

Dartmouth

## Office of the Registrar

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### First-Year Seminar Descriptions for Winter Term 2018

*First-Year Seminars offer every Dartmouth first-year student an opportunity to participate in a course structured around independent research, small group discussion, and intensive writing. Below you will find a list of the courses being offered next term.*

Re-order by Class Hour

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#### Anthropology

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##### ANTH-07.05-01 Animals and Humans

**Hour:** 9L **Instructor:** Laura Ogden

**Requirements Met:** WCult: None; Distrib: TMV

**Description:**

Animals and Humans: A Beastly Experiment in Ethics, Theory & Writing

Companion animals are commonly treated as “members of the family,” and we have become increasingly concerned about the welfare of other animals, such as those used in experimental lab settings. Still, these concerns are predicated on contradictory philosophies of human/non-human difference. In this course we consider the diverse ways animals are a part of our lives—for instance, as symbols, commodities, and workers. In the process, we begin to formulate new approaches to multispecies ethics and reconsider what we mean by “human.” As a final project, students work together to produce a contemporary version of the medieval bestiary and publish it online. During the Middle Ages, bestiaries illustrated the qualities of animals (including mythic beings) in an encyclopedic fashion. In the process of writing our own bestiary, we are going to learn how to produce our own social theory – perhaps rethinking what we mean by “social” theory in the process. Consider this course an experiment in critical thinking and writing. Throughout the course, we will hone our abilities by responding to in-class writing prompts, engage in constructive peer review, and explore different forms of ethnographic writing. While the majority of the written materials for this course will come from anthropology, we will also engage materials (visual and written) from other disciplines. In addition, we are going to engage materials curated by staff at Dartmouth’s Hood Museum of Art and the Rauner Special Collections Library.

**No required textbooks available**

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#### Art History

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##### ARTH-07.05-01 Pompeii-Antique & Modern

**Hour:** 2A **Instructor:** Ada Cohen

**Requirements Met:** WCult: W; Distrib: ART

**Description:**

Pompeii in Antiquity and in the Modern Imagination

Suddenly destroyed in 79 C.E. in the eruption of Mt. Vesuvius, Pompeii was rediscovered in the middle of the 18th century. Since then it has been thoroughly explored and studied and has produced many outstanding monuments of ancient art and architecture that present us with a time capsule of sorts. In this seminar we will study some of these works and explore the perspectives of visual analysis, iconography, as well as various approaches to art-historical interpretation. We will also address the inspiration that Pompeii offered to modern writers, artists, and film-makers. Students will become familiar not only with the site of Pompeii and its environs but also with basic aspects of Greco-Roman antiquity and its reception since the 18th century. Throughout the term students will be encouraged to become more careful and aware readers of scholarly materials. They will learn how to conduct research, incorporate it into their own work, and write about culture with a focus on images. By the end of the term, students should be able to compose meaningful questions about objects and images and engage with visual information both orally and in writing.

**Textbook(s)Required:**

Pompeii: Public and Private Life, ISBN: 978-0674689671, \$30.00 From Pompeii: The Afterlife of a Roman Town, ISBN: 978-0674088092, \$19.00 The Volcano Lover: A Romance, ISBN: 978-0385267137, \$3.00

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## Asian/Mideast Lang/Lit

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### AMEL-07.05-01 Arab Revolutions

**Hour:** 2 **Instructor:** Ezzedine Fishere

**Requirements Met:** WCult: NW; Distrib: INT

**Description:**

Arab Revolutions: Dependency, Despotism and the Struggle for Democracy

This course explores the long struggle of Arabs to build independent and democratic states. After long cycles of revolutions and repression, the Arab World still suffers from despotism and dependency, and its people still yearn and struggle for freedom and good governance. Why have Arab revolutions failed? Are Arabs condemned to live under tyranny or is there hope for those who seek democratic, accountable governments and rule of law?

To answer this question, we will dig into the complex political and cultural realities of the Arab World. We will read about old and new Arab revolutions; from Prince Abdul-Qader's armed revolt in Algeria (1832-1847); Egypt's multiple revolutions (1882 and 1919); Lawrence of Arabia's Arab revolt (1914-1918); the bleak revolution of Palestine (1936), all the way to the Arab Spring of 2011 and its subsequent collapse into civil war and despotism. The readings cover these revolutions and the deep dynamics that shape Arab societies and states. As such, this course introduces students to the politics and culture of one of the most turbulent regions of our world.

Yet this is a writing seminar. Good writing, which also means good reading, constitutes the core of our learning process. Information technology has made data available to all, at a fingertip. But it doesn't teach us how to read, understand, analyze, compile this data or relate its various parts to one another. It doesn't teach us how to express our understanding—or lack thereof—of this data. A writing seminar, building on Writing-5, is an opportunity for students to learn how to dissect a text, identify its argument(s), structure, demonstration, and how to process these learnings and express them in writing. How to construct an analytical (research) question and an argument? And how to write our arguments/ideas/questions in a clear, concise, coherent and cohesive manner?

**Textbook(s)Required:**

Eva Bellin, *The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective*, Comparative Politics 36. 2004.

Gregory F. Gause, *Beyond Sectarianism: The New Middle East Cold War*, Brookings Institution, July 22, 2014.

Marc Lynch, ed., *The Arab Thermidor: the resurgence of the security state*, POMEPS, Washington DC., 2015.

Marc Lynch, *The Arab Uprising: The Unfinished Revolutions of the New Middle East*, (New York: Public Affairs, 2013).

Tarek Masoud, *Has the Door Closed on Arab Democracy*. Journal of Democracy. 2015

Michelle Penner Angrist, ed., *Politics and Society in the Contemporary Middle East*, (Boulder, Lynne Reiner, 2013).

Eugene Rogan. *The Arabs: A History*, (New York, Basic Books, 2011).

(All required texts are available on canvas)

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## Asian/Mideast Studies

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### AMES-07.02-01 Intl Conflict &Coop in Asia

**Hour:** 2A **Instructor:** David Rezvani

**Requirements Met:** WCult: NW; Distrib: INT or SOC

**Description:**

International Conflict and Cooperation in Asia

This first year seminar will focus on the dynamics of international cooperation and conflict in modern Asia. The course will include independent research, intensive writing, and debates on the relations between Asian powers and the status of sub-state zones of conflict. It will critically examine the interplay of Asian powers, including China, the US, India, Japan, Taiwan, and North and South Korea. It will also evaluate a number of key zones of sub-state conflict in territories such as Kashmir, Hong Kong, Eastern Myanmar, Aceh, and Mindanao. The course will emphasize the need for writing clarity, clear organization of ideas, revision, the use of evidence, strong counterargument refutation, and enrichment from scholarly sources. Students will write interpretive memos, short essays, and a term paper. They will also engage in peer review, make oral presentations, and participate in writing workshops.

**Textbook(s)Required:**

No books required to purchase.

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### AMES-07.02-02 Intl Conflict & Coop in Asia

**Hour:** 3B **Instructor:** David Rezvani

**Requirements Met:** WCult: NW; Distrib: INT or SOC

**Description:**

International Conflict and Cooperation in Asia

This first year seminar will focus on the dynamics of international cooperation and conflict in modern Asia. The course will include independent research, intensive writing, and debates on the relations between Asian powers and the status of sub-state zones of conflict. It will critically examine the interplay of Asian powers, including China, the US, India, Japan, Taiwan, and North and South Korea. It will also evaluate a number of key zones of sub-state conflict in territories such as Kashmir, Hong Kong, Eastern Myanmar, Aceh, and Mindanao. The course will emphasize the need for writing clarity, clear organization of ideas, revision, the use of evidence, strong counterargument refutation, and enrichment from scholarly sources. Students will write interpretive memos, short essays, and a term paper. They will also engage in peer review, make oral presentations, and participate in writing workshops.

**Textbook(s)Required:**

No books required to purchase.

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## Biology

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### BIOL-07.02-01 Biology: Politicized Topics

**Hour:** 11 **Instructor:** Carey Nadell

**Requirements Met:** WCult: None; Distrib: SCI

**Description:**

Fact or Fiction? Politicized Topics in Biology

This course will explore the fact and fiction underlying politically hot topics that have biology at their core. The majority of the course will be focused on written and oral debates on questions concerning climate change, genetic engineering, stem cell research, human evolution and antibiotic resistance. One short essay (800 words) will be assigned for each of these topics, and feedback will be provided through peer review and professor input. Students will also compose a final 2000-word essay on a topic of their choice.

**Textbook(s)Required:**

No textbook required

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## Chemistry

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### CHEM-07.01-01 Science and Society

**Hour:** 2A **Instructor:** Fredrick Kull

**Requirements Met:** WCult: None; Distrib: SCI

**Description:**

Science and Society

Although science has profoundly influenced society and societal change, its very existence is at the whim of society. Clearly, only a scientifically knowledgeable populace can make wise decisions about scientific issues, however, the majority of society (the populace, much of academia, high levels of government) is ignorant of science and its role in society. Unfortunately, the media tends to focus on the sensational, adding to the confusion.

This seminar will probe issues at the societal/science interface, e.g.: technology, population, environment, health, behavior, race, gender, ethics/morality, fraud/misconduct, politics, public awareness, creationism versus evolution, education, climate change, the Anthropocene, epigenetics. Four papers are required: 200 words on each of three tentative topics (600 words total). From these, after consultation with the instructor, secondary (1000 words), and primary (3000 words) topics will be selected. Finally, students will produce 100 words on each of the other students' papers plus a letter grade evaluation of each. (100 words x number of other students = total words). Students will briefly present on their primary topics and lead a discussion of the topic. A mini-course covering periods before student presentations will be conducted including a panel of working scientists who will attempt to answer students' questions.

**No required textbooks available**

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## Comparative Literature

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### COLT-07.15-01 Carnivals

**Hour:** 12 **Instructor:** Jessica Smolin

**Requirements Met:** WCult: None; Distrib: LIT

**Description:**

Order and Chaos: Carnivals and Wild Celebrations

Carnivals and festivities are an ever-present element in literature across the world, from antiquity through the present day. In this course will begin with an exploration of Brazil's carnival from historical, anthropological, and literary perspectives before delving into a broad range of works featuring other carnivals. We will consider the theme of carnivals and celebrations both from a broad prospective (how, for instance, has letting loose provided a means both to challenge and reinforce the existing social order?) and explore how it has been put to use by writers and other artists (for example, why are fictional celebrations so often linked with terror and tragedy?). Besides studying thematic representations of parties we will also examine theories of the "carnavalesque" in literature. During the course of our examination of carnivals and the carnivalesque, we will also be thinking about the process of writing: how do we communicate our ideas, feelings, and beliefs to others? How do we capture a chaotic scene and a complex set of ideas? We'll be approaching these issues through workshops, class discussions, in-class writing, and a series of different writing projects.

**Textbook(s)Required:**

Alma Guillermoprieto, Samba (Vintage, 1991; 978-0679732563) Ishmael Reed, Flight to Canada (Scribner, 1998; 978-0684847504) Francois Rabelais, Gargantua and Pantagruel (Norton, 1991; 978-0393308068) Euripides, Bacchae [NOTE: Please be sure to read the translation by C.K. Williams] (Farrar, Straus and Giroux, 1990; 978-0374522063)

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## Earth Sciences

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### EARS-07.06-01 Life on Mars?

**Hour:** 3B **Instructor:** William Leavitt

**Requirements Met:** WCult: None; Distrib: SCI

**Description:**

Life on Mars: Was it There? Is it There? Will it Be?

In order to understand whether life could have existed on Mars in the past, is there today, or could survive in the future we will explore the natural history of Mars and attempt to correlate it to the nature of life as we know it. Students will explore some of the early beliefs about Mars and progress on through to the current exploration of its surface by NASA. We will ask a variety of questions, such as:

- What are the characteristics of life?
- What are the environmental limitations to life on Mars?
- What is the future of Mars exploration?
- What is the potential for a human visit and habitation of Mars?

Students in this class will primarily explore the scientific research literature on the subject as it evolved over the last century, but we will also use it to critique contemporaneous views existing within the realm of science fiction literature and film. Occasional audio-casts and film screenings are required listening/viewing. Over the quarter each student will assemble a writing portfolio made up of three major and frequent smaller assignments, each of which will be subject to peer-review. Engaged peer-review, revision, and class participation are critical to each student's successful completion of this course.

**Textbook(s)Required:**

No textbook. All readings on Canvas.

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## Engineering Sciences

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### ENGS-07.02-01 Climate Change

**Hour:** 9L **Instructor:** Mary Albert

**Requirements Met:** WCult: None; Distrib: SCI

**Description:**

Climate Change

Climate change has occurred over many time scales in the past, and is occurring now. This course explores the published literature on the nature and causes of climate change, its impacts on us and on the larger world, implications for generation and use of energy, and adaptation strategies. Through readings, class discussion, individual research, and writing, we will explore this complex issue. Student writing will synthesize and evaluate results from the literature to further their understanding and to propose adaptation and mitigation responses. Reading will include a number of published papers and selections from books. Students will be required to actively participate in class by leading class discussions, actively engaging in small group activities, and providing peer review of written work. Students will write two short papers, develop an annotated bibliography, write a research paper based on the research completed for the annotated bibliography, and make an oral presentation of their findings.

**Textbook(s)Required:**

Introduction to Modern Climate Change, Andrew Dessler, 2016, Cambridge University Press. ISBN 978-1-107-09682-0. A Global Warming Primer, J. Bennett, Published by Big Kid Science, Boulder, CO, 2016. ISBN: 978-1-937548-78-0.

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**ENGS-07.06-01 Sustainability Revolution**

**Hour:** 10A **Instructor:** Lee Lynd

**Requirements Met:** WCult: None; Distrib: TAS

**Description:**

The Sustainable Resource Revolution

Humanity has previously seen two major resource transitions that have had radical impacts on day-to-day life: the Neolithic revolution (from hunting and gathering to agrarian) and the industrial revolution (from agrarian to pre-sustainable industrial). This writing course will consider the hypothesis that the human enterprise now requires a third such resource revolution—the sustainability revolution (from pre-sustainable industrial to sustainable industrial)—and that future generations will judge those of us alive today by how well we responded to this imperative. Topics addressed include past resource revolutions, resource and environmental metrics, energy, food, water, and climate. Writing assignments will include a personal essay, a critique encompassing one or a few sources, and an integrated analysis.

**Textbook(s)Required:**

No Textbook Required

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**English**

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**ENGL-07.16-01 Investigative Memoir**

**Hour:** 10A **Instructor:** Jeffrey Sharlet

**Requirements Met:** WCult: None; Distrib: LIT

**Description:**

Investigative Memoir

In this course we'll encounter the most unreliable narrators imaginable: ourselves. In recent years, a number of

popular memoirs have been exposed as deliberate fictions; frauds. Such scandals distract us from more interesting questions about the role of memory in any attempt at reconstructing the past. While contemporary critics weigh the balance of fact and fiction in modern memoir, a number of writers have turned to the methods of research—archival and secondary sources, and fieldwork—to rebuild the autobiographical genre as an investigative endeavor in which their own memories are suspects. By reading their work, we'll consider questions of memory, history, and the documents between them; self-knowledge and self-representation; the meanings of fact in works of literature; allegory as argument; and personal stories as public narratives. We'll approach these matters through theory and practice in short response papers and reported autobiographical prose. Our goal will be to develop both voice and wit, to learn to draw on our creative abilities in our critical writing and our critical abilities in our creative writing.

**No required textbooks available**

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**ENGL-07.43-01 Race and Popular Music**

**Hour:** 10A **Instructor:** Patricia Stuelke

**Requirements Met:** WCult: CI; Distrib: ART

**Description:**

Race and Popular Music

In this class we will write and revise essays about the racial dynamics of popular music in America, exploring musical forms such as blackface minstrelsy, Tin Pan Alley, the blues, rock'n'roll, country, and postfeminist pop. We will investigate the relationship between racial identity and popular music; study how artists and communities (particular African American ones) have used music as form of resistance; examine the role of racial borrowings and appropriations in musical history; and discover how factors such as history, geography, and political economy shape how music fans imagine their beloved artists' authenticity, as well as that of their fellow fans. Over the course of the term, you will write about music drawing on a variety of historical contexts and theoretical approaches; in your final essay, you will research and analyze a particular musical audience of your choosing.

**Textbook(s)Required:**

Required: Hari Kunzru, *White Tears* (Knopf, 2017) Recommended: 1. Joseph Williams and Joseph Bizup, *Style: Lessons in Clarity and Grace* (13th edition) 2. Gerald Graff, *They Say/I Say: The Moves That Matter in Academic Writing*

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**ENGL-07.44-01 Reading Jane Austen**

**Hour:** 12 **Instructor:** Carolyn Dever

**Requirements Met:** WCult: W; Distrib: LIT

**Description:**

Reading Jane Austen

Through in-depth analysis of four major novels published by Jane Austen (1775-1817), *Reading Jane Austen* will examine the strategies Austen deploys to navigate issues of personal agency and social mobility on behalf of her female protagonists. Throughout the course, we will focus on questions of novelistic form and narrative voice to build context for understanding how Austen engages women's social agency in all its contemporary

possibilities and impossibilities. In addition to our very close work on the novels, each student will be asked to view independently at least three film adaptations of Austen's novels, chosen from a list I provide below, at intervals during the term. I will ask you to approach the relationship between literary texts and film representations as a constructive dialogue: you should think about these films as strong commentaries on, and reinterpretations of, Austen's novels. Like the directors of these films, you will produce analytical work that offers strong commentary and interpretation of Austen's novels; hence "reading Jane Austen." Writing assignments for the course will include four papers focused directly on the novels, as well as a brief response paper for each film screening, focused on the director's artistic choices as an interpreter of Austen.

**Textbook(s) Required:**

Publisher: Penguin Author: Jane Austen, Titles: Sense and Sensibility, Pride and Prejudice, Emma, and Persuasion.

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**ENGL-07.45-01 The Symptom**

**Hour:** 2A **Instructor:** Azeen Khan

**Requirements Met:** WCult: None; Distrib: TMV

**Description:**

The Symptom

In this writing intensive course, we will ask the following set of questions: what is a symptom? What causes symptoms? And how can we read, interpret, and analyze them? We will interrogate the notion of the symptom as a central concept underlying many disciplinary formations, including the study of literature, art, and culture. Preliminarily, we will understand the symptom through the work of Sigmund Freud as "a sign of, and a substitute for, an instinctual satisfaction which has remained in abeyance; it is a consequence of the process of repression." We will then explore the concept of the symptom in more depth through an extensive engagement with literary criticism on "symptomatic writing" and psychoanalytic literature, specifically the writings of Sigmund Freud and Jacques Lacan. Writing assignments for the class will include the following: in-class writings exercises and paper outlines and drafts with the opportunity for small and large group peer view. Our readings will be supplemented by novels and filmic and artistic productions, including films such as *A Dangerous Method*, *The Piano Teacher*, *Anti-Christ*, and *Moonlight*.

**No required textbooks available**

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**ENGL-07.46-01 Belonging, Migration, Exile**

**Hour:** 2A **Instructor:** Alexander Chee

**Requirements Met:** WCult: None; Distrib: None

**Description:**

A Literature of the Displaced: Belonging Migration and Exile

The 20th Century, with its mix of new kinds of war and technology, created not just the crisis of modernity, but an unprecedented number of exiles, and many of the classics of 20th Century literature dealt with the issues of exile, immigration and migration. The 21st Century shows no sign of being any different, and what's more, there is now the second generation of exiles—the children of exiles, children who don't feel at home in either place, the one they left or the one they were born in, and facing their own crises around these issues—as well

as, in some cases, the conflicts their parents left, arriving here to the United States, leading to some surprising choices around identity and belonging. At the same time, the United States is gripped in nativist politics that take aim at the lives of both these exiles and indigenous peoples equally. The result is a country where everyone is frequently negotiating their sense of belonging.

This class explores a mix of recent novels and memoirs, created by immigrants, exiles, indigenous people and refugees currently in America, and using landmarks of the form drawn from across the last 50 years. We'll read to examine these very different strategies for surviving or even thriving in states of immigration and exile, and we'll consider the idea of making literature, and reading it, as part of the individual's act of survival and self-identification, both culturally and personally.

The course is meant for you to learn first how to analyze different literary texts within the context of critiquing them with a specific aesthetic mission, and using your own experience as a point of entry or a context, and then, producing texts, using the readings as models. We are reading to build ourselves as critics and as creative writers both. The course's goal is to encourage students to investigate their own connection to these issues and to question our assumptions about our own lives and the lives of others, developing ourselves as writers and critical thinkers along the way, and to take their observations of the texts we are reading as guides to future writing, critically and creatively—learning to read for technique, so that anything we read is an education in writing. The sequence of assignments is meant to take the reader from learning to use the self as a point of entry, to a critical context, to a ground for creative reinventions of our past, present and future.

**No required textbooks available**

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## Environmental Studies

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### ENVS-07.02-01 Conservation&Sustainability

**Hour:** 12 **Instructor:** Coleen Fox

**Requirements Met:** WCult: None; Distrib: INT

**Description:**

Conservation, Development and Sustainability

This course investigates the challenges and opportunities associated with integrating the twin goals of biodiversity conservation and development in the Global South. We will look at the history of international conservation, paying particular attention to the narratives and power relations that have underpinned dominant approaches. We will examine the consequences of multiple conservation models, focusing on cultural, political, and ecological contexts. By drawing on cases studies from around the world, students will gain a broad perspective on how these issues are playing out in a variety of ecosystems and cultural contexts. The course challenges students to think critically about the meaning of sustainability for people and ecosystems across the Global South. Writing and research are important aspects of this class. Students will write a personal reflection essay, an analytical essay, and a research paper. We will spend class time on peer editing, discussions about writing, and learning about research methods and sources.

**No required textbooks available**

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## ENVS-07.13-01 Putting a Price on the Planet

**Hour:** 2 **Instructor:** David Lutz

**Requirements Met:** WCult: None; Distrib: SOC

**Description:**

Putting a Price on the Planet: Combining Ecosystem and Social Science to Value the Natural World

Solving the planet's environmental issues is not an easy task. Many environmental problems stem from a failure of decision-makers to consider environmental externalities when they decide how natural ecosystems are managed and maintained. However, fully calculating the magnitude of these externalities and incorporating them into effective environmental policies requires an understanding of several disciplines. One methodology that has been developed and is widely used for this calculation process is that of valuing ecosystem services. In this context, 'ecosystem services' refers to attributes of the environment that provide benefits to human societies. The thinking is that by assigning values and preferences to these services, then incorporating them into sound management and policy platforms, more prudent and sustainable environmental decisions can be made. In this course, we will discuss the concept of ecosystem services and their valuation, examine the origins of this practice, become familiar with its common applications, and think critically about its current and future uses. In addition to learning about the topic of ecosystem services, we will focus on developing your capabilities as a reader, writer, and communicator. To do so will require you to acquire sets of tools related to rhetoric, the intellectual digestion and skillful reformulation of complex material, and scholarly and scientific discourse. You will have four graded assignments including a personal narrative, an outline and annotated bibliography of scientific manuscripts, an oral presentation focusing on scientific findings, and the synthesis of a research paper on an ecosystem service of your choosing. While early class meetings will provide background regarding the study and measurement of ecosystem services, there will be also be ample time for class discussion and healthy debate.

**Textbook(s)Required:**

The Transition to College Writing By Keith Hjortshoj ISBN-13: 978-0312440824 \$25.83 Style: The Basics of Clarity and Grace, 5th Edition By Joseph M. Williams and Joseph Bizup ISBN-13: 978-0321953308 \$33.11

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## Film Studies

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### FILM-07.15-01 Women & Comedy in Film

**Hour:** 2A **Instructor:** Joanna Rapf

**Requirements Met:** WCult: CI; Distrib: ART

**Description:**

Women and Comedy in Film

This seminar focuses specifically on women in film comedy in the United States, from the early twentieth century to the present day. In exploring this subject, students will be asked to think and write about what cultural factors have led some to argue that women aren't funny, and why the field of comedy has traditionally been dominated by men. We will interrogate Hollywood's hegemony by calling attention to and studying the attitudes women endorse, the roles women play, and the stereotypes they reinforce or challenge. With an

emphasis on writing, students in Film 7 will be asked to keep a journal dealing with specific topics each week. There will also be three papers of increasing complexity: a response paper, an argument, and a substantial research paper, the topic of which will be developed with the instructor around the middle of the term. With all three, there will be ample opportunity for revision. Through close “readings” of films, students should not only improve their writing, but also their visual literacy. Our approach encourages a reassessment of film history and new ways of thinking about the potential women have for influencing society through laughter. A society without laughter is not a free society.

**No required textbooks available**

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## French

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### **FREN-07.04-01 Louis XIV, Then & Now**

**Hour:** 12 **Instructor:** J Kathleen Wine

**Requirements Met:** WCult: W; Distrib: LIT

**Description:**

Louis XIV, Then and Now

France’s famous Sun King was also one of its greatest actors. Born to be king, the young Louis XIV nevertheless had to seize power, exerting his grip over a turbulent France by projecting a public image so dazzling that it has almost entirely eclipsed the man behind it. Was he a monster or gift from God? Pleasure-loving libertine or secretive workaholic? Architect of modern France or of the monarchy’s demise? In this course, we will discover contradictory answers to these questions as we contrast depictions of the monarch by his contemporaries with more recent portrayals in film, fiction, and popular history. Assignments will include brief writing exercises designed to hone your analytical abilities as well as three essays in which you explore how the perspectives and goals of writers and filmmakers have shaped Louis’s multiple identities.

**Textbook(s)Required:**

French 7: Louis XIV, Then and Now Tartuffe, Molière, Translated by Richard Wilbur All copies have to be this edition. No other translator is acceptable!! ISBN-13: 978-0156881807 ISBN-10: 0156881802

Britannicus, Racine, translated C.H. Sisson, Oxford World’s classics ISBN-10: 0199555990 ISBN-13: 978-0199555994 This version of Britannicus by this translator only! Dumas, The Man in the Iron Mask, trans.

Joachin Neugroschel, Penguin classics 2003. Only this translator and edition are acceptable. ISBN-10: 0140439242 ISBN-13: 978-0140439243

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## Geography

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### **GEOG-07.14-01 Thirsty Planet**

**Hour:** 2 **Instructor:** Jonathan Winter

**Requirements Met:** WCult: None; Distrib: SCI

**Description:**

## Thirsty Planet

Humans have radically altered the distribution of water on Earth. We've built cities in deserts supplied with water from hundreds of miles away, extracted enough groundwater to alter the Earth's gravitational field, and dammed sixty-five percent of global freshwater flows. This course will: 1) Introduce students to the physical geography of water, 2) Survey human interactions with water through case studies from around the world, and 3) Explore how climate change and population growth will affect future quality and availability of water. Writing assignments will include reading reactions, an opinion piece that addresses a facet of water management, and a research paper focused on a pressing water-related scientific or policy issue.

### **Textbook(s)Required:**

Reisner, M. Cadillac Desert. Penguin Books, 1993. ISBN-13: 978-0140178241  
Pinker, S. The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century. Penguin Books, 2015. ISBN-13: 978-0143127796

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## German

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### **GERM-07.01-01 After Hitler**

**Hour:** 10A **Instructor:** Yuliya Komska

**Requirements Met:** WCult: W; Distrib: INT or LIT

#### **Description:**

After Hitler: Life and Culture in Occupied Germany

After Germany's capitulation in May 1945, the country was divided into four zones. Up until the mid-1950s, the Allies—Soviet, American, French, and British—controlled multiple aspects of the society. They attempted to demilitarize, democratize, denazify, and reeducate the East and West Germans. They steered the divided country's mass culture and entertainment, from newspapers to television. Unprecedented numbers of non-Germans filled the streets, revising beliefs about the meanings of gender, class, and race. What did it mean to live under the occupation? What did it mean to occupy a country tainted with a Nazi past? Our readings and viewings—diaries, photographic chronicles, press reports, fiction, and films—will help us investigate these two main questions. Writing assignments will include creative diary entries, first collated into a cohesive historical narrative and then introduced, with a critical commentary, to a broader public.

**No required textbooks available**

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## Government

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### **GOVT-07.02-01 Nationalism in War**

**Hour:** 2 **Instructor:** Jennifer Lind

**Requirements Met:** WCult: NW; Distrib: INT

#### **Description:**

## Nationalism in War and Peace

Nationalism inflames many domestic and international political struggles. In this course we discuss the symbols and stories that every community invents, remembers, or forgets. We explore the roots of nationalism, and how flexible and manipulable it is. We observe how, within a given political community, liberals and conservatives hold different beliefs about the role of patriotism and national identity, and how they fight for control of the national narrative (in battles over textbooks, holidays, museums, and memorials). We turn to a conversation about the role of nationalism in foreign policy and international affairs, noting that nationalism has always been inseparable from war—and peacemaking. We explore nationalism all over the world: Austria, China, Germany, Israel, Japan, Serbia, South Africa, South Korea, Rwanda, the United Kingdom, and the United States. The other key purpose of the seminar is to introduce students to the academic world of ideas—to the verbal debate and exchange of ideas, to the written expression of ideas, and to the refining of ideas through a process of intellectual development, peer feedback, and revision. At the heart of this seminar is close interaction and the fostering of a sense of intellectual community, both among student colleagues and with the professor.

**No required textbooks available**

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### **GOVT-07.13-01 Political Theory of GOT**

**Hour:** 11 **Instructor:** Michelle Clarke

**Requirements Met:** WCult: W; Distrib: TMV

**Description:**

The Political Theory of Game of Thrones

Do political leaders have moral responsibilities? Or is politics just about getting things done? This course will explore these and other questions about political ethics, all of which find expression in the HBO series “Game of Thrones.” In Part 1 of the course, we will familiarize ourselves with several classic statements about the general relationship between ethics and politics. In Part 2 of the course, we will turn our attention to a number of applied problems in political ethics that fall under the broad heading of “just war theory” (e.g. Is wartime killing any different from murder? Is it ever okay for soldiers to kill non-combatants? Are government officials morally responsible for decisions made by their regime?). In Part 3 of the course, we will consider a handful of other debates in political ethics (e.g. Should we be held responsible for the wrongs committed by our ancestors? Do we have the right to sell ourselves into slavery? Do states have a moral obligation to accept refugees?)

Students in this course will learn how to perform close readings, analyze philosophical arguments, and craft their own persuasive essays. Additionally, students will learn how to access, utilize, and cite secondary source material in the course of writing their final research paper.

**No required textbooks available**

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## **History**

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### **HIST-07.18-01 Eco's Echoes**

**Hour:** 10A **Instructor:** Walter Simons

**Requirements Met:** WCult: W; Distrib: TMV

**Description:**

Eco's Echoes: The Middle Ages in Umberto Eco's *The Name of the Rose*

The Middle Ages continue to serve as a scenic background for both our fantasies and our horrors. A world of sword and sorcery for some, of plague and slaughter for others, medieval Europe seems to provide endless inspiration for sweeping sagas revealing more about ourselves and our own time than about the past.

Exceptions to that rule do exist, however. Umberto Eco's *The Name of the Rose* is not only a spirited and exciting mystery but also one of the most sensitive and accurate portrayals of fourteenth-century Europe ever written. Using the book (1980) and film (1987) as our starting point, and writing short essays as well as a research paper on a topic of their interest, students will examine how Europe discovered the benefits of critical thought and dispassionate scientific inquiry in a time of great crisis. The seminar provides opportunities to learn about research methods in the humanities and to hone writing skills for academic work.

**No required textbooks available**

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**HIST-07.28-01 Gender and Urban Transform**

**Hour:** 12 **Instructor:** Julia Rabig

**Requirements Met:** WCult: CI; Distrib: SOC

**Description:**

Gender and Urban Transformation

This course explores urbanization as a gendered process, drawing on primary sources, historical analyses, and literary criticism to show how gender has intersected with class, race, and sexuality to shape U.S. cities and suburbs. We'll explore the effects of an increasingly urban and industrial economy on gender roles in the workplace, at home, and in the streets. We'll consider the historical gendering of urban space and the means through which cities have served as cultural touchstones: from late nineteenth century images of the metropolis as a "fallen woman" to middle-class men's projection of the city as the reprieve from stifling domesticity in the 1950s. Readings in urban, cultural, and social history, literary criticism, and more will illuminate patterns and guide our inquiry. Assignments will include: an annotated bibliography on a topic of your choice; a 5-7 page review essay of two or more texts from the bibliography; and, an 8-10 page prospectus that builds on your research. Students will also be required to present an image to their classmates and revise two assignments.

**No required textbooks available**

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**Humanities**

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**HUM-002-01 The Modern Labyrinth**

**Hour:** 12 **Instructor:** Jane Carroll, Michelle Clarke, Mark Williams

**Requirements Met:** WCult: None; Distrib: None

**Description:**

## The Modern Labyrinth

A continuation of Humanities 1. The course alternates between lectures and discussion sections, with emphasis on students' class participation and essay writing.

### **Textbook(s)Required:**

listed at a later date

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### **HUM-002-02 The Modern Labyrinth (Discussion)**

**Hour:** OT **Instructor:** Jane Carroll

**Requirements Met:** WCult: W; Distrib: LIT

No description available

**No required textbooks available**

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### **HUM-002-03 The Modern Labyrinth (Discussion)**

**Hour:** OT **Instructor:** Michelle Clarke

**Requirements Met:** WCult: W; Distrib: LIT

No description available

**No required textbooks available**

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### **HUM-002-04 The Modern Labyrinth (Discussion)**

**Hour:** OT **Instructor:** Mark Williams

**Requirements Met:** WCult: W; Distrib: LIT

No description available

**No required textbooks available**

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## **Latin Am/Caribbean Studies**

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### **LACS-07.04-01 Democ&Develop in LatAmerica**

**Hour:** 2A **Instructor:** Peter DeShazo

**Requirements Met:** WCult: NW; Distrib: INT or SOC

#### **Description:**

Latin America's Search for Democracy and Development

This course examines the political, economic and social development of the five countries of the Andean region of South America—Venezuela, Colombia, Ecuador, Peru, and Bolivia. It contrasts the current governance and economic policy approaches taken by the countries as a means of analyzing variables linked to the consolidation of democracy and sustained development in Latin America and globally. The course has a central focus on the development of writing, research and oral and written advocacy abilities, with special attention paid to concise written expression.

### **Textbook(s)Required:**

There are no standard textbooks required for this class.

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## Music

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### MUS-07.05-01 Video Game Music

**Hour:** 10A **Instructor:** William Cheng

**Requirements Met:** WCult: None; Distrib: ART

**Description:**

Video Game Music

This writing-intensive course offers an introduction to the craft and culture of video game audio. We will lend our ears to the imaginative ways in which music, sound, noise, and voice are employed and experienced in virtual gameworlds and virtual reality. Besides perusing scholarly literature on games and music, we will participate in gaming sessions and attend concerts. We will listen thoughtfully to diverse game music, from well-known 8-bit classics to more recent orchestral repertoire, from Atari to Oculus Rift.

Assignments include mini-essays, a concert review, in-class speed-writing exercises, an oral presentation, and a final paper. Proofreading and revision are important components of this course. You will have opportunities to experiment with and synthesize various writing styles: expository and creative; casual and formal; personal and critical; and more. The course is organized thematically. Instead of aiming to attain an encyclopedic knowledge of video games and their music, we will think deeply about several salient issues surrounding music and games (virtuality, virtuosity, nostalgia, canonicity, and violence, among others). A key goal will be to interrogate the roles of playfulness, boundaries, and innovation in gaming and writing alike.

**No required textbooks available**

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## Philosophy

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### PHIL-07.01-01 Contemporary Moral Issues

**Hour:** 10A **Instructor:** Ann Bumpus

**Requirements Met:** WCult: None; Distrib: TMV

**Description:**

Contemporary Moral Issues

Do you wish you had a better grasp on the arguments for and against physician-assisted suicide? abortion? animal rights? In this course, students will learn in depth about a couple of topics of contemporary moral interest. Sources will include academic papers, magazine and newspaper articles, films, and interviews. The course will focus on close reading and on constructing and evaluating arguments. Class time will be devoted largely to discussion, debate, and peer review of written work. Assignments will include two argumentative essays, a research paper, participation in a debate, and a persuasive speech.

**No required textbooks available**

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## Psychological & Brain Sciences

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### PSYC-07.03-01 Credulity & Pseudoscience

**Hour:** 11 **Instructor:** John Pfister

**Requirements Met:** WCult: None; Distrib: SOC

**Description:**

Why People Believe in Weird Things: Credulity, Science and Pseudoscience in the Study of Human Behavior

People believe in all kinds of things about human behavior—opposites attract, handwriting can reveal something about your personality, you only use 10% of your brain—without ever asking themselves why they believe in such things. Other, even more exotic claims—alien abduction, communication with the dead, conspiracy theories—have become a fixture in popular culture. Why do such beliefs persist, despite little, no, or contrary evidence? How do we evaluate new claims in the study of human behavior? This course will hopefully give you the tools to make your own decisions regarding both mundane and unusual claims and what would constitute sufficient evidence for your belief. You will be encouraged to translate your thoughts and opinions into a written form through daily exercises (such as reviewing something you have read) and weekly essays and research assignments on a topic developed in class. Writing exercises will emphasize the need for evidence in crafting an argument and the proper citation of sources. Quality writing will be encouraged through multiple drafts, peer editing, and reverse outlines. Each class participant will be required to research and lead very short discussions on questions involving human behavior (Do lie detectors work? Can a positive attitude stave off cancer? Do inkblots tell us something about personality? Do most people who were sexually abused in childhood develop severe personality disturbances in adulthood?). As a class, we will try to do our best to encourage exploration of our own beliefs in a respectful and supportive manner. No belief is open to ridicule, but all beliefs are open to examination.

**Textbook(s)Required:**

1. Harrison, (2012). 50 popular beliefs that people think are true. ISBN: 978-1-61614-495-1. Approximate Cost: \$9.46 (paperback) 2. Lilienfeld, et al. (2010). 50 great myths of popular psychology. ISBN: 9781405131124. Approximate Cost: \$22.74 (new)/\$14.46 (used) 3. Sheldrake (2013). The sense of being stared at. ISBN: 978-1620550977 Approximate Cost: \$13.67 4. Shermer (2016). Skeptic. ISBN: 978-1-62779-138-0 (hardcover) ISBN: 978-1250119636 (paperback, if available) Approximate Cost:\$19.04 (hardcover)/\$12.44 /\$9.89 (paperback)

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## Religion

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### REL-07.05-01 The English Bible

**Hour:** 2A **Instructor:** Susan Ackerman

**Requirements Met:** WCult: W; Distrib: TMV

**Description:**

## The English Bible

In this course, we will study first the earliest Bibles produced in England (and southern Scotland), focusing in depth on the most beautiful and most important: the Lindisfarne Gospels, the Codex Amiatinus, and the Book of Kells. Second, we will study the history of the rendering of these and other early Latin Bibles into English, culminating with the famous King James Version, commissioned in 1611 by King James VI of Scotland/James I of England. Refining students' skills in college-level writing is an important objective of this course, and so assignments include several writing exercises: two 2000-word research papers and four short 500-word reflection papers. Assignments also include two in-class oral reports.

**No required textbooks available**

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## Russian

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### RUSS-07.01-01 Who is the Terrorist?

**Hour:** 10 **Instructor:** Lynn Patyk

**Requirements Met:** WCult: CI; Distrib: None

**Description:**

Who is the Terrorist?

The mid-nineteenth century witnessed the birth of a new “enemy of the human race”: the modern political terrorist. Almost simultaneously in Great Britain and Russia, individuals who were willing to kill and die for their political beliefs appeared as a force to be reckoned with and a figure of radical hostility and mystery. As we will see, the question “Who is the terrorist?” is more a riddle than a question and may be answered in many ways, depending ultimately on how we define terrorism. “Who is the terrorist?” asks what this fundamentally modern identity entails: what types of life experiences, psychological traits, beliefs, values, and choices make a “terrorist?” Our ultimate purpose is to enable you to reflect critically upon received and preconceived answers to the question “Who is the terrorist?” and to synthesize your own informed and deliberated position from our class’s joint inquiry. Our texts will include primary historical documents, philosophical essays, and literary fiction (Camus’ *The Rebel*, Fanon’s *The Wretched of the Earth*, Chesterton’s *The Man Who Was Thursday*) as well as documentary and feature films (*The Baader-Meinhof Komplex*, *V for Vendetta* and *Syriana*).

Assignments include two short essays, an in-class presentation, and an independent research project.

**Textbook(s)Required:**

Masha Gessen, *The Brothers: An American Tragedy* ISBN 97815946326-48 G. K. Chesterton, *The Man Who Was Thursday (A Nightmare)* ISBN 97815143500-10

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## Sociology

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### SOCY-07.07-01 US Social Stratification

**Hour:** 2 **Instructor:** Jason Houle

**Requirements Met:** WCult: None; Distrib: SOC

### **Description:**

Sociological Perspectives on Social Stratification and Inequality in the United States: A Century of Continuity and Change

When we think about social inequality, it's tempting to view it as the inevitable byproduct of effort, where those at the top are rewarded for their perseverance, and those at the bottom should work harder to "pull themselves up by their bootstraps." In this class, we will interrogate these naïve assumptions, and explore sociological understandings of social stratification and inequality in the context of 20th and 21st century United States. We will specifically focus on how sociologists write, craft arguments, and develop and test theories about social inequality.

As part of this process, you will learn how to write (and read) formal sociological research papers, such as those that appear in academic journals, and also how to package these ideas to public audiences (such as op-eds). Substantively, we will focus on a range of topics, including (but not limited to): social mobility, poverty and social welfare policies, race and gender stratification, the causes and consequences of rising wealth and income inequality, and the changing face of inequality before and after the Great Recession.

**No required textbooks available**

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## **Spanish**

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### **SPAN-07.06-01 Quixote and the Quixotic**

**Hour:** 10 **Instructor:** Paul Carranza

**Requirements Met:** WCult: W; Distrib: INT or LIT

#### **Description:**

*Don Quixote* and the Quixotic in Literature and Film

*Don Quixote* regularly tops the lists of the greatest novels of all time. In this course will examine Cervantes' masterpiece and some of the ways it has influenced world literature and culture. We will discuss themes related to the novel, including: what *Don Quixote* says about the dangers of reading (or watching films); the philosophical debate between realism and idealism; and the value of friendship and tolerance in times of crisis. We will read Part I of *Don Quixote* and read critical works about it. Films will include *Lost in La Mancha*, and the musical *Man of La Mancha*. We will also examine recent efforts to recover Shakespeare's lost 1613 play based on Don Quixote.

As this is a First-Year Seminar, writing is integral to the course. Students will learn about the topic of the course through writing, and vice versa. Be prepared to write both inside and outside of class, and to refine your writing with the help of your peers and the instructor.

**No required textbooks available**

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## **Women's, Gender, and Sexuality**

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## **WGSS-07.04-01 Women in Journalism**

**Hour:** 12 **Instructor:** Alexis Jetter

**Requirements Met:** WCult: W; Distrib: SOC

**Description:**

Women in Journalism

This course will focus on the contributions of women journalists in the US and around the globe to coverage of human rights, geopolitics, war, freedom of speech, violence against women, reproductive rights, health, educational opportunity for girls/women, sex slavery/trafficking, climate change and the environment, religion, artistic freedom and other critical issues. Three writing assignments will include a profile, a radio commentary and a feature-length investigation, using original reporting, that sheds light on a social justice issue. Two drafts of each writing assignment are required. We will also hold regular workshops on reporting and writing.

**Textbook(s)Required:**

Readings will be distributed via the course website; no textbooks required.

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## **Writing Program**

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### **WRIT-07.07-01 Originality/Ownrshp of Ideas**

**Hour:** 10A **Instructor:** Christiane Donahue

**Requirements Met:** WCult: None; Distrib: ART

**Description:**

Creativity, Originality, and Ownership of Ideas

Who owns images, sounds, and words; Who owns creativity; What is originality; In this writing course we will study the many ways that we use and reproduce all kinds of creative work in the U.S. As we explore, we will study the media in which we are immersed, read policies and laws about ownership and reuse of print, image, and sound, and consider who makes these laws and how they affect us. We will turn a critical eye on these policies and practices, reading essays by authors including John Berger, Larry Lessig, and M.M. Bakhtin and studying ways that words, images, sound are used on the Internet, in advertising, or in other contexts. We will analyze a variety of creative works, for example at the Hood Museum or on YouTube. Coursework will include many short informal writing pieces and discussion presentations, three more formal essay projects with several revisions, and a final project that will focus on an issue of your choice from the various subjects we cover and will draw on research.

**No required textbooks available**