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First-Year Seminar Descriptions for Winter Term 2016

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

Re-order by Class Hour

Anthropology

ANTH-07.02-01 The Values of Medicine

Hour: 9L **Instructor:** Sienna Craig

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

Description:

The Values of Medicine

This course considers the values we ascribe to medicine. Through immersive engagement with materials from Rauner Special Collections dating from the 15th-20th centuries, inclusive of Dartmouth's medical school archives, we examine the ethical formation of physicians, the social construction of medicine's gaze onto and into humanity, and the social lives of medicines. We use the research and writing tools of ethnography—structured observation, interviews, reflective fieldnote writing, archival exploration, and sociocultural analysis—to examine the cultural roots and contemporary expressions of “western” medicine. Sections focus on the social history of anatomical knowledge, the gendering of medicine through midwifery and the rise of obstetrics as a field, the family doctor across lines of race, class and geography, the relationship between body and mind with respect to “mental” illness, and the production of medicines as therapeutic objects. Students' final writing projects involve curating their own mini exhibit.

No required textbooks available

Art History

ARTH-07.05-01 Pompeii-Antique & Modern

Hour: 2A **Instructor:** Ada Cohen

Requirements Met: WCult: W; Distrib: ART

Description:

Pompeii in Antiquity and in the Modern Imagination

Suddenly destroyed in A.D. 79 by the eruption of Mt. Vesuvius, Pompeii was rediscovered in the middle of the 18th century. Since then it has been thoroughly explored and studied and has produced many outstanding monuments of ancient art and architecture that present us with a time capsule of sorts. In this seminar we will study some of these works and explore the perspectives of visual analysis, iconography, as well as various approaches to art-historical interpretation. We will also address the inspiration that Pompeii offered to modern writers (Mark Twain, Wilhelm Jensen, Susan Sontag), artists (Renoir, Warhol), and film-makers (Roberto Rossellini, Sergio Leone). Students will learn how to conduct research and write about images.

Textbook(s)Required:

Pompeii: Public and Private Life, ISBN: 978-0674689671, \$30.00 From Pompeii: The Afterlife of a Roman Town, ISBN: 978-0674088092, \$19.00 The Volcano Lover: A Romance, ISBN: 978-0385267137, \$3.00

Biology

BIOL-07.09-01 GMOs: Keys to World Hunger?

Hour: 11 **Instructor:** Natasha Grotz

Requirements Met: WCult: None; Distrib: TAS

Description:

Genetically Modified Organisms: The Key to Ending World Hunger?

We will examine agricultural practices including large-scale agriculture and organic farming as well as the use of genetically modified organisms (GMOs). The scientific techniques used to generate GMOs, the rules governing their distribution and the requirements for a food to be labeled as organic will be considered. Readings will include pro- and anti-GMO opinions, and writings will include both essays expressing student viewpoints as well as a comprehensive research paper.

Textbook(s)Required:

Required Books: Tomorrow's Table: Organic Farming, Genetics and the Future of Food Pamela C. Ronald and Raoul W. Adamchak ISBN 978-0-19-539357-6 Genetically Modified Foods: Debating Biotechnology Edited by Michael Ruse and David Castle ISBN 1-57392-996-4 Mendel in the Kitchen: A Scientist's View of Genetically Modified Foods Nina Fedoroff and Nancy Marie Brown ISBN 0-309-09205

Chemistry

CHEM-07.03-01**Hour:** 10A **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

Humans have always had to cope with the ever-present knowledge of their own, individual, demise. However, in the 1950s and early 1960s people began struggling with the new knowledge that scientific and technological advances had led 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. We will read four books from that era, and will also have access to a variety of resources that will provide a backdrop of the time, in terms of science, politics, and culture. The major writing assignments will comprise a 1000 word short story, to be written in the 'voice' of one of the books, and a 1500 word research essay aimed - with the aid of the resources referred to above as a starting point - at placing one of the four books within the context of its time. In order to make sure that you are continually progressing towards the latter assignment, there will be four 200 word progress reports; these will also serve to help inform your contributions to class discussion, an integral part of the course.

Textbook(s)Required:

The City and the Stars Arthur C. Clark Gollancz ISBN# 1857987632 2001 The Eye in the Sky Philip K. Dick Vintage Books ISBN#1400030102 2003 A Canticle for Liebowitz Walter M. Miller EOS Reprint Edition ISBN#0060892994 2006 Jack Finney The Third Level (there is not an evident ISBN number - it was published in the 1950s; students can look for it by author name/title) Phyllis Gotlieb Sunburst Berkley Publishers ISBN 0425036227

Earth Sciences

EARS-07.01-01 The Solar System**Hour:** 9L **Instructor:** Susan Taylor**Requirements Met:** WCult: None; Distrib: SCI**Description:**

The Solar System

The solar system consists of our Sun, eight planets, many moons and an unknown number of smaller bodies such as asteroids, comets, and Kuiper belt objects. At least one of the planets, the Earth, has life. What do we know about these bodies? How do we know what we know? Through readings, class discussions and lectures this class will explore how scientific discoveries about our solar system have

profoundly altered our world-view. We will read and discuss *Sidereus Nuncius* by Galileo Galilei, *T. Rex and the Crater of Doom* by Walter Alvarez, sections of *Coming of Age in the Milky Way* by Timothy Ferris, and other assigned readings to gain a view of our place in the universe and how this view has changed over time. Original research is not required in this course but the student will research and write a fifteen-page paper and two five-page papers on a topic relevant to the subjects discussed in class.

Textbook(s)Required:

Book 1 - "The Sidereal Messenger" by Galileo Galilei Book 2 - "T-Rex and the Crater of Doom" by Walter Alvarez Book 3 - "Style: Lessons in Clarity and Grace" by Joseph Williams

Engineering Sciences

ENGS-07.02-01

Hour: 10 **Instructor:** Mary Albert

Requirements Met: WCult: None; Distrib: SCI

Description:

Climate Change

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

Textbook(s)Required:

Earth: The Operator's Manual, R. Alley, 2011, W.W. Norton & Company. ISBN 0393081095. Amazon: \$25.40 Also available as an e-book on Kindle. Style the Basics of Clarity and Grace, 4th edition, J. M. Williams and G.C. Colomb, 2010. ISBN 0205830765. Amazon: \$13.06

English

ENGL-07.03-01 Focus on Hamlet

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

Requirements Met: WCult: None; Distrib: None

Description:

Focus on Hamlet: Text and Film

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

No required textbooks available

ENGL-07.04-01 Literature of the Machine

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

Requirements Met: WCult: W; Distrib: LIT

Description:

Literature of the Machine

This seminar practices writing, reading, critiquing, and editing academic essays, using as material for analysis texts that feature machines or technologies. Readings include Mary Shelley’s *Frankenstein*, plus novels by Kurt Vonnegut, Angela Carter, and H.G. Wells, a chapter from theorist Roland Barthes, recent science fiction, and more. Class focuses on open discussion of the text and group critique of peer writing. Assignments: six short "miniessays," two longer essays, and a research report.

No required textbooks available

Environmental Studies

ENVS-07.02-01 Conservation&Sustainability

Hour: 12 **Instructor:** Coleen Fox

Requirements Met: WCult: None; Distrib: INT

Description:

From Gombe to the Galapagos – Conservation, Development, and Sustainability

This course investigates the challenges and opportunities associated with integrating the twin goals of biodiversity conservation and development in the Global South. As the course title suggests, we will look at

cases ranging from the innovative Roots & Shoots program around Gombe National Park in Tanzania, to the contradictory outcomes of a flourishing eco-tourism industry in the Galapagos Islands in Ecuador. After an introduction to the history of international conservation, we will focus on the ‘New Conservation Debate’, which goes beyond the polarizing ‘parks versus people’ debate to focus on the socio-cultural and ecological context and the issues surrounding project sustainability. By drawing on cases studies from around the world, students will gain a broad perspective on how the new debates are playing out in a variety of ecosystems and cultural contexts. Writing and research are important aspects of this class. Students will write a personal reflection essay, an analytical essay, and a research paper. We will spend class time on peer editing, discussions about writing, and learning about research methods and sources.

Textbook(s)Required:

No textbook required.

ENVS-07.03-01 Ecopsychology

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

Requirements Met: WCult: None; Distrib: TMV

Description:

Ecopsychology

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

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

Textbook(s)Required:

Ishmael: An Adventure of the Mind and Spirit (paperback) By Daniel Quinn ISBN: 978-0553375404 \$10.71
 Refuge: An Unnatural History of Family and Place (paperback) By Terry Tempest Williams ISBN: 978-0679740247 \$11.66

Film Studies

FILM-07.13-01**Hour:** 10A **Instructor:** William Phillips**Requirements Met:** WCult: W; Distrib: ART**Description:**

Great Screenwriting

A nuts and bolts study of what makes an excellent script: techniques, tropes, themes, and why movies and television do not rely solely on writing to produce great shows. It's a group effort. The writing is the basis, but there has to be excellent directing, acting, cinematography, editing, sound, costuming, production design, music. There are 500 ways a script can fail and 5000 ways a movie can fail, so when something great comes along, it's worth noting and asking ourselves: why did this work? Written work will include 2-3 conventional term papers, 1 PowerPoint presentation and (optional) 1 screenplay.

No required textbooks available

French

FREN-07.02-01**Hour:** 10A **Instructor:** Annabelle Cone**Requirements Met:** WCult: W; Distrib: LIT**Description:**

The Franco-Belgian Bande Dessinée

The golden age of Franco-Belgian comics in the 1950s with Tintin and Asterix saw the growing popularity of a genre that has since reached an international audience. In this course we will read a cross-section of classic comics and contemporary graphic novels translated into English. Writing assignments will concentrate on the specific challenges of the language of comics, and themes comics explore (history, politics, explorations of the self).

Textbook(s)Required:

Hergé , "Tintin in America" and "The Broken Ear" Goscinny and Uderzo, "Asterix Gladiator" Peyo, "The Smurf King" Morris and Goscinny, "Rails on the Prairie" Abouet and Oubrerie: Aya, Life in Yop City." ISBN: 978-1-77046-082-9 Joann Sfar, "The Rabbi's Cat" (vol 1) ISBN: 978-0-375-71464-1 David B., "Epileptic"

Geography

GEOG-07.12-01 Global Ties, Intimate Lives

Hour: 10 **Instructor:** Patricia Lopez

Requirements Met: WCult: None; Distrib: INT

Description:

Global Ties, Intimate Lives

Everyday experiences, as mundane as preparing our morning coffee, are impacted by globalization. But what, exactly, is “globalization”? What does it mean to say our individual lives are deeply intertwined with global processes? In this course, we will examine just a few of the global ties that are built, maintained, and exercised through economic, political, and social processes around the world. Through readings including op-eds, blog posts, popular novels, and academic articles and books, we will uncover some of the ways that global processes inform individual lives and how individuals are impacting global processes. In discussions and writing assignments, we will critically examine how globalization operates and what it means to speak and write about the “global intimate.”

No required textbooks available

GEOG-07.14-01 Thirsty Planet

Hour: 2 **Instructor:** Jonathan Winter

Requirements Met: WCult: None; Distrib: SCI

Description:

Thirsty Planet

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 quality and availability of water. Writing assignments will include reading reactions, an opinion piece that addresses a facet of water management, and a research paper focused on a pressing water-related scientific or policy issue.

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

German

GERM-07.02-01

Hour: 12 **Instructor:** Petra McGillen

Requirements Met: WCult: W; Distrib: LIT

Description:

Material Matters: A Brief History of Paper (and the Stories Written on It)

The age of paper is said to be over because so much data are electronic now. Upon a closer look, however, paper is still everywhere: It is in our everyday lives (think money) and even in our language (“I have to write a term paper”). In this course, we will trace the media history of paper—from the first writing surfaces, to Gutenberg’s letterpress, to digital books—to find out how paper permeated modern culture and civilization as deeply as it did. Special attention will be on literary excerpts from the great German tradition in which paper (e.g. love letters, newspaper) takes center stage. Reading these excerpts closely, we will tease out what literature has to tell us about the cultural impact of paper at different moments in time. The history of paper, then, will give us a perspective for reflection upon our own reading and writing practices: how do we read and write? Does material matter in the creative process?

Combining entry-level media history and literary analysis with focused reading and writing tasks, this class is designed to strengthen your academic writing skills in multiple ways: You will learn how to engage critically with your reading materials, generate ideas, develop them in writing, and revise your writing in order to communicate your ideas more effectively. At the end of class, you will have gained a new understanding not only of the media history of paper, but also of your own reading and writing process.

Textbook(s)Required:

McLuhan, Marshall, *The Gutenberg Galaxy: The Making of Typographic Man*. Toronto: University of Toronto Press, 2008, ISBN 978-1442612693

Government

GOVT-07.02-01

Hour: 10 **Instructor:** Jennifer Lind

Requirements Met: WCult: NW; Distrib: INT

Description:

Nationalism in War and Peace

In Dartmouth’s first-year seminars, students explore a substantive topic—in this course, we study how nationalism affects war-fighting and reconciliation. We examine a wide variety of international and intra-state cases (e.g., Japan, Germany, China, North Korea, the United States, South Africa, Rwanda) and analyze how memory, identity, and nationalism affect political development, perceptions of threat, and the likelihood of reconciliation. The other key purpose of the seminar is to introduce students to the academic world of ideas— to the verbal debate and exchange of ideas, to the written expression of ideas, and to the

refining of ideas through a process of intellectual development, peer feedback, and revision. At the heart of this seminar is close interaction and the fostering of a sense of intellectual community, both among student colleagues and with the professor.

Textbook(s)Required:

Jennifer Lind, Sorry States: Apologies in International Politics (Cornell UP, 2008). ISBN-13: 978-0801476280, ISBN-10: 0801476283.

GOVT-07.12-01 Intelligence & Ntl Security

Hour: 2 Instructor: Jeffrey Friedman

Requirements Met: WCult: None; Distrib: SOC

Description:

Intelligence and National Security

This first-year 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, CIA methods of “enhanced interrogation,” and Edward Snowden’s disclosure of classified programs. As we discuss these topics, our broader goal is to foster research, writing, and intellectual exchange. In this sense, the world of intelligence is our playing field for broader debates about how people can address important controversies in a manner that is interesting, useful, and rigorous.

Textbook(s)Required:

There are no required books.

History

HIST-07.02-01 Places of American Physics

Hour: 10 Instructor: Richard Kremer

Requirements Met: WCult: None; Distrib: SCI

Description:

The Places of American Physics

Does place matter in science? This seminar investigates nine “Historic Sites,” selected by the American Physical Society, where “famous” research occurred; MIT, Harvard, and Dartmouth are on the list, as well as corporate labs like Bell. As we explore these sites, we will ask whether a peculiar “style” of American physics can be defined or whether local factors make each place unique. Literary historians

consider "American poetry"; art historians talk of "American art". Is there an "American physics"? Students work in groups, make oral presentations, and write/revise weekly essays, in various formats, and a research paper on one of the sites.

No required textbooks available

HIST-07.07-01 From Untouchable to Dalit

Hour: 2A **Instructor:** Douglas Haynes

Requirements Met: WCult: NW; Distrib: SOC

Description:

From Untouchable to Dalit: Discrimination and Resistance in Modern India

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). The 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, processes of self-transformation, and forms of protest against caste oppression 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 three shorter papers and a 10-12 page paper based upon library research.

Textbook(s)Required:

Malcolm X, THE AUTOBIOGRAPHY OF MALCOLM X (Random House Publishing, 1987) ISBN 9780345350688. Dangle, POISONED BREAD (South Asia Books, 2010), ISBN 9788125037545. Freeman, UNTOUCHABLE: AN INDIAN LIFE HISTORY (South Asia Books, 2005), ISBN 9788185604824. Moon, GROWING UP UNTOUCHABLE IN INDIA (Rowman & Littlefield, 2000), ISBN 9780742508811. Roy, GOD OF SMALL THINGS (HarperCollins), ISBN 978006097749. Ambedkar, THE ANNIHILATION OF CASTE (Verso, 2014), ISBN 9781781688311.

HIST-07.24-01 Cold War in Latin America

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

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

Description:

Latin America and the Global Cold War

This course examines and analyzes the key variables that determined Latin America's political, economic

and social evolution during the period of the Cold War (1946-1991). It focuses on the relationship of Latin America to the global Cold War, the manifestation of U.S. and Soviet foreign policy in the region and the responses of key actors in Latin America to the geo-strategic and ideological rivalry between the two superpowers. The course seeks to develop oral and written abilities through a combination of brief written assignments (from one paragraph to two pages) and a final 10-12 page research/analysis paper.

Textbook(s)Required:

1. John Lewis Gaddis, *THE COLD WAR: A NEW HISTORY* (Penguin Books 2005).
2. Peter H. Smith, *TALONS OF THE EAGLE: LATIN AMERICA, THE UNITED STATES, AND THE WORLD* (Oxford University Press, Fourth Edition 2013).

Humanities

HUM-002-01 The Modern Labyrinth

Hour: WX **Instructor:** Paul Carranza, Steve Swayne, Eric Miller

Requirements Met: WCult: W; Distrib: LIT

Description:

Textbook(s)Required:

Metamorphoses, Ovid. Trans. C. Martin. Norton Critical Edition, 2010. ISBN 978-0-393-92534-0 The Picture of Dorian Grey, Wilde. Norton, 2006. ISBN-13: 978-0719546686 The Metamorphosis, Kafka. Trans. Joachim Neugroschel. The Metamorphosis, In the Penal Colony and Other Stories. Simon & Schuster. ISBN 0-684-80070-5. Ficciones, Borges. Ed. Anthony Kerrigan. Grove, New York, 1962. ISBN-13: 978-0-8021-3030-3 The Decameron, Boccaccio. Trans. Wayne Rebhorn. Norton, 2014. ISBN-13: 978-0393350265 Dangerous Liaisons, Laclos. Trans. Helen Constantine. Penguin Classics, 2007. ISBN-13: 978-0140449570 "The Beggar Maid," Munro. Selected Stories 1968-1994. Vintage Reprint. ISBN-13 9780679766742.

HUM-002-02 The Modern Labyrinth (Discussion)

Hour: OT **Instructor:** Eric Miller

Requirements Met: WCult: W; Distrib: LIT

No description available

Textbook(s)Required:

Metamorphoses, Ovid. Trans. C. Martin. Norton Critical Edition, 2010. ISBN 978-0-393-92534-0 The Picture of Dorian Grey, Wilde. Norton, 2006. ISBN-13: 978-0719546686 The Metamorphosis, Kafka. Trans. Joachim Neugroschel. The Metamorphosis, In the Penal Colony and Other Stories. Simon & Schuster. ISBN 0-684-80070-5. Ficciones, Borges. Ed. Anthony Kerrigan. Grove, New York, 1962. ISBN-13: 978-0-8021-3030-3 The Decameron, Boccaccio. Trans. Wayne Rebhorn. Norton, 2014. ISBN-13: 978-0393350265 Dangerous Liaisons, Laclos. Trans. Helen Constantine. Penguin Classics, 2007. ISBN-13: 978-0140449570 "The Beggar Maid," Munro. Selected Stories 1968-1994. Vintage Reprint. ISBN-13 9780679766742. Series: Norton Critical Editions Paperback: 560 pages Publisher: W. W. Norton &

Company; Critical edition (September 21, 2015) ISBN-10: 0393935620 ISBN-13: 978-0393935622

HUM-002-03 The Modern Labyrinth (Discussion)

Hour: OT **Instructor:** Paul Carranza

Requirements Met: WCult: W; Distrib: LIT

No description available

Textbook(s)Required:

Metamorphoses, Ovid. Trans. C. Martin. Norton Critical Edition, 2010. ISBN 978-0-393-92534-0 The Picture of Dorian Grey, Wilde. Norton, 2006. ISBN-13: 978-0719546686 The Metamorphosis, Kafka. Trans. Joachim Neugroschel. The Metamorphosis, In the Penal Colony and Other Stories. Simon & Schuster. ISBN 0-684-80070-5. Ficciones, Borges. Ed. Anthony Kerrigan. Grove, New York, 1962. ISBN-13: 978-0-8021-3030-3 The Decameron, Boccaccio. Trans. Wayne Rebhorn. Norton, 2014. ISBN-13: 978-0393350265 Dangerous Liaisons, Laclos. Trans. Helen Constantine. Penguin Classics, 2007. ISBN-13: 978-0140449570 "The Beggar Maid," Munro. Selected Stories 1968-1994. Vintage Reprint. ISBN-13 9780679766742.

HUM-002-04 The Modern Labyrinth (Discussion)

Hour: OT **Instructor:** Steve Swayne

Requirements Met: WCult: W; Distrib: LIT

No description available

Textbook(s)Required:

Metamorphoses, Ovid. Trans. C. Martin. Norton Critical Edition, 2010. ISBN 978-0-393-92534-0 The Picture of Dorian Grey, Wilde. Norton, 2006. ISBN-13: 978-0719546686 The Metamorphosis, Kafka. Trans. Joachim Neugroschel. The Metamorphosis, In the Penal Colony and Other Stories. Simon & Schuster. ISBN 0-684-80070-5. Ficciones, Borges. Ed. Anthony Kerrigan. Grove, New York, 1962. ISBN-13: 978-0-8021-3030-3 The Decameron, Boccaccio. Trans. Wayne Rebhorn. Norton, 2014. ISBN-13: 978-0393350265 Dangerous Liaisons, Laclos. Trans. Helen Constantine. Penguin Classics, 2007. ISBN-13: 978-0140449570 "The Beggar Maid," Munro. Selected Stories 1968-1994. Vintage Reprint. ISBN-13 9780679766742.

Jewish Studies

JWST-07.01-01 Rediscovery of Holy Land

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

Requirements Met: WCult: W; Distrib: ART

Description:

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

Until the early 19th century Israel was "terra incognita" to both Europeans and Americans. The "Holy

Land" was virtually an unknown territory wrapped in a thick fog of myth, legend, and mystery. Through the exploits of missionaries, soldiers, explorers, and eventually archaeologists, the remains of the lost civilizations previously known only from the Bible were brought to light. These were exciting and dangerous undertakings which eventually laid the foundations for the modern discipline of Near Eastern archaeology. This course will study the exploits of early adventurers, travellers, and archaeologists as well as try to understand their various motivations in coming to this distant and forgotten land in the eastern Mediterranean. It will also explore the tension between their expectations and the realities they encountered—a tension captured in various paintings and sketches—and try to assess how their work has shaped and informed contemporary ideas about the Near East. Students will learn how to conduct library research and they will practice writing short essays as well as a longer research project.

No required textbooks available

Music

MUS-07.02-01 Music-Neuroscience-Ethics

Hour: 2A **Instructor:** Steve Swayne

Requirements Met: WCult: None; Distrib: TMV

Description:

Addiction, Obesity, Pollution, Thievery, and Other Music-related Topics

Music in most of our lives is both ubiquitous and invisible: ubiquitous, in that it surrounds us in nearly every environment in which we find ourselves (provided, of course, we unplug ourselves from our mp3 players); and invisible, in that few people talk about the musical hypersaturation we experience. In this seminar, we will explore how music operates in our everyday lives and ask questions about whether its ubiquity and invisibility has a dark side.

We will begin by looking at what ancient Greek and Roman writers had to say about music. Next we'll turn to research that looks at the neurobiological aspects of our musical lives and then explore the questions that a neurobiological understanding of music naturally presents. Can music become an addictive substance? Is it possible to "consume" too much music? How does music change our bodies and our environments?

We will also explore the ongoing controversies surrounding Supreme Court rulings that attempt to limit music downloading. To what degree are lawmakers and music industry spokespeople out of step with the digital music revolution? Can there be such a thing as "free music"? And how do we view ourselves in light of current definitions of illegal downloading?

Readings will include newspaper stories, legal decisions, Plato, Aristotle, Quintilian, and other texts. Students will write of their own experiences with music as well as interact with the various readings and

compose a term paper around an area of personal interest.

No required textbooks available

Philosophy

PHIL-07.01-01 Contemporary Moral Issues

Hour: 11 **Instructor:** Ann Bumpus

Requirements Met: WCult: None; Distrib: TMV

Description:

Contemporary Moral Issues

In this seminar, we will study contemporary moral issues such as capital punishment, abortion, and physician-assisted suicide. All of these issues raise questions about who has rights (fetuses? those who are comatose? serial killers?) and when killing is permissible. Course material will consist of contemporary philosophical articles, selections from classical philosophy, and films. Students will learn to construct arguments for their positions and will practice defending their views in debate as well as in written form. In addition to composing closely-argued essays, students will research one controversial moral issue independently (or as part of a small group), first producing an annotated bibliography and then creating a presentation for the class.

No required textbooks available

Psychological & Brain Sciences

PSYC-07.03-01 Credulity & Pseudoscience

Hour: 11 **Instructor:** John Pfister

Requirements Met: WCult: None; Distrib: SOC

Description:

Credulity: Science, Pseudoscience, and Thinking Critically About Human Behavior

People believe in all kinds of things about human behavior...opposites attract, handwriting can reveal something about your personality, you only use 10% of your brain...without ever asking themselves why they believe in such things. Other, even more exotic claims...alien abduction, communication with the dead, conspiracy theories...have become a fixture in popular culture. Why do such beliefs persist, despite little, no, or contrary evidence? How do we evaluate new claims in science? This course will give you the tools to make your own decisions regarding both mundane and unusual claims and what would constitute sufficient evidence for your belief. You will be encouraged to translate your thoughts and opinions into a

written form through daily exercises (such as reviewing something you have read) and weekly essays on a topic developed in class. Writing exercises will emphasize the need for evidence in crafting an argument and the proper citation of sources. Quality writing will be encouraged through multiple drafts, peer editing, and reverse outlines.

Textbook(s)Required:

1. Title: 50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior, by Lilienfeld, Lynn, Ruscio & Beyerstein; Wiley –Blackwell; 2009; ISBN-13: 978-1-4051-3112-4 Approximate Cost: \$19.79
2. Title: The Believing Brain: From Ghosts and Gods to Politics and Conspiracies---How We Construct Beliefs and Reinforce Them as Truths, by Michael Shermer, unknown Edition (Hardcover 2011) ISBN: 00000019S Approximate Cost: from \$4.85 (used hardcover)
3. Title: Think: Why You Should Question Everything, by Guy Harrison ISBN-10: 1616148071 ISBN-13: 978-1616148072 Approximate Cost: \$13.18 (paperback)
4. The Sense of Being Stared At: And Other Unexplained Powers of Human Minds, by Rupert Sheldrake ISBN-10: 1620550970 ISBN-13: 978-1620550977 Approximate Cost: \$14.26

Religion

REL-07.06-01

Hour: 2A **Instructor:** Reiko Ohnuma

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

Description:

Hindus and Muslims in India

Hindu nationalist rhetoric in India today claims that India has always been an inherently “Hindu state” and that “Hindu” and “Muslim” are two distinct, mutually exclusive, and oppositional identities locked in a relationship of eternal conflict. Within this rhetoric, the Muslim rulers who reigned over much of medieval India are depicted as cruel and iconoclastic tyrants who oppressed the native Hindu population and engaged in wholesale temple desecration, while the Muslims of contemporary India (approximately 13% of the population) are branded as permanently “foreign” and “other”— despite their centuries-long history within the subcontinent and their pervasive contributions to Indian art, religion, and culture. This course calls this rhetoric into question. We will do this by questioning the very categories of “Hindu” and “Muslim” identities in South Asia from medieval through modern times, and striving to make sense of the persistence of Hindu/Muslim syncretism. As a First-year Seminar, this course will emphasize classroom discussion, the regular writing of “reading summaries,” two short papers subjected to review and submitted in two drafts, one research paper, and an oral presentation. Some classroom time will be devoted to the mechanics of reading, writing, research, and oral presentation.

No required textbooks available

Russian

RUSS-07.05-01 Scapegoats

Hour: 11 **Instructor:** John Kopper

Requirements Met: WCult: W; Distrib: LIT

Description:

Scapegoats

The goals of this seminar are to learn to write clearly and to foster habits of thinking critically and carefully. During the term you will work on converting paper drafts into polished essays, help your peers by commenting on their writing, and take part in group presentations to the class. You will also have the opportunity to write a biographical reflection on the course theme of scapegoating. We have all read about scapegoating, sometimes witnessed it, sometimes participated in it, and sometimes been scapegoated ourselves. In this seminar we will explore the human mechanism—and ritual—of assigning blame, and look at ways that scapegoats define us in relation to family, religion, gender, nation, and history. The class will likely read Isaac Babel's short stories, Faulkner's *Light in August*, Hawthorne's *Scarlet Letter*, and Nabokov's *Invitation to a Beheading*.

Textbook(s)Required:

1. Title: Invitation to a Beheading Author: Nabokov Vladimir ISBN 10: 0-679-72531-8 Price: \$ 13.03
2. Title: Jasper Jones Author: Craig Silvey ISBN 10: 0375866272 Price: \$9.07
3. Title: The Ox-Bow Incident Author: Clark Walter V. ISBN 10: 0812972589 Price: \$ 4.95
4. Title: Style: The Basics of Clarity and Grace, 4th edition Author: Williams Joseph M.; ISBN 10: 0205830765 Price: \$ 3.58
5. Title: Light in August Author: Faulkner William ISBN 10: 0679732268 Price: \$ 13.47
6. Title: Babel: The Collected Stories of Isaac Babel Author: Babel Isaac ISBN 10: 0393324028 Price: 18.13

Sociology

SOCY-07.07-01 US Social Stratification

Hour: 2 **Instructor:** Jason Houle

Requirements Met: WCult: None; Distrib: SOC

Description:

Sociological Perspectives on Social Stratification and Inequality in the United States: A Century of Continuity and Change

When we think about social inequality, it's tempting to view it as the inevitable byproduct of effort, where those at the top are rewarded for their perseverance, and those at the bottom should work harder to "pull themselves up by their bootstraps." In this class, we will interrogate these naïve assumptions, and explore

sociological understandings of social stratification and inequality in the context of 20th and 21st century United States. We will specifically focus on how sociologists write, craft arguments, and develop and test theories about social inequality.

As part of this process, you will learn how to write (and read) formal sociological research papers, such as those that appear in academic journals, and also how to package these ideas to public audiences (such as op-eds). Substantively, we will focus on a range of topics, including (but not limited to): social mobility, poverty and social welfare policies, race and gender stratification, the causes and consequences of rising wealth and income inequality, and the changing face of inequality before and after the Great Recession.

Textbook(s)Required:

none

Spanish

SPAN-07.05-01

Hour: 10 **Instructor:** Beatriz Pastor

Requirements Met: WCult: W; Distrib: LIT

Description:

Utopia in Latin America: From Wonderlands to Revolution

Oscar Wilde claimed that a map of the world that did not contain the country of Utopia was not even worth glancing at for it left out the one country at which humankind was always landing. Whether or not one agrees with such a radical statement there is little question that the quest for utopia has been one of the most powerful driving forces in Latin America since Columbus' discovery. This course will deal with utopian visions and their critique. Against a backdrop of conspiracies, native uprisings, slave rebellions and historical events such as the Gual-España conspiracy, Tupac Amaru's uprising, and 20th century revolutions, we will discuss works by Columbus, Ercilla, Simón Bolívar, Martí, Carpentier, Che Guevara, Gustavo Gutierrez Merino, Gabriel García Márquez and others. Students will be asked to keep a reading journal, and will perfect their writing skills writing three short papers and a final research paper.

No required textbooks available

Theater

THEA-07.02-01

Hour: 11 **Instructor:** Chante Mouton Kinyon

Requirements Met: WCult: CI; Distrib: ART

Description:

Documentary Theatre: Trial Plays

This writing intensive course focuses on examining the branch of documentary theatre that concentrates on political and, often, polarizing court trials. Students will be asked to write three short essays and two long essays. We will have regular writing workshops. Through close analyses of the plays explored, we will investigate how the playwrights constructed theatre with material from original court proceedings. We will also explore issues of evidence, how court proceedings are conducted, and how these legal trials interact with larger cultural moments. Students will develop their ability to write about “texts” that include performances, research based essays, and will also be asked to develop a trial play. Questions that will repeatedly come up in this course are: What is the relationship between the trials/plays we study and public discourse? How do these particular trials operate as theatre? In what ways does verbatim material as dialogue impact our current understanding of theatre, especially as it concerns actors and audience? Should this branch of theatre be approached as historical artifacts?

The course’s juxtaposition of theatre and historical events generates an interdisciplinary examination of performance as we consider the implications of putting history on the stage. Using secondary critical sources in conjunction with close consideration of dramatic texts, we will examine both strata of these works’ historical context (their subject matter and each creator’s social and intellectual milieu).

Textbook(s)Required:

No textbooks, but plays: Donald Freed, *Inquest* Eric Bentley, *Are You Now or Have You Ever Been Daniel Berrigan*, *The Trial of the Catonsville Nine* Ron Sossi, Tom Hayden, and Frank Condon, *The Chicago Conspiracy Trial* Emily Mann, *Testimonies: Four Plays* Anna Deavere Smith, *Twilight* Los Angeles Moises Kaufman, *Gross Indecency: The Three Trials of Oscar Wilde* Moises Kaufman, *The Laramie Project*

Women's, Gender, and Sexuality

WGSS-07.05-01 Gay Literature in Americas

Hour: 3B **Instructor:** Klaus Milich

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

Description:

Gay Literature / Escritura Gay in the Americas

Starting from a discussion on how to define gay literature—along the author’s or protagonist’s sexual identity, the plot, the reader’s expectations?—this course will discern some central aspects of gay writing in the Americas. Emphasis will be both on the commonalities and the differences that shaped gay experiences in North and South America, such as notions of masculinity/femininity, the influence of religion and indigenous cultural traditions, the impact of democratic or authoritarian politics, colonialism, race and ethnicity. Readings may include novels, autobiographies, essays, plays, poems, and movies from the 1950s to the present by Reinaldo Arenas, James Baldwin, Alison Bechdel, Andrew Holleran, Manuel Puig, John

Rechy, Susan Sontag, Edmund White, Michael Warner and others.

Textbook(s)Required:

James Baldwin. Giovanni's Room. Delta. ISBN-13: 978-0385334587. List Price: \$14.00. John Rechy. City of Night. Grove Press. ISBN-13: 978-0802130839. List Price: \$15.00. Andrew Holleran. Dancer from the Dance. Harper Perennial. ISBN-13: 978-0060937065. List Price: \$13.99. Manuel Puig. The Kiss of the Spider Woman. Vintage. ISBN-13: 978-0679724490. List Price: \$15.00. Reinaldo Arenas. Before Night Falls. Penguin Books. ISBN-13: 978-0140157659. List Price: \$16.00. Alison Bechdel. Fun Home. Mariner Books. ISBN-13: 978-0618871711. List Price: \$13.95.

Writing Program

WRIT-07.04-01 Writing to Change the World

Hour: 11 **Instructor:** Sara Chaney

Requirements Met: WCult: None; Distrib: SOC

Description:

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

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 workshopping 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.

Textbook(s)Required:

No Book Order.

WRIT-07.05-01

Hour: 10A **Instructor:** Kenneth Bauer

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

Description:

Environment and Development in Contemporary China

The course examines the biophysical landscape of China and historical/contemporary ways of viewing and representing these ecologies. We will learn about the legacies of late imperial, Maoist, and contemporary policies on diverse environments such as urban areas and Tibet's grasslands. This includes considering traditional Han Chinese cosmology and Western ideas of conservation as well as Mao's utopian projects. We will then observe how post-Mao economic reforms, neoliberal economic policies, and the deepening integration of China into the global economy shape its environment and development options. From there, we will turn to specific aspects of these issues including urbanization, pollution, and biodiversity conservation, among others.

We will use a variety of compositional modes to explore environment and development issues in contemporary China. Through close readings of texts, images, and films, we will explore how different narrative styles, rhetorical strategies, and discourses work. We will examine different types of evidence and sources to understand the how environment and development issues in China have been framed and represented during the modern era (1949-).

Textbook(s)Required:

Geall, Sam. *China and the Environment: The Green Revolution (Asian Arguments)*, Zed Books, 2013.

ISBN: ISBN-10: 1780323409, ISBN-13: 978-1780323404

Shapiro, Judith. *China's Environmental Challenges*, Polity Press, 2012. ISBN: ISBN-13: 978-0745660912

Williams, Joseph and Bizup, Joseph. *Style: The Basics of Clarity and Grace*, Longman, 2014, 5th. ISBN:

ISBN-10: 0321953304, ISBN-13: 978-0321953308