

Dartmouth

Office of the Registrar

[Registrar Home](#) >

First-Year Seminar Descriptions for Winter Term 2014

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

Re-order by Class Hour

Anthropology

ANTH-007-01 Thinking About Empire

Hour: 11 **Instructor:** R. Alan Covey

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

Description:

Thinking about Empire in 21st Century America

Ancient empires conquered large territories and governed diverse populations before eventually failing. Does the United States have anything in common with these societies, and if so, can we avoid their ultimate fate? Using history and archaeology, this course will compare the development of ancient empires to open a discussion of American history and current policies. Key issues include the construction of ideology, the management of inequality, and the long-term sustainability of economic and administrative practices. Assignments will include a portfolio of discussion responses/reflections, a research paper and a peer review of another student's paper.

No required textbooks available

Art History

ARTH-007-01 Paris in the 19th Century

Hour: 12 **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 art movements

that made up the new category of modern Art: Realism, Impressionism and Post-Impressionism. We will examine avant-garde art production in the works of Courbet, Manet, and the Impressionists, among others. We will investigate factors of contemporary life that affected subject matters, style, technique, and meaning in art works, in particular the invention of photography, urban planning and the modernization of the city of Paris, and the political and social situation in France and Europe. While exploring the impact of these factors on painting, photography, sculpture, and architecture, the course will look at alternative art practices and exhibitions that challenged the status quo and that became the basis of modern art. We will investigate what makes Paris in the 19th century modern and trace how characteristics of modernism continue to define the art world up to today.

Assignments will involve visual analysis exercises, response papers to readings and a final project.

Textbook(s)Required:

Robert Herbert Impressionism: Art, Leisure, and Parisian Society ISBN 0-300-05083-6 Yale University Press, 1991 Trade Paperback \$35.00

Asian/Mideast Lang/Lit

AMEL-007-01 Jerusalem: Vision & Reality

Hour: 2A **Instructor:** Lewis Glinert

Requirements Met: WCult: NW; Distrib: LIT

Description:

Jerusalem: Vision and Reality

Jerusalem has always mesmerized minds—Royal City of Solomon, mystical core of the world, site of a foretold apocalypse, twice razed to the ground, focus of Jewish messianic dreams, since 1948 once more a Jewish capital but still savagely fought over. In this course, we will sample the symbolism of Jerusalem in Jewish, Christian and Islamic intellectual and artistic expression, from the Bible down to the present. Why has this city evoked such passions?

Textbook(s)Required:

No textbook required:

Biology

BIOL-007-01 Politicized Topics: Biology

Hour: 10 **Instructor:** Brittany Calsbeek

Requirements Met: WCult: None; Distrib: SCI

Description:

Change You Can Believe In? The Evolution Vs. Creation Debate and other Politicized Topics in Biology.

This course will explore the fact and fiction underlying politically hot topics that have biology at their core. Get ready to understand the issues and take a stand. The majority of the course will be focused on written and oral debates on topics including evolution vs. intelligent design, climate change, genetic engineering, conservation, and stem cell research. Each week we will discuss relevant articles from both sides of the issue. Students will randomly be assigned one side of the argument for which they will write an essay of support, and orally debate against their peers. Essays will be reviewed and edited by the instructor as well as through peer-review. Students will hone their ability to think critically, to construct well-written effective arguments, and to separate fact from fiction when biology is in the news. Come and get an inside track on the controversial issues of your generation.

No required textbooks available

Chemistry

CHEM-007-01 Science in Society

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

Requirements Met: WCult: None; Distrib: SCI

Description:

Issues at the Interface between Science and Society

Although science has profoundly influenced society and societal change, its very existence is at the whim of society. Clearly, only a scientifically knowledgeable populace can make wise decisions about scientific issues, however, the majority of society (the populace, much of academia, high levels of government) is ignorant of science and its role in society. Unfortunately, the media tends to focus on the sensational, adding to the confusion. This seminar will probe issues at the societal/science interface, e.g.: technology, population, environment, health, behavior, race, gender, ethics/morality, fraud/misconduct, politics, public awareness, creationism vs evolution, education, climate change, the Anthropocene, epigenetics.

Four papers are required: 200 words on each of three tentative topics (600 words total). From these, after consultation with the instructor, secondary (1000 words), and primary (3000 words) topics will be selected. Finally, 100 words on each of the other students' papers plus a letter grade evaluation of each. Students will briefly present on their primary topics and lead a discussion of the topic. A mini-course covering periods before student presentations will be conducted including a panel of working scientists who will attempt to answer students' questions

No required textbooks available

Comparative Literature

COLT-007-01 The Road Taken

Hour: 10 **Instructor:** Andrea Tarnowski

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

Description:

The Road Taken

One of literature's great metaphors depicts life as a path along which the individual travels, seeking truth, love, faith, beauty or justice. Above all, the voyage constitutes an education; it results in understanding. Our tales of journey will include *The Aeneid*, Dante's *Inferno* and the novel *Letters from a Peruvian Woman*. Writing assignments will include close critical analysis, a thematic essay, a research-based essay, and oral presentations.

Textbook(s)Required:

--Aeneid by Virgil, trans. Robert Fitzgerald. Vintage Classics, 1990. --Inferno by Dante, trans. Robert Pinsky. Farrar, Strauss and Giroux, 1996. --Letters from a Peruvian Woman by Françoise de Graffigny, trans. David Kornacker MLA (Modern Language Association), 1993.

Earth Sciences

EARS-007-01 The Solar System

Hour: 10A **Instructor:** Susan Taylor

Requirements Met: WCult: None; Distrib: SCI

Description:

The Solar System

The solar system consists of our Sun, eight planets, many moons and an unknown number of smaller bodies such as asteroids, comets, and Kuiper belt objects. One of the planets, the Earth, has life. What do we know about these bodies? How do we know what we know? Through readings and lectures this class will explore how scientific discoveries regarding our solar system have profoundly altered our world-view. For example the heavens do not revolve around the Earth; rather the Earth is one of many planets circling the Sun. The Sun is one star among billions in our galaxy, which in turn is only one galaxy in a space filled with galaxies. We will read and discuss science, popular science and history of science books and articles to gain a multifaceted view of our place in the universe and how this view has changed over time.

No required textbooks available

Engineering Sciences

ENGS-007-01 Climate Change

Hour: 2A **Instructor:** Mary Albert

Requirements Met: WCult: None; Distrib: SCI

Description:

Climate Change

Climate change has occurred naturally and frequently over the course of many time scales in the past. America today is engaged in a discussion of current climate change and its cause, ranging from calls for immediate action to denial. This course explores the published scientific literature on the nature and cause of climate change, potential impacts on us, and the implications for our nation's energy issues. Through readings, class discussion, and individual research, we will explore this complex problem; student writing will synthesize results from the literature to clarify the factual basis for their own understanding. Reading will include a number of published papers and selections from textbooks. Students will be required to actively participate in class by leading class discussions and actively engaging in small group activities. In addition students will write two short papers, develop an annotated bibliography, and write a research paper based on the research completed for the annotated bibliography.

Textbook(s)Required:

Earth: The Operator's Manual, R. Alley, 2011, W.W. Norton & Company. ISBN 0393081095 Style the Basics of Clarity and Grace, 4th edition, J. M. Williams and G.C. Colomb, 2010. ISBN 0205830765

English

ENGL-007-01 Focus on Hamlet

Hour: 12 **Instructor:** Lynda Boose

Requirements Met: WCult: None; Distrib: None

Description:

Focus on Hamlet

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 think) 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 engage in written Blackboard discussion groups; they will write formal papers, and they will finally, in collaborative groups, create an original presentation to be put on for the class at the end of term.

No required textbooks available

ENGL-007-02 Literature of the Machine

Hour: 10A **Instructor:** Aden Evens

Requirements Met: WCult: W; Distrib: LIT

Description:

Literature of the Machine

This seminar focuses on writing the academic essay, taking as subject matter novels and stories concerned with machines and technologies. We will read texts by Shelley, Wells, Vonnegut, Carter, Kafka, and more, splitting classtime between open-ended discussion of those works and group critique of student writing. Students contribute most of the content to this class, where active learning is required.

Textbook(s)Required:

Franz Kafka, *The Metamorphosis*, In *The Penal Colony*, and *Other Stories* 0684800705 Mary Shelley, *Frankenstein* 0393964582 H.G. Wells, *The Time Machine* 0743487737 Kurt Vonnegut, *Player Piano* 0385333781 J.G. Ballard, *Crash* 0312420331 Angela Carter, *The Infernal Desire Machines of Doctor Hoffman* 0140235191 Mark Leyner, *The Tetherballs of Bougainville* 067976349X

ENGL-007-03 Write a Book

Hour: 10A **Instructor:** Ernest Hebert

Requirements Met: WCult: None; Distrib: LIT

Description:

Write a Book

Think of this course as an inquiry into the creative process, from the first notion to the final product. Product? What product? Why, a book of course. As a creator as well as a critic you will peer into the creative process through the idea of the book. You will dream up your own book idea and write chapters of this work; you will research elements of your book; you will critique the works of published writers and of your peers; you will write a research paper on some aspect of the book.

No required textbooks available

ENGL-007-04 Literature and Catastrophe

Hour: 12 **Instructor:** Andrew McCann

Requirements Met: WCult: W; Distrib: LIT

Description:

Literature and the Culture of Catastrophe

How have the catastrophic political events of the twentieth century forced writers to rethink the possibilities and the limitations of literary expression? In this course we will look at a series of texts, written after the Second World War, and think about the ways in which their experimental qualities respond to the traumatic experience of military conflict, totalitarianism, terrorism, and other forms of political violence. Readings will include work by Kurt Vonnegut, J.G Ballard, W.G. Sebald, J.M. Coetzee, Hannah Arendt and Sylvia Plath.

The emphasis of the class is on developing skills in critical writing and literary interpretation. Students will move from writing short responses and reviews, to fully developed, argumentative essays.

Textbook(s)Required:

Roberto Bolano, Distant Star. New Directions (2004) ISBN-10: 0811215865 ISBN-13: 978-0811215862 J.M. Coetzee, Disgrace. Penguin Books (2008) ISBN-10: 0143115286 ISBN-13: 978-0143115281 Kurt Vonnegut, Slaughterhouse-Five. Dial Press Trade Paperback; Reissue edition (1999) ISBN-10: 0385333846 ISBN-13: 978-0385333849

Environmental Studies

ENVS-007-01 Conservation&Sustainability

Hour: 12 **Instructor:** Coleen Fox

Requirements Met: WCult: None; Distrib: INT

Description:

From Gombe to the Galapagos: Conservation and Sustainability

This course investigates the challenges and opportunities associated with integrating the twin goals of biodiversity conservation and development in the Global South. As the course title suggests, we will look at cases ranging from the innovative Roots & Shoots program around Gombe National Park in Tanzania, to the contradictory outcomes of a flourishing eco-tourism industry in the Galapagos Islands in Ecuador. After an introduction to the history of international conservation, we will focus on the New Conservation Debate, which goes beyond the polarizing parks versus people debate to focus on the socio-cultural and ecological context and the issues surrounding project sustainability. By drawing on cases studies from around the world, students will gain a broad perspective on how the new debates are playing out in a variety of ecosystems and cultural contexts.

Textbook(s)Required:

No textbook required for this class.

ENVS-007-02 Ecopsychology

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

Requirements Met: WCult: None; Distrib: TMV

Description:

Ecopsychology

Reliable reports of global environmental degradation have been loud and clear for at least a generation. The key role humans have played in that degradation has been increasingly evident and quantifiable over that time as well. Yet we (especially those of us living in post-industrial societies) continue to carry out our day-to-day activities with a reckless unsustainability. That leads to an obvious question, one Paul Shepard poses in the introduction to his book, *Nature and Madness*:

“Why do men persist in destroying their habitat? . . . Either I and the other ‘pessimists’ and ‘doomsayers’ were wrong about the need for other species, and the decline of the planet as a life-support system, or our species is intent on suicide—or there is something we overlooked.”

This course will explore something that we may have overlooked: human psychology as a variable in the environmental crisis, an area of study known as “ecopsychology.” Ecopsychology posits a fundamental connection between the human psyche and the more-than-human world, and examines both the role our psyche plays in affecting the health of the planet, and the effect the degradation of natural world has in return on our psyche. By investigating the interactions between our psychological processes and the natural world, ecopsychology may offer new avenues toward a healthier and more sustainable life.

Students will be introduced to psychological and ecopsychological theories and will explore the most recent research in the journal *Ecopsychology*. They will assess the older theories and newer research not only in the context of their own lives, but also in texts written by Daniel Quinn, Terry Tempest Williams, and others. They will write academic analyses and personal reflections and narratives. They will spend some time outside of the classroom, discovering how ecopsychology applies to them personally. And they will also engage in a term-long group video project, which will connect them with an Upper Valley community partner to understand the ecopsychological effects of that partner’s work.

Textbook(s)Required:

Ishmael: An Adventure of the Mind and Spirit (paperback) By Daniel Quinn ISBN-13: 978-0553375404 \$15.35 Refuge: An Unnatural History of Family and Place (paperback) By Terry Tempest Williams ISBN-13: 978-0679740247 \$12.08 Ecopsychology: Science, Totems, and the Technological Species (paperback) - OPTIONAL By Peter H. Kahn, Jr., and Patricia H. Hasbach ISBN-13: 978-0262517782 \$24.30 Ecopsychology: Restoring the Earth, Healing the Mind (paperback) - OPTIONAL By Theodore Roszak, Mary E. Gomes, Allen D. Kanner ISBN-13: 978-0871564061 \$10.41

Film Studies

FILM-007-01 Experimental Cinema

Hour: 10A **Instructor:** Nora Jacobson

Requirements Met: WCult: W; Distrib: ART

Description:

Experimental Cinema, 1920-1970

Visionaries and artists have always pushed the boundaries of cinema, without regard to the "bottom line," and have used film as a means to personal and artistic expression. This class will explore some of these extraordinary films, including the dream-inspired cinema of Jean Cocteau and Luis Buñuel, the time and space bending films of Maya Deren, the lyrical films of Stan Brakhage, collage and animation films, the proto-music videos of Kenneth Anger, the subversive cinema of Ken Jacobs and Jack Smith, and finally the structural cinema of filmmakers such as Michael Snow. Students will write four short feedback papers (up to (~500 words), one medium length formal paper ((~1000 words), make one oral presentation, and develop one research paper that will culminate in a ((~4000 words) essay.

No required textbooks available

French

FREN-007-01 The French Noir Novel

Hour: 11 **Instructor:** Lucas Hollister

Requirements Met: WCult: W; Distrib: LIT

Description:

The French Noir Novel

This course will examine the development of the “noir” strain of crime fiction in French prose after World World II. Abandoning the supposedly conservative “law and order” preoccupations of classic mystery and detective stories, the French noir novel follows the American hard-boiled tradition in constructing spare, violent, unflinching portraits of corruption and social disorder. Through class discussions, workshops and writing assignments, this course will prepare students to perform close readings of literary texts, as well as to explore the various ways in which the noir novel treats the major political and social issues of the past 75 years: the German Occupation and its aftermath; the massacre of October 17, 1961; the confrontation of capitalist and Marxist ideologies; conflict relating to class, race, religion, ethnicity and gender. This course will ask students to read four novels and two short stories, in addition to a selection of secondary works. Assignments will include reading notes for every novel, and three papers.

Textbook(s)Required:

Jean-Patrick Manchette Three to Kill (trans. Donald Nicholson-Smith) City Lights, 2002. ISBN: 978-0872863958 \$11.22 Didier Daeninckx Murder in Memoriam (trans. Liz Heron) Melville International Crime, 2012. ISBN: 978-1612191461 \$11.78 Virginie Despentes Baise-Moi (trans. Bruce Benderson) Grove Press, 2003. ISBN: 978-0802138705 \$10.80 Jean Echenoz I’m Gone (trans. Mark Polizzotti) New Press, 2001. ISBN: 978-1565846289 \$13.71

Geography

GEOG-007-01 Toxic Geographies

Hour: 12 **Instructor:** Paul Jackson

Requirements Met: WCult: None; Distrib: SOC

Description:

Toxic Geographies

Toxic geographies invoke a variety of places, substances, and concepts: Fukushima Daiichi, Superfund sites, PCBs, mercury, EPA, toxic shock syndrome, Bhopal, Love Canal, endocrine disruptors, Chernobyl, multiple chemical sensitivity, and much more. This course will unpack toxins and pollutants, and explore how to write about their effects on humans and environments. What is the geography of a toxic event? How do you write about processes that you cannot see, taste, feel, or

touch? How do we live with toxins? How do the politics of acute exposure differ compared to chronic exposure? How do we write about processes that are difficult to contain and hard to visualize? This course will examine regimes of perceptibility and imperceptibility. Additionally, students will be introduced to important debates in geography, history, and science studies, including nature-society relations and political ecology of the body. We will explore a variety of texts to understand these geographies, such as, fiction, scientific studies, policy documents, and academic writing.

No required textbooks available

GEOG-007-02 Geog Protest and Revolution

Hour: 2A **Instructor:** Dinesh Paudel

Requirements Met: WCult: None; Distrib: SOC

Description:

Geographies of Protest and Revolution

Society is always in motion, constantly shifting its values, boundaries, practices and composition, generally induced or influenced by dominant forces of change, composed of both human and non-human entities. Often such dynamic changes are triggered by proactive political processes of revolution, disobedience, defiance, movement and popular protest. Human society has always been evolved through these events especially in the modern times. At present, revolutions and protests seek transformations for dignity and livelihoods. Their meaning, uses, processes and consequences vary across space and time, but they also articulate with universal abstractions like solidarity, community, democracy and one world.

In this seminar, we will explore the theories, geographies and contemporary social consequences of these political events to understand why people rebel in different place and time. The seminar will trace various revolutions of the 20th century and recent uprisings including the peasant movements in South Asia, nationalist movements of Latin America, Arab Spring in the Middle East, and Occupy Movements of the America and Europe. The guiding question for this seminar is: how can a notion of differentiated or uneven geography help us to understand the history, dynamics and societal consequences of different protests and revolutions? Methodologically, we will focus on critical reading, collective thinking (workshopping) and analytical writing about geographies of various revolutions and protests around the world. The students will have the unique opportunity to study revolutions in depth and write about a protest and revolution of their choosing across three main writing assignments.

No required textbooks available

German

GERM-007-01 After Hitler

Hour: 2A **Instructor:** Yuliya Komska

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

Description:

After Hitler: Life and Culture in Occupied Germany

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

No required textbooks available

Government

GOVT-007-01 Politics & Culture of Cuba

Hour: 10A **Instructor:** Lisa Baldez

Requirements Met: WCult: NW; Distrib: SOC

Description:

Politics and Culture of Cuba

What does the future hold for Cuba? In order to answer this question, this class plumbs the past for clues. We evaluate the creation and persistence of myths about Cuban history, focusing on the War of 1898, the First and Second Republican periods, and the many phases of the Revolution. As one of the world's few remaining socialist regimes and the only surviving socialist regime in Latin America, Cuba is unique. But Cuba is also subject to many of the forces that have shaped other countries in Latin America and the third world: a heritage of Spanish colonialism and slavery, a geography that contains a limited array of natural resources and a system of government that has evolved under the constant shadow of the United States. To that extent we can learn something about Latin American politics, and politics more generally, by studying Cuba. This seminar focuses specifically on relations between Cuba and the United States and examines a range of data and perspectives from both countries.

Textbook(s)Required:

Louis Perez, *The War of 1898* (University of North Carolina Press). Julia Sweig, *Cuba: What Everyone Needs to Know* (Oxford University Press).

GOVT-007-02 Nationalism in War

Hour: 2 **Instructor:** Jennifer Lind

Requirements Met: WCult: NW; Distrib: INT

Description:

Nationalism in War and Reconciliation

Nationalism lies at the root of many domestic and international political struggles. In this course we discuss the symbols and stories that every community remembers, forgets, or invents. We explore the roots of nationalism, and what causes it to be expressed so differently in different countries. We observe how, within a given political community, liberals and conservatives hold different beliefs about the role of patriotism and national identity, and how they fight for control of the national narrative (in battles over textbooks, holidays, museums, and memorials). We turn to a conversation about the role of nationalism in foreign policy and international affairs, noting that nationalism has always been inseparable from war. Our exploration of nationalism will take us all over the world, to Austria, Germany, Israel, Japan, Serbia, South Africa, Rwanda, the United Kingdom, and back to the United States.

No required textbooks available

History

HIST-007-01 New Orleans Imagined

Hour: 2A **Instructor:** Rashauna Johnson

Requirements Met: WCult: CI; Distrib: SOC

Description:

New Orleans Imagined

This seminar will introduce New Orleans as an actual city and as a mythical place in national and global imaginations. Through primary and secondary sources, including travel narratives, historical fiction, and popular culture, students will hone their writing skills even as they learn about this unique city and its culture. Students will work collaboratively with the professor and fellow students, and they will also produce and present original research.

Textbook(s)Required:

THE WORLD THAT MADE NEW ORLEANS: FROM SPANISH SILVER TO CONGO SQUARE, Sublette, Ned, Chicago Review Press, 2009, (ISBN 978-1-55652-958-0), \$16.95

HIST-007-02 Latin America through Film

Hour: 2A **Instructor:** Tanalis Padilla

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

Description:

Latin America through Film

This course will trace Latin American history through film. More than entertainment, Latin American films have been a unique way to analyze recent and distant history and collectively reflect on certain, often traumatic, events. Weekly movies will provide a window through which to analyze key themes

such as identity, national formation, revolution, gender dynamics, race relations and popular mobilizations. A persistent theme will be comparing written and visual representations of Latin America's history. Films will be accompanied by texts that provide historical background, analyze individual films and offer frameworks for understanding particular events. Films include *The Official Story*, *Innocent Voices*, *Maria Full of Grace*, and *Machuca*. We will be reading several articles as well as the following texts: *Born of Blood and Fire*, *Based on a True Story* and *Magical Reels*.

No required textbooks available

HIST-007-03 Slavery in West Africa

Hour: 10A **Instructor:** Naaborko Sackeyfio

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

Description:

Slavery in West Africa

West Africa entered into maritime contact with Europe in the 15th century, and emerged as an important area for the Atlantic slave-trade until the 19th century. This seminar will examine slavery and the slave-trade, a theme that has arguably generated the most comprehensive literature in this region. Historians have focused on many issues that include: questioning the existence of slavery in Africa prior to the Atlantic slave trade, transformations in indigenous forms of slavery as a result of the slave-trade, the nature of African participation in the slave trade, abolition, and the overall impact of the trade on the development of West African societies. Through selected reading and writing assignments we will discuss and critique the classic issues historians have been concerned with that include the demographic, socio-political, and economic impact of the trade on West African Societies.

As in all First-year Seminars, this course emphasizes writing. You will write 3 end-of unit short essays (4-6 pgs.) in response to the summary question at the end of each section. You will have the opportunity to revise any two of the three essays required. In addition, you will pick a central question that you would like to answer using the texts we used in class and write a final paper (10 pgs.) that bridges what we have learned through writing and discussion.

No required textbooks available

Humanities

HUM-002-01 The Classical Tradition

Hour: WX **Instructor:** George Edmondson, Petra McGillen, Ariane Schwartz

Requirements Met: WCult: None; Distrib: None

Description:

A continuation of Humanities 1. Readings may include Homer's *Odyssey*, Aristophanes' *Frogs*, *The Song of Roland*, *Sir Gawain and the Green Knight*, selected essays by Montaigne, Goethe's *Faust*, selected poems by Dickinson, Kafka's *Metamorphosis* and Stoppard's *Arcadia*. The course alternates between lectures and discussion sections, with emphasis on students' class participation and essay

writing. Enrollment limited to 48 first-year students.

Students who did not take Humanities 1, but who have taken Writing 5 and would like to take Humanities 2 to fulfill the First-year Seminar requirement, should contact Monika Otter (Monika.C.Otter@dartmouth.edu) for instructor permission.

No required textbooks available

HUM-002-02 The Classical Tradition (Discussion)

Hour: OT **Instructor:** George Edmondson

Requirements Met: WCult: W; Distrib: LIT

No description available

No required textbooks available

HUM-002-03 The Classical Tradition (Discussion)

Hour: OT **Instructor:** Petra McGillen

Requirements Met: WCult: W; Distrib: LIT

No description available

No required textbooks available

HUM-002-04 The Classical Tradition (Discussion)

Hour: OT **Instructor:** Ariane Schwartz

Requirements Met: WCult: W; Distrib: LIT

No description available

No required textbooks available

Jewish Studies

JWST-007-01 Rediscovery of Holy Land

Hour: 10A **Instructor:** Steven Kangas

Requirements Met: WCult: W; Distrib: ART

Description:

Archaeologists, Artists, and Adventurers: The Rediscovery of the Holy Land

Until the early 19th century Israel was terra incognita to both Europeans and Americans. The "Holy Land" was virtually an unknown territory wrapped in a thick fog of myth, legend, and mystery. Through the exploits of missionaries, soldiers, explorers, and eventually archaeologists, the remains of the lost civilizations previously known only from the Bible were brought to light. These were exciting and dangerous undertakings which eventually laid the foundations for the modern discipline of Near Eastern archaeology.

This course will study the exploits of early adventurers, travellers, and archaeologists, as well as try to understand their various motivations in coming to this distant and forgotten land in the eastern

Mediterranean. It will also explore the tension between their expectations and the realities they encountered—a tension captured in various paintings and sketches—and try to assess how their work has shaped and informed contemporary ideas about the Near East.

No required textbooks available

Latin Am/Caribbean Studies

LACS-007-01 Borderland Bandits

Hour: 11 **Instructor:** Robert Herr

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

Description:

Borderland Bandits: The Latin(o) American Outlaw in Film and Literature

The Latin American bandit has become an icon of the rural and rebellious on both sides of the border. Although these outlaws emerged from specific historical and economic contexts, they have provided lettered Latin Americans with urban nightmares for their nation building novels while they enter the region's popular culture as folk heroes and righters of wrongs. In the US, Hollywood's imagining of the "bandito" has perpetuated racial stereotypes through the construction of a two-dimensional foil for the noble cowboy, providing tropes that Chicano writers have re-appropriated as part of their social movement and cultural renaissance. Indeed, the bandit has served as literary shorthand for notions of class, race, nationality, political projects and economic models. This class will analyze these competing images of the Latin American bandit through critical readings of novels (Mexico's *El Zarco* and Venezuela's *Doña Bárbara*), films (Hollywood's *In Old Arizona* and Argentina's *Juan Moreira*) and other cultural products (ballads and the penny press). Weekly reaction papers will provide a staging ground to evaluate secondary literature and advance our ongoing reflection on these themes in literary texts. Drafts and revisions of two formal essays will allow for targeted approaches to our sources, through various theoretical frameworks, leading up to a research-driven, analytical paper on a Latin(o) American bandit narrative.

Textbook(s)Required:

El Zarco the Blue eyed Bandit, by Ignacio Manuel Altamirano, Lumen Books, ISBN-10: 0930829611 ISBN-13: 978-0930829612, \$17.00 "With His Pistol in His Hand": A Border Ballad and its Hero. by Américo Paredes, University of Texas Press, ISBN-10: 0292701284 ISBN-13: 978-0292701281, \$18.95

Physics

PHYS-007-01 History&Future of Universe

Hour: 10A **Instructor:** Gary Wegner

Requirements Met: WCult: None; Distrib: SCI

Description:

History and Future of the Universe

We will examine ideas about the origin and fate of the universe. While sophisticated ideas existed in earlier times that carried over to the present, we will see that with the progress of modern physics in the past few decades, some concepts are completely new. Starting briefly with ancient science, we will concentrate on 20th and 21st century theoretical and observational developments. These include expansion, the cosmic microwave background and large-scale structure as viewed in the light of quantum mechanics, general relativity and the fundamental forces and particles. No science background is expected.

Textbook(s)Required:

4 Required Text Title: The Hidden Reality: Parallel Universes and the Deep Laws of the Cosmos Author: Brian Greene ISBN: 978-0307278128 Amazon: New: \$12.96 / Used: \$10.94 Title: The Particle at the End of the Universe: How the Hunt for the Higgs Boson Leads Us to the Edge of a New World Author: Sean Carroll ISBN: 978-0142180303 Amazon: New: \$12.31 / Used: \$9.85 Title: Dark Cosmos: In Search of Our Universe's Missing Mass and Energy Author: Dan Hooper ISBN: 978-0061130328 Amazon: New: \$22.15 / Used: \$9.24 Title: Cosmology: A Very Short Introduction Author: Peter Coles ISBN: 978-0192854162 Amazon: New: \$9.15 / Used: \$2.31 Title: The

Psychological & Brain Sciences

PSYC-007-01 Science and Pseudoscience

Hour: 11 **Instructor:** John Pfister

Requirements Met: WCult: None; Distrib: SOC

Description:

Science, Pseudoscience, and Thinking Critically About Human Behavior

You can learn new information, like a language, while you sleep. People go a little crazy during a full moon. You only use 10% of your brain. Opposites attract. Despite little, no, or even contrary evidence, a large number of pseudoscientific and otherwise dubious psychological myths have caught the public's attention during the last two decades. In addition, claims of such things as recovered memories, facilitated communication, extrasensory perception, alien abduction, communication with the deceased, homeopathic remedies, and New Age psychotherapies have gained increasing popularity in the mass media. Why do such beliefs persist, and how do we evaluate extraordinary claims in science? This course will give students the tools to make their own decisions regarding what would constitute sufficient evidence for belief. Critical thinking about the "why" of belief will be emphasized over just debunking strange ideas. Readings will include selections from *50 Popular Beliefs that People Think are True* (Harrison), *50 Great Myths of Popular Psychology* (Lilienfeld, Lynn, Ruscio, and Beyerstein), *How to Think Straight about Psychology* (Stanovich), and *Flim-Flam* (Randi). In addition, students will draw from original journal articles and the popular press to build their own library for skeptical analysis.

Textbook(s)Required:

1. "50 Popular beliefs that people think are true," by Guy P. Harrison, Ed. 1, 2009; ISBN: 978-1-61614-495-1 Approximate Cost: \$12.29
2. "50 Great Myths of Popular Psychology," by Lilienfeld, Lynn, Ruscio & Beyerstein; Wiley –Blackwell; 2009; ISBN: 978-1-4051-3112-4 Approximate Cost: \$21.37
3. "Psychobabble and Biobunk: Using Psychological Science to Think Critically About Popular Psychology," by Carol Tavris, 3rd Ed.; ISBN: 978-0205015917 Approximate Cost: \$22.90

Russian

RUSS-007-01 Who is the Terrorist?

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

Requirements Met: WCult: CI; Distrib: None

Description:

Who is the Terrorist?

The mid-nineteenth century witnessed the birth of a new “enemy of the human race” (*hostis humani generis*): the modern political terrorist. Almost simultaneously in Great Britain and in Russia, individuals who were willing to kill and die for their political beliefs appeared as a force to be reckoned with and a figure of radical hostility and mystery that captivated the public’s imagination. This course traces the historical emergence and evolution of “the terrorist” as an identity. As we will see, the question “Who is the terrorist?” is more a riddle than a question and may be answered in many ways, depending ultimately on how we define terrorism. “Who is the terrorist?” asks what this fundamentally modern identity entails: what types of life experiences, psychological traits, beliefs, values, and choices make a “terrorist?” Or is a terrorist not made from the inside out, but from the outside in, through public institutions and discourses (juridical, legal, media, and literary)? Our course material includes writings by terrorists, novels (*A Modern Daedalus*, *The Man Who Was Thursday*), contemporary scholarship, philosophy, and film: *The Battle of Algiers* (1966), *Syriana* (2005), *Zero Dark Thirty* (2012). As a final project, students will produce a case study in identity construction drawing on various types of primary sources such as scholarly and popular biographies, memoirs, newspaper reports, trial transcripts, photographs, cartoons, films, and novels.

No required textbooks available

Sociology

SOCY-007-01 Race and Ethnicity

Hour: 11 **Instructor:** Emily Walton

Requirements Met: WCult: W; Distrib: SOC

Description:

Race and Ethnicity

In this course we start from the premise that racial and ethnic distinctions are a social construction.

Students will explore how race matters by interpreting their own identity and experiences through the lens of a social scientist, examining interpersonal and institutional forms of racism and their consequences, and discover prospects for change in the future. Students are required to interpret class readings, perform short critical writing responses, evaluate others' work, facilitate and participate in class discussion, write a 5-7 page essay, and an 8-10 page research paper.

Textbook(s)Required:

There are no books required for this course.

Spanish

SPAN-007-01 U.S.-Mexico Border Stories

Hour: 10A **Instructor:** Silvia Spitta

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

Description:

The U.S.-Mexico Border: Narratives and Icons of Hybridity

The US-Mexico border is one of the most vital hemispheric contact zones. It is a hybrid, multicultural and multilingual space that is fast becoming what many are calling a third nation. Since the 90s and the militarization of the border, it has also become the most violent border between two nations not at war. In this First-year Seminar we will study how music, myths, narratives, films, and icons represent the border, life on the border, and border crossings. We will also analyze how the border effect can be felt deep within the US and Mexico far beyond the actual borderline

Textbook(s)Required:

Author: Ruben Martinez Title; Crossing Over: A Mexican Family On the Migrant Trail Publisher: New York: Holt, 2001 ISBN 0-8050-4908-8 Authors: Américo Paredes, George Washington Gomez Title: A Mexicotexan Novel Publisher: Houston: Arte Publico Press, 1990 ISBN 1558850120 Author: Luis Alberto Urrea Title: Across the Wire: Life and Hard Times on the Mexican Border Publisher: New York: Anchor, 1993 ISBN 0385425309 Author: Josh Kun, Ed. Title: Tijuana Dreaming: Life and Art at the Global Border Publisher: Durham: Duke UP, 2012 ISBN 9780822352907 Author: Tomás Rivera Title: And the Earth did not Devour Him (bilingual edition) Publisher: Houston: Arte Publico, 1995 ISBN 155885083X Author: Alicia Schmidt Camacho Title: Migrant Imaginaries: Latino Cultural Politics in the US-Mexico Borderlands Publisher: NY: NYU Press, 2008 ISBN 9780814716489 Author: Helena Maria Viramontes Title: Under the Feet of Jesus Publisher: New York: Dutton, 1995 ISBN 0525939490

Theater

THEA-007-01 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.

No required textbooks available

THEA-007-02 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.

No required textbooks available

Women's and Gender Studies

WGST-007-01 Masculinities Go In Between

Hour: 3B Instructor: Klaus Milich

Requirements Met: WCult: CI; Distrib: LIT

Description:

Masculinities Go In Between

This course will elaborate on how notions of men, manhood, manliness, and masculinity have changed in response to economic, demographic, social, cultural, and territorial transformations. We will discuss aspects such as the formation of manhood in America, constructions of the racialized male body, the functions of male femininity and female masculinity in the reconsideration of gender,

and follow the debate on male violence in hip-hop culture. Designed as a First Year Seminar, however, we will not only focus on “what masculinity is,” but simultaneously scrutinize the strategies of scholarship in the development of masculinity studies.

Textbook(s)Required:

All readings will be available on Blackboard; no texts are required for purchase.