

Dartmouth



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First-Year Seminar Descriptions for Spring 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

Art History

ARTH-07.02-01 Paris in the 19th Century

Hour: 10 **Instructor:** Kristin O'Rourke

Requirements Met: WCult: W; Distrib: ART

Description:

Paris in the 19th Century

This course will examine the city of Paris as the artistic capital of the nineteenth century, looking at artists and art production in the mid-late nineteenth century. We will focus on the movements that made up the category of “modern” art: Realism, Impressionism and Post-Impressionism. We will contrast traditional forms of art-making with avant-garde art production and look at both high art and popular forms of expression. We will examine aspects of contemporary life that affected subject matter, style, technique, and meaning: the invention of new media (photography), urban planning and the modernization of Paris, and the political and social situation in France and Europe.

The course is designed to develop your critical thinking and writing throughout the term. Assignments include visual analysis, guided research, and critical responses to the readings. We will use peer review and revisions of writing assignments to help improve your writing. This course will also encourage discussion of visual materials as well as readings, and each student will develop a powerpoint presentation and final paper based on a topic of his/her choice.

Textbook(s)Required:

Optional - Impressionism: Art, Leisure, and Parisian Society, 978-0300050837, \$35.00

Asian/Mideast Studies

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, Myanmar, Aceh, Papua, 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.

No required textbooks available

AMES-07.03-01 Mid-East Women's Narratives

Hour: 10 **Instructor:** Clare Gillis

Requirements Met: WCult: NW; Distrib: INT

Description:

Middle Eastern Women's Narratives

This interdisciplinary writing seminar focuses on Middle Eastern women's narratives, in the form of novel, non-fiction, history, biography, memoir, and poetry, among others. Using the techniques of literary analysis, critical theory, cultural history, and anthropology, we will analyze the particular forms of storytelling that these authors employ.

What, if any, characteristics do these narratives share? Is there even such a thing as a "women's narrative"? How do we define "women," and how translatable are our categories of sex and gender to Middle Eastern contexts? Where and how does the gender binary break down, and what effects does that have on story-telling?

Course requirements: series of short papers that builds abilities progressively and includes a research component; peer review, workshopping, in-class writing and small-group exercises; student-led discussions.

No required textbooks available

Biology

BIOL-07.02-01 Biology: Politicized Topics

Hour: 9L **Instructor:** Brittany Calsbeek

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 topics including: climate change, genetic engineering, stem cell research, human evolution and antibiotic resistance. Students will hone their ability to think critically, to construct well-written and effective arguments, and to separate fact from fiction when controversies relating to biology arise in public forums.

Textbook(s)Required:

No textbook required

Classical Studies

CLST-07.08-01 The Ancient Drinking Party

Hour: 10A **Instructor:** Emilia Barbiero

Requirements Met: WCult: W; Distrib: LIT

Description:

The Ancient Drinking Party: Song, Sex and Symposium

This course will deal with one of the central institutions of ancient Greco-Roman society, the symposium or male drinking party. After tracing its mythical antecedents, we will look at the role of this institution in the culture of antiquity, its political and educational significance, as well as its concern with sexuality. Further, we will explore the influence of the symposium on the Roman convivium and on later feasting and drinking practices, with a particular focus on how Greek life on campus may be a useful comparandum for understanding this ancient institution. In the course of the term we will read (in translation) Greek and Roman lyric, epic, philosophical and dramatic texts set within the context of the ancient symposium and convivium, as well as scholarship on the institution and its cultural products. No previous knowledge of classical antiquity or of the ancient languages is required.

In addition to learning about this important ancient cultural institution, students will focus on developing their writing abilities and both learn about and produce various genres of academic prose. Thus throughout the semester students will be asked to think critically about and dissect secondary literature on a variety of sympotic topics, identifying and analyzing its structure, argumentation, use of evidence and style. Students will also be continuously writing themselves: there will be both informal writing assignments (e.g. contributing to online discussions on a weekly basis) and formal writing assignments, including an annotated bibliography, critical analysis of a scholarly article and a short research essay.

Textbook(s)Required:

1. Homer, *Odyssey* (transl. Lattimore) ISBN: 978-0226470498 2. P. Bing & R. Cohen, *Games of Venus* ISBN: 978-0415902618 3. Plato, *Symposium* (transl. Nehamas & Woodruff) ISBN: 978-0872200760 4. Petronius, *Satyrica* (transl. Branham) ISBN: 978-0520211186 5. Euripides, *Bacchae* (transl. Arrowsmith, in D. Grene & R. Lattimore, *Euripides V*) ISBN: 978-0226308982 6. J.M. Williams and K. Bizup, *Style: The Basics of Clarity and Grace* (5th ed., 2015) ISBN: 978-0321953308

Comparative Literature

COLT-07.16-01 From Letters to Email

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

Requirements Met: WCult: W; Distrib: LIT

Description:

From Letters to Email: Epistolary Fictions

This course will trace the importance of letters and other types of written messages in fiction and film. Since the ancient Greeks, authors have structured narratives around the exchange of letters. Letters have enabled authors to speak of love and intimacy, and have allowed readers to feel that they are privy to intimate scenes between people. This form of literature has entered a new stage, as email has largely replaced letters as a form of communication. This course will allow us to investigate the close relationship between letters and literature—the philosopher Jacques Derrida has called letters “literature itself”—and this will eventually lead us to a consideration of broader topics. What has been the effect of the recent changes in communication technologies? Have we lost something in the transition from letters to emails and text messages? And are emails and text messages of any literary value at all?

This will be the main topic around which we will integrate activities of reading, research, discussion, and composition. The course will include the reading of epistolary novels such as *Dangerous Liaisons* and *The Handmaid's Tale* (as well as its film and television adaptations). This First-year Seminar is mainly a writing course in which you will learn to write by engaging the content—how letters were written throughout history, how they function in literary works, and how they came to be replaced by electronic messages. In turn, deep learning of this content will occur through reading, writing and research. In this course, letters, emails and writing cannot be separated! There will be several writing assignments, culminating in a final research paper on a work of the student's choosing that incorporates letters or email messages.

No required textbooks available

Engineering Sciences

ENGS-07.05-01 Perspectives: Med Imaging

Hour: 12 **Instructor:** Keith Paulsen

Requirements Met: WCult: None; Distrib: TAS

Description:

Contemporary and Historical Perspectives on Medical Imaging

This First-year Seminar will review the historical development of modern radiographic imaging and discuss the basic physical principles behind common approaches such as CT, Ultrasound and MRI. Contemporary issues surrounding the use of imaging to screen for disease, the costs to the health care system of routine application of advanced imaging technology, and the benefits of the information provided by medical imaging in terms of

evidence-based outcomes assessment will be explored. Students will be required to read, present and discuss materials in class and write position papers articulating and/or defending particular perspectives on the historical development of medical imaging and its contemporary and/or future uses and benefits.

Textbook(s)Required:

Less Medicine, More Health: 7 Assumptions That Drive Too Much Medical Care, Dr. H. Gilbert Welch, (Beacon Press, 2015), ISBN: 978-080707164-9, Publication Date: 3/3/2015 (paperback is ok - ISBN-13: 978-0807077580) Overdiagnosed: Making People Sick in the Pursuit of Health, Welch, Schwartz and Woloshin, ISBN 978-0-8070-21996.

English

ENGL-07.02-01 Toni Morrison

Hour: 2A **Instructor:** Shalene Moodie

Requirements Met: WCult: None; Distrib: LIT

Description:

Toni Morrison

This course is an in-depth study of Toni Morrison's major fictional works. We will examine Morrison's earliest and arguably most foundational and influential novels. We will also read critical responses to Morrison's works. Required texts will include: *Sula*, *Song of Solomon*, *Beloved*, *A Mercy*, *Conversations with Toni Morrison*, and selected essays. Central to our exploration will be an analysis of Morrison's observation that "the past affects the present." Therefore, we will explore the social and historical factors that contribute to Morrison's artistic constructions. Some of the issues we will examine include, alternative constructions of female community and genealogy, and representations of race, class, nationhood, and identity. To this end, and in order to hone students' research and writing abilities, students will complete several short writing assignments and two research essays.

No required textbooks available

ENGL-07.03-01 Focus on Hamlet

Hour: 10A **Instructor:** Lynda Boose

Requirements Met: WCult: None; Distrib: None

Description:

Focus on *Hamlet*: Text and Film

No work of English literature—possibly no work of literature in any language—has been as influential, world-wide, as has this one play of William Shakespeare's that was written (we believe) in 1603. And in this course, we will have the luxury of granting exclusive focus to this one play, its textual variants, its various filmic versions, and even some of its adaptations/spinoffs/re-visions. Students will learn how to create a video by editing film clips; they will spend time in Special Collections learning about the vagaries of 17th century textual editing; they will watch a series of streamed films of the play; they will participate in in-class readings of scenes; they will write formal papers, and finally, either singularly or in collaborative groups, they will create an

original presentation to be put on for the class at the end of term.

No required textbooks available

ENGL-07.36-01 Immigr Wmn Wrtnng in Amer

Hour: 12 **Instructor:** Melissa Zeiger

Requirements Met: WCult: CI; Distrib: LIT

Description:

Immigrant Women Writing in America

In responding to the obstacles facing America's immigrants, women often assume special burdens and find themselves having to invent new roles, both practical and aesthetic. They often also bring powerful bicultural perspectives not only to struggles for survival and for social and economic justice, but also to new forms of literary and cultural expression. In this course we will read widely in texts by foreign-born women, and across genres and national/cultural/religious groups, examining works by such writers as Danticat, Kincaid, Paley, Hong Kingston, Alvarez, Obejas, Hoffman, Adichie, Bersenbrugge, and Fu. Students will explore these works and their own writing processes through a series of short papers building specific abilities, drafts, workshops, conferences with me, in-class writing sessions, pre-writing exercises, an annotated bibliography, and a longer final paper.

Textbook(s)Required:

Visions of America: Personal Narratives from the Promised Land / Edition 1 Wesley Brown, Amy Ling, eds. 1st Edition ISBN:0892551747 ISBN-13:9780892551743 PUB. DATE:July 1999 PUBLISHER:Persea Books
Begin Again: Collected Poems. Grace Paley Paperback: 192 pages Publisher: Farrar, Straus and Giroux; 1st edition (March 14, 2001) ISBN-10: 0374527245 ISBN-13: 978-0374527242
Kincaid, Jamaica; Lucy. 13.00 1991 Oct 10. NAL-Dutton Plume Books ISBN: 0-452-26677-7
The Other Side / El otro lado. Alvarez , Julia \$11. Plume ISBN: 0452273412
The Phoenix Gone, the Terrace Empty. (Paperback) by Marilyn Chin Paperback: 112 pages Publisher: Milkweed Editions; Revised Edition edition (October 27, 2009) Language: English ISBN-10: 1571314393 ISBN-13: 978-1571314390
Charming Billy. McDermott, Alice \$14.00 Dial Press Trade Paperback; Export Ed edition (January 12, 1999) ISBN-10: 038533334X ISBN-13: 978-0385333344
Krik? Krak! Danticat, Edwidge Pub. Date: 1996 Apr Series: Vintage Contemporaries Ser. ISBN: 0-679-76657-X

ENGL-07.40-01 Shakespeare's Non-dramatic

Hour: 9L **Instructor:** Thomas Luxon

Requirements Met: WCult: W; Distrib: LIT

Description:

Shakespeare's Non-dramatic Verse

In this course you will learn how to read Shakespeare's non-dramatic verse, specifically his *Sonnets* and *Venus and Adonis* with the kind of pleasure that comes from understanding the genre, meanings and art of such

poems. Students will learn how to find and evaluate the professional published conversation on these poems and will write a conference paper suitable for submission to a professional conference on Renaissance literature, several other writing assignments and an exercise in memorization, recitation and responding extemporaneously to questions.

No required textbooks available

Environmental Studies

ENVS-07.04-01 COVER Stories

Hour: 2A **Instructor:** Terry Osborne

Requirements Met: WCult: None; Distrib: SOC

Description:

COVER Stories: Community Building and the Environment

This community-based learning and writing course will expose students to the interaction between transformative stories, community-building work, and environmental action, and it will let students apply these ideas to their work in Upper Valley communities. To do this the class will team up with a local organization called COVER, which does home repair projects for eligible residents of the Upper Valley, and whose mission is to "build community and foster hope through cooperation and fellowship."

To start the term students will study the relationship between environmentalism and social justice, and also work on a COVER home-repair project; in the middle of the term, students will look at the power of stories in building communities, and then at the role of an ethnographer in receiving and communicating those stories; toward the end of the term the students will take what they've learned into their COVER Stories project. That project will be a short video story based on interviews with members of the COVER community, and its purpose will be to help COVER communicate its work to the public and assess how well the organization is meeting its mission's goals.

Readings in the course will range from Dorsey et al's "The Soul of Environmentalism" to Putnam's *Bowling Alone* to Ganz's "Why Stories Matter." Students will write four essays: three reflection essays that will interweave first and third-person perspectives, narrative and expository prose, and self and textual analysis; and one profile essay of a classmate, so that each writer can experience the roles of ethnographer and storyteller. There will be several guest lectures to guide students through the multi-faceted COVER Stories project. And the course will culminate in a class presentation of its projects to members of the COVER community.

This course is best suited to students who are, or want to be, adventurous; who would like to get off campus and into the Upper Valley community; and who are interested in learning about themselves and the complex interaction between social justice work and environmental action. You will need to devote at least one weekend day during the term to a work project, and you will need to have time outside of class to devote to the video project. If you are already a college-approved driver, or can become one by early in the term, that would be very helpful.

Textbook(s)Required:

The Story Handbook: Language and Storytelling for Land Conservationists By Helen Whybrow ISBN-13: 978-0967280622 \$9.85 SUGGESTED BOOK Privilege, Power, and Difference (Third Edition) By Allan G. Johnson ISBN-13: 978-0073404226 \$53.28

ENVS-07.11-01 Low Carbon Society

Hour: 12 **Instructor:** Anne Kapuscinski

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

Description:

Getting to a Low Carbon Society

How can human civilization shift from climate-disruptive carbon emissions to a low-carbon world? This is one of the biggest challenges facing humanity. We will examine a “better economic growth” approach that stresses policy reform to massively increase energy efficiency, renewable energy deployment, innovation, and other climate change mitigation measures, without major changes in existing institutions or lifestyles. Next, we will examine a “transformation” approach that sees climate change and energy scarcity upending current industrial society and opening up possibilities for transformation to happier lives rooted in core human values. We will read scholarly research and journalism to learn why many individuals simultaneously accept and live in denial of climate change while others are organizing towards a low-carbon society. You will learn to scaffold writing from notes and drafts to final essays, and to conduct helpful peer reviews, via short homeworks and three essays on pursuit of low-carbon futures. This course accepts the overwhelming scientific evidence of human-caused climate change, current costly impacts, and enormous future risks to people and nature.

Textbook(s)Required:

The Future is Not What It Used to Be: Climate Change and Energy Scarcity (paperback) By Jörg Friedrichs ISBN-13: 978-0262533652 \$17.95 This Changes Everything: Capitalism vs. The Climate By Naomi Klein ISBN-13: 978-1451697391 \$9.34 What We Think About When We Try Not to Think About Global Warming: Toward a New Psychology of Climate Action By Per Espen Stoknes ISBN-13: 978-1603585835 \$9.94 Style: The Basics of Clarity and Grace By Joseph M. Williams and Joseph Bizup ISBN-13: 978-0321953308 \$38.41

Film Studies

FILM-07.16-01 Lifestyle Media

Hour: 2A **Instructor:** Martin Roberts

Requirements Met: WCult: None; Distrib: SOC

Description:

Lifestyle Media, Media Lifestyles

The ubiquitous yet elusive concept of lifestyle occupies a paradoxical position within modernity, located at the interface between the individualistic notion of the self and the rise of mass consumption. This course examines its historical emergence over the past century, from U.S. suburbia to the distributed identities of contemporary social networks.

Media and communications technologies have played a key role in this history, both as markers of modern lifestyle itself and, more recently, in the construction and dissemination of lifestyle models, from movies, magazines, and cable TV channels to YouTube and social media platforms. The course explores the multiplicity of lifestyles circulated by these media with a particular focus on television, in forms such as home-improvement, makeover, and travel shows, and considers the construction of new lifestyles organized around consumer electronics or sustainable living. Throughout, we remain attentive to questions of class, gender, racial, and ethnic difference, and the role of lifestyle both in reproducing and resisting dominant norms of subjectivity and taste. The course considers the concept of lifestyle's relationship to neoliberal models of cultural citizenship predicated on consumption, and more generally, its role as an instrument of governance in twenty-first century society.

Through a sequence of workshops throughout the semester, students develop research topics relating to their interests in any area of lifestyle media, and complete a research paper of approximately 2,500-3,000 words(10-12 pages double-spaced) in length. Because this is a writing seminar course, a substantial proportion of weekly class time will be allocated to discussing and reviewing academic writing style and conventions.

Textbook(s)Required:

Laurie Ouellette, Lifestyle TV. ISBN: 978-1138784857 Nikil Saval, Cubed: A Secret History of the Workplace. ISBN: 978-0345802804 Tom Vanderbilt, You May Also Like: Taste in an Age of Endless Choice. ISBN: 978-0307948595

Geography

GEOG-07.16-01 Life, Death & ClimateChange

Hour: 10A **Instructor:** Garnet Kindervater

Requirements Met: WCult: None; Distrib: TMV

Description:

Life, Death & Climate Change

Many scholars argue that Earth has entered the Anthropocene epoch, a moment in which planetary change is affected directly by human activity. Climate change introduces intensified weather events, increased movements of peoples, accelerated patterns of extinction, “climate wars” over scarcer resources, and uncertain economic turbulence, to name only a selection of highly impactful incidents affecting the lives of humans and nonhumans alike. In short, climate change is a matter of life and death—and, potentially, a catastrophic one.

The stakes of the Anthropocene therefore present geographical, ethical, and political thought with new problems. How can human societies manage their impacts upon ecosystems? What are the effects of capitalist political economy on global climate change? What, if any, responsibilities do human beings have to other kinds of life on Earth? Does climate change introduce new ethical considerations about future generations of human beings? Is survival assurable or even likely?

This course examines the emergent critical literature on climate change in the Anthropocene, while placing that literature in conversation with modern and contemporary texts on power, ethics, global political institutions,

and political geographies of society's relationship to nature. Our pursuit is inspired by practical concerns, but also by how practices are shaped by ideas.

In the end, we will address an complex though vital question: What does it mean to inhabit a planet becoming more dangerous to human survival, at least in part because of the impact of modern human civilization itself?

As this is a seminar with a focus on writing, we will explore these questions through a series of writing exercises arching toward a final research paper. In the earlier parts of the term, students will submit shorter interpretive pieces of writing, intended to clarify readings as well as identify and parse important concepts. From these shorter pieces, students will develop important concepts and propose a longer, research-driven seminar paper proposal. The course will culminate in a final research paper that has been drafted and work shopped among their peers.

Textbook(s)Required:

Dawson, 2016. Extinction: A Radical History. ISBN: 1944869018.

Graff and Birkenstein, 2009. They Say/I Say, 3rd Edition. ISBN: 0393617432.

Haraway, 2016. Staying with the Trouble: Making Kin in the Chthulucene. ISBN: 0822362244.

Latour, 1993. We Have Never Been Modern. ISBN: 0674948394.

McNeill and Engelke, 2014. The Great Acceleration. ISBN: 0674545036.

Government

GOVT-07.03-01 Media and Politics

Hour: 11 **Instructor:** Deborah Brooks

Requirements Met: WCult: None; Distrib: SOC

Description:

The Media and Politics

The variety of media sources covering politics has expanded substantially in recent years: online-only news, satire-based news, social media forums such as blogs, and other types of “new media” now exist alongside more traditional media sources such as newspapers and television news hours. In this seminar, we will explore how the media influences the nature of politics and political knowledge in the United States. Some of the questions we will examine include: How does the rise of new media affect the public's understanding of politics? Are market forces pushing media outlets away from objective, in-depth, fact-based political reporting? How prevalent is partisan bias in the news media? How do journalists and politicians vie for control of the news? How powerful can the media be in anointing (or destroying) candidates? Students who are devoted to improving their paper-writing abilities are encouraged to take this class, as we will spend about half of our classroom time discussing the media and about half of our time discussing writing and associated seminar abilities. Students will write and revise two 5-6 page analytical papers during the term; additionally, a class-produced blog about the media and politics will give us the opportunity to contrast formal and informal genres of writing and argumentation.

Textbook(s)Required:

Books to Purchase: Graber, Doris A. 2010. Media Power in Politics, 6th Edition. Washington D.C.: CQ Press. [ISBN-13: 978-1604266108] (This book can be expensive, and we don't read the whole thing. If cost is a consideration, consider photocopying the relevant chapters from a classmate, or rent it on Amazon.) Other readings are available on Campus and/or online.

History

HIST-07.01-01 The Cold War

Hour: 11 **Instructor:** Allen Koop

Requirements Met: WCult: W; Distrib: SOC

Description:

The Cold War

This course focuses on the causes of the Cold War, then probes a few Cold War crises, and concludes with various explanations for end of the Cold War. Students are expected to discuss the reading assigned for each class. There are 2 essays of 1500 words each based upon the assigned weekly reading. A final essay of 2000 words is based on the assigned reading and outside sources.

Textbook(s)Required:

J. Gaddis, THE COLD WAR: A NEW HISTORY M. Walker, THE COLD WAR: A HISTORY W. Lederer & Burdick, THE UGLY AMERICAN A. Fursenko & T. Naftali, ONE HELL OF A GAMBLE

HIST-07.29-01

Hour: 2 **Instructor:** Gabrielle Clark

Requirements Met: WCult: None; Distrib: SOC

Description:

NAFTA: Writing the History of Globalization and the Law

The NAFTA is under threat as populist forces linked to the Trump Administration endeavor to re-negotiate the 1994 trade deal. The first multi-lateral treaty of its kind, the “NAFTA moment” of globalization and free trade has come under fire. Similarly, the promise of transnational law to de-politicize cross-border trade and investment may be waning. This class uses the NAFTA and its aftermath as a lens to study and write about the history and politics of globalization and the law. We focus upon the history of free trade, its recent meaning in action, including at the level of labor and environmental politics, and the role of the legal system in regulating disputes over both. Three main assignments will direct you to write about globalization as well as the legal processes undergirding free trade treaties.

In this seminar, you will learn and practice reading and writing ability, with an emphasis on argument and research. The course will familiarize you with fundamental techniques that will set you on the path to becoming a perceptive reader, a persuasive writer, and an effective researcher in any academic discipline. We will assess how texts are written in addition to content, discuss how to marshal scholarship and original sources to create your own set of texts, and, ultimately, lead you to producing your own research paper.

No required textbooks available

HIST-07.30-01 Joan of Arc

Hour: 3A **Instructor:** M Cecilia Gaposchkin

Requirements Met: WCult: W; Distrib: SOC

Description:

Joan of Arc

Joan of Arc was 17 years old when, in the midst of the Hundred Years War, she left her country village to save France. Between 1429 and 1431, she changed the course of French History. This illiterate peasant girl from the west convinced the uncrowned king (“the dauphin”) to give her an army, and she convinced everyone else that God was on her side—or that she was the instrument of God’s will for France—and won a series of unexpected military victories that began to push the English out of France. And then she was captured by the enemy. They put her on trial for heresy and witchcraft and burned her as a relapsed heretic in 1431. But she had turned the tide, and within twenty years the French had essentially won the Hundred Years War. Her reputation only grew from there, although it took until 1920 for her to be canonized.

Hers was a short and extraordinary life. In studying it, we touch upon most of the major areas of interest in fifteenth century French history, including: Politics and Kingship; Ideology of the State; War and war strategy; The ideology of war; Gender and gender norms; University and politics; Heresy; Witchcraft; The law, and the development of legal process; Social class and social history (Joan was a peasant); Mental illness, schizophrenia, and the medicalization of history; Sanctity. Living Sanctity and Posthumous sanctity; Processes of canonization and sanctification; The construction of national memory.

This class counts as one of the College’s First-year Seminars. The goal of these seminars is the introduction of discipline-based writing, and the production of about 6,000 words (= ca. 20pp) of worked and revised historical prose. We will accomplish this goal with two primary source analyses and one longer research paper.

Textbook(s)Required:

Craig Taylor, Joan of Arc: La Pucelle. Manchester England: Manchester University Press, 2006.

Jewish Studies

JWST-07.06-01 Prague, Jews and Mystery

Hour: 2A **Instructor:** Rachel Greenblatt

Requirements Met: WCult: CI; Distrib: TMV

Course Title:

Description:

Prague, Jews and Mystery

Today, Prague in general, and its Jewish Quarter in particular, have an air of mystery about them. Narrow streets, sidewalks of rough cobblestone, medieval and Renaissance buildings strewn among fin-de-siècle beaux-arts beauties seem to invite one in, cause the visitor to strive to hear their stories, to lean ears to walls to hear

what they might tell. Tour guides are ready to help fill in where walls maintain their silence. They tell of a Golem, of ghosts in the graveyard, of a Rabbi with magical powers. Some of their stories have a basis in fact; some most patently do not. How do professional historians relate to this complex, layered reality? How do we sort myth from history? And how do we find meaning in the stories that have been told? What do they tell us about the story-tellers and their audiences? About relationships of Jews to their non-Jewish surroundings and of non-Jewish Prague residents and visits to the city's Jews? About the present, and how it relates to the past, and about the narratives that weave connections between the two?

By reading, considering readings in discussion and in writing, and writing short papers, participants in this course will enter a decades-old dialogue about these questions. By designing, researching, and writing a short research paper, students will themselves act the part of professional historians, using existing research to identify specific questions about these relationships, and primary sources to respond to these queries.

Textbook(s)Required:

978-0809016099. Demetz, Peter. Prague in Black and Gold: Scenes from the Life of a European City. Hill and Wang, 1998. 978-0300143201. Rosenberg, Yudel. The Golem and the Wondrous Deeds of the Maharal of Prague, trans. and ed. Curt Leviant. Yale University Press, 2008.

Linguistics

LING-07.05-01 The Origin of Language

Hour: 10 **Instructor:** Timothy Pulju

Requirements Met: WCult: None; Distrib: SOC

Description:

The Origin of Language

Human language is a universal element of human societies, and all human languages are fundamentally similar to one another. Yet the communication systems of our nearest evolutionary relatives, the chimpanzees and other great apes, are markedly different from human language, and the same was presumably true for the common ancestors of apes and humans.

How, then, did human language develop, and when, and why? We will look for answers to those questions in this class, using evidence from a variety of fields, including theoretical linguistics, paleoanthropology, comparative anatomy, neurology, and developmental psychology. Course requirements include: (1) extensive reading of books and articles, (2) active participation in class discussion, and (3) writing of several different formal papers, including a book review, an overview of prior research, and a research-based argument.

Textbook(s)Required:

Bickerton, Derek. 1990. Language & Species. University of Chicago Press. ISBN 987-0226046112.

Mathematics

MATH-07.03-01 Hazardous Data

Hour: 10A **Instructor:** Andrea Kremer

Requirements Met: WCult: None; Distrib: TAS

Description:

Interpreting Hazardous Data and Decoding Deception

Are college students unsuspecting consumers who unwittingly fall for cognitive traps and are persuaded by misinformation? As a result are college students easy marks, manipulated victims of false advertising, misleading visualization of data, and distorted presumptions? As potential victims of deceit, how might students learn to recognize invalid sources of information that may create conceptual illusions and impede their ability to differentiate fact from fiction?

In this First-year Seminar students will learn to deconstruct misinformation by examining three types of cognitive traps. First, students will examine how psycho-social “presets” might trick them into making ill informed decisions. Secondly, students will investigate how the selection and/or misreading of suspect or even invalid sources may misinform their “critical” thinking. Lastly, students will evaluate the misuse of statistical concepts such as estimation, inference, hypothesis testing, and proper study design and track the interpretative fallacies that inevitably result.

As students research and write about strategies to decode deception, they will practice oral and written communication strategies that include animated class discussions, extensive peer review, individual conferences with the professor, interviews with experts, oral presentations, and in-class workshops. Students will revise their thinking, again and again, as they refine their analyses to produce informative, well-composed, and persuasive oral and written narratives.

Two short papers will be assigned and reviewed by me during the first few weeks of the term; these papers, two to three pages each, will not be graded. Two formal essays (at least five pages each) and a research paper (ten pages) will be assigned and graded. Both of the formal essays as well as the research paper will require the submission of a draft and revised version.

Textbook(s)Required:

"Examining Tuskegee- The Infamous Syphilis Study and Its Legacy" by Susan M. Reverby,
ISBN:978-0807833100. Required. \$14.00

MATH-07.03-02 Hazardous Data

Hour: 2A **Instructor:** Andrea Kremer

Requirements Met: WCult: None; Distrib: TAS

Description:

Interpreting Hazardous Data and Decoding Deception

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No required textbooks available

Native American Studies

NAS-07.05-01

Hour: 10A **Instructor:** Dale Turner

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

Description:

Aboriginal Politics in Canada

The purpose of this First-year Seminar (FYS) is to explore contemporary Aboriginal politics in Canada. You will become familiar with Aboriginal issues by focusing on the evolution of Aboriginal rights since 1982. We will explore two related styles of writing: the short reflective essay and the op-ed piece. Each of you will begin the seminar by writing an essay titled, “What matters most to me, and why?”, which will be edited over the course of the term into a (hopefully!) publishable op-ed piece. In addition, you will write five short reflective essays on the weekly readings and an additional op-ed piece on a contemporary issue in Aboriginal politics.

Textbook(s)Required:

Skyscrapers Hide the Heavens, J.R. Miller, University of Toronto Press, (most recent) 2017

Physics

PHYS-07.06-01

Hour: 10A **Instructor:** Yorke Brown

Requirements Met: WCult: None; Distrib: SCI

Description:

The Origin of the Universe

Where did the Universe come from? How did it come to be the way it is today? Scientists claim that the Universe began at a single moment some fourteen billion years ago, and has been expanding ever since. What does this claim mean? Is it true? What do we even mean by "true?"

Through reading, research, discussion, and writing, we will explore these questions, striving to develop an appreciation for the current state of scientific cosmology and for the very human endeavor that has given us this picture of the Universe. Our approach will be both appreciative and critical, demanding both open-mindedness and rational rigor.

Participants will read an accessible account of the history of modern cosmology supplemented by collaborative research, lively discussion, and student presentations. Participants will write three short papers during the term and will prepare one substantial project report to be presented at a formal symposium at the close of the term.

Textbook(s)Required:

Title: Big Bang: The Origin of the Universe Author: Simon Singh ISBN: 978-0007162219

Psychological & Brain Sciences

PSYC-07.02-01 Brain Evolution

Hour: 2A **Instructor:** Richard Granger

Requirements Met: WCult: None; Distrib: SCI

Description:

Brain Evolution

What's in a human brain, and how did it get there? How are brains built via genetic and developmental mechanisms? What makes one brain different from another, between species and within species? What makes populations different from each other? Who are our ancestors, and what was their evolutionary path to us? How did human brains get to their enormous size? How do brains differ from other organs? What mechanisms are at play over evolutionary time? The course will entail studying and writing about scientific findings in the field as well as controversies. There will be four writing assignments, and an in-class presentation, each reporting on aspects of articles in the scientific literature.

Textbook(s)Required:

Principles of Brain Evolution, Edition 1, Sinauer Press, by G. Striedter ISBN-13: 978-0878938209

Approximate Cost: \$87.95 (new)

Sociology

SOCY-07.01-01 Race and Ethnicity

Hour: 9L **Instructor:** Emily Walton

Requirements Met: WCult: W; Distrib: SOC

Description:

Race and Ethnicity: Social Constructions and Social Realities

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. Students will also examine their own racial and ethnic identity and experiences through the lens of a social scientist. We approach the sociological content of the course through a number of writing components. Students respond to course readings through informal writing in reading journals and short reflection pieces throughout the term. Students learn about 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 students will draw on outside sources to explore a research question related to race and ethnicity. In addition to out-of-class writing, students hone their writing through in-class workshops, primary source analysis exercises, and peer feedback sessions.

Textbook(s)Required:

none required

SOCY-07.03-01 20th Century Revolutions

Hour: 2 **Instructor:** Misagh Parsa

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

Description:

Twentieth Century Revolutions

This course presents a comparative analysis of revolutions in Iran, Nicaragua, and the Philippines during the last decades of the twentieth century. We begin with a discussion of theories of revolution and the importance of writing analytical papers that clearly identify actors and conditions that produce state breakdowns and revolutionary outcomes. In this section, we will also focus on critical writing dimensions that contribute to clear and forceful essays. We then examine the causes of the eruption of conflicts, the collective actions of leading actors, formation of coalitions, emergence of revolutionary situations, and ultimate revolutionary outcomes in the three cases. The course also explores the reasons for alternative outcomes and the rise of very different regimes in the three countries: Islamic fundamentalism in Iran, revolutionary socialism in Nicaragua, and the restoration of liberal democracy in the Philippines. The writing component of the course is analytic and focuses on writing effective and concise sentences, and coherent paragraphs, and essays. The first two assignments will apply specific theories to the cases studied in the course. The third assignment will apply one of the theories to a case chosen by individual students.

Textbook(s)Required:

Misagh Parsa, States, Ideologies, and Social Revolutions: A Comparative Analysis of Iran, Nicaragua, and the Philippines, Cambridge University Press, 2000. \$45 9780521774307

Theater

THEA-07.01-01 Theater for Social Change

Hour: 11 **Instructor:** Mara Sabinson

Requirements Met: WCult: None; Distrib: ART

Description:

Theater for Social Change

This course will trace particular developments in American and Western European Theater from the First World War through the present. Artists and theater groups under consideration will be those whose work has focused on contemporary social conditions and the potential of performance to effect social change. In addition, students will experiment with developing scripts and performances based on current events. Readings will include selections from the writings of Erwin Piscator, Bertolt Brecht, The Federal Theatre Project, Harold Pinter, Augusto Boal, etc. as well as newspapers, news magazines, and other media sources. In addition to creative and critical writing, students will be assigned one major research project. Emphasis will be on class participation.

Textbook(s)Required:

none

THEA-07.01-02 Theater for Social Change

Hour: 2 **Instructor:** Mara Sabinson

Requirements Met: WCult: None; Distrib: ART

Description:

Theater for Social Change

This course will trace particular developments in American and Western European Theater from the First World War through the present. Artists and theater groups under consideration will be those whose work has focused on contemporary social conditions and the potential of performance to effect social change. In addition, students will experiment with developing scripts and performances based on current events. Readings will include selections from the writings of Erwin Piscator, Bertolt Brecht, The Federal Theatre Project, Harold Pinter, Augusto Boal, etc. as well as newspapers, news magazines, and other media sources. In addition to creative and critical writing, students will be assigned one major research project. Emphasis will be on class participation.

Textbook(s)Required:

None

Women's, Gender, and Sexuality

WGSS-07.01-01 Gender in Science Fiction

Hour: 10 **Instructor:** Douglas Moody

Requirements Met: WCult: None; Distrib: LIT

Description:

He, She, or It: Reconstructing Gender in Science Fiction

Speculative or "science" fiction has often been the domain of male writers, however, a number of feminist writers of speculative fiction have created alternative worlds and explored social issues in their fiction in order to challenge concepts of gender, genetics, sexuality, and the seeming intractability of patriarchal societies. In this class we will explore these worlds of resistance, which confront our current conceptions of gender as we boldly go where no person has gone before. Some of our primary readings include: Margaret Atwood, Octavia Butler, Donna Haraway, Ursula LeGuin, Marge Piercy, and Joanna Russ.

The students will read, view, discuss, critique, and conduct research on both fiction and non-fiction texts, as well as consider science fiction films and television programs. There will be three "analytical papers," which are based on the literature, critical essays, films, and television programs we will discuss and analyze, and at the end of the term the students will write one extensive (12 – 15 page) final paper that is research-based. We will have regular writing workshops during the term, in which most of the class time will be used to discuss the writing process and drafts of the students' papers, and during these group work activities the students and I will often share strategies about the writing process and research strategies. There will often be peer review exercises during the writing workshops and I expect that the students' papers will go through a process of prewriting, writing, and revising before they submit the final versions of their papers. Students will archive all of the drafts of their papers and final versions of their papers in a web-based portfolio.

Textbook(s)Required:

LeGuin, Ursula K. *The Left Hand of Darkness*. Ace Books. ISBN-13: 978-0441478125
Atwood, Margaret. *The Handmaid's Tale*. Anchor Books. ISBN-13: 978-0525435006
Piercy, Marge. *He, She, and It*. Fawcett Books. ISBN-13: 978-0449220603

WGSS-07.16-01 The Body: West Vis Cult

Hour: 12 **Instructor:** Kristin O'Rourke

Requirements Met: WCult: W; Distrib: ART

Description:

The Body: The Nude in Western Visual Culture

This course focuses on the concept of the nude in art from antiquity to the 20th century, particularly the differing meanings, modes, and motifs of the male vs. the female nude in western art. While the ideal male nude represents the heroism and athletic or military prowess from the classical period onward, the female nude stands as a figure of danger (Eve) and/or an icon of beauty presented through sexuality and physicality (Venus). In the modern period, the male nude all but disappeared whereas the female nude as subject became a marker of innovative and avant-garde art.

The course will look at traditional art (painting & sculpture) along with more contemporary forms (film, advertising, photography, graphic art) to explore how the body is displayed and used in visual images. We will

think about issues of gender and identity, religion and society, ideal form vs. the “ugly,” clothing and drapery vs. nudity, eroticism vs. subversion, the artist and the model, spectatorship and identification. This course aims to improve your writing and speaking in analyzing the image-saturated world around us. There will be a series of short (2-3 pp) writing assignments throughout the term based on readings, images, or other issues. We will do exercises in class to read, review and edit each other’s work. Editing the work of peers helps in editing one’s own papers.

Textbook(s)Required:

Readings will be posted to the course's website.

Writing Program

WRIT-07.02-01 Writers on Writing

Hour: 2A **Instructor:** Wendy Piper

Requirements Met: WCult: None; Distrib: LIT

Description:

Writers on Writing

Writers commonly talk about their own writing, discussing the purpose of their work, as well as the methods of their craft. In this class we will read, discuss, and write about the work of Edgar Allan Poe. In addition to writing fiction and poetry, Poe enjoyed a significant reputation as a literary critic. He was the first reviewer, for instance, to notice the talent of major American writer, Nathaniel Hawthorne. What is it that Poe says about literature, what makes it great, and are there any principles that we might apply to our own writing, as well as to understanding his? We’ll consider such questions as these as we read Poe’s literary criticism, some selected short fiction, and his only novel, *The Narrative of Arthur Gordon Pym of Nantucket*. We’ll have four formal papers, the last of which will include research, and students will provide oral presentations of their work.

Textbook(s)Required:

Poe, Edgar Allan. Ed. J. Gerald Kennedy. *The Portable Edgar Allan Poe*. Penguin Classics, rev. ed. 2006. ISBN: 978-0143039914.

Poe, Edgar Allan. *The Narrative of Arthur Gordon Pym of Nantucket*. Penguin Classics, 1999. ISBN: 978-0140437485.

Hacker, Diana and Nancy Summers. *A Pocket Style Manual*. Bedford, 6th edition. ISBN: 978-1-4576-0239-9.

WRIT-07.13-01 Looks, Lookism and the Law

Hour: 10A **Instructor:** Jennifer Sargent

Requirements Met: WCult: None; Distrib: TMV

Description:

Looks, Lookism & the Law

People discriminate against other people based on appearance—it's called "lookism." We all do it, whether we like it or not. All appearance-based discrimination is not the same, however. Choosing a mate or a reproductive

partner is quite different from hiring or firing an employee or renting space to a tenant. The law clearly prohibits discrimination of certain “protected classes” in situations where lifestyle and wage earning is concerned. Conversely, the law allows and, arguably, encourages discrimination against certain types of personal appearance. We will introduce ourselves to the ethics, morality and biology of appearance discrimination, and then explore how laws and policies work (or don't work) to counter it. We will approach the topic in many ways, through books, journal articles, court opinions and government websites. We will constantly discuss how laws and policies, especially those involving civil rights, derive their purposes and actions from society's moral and ethical principles. You will learn the importance of technical writing in the context of law and policy. You will experience writing in the voice and with the style of a scholar in the disciplines of law, policy and government. You will come to understand that persuasive writing incorporates clarity of topic, factual precision, and organization in analysis. You will actively participate in the exchange of feedback, critique and collaborative learning with your classmates. You'll write short, reflective essays throughout the course, and engage in two larger writing projects—one policy-oriented and one law-oriented. Though we'll use Canvas quite a bit, laptops in the classroom are strongly discouraged.

Textbook(s)Required:

Rhode, Deborah L. *The Beauty Bias*. Oxford University Press, 2010. ISBN: 978-0-19-536287-8.

WRIT-07.14-01 Learning from Dartmouth

Hour: 12 **Instructor:** Marlene Heck

Requirements Met: WCult: W; Distrib: ART

Description:

Learning From Dartmouth: Lessons in Cultural Landscape Studies

Buildings tell stories, and collections of buildings — New England villages, Main Streets, suburbs, military bases, Indian reservations and college campuses — are vivid documents of the values, histories and social relationships of their builders. Those who put up buildings across times and cultures are keen for us to know them and the ideals that shaped their works, and they left us architectural cues that we can learn to ‘read.’

What are the stories embedded in the Green, Dartmouth Hall, Tuck Mall, the Choates or Webster Avenue? How might we chart Dartmouth’s history and map its changing ideals and values from a close study of its buildings and their histories and landscapes? This course teaches you how to ‘read’ the history and the narratives that are “written into” cultural landscapes, particularly the buildings that comprise those landscapes. Social and architectural historians, anthropologists and archaeologists, and cultural geographers guide our study of Dartmouth’s architecture and its cultural landscapes, and we’ll pay close attention to how they present arguments and structure their scholarly work. Then you will apply what you’ve learned — about cultures and their buildings and about the art and craft of writing — as you write. We’ll build on what you have learned in Writing 2-3 or 5 (precise thinking, clear prose and the accurate presentation of ideas) in a structured series of writing assignments that culminate in your research project. You’ll also have regular opportunities to demonstrate your growing expertise through individual meetings with the professor, peer reviews of your classmates’ work and in-class presentations.

Textbook(s)Required:

No required books to purchase.

WRIT-07.19-01 The Stories We Tell

Hour: 10A **Instructor:** Deanne Harper

Requirements Met: WCult: None; Distrib: LIT

Description:

The Stories We Tell

Our mastery of the strategic use of narrative is important to successful and influential communication. This class focuses on effective use of narrative in professional texts that educate, influence and persuade.

Stories help us process and remember information. They entertain us, engage us, and explain the world we live in. They can define a culture and position us within that culture. We tell stories to gain acceptance (think of your college application) or to get permission (consider any plea to your parents). We've been familiar with the trope of narrative all our lives, telling, hearing, and judging. And of course, some use stories to distract or mislead.

As writers, we use narrative as a rhetorical trope to help our audience understand a set of circumstances, to persuade others to think or act as we desire, to discourage undesirable behaviors. The carefully crafted stories we incorporate into reports, articles, essays, and proposals all require attention to who-what-where-when-why-how. Good consumers of stories critically evaluate a storyteller's answers to those questions (or failure to answer). We will read and respond to variations in stories told via text or media, including social media, to improve our own ability to work with story to improve our writing; to see this, we will review a range of different uses of story and consider how to better read and evaluate and, where desirable, emulate what others have done. We will do research or gather additional material to write essays, reviews, proposals, presentations, reports. We will use narrative intentionally even as we analyze narrative.

Textbook(s)Required:

No required books to purchase.

WRIT-07.20-01 Science of Healthy Eating

Hour: 11 **Instructor:** Sarah Smith

Requirements Met: WCult: None; Distrib: SCI

Description:

The Science of Healthy Eating

How can a question as basic as what constitutes a healthy diet be so controversial? We are often bombarded with conflicting health and dietary advice—one day we are told a food is good for you, and the next day we are told to avoid it. Because of this, it is hard to know what to believe when we are deciding what to eat. In this course, we will hone our critical thinking abilities to become comfortable evaluating the validity of the nutrition claims we see in the media. We will read and discuss a variety of nutrition-related articles from both the popular press and scientific literature. We will discuss various types of nutrition research studies and why it is often

difficult to do high quality nutrition research. Students will do an oral presentation, and will write an analysis of a secondary source, a journalistic piece for the general public based on the results of a nutrition study, and a final research paper on a diet-related topic of your choice. We will spend ample course time discussing all aspects of writing, including revising student writing and finding and evaluating sources.

Textbook(s)Required:

No required books to purchase.

WRIT-07.21-01 Interrogating the News

Hour: 9L **Instructor:** Margaret Baum

Requirements Met: WCult: None; Distrib: SOC

Description:

Interrogating the News

“Interrogating the News” begins with the idea that democracy depends on an informed citizenry. Today we face a confusing array of news sources, from traditional newspapers to social media. How can we be sure our news sources are reliable? “Interrogating the News” implies our need to find effective ways to question the reliability of our news sources and to gain the vital information we need. In this class, we will think, read, research, write, and speak about news. Understanding and evaluating the news by writing about it will be our focus. This is both a writing course and a course in which we will analyze scholarship on the news and the role of journalism in democracy.

We’ll examine a range of readings and resources—including books, films, scholarly articles, and journalism—to form and address questions about the news. In the process of formulating and exploring good questions, we’ll practice strategies for developing effective arguments. Students will identify and explore their own questions and develop new ideas regarding the news and its relationship to democracy. Learning activities include discussion, ungraded and graded writing assignments, peer review, and individual writing conferences. In addition, students will formulate their own research questions, create a research project and an oral presentation, and lead class discussion.

Textbook(s)Required:

Gerring, John and Dino Christenson. *Applied Social Science Methodology: An Introductory Guide*. Cambridge University Press, 2017. ISBN: 978-107416819.

Bartlett, Bruce. *The Truth Matters*. Ten Speed Press, 2017. ISBN: 978-0399581168.

Hargreaves, Ian. *Journalism: A Very Short Introduction*. Oxford University Press, 2nd Edition 2014. ISBN: 978-0199686872.

Williams, Joseph M. and Joseph Bizup. *Style: The Basics of Clarity and Grace*. Pearson, 5th edition, 2015. ISBN: 978-0-321-95330-8.

WRIT-07.22-01 Technology and Sport

Hour: 11 **Instructor:** Rachel Obbard

Requirements Met: WCult: None; Distrib: TAS

Description:

Technology and Sport at the Crossroads

"Technology and Sports at the Crossroads" is a First-year Seminar that engages students in in-depth study of this complex, interdisciplinary topic through reading, research, discussion, and composition. In this course, we will examine engineering innovations in sport and their role in reflecting and shaping social values. We will read and discuss scientific (peer-reviewed) papers and scholarly essays on engineering, ethics and the philosophy of sport. Coursework will include: (1) short informal writing pieces, (2) a group presentation on a major ethical theory as a lens for examining the impact of technoscience in sport, (3) two essays with multiple revisions, and (4) a multimedia project examining how the media and social media address technology in sport. The major essays will be a literature review paper on the applied science or engineering behind a specific sports technology, and a scholarly essay that examines the intersection of that technology with sport and society.

Textbook(s)Required:

Caplan, Arthur and Brendan Parent (eds.) *The Ethics of Sport: Essential Readings*. Oxford University Press 2017. ISBN: 978-0-19-021099-1.

Williams, Joseph M. and Joseph Bizup. *Style: The Basics of Clarity and Grace*. Pearson, 5th edition, 2015. ISBN: 978-0-321-95330-8.

WRIT-07.23-01 The Art of the Interview

Hour: 10A **Instructor:** Susan Reynolds

Requirements Met: WCult: None; Distrib: SOC

Description:

The Art of the Interview

The qualitative interview engages fundamental aspects of scholarship across disciplines: Creating a thesis, writing and designing relevant questions, reading and background research, understanding narrator and subject bias, deep listening, recording data, analyzing and using quotes, assessing the reliability of sources, organizing information, writing with clarity and style, and presenting the written result for a specific or general audience. Research using human subjects raises important ethical considerations. Interview projects often necessitate reaching beyond the campus for sources. A well-written interview bears witness (reportage), educates and informs, provides perspective, opens insight into other cultures (social, economic, ethnic), aides in interpretation (of scientific or other quantitative material), creates new knowledge, and gives voice to the voiceless. The academic conversation around the interview process is fascinating, deep, personal, and global. The particular unit of truth the written interview can provide has never been more important to our understanding of changes in our world.

This class includes reading historical and present-day interviews, exploration of interview methodologies, extensive discussion, teamwork, interviewing inside the classroom and beyond, rigorous investigation, composition, peer reviewing, and student-faculty interaction.

Textbook(s)Required:

Weiss, Robert Stuart. *Learning From Strangers: The Art and Method of Qualitative Interview Studies*. Free Press, 1995. ISBN: 978-0684823126.

Fallaci, Oriana. *Interviews with History and Conversations with Power*. Rizzoli. ISBN: 978-0-8478-3514.

Williams, Joseph M. and Joseph Bizup. *Style: The Basics of Clarity and Grace*. Pearson, 5th edition, 2015. ISBN: 978-0-321-95330-8.

WRIT-07.24-01 Past Imperfect

Hour: 10A **Instructor:** Cynthia Monroe

Requirements Met: WCult: None; Distrib: TMV

Description:

Past Imperfect: Writing, Fiction, and Historical Perspectives

“Past Imperfect: Writing, Fiction, and Historical Perspectives” is an interdisciplinary seminar that uses literary exploration and historical investigation to discover major systems of thought, key cultural and political currents, and daily life experience of diverse past worlds. Visit worlds such as Hadrian’s Rome, Tudor England, or Akhenaten’s Egypt through immersive fiction, historical scholarship, and primary sources. In this seminar, you will develop writerly thinking, range, and technique through examining the ways meaning and value have been made and conveyed in each era. You will have the opportunity to compare these systems with one another and with our own. Readings and in-class activities will reveal major trends in historiography (schools of thought or approaches to history) as well as specific methodology for historical research and for writing clear, vivid prose. Throughout the course, you will prepare and lead analytical discussions, collaborate with team members and reference librarians, and conduct independent, question-driven investigations into one of the eras of focus. Working with diverse sources, the understanding you develop will incorporate dimensions such as language; economy & trade; political science; religion; medicine; food production & cuisine; and costume & material culture; as well as prevailing system/s of thought.

Major assignments include: a research proposal to outline and defend a rigorous avenue of inquiry; a research presentation that synthesizes wide-ranging discovery into a coherent picture of a past world; and an essay that compares worlds and thought systems, reaching for meaning and contemporary relevance.

Core literary selections may include David Mitchell’s *Cloud Atlas*, Marguerite Yourcenar’s *Memoirs of Hadrian*, Naguib Mahfouz’s *Akhenaten: Dweller in Truth*, and Hilary Mantel’s *Wolf Hall*. Readings in history and historiography include: Rampolla, *A Pocket Guide to Writing in History*, Green and Troup, *The Houses of History*; Gaddis, *The Landscape of History*; and Hunt’s *Writing History in the Global Era*; as well as selections from Davidson and Lytle, *After the Fact*.

Textbook(s)Required:

Gaddis, John Lewis. *The Landscape of History: How Historians Map the Past*. Oxford University Press, 2002. ISBN 978-0-19-517157-0.

Green, Anna and Kathleen Troup. *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*. Manchester University Press & New York University Press, 1999. ISBN 0-8147-3127-9.

Hunt, Lynn. *Writing History in the Global Era*. W.W. Norton & Company, 2014. ISBN 978-0-393-35117-0.

Mitchell, David. *Cloud Atlas*. Random House, 2004. ISBN 0-375-50725-6.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History, Eighth Ed.* Bedford/St. Martin's, 2015.
ISBN 978-1-4576-9088-4.

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