

Dartmouth

Office of the Registrar

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First-Year Seminar Descriptions for Spring Term 2021

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.

Afr & AfrAmerican Studies

AAAS-07.01-01 Postcolonial Dialogues (Remote, with synchronous components)

Hour: E **Instructor:** Ayo Coly

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

Description:

Title: Colonial and Postcolonial Dialogues: Literatures of the Colonial Encounter

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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

Additional Info about Online Course: This remote class will meet synchronously during our scheduled class time. We won't use our X-Hours.

No required textbooks available

Art History

ARTH-07.02-01 Paris in the 19th Century (Remote, with synchronous components)

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

Requirements Met: WCult: W; Distrib: ART

Description:

Title: Paris in the 19th Century

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: This seminar will have synchronous Zoom meetings 2-3 times per week during our regular class period. Our class meetings will focus on discussion and writing exercises, supplemented by short lecture recordings.

Textbook(s)Required:

No textbook required.

Asian Soc,Cultures&Lang

ASCL-07.02-01 Intl Conflict&Coop in Asia (Remote, with synchronous components)

Hour: J Instructor: David Rezvani

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

Description:

Title: International Conflict and Cooperation in Asia

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: This course will have synchronous sessions. X-hours will not be used unless there is an unlikely class cancellation.

Textbook(s)Required:

All readings will be available on Canvas.

Biology

BIOL-07.02-01 Biology:Politicized Topics (Remote, with synchronous components)

Hour: BL **Instructor:** Brittany Calsbeek

Requirements Met: WCult: None; Distrib: SCI

Description:

Title: Fact or Fiction? Politicized Topics in Biology

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: Course lectures will be posted online. Paper discussions and peer-reviews will be conducted synchronously via Zoom.

Textbook(s)Required:

No Textbook required

Comparative Literature

COLT-07.19-01 Intertextuality (Remote, with synchronous components)

Hour: E **Instructor:** Klaus Milich

Requirements Met: WCult: CI; Distrib: LIT

Description:

Title: Some Might Call It Pla(y)giarism: Intertextuality in Literature, Film, and the Arts

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: How does Franz Kafka's novel *The Trial* relate to Orson Welles' film version, or Joseph Conrad's *Heart of Darkness* to Francis Ford Coppola's movie *Apocalypse Now*? Is Aimé Césaire's *A Tempest* mere plagiarism or a postcolonial response to Shakespeare's play? How does Oscar Wilde's representation of Salomé differ from Richard Strauss's opera, Gustave Flaubert's short story, or Rubens's painting of the biblical figure by the same name? Those and other examples will help us understand intertextuality as an indispensable concept of comparative literature. Breaking with traditional notions of "original" "copy" or "influence" intertextuality assumes meaning to be based on a network of concurrent discourses in which every work of art is considered "a tissue of quotations drawn from the innumerable centers of culture" (Roland Barthes), a mosaic of references to other "texts" an intersection of various genres, that undermine traditional notions of authorship and text as fixed entities. By way of discerning references and relations between novels, plays, operas, movies, paintings, and historical texts, we will familiarize ourselves with the basic theories of intertextuality.

Additional Info about Online Course: Instructional mode: synchronous during designated class times (E time slot), including occasional x-hours if necessary, with the expectation of synchronous, mostly video-enabled engagement and discussion, but always with Zoom recordings of sessions available in the event that a student misses a class.

Textbook(s)Required:

William Shakespeare. *The Tempest* (Folger Shakespeare Library - Mass Market Paperback), edited by Barbara A. Mowat and Paul Werstine. Simon & Schuster, ISBN-13: 978-0743482837, \$6.99 at Amazon https://www.amazon.com/dp/0743482832/ref=rdr_ext_tmb

Aimé Césaire. *A Tempest: Based on Shakespeare's 'The Tempest'; Adaptation for a Black Theatre*, translated by Richard Miller. Theatre Communications Group/TGC Translations ISBN-13: 978-1559362108 \$12.38 at Amazon https://www.amazon.com/Tempest-Based-Shakespeares-Adaptation-Theatre/dp/1559362103/ref=sr_1_2?dchild=1&keywords=A+Tempest&qid=1613942936&s=books&sr=1-2#detailBullets_feature_div

Daniel Defoe. *Robinson Crusoe* (Oxford World's Classics), edited by Thomas Keymer and James Kelly. Oxford University Press, ISBN-13: 978-0199553976 \$7.95 at Amazon https://www.amazon.com/Robinson-Crusoe-Oxford-Worlds-Classics/dp/0199553971/ref=sr_1_3?dchild=1&keywords=Defoe+Robinson+Crusoe&qid=1613943623&s=books&sr=1-3

J. M. Coetzee. *Foe*. Penguin Books. ISBN-13: 978-8420424965 \$9.89 at Amazon https://www.amazon.com/Foe-J-M-Coetzee/dp/014009623X/ref=sr_1_1?dchild=1&keywords=Coetzee+foe&qid=1613944169&s=books&sr=1-1

English

ENGL-07.46-01 Belonging, Migration, Exile (Remote, with synchronous components)

Hour: J Instructor: Alexander Chee

Requirements Met: WCult: None; Distrib: LIT

Description:

Title: A Literature of the Displaced: Belonging Migration and Exile

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: The 20th Century, with its mix of new kinds of war and technology, created not just the crisis of modernity, but an unprecedented number of exiles, and many of the classics of 20th Century literature dealt with the issues of exile, immigration and migration. The 21st Century shows no sign of being any different, and what's more, there is now the second generation of exiles—the children of exiles, children who don't feel at home in either place, the one they left or the one they were born in, and facing their own crises around these issues—as well as, in some cases, the conflicts their parents left, arriving here to the United States, leading to some surprising choices around identity and belonging. At the same time, the United States is gripped in nativist politics that take aim at the lives of both these exiles and indigenous peoples equally. The result is a country where everyone is frequently negotiating their sense of belonging.

This class explores a mix of recent novels and memoirs, created by immigrants, exiles, indigenous people and refugees currently in America, and using landmarks of the form drawn from across the last 50 years. We'll read to examine these very different strategies for surviving or even thriving in states of immigration and exile, and we'll consider the idea of making literature, and reading it, as part of the individual's act of survival and self-identification, both culturally and personally.

The course is meant for you to learn first how to analyze different literary texts within the context of critiquing them with a specific aesthetic mission, and using your own experience as a point of entry or a context, and then, producing texts, using the readings as models. We are reading to build ourselves as critics and as creative writers both. The course's goal is to encourage students to investigate their own connection to these issues and to question our assumptions about our own lives and the lives of others, developing ourselves as writers and critical thinkers along the way, and to take their observations of the texts we are reading as guides to future writing, critically and creatively—learning to read for technique, so that anything we read is an education in writing. The sequence of assignments is meant to take the reader from learning to use the self as a point of entry, to a critical context, to a ground for creative reinventions of our past, present and future.

Additional Info about Online Course: This course will be conducted remotely with a mix of synchronous components (class discussion, workshop, breakout groups) and asynchronous components (discussion boards, self-timed written assignments).

Textbook(s)Required:

The Penguin Book of Migration Literature: Departures, Arrivals, Generations, Returns.
978-0143133384

ENGL-07.47-01 Tales of the Avant-Garde (Remote, with synchronous components)

Hour: C Instructor: Andrew McCann

Requirements Met: WCult: W; Distrib: LIT

Description:

Title: Tales of the Avant-Garde

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: Can art, literature and music really constitute a rebellion against the status quo? For at least the last hundred years avant-garde movements from futurism to punk have embraced the possibility. This course will explore radical, experimental art and writing that challenges social norms and moral conventions. We will encounter the utopian promise of the avant-garde, but also its self-perpetuated myths, and its sometimes dubious political associations. Along the way we will meet some of the most influential figures of recent cultural history: Antonin Artaud, Joseph Beuys, William Burroughs, Kathy Acker, Cindy Sherman, Johnny Rotten, Sid Vicious, and Roberto Bolaño. "Tales of the Avant-Garde" is also about the process of writing, and writing as a form of critical thinking. Students will learn to write scholarly essays about art and literature. But through shorter, less formal writing exercises and canvas posts they will also have the opportunity to explore some of the hybrid forms of nonfiction (manifestos, textual collages, autobiographically informed cultural criticism etc.) that have played a role in the unfolding of avant-garde movements

Additional Info about Online Course: Remote, with synchronous components. There will, however, be an opportunity for students to work with the collections in the Hood Museum, either in small in-person groups or through simultaneously streamed sessions.

Textbook(s)Required:

\u2022 Alex Danchev ed., 100 Artists\u2019 Manifestos: from the Futurists to the Stuckists (Penguin Modern Classics), ISBN-10: 0141191791 ISBN-13: 978-0141191799 \u2022 C\u00E9saire Aira, An Episode in the Life of a Landscape Painter (New Directions Books), ISBN-10: 0141191791 ISBN-13: 978-0141191799 \u2022 Somerset Maugham, The Moon and Sixpence (Penguin Classics), ISBN-10: 0143039342 ISBN-13: 978-0143039341 \u2022 Kathy Acker, Great Expectations (Penguin Modern Classics), ISBN-10: 9780802131553 ISBN-13: 978-0802131553 \u2022 Roberto Bola\u00F1o, Distant Star (New Direction Books), ISBN-10: 9780811215862 ISBN-13: 978-0811215862

ENGL-07.55-01 Searching for Justice (Remote, with synchronous components)

Hour: C Instructor: Michael Chaney

Requirements Met: WCult: W; Distrib: LIT

Description:

Title: Searching for Justice in American Literature

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: In this seminar, students will compare how the concept of justice is understood in American literature and law. Using critical tools of rhetorical analysis and close reading, students will examine a range of American poems, plays, autobiographical narratives, and short stories having to do with justice alongside several recent US Supreme Court opinions. Through lecture, discussion,

workshops, and drafting, students will learn to write analytically about literary and legal texts, and their representations of such topics as: legal personhood, racial discrimination, the status of evidence and reasonable doubt, indigenous land rights, and the death penalty. Over the course of the term, students will write two short papers (1-2 pages ea.), two medium-length essays (5 pages ea.), and a final research paper (10-12 pp.) based upon independent student research.

Additional Info about Online Course: This FYS will be primarily synchronous on Zoom at regularly scheduled course times. Some asynchronous components will also include occasional discussion postings on Canvas, pre-recorded lectures, and small-group activities such as peer reviews.

Textbook(s)Required:

William Apess, A Son of the Forest (1831) Frederick Douglass, Narrative of the Life (1845) Henry David Thoreau, "Civil Disobedience" (1849) Harriet Jacobs, Incidents in the Life of a Slave Girl (1861) Shirley Jackson, "The Lottery" (1948) Arthur Miller, The Crucible (1953)

ENGL-07.56-01 Rethinking Eco-poetics (Remote, with synchronous components)

Hour: L **Instructor:** Vievee Francis

Requirements Met: WCult: None; Distrib: ART

Description:

Title: Rethinking Wordsworth: Wilderness, Culture, & the Science of Eco-poetics

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: According to author John Shoptaw, "an eco-poem needs to be environmental and environmentalist." It needs more than "the vocabulary of nature." In this course we will examine the difference between "nature" poems and eco-poetry which utilizes science as well as the pastoral imaginary. We will discuss the pastoral poem as well as the anti-pastoral. Our objective is to examine ways in which poets seek to promote social and political change through creative writing.

Readings and audio sources will be varied. Students will develop and write comprehensive, relevant and well-honed creative responses to recent commentary, articles, critical papers and interviews as well as poems concerning the environment. Emphasis will be placed as much upon process as upon the final result as we learn to build effective arguments within creative writing.

Additional Info about Online Course: Synchronous during designated class times, including x-hours, mostly Zoom class engagement and discussion. Pre-recorded lectures will be available on Canvas, as well as class summaries. All assignments will be available on Canvas. Some sessions may be recorded. Peer groups will break out into asynchronous workshops and discussion which will be facilitated by both instructor and students.

No required textbooks available

Environmental Studies

ENVS-07.15-01 Future of Food (Remote, with synchronous components)

Hour: C Instructor: Sarah Smith

Requirements Met: WCult: None; Distrib: SCI

Description:

Title: The Future of Food

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: We will meet via Zoom during most of our regularly scheduled class times for discussions, writing workshops, and peer review activities. There will be some small group activities that can be done at alternate times. Attendance is required, however if an unavoidable situation prohibits you from attending class, I will work with you to arrange alternate, non-synchronous ways of participating in the course work.

No required textbooks available

Film Studies

FILM-07.15-01 Women & Comedy in Film (Remote, with synchronous components)

Hour: E Instructor: Joanna Rapf

Requirements Met: WCult: CI; Distrib: ART

Description:

Title: Women and Comedy in Film

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: This course, scheduled during the "E" time slot, and will be taught remotely with only one regular synchronous component on Wednesdays from 1:10-2:15 ET. All students must be available during this time when we will meet together via Zoom to go over lecture material and discuss films and readings. Otherwise, students complete assignments and collaborative projects on their own.

Use of X-periods: We may occasionally use our x-period on Tuesdays from 1:40-2:30pm ET.

Textbook(s)Required:

No required books to purchase. All readings will be posted on Canvas.

Geography

GEOG-07.14-01 Thirsty Planet (Remote, with synchronous components)

Hour: E **Instructor:** Jonathan Winter

Requirements Met: WCult: None; Distrib: SCI

Description:

Title: Thirsty Planet

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: Class meetings will be synchronous with the expectation of engagement and discussion for all students but those with exceptional circumstances. Class meetings will be recorded and available through Canvas.

Textbook(s)Required:

Reisner, M. Cadillac Desert. Penguin Books, 1993. ISBN-13: 978-0140178241
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 (Remote, with synchronous components)

Hour: D **Instructor:** Deborah Brooks

Requirements Met: WCult: None; Distrib: SOC

Description:

Title: The Media and American Politics

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: Regular participation in the synchronous aspects of the class - as well as regular progress through the topics and course material on a set schedule - is required for this seminar. Clear organization tends to facilitate successful remote learning; as such, this course has a clear weekly routine baked into it, and students are also given a clear written "Plan of Action" for each week's work. We typically use two of the three assigned weekly class meeting times for Zoom meetings (one for small student groups and the other for full class meetings; x-hours should be kept open for

occasional group project work as well), while lecture material is viewed asynchronously. Weekly response journal entries have replaced a second paper, helping students to work on informal writing, while also helping them to stay on track with the flow of course work each week.

Textbook(s)Required:

There are no books required for this course

History

HIST-07.07-01 From Untouchable to Dalit (Remote, with synchronous components)

Hour: G Instructor: Douglas Haynes

Requirements Met: WCult: NW; Distrib: SOC

Description:

Title: From 'Untouchable' to Dalit: Discrimination and Resistance in Modern India

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: This course examines the experience of discrimination and resistance among the people who were once classified at the bottom of the Indian caste hierarchy as "Untouchables" but who now usually refer to themselves increasingly as "Dalits" (the "oppressed" or "downtrodden" people). This course seeks to understand caste-based discrimination, the caste system and its transformations during the colonial period, the views of "untouchability" held by Mahatma Gandhi and other nationalist leaders, and the growing self-assertion of Dalit men and women after the 1920s. It will also explore the ideas of key Dalit leaders such as B. R. Ambedkar, Dalit conversion to Buddhism, the Dalit Panther movement, and Dalit literary expression. A primary focus of the seminar will be to understand the personal experience of untouchability and processes of self-transformation, through the reading of autobiography, poetry and short stories. Readings include *The Autobiography of Malcolm X*, Arundhati Roy's *God of Small Things*, and numerous writings by Dalit intellectuals and literary figures. Students will write and rewrite three papers from four to six pages and complete a term paper based upon library research on a topic of their choosing. Writing will be a regular topic of discussion in class sessions.

Additional Info about Online Course: Most classes will be based on synchronous discussions on reading, on writing in a effort to build a sense of community and participation. In cases, we will break into smaller groups (to discuss writing, for instance). Classes will be recorded in case individual students can not make specific sessions.

Textbook(s)Required:

1. Freeman, *Untouchable*, Hardcover, ISBN 9780804710015, Publisher: Stanford University Press, 1979
2. Ambedkar, *Annihilation of Caste*, Softcover, ISBN 9789353040772, Publisher: Rupa Publications, 2018 (other additions available)
3. Roy, *God of Small Things*, Softcover, ISBN 9780812979657, Publisher: Random House Trade Paperbacks, 2008
4. Malcolm X, *Autobiography of Malcolm X*, Softcover, ISBN 9780345350688, Publisher: Ballantine Books, 1992
5. Iliaiah, *Why I am*

not a Hindu, Softcover, ISBN 9780345350688, Publisher: Ballantine Books, 1992 6. Moon, Growing Up Untouchable in India (buy used), Softcover, ISBN 978074250881, Publisher: Rowman & Littlefield Publishers, 2000

HIST-07.27-01 Power, Piety, Politics (Remote, with synchronous components)

Hour: ARR **Instructor:** Pamela Voekel

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

Description:

Title: Power, Piety, and Politics in Latin America

Timeslot: ARR (Arrange)

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Priority for enrollment in this class will be given to students who are taking courses remotely from off-campus and expect to have significant time zone/schedule problems that will prevent them from taking another FYS. To obtain priority enrollment, please contact the instructor to request Instructor Permission prior to the end of initial course election on February 18th.

Update: This course is now accepting any interested students, please contact the instructor for permission to enroll.

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.

Additional Info about Online Course: I will divide the class into two groups. Each group will meet with

the instructor synchronously once a week in a two-hour time block.

Textbook(s)Required:

All materials will be available on Canvas.

HIST-07.36-01 Green New Deal History (Remote, with synchronous components)

Hour: F **Instructor:** Stefan Link

Requirements Met: WCult: W; Distrib: SOC

Description:

Title: The Green New Deal: A History

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: This First-year Seminar offers a historical perspective on current discussions about a "Green New Deal" - that is, on ideas about social and economic transformations in light of climate change. What is implied by the historical reference to the New Deal of the 1930s? How did FDR's New Deal work, and how can we understand the desire to connect today's problems to that earlier precedent? Writing assignments consist of an op-ed, a book review, and a profile of a historical figure. Each assignment will go through guided revision before final submission.

Additional Info about Online Course: This FYS will meet synchronously (Zoom) three times a week, with the expectation that students attend most if not all the sessions live. About half of our sessions are devoted to working on reading and writing.

Textbook(s)Required:

Not applicable.

Italian

ITAL-07.07-01 Mafias (Remote, with synchronous components)

Hour: BL **Instructor:** Nancy Canepa

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

Description:

Title: Mafias

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: What is "mafia"? Organized crime, global big business, shadow state, deeply entrenched mentalities, glamorized myth, all of the above? This course focuses on Italian mafias (primarily the Sicilian Cosa Nostra) and, to a lesser degree, Italian-American mafias. 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 explore Italian history and contemporary society, as well as interrogate the uses and abuses of power and the attraction of outlaw cultures.

Additional Info about Online Course: Instructional mode: synchronous during most of designated class times, including some x-hours. Asynchronous components will include short pre-recorded video lectures, blog conversations, and other activities. Attendance with video on is required.

Textbook(s)Required:

REQUIRED: John Dickie. COSA NOSTRA: A HISTORY OF THE SICILIAN MAFIA. New York: St. Martin's Griffin, 2005. ISBN-13: 978-1403970428 ISBN-10: 1403970424 RECOMMENDED (also available as PDF): Leonardo Sciascia. THE DAY OF THE OWL. New York: NYRB Classics, 2003. ISBN-10 : 159017061X ISBN-13 : 978-1590170618

Latin Am/Caribbean Studies

LACS-07.04-01 Democ&Develop in LatAmerica (Remote, with synchronous components)

Hour: J Instructor: Peter DeShazo

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

Description:

Title: Latin America's Search for Democracy and Development

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: This course examines the political, economic and social development of the five countries of the Andean region of South America—Venezuela, Colombia, Ecuador, Peru, and Bolivia. It contrasts the current governance and economic policy approaches taken by the countries as a means of analyzing variables linked to the consolidation of democracy and sustained development in Latin America and globally. The course has a central focus on the development of writing, research and oral and written advocacy abilities, with special attention paid to concise written expression.

Additional Info about Online Course: This class will be conducted entirely synchronously via Zoom. Classes will meet remotely via Zoom at the scheduled hour. There will not be regular use of the X-hour.

Textbook(s)Required:

There are no standard textbooks required for this class.

Mathematics

MATH-07.03-01 Hazardous Data (Remote, with synchronous components)

Hour: J Instructor: Andrea Kremer

Requirements Met: WCult: None; Distrib: TAS

Description:

Title: Interpreting Hazardous Data and Decoding Deception

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: Our class will meet regularly on Zoom every Tuesday and Thursday during the J time slot; students are required to attend class. During these class sessions we will discuss the assigned material and meet in breakout groups to analyze additional course content and conduct peer review. During the term we will schedule additional short meetings outside of class for individual conferences with me. I do not intend to use the x-hour.

Textbook(s) Required:

No required books to purchase

Physics

PHYS-07.07-01 Nanotechnology and Society (Remote, with synchronous components)

Hour: K Instructor: Martin Wybourne

Requirements Met: WCult: None; Distrib: SCI

Description:

Title: Nanotechnology and Society

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: Participation is an important aspect of the class. Students will be expected to participate in two synchronous classes per week. Classes will include an overview of concepts, class discussion of reading/writing assignments, and student presentations. Reading assignments and material presented by the professor will be available through Canvas. X-hours will not be used regularly. Office-hours will be arranged for individual or small-group discussions.

Textbook(s)Required:

All reading material will be provided by instructor.

Psychological & Brain Sciences

PSYC-07.02-01 Brain Evolution (Remote, with synchronous components)

Hour: K **Instructor:** Richard Granger

Requirements Met: WCult: None; Distrib: SCI

Description:

Title: Brain Evolution

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course:

- * Classes will be remote with predominantly synchronous components.
- * All classes are recorded and available for later viewing; thus much of the course can actually be carried out asynchronously.
- * When you can attend during the synchronous times (TuTh 2:25-4:15 est), you will be able to participate, ask questions, discuss readings and assignments, all in real time. At any other times, you can participate via the "discussions" section of Canvas.
- * It's likely that not everyone will be available for every session, but not to worry: a) you may review class recordings at any time; b) you may discuss topics via canvas discussion boards; and c) you may schedule office hour meetings with me. I'll hold zoom office hours each week, and we can readily schedule additional times.
- * Richard.granger@dartmouth.edu -- I'm always just an email away.
- * Keep an eye on Canvas "announcements".
- * Enjoy this. Be engaged; be respectful; be prepared. Breathe.

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)/\$55.70 (used) *Other purchasing options include ordering directly ordering through Oxford University Press: Use promo code asa12021 to receive 20% off of their Oxford University Press textbook order at www.oup.com/us/he or by calling (customer service 1-800-445-9714)

Sociology

SOCY-07.03-01 20th Century Revolutions (Remote, with synchronous components)

Hour: F **Instructor:** Misagh Parsa

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

Description:

Title: Twentieth Century Revolutions

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: The course will have three synchronous class meetings per week for most of the term; there will be some exceptions towards the end of the term when students prepare for their class presentations. I'm not planning on using X-hours.

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. (Remote, with synchronous components)

Hour: D **Instructor:** Douglas Moody

Requirements Met: WCult: W; Distrib: ART

Description:

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

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: No additional statement.

No required textbooks available

Theater

THEA-07.01-01 Theater for Social Change (Remote, with synchronous components)

Hour: D Instructor: Mara Sabinson

Requirements Met: WCult: None; Distrib: ART

Description:

Title: Theater for Social Change

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: Participation is an essential part of this course. We will have three synchronous class meetings each week. All these will be recorded so students who have difficulty connecting or cannot attend a meeting will have an opportunity to stay up to date. X-hours will be announced well in advance and will be used sparingly.

Textbook(s)Required:

none

THEA-07.01-02 Theater for Social Change (Remote, with synchronous components)

Hour: F Instructor: Mara Sabinson

Requirements Met: WCult: None; Distrib: ART

Description:

Title: Theater for Social Change

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: Participation is an essential part of this course. We will have three synchronous class meetings each week. All these will be recorded so students who have difficulty connecting or cannot attend a meeting will have an opportunity to stay up to date. X-hours will be announced well in advance and will be used sparingly.

Textbook(s)Required:

None

Women's, Gender, and Sexuality

WGSS-07.12-01 Humanities and Human Rights (Remote, with synchronous components)

Hour: D **Instructor:** Annabel Martin

Requirements Met: WCult: None; Distrib: ART

Description:

Title: Humanities and Human Rights: Thoughts on Community

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: This course will focus on the deep connections between democracy and the role of the arts in the public sphere. We will focus on the work of artists who deem that the role of their creations is to generate dialogue around issues of social justice. We will study the work of writers, filmmakers, documentarians, photographers, and poets, individuals, who make "energy" (intellectual energy) usable in different places and contexts. This course will cross-disciplinary boundaries and follow the "comparative method" scrupulously. We will be reading wide array of theoretical, literary, visual, and filmic texts "literarily," with intensive textual scrutiny, defiance, and metatheoretical awareness. Students will be responsible for writing weekly responses, longer reflection pieces, developing a group project, and writing a final paper on a topic that has sparked their interest.

Additional Info about Online Course: Remote with required synchronous class Zoom sessions during all scheduled class times.

Textbook(s)Required:

Students will work from PDFs.

WGSS-07.15-01 Looks, Lookism and the Law (Remote, with synchronous components)

Hour: L **Instructor:** Jennifer Sargent

Requirements Met: WCult: None; Distrib: TMV

Description:

Title: Looks, Lookism and the Law

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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 will write three significant writing projects during the term, each worth 25% of your grade.

Additional Info about Online Course: We'll meet on Zoom for discussion during class scheduled periods. Sometimes I'll put you into break out groups for some of that time. Some weeks, one or both of our class periods will be reserved for remote peer meetings and individual meetings with me. Our remote Zoom class meetings during scheduled class periods are mandatory. I do not plan to use the x-hour, but if I must for some unforeseen reason, you will have advance notice.

Textbook(s)Required:

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

Writing Program

WRIT-07.04-01 Writing to Change the World (Remote, with synchronous components)

Hour: C Instructor: Sara Chaney

Requirements Met: WCult: None; Distrib: SOC

Description:

Title: Writing to Change the World: The Art of the Manifesto, from a Writer's Perspective

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: What happens when writers, artists, and activists set out to make a powerful change in the world around them, and how do they use words to make those changes a reality? Why do some world-changing pieces of writing stand the test of time, while others do not? Is it really possible for a piece of writing to spark a revolution? Ultimately, do words matter? We will address these broader questions through close study of the manifesto tradition. In a manifesto, writers announce the end of an old way and the beginning of a new one. They offer critiques of the present and hope for the future. This tradition has a fascinating history, which we will consider closely, with a special focus on the ways that leaders, rebels, and activists have used writing to instigate real social change. We will also create our own manifestoes and engage in regular workshoping and discussion. Our time will accordingly be divided between critical and creative activity: We will analyze manifestoes and research their cultural contexts to understand the hows and whys of their production and reception. We will also work to creatively transpose these insights when creating our own world changing works.

Additional Info about Online Course: This course will meet synchronously on zoom during regular class times.

Textbook(s)Required:

No required books to purchase.

WRIT-07.19-01 The Stories We Tell (Remote, with synchronous components)

Hour: G Instructor: Deanne Harper

Requirements Met: WCult: None; Distrib: LIT

Description:

Title: The Stories We Tell

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Instructor Permission Required: Priority for enrollment in this course will be given to students in a FYS that was cancelled and then it will be opened up to additional interested students on Monday, March 8th. Please contact Hope Rennie for instructor permission.

Course Description: Our mastery of the strategic use of narrative is important to successful and influential communication in all contexts. This class focuses on effective use of narrative in professional texts that educate, influence and persuade. Stories help us process and remember information. They entertain us, engage us, and explain the world we live in. They can define a culture and position us within that culture. We tell stories to gain acceptance (think of your college application) or to get permission (consider any plea to your parents). We've been familiar with the trope of narrative all our lives, telling, hearing, and judging. And of course, some use stories to distract or mislead. I've selected some interesting texts (primary and secondary, from multiple genres and media) to help us identify how stories reveal perspective. The "texts" I've selected relate to disasters, loosely, just because there are such interesting variations in how some of those stories are told to different audiences and over time. Nothing is covered exhaustively, of course, as I intend my texts to provide useful models. You will be asked to collect materials for your own writing projects that help

demonstrate your ability to use narrative successfully. As writers, we use narrative as a rhetorical trope to help our audience understand a set of circumstances, to persuade others to think or act as we desire, to discourage undesirable behaviors. The carefully crafted stories we incorporate into reports, articles, essays, and proposals all require attention to who-what-where-when-why-how. Good consumers of stories critically evaluate a storyteller's answers to those questions (or failure to answer). We will read and respond to variations in stories told to improve our own ability to work with story and to improve our writing—and reading. We will use narrative as we write our own essays, reviews, proposals, presentations, reports.

Additional Info about Online Course: No additional statement.

Textbook(s)Required:

No required books to purchase.

WRIT-07.22-01 Technology and Sport (Remote, entirely asynchronous)

Hour: AS **Instructor:** Rachel Obbard

Requirements Met: WCult: None; Distrib: TAS

Description:

Title: Technology and Sport at the Crossroads

Timeslot: AS (Asynchronous)

Mode of Delivery: Remote, entirely asynchronous (The course section is delivered remotely and has no scheduled synchronous components that require a time block).

Priority for enrollment in this class will be given to students who are taking courses remotely from off-campus and expect to have significant problems with internet access or scheduling problems that will prevent them from taking another FYS. To enroll, please contact the professor to request Instructor Permission prior to the end of initial course election on February 18th.

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.

Additional Info about Online Course: This course will utilize a variety of virtual formats, including but not limited to discussion boards, videos, small group sessions, one-on-one conferences with the

professor, and guided activities. This course will require that you be self-motivated, organized, and ready to engage deeply with the subject. You will work on your writing every day in relation to the reading and in discussion of the topics we cover. Your workload will include short informal writing pieces and on-line discussions, drafting of longer essays, deep revision, reflections on your growth, and regular exchanges of feedback with peers and your professor. Major assignments will include two formal essays (one a literature review) with several revisions and a final multimedia project that will focus on one of the topics we cover in this class.

Attendance Policy: Attendance will be graded as participation through various virtual formats like small group discussions, discussion boards, peer workshops, etc.

Use of X-periods: This course has no assigned X-periods.

Textbook(s)Required:

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

WRIT-07.28-01 Team Communication/Identity (Remote, with synchronous components)

Hour: K Instructor: Svetlana Grushina

Requirements Met: WCult: None; Distrib: SOC

Description:

Title: Team Communication & Identity: One Team, Two Teams, Red Team, Blue Team

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: Though teams are all around us, from work, play and education to healthcare, leisure and travel, many people struggle to thrive in team environments. At the same time, the ability to work in a team, alongside strong written communication, is a top most sought-after attribute by employers, according to the 2019 Job Outlook survey conducted by the National Association of Colleges and Employers. This course will help you grow and excel in both of those important areas. We will explore the challenges and opportunities of team dynamics by focusing on the role of language and communication as well as ways in which identity, culture, conflict, and power matter in teams.

You will engage with the course theme through a series of writing assignments that build on each other, from reflecting on your own past team experiences to conducting and analyzing interviews for your final research project. There will be in-class writing workshops, peer review, multiple types of feedback, revision opportunities, individual and small team presentations, and other activities that will build your writing and team-related knowledge, expertise, and confidence.

Additional Info about Online Course: We will meet synchronously on Zoom for most regularly scheduled class meetings. In line with the course theme, we will work as a team and create a collaborative and supportive class community. A few class meetings will be used for peer review and other individual and small group work. I don't anticipate using X-hours.

Textbook(s)Required:

No required books to purchase. Readings will be made available through course Canvas site.

WRIT-07.29-01 The Cuban Revolution (Remote, with synchronous components)

Hour: F Instructor: Daniel Howell

Requirements Met: WCult: NW; Distrib: SOC

Description:

Title: The Cuban Revolution: Methods and Perspectives

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: We will meet on Zoom for most of our scheduled synchronous class times.

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.

We will be using digital versions of these texts. I will give further instructions at the beginning of the term. Please do not purchase the books ahead of time!

WRIT-07.30-01 The Female Detective (Remote, with synchronous components)

Hour: D Instructor: Colleen Lannon

Requirements Met: WCult: CI; Distrib: LIT

Description:

Title: The Female Detective: Gender-Bending in the Mystery Genre

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

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.

Additional Info about Online Course: The course will be primarily synchronous — which is to say live over Zoom — during our regularly scheduled course time. But there will also be some asynchronous components, such as an ongoing discussion forum on Canvas, pre-recorded lectures, and small-group activities such as peer reviews. Students are also encouraged to attend office hours on Zoom, where they can discuss their writing with the instructor. X-hours will be used only in the event that a class needs to be rescheduled.

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-07.33-01 Controv Sci and Pub Opinion (Remote, with synchronous components)

Hour: C Instructor: Kathleen Rose

Requirements Met: WCult: None; Distrib: SOC

Description:

Title: Controversial Science and Public Opinion

Mode of Delivery: remote, with synchronous components (the course section is delivered remotely and includes some regularly scheduled synchronous components delivered in a fixed time block).

Course Description: Modern society is shaped by scientific developments and issues that can become controversial in public opinion, ranging from climate change to emerging technologies such as CRISPR and gene editing. To address ongoing societal issues, it is critical to understand how public opinions about science form, and why some sciences and technologies become controversial and others do not. We will address how the ways that we think and talk about science shape our views of controversial scientific topics, including how current media structures impact these conversations.

Using public opinion about controversial scientific topics as our context, this course builds an understanding of how to engage with social science research and develop effective research questions and arguments in the field. We will delve into current research on public attitudes toward science, critically evaluate social sciences research and writings, and develop a research paper about a controversial scientific topic throughout the term. Major assignments will include leading discussion, reading reflection papers, developing a research paper (proposal, annotated bibliography, literature review, full draft), and peer review and multiple revisions.

Additional Info about Online Course: This course will be a mixture of synchronous and asynchronous meetings and activities, including student-led discussions, topical conversations, writing workshops, and time for peer presentations and feedback. We will meet regularly via Zoom during the scheduled class times.

Textbook(s)Required:

No required books to purchase.