

## **DLM 110 Section Descriptions**

### **DLM 110a & c Race, Racism, Racialization (A. Hor)**

It is common to hear the accusation that something or someone is “racist.” What does it mean to say something is “racist” and what should we do about it? More fundamentally, what even is “race” in the first place and how would we know it when we see it? In this course, we will unpack what is “race,” “racism,” and “racialization” in global historical context. So long as students come with an open mind, the class will also offer students a safe space to explore, break down, debate, and reflect on our different experiences with “race,” how to think about it, and what our responsibilities might be, at the individual and global levels.

### **DLM 110b Unlocking Versailles (A. Connolly)**

From hunting lodge to royal residence to museum, France’s Château of Versailles has long served as a center for the arts and a place for crosscultural encounters. In this course students will explore the transformation of Versailles since the 17th century through the visual arts, architecture, and music.

### **DLM 110d & e Good People: Ancient Contexts (P. White)**

What does it mean to be human? What does it mean to be a good human? How does learning and thinking relate to virtue or goodness? How do various cultures figure or understand the most basic or defining relations between human beings? Do the answers to these questions differ by gender or social, political, or economic position? What are the ultimate human values or images of human goodness or virtue? This class will look at some ways these questions are raised and addressed in literary, philosophical, religious, and visual works from a selection of three ancient cultures. The three cultures chosen in a particular term will vary, but each term it may include cultures from ancient China, Greece, Rome, Mesopotamia, and India. Besides visual art from the three cultures, the class will study works or figures such as Gilgamesh, Homer, Sappho, Sophocles, Euripedes, the Bible, the Chinese Book of Songs, Tang Dynasty and earlier Chinese poetry, Virgil, Ovid, the Mahabharata, the Ramayana, the Bhagavad Gita, Lotus Sutra, Plato, Aristotle, Confucius, Laozi, Zhuangzi, Mengzi, Xunzi, Seneca, Cicero, the Upanishads, Kalidasa, Jayadeva, Patanjali, and the Dhammapada.

### **DLM 110f The Idea of Super Human (S. Peebles)**

Superheroes have taken over--not since the Western was all the rage in the 1950s and 60s has a genre so dominated American culture. We are fascinated by the idea of great power (and its intersection, as the famous line goes, with great responsibility) and have been for centuries, as stories about figures like Achilles, Gilgamesh, or Morgan le Fay reveal. This course examines how some of these super humans’ bodies and minds are inscribed with notions of mastery, morality (or its absence), and various expressions of identity. Materials will include a selection of older stories (including Greek tragedy, monster stories, and early sci fi), contemporary superhero films, and texts about the transhuman or posthuman, ideas often associated with humans’ relation to technological advance and artificial intelligence.

### **DLM 110g Biology in Fiction (K. O’Quin)**

The craft of writing is more than clear and effective communication; it is a process of sustained and iterative thought that allows us to consider and develop our thoughts about difficult or complex topics. In this course, students will practice writing through the exploration of bio-fiction, or fiction that examines the practical, social, and ethical implications of biotechnology, especially genetic engineering. Students will learn about concepts in human development, genetics, and engineering; they will examine the implications of these concepts by reading and discussing opinion pieces, short fiction, and novels; and they will write and revise their own opinion piece, book analysis, and short story.

### **DLM 110h Sports and Culture (Je. Shenton)**

This course explores the skill of writing at the college level by studying a part of global culture that brings together economics, politics, identity, nationhood, history, language, technology, media, and more: the global culture of sports. Thinking about sports as a domain of culture that all of us relate to – either through participation, fandom, or our family/friends – will allow us to apply critical frames from cultural anthropology to far-flung places and practices, processes of globalization, and even to ourselves and our own relationships with “the global.” Students will produce both fieldwork-based ethnographic writing and argumentative essays that engage with the anthropology of sports.

**DLM 110i Sinners in America (T. Strauch)**

This course considers what sin is and how deviant people and behaviors are handled in North America between 1500-1800. We will investigate what actions and identities are sinful, how deviant people are handled legally, and how deviant groups change social norms over time. Topics for discussion include: Pirate communities, religious minorities, witchcraft, legal cases involving women, treason and loyalty crimes, and capital crimes.

**DLM 110j Black Holes (T. Zastrocky)**

Black holes are often portrayed as the gluttonous monsters of the universe, sucking up everything in their vicinity. But is this accurate? In this course, students will practice the craft of writing through exploring the portrayal of black holes in popular science writing and science fiction. Students will learn about gravity, time, relativity, and black holes. They will think deeply about what popular science writing and science fiction about black holes tells us about science as a discipline and the scientists who practice it. Throughout the semester, students will read popular science writing and science fiction. Students will write and revise three essays and a short creative writing piece.

**DLM 110k & n Shapeshifters: Literature of Transformation (H. Emmitt)**

This course starts with fairy tale and myth and ends with realism. In it, we will study both literature that emphasizes transformation and the way that such literature can be transformed by being rewritten in another age, culture, or genre

**DLM 110l & m Life and Death (A. Roche)**

This course explores the themes of life and death in literature, law, and philosophy. Topics may include: What makes for a good life? Should one fear death--and if so, why? Does death make life meaningful? Is there life after death? Topics may also include the ethics of and law about abortion and euthanasia.

**DLM 110o Picasso's Guernica (P. Haffner)**

Considered his masterpiece, Pablo Picasso's monumental painting, Guernica, has been hailed for its capability of capturing and decrying the horrors of war. Painted as a response to the Spanish Civil War in 1937, Guernica was an immediate sensation that helped cement Picasso's status as one of the most influential artists of the 20th century and bring international attention to the war in Spain. Since then, Guernica has served as a lasting symbol of the costs of war, as well as the expressive potential of art. What has made the painting so compelling and how do we understand its significance today? In this course, students will enter the world of Guernica by exploring the art of Pablo Picasso and his contemporaries, the history of the Spanish Civil War and the world's response to it, the rise of fascism and authoritarianism in Europe, and the enduring life of Guernica as both a work of art and a reminder of humanity's most destructive tendencies.

**DLM 110p Black Women's Travel Narratives (C. Limerick)**

This class is structured around reading and analyzing a series of travel narratives written by Afrodescendant women from a variety of national contexts. Narratives will include travel experiences to Europe, Asia, Africa and more. In addition, students will gain an understanding of the particular considerations of engaging in travel for Black people and women. Students will also engage with the history of travel culture for Black communities in the US and abroad.

**DLM 110q Recreational Lives of Mass Murderers (J. Earle)**

This course explores the history of mass murder through the lens of recreation, sports, and the private lives of serial killers and the perpetrators of genocide.

**DLM 110r Anthropology of Science Fiction (S. Samei)**

"Writing well, creatively, and persuasively is central to your success in college and in the professional world, but it is also not a skill that comes to most of us naturally. This class, through several writing assignments structured around writing workshops, is designed to introduce to you the foundational skills you need to become successful writers. But fun, purposeful writing doesn't happen in a vacuum! We need a reason...an excuse...something...to write about. We need a theme! The theme for this course is anthropology and science fiction. Not what science fiction tells us about distant futures or far-away planets, but the past and present of our own species on Earth. In this class we will approach Science Fiction as an allegory for how we construct our cultural values, and cultural norms. Together, we will examine why those norms are important, and what happens when we use those norms to marginalize or "other" people; people who do not think like us, look like us, live like us, identify like us, or believe like us. (continued)

A key to writing well is also reading a lot! So, throughout the semester, we will read news stories, scholarly works of anthropology, and short stories by both established and young scholars, including Black, Native American, and Queer writers. We will also watch classic and iconic films, and we will watch...lots of Star Trek!"

### **DLM 110s Detective Stories (A. Osanloo)**

"Whodunnit?", "the butler did it", "Elementary, my dear Watson"—the popular cultural recognition of these phrases, all originating in detective fiction, point to the enduring appeal of this genre. In this course, we will examine the origins of the detective figure and its various transformations from its inception in the nineteenth century till the current day. Our class will read detective fiction within its historical and cultural contexts-- the rise of industrial capital, women's rights, the modern city, and colonial fears and fantasies. We will analyze the detective story as a barometer for the preoccupations of the world it belongs to. The course will examine short stories, novels, films, and TV to trace the development of this genre.

### **DLM 110t The World According to Cardi B (K. Brewster)**

Cardi B is a cultural phenomenon who has made a significant impact on popular culture and younger generations. This course uses the life and music of Cardi B to explore themes of gender, motherhood, respectability, sexuality, and political activism through a distinctly sociological and feminist lens. We will examine her rise to fame and consider how her public performances and online presence have reshaped conversations about race, ethnicity, gender, power, politics, and fame within hip-hop and in society at large. This course is weighted heavily toward discussion and places a strong emphasis on the development of writing and critical analysis skills.

### **DLM 110u Main Character Energy (Staff)**

This course focuses on autoethnography, a qualitative research method that blends autobiography and academic research. Autoethnography places personal experience in cultural, historical and scholarly context. Students will read examples of autoethnography from various disciplines including anthropology, sociology, theatre, and dance. Students will develop their own scholarly voices, give and receive feedback on writing in a workshop setting, and practice research skills.