

| <u>COURSE</u> | <u>CRN</u> | <u>TITLE</u> | <u>INSTRUCTOR</u> |
|--|--------------|--|--------------------------|
| ARH 261 | 20384 | Topics in Non-Western Art-Samurai | Walter Langlois |
| Topics course that introduces students to the discipline of art history through a selected area in which non-western visual arts are examined within a historical context. The topic of this section is Japan's Samurai. | | | |
| ART 371 | 20381 | Islamic Art | Lisa Langlois |
| This interdisciplinary course introduces students to the visual culture produced by artists and patrons engaged with Islam. The theme of this course is the coexistence of internationalism and heterogeneity in Islamic cultures through engagement with representations of Islamic art and culture in popular Anglophone media and issues raised by contemporary artists, supported by readings in contemporary post-colonial and gender theory. | | | |
| ART 571 | 20251 | Islamic Art | Lisa Langlois |
| This interdisciplinary course introduces students to the visual culture produced by artists and patrons engaged with Islam. The theme of this course is the coexistence of internationalism and heterogeneity in Islamic cultures through engagement with representations of Islamic art and culture in popular Anglophone media and issues raised by contemporary artists, supported by readings in contemporary post-colonial and gender theory. | | | |
| CPS 595 | 20200 | Dream Analysis as a Clinical Intervention | Mary Harrell |
| The class offers an exploration of the art and science of Jungian dream analysis as part of ongoing psychotherapy. Students will develop a working method for analyzing client dreams. Students will explore their personal dreams in class exercises. | | | |
| CSC 335 | 20014 | Programming the Web | Randolph Odendahl |
| An overview of the standards and technologies that underpin the functionality of the World Wide Web. Student projects will investigate the use of protocols and programming languages on both the server side and client side of web-based interactions. Issues such as user interface design and system security will be also addressed. Students must have successfully completed CSC 212 and ISC 110 (or CSC 241) in order to take this course. | | | |
| EDU 505 | 20134 | Urban Education Seminar | Arcenia London |
| Through reading, individual reflection, writing, and collaboration with teachers and other interns, students will gain an understanding of contextual, personal, and pedagogical issues related to teaching in an urban school. | | | |
| EDU 505 | 20135 | Seminar in Middle School Education | S.A.M. Kargbo |
| Focuses primarily on the middle school concept, including its philosophy, history, organization and curriculum, the role it should play in contemporary society, and the learner. Provides current and future middle school teachers with a background and understanding of the components of the middle school movement and the instructional planning appropriate for the middle school learner. | | | |
| EDU 505 | 20339 | Comparative Education | S.A.M. Kargbo |
| Examines the philosophical, cultural, political, and social foundations of modern education in selected countries and makes international and cross-cultural comparisons. Emphasis is on the comparative study of the overall structure of educational systems, their component institutions, school organizations, administration, curriculum, financing of education, and the relationships among these educational systems. | | | |
| EDU 505 | 20343 | Advanced Content / Literacy and Learning in the Content Areas | Sharon Kane |
| Designed for individuals who have taken a course on literacy in the content areas at the undergraduate or graduate level. Students will learn and apply strategies to address both content and literacy standards as well as to enhance their content learning and literacy skills. A primary focus will be on integrating literature representing a variety of genres into lessons to meet curricular goals. | | | |
| EDU 505 | 20136 | Teaching About Social Justice | Patricia Russo |
| Addresses theoretical, conceptual, practical, and pedagogical aspects of teaching for social justice in K-12 classrooms. Teaching for social justice incorporates two key components: using socially just teaching strategies and teaching about social justice issues. Students will consider their own classroom context as we explore potential themes, strategies, models, and obstacles related to teaching for social justice. | | | |
| EDU 505 | 20341 | Teaching Literacy in Early Childhood | Sandra Sherlock |
| Develops students' knowledge of early and emergent literacy development and effective instructional practices to be utilized with young (Pre-K-Grade 2) children. Issues such as assessment, grouping, scheduling, developmentally appropriate and culturally inclusive curricula, materials, guided lesson plans and methods, the use of technology for literacy development and instruction, and specialized approaches will be addressed. | | | |
| EDU 505 | 20342 | Multimedia & Internet for Educators | Hao Yang |
| Provides an introduction and guide for pre-service and in-service teachers to current and emerging technology. It is intended to help pre K-12 educators use multimedia and internet resources in their own education and integrate them into their work as teachers. | | | |
| EDU 546 | 20138 | Cognition & Ways of Knowing | David Parisian |
| Examines the contributors to and the developments in the field of cognitive sciences, a field that studies the human mind and describes how knowledge is generated and represented by discussing learning and memory, problem solving, language and thought, and the influences that assist in developing these cognitive abilities. | | | |

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| ENG 395 | 20151 | 20 th Century Women Playwrights | Maureen Curtin |

*Though the course is listed as Women in Literature, students who have taken ENG 370 may still take this course for 3 credits because it is listed under a different number. Whereas for the past three years, ENG 370 has featured poetry and fiction, this course will center on plays.

The Space of Alterity: Performing Sex & Race in 20th c. Women's Plays

Meeting twice a week for roughly six weeks, we will read and discuss 7-9 plays from among the following writers: Susan Glaspell, Gertrude Stein, Lillian Hellman, Jane Bowles, Adrienne Kennedy, Caryl Churchill, Cherrie Moraga, Monica Palacios, Judy Grahn, Genny Lim, Momoko Iko, Glenda Dickerson, and Susan Lori-Parks. The course explores how early 20th c women playwrights experimented with the realism generated by the "fourth wall" and simultaneously worked across that boundary to interrogate emerging epistemologies in modernism and postmodernism. We will consider how these texts map the feminist axiom about the personal as political and, in turn, get re-mapped when women of color interrogate the assumptions on which such axioms rest. Undertaking contextual projects to illuminate these developments, we will explore how theater/performance proved a laboratory and a tool for the feminist and civil rights movements in the third quarter of the century. Finally, we will examine how the erosion of coherent subjectivity gives rise to a postmodern pastiche drawn from old myths which confront the disappearance of public space in a world of capital that commands the performance of intimate pleasures.

Depending on the availability of texts and time permitting, we will consider performance art by Linda Montano, Marina Abramovic, Peggy Shaw & Lois Weaver, and Coco Fusco. **At least once during the course, students will attend a live theatrical performance.** Potential performances include Regina Taylor's *Crowns* at Syracuse Stage (http://syracusestage.org/media/news.aspx?page_id=72) and a production of *Global Cooling: The Women Chill* by the Women's Project Lab, premiered at the World Financial Center in Lower Manhattan: (http://www.womensproject.org/Global%20Cooling_creativeteam.html).

Dates for both are in the first week of June 2009.

Class Format

The class will be run primarily through lively discussion and, thus, students should expect to join in a highly interactive classroom exchange. Primary literary texts will be read in dialogue with critical scholarship and, where relevant, smart technology will be used to enhance our engagement with texts and contexts. Students will be required to attend one live theatrical performance.

Class Assignments

Students will be evaluated on the basis of a regularly maintained electronic journal; collaborating to facilitate class discussion of at least one text; taking quizzes; writing one researched essay; completing a final exam.

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| ENG 595 | 20152 | 20 th Century Women Playwrights | Maureen Curtin |
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| FIN 425 | 20072 | Employee Benefits | John MacDonald |
| Examines the characteristics and design of employee benefit plans (group insurance, pension, and profit sharing plans). Evaluates these plans in terms of their cost and effectiveness. Consideration is given to employee communications, taxation, collective bargaining, social insurance systems, and international benefits programs. | | | |
| HIS 337 | 20166 | Social and Cultural History of Sports | Christopher Mack |
| Examines the appearance of modern sport in the 19th century and its diffusion around the globe. To understand the intricate relationships that exist between sport, society, and culture we will consider several themes. Among the relationships to be discussed will be the following: sport and health, sport and class, sport and ethnicity, sport and imperialism, and sport and gender. Sources for the examination of sport will be drawn from literature, film, popular culture, and theoretical treatments of sport and its socio-cultural imprint. | | | |
| HIS 537 | 20167 | Social and Cultural History of Sports | Christopher Mack |
| Examines the appearance of modern sport in the 19th century and its diffusion around the globe. To understand the intricate relationships that exist between sport, society, and culture we will consider several themes. Among the relationships to be discussed will be the following: sport and health, sport and class, sport and ethnicity, sport and imperialism, and sport and gender. Sources for the examination of sport will be drawn from literature, film, popular culture, and theoretical treatments of sport and its socio-cultural imprint. | | | |
| ISC 335 | 20015 | Programming the Web | Randolph Odendahl |
| An overview of the standards and technologies that underpin the functionality of the World Wide Web. Student projects will investigate the use of protocols and programming languages on both the server side and client side of web-based interactions. Issues such as user interface design and system security will be also addressed. Students must have successfully completed CSC 212 and ISC 110 (or CSC 241) in order to take this course. | | | |
| POL 300 | 20182 | International Perspectives on Women | Craig Warkentin |
| Offers an introductory survey of global gender issues, focusing on the varied experiences of women around the world and attendant efforts to effect political change. Taking a broadly multicultural and rights-based approach, a wide range of topics will be discussed, including discrimination, violence, health, sexuality, employment, development, globalization, and religion. Classroom sessions will be structured around group discussions and other activities that require active participation. | | | |
| SOC 301 | 20206 | The Message In The Media: Indigenous People in Film and Music | Holly Dobbins |
| In every society storytellers and singers have been revered. Their stories help people to understand the world and their place in it, and affirm shared values and histories. However, storytellers have also been feared, banned and even put to death when they have used their voices to question and critique those in power. This seminar will take participants on a journey across the globe to examine how the stories of Indigenous peoples have been told since the birth of recorded media to the current digital age. As we trace the struggle of Indigenous peoples to regain control over their own stories, we will be exposed to a wide range of filmmakers, storytellers and musical artists. | | | |
| SOC 501 | 20421 | Sociology of the Global Political Economy | Melsome Nelson-Ricahrds |
| This course focuses on the forces that transform and shape the world system and offers analyses from sociological, political and economic perspectives. It connects the linkages between the rich and poor countries and discusses the effects of globalization especially on the poor countries while it examines various theoretical approaches and utilizes contemporary debates as well as concrete evidence from sociological, political and economic activities on a global level to fully understand the interaction of the actors and models as they seek to change the world. Specific case studies will be used to test a number of the theories of global political economy especially as they relate to the core, the semi-periphery and the periphery. At the end of this course students should be able to discuss world problems intelligently from sociological, political, cultural and economic points of view. | | | |
| SPE 505 | 20142 | Paraprofessionals Inclusive Classrooms | Amanda Fenlon |
| Focuses on defining and supporting the roles and responsibilities of the paraprofessional serving students with disabilities in the general education classroom. Stresses the importance of the paraeducator's role in fostering students' independence and self-reliance and in facilitating positive interactions between students with and without disabilities. Will provide an overview and rationale for collaborative teamwork, highlight proven instructional strategies and accommodations for paraeducators to utilize in teacher-planned instruction, and provide vital information related to inclusive education, characteristics of various disabilities that may impact learning, and strategies to facilitate student success in the classroom. | | | |