

Dartmouth

## Office of the Registrar

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### First-Year Seminar Descriptions for Spring Term 2016

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

Re-order by Class Hour

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#### Afr & AfrAmerican Studies

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##### AAAS-07.02-01 Women & Gender in Caribbean

**Hour:** 12 **Instructor:** Reena Goldthree

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

**Description:**

Women, Gender and Sexuality in the Caribbean

This seminar will explore women's changing roles in the Caribbean from the 17th century to the present. To understand the diversity of women's lived experiences in the region, we will examine the growing scholarship on Caribbean women by historians, anthropologists, and sociologists, while also analyzing memoirs, works of fiction, and documentary films produced by women. We will also evaluate key theoretical interventions by feminist scholars on the social construction of femininity and masculinity, the sexual division of labor, gender roles in the family, gender and nationalism, and the intersection of race, gender, class, and sexuality. The culminating project for the course will be a multimedia documentary film based on your own original research.

**Textbook(s)Required:**

1) Maria De Los Reyes Castillo Bueno, Reyita: The Life of a Black Cuban Woman in the Twentieth Century (Durham: Duke University Press, 2000). Paperback price: \$21.95 2) Mary Prince, The History of Mary Prince, A West Indian Slave, Related by Herself (Penguin Classics edition, 2001). Paperback price: \$11 3) Gaiutra Bahadur, Coolie Woman: The Odyssey of Indenture (University of Chicago Press, 2013) Paperback price: \$20

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#### Art History

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##### ARTH-07.10-01 Egyptomania

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

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

**Description:**

## Egypt and Egyptomania

Mummies, pyramids, curses and death, these are some of the images and associations that one conjures up with the mention of ancient Egypt today. The term “Egyptomania” refers to the mad fascination for things Egyptian or Egyptianizing. This is not a term that applies only to the modern world, but to the ancient as well. Already the ancient Greeks and Romans expressed fascination for the monuments and the civilization of the Egyptians, primarily as they experienced Egypt through travel and other cultural exchanges. The modern European attraction for Egypt has its origins in Napoleon’s invasion of Egypt in 1798, and later, and more profoundly, in the discovery of the tomb of king Tutankhamen in 1922. Egypt and its ancient civilization remain endlessly fascinating today, when it has become a subject for intellectual debate, a spectacle for museum display, or a subject for reenactment in literature and film. This course will explore the monuments, practices, and discoveries that have inspired Egyptomania through time. Students will have the opportunity to explore this topic through reading, research, and written assignments on Egypt-inspired art and architecture, film, and literature.

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

Egyptomania, 978-1137278609, \$20.00 Akhenaten, Dweller in Truth, 978-0385499095, \$14.00

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## Biology

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### **BIOL-07.10-01 The Science of Sex**

**Hour:** 2A **Instructor:** Michael Dietrich

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

#### **Description:**

The Science of Sex

How many sexes are there? How would you know?

This seminar will critically investigate scientific theories of biological sex, sex determination, sex difference, and their intersections with scientific approaches to gender and sexuality. We will also explore the interplay between science and society with regard to the theories of sex and sexuality that we consider. Specific case studies will include how gender verification criteria were established for the Olympics, how research on gender identity has changed over time, and comparative analysis of claims for the genetic basis of homosexuality, on the one hand, and of human sex determination, on the other. Students who successfully complete this course will have a basic understanding of biological theories of sex and some of their social implications. Students will develop their proficiencies in critical reading, evaluation of scientific arguments and evidence, and written communication.

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

Anne Fausto-Sterling, Sex/Gender: Biology in a Social World (Routledge, 2012) Hardcover: ISBN-13: 978-0415881456 ISBN-10: 0415881455 Paperback: ISBN-13: 978-0415881463 ISBN-10: 0415881463

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## Classical Studies

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### CLST-07.07-01 The Novel Before the Novel

**Hour:** 10 **Instructor:** Robert Cioffi

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

**Description:**

The Novel before the Novel: Ancient Fictions

Long before Trollope, Thackeray, and Dickens, before Twain, Faulkner, and David Foster Wallace, the Ancient Greeks and Romans wrote extended fictional narratives in prose, action-packed stories full of youthful romance, exotic travel to the edges of the earth, human travails, shipwrecks, and pirates. These texts also represented a new and important literary form in the Roman imperial period. We will explore this innovative ancient genre by reading a substantial selection from the surviving Greek and Roman novels, selected other ancient prose fiction from other cultures and belief systems, and works by contemporary literary theorists and critics. Questions to consider include: How do genres define themselves? What is the relationship between fictional literature and its religious, cultural, and historical context? How do texts represent space, time, and Others? How are Greek and Roman gender and social roles (re)defined? What is the relationship between narrative text and artistic representation? What is the relationship between narrative text and artistic representation? Students will explore these questions through two essays and one oral presentation, each building on the other: a close reading, an oral presentation for which students invent and comment on a novel fragment to explore the genre and its conventions, and, finally, an analytical writing assignment in which students pursue a research question of their choosing about the genre and/or its reception. All readings will be in English translation.

**Textbook(s)Required:**

Reardon, B.P. 2008. *Collected Ancient Greek Novels*. Berkeley.

Apuleius. 2012. *The Golden Ass*, trans. Sarah Ruden. New Haven.

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### Comparative Literature

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#### COLT-07.04-01 Holocaust Representations

**Hour:** 12 **Instructor:** Joseph Aguado

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

**Description:**

Haunting Memories: The Holocaust and its Representations

This is a writing course, so expressing your ideas and thoughts in coherent and well thought-out papers and essays is as important as discussing the topic of the holocaust.

These are some of the questions that we will be asking ourselves in this course. How do we deal with painful memories from the Holocaust? Will we be able to represent them, to cope and to learn from them, and to appease their haunting effects, perhaps to put them aside once and for all, without forgetting? Can we remember extreme experiences like those coming from Holocaust survivors without being engulfed by the horrors they portray? We will be reading texts by Wiesel, Levi, Kertész, Semprún, Améry, Sebald, and works by critical thinkers like Adorno, Agamben, Butler, Todorov, Finkelkraut, and Bauman.

**Textbook(s)Required:**

Wiesel, Elie. Night (1958)  
Kertész, Imre. Fateless (1975)  
Levi, Primo. Survival in Auschwitz (selections from If this is a Man, 1958)  
Semprún, Jorge. Literature or Life (1994)  
Sebald, Winfried Georg. "Paul Bereyter" (from The Emigrants, 1992).

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**COLT-07.14-01 Film/TV Adaptation**

**Hour:** 2A **Instructor:** William Phillips

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

**Description:**

Small and Large Screen Adaptation

The course is designed to expose you to the very best examples of screen adaptation, whether for motion pictures or for television (which is having a renaissance at the moment). Writing assignments will include two conventional term papers, one PowerPoint presentation, and the option of doing a screenplay or teleplay for your final assignment (or a third conventional term paper.)

**Textbook(s)Required:**

Required Reading: ESSENTIALS OF SCREENWRITING by Richard Walter ISBN# 978-0-452-29627-5  
\$16.00 from Plume (a Penguin book)  
THE HOLLYWOOD PITCHING BIBLE, 2nd Edition by Aguado and Eboch.  
STYLE The Basics of Clarity and Grace by Joseph M. Williams ISBN-13 978-0-321-95330-8  
GONE GIRL by Gillian Flynn ISBN-10: 0307588378 ISBN-13: 978-0307588371  
HOMELAND (based on Israeli TV's PRISONERS OF WAR) Season 1 18841 Season 2: b6198449  
THE TREASURE OF THE SIERRA MADRE by B. Traven ISBN-10: 0809092972 ISBN-13: 978-0809092970  
THE ENGLISH PATIENT by Michael Ondaatje ISBN-10: 0679745203 ISBN-13: 978-0679745204  
All Teleplays and Screenplays will be provided to the class.

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**Education**

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**EDUC-07.02-01 Reading Comprehension**

**Hour:** 11 **Instructor:** Donna Coch

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

**Description:**

Reading Comprehension: What Does It Mean to Understand?

What does it mean to understand what you read? How do you know if you understood what you read? What do you do if you have not understood? What supports understanding, and what detracts from it? In this course, we will explore some of the facets of reading comprehension from the interdisciplinary perspective of education researchers. Across the term, you will have the opportunity to conceptualize and design a research project proposal on a topic of your choice related to reading comprehension. Writing assignments for the course

include components of the proposal: topic choice rationale, annotated bibliography, research question and hypotheses, introduction, and methods section. You will also have opportunities to share your research proposal as it develops, both formally and informally, within our community of learners; for example, through formal proposal presentations with peer review. In addition, you will critically analyze course readings through discussion and in-class writing activities, as both a facilitator and a participant.

**Textbook(s)Required:**

Readings will be posted to Canvas or available through Electronic Course Reserves through the Canvas site.

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## Engineering Sciences

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### ENGS-07.05-01 Perspectives: Med Imaging

**Hour:** 12 **Instructor:** Keith Paulsen

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

**Description:**

Contemporary and Historical Perspectives on Medical Imaging

This First-year Seminar will review the historical development of modern radiographic imaging and discuss the basic physical principles behind common approaches such as CT, Ultrasound and MRI. Contemporary issues surrounding the use of imaging to screen for disease, the costs to the health care system of routine application of advanced imaging technology and the benefits of the information provided by medical imaging in terms of evidence-based outcomes assessment will be explored. Students will be required to read, present and discuss materials in class and write position papers articulating and/or defending particular perspectives on the historical development of medical imaging and its contemporary and/or future uses and benefits.

**Textbook(s)Required:**

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

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## English

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### ENGL-07.11-01 New American Short Story

**Hour:** 10A **Instructor:** Catherine Tudish

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

**Description:**

The New American Short Story

This is a course on contemporary American short fiction, with an emphasis on the cultural diversity of this literature. Classes involve reading and discussion, as well as ungraded in-class writing exercises. Graded written assignments focus on close reading and analysis of literary texts and a final project that allows students to research and consider their own cultural heritage.

**Textbook(s)Required:**

Textbook: 40 Short Stories: A Portable Anthology, 4th edition Beverly Lawn, editor

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**ENGL-07.38-01 Carribean Lit in English**

**Hour:** 10A **Instructor:** Shalene Vasquez

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

**Description:**

Carribean Lyrics and Literature in English

Whether exploring topics such as colonialism, exile, sex and sexuality, Caribbean politics, or tourism, Caribbean writers and musicians have long been implicitly in conversation with each other. This class uses a historical range of music—from folk songs to contemporary calypso, reggae, and dancehall selections—as the critical lens to examine literary masterpieces from a range of Caribbean islands. In this way, we will explore both the cultural connections and differences that exist between countries like Jamaica, Trinidad, St. Lucia, Barbados, and Antigua. Authors and artists will include, Jamaica Kincaid, Bob Marley, Damian Marley, Mighty Sparrow, and Nobel Laureate Derek Walcott.

**No required textbooks available**

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**ENGL-07.39-01 War and Peace**

**Hour:** 10A **Instructor:** Brett Gamboa

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

**Description:**

War and Peace

On the premise that reading great writing is indispensable for those who wish to write well, this course gives students a chance to read one of the better things in words: Tolstoy's *War and Peace*. As the title suggests, the novel encompasses an extreme range of themes, subjects, and even genres, which we'll discuss while trying to explain the peculiar hold the book has had on readers and the culture at large. Students will write essays that try to account for what the book does for readers that paraphrases or synopses of it cannot, and to identify and experiment with some of the tactics it uses to get us to offer up the responses that we do. The book is notoriously long and thus our sole text, but we'll also look at poems, pictures, essays and films that can help inform our discussions of art and artistry, in addition to providing context for Tolstoy's narrative. Most papers will be brief and will evolve through drafts critiqued in class. Students will also deliver at least one presentation on a research topic.

**Textbook(s)Required:**

War and Peace (translation by Aylmer and Louise Maude) ISBN 978-0199232765

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**ENGL-07.40-01 Shakespeare's Non-dramatic**

**Hour:** 12 **Instructor:** Thomas Luxon

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

**Description:**

## Shakespeare's Non-dramatic Verse

In this course you will learn how to read Shakespeare's non-dramatic verse, specifically his *Sonnets* and *Venus and Adonis* with the kind of pleasure that comes from understanding the genre, meanings and art of such poems. Students will learn how to find and evaluate the professional published conversation on these poems and will write a conference paper suitable for submission to a professional conference on Renaissance literature. There will be almost-daily short writing assignments and an exercise in memorization, recitation and responding extemporaneously to questions.

**No required textbooks available**

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### ENGL-07.41-01 Irish Identity and West Ire

**Hour:** 9L **Instructor:** Chante Mouton Kinyon

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

**Description:**

Irish Identity and the West of Ireland

This writing intensive course focuses on texts that have helped shape images of Irishness. In particular, we will focus on texts that center Irish culture in the West of Ireland. Students will be asked to write three short essays and two long essays. We will have regular writing workshops.

Since the fin de siècle, a conscious effort has been made to “save” Irish cultural heritage. For many in the early twentieth century, what was left of Irish culture existed in the West of Ireland. J.M. Synge, perhaps more than any other Irish writer, evokes the West of Ireland as a “stronghold” of indigenous Celtic identity. Yet, W.B. Yeats and Lady Gregory both look to the West of Ireland as a source of inspiration for much of their writings as well. Since the Irish Literary Revival, artists have continued to produce works that seem to have a unique fascination with the West of Ireland. In focusing on the “pre-modern” and “primitive” side of the country, these artists tend to promote an idea of Irishness that centers on its ancient cultural heritage, particularly the Irish language and ancient mythology.

In this course we will examine how Irishness is performed in various texts from the twentieth century. We will start with texts from the Irish Literary Revival and then explore texts by artists of Irish heritage to explore how emigration and a large diaspora population have impacted images of Irish identity. While some contemporary representations of Ireland present the country as a multicultural and modern space, the West of Ireland is still depicted as a site of a singular Irish identity. Our aim will be to question essentialized representations of Irishness and to bring attention to the complexities of Irish history and culture.

**No required textbooks available**

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## Environmental Studies

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### ENVS-07.04-01 COVER Stories

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

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

**Description:**

COVER Stories: Community Building and the Environment

This community-based learning course will expose students to the interaction between transformative stories, community-building work, and environmental action, and it will let students apply what they're learning in the classroom to work they'll be doing in Upper Valley communities. To do this the class will team up with a local organization called COVER, which does home repair projects for low-income, disabled and elderly 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 growing 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 recording those stories; toward the end of the term the students will take what they've learned into Upper Valley communities. In order to help COVER assess how well it is meeting its mission's goals, they will create short video stories based on interviews with members of the COVER community. Readings in the course will range from "The Soul of Environmentalism" by Dorsey et al. to Putnam's *Bowling Alone* to Ganz's "Why Stories Matter." There will be several guest lectures to guide students through this multi-faceted 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 are, or want to be, activists. 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 independent project. If you are a college-approved driver, or can become one by the beginning of the term, that would be very helpful.

**Textbook(s)Required:**

The Story Handbook: Language and Storytelling for Land Conservationists By Helen Whybrow ed. ISBN-13: 978-0967280622 \$36.96 Privilege, Power, and Difference (second edition) By Allan G. Johnson ISBN-13: 978-0072874891 \$53.15

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**ENVS-07.12-01 Writing Natural History**

**Hour:** 10A **Instructor:** Sarah Smith

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

**Description:**

Stories from the Field: Writing Natural History

The naturalist Louis Agassiz said "study nature, not books." While we will read works from a variety of modern and classical naturalists as well as from the scientific literature, we will also spend a large portion of the term conducting our own observations of nature. We will use these observations to generate questions about biology, conservation, and the value of the natural spaces we have on our campus. We will also discuss the importance of natural history to science and society and read several academic arguments on this topic, using these as a basis for developing our own arguments. Writing assignments will include journal entries, field notes, descriptive narratives, reflective essays, and academic analyses. We will spend ample course time discussing all aspects of writing, including revising student writing and finding and evaluating sources. Students will be expected to spend time outside, both in class and on their own, observing nature on and near campus.



**Textbook(s)Required:**

No textbooks required - readings will be available on Canvas.

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**Film Studies**

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**FILM-07.14-01 Mass Media and Democracy**

**Hour:** 11 **Instructor:** Michael Evans

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

**Course Title:**

**Description:**

Mass Media and Democracy

Democracy has always been a radical and dangerous idea, and never more so than when it is spread through mass media. But that doesn't happen very often. In this class we're going to explore why. Along the way, we will develop our writing, research, and presentation abilities by publishing an online magazine of politics and culture, printing letterpress propaganda, writing a scholarly research paper, and generally trying to make democracy dangerous again.

**Textbook(s)Required:**

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**Geography**

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**GEOG-07.09-01 Shopping:Geogr,Hist&Iden**

**Hour:** 2A **Instructor:** Mona Domosh

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

**Description:**

Shopping: Geographies, Histories, Identities

The activities associated with consumption – in other words, those that we generally refer to as shopping – are an integral part of our economy, culture and society. In fact, after the workplace, home, and school, the shopping mall is where most Americans spend their time. Yet relatively little scholarly attention had been paid to the significance of consumer activities. In this seminar, we will explore the historical, geographical and cultural meanings of shopping through critical reading of select scholarly material, and through participating in writing workshops and completing writing projects that will help us answer the following questions: When and why did shopping and the commodity take on such importance? Who shops, why, and what does shopping and the commodities purchased signify in terms of personal and cultural identity? What roles do gender, “race,” and ethnicity play in the meanings and activities of shopping? In what way is shopping different in other parts of the world? What is the relationship between consumption and colonialism? Consumption and modernity? How have consumer activities and spaces shaped rural and urban landscapes? What is the future of global consumerism?

**Textbook(s)Required:**

The Sex of Things: Gender and Consumption in Historical Perspective, by Victoria De Grazia (Editor) and Ellen Furlough (Editor). Berkeley: University of California Press, 1996. Cross-Cultural Consumption: Global Markets, Local Realities, by David Howes (Editor). New York: Routledge, 1996. Purchasing Power: Black Kids and American Consumer Culture, by Elizabeth Chin. Minneapolis: University of Minnesota Press, 2001. Race and Retail: Consumption Across the Color Line, by Mia Bay and Ann Fabian (Editors). New Brunswick, NJ: Rutgers University Press, 2015. As China Goes, So Goes the World: How Chinese Consumers are Transforming Everything, by Karl Gerth. New York: Hill and Wang, 2010.

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## Government

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### GOVT-07.03-01 Media and Politics

**Hour:** 11 **Instructor:** Deborah Brooks

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

**Description:**

The Media and Politics

The variety of media sources covering politics has expanded substantially in recent years: online-only news, satire-based news, social media forums such as blogs, and other types of “new media” now exist alongside more traditional media sources such as newspapers and television news hours. In this seminar, we will explore how the media influences the nature of politics and political knowledge in the United States. Some of the questions we will examine include: How does the rise of new media affect the public’s understanding of politics? Are market forces pushing media outlets away from objective, in-depth, fact-based political reporting? How prevalent is partisan bias in the news media? How do journalists and politicians vie for control of the news? How powerful can the media be in anointing (or destroying) candidates? Students who are devoted to improving their paper-writing skills are encouraged to take this class, as we will spend about two-thirds of our classroom time discussing the media and about one-third of our time discussing writing and associated seminar skills. 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 in a hands-on manner.

A desire to learn more about the U.S. news media and a strong interest in becoming a more rigorous thinker and paper writer are the only requirements for taking this class.

**Textbook(s)Required:**

Graber, Doris A. 2010. Media Power in Politics, 6th Edition. Washington D.C.: CQ Press. [ISBN-13: 978-1604266108]

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## History

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### HIST-07.22-01 Enlightenment

**Hour:** 3A **Instructor:** Darrin McMahon

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

**Description:**

The Enlightenment

This course will introduce students to the “Enlightenment,” an intellectual movement that spanned Europe and the Americas in the late 17th and 18th centuries and that remains a touchstone of contemporary debates about modernity. Students will be exposed to a range of leading Enlightenment thinkers, and the course will place emphasis on topics that continue to resonate throughout the world: the place of religion, the pursuit of happiness, justice, and human rights, and the attempt to assess the impacts of commercial society. Students will write three short papers and one longer assignment. Two of the papers will be vetted in in-class writing workshops in which students will share drafts with their colleagues. Students will also present drafts of the final course paper in an in-class Power Point presentation, and these drafts will be discussed in individual writing tutorials with the instructor.

**Textbook(s)Required:**

Margaret C. Jacob, *The Enlightenment: A Brief History with Documents* (Bedford, 2000)

ISBN-13:978-0-312-17997-7

John Locke, *A Letter Concerning Toleration*(Hackett, 2001). ISBN: 978-0-915145-60-7

Voltaire, *Candide*, ed. Dan Gordon (Bedford, 1998) ISBN-13: 978-0-312-14854-6

Dorinda Outram, *The Enlightenment*, 3rd edition (Cambridge, 2013) ISBN-13:9781107636576

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**HIST-07.25-01 The Jamestown Colony**

**Hour:** 3B **Instructor:** Paul Musselwhite

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

**Description:**

The Jamestown Colony, 1607-1622: Foundation or Failure?

From the romantic myths about Pocahontas to the now-confirmed accounts of cannibalism, the first English colony in America has quite a reputation. This seminar will explore some of the key controversies about the establishment, organization, and crises of the colony. We will read some modern historical narratives to think about the different ways the story of Jamestown has been told and the ways in which it has been commemorated, and we will explore the surviving primary sources and the archaeological data in order to construct new interpretations about what went on during America's mysterious founding years.

The other primary aim of this writing-intensive seminar is to begin thinking, reading, researching, and writing like a historian. Therefore, we will be using a variety of assignments, exercises, and classroom activities to approach our collection of primary documents as historians, pick apart their language, explore their objectives and effects, uncover their meaning and significance, and place them within the broader context of the scholarly conversation. The goal of these intensive and time-consuming forays into the (sometimes labyrinthine) world of seventeenth-century constitutional thought is ultimately to improve your critical reading of historical and political documents and your writing of scholarly academic arguments.

**Textbook(s)Required:**

Rampolla, Mary Lynn. A POCKET GUIDE TO WRITING IN HISTORY, 8th ed. (Boston: Bedford/St. Martin's, 2009), ISBN #1457690888. Horn, James. A LAND AS GOD MADE IT: JAMESTOWN AND THE BIRTH OF AMERICA (New York: Basic Books, 2006), ISBN #0465030955. Kupperman, Karen Ordahl, THE JAMESTOWN PROJECT (Cambridge, MA: Belknap Press, 2009), ISBN #0674024745.

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### **HIST-07.26-01 Indigenous Virginia**

**Hour:** 9L **Instructor:** Kristofer Ray

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

**Description:**

Tsenacommacah (Virginia) and the English Invasion, 1550-1622

This seminar has two purposes: 1) To introduce students to the rigors of historical writing; and 2) To acquaint students with initial encounters between indigenous peoples and the English in Tsenacommacah (the English called it "Virginia"). Students will be responsible for five formal written assignments. The first three will be shorter (750-1500 words), and will help students build towards the final two: two drafts of a 3000 word research paper.

**Textbook(s)Required:**

Karen Kupperman, INDIANS AND ENGLISH: FACING OFF IN EARLY AMERICA (ISBN #978-0801482823). Michael Oberg, THE HEAD IN EDWARD NUGENT'S HAND: ROANOKE'S FORGOTTEN INDIANS (ISBN #978-0812221336). Joseph Williams and Joseph Bizup, STYLE: THE BASICS OF CLARITY AND GRACE (ISBN #978-0321953308). Camilla Townsend, POCAHONTAS AND THE POWHATAN DILEMMA (ISBN #978-0809077380).

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## **Italian**

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### **ITAL-07.05-01 The Departed Beloved**

**Hour:** 10A **Instructor:** Laurence Hooper

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

**Description:**

Can Love Conquer Death? Poetry for the Departed Beloved in Dante and Petrarch

Can you imagine loving someone who has passed on from this life? Could you write about such a love? How would you do it? The heart of this course is your close and personal encounter with two classics of Western literature addressed to beloveds who die: Dante's *Vita Nova* (*New Life*, ca. 1295) and Petrarch's *Canzoniere* (*Songbook*, 1374). Over the term you will practice and enhance your capabilities in reading and self-expression as you become intimately acquainted with the transcendent love of Dante for Beatrice and Petrarch for Laura. This work will culminate in a substantial research paper (12-15 pages) that will showcase your answer to the question: "Can love conquer death?"

**Textbook(s)Required:**

Andrew Frisardi, trans., *Vita nova*, by Dante Alighieri (Evanston, IL: Northwestern UP, 2012). ISBN 9780810127210 Robert Durling, *Petrarch's Lyric Poems* (Cambridge, MA: Harvard UP, 1976). ISBN 9780674663480 Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edn. (Chicago: U of Chicago Press, 2013). ISBN 9780226816388

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## Latin Am/Caribbean Studies

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

**Hour:** 10A **Instructor:** Peter DeShazo

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

**Description:**

Latin America's Search for Democracy and Development: The Andean Region

This course examines the political, economic and social development of the five countries of the Andean region of South America (Venezuela, Colombia, Ecuador, Peru, Bolivia). It contrasts the current governance and economic policy approaches taken by the countries as a means of analyzing variables linked to the consolidation of democracy and sustained development in Latin America and globally. It will have a central focus on the development of writing, research and oral and written advocacy abilities. Writing assignments will consist of a series of short essays and memos stressing policy advocacy and a 10-12 page research paper.

**Textbook(s)Required:**

Jose I. Dominguez and Michael Shifter, editors, *Constructing Democratic Governance in Latin America* 4th edition, Johns Hopkins Press, 2013.

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## Linguistics

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### LING-07.03-01 Conversational Style

**Hour:** 2A **Instructor:** David Peterson

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

**Description:**

Conversational Style in Contemporary American Society

Do southerners talk slow? Do New Yorkers sound pushy? Do women talk a lot compared to men? Do men interrupt women all the time and not listen to them? These and many other pervasive perceptions in American society stem in no small part from our individual and group **conversational styles**. Discourse analysts, who investigate how conversation works, have found that there can be subtle but significant differences in our use of language and our understanding of how others are using it—where and how long we pause, what seemingly unambiguous words mean, what topics we think are acceptable for which situations, how we view conflict, and so on. In this seminar, we will consider aspects of conversational style and its consequences for interaction in American society. The key readings for the course will be a number of bestselling books by sociolinguist and discourse expert, Deborah Tannen, arguably one of the best-known linguists of the last few decades. These will be supplemented with related work by Tannen and others influenced by (and reacting to) her work. The course

will serve as a basic introduction to sociolinguistics and discourse analysis. Writing assignments (three five-seven page papers) will mostly be grounded in students' analyses of currently relevant popular media, such as political debates, talkshow interviews, YouTube videos, and the like.

**Textbook(s)Required:**

Tannen, Deborah. 2013 (1987). That's not what I meant! How conversational style makes or breaks relationships. New York: Harper Collins. (Any printing of this will be fine, although pagination may differ from the latest printing; older/used versions are widely available and cheap.) ISBN 0062210114, 9780062210111  
Tannen, Deborah. 2007 (1990). You just don't understand! Women and men in conversation. New York: William Morrow and Co., Inc. (Any printing of this will be fine, although pagination may differ from the latest printing; older/used versions are widely available and cheap.) ISBN-10: 0060959622, ISBN-13: 978-0060959623  
Yamada, Haru. 2002 (1997). Different games, different rules: Why Americans and Japanese misunderstand each other. New York: Oxford University Press. (There may be older printings of this which are available for lower price than the latest one.) ISBN-10: 0195154851, ISBN-13: 978-0195154856

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## Mathematics

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### MATH-07.03-01 Hazardous Data

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

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

**Description:**

Hazardous Data: Strategies to Decode Quantitative Deception

Are college students unsuspecting consumers who unwittingly ingest potentially dangerous, fictionalized data? And if so, under what circumstances and to what extent are college students easy “marks”, manipulated victims of false advertising, misleading visualization of data, and false assumptions?

In this First-year Seminar students will learn to defend themselves against practices of quantitative deception and to become quantitative skeptics; more specifically, students will employ an analytical strategy to ask pertinent questions, locate reliable sources to answer these questions, and formulate logical conclusions. As quantitative skeptics students also will draw upon statistical concepts to identify flaws in study designs, data integrity, statistical assumptions, the interpretation of p values, and the reporting of “conclusive” findings. Students might examine the following questions: How might studies reported in the media and/or official government documents display incorrect, misleading data? How might such misrepresentations be quantified, reported, and corrected? What do statistical p-values report, imply, or convey to the unsuspecting public, and why do these values often mislead consumers into making faulty and often dangerous health care decisions? Lastly, how might undisclosed confounding factors impact what the data can truly reveal about specific controversial topics such as the safety of dietary supplements, the designation of organic and/or natural foods, the risks of common over the counter and prescribed medications, the commodification of eggs and sperm, the reliability of data retrieved from wearable technology in assessing athletic performance, and the potential danger of cell phone radiofrequency energy?

As students research and write about quantitative conundrums, students will identify persuasive marketing

ploys, conflicts of interest, and “omissive” strategies that effectively conceal faulty assumptions and inconclusive findings. Students also will practice oral and written communication strategies that include animated class discussions, extensive peer review, individual conferences with the professor, interviews with experts, oral presentations, and in-class workshops. Students will revise their thinking, again and again, as students refine their analyses to produce informative, well-composed, and persuasive oral and written narratives.

This course is designed to aid students in producing meaningful text as well as to enhance students’ understanding of requisite research and oral and written composing strategies. Multimodal composing strategies may include the judicious use of words, images, video, and sound. Students may then continue to adapt, repurpose, remix, and strengthen these strategies throughout their academic careers.

During the first two weeks of the term, students will submit warm up (ungraded) short response essays. During the remainder of the term, graded assignments will include: two formal essays, a formal research paper, an oral presentation, and prepared comments and questions for class discussion.

Please note, students need not have a background in statistics to enroll in this First-year Seminar.

**Textbook(s)Required:**

"Bad Blood", by James Jones, ISBN: 978-0029166765, Revised Edition. Required. \$17.05

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**MATH-07.03-02 Hazardous Data**

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

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

**Description:**

Hazardous Data: Strategies to Decode Quantitative Deception

Are college students unsuspecting consumers who unwittingly ingest potentially dangerous, fictionalized data? And if so, under what circumstances and to what extent are college students easy “marks”, manipulated victims of false advertising, misleading visualization of data, and false assumptions?

In this First-year Seminar students will learn to defend themselves against practices of quantitative deception and to become quantitative skeptics; more specifically, students will employ an analytical strategy to ask pertinent questions, locate reliable sources to answer these questions, and formulate logical conclusions. As quantitative skeptics students also will draw upon statistical concepts to identify flaws in study designs, data integrity, statistical assumptions, the interpretation of p values, and the reporting of “conclusive” findings. Students might examine the following questions: How might studies reported in the media and/or official government documents display incorrect, misleading data? How might such misrepresentations be quantified, reported, and corrected? What do statistical p-values report, imply, or convey to the unsuspecting public, and why do these values often mislead consumers into making faulty and often dangerous health care decisions? Lastly, how might undisclosed confounding factors impact what the data can truly reveal about specific controversial topics such as the safety of dietary supplements, the designation of organic and/or natural foods, the risks of common over the counter and prescribed medications, the commodification of eggs and sperm, the reliability of data retrieved from wearable technology in assessing athletic performance, and the potential

danger of cell phone radiofrequency energy?

As students research and write about quantitative conundrums, students will identify persuasive marketing ploys, conflicts of interest, and “omissive” strategies that effectively conceal faulty assumptions and inconclusive findings. Students also will practice oral and written communication strategies that include animated class discussions, extensive peer review, individual conferences with the professor, interviews with experts, oral presentations, and in-class workshops. Students will revise their thinking, again and again, as students refine their analyses to produce informative, well-composed, and persuasive oral and written narratives.

This course is designed to aid students in producing meaningful text as well as to enhance students’ understanding of requisite research and oral and written composing strategies. Multimodal composing strategies may include the judicious use of words, images, video, and sound. Students may then continue to adapt, repurpose, remix, and strengthen these strategies throughout their academic careers.

During the first two weeks of the term, students will submit warm up (ungraded) short response essays. During the remainder of the term, graded assignments will include: two formal essays, a formal research paper, an oral presentation, and prepared comments and questions for class discussion.

Please note, students need not have a background in statistics to enroll in this First-year Seminar.

**Textbook(s)Required:**

"Bad Blood", by James Jones, ISBN: 978-0029166765, Revised Edition. Required. \$17.05

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## Native American Studies

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### NAS-07.02-01 America's Indian

**Hour:** 11 **Instructor:** Melanie Benson Taylor

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

**Description:**

America's Indian: Native American Representations in U.S. Literature and Culture

When non-Native artists represent the American Indian, what are they revealing about national values, needs, and anxieties? More than simply reflecting a perceived reality, do these representations actually help construct and maintain potent ideas about American exceptionalism, nationalism, and racial hierarchy? These questions will guide us as we explore the modes, motives, and consequences of Native American depictions in literature, film, art, and culture from the colonial period to contemporary times. We will examine paintings and photographs by artists such as George Catlin and Edward Curtis; films by John Ford, D.W. Griffith, and Chris Eyre; and literary works by influential writers such as William Faulkner, Ernest Hemingway, and Willa Cather. Readings and assignments will ask students to interrogate and deconstruct the expression of national values and identity as they are filtered through these Native screens and foils. And finally, we will explore more recent efforts by American Indian writers and filmmakers such as Sherman Alexie, Chris Eyre, and Thomas King to represent themselves apart from the stereotypes and expectations that have captured and transformed Native



culture itself. While this seminar focuses on issues of Native American identity, stereotypes, and representation, this is primarily a writing course intended to further develop the critical, rhetorical, and research competencies introduced in Writing 2-3 or 5.

**Textbook(s)Required:**

NAS 7: • Willa Cather, *The Professor's House* (1105850072) \$8.96 • Sherman Alexie, *Flight* (Grove; ISBN: 0802170374) \$9.48 • Toni Morrison, *A Mercy* (0307276767) \$12.28

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## Physics

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### PHYS-07.02-01 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, which carry over to the present, we will see that with the development 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 developments. These include expansion, the cosmic microwave background, and large-scale structure viewed in the light of quantum mechanics, general relativity, and the fundamental forces and particles. Since this is a writing seminar, students will explore these topics through weekly short papers and presentations, peer review processes, and a longer research paper. No science background is expected.

**Textbook(s)Required:**

REQUIRED: *The Hidden Reality* Brian Greene 978-0307278128 Amazon: New \$10.35 / Used \$3.07

REQUIRED: *The Particle at the End of the Universe: How the Hunt for the Higgs Boson Leads Us to the Edge of a New World* Sean Carroll 978-0142180303 Amazon: New \$13.06 / Used \$4.42 REQUIRED: *Dark Cosmos: In Search of Our Universe's Missing Mass and Energy* Dan Hooper 978-0061130328 Amazon: Used \$3.99

REQUIRED: *Cosmology: A Very Short Introduction* Peter Coles 978-0192854162 Amazon: New \$8.18 / Used \$3.00

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## Psychological & Brain Sciences

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### PSYC-07.02-01

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

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

**Description:**

Introduction to Brain Evolution

What's in a human brain, and how did it get there? How are brains built via genetic and developmental mechanisms? What makes one brain different from another, between species and within species? What makes

populations different from each other? Who are our ancestors, and what was their evolutionary path to us? How did human brains get to their enormous size? How do brains differ from other organs? What mechanisms are at play over evolutionary time? The course will entail studying and writing about scientific findings in the field as well as controversies. There will be four writing assignments, and an in-class presentation, each reporting on aspects of articles in the scientific literature.

**Textbook(s)Required:**

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

Approximate Cost: \$84.43 (new)

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## Sociology

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### SOCY-07.01-01 Race and Ethnicity

**Hour:** 10 **Instructor:** Emily Walton

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

**Description:**

Race and Ethnicity: Social Constructions and Social Realities

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

**Textbook(s)Required:**

none required

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### SOCY-07.03-01 20th Century Revolutions

**Hour:** 2 **Instructor:** Misagh Parsa

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

**Description:**

Twentieth Century Revolutions

This course presents a comparative analysis of revolutions in Iran, Nicaragua, and the Philippines during the last decades of the twentieth century. We begin with a discussion of theories of revolution and the importance of writing analytical papers that clearly identify actors and conditions that produce state breakdowns and

revolutionary outcomes. We focus on writing effective, coherent, and concise sentences, paragraphs, and papers. The course also examines the causes of the eruption of conflicts, the collective actions of leading actors, formation of coalitions, emergence of revolutionary situations, and ultimate revolutionary outcomes. Finally, the course explores the reasons for alternative outcomes and the rise of very different regimes in the three countries: Islamic fundamentalism in Iran, revolutionary socialism in Nicaragua, and the restoration of liberal democracy in the Philippines.

**Textbook(s)Required:**

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

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## Theater

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### THEA-07.01-01 Theater for Social Change

**Hour:** 11 **Instructor:** Mara Sabinson

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

**Description:**

Theater for Social Change

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

**Textbook(s)Required:**

none

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## Women's, Gender, and Sexuality

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### WGSS-07.08-01 Gender and Genius

**Hour:** 10 **Instructor:** Renee Bergland

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

**Description:**

Gender and Genius

Mad, bad, and dangerous to know. From Lord Byron to Lady Gaga, geniuses have always been bad news. Much of the cultural anxiety around genius is related to sex. Sigmund Freud's essay on Leonardo Da Vinci defined genius in terms of sexual frustration. Edward Carpenter argued that genius was the third sex. Cesare

Lombroso argued that genius was a genetic component of criminality. Christine Battersby thought the idea of genius was a tool for female oppression. In this course, we will look at changing ideas of genius and gender, from the romantic era to the present. Students will conduct collaborative and individual scholarly research, design multimodal projects that explain scholarly debates, and write informal and formal essays based on research.

**Textbook(s)Required:**

UPDATED 3/15/16 Sigmund Freud, *Leonardo Da Vinci and a Memory of His Childhood*. W. W. Norton & Company; 1 edition (January 17, 1990). ISBN-13: 978-0393001495.

Kate Zambreno, *Heroines* (Semiotext(e); Distributed by MIT Press), ISBN 978-1-58435-114-6

Mary Shelley, *Frankenstein*. Dover Publications; Third Edition edition (October 21, 1994). ISBN-13: 978-0486282114.

Stephen Jay Gould, *The Mismeasure of Man*. W. W. Norton & Company; Revised & Expanded edition (June 17, 1996). ISBN-13: 978-0393314250.

Oscar Wilde, *Picture of Dorian Gray*, Dover Publications; Reprint edition (October 13, 1993). ISBN-13: 978-0486278070.

Kathy Birkenstein and Gerald Graff, *They Say, I Say*. W. W. Norton & Company; Third Edition edition (February 4, 2014). ISBN-13: 978-0393935844.

Andrew Robinson, *Genius: A Very Short Introduction*. Oxford University Press; 1 edition (January 29, 2011). ISBN-13: 978-0199594405.

Virginia Woolf, *A Room of One's Own*. Mariner Books; Reissue edition (December 27, 1989). ISBN-13: 978-0156787338.

Albert Einstein, *Relativity: The Special and General Theory*. Random House. ISBN-13: 9780517884416.

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**WGSS-07.13-01 Gender and Urban Transform**

**Hour:** 2A **Instructor:** Julia Rabig

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

**Description:**

Gender and Urban Transformation

This course explores urbanization as a gendered process, drawing on primary sources, historical analyses, and literary criticism to show how gender has intersected with class, race, and sexuality to shape U.S. cities and suburbs. We'll explore the effects of an increasingly urban and industrial economy on gender roles in the workplace, at home, and in the streets. We'll consider the historical gendering of urban space and the means through which cities have served as cultural touchstones: from late nineteenth century images of the metropolis as a "fallen woman" to middle-class men's projection of the city as the reprieve from stifling domesticity in the 1950s. Readings in urban, cultural, and social history, literary criticism, and more will illuminate patterns and guide our inquiry. Assignments will include: an annotated bibliography on a topic of your choice; a 5-7-page review essay of two or more texts from the bibliography; and, an 8-10 page prospectus that builds on your research. Students will also be required to present an image to their classmates, write a brief 2-3 page response, revise two assignments, and prepare questions for class discussion.

**Textbook(s)Required:**

Required textbooks: Timothy Gilfoyle, *City of Eros: New York, Prostitution, and the Commercialization of Sex, 1790-1920* (Norton, 1994). ISBN-13: 978-0393311082 Rhonda Williams, *The Politics of Public Housing: Black Women's Struggles Against Urban Inequality* (Oxford University Press, 2005). ISBN-13: 978-0195306514 Other readings will be posted on the course's website.

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## Writing Program

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### WRIT-07.01-01 Religion and Literature

**Hour:** 10A **Instructor:** Nancy Crumbine

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

**Description:**

Literature, Nature, and the Religious Sensibility

Physicists allude to the spiritual. Poets and philosophers draw metaphors from nature. In the search for meaning, nothing finally suffices but the company of those who seek to express the inexpressible. Beginning with Arthur Miller's *The Crucible*, this seminar will explore nature writing and religious vision as they interact in both Eastern and Western traditions, including selections from such authors as Dickinson, Whitman, Dillard, Rilke, Kabir and Rumi. Students will choose an author and/or tradition to present to the class. The seminar will include detailed readings of texts, academic research and writing, as well as an option for students to explore their own creative writing, as it relates to the course. Peer workshops and writing conferences will support careful revision.

**Textbook(s)Required:**

Miller, Arthur. *The Crucible*. Penguin Classics, ISBN: 0140481389.

Dillard, Annie. *Holy the Firm*. Harper Perennial, ISBN: 0060915439.

Mitchell, Stephen. *The Enlightened Heart*. Harper Perennial, ISBN: 006092053X.

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

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### WRIT-07.02-01 Writers on Writing

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

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

**Description:**

Writers on Writing

Writers commonly talk about their own writing, discussing the purpose of their work, as well as the methods of their craft. In this class we will read, discuss, and write about the work of major Colombian writer, Gabriel Garcia Marquez. We'll read selections from interviews, news articles, and speeches and will study his novel, *One Hundred Years of Solitude*. Some topics we'll consider include his use of magical realism, and the relations between his writing and culture, politics, and history. Writing assignments will consist of short response papers, analytical essays, and a final multi-modal project.

**Textbook(s)Required:**

Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. Bedford, 6th edition, ISBN: 978-1-4576-0239-9. [Spiral bound.]

Marquez, Gabriel Garcia. *A Hundred Years of Solitude*. Trans. Gregory Rabassa. Harper Perennial Modern Classics, 2006 reprint edition, ISBN: 978-0060883287.

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**WRIT-07.03-01 Victorian Nightmares:Gothic**

**Hour:** 11 **Instructor:** Colleen Lannon

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

**Description:**

Victorian Nightmares: Cultural Anxieties and the Gothic Form

Gothic stories simultaneously evoke fear and delight as they traverse the boundary between natural and supernatural realms. The transgressive nature of the Gothic allows for the expression of beliefs, attitudes, and experiences that are culturally repressed or disallowed. At the same time, however, it can also be deeply conservative, policing society's boundaries by presenting moral transgressions in their darkest and most threatening form (incest, murder, betrayal, etc.). In this course, we will explore three different "types" of the English Gothic (female, Colonial, and fin de siècle) to examine the ways in which this form engages with the cultural anxieties of the time. Through readings, discussions, and written assignments—including a short literary analysis, a critical response essay, and a research paper—students will work on developing their abilities in literary analysis and critical writing.

**Textbook(s)Required:**

Luckhurst, Roger. *Late Victorian Gothic Tales*. Oxford UP, 2009, ISBN: 978-0199538874.

Stoker, Bram. *Dracula*. Eds. Nina Auerbach and David Skal. Norton Critical Edition, ISBN: 978-0393970128.

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**WRIT-07.06-01 Writing & Reading the Iliad**

**Hour:** 11 **Instructor:** John Donaghy

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

**Description:**

Writing and Reading the Iliad

In this seminar we will read Alexander Pope's translation of the Iliad side by side with that of Richmond Lattimore. We will look briefly into the background of the poem—the world from which Homer emerged and the several worlds which are reflected in his text—but most of our attention will be directed toward the polemics of translation. We will write our way to understanding the way translation becomes interpretation and interpretation, in its implicit claim-making, becomes argument. In addition to Pope and Lattimore we will read excerpts from Chapman's famous 1611 translation and a number of literary responses to the poem: Euripides' *The Trojan Women*, Shakespeare's *Troilus and Cressida*, Simone Weil's famous essay "The Iliad or the Poem of Force," and a variety of shorter works. First and foremost we will explore the processes that underlie every kind of writing in every discipline. We will spend a great deal of time thinking about how writers and academics gather information, perceive patterns in it, interpret those patterns, construct an argument based on that

interpretation, force their way through rough drafts and revise for clarity. We will approach academic writing as a creative enterprise—not as a way of displaying what you already know, but as a way of solving problems, of intuiting solutions and bringing them as fully as possible into clear, strong language.

**Textbook(s)Required:**

Homer. *Iliad*. Trans. Richmond Lattimore. University of Chicago Press, 1951, ISBN: 0226469409.

Wilcock, Malcolm M. *A Companion to the Iliad*. University of Chicago Press, 1976, ISBN: 226898555.

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**WRIT-07.14-01 Learning from Dartmouth**

**Hour:** 2A **Instructor:** Marlene Heck

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

**Description:**

Learning from Dartmouth: Lessons in Visual Culture

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

*What are the stories embedded in the Green, Dartmouth Hall, Tuck Mall, the Choates or Webster Avenue? How might we chart Dartmouth’s history and map its changing ideals and values from a close study of its buildings and their histories and landscapes? While this class uses the Dartmouth campus for our “fieldwork,” many of the visual and historical lessons learned about buildings, landscapes and culture in Hanover are applicable around the world. Social and architectural historians, anthropologists and archaeologists, and cultural geographers will guide our efforts to read Dartmouth’s architecture and its cultural landscapes. As we engage with their ideas, we’ll pay close attention to the presentation of arguments, narrative structure and language patterns. Then you will apply what you’ve learned—about cultures and their buildings *and* about the art and craft of writing—as you write and rewrite and critique the work of your classmates.*

**Textbook(s)Required:**

No required textbooks to purchase.