Diversity-rich courses for Spring 2016
(courses with open seats, as of when this list was created)
*updated 1-18-16*

SCHOOL OF ARTS AND SCIENCES:

ANTHROPOLOGY (4 courses):

ANTH 130 The Native Americans (81959)
(3 credits) A general survey class which examines Native American societies of North America. The diversity of Native American societies is studied from an anthropological perspective that includes language, kinship, political economy, oral tradition and religious belief both historically and currently. Gen Ed: XC credit.

ANTH 340 Anthropology of Gender (81586)
(3 credits) What does it mean to be male or female? How do females and males learn their appropriate social roles? Particular attention paid to African and Native American cultures. Prerequisite: ANTH 150 or 202, or permission of instructor.

ANTH 359 African American Archaeology (81906)
(3 credits) This course explores African-American history as it has been reconstructed from the archaeological record. Focus will be on both contexts of slavery and freedom, and issues including race and representation will be highlighted.

ANTH 432 Native American Cultures (81591)
(3 credits) A research seminar that will investigate the history of a Native American community, how it adapted to the changes brought on by European contact, and the community’s present social environment. Prerequisite: ANTH 130 or 202, or permission of instructor.

ART HISTORY (1 course):

Fair-Schulz / ARTH 100:
I teach an ARTH 100, Idea and Image course, and the format that I have always used, is a multi-cultural approach. I use 3 texts:
1. GATEWAYS TO ART: a standard Art History Text, to cover Art History in timelines and regional formats. This course has a speech component: the first graded speech must be on one of the following topics from "Gateways to Art," Section 4 -- a comparative and contrasting GLOBAL approach is required of the images used.
2. For Speech Practice and Discussion we use the text: WAYS OF SEEING, by John Berger: written in the 1970s, it is THE breakout, seminal classic exploring gender and European colonialism in Art History and Visual Culture.

3. The second graded speech topic must use selected chapters from the text 9.5 THESIS ON ART AND CLASS, by Ben Davis, which explores contemporary art, from Post-Modernism forward, exploring diversity in class, ethnicity, gender, and race in a global context.

Every semester I have, for the last 3 years, brought a guest speaker, who is seeing-impaired to speak about "visualization," for the purpose of enhancing (1) students' mental preparedness and organization for the speeches, and to (2) explore how moving film, technologically, brought about opportunities for the visually-impaired to re-invent, visualize, and engage this art form.

**ENGLISH AND COMMUNICATION (11 courses):**

COMP405 Writing Center Theory 80990
Dr. Jennifer Mitchell (3 credits)

Writing Center theory and history, with emphasis on approaches to one-on-one instruction by peer tutors. The course will include a review of major principles in composition theory and it examines the impacts of code switching as well as negotiating identity differences during the tutoring session and in the design of writing center services. It is appropriate for tutors and pre-service teachers, and for anyone interested in the dynamics of one-on-one instruction in writing.

Instructor Permission (email mitchejk@potsdam.edu) or Prerequisite: COMP 201 and Junior or Senior standing.

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LITR 300 -- LITERARY ANALYSIS AND RESEARCH
Dr. James Donahue (donahujj@potsdam.edu)
Section 1, MWF 10:00-10:50
Section 2, MWF 11:00-11:50

This class provides an introduction to literary theories. In addition to reviewing the basics of literary criticism (e.g., interpretation supported by close reading), the course will introduce and examine a number of different methods of reading, analyzing, and writing about literature, including Feminist, Marxist, and identity-based approaches such as Critical Race Theory (CRT). The purpose of theory is to help change how we read, how we think, and in some cases how we act. The goal of this course is to introduce you to materials that confuse, frustrate, or challenge your own existing ways of reading and interpreting literary texts. You will spend much of the time confused at first. As we work through these theories, you will discover new methods of interpretation and new ways to explore how to make meaning out of the chaos that is art and culture.

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LITR 321 -- ANIME-TED GENDER
Dr. Christine Doran (dorancm@potsdam.edu)
Section 1, TuTh, 11:00-12:15

Although Japan has traditionally been a country with somewhat conservative gender roles, its anime often depicts a wide range of genders and gender behaviors. This course will examine some recent anime in terms of how they represent femininity, masculinity, and transgender behaviors. Hulu and Crunchyroll accounts will be needed. This course is an introduction to the material--if you are well versed in one particular anime, say you have all of Naruto memorized, this may not be the course for you. We will focus on shorter series, many of about a dozen episodes, so that we can watch all, or most, of them. Some of the seats will be reserved for WGS majors and minors--if you want one of those seats, you must declare a WGS major or minor. Anime may include Princess Jellyfish, The Wallflower, Ouran High School Host Club, Wandering Son, Kids on the Slope, Free!, Puella Magi Madoka Magica, Tiger and Bunny, Bunny Drop, and Black Butler. Counts for AC general education credit.

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LITR 353 -- FEMINIST THEORY AND 20TH CENTURY BRITISH LITERATURE
Dr. Christine Doran (dorancm@potsdam.edu)
Section 1, TuTh 12:30-1:45

The twentieth century saw radical transformations in the lives of many women. This course pairs feminist theoretical texts with twentieth century British literary texts to think through some of these transformations: professional, educational, enfranchisement, etc. Texts may include Room of One's Own, Wide Sargasso Sea, Story of an African Farm, Dora, Passion of New Eve, Sexing the Cherry, Sophie and the Sibyl, The Handmaid's Tale, and White Teeth. Counts for AC general education credit.

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LITR 355 -- GENDER AND LITERATURE
Dr. Judith Funston (funstoje@potsdam.edu)
Section 1, MWF 12:00-12:00

Beginning with Mary Rowlandson's captivity narrative (1682) and concluding with Jordan's When She Woke (2011), this course will survey issues of gender and race in American Literature. Other texts will include Charlotte Temple (1793), The Scarlet Letter (1850), Uncle Tom's Cabin (1852), The Morgesons (1862), Jacobs's slave narrative (1863), A Modern Instance (1882), The Great Gatsby (1925), and Sanctuary (1931). Counts for AC general education credit.

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In addition to affirming one’s identity in terms of what one is – e.g., I am a woman, I am Australian, I am left-handed – it is also possible to do so in terms of what one is not – e.g., I am not straight, I am not an immigrant, I am not a native speaker of French. Although the latter method is not necessarily worse than the former, it frequently becomes a source of strife in societal contexts in which one identity becomes perceived as “normal,” a situation that relegates all others to abnormality or “other”-ness. In this class, we will read a sampling of contemporary fiction that examines how and why such identity-defining processes work, the limits that such a mindset imposes on both the “normal” and the “other,” and possible alternatives that transcend the binary nature of “othered” situations. READING LIST: The Orenda by Joseph Boyden; Geek Love by Katherine Dunn; We Are All Completely Beside Ourselves by Karen Joy Fowler; Loving Day by Mat Johnson; The Taqwacores by Michael Muhammad Knight; Angry White Black Boy by Adam Mansbach; The White Castle by Orhan Pamuk; Funny Boy by Shyam Selvadurai; Annabel by Kathleen Winter. Counts for AC general education credit.

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This course is an exploration in body theory and the different ways of critically thinking about the concept of “cutting the body.” The course will investigate the concept of the cut, which formulates a cultural and political context for ideological issues on the body (gendered or otherwise), the semiotic body, and the body/skin as a book. This course will explore the theme of “cutting the body” through various genres in order to discover what and how the body “speaks” beyond the grave, how the body is displayed as “spectacle” in ways that are predetermined by a specific social structure, and how cuts in the body reflect aspects of sex/gender, race, or class systems. Counts as AC general education credit.

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In this course, we will analyze some of Chaucer’s major works, his place in English literary history, and examine various critical and literary
approaches to Chaucer’s works. We will read his works in modern
translation and Middle English. Students will also learn about the
medieval world: love, music, food, romance, religion, and medicine and
study Chaucer’s cultural medieval settings. For example, how much do the
plague, medieval romance, and early medicine (where women were seen as
“deformed males” in the “one-sex” model) influence Chaucer and his
contemporaries and their writings? We will also connect Chaucer’s world
to the modern World: Students will investigate how Chaucer’s Wife of Bath
can be read through the modern cougar phenomenon. In addition, we will
also explore how the rhythm of Middle English texts is now connected to
RAP music, modern medical views to medieval medical views, and how the
medieval romance could be interpreted via the BROmance (movies like I love
you Man), which is a fairly new phenomenon for us, but seemed to be
existent in medieval romance writing. You will eventually see that the
Medieval world is not that different from modern world, so take this
class! Prerequisites: LITR 200 or 201 and LITR 300 or permission of
instructor.

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LITR 434 -- COLONIAL AMERICAN LITERATURE
Dr. Donald McNutt (mcnuttdj@potsdam.edu)
Section 1, MWF  11:00-11:50

Examines literary and non-literary texts produced by European explorers,
early American settlers, and Native Americans during the periods of
cultural contact, colonization, and Revolution. Focusing on contact
narratives, promotional tracts, religious sermons, poetry, and political
writings, the seminar also interprets the discourses that shaped
colonialism and propelled the American Revolution. Special attention given
to what constitutes “American literature” as the concepts of both
“American” and “literature” evolved from the age of exploration through
the eighteenth century. Prerequisites: LITR 200 or 201 and LITR 300.

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LITR 447 -- NATIVE AMERICAN LITERATURE: NARRATIVES OF SURVIVANCE
Section 1, MWF  1:00-1:50

Although the term survivance has multiple definitions, it has taken on a
particular meaning in Native American/First Nations communities. As
defined by novelist, poet, theorist, and cultural critic Gerald Vizenor,
survivance connotes an active sense of presence on behalf of Native
Americans and First Nations people, a positive process that goes beyond
mere survival and suggests a celebration of the wide variety of cultural
forms and productions. In this course we will read works of contemporary
fiction that embody Vizenor’s conception of survivance, in both theme and
more importantly in narrative form. Along the way we will study certain
key concepts in contemporary narrative theory, and how they may be useful in the study of these novels. Prerequisites: LITR 200 or 201 and LITR 300 or permission of instructor.

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LITR 515 -- NATIONALISM IN FILM & FICTION (3)
Dr. Derek Maus (mausdc@potsdam.edu)
Section 1, TuTh 3:30-4:45

At its most fundamental level, a nation is simply a substantial group of people who share and acknowledge some cultural trait that binds them together meaningfully. Claims of nationhood can result from shared history, shared language, shared beliefs, shared location, or some combination of these and other factors. The selection of contemporary novels and films we will read this selection will survey not only the positive value of such communal impulses but also the darker aspects of nationhood, in particular the difficulty of peacefully integrating competing nation-based identities into meaningfully pluralistic societies.

READING LIST: Waiting for the Barbarians by J. M. Coetzee; S., A Novel about the Balkans by Slavenka Drakulić; Cockroach by Rawi Hage; Who’s Irish?: Stories by Gish Jen; I am a Japanese Writer by Dany LaFerrière; Midnight’s Children by Salman Rushdie. FILMS: My Beautiful Laundrette (dir., Stephen Frears); The Crying Game (dir. Neil Jordan); The Band’s Visit (dir. Eran Kolirin); The Cuckoo (dir. Aleksandr Rogozhkin)

HISTORY (7 courses):

HIST 100 World History (3 Cr., XC)
Applying a cross-cultural, comparative approach to understanding social, political, economic, and cultural developments, this course surveys significant themes in historical development from ancient to modern times.
TuTh 11:00-12:15 (CH1) Freed, L
TuTh 2:00-3:15 (C03) Welch, G
TuTh 2:00-3:15 (CH3) Welch, G

HIST 120 Survey of American History (3 Cr., AH)
This course is a comprehensive, thematically organized overview of American history from pre-Columbian times to the present. Designed for General Education students, this hybrid course combines class time with time in the History Learning Lab and online work. Not for Childhood Education majors. History majors and minors may take 120 if they have not already taken HIST 110, 111, or 121.
M 01:00-01:50 McIntyre, S
HIST 225 East Asian History (3 Cr., XC)
Introduction to the history of East Asia from the emergence of ancient cultures to the present. Its main focus will be on the political, cultural, and social developments of China and Japan, with some attention to Korea and Taiwan.
Tu 03:30-06:00 Imai, S

HIST 304 History of American Women (3 Cr., AH)
Women in America from Colonial times to 1890: legal positions, social roles, employment, education, reform movements, suffrage, and women’s organizations.
WF 08:30-09:45 Welch, G

HIST 379 History Of New York State (3 Cr.)
Political, economic and social developments from colonial times to present. Relationship of state history to major issues and events in American life.
WF 02:00-03:15 Welch, G

HIST 420 US Foreign Relations 1890-2000 (3 Cr.)
Explores the history of U.S. foreign relations from the beginning of the nation’s overseas economic expansion during the 1890s to the present. Investigates the causes and consequences of the major wars fought by the U.S. during the late nineteenth and twentieth centuries, the origins and effects of the Cold War on U.S. foreign relations, and the impact of economic globalization on the conduct of U.S. foreign policy and on the nation’s domestic politics, society, and economy.
TuTh 09:30-10:45 Smith, K

HIST 470 African Environmental History (3 Cr.)
Historical examination of Africa’s diverse human and natural environments. Considers interactions between human and natural worlds with issues such as urbanization, agricultural strategies, deforestation, and the role of the supernatural in African environmental knowledge.
MW 02:00-03:15 Freed, L

MODERN LANGUAGES (6 courses):

I. Selection of French courses

81968 LANG 296 The French Case
This course presents the cultural and linguistic characteristics of contemporary France. French society is studied as a nation forged by a diversity of cultures. The focus is placed upon both the economic and political integration and development of such diverse cultures and also their resistance to such integration. France, as a European nation, is identified as a nation struggling with attractive poles; homogeneity and heterogeneity. This class is open to all students and will be taught in English. Gen Ed: WC credit.
81207 French 462 French Literature II
Contemporary plays, from France and from North Africa, including plays by Tunisian women writer Jalila Baccar, and by Algerian novelist and dramaturge, Assia Djebar. Prerequisites FREN 315, 325, or 326. Class will be taught in French. It is designed for French seniors. Bilingual students from other majors are welcome.

II. Selection of Spanish courses

81705 Spanish 305 Culture of Hispanics in USA
Cultural background, history and literature of the Spanish-speaking population of the United States. Prerequisite: SPAN 204. Literature and culture, as well as historical background of the Hispanic population of the United States. The language of instruction is Spanish. Pre requisite: Span 204 or permission of instructor. In this class we will read and discuss essays, short stories, novels, plays and poems written Latino/a authors that live and work and/or were born in the USA. We will examine the process called cultural and narrative hybridism, in particular the phenomenon of crossing borders. We will explore how issues of race, class, and gender intersect national identity, minority, civil rights, and human rights. Non-majors who can follow discussions and lectures in Spanish are invited to take the class and write papers in English.

80365 Spanish 308 Readings in Hispanic Literature II
Basic principles of literary analysis through contemporary Spanish and/or Latin American literature. Focus on narrative: short stories, a novella, significant authors. Emphasis on building a sophisticated vocabulary in the Spanish language. Prerequisites: SPAN 203 and 204. In this class we undertake a critical and appreciative reading of stories, poems and plays by noted contemporary Latin American and Latino writers. This class is a wonderful opportunity to appreciate the diversity and significance of Latin American and Latino literary works.

81812 Spanish 462 Race/Gender in Latin American Fiction
In this seminar we will read works of contemporary Latin American fiction and focus on the intersection between race and gender as a critical node that generates rich tensions and meaning. Either because they conform to or defy the status quo, novels and collections of stories help to build regional and national identities. The WI component of this class calls for additional readings and revisions of papers. Prerequisites: SPAN 306 and 308. Class is taught in Spanish, designed for Spanish seniors. Bilingual students from other majors are welcome.

III. Class for Women’s and Gender Studies Program

81813 WMST 360 Feminist Research Methods. WI Dr. L. Trevizan
An examination of research methods in the field of Women’s and Gender Studies with specific attention to the theories, methods, epistemologies, histories, activism, and practices that constitute feminist inquiry. Focus on productive intersections of race / gender / sex / class / difference will allow us to critically understand marginalization and thus interrogate power and privilege. Active participation is expected. Class readings are demanding.
WI designator requires revision of writing and individual conferences.

**PHILOSOPHY (1 course):**

PHIL 102 – Philosophy of the Liberal Arts – PI, FC
Dr. Murphy Sec. 1 – 81575 TUTH 9:30-10:45 am Satterlee 205 Sec. 2 – 81576 MWF 11:00-11:50 am Kellas 102
This course examines arguments for and against the traditional humanities disciplines. Defenders of the humanities argue that studying philosophy, art, literature, culture and history can improve students’ abilities to think critically about moral issues, interact fruitfully with people from other cultures, fulfill their obligations as citizens and live meaningful and fulfilling lives. In this class we will critically examine these claims. Understanding these arguments will require careful engagement with a number of fundamental philosophical questions regarding the nature of morality, the relationship between values and culture, the possibility of objective judgments in aesthetics and ethics, and the standards by which to judge whether one's life is or is not meaningful. We will explore these questions through careful reading of classic and contemporary philosophical work.

**POLITICS (4 courses):**

81935 Political Dialogue POLS 395, 4 Hrs., T/Th 9:00-10:40
Dr. Neisser, Dunn 103, 315- 854-3520 (c), neissept@potsdam.edu
(NOTE: This class does NOT meet as 8:00AM, as originally listed; it meets at 9:00AM)

This course begins with consideration of a structural theory of race and class segregation in the U.S. while offering possible connections between that segregation and common behaviors and ideological formations, ranging from political disagreement and discomfort with those who seems different to fear or outright hatred and willful misunderstanding of some by others (e.g. racism). From there students study theories of deliberative democracy and methods of engaging in dialogue across strong disagreement. Finally, the students create and facilitate liberal-conservative dialogues and/or dialogues about race, justice, and inequality, in the process acquiring dialogue skills and facilitation skills. All viewpoints are welcome.

80164 Political Ideas (PI), POLS 200, 4 Hrs., M/W, 8:00-9:40
Dr. Hilmer, Satterlee 307a, 267-2522, hilmerjd@potsdam.edu

This course considers major perennial political problems and introduces concepts and analytical techniques used in the search for appropriate responses to those problems. Specifically, this course addresses various problems and questions associated with individual and social diversity. These questions include: What does it mean to be an individual in a diverse society? In what ways is diversity a prerequisite for individuality? What are the characteristics of a society that nurtures individual diversity? How do diverse societies resolve conflicts internally and with other societies/cultures? Students address these questions by employing the analytical techniques of various modern political thinkers (Emerson, James, Mill, Mouffe, Feyerabend, and Foucault). Students will learn (1) an understanding of diverse forms of life/cultures (political, religious, positivistic, etc.)
and the valuable role diversity plays in the cultivation of individuality; (2) the analytical ability to evaluate concurrent problems and tensions that develop internally and externally between diverse individuals and cultures; and (3) the ability to identify, critique and propose methods for reconciling diverse individuals and societies.

80920 Intro to Comparative Politics (XC), POLS 130, 4 Hrs., T/W/Th/F 11:00-11:50
Dr. Hinckley, Satterlee 309c, 267-2563, hincklra@potsdam.edu

This course provides an introduction to basic concepts in comparative political analysis and application of them to selected countries from diverse regions of the world. It also explores the formal political institutions in each country, as well as less formal aspects including political values and culture. Finally, it examines how society, economy, and globalization help shape domestic politics.

81952 Int’l Migrants and Refugees, POLS 395, 4 Hrs., T/Th 2:00-3:40
Michael Popovic, Satterlee 311-2, 314 650 3479 (c) popovimj@potsdam.edu

This course provides an overview over the interdisciplinary study of voluntary and forced international migration. Students will learn about historical migration trends around the world as well as more current crises such as the Syrian refugees in Europe or the Central American refugees at the southern U.S. border. We will investigate the causes for and processes of migration and their impacts on both sending as well as receiving countries. In addition, we will take a closer look at experiences of migrants during their travels with a focus on human trafficking and migration control measures. The course concludes with the analysis of migrant and refugee experiences with transnational living in a diaspora and potential problems they may face in their host societies.

CRANE SCHOOL OF MUSIC:

81922 MULH 161 001 GLOBAL POP MUS/URBAN CULTURE 3 MW 400PM–515PM SCH–HLA311 J HUNTER

In this course students will be introduced to a wide variety of popular music styles, performers, contexts, and issues from around the globe. Major genres explored could include Gospel, Funk, Country, Reggae, Highlife, Hiplife, Makossa, Mbalax, Enka, Bollywood, Bhangra, Salsa, Forro, and Merengue. The course will explore complex issues connected to globalization, Westernization, nationalism, politics, identity, diasporas, new technologies, the record industry and the “world music” markets, cross-cultural influences and collaborations, international aid festivals, and the negotiation between traditional and modernity within global “pop” music. In the process, a number of contemporary urban centers (such as Nashville, New York City, Accara, Dakar, Douala, Cali, Kingston, Mumbai, Tokyo, and Beijing) and the peoples who inhabit them will be explored. The course should be of particular interest to students in Music Business, Anthropology, Sociology, Theatre, Dance, Modern Languages, Africana Studies, and U.S. and Global Studies. Restrictions: Instructor permission required for Music majors.

3.000 Credit hours
SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES:

BUSINESS ADMINISTRATION (2 courses):

@MGMT 310: Organizational Behavior & Ethics: This course focuses on theories and practices about individual behaviors, interpersonal dynamics, and group processes in organizations. Topics include motivation, teamwork, leadership, communication, power, influence tactics, conflict resolution, ethics, and job satisfaction.

IT 507: Policies, Issues, and Ethics for Professional Practice: This course examines the formulation and implementation of organizational policy through the lens of ethical values. Ethical choices within organizational cultures and context will be explored.