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First-Year Seminar Descriptions for Winter Term 2021 ** REVIEW TESTING **

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

Anthropology

ANTH-07.02-01 The Values of Medicine (Remote, with synchronous components)

Hour: B **Instructor:** Sienna Craig

Requirements Met: WCult: None; Distrib: INT or SOC

Description:

Title: The Values of Medicine

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: This course considers the values we ascribe to medicine. Through immersive engagement with materials from Rauner Special Collections dating from the 15th-20th centuries, inclusive of Dartmouth's medical school archives, we examine the ethical formation of physicians, the social construction of medicine's gaze onto and into humanity, and the social lives of medicines. We use the research and writing tools of ethnography—structured observation, interviews, reflective field note writing, archival exploration, and sociocultural analysis—to examine the cultural roots and contemporary expressions of "western" medicine. Sections focus on the social history of anatomical knowledge, the gendering of medicine through midwifery and the rise of obstetrics as a field, the family doctor across lines of race, class and geography, the relationship between body and mind with respect to "mental"

illness, and the production of medicines as therapeutic objects. Students' final writing projects involve curating their own mini exhibit.

Additional Info about Online Course: Instructional mode: synchronous during designated class times, including x-hours, with the expectation of synchronous, mostly video-enabled engagement and discussion, but always with recordings of sessions available in the event that a student cannot make it. We will also be working with Rauner Special Collections a lot in this class, with both synchronous and asynchronous / pre-recorded video components.

Textbook(s)Required:

Montross, Christine, 2007. Body of Work: Meditations on Mortality from the Human Anatomy Lab. New York: Penguin.

Art History

ARTH-07.10-01 Egyptomania (Remote, with synchronous components)

Hour: J Instructor: Steven Kangas

Requirements Met: WCult: None; Distrib: ART

Description:

Title: Egypt and Egyptomania

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: Mummies, pyramids, curses and death, these are some of the images and associations that one conjures up with the mention of ancient Egypt today. The term 'Egyptomania' refers to the mad fascination for things Egyptian or Egyptianizing. This course will explore the monuments, practices, and discoveries that have inspired Egyptomania through time. Students will have the opportunity to explore this rich topic through readings, research, and writing assignments on art and architecture, film, and literature. Writing requirements are three short essays (3-4 pages) and one 10-12 page research paper. Through careful proofreading, critical review, and revision of the written work students will become more conscientious readers and more effective writers.

Additional Info about Online Course: No additional statement.

Textbook(s)Required:

Egyptomania, 978-1137278609, \$30.00 Akhenaten, Dweller in Truth, 978-0385499095, \$15.00

Biology

BIOL-07.02-01 Biology: Politicized Topics (Remote, with synchronous components)

Hour: F Instructor: Carey Nadell

Requirements Met: WCult: None; Distrib: SCI

Description:

Title: Fact or Fiction? Politicized Topics in Biology

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and

includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: This course will explore the fact and fiction underlying politically hot topics that have biology at their core. The majority of the course will consist of written and oral presentation of arguments on topics including: climate change, genetic engineering, stem cell research, vaccination policy, and antibiotic resistance evolution. 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.

Additional Info about Online Course: Participation is an important component of this class. I will offer a variety of ways to participate, but students will be expected to attend the majority of synchronous meetings.

Textbook(s)Required:

No Textbook required

Classical Studies

CLST-07.10-01 Collapse of Civilizations (Remote, with synchronous components)

Hour: D **Instructor:** William Dibble

Requirements Met: WCult: W; Distrib: SOC

Description:

Title: The Collapse of Civilizations in the Ancient Mediterranean

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: Why do civilizations collapse? Do they even collapse, or just change? What makes a society resilient to challenges such as disease or climate change? We need the benefit of a long-term lens and an interdisciplinary approach to explore these important and relevant questions.

In this writing seminar, we will examine the latest methods and theories used by scholars to conceptualize the topics of collapse and resilience and apply them to case-studies in the ancient Mediterranean world. From the end of prehistoric palatial civilizations around 1200 B.C.E. to the fall of the Roman Empire, a growing body of new evidence is forcing historians and archaeologists to rethink these important societal transitions.

This course draws upon a range of sources: the scientific evidence for ancient climate change and disease, the archaeological evidence for social organization and destruction, and primary textual accounts written by ancient people. Three short writing assignments (blogs) will train students to build arguments from interdisciplinary evidence. Writing workshops will enable students to learn from each other and discuss each other's writing in order to create a polished, revised blog post for each of the three assignments. A final essay builds on these assignments through focused research on a case-study of the student's choice (either the Late Bronze Age collapse or the Fall of Rome).

Additional Info about Online Course: There will be one or two synchronous meetings per week for class discussion and peer-review discussions. For the remaining "meetings" we will focus on developing a class blog network to discuss the topic of whether, how, and why we see civilizational collapse in the

ancient world.

No required textbooks available

Comparative Literature

COLT-07.18-01 Cyborgs and the Posthuman (Remote, with synchronous components)

Hour: F Instructor: Emily Kane

Requirements Met: WCult: W; Distrib: LIT

Description:

Title: Cyborgs, Clones and the Posthuman: Dystopias in Fiction and Film

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: From the horror of the zombie apocalypse to fears of artificial intelligence and technology run amok, current popular culture is awash in sci-fi representations of possible downfalls of human civilization. In this course we will investigate the reasons for our fascination with both the immediate and visceral representations of the apocalypse (human clones produced only to have their organs harvested, bodies being dismantled and disfigured), and more generalized fears: "democracies" descending into totalitarian and/or fascist dictatorships, viruses that decimate most of the population, nuclear war and its fallout, and even the inability to distinguish human from inhuman, and the ethical implications of maintaining and/or disintegrating these boundaries. What may be the very real, sociopolitical urgency in discussing the consequences of defining the difference between human and inhuman, or between "self" and "other"? How might the concept of the "posthuman" be useful in pushing us beyond commonly accepted ways of defining what it is that constitutes "us"? Through the close analysis of literary, cinematic, and theoretical works, students will learn how to critically analyze texts, as well as elements of the society in which we live, in their own writing. Writing assignments to include written discussions on Canvas, close readings of literary texts and sequence analyses of films, and two longer assignments with several stages aimed at teaching students to peer review, self-evaluate, and work toward producing sophisticated literary analyses.

Additional Info about Online Course: Most weeks we will have three synchronous class meetings, so students should plan for that; there may be some exceptions here and there. I'm not planning on using X-hours.

No required textbooks available

Earth Sciences

EARS-07.06-01 Life on Mars? (Remote, with synchronous components)

Hour: BL Instructor: William Leavitt

Requirements Met: WCult: None; Distrib: SCI

Description:

Title: Habitability to Life on Mars: Exploring the Past, Present and Future of Life on Mars

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: 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. We will explore some of the early beliefs about Mars and progress on through to the current exploration of its surface by NASA. We will address 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. 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 smaller assignments. Engaged peer-review and class participation are critical to each student's successful completion of this course.

Additional Info about Online Course: No additional statement.

Textbook(s)Required:

No textbook. All readings on Canvas.

English

ENGL-07.16-01 Investigative Memoir (Remote, with synchronous components)

Hour: H **Instructor:** Jeffrey Sharlet

Requirements Met: WCult: None; Distrib: LIT

Description:

Title: Investigative Memoir

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: 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.

Additional Info about Online Course: No additional statement.

Textbook(s)Required:

Villavicencio, Karla Cornejo. *The Undocumented Americans*. One World. 978-0399592683.

Alison Bechdel, *Fun Home Mariner*, ISBN: 978-0618871711

Hanif Abdurraquib, *Go Ahead in the Rain*. ISBN: 978-1-4773-1648-1

Laura Cumming. *Five Days Gone*. ISBN: 978-1501198717

ENGL-07.44-01 Reading Jane Austen (Remote, with synchronous components)

Hour: K Instructor: Carolyn Dever

Requirements Met: WCult: W; Distrib: LIT

Description:

Title: Reading Jane Austen

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: 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, 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.

Additional Info about Online Course: This course will be conducted remotely with synchronous components. I do anticipate using parts of scheduled class periods and X hours for small-group work as well as small-group and individual writing conferences.

Textbook(s)Required:

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

ENGL-07.50-01 Writing Wild (Remote, with synchronous components)

Hour: E Instructor: Patricia McKee

Requirements Met: WCult: W; Distrib: LIT

Description:

Title: Writing Wild

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and

includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: This course will focus on the works of contemporary U.S. and British writers fascinated with "wild" nature. We will explore, in reading, writing, and discussion, books and essays in which writers abandon their familiar worlds in order to discover the strangeness of natural worlds and to discover too unknown dimensions of self. The writers we read are walkers, climbers, and surfers, and studying their work we will ask how they communicate the strangeness of wild and nonhuman life and why they need to do so. We will consider critically the pleasures of these works and the appeal of these journeys in modern life.

Students will learn to write scholarly essays on literature and on contemporary ideas of nature and to rethink in revisions their initial ideas. They will take part in as well as lead creative critical discussions about their own and others' writing.

Additional Info about Online Course: No additional statement.

Textbook(s)Required:

Annie Dillard, *Pilgrim at Tinker Creek* (Harper) ISBN 978-0-08-123332-8 William Finnegan, *Barbarian Days: A Surfing Life* (Penguin) ISBN 978-1-59420-347-3 Cheryl Strayed, *Wild: From Lost to Found on the Pacific Coast Trail* (Knopf) ISBN 978-0-307-47607-4 Robert MacFarlane, *The Wild Places* (Penguin) ISBN 978-0-14-311393-5

ENGL-07.54-01 The Future of the Book (Remote, with synchronous components)

Hour: E **Instructor:** Jessica Beckman

Requirements Met: WCult: None; Distrib: LIT

Description:

Title: The Future of the Book

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: What is a book in the digital age? Is it a paperback, a Kindle, a cellphone? Is a work of literature the same if you change its physical form? In this course we will explore issues of central importance to book studies, ranging from the nature of reading, to the politics of archives, to the relationship between experimental literary techniques and emerging technologies. Augmenting our skills of literary study, in which we give sustained attention to language, here we will be challenged to think about the interactions between those words and the surfaces upon which they appear. Moving across time and space, we'll consider a range of approaches that help us analyze, critique, and anticipate the evolution of the book.

Additional Info about Online Course: This remote class will meet synchronously during our scheduled class time, in order to foster a spirit of collaboration and camaraderie.

Textbook(s)Required:

Virginia Woolf, *To the Lighthouse*. Harcourt, Inc. (2005). ISBN-10: 0156030470 Italo Calvino, *If on a winter's night a traveler*. Harcourt, Inc. (1982) ISBN: 0156439611 Claudia Rankine, *Citizen: An American Lyric*. Graywolf Press. (2014). ISBN-10: 978555976903

Environmental Studies

ENVS-07.02-01 Conservation&Sustainability (Remote, with synchronous components)

Hour: E **Instructor:** Coleen Fox

Requirements Met: WCult: None; Distrib: INT

Description:

Title: Conservation, Development and Sustainability in the Anthropocene

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: 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 attention to the assumptions and power relations that have underpinned dominant approaches. We will examine the consequences of multiple conservation models and learn about conservation debates and critiques, paying attention to the political and socio-cultural contexts of these debates. Case studies from around the world will help students to gain a broad perspective on these issues. The course challenges students to think critically about the meaning of sustainable development 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.

Additional Info about Online Course: This seminar will have required synchronous class Zoom sessions during all scheduled class times. During class, we will have discussions, writing workshops, and peer review activities. Attendance (with your video on) is required.

Textbook(s)Required:

A novel TBD may be a required purchase.

ENVS-07.16-01 Invasive Species (Remote, with synchronous components)

Hour: ARR **Instructor:** Flora Krivak-Tetley

Requirements Met: WCult: None; Distrib: SOC

Description:

Title: Invasive Species: Ecology, Impacts, Ethics

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description:

Timeslot: AR (Arrange). The instructor will poll students enrolled at the end of initial course election to set a time for the required synchronous course meetings that works for everyone.

Priority for enrollment in this class will be given to students who are taking courses remotely from off-

campus and expect to have significant time zone/schedule problems that will prevent them from taking another FYS. To obtain priority enrollment, please contact Kim Wind in Environmental Studies to request Instructor Permission prior to the end of initial course election on Nov. 5.

Update 11/13/20: The priority enrollment students and the instructor have now agreed on what the synchronous course meeting times will be. This course will have one weekly whole class lecture on Monday evenings from 8:30-9:30 pm. If you cannot attend all the meetings, they will be recorded, but you are strongly encouraged to attend in person. We will then have three small group meetings on Wednesdays and students will be required to sign up for one of the timeslots. Choices are 2:00-3:00 pm, 5:00-6:00 pm or 8:30-9:30 pm (to be sorted out after enrollment).

If you would like to join the course, and you are willing to meet at the agreed upon time, please email Kim Wind at Kim.Wind@dartmouth.edu for permission.

Invasive species, like climate change and habitat destruction, pose extraordinary challenges for biodiversity and ecosystem conservation. But animals, plants and pathogens have always moved around the world. What makes a non-native organism invasive? How do we measure and attach value to their impacts? How do we decide which species should be eradicated, which should be tolerated, and which should be intentionally planted? What are the ethical considerations embedded within these decisions? And how does the language we use to describe non-native species — "invader", "alien", "exotics" — influence our thinking? Students will use a combination of readings and videos, discussions and debates, and diverse writing assignments to explore the complex environmental and ethical aspects of invasive species and their management. Writing assignments will include a reflective essay, an annotated bibliography with an invasive species focus of choice, a journalistic piece reporting on a recent scientific advance, and a research proposal.

Additional Info about Online Course: This course will include both synchronous and asynchronous components, including short lectures, discussions, writing exercises and workshops, peer presentations and several guest lectures. The ARR time slot for this course means that times for all synchronous components will be arranged in coordination with registered students to accommodate a range of schedules and time zones. You can expect an average of two synchronous meetings per week, at least one of which will be in a small collaborative group. Attendance at small group synchronous sessions is strongly encouraged and they will be scheduled so that all group members can attend. Full class synchronous sessions will be recorded and available on Canvas.

Textbook(s)Required:

No textbooks required. All readings will be available on Course Reserve and Canvas.

Film Studies

FILM-07.19-01 Am Silent Film Comedy (Remote, with synchronous components)

Hour: K Instructor: Joanna Rapf

Requirements Met: WCult: None; Distrib: ART

Description:

Title: American Silent Film Comedy

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: This is a First-year Seminar with an emphasis on writing about American silent film comedy that dates roughly between 1898-1928. For critic James Agee, this was the heyday of comic achievement on screen, a time when recognized artists such as Charlie Chaplin, Buster Keaton, and Harold Lloyd, and lesser known figures such as Bertha Regustus, Mabel Normand, and Harry Langdon, "gave us a poem, the kind of poem, moreover, that everybody understands." Their comedy was universal, and audiences did not need to know English "to get the gags." Laughter breaks down barriers between nations, races, genders, and class, and subtly comments on the preoccupations, prejudices, and dreams of the society that produces it. This seminar will examine some of the social implications behind the laughter of silent film comedy.

Formally, students in this seminar will write about 6,000 words, spread over three papers, a short response paper, a longer argument paper, and a substantial research paper due at the end of the term. In addition to revising these papers in the light of professor and peer reviews, students will also complete a weekly journal entry in which they will respond to a prompt and write informally about the comedian and the film or films we studied that week. This informal writing, posted on Canvas by its due date, will be an opportunity to play with your writing voice, to raise question, and to explore ideas. Two students will also be assigned each week to post on Canvas two to four discussion questions to come out of the week's reading and film[s] and to write a two page reflection paper on the reading. Everyone in the seminar responds to the questions posted on Canvas.

Additional Info about Online Course: This course, scheduled during the "K" time slot, will be taught remotely with only one regular synchronous component on Thursdays from 2:50-4:40pm ET. All students must be available during this time when we will meet together via Zoom to go over lecture material and discuss films and readings. Otherwise, students complete assignments and collaborative projects on their own.

Use of X-periods: Since our X-period is from 5:10-6:00 ET on Fridays, we will not be using it.

No required textbooks available

French

FREN-07.05-01 Nature and Colonized Spaces (Remote, with synchronous components)

Hour: BL **Instructor:** Scott Sanders

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

Description:

Title: Nature and its Colonized Spaces

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: This course is an interdisciplinary study of the concept of nature, and its relationship to colonialism. In the pre-industrial age, natural philosophers discovered and theorized nature through colonial encounters. During the term, we will read literary and scientific works from European writers who situate nature within colonized spaces. In theorizing a version of nature outside of Europe, they construct a version of nature which is intimately connected to the process of colonization. Through engagement with primary and secondary sources, students will identify how literary and scientific

rhetoric represent nature within colonial spaces. Students will then interpret and analyze the consequences of this cultural heritage: nature as a space from which to extract resources, as an object of knowledge from which scientists objectively unlock the mysteries of life, or as an Edenic sphere whose beauty is destroyed through colonization.

Additional Info about Online Course: I will be using my course time on Mondays and Fridays to teach via Zoom. Students will have asynchronous instruction during the week. Professor Sanders will be available on Wednesdays to meet with students via Zoom.

No required textbooks available

Geography

GEOG-07.17-01 Charting Self-Driving Cars (Remote, with synchronous components)

Hour: F **Instructor:** Luis Alvarez Leon

Requirements Met: WCult: None; Distrib: SOC

Description:

Title: Charting Self-Driving Cars

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: How do self-driving cars navigate and reshape space? What are the sources, components, variations, and implications of this technological innovation, and how do they relate to various ways of understanding, representing, and moving through space? This seminar will develop an integrative approach to examine the geography, history, development, and implications of autonomous navigation as well as automation more generally to understand their relation to broader social, political, and economic forces. As a First-year Seminar, this course emphasizes the practice and craft of writing in the context of learning about self-driving cars and other automated technologies. As such, an integral part of the students' experiences in this course will be to develop their understanding of the subject matter through an iterative writing process that incorporates various forms of reading, annotating, drafting, revising, compiling sources, and building out a research project.

Additional Info about Online Course: Class will meet via Zoom during the scheduled times.

Additionally, a discussion forum on Canvas will serve as a site for asynchronous dialogue throughout the term. Regular office hours will also take place via Zoom.

Textbook(s)Required:

Driverless Intelligent Cars and the Road Ahead Hod Lipson and Melba Kurman Automating Inequality How High-Tech Tools Profile, Police, and Punish the Poor Virginia Eubanks St. Martin's Press The Smart Enough City Putting Technology in Its Place to Reclaim Our Urban Future Ben Green Uberland How Algorithms Are Rewriting the Rules of Work Alex Rosenblat

German

GERM-07.05-01 Franz Kafka (Remote, with synchronous components)

Hour: G **Instructor:** Eric Miller

Requirements Met: WCult: W; Distrib: LIT

Description:

Title: Franz Kafka: Parable and Paradox

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: Franz Kafka (1883-1924) wrote parables of the paradoxes, of the absurdity, of modern existence and consciousness. His stories and novels both depict and enact our most urgent questions, our deepest fears, our inchoate hopes. Kafka is arguably the greatest writer of the 20th century, and he is certainly its most influential, but was almost completely unknown to the general public until a good quarter century after his death, and first became widely known, not in his native German, but in English translations.

In this course we will read two of Kafka's three novels, as well as a broad selection of his shorter works. All the readings will be accompanied by handouts, mainly in the form of "Questions for Further Thought", whose purpose is to stimulate analysis and discussion, and to help students become active participants in the process of interpreting texts. The fundamental format for the class meetings is that of seminar discussions. Important material concerning historical and biographical background, as well as particular schools of interpretation, will be introduced in the handouts and woven into the class discussion in the form of mini-lectures, as and when the need arises. The aim of the readings, of the supporting materials, and especially of the seminar discussions is for students to hone their abilities to think clearly, critically, creatively, and bravely about the goals we have, the assumptions we make or fail to make, the traps we fall into, the lessons we can learn, when we engage with and try to make sense of very difficult literary works.

This is also a writing-intensive course. No matter how monologic it may appear on its surface, all writing is in fact dialogic, conversational: it embodies the deep-structure of question-and-answer. Thus, our Question-packs will serve an additional function: for each of the four formal essays, students will pick one of the questions – or formulate their own question – and then answer it. By explicitly foregrounding this fundamental cognitive-communicative structure, students will learn to craft their analytical and rhetorical tactics and strategies with greater awareness, greater skill, and more effective results.

Additional Info about Online Course: We will meet for seminar discussions on Zoom at the officially scheduled times. Conferences and office hours by arrangement and as needed. Papers will be submitted as email-attachments in Word-documents.

Textbook(s)Required:

Franz Kafka, *The Complete Stories*, edited by Nahum Glatzer, foreword by John Updike (Schocken 1995). ISBN 978-0805210552 Franz Kafka, *The Trial*, a new translation based on the restored text, translated by Breon Mitchell (Schocken 1999). ISBN 978-0805209990 Franz Kafka, *Amerika*, translated by Willa and Edwin Muir (Schocken 1946), reprinted in 1996 with a foreword by E. L. Doctorow. ISBN 978-0805210644 Guides to interpretation will be made available in class.

Government

GOVT-07.02-01 Nationalism in War (Remote, with synchronous components)

Hour: C **Instructor:** Jennifer Lind

Requirements Met: WCult: NW; Distrib: INT

Description:

Title: Nationalism in War & Peace

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: 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.

Additional Info about Online Course: No additional statement.

Textbook(s) Required:

No textbooks required

GOVT-07.12-01 Intelligence & Ntl Security (Remote, with synchronous components)

Hour: E **Instructor:** Jeffrey Friedman

Requirements Met: WCult: None; Distrib: SOC

Description:

Title: Intelligence and National Security

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: This seminar explores challenges and controversies of U.S. intelligence analysis. Almost all important issues in intelligence are surrounded by secrecy and uncertainty. It is inherently difficult to know what "works" in intelligence, to define "good" analysis, or to make sound recommendations for improvement. Specific controversies we examine include the September 11 terrorist attacks, assessments of Iraq's weapons of mass destruction programs, and CIA methods of "enhanced interrogation." Students draft, peer review, and revise three short (5 page) essays analyzing these controversies, and then expand one of those documents into a longer (8-10 page) research paper. In discussing conceptual and practical issues surrounding the study of intelligence, we engage broader debates about what it means to analyze high-stakes decisions in a manner that is both rigorous and useful.

Additional Info about Online Course: The course revolves around synchronous Zoom discussions, which

are intended to replicate a "normal" seminar experience.

Textbook(s)Required:

There are no books required for this course

History**HIST-07.28-01 Gender and Urban Transform (Remote, with synchronous components)**

Hour: BL **Instructor:** Julia Rabig

Requirements Met: WCult: CI; Distrib: SOC

Description:

Title: Gender and Urban Transformation

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: 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.

Additional Info about Online Course: With a couple of exceptions, this course will have ONE synchronous meeting each week. X-hours will not be used unless needed to make up a synchronous session. Other aspects of the course, such as online discussions, and the viewing of lectures and films, will take place asynchronously.

No required textbooks available

HIST-07.35-01 Cuba, PR, and the 1898 War (Remote, with synchronous components)

Hour: K **Instructor:** Jorell Melendez-Badillo

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

Description:

Title: Cuba, Puerto Rico, and the War of 1898

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: The War of 1898 reshaped the international geopolitical order. It was a global

phenomenon that allowed the nascent United States Empire to stretch its arms around the world and take Spain's former position as the "empire where the sun never sets." While this seminar uses a transnational lens, it focuses on the origins, developments, and the aftermaths of the war from the perspectives of Cuba and Puerto Rico. It explores the ways these two countries went from being Spain's last two colonial possessions in Latin America to attaining independence after three decades of war, in the case of Cuba; and to becoming the world's oldest colony, as it happened to Puerto Rico.

As a history seminar, this course will encourage and help you develop critical thinking skills. The historical trade is not based on accessing the past through documents, but of using our imaginations to craft narratives while using a wide range of sources to sustain our arguments. Since this course is also a writing seminar, we will discuss and think about strategies to write our ideas in an accessible way for our readers. To do so, students will experiment with different methods from the historians' intellectual tool kit: scrutinizing primary sources, analyzing content, and crafting narratives.

In this seminar, students will produce their own historical knowledge through a series of writing assignments, including an analysis of primary sources produced during the period. Throughout the term, students will submit two papers further exploring the themes and topics discussed in class, both of which will include a peer-review component aimed at producing constructive commentary and collaboration between each author. By the end of the term, students will submit a final research paper based on their analysis of primary and secondary sources.

Additional Info about Online Course: The course will have a "flipped classroom" component. Lectures will be video recorded. Students will virtually meet with Prof. Meléndez-Badillo for class discussion on Thursdays.

No required textbooks available

Humanities

HUM-002-01 The Modern Labyrinth

Hour: E **Instructor:** Kristin O'Rourke, Rebecca Biron, Petra McGillen, Jonathan Smolin

Requirements Met: WCult: W; Distrib: LIT

No description available

Textbook(s)Required:

Arabian Nights paperback. The Arabian Nights (First Edition) (Norton Critical Editions) First Edition by Daniel Heller-Roazen (Editor), Muhsin Mahdi (Editor), Husain Haddawy (Translator), 2009. ISBN-13: 978-0393928082 ISBN-10: 039392808X Conradus Gesner, Edward Topsell, The History of Four-footed Beasts, Serpents, and Insects. London: Sawbridge, 1658. [Available on ProQuest: <https://search-proquest-com.dartmouth.idm.oclc.org/docview/2240953578/12250793?https://search.proquest.com/eebo/advanced&pq-origsite=summon>] Othello. (Second Edition) (Norton Critical Editions) Second Edition. ISBN-13: 978-0393264227. ISBN-10: 9780393264227 Season of Migration to the North, Tayeb Salih. Denys Johnson-Davie, trans. 2009 (1969?) ISBN 9781590173022 Frankenstein, M. Shelley. Frankenstein <https://www.amazon.com/Frankenstein-Mary-Shelley/dp/0141439475> Georg Büchner, Woyzeck. Trans. Victor Price. Danton's Death; Leonce and Lena; Woyzeck. Oxford; New York: Oxford University Press, 2008.

HUM-002-02 The Modern Labyrinth (Discussion)

Hour: OT **Instructor:** Jonathan Smolin

Requirements Met: WCult: None; Distrib: None

No description available

Textbook(s)Required:

Arabian Nights paperback. The Arabian Nights (First Edition) (Norton Critical Editions) First Edition by Daniel Heller-Roazen (Editor), Muhsin Mahdi (Editor), Husain Haddawy (Translator), 2009. ISBN-13: 978-0393928082 ISBN-10: 039392808X Conradus Gesner, Edward Topsell, The History of Four-footed Beasts, Serpents, and Insects. London: Sawbridge, 1658. [Available on ProQuest: <https://search-proquest-com.dartmouth.idm.oclc.org/docview/2240953578/12250793?https://search.proquest.com/eebo/advanced&pq-origsite=summon>] Othello. (Second Edition) (Norton Critical Editions) Second Edition. ISBN-13: 978-0393264227. ISBN-10: 9780393264227 Season of Migration to the North, Tayeb Salih. Denys Johnson-Davie, trans. 2009 (1969?) ISBN 9781590173022 Frankenstein, M. Shelley. Frankenstein <https://www.amazon.com/Frankenstein-Mary-Shelley/dp/0141439475> Georg Büchner, Woyzeck. Trans. Victor Price. Danton's Death; Leonce and Lena; Woyzeck . Oxford; New York: Oxford University Press, 2008.

HUM-002-03 The Modern Labyrinth (Discussion)

Hour: OT **Instructor:** Petra McGillen

Requirements Met: WCult: None; Distrib: None

No description available

Textbook(s)Required:

Arabian Nights paperback. The Arabian Nights (First Edition) (Norton Critical Editions) First Edition by Daniel Heller-Roazen (Editor), Muhsin Mahdi (Editor), Husain Haddawy (Translator), 2009. ISBN-13: 978-0393928082 ISBN-10: 039392808X Conradus Gesner, Edward Topsell, The History of Four-footed Beasts, Serpents, and Insects. London: Sawbridge, 1658. [Available on ProQuest: <https://search-proquest-com.dartmouth.idm.oclc.org/docview/2240953578/12250793?https://search.proquest.com/eebo/advanced&pq-origsite=summon>] Othello (The Pelican Shakespeare) Paperback – Illustrated, October 4, 2016 Season of Migration to the North, Tayeb Salih. Denys Johnson-Davie, trans. 2009 (1969?) ISBN 9781590173022 Frankenstein, M. Shelley. Frankenstein <https://www.amazon.com/Frankenstein-Mary-Shelley/dp/0141439475> Georg Buchner, Woyzeck. Trans. Victor Price. Danton's Death; Leonce and Lena; Woyzeck . Oxford; New York: Oxford University Press, 2008.

HUM-002-04 The Modern Labyrinth (Discussion)

Hour: OT **Instructor:** Kristin O'Rourke

Requirements Met: WCult: None; Distrib: None

No description available

Textbook(s)Required:

Arabian Nights paperback. The Arabian Nights (First Edition) (Norton Critical Editions) First Edition by Daniel Heller-Roazen (Editor), Muhsin Mahdi (Editor), Husain Haddawy (Translator), 2009. ISBN-13: 978-0393928082 ISBN-10: 039392808X Conradus Gesner, Edward Topsell, The History of Four-footed Beasts, Serpents, and Insects. London: Sawbridge, 1658. [Available on ProQuest: <https://search-proquest-com.dartmouth.idm.oclc.org/docview/2240953578/12250793?https://search.proquest.com/eebo/advanced&pq-origsite=summon>] Othello. (Second Edition) (Norton Critical Editions) Second Edition. ISBN-13: 978-0393264227. ISBN-10: 9780393264227 Season of Migration to the North, Tayeb Salih. Denys Johnson-Davie, trans. 2009 (1969?) ISBN 9781590173022 Frankenstein, M. Shelley. Frankenstein <https://www.amazon.com/Frankenstein-Mary-Shelley/dp/0141439475> Georg Büchner, Woyzeck. Trans. Victor Price. Danton's Death; Leonce and Lena; Woyzeck . Oxford; New York: Oxford University Press, 2008.

Jewish Studies

JWST-07.07-01 Jewish Culture and New York (Remote, with synchronous components)

Hour: J Instructor: Andrew Caplan

Requirements Met: WCult: CI; Distrib: LIT

Description:

Title: Jewish American Culture: New York City and the Jewish Imagination in the Twentieth Century

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: New York City was the place in which Jewish culture, and specifically the immigrant culture of primarily Yiddish-speaking Eastern European Jews, became a global culture. Although the seeds of a modern literature, a modern press, a modern labor movement, and modern theater had already been planted in Eastern Europe by the end of the nineteenth century, it was in New York where these seeds took root and remade the culture of Jewish immigrants into a cosmopolitan civilization. As much as New York has become a unique site in the re-centering of Jewish civilization, Jews in New York have exerted a distinctive influence on the language and character of the American culture into which they were integrating. This will be a reading-and-writing first-year seminar providing an introduction to American Jewish culture of the twentieth century, together with an examination of diaspora as a cultural concept that has informed Jewish cultures as well as global literary modernism.

Additional Info about Online Course: This course will be taught remotely and synchronously as far as possible. If students request an asynchronous component this will be arranged as necessary. In lieu of X-periods students may arrange Zoom meetings with the instructor whenever mutually feasible.

No required textbooks available

Latin Am/Caribbean Studies

LACS-07.05-01 Latinx Stage and Screen (Remote, with synchronous components)

Hour: F Instructor: Desiree Garcia

Requirements Met: WCult: None; Distrib: ART

Description:

Title: Latinx Stage and Screen

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: This course will examine the Latinx stage and screen, focusing specifically on musicals that portray Latinx lives. We will focus on canonical works—including *West Side Story*, *Zoot Suit*, and *Hamilton*—in order to deepen our knowledge of their form, production history, historical reception, and contemporary place in American culture. We will take an interdisciplinary approach, drawing our reading assignments from the fields of Ethnic Studies, American Studies, Performance Studies, and Film and Media Studies, in order to analyze these productions as they traveled from stage to

screen (and sometimes, back to the stage) and the representational and cultural politics involved in that shift. Finally, we will explore not only the musicals themselves, but also the historiography that has informed our understanding of them. Writing assignments will ask the students to reflect on the evolution of scholarly arguments regarding these canonical works. The course is designed to develop your analytical abilities as a thinker, writer, reader, and speaker. To that end, we will use examples of Latinx stage and screen productions in order to deepen your analytical abilities to "read" different forms of text, including the written word, the performance, and the film. We will write both formally and informally, in class and outside of class, and engage in discussions about the class content and the writing process.

Additional Info about Online Course: Asynchronous with optional synchronous components, including one-on-one meetings with the professor and fellow students.

Textbook(s) Required:

Renee C. Romano and Claire Bond Potter, eds., *Historians on Hamilton: How a Blockbuster Musical is Restaging America's Past* (Rutgers University Press, 2018) 978-0813590295 Ernesto R. Acevedo-Munoz, *West Side Story as Cinema: The Making and Impact of an American Masterpiece* (University Press of Kansas, 2013) 978-0700619214 Gerald Graff, Cathy Birkenstein, and Russel Durst, eds. *They Say/I Say* 4th ed. (Norton: 2017) 978-0393631678

Linguistics

LING-07.07-01 The World's Englishes (Remote, entirely asynchronous)

Hour: AS **Instructor:** Christiane Donahue

Requirements Met: WCult: CI; Distrib: INT or SOC

Description:

Title: The World's Englishes

Mode of Delivery: Remote, entirely asynchronous (The course section is delivered remotely and has no scheduled synchronous components that require a time block).

Course Description:

Timeslot: AS (Asynchronous).

Priority for enrollment in this class will be given to students who are taking courses remotely from off-campus and expect to have significant problems with internet access that will prevent them from taking another FYS. To obtain priority enrollment, please contact the instructor Christiane Donahue to request Instructor Permission prior to the end of initial course election on Nov. 5.

Why are writing courses most often assumed to be "English class"? In our networked globalized world, what language abilities do we need, and how do these abilities connect to college writing? We will study the nature of language and the demands globalization is placing on our speaking and writing abilities. We will consider the value of translation, "translingual" strategies for composing, and the ways in which multilingual capabilities are a resource and a challenge in communication. You will explore your own language resources (no advanced language ability required, though it is welcome), the place of languages in globalized communication, the linguistic rules of language activities such as codeswitching, and the importance of linguistic and rhetorical adaptability in successful writing today. We will read essays by authors such as sociolinguists Edgar Schneider, Rajen Mesthrie, and M.M. Bakhtin, applied linguists

such as Iona Leki and Braj Kachru, and writing studies scholars such as Suresh Canagarajah, Bruce Horner, or Maria Jerskey. From these readings we will develop linguistic and critical literacy methods for studying the ways in which Englishes are evolving and what this means for 21st century communication.

We will work on your writing every day, in relation to reading and in interaction with questions of language. Coursework will include many short informal writing pieces and "discussion board" work, two more formal essay projects with several revisions, frequent peer review and conferencing, and a final project that will focus on an issue of your choice from the various subjects we cover. You will have the option to produce a multimodal project in place of one essay.

Additional Info about Online Course: As an asynchronous course, this course will utilize a variety of virtual formats, including but not limited to discussion boards, videos, small group sessions, one-on-one conferences with the professor, and guided activities.

Textbook(s)Required:

Style: The Basics of Clarity and Grace by Joe Williams and Joe Bizup 12th edition

Middle Eastern Studies

MES-07.01-01 Arab Revolutions (Remote, with synchronous components)

Hour: J Instructor: Ezzedine Fishere

Requirements Met: WCult: NW; Distrib: INT

Description:

Title: Arab Revolutions: Democratization, Despotism and Dependency

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: 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?

Additional Info about Online Course: This course is taught remotely, with synchronous components. Students will read, write and learn on their own time. But they are required to "attend" online discussions, workshops and peer review sessions. These will take place twice a week. Students are also encouraged to "come" to Office Hours, where they can discuss and work on their writing with the instructor.

Textbook(s)Required:

N/A

MES-07.04-01 Steamships to Social Media (Remote, with synchronous components)

Hour: J Instructor: Andrew Simon

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

Description:

Title: Steamships to Social Media: Technology in Middle East History

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: What may pandemics and their maritime passage in the past teach us about Covid-19 today? How may cameras assist us in picturing the past and archiving the present in the Arab world? And what is the relationship between social media and mass demonstrations in Iran, Egypt, and the the United States? In this first-year seminar, we will explore the impact, significance, and surprising stories of numerous technologies throughout Middle East history. We will cover devices we often take for granted as well as things that command our attention. Cameras, clothing, and the Internet, dams, printing presses, and modes of transportation will all surface in readings that transcend any single historical genre, bridging the local and the global, the social and the cultural, the intellectual and the environmental. The scope of this course is consciously panoramic in nature. In traversing nearly two hundred years of history, from the Ottoman Empire to the present day, we will examine a wide array of case studies that unfold across the Middle East and occasionally travel further afield. To assist us on this journey, we will conduct close readings of several primary sources, from films and photographs to comics and music videos. These materials will inspire lively discussions that engage larger themes, including modernity, mediation, power, politics, infrastructure, and identity. In the spirit of intervening in broader debates and developing one's writing skills, students will have the opportunity to undertake a wide variety of assignments, from a film review to a critical biography. Likewise, students will have the chance to pursue a final research project on a topic of their choosing that advances an original argument. By the end of the quarter, it will be clear that the trajectories of objects, small and large, were essential to the making of the modern Middle East.

Additional Info about Online Course: We will meet twice a week, during our regularly scheduled class time, to discuss the day's materials "live" over Zoom. Outside of these virtual discussions, I will host office hours once a week and if you wish to attend but are unable to for any reason, I am more than happy to meet at another point in the week. X-hours will be used only in the event that a class needs to be rescheduled. All materials for this FYS will be available online, through Canvas, and there are no required textbooks. I have been teaching remotely since Spring 2020 and I look forward to implementing

some of the lessons I have learned and to hearing from all of you about how this class can be as productive as possible.

No required textbooks available

Philosophy

PHIL-07.01-01 Contemporary Moral Issues (Remote, with synchronous components)

Hour: D **Instructor:** Ann Bumpus

Requirements Met: WCult: None; Distrib: TMV

Description:

Title: Contemporary Moral Issues

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: 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.

Additional Info about Online Course: Participation is an important component of this class. I will offer a variety of ways to participate, but students will be expected to attend the majority of synchronous meetings. Use of X-periods: I will not use x-hours regularly. I may use them for office hours or make-up classes, if needed. We will meet as a whole class one to two times each week. You will meet as part of a small discussion group an additional time each week.

No required textbooks available

Psychological & Brain Sciences

PSYC-07.03-01 Science & Pseudoscience (Remote, with synchronous components)

Hour: C **Instructor:** John Pfister

Requirements Met: WCult: None; Distrib: SOC

Description:

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

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: 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 science? This course will 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 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.

Additional Info about Online Course: I consider discussion and the building of a classroom community at the very heart of the courses I teach. That being said, I would like to make available a space to meet at least twice a week during the term to share experiences, talk about the things that we read, listen to and watch. Of course, some of the timing is dependent on our collective schedules, but I hope to consider this a remote course with synchronous elements. There will be lots of ways to participate, including an ongoing podcast, video presentations and discussion boards on Canvas, so if coming to class is an issue, you might be able to make up for it in other ways.

X-HOURS: In the past, we have used our x-hours to meet in small group (4-5 people) and discuss the writing of submitted essays from the previous week. You should consider this a possibility and although it is unlikely we will meet EVERY x-hour, you should keep these free to use from time to time.

Textbook(s)Required:

The Skeptics Guide to the Universe by Steven Novella ISBN 978-1-5387-6053-6 Approximate Cost: \$7.99 (new hardcover)/\$12.77 (new paperback)

Religion

REL-07.10-01 Women/Monasticism/Buddhism (Remote, with synchronous components)

Hour: F **Instructor:** Reiko Ohnuma

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

Description:

Title: The Struggle for Liberation: Women, Monasticism, and Buddhism

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: The Buddhist tradition of ancient India was nothing short of revolutionary in allowing women to "go forth from the home to the homeless life"—that is, renounce both marriage and motherhood, shave their heads, take a vow of lifelong celibacy, don androgynous-looking monastic robes, and become fully ordained nuns, following the Buddhist monastic path and living within a community of like-minded women. Yet in spite of this revolutionary move, Buddhism in India was a profoundly patriarchal religious tradition that remained deeply ambivalent about women leading a monastic life. As Buddhism spread to other parts of the world, the legacy of this ambivalence has resulted in Buddhist nuns occupying a wide variety of different statuses—both official and unofficial—throughout different parts of the Buddhist world.

This First-year Seminar will examine the relationship between women, monasticism, and Buddhism through an interdisciplinary and transnational perspective. We will begin in ancient India by examining

the founding of the Order of Nuns and the monastic lives they led. Then we'll move on to explore a wide range of topics from throughout the Buddhist world—such as the economic and political power of the nuns' order in parts of East Asia; the death of the nuns' order and the phenomenon of low-status "unofficial" nuns throughout much of Southeast Asia; and the difficult lives of novice nuns in Tibet and the Himalayan region. The term will conclude with a sustained look at the contemporary global movement to re-establish the valid ordination lineage for nuns throughout the world.

As a First-year Seminar, this course involves significant attention to the processes of reading, writing, research, and presentation—including two five-page papers (both subject to revision), one shorter essay, a research project, and an oral presentation.

Additional Info about Online Course: This course will be taught remotely and will be about 60% asynchronous (working on your own) and 40% synchronous (live class sessions on Zoom during the scheduled class period). You'll be expected to attend the live class sessions, unless your time zone makes it impossible, in which case, other arrangements can be made.

No required textbooks available

Russian

RUSS-07.02-01 Peoples of Former U.S.S.R. (Remote, with synchronous components)

Hour: D **Instructor:** Stuart Finkel

Requirements Met: WCult: None; Distrib: INT or LIT

Description:

Title: Prisonhouse or Brotherhood of Nations? The Peoples of the Former Soviet Union in History, Literature, & Film

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: The immense geographic area encompassed by the Russian Empire until 1917 and after this the USSR covered, as one early Soviet film proudly asserted, "One Sixth of the Earth." In a country marked by great national, religious, and cultural diversity, the question of how to reign over this complex multinational empire perplexed both the Tsarist and Communist regimes. While the Soviet government, in particular, claimed to be fostering a "brotherhood of peoples," it was often accused instead of creating a "prisonhouse of nations." In this course we will examine the historical events and transformations affecting the many peoples that lived in this vast expanse, as well as the representation of their experiences in literature, film, and other cultural forms. We will investigate 19th century Russian imperialism, tsarist state policy toward non-Russian groups, and the formation of national identities in the eventful period leading to the overthrow of the Romanov monarchy in 1917. We will then explore the formation of the Union of Soviet Socialist Republics within the context of Revolution and Civil War and follow the evolution and contradictions of nationality policy up to the Soviet collapse in 1991.

Additional Info about Online Course: The course will be taught remotely; it will be primarily synchronous — which is to say live over Zoom — during our regularly scheduled course time, but there will also be some asynchronous components, for example occasional 10-15 minute "mini-lectures" to watch at your convenience. The class has a film component, and while in general you will watch these on your own time, we may meet just once or twice during our x-hour so that we can watch & discuss

segments together. Later in the term, we will have a few Zoom group breakouts and/or individual remote meetings as well.

No required textbooks available

Sociology

SOCY-07.01-01 Race and Ethnicity (Remote, with synchronous components)

Hour: C **Instructor:** Emily Walton

Requirements Met: WCult: W; Distrib: SOC

Description:

Title: Race and Ethnicity: Social Constructions and Social Realities

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: In this course we start from the premise that racial and ethnic distinctions are socially constructed. We will also explore the very real consequences of racial distinctions by interpreting the social science literature on inequality, considering the manifestations of interpersonal and institutional forms of racism, and discussing prospects for change in the future. We approach the sociological content of the course through a number of writing components. First, you will respond to course readings through informal writing in reading journals and short reflection pieces throughout the term. Second, you will engage in formal writing through two main assignments: a short, written analysis of personal experiences with race and ethnicity embedded in a sociological context, and a somewhat longer research paper in which you will draw on outside sources to explore a research question related to race and ethnicity. In addition to out-of-class writing, you will participate in writing workshops and discussions, primary source analysis exercises, and peer feedback sessions.

Additional Info about Online Course: No additional statement.

Textbook(s)Required:

None required

Spanish

SPAN-07.08-01 Cognitive Don Quixote (Remote, with synchronous components)

Hour: BL **Instructor:** Paul Carranza

Requirements Met: WCult: W; Distrib: LIT

Description:

Title: *Don Quixote* and Cognitive Theories of Literature

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: *Don Quixote* is the story of a man who loses his mind by reading literature. This course will use Cervantes' masterpiece to examine theories of the human mind and how it engages with literature. We will read selections of both Part I and Part II of *Don Quixote* together with critical works

about it. The study of Cervantes' novel will allow us to learn about the exciting field of cognitive literary studies. We will devote special attention to learning about theory of mind—the ability of readers and literary characters to attribute emotions to others—necessary to literature and life. We will also examine cognitive approaches to film by analyzing adaptations of *Don Quixote* such as Terry Gilliam's *The Man Who Killed Don Quixote*. All readings and lectures will be in English.

Additional Info about Online Course: This course will be taught remotely, with a mix of asynchronous and synchronous components. At this point I plan to have at least a few in-person sessions on campus for those students willing and able to attend.

No required textbooks available

Writing Program

WRIT-07.27-01 Philosophy of Science (Remote, with synchronous components)

Hour: D **Instructor:** James Binkoski

Requirements Met: WCult: None; Distrib: TMV

Description:

Title: Philosophy of Science

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: Do we really know that vaccinations are safe? That human activity is driving climate change? That quarks and leptons exist? If so, how? And if so, then why do people doubt? In this course, we'll study the methods and aims of modern science. The first half of the course will focus on scientific knowledge. We'll ask: How do scientists know what they know? This will give us an opportunity to study foundational questions concerning evidence, method, and knowledge. Then, in the second half, we'll turn to issues concerning the relation between science, politics, and culture, as we focus on the use and function of propaganda, mistrust, and misinformation. Throughout the course, our primary focus will be on learning how to write about such topics with rigor and care. Readings will come from philosophy and the sciences and range from academic texts to popular periodicals to historical case studies. Class will be discussion-based and centered around course readings. Along the way, we will study different research methods, problem solving strategies, and techniques for evaluating arguments. In addition to short, in-class writing assignments, students will write three papers, each of which will go through a process of drafting and peer review. Finally, students will make a short in-class presentation on a reading from the syllabus.

Additional Info about Online Course: This course will be taught remotely, with some synchronous components. It's been set up in such a way that, to a large extent, you'll be free to learn on your own time and at your own pace. The course has been broken up into week-long blocks. Each week you'll be given a list of readings and assignments to work through. We'll then meet twice a week via Zoom for discussion and tutorial. In addition, you'll meet once a week in groups of 4 to work on problem sets, give presentations, and review one another's work. Finally, I plan on being available for office hours every afternoon to help with your questions and to offer support and guidance.

Textbook(s)Required:

Required: Kuhn, Thomas. *The Structure of Scientific Revolutions*. University of Chicago Press, Fourth Edition, 1962/2012. ISBN: 9780226458120, \$15.00.

Optional: Oreskes, Naomi. *Why Trust Science?* Princeton University Press, 2019. ISBN: 978-0691179001, \$19.24.

Optional: O'Connor, Cailin, and James Weatherall. *The Misinformation Age*. Yale University Press, 2020. ISBN: 978-0300251852. \$16.00.

Optional: Kitcher, Philip. *Living With Darwin*. Oxford University Press, 2009. ISBN: 978-0195384345. \$11.65.

WRIT-07.33-01 Controv Sci and Pub Opinion (Remote, with synchronous components)

Hour: C **Instructor:** Kathleen Rose

Requirements Met: WCult: None; Distrib: SOC

Description:

Title: Controversial Science and Public Opinion

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: Modern society is shaped by scientific developments and issues that can become controversial in public opinion, ranging from climate change to emerging technologies such as CRISPR and gene editing. To address ongoing societal issues, it is critical to understand how public opinions about science form, and why some sciences and technologies become controversial and others do not. We will address how the ways that we think and talk about science shape our views of controversial scientific topics, including how current media structures impact these conversations.

Using public opinion about controversial scientific topics as our context, this course builds an understanding of how to engage with social science research and develop effective research questions and arguments in the field. We will delve into current research on public attitudes toward science, critically evaluate social sciences research and writings, and develop a research paper about a controversial scientific topic throughout the term. Major assignments will include leading discussion, reading reflection papers, developing a research paper (proposal, annotated bibliography, literature review, full draft), and peer review and multiple revisions.

Additional Info about Online Course: This course will be a mixture of synchronous and asynchronous meetings and activities, including student-led discussions, topical conversations, writing workshops, and time for peer presentations and feedback. We will meet regularly via Zoom during the scheduled class times.

Textbook(s)Required:

No required books to purchase.