

Dartmouth

Office of the Registrar

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First-Year Seminar Descriptions for Spring Term 2020

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-07.05-01 Imagining Freedom

Hour: 10 **Instructor:** Julia Rabig

Requirements Met: WCult: CI; Distrib: SOC

Description:

Imagining Freedom in Black America Since the Civil War

Course Description: Freedom in the United States has been intimately and irrevocably tied to Black history. Students in this course will explore the ways in which African Americans have imagined, defined, and pursued freedom since the Civil War. Drawing on historical analyses, personal narratives, activists' manifestos, and visual sources, students will consider the various dimensions of freedom—collective, individual, political, economic, and cultural—that have concerned Black writers, filmmakers, artists, and scholars. Readings will cluster the following themes: slavery and emancipation; strategies for building economic and political freedom; Civil Rights and Black Power; and, intellectual freedom and self-expression. Class discussion, archival work, visual analysis, and structured research assignments will guide students through this exploration of freedom's contested meanings.

No required textbooks available

Art History

ARTH-07.02-01 Paris in the 19th Century

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

Requirements Met: WCult: W; Distrib: ART

Description:

Paris in the 19th Century

Course Description: This course will examine the city of Paris as the artistic capital of the nineteenth century, looking at artists and art production in the mid-late nineteenth century. We will focus on the movements that made up the category of “modern” art: Realism, Impressionism and Post-Impressionism. We will contrast traditional forms of art-making with avant-garde art production and look at both high art and popular forms of expression. We will examine aspects of contemporary life that affected subject matter, style, technique, and meaning: the invention of new media (photography), urban planning and the modernization of Paris, and the political and social situation in France and Europe. The course is designed to develop your critical thinking and writing throughout the term. Assignments include visual analysis, guided research, and critical responses to the readings. We will use peer review and revisions of writing assignments to help improve your writing. This course will also encourage discussion of visual materials as well as readings, and each student will develop a powerpoint presentation and final paper based on a topic of his/her choice.

Textbook(s)Required:

No textbook required.

Asian Soc,Cultures&Lang

ASCL-07.02-01 Intl Conflict&Coop in Asia

Hour: 3B **Instructor:** David Rezvani

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

Description:

International Conflict and Cooperation in Asia

Course Description: 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: ARR **Instructor:** Brittny Calsbeek

Requirements Met: WCult: None; Distrib: SCI

Description:

Fact or Fiction? Politicized Topics in Biology

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

Textbook(s)Required:

No Textbook required

Chemistry

CHEM-07.03-01 What's to Become of Us?

Hour: ARR **Instructor:** Jane Lipson

Requirements Met: WCult: None; Distrib: None

Description:

What's to Become of Us? How Classic Science Fiction Predicts Humanity Will Cope with a Damaged World

Course Description: Humans have always had to cope with the ever-present knowledge of their own, individual, demise. However, in the 1950's and early 1960's people began struggling with the new knowledge that scientific and technological advances had lead to weapons which could cause the the demise of all humankind. The worry and uncertainty associated with the threat represented by nuclear power were evident in many of the themes which reoccurred in the burgeoning category of science fiction. These concerns were amplified by rapidly changing social mores, and extremely tense Cold War politics. We will read five books that reflect different themes from that era: four novels and one humorous collection of short stories. Some writers will likely be familiar names (e.g. Philip K. Dick, Arthur C. Clarke); others, probably not! Writing will revolve around two major assignments: One is a 1500 word research essay that will place one book in the context of that era, including scientific, social, and political. The other is a 1000-word short story written in the "voice" of one our writers. A series of five research reports-in-progress, and a draft, will encourage steady essay progress. Students will also share a draft excerpt from their short-story and guide a class discussion of ideas and feedback.

Textbook(s)Required:

(1) A Canticle for Liebowitz: Walter M. Miller Jr ISBN-10: 0553379267 (2) The Third Level: Jack Finney ASIN: B000CRIQUC (selections TBA) (3) The City and the Stars: Arthur C. Clarke ISBN-10: 0345444051 (4) Sunburst: Phyllis Gotlieb ISBN-10: 1895837944 (5) The Eye in the Sky: Phillip K. Dick ISBN-10 1400030102

Comparative Literature

COLT-07.16-01 From Letters to Email

Hour: ARR **Instructor:** Paul Carranza

Requirements Met: WCult: W; Distrib: LIT

Description:

From Letters to Email: Epistolary Fictions

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

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

No required textbooks available

English

ENGL-07.43-01 Race and Popular Music

Hour: 10A **Instructor:** Patricia Stuelke

Requirements Met: WCult: CI; Distrib: ART

Description:

Race and Popular Music

Course Description: In this class we will write and revise essays about the racial dynamics of popular music in America, exploring musical forms such as blackface minstrelsy, Tin Pan Alley, the blues, rock'n'roll, country, and postfeminist pop. We will investigate the relationship between racial identity

and popular music; study how artists and communities (particular African American ones) have used music as form of resistance; examine the role of racial borrowings and appropriations in musical history; and discover how factors such as history, geography, and political economy shape how music fans imagine their beloved artists' authenticity, as well as that of their fellow fans. Over the course of the term, you will write about music drawing on a variety of historical contexts and theoretical approaches; in your final essay, you will research and analyze a particular musical audience of your choosing.

Textbook(s)Required:

\u2022 Angela Y. Davis, Blues Legacies and Black Feminism: Gertrude "Ma" Rainey, Bessie Smith, and Billie Holiday \u2022 Hari Kunzru, White Tears (Knopf, 2017) \u2022 Joseph Williams and Joseph Bizup, Style: Lessons in Clarity and Grace (13th edition) \u2022 Gerald Graff, They Say/I Say: The Moves That Matter in Academic Writing (Book list is subject to adjustment before beginning of term)

Environmental Studies

ENVS-07.14-01 Hidden From View

Hour: 2A **Instructor:** David Lutz

Requirements Met: WCult: None; Distrib: SOC

Description:

Hidden From View: The Science Behind Contemporary Environmental Issues

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

In addition to learning about the scientific literature, this course will focus on developing your capabilities as a reader, writer, and communicator. You will acquire sets of tools related to rhetoric, the intellectual digestion and skillful reformulation of complex material, and scholarly and scientific discourse. These developments are critical for increasing your capacity to engage in discussions with other professionals and experts when solving complex problems, environmental or otherwise, throughout your time at Dartmouth and beyond. General assignments include a personal narrative regarding a contemporary environmental issue of your choosing, an annotated bibliography of

contemporary scholarly literature surrounding this topic, a short oral presentation, and a research review paper that summarizes what you have found over the course of the term. We will utilize writing workshops and peer review days, as well as one-on-one meetings throughout the term to ensure that you are receiving plenty of feedback on your writing such that you can continuously improve throughout the term.

Textbook(s)Required:

The Transition to College Writing (Second Edition) By Keith Hjortshoj ISBN-13: 978-0312440824 \$30.20
Style: The Basics of Clarity and Grace (Fifth Edition) By Joseph M. Williams and Joseph Bizup ISBN-13: 978-0321953308 \$34.09
Houston, We Have a Narrative: Why Science Needs Story By Randy Olson ISBN-13: 978-0226270845 \$13.89

ENVS-07.15-01 Future of Food

Hour: ARR **Instructor:** Sarah Smith

Requirements Met: WCult: None; Distrib: SCI

Description:

The Future of Food

Course Description: Modern agriculture causes extensive environmental damage and is a major contributor to greenhouse gas emissions. These environmental changes – depleted soil, extreme temperature and precipitation patterns, and increased pressure from crop pests – are in turn putting a strain on the ability of this modern agricultural system to provide nutritious food for our growing world population. While there is no one solution to this massive problem, there are many proposed technological innovations, ecologically based solutions, and consumer choices that can help mitigate some of the problems we have with our current system. In this course, we will explore these solutions as we try to envision what the Future of Food might look like. Students will read current opinion and research from the popular press and scientific literature. Assignments include a self-reflection, a journalistic piece on the results of an agriculture-related scientific study, a research paper delving deeper into a potential solution to the problems with our agricultural system, an oral presentation, and a final essay synthesizing our course material into a vision for the future of food. We will spend ample course time discussing all aspects of writing, including revising student writing and finding and evaluating source material.

Textbook(s)Required:

No textbook required. Readings will all be available on Canvas.

Film Studies

FILM-07.15-01 Women & Comedy in Film

Hour: ARR **Instructor:** Joanna Rapf

Requirements Met: WCult: CI; Distrib: ART

Description:

Women and Comedy in Film

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

No required textbooks available

Geography

GEOG-07.14-01 Thirsty Planet

Hour: 2 Instructor: Jonathan Winter

Requirements Met: WCult: None; Distrib: SCI

Description:

Thirsty Planet

Course Description: Humans have radically altered the distribution of water on Earth. We've built cities in deserts supplied with water from hundreds of miles away, extracted enough groundwater to alter the Earth's gravitational field, and dammed sixty-five percent of global freshwater flows. This course will: 1) Introduce students to the physical geography of water, 2) Survey human interactions with water through case studies from around the world, and 3) Explore how climate change and population growth will affect future water availability and quality. Exercises, lectures, and assignments will emphasize synthesizing and distilling complex scientific ideas with clarity. Assignments will include reading reactions, a discussion presentation, an opinion editorial that addresses a facet of water management, and a research paper focused on a pressing water-related scientific or policy issue. Drafts of the opinion editorial and research paper will receive peer and professor feedback in a workshop setting.

Textbook(s)Required:

Pinker, S. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Penguin Books, 2015. ISBN-13: 978-0143127796

Government

GOVT-07.03-01 Media and Politics

Hour: 11 **Instructor:** Deborah Brooks

Requirements Met: WCult: None; Distrib: SOC

Description:

The Media and American Politics

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

Textbook(s)Required:

There are no books required for this course

GOVT-07.12-01 Intelligence & Ntl Security

Hour: 2 **Instructor:** Jeffrey Friedman

Requirements Met: WCult: None; Distrib: SOC

Description:

Intelligence and National Security

Course Description: This seminar explores challenges and controversies of U.S. intelligence analysis. Almost all important issues in intelligence are surrounded by secrecy and uncertainty. It is inherently difficult to know "what works" in intelligence, to define "good" analysis, or to make sound recommendations for improvement. Specific controversies we examine include the September 11 terrorist attacks, assessments of Iraq's weapons of mass destruction programs, and CIA methods of "enhanced interrogation." Students draft, peer review, and revise three short (5 page) essays analyzing these controversies, and then expand one of those documents into a longer (8-10 page) research paper. In discussing conceptual and practical issues surrounding the study of intelligence, we engage broader debates about what it means to analyze high-stakes decisions in a manner that is both rigorous and useful.

Textbook(s)Required:

There are no books required for this course

History

HIST-07.27-01 Power, Piety, Politics

Hour: ARR **Instructor:** Pamela Voekel

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

Description:

Power, Piety, and Politics in Latin America

Course Description: Over the past fifty years, organized religious groups have influenced politics in both Latin America and the United States in unprecedented ways. How do we explain this religious revival of actors from across the political spectrum? This course will examine the relationships among religion, politics, economics, and shifting racial and gender configurations in the Americas. Religion's connection to the rise and persistence of the economic regime known as neoliberalism will be a central concern. Race, gender, religion and other complex social structures rarely respect national and regional boundaries, and many religious movements have built elaborate transnational networks. 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 most influential social movements of the past fifty years. In keeping with Dartmouth's mission as one of this country's top liberal arts colleges, we will spend considerable time improving your ability to read academic work and primary sources critically and write up your findings in clear, engaging prose. Course work consists of intensive preparation for our lively discussions; one four-page paper; two five-page papers; and two group writing projects, a manifesto and a sermon. Students will engage in intensive peer review both inside and outside of class, and will organize creative presentations that convey critical writing advice to their classmates; in past years, these ten-minute presentations have involved song, dance, theater, art, rousing manifestos against verbiage, and short videos.

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\00E1squez 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\00F3pez Tijerina*

HIST-07.30-01 Joan of Arc

Hour: ARR **Instructor:** M Cecilia Gaposchkin

Requirements Met: WCult: W; Distrib: SOC

Description:

Joan of Arc: Warrior, Heroine, Heretic, Martyr

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

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

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

Textbook(s)Required:

Daniel Hobbins, *The Trial of Joan of Arc* (Harvard 2005. Charles Briggs, *The Body Broken*, 2nd Edition (Routledge, 2019)

HIST-07.35-01 Cuba, PR, and the 1898 War

Hour: ARR **Instructor:** Jorell Melendez-Badillo

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

Description:

Cuba, Puerto Rico, and the War of 1898

Course Description: The War of 1898 reshaped the international geopolitical order. It was a global phenomenon that allowed the nascent United States Empire to stretch its arms around the world and take Spain’s former position as the “empire where the sun never sets.” While this seminar uses a transnational lens, it focuses on the origins, developments, and the aftermaths of the war from the perspectives of Cuba and Puerto Rico. It explores the ways these two countries went from being Spain’s last two colonial possessions in Latin America to attaining independence after three decades of war, in the case of Cuba; and to becoming the world’s oldest colony, as it happened to Puerto Rico.

As a history seminar, this course will encourage and help you develop critical thinking skills. The historical trade is not based on accessing the past through documents, but of using our imaginations to craft narratives while using a wide range of sources to sustain our arguments. Since this course is also a writing seminar, we will discuss and think about strategies to write our ideas in an accessible way for our readers. To do so, students will experiment with different methods from the historians' intellectual tool kit: scrutinizing primary sources, analyzing content, and crafting narratives.

In this seminar, students will produce their own historical knowledge through a series of writing assignments, including an analysis of primary sources produced during the period. Throughout the term, students will submit two papers further exploring the themes and topics discussed in class, both of which will include a peer-review component aimed at producing constructive commentary and collaboration between each author. By the end of the term, students will submit a final research paper based on their analysis of primary and secondary sources.

No required textbooks available

Italian

ITAL-07.07-01 Mafias

Hour: ARR **Instructor:** Nancy Canepa

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

Description:

Mafias

Course Description: What is “mafia”? Organized crime, global big business, shadow state, deep-rooted mentalities, men in big suits, romanticized myth, all of the above? This course considers Italian (primarily the Sicilian Cosa Nostra) and Italian-American mafias in literature, film, history, and contemporary society. We will examine the conditions in which mafias emerged; those that make it possible for mafias to continue to thrive today; the social “codes” of the mafias, such as honor, silence, and vendetta; and the forms that mafias take in the collective cultural imagination, in particular as they have been translated and represented in fiction and film on both sides of the Atlantic. In the process, we will also learn a lot about Italian history, the uses and abuses of power, and the attraction of outlaw cultures.

Textbook(s) Required:

John Dickie. *Cosa Nostra: A History of the Sicilian Mafia*. New York: St Martin's Griffin, 2005. ISBN 978-1403970428 Leonardo Sciascia. *The Day of the Owl*. New York: New York Review of Books, 2003. ISBN 978-1590170618 All other texts on Canvas in PDF form.

Linguistics

LING-07.03-01 Conversational Style

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

Requirements Met: WCult: CI; Distrib: SOC

Description:

Conversational Style in Contemporary American Society

Course Description: 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\u2019s 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\u2019t 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

Mathematics

MATH-07.03-01 Hazardous Data

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

Requirements Met: WCult: None; Distrib: TAS

Description:

Interpreting Hazardous Data and Decoding Deception

Course Description: Are college students unsuspecting consumers who unwittingly fall for cognitive traps and are persuaded by misinformation? As a result are college students easy marks, manipulated victims of false advertising, misleading visualization of data, and distorted presumptions? As potential

victims of deceit, how might students learn to recognize invalid sources of information that may create conceptual illusions and impede their ability to differentiate fact from fiction?

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

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

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

No required textbooks available

Philosophy

PHIL-07.01-01 Contemporary Moral Issues

Hour: ARR **Instructor:** Ann Bumpus

Requirements Met: WCult: None; Distrib: TMV

Description:

Contemporary Moral Issues

Course Description: Do you wish you had a better grasp on the arguments for and against physician-assisted suicide? abortion? animal rights? In this course, students will learn in depth about a couple of topics of contemporary moral interest. Sources will include academic papers, magazine and newspaper articles, films, and interviews. The course will focus on close reading and on constructing and evaluating arguments. Class time will be devoted largely to discussion, debate, and peer review of written work. Assignments will include two argumentative essays, a research paper, participation in a debate, and a persuasive speech.

No required textbooks available

Physics

PHYS-07.07-01 Nanotechnology and Society

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

Requirements Met: WCult: None; Distrib: SCI

Description:

Nanotechnology and Society

Course Description: Nanotechnology and Society will introduce students to the field of nanotechnology in the context of societal implications. Starting from an historical perspective, the class will explore how Nobel laureates, futurists, gray goo, geckos, scotch tape and Silicon Valley have all shaped the tangled web of nanotechnology. By reading different types of publication, the class will untangle this web to discover how nanotechnology enriches our lives, engenders exaggerated promises, and presents new challenges to society.

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

Textbook(s)Required:

No Textbook Required.

Psychological & Brain Sciences

PSYC-07.02-01 Brain Evolution

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

Requirements Met: WCult: None; Distrib: SCI

Description:

Brain Evolution

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

Textbook(s)Required:

Principles of Brain Evolution, Edition 1, Sinauer Press, by G. Striedter ISBN-13: 978-0878938209
Approximate Cost via Amazon: \$123.95 (new hardcover)/\$66.66 (used) *Other purchasing options include ordering directly ordering through Oxford University Press--Students may use 20% discount code on their OUP course materials by calling (customer service 1-800-445-9714) to use PROMO CODE Asai2020 (valid through 1-31-2021).

Sociology

SOCY-07.03-01 20th Century Revolutions

Hour: 12 **Instructor:** Misagh Parsa

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

Description:

Twentieth Century Revolutions

Course Description: 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

Spanish

SPAN-07.02-01 Mural Art in Mexico & U.S.

Hour: ARR **Instructor:** Douglas Moody

Requirements Met: WCult: W; Distrib: ART

Description:

Transforming Public Space: Mural Art in Mexico and the United States

Course Description: Since the early twentieth century, mural art in urban landscapes and institutional

spaces in Mexico and the United States have been the sites of extraordinary creativity and intense controversy. These are the concrete canvases where stories are told, identities are asserted, and communities are imagined. This course begins with a focus on the work of José Clemente Orozco, Diego Rivera and David Alfaro Siqueiros, who began their careers in Mexico, but who also produced significant and highly politicized art in the US. We will analyze many reproductions of Rivera's and Orozco's art and view documentaries and feature films that illustrate aspects of their lives. We will study how their work has influenced later generations of Latinx mural and graffiti artists in the United States. Throughout the term, we will consider many issues related to the arts, race, revolution, power, and oppression, and explore how these and other societal themes are presented in the work of Orozco, Rivera, Siqueiros, and other artists, both Mexican and American. This is a writing intensive class, and you will research and write about various artistic and social movements of the twentieth and twenty-first centuries in Mexico and the United States. The ultimate goal of the course is to work together as a collective group of scholars and to produce critical thinking, significant research practice, and writing assignments that demonstrate some of your most sophisticated academic work to date. There is a final research paper for this class, which is due at the end of the winter term.

No required textbooks available

Theater

THEA-07.01-01 Theater for Social Change

Hour: 11 **Instructor:** Mara Sabinson

Requirements Met: WCult: None; Distrib: ART

Description:

Theater for Social Change

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

Textbook(s)Required:

none

THEA-07.01-02 Theater for Social Change

Hour: 2 **Instructor:** Mara Sabinson

Requirements Met: WCult: None; Distrib: ART

Description:

Theater for Social Change

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

Textbook(s)Required:

None

Women's, Gender, and Sexuality

WGSS-07.18-01 Women Monasticism Buddhism

Hour: 2 Instructor: Reiko Ohnuma

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

Description:

The Struggle for Liberation: Women, Monasticism, and Buddhism

Course Description: Within the context of ancient India, where women's religious roles were defined solely in terms of marriage and motherhood, the Buddhist tradition was revolutionary in allowing women to "go forth from the home to the homeless life"—that is, renounce both marriage and motherhood, shave their heads, take a vow of lifelong celibacy, don androgynous-looking monastic robes, and become fully ordained nuns, following the Buddhist monastic path and living within a community of like-minded women. Yet in spite of this revolutionary move, Buddhism in India was a profoundly patriarchal religious tradition that remained deeply ambivalent about its Order of Nuns—consistently subordinating the nuns to the monks and eventually allowing the nuns' order to die out, while the Order of Monks continued to flourish. As Buddhism spread to other parts of the world, the legacy of this ambivalence toward women leading a monastic life has resulted in Buddhist nuns occupying a wide variety of different statuses—both official and unofficial—throughout different parts of the Buddhist world.

This First-year Seminar will examine the relationship between women, monasticism, and Buddhism through an interdisciplinary and transnational perspective. We will begin in ancient India by examining the founding of the Order of Nuns; the monastic lives, spiritual poetry, and struggles of early Buddhist nuns; and the decline and death of the nuns' order in India. Then we'll move on to explore a wide range of topics from throughout the Buddhist world—such as the economic and political power of the nuns' order in parts of East Asia; the death of the nuns' order and the phenomenon of low-status "unofficial" nuns throughout much of Southeast Asia; the difficult lives of novice nuns in Tibet and the Himalayan region; the increasing phenomenon of Western nuns; and the feminist

possibilities (or impossibilities) inherent in Buddhist doctrine. The term will conclude with a sustained look at the contemporary global movement to re-establish the valid ordination lineage for nuns throughout the world—a movement in which the voices arguing “for” and “against” are not always what one might presume them to be. Writing assignments include three five-page papers (two subject to revision) and an annotated research bibliography.

Textbook(s)Required:

All required readings will be posted to the course's website.

WGSS-07.19-01 New Dickinson

Hour: 2A **Instructor:** Ivy Schweitzer

Requirements Met: WCult: W; Distrib: LIT

Description:

The New Emily Dickinson: Digital, Queer and Ecological

Course Description: Although Emily Dickinson is familiar to many as a poet and has been the subject of two full-lengths films and a TV series in the last few years, the scope of her work and its nature remain obscure. This course will introduce students to the “new” Dickinson that is emerging from the plethora of materialist, feminist, post-modernist, queer, and cultural studies approaches to her work with a particular focus on three recent critical developments in the scholarship: 1) how the tools of the digital humanities have renovated our view of Dickinson’s work, including unsettling just what a Dickinson poem is; 2) her unusual and often transgressive inhabitations and representations of gender; and 3) her approaches to nature, which some readers view as radically ecocritical. We will use digital archives to reread and reconsider Dickinson’s work and life, with an emphasis of the year 1862, an immensely productive time for Dickinson and the height of the Civil War, also the focus of my year-long weekly blog. Students will research and write about Dickinson’s manuscripts, editions and critical essays about her work, and use digital tools to create and publicize a re-vision of some aspect of Dickinson.

Textbook(s)Required:

Note: All required texts will be on reserve and essays will be on Canvas. Dickinson, Emily. *The Poems of Emily Dickinson: Reading Edition*, ed. R.W. Franklin. Belknap Press, 2005. ISBN-13: 978-0674018242. Dickinson, Emily. *The Letters of Emily Dickinson*. Ed. Thomas H. Johnson. Belknap Press, 1986. ISBN-13: 978-0674250703. Dickinson, Emily. *Open Me Carefully: Emily Dickinson's Intimate Letters to Susan Huntington Dickinson*. Eds. Ellen Louise Hart and Martha Nell Smith. Wesleyan University Press, 1998. ISBN-13: 978-0963818362. Pollak, Vivian and Marianne Noble, eds. *Historical Guide to Emily Dickinson*. Oxford: Oxford University Press, 2004. Oliver, Mary. *A Poetry Handbook*. New York: Mariner Books, 1994. ISBN-13: 978-0156724005.

Writing Program

WRIT-07.13-01 Looks, Lookism and the Law

Hour: ARR **Instructor:** Jennifer Sargent

Requirements Met: WCult: None; Distrib: TMV

Description:

Looks, Lookism and the Law

Course Description: People discriminate against other people based on appearance—it's called "lookism." We all do it, whether we like it or not. All appearance-based discrimination is not the same, however. Choosing a mate or a reproductive partner is quite different from hiring or firing an employee or renting space to a tenant. The law clearly prohibits discrimination of certain "protected classes" in situations where lifestyle and wage earning is concerned. Conversely, the law allows and, arguably, encourages discrimination against certain types of personal appearance. We will introduce ourselves to the ethics, morality and biology of appearance discrimination, and then explore how laws and policies work (or don't work) to counter it. We will approach the topic in many ways, through books, journal articles, court opinions and government websites. We will constantly discuss how laws and policies, especially those involving civil rights, derive their purposes and actions from society's moral and ethical principles. You will learn the importance of technical writing in the context of law and policy. You will experience writing in the voice and with the style of a scholar in the disciplines of law, policy and government. You will come to understand that persuasive writing incorporates clarity of topic, factual precision, and organization in analysis. You will actively participate in the exchange of feedback, critique and collaborative learning with your classmates. You'll write an op-ed and a research-based policy white paper. You'll also learn to produce and narrate one podcast. There are no textbooks for this course and all readings are linked or posted on Canvas.

Textbook(s)Required:

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

WRIT-07.22-01 Technology and Sport

Hour: ARR **Instructor:** Rachel Obbard

Requirements Met: WCult: None; Distrib: TAS

Description:

Technology and Sport at the Crossroads

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

Textbook(s)Required:

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

WRIT-07.23-01 The Art of the Interview

Hour: ARR **Instructor:** Susan Reynolds

Requirements Met: WCult: None; Distrib: SOC

Description:

The Art of the Interview

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

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

Textbook(s)Required:

Fallaci, Oriana. *Interviews with History and Conversations with Power*. Rizzoli, 2011. ISBN: 978-084783514.

WRIT-07.23-02 The Art of the Interview

Hour: ARR **Instructor:** Susan Reynolds

Requirements Met: WCult: None; Distrib: SOC

Description:

The Art of the Interview

Course Description: The qualitative interview engages fundamental aspects of scholarship across disciplines: Creating a thesis, writing and designing relevant questions, reading and background research, understanding narrator and subject bias, deep listening, recording data, analyzing and using quotes, assessing the reliability of sources, organizing information, writing with clarity and style, and presenting the written result for a specific or general audience. Research using human subjects raises

important ethical considerations. Interview projects often necessitate reaching beyond the campus for sources. A well-written interview bears witness (reportage), educates and informs, provides perspective, opens insight into other cultures (social, economic, ethnic), aides in interpretation (of scientific or other quantitative material), creates new knowledge, and gives voice to the voiceless. The academic conversation around the interview process is fascinating, deep, personal, and global. The particular unit of truth the written interview can provide has never been more important to our understanding of changes in our world.

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

Textbook(s) Required:

Fallaci, Oriana. *Interviews with History and Conversations with Power*. Rizzoli, 2011. ISBN: 978-084783514.

WRIT-07.27-01 Philosophy of Science

Hour: ARR **Instructor:** James Binkoski

Requirements Met: WCult: None; Distrib: TMV

Description:

Philosophy of Science

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

Our primary focus will be on learning how to write about such topics with rigor and care. Readings will come from philosophy and the sciences and range from academic texts to popular periodicals to historical case studies. Class will be discussion-based and centered around course readings. Along the way, we will study research methods, problem solving strategies, and techniques for evaluating arguments. In addition to short, in-class writing assignments, students will write three papers, each of which will go through a process of drafting and peer review. Finally, students will make a short in-class presentation on a reading from the syllabus.

Textbook(s) Required:

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

WRIT-07.29-01 The Cuban Revolution

Hour: 12 **Instructor:** Daniel Howell

Requirements Met: WCult: NW; Distrib: SOC

Description:

The Cuban Revolution: Methods and Perspectives

Course Description: The Cuban Revolution is both an object of bleary-eyed romanticization and limitless scorn. Yet beneath the symbolic work it is often made to perform lies a history even more outlandish than is often imagined—though also more complex, impressive, and disorienting.

In this course, we will elaborate answers to questions that might prove more difficult than they first appear. First of all, what was the Revolution? What did it try to do and what did it actually do? What did it mean for its acolytes and for its enemies, and how have these meanings changed? And, second, why did the Revolution happen? Was it justified? Justifiable? Understandable? Are the Revolutionaries criminals or are they earnest and heroic—if flawed—people? Throughout the quarter we will resist facile judgments about these questions and will seek rather to embrace their complexity.

The course will move chronologically from the Batista era to the present day, though we will pay especially close attention to the early years of the Revolution. As we consider the most recent historiography on the topic, we will learn to understand how the telling of history evolves. Our central texts will be *The Revolution from Within: Cuba 1959-1980* (eds. Michael J. Bustamante and Jennifer L. Lambe, 2019) and *The Cuba Reader: History, Culture, Politics* (eds. Aviva Chomsky, Barry Carr, Pamela Maria Smorkaloff), which will be supplemented by films (Tomás Gutiérrez Alea, Sara Gómez), texts, and other media. We will also avail ourselves of several fantastic digital archives that have been created in recent years.

Textbook(s)Required:

Chomsky, Aviva et al., editors. *The Cuba Reader: History, Culture, Politics* (Durham, NC: Duke UP, 2003). ISBN: 978-1478003939.

Bustamante, Michael J. and Jennifer L. Lambe, editors. *The Revolution from Within: Cuba, 1959-1980* (Durham, NC: Duke UP, 2019). ISBN: 978-1478002963.

WRIT-07.30-01 The Female Detective

Hour: 11 **Instructor:** Colleen Lannon

Requirements Met: WCult: CI; Distrib: LIT

Description:

The Female Detective: Gender-Bending in the Mystery Genre

Course Description: Detective fiction is generally considered a conservative genre. It addresses doubt and uncertainty (Who committed the crime? Why? Will she or he strike again?) and once the crime is solved, it replaces that doubt with certainty and assurance; the status quo is reinstated. What happens, then, when the historically male sleuth is replaced by a female detective? What possibilities are opened by it? Is the status quo reinforced or challenged? This course will examine the female detective alongside her masculine counterpart, starting with the early days of Sherlock Holmes's "sisters" and then proceeding through American hard-boiled fiction and selections from the golden age of British crime fiction. Finally, we will examine the new wave of female detective fiction that began in the '70s and '80s as well as the emergence of the sub-genre of queer/lesbian detection in the 1990s. Readings

will include selections from authors such as Arthur Conan Doyle, Agatha Christie, Dashiell Hammett, Sue Grafton, and Katherine V. Forrest.

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

Textbook(s)Required:

Grafton, Sue. *A is for Alibi*. St. Martin's Griffin, 2005. ISBN: 978-0312353810.

Forrest, Katherine V. *Murder at the Nightwood Bar*. Spinsters Ink, 2011. ISBN: 978-1935226673.

Williams, Joseph and Gregory Colomb. *Style: The Basics of Clarity and Grace*. Pearson, Fourth Edition, 2010. ISBN 978-0205830763.

WRIT-07.31-01 Novels of Empire

Hour: ARR **Instructor:** Tina Van Kley

Requirements Met: WCult: CI; Distrib: LIT

Description:

Complicit Fictions: Novels of Empire

Course Description: This course will focus on a selection of English novels published between the late seventeenth and early nineteenth centuries that address issues related to evolving conceptions of race, gender, the transatlantic slave trade, and empire. Literary history is one important dimension of the course. We will read chronologically to get a sense of how the English novel developed over time, as well as comparatively to understand its formal diversity. The other major dimension of the course entails learning about the world-historical contexts of these novels and their authors and considering their continuing relevance in relation to contemporary discussions about race and gender. Only one novel – Jane Austen’s *Mansfield Park* (1814) – is set entirely in England and features no people of color. The other novels feature settings in what is now North and South America and the Caribbean, as well as protagonists of color. Through close reading informed by critical and historical scholarship, we will uncover how conceptions of race, gender, and nation are established both implicitly and explicitly in popular cultural forms.

Students will learn to think about race and gender as historically and culturally constructed, to learn about the development and conventions of eighteenth-century English fiction. This course will also foster your understanding of what it means to participate in ongoing written discussions in the fields of literary and cultural history. We will read, talk, and write about standards of academic writing in those fields, practice those standards, and expand your critical vocabulary for thinking about the process of composition and revision. The work in this class involves reading, informed and meaningful participation in class discussions, regular informal and reflective writing, peer review, and individual

conferences as you develop multiple drafts of three major writing assignments.

Textbook(s)Required:

Behn, Aphra, and Lipking, Joanna. *Oroonoko*. 1st ed. New York: W.W. Norton, 1997. ISBN: 0393970140.

Anonymous. *The Female American*. Eds. Michelle Burnham and James Freitas, 2nd edition. Broadview Press, 2014. ISBN-13: 978-1-55481-096.

Sarah Scott. *The History of Sir George Ellison*. Ed. Betty Rizzo. Lexington: The University Press of Kentucky, 1996. ISBN-10: 0-8131-0849-7.

Anonymous. *The Woman of Colour* (1808). Ed. Lyndon J. Dominique. Broadview Press, 2008. ISBN-10: 1-55111-176-4.

Jane Austen. *Mansfield Park* (1814). Ed. Jane Sturrock. Broadview Press, 2001. ISBN-10: 1-55111-098-9

WRIT-07.32-01 Free Speech on College Campus

Hour: ARR **Instructor:** Ellen Rockmore

Requirements Met: WCult: None; Distrib: None

Description:

Free Speech on the College Campus

Course Description: Who is allowed to say what on college campuses? This is the question this course seeks to answer. We will look at the philosophical foundations of the right to free speech and why it is considered essential to liberty and democracy. We will also read well known Supreme Court opinions defining the legal parameters of the first amendment, particularly as it pertains to "hate speech." We will then turn to the specific forum of the university, where values such as equality, inclusion, and pedagogy may sometimes come into tension with the value of free speech. We will read arguments both for and against limiting the free speech rights of students and faculty. The course will survey the history of attempts to regulate speech on campuses, including early 20th century disputes between university benefactors and professors, the hate speech codes of the 1980's, as well as present controversies over free speech on college campuses. Students will discuss and write about contemporary conflicts, such as protests over invited speakers, or Donald Trump's recently issued Executive Order on Combating Anti-Semitism. Assignments will include written responses to readings, written analyses of contemporary problems, and arguments for or against disciplinary action in hypothetical -- or actual -- cases. Some writing assignments will be done in stages, with opportunities for feedback and revisions.

The professor is a lawyer affiliated with the Institute of Writing and Rhetoric.

Textbook(s)Required:

Finkin, Matthew W. and Robert C. Post. *For the Common Good: Principles of American Academic Freedom*. Yale University Press. 2009. ISBN: 978-0300177527.