

INTD 105 – Writing Seminars

FALL 2013

Intd 105 01/CRN 15014/Brodie 214/Masci, Michael

The Rest is Noise: Music and Modernism 1900-1950

TR 11:30-12:45

What is “modernism?” What makes music modern? What are the legacies of modernist thought and are we still modern today? These are some of the questions that this course will explore by examining works of Strauss, Stravinsky, Schoenberg and others. We will also pay particular attention to the difference between modernist and avant-garde aesthetics during the interwar period by considering different theories of the avant-garde. Just as significantly, students will learn to express their thinking on these and related issues through learning basic rhetorical strategies for structuring persuasive and coherent arguments. Students will also learn strategies for adapting short papers to longer forms, as well as learn basic research and bibliographic techniques.

Intd 105 02/CRN 15374/Fraser 104/Derne, Stephan

Ritual

TR 10:00-11:15

In this course, students will consider how the late anthropologist Victor Turner analyzed ritual processes. Within structured, differentiated, hierarchical systems, human interactions are limited by defined roles. Turner argues rituals address the human desire to interact based on principles of community and equality. Turner uses this analysis to understand lifecycle rituals (like graduations) and calendrical rituals (like Easter, Ramadan, Holi, or Fourth of July celebrations.) Students will evaluate Turner's theory by considering their own experiences with ritual.

Intd 105 03/CRN 15375/Welles 24/Scipione, Paul

Affluence in America

TR 11:30-12:45

What’s more quintessential than the American Dream? It’s even guaranteed in our Declaration of Independence as the “pursuit of happiness.” Study hard and work even harder. Save and invest. Is the American Dream in need of redefinition? Have companies become too adept at “data mining” and exciting our passions to spend? Have “wants” somehow morphed into “needs?” And how do we explain pockets of poverty that have resisted four decades of social engineering? Class readings ranging from Steinbeck’s *the Grapes of Wrath* to Stanley’s *The Millionaire Next Door*, as well as shared nuggets discovered in the library, interviews with competing experts, and personal and family anecdotes will be used by students to develop both effective verbal and written positions on affluence in America. Our collective research will then be preserved in a written class *Proceedings* that we can share with others.

Intd 105 04/CRN 15376/Welles 119/Lima, Maria

The Haitian Diaspora

W 4:00-6:30

This course is a writing seminar designed to give you many opportunities to practice your critical thinking, argumentative and writing skills. We will read each other's writing, collaborate on presentations, and revise our work to almost perfection. With this class, I hope, we'll see writing as both work and play, understanding that if language creates reality, whose language prevails makes all the difference in the world. Yes, we are talking about power--about writing to persuade more often than not. Inspired by Edwidge Danticat’s *Create Dangerously: the Immigrant Artist at Work*, I’ve decided we are going

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to explore the Haitian Diaspora this semester. As the first nation in the Americas to both abolish slavery and declare its independence from a European power, Haiti has been paying the price for such audacity since. Both history and natural disasters would have been enough to stifle the creativity of a people, but Haitians have continued to create despite the horrors that have driven many away from their homeland.

Intd 105 05/CRN 15377/ISC 229/Donofrio, John

MW 1:00-2:15

Philosophy of Art

What is the meaning of “art”? Does art stem from a universal evolved instinct or is the category of art an 18th century European invention? Are video games art? Is an original artwork more valuable than a physically identical forgery? Does an artwork that takes morally problematic positions thereby lose aesthetic value? Should we take the artist's intentions into account when interpreting an artwork? Through an investigation of these questions this class will help students develop critical thinking abilities and academic writing skills. We will engage with a variety of historical and contemporary sources—reading and responding to work by philosophers, artists, writers and critics.

Intd 105 06/CRN 15378/Welles 128/Fargnoli, Nicholas

MW 5:00-6:15

The Internet in our Brains

This is a course with two purposes: One, we want to improve your already developed writing skills. Two, we want to consider what effect the Internet is having on our lives. We will look closely at the concepts of “progress,” “technology” and “worth” to determine whether humans and technology can in fact live symbiotic lives, or whether one must “win.”

Intd 105 07/CRN 15383/ISC 325/Behrend, Justin

MW 1:00-2:15

The Underground Railroad

Slavery is not simply the accumulation of horrible stories, and saintly ultra-moral slave resisters,” a journalist recently wrote; “it is our national epic poem, our great American romance.” To better understand the centrality of slavery to the American experience, we will examine Fergus Bordewich’s *Bound for Canaan: The Underground Railroad and the War for the Soul of America*. In addition to this work of history, we’ll also read selections from a few slave narratives. Our focus will be on the experience of enslavement, the risks that fugitive slaves took in trying to become free, and the remarkable network of ordinary people that helped those in bondage find freedom and restore their families.

Intd 105 08/CRN 15385/Milne 105/Kleiman, Jordan

TR 4:00-5:15

Pulling Back the Curtain on the Industrial Food Chain

The material standard of living in modern industrial societies depends increasingly on long, illegible supply chains. This course will focus on one of the most striking examples of this phenomenon: the industrial food system. What sorts of practices have illegible food supply chains allowed? Who has borne the burdens of these practices, and who has reaped the benefits? What strategies have food corporations developed to keep their more controversial practices out of public view? What strategies have consumer and

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sustainable agriculture advocates developed to cope with the illegibility of the modern food system? To get at these questions, we will read and analyze the writings of scholars and journalists who have attempted to “pull back the curtain” on the industrial food system to reveal its hidden costs. Readings will focus in particular on the historical development and environmental and social consequences of an extractive, chemical-intensive food production system; a far-flung, oil-dependent distribution system; and a highly exploitative labor system increasingly dependent on an immigrant workforce willing to toil in dangerous conditions for low wages. While the course will focus primarily on the shortcomings of the industrial food system, we will also grapple to a lesser extent with efforts to put our food system on a more humane and environmentally sustainable footing.

Intd 105 09/CRN 15386/Sturges 108/Mapes, Kathleen
Family Histories: Religion, Race and Region in American History

TR 1:00-2:15

This course will introduce you to recent writings on family and identity in U.S. history. In this course, we will begin by reading two unconventional family histories in order to open up a window onto the history of religion, race, and region in the United States from the eighteenth century through the early twentieth century. As such, you will be required to grapple with the meaning of history and the various ways historians have written history. Our third book, Philip Roth’s novel *American Pastoral*, will give us an opportunity to see how one of the nation’s most heralded novelists grappled with family and history and the ways the two intertwine. In order to succeed in this class, you must read all of the assigned books carefully and critically. This will require a great deal of time and patience. To help guide you in this process, we will discuss how to identify and analyze the main themes and issues in the books. However, you will also be expected to develop independent and critical thinking skills and share your thoughts and arguments with the rest of your classmates.

Intd 105 10/CRN 15387/Fraser 104/Crosby, Emily
Civil Rights History & Movies

TR 2:30-3:45

We will use the lens of bottom-up Civil Rights Movement history to analyze popular movies about the movement, with particular attention to *Miss*.

Intd 105 11/CRN 15388/Milne 105/Kirk, Joanna
Writing About the World in the Age of Terror

WF 1:00-2:15

Fly Naked? So suggests Pulitzer Award-winning journalist Thomas Friedman. From enhanced airport screenings to wiretapping and waterboarding, the threat of Jihad and efforts to counter it have changed American and global society in the years since September 11, 2001. With a focus on Friedman’s *Attitudes and Longitudes*, this class considers terrorism and counter-terrorism in the 21st century. By critically analyzing news, editorial and cartoon coverage, students will explore the distinction between fact, evidence and opinion, evaluate how journalists select and present information, and develop skills in effective presentation of controversial issues.

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Intd 105 12/CRN 15390/South 328/Steet, Linda

American Muslims: Mixing Culture, Youth, and Religion in US Society

TR 10:00-11:15

In modern Western society, Muslims may sometimes find themselves in an environment where Islam is perceived of as a strange and even hostile belief system. American Muslim youth also face popular cultural practices (music, movies, fashion, etc.) that often conflict with Islamic traditions. This course will look at how American Muslims mix religious identity, youth culture, and citizenship in the process of integration into US society.

Intd 105 13/CRN 15391/Milne 105 /Jensen, Mary

Illuminating Childhood: Portraits in Film

MW 11:30-12:45

We have all been children, but what does this mean? This course will consider international films as a window on children's lives and development. As we investigate how films represent childhood, we will pay particular attention to the many ways that childhood is constructed and experienced across boundaries of nationality, ethnicity, gender, socioeconomic class, and ability. Sociocultural theory will be used to explore the impact of cultural contexts on children's development and the ways that children understand and navigate their worlds. Primary goals of this writing seminar are for students to develop critical thinking and reading skills and the ability to clearly express their ideas in writing. Course material will be presented through lectures, films, and readings, and will be processed in class discussions and written analyses.

Intd 105 14/CRN 15392/Welles 138/Pankratz, Ashley

War Stories

TR 4:00-5:15

This course will examine a range of fiction written in response to the World Wars and to the United States' conflicts in Korea, Vietnam, Iraq and Afghanistan. We will consider novels and selections from various sides and perspectives, including the works of Erich Maria Remarque, Henri Barbusse, John Dos Passos, Dalton Trumbo, Rebecca West, Kurt Vonnegut, Irwin Shaw, Tim O'Brien, Louise Murphy, Wallace Terry, Bao Ninh, Kevin Powers, and Hassan Blasim. Students are expected to engage in class discussion and to craft written analytical responses to the body of texts and the complex issues presented therein.

Intd 105 15/CRN 15393/Welles 131/Barin-Akman, Filiz

Post-Colonial Perspectives: Transculturation and Concepts of the "Self" and the "Other"

MW 4:00-5:15

With a focus on development of academic writing skills, this course will consist of writing projects and reading assignments which are geared toward generating contemplation and discussion about the 'self' and the 'other.' Who do we identify as the 'others'? What do we know about other cultures and minorities? How does the dominant visual and textual rhetoric about the 'other' inform the ways in which we perceive culturally, ethnically and religiously different? What are the constituents of discourses about the 'other'? As the theoretical basis of our readings, we will also spend some time learning about Postcolonialism and Orientalism (studying some short introductory texts

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from the scholars in this field) and examine the ways in which we can apply this theoretical background in our analysis of visual and written texts about the ‘other’ (We will also view and analyze films as well as visual texts such as paintings, posters and advertisements). Some of the texts we will study: “Pearls and the Swine” by Leonard Woolf, “The Old Chief Mshlanga” by Doris Lessing, “Passion in the Desert” by Balzac, *Heart of Darkness* by Joseph Conrad, “Modest Proposal” by Jonathan Swift and films, *The Wind and the Lion*, and *Harem*. Students are expected to work collaboratively and engage in peer revisions.

Intd 105 16/CRN 15394/Welles 128/Beltz-Hosek, Caroline

The Woman Writer

TR 11:30-12:45

This course centers on writings by notable 19th-20th century female authors, which students will examine from a feminist critical perspective. Works by Emily Bronte, Sylvia Plath, and Virginia Woolf will be thoughtfully analyzed in conjunction with seminal sociopolitical literature by Mary Wollstonecraft and Simone de Beauvoir. With each text we will explore how the author approaches the domestic sphere, sexual agency in patriarchal culture, and the transcendental power of creative expression.

Intd 105 17/CRN 15395/Welles 128/Bein, Stephen

Applied Ethics

TR 2:30-3:45

In this course we will investigate all sides of some of the hottest ethical issues of our day: abortion, gun control, physician-assisted suicide, torture, and the list goes on. Expect a lot of debate!

Intd 105 19/CRN 15403/Welles 216/Perri, Christopher

Metafiction

TR 11:30-12:45

Metafiction is a realm of literature that is chiefly concerned with its own nature as a verbal construct. Novels and stories of this genre possess a self-awareness of their essence as little more than words on a page. Thus, the business of metafiction is *not* to render the world as we know it, but to *make* a world from the medium of language. This course will examine the medium of storytelling as it applies to metafiction and its “linguistic oversoul,” as well as the questions raised regarding the messages (or lack thereof) inherent within the form.

Intd 105 20/CRN 15404/Newton 206/McCoy, Beth

Octavia Butler’s Parables

WF 1:00-2:15

This class will explore Octavia Butler’s novels *The Parable of the Sower* and *The Parable of the Talents*. Taking place in a future America that has slowly lapsed into political, environmental, and religious chaos, these novels follow the rise to power of Lauren Oya Olamina, a young black woman from California. In response to the destruction around her, Olamina develops a new religion, Earthseed, a religion based on the principle that “God is Change.” As Olamina’s followers grow in number, the novels raise important questions about power, celebrity, religion, race, class, gender, and mobility.

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Intd 105 21/CRN 15405/Blake B 208/Swarts, James

Religion vs Science in US

MW 1:00-2:15

Writing Seminar is a course focusing on a specific topic while emphasizing writing practice and instruction, potentially taught by any member of the College faculty. Because this is primarily a course in writing, reading assignments will be briefer than in traditional topic courses, and students will prove their understanding of the subject matter through writing compositions rather than taking examinations. (Official course description). My objective in this course will be to introduce you to long-standing, and contemporary, controversial topics in United States history relative to the relation between religion and science, and the effects the subjects have had on the political and educational systems in the past century. Mainly we will concentrate on the study of creationism and evolution, with other relevant topics such as women's health issues, slavery, etc., as time and interest allow.

Intd 105 22/CRN 15406/TBA/Doggett, Robert

The Rhetoric of AIDS

WF 11:30-12:45

The word "rhetoric" in the course title is intended to signal two things. First, this is a course that will train you in the basics of written persuasion. By drawing upon a number of terms and concepts from classical rhetoric, you will learn how to identify and employ the persuasive techniques that underpin all good writing. Second, this is a course in discourse. We will examine the political, scientific, and cultural rhetoric that emerged during the early years of the AIDS crisis. We will focus on how these various modes of discourse prompt us to think about a host of issues, including our understanding of sexuality and identity, our definitions of "normalcy," and our sense of what defines a community.

Intd 105 23/CRN 15407/Fraser 114/Tsang, Ronny

Themes in Contemporary American Literature

TR 6:00-7:15

This interdisciplinary course will utilize the 2007 and 2009 editions of The Best American Nonrequired Reading Series to explore the themes and ideas addressed in contemporary American Literature. We'll set out on our journey through modern American Literature in the hopes of discovering some truth about the state of our nation and the people living in it. Our search will take us through mainstream and unconventional works of short fiction, graphic novels, speeches, excerpts from novels, photos and artwork, essays, music, film, non-fiction, interviews, internet documents, letters, and other assorted works. Students should be fully prepared to read and write about, analyze, respond to, and discuss a wide variety of themes and topics that include, but are not limited to: Love and companionship, god and religion, war and conflict, violence and crime, morality and belief systems, family structures and dynamics, science and scientific advancement, social inequality and poverty, the economy, and social norms. In short, we will attempt to better understand modern America through examining a wide range of literature written by the myriad of people who reside here.

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Intd 105 24/CRN 15410/Sturges 106/Tolson, Steven

TR 2:30-3:45

Intd 105 26/CRN 15432/Newton 201/Tolson, Steven

MW 1:00-2:15

Critical Writing and Reading: Culture, Community, and Identity in America

Identity is a complex idea. What defines the boundaries for one person might very well be non-existent for the next. Often, these boundaries are drawn by someone else along social and cultural factors beyond our control, such as race, class, or gender. This course will explore multiple perspectives on social and cultural factors inherent to identity making, perhaps as a means to glean insight, but at the very least, to garner an awareness of diverse situations and identities.

Intd 105 25/CRN 15416/ISC 325/Lofkrantz, Jennifer

Ransom, Captives, Borderlands

MW 10:00-11:15

The ransoming of captives has taken place in all parts of the world, during all time periods, as a result of “legal” and “illegal” activity, and with both state and non-state support. This course will examine how and why people were taken captive, their experiences as captives, the efforts they took and were taken on their behalf to ransom them, and how ransoms were negotiated and effected. In order to do so, this course will focus on three geographic regions: the Mediterranean basin, the Hapsburg-Ottoman border and West Africa.

Intd 105 28/CRN 17648/Fraser 119/Norris, Darrell

Naval Conflict

TR 11:30-12:45

Spanning autobiographical narratives, fictional accounts, and critical studies, the literature of naval conflict from the Age of Sail to the modern era reflects a common dilemma inherent to warfare at sea. Naval conflict is characteristically long on the dimensions of space and time and correspondingly short on actual engagement. Moreover the latter, based on the collective effort of ships’ crews, left limited scope for individual initiative of heroism, and confined wide-ranging observation and related decision-taking to a handful of key combatants. This course entails close reading, class discussion, critical review, and prose writing based on nine chapter-length readings drawn from memoirs, fictions, and critical analyses spanning the period 1798-1945. Discussion and short writing assignments will also be based on notable visual representations of naval conflict.

Intd 105 29/CRN 17767/Sturges 111/Tomczak, Timothy

Media and Madness

MW 5:30-6:45

Considers the portrayal of individuals with mental illness and their treatment in film and literature. Students will be required to critically and reflectively evaluate the content of various short and extended pieces of literature and at least two feature films with respect to the quality and accuracy of the information provided.