**Chem 188 Experimental: Principles of Chemistry II**

A continuation of CHEM 188 Principles of Chemistry I. Topics to be covered include chemical equilibrium, acids and bases, aqueous ionic equilibrium, free energy and thermodynamics, electrochemistry and coordination compounds. Prerequisite: CHEM 188 - Principles of Chemistry I. (2 credit hour, 4 lecture hours, 0 laboratory hours, one-half semester course)

**Chem 288 Experimental: Principles of Organic Chemistry I**

An introduction to some of the fundamental principles of organic chemistry. Topics to be covered include bonding and molecular structure, nomenclature, conformations of alkanes and cycloalkanes, stereochemistry, spectroscopy, and an introduction to organic mechanisms. Prerequisite: CHEM 188 Principles of Chemistry II. (2 credit hour, 4 lecture hours, 0 laboratory hours, one-half semester course)

**Comn 288 Experimental: Sports Reporting & Broadcasting**

This class will be a study of the various skills needed to enter the field of professional sports reporting/broadcasting. A strong emphasis will be placed on learning what to expect during the process of finding and obtaining an entry level job in this field. The course covers basic production principles, writing for broadcast, interview skills, social media use and resume building. Prerequisite: Comn 107 or permission of instructor.

**Curr 488 Experimental: International Children's Literature**

International Children's Literature offers graduate students the opportunity to explore B-Grade 9 literature from across 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. Topics include issues of translation, building a body of literature for classroom use, and methods of using literature to meet local, state, and national standards.

**Educ 488 Experimental: Schools, Race, and the Law: An examination of segregation, desegregation, and resegregation in public schools in the US, 1850-2012**

This course examines the issue of the segregation of schooling in the United States. Readings include law cases, ranging from *Roberts v. Boston* (1850), the Massachusetts case that established the principle of "separate but equal," *Plessy v. Ferguson* (1896), in which the Supreme Court ruled that "separate but equal" facilities in public transportation were constitutional, and the iconic *Brown v. Board* (1954) case and its aftermath, including *University of California v. Bakke* (1978). The course will conclude with an examination of the case *Parents Involved in Community Schools v. Seattle School District No. 1* (2007). The course will also cover other historical readings and documents relating to school segregation, desegregation, and resegregation. Because *Brown v. Board* never addressed *de facto* segregation, schools in the Northeast are highly segregated today. The course will examine this situation and others pertinent to the history of diversity in schooling in the United States, including contemporary developments. Prerequisites: Admission to the Graduate School of the Ella Cline Shear School or permission of the instructor.

**Engl 142 Literary Forms: Science Fiction**

This course will use science fiction novels, short stories and one film to analyze various social issues: crime and punishment, gender roles, technology and social control, the cult of personality, altered states of consciousness, the perils of progress, and racial conflict. Two major papers will make up 75% of students' grades. In-class writing, quizzes and class participation will make up the other 25%.

**Engl 142 Literary Forms: Theatre and Society**

No art form exists in a vacuum! But some works of art reflect or respond to their social context more clearly than others. In this course, we will examine several American plays and the context which they inhabit, even where social commentary is not overt. Throughout the semester, students will learn to analyze plays for their social relevance,

and equal weight will be given to an investigation of specific points in history and the dramatic literature which resulted from that moment. Plays and their corresponding historical periods to be examined may include: Kaufman and Hart's *YOU CAN'T TAKE IT WITH YOU* and the Great Depression of the 1930's, Lorraine Hansberry's *A RAISIN IN THE SUN* and the early Civil Rights Movement, Jonathon Larson's *RENT* and New York City in the 1980's, the early performance art of *SPLIT BRITCHES* and the feminist movement, etc.

### **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 222 Exploring the Renaissance: Marxist Milton**

John Milton ~wrote Parliament's 1649 position paper justifying the execution of King Charles II; ~advocated for the abolishment of the power of bishops, and the 1645 beheading of the Archbishop of Canterbury; ~opposed all class distinctions and, in theory, gender bias, devoting over a decade of his life to writing political tracts for Parliament. When the Revolution failed in 1660, he withdrew from public life and wrote an epic about the loss of paradise -- arguing that man was the author of his own enslavement -- and then wrote a drama valorizing Samson, the archetype of the suicide bomber, that most modern revolutionary. However, while he rejected formal church doctrines -- any church -- and refused to attend religious services, he didn't reject the concept of God; rather, he radicalized the paradigm. He argued against a wealthy state, a wealthy church, a wealthy aristocracy, but stopped short of condemning private property. A passionate advocate for education, he felt that there was no virtue without difficulty. He condemned human-kind's long history of choosing the authority of one leader over the hard work of individual responsibility. He was a populist elitist, an arrogant opponent of power, a blind genius. Milton is a microcosm of European political and social revolution at the end of the English Renaissance and the beginning of the Age of Reason. We will trace his radicalization from an undergraduate poet who planned to write an epic about King Arthur to the revolutionary writer whose work executed a king and an archbishop to an embittered observer damning his country's relentlessly wrong choices.

### **Engl 237 Voices and Perspectives: Women & 19<sup>th</sup> Century reform**

This course will explore connections between American women's literature and social reform before 1920. 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 policies, education, labor, immigration, health care, and women's rights.

### **Engl 237      Voices and Perspectives: Hip Hop Culture & Contemporary Lit**

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.

### **Engl 241      World Literature: East and West in Global Literatures**

This course is a comprehensive study of one of the most controversial concepts of our times: the binary of "East" vs. "West." By looking at texts from as many different cultural traditions as possible (i.e. the Turkish, Pakistani, British, French, and Russian), we will compare and contrast how each culture perceives the Other and (re)produces the East-West contrast. We will also try to see if this binary is problematized or not. The readings will be arranged according to certain paradigm shifts and themes such as: the role of Islam in European Civilization, co-existence of cultures, "clash" or "fusion" of civilizations, the image of Islam in post-9/11 discourse, etc. Course evaluation will include at least one mid-term exam, one final exam, one research paper, weekly blog responses, quizzes, and active class participation.

- *Edward Said* (Routledge Critical Thinkers)
- Tariq Ali, *Shadows of the Pomegranate Tree* (Vol. 1) (The Islam Quintet)
- Orhan Pamuk, *My Name Is Red*
- Jason Goodwin, *The Bellini Card: A Novel*
- Amin Maalouf, *Leo Africanus*
- John Updike, *Terrorist: A Novel*
- Leo Tolstoy, *Hadji Murad* (Modern Library Classics)
- Salman Rushdie, *Shalimar the Clown: A Novel*
- Esposito and Mogahed, *Who Speaks For Islam?: What a Billion Muslims Really Think*

### **Engl 288      Experimental: Thoreau-Harding Project 2.0**

Henry David Thoreau, a Harvard graduate, was sometimes struck by the discrepancy between the education he'd acquired academically and the one he'd gained from vital experience. In *Walden* he observes: "To my astonishment I was informed on leaving college that I had studied navigation! — why, if I had taken one turn down the harbor I should have known more about it." The priority on active-learning implied by that statement conveys the fundamental premise of the Thoreau-Harding Project. Students in the class will read *Walden*, the classic work which outlines Thoreau's two-year experiment of living in cabin he constructed with his own hands. They will also "participate" in such an experience by drawing on and developing skills in investigative

analysis, research, organization, landscape planning, financial planning, legal argumentation, use of applied science — and ultimately some acquired skills in masonry, carpentry and the like — to build an exact replica of the cabin Thoreau describes in his writings. In striving to craft an accurate, museum-quality reproduction of the cabin, class participants will create an apt tribute to Walter Harding, one of the most important scholars of the life and writings of Thoreau. Honoring Professor Harding's legacy in a project dedicated to him and to Geneseo's academic traditions, students of this class will create a campus landmark that will also endure as a testimony to their own achievements in the sort of "extreme learning" Thoreau might have admired.

**Engl 288 Experimental: Editing and Producing Workshop**

This is a hands-on course in the editing and production of an online literary journal. Students will take part in every aspect of putting out a journal including soliciting potential contributors, advertising, reading and selecting submissions, proof reading and copyediting, as well as maintaining the website.

**Engl 288 Experimental: Reading as a Writer**

This is a creative writing class in which students will write and read short fiction and creative nonfiction. We will undertake close reading of work by published authors, discussing how these pieces are constructed. We will learn about the techniques writers use in their stories and essays, and will discuss similarities and differences between the two genres. Students will write a number of short assignments in fiction and nonfiction and a longer, fully developed story or essay. All creative work will be discussed in a workshop format. In addition to this creative work, there will be a number of short critical papers due in response to the reading. In addition to the individual written work, students are required to provide suggestions for peers' writing by speaking up in class and by commenting thoroughly on their manuscripts. Recommended for students interested in creative writing looking to improve their prose writing and critiquing skills. This is not a pre-requisite for the upper level workshops.

**Engl 288 Experimental: Video Production Lec/Stu**

The course will introduce storyboarding, camera basics, executing a video shoot, input and output of video into computers, and nonlinear video editing using Adobe Premiere. Students will collaborate on short projects such as a commercial and music video. Prerequisites: THEA 140 or permission of instructor.

**Engl 288 Experimental: M/Contemporary East Asian Cinemas**

This course is a survey of contemporary cinemas from Japan, South Korea, China, and Taiwan and aims to examine questions of aesthetics and genres as they relate to these East Asian cinemas; the social, cultural and political contexts for negotiating issues ranging from history, nationalism, geopolitics, globalization to urban culture, gender and sexuality; and 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 in an effort to explore comparative textuality and the effect of globalization and transnationalism on international cinema.

**Engl 288/Phil 288 Experimental: Holocaust & Communism**

The aim of this course is to show the most dramatic events of the last century in Eastern Europe through the biographies and autobiographies of people involved in these events. The theoretical frame of the course consists of discussing the concept of biography and autobiography as a literary narrative as well as a historical source. Therefore, this course will give an opportunity of becoming familiar with the history of Eastern Europe as it was perceived by the eyewitnesses as well as with the theoretical problem involved in the concept of (auto)biography.

**Engl 339 American Ways: Civil War Literature**

In this course we will examine a variety of literature written about the American Civil War -- we'll read fiction, poetry, speeches, essays, autobiography and watch one film. For each text, we'll carefully consider the aesthetic, historical, and intellectual dimensions. Different groups of people-- Northerners and Southerners, men and women, blacks and whites -- perceived the war and its aftermath in vastly different ways. Therefore we will pay close attention to national and sectional identities; how form and content may differ with gender, class, race, region, and religion; and the varied meanings of slavery and freedom. Prerequisites: Engl 170.

**Engl 339 American Ways: Filming the 70's**

This cultural studies course proposes that we interpret Seventies cheese in relation to an emergent global information economy—arguably, the unleashing of our own strange times. In addition to weekly films (*Nashville*, *The Man Who Fell to Earth*, *Dawn of the Dead*, *Alien*, etc.), course materials include a wide range of critical theory, literature, and popular culture. Students will be expected to: 1) undertake substantial original research for critical writing projects; 2) be active participants in classroom discussions; 3) have a nice day! Prerequisites: Engl 170.

**Engl 358 Major Author: Malory & Legend King Arthur**

This class will feature a close reading of Malory's *Le Morte Darthur* – the most complete collection of the legends of King Arthur in the later Middle Ages (And one of the first books to be printed in English). We'll be looking at the whole work (or is it works?) – Arthur's conception, the Sword in the Stone, the Lady of the Lake, Merlin and his Girl Problem, Lancelot and his big Girl Problem (Guinevere) – as well as the two other major movements in Malory: Tristram and Isoude (drugs, sex, and – well, some harping anyway) and the eerie, mystical quest for the Holy Grail (which tends to float through rooms when you're not expecting it) that Ruins Everything before the last battles that lead to the death of practically everyone (except maybe Arthur). Prerequisites: Engl 170.

**Engl 358 Film Authors: Leslie Marmon Silko**

Leslie Marmon Silko, a writer of Laguna Pueblo, Mexican, and Anglo-American ancestry, is a key figure in what has been called the Native American Renaissance. Influenced by a mixed heritage including her grandmother's Laguna stories and her

father's photography, Silko is best known for her novel *Ceremony*, which draws upon Pueblo oral tradition, but she has generated a significant canon of work that crosses various genres, melds artistic forms, represents myriad voices and perspectives, and reconstructs personal, communal, national, and global histories. From Silko's collection of autobiographical writing, short fiction, poems, Laguna stories, and photographs in *Storyteller*, for example, students can also expect to encounter an epic, cross-continental narrative in the nearly 800-page novel *Almanac of the Dead*. (Note: students taking this course should thus be prepared to take on a challenging reading load.) Other texts will include *Laguna Woman* (poems), *The Delicacy and Strength of Lace: Letters Between Leslie Marmon Silko and James Wright*, *Gardens in the Dunes* (a novel), *Yellow Woman and a Beauty of the Spirit* (essays), and *The Turquoise Ledge: A Memoir*. Prerequisites: Engl 170.

**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. Prerequisites: Engl 170.

**Engl 388 Experimental: Senior Reading**

Class time will be spent discussing revising the students body of work, determining appropriate material for reading/presentation and responding to poetry and fiction readings both on campus and at nearby colleges and universities. Prerequisites: English majors pursuing the writing track.

**Engl 390 Studies in Literature: Literary Study in the Digital Age**

Digital technology is transforming the ways we produce, distribute, and study literature. Under the umbrella term "digital humanities," scholars are building electronic archives that put literary texts in historical, biographical, geographical, and other contexts; using computational tools to analyze and visualize the form and content of texts; creating new platforms for scholarly communication about texts; and trying to understand the larger cultural impact of the digital revolution. This course will undertake a close examination of all these developments while giving students hands-on experience with some basic tools for digital publication and textual analysis. Many of the activities in the course will revolve around SUNY Geneseo's recent efforts to create a digital edition of Henry David Thoreau's "Walden." No programming knowledge necessary. Prerequisites: Engl 170.

**Engl 390 Studies in Literature: Modern Autobiography**

Modern autobiography, which emerged as an important literary genre in the later eighteenth century, has in our time become a global publishing phenomenon with the

current memoir and creative non-fiction craze. We will focus on works from both ends of this temporal spectrum, with students assuming responsibility for discussing the reading(s) at our weekly seminar sessions. There will be periodic short writing assignments, as well as a culminating (research or autobiographical) project.  
Prerequisites: Engl 170.

**Engl 390      Studies in Literature: Nobel Prize Novels**

Study of some of the most famous novels written by Nobel Prize Laureates in Literature and discussion of political, social, and cultural debates these works have raised. The course is going to involve a discussion of the politics of the prize and the awarding process itself, as well. Readings may include Orhan Pamuk, J. M. Coetzee, Gunter Grass, Toni Morrison, Naguib Mahfouz, Gabriel Garcia Marquez, Albert Camus, Herman Hesse and the 2012 winner Mo Yan. Course evaluation will include at least one mid-term exam, one final exam, one research paper, weekly blog responses, quizzes, and active class participation. Prerequisites: Engl 170.

**Flai 288      Experimental: History and Culture of the Korean-Speaking World II**

This course, taught in Korean, continues the exploration of the historical and cultural developments in the two Koreas and in other Korean speaking societies, including the U.S. Lecture and the presentations will be in Korean; final essays can be written in Korean or English.

**Flai 288      Experimental: Semitic linguistics for (Non-)Linguists**

Drawing on methods of comparative linguistics, this course offers students of Hebrew and Arabic an insight on their relationship with other languages within the Semitic language family as well as their relationship with one another by examining anciently shared features, parallel evolution and contact. Notions such as roots and patterns will turn out to be elementary features for the structure of all Semitic languages, Hebrew and Arabic included. Special attention will be paid to similar features and parallel evolution between Hebrew and dialects of Arabic.

**Geog 388      Experimental: Economic Globalization**

A geographical analysis of how places are interconnected and differentiated through processes of production and exchange. The course asks how factors like global production networks, financial flows, regional development strategies, norms in labor and commercial relations, and standards and certifications shape the material wellbeing of people and the competitiveness of the places where they live and work. These themes are developed through readings, research, and discussion on the differing effects of the contemporary global economic crisis on regions like Northern and Southern Europe, China and India, and the U.S. East Coast and Gulf South. Prerequisites: Geog 102 or Geog 123, or permission of instructor.

**Hist 188      Experimental: History First Year Experience**

This is an introductory course for students considering a major in History. It will introduce students to the academic and co-curricular opportunities at Geneseo, and it will provide opportunities for new students to interact with members of the faculty and more

advanced undergraduates. Our focus will be on developing a sense of community, offering assistance with study skills, and examining career opportunities.

**Hist 220 Interpretations in History: Stalin & Stalinism**

This course will examine the changing patterns of how US historians covered topics of Stalin and Stalinism from the 1940s to the present. Prerequisites: Junior Standing.

**Hist 220 Interpretations in History: Global Capitalism**

From the perspective of *longue durée*, this course examines the development of global capitalism from the mid nineteenth century to the present day. It focuses on four historical approaches: the Annales School, the world-systems analysis, Postmodernism, and the Geographies of Freedom. Combining case studies (e.g., Wal-mart) and theoretical analyses (e.g., the Marxist critique of neo-liberal capitalism), this course provides an informed perspective on the world economy after the 2008 Great Recession. Prerequisites: Junior Standing.

**Hist 221 Research in History: Technology and Environment in Modern U.S.**

This seminar focuses on the relationship between technology and the environment in the 20<sup>th</sup>-century U.S. Students will examine the impact of technology on the environment, grassroots and regulatory efforts to minimize that impact, and attempts to design and deploy environmentally sustainable technologies. The end goal will be to produce a work of original historical research on some aspect of the environment-technology relationship. Prerequisites: Junior Standing.

**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. Prerequisites: Junior Standing.

**Hist 221 Research in History: Women and Gender in Africa**

This course examines women's changing status and opportunities in the social, political, and economic structures of African states and polities from early times to the present. It will explore the varieties of social constructions of gender and examine how women and men have negotiated gender relationships within the changing circumstances brought about by state formation, internal and external trade, religion, technology, intellectual thought, warfare, internal and external imperialism, and popular culture. Imbedded in indigenous gender relations has been the primacy of the female principle, reflected in beliefs and values about the centrality of earth and water goddesses. Many African societies are organized according to dual-sex patterns whereby women control their own sphere of activity and select women leaders who take part in community and state decision-making. Such sociopolitical organization has shown remarkable adaptability as

African peoples have incorporated ideas and technologies from Christianity (Coptic, Roman, and Protestant) and Islam (conservative and Sufism), indigenous and European imperialisms, capitalism and socialism, and more recently, global popular culture. Prerequisites: Junior Standing.

**Hist 288/Blks 288 Experimental: M.L.King, Malcolm X, Ella Baker**

This course will use biographical study of Martin Luther King Jr. Malcolm X, and Ella Baker as a way to study the modern Civil Rights Movement and to analyze contemporary historical representations of the movement and society. We will draw on memoir, biography, speeches, interviews, movies, documentaries, and popular culture to explore many topics, from the high profile debates over "nonviolence and self-defense" and "integration v. nationalism" to the competing ideas, strategies, and leadership styles within the larger black freedom struggle, the impact of gender, the implications of historical distortions, and connections to contemporary issues. This is a 4-credit course that will meet three hours a week for regular class discussions with an additional "lab" period (which will be used primarily to view films, but also to meet with a few guest speakers).

**Hist 388/Intd 388 Experimental: Capitalism & Modern World**

Taking an interdisciplinary approach, this course examines the development of capitalism from the mid-nineteenth century to the present day. Drawing on methodologies from cultural studies, critical theories, economics, geography, history, media studies, political philosophy, psychology and sociology, this course compares six approaches to capitalism: (1) Western Marxism, (2) the Annales School of socio-economic studies, (3) the world-systems analysis, (4) Postmodernism, (5) the Geographies of Freedom, and (6) the critique of everyday life. Combining case studies with theoretical analyses, this course provides students with a unique perspective on the global economy from the establishment of the Gold Standard in the nineteenth century to the rise of the BRICS (Brazil, Russia, India, China and South Africa) in the 2010's.

**Hist 388 Experimental: Napoleon, Moscow & 1812**

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

**Hist 388 Experimental: Sahara World**

This course is designed to introduce students to the main events and themes that unite the societies and cultures of the Sahara, North Africa, and the Sudan/Sahel, from the earliest times to the present with a particular focus on the 15<sup>th</sup>-19<sup>th</sup> centuries. The African continent has been central to the development of world history (the Americas, Europe, Middle East, and beyond) and for much of that time, the Sahara has been a key crossroads of trade and intellectual exchange. Key themes to be addressed include trade,

intellectual thought, the environment, political change, religion, gender, identity, and colonialism. We will also explore how Saharan societies have affected both European and sub-Saharan African societies and were themselves impacted by this contact.

**Hist 391 Senior Seminar: American History in the 19<sup>th</sup> Century**

This course fulfills the History Department's Senior Experience capstone requirement. Our focus will be American history in the long nineteenth century, roughly from the founding of the nation until World War I. Together we will examine some of the key historiographical issues and sample a range of primary sources. The main project for this course involves the preparation of a 25-30 page research paper. Topics to be covered include the Constitution, the development of democracy, the expansion and elimination of slavery, westward expansion, the Civil War and Reconstruction, the transition from an agrarian society to an urban, industrial society, debates on citizenship, race, and gender roles, and much more. Prerequisites: Hist 220 and Hist 221.

**Honr 202 Honors Seminar – Critical Reading: Shakespeare's Problem Plays**

In this seminar-style and writing-intensive course we will focus on four of Shakespeare's "problem plays" by way of close and careful reading, analysis and discussion. Prerequisites: Honr 101.

**Honr 203 S/Honors Seminar – Social Science: Well-Being**

Subjective well being has recently become the object of research in sociology, anthropology, psychology, economics, and political science. The sources of well being vary by age, gender, class, and religiosity. People in India, Japan, China, the USA, and Eastern Europe experience well being differently. Well being often correlates more with social connections than with material wealth. So, the increased standard of living in the USA over the last 50 years has not increased Americans' sense of subjective well being. Students will examine different social-science approaches to well being and will consider well being, cross-culturally, considering subjective well being in Japan, China, India and Hong Kong in addition to considering subjective well being in the USA. Prerequisites: Honr 102 or Honr 202.

**Honr 207 Honors Seminar: Div, Pl, Diff: NYS & Iroquois**

A historical course focusing upon the Indian tribes in New York in their legal battles with the state, exploring the issues tied into American Indian tribal sovereignty in this most contested realm. We will explore issues related to land rights, gaming, tobacco sales, environmental destruction, and tribal sovereignty. Prerequisites: Honr 102 or Honr 202.

**Honr 207 Honors Seminar: Div, Pl, Diff: Archeology-Sex**

This course traces the emergence of archaeological approaches to sex and sexuality from within gender studies and feminism in archaeology. After examining the intellectual foundations of this development, students will examine specific prehistoric and protohistorical studies. Studies of a purely historical or ethnographic nature will be limited in order to examine and evaluate in detail examples of purely prehistoric case studies, which are still rare. The experience of non-heterosexual anthropologists and archaeologists in the field and the academy will also be considered. The class will evaluate some of the theoretical and methodological challenges of developing an

archaeology of non-normative sexuality more generally. Prerequisites: Honr 102 or Honr 202.

**Intd 204      Lives Cares Biloxi Service Learning**

You will have an opportunity to extend your service learning experience through analysis of core and self-selected texts, personal reflection, participation in focused conversations, and a summative critical paper on the experience. (S/U grading). Permission of instructor.

**Intd 288      Experimental: History of Physical Science**

Description: 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. Prerequisites: Permission of instructor

**Intd 288      Experimental: Interdisciplinary Disability Studies**

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

**Intd 388/Hist 388      Experimental: Capitalism & Modern World**

Taking an interdisciplinary approach, this course examines the development of capitalism from the mid-nineteenth century to the present day. Drawing on methodologies from cultural studies, critical theories, economics, geography, history, media studies, political philosophy, psychology and sociology, this course compares six approaches to capitalism: (1) Western Marxism, (2) the Annales School of socio-economic studies, (3) the world-systems analysis, (4) Postmodernism, (5) the Geographies of Freedom, and (6) the critique of everyday life. Combining case studies with theoretical analyses, this

course provides students with a unique perspective on the global economy from the establishment of the Gold Standard in the nineteenth century to the rise of the BRICS (Brazil, Russia, India, China and South Africa) in the 2010's.

**Intd 388 Experimental: Methods of Teaching English to ESOL Learners**

Designed as a combination of academic studies and a service learning course. It will cover foundations of English Language phonology, articulation, syntax, and morphology and will analyze their differences from other languages linguistic systems. The course will focus on developing students' practical skills in teaching English to individuals from a variety of linguistic and cultural backgrounds. It will cover various interventions and modifications needed based on culture, ethnicity and native language. It will also discuss fundamentals of working with ESOL students with speech and language disorders. As a service learning component of this course, students will spend two hours a week teaching ESOL learners oral English communication skills on an individual basis and in groups.

**Math 388 Experimental: Problem Solving Seminar**

This seminar will provide an opportunity for participants to hone mathematical problem solving skills through challenging problems from across the mathematical curriculum. Students will work individually and in teams on problems which will demand both creativity and the ability to integrate their accumulated knowledge of various branches of mathematics. Prerequisites: Math 223, Math 233, Math 239, and two 300-level MATH courses.

**Mgmt 385 Special Topics in Business: Sales & Negotiation**

This course will be broken into three sections, but will have an overall theme: Build your communication and negotiation skills. Sales, as well as most other areas of business require effective communication and persuasion skills. First, we will focus on developing student's communication and persuasion capabilities by enhancing negotiation, conversation, and presentation skills. Students will then understand how face to face sales professionals utilize listening and negotiation "tools" to guide customers in their buying decisions. The final section of the class will focus on the Sales Management Processes used to measure sales activity, performance, and quality. This section will also demonstrate the impact sales planning has on the income statement. The modeling project will require the creation of a dynamic Excel spreadsheet, which will translate a Product Demand projection into sales quotas and an income statement. Also, although it may not be spelled out specifically in each week's topic, public speaking and presentations will be a large part of this class. Prerequisites: Senior Status.

**Mgmt 385 Special Topics in Business: Consumer Behavior**

How do individual consumers, couples and families make decisions about what to buy and consume? How do businesses make decisions about what to purchase? This course focuses on theories, models and real-world situations that explain how the economy works, not from the standpoint of companies, but from the perspective of consumers. Major topics include: the EKB Model; High-Involvement vs. Low-Involvement purchase decisions; planned vs. impulse purchases; problem recognition; information searches and

alternative brand evaluation; point-of-purchase factors; post-purchase processes, including Cognitive Dissonance and Attribution Theory; personal values and lifestyles; Memory, learning and perception; consumer motivation and emotion; Attitude-Behavior Consistency; the affects of advertising and promotion; cultural and cross-cultural perspectives; social class and reference groups; and within-household decision dynamics. Throughout the course, emphasis is placed on the rights and protection of consumers. Prerequisites: Senior Status.

**Musc 288 Experimental: Guthrie, Seeger & American Folk Rev**

This course will explore the writings, music and life of American folk poet and singer Woody Guthrie. These will be viewed in the context of American social and political issues and as Guthrie's work and image influenced the American folk music revival of the 1940s – 1960s. The primary reading in the course will be Woody Guthrie's autobiographical novel, *Bound for Glory*, and Joe Klein's researched biography, *Woody Guthrie: A Life*. These book-length assignments will be interspersed with other writings by or about Guthrie, Pete Seeger, Bob Dylan and others important to the development of the American folk music revival.

**Phil 288 Experimental: Building Democratic State**

The aim of the course is to introduce the students to theoretical and practical problems arising from the experience of the transition from the totalitarian regime to democracy in Eastern and Central Europe. The period of transition in Eastern and Central Europe was a unique "experiment" in building of a democratic state in the situation of chaotic and ambiguous societal expectation and hopes. The overview of this process allows the students to have insight into the complex issue of forming the democratic institutions from the scratch against the background of the lack of democratic tradition and the difficult economic and social situation. Therefore, the course provides students with the description of the main conflicts arising in the process of transformation as well as the contribution of this process to the general theory of democracy.

**Phil 288/Engl 288 Experimental: Holocaust & Communion**

The aim of this course is to show the most dramatic events of the last century in Eastern Europe through the biographies and autobiographies of people involved in these events. The theoretical frame of the course consists of discussing the concept of biography and autobiography as a literary narrative as well as a historical source. Therefore, this course will give an opportunity of becoming familiar with the history of Eastern Europe as it was perceived by the eyewitnesses as well as with the theoretical problem involved in the concept of (auto)biography.

**Phil 397 Seminar: The Ethics of Belief**

This course covers issues concerning notions of epistemic responsibility. Major topics this term will include: What counts as a good reason for adopting or rejecting a belief as true? How should we conduct ourselves in order to achieve intellectual virtue? Should knowledge be our ultimate goal as epistemic agents? What makes knowledge valuable? Authors studied will include: Clifford, James, Reisner, Shah, Feldman, Hiernoyimi, Conee, Plato, Descartes. Prerequisites: Permission of instructor.

**Plsc 288            Experimental: Building Democratic State**

The comparative perspective on building a democratic state in the situation of conflicting social values.

**Psyc 288            Experimental: Peer Advocacy**

This course offers students intensive training in and practical experiences with basic helping skills. Peer advocates staff a student-to-student helpline under the close supervision of the supervising instructor, a licensed mental health professional. Responsibilities also include helping to train prospective peer advocates. Specifically, peer advocates demonstrate skills and provide trainees with practice opportunities and feedback in weekly small group sessions. Peer advocates also help evaluate trainee performance based on oral, written, and practical exams. Peer advocates and trainees participate in a mandatory weekly seminar to discuss ethical, organizational, and practical issues as well as for ongoing training and supervision. May be taken twice for credit.

**Psyc 321            Developmental Psychology: SocioEmotional Development**

An advanced course focused on young children's social and emotional development. Empirical research reports will be the primary course reading material. Topics include typical developmental changes and individual differences in emotions, relationships, and early moral conduct such as helping behavior and compliance. Our main focus will be on the period from birth to five years. Course evaluations will be based on quizzes, brief reaction papers, and one term paper. Prerequisites: Psyc 215, 216, or 217.

**Psyc 321            Developmental Psychology: Parenting**

This course will examine the role of parenting in family life and child development. We will review empirical literature on the causes and consequences of typical and atypical forms of parenting. Special emphasis will be placed on translating empirical findings into an applied understanding of parenting. Students will demonstrate their understanding of these issues through written and oral assignments. Prerequisites: Psyc 215, 216, or 217.

**Psyc 352            Advanced Research in Psychology: Bystander Intervention**

This section of 352 will focus on research about bystander intervention as a method for addressing the problem of campus sexual assault. We will also explore basic theory and research on bystander behavior to allow students to develop and test hypotheses about others' willingness to intervene in high risk situations. We will also explore applied research on the efficacy of education programs to promote responsive bystander behavior and campus safety. Students enrolled in the course will write three APA scientific reports. Prerequisites: Psyc 250 and Psyc 251

**Psyc 352            Advanced Research in Psychology: Threat & Prejudice**

This course will examine research on the relationship between threat and prejudice. Recent research indicates that both personal threat and group-level threat predict derogation of traditionally stereotyped groups in unique ways. Students will read primary source literature on threat and prejudice as well as design and conduct several studies

based on previously published research. In addition, students will have the opportunity to develop their professional writing skills by writing three APA-style papers.

Prerequisites: Psyc 250 and Psyc 251

**Psyc 352      Advanced Research in Psychology: Media Psychology**

This course provides a comprehensive review and critique of media effects research. Topics include the impact of sex, drugs, obesity, and violence on children and adults. Students will gain experience in all phases of experimental research, with an emphasis on designing experiments, analyzing results, and writing research reports. Students will write three APA-style papers. Prerequisites: Psyc 250 and Psyc 251

**Psyc 352      Advanced Research in Psychology: First Impressions**

The focus in this section will be on factors that influence the impressions we form of others when we first meet them. These factors may include apparent characteristics of the other person, but also our own personalities and characteristics of the setting. Students in the class will read classic articles from the fields of Social and Personality Psychology, and they will search the current literature for other relevant research. Students will plan variations on the methods of previously published research, write ethics proposals, 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: Psyc 250 and Psyc 251

**Psyc 352      Advanced Research in Psychology: Short Term Memory**

This course will examine human short term memory from the perspective of the theory of working memory. Three experiments designed to test claims of working memory theory will be conducted. Students will gain experience in all phases of experimental research, with emphasis on designing experiments and analyzing results. Students will write three APA-style papers. Prerequisites: Psyc 250 and Psyc 251

**Socl 281      Selected Topics: Intro to Neurosociology**

Introduction to Neurosociology explores the sociological underpinnings of neurological disorders such as Alzheimer's, bipolar disorder, and ADHD (among others). Class readings and discussions will examine how such disorders are normally studied and explained as well as how sociological social psychology explains the role of the social for these disorders. Prerequisites: Any 100-level Sociology course.

**Socl 281      Selected Topics: Sociology of Sports**

Sport is much more than just fun and games; it is a powerful institution in our society, closely intertwined with family, community, school, media, politics, economics, religion, and other institutions. As a result, whatever our relationship to sports – from active participant to enthusiastic spectator to casual fan to agnostic to opponent – we are all influenced by sports. In this course, our primary focus is on closely analyzing our sporting landscape in an effort to understand why particular sports are available and popular (or not) at particular times and places and among particular groups. For example, we will consider why football has surpassed baseball as the national pastime, why soccer

is so popular at the youth level but not at the collegiate or professional levels, why different racial groups predominate in particular sports, and why NASCAR has become so popular. This analysis is structured around a series of central themes and issues that we will address and that are central to sociological perspectives on contemporary issues, including sports: race, class, and gender stratification; increasing corporate power in politics, the economy, and culture; and, most recently, the emergence of a post-9/11 neoconservative agenda. Prerequisites: Any 100-level Sociology course.

**Soc1 376 Senior Seminar: Subjectivity in the Modern World**

An examination of human agency as determined by culture, the economy and racial identity. Prerequisites: Senior Standing.

**Wmst 201 Topics Women's Studies: Gender & Disability – Bodies That Matter**

In this course we consider gender and disability as social markers as each intersects with race, class, sexuality, and transnational feminism (Erevelles, 2010). Gender is used to describe those “characteristics of women and men, which are socially constructed, while sex refers to those which are biologically determined. People are born female or male but learn to be girls and boys who grow into women and men. This learned behavior makes up gender identity and determines gender roles” (World Health Organization, 2002, p. 4). Similarly disability will be taken up through a social constructionist lens and introduced as a relationship of power/privilege rather than one characterized by deficit or defect inherent in broken bodies and damaged minds. We begin by exploring our own assumptions about gender and disability defined by Siebers (2008) as the “other other that makes otherness imaginable.” Our readings will draw from diverse disciplinary and interdisciplinary locations that support intersectional analyses rooted to a contemporary critique.

**XLRN 288 Real World Geneseo Service Learning Project**

This course is designed to integrate with XLRN 201. Students complete the service learning projects that they design in XLRN 201, including community-based experience and reflective writing component. Open to those who have completed XLRN 201.