Diversity-Rich Courses for Fall 2016
4-15-2016

SCHOOL OF ARTS AND SCIENCES:

ANTHROPOLOGY (10 courses):

ANTH 106 – Ancient People and Places
Instructor: Tim Messner

ANTH 115 – Historical Archaeology of NYS
Instructor: Hadley Kruczek-Aaron

ANTH 130 – The Native Americans
Instructor: Susan Stebbins

Texts: Life in a Pueblo by Kathy Kamp, Water Lily by Ella Deloria, Northern Passage by Robert Jarvenpa, Everything You Wanted to Know about Indians but were Afraid to Ask, by Anton Treur and The Native Americans, by Susan Stebbins.

The objectives for this class are that students learn about the diversity, histories and cultures of Native North Americans; how these societies have been challenged and influenced by Europeans and Euro-Americans, how Native societies in turn challenged and influenced Euro-America, and the contemporary situations of Native Americans and their communities. Students will learn many anthropological concepts in this class; such as how kinship, economy, political organization, language and religion function in a society, and how archaeology can give us information about North American pre-historic societies.

ANTH 140 – World Art and Culture
Instructor: Morgan Perkins

ANTH 202 – Cultural Anthropology
Instructor: Jennifer L. Campbell

ANTH 333 – Indian Images
Instructor: Susan Stebbins


There are three major goals for this class. First, to instill in students an awareness of the continued stereotypes by which American Indians are viewed and the racist nature of these stereotypes, second to help students develop historical, anthropological and analytical skills by which to make sound and non-racist judgements about further representations of American Indians and other â€œdifferentâ€ (Othered) peoples; and finally to acquaint students with some of the ways in which American Indians are appropriating images for themselves and why they are doing so.
The course focuses on Mesoamerican indigenous cultures from pre-Columbian times to present day. Although the course covers basic information about several Mesoamerican civilizations (Aztec, Totonac, etc.), the emphasis of the course is on contemporary Maya cultures. The current Maya are the recipients of one of the most important cultural legacies of the history of Mesoamerica. In this course we explore how some institutions and cultural traits that characterized the pre-Columbian Maya have survived after five hundred years of colonial history, while others have blended with Western culture in many fascinating ways.

ANTH 362 – Historical Archaeology
Instructor: Hadley Kruczek-Aaron

ANTH 370 – Art and Culture in China
Instructor: Morgan Perkins

ANTH 495 – Cultural Heritage
Instructor: Jennifer L. Campbell

ENGLISH & COMMUNICATION (10 courses):

COMM 201 – Mass Media and Society
(Designated as a "diverse voices" course needed for Communication majors and minors)

COMM 322 – Studies in Documentary Film (also "diverse voices")

COMM 245 – Interpersonal Communication (also "diverse voices")

COMM 372 – Rhetoric of the Black Church

COMM 390 – section 3 Advocacy Media

COMM 390 – section 2 Communication in Ministry

LITR 100 –

We're using basic close reading methodologies, but I always incorporate some contexts. It's still an English Lit course, but I'm focusing it on the issue of identity and narrative. We're reading four plays:
1. Trifles (which deals with the dismissal of "feminine" concerns as unimportant - I pair it with scenes from legally blonde to highlight our continuing dismissal of "girly" things - thanks to Nancy Berbrich's excellent suggestion)
2. The Importance of Being Earnest (we talk about the constructed nature of personal narrative and the collaborative fictions characters create. May also talk about the homosexual subtexts)
3. The Piano Lesson (August Wilson, an African American family debating the different values of a family heirloom and the ways it signifies as history vs. potential opportunity)
4. Almighty Voice and His Wife (Daniel David Moses - Indigenous Canadian playwright - highlights appropriation of subaltern narratives and the question of narrative control)  We read one graphic novel
5. Fun Home (Alison Bechdel - about her own development of sexual identity, coming to terms with her father's closeted identity and suicide, and questioning the reliability and subjectivity of narrative)

I'm using the Norton Portable Intro to Lit and selecting Short Stories and Poems to continue thinking about identity and narrative.

LITR 110 – WRITING ABOUT LITERATURE (4 credits)
Instructor: Derek Maus

Section 2 TuTH 12:30-1:45  
Section 3 TuTH 2:00-3:15

Like LITR 100 (Introduction to Literature), this course provides an introduction to elements of literature through the study of its various forms. However, it differs from LITR 100 in its expanded focus on writing, revising, and incorporating various forms of external resources in constructing formal interpretations of particular works of literature. Essentially, this course is designed to improve your ability to read and write interpretively/analytically, regardless of your major and minor. It just happens to do so by using literary texts as the primary subject matter.

READING LIST: The Best American Short Stories, 2015, edited by T. C. Boyle; Fun Home: A Family Tragicomic by Alison Bechdel; Uncle Vanya by Anton Chekhov; We Are All Completely Beside Ourselves by Karen Joy Fowler.
FILMS: Vanya on 42nd Street (dir. Louis Malle); The Visitor (dir. Tom McCarthy).

This course cannot be taken if credit has been received for LITR 100.

LITR 308 – The Modern American Novel English & Communication*
Instructor: Jim Donahue

MWF 2:00-2:50  
*This course is cross-listed with WGS

In this course, students will study the Modern American Novel as a genre, but also as an expression of the social and political developments of the early 20th century. Focusing on the works of 4 major authors - Gertrude Stein, Willa Cather, Anzia Yezierska, and Zora Neale Hurston - students will study the means by which these novels explore such topics as women's independence, the Harlem Renaissance, and the immigrant experience in America.

LITR 303 – MUSIC AND MUSICIANS IN CONTEMPORARY FICTION (3 credits)
Instructor: Derek Maus

Section 1 TuTh 9:30-10:45

This course will look at a wide variety of fictional representations of musicians and the music they play, with the intention of examining how verbal and musical forms of expression can be intertwined to create a hybrid form of artistry. The novels and films we will study use characters (sometimes historical, sometimes wholly invented) and themes borrowed from rock and roll, hip-hop, jazz, mambo, punk, and Western classical music. To establish a broad and interdisciplinary context for our discussion, we will read a selection of brief secondary sources by philosophers (Arthur Schopenhauer), music psychologists (Daniel Levitin), music critics (Ellen Willis), and literary critics/authors (Ralph Ellison) that pertain to the intersection of music and literature. NOTE: This course does not presuppose prior experience with the formal study of either music or literature and is ideal for students from any academic discipline with an interest in the subject matter.

READING LIST: Reservation Blues by Sherman Alexie; Slumberland by Paul Beatty; The Loser by Thomas Bernhard; A Visit from the Goon Squad by Jennifer Egan; The Mambo Kings Play Songs of Love by Oscar Hijuelos; An Equal Music by Vikram Seth; The Bear Comes Home by Rafi Zabor. FILMS: Amadeus (dir. Miloš Forman); No One Knows about
Persian Cats (dir. Bahman Ghobadi) Counts as World Literature and Post-1900 credit. Counts for Women’s & Gender Studies majors and minors. (AC)

**HEALTH (5 courses):**

HLTH 310 – Health Disparities  
Instructor: Kathleen O’Rourke

HLTH 342 – Women's Health  
Instructor: Kathleen O’Rourke

HLTH 620 – Current Topics in Rural Health  
Instructor: Kathleen O’Rourke

HLTH 470 – Program Planning  
Instructor: Kathleen O’Rourke

HLTH 480 – Program Evaluation  
Instructor: Kathleen O’Rourke

**HISTORY (9 courses):**

HIST 100:  
Instructor: Libbie Freed

World History 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. Gen Ed: XC credit.

HIST 202 – United States since 1877  
Instructor: MJ Heisey

"My modern American survey courses focus on race, immigration, and cultural life as well as providing an overview of the time period from 1865 to about the 1970s and early 1980s. A number of the assignments allow students to make choices on topics that interest them."

HIST 230: Introduction to Africa  
Instructor: Libbie Freed

This course introduces students to Africa by taking a historical approach to the continent’s diverse geography, politics, economies, and cultures. We also explore connections between Africa and the outside world, and Westerners’ evolving perceptions of Africa.

HIST 295: Eat – A Global History of Food  
Instructor: Libbie Freed
This course surveys the global history of food since 1450, with particular attention to areas outside of Europe and the United States. We will examine the history of various aspects of what has become a global agri-food system, including considering the economies, politics, technologies, and cultures of food. We will survey major shifts and events from the Columbian exchange to GMOs. GenEd: XC.

**HIST 295b – Immigrant America: A Transnational History**  
**Instructor:** Shiho Imai

**HIST 314 – Vietnam War**  
**Instructor:** Kevin Smith

**HIST 331 – Africa to 1870**  
**Instructor:** Libbie Freed

This course is designed to help you appreciate the diversity and complexity of human history in Africa and understand some of the key events and issues in African history from early human history through the mid 19th century, with emphasis on the 15th century onward. We will explore main trends including the evolution of lineage societies and centralized states, the trans-Saharan trade and other trade within Africa, the spread and influence of religions such as Islam and Christianity, the Atlantic slave trade and its impacts in Africa, and Africa’s encounters with the outside world. Along the way, we will discuss some of the challenges and opportunities inherent in studying African history, from sources to stereotypes.

**HIST 370 – African American History since 1865**  
**Instructor:** Kevin Smith

**HIST 450/ANTC – 364 Modern American Oral History**  
**Instructor:** MJ Heisey

This course uses the practice of oral history to engage research on racism and campus activism responding to it, to reflect on ethical, legal, methodological and theoretical questions in historical and anthropological study, and to converse with other disciplinary sources.

We will consider briefly the history of SUNY Potsdam and race, contemporary movements addressing race in American society, and racial literacy. We will study the history, methods, and theoretical concerns of oral interviewing and its uses across disciplines.

Each student will prepare for and conduct one practice and two major recorded interviews. Students will transcribe a portion of one interview and determine ways to preserve the interviews. The recorded interviews will become key sources in the course’s discussions and summative writing (final paper). Students will use sources beyond the interviews as a way of analyzing and providing context for them. We will visit organizations that encourage, draw on, and provide context for oral histories. And we will devise ways to share the interviews with the people and communities that generously shared their memories.

**MODERN LANGUAGES (22 courses):**
AMERICAN SIGN LANGUAGE
94690 ASL 101 001 AMERICAN SIGN LANGUAGE I 3 TuTh 830AM–945AM

ARABIC 101-103
94696 ARAB 320 001 MEDIA ARABIC 3 MWF 1100AM–1150AM CAR–HL0101 A CHEREF

CHINESE
93824 CHIN 101 001 CONTEMPORARY CHINESE I 3 TuTh 700PM–815PM

FRENCH 101-102-103
94058 FREN 326 001 FRENCH LITERATURE+THOUGHT 2 3 TuTh 930AM–1045AM A CHEREF

FREN 103 – Contemporary French III
Instructor: Lora Lunt
MWF 10:00 - 10:50
MWF 11:00 – 11:50

Contemporary French III emphasizes developing practical communication, proficient speaking and writing, and global understanding by comparing cultural practices in a diverse number of Francophone countries and the U.S. including Haiti, North Africa, West Africa, Louisiana, and immigrant groups in France. Students will begin to develop French as an aid to research in a short project on famous people from French-speaking countries related to their major interests or disciplin.

94334 LANG 190 001 CONVERSATIONAL ENGLISH 3 TuTh 500PM–615PM

93991 LANG 292 17F LANGUAGES, CULTURES, DIFFERENCES:
HISPANICS 3 TuTh 1100AM–1215PM SARMIENTO

94954 LANG 292 F17 LANGUAGES, CULTURES, DIFFERENCES:
HISPANICS 3 TuTh 1100AM–1215PM O SARMIENTO XC

Designed from the perspective that the understanding of cultural differences is a significant quest of ethical value for contemporary citizens, this course examines the phenomenon created by the intermingling of Hispanic/Latino and American culture(s,) and the intersection of English and Spanish. The course focuses on people of nonwestern cultural heritage who take up Spanish, and its impact on their cultural ways.

Students will scrutinize films, videos, music videos, magazines, and also read recognized pieces of literature to understand layers of differences (gender, race, ethnicity, and others) operating between and within Hispanic and American cultures. Student involvement is expected and presenting different perspectives on the subject is a must. GenEd. XC.

94695 LANG 296 001 EUROPEAN LANG&CULT: FRENCH CASE 3 MW 300PM–415PM L LUNT

MOHAWK
94692 MOHK 102 001 CONTEMPORARY MOHAWK 2 3 MWF 1100AM–1150AM

SPANISH 101-102-103-203-204
PHILOSOPHY (5 courses):

PHIL 102 – Philosophy of the Liberal Arts – PI, FC
Instructor: Dr. Murphy

Sec. 1 – 94325    TUTH    9:30-10:45 am    Kellas 101
Sec. 2 – 94326    MWF    11:00-11:50 pm    Flagg 102

New Freshman only-Sec. 2

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.

PHIL 105 – Human Nature – PI, FC
Instructor: Dr. Curry

Sec. 1 – 94660    MWF 10:00-10:50 am    Flagg 206

This class will examine a number of differing views on whether there is or is not a human nature, and if there is, what it is. The term "nature", when used in this context, refers to the idea that there are certain features or properties which all human beings, qua human beings, share. We are all aware of some aspects of what humans are like, but few of us have ever tried to theorize more broadly about what it is to be a human being, or how such being is to be understood. We will examine a diverse array of accounts of what it is to be human, as offered by religion, philosophy, psychology and
Philosophy is the rigorous and systematic investigation into those questions that people across all disciplines and walks of life normally take for granted. Logic, as a branch of philosophy, studies the ubiquitous process of using old beliefs to come to new beliefs (i.e. making arguments, giving reasons) that people normally just engage in without much thought. This course will be an introduction to the basic concepts, problems, and classifications surrounding this process. Some representative questions we will discuss include the following: is there a tension between reason and emotion? Should we always be logical? Are there multiple types of reasoning? How often are politicians reasonable?

PHIL 330 – Environmental Ethics – PI
Instructor: Professor LaVine

Counts for Environmental Studies Major/Minor.
Minimum of Sophomore standing required.

Sec. 1 – 93743	MW 3:30-4:45 pm	Kellas 102

The basic task of environmental ethics is to defend a comprehensive and reasoned account of the moral relations between persons and their natural environment. Thus, a theory of environmental ethics will address such questions as: What ethical principles govern human conduct with regard to the environment? To whom or to what do humans have moral responsibilities and what are these responsibilities? Different approaches will provide different answers. In this course, we will survey opposing theories and examine their application to controversial issues. Topics include Biocentrism, Ecocentrism, Deep Ecology, and Ecofeminism as these relate principally to the issue of Value. Our overriding concern then will be to question, as a number of authors have it, “Is Nature Intrinsically Valuable?”

PHIL 331 – Moral Issues in Mental Health - PI
Instructor: Dr. Murphy

Sec. 1–9	TUTH 1:00-1:50 pm	TBA

The diagnosis and treatment of mental disorders raises a number of significant moral and philosophical issues: the meaning or nature of psychiatric diagnoses, the obligations of the mental health professional toward her patients, whether or not mental illness should be considered an extenuating factor when evaluating the moral culpability of an individual who commits a crime, and if the state is ever justified in curtailing the freedoms of mentally ill citizens based solely on their illness. These and other philosophical issues will be explored through careful reading of original work in the philosophy of mind, ethics and philosophy of psychiatry.

POLITICS (3 courses):

POLS 140 – Introduction to International Relations class
Instructor: Michael Popovic
POL 323 – Welfare Policy Research  
Instructor: Phil Neisser

Tuesday & Thursday 9:00-10:40

This course examines U.S. federal welfare policies as well as the economic, racial, and ideological context in which those policies are situated and from which they arose. Close attention is paid to the way those who are poor are affected by class structure, by (in some ways class-cloaking) ideas about race, by welfare policies, by federalism, and by the common desire or need to believe in the American dream. Students study leftist and conservative view on welfare policy. Students also engage in original research in order to analyze and assess contemporary welfare policy in the light of the historical, economic, and regional contexts in which it operates. Each student, as a member of a student group, orally presents research results at the end of the semester, and each student writes a paper summarizing his or her contribution.

POL 329 – Gender and the Law  
Instructor: Daniel Lempert

This course examines legal issues particularly relevant to women, and the evolving relationship between American law and issues of gender. Among the topics covered will be differential treatment by gender, employment rights, equality in education, and violence against women.

Textbooks: 1. Author: Schneider and Wildman (eds). Title: Women and the Law, Stories Publisher: Thomson Reuters (Foundation Press)  
2. Author: Bartlett and Rhode Title: Gender Law and Policy Publisher: Apsen Publishers

Sociology (4 courses):

SOC 103 – Introduction to Criminal Justice Studies  
Instructor: Nancy Lewis

SOC 305 – Sociology of the Family  
Instructor: Heather Catlin-Sullivan

The family is a core institution in human societies. At the end of this course you will have a deeper understanding of and be able to describe and/or critically analyze: The diversity of families through history and across cultures, The sociological functions of the family as an institution in society, The relationship between the family and other institutions in society, sociological factors influencing family issues, social problems located in the family and potential policy solutions, alternatives to nuclear and extended family structures, your own family experiences

Required Texts: 1) Families as They Really Are, Barbara Risman, Ed. 2) The Polyamorists Next Door: Inside Multiple-Partner Relationships and Families, Elisabeth Sheff

SOC 387 – Sociology of Policing  
Instructor: Nancy Lewis

SOC 435 – Corrections and Punishment  
Instructor: Nancy Lewis
Theater & Dance (1 course):

DRAM 414 – Contemporary Theatre Topics; Theatre and Gender  
Instructor: Janet Sussman

This course offers an in depth exploration of the tradition of cross gender casting in Theatre History with an emphasis on how this tradition has evolved in contemporary playwriting and performance. Particular attention will be paid to how the rise in awareness of both LGBTQIA and Feminist theory has affected the way that we approach gender issues in the theatre. Together the class will read plays, explore the biographies of a number of theatre artists, and the development of companies devoted to exploring the role of gender.

Questions for Consideration  
How was gender viewed in the history of theatre? How do contemporary artist position themselves in terms of gender? What are the reasons that playwrights and performers choose to tell their stories through cross gender assignments? Is all cross dressing the same as cross gender? How does critical theory concern itself with issues of gender? How do I express myself clearly about sensitive topics? How do I write clearly to express my ideas in the most persuasive manner? Is gender still an issue in casting contemporary productions?

CRANE SCHOOL OF MUSIC (4 courses):

MULH 261 – Music of Africa  
Section 1 M/W 4-5:15; Section 2 T/R 2-3:15  
Instructor: Julie Hunter

This course will introduce students to a variety of musics in Africa and their cultural contexts. We'll explore how people make music through an interdisciplinary perspective. Lecture and discussion topics will include the integration of the arts in Africa, stereotypes about African music, music and community, the politics of music during the colonial and post-colonial periods, music and HIV/AIDS, music as a reflection of ethnic, national and gendered identities, and the negotiation between tradition and modernity. A range of popular and traditional styles will be explored such as Shona Mbira music, Highlife, Rumba, Ewe dance-drumming, BaAka music, and Afrobeat. There will be many opportunities for in-class music making. This course is oriented toward liberal arts majors, and there are no pre-requisites. It fulfills the XC requirement and counts toward the Africana Studies minor.

MUCH 461 – Gender & Music in Cross-Cultural Perspective T/R 2-3:15  
Instructor: Julie Hunter

This course explores the fascinating and important relationship between music and gender across the world. We will consider how music in gendered in terms of its structure, meaning, conception, performance and marketing. Major topics will likely include musical gender roles, lamenting traditions, music and masculinity, women's drumming, gender performance, dance and embodiment, sexuality, and gay, lesbian and transgendered musical identities. This course is oriented toward music majors, and fulfills and upper-level music history requirement.

MUAP 320 – West African Drum and Dance  
Ensemble R 6-7:20  
Instructor: Julie Hunter

In this ensemble, students will learn to perform music from Ghana, Togo and neighboring countries of West Africa, with a final performance for the Crane and Potsdam community at the end of the semester. You will be introduced to the features of West African performance, develop an understanding of the processes and contexts of West African music, and learn to perform several genres. Through weekly practices students will learn the instrumental techniques, timeline patterns, drum rhythms, songs, dance movements, and foreign language texts of the selected repertoire, and be given opportunities to improve their skills in improvisation, multiple-part playing, learning by ear, and musical memory. All students are welcome to register regardless of musical background. No audition require. It fulfills the AE requirement and counts toward the Africana Studies minor.