



[Registrar Home](#) >

First-Year Seminar Descriptions for Winter Term 2023

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

Art History

ARTH-07.05-01 Pompeii-Antique & Modern

Hour: 10A **Instructor:** Ada Cohen

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Pompeii in Antiquity and in the Modern Imagination

Description: Suddenly destroyed in 79 C.E. in 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, artists, and film-makers. Students will become familiar not only with the site of Pompeii and its environs but also with basic aspects of Greco-Roman antiquity and its reception since the 18th century. Throughout the term students will be encouraged to become more careful and aware readers of scholarly materials. They will learn how to conduct research, incorporate it into their own work, and write about culture with a focus on images. By the end of the term, students should be able to compose meaningful questions about objects and images and engage with visual information both orally and in writing.

Attendance Statement: Attendance is required. 15% of the grade is for participation in seminar discussions and presentations.

Textbook(s)Required:

The Fires of Vesuvius: Pompeii Lost and Found, 978-0674045866, \$18.00

Asian Soc,Cultures&Lang

ASCL-07.03-01 Asian American Art & Arch

Hour: 10A **Instructor:** Sujin Eom

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Asian American Art and Architecture

Description: This course introduces students to the politics of Asian American identity and visual culture in the 20th century. With an overview of social and legal contexts of Asian America, from immigration policies and residential exclusion to Japanese American internment to struggles over citizenship rights, the course explores what it meant to be "Asian American" and how Asian American art and architecture have emerged at specific historical moments. By discussing case studies including Chinatown photography, Japanese American internment camps, the Vietnam Veterans Memorial, and works of artists and architects such as Maya Lin, Poy Gum Lee, Isamu Noguchi, Dong Kingman, Yasuo Kuniyoshi, Suh Do Ho, Yun Gee, Yong Soon Min, Hanh Thi Pham, and Ruth Asawa, students are expected to learn how to analyze and "write" visual culture. While examining how Asian American and diasporic artists strove to define their identity and imagine their place in the world, we will create an inclusive learning environment through collective discussions and feedback on writing.

Attendance Statement: Attendance is required.

Textbook(s)Required:

No required books to purchase.

Biology

BIOL-07.02-01 Biology:Politicized Topics

Hour: 11 **Instructor:** Carey Nadell

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Politicized Topics in Biology

Description: This course will explore the fact and fiction underlying politically hot topics that have biology at their core. The majority of the course will consist of written and oral presentation of arguments on topics including: climate change, genetic engineering, stem cell research, vaccination policy, and antibiotic resistance evolution. One short essay (800 words) will be assigned for each of these topics, and feedback will be provided through peer review and professor input. Students will also compose a final 2000-word essay on a topic of their choice."

Attendance Statement: Attendance is required.

Textbook(s)Required:

No Textbook required

Comparative Literature

COLT-07.18-01 Cyborgs and the Posthuman

Hour: 11 **Instructor:** Emily Kane

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Cyborgs, Clones and the Posthuman: Dystopias in Fiction and Film

Description: From the horror of the zombie apocalypse to fears of artificial intelligence and technology run amok, current popular culture is awash in sci-fi representations of possible downfalls of human civilization. In this course we will investigate the reasons for our fascination with both the immediate and visceral representations of the apocalypse (human clones produced only to have their organs harvested, bodies being dismantled and disfigured), and more generalized fears: "democracies" descending into totalitarian and/or fascist dictatorships, viruses that decimate most of the population, nuclear war and its fallout, and even the inability to distinguish human from inhuman, and the ethical implications of maintaining and/or disintegrating these boundaries. What may be the very real, sociopolitical urgency in discussing the consequences of defining the difference between human and inhuman, or between "self" and "other"? How might the concept of the "posthuman" be useful in pushing us beyond commonly accepted ways of defining what it is that constitutes "us"? Through the close analysis of literary, cinematic, and theoretical works, students will learn how to critically analyze texts, as well as elements of the society in which we live, in their own writing. Writing assignments to include written discussions on Canvas, close readings of literary texts and sequence analyses of films, and two longer assignments with several stages aimed at teaching students to peer review, self-evaluate, and work toward producing sophisticated literary analyses.

Attendance Statement: You are allowed two unexcused absences. Each additional absence will lower your participation grade by one letter grade. Examples of excused absences may include medical issues accompanied by a note from a physician or dean, religious observances, and so on. You are responsible for keeping up with any missed material.

No required textbooks available

Earth Sciences

EARS-07.06-01 Life on Mars?

Hour: 9L **Instructor:** William Leavitt

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Life on Mars

Description: 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. We will explore some of the early beliefs about Mars and progress on through to the current exploration of its surface by NASA. We will address 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. Engaged peer-review and class participation are critical to each student's successful completion of this course.

Attendance Statement: Attendance is required.

Textbook(s)Required:

No textbook. All readings on Canvas.

Engineering Sciences

ENGS-07.08-01 Energy Sustainability

Hour: 3B **Instructor:** Alexis Abramson

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Energy Sustainability: Technologies and Impact

Description: We hear about energy sustainability, but what does this mean? What will the impact of climate change be? What energy sources are considered sustainable and why? What fraction of our energy needs is likely to come from sustainable energy in the future? Are these estimates reasonable and what are the technological and societal challenges to broader use of sustainable energy? This seminar will explore these and other questions as we learn about energy resources, technologies and solutions that affect our lives and our planet today and in the future. We will evaluate the trade-offs and uncertainties of various energy systems and explore a framework for assessing solutions. Topics and writing assignments will examine resource estimation, environmental effects, and a survey of resources and technologies such as oil and gas, nuclear power, hydropower, solar energy, wind energy and more. Writing assignments will explore and present arguments for different approaches that may be taken to avoid a future climate disaster.

Attendance Statement: You are expected to attend all classes. Absences will be reflected in class participation grade.

Textbook(s)Required:

How to Avoid Climate Disaster: The Solutions We Have and the Breakthroughs We Need By: Bill Gates Feb 23, 2021 ISBN-13 : 978-0385546133 Amazon \$16

English

ENGL-07.44-01 Reading Jane Austen

Hour: 10A **Instructor:** Carolyn Dever

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Reading Jane Austen

Description: Through in-depth analysis of four major novels published by Jane Austen (1775-1817), "Reading Jane Austen" will examine the strategies Austen deploys to navigate issues of personal agency and social mobility on behalf of her female protagonists. Throughout the course, we will focus on questions of novelistic form and narrative voice to build context for understanding how Austen engages women's social agency in all its contemporary possibilities and impossibilities. In addition to our very close work on the novels, each student will be asked to view independently at least three film adaptations of Austen's novels, chosen from a list I provide, at intervals during the term. I will ask you to approach the relationship between literary texts and film representations as a constructive dialogue: you should think about these films as strong commentaries on, and reinterpretations of, Austen's novels. Like the directors of these films, you will produce analytical work that offers strong commentary and interpretation of Austen's novels; hence "reading Jane Austen." Writing assignments for the course will include four papers focused directly on the novels, as well as

a brief response paper for each film screening, focused on the director's artistic choices as an interpreter of Austen.

Attendance Statement: Preparation, attendance, and participation are essential (and count for 20% of your grade). This includes engagement in your working group as well as in the full seminar.

Textbook(s)Required:

Austen, Jane. *Sense and Sensibility*. Penguin Classics. ISBN: 978-0141439662. List Price: \$8 .

Austen, Jane. *Pride and Prejudice*. Penguin Classics, . ISBN: 978-0141439518. List Price: \$15.99.

Austen, Jane. *Emma*. Penguin Classics, . ISBN: 978-0141439587. List Price: .

Austen, Jane. *Persuasion*. Penguin Classics, . ISBN: 978-0141439686. List Price: \$7 .

ENGL-07.48-01 Law, Literature and Justice

Hour: 2 Instructor: George Edmondson

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Law, Literature, and Justice

Description: Laws? What are they? One way of looking at the legal system is that it provides us, or at least should provide us, with a sense of order. Laws, again, ideally, give us a feeling of safety, certainty even. One might say that the role of literature, by contrast, is to examine the messy reality of being human. By examining a novella (Melville's *Billy Budd*), a play (Shakespeare's *Merchant of Venice*), stories (Zora Neil Hurston, Frank O'Connor), essays (Martin Luther King, Ta-Nehisi Coates), as well as actual court cases (property cases, criminal law cases), this writing seminar in law and literature will examine some of the myriad intersections between law and literature, or to put it another way, attempts at order versus unruly reality. Through close reading and engaging in rigorous analysis, among the questions students will address in their essays are these: What is the impact of laws governing the way a society operates on the individual rights of its citizens? Who decides what is a just law? If a person believes a law is unjust, what responsibility, if any, does this individual have to disobey it?

Attendance Statement: Absences: Attendance is mandatory and absence from class will negatively impact your grade as this course depends on class participation, as well as peer review. More than four absences may result in a failing grade. Late work may be marked down if handed in late without permission or written notice of illness. Please be on time. For each class, I'll take attendance as well as note participation and preparation.

No required textbooks available

ENGL-07.53-01 Eco-poetics

Hour: 3A Instructor: Vieve Francis

Requirements Met: WCult: None; Distrib: None

Description:

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

Description: According to author John Shoptaw, "an eco-poem needs to be environmental and environmentalist." It needs more than "the vocabulary of nature." In this course we will examine the difference between "nature" poems and eco-poetry. We will discuss the pastoral poem as well as the antipastoral. Our objective is to examine ways in which poets seek to creatively address or deny overwhelming issues such as climate change in creative and evocative ways in order to promote social and political change. Both in class writing and outside assignments will be given. Readings and audio sources will be varied. Our

goal is to develop and write comprehensive, relevant and well-honed critical responses. We will read critical papers, interviews, and articles as well as poems keeping in mind at all times, context. Emphasis will be placed as much on process as upon the final result as we learn the basics of building effective arguments and creative critical approaches when addressing overwhelming circumstances.

Attendance Statement: Attendance is required.

No required textbooks available

Environmental Studies

ENVS-07.02-01 Conservation&Sustainability

Hour: 12 **Instructor:** Coleen Fox

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Conservation and Development in the Anthropocene

Description: This course investigates the challenges and opportunities associated with integrating the twin goals of biodiversity conservation and development in the Global South. We will look at the history of international conservation, paying attention to the assumptions and power relations that have underpinned dominant approaches. We will examine the consequences of multiple conservation models and learn about conservation debates and critiques, paying attention to the political and socio-cultural contexts of these debates. Case studies from around the world will help students to gain a broad perspective on these issues. The course challenges students to think critically about the meaning of sustainable development for people and ecosystems across the Global South. 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.

Attendance Statement: Attendance is required. 15% of the grade is for participation in seminar discussions and presentations.

No required textbooks available

Film Studies

FILM-07.15-01 Women & Comedy in Film

Hour: 3A **Instructor:** Joanna Rapf

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Women & Comedy in Film

Description: This seminar focuses specifically on women in film comedy in the United States, from the early twentieth century to the present day. In exploring this subject, students will be asked to think and write about what cultural factors have led some to argue that women aren't funny, and why the field of comedy has traditionally been dominated by men. We will interrogate Hollywood's hegemony by calling attention to and studying the attitudes women endorse, the roles women play, and the stereotypes they reinforce or challenge. With an emphasis on writing, students in this class will be asked to keep a journal dealing with specific topics each week. There will also be three papers of increasing complexity: a response paper, an argument, and a

substantial research paper, the topic of which will be developed with the instructor around the middle of the term. With all three, there will be ample opportunity for revision. Through close “readings” of films, students should not only improve their writing, but also their visual literacy. Our approach encourages a reassessment of film history and new ways of thinking about the potential women have for influencing society through laughter. A society without laughter is not a free society.

Attendance Statement: Students are expected to attend all classes and participate thoughtfully in discussions and peer review. Let me know by e-mail if you will miss a class and why. More than two unexcused absences may result in a grade penalty.

No required textbooks available

French

FREN-07.07-01 Colonial Encounters

Hour: 10 **Instructor:** Scott Sanders

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Colonial Encounters

Description: This course investigates how colonial encounters generated literary and scientific descriptions that outlined the effects of colonialism. The texts we will study, however, depict these effects as part of the natural world. During the term, we will read literary and scientific works from European writers who imagine nature through colonial encounters. In theorizing nature outside of Europe, they construct a version of nature which is intimately connected to the process of colonization. Through engagement with primary and secondary sources, students will identify how literary and scientific rhetoric represent nature within colonial spaces. Students will then interpret and analyze the consequences of this cultural heritage: nature as a space from which to extract resources, as an object of knowledge from which scientists objectively unlock the mysteries of life, or as an Edenic sphere whose beauty is destroyed through colonization.

Attendance Statement: Your attendance counts toward your participation grade as this course involves class discussions. Repeated absences will result in a lower participation grade. For absences due to College related activities (i.e. sports) or religious holidays, these absences are excused. Prof. Sanders only asks that you contact him. Should you be sick, please contact professor Sanders about coursework that you missed.

Textbook(s)Required:

Scientific Representations of Nature Garcilosa de Vega, excerpts from History of the Incans Bougainville, excerpts from Voyage around the World Bernardin de Saint-Pierre, excerpts from Study of Nature Literary Representations of Nature Fran\’oise Graffigny Letters from a Peruvian Woman Voltaire The Huron, or the Pupil of Nature Denis Diderot Addendum to the Journey of Bougainville Jean-Jacques Rousseau Discourse on the Origin and Foundation of Inequality among Men.

Geography

GEOG-07.14-01 Thirsty Planet

Hour: 12 **Instructor:** Jonathan Winter

Requirements Met: WCult: None; Distrib: None

Description:**Course Title:** Thirsty Planet

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

Attendance Statement: In evaluating attendance, I generally only excuse absences in extraordinary circumstances. Rather I understand that students may miss a few lectures for a variety of reasons and will not deduct for the first couple of absences. If you are engaged in class discussions the impact of missing two classes on your class participation grade will either be minimal or nothing, more than three will likely reduce your class participation grade.

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-07.05-01 Franz Kafka

Hour: 2A **Instructor:** Eric Miller

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Franz Kafka: Parable and Paradox

Description: Franz Kafka (1883-1924) wrote parables of the paradoxes, of the absurdity, of modern existence and consciousness. His stories and novels both depict and enact our most urgent questions, our deepest fears, our inchoate hopes. Kafka is arguably the greatest writer of the 20th century, and he is certainly its most influential, but was almost completely unknown to the general public until a good quarter century after his death, and first became widely known, not in his native German, but in English translations. In this course we will read two of Kafka's three novels, as well as a broad selection of his shorter works. All the readings will be accompanied by handouts, mainly in the form of "Questions for Further Thought", whose purpose is to stimulate analysis and discussion, and to help students become active participants in the process of interpreting texts. The fundamental format for the class meetings is that of seminar discussions. Important material concerning historical and biographical background, as well as particular schools of interpretation, will be introduced in the handouts and woven into the class discussion in the form of mini-lectures, as and when the need arises. The aim of the readings, of the supporting materials, and especially of the seminar discussions is for students to hone their abilities to think clearly, critically, creatively, and bravely about the goals we have, the assumptions we make or fail to make, the traps we fall into, the lessons we can learn, when we engage with and try to make sense of very difficult literary works. This is also a writing-intensive course.

No matter how monologic it may appear on its surface, all writing is in fact dialogic, conversational: it embodies the deep-structure of question-and-answer. Thus, our question-packs will serve an additional function: for each of the four formal essays, students will pick one of the questions – or formulate their own question – and then answer it. By explicitly foregrounding this fundamental cognitive-communicative structure, students will learn to craft their analytical and rhetorical tactics and strategies with greater awareness, greater skill, and more effective results.

Attendance Statement: Attendance is required. 50% of the course grade is participation in the class discussions

Textbook(s)Required:

Franz Kafka, *The Complete Stories*, edited by Nahum Glatzer, foreword by John Updike (Schocken 1995). ISBN 978-0805210552 Franz Kafka, *The Trial*, a new translation based on the restored text, translated by Breon Mitchell (Schocken 1999). ISBN 978-0805209990 Franz Kafka, *Amerika*, translated by Willa and Edwin Muir (Schocken 1946), reprinted in 1996 with a foreword by E. L. Doctorow. ISBN 978-0805210644 Guides to interpretation will be made available in class.

GERM-07.06-01 Diversity in the Media

Hour: 10 **Instructor:** Heidi Denzel

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Longing and Belonging, Diversity in the Media

Description: The mass media are cultural instruments that imagine, establish, and negotiate identities. They shape civil societies and their policies and influence how people see themselves and others. As a communicative stimulus, media characterizations influence perceptions of who should be included and who should be excluded in communities of cultural citizenship. From Hitler to Hollywood, Kafka to Tribes of Europa, we will analyze several media genres and discuss the role of religious, linguistics and social minorities as fictional characters, writers, directors, and producers. We will investigate what tactics different forms of counter-narratives use and where they are produced. Do media activist organizations like the Multi-ethnic Media Coalition and the European Centre for Media Pluralism and Media Freedom, social justice campaigns like #OscarsSoWhite, and over-the-top content platforms like Netflix create new possibilities of inclusion? We will approach the topic of diversity in the media from various angles and will consult scholarship from multiple disciplines. This course is designed to strengthen your academic writing skills. We will improve three forms of writing every week: primary source analysis exercises to practice close reading strategies and inductive reasoning, secondary source evaluations to train deductive and critical thinking, and genre-specific writing that we will explore in several writing workshops. You are allowed to use all the material of these weekly exercises in your three short research papers. No textbooks required. All readings will be provided on Canvas.

Attendance Statement: Active participation and preparation count for 30% of the final grade. Students are allowed a total of three unexcused absences from class. Students who miss class are responsible for making up all missed class material. Prolonged absence from class by illness or other circumstances should be brought immediately to the attention of the instructor. Several unexcused absences from class will lower a student's final course grade.

No required textbooks available

Government

GOVT-07.12-01 Intelligence & Ntl Security

Hour: 11 **Instructor:** Jeffrey Friedman

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Intelligence and National Security

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

Attendance Statement: In-person attendance is required.

Textbook(s)Required:

There are no books required for this course

GOVT-07.14-01 Does Democracy Work?

Hour: 9L **Instructor:** Jennifer Jerit

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Does Democracy Work?

Description: Ordinary people are a crucial part of a democracy—in terms of their beliefs and attitudes as well as the political actions they do or do not take. Indeed, some scholars go so far as to describe voters as the starting point of a democracy. But are citizens up to the task? This first-year seminar investigates the topic of voter competence, which refers to the beliefs, attitudes, and behaviors that support a functioning political system. We will consider what is required of citizens in a modern democracy and discuss the standards by which we evaluate how well people fulfill their democratic duties. Course readings focus on public opinion and political behavior in the American context. As part of the first-year writing program, this course involves analytical writing and small group discussions. Students will write and revise two 3-page papers with significant class time devoted to writing challenges and giving/receiving feedback in peer groups. The seminar also involves a final 6-page paper.

Attendance Statement: Attendance is expected at all class sessions. If you become ill or have to miss class for a valid reason, please communicate with me over email. It is your responsibility to find out what you missed (e.g., ask a classmate for notes). Each class session has an objective, so if you are absent from a class you will miss something important. If you miss class on a regular basis (for any reason), your participation grade will suffer.

Textbook(s)Required:

No textbook is required for this course

History

HIST-07.27-01 Power, Piety, Politics

Hour: 2 **Instructor:** Pamela Voekel

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Power, Piety, and Politics in Latin America

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

Attendance Statement: Attendance is required.

Textbook(s)Required:

No required textbooks.

HIST-07.28-01 Gender and Urban Transform

Hour: 9L **Instructor:** Julia Rabig

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Gender and Urban Transformation

Description: This course explores urbanization as a gendered process, drawing on primary sources, historical analyses, and literary criticism to show how gender has intersected with class, race, and sexuality to shape U.S. cities and suburbs. We'll explore the effects of an increasingly urban and industrial economy on gender roles in the workplace, at home, and in the streets. We'll consider the historical gendering of urban space and the means through which cities have served as cultural touchstones: from late nineteenth century images of the metropolis as a "fallen woman" to middle-class men's projection of the city as the reprieve from stifling domesticity in the 1950s. Readings in urban, cultural, and social history, literary criticism, and more will illuminate patterns and guide our inquiry. Assignments will include: an annotated bibliography on a topic of your choice; a 5-7 page review essay of two or more texts from the bibliography; and, an 8-10 page

prospectus that builds on your research. Students will also be required to present an image to their classmates and revise two assignments.

Attendance Statement: Students are expected to attend and participate in all class sessions. More than two unexcused absences will impact your grade.

Textbook(s)Required:

No required textbooks.

Humanities

HUM-002-01 The Modern Labyrinth

Hour: 12 **Instructor:** Lucas Hollister, Petra McGillen, Andrea Tarnowski, Laura Edmondson

Requirements Met: WCult: None; Distrib: None

No description available

Textbook(s)Required:

The specific editions of these texts will be posted in the week of October 24. W. E. B. Du Bois, "Of Our Spiritual Strivings" Shakespeare, Antony and Cleopatra Milton, Paradise Lost Jose Rivera, Marisol Lichtenberg, Aphorisms Octavia Butler, "Bloodchild," "Amnesty" Montaigne, Essays Celine Sciamma, Portrait of a Lady on Fire Pieter Breughel the Elder, The Fall of the Rebel Angels Wangechi Mutu, Double Fuse

HUM-002-02 The Modern Labyrinth (Discussion)

Hour: OT **Instructor:** Lucas Hollister, Andrea Tarnowski

Requirements Met: WCult: None; Distrib: None

No description available

Textbook(s)Required:

The specific editions of these texts will be posted in the week of October 24. W. E. B. Du Bois, "Of Our Spiritual Strivings" Shakespeare, Antony and Cleopatra Milton, Paradise Lost Jose Rivera, Marisol Lichtenberg, Aphorisms Octavia Butler, "Bloodchild," "Amnesty" Montaigne, Essays Celine Sciamma, Portrait of a Lady on Fire Pieter Breughel the Elder, The Fall of the Rebel Angels Wangechi Mutu, Double Fuse

HUM-002-03 The Modern Labyrinth (Discussion)

Hour: OT **Instructor:** Laura Edmondson, Andrea Tarnowski

Requirements Met: WCult: None; Distrib: None

No description available

Textbook(s)Required:

The specific editions of these texts will be posted in the week of October 24. W. E. B. Du Bois, "Of Our Spiritual Strivings" Shakespeare, Antony and Cleopatra Milton, Paradise Lost Jose Rivera, Marisol Lichtenberg, Aphorisms Octavia Butler, "Bloodchild," "Amnesty" Montaigne, Essays Celine Sciamma, Portrait of a Lady on Fire Pieter Breughel the Elder, The Fall of the Rebel Angels Wangechi Mutu, Double Fuse

HUM-002-04 The Modern Labyrinth (Discussion)

Hour: OT **Instructor:** Petra McGillen, Andrea Tarnowski

Requirements Met: WCult: None; Distrib: None

No description available

Textbook(s)Required:

The specific editions of these texts will be posted in the week of October 24. W. E. B. Du Bois, "Of Our Spiritual Strivings" Shakespeare, Antony and Cleopatra Milton, Paradise Lost Jose Rivera, Marisol Lichtenberg, Aphorisms Octavia Butler, "Bloodchild," "Amnesty" Montaigne, Essays Celine Sciamma, Portrait of a Lady on Fire Pieter Breughel the Elder, The Fall of the Rebel Angels Wangechi Mutu, Double Fuse

Jewish Studies

JWST-07.08-01 Jewish Mysticism Seminar

Hour: 2A **Instructor:** Shaul Magid

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Jewish Mysticism Seminar

Description: This course investigates how colonial encounters generated literary and scientific descriptions that outlined the effects of colonialism. The texts we will study, however, depict these effects as part of the natural world. During the term, we will read literary and scientific works from European writers who imagine nature through colonial encounters. In theorizing nature outside of Europe, they construct a version of nature which is intimately connected to the process of colonization. Through engagement with primary and secondary sources, students will identify how literary and scientific rhetoric represent nature within colonial spaces. Students will then interpret and analyze the consequences of this cultural heritage: nature as a space from which to extract resources, as an object of knowledge from which scientists objectively unlock the mysteries of life, or as an Edenic sphere whose beauty is destroyed through colonization.

Attendance Statement: Attendance is required.

No required textbooks available

Latino Studies

LATS-07.01-01 Science Fictions of Color

Hour: 12 **Instructor:** Marcela Di Blasi

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Science Fictions of Color: Imagining Race's Future

Description: In September of 2022, new franchises associated with Game of Thrones and The Lord of the Rings were released. Unsurprisingly, public reactions were mixed. Some of the loudest opponents took issue with the new racial mapping of these well-known fantasy universes. Can elves be Black? What does it mean when a Targaryen isn't white? This is the newest iteration of an old question in both speculative fiction and fantasy: What happens to the power structures that exist in our world when we imagine other worlds? In this course, we will use close reading skills to explore how the genres of speculative fiction and fantasy envision alternative racial pasts and futures. We will ask why some subgenres, like high fantasy is imagined as lily white while speculative fiction often addresses racial questions about hybridity, historical power structures, and migration? Since these texts are written in specific historical moments, we will also be thinking and writing about what they can show us about the racial politics of the moments in which they are produced. What do these texts—as well as popular responses to them—tell us about race in the popular imagination? In addition

to well-known shows like *The Rings of Power*, we will be reading work by Octavia Butler, Junot Diaz, Zoraida Cordova, Tehlor Kay Mejia, Silvia Moreno Garcia, Aiden Thomas, and Marjorie Liu. 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.

Attendance Statement: Any absence must be communicated to me in advance of class, and your final grade will begin to fall after two absences.

No required textbooks available

Linguistics

LING-07.08-01 Originalty/Ownrshp of Ideas

Hour: 10A **Instructor:** Christiane Donahue

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Creativity, Originality, and Ownership of Ideas

Description: Who owns images, sounds, and words? Who “owns” creativity? What is originality? In this writing course we will study the many ways that we use and reproduce all kinds of creative work in the U.S. As we explore, we will study the media in which we are immersed, read policies and laws about ownership and reuse of print, image, and sound, and consider who makes these laws and how they affect us. We will turn a critical eye on these policies and practices, reading essays by authors including John Berger, Larry Lessig, and M.M. Bakhtin and studying ways that words, images, sound are (re)used on the Internet, in advertising, or in other contexts. We will analyze different types of creative works, for example at the Hood Museum or on YouTube. Coursework will include many short informal writing pieces and discussion presentations, two more formal essay projects with several revisions, and a final project that will focus on an issue of your choice from the various subjects we cover.

Attendance Statement: Two absences are permitted without grade impact. Additional absences will lower the student's course grade, one full letter grade per absence. Zoom access will be provided for students isolating after testing positive for COVID.

Textbook(s)Required:

Williams, Joseph and Bizup, Joseph. *Style: The Basics of Clarity and Grace*. Pearson, 4th or 5th edition, either is fine.

ISBN for 4th ed. 978-0205830763, ISBN for 5th ed. 978-0321953308.

Middle Eastern Studies

MES-07.03-01 Jerusalem: Vision & Reality

Hour: 3B **Instructor:** Lewis Glinert

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Jerusalem: Vision and Reality

Description: 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.

Attendance Statement: Read the assigned readings prior to class. Attend class regularly. Participate actively in discussions, including the ‘Questions about the Readings’ which I’ve posted on Canvas.

No required textbooks available

MES-07.04-01 Steamships to Social Media

Hour: 10A **Instructor:** Andrew Simon

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: From Steamships to Social Media

Description: What may pandemics and their maritime passage in the past teach us about Covid-19 today? How may cameras assist us in picturing the past and archiving the present in the Arab world? And what is the relationship between social media and mass demonstrations in Iran, Egypt, and the the United States? In this first-year seminar, we will explore the impact, significance, and surprising stories of numerous technologies throughout Middle East history. We will cover devices we often take for granted as well as things that command our attention. Cameras, clothing, and the Internet, dams, printing presses, and modes of transportation will all surface in readings that transcend any single historical genre, bridging the local and the global, the social and the cultural, the intellectual and the environmental. The scope of this course is consciously panoramic in nature. In traversing nearly two hundred years of history, from the Ottoman Empire to the present day, we will examine a wide array of case studies that unfold across the Middle East and occasionally travel further afield. To assist us on this journey, we will conduct close readings of several primary sources, from films and photographs to comics and music videos. These materials will inspire lively discussions that engage larger themes, including modernity, mediation, power, politics, infrastructure, and identity. In the spirit of intervening in broader debates and developing one's writing skills, students will have the opportunity to undertake a wide variety of assignments, from a film review to a critical biography. Likewise, students will have the chance to pursue a final research project on a topic of their choosing that advances an original argument. By the end of the quarter, it will be clear that the trajectories of objects, small and large, were essential to the making of the modern Middle East.

Attendance Statement: Attendance is required and if students are unable to attend a class they should contact me at least 24 hours in advance.

No required textbooks available

Philosophy

PHIL-07.01-01 Contemporary Moral Issues

Hour: 2 **Instructor:** Ann Bumpus

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Contemporary Moral Issues

Description: Do you wish you had a better grasp on the arguments for and against the death penalty? Drug legality? Physician-assisted suicide? In this course we will study two or three currently contentious moral issues. Assigned content will include academic papers, articles from the popular press, films, and documentaries. Class time will be devoted to discussion, debate, argument-analysis, and peer review of written work. Students will be assigned at least two argumentative essays, several reading reactions, argument reconstructions, and a final presentation.

Attendance Statement: Regular attendance and active participation are expected.

No required textbooks available

Portuguese

PORT-07.01-01 Coloring Brazil

Hour: 10 **Instructor:** Carlos Cortez Minchillo

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Colored Brazil: Representations and Self-Representations of Afro-descendants

Description: This course introduces students to the history and culture of the afro-diaspora in Brazil while considering their place in contemporary society. Through a cross-disciplinary approach, we discuss fictional and non-fictional representations and self-representations of colored Brazilians. Students will engage with critical analysis of textual and cinematic materials that at once represent and question stereotypes, social marginalization, economic inequality, and all sorts of bias impairing the living conditions and personal development of non-white Brazilians. We will also examine how Blacks and Browns have been resisting violence and oppression, fighting stigmatization, and making their political voice heard in the public sphere. Special attention will be paid to epistemologies produced by non-white Brazilian scholars. In this seminar, students will write reading responses, online discussion posts, and essays. During in-class peer-review sessions, they will share their writings, get feedback and have the opportunity to produce more refined versions of their work.

Attendance Statement: This course will be a discussion-based and student-centered collaborative learning experience. Class attendance is required: more than two unexcused absences will result in a reduction in your participation grade by 0.5 points. Persistent tardiness will also affect your participation grade. You are expected to remain engaged throughout the course—to show up and participate in our in-person class sessions, to complete assignments thoughtfully and in a timely fashion, and to give respectful and helpful feedback during peer-review workshops.

No required textbooks available

Psychological & Brain Sciences

PSYC-07.03-01 Science & Pseudoscience

Hour: 9L **Instructor:** John Pfister

Requirements Met: WCult: None; Distrib: None

Description:**Course Title:** Credulity & Pseudoscience

Description: 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 several writing exercises that will eventually lead to a potential submission to the magazine, *Inquirer The Skeptical*. Writing in this class 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.

Attendance Statement: Participants are asked to attend classes faithfully and with enthusiasm. While no formal number of classes is mandatory, you can expect me to be very concerned if you miss more than three classes during the term. Athletes and those who can expect to miss a class or two due to obligations outside of class are encouraged to let me know as soon as possible so that I can plan class activities accordingly. I will occasionally ask potentially absent students to videotape a response to a question to share with the class, or Zoom into the class if logistically possible. Attending class is not just about "acquiring" information. It is a sign of mutual respect for the instructor and all those who share the classroom space. Should coming to class become a problem for you, I ask that you treat me and your colleagues with respect and I can guarantee that you will be treated with respect, in turn.

Textbook(s)Required:

1. Conspiracy by Michael Shermer ISBN 13: 978-1-4214-4445-1 ISBN 10: 1-4214-4445-3 Approximate Cost: \$29.95 (new hardcover); 24.95 (audio version) 2. One-year subscription to the journal, *Skeptical Inquirer* (<https://skepticalinquirer.org/> Approximate Cost: \$16.99 (digital)/\$19.95 (digital/print))

Religion**REL-07.08-01 Is Dartmouth a Religion?****Hour:** 2A **Instructor:** Susan Ackerman**Requirements Met:** WCult: None; Distrib: None**Description:****Course Title:** Is Dartmouth a Religion?

Description: Is Dartmouth a religion? “Well, of course not,” you say. “Religion” is all those things they have entire courses about in the Religion Department—Asian traditions such as Buddhism, Hinduism, and Daoism; traditions originating in the Middle East, such as Judaism, Christianity, and Islam; African religious traditions, both ancient (ancient Egypt) and contemporary (the African Djola); American religious movements such as Mormonism, the African-American church, and Evangelicalism. Moreover, you say, “religion” is about “gods,” “faith,” “spirituality,” “prayer,” “piety”—not words we often use to describe our life together at Dartmouth. But how exactly to define “religion” is a contested matter. That’s why a course taught recently at one of our peer institutions, Stanford, asked whether the “theories and methods used in religious studies” might profitably be applied to Stanford’s campus culture—and, in particular, Stanford’s almost mythological

founding charter, its campus's layout as a "sacred space," its rich ritual traditions, and its sensibilities regarding community building and social cohesiveness. If they can ask this question at Stanford, why not ask it here? And so we will, in this course. We will also work hard on presenting our answers in the most polished and sophisticated ways possible. We'll begin with short writing assignments that focus on some critical components of almost any paper—the introductory paragraph, outline and organization, and thesis and topic sentences. Next, we'll answer questions about sacred space at Dartmouth and Dartmouth's ritual life through in-class oral reports and longer analysis/research papers that build on and refine these in-class reports.

Attendance Statement: Because we are a small class, your active and engaged participation is essential! Participation assumes (a) that you will complete each day's readings before class meeting, (b) that you will, as assigned, write a 250-word "Reading Response" to one of the class readings, and (c) that you will come to class prepared to discuss all the readings. Participation will count 10% toward the final grade.

No required textbooks available

Russian

RUSS-07.01-01 Who is the Terrorist?

Hour: 10A **Instructor:** Lynn Patyk

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Who is the Terrorist?

Description: The mid-nineteenth century witnessed the birth of a new "enemy of the human race" (*hostis humani generis*): the modern political terrorist. Almost simultaneously in Great Britain and 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. 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, medical, news media, and literary/cinematic)? Our texts will include primary historical documents, philosophical essays, and literary fiction (Camus' *The Rebel*, Fanon's *The Wretched of the Earth*, Chesterton's *The Man Who Was Thursday*) as well as documentary and feature films (*The Battle of Algiers*, *V for Vendetta* and *Syriana*). This is a first-year seminar, and so we will intensively engage our course's questions through verbal and written expression in order to assimilate, develop, articulate, and refine our ideas. Our course activities include short in-class reflections; discussion leadership; classroom debate; one position and one comparative paper with peer review and revisions; and a final research project that builds through annotated bibliography, oral presentation, and a summation of findings.

Attendance Statement: Inform me by e-mail of any foreseeable absence or conflict with our class (religious observance, athletics, etc.) so that it is an excused absence; if I don't hear from you, expect a solicitous email from me. Participation in discussion as well as other in-class activities will account for 20% of your grade. The quarter goes by quickly, so please be sure to arrange with me to make up missed participation before anticipated absences or within a week of unforeseen absences. After two unaccounted for absences, your participation grade will fall by 5%, and by an additional 5% for each successive unexcused absence.

Textbook(s)Required:

Masha Gessen, *The Brothers: An American Tragedy* ISBN 97815946326-48 G. K. Chesterton, *The Man Who Was Thursday (A Nightmare)* ISBN 97815143500-10

Sociology

SOCY-07.07-01 US Social Stratification

Hour: 10A **Instructor:** Jason Houle

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Sociological Perspectives on Social Stratification and Inequality in the United States

Description: 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."

Attendance Statement: Students are expected to attend class and contribute to seminar discussion.

Textbook(s)Required:

none

Spanish

SPAN-07.08-01 Cognitive Don Quixote

Hour: 10 **Instructor:** Paul Carranza

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Don Quixote and Cognitive Theories of Literature

Description: Don Quixote is the story of a man who loses his mind by reading literature. This course will use Cervantes' masterpiece to examine theories of the human mind and how it engages with literature. We will read selections of both Part I and Part II of Don Quixote together with critical works about it. The study of Cervantes' novel will allow us to learn about the exciting field of cognitive literary studies. We will devote special attention to learning about theory of mind—the ability of readers and literary characters to attribute emotions to others—necessary to literature and life. We will also examine cognitive approaches to film by analyzing adaptations of Don Quixote such as Terry Gilliam's *The Man Who Killed Don Quixote*. All readings and lectures will be in English.

Attendance Statement: Attendance is required.

No required textbooks available

Women's, Gender, and Sexuality

WGSS-07.04-01 Women in Journalism

Hour: 2 **Instructor:** Alexis Jetter

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Women in Global Journalism

Description: This course will focus on the contributions of women journalists in the US and around the globe to coverage of human rights, geopolitics, war, freedom of speech, violence against women, reproductive rights, health, educational opportunity for girls/women, sex slavery/trafficking, climate change and the environment, religion, artistic freedom and other critical issues. Three writing assignments will include a personal narrative, a radio commentary and a feature-length profile or investigation, using original reporting, that sheds light on a social justice issue. Two drafts of each writing assignment are required. We will also hold regular workshops on reporting and writing.

Attendance Statement: The liveliness and vitality of this class depend on your participation, and my experience is that most students try their very best. But it's always good to have ground rules. So here they are:

- Attendance is expected every day, and lateness is not acceptable.
- After three unexplained absences, you will lose half a grade for each additional unexplained absence.
- Those who cannot attend class are still expected to submit a Readings Journal post for each class missed, discussing the readings and weaving together course themes, your own original perspective on the readings, and, ideally, current news stories
- Please see me immediately if you expect to miss a significant amount of class time. If you know in advance that you will be missing three or more classes, you should consider taking a different course.

Textbook(s)Required:

Readings will be distributed online; no textbooks required.

WGSS-07.04-02 Women in Journalism

Hour: 11 **Instructor:** Alexis Jetter

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Women in Global Journalism

Description: This course will focus on the contributions of women journalists in the US and around the globe to coverage of human rights, geopolitics, war, freedom of speech, violence against women, reproductive rights, health, educational opportunity for girls/women, sex slavery/trafficking, climate change and the environment, religion, artistic freedom and other critical issues. Three writing assignments will include a personal narrative, a radio commentary and a feature-length profile or investigation, using original reporting, that sheds light on a social justice issue. Two drafts of each writing assignment are required. We will also hold regular workshops on reporting and writing.

Attendance Statement: The liveliness and vitality of this class depend on your participation, and my experience is that most students try their very best. But it's always good to have ground rules. So here they are:

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submit a Readings Journal post for each class missed, discussing the readings and weaving together course themes, your own original perspective on the readings, and, ideally, current news stories • Please see me immediately if you expect to miss a significant amount of class time. If you know in advance that you will be missing three or more classes, you should consider taking a different course.

No required textbooks available

Writing Program

WRIT-07.38-01 Cultures of Self-Loathing

Hour: 12 **Instructor:** Min Young Godley

Requirements Met: WCult: None; Distrib: None

Description:

Course Title: Cultures of Self-Loathing

Description: In an age dominated by the language of positivity, self-care, and empowerment, negative emotions such as self-loathing are taboo, or at best viewed as obstacles that individuals must overcome in order to be successful and happy. But what if self-loathing is about more than an individual deficit and, in a sense, doesn't even reside in the "self"? What if it has something to teach us about what we value, and can therefore shed light on larger problems in our culture and society that would otherwise go unheeded? This course explores self-loathing in a number of perspectives: as "ugly feelings," as moral perversion, as social pathology, and as internalized oppression. Then, expanding our perspective to interpersonal relations, we will examine how self-loathing also manifests in such forms as blame and resentment, playing a hidden role in politics that includes racism, sexism, body shaming, and so on. Finally, we will interpret the shifting ethical stakes that are expressed in resentment and self-loathing and appraise their value as criticism.

Attendance Statement: A significant number of absences (more than four) may interrupt the flow of the class. If you experience any difficulties, please be sure to reach out (and include documentation).

Textbook(s)Required:

Larsen, Nella. *Passing*. Penguin Classics, 2003. ISBN: 978-0142437278.