SCHOOL OF ARTS AND SCIENCES

HISTORY

HIST 252 Eat: A Global History of Food, 82052 TUTH 11:00 - 12:15 and 82053 TUTH 12:30 - 1:45, L. Freed
Surveys the global history of food since 1450, with particular attention to areas outside Europe and the US. Examines the history of various aspects of what has become a global agri-food system, including the economics, politics, technologies, and cultures of food. Surveys the major events from the Columbian exchange to GMOs.

HIST 332 Africa Since 1870 (Africana Studies, International Studies), 81864 MW 2:00 - 3:15, L. Freed
Explores modern African history, paying particular attention to imperialism and its impact on African societies and cultures, the rise of nationalist and independence movements, independence and the creation of nation-states, and recent and contemporary politics, society, and culture. Prerequisite: sophomore standing.

HIST 250 Sick History of Early America, MW 12:00-12:50 Satterlee Hall room 120, plus one Friday section at one of the following times: 10-10:50, 11:00-11:50, or 12:--12:50 (HNR) Satterlee Hall room 220 OR 219, S. McIntyre
Sick History in Early America sees disease as a historical force. We will cover topics beginning with the arrival of Europeans and ending with the Civil War and Reconstruction. The course charts political, social, and cultural change through the lenses of disease, health, sickness, and healing. How we define health and sickness and how we confront healing practices, are culturally determined. As a recent historian of medicine has suggested, "collective ideas of disease shaped colonial knowledge systems... Disease was not only ubiquitous in the colonial world but also critical to the development of local understandings of disease, indigenous societies, colonial authority, and Atlantic world powers." Looking at the past "in sickness and in health" will also encourage the empathy necessary for deeper historical understandings. Primary sources will get us closer to what it felt like to survive smallpox or yellow fever, give birth, endure a battlefield amputation, and administer help to the suffering. Secondary sources explore how historians have understood medical history, and will encourage you to see the implicit and explicit arguments that historians craft.

ANTH 331 Women in Native America next semester, MW 2:00-3:15 STW-HL0116DS, S. Stebbins
An examination of the diversity of roles of women in Native American cultures and how an anthropological and feminist analysis of those roles has led to a re-examination of gender.
ENVIRONMENTAL STUDIES

ENVR 110 Intro to Environmental Studies, TUTH 9:30-10:45 Flagg-HL0236, A. Reis
While some of our course textbooks include writings by a white, male majority, this course will position students to question the environmental 'canon' as we progress through the semester. As students become familiar with the history of environmentalism in the U.S., they will be asked to consider and critique the 'whiteness' that dominates U.S. environmental history, and to question why the canonization of this history does not include more writing by indigenous environmentalists, black agro-environmentalists, and other non-white, male environmentalists. Moreover, students will complete units on environmental justice, wherein they will learn about the disproportionate environmental burdens experienced by indigenous peoples, people of color, and women; and agrarianism, wherein they will learn about rural environmentalism.

ENVR 395 Ecology and the Mind, MW 2:00-3:15 Flagg-HL0102, A. Reis
This course carries the subheading "Ecological Grief in the Anthropocene." As such, it will introduce students to the current global epoch we occupy: the Anthropocene, which signals humans’ recognizable geophysical influence on all ecosystemic components at a planetary scale. While conventional scientific and political discourse has struggled to evaluate the variety of effects the Anthropocene—and associated environmental degradation—has had/is having on the human mind, this course will engage students in the study of environmental philosophy, criticism, literature, and film that represents the psychological results of denying humans’ evolutionary need to connect with healthy, natural ecosystems. This course emerges from the intersections of environmental justice and environmental health studies, and will go a step further to investigate how we can consider mental health issues under the umbrella of environmental health, which usually focuses on how toxins and contamination introduced into the environment leads to cancers, respiratory health problems, reproductive issues, and more. But how does the degradation of our environment come to bear on our minds? And in particular, what subsets of the population are at risk for environmentally-induced mental illness, or ecological grief? In order to answer these questions, we will focus on reading assignments that reflect the experiences of marginalized communities, such as indigenous and impoverished communities. Reading assignments will be significant and challenging, and preparation for lively class discussion will be imperative.

MODERN LANGUAGES

ASL 101-001 American Sign Language M. Moose TUTH 8:30-9:45 am FLG-HL-0233
This course examines the basic grammatical structure and lexicon of American Sign Language. The course of study will focus on developing basic syntactical structures and vocabulary that will allow students to comprehend and express personal information. Students will learn appropriate cultural behaviors such as the use of direct eye gaze, directing and maintaining attention, and turn-taking strategies. The course will also examine Deaf culture, history, values, and social norms that play an important role in the Deaf community. This course is appropriate for students who have no previous knowledge of American Sign Language.

SPAN 305 Culture of Hispanics in USA, TUTH 11:00-12:15 FLG-HL0103, O. Sarmiento
ASL 102-001 American Sign Language M. Moose TUTH 11-11:50 CAR-LH-0101
This course is the second in the American Sign Language Series. The course continues development of interpersonal communication skills, teaching basic syntactical structures and vocabulary that will allow students to communicate in one-on-one and small group settings. Students will learn to apply culturally appropriate turn-taking and back channeling strategies. Cultural connections will be made through comparison and analysis of beliefs, values and attitudes within the Deaf culture.

POLITICS
POLS 395 Classic Cases in Bioethics, TUTH 4:00-5:40 SAT-HL0310, D. Lempert
This course examines classic cases in U.S. law wherein bioethics (i.e., moral principles applied in the context of biological/medical decision-making) play a central role. Cases cover substantive topics such as reproduction, the doctor-patient relationship, end-of-life decisions, genetics, and organ transplantation. There is a focus on the rights of the disabled and the elderly, as well as on reproductive rights.

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

HLTH 475-479 Minor Seminar, MW 12:00-12:50 DUNNH0102, S. Lister
HLTH 485 Pre-Internship Seminar, MW 10:00-10:50 DUNNH0102, S. Lister
In both of these courses we discuss how understanding and embracing diversity will help prepare students to be more effective members of the field of community health. I require students to attend workshops in the Days of Reflection, and Nimo Sugulle comes to debrief with them to discuss diversity in the field of healthcare. We discuss barriers to care faced by people of diverse backgrounds.

HLTH 310 Health Disparities, TUTH 2:00-3:15 DUNNH0102, P. Anafi
In this course, students will examine disparities in the health status of a variety of population groups defined on the basis of race/ethnicity, sex, sexual orientation, socioeconomic status, age, ability, etc. Students will examine and discuss epidemiological data illustrating disparities, factors that contribute to those disparities and strategies to address disparities.

Program Planning (3), W 5:00-7:45 pm DUNNH0204, J. Jacobson
Students will learn to plan for design, development, and implementation of strategies to improve the health of individuals in rural and diverse communities. Topics include use of theory and needs assessment data in planning program strategies, methods and implementation.

HLTH 655 -- Health Policy & Administration (3) M 5:00-7:45 pm DUNNH0204, J. Jacobson
Using a multidisciplinary approach, this course examines organizational and public policy issues that influence the operation and outcomes of public health and health care services. Emphasis will be placed on influencing, formulating, and advocating for social and organizational policies that are culturally relevant and evidence-based. Students will learn the unique needs of public health and healthcare systems operating in rural areas.
MUCE 338, Elementary and Middle School Choral Practices, WF 9:00-9:50, Bishop Hall B115 N. Klykken
This course develops students’ musical and teaching competencies to effectively teach in elementary and middle school vocal-music programs. Students engage in a variety of learning experiences including reading, analyzing, presenting, collaborating, peer teaching, reflecting, and researching as they explore ideas of music, identity, culturally relevant teaching, and various pedagogies to best meet elementary and middle schoolers’ needs.

MUAP115 Campus Community Band, 1 credit Aesthetic Experience, Tuesday 6:00 to 7:20 p.m. Bishop Hall C107  C. Collins
The Campus Community Band is an inclusive organization of adult musicians, welcoming all abilities, interests, and backgrounds. Members participate from the surrounding communities and area colleges playing woodwind, brass, percussion, drum-set, keyboard, electric guitar, and bass instruments. The mission of the Campus Community Band is to explore member-selected music and original compositions in a variety of venues: concert band, jazz combo, rock group, bucket band, improvisation ensembles, and chamber groups. The ensembles share a public session twice each year in December and May through an “Informance” that involves the audience in the musical experience in an informal setting. Each “Informance” combines the music with a meaningful message of social and cultural awareness, designed by the members of the ensemble. To learn more about the Campus Community Band, visit our website at http://campuscommunityband.weebly.com/

MUCE 334, Elementary Choir Practicum, Monday 7:45 am-9:50 a.m. off campus at St. Mary’s School in Canton and Tuesday 3:30-5:30 Schuette A323, N. Klykken
This course provides the undergraduate choral music education student the opportunity to conduct and rehearse young artists in a choral context. Students will gain practical understanding of the developing child’s voice as they observe, study, rehearse, conduct, teach culturally relevant concepts, and perform a wide variety of choral literature for children’s voices. Students will apply concepts from Choral Practices—Elementary/Middle School (MUCE 338) in a laboratory setting at St. Mary’s School in Canton, NY.