

Dartmouth

Office of the Registrar

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First-Year Seminar Descriptions for Spring Term 2019

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

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

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 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

Comparative Literature

COLT-07.09-01 Litofthe Colonial Encounter

Hour: 10A **Instructor:** Ayo Coly

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

Description:

Colonial and Postcolonial Dialogues: Literatures of the Colonial Encounter

Course Description: This course examines the implication of literature in the colonial encounter and the literary representations of this event. We will read classical texts of European colonialism in

dialogue with postcolonial texts from Africa, the Caribbean and Asia. We will begin with an exploration of the literature of empire and look at the ways in which colonialism shaped some canonical European texts. We will then study the range of literary responses emerging from French and British colonies in Africa, Asia and the Caribbean. Our study will be organized around the themes of representation, identity, power, race, gender, and resistance. Readings include Chinua Achebe's *Things Fall Apart*, Joyce Cary's *Mister Johnson*, Aime Cesaire's *A Tempest*, William Shakespeare's *The Tempest*, Maryse Conde's *Windward Heights*, Emily Bronte's *Wuthering Heights*, and Zadie Smith's *White Teeth*.

No required textbooks available

Earth Sciences

EARS-07.06-01 Life on Mars?

Hour: 2A **Instructor:** William Leavitt

Requirements Met: WCult: None; Distrib: SCI

Description:

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

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.

Textbook(s)Required:

No textbook. All readings on Canvas.

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

Course Description: 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:

Should I Be Tested for Cancer? Maybe Not and Here's Why, HG. Welch, UC Press Berkeley: U. of California Press, Paperback. ISBN 0520248368. Amazon: \$10.83 Overdiagnosed: Making People Sick in the Pursuit of Health, Welch, Schwartz and Woloshin, ISBN 978-0-8070-21996. Amazon: \$9.89

English

ENGL-07.36-01 Immigr Wmn Wrtnng in Amer

Hour: 11 **Instructor:** Melissa Zeiger

Requirements Met: WCult: CI; Distrib: LIT

Description:

Immigrant Women Writing in America

Course Description: 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:

1. Here Comes the Sun Liveright, Dennis-Benn, Nicole; Reprint edition June 6, 2017 ISBN-10: 9781631492945 ISBN-13: 978-1631492945 2. A Grace Paley Reader: Stories, Essays, and Poetry, Paley, Grace, Farrar, Straus and Giroux; Reprint edition April 3, 2018 ISBN-10: 0374537410

ISBN-13: 978-0374537418 3. The Other Side / El otro lado, Alvarez , Julia, Plume, ISBN: 0452273412
4. The Phoenix Gone, the Terrace Empty (Paperback), Chin, Marilyn, Publisher: Milkweed Editions;
Revised Edition edition (October 27, 2009) Language: English, ISBN-10: 1571314393, ISBN-13:
978-1571314390 5. Krik? Krak, Danticat, Edwidge, Pub. Date: 1996 Apr, Series: Vintage
Contemporaries Ser.. ISBN: 0-679-76657-X

ENGL-07.37-01 Writing Into the Silence

Hour: 11 **Instructor:** Cynthia Huntington

Requirements Met: WCult: None; Distrib: ART

Description:

Writing Into the Silence: A Workshop in Creativity and Contemplative Practice

Course Description: This is a workshop in creativity and contemplative practice, centering on the writing process. Readings are drawn from sources beginning with the medieval practice of Lectio Divina, through texts in western and eastern contemplative traditions, to studies in contemporary neuroscience and brain imaging. Writing assignments will include in-class exercises revised for group workshops along with critical essays and a research paper.

Textbook(s)Required:

1. The Heart of Understanding, Thich Nhat Hanh, ISBN 1888375922, Parallax Press, any edition. 2. The Cloud of Unknowing, Anonymous, Penguin, any edition. 3. For All My Walking, Santoka Taneda, 0231125178, Columbia University Press, any edition. 4. The Book of Nothing, John Barrow, 9780375726095, Vintage, any edition. 5. Silence, Robert Sardello, 1556437939, North Atlantic Books, any edition.

ENGL-07.50-01 Writing Wild

Hour: 10A **Instructor:** Patricia McKee

Requirements Met: WCult: W; Distrib: LIT

Description:

Writing Wild

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.

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-07.51-01 Shakespeare: Community, Law

Hour: 10 **Instructor:** George Edmondson

Requirements Met: WCult: W; Distrib: LIT

Description:

Shakespeare: Community, Law, and Governance

Course Description: This seminar examines the often radical visions of community, law, and governance found in certain of Shakespeare's plays. Although we will want to consider the extent to which those plays reflect the historical environment in which they were produced, we will be more interested in exploring the various ways that they adapt and contest communal, legal, and governmental discourses. More important, we will be concerned to ask whether Shakespeare's plays contain, perhaps without knowing it, a model of cultural and political critique that can be of use to us today.

There will be a total of five papers for this class: drafted and revised versions of two shorter essays, roughly five pages apiece, and a longer research-style paper of approximately eight pages. The topics for each will be assigned as we go. Drafts must be "complete" papers that you could turn in for a grade (although they will not be graded as such). Revisions must include (1) the revised paper itself and (2) the copy of the draft with my comments. The combined draft and revision, which together constitute an "essay," will then be graded as a unit. You will also be asked to make at least one class presentation.

Textbook(s)Required:

1. [https://www.amazon.com/Henry-IV-Part-Pelican-Shakespeare/dp/014313020X/ref=sr_1_13?s=books&ie=UTF8&qid=1548278911&sr=1-13&keywords=pelican shakespeare](https://www.amazon.com/Henry-IV-Part-Pelican-Shakespeare/dp/014313020X/ref=sr_1_13?s=books&ie=UTF8&qid=1548278911&sr=1-13&keywords=pelican+shakespeare) 2. [https://www.amazon.com/Measure-Pelican-Shakespeare-William/dp/0143131737/ref=sr_1_15_sspa?s=books&ie=UTF8&qid=1548278911&sr=1-15-spons&keywords=pelican shakespeare&psc=1](https://www.amazon.com/Measure-Pelican-Shakespeare-William/dp/0143131737/ref=sr_1_15_sspa?s=books&ie=UTF8&qid=1548278911&sr=1-15-spons&keywords=pelican+shakespeare&psc=1) 3. [https://www.amazon.com/Merchant-Venice-Pelican-Shakespeare/dp/0143130226/ref=sr_1_16?s=books&ie=UTF8&qid=1548279143&sr=1-16&keywords=pelican shakespeare](https://www.amazon.com/Merchant-Venice-Pelican-Shakespeare/dp/0143130226/ref=sr_1_16?s=books&ie=UTF8&qid=1548279143&sr=1-16&keywords=pelican+shakespeare) 4. [https://www.amazon.com/Julius-Caesar-Pelican-Shakespeare-William/dp/0143128604/ref=sr_1_1?s=books&ie=UTF8&qid=1548279197&sr=1-1&keywords=julius caesar the pelican shakespeare](https://www.amazon.com/Julius-Caesar-Pelican-Shakespeare-William/dp/0143128604/ref=sr_1_1?s=books&ie=UTF8&qid=1548279197&sr=1-1&keywords=julius+caesar+the+pelican+shakespeare) 5. https://www.amazon.com/Coriolanus-Pelican-Shakespeare-William/dp/014313227X/ref=tmm_pap_swatch_o?_encoding=UTF8&qid=1548279255&sr=1-1
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ENGL-07.52-01 Freud & Culture

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

Requirements Met: WCult: W; Distrib: TMV

Description:

Sigmund Freud and the Contemporary Cultural Imagination

Course Description: Sigmund Freud is perhaps one of the most significant thinkers of the late 19th and 20th century. His work has influenced numerous artists, literary theorists, psychoanalysts, philosophers, writers, and his thought has made its way into culture. Our everyday references—in conversation, on television, and in other forms of media—to the unconscious, the oedipal complex, the work of dreams, trauma, the drive, and the return of the repressed, owe to this psychoanalytic legacy. This first-year writing seminar is an introduction to the cultural writings of Freud, in which Freud the psychoanalyst acts as a cultural critic. He uses his psychoanalytic findings to reflect on the way in which culture is organized; the role of history and religion in the life of man; the uses and impossibility of war; and the role of repression in the progress of civilization. These writings also introduce us to some of Freud's most important concepts: sexuality, affect, the unconscious, and the drive. Throughout the course of the semester, readings of Freud's work will be supplemented by episodes of *Game of Thrones*.

Textbook(s)Required:

No required textbooks.

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

Course Description: 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.

No required textbooks available

ENVS-07.14-01 Hidden From View

Hour: 10A **Instructor:** David Lutz

Requirements Met: WCult: None; Distrib: SOC

Description:

Hidden from View: The Science behind Contemporary Environmental Issues

Course Description: In today's world, we hear countless reports on the state of the environment and how human societies are contributing to the degradation of natural ecosystems. One day we may see a new special on climate change and its impact on society while the very next day we may hear differing opinions about whether such challenges even exist! Unfortunately, there is a notable gap between the scientific community and the broader public, which compounds this issue. In part, this is due to issues related to effective scientific communication and the disconnect between scientists, the scholarly literature, and the general population. Additionally, our society is experiencing a significant period of heightened 'truth decay' wherein there is a broad public disagreement over factual information. As scholars and future professionals, you will be required to skillfully and effectively navigate this landscape and make constructive decisions using the knowledge that you gain in your coursework and training. In this course, you will learn how to engage with contemporary research in order to make well-reasoned conclusions regarding current environmental topics.

In addition to learning about the scientific literature, this course will focus on developing your capabilities as a reader, writer, and communicator. You will acquire sets of tools related to rhetoric, the intellectual digestion and skillful reformulation of complex material, and scholarly and scientific discourse. These developments are critical for increasing your capacity to engage in discussions with other professionals and experts when solving complex problems, environmental or otherwise, throughout your time at Dartmouth and beyond. General assignments include a personal narrative regarding a contemporary environmental issue of your choosing, an annotated bibliography of contemporary scholarly literature surrounding this topic, a short oral presentation, and a research review paper that summarizes what you have found over the course of the term. We will utilize writing workshops and peer review days, as well as one-on-one meetings throughout the term to

ensure that you are receiving plenty of feedback on your writing such that you can continuously improve throughout the term.

Textbook(s)Required:

The Transition to College Writing (Second Edition) By Keith Hjortshoj ISBN-13: 978-0312440824 \$30.49
Style: The Basics of Clarity and Grace (Fifth Edition) By Joseph M. Williams and Joseph Bizup ISBN-13: 978-0321953308 \$37.62
Talk Like TED: The 9 Public Speaking Secrets of the World's Top Minds (paperback) By Carmine Gallo ISBN-13: 978-1250061539 \$10.87

Film Studies

FILM-07.15-01 Women & Comedy in Film

Hour: 10A **Instructor:** Joanna Rapf

Requirements Met: WCult: CI; Distrib: ART

Description:

Women and Comedy in Film

Course Description: This seminar focuses specifically on women in film comedy in the United States, from the early twentieth century to the present day. In exploring this subject, students will be asked to think and write about what cultural factors have led some to argue that women aren't funny, and why the field of comedy has traditionally been dominated by men. We will interrogate Hollywood's hegemony by calling attention to and studying the attitudes women endorse, the roles women play, and the stereotypes they reinforce or challenge. With an emphasis on writing, students in this class will be asked to keep a journal dealing with specific topics each week. There will also be three papers of increasing complexity: a response paper, an argument, and a substantial research paper, the topic of which will be developed with the instructor around the middle of the term. With all three, there will be ample opportunity for revision. Through close "readings" of films, students should not only improve their writing, but also their visual literacy. Our approach encourages a reassessment of film history and new ways of thinking about the potential women have for influencing society through laughter. A society without laughter is not a free society.

No required textbooks available

Geography

GEOG-07.17-01 Charting Self-Driving Cars

Hour: 2A **Instructor:** Luis Alvarez Leon

Requirements Met: WCult: None; Distrib: SOC

Description:

Charting the Road to Self-driving Cars

Course Description: How do self-driving cars navigate and reshape space? What are the sources,

components, and 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.

No required textbooks available

Government

GOVT-07.03-01 Media and Politics

Hour: 11 **Instructor:** Deborah Brooks

Requirements Met: WCult: None; Distrib: SOC

Description:

The Media and U.S. Politics

Course Description: 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 newer 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.

No required textbooks available

History

HIST-07.32-01 Civil War Photographs

Hour: 9L **Instructor:** Robert Bonner

Requirements Met: WCult: W; Distrib: SOC

Description:

Civil War Photographs: Texts and Testimonials

Course Description: Ruined cities... Bloated corpses.... Fleeing slaves... Expectant soldiers... A bearded president. Advanced photographic technology of the 1860s made possible a visual record of such iconic images, which exist alongside many, many more frozen views from America's greatest crisis. This First-year Seminar focuses on the stunning camera work that would forever change how Americans experienced war, and how a conflict would be recalled once peace returned.

Students in this history class will learn how to "think, research, and write" according to the conventions of the historical discipline. Through this discipline-specific approach, students will enhance their ability to scrutinize different kinds of texts and subject them to critical analysis; to locate and evaluate specific evidence located in archival settings (in this course, we will do so mainly via online sources); to marshal that evidence in the service of a nuanced argument; and to express complex ideas in clear, lively prose.

Students will practice and enhance their ability to execute such tasks through class discussion and different kinds of writing assignments. Class sessions will include in-depth discussions of specific primary and secondary historical texts; we will also routinely engage in conversations about how historians use these sources to produce historical knowledge. Students will produce four different categories of historical writing: a museum caption; a descriptive contextualization of an image that moved from photographic print to woodcut circulation; a sequence of narrative commentaries meant to mimic the work of Alexander Gardner; and a final research project that will feature evidence-based argument and analysis.

No required textbooks available

HIST-07.33-01 Reading Lincoln

Hour: 2 Instructor: Leslie Butler

Requirements Met: WCult: W; Distrib: SOC

Description:

Reading Lincoln in the Age of Trump

Course Description: This class examines the way our current political moment informs how we think about the past, specifically the presidency of Abraham Lincoln. Using President Trump's novel reliance on Twitter for political and presidential communication as our point of departure, we will spend the term examining the sixteenth president's own innovative efforts at communicating with the public. Lincoln developed a sophisticated understanding of the role that public opinion played in a representative government and, both before and during his presidency, pioneered new efforts to shape that opinion. The seminar will focus on: Lincoln's debates with Stephen A. Douglas (during the 1858 campaign for senate); his 1860 and 1864 campaigns for the presidency; and his wartime communications. Throughout the term, we will pay close attention to Lincoln as a writer, as someone who considered and used words deliberately and carefully.

As a First-year Seminar, this course will introduce students to historical research and writing. Through close attention to primary sources (e.g. correspondence, newspapers, and speeches) and careful reading of secondary sources (journal articles and scholarly monographs), students will develop crucial academic tools as they grapple with the way Lincoln used words to articulate his own political positions, to define the position of his opponents, and to attach fresh meaning to American ideals amidst national crisis.

Textbook(s)Required:

Fred Kaplan, Lincoln: The Biography of a Writer (2008) Douglas L. Wilson, Lincoln's Sword: The Presidency and the Power of Words (2006) Allen C. Guelzo, Lincoln and Douglas: The Debates that Defined America (2008)

HIST-07.34-01 Histories of Crime

Hour: 10 **Instructor:** David Petruccelli

Requirements Met: WCult: None; Distrib: SOC

Description:

Writing Histories of Crime

Course Description: Crime exerts a powerful fascination on the public imagination. The reasons for this are manifold, ranging from the lurid and sensational to the particular capacity of crime and punishment to reveal unspoken assumptions and unquestioned ideologies. This writing seminar will examine the different ways that historians, theorists, and others have written about crime and criminals. Through the study of crime, it will present students with a variety of approaches to historical writing, including cultural history, social history, microhistory, and theory. Drawing on exemplary works from within and outside the field of history, the course will also focus on what it means to write well in a variety of forms. Students will gain practical experience writing in several different formats, culminating in a research paper.

No required textbooks available

Italian

ITAL-07.06-01 Environmental Italy

Hour: 11 **Instructor:** Damiano Benvegnu

Requirements Met: WCult: W; Distrib: LIT

Description:

Environmental Italy: Narratives, Landscapes, Ecologies

Course Description: What can Italy teach us about our relationship with the environment? From the Middle Ages to the present, Italian landscapes have been recognized as depositories of stories: they convey narratives of environmental resistance and ecological liberation as well as embody the historical continuity between human communities and specific territories. In this First-year Seminar, students will learn how Italian writers and scientists, artists and philosophers imagined and

represented real and fictional landscapes, and how these representations reflect, critique, and animate the approach that Italian culture has had toward the physical environment and its ecology since the Middle Ages.

This First-year Seminar has been awarded a Humanities Lab Grant offered by the Leslie Center for the Humanities. We will thus include in our class the rewarding practices of observation, hands-on experimentation, and skill-building perspectives, as well as try as much as possible to move beyond the classroom and embrace the world as an ideal learning space. For the Lab component of the course, we will collaborate with the non-profit land conservation organization Upper Valley Land Trust to compare what we have learnt in class about Italian Environmental Humanities with those ecological practices and narratives that surround Dartmouth and its specific territory.

Students will actively participate in class by preparing questions and lead class discussions as well as engage in small individual and group activities (such as writing definitions or peer reviews, respectively). In addition, students will write two short papers, develop an annotated bibliography, complete a final project (either a written or a video essay) based on the research completed for the annotated bibliography, and make an oral presentation of their project.

Textbook(s)Required:

Materials will be provided in class.

Jewish Studies

JWST-07.05-01 Nietzsche and the Jews

Hour: 12 **Instructor:** Michael McGillen

Requirements Met: WCult: CI; Distrib: TMV

Description:

Nietzsche and the Jews

Course Description: Despite his anti-religious rhetoric, Friedrich Nietzsche's relationship to Judaism was complex. Nietzsche had great respect for the Judaism of the Old Testament, which serves as a model for his *Zarathustra*, yet he criticized "priestly" Judaism for its life-negating moral values. Nevertheless, Nietzsche became an important figure for Jewish culture in the early 20th-century, inspiring writers such as Theodor Herzl, Franz Kafka, Micah Joseph Berdichevsky, and Martin Buber. This First-year Seminar will consider how Nietzsche provided an impetus for the reinvention of Jewish culture, even as he was appropriated by German fascists and anti-Semites.

This First-year Seminar is designed to strengthen your academic writing abilities and provide an introduction to Jewish Studies. You will learn how to engage critically with your reading materials, generate ideas, develop them in writing, and revise your writing in order to communicate your ideas more effectively. At the end of class, you will have gained a new understanding not only of Nietzsche's relationship to Jewish culture, but also of your own reading and writing process.

No required textbooks available

Linguistics

LING-07.06-01 The Indo-Europeans

Hour: 10A **Instructor:** Timothy Pulju

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

Description:

Language and Prehistory: The Indo-Europeans

Course Description: Indo-European languages such as English, Spanish, and Hindi-Urdu are currently spoken by almost half the world's population. Yet the Indo-European languages are all descended from a single language ("Proto-Indo-European", or "PIE"), spoken thousands of years ago by a relatively small number of people living somewhere in Eurasia. In this class, we will explore such questions as: (1) where and when the speakers of PIE lived, (2) what their culture was like, and (3) how, when, and why the Indo-Europeans spread from their original homeland to the regions occupied by their linguistic descendants.

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:

Mallory, J.P. 1989. In Search of the Indo-Europeans: Language, Archaeology, and Myth. Thames and Hudson. List Price: \$34.95

Middle Eastern Studies

MES-07.01-01 Arab Revolutions

Hour: 10A **Instructor:** Ezzedine Fishere

Requirements Met: WCult: NW; Distrib: INT

Description:

Arab Revolutions: Dependency, Despotism and the Struggle for Democracy

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?

Textbook(s)Required:

N/A

Native American Studies

NAS-07.06-01 Native Americans and Sports

Hour: 10 **Instructor:** Maurice Crandall

Requirements Met: WCult: NW; Distrib: SOC

Description:

Native Americans and Sports

Course Description: This course will introduce students to writing practices through the lens of Native Americans and sports. Students will explore, through writing, research, and discussion, important contemporary, historical, and cultural issues related to Native Americans sports. From time immemorial, sports have been many different things to the Indigenous peoples of North America such as sacred/religious activity, entertainment, form of warfare, opportunity for education/social mobility, and vehicle for fame/celebrity. By writing about Native American connections to five sports—lacrosse, running, football, basketball, and “alternative” sports (skateboarding, golf, and mixed martial arts)—students will develop and build their writing abilities, while gaining a more profound understanding of the importance of sports for Native Americans across wide geographies and chronologies.

No required textbooks available

Physics

PHYS-07.06-01 The Origin of the Universe

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

Requirements Met: WCult: None; Distrib: SCI

Description:

The Origin of the Universe

Course Description: 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, this First-year Seminar 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. The seminar will include daily discussion, three short papers, and one longer paper to provide opportunities to use the process of research and writing to help you cultivate precision and cogency in your understanding.

Textbook(s)Required:

Title: Big Bang: The Origin of the Universe Author: Simon Singh ISBN: 978-0007162215 Amazon: New \$9.98/Used \$8.48

PHYS-07.07-01 Nanotechnology and Society

Hour: 2A **Instructor:** Martin Wybourne

Requirements Met: WCult: None; Distrib: SCI

Description:

Nanotechnology and Society

Course Description: Nanotechnology and Society will introduce students to the field of nanotechnology in the context of societal implications. Starting from an historical perspective, the class will explore how Nobel laureates, futurists, gray goo, geckos, scotch tape and Silicon Valley have all shaped the tangled web of nanotechnology. Through reading different genres of publication, the class will untangle this web to discover how nanotechnology has both enriched our lives and engendered exaggerated promises.

The technical level of the class will be appropriate for non-science majors. Students will develop an appreciation of nanotechnology and related terminology through critical reading, class discussion, and individual research. Writing instruction will be central to the class, with reading assignments informing student compositions. For the purpose of improving written work, students will work in groups. The instructor and a writing specialist will work with groups on the process of revision and proofreading. Groups will lead class discussion based on the reading and writing assignments. Five written assignments will be required that culminate with a composition about the societal consequence of a nanotechnology-related topic chosen by the student.

No required textbooks available

Psychological & Brain Sciences

PSYC-07.02-01 Brain Evolution

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

Requirements Met: WCult: None; Distrib: SCI

Description:

Brain Evolution

Course Description: 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 (Oxford University Press), by G. Striedter ISBN-13: 978-0878938209 Approximate Cost via Amazon: \$98.06 (new hardcover)/\$84 (used) *Other purchasing options include ordering directly through Oxford University Press to get additional 20% off new copy. Visit: www.oup.com/us/he and enter discount code Asai2019 . *Prices, publication, availability, and shipping fees are subject to change without notice and apply only in the United States, including HI, AK, and PR. All sales are subject to acceptance by Oxford University Press USA. To redeem offer, enter code Asai2019 *Offer expires 1/31/20 at 11:59 pm (EST).

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

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.

Textbook(s)Required:

none required

Spanish

SPAN-07.06-01 Quixote and the Quixotic

Hour: 10 **Instructor:** Paul Carranza

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

Description:

Don Quixote and the Quixotic in Literature and Film

Course Description: *Don Quixote* regularly tops the lists of the greatest novels of all time. In this course will examine Cervantes' masterpiece and some of the ways it has influenced world literature and culture. We will discuss themes related to the novel, including: what *Don Quixote* says about the dangers of reading (or watching films); the philosophical debate between realism and idealism; and the value of friendship and tolerance in times of crisis. We will read selections of both Part I and Part II of *Don Quixote* and read critical works about it. Films will include the musical *Man of la Mancha* as well as *The Man Who Killed Don Quixote*, the film completed by Terry Gilliam after a 20-year wait. We will also examine recent efforts to recover Shakespeare's lost 1613 play based on *Don Quixote*. As this is a First-year Seminar, writing is integral to the course. Students will learn about the topic of the course through writing, and vice versa. Be prepared to write both inside and outside of class, and to refine your writing with the help of your peers and the instructor.

No required textbooks available

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

Course Description: 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

Course Description: 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-07.15-01 Looks, Lookism and the Law

Hour: 2A Instructor: Jennifer Sargent

Requirements Met: WCult: None; Distrib: TMV

Description:

Looks, Lookism and the Law

Course Description: 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. *The Beauty Bias: The Injustice of Appearance in Life and Law*. Oxford University Press; 1 edition (May 6, 2010). ISBN-13: 978-0199794447 Other readings will be posted to the course website as required.

WGSS-07.17-01 Watch Your Language!

Hour: 3B **Instructor:** Eman Morsi

Requirements Met: WCult: CI; Distrib: SOC

Description:

Watch Your Language! Writing and Unwriting Bias in News Reports

Course Description: What is bias? And how does it manifest in the stories we tell in general and in news reports in specific? How do our word choices affect how we think about certain groups, and how does what we think about different types of people affect our choice of words? In this course students will examine a number of common linguistic and stylistic choices that reporters and editors writing in English tend to make when covering stories about minority groups inside the US or people in other parts of the world. The course will pay special attention to some of the main forms of bias (such as implicit bias or confirmation bias) as it examines how a narrative in general and a news story in specific is created. What is an “editorial line” and how does that influence the ways stories are told? In what ways are biases implicitly affirmed? And can biases ever be avoided? These are some of the questions that will be tackled in class.

This course is designed to help develop a more nuanced reading and writing sensibility. The course will emphasize the need for writing clarity, revision, and the use of evidence-based, strong counterargument refutation. Students will write short weekly essays, and a final paper. They will engage in peer review, make oral presentations, and participate in writing workshops.

Textbook(s)Required:

All course readings will be uploaded to Canvas.

Writing Program

WRIT-07.19-01 The Stories We Tell

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

Requirements Met: WCult: None; Distrib: LIT

Description:

The Stories We Tell

Course Description: Our mastery of the strategic use of narrative is important to successful and influential communication in all contexts. 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.

I've selected some interesting texts (primary and secondary, from multiple genres and media) to help us identify how stories reveal perspective. The "texts" I've selected relate to disasters, loosely, just because there are such interesting variations in how some of those stories are told to different audiences and over time. Nothing is covered exhaustively, of course, as I intend my texts to provide useful models. You will be asked to collect materials for your own writing projects that help demonstrate your ability to use narrative successfully.

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 to improve our own ability to work with story and to improve our writing-- and reading. We will read and respond to variations in stories told to improve our own ability to work with story and improve our writing—and reading. We will use narrative as we write our own essays, reviews, proposals, presentations, reports.

Textbook(s)Required:

No required books to purchase.

WRIT-07.22-01 Technology and Sport

Hour: 2A **Instructor:** Rachel Obbard

Requirements Met: WCult: None; Distrib: TAS

Description:

Technology and Sport at the Crossroads

Course Description: "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 technology is used by stakeholders in sport to engage in the social debate. 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:

Williams, Joseph M. and Joseph Bizup. *Style: The Basics of Clarity and Grace*. Pearson, 5th edition, 2015. ISBN: 978-0321953308.

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

Course Description: 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, 2011. ISBN: 978-084783514.

Seidman, Irving. *Interviewing as Qualitative Research*. Teachers College Press, Fourth Edition. ISBN: 978-0807754047.

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

Course Description: “Past Imperfect: Writing, Fiction, and Historical Perspectives” is an interdisciplinary seminar that using literary exploration and historical investigation to discover major systems of thought, key cultural and political currents, and the lived experience of diverse past worlds. Visit worlds such as Hadrian’s Rome, Tudor England, or Han Dynasty China through immersive fiction, historical scholarship, and primary sources. In this seminar, you will develop writerly thinking, range, and technique as you examine the ways human meaning and value are made and conveyed.

Readings and in-class activities will reveal major trends in historiography (schools of thought or approaches to history) as well as tools 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 era of focus. Drawing from diverse sources and incorporating dimensions from language and religion to economy, governance, and codes of conduct, the understanding you develop will shed light on systems of thought, not only in past worlds, but in our own.

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, seeking meaning and contemporary relevance.

Core literary selections may include Yourcenar’s *Memoirs of Hadrian*, Mantel’s *Wolf Hall*, Kay’s *Under Heaven*, Davis’ *The Return of Martin Guerre*, and Willis’ *The Doomsday Book*. Readings in history and historiography include: Sobel’s *Galileo’s Daughter*, Clendinnen’s *Aztecs: An Interpretation*, Davidson and Lytle’s *After the Fact*, and Gaddis’ *The Landscape of History*.

Textbook(s)Required:

Davidson, James West, and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection*. McGraw Hill, Sixth Ed., 2010. ISBN: 978-0-07-72968-3 [Own copy highly recommended; will also be on reserve. No other editions, please.]

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History, Eighth Ed.* Bedford/St. Martin’s, 2015. ISBN 978-1-4576-9088-4. [No other editions, please.]

Willis, Connie. *The Doomsday Book*. Gollancz, 2001. ISBN: 978-0575131095 OR Spectra, 1993. ISBN: 978-0553562736. [Audiobook also acceptable; need prior to term.]

WRIT-07.26-01 Jane Eyre and Vict. Culture

Hour: 10 **Instructor:** Colleen Lannon

Requirements Met: WCult: W; Distrib: LIT

Description:

A Window on a World: Jane Eyre and Victorian Culture

Course Description: Taking Emily Bronte's 1847 novel, *Jane Eyre*, as our starting point, this class will explore issues that were important to mid-nineteenth century Britons. We'll reconsider this classic of English literature as we examine the ways it engages with multiple aspects of Victorian society, including inheritance and divorce laws, medical history and the treatment of insanity, changing class dynamics, the rise of Evangelical Christianity, and the British colonial project. Historical research will inform our readings of the text, as will a variety of essays that examine the novel from different theoretical perspectives (feminist, psychoanalytic, deconstruction, and cultural studies). Students will gain practice in analyzing and responding to academic arguments as they develop their own critical reading, thinking, and writing abilities.

Formal assignments will include two short essays, a research paper, and a multi-media presentation. In addition, there will be daily informal writing assignments that reinforce concepts introduced in class. Throughout the course, a strong emphasis will be placed on writing as a process involving multiple drafts and collaborative feedback. The overall goal of the course is to help students develop the intellectual abilities they need to succeed in an academic environment. This includes sharpening their critical reading and thinking skills; understanding the elements of argument and how to shape a persuasive essay; learning how to find, use, and cite sources; writing effective prose; and revising for clarity.

Textbook(s) Required:

Newman, Beth, ed. *Jane Eyre, Case Studies in Contemporary Criticism*. Bedford/St. Martin's, 2nd Ed. ISBN: 978-1457619335.

Williams, Joseph. *Style: The Basics of Clarity and Grace*. Pearson, Fourth Edition. ISBN: 978-0205830763.

WRIT-07.27-01 Philosophy of Science

Hour: 2 **Instructor:** James Binkoski

Requirements Met: WCult: None; Distrib: TMV

Description:

Philosophy of Science

Course Description: Philosophy of science is the study of philosophical questions that arise when reflecting on the nature of science and its place in politics, culture, and society. In this seminar, we'll pursue three such questions: How are scientific theories confirmed? Does science uncover the objective truth? And should scientific theories be read literally?

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 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.

Textbook(s)Required:

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