

## Fall 2021 First-Year Writing Seminar Offerings

### AFRICANA STUDIES

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#### AFRICANA STUDIES 1012 c. Affirmative Action US Society. Fall 2021. Purnell, Brian

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Interdisciplinary exploration of the rise and fall (and reappearance) of the affirmative action debate that shaped so much of the American culture wars during the 1970s and 2000s. Students primarily study affirmative action in the United States, but comparative analysis of affirmative action systems in societies outside the United States, such as South Africa and India, is also considered. Examines important Supreme Court cases that have shaped the contours of affirmative action, the rise of diversity discourse, and the different ways political and cultural ideologies -- not to mention historical notions of American identity -- have determined when, where, and how affirmative action has existed and whom it benefits. Study of law, economics, sociology, anthropology, history, and political science introduces students to different methodological approaches that inform Africana studies and the field's examination of the role people of African descent have played in contemporary and historical American society. Writing intensive. Analytical discussions of assigned texts. (Same as )

#### AFRICANA STUDIES 1026 c. Freedom Stories. Fall 2021. Chakkalakal, Tess

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Explores the ways in which the idea of American freedom has been defined both with and against slavery through readings of legal and literary texts. Students come to terms with the intersections between the political, literary, and historical concept of freedom and its relation to competing definitions of American citizenship. (Same as ENGL 1026)

### ANTHROPOLOGY

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#### ANTHROPOLOGY 1029 b. Class, Identity, & Inequality. Fall 2021. Dickey, Sara

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Our socioeconomic class shapes who we are. At the same time, class is a powerful form of inequality. We use three ethnographic case studies of class (in China, India, and in the U.S.), along with fiction, poetry, and film, to explore the following questions: How is class "performed" and interpreted in different cultures? How do class identities feed back into systems of inequality? How does class intersect with other forms of identity and inequality, such as gender, race, and caste? Key theorists are also brought into play. (Same as ASNS 1048)

### ART HISTORY

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## Fall 2021 First-Year Writing Seminar Offerings

### ART HISTORY 1022 c. Living in a Material World. Fall 2021. Gerry, Kate

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We are surrounded by objects and images, and our digitized world offers an endless stream of visual content, from ads and games to photos of friends and influencers. How do these material and visual elements shape our experiences and identities? Each of us will answer this differently, but analyzing the material and visual stuff of our lives offers all of us a powerful tool for understanding and shaping ourselves and our experiences. Examining and analyzing the material and visual world around us, we will develop a starter kit of skills in critical thinking, observation, research, and writing. Working with objects from a range of times and places in campus collections—Ethiopian paintings, medieval prayerbooks, Inuk embroideries—we will encounter new ways to think about works of art, architecture, and material and visual culture. We will analyze the arguments of researchers and artists, and practice developing and presenting our own arguments through a series of short papers. (Same as )

### ART HISTORY 1023 c. Islamic Art in the Museum. Fall 2021. Gulkis, Bronwen

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Museums say as much about the people who make them as they do about the artwork they contain. Using examples from the history of Islamic art as well as Bowdoin College collections, this course examines issues of ethics, representation, and display in relation to contemporary museums. Provides an introduction to art historical interpretation and analysis, with an emphasis on the idea that museum displays are themselves a source that can be studied in depth. (Same as )

## ASIAN STUDIES

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### ASIAN STUDIES 1036 c. Objects and Histories of India. Fall 2021. Sturman, Rachel

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What kinds of meanings and histories are held within objects? Uses the lens of four objects in the Indian subcontinent—rice, textiles, yoga, and photography—to trace histories of knowledge and skill, of commodification and global circulation, of power relations, and of personal attachments that these objects have generated. Central is thinking through the creative but also power-laden processes of making, using, and interpreting objects. This approach to the creative potential of analysis infuses class writing, revision, and discussion. Note: This course is part of the following field(s) of study: South Asia. It fulfills the non Euro/US requirement for history majors and minors. (Same as HIST 1039)

### ASIAN STUDIES 1044 c. East Asia Crime Fiction & Film. Fall 2021. Kim, John

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## Fall 2021 First-Year Writing Seminar Offerings

Examines the genre of crime, mystery, and detective fiction in East Asian literature and cinema. Asks how did writers and filmmakers from China, Japan, and Korea imagine and represent criminality as both a moral and aesthetic problem? How did their works reflect and shape social concerns around crime and punishment; deviance and norms; objective and subjective truth, knowledge and power; and the value of popular entertainment? And how did these attitudes and forms evolve over time, under the pressures of tradition, modernity, and globalization? Possible texts by: Chen Xiaoqing, Akutagawa Ryūnosuke, Edogawa Rampo, Tanizaki Jun'ichirō, Murakami Haruki, Kim Un-su, Jeong You-jeong, and Bong Joon-ho. All works read in English. Does not presume any knowledge of East Asia.

(Same as )

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### ASIAN STUDIES 1048 b. Class, Identity, & Inequality. Fall 2021. Dickey, Sara

Our socioeconomic class shapes who we are. At the same time, class is a powerful form of inequality. We use three ethnographic case studies of class (in China, India, and in the U.S.), along with fiction, poetry, and film, to explore the following questions: How is class "performed" and interpreted in different cultures? How do class identities feed back into systems of inequality? How does class intersect with other forms of identity and inequality, such as gender, race, and caste? Key theorists are also brought into play. (Same as ANTH 1029)

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### CINEMA STUDIES

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#### CINEMA STUDIES 1025 c. Crime Film. Fall 2021. Welsch, Tricia

Considers gangster films in depth, exploring how popular narrative film manages the threat posed by the criminal's racial, ethnic, or gender difference. Examines shifts in the genre's popularity and assesses the implications of considering genre entertainment art. Weekly writing, extensive reading, and mandatory attendance at evening film screenings. (Same as )

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### CLASSICS

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#### CLASSICS 1011 c. Shame Honor & Responsibility. Fall 2021. Kosak, Jennifer Clarke

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Examines Greek and Roman notions of responsibility to family, state, and self, and the social ideals and pressures that shaped ancient attitudes towards duty, shame, and honor. Readings may include works by Homer, Sophocles, Euripides, Virgil, Ovid, and Petronius. (Same as )

### CLASSICS 1025 c. Ancient Empires/Ancient Others. Fall 2021. Hartman, Joshua

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What was it like to live in the ancient Mediterranean? For hundreds of years, (e.g. 200 BCE - 600 C.E), the answer to this question would depend, at least in part, on where someone lived and how they identified themselves in relationship to the Roman empire and its centers of power. This course examines not only what it may have been like to live within the Roman empire as a person who identified with other ancient communities, but also attempts to understand what contact with the Romans would have been like for people who lived under other ancient political systems. What were encounters with the Roman world like for those far away from Rome, for example, on trade routes that connected Rome to India? What was life like for those oppressed by Roman authority, who lived as colonized subjects or enslaved people? Approaches these questions by directly examining ancient evidence, such as texts from within and beyond the Roman world, as well as the work of modern scholars. (Same as )

### EARTH & OCEANOGRAPHIC SCIENCE

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#### EARTH & OCEANOGRAPHIC SCIENCE 1020 a. Archives of Earth. Fall 2021. Peterman, Emily

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An introduction to the evolution of Earth and a glimpse into Earth's future. We will examine pivotal moments in Earth's history, from the formation of Earth's moon, to the rise of oxygen, to colliding continents, and the explosion of life on Earth. What differentiates Earth from other rocky planets? What events have shaped the evolution of Earth? What will future Earth look like? What role are we playing in shaping this future world? These questions are explored through readings, discussions, presentations, and writing. (Same as )

### EDUCATION

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#### EDUCATION 1020 c. The Educational Crusade. Fall 2021. Dorn, Charles

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Why do you go to school? What is the central purpose of public education in the United States? Should public schools prepare students for college? The

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workforce? Competent citizenship? Who makes these decisions and through what policy process are they implemented? Explores the ways that public school reformers have answered such questions, from the Common School Crusaders of the early nineteenth century to present advocates of No Child Left Behind. Examining public education as both a product of social, political, and economic change and as a force in molding American society, highlights enduring tensions in the development and practice of public schooling in a democratic republic. (Same as )

### **EDUCATION 1028 b. Sociology of Campus Life. Fall 2021. Nelson, Ingrid**

Explores higher education in the contemporary United States through a sociological lens, highlighting the ways that elite colleges and universities both promote social mobility and perpetuate inequality. Examines the functions of higher education for students and society; issues of inequality in college access, financing, campus experiences, and outcomes later in life; the history and consequences of affirmative action; how and why historically white colleges and universities have diversified their student bodies; the challenges and benefits of diversity and inclusion on campus; and other topics. Emphasis on writing sociologically for public and academic audiences (Same as SOC 1028)

## ENGLISH

### **ENGLISH 1005 c. Victorian Monstrosity. Fall 2021. Briefel, Aviva**

Examines various monsters and creatures that emerge from the pages of Victorian narratives. What do these strange beings tell us about literary form, cultural fantasies, and anxieties; or about conceptions of selfhood and the body? How do they embody (or disembody) identities that subvert sexual, racial, and gendered norms? Authors may include Lewis Carroll, Richard Marsh, Robert Louis Stevenson, Bram Stoker, and H.G. Wells. (Same as GSWS 1005)

### **ENGLISH 1006 c. Whiteness and Antiracism. Fall 2021. McCarroll, Meredith**

What does “white” mean as a racial identity? What are the differences in white privilege and white supremacy? How do film, television and literature hold up and construct whiteness?

Film scholar and cultural critic Richard Dyer calls us to “see whiteness” as a social construction by “making it strange”. Students in this class will make whiteness strange through a study of the historical meaning(s) of American whiteness and the representations of whiteness, as well as a personal engagement with whiteness

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at Bowdoin. Anti-racist whiteness, multiraciality and whiteness, a contemporary rise in white supremacy, and non-white conceptions of American whiteness will all be topics of this course.

(Same as )

### ENGLISH 1007 c. Joan of Arc. Fall 2021. Solberg, Emma Maggie

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Joan of Arc was burned at the stake in 1431 at the age of nineteen. This course explores the long history of this warrior, heretic, and saint, beginning with the medieval records of her trial and execution and then moving through the centuries and the countless stories told about her in literature, art, music, and cinema all the way up to the present moment. (Same as )

### ENGLISH 1012 c. Jane Austen. Fall 2021. Kibbie, Ann

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A study of Jane Austen's major works, Sense and Sensibility, Pride and Prejudice, Emma, Mansfield Park, and Persuasion. (Same as GSWS 1025)

### ENGLISH 1026 c. Freedom Stories. Fall 2021. Chakkalakal, Tess

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Explores the ways in which the idea of American freedom has been defined both with and against slavery through readings of legal and literary texts. Students come to terms with the intersections between the political, literary, and historical concept of freedom and its relation to competing definitions of American citizenship. (Same as AFRS 1026)

### ENGLISH 1027 c. The Real Life of Literature. Fall 2021. Foster, Guy Mark

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Examines literary fiction set against the backdrop of actual historical events, such as wars, social protest events, terrorist attacks, earthquakes, the HIV/AIDS pandemic, the Holocaust, and political assassinations. Students not only analyze the literary strategies writers employ to fictionalize history and to historicize fiction, but also explore the methodological and philosophical implications of such creative gestures. In the end, this two-fold process transforms both categories

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in ways that permanently unsettle the status of fiction as merely imaginative and the historical as merely fact. Potential authors: Virginia Woolf, Octavia Butler, Yasmina Khadra, David Mura, Nicole Krause, Andrew Holleran, among others. (Same as )

### ENGLISH 1034 c. America in the World. Fall 2021. Hansen, Morten

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Examines America as it is seen in literature from home and abroad. How have American authors described America's place in the world? How has America's present role as the sole global superpower affected how we view its past? What does America look like today from the perspective of the third world? Explores the way literature represents space and time, from current events to world history. Authors include Henry James, James Baldwin, Toni Morrison, Jamaica Kincaid, and Chimamanda Ngozi Adichie. (Same as )

### GENDER, SEXUALITY, AND WOMEN'S STUDIES

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#### GENDER, SEXUALITY, AND WOMEN'S STUDIES 1005 c. Victorian Monstrosity. Fall 2021. Briefel, Aviva

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Examines various monsters and creatures that emerge from the pages of Victorian narratives. What do these strange beings tell us about literary form, cultural fantasies, and anxieties; or about conceptions of selfhood and the body? How do they embody (or disembody) identities that subvert sexual, racial, and gendered norms? Authors may include Lewis Carroll, Richard Marsh, Robert Louis Stevenson, Bram Stoker, and H.G. Wells. (Same as ENGL 1005)

#### GENDER, SEXUALITY, AND WOMEN'S STUDIES 1025 c. Jane Austen. Fall 2021. Kibbie, Ann

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A study of Jane Austen's major works, Sense and Sensibility, Pride and Prejudice, Emma, Mansfield Park, and Persuasion. (Same as ENGL 1012)

#### GENDER, SEXUALITY, AND WOMEN'S STUDIES 1032 c. Queering Video Games. Fall 2021. Matos, Angel

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How is queerness central to the creation, reception, and engagement with video games designed with different audiences in mind? How can video games push us

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to think more queerly about ourselves, other people, the world we live in, and the media we consume? This seminar explores the ideological tensions, issues, and concerns present in video games with LGBTQ+ themes and characters, and even more so, the value of approaching video games from a queer perspective even when they are void of overt LGBTQ+ content. Drawing from discourse in queer studies, gender studies, media studies, and game design, students will consider the value of using queer perspectives to rethink the practices of crafting, playing with, researching, and writing about video games. By crafting assignments such as close reading, theoretical application, and critical review essays, students will develop their academic writing skills while also learning how to engage in broader conversations about queerness, video game studies, and popular culture. (Same as )

### GERMAN

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#### GERMAN 1028 c. The Art of Defiance in Germany. Fall 2021. Riddle, Lucas

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How can art and culture be weaponized? How much power do art and culture hold and how does the status-quo push back? This writing intensive course explores notions of resistance in art and culture in Germany and Europe from World War II to the present. By analyzing literary texts, films, music, pop-up exhibitions, and popular culture in 20th and 21st century Germany and Europe, we will examine through regular writing assignments the relationship between art and culture; resistance; and the status-quo. Topics include: resistance to Nazi Germany and behind the Iron Curtain, subversive cinema, punk and hip-hop, humor and satire, and cultural output by minoritized communities. Students will learn to grapple with and negotiate the driving forces behind personal acts of defiance through evidence-based and exploratory writing exercises of various lengths. (Same as )

### GOVERNMENT

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#### GOVERNMENT 1001 b. Amer Gov: Represen & Particip. Fall 2021. Martin, Janet

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An introductory seminar in American national politics. Readings, papers, and discussion explore the changing nature of power and participation in the American polity, with a focus on the interaction between individuals (non-voters, voters, party leaders, members of Congress, the president) and political institutions (parties, Congress, the executive branch, the judiciary). Not open to students who have credit for or are concurrently taking Government 1100. (Same as )

#### GOVERNMENT 1004 b. Supreme Court & Social Change. Fall 2021. Sorenson, Maron

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The Supreme Court has played a role in adjudicating many of the nation's most important social issues, addressing matters such as segregation in schools, gender discrimination, and same-sex marriage. Since Thurgood Marshall orchestrated the NAACP's legal strategy to bring civil rights issues before the court rather than Congress, many other interest groups have followed suit. Investigates the trend of seeking legal change via courts, focusing on the Supreme Court's role in social change by asking two connected questions: first, should the Supreme Court be deciding issues with such far-reaching impacts; second, since the court does wade into these matters, how effective are the justices in moving public opinion and influencing social change? Examines areas of policy in which the court has been particularly active including civil rights, access to abortion, and same-sex marriage, among others.

(Same as )

### **GOVERNMENT 1006 b. Presidential Elections. Fall 2021. Rudalevige, Andrew**

This course explores key questions about American presidential elections and how they have been resolved – usually, temporarily -- from 1787 to the present day. The framers of the U.S. Constitution wanted to create a presidency that would be accountable to the public but not beholden to its “passions”; the choices they made, and didn't make, have been open for debate ever since. This course covers electoral institutions and the candidate strategies and voter behavior they shape: both systematic factors and campaign idiosyncrasies. Topics for discussion include the development of the nominating process; the electoral college (should it stay or should it go?)and state-level electoral administration; campaign finance laws; voter registration and turnout; the components of voting decisions; the role of political parties and the media in the electoral process over time; and the transition to a new presidency. (Same as )

### **GOVERNMENT 1011 b. Exercises in Political Theory. Fall 2021. Yarbrough, Jean**

Explores the fundamental questions in political life: What is justice? What is happiness? Are human beings equal or unequal by nature? Do they even have a nature, or are they “socially constructed”? Are there ethical standards for political action that exist prior to law and, if so, where do they come from? Nature? God? History? Readings may include Plato, Aristotle, the Bible, Machiavelli, Locke, Rousseau, Shakespeare, the American Founders, Tocqueville, and Nietzsche. (Same as )

### **GOVERNMENT 1012 b. Human Being and Citizen. Fall 2021. Franco, Paul**

An introduction to the fundamental issues of political philosophy: human nature, the relationship between individual and political community, the nature of justice, the place of virtue, the idea of freedom, and the role of history. Readings span both ancient and modern philosophical literature. Authors may include

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Plato, Aristotle, Hobbes, Locke, Rousseau, the American Founders, Tocqueville, Mill, and Nietzsche. (Same as )

### **GOVERNMENT 1030 b. The Pursuit of Peace. Fall 2021. Springer, Allen**

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Examines different strategies for preventing and controlling armed conflict in international society, and emphasizes the role of diplomacy, international law, and international organizations in the peace-making process. (Same as )

### **GOVERNMENT 1031 b. Weapons of the Weak. Fall 2021. Elias, Barbara**

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Despite enjoying a preponderance of resources, the rich and mighty don't always win in life, or in war. Why? How do peasants and insurgents impose their will on more powerful organizations? How do wealthy armies at times lose wars to impoverished rebels? Whereas money and material can be measured, divided and counted in a spreadsheet, less quantifiable factors of conflict such as ideas, identity, legitimacy, will power and fortitude are too often discounted as secondary factors. But these may, in truth, be at the heart of war, and weapons for the weak to bring down the mighty. (Same as )

## **HISPANIC STUDIES**

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### **HISPANIC STUDIES 1020 c. Don Quixote Now. Fall 2021. Boyle, Margaret**

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This course provides an introduction to the 1612 novel Don Quixote, the second most translated book after the Bible. Through close-readings of the original text and contemporary adaptations in literature, film and television, students will consider the lasting social and political impacts of Miguel de Cervantes' novel both in the US, and globally. The course will offer time in special collections to handle, observe and write about early editions. Students will explore books as objects, reading practices, and library cultures. (Same as )

## **HISTORY**

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### **HISTORY 1022 c. Science on Trial. Fall 2021. Hecht, David**

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[The Class Finder](#) is the official source for the most current course offering details.

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Examines moments of scientific controversy in modern United States history. From teaching evolution to legalizing abortion to accepting climate change, science has been at the center of some of our most persistent political debates. But science is neither as objective nor as detached from society as we commonly assume; it is inextricably bound to cultural, social, and even moral norms. This course uses moments of legal and political tension to explore the complexities of how scientific knowledge is produced, disseminated, and accepted (or rejected). Case studies include the Scopes Trial, the eugenics-era decision in *Buck v. Bell*, lawsuits against the tobacco industry, and *Roe v. Wade*—as well as the making of environmental policy on questions of pesticide use and radiation exposure. Course writing gives students the opportunity to engage with a range of historical sources in science, law, policy, and media. Note: This course is part of the following field(s) of study: US. (Same as )

### HISTORY 1039 c. Objects and Histories of India. Fall 2021. Sturman, Rachel

What kinds of meanings and histories are held within objects? Uses the lens of four objects in the Indian subcontinent—rice, textiles, yoga, and photography—to trace histories of knowledge and skill, of commodification and global circulation, of power relations, and of personal attachments that these objects have generated. Central is thinking through the creative but also power-laden processes of making, using, and interpreting objects. This approach to the creative potential of analysis infuses class writing, revision, and discussion. Note: This course is part of the following field(s) of study: South Asia. It fulfills the non Euro/US requirement for history majors and minors. (Same as ASNS 1036)

### HISTORY 1047 c. Microhistory: Radically Small. Fall 2021. Cikota, Javier

This First-Year Writing Seminar explores how personal stories of everyday people can help understand the past. These “microhistories” make a single individual the center of the story, placing them in their historical context. Microhistories are particularly well-suited to show how non-elite individuals understood their own place in society, how they contested existing power structures, and how their own identities were constructed in relation with those structures. During the semester students will read some of the classic microhistory accounts, learning how the lives of peasants, formerly enslaved women, meatpackers, peddlers, and other plebeians help reconstruct a social and cultural world that is often impossible to find in traditional histories. The course is focused on Latin America but does not require any prior knowledge of the region. Some of the works discussed in this course are: *The Cheese and the Worms*, *Doña Maria’s Story*, & assorted essays from *The Human Tradition in Latin America*.

This course helps students to develop the skills necessary to succeed at college writing: weekly assignments will target particular skills (summarizing, analyzing, close readings, compare-contrast, etc); and—given that writing is rewriting—the papers familiarize students with the iterative process of revising and resubmitting, which is at the heart of academic writing. Students write two versions of an analytical paper and several versions of a research paper, receiving feedback from their peers as well as the instructor. Students develop a semester-long research project based on the documents left behind by a person from Latin America (plebian or

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elite), including journals, trail transcripts, confessions, images, and other published sources available in translation.  
(Same as LACL 1047)

### LATIN AMERICAN, CARIBBEAN, AND LATINX STUDIES

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#### LATIN AMERICAN, CARIBBEAN, AND LATINX STUDIES 1047 c. Microhistory: Radically Small. Fall 2021. Cikota, Javier

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This First-Year Writing Seminar explores how personal stories of everyday people can help understand the past. These “microhistories” make a single individual the center of the story, placing them in their historical context. Microhistories are particularly well-suited to show how non-elite individuals understood their own place in society, how they contested existing power structures, and how their own identities were constructed in relation with those structures. During the semester students will read some of the classic microhistory accounts, learning how the lives of peasants, formerly enslaved women, meatpackers, peddlers, and other plebeians help reconstruct a social and cultural world that is often impossible to find in traditional histories. The course is focused on Latin America but does not require any prior knowledge of the region. Some of the works discussed in this course are: *The Cheese and the Worms*, *Doña Maria’s Story*, & assorted essays from *The Human Tradition in Latin America*.

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(Same as HIST 1047)

### PHILOSOPHY

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#### PHILOSOPHY 1031 c. Ethics and the Embryo. Fall 2021. Olson, Kristi

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This course addresses moral questions about the human embryo. For example, when, if at all, is genetic enhancement morally permissible? Is it wrong to have children? Can we harm someone simply by bringing her into existence? If the embryo has the moral status of a person, does it follow that abortion is morally impermissible? We will analyze philosophers’ answers to these and related questions. Readings include essays by contemporary philosophers, including Francis Beckwith, David Benatar, Elizabeth Harman, Jeff McMahan, Don Marquis, Derek Parfit, and Judith Jarvis Thomson. (Same as )

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### PHYSICS

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#### PHYSICS 1033 a. The Nature of Time. Fall 2021. McCormack, Liz

What is time, anyway? What do we know about it? How do we understand it? How do we track it? What are the scales and paces of time that apply across different fields of inquiry? In this course students will explore various perspectives on time, aspects of historical and modern time-keeping devices, and applications of time in modern life. Students will develop their writing and research skills through drafts and revisions of various written assignments and receive individualized feedback on their work. The writing assignments will be useful for all subsequent areas of study as they will focus on writing as an opportunity to engage, explore, synthesize, and express information and ideas. (Same as )

### RELIGION

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#### RELIGION 1014 c. Heretics. Fall 2021. Berzon, Todd

Writing-intensive, focuses on readings in heretical texts, orthodox creeds, and scholarly treatments of the religious-ideological construction of heresy and orthodoxy. Fundamentally, heresy is dangerous precisely because of its proximity to orthodoxy. Examples focus on Jewish, Christian, and Islamic traditions; attention given to categories such as dogma vs. freedom, pure vs. impure, society vs. individual. Facets of present-day debates on fundamentalism included. (Same as )

### SOCIOLOGY

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#### SOCIOLOGY 1028 b. Sociology of Campus Life. Fall 2021. Nelson, Ingrid

Explores higher education in the contemporary United States through a sociological lens, highlighting the ways that elite colleges and universities both promote social mobility and perpetuate inequality. Examines the functions of higher education for students and society; issues of inequality in college access, financing, campus experiences, and outcomes later in life; the history and consequences of affirmative action; how and why historically white colleges and universities have diversified their student bodies; the challenges and benefits of diversity and inclusion on campus; and other topics. Emphasis on writing sociologically for public and academic audiences (Same as EDUC 1028)