

Dartmouth

Office of the Registrar

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First-Year Seminar Descriptions for Spring Term 2017

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

Afr & AfrAmerican Studies

AAAS-07.02-01 Women & Gender in Caribbean

Hour: 2 **Instructor:** Reena Goldthree

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

Description:

Women, Gender, and Sexuality in the Caribbean

This course is a writing-intensive seminar on women's changing roles in the Caribbean. We will critically examine the growing scholarship on Caribbean women as well as analyze historical documents and images from the region. In the first unit of the course, we will trace the development of colonial slave societies in the Caribbean through the experiences of enslaved, free, and indentured women. Then, in the second unit, we will analyze the ways in which Caribbean women renegotiated their public and private roles in the wake of emancipation. In the final unit of the course, we will investigate the emergence of women's movements in the late nineteenth- and early twentieth centuries and examine working- and middle-class women's struggles for political representation and racial equality. The core assignments will include short essays, peer review exercises, and a multimedia project.

Textbook(s)Required:

1) Gaiutra Bahadur, *Coolie Woman: The Odyssey of Indenture*. Chicago: University of Chicago Press, 2013; 2) Maria De Los Reyes Castillo Bueno, *Reyita: The Life of a Black Cuban Woman in the Twentieth Century*. Durham: Duke University Press, 2000; 3) Mary Prince, *The History of Mary Prince, A West Indian Slave*, ed. by Sara Salih. New York: Penguin Books, 2000, [c1831].

Art History

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 course will explore the monuments, practices, and discoveries that have inspired Egyptomania through time. Students will have the opportunity to explore this rich topic through readings, research, and writing assignments on art and architecture, film, and literature. Writing requirements are three short essays (3-4 pages) and one 10-12 page research paper. Through careful proofreading, critical review, and revision of the written work students will become more conscientious readers and more effective writers.

Textbook(s)Required:

Egyptomania, 978-1137278609, \$20.00 Akhenaten, Dweller in Truth, 978-0385499095, \$14,00

Asian/Mideast Studies

AMES-07.02-01

Hour: 2A **Instructor:** David Rezvani

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

Description:

International Conflict and Cooperation in Asia

This First-year Seminar will focus on the dynamics of international cooperation and conflict in modern Asia. The course will include independent research, intensive writing, and debates on the relations between Asian powers and the status of sub-state zones of conflict. It will critically examine the interplay of Asian powers, including China, the US, India, Japan, Taiwan, and North and South Korea. It will also evaluate a number of key zones of sub-state conflict in territories such as Kashmir, Hong Kong, Eastern Myanmar, Aceh, and Mindanao. The course will emphasize the need for writing clarity, clear organization of ideas, revision, the use of evidence, strong counterargument refutation, and enrichment from scholarly sources. Students will write interpretive memos, short essays, and a term paper. They will also engage in peer review, make oral presentations, and participate in writing workshops.

No required textbooks available

Biology

BIOL-07.02-01 Biology:Politicized Topics

Hour: 10 **Instructor:** Brittny Calsbeek

Requirements Met: WCult: None; Distrib: SCI

Description:

Fact or Fiction? Politicized Topics in Biology

This course will explore the fact and fiction underlying politically hot topics that have biology at their core. The majority of the course will be focused on written and oral debates on topics including: climate change, genetic engineering, stem cell research, human evolution and antibiotic resistance. Students will hone their ability to think critically, construct well-written and effective arguments, and to separate fact from fiction when controversies relating to biology arise in public forums.

No required textbooks available

Classical Studies

CLST-07.06-01 Pessimism and Happiness

Hour: 2 **Instructor:** Michael Lurie

Requirements Met: WCult: W; Distrib: TMV

Description:

Pessimism and the Pursuit of Happiness: Traditions of Pessimism in Ancient Greek Literature and Modern Intellectual History

It is a characteristic of the contemporary Western culture that, again and again, one is told that we live in the best of all possible worlds and is commanded to be happy. Is there perhaps more to life than being happy? The course aims to explore the grim view of the world and man's place in it that emerges from ancient Greek pre-Platonic literature and thought, its repudiation in Plato's revolutionary theology on the one hand and in the philosophy of the Enlightenment on the other, and its revival and reception in modern philosophies of pessimism advanced in the 19th and early 20th centuries by G. Leopardi, A. Schopenhauer, F. Nietzsche, and A. Camus. A carefully monitored sequence of five writing assignments trains students in the key elements of project planning, research, and writing.

No required textbooks available

Comparative Literature

COLT-07.13-01 Dreams Literature and Film

Hour: 10 **Instructor:** Paul Carranza

Requirements Met: WCult: W; Distrib: LIT

Description:

"You Must Be Dreaming": Dreams in Literature and Film

Dreams have fascinated mankind for millennia, and they are an integral part of fiction. In this course we will explore the uses and meanings of dreams in literature and film. We will begin with early efforts to interpret dreams, concentrating on Freud's *Interpretation of Dreams*, before moving on to the function of prophetic and erotic dreams in literature. We will also examine how dreams can structure entire literary works. Finally, we

will analyze dreams in films, first the connection between dreaming and cinema as a whole, and later by examining films such as *The Matrix*, which suggest that we all live in a kind of dream. Additional readings and films will include works by Shakespeare, Borges, Calderón de la Barca, Christopher Nolan's, *Inception*, and Michael Gondry's *Science of Sleep*, among others. As this is a First-year Seminar, writing is integral to the course. Students will learn about the topic of the course through writing, and vice versa. Be prepared to write both inside and outside of class, and to refine your writing with the help of your peers and the instructor.

Textbook(s)Required:

Freud, Sigmund. *The Interpretation of Dreams*. (Translation to be determined)

Education

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.

Engineering Sciences

ENGS-07.05-01 Perspectives: Med Imaging

Hour: 12 **Instructor:** Keith Paulsen

Requirements Met: WCult: None; Distrib: TAS

Description:

Contemporary and Historical Perspectives on Medical Imaging

This First-year Seminar will review the historical development of modern radiographic imaging and discuss the basic physical principles behind common approaches such as CT, Ultrasound and MRI. Contemporary issues

surrounding the use of imaging to screen for disease, the costs to the health care system of routine application of advanced imaging technology and the benefits of the information provided by medical imaging in terms of evidence-based outcomes assessment will be explored. Students will be required to read, present and discuss materials in class and write position papers articulating and/or defending particular perspectives on the historical development of medical imaging and its contemporary and/or future uses and benefits.

Textbook(s)Required:

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: \$19.91 Overdiagnosed: Making People Sick in the Pursuit of Health, Welch, Schwartz and Woloshin, ISBN 978-0-8070-21996. Amazon: \$10.46

ENGS-07.06-01 Sustainability Revolution

Hour: 10A **Instructor:** Lee Lynd

Requirements Met: WCult: None; Distrib: TAS

Description:

The Sustainable Resource Revolution

Humanity has previously seen two major resource transitions that have had radical impacts on day-to-day life: the Neolithic revolution (from hunting and gathering to agrarian) and the industrial revolution (from agrarian to pre-sustainable industrial). This writing course will consider the hypothesis that the human enterprise now requires a third such resource revolution—the sustainability revolution (from pre-sustainable industrial to sustainable industrial)—and that future generations will judge those of us alive today by how well we responded to this imperative. Topics addressed include past resource revolutions, resource and environmental metrics, energy, food, water, and climate. Writing assignments will include a personal essay, a critique encompassing one or a few sources, and an integrated analysis.

Textbook(s)Required:

No Textbook Required

English

ENGL-07.01-01 Narrating Slave Rebellion

Hour: 12 **Instructor:** Alysia Garrison

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

Description:

Atlantic Slavery, Atlantic Freedom: Narrating Slave Rebellion in History and Fiction

Violently resist, or passively acquiesce in hopes of winning favor as a “grateful slave”? Hollywood has recently explored such grey zones in Quentin Tarantino’s *Django Unchained* (2012) and Steve McQueen’s *12 Years a Slave* (2013). The National Book Award recognized as its 2013 winner James McBride’s *The Good Lord Bird*, a historical novel that reimagines the story of abolitionist John Brown. In this course we will study literary texts that imagine episodes of slave rebellion in the Caribbean and the Americas across two centuries: from the early seventeenth-century transatlantic crossings of slaves and servants to the New World; to Tacky’s Revolt and its

place in what Vincent Brown has recently called the “Coromantee Archipelago” in eighteenth-century slave rebellion; to the spectacular soundings of the Haitian Revolution in the late eighteenth century; to the messianic prophecies of Nat Turner and Sam Sharpe in the early nineteenth century; to slave rebellions at sea; and finally to what an opinion editor in *The New York Times* has called the “terrorism” of John Brown in the American Civil War. You will be introduced to a range of literary genres from historical fiction to magical realism. We will focus on techniques of close and careful reading of primary texts, but will also situate stories and novels in a range of historical, cultural, and conceptual media to promote research skills. Writing assignments will consist of four formal essays and a variety of informal assignments to encourage the habit of daily writing. Through collaborative workshops, students will participate in peer critique and revise drafts of papers.

No required textbooks available

ENGL-07.03-01 Focus on Hamlet

Hour: 2A **Instructor:** Lynda Boose

Requirements Met: WCult: None; Distrib: None

Description:

Focus on Hamlet: Text and Film

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

No required textbooks available

ENGL-07.11-01 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:

40 Short Stories: A Portable Anthology, 5th edition, Beverly Lawn, editor, Bedford/St. Martin’s Press, ISBN-10: 1319035388

Environmental Studies

ENVS-07.04-01 COVER Stories

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

Requirements Met: WCult: None; Distrib: SOC

Description:

COVER Stories: Community Building and the Environment

This community-based learning 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 Dorsey et al's "The Soul of Environmentalism" to Putnam's *Bowling Alone* to Ganz's "Why Stories Matter." Students will write personal reflections to chart their learning in the course, and a journalistic profile of a classmate in order to learn how to listen to, honor, and shape another person's story. There will also be several guest lectures to guide students through course ideas and writing and composing challenges. 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 ISBN-13: 978-0967280622 \$21.70 Privilege, Power, and Difference (second edition) By Allan G. Johnson ISBN-13: 978-0072874891 \$40.55

ENVS-07.11-01 Low Carbon Society

Hour: 12 **Instructor:** Anne Kapuscinski

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

Description:

Getting to a Low Carbon Society

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

Textbook(s) Required:

The Future is Not What It Used To Be: Climate Change and Energy Scarcity By Jorg Friedrichs ISBN-13: 978-0262533652 \$17.95 This Changes Everything: Capitalism vs. The Climate By Naomi Klein ISBN-13: 978-1451697391 \$12.29 What We Think About When We Try Not to Think About Global Warming: Toward a New Psychology of Climate Action By Per Espen Stoknes ISBN-13: 978-1603585835 \$18.85 Style: The Basics of Clarity and Grace By Joseph M. Williams and Joseph Bizup ISBN-13: 978-0321953308 \$30.93

Film Studies

FILM-07.16-01 Lifestyle Media

Hour: 10A **Instructor:** Martin Roberts

Requirements Met: WCult: None; Distrib: SOC

Description:

Lifestyle Media: Modernity, Mass Consumption, and the Self

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

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

as an instrument for governing identities in twenty-first century society.

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

No required textbooks available

Geography

GEOG-07.13-01

Hour: 11 **Instructor:** Abigail Neely

Requirements Met: WCult: W; Distrib: SOC

Description:

New England's People and their Landscapes, Past and Present

Have you ever wondered why the forests of Vermont are filled with stone walls? Why Boston is a confusing mess to drive in? Why New Hampshire is perennially a swing state? And why Connecticut has the second highest wealth disparity in the country? Answering these questions requires new ways of thinking and writing about people and places.

As first-year students at Dartmouth, many of whom are new to New England, this course offers you the opportunity to explore the region you will call home for four years. For those of you who are from New England, this course offers you the opportunity to study, research, and think in depth about the place you already call home. Using Dartmouth, Hanover, and the Upper Valley as places through which to explore the various landscapes – human, environmental, political – in which you now live, we will learn new ways of thinking about the places we know best. Through a variety of readings, field trips, class discussions, writing assignments, writing workshops, and a major research paper, you will learn about New England's people and places. The skills you develop in this class will then help you to think about the landscapes you encounter going forward, both near and far.

This course has three interconnected goals. First, it aims to help you develop and hone your critical thinking skills. Second, it aims to help you communicate effectively through speaking in seminar discussions and through writing. And third, it aims to teach you to “read the landscape” -- to learn to recognize how humans and the environment coproduce the landscapes in which we live, study, and work. Taken together, these goals will help you think and communicate more effectively while being better attuned to the landscapes in which you live, work, and travel.

No required textbooks available

Government

GOVT-07.03-01

Hour: 11 **Instructor:** Deborah Brooks

Requirements Met: WCult: None; Distrib: SOC

Description:

The Media and Politics

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

Textbook(s)Required:

Graber, Doris A. 2010. Media Power in Politics, 6th Edition. Washington D.C.: CQ Press. [ISBN-13: 978-1604266108] (Note: This is a pricey book and we only read part of it; please talk to me before buying it if its cost is an issue for you.)

History

HIST-07.01-01 The Cold War

Hour: 11 **Instructor:** Allen Koop

Requirements Met: WCult: W; Distrib: SOC

Description:

The Cold War

This course focuses on the causes of the Cold War, then probes a few Cold War crises, and concludes with various explanations for end of the Cold War. Students are expected to discuss the reading assigned for each class. There are 3 essays of 1500 words each based upon the assigned weekly reading. A final essay of 2000 words is based on the assigned reading and outside sources.

Textbook(s)Required:

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

HIST-07.02-01 Places of American Physics

Hour: 9L **Instructor:** Richard Kremer

Requirements Met: WCult: None; Distrib: SCI

Description:

The Places of American Physics

In addition to writing workshops in nearly every class session, in which we practice writing topic sentences, using semi-colons or designing footnotes, students will write and revise four short essays (description, analysis, précis, research proposal) and a 2500-word research paper. The course will examine nine "historic sites" recently selected by the American Physical Society and will ask whether we can identify a "style" of American physics that differs from, say, styles of German or Russian physics. No particular background in physics or history is expected; our discipline will be the history of science.

Textbook(s)Required:

Cassidy, David . A short history of physics in the American century. Harvard University Press, 2013.

HIST-07.26-01 Indigenous Virginia

Hour: 10 **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).

HIST-07.27-01 Power, Piety, Politics

Hour: 10 **Instructor:** Pamela Voekel

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

Description:

Power, Piety, and Politics in Latin America

This course probes the dynamic relationships among religion, politics, economics, and racial and gender configurations. Although we will mostly focus on these intersections in the Latin American and United States

context and examine them as causal factors in the rise and persistence of the economic regime known as neoliberalism, we will also cross spatial and temporal boundaries for theoretical inspiration and empirical information. Race, gender, religion and other complex social structures rarely respect national and regional boundaries. When the computer eclipsed the car as the paradigmatic object of labor in the late twentieth century, religious responses to the new economic order were among the most dramatic developments, and this course will zoom in on some of the liveliest debates on the relationships between religion and the economy. Course work consists of intensive preparation for our lively discussions, two four-page papers, one five-page paper, and two short group writing projects.

Textbook(s)Required:

Max Weber, *The Protestant Ethic and the Spirit of Capitalism* Roger Lancaster, *Thanks to God and the Revolution. Popular Religion and Class Consciousness in the New Nicaragua* (New York: Columbia University Press, 1988). Manuel A. V\u{e}l\u{e}zquez and Anna L. Peterson, eds., *Latin American Religions: Histories and Documents in Context* (New York and London: New York University Press, 2008). Bethany Moreton, *To Serve God and Wal-Mart. The Making of Christian Free Enterprise* (Cambridge: Harvard University Press, 2009). David Harvey, *A Brief History of Neoliberalism* (London: Oxford University Press, 2005). Rudy Busto, *King Tiger: The Religious Vision of Reies L\u{f3}pez Tijerina*

Linguistics

LING-07.01-01 Dialects

Hour: 10A **Instructor:** Thomas Ernst

Requirements Met: WCult: CI; Distrib: SOC

Description:

Dialects

This course explores dialects (varieties of a single language) in terms of their linguistic properties (grammar, pronunciation, vocabulary), and how they function in society – as markers of identity, as manifestations of pride or prejudice, or as manifestations of social change. At the same time, these issues will form the basis of discussions about good academic writing, including making clear and accurate descriptions, constructing a cogent argument, and constructing a well-structured essay with a logical flow that makes comprehension easy. Writing assignments include two short papers and a longer final paper.

Textbook(s)Required:

Joseph M. Williams and Joseph Bizup, *Style: the Basics of Clarity and Grace*, 5th edition, Pearson 2015

Mathematics

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 fall for cognitive traps? As a result, are college students easy marks, manipulated victims of false advertising, misleading data, and distorted presumptions? In this First-year Seminar students will learn to recognize conceptual illusions and cognitive traps that impact their ability to make well informed decisions. During the term students then will compose two argumentative essays and a research paper that investigate the following: persuasive marketing ploys, conflicts of interest, omissive strategies, false assumptions, ill conceived research methodologies, and inconclusive findings. Topics to be explored may include dietary supplements, innovative disruptive technologies, direct to consumer diagnostic tests, routine DNA screening, prescribed medications, and the selling of eggs and sperm.

Textbook(s)Required:

No Textbook

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 fall for cognitive traps? As a result, are college students easy marks, manipulated victims of false advertising, misleading data, and distorted presumptions? In this First-year Seminar students will learn to recognize conceptual illusions and cognitive traps that impact their ability to make well informed decisions. During the term students then will compose two argumentative essays and a research paper that investigate the following: persuasive marketing ploys, conflicts of interest, omissive strategies, false assumptions, ill conceived research methodologies, and inconclusive findings. Topics to be explored may include dietary supplements, innovative disruptive technologies, direct to consumer diagnostic tests, routine DNA screening, prescribed medications, and the selling of eggs and sperm.

Textbook(s)Required:

No Textbook

Physics

PHYS-07.05-01 Discovering the Universe

Hour: 2A **Instructor:** Robert Fesen

Requirements Met: WCult: None; Distrib: SCI

Description:

How We Discovered the Universe

This course will use the history of scientific advancements in our knowledge about our place in the universe to practice non-fiction writing and public discourse. The reading material will come from both books and popular science articles written for a general audience. The goal will be to develop techniques in style and presentation

as to convey information on even complex topics with clarity and brevity. Subject material will focus on scientific developments within the last two centuries and will cover the discovery of the vast distances to stars, the Milky Way and external galaxies, as well as the recent puzzles of the so-called dark matter and dark energy components of the universe.

Textbook(s)Required:

Title: The Day We Found the Universe (paperback) Author: Marcia Bartusiak ISBN: 978-0307276605
Amazon: New \$13.02 / Used \$2.38 / Kindle \$12.99 (2.2.17)

Psychological & Brain Sciences

PSYC-07.02-01 Brain Evolution

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

Requirements Met: WCult: None; Distrib: SCI

Description:

Brain Evolution

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

Textbook(s)Required:

Principles of Brain Evolution, Edition 1, Sinauer Press, by G. Striedter ISBN-13: 978-0878938209
Approximate Cost: \$87.95 (new)

Sociology

SOCY-07.02-01 Emotion and Culture

Hour: 10A **Instructor:** Kathryn Lively

Requirements Met: WCult: None; Distrib: SOC

Description:

Emotion and American Culture

Most people think of emotions as purely internal experiences, composed solely of psychological elements. Recently, however, sociologists have begun to emphasize and explore the social side of emotion—for example, how emotions are socially and culturally shaped, how emotions are socially controlled, and the consequences of emotion for social life.

We will examine the portrayal of emotion in U.S. culture (with a focus on social roles and institutions) and in sociological research in order to better understand how emotion operates in our own lives.

Although our primary purpose is to introduce you to the sociological perspective on emotions (and in general), our secondary and tertiary purposes will be to teach you how to improve your own writing and be a good seminar student.

Textbook(s)Required:

Harris, Scott. *An Invitation to the Sociology of Emotions*; Routledge. 2015. 1138855006 \$37. Smith-Lovin, Lynn and Cary Moskovitz. *Writing in Sociology--A Brief Guide*; Oxford Univ Press. 2016. 0190203927 \$20.

SOCY-07.03-01 20th Century Revolutions

Hour: 2 Instructor: Misagh Parsa

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

Description:

Twentieth Century Revolutions

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

Textbook(s)Required:

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

Theater

THEA-07.01-01 Theater for Social Change

Hour: 11 Instructor: Mara Sabinson

Requirements Met: WCult: None; Distrib: ART

Description:

Theater for Social Change

This course will trace particular developments in American and Western European Theater from the First World

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

Textbook(s)Required:

none

THEA-07.01-02 Theater for Social Change

Hour: 2 Instructor: Mara Sabinson

Requirements Met: WCult: None; Distrib: ART

Description:

Theater for Social Change

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

Textbook(s)Required:

None

Women's, Gender, and Sexuality

WGSS-07.14-01 Black Women's Activism

Hour: 10A Instructor: Treva Ellison

Requirements Met: WCult: CI; Distrib: TMV

Description:

Black Women's Activism: 1970-Present

In this course we will explore several genres of writing, grounded in an intellectual engagement with the creative, scholarly, and activist writing of Black women of all genders from 1970 to the present. Gender Studies scholar Grace Hong calls Black feminism one of the names “for that which has been rendered unknown —unknowable through the very claims of totalizing knowledge.” This course approaches Black women’s intellectual and cultural production as one entry point into the project of creating from nothing, writing to become, writing to survive, and writing to envision and practice new worlds. These are all vital skills in a

rapidly transforming social, economic, political and climatic landscapes. This course is a First-year Writing Seminar and will be focused on developing creative and technical writing skills, writing voice, argumentation, and style. We will write and peer review each other's writing in some form or fashion on a weekly basis. Be prepared to work.

Textbook(s)Required:

Zinsser, William. On Writing Well. HarperCollins Publishers, 1991. ISBN-13: 978-0060891541
Smith, Linda Tuhiwai. Decolonizing methodologies: Research and indigenous peoples. Zed books, 1999. ISBN-13: 978-1848139503 All other readings will be on digital course reserve.

WGSS-07.15-01 Looks, Lookism and the Law

Hour: 12 **Instructor:** Jennifer Sargent

Requirements Met: WCult: None; Distrib: TMV

Description:

Looks, Lookism & the Law

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

Textbook(s)Required:

Etcoff, Nancy. Survival of the Prettiest: The Science of Beauty. Anchor; Reprint edition (July 11, 2000). ISBN-13: 978-0385479424 Rhode, Deborah. The Beauty Bias: The Injustice of Appearance in Life and Law. Oxford University Press; 1 edition (May 6, 2010). ISBN-13: 978-0199794447 Other readings will be posted to the course website as required.

Writing Program

WRIT-07.02-01 Writers on Writing

Hour: 3B **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 William Faulkner. We'll read an interview, his Nobel Prize acceptance speech, and his novel, *The Hamlet*. We'll consider the connections between his stated aims as a writer and his fiction. Some issues that will no doubt arise during discussion include the fact of his being a Southern writer, a modern writer, and the issues of gender and environmentalism. We'll have four formal papers, the last of which will include research, and students will provide oral presentations on their work.

Textbook(s)Required:

Faulkner, William. *The Hamlet*. Vintage Books, 1990. ISBN: 978-0679736530.

Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. Bedford St Martin's, Sixth edition. ISBN: 978-0-312-54254-2.

WRIT-07.15-01 Anarchism

Hour: 2A **Instructor:** William Craig

Requirements Met: WCult: W; Distrib: LIT

Description:

Wild Hopes: Cultural Reflections of Anarchism

Most of us know very little about anarchism as a political philosophy, but we're quick to declare, "It can't work." Yet anarchism persists as both a movement and an ideal. For more than two centuries, artists and writers have offered us real and imagined anarchies as histories, inspirations and warnings.

How has popular culture described, distorted and praised anarchism? Is an anarchist the shaggy-bearded mad bomber of 19th- and 20th-century fictions? Oscar Wilde's "true, beautiful, healthy" aesthete? The idealistic labor organizer mourned in protest songs? The masked mass murderer of *V for Vendetta*, or the Occupy Wall Street pacifist using mixed media to make us aware of "the 99%"?

We'll survey representations of anarchism in both "high" and "low" culture, from journalism to poetry. We'll define anarchism by reading essential theory, but we'll focus on fictions, poems, images and films.

Our writing will include informal reactions, close-reading literary analysis, a persuasive essay (designed for oral presentation) and a formal research paper. We won't get bogged down in arguing about anarchism as a practicable idea. We'll sharpen our practice of writing, critical thinking and research as we appreciate artworks that have kept anarchism alive in our fears and in our dreams.

Textbook(s)Required:

Camus, Albert. *The Plague*. Vintage, (May 7, 1991). ISBN: 978-0679720218.

Le Guin, Ursula K. *The Dispossessed*. Harper Perennial Modern Classics, Reprint edition (June 10, 2014).

ISBN: 978-0060512750.

Moore, Alan. *V for Vendetta*. Vertigo, New edition (October 24, 2008). ISBN: 978-1401208417.

Traven, B. *The Death Ship*. Chicago Review Press, Revised edition edition (September 1, 1991). ISBN: 978-1556521102.

Marshall, Peter. *Demanding the Impossible: A History of Anarchism*. PM Press, (January 1, 2010). ISBN: 978-1604860641.

Ward, Colin. *Anarchism: A Very Short Introduction*. Oxford University Press, 1 edition (December 30, 2004). ISBN: 978-0192804778.

WRIT-07.16-01 What is a Discipline?

Hour: 9L **Instructor:** Nicholas Van Kley

Requirements Met: WCult: None; Distrib: SOC

Description:

What Is a Discipline?

How did we end up with academic disciplines? And how do those disciplines shape the ways we make knowledge and communicate with each other in academia and beyond? In this writing class, we will answer these questions by studying how academic disciplines are practiced, maintained, and disrupted by writers working within them. We will read and write about foundational theories in writing studies that explain how disciplines regulate themselves and evolve—Actor Network Theory and Rhetorical Genre Studies. We will learn and practice research methodologies for studying writers and writerly communities. These topics will support students as they design, implement, and complete term-long research projects of their own devising, projects that study an active community of disciplinary writers represented by students and/or faculty at Dartmouth College.

Textbook(s)Required:

No required books to purchase.

WRIT-07.17-01 Rituals of Transitions

Hour: 12 **Instructor:** Ogunfeyimi Adedoyin

Requirements Met: WCult: CI; Distrib: INT

Description:

Nations, Reconciliation, and the Rituals of Transitions

Recent events in the US—Standing Rock, Black Lives Matter, etc.—have re-echoed the call on the nation to not only confront its past but to also inaugurate a national reconciliatory platform for closure. While the US has responded, in part, to this call in local arenas, it has not vigorously pursued the call as a national project. Unlike the US, nations such as South Africa, Canada, etc., have confronted their violent past on race relations and land settlement to cast new national narratives through Truth and Reconciliation Commissions (TRC). As the US and other nations create local and national sites to facilitate closure, how have their conciliatory efforts altered the continuum of the systemic violence? What new relations has this healing project created for the conflict participants? If the project that promises to recompose violent relations also reopens them as experienced in post-conflict nations, what might we, as writers, do to re-examine the reconciliation processes, and what kinds

of writings might help us to re-stabilize such relations?

This seminar will explore reconciliation projects as Transitional Writing Practices (TWP). We'll define TWP as a collective and deliberative act of re-making nations by undoing the violence that entraps them. In defining TWP, we'll examine the truth and reconciliation documents and the written testimonies of the victims and survivors, focusing on how the texts are composed and organized to foster (national) closure. Because closure often depends on forgiveness, apology, restitution, reparation, memory, and retributive justice, we'll pay attention to how these key concepts manifest in and shape the composing process of the reconciliation project. In exploring the writing process of reconciliation, we'll emphasize how the nations: a) synthesize a broad range of views to appeal to broader audiences, b) integrate multiple literacy practices to effectively recast their narratives, and c) design diverse research methods to solicit nuanced responses from the public. You'll participate in this project by completing three major writing projects—concept autobiography, rhetorical analysis, and intervention proposal—and weekly commentaries on truth, justice, apology, forgiveness, reparation, etc. We'll consider a range of writing processes—drafting, revising, re-writing, peer-review, workshop, etc.—and guide our writing and conversation through the theories of and case studies about reconciliation.

Textbook(s)Required:

Doxtader, Erik. *With Faith in the Works of Words: The Beginning of Reconciliation in South Africa, 1985-1995..* East Lansing: Michigan State University Press,, 2009. ISBN: 978-0870138515.

Iibagiza, Immaculee, and Steve Erwin. *Left to Tell: Discovering God Amidst the Rwandan Holocaust..* Hay House, Inc., 2014. ISBN: 978-1401944322.

WRIT-07.18-01

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

Requirements Met: WCult: None; Distrib: SCI

Description:

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 required books to purchase.

