

Dartmouth

Office of the Registrar

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First-Year Seminar Descriptions for Winter Term 2017

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

Re-order by Class Hour

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.

Textbook(s)Required:

Montross, Christine, 2008. *Body of Work: Meditations on Morality from the Anatomy Lab*. New York: Penguin Books, ISBN: 9780143113669, starting at \$11.93

Art History

ARTH-07.02-01 Paris in the 19th Century

Hour: 10A **Instructor:** Kristin O'Rourke

Requirements Met: WCult: W; Distrib: ART

Description:

Paris in the Nineteenth Century

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 written assignments to help improve your writing. This course will also encourage discussion of visual materials as well as readings, and each student will develop a powerpoint presentation and final paper based on a topic of his/her choice.

Textbook(s)Required:

Optional - Impressionism: Art, Leisure, and Parisian Society, 978-0300050837, \$35.00

Asian/Mideast Lang/Lit

AMEL-07.01-01 Jerusalem: Vision & Reality

Hour: 10A **Instructor:** Lewis Glinert

Requirements Met: WCult: NW; Distrib: LIT

Description:

Jerusalem: Vision and Reality

Jerusalem has always mesmerized minds—Royal City of Solomon, mystical core of the world, site of a foretold apocalypse, twice razed to the ground, focus of Jewish messianic dreams, since 1948 once more a Jewish capital city but still savagely fought over. In this course, we will sample the symbolism of Jerusalem in Jewish, Christian and Islamic intellectual and artistic expression, from the Bible down to the present. Why has this city evoked such passions? Assessment will be by three papers analyzing academic and creative course readings, with an emphasis on clarity, concision and grasp of content.

No required textbooks available

Biology

BIOL-07.11-01 Pricing Nature's Services

Hour: 12 **Instructor:** David Lutz

Requirements Met: WCult: None; Distrib: SOC

Description:

Putting a Price on the Planet: Combining Ecosystem and Social Science to Value the Natural World

Solving the planet's environmental crises is no easy task. Many environmental problems stem from a failure to consider environmental externalities in the management of natural ecosystems. However, fully understanding how humans alter the structure and function of the Earth, as well as how to implement effective environmental policies, demands an interdisciplinary approach. One methodology that has been developed and is widely used is the valuation of ecosystem services. Here, the term 'ecosystem services' refers to attributes of the environment that provide benefits to human societies. By assigning values and preferences to these services, it is thought that more prudent and sustainable environmental decisions can be made. In this course, we will discuss the concept of ecosystem services and their valuation, examine the origins of this practice, become familiar with its common applications, and think critically about its current and future uses.

In addition to learning about the topic of ecosystem services, we will discuss communications challenges within this interdisciplinary field. One main challenge regards how practitioners of these different disciplines write and relay information. While the scientific community is generally well-versed in how ecosystems function, their findings are typically presented in journal article format, with a style that avoids specific prescriptions for how society may ameliorate ecological problems. Meanwhile, more mainstream press outlets primarily focus on economic valuation and the capitalistic components of the field, often missing the complexities of the process. In this context, we will learn about the many different styles of writing and communication that one must be familiar with to navigate this exciting field.

Textbook(s)Required:

Three Required: Gretchen C. Daily. 1997 Nature's Services: Societal Dependence on Natural Ecosystems. Washington, D.C. Island Press. ISBN: 9781559634762 Keith Hjortshoj. 2009 The Transition to College Writing. Boston, MA Bedford/St. Martin's. ISBN: 9781559634762, ISBN-10: 0312440820 Joseph M. Williams and Gregory G. Colomb. 2012. Style: The Basics of Clarity and Grace. Pearson. ISBN-13: 978-0205830763 ISBN-10: 0205830765 "

Chemistry

CHEM-07.01-01 Science and Society

Hour: 2A **Instructor:** Fredrick Kull

Requirements Met: WCult: None; Distrib: SCI

Description:

Science in Society

Although science has profoundly influenced society and societal change, its very existence is at the whim of society. Clearly, only a scientifically knowledgeable populace can make wise decisions about scientific issues, however, the majority of society (the populace, much of academia, high levels of government) is ignorant of science and its role in society. Unfortunately, the media tends to focus on the sensational, adding to the confusion.

This seminar will probe issues at the societal/science interface, e.g.: technology, population, environment, health, behavior, race, gender, ethics/morality, fraud/misconduct, politics, public awareness, creationism vs evolution, education, climate change, the Anthropocene, epigenetics.

Four papers are required: 200 words on each of three tentative topics (600 words total). From these, after consultation with the instructor, secondary (1000 words), and primary (3000 words) topics will be selected. Finally, 100 words on each of the other students' papers plus a letter grade evaluation of each. (100 words x number of other students = total words). Students will briefly present on their primary topics and lead a discussion of the topic.

A mini-course covering periods before student presentations will be conducted including a panel of working scientists who will attempt to answer students' questions.

Textbook(s)Required:

None

Comparative Literature

COLT-07.15-01 Carnivals

Hour: 12 **Instructor:** Jessica Smolin

Requirements Met: WCult: None; Distrib: LIT

Description:

Order and Chaos: Carnivals and Wild Celebrations

Festivities are an ever-present element in literature across the world, from antiquity through the present day. In this course will begin with an exploration of Brazil's carnival from historical, anthropological, and literary perspectives before delving into a broad range of works featuring other grand parties. We will consider the theme of carnivals and celebrations both from a broad prospective (how, for instance, has letting loose provided a means both to challenge and reinforce the existing social order?) and explore how it has been put to use by writers and other artists (for example, why are fictional celebrations so often linked with terror and tragedy?). Besides studying thematic representations of parties we will also examine theories of the "carnavalesque" in literature.

During the course of our examination of festive culture, we will also be thinking about the process of writing: how do we communicate our ideas, feelings, and beliefs to others? How do we capture a chaotic scene and a complex set of ideas? We'll be approaching these issues through workshops, class discussions, in-class writing, and a series of different writing projects.

Textbook(s)Required:

Alma Guillermoprieto, *Samba* (Vintage, 1991; 978-0679732563) Ishmael Reed, *Flight to Canada* (Scribner, 1998; 978-0684847504) Francois Rabelais, *Gargantua and Pantagruel* (Norton, 1991; 978-0393308068) Euripides, *Bacchae* [NOTE: Please be sure to read the translation by C.K. Williams] (Farrar, Straus and Giroux, 1990; 978-0374522063) Wole Soyinka, *The Bacchae of Euripides* (W.W. Norton, 2004; 978-0393325836)

Earth Sciences

EARS-07.06-01

Hour: 3B **Instructor:** William Leavitt

Requirements Met: WCult: None; Distrib: SCI

Description:

Life on Mars: Is It There? Has There Ever Been? Will We Go?

In order to understand whether life could have existed on Mars in the past, is there today, or could survive in the future we will explore the natural history of Mars and attempt to correlate it to the nature of life as we know it. Students will explore some of the early beliefs about Mars and progress on through to the current exploration of its surface by NASA. We will ask a variety of questions, such as: What are the characteristics of life? What are the environmental limitations to life on Mars? What is the future of Mars exploration? What is the potential for a human visit and habitation of Mars? Students in this class will primarily explore the scientific research literature on the subject as it evolved over the last century, but we will also use it to critique contemporaneous views existing within the realm of science fiction literature and film. Audio-casts and film screenings are required listening/viewing. Over the quarter each student will assemble a writing portfolio made up of three major and smaller assignments, each of which will be subject to peer-review. Engaged peer-review and class participation are critical to each student's successful completion of this course.

Textbook(s) Required:

No textbook. All readings on Canvas.

Engineering Sciences

ENGS-07.02-01 Climate Change

Hour: 10 **Instructor:** Mary Albert

Requirements Met: WCult: None; Distrib: SCI

Description:

Climate Change

Climate change has occurred over the course of many time scales in the past, and is occurring now. This course explores the published scientific literature on the nature and causes of climate change, impacts on us and the larger world, and the implications for generation and use of energy. Through readings, class discussion, individual research, and writing, we will explore this complex issue. Student writing will synthesize results from the literature to further their understanding and to propose adaptation and mitigation responses. Reading will include a number of published papers and selections from books. Students will be required to actively participate in class by leading class discussions, actively engaging in small group activities, and doing peer review of written work. 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:

Introduction to Modern Climate Change, Andrew Dessler, 2016, Cambridge University Press. ISBN 978-1-107-09682-0. Amazon: \$106.70 Style the Basics of Clarity and Grace, 4th edition, J. M. Williams and G.C. Colomb, 2010. Amazon: \$12.47

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-07.36-01 Immigr Wmn Wrtnng in Amer

Hour: 10 **Instructor:** Melissa Zeiger

Requirements Met: WCult: CI; Distrib: LIT

Description:

Immigrant Women Writing in America

In responding to the obstacles facing America’s immigrants, women often assume special burdens and find themselves having to invent new roles, both practical and aesthetic. They often also bring powerful bicultural perspectives not only to struggles for survival and for social and economic justice, but also to new forms of literary and cultural expression. In this course we will read widely in texts by foreign-born women, and across genres and national/cultural/religious groups, examining works by such writers as Danticat, Kincaid, Paley, Hong Kingston, Alvarez, Obejas, Hoffman, Adichie, Bersenbrugge, and Fu. Students will explore these works and their own writing processes through a series of short papers building specific skills , drafts, workshops, conferences with me, in-class writing sessions, pre-writing exercises, an annotated bibliography, and a longer final paper.

Textbook(s)Required:

Visions of America: Personal Narratives from the Promised Land / Edition 1 Wesley Brown, Amy Ling, eds.
1st Edition ISBN:0892551747 ISBN-13:9780892551743 PUB. DATE:July 1999 PUBLISHER:Persea Books
Begin Again: Collected Poems Grace Paley Paperback: 192 pages Publisher: Farrar, Straus and Giroux; 1st
edition (March 14, 2001) ISBN-10: 0374527245 ISBN-13: 978-0374527242

Kincaid, Jamaica; Lucy 13.00 1991 Oct 10. NAL-Dutton Plume Books ISBN: 0-452-26677-7

The Other Side / El otro lado Alvarez , Julia \$11. Plume ISBN: 0452273412

The Phoenix Gone, the Terrace Empty (Paperback) by Marilyn Chin Paperback: 112 pages Publisher:
Milkweed Editions; Revised Edition edition (October 27, 2009) Language: English ISBN-10: 1571314393
ISBN-13: 978-1571314390

Charming Billy McDermott, Alice \$14.00 Dial Press Trade Paperback; Export Ed edition (January 12, 1999)
ISBN-10: 038533334X ISBN-13: 978-0385333344

Krik? Krak Danticat, Edwidge Pub. Date: 1996 Apr Series: Vintage Contemporaries Ser. ISBN: 0-679-76657-X

ENGL-07.42-01 Five Canterbury Tales

Hour: 11 **Instructor:** George Edmondson

Requirements Met: WCult: W; Distrib: LIT

Description:

Five Canterbury Tales and Their Readers

In this particular iteration of English 7, we will read five of Chaucer's *Canterbury Tales* from three complementary perspectives: as historically situated texts engaged with the social and political realities of late-fourteenth-century Europe, as profoundly literary texts in dialog with other texts, and as medieval texts existing among us, today, as "neighbors" of a sort to the modern. Above all, we will approach these texts as objects to think with, write about, and discuss. As a bonus, you will learn how to read Middle English.

Textbook(s)Required:

Chaucer, G. (author), Mann, Jill (editor), *The Canterbury Tales* (original spelling Middle English edition), Penguin Classics (2005), ISBN 978-0140422344 Trimble, John R., *Writing with Style: Conversations on the Art of Writing* (2nd ed.), Prentice Hall (2000), ISBN 978-0130257130 Williams, Joseph M., *Style: The Basics of Clarity and Grace* (2nd ed.), Longman (2005), ISBN 978-0321330857

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 for this course.

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 in the context of texts written by Daniel Quinn, Terry Tempest Williams, and others. They will write and workshop academic analyses and personal reflections and narratives. They will spend some time outside of the classroom, discovering how ecopsychology applies to them personally. And 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, and which will help students learn how to build an argument and shape a story in a different way.

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 \$11.35

Film Studies

FILM-07.15-01 Women & Comedy in Film

Hour: 2A **Instructor:** Joanna Rapf

Requirements Met: WCult: CI; Distrib: ART

Description:

Women and Comedy in Film

Film & Media Studies 7 is a first-year seminar with an emphasis on writing about women and comedy in film. Students will keep a journal of their film viewing for the course. There will also be three papers: a response paper on a student's favorite comedienne, an argument paper responding to the question, "Can women be funny?" and a research paper on a comedienne. All papers will be revised through conferencing and peer review. Women have played a significant role both in front of and behind the camera since movies first emerged as a significant cultural form in the early 20th century. But their roles have not been acknowledged to the extent that their male counterparts have. This seminar will examine why. Readings will include some of the major essays in feminist film theory and also comic theory. Again, for reasons to be examined, we will explore why comedy, until fairly recently, has been notably neglected from a feminist perspective. Tragedy is traditionally more "respectable" than comedy, but essentially both the tragic and comic responses to life come from the same source: our consciousness of the gap between existence as it is and existence as it ought to be. It has been argued that all genres can be conceived in terms of dialectic between cultural and counter-cultural drives where, in the end, the cultural drives, produced by a male dominated society, must triumph. But between the inevitable "fade in" and "fade out," comedy is free to work its complex and often subversive purpose, revealing and commenting on the preoccupations, prejudices, and dreams of the society that produces it.

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 French language graphic novel or bande dessinée occupies a unique, perhaps even schizophrenic place in print media. Considered too "dangerous" for young readers, and too lowbrow for adult readers, it also ranks very high as an art form that captures a sophisticated audience. In this class we will read French and Belgian bande dessinée in translation as well as a few secondary sources that help us analyze them. Because graphic novels are a unique genre that blends image and text, we will first acquaint ourselves with a specialized vocabulary that enables us to talk and write more critically about them.

The focus of the class is on writing, revising your writing, and researching a particular topic. You will write one medium length paper due midway through the term, in which you will be learning to read and write closely about a text (primary source). You will also write a longer research paper due at the end of the term in which you will look at a general theme as it is represented or articulated in the graphic novel. You will need to do research on that theme in a more general way before tackling its articulation in your primary source. You will also be writing three "reaction statements" (250-280 words each) to various secondary source readings throughout the term.

Textbook(s)Required:

Author: Herg\u{e9} "Tintin" "The Land of Black Gold" "The Red Sea Sharks\u{201d}

Geography

GEOG-07.12-01 Global Ties, Intimate Lives

Hour: 10A **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”? and 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.” To do this, we will have several in-class writing assignments and workshops, an op-ed assignment, and a final paper. Each component of reading and writing is designed to help build you toward a well-crafted final paper.

No required textbooks available

GEOG-07.15-01 Border Geographies

Hour: 12 **Instructor:** Greta Marchesi

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

Description:

Border Geographies

What role do borders play in our personal and political experience? How do boundaries between nations, neighborhoods, or economic zones shape activities on either side of dividing lines? How do differences between places become differences among people? How do borders shape laws, landscapes, and economic opportunities? How do they shape our understandings of ourselves? This first-year writing seminar considers the border as a cultural, political, economic, and environmental contact zone. Topics will include the impacts of internal borders on race, class, and gender in the United States; the politics of the U.S.-Mexico and U.S.-Canada borders; indigenous counter-mapping in the Caribbean; Special Economic Zones (SEZ's) in SE Asia; and Syrian refugees and European border management. Students will complete a group media analysis; a first person narrative; an image analysis; and a research paper on the subject of their choice as part of their learning in this class.

Textbook(s)Required:

Joe Nevins Operation Gatekeeper and Beyond: The War on 'Illegals' and the Making of the US-Mexico Boundary, 2nd ed. Routledge isbn 9780415996945 Carolyn Finney Black Faces White Spaces: Reimagining the Relationship of African-Americans to the Great Outdoors UNC Press isbn 978-1-4696-1448-9 The People, Space, and Place Reader, ed. J. Giesecking et al, Routledge isbn 9780415664974

German

GERM-07.04-01

Hour: 10A **Instructor:** Klaus Mladek

Requirements Met: WCult: W; Distrib: LIT

Description:

Nietzsche-Kafka-Freud: Revolution, Discontent and Critique

There are only a few authors whose impact on culture and literature has been so profound as that of Nietzsche, Freud and Kafka. All three authors investigate the precarious position of the individual in modern civilization and highlight the domination of bodies and subjects through a triangle of politics, morality and the law. But there is also a strong notion of revolutionary resistance at work in all three writers, whether it is in Nietzsche's concept of the Overman, in Freud's discovery of a fundamental discontent of the civilized man or in Kafka's critique of the legal world. It will be emphasized that Nietzsche, Freud and Kafka not only shaped the subsequent debate on the intimate connection of critique, politics and the unconscious, but also profoundly altered the fields of literature, politics and cultural theory.

Students will write short response papers and one longer paper (it can be a traditional research paper, a book review or a polemic). Writings will go through a process of peer review and revision.

Textbook(s)Required:

1. Friedrich Nietzsche (Douglas Smith): The Birth of Tragedy (Oxford World Classics). ISBN-10: #0192832921 2. Friedrich Nietzsche (Carol Diethel): On the Genealogy of Morality (Cambridge Texts). ISBN-13: #9780521691635 3. Friedrich Nietzsche (Walter Kaufmann): Thus Spoke Zarathustra (Penguin). ISBN-10: #0140047484 4. Sigmund Freud (Anthea Bell): A Case of Hysteria (Dora) (Oxford World Classics). ISBN-10: #01996 39868 5. Sigmund Freud (James Strachey): Beyond the Pleasure Principle (Standard Edition). ISBN-10: #0393007693 6. Sigmund Freud (James Strachey): Civilization and Its Discontents (Standard Edition). ISBN-10: 0393301583\ 7. Franz Kafka (Stanley Corngold): Kafka's Selected Stories (Norton). ISBN-10: 0393924793

Government

GOVT-07.12-01

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 books required for this course

History

HIST-07.05-01 Slavery in West Africa

Hour: 10A **Instructor:** Naaborko Sackeyfio-Lenoch

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

Description:

Slavery in West Africa

This seminar will examine slavery and the slave-trade, a theme that has arguably generated the most comprehensive literature in West Africa. Through selected readings, discussion and writing assignments we will discuss and critique the classic issues historians have been concerned with: demographic, socio-political, and economic impact of slavery and the slave trade on West African Societies.

You will write 2 short essays and a final research paper. The purpose of each writing assignment is to develop specific skills that combine careful analysis of ideas, perspectives and historical evidence with writing. We will emphasize how to structure essays, develop an argument/thesis through supporting evidence, engage with different historical perspectives and sources of evidence through comparison and contrast, and interpret what we read and discuss in written form.

Textbook(s)Required:

Sylviane Diouf, *Fighting the Slave Trade: West African Strategies* (2003) Trevor Getz and Liz Clarke, *Abina and the Important Men: A Graphic History* (2nd edition, 2016) Sandra Greene, *West African Narratives of Slavery* (2011) David Northrup, *The Atlantic Slave Trade* (3rd Edition) (2010) Randy Sparks, *The Two Princes of Calabar: an Eighteenth Century Atlantic Odyssey* (2004)

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). 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.

Textbook(s)Required:

1. Mahatma Gandhi, Hind Swaraj, or Indian Home Rule AVAILABLE THROUGH SOUTH ASIA BOOKS
Price : \$3.75 ISBN # : 9788172290702 Author :Gandhi pages:96 Edition :Paperback Volumes : 1 Publisher : Navajivan (South Asia Books) Published :1998
2. Sidhwa, Cracking India ISBN-10:1-57131-048-7 ISBN-13:978-1-57131-048-4 Milkweed, 2006 Paperback, \$15.95
3. Bose, Sugata and Jalal. - Modern South Asia : history, culture, political economy ISBN/EAN: 9780415779432 [041577943X] (Paperback 44.95 USD) 2011 (3rd edition) Routledge
4. C.J. Fuller and H. Narasimhan Tamil Brahmins: The Making of a Middle-Class Caste University of Chicago, Paper ISBN: 9780226152745 Published 2014, \$30.00

Humanities

HUM-002-01 The Modern Labyrinth

Hour: 12 **Instructor:** Ellis Shookman, Jane Carroll, Dennis Washburn

Requirements Met: WCult: None; Distrib: None

No description available

Textbook(s)Required:

Booklist for Humanities 2 Winter 2017 1) Dante. *The Inferno* Trans. Robert Hollander Publisher: Anchor; TRA BLG edition (January 8, 2002) ISBN-10: 0385496982 ISBN-13: 978-0385496988 2) Donne, John. *John Donne: The Major Works* Publisher: Oxford World's Classics, Oxford UP, 2009 ISBN-10: 9780199537945 ISBN-13: 978-0199537945 3) Forster, E.M. *A Passage to India* Publisher: Boston, New York: Mariner Books, Houghton Mifflin Harcourt, 1984 ISBN 0-15-671142-7 ISBN 978-0-15-671142-5 4) Kawabata, Yasunari. *Snow Country* Trans. Edward G. Seidensticker Publisher: Vintage, 1996 ISBN-10: 0679761047 ISBN-13: 978-0679761044 5) Molière. *The School for Wives and The Learned Ladies* Trans. Richard Wilbur Publisher: Harvest Books, 1991 ISBN-10: 0156795027 ISBN-13: 978-0156795029 6) Rumi, Jalal al Din: *The Masnavi*,

Book Three Trans. Jawid Mojaddedi Publisher: Oxford World's Classics, Oxford UP, 2014 ISBN-10: 0199652031 ISBN-13: 978-0199652037 7) Wilde, Oscar. The Importance of Being Earnest and Other Plays Publisher: Oxford UP: Oxford World's Classics, 2008 ISBN-10: 9780199535972 ISBN-13: 978-0199535972 8) Wolf, Christa. Cassandra: A Novel and Four Essays Trans. Jan van Heurck Publisher: Farrar, Strauss & Giroux, 1988 ISBN-10: 0374519048 ISBN-13: 978-0374519049

HUM-002-02 The Modern Labyrinth (Discussion)

Hour: OT **Instructor:** Ellis Shookman

Requirements Met: WCult: W; Distrib: LIT

No description available

Textbook(s)Required:

listed at a later date

HUM-002-03 The Modern Labyrinth (Discussion)

Hour: OT **Instructor:** Jane Carroll

Requirements Met: WCult: W; Distrib: LIT

No description available

Textbook(s)Required:

to be listed at a later date

HUM-002-04 The Modern Labyrinth (Discussion)

Hour: OT **Instructor:** Dennis Washburn

Requirements Met: WCult: W; Distrib: LIT

No description available

Textbook(s)Required:

to be listed at a later date

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. 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. Students will be assigned three short (3-4 page) writing projects, and an 8-10 page final research paper on a topic chosen by the student in consultation with the

professor. Through the process of review and revision of their writing the students will be more critical readers and thinkers and be able to communicate their ideas more effectively.

Textbook(s)Required:

John Davis (1994). *The Landscape of Belief: Encountering the Holy Land in Nineteen-Century American Art and Culture*. Princeton: Princeton University Press. Barbara Kreiger (1999). *Divine Expectations: An American Woman in 19th-Century Palestine*. Athens: Ohio University Press. Lester I. Vogel (1993). *To See A Promised Land: Americans and the Holy Land in the Nineteenth Century*. University Park, Pa: Penn State University Press.

Latino Studies

LATS-07.01-01

Hour: 2A **Instructor:** Marcela Di Blasi

Requirements Met: WCult: CI; Distrib: LIT

Description:

Science Fictions of Color: Imagining Race's Future

In March of 2012, the first film adaptation of the popular science fiction series, *The Hunger Games*, was released. A maelstrom of shocked tweets erupted from *The Hunger Games* fandom when it was revealed that three of the most generous and benevolent characters were played by black actors. The casting decision was perceived by many as one more cog in a mindless wheel of political correctness. Without the care and attention of close readers, it might easily have been forgotten that page forty-five of the novel very clearly describes two of the characters in question as having “dark brown skin.” In this course, we will use close reading skills to explore how the genre of science fiction revolves around envisioning what a racial future might be like. Since science fiction is nonetheless written in specific historical moments, however, we will also be thinking and writing about what works of science fiction can tell us about the racial politics of the moments in which they were produced. In this course, we will be reading short stories, novels, and graphic novels as well as watching science fiction that depicts alternative racial futures. What do these texts—as well as popular responses to them—tell us about race in the popular racial imagination? In addition to well-known science fiction like Suzanne Collins’ *The Hunger Games* and *Doctor Who*, we will be reading work by Octavia Butler, Junot Diaz, Helena Maria Viramontes, Nalo Hopkinson, Lev Grossman, and Jeff Yang. In this course, you will be learning how to use close textual analysis as a form of evidence for literary arguments. To that end, there is a great deal of revision built into the course.

Textbook(s)Required:

1. Octavia Butler’s short story collection, *Bloodchild* (1984) 2. Helena Maria Viramontes *Their Dogs Came With Them* (2007) 3. Lev Grossman *The Magician King* (2011) 4. Junot Diaz *The Brief Wondrous Life of Oscar Wao* (2007) 5. *Walking the Clouds: An Anthology of Indigenous Science Fiction* edited by Grace L. Dillon (2012) 6. Suzanne Collins *Hunger Games* (2008) 7. *Shattered: The Asian American Comics Collection* by Jeff Yang, Parry Shen, Keith Chow, and Jerry Ma (2012)

Music

MUS-07.05-01 Video Game Music

Hour: 10A **Instructor:** William Cheng

Requirements Met: WCult: None; Distrib: ART

Description:

Video Game Music

This writing-intensive course offers an introduction to the craft and culture of video game audio. We will lend our ears to the imaginative ways in which music, sound, noise, and voice are employed and experienced in virtual gameworlds. Besides perusing scholarly literature on games and music, we will participate in gaming sessions and attend concerts. We will listen thoughtfully to diverse game music, from well-known 8-bit classics to more recent orchestral repertoire.

Assignments include mini-essays, a concert review, in-class speed-writing exercises, an oral presentation, and a final paper. Proofreading and revision are important components of this course. You will have opportunities to experiment with and synthesize various writing styles: expository and creative; casual and formal; personal and critical; and more. The course is organized thematically. Instead of aiming to attain an encyclopedic knowledge of video games and their music, we will think deeply about several salient issues surrounding music and games (virtuality, virtuosity, nostalgia, canonicity, and violence, among others). A key goal will be to interrogate the roles of playfulness, boundaries, and innovation in gaming and writing alike.

Textbook(s)Required:

Textbook 1, 9780262018678, \$25.60 Textbook 2, 9780199753468, \$25.67 (Kiri Miller; Karen Collins)

Philosophy

PHIL-07.01-01 Contemporary Moral Issues

Hour: 12 **Instructor:** Ann Bumpus

Requirements Met: WCult: None; Distrib: TMV

Description:

Contemporary Moral Issues

Capital punishment, abortion and euthanasia & physician assisted suicide will be the topics of this seminar. Our main focus will be on whether or not these practices are morally permissible. For example, is the state morally permitted to kill those convicted of serious crimes? Is a woman morally permitted to terminate an unwanted pregnancy? These topics raise issues about who has rights (fetuses? those who are comatose? convicted serial killers?) and about when it is permissible to kill. While our focus will be on whether these practices are moral, we will consider some related legal issues as well. Consequentialist, deontological, and other ethical theories will be discussed as they are relevant. Course material will consist of contemporary philosophical articles, selections from classical philosophy, articles from the popular press, and films.

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 and Pseudoscience in the Study of 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 the study of human behavior? This course will hopefully 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 and research assignments 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. Each class participant will be required to research and lead very short discussions on questions involving human behavior (Do lie detectors work? Can a positive attitude stave off cancer? Do inkblots tell us something about personality? Do most people who were sexually abused in childhood develop severe personality disturbances in adulthood?). As a class, we will try to do our best to encourage exploration of our own beliefs in a respectful and supportive manner. No belief is open to ridicule, but all beliefs are open to examination.

Textbook(s)Required:

1. Harrison, (2012). 50 popular beliefs that people think are true. ISBN: 978-1-61614-495-5. Approximate Cost: \$14.79 (paperback)
2. Lilienfeld, et al. (2010). 50 great myths of popular psychology. ISBN: 9781405131124. Approximate Cost: \$21.75 (new)/\$14.46 (used)
3. Sheldrake (2013). The sense of being stared at. ISBN: 978-1620550977 Approximate Cost: \$16.71
4. Shermer (2016). Skeptic. ISBN: 978-1-62779-138-0 (hardcover) ISBN: 978-1250119636 (paperback, if available) Approximate Cost:\$19.04 (hardcover)/\$17.99 (paperback)

Religion

REL-07.07-01 Sin, Guilt, and Debt

Hour: 2 **Instructor:** Devin Singh

Requirements Met: WCult: W; Distrib: TMV

Description:

Sin, Guilt, and Debt

Why is being in debt sometimes a source of shame and guilt? Why are those who are unable to dig themselves out of debt often seen as morally—and not merely financially—weak? Why have many religious and cultural traditions spoken of moral obligation or sinfulness as a kind of debt? Why do we seem to move so easily between this economic category (debt) and a moral one (guilt)? This first-year seminar explores the close association between economic debt and moral or spiritual guilt in various religious traditions and in broader society. We consider the prevalence and centrality of debt in human societies and examine how debt has contributed to moral categories and concepts. Students will become acquainted with a number of ways of examining this relationship between debt and guilt, and begin to form their own perspectives on the promises and problems of such a link. Assignments include short weekly reading responses, a book review paper, an object analysis paper, and a turn leading class discussion.

Textbook(s)Required:

• Gary Anderson, *Sin: A History*. New Haven: Yale University Press, 2010. 978-0300168099 • David Graeber, *Debt: The First 5000 Years*. New York: Melville, 2014. 978-1612194196 • Mauricio Lazzaratto, *The Making of Indebted Man*. Amsterdam: Semiotexte, 2011. 978-1584351153 • Shakespeare, *Merchant of Venice*. Folger Shakespeare Library. (Simon and Schuster, 2010) 978-1439191163

Russian

RUSS-07.01-01

Hour: 10 **Instructor:** Lynn Patyk

Requirements Met: WCult: CI; Distrib: None

Description:

Who is the Terrorist?

The mid-nineteenth century witnessed the birth of a new “enemy of the human race:” the modern political terrorist. Almost simultaneously in Great Britain and in Russia, individuals who were willing to kill and die for their political beliefs appeared as a force to be reckoned with and a figure of radical hostility and mystery that captivated the public’s imagination. As we will see, the question “Who is the terrorist?” is more a riddle than a question and may be answered in many ways, depending ultimately on how we define terrorism. “Who is the terrorist?” asks what this fundamentally modern identity entails: what types of life experiences, psychological traits, beliefs, values, and choices make a “terrorist?” Or is a terrorist not made from the inside out, but from the outside in, through public institutions and discourses (juridical, legal, media, and literary)? Our texts will include philosophical (Camus, *The Rebel*, Fanon, "Concerning Violence"), anthropological (Zulaika and Douglass, *Terror and Taboo*), and literary (Chesterton, *The Man Who Was Thursday*, DeLillo, *Mao II*) works as well as film (Pontecorvo, "The Battle of Algiers," McTeigue, "V for Vendetta") as a foundation for students' research projects on individual case studies. We will write two short analytical essays (5 pages each) during the quarter and the research projects will entail an outline, draft, bibliography and final paper of approximately 15-18 pages.

Textbook(s)Required:

Thomas Greer, A Modern Daedalus G.K. Chesterton, The Man Who Was Thursday: A Nightmare Noam Chomsky, 9/11 Course Reader (abbreviated as CR)

Sociology

SOCY-07.01-01 Race and Ethnicity

Hour: 10 **Instructor:** Emily Walton

Requirements Met: WCult: W; Distrib: SOC

Description:

Race and Ethnicity: Social Constructions and Social Realities

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

Textbook(s)Required:

none required

Spanish

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

Hour: 10 **Instructor:** Douglas Moody

Requirements Met: WCult: W; Distrib: ART

Description:

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

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 Latino/a mural and graffiti artists in the United States.

Throughout the term, we will consider many issues related to the arts, race, revolution, power, and oppression, and explore how these and other societal themes are presented in the work of Orozco, Rivera, Siqueiros, and other artists, both Mexican and American. This is a writing intensive class, and you will research and write about various artistic and social movements of the twentieth and twenty-first centuries in Mexico and the United States. The ultimate goal of the course is to work together as a collective group of scholars and to produce critical thinking, significant research practice, and writing assignments that demonstrate some of your most sophisticated academic work to date. There is a final research paper for this class, which is due at the end of the winter term.

No required textbooks available

Theater

THEA-07.01-01

Hour: 11 **Instructor:** Mara Sabinson

Requirements Met: WCult: None; Distrib: ART

Description:

Theater for Social Change

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

No required textbooks available

THEA-07.01-02

Hour: 2 **Instructor:** Mara Sabinson

Requirements Met: WCult: None; Distrib: ART

Description:

Theater for Social Change

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

participation.

No required textbooks available

Women's, Gender, and Sexuality

WGSS-07.11-01 Writing India

Hour: 12 **Instructor:** Faith Beasley

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

Description:

Writing India

In this course we will examine how writers and artists from India and the west have depicted and interacted with India over the past 400 years. We will study a variety of genres such as travel accounts, memoirs, myths, novels, histories and films. Of particular interest will be the works of women writers and how they portray the status of and issues associated with women in the various regions of India. Through close literary and cultural analysis, we will explore how images are created and for what purposes, and what effect these creations are designed to have on the public of a certain time period and for posterity. The course focuses on how language constructs and influences reality. There will be 3-4 papers.

Textbook(s)Required:

Last Updated: 11:30 AM, 10/21/16. 1. John Keay, *India, A History*. Harper Collins, 2000. ISBN: 0-00-725928-X

2. Valerie Berinstain. *India and the Mughal Dynasty*. Abrams, ISBN: 0-8109-2856-6

3. Rabindranath Tagore, *Selected Short Stories*, Penguin. ISBN: 0-140-44983-3

4. Lalithambika Antherjanam, *Cast me out if you will*. The Feminist Press, ISBN: 1-55861-188-6

5. Jhumpa Lahiri, *Unaccustomed Earth*. Vintage. ISBN: 0307278255. Other assigned readings will be posted on the course website.