

DukeWrites

THOMPSON WRITING PROGRAM

Fall 2017 Writing 101 Courses

Writing 101.01: STUDENT ACTIVISM

Instructor: Jennifer Ahern-Dodson

TuTh 11:45AM-1:00PM

College student activists for issues as diverse as disability rights, racial justice, and farmworker safety have used storytelling to raise awareness and inspire action. These stories take many forms across multiple media and genres, including print essays, live performances, and hashtags. In this course, we will examine the ways college student activists employ storytelling to advocate for social justice and reform, and to inspire both personal and public reflection. What prompts students to tell stories as a form of activism? What are the bridges between personal experience and activism, between personal stories and social change? Can students' everyday lives form the basis for critical insight and to mobilize movements? What are the ethics of crafting, circulating, and using personal narratives in student-led movements? What makes a good story for change, and why?

As writers, we will work to understand these questions and consider the ways story, in traditional print forms as well as in social media contexts, can help to build communities, cultivate individual and public reflection, and inspire broader social change.

We'll begin by writing short responses (2-3 pages) to Duke student campaigns that link caring with action, including *Me Too*, *Monologues* and a recent Duke student protest, looking at the ways in which narrative conventions are applied, understood, and sometimes even reinterpreted or subverted. At mid-term, writers will develop a research project that builds on an issue raised

in class discussion and focuses on an activist project which exemplifies the use of story. For the final project, writers will create and present a personal story in which they reflect on our semester-long conversations and their own commitments and personal philosophies. Rather than writing just *about* social change, this final writing project asks students to compose a story *for* social change and, by presenting that story in a public forum, gain practice in using story to work for change themselves.

Writing 101.02: PODCASTS & PUBLIC SCHOLARSHIP

Instructor: Denise Comer

TuTh 11:45AM-1:00PM

From Serial and Nerdist to Planet Money and Freakonomics Radio, podcasts reach millions of people. With roots in radio broadcasts from the 1930s, podcasts have emerged as one of the most unanticipated forms of digital media in the twenty-first century.

What are the historical antecedents of podcasts? How do podcasts intersect with, extend, and challenge other modes of communication? What rhetorical features of podcasts make them more or less effective or influential? In what ways do podcasts intersect with academic inquiry?

Over the semester, we will read and write about a variety of podcasts and critical theories that raise questions about podcasts and, more broadly, digital rhetoric. Shorter writing projects will ask you to write and respond to theoretical texts about digital rhetoric, oral communication, and podcasts. The course includes four main writing projects: a close reading of a podcast (750 words), a synthesis essay, in which you apply a theoretical text to a podcast (1000-1250 words), a research project, developed and revised over stages with a proposal and annotated bibliography, which will offer you the opportunity to extend your thinking and writing on podcasts by focusing on a particular area of interest, such as gender and podcasts, culture and podcasts, crime podcasts, sports podcasts, etc. (2000-2500 words); and a podcast of your own, developed and revised over stages across the semester. Since this course relies on a workshop format, students will read, listen, and respond to one another's work throughout the semester.

Writing 101.03: THE CRAFT OF ETHNOGRAPHY

Instructor: Marcia Rego

TuTh 1:25PM-2:40PM

The Craft of Ethnography: Observing and Describing the World Around Us*

More widely known as the immersive approach anthropologists use to study the lives of others, the ethnographic method is increasingly being employed in other disciplines to produce knowledge about the social world. This course focuses on ethnographic writing, both as a research method and as a literary genre. As we engage in our own immersive research, we will read and write about groundbreaking ethnographies from different periods, and interrogate their rhetorical strategies: How do their authors use description to make arguments? How is *what* they say shaped by *how* they say it? How do their narrative styles position them theoretically and politically in relation to the communities they study? To help us in this exploration, we will also read and respond to key theoretical works about the genre and its place in the social sciences.

As we examine the moral, political, and ethical issues in representing the “other,” you will work towards writing mini-ethnographies of your own. You will choose a social phenomenon in Durham, or at Duke, to study, and will experience firsthand the joys and challenges of being an ethnographer. Short (2 to 3 pages) weekly assignments will help you hone your observation and interviewing skills, practice taking field notes, and experiment with writing approaches you will have examined throughout the semester. Your work will culminate in a polished 6-8 page mini-ethnography that will go through several drafts. Through supportive writer’s workshops and ample opportunity to reflect on works-in-progress, you will learn to both critique the work of others and to revise your own. These are valuable skills that, along with those of careful observation, compelling description, and critical analysis, will serve you well in all kinds of writing projects, at Duke and beyond.

* This course requires that you spend time observing and/or interacting with others outside of class.

Writing 101.08-101.09-101.10: MEDICAL ANTHROPOLOGY

Instructor: Adam Boyette

WF 8:30AM - 9:45AM- WF 1:25PM - 2:40PM- WF 3:05PM - 4:20PM

Medical Anthropology: Biocultural Dimensions of Health

In this course we will learn to write, read, and think from the perspective of a medical anthropologist. Medical anthropology addresses biological, cultural, and political-economic dimensions of health, illness, and healing. From a biological perspective, humans are primates,

mammals, vertebrates, and so on, having been shaped by evolutionary forces over our history as a species. Accordingly, evolutionary theory provides a useful framework for understanding many of the ways our daily experiences contribute to our health and well-being. For example, such aspects of health as weight gain, psychosocial stress, immune function, sleep patterns, susceptibility to chronic and infectious disease, and child development are all rooted in our biology. At the same time, culture interacts with our biology to influence health from the earliest stages of development until death—and has likely done so throughout at least our recent evolutionary history as well. Culture influences how people understand what constitutes “health” and “healing.” Human environments are also shaped by cultural practices, and have, for example, led to some places people live being more toxic than others—leading to vast disparities in health between human communities. More evidence continues to emerge that these disparities can then become “embodied,” and may affect future generations. A political-economy perspective further helps link how global cultural practices, such as transnational capitalism, impact community health on the local level and draws sharp attention to the health diminishing effects of inequality.

In this course, we will draw from and integrate these perspectives in our writing about health and well-being. Utilizing diverse types of reading—book chapters, academic journal articles, blog entries, and more—students will engage with empirical, theoretical, and applied work of medical anthropologists, and be asked to think deeply about what makes someone “healthy” or “ill,” and who gets to decide. Specific topics students will examine include the illness/disease distinction; the cultural construction of health and sickness; the body and emotion; structural violence and population health; childhood origins of chronic disease susceptibility; inequality and family stress; institutionalized racism and health; epigenetics; emerging infections; and mental health. Student writing projects will include regular short, online writings based on close readings of primary sources in the social and medical sciences; a 3-5 page “autoethnographic” investigation of a sickness/healing experience; a 4-6-page research paper in which you form and argument and integrate different types of sources in your analysis; a letter to a member of Congress advocating for social science research; and a final group project involving a popular media translation of research in medical anthropology that will form the basis for a class website.

Writing 101.11-101.12: RESEARCH DESIGN & METHODOLOGY

Instructor: Janine Rose

MW 1:25PM - 2:40PM- MW 3:05PM - 4:20PM

Since the 1980s, qualitative research has become increasingly popular in the social sciences. More importantly, the emergence of an interview society where the interview, a qualitative data collection method, is commonplace has increased curiosity about qualitative research. The objective of qualitative research is to understand social phenomena through methods that are based on collaboration and interaction with participants in research settings. While qualitative

research seeks to respond to questions that are equally meaningful to quantitative researchers, this type of research attains answers to these questions in different ways. In this course, we will explore philosophical paradigms that inform differences between qualitative and quantitative research. More importantly, you will focus on how to effectively collect, organize and make sense of qualitative information.

Using information derived from various sources, you will write about the theories and philosophies that inform qualitative approaches, how qualitative methods give researchers the ability to uncover the meaning behind participants' actions and the ways in which qualitative research and writing can impact the lives of research participants.

You will encounter the following themes in the course: the political implications of qualitative research; research ethics and forms of analysis used to interpret qualitative information. Among the questions that will drive our inquiry are: What distinguishes qualitative research from quantitative forms of inquiry? How do researchers produce written justification of their selection of qualitative research methods and methodologies? How do qualitative researchers write up their research in a way that demonstrates that their information is grounded in the thoughts and experiences of research participants?

To better understand the nature of qualitative research and writing, you will write reflections (minimum of 3 double-spaced pages) that will not only allow for an understanding of the concerns that inform qualitative research but will also facilitate your practice with different aspects of qualitative writing. The reflections should also address the complexities identified in the reading and critically assess your own (mis)conceptions about qualitative research. These papers will also allow you to develop a repertoire of qualitative writing skills that will prove useful for the final writing project.

In order to explore the usefulness of interviews as a qualitative research tool, your first major assignment will involve completing a short project that involves interviewing an immigrant who has resided in North America for at least one year. The assignment should highlight the migration and settlement experiences of the immigrant you interview and present a qualitative content analysis of the primary theme/themes that emerged during your conversation with the interviewee. You will also need to find secondary sources to help you analyze the information derived from the interview. Admittedly, the topical focus of the interview assignment emerged from my own research expertise. Still, the focus on immigration in this assignment is significant as the qualitative interview is a key methodological tool which has defined decades of migration research conducted by social scientists.

For the final writing assignment, you will be asked to use what you have learned about qualitative research and writing to write a research proposal that would inform your investigation of a phenomenon or topic of your choice. This writing assignment will allow you to apply what you have learned about research philosophies, qualitative research methods and analysis to the development of a research proposal. This assignment will also involve justifying

how your selection of methods and analysis is appropriate for studying the phenomenon of interest. You will have the option of selecting your own qualitative research question/topic for this assignment. Potential topics for exploration include examining the extent to which refugees feel a sense of belonging in Durham or exploring how duke instructors perceive their relationship with the Duke administration.

Writing 101.13-101.16-101.17: GARBAGE POLITICS

Instructor: Mike Dimpfl

MW 11:45AM - 1:00PM- MW 3:05PM - 4:20PM- MW 4:40PM - 5:55PM

Garbage Politics: Theories and Cultures of Waste in Everyday Life

It's no secret that human beings make a lot of garbage. Whether people are "trashing the planet" or "reducing, reusing, and recycling," trash occupies a considerable amount of cultural *and* physical space. But, what kind of waste is trash? How is it organized or categorized as an object of concern for individuals, activists, municipal government, or society at large? To take an emblematic example, why is it that in certain spaces, people *hear* or *learn* about the metric tons of trash being produced every minute, and yet see so little of it?

We will develop a theoretical framework for categorizing waste, trace its historical origins, and explore why it is an essential and overlooked component of everyday life. How does waste produce and maintain boundaries, especially between people? How does waste inform ideas about what belongs—and why—and what must be excluded? Furthermore, what does recent and historical thinking about waste tell us about our obligations as writers and scholars? What specific lessons does an analysis of waste offer in terms of strengthening writing practice, particularly in the social sciences?

Course materials will include popular and academic non-fiction, web content, journalism, two films, and a wide array of scholarly literature from geography, anthropology and environmental studies. The focus of your intellectual effort will be engaging directly with existing scholarly debates and building and responding to draft writing material – the "waste" of early writing that is a critical building block necessary to producing powerful writing. A series of sequential assignments – in-class response writing, short out-of-class writing assignments, annotated bibliographies, and structured drafts – will build to a final research paper 10-12 pages in length on a waste-related topic of your choosing.

This course will do two things: focus understanding of the mobility of waste as a material thing and an important idea *and* guide you to a better understanding of the rigors of writing in the social sciences. You will practice effective citation habits, the selection of powerful quotes, develop thesis statements and learn about effective argumentation. You will have an opportunity to hone peer reviewing, outlining and editing skills, and address issues of style and flow. Writing is challenging and best developed in an environment of *generous* critique. A primary goal of this

course is to help you develop an ability to engage with what *works* in each other's writing while at the same time improving skills in service of developing strong writing habits.

Writing 101.14-101.15: WELCOME TO THE ANTHROPOCENE

Instructor: Departmental Staff

TuTh 10:05AM - 11:20AM- TuTh 11:45AM - 1:00PM

Welcome to the Anthropocene: rethinking life on a damaged planet.

Instructor: Paolo Bocci

It is no secret that humans affect the environment. But have we come to rival geological forces, in our devastating impact on the Earth as a whole? Phenomena such as climate change, biodiversity loss, and sea level rise suggest that humans have ushered the Earth into a new era, the Anthropocene, the first one defined by the human footprint. But, when did this epoch begin? Are humans the protagonists or the victims of this geologic shift?

Through a series of short response papers, in the first half of the course we will explore the thriving research from Earth science, geology, and anthropology on the Anthropocene. Examining evidence about the markers of humanity's impact on the Earth, we will connect crucial historical moments such as globalization, urbanization, and oil dependency to planetary ecological changes. In the second half of the class, students will select a topic for their research projects and write a short proposal, a literature review, and an initial draft of their final paper. Lastly, students will workshop their complete drafts and individually offer short presentations to the class on their research topics. The final paper will be due by the exam day. Reflecting on how the Anthropocene has affected both societies and the environment, students will use the Anthropocene as a tool to bridge natural and human history and to look at global issues in an integrated, provocative fashion.

Writing 101.18-101.66: PHOTOGRAPHY AND ANTHROPOLOGY

Instructor: Departmental Staff

TuTh 10:05AM - 11:20AM- TuTh 8:30AM - 9:45AM

Photography & Anthropology

Instructor: Amanda Wetzel

How have anthropologists engaged with photography—as a research tool, as evidence, as art, as an object of study? How have anthropologists combined text and image to share their ideas with their readers? How are anthropologists' engagements with photographs related to their theoretical and political commitments? In this course we will think about how anthropologists and photographers have represented themselves, places, processes and other people. We will also consider how photography helped to generate social theory. Class readings will include both classic and contemporary ethnographic works, ranging from Margaret Mead and Gregory Bateson's 1942 work in Bali to Philippe Bourgois and Jeff Schonberg's recent work in San Francisco. In addition to looking at examples of anthropological works that engage with photography, we will use our own writing and photography to think through these questions.

To develop skills of visual analysis and summarizing and evaluating arguments you will write 1-2 page weekly reading responses during the first weeks of the quarter. In addition to these short written assignments, you will regularly respond to our assigned texts by taking photographs. These photographs will visually represent, extend, challenge, or update a theme, rhetorical choice or other aspect of the text. You and your classmates will practice looking at, analyzing, and writing about these photographs and their relationships to the texts.

For your final project, you will create an installation that combines words and photographs. To prepare, you will visit a photography exhibition at Duke or in the Research Triangle and write an analysis of that exhibit. Next, you will identify a theme or question from the course that you wish to engage with in your installation. In addition to drawing on class readings, you will identify additional sources. Based on your careful reading of these sources you will map out the scholarly conversation and write a literature review. Having familiarized yourself with scholarship on your topic, you will next write a proposal for your installation that makes clear what you will exhibit and why, and how your exhibit is in conversation with the work of other scholars. Your peers will provide feedback on your installation as you create it. As you craft your installation, you will reflect on your own theoretical, aesthetic and ethical commitments.

* This course requires taking and printing photographs, as well as visiting photography exhibits outside of class time.

Writing 101.19: AFRICAN AMERICAN LITERATURE

Instructor: Sachelle Ford

TuTh 1:25PM - 2:40PM

Writing has been crucial for helping Americans of African descent negotiate their place in this country. For example, in the slave narratives of the 19th century and the protest novels of the mid-twentieth century, African Americans produced written works that powerfully called for the abolition of slavery and the end of Jim Crow segregation. In this class, we will explore African American writing the contemporary moment to discover the most urgent concerns for authors working now. We will start with Jesamyn Ward's novel about surviving Hurricane Katrina, *Salvage the Bones* (2011) before taking up Ta-Nehisi Coates's memoir, *Between the World and Me* (2015), which explores the brutalization of black bodies. We will end with Paul Beatty's satirical representation of slavery and segregation in *The Sellout* (2015) to grapple with the idea of a post-racial America. Our readings will also draw on black intellectual culture more broadly through engagement with African American literary and cultural studies.

Writing will serve as our primary mode of investigation into the concepts raised in the course readings. Through formal and informal writing assignments, we will practice effective strategies for responding to the writers' ideas as well as developing our own. Writing assignments include 3 short (2 pages) responses to the readings and 3 major project sequences. The first major project (5 pages) is a close reading essay to hone critical analysis skills. In the second major project (5-7 pages), students will address a scholarly debate in an argumentative essay. For the final project (8-10 pages), students will prepare a research essay to proceed on an investigation into a topic of your choice. Over the course of the semester, we will learn and practice helpful drafting, workshop, and revision strategies to best communicate ideas in writing.

Writing 101.23-101.24-10.25: SOCIAL INEQUALITY AND SPORTS

Instructor: Nathan Kalman-Lamb

TuTh 3:05PM - 4:20PM-TuTh 10:05AM - 11:20AM-TuTh 1:25PM - 2:40PM

Sport is perhaps the most popular form of culture in American society today. For many of us, it provides an outlet for pleasure and relaxation, and can function as an escape from the rigors of everyday life. Yet, although it is comforting to view sport simply as a form of apolitical recreation, this perspective fails to acknowledge the ways in which sporting cultures persistently produce and reproduce forms of social inequality. In this course, students will use critical, academic writing to explore the familiar realm of sport from a new perspective. Students will thus simultaneously develop a new critical approach to sport and a new critical approach to writing in the social sciences. Our exploration of sport and social inequality will be guided by a

series of questions. Are professional athletes playing or working? Does exploitation exist in high performance sport? Is high performance sport contested on a level playing field? What forms of gender identity are privileged in sporting cultures? Does sport promote racial equity and justice?

Ultimately, our exploration of sporting culture will prompt students to explore their capacities as cultural critics capable of grappling with both popular and scholarly material. We will investigate how to think and write critically about sport by engaging with a range of theoretical texts that examine how sport is informed by structural forms of social inequality. These texts may include selections from Gamal Abdel-Shehid and Nathan Kalman-Lamb's *Out of Left Field*, Harry Edwards' *The Revolt of the Black Athlete*, Ben Carrington's *Race, Sport, and Politics*, Jean-Marie Brohm's *Sport: A Prison of Measured Time*, Varda Burstyn's *The Rites of Men*, and others. Texts may also include narrative and documentary films such as *Bend it Like Beckham*, *Hoop Dreams*, and *I Hate Christian Laettner* and media and pop cultural commentary.

In order to provide students with the skills required to engage in scholarly writing and debate, including the ability to structure an argument, critique and reference the work of others, and engage directly with primary source material in order to produce original research, the course will be structured in a manner that affords significant portions of classroom time to discussion of theoretical scholarly texts, instruction on academic writing protocols and strategies, and peer-workshopping of student writing. Since this course will use critical writing as a way to unpack social inequality in sporting culture, students will be expected to contribute a variety of written assignments over the course of the term. During the first half of the course, as a form of primary critical engagement with our texts, each student will be expected to contribute one to two page responses on each week's primary text. The course will also include two longer written assignments: an eight page literature review paper and an eight page critical analysis paper.

Writing 101.26-101.27: NEUROSCIENCE & THE LAW

Instructor: Emily Parks

TuTh 8:30AM - 9:45AM- TuTh 10:05AM - 11:20AM

The emerging field of neurolaw explores how discoveries in brain science affect our legal system. Can brain scans detect a lying defendant, or even further, a criminal mind? Are some legal offenders merely products of a dysfunctional or underdeveloped brain? What neural mechanisms influence a jury's decision to charge and then sentence a defendant?

This course will introduce you to the goals and practices of academic writing as we explore the role of neuroscience in the courtroom. If the law exists to govern behavior - behavior enabled by the brain - then what role should neuroscience play in defining our legal system? Drawing from sources ranging from scientific journals to mainstream media, you will complete several projects as you engage in the writing process. First, you will learn to actively read and respond

to scientific texts by writing several short reaction papers (~2 pages each) on a given area of neurolaw (e.g., criminal culpability, juvenile justice, eye witness testimony, etc.). In the second project (~4 pages), you will extend the work of others, arguing for or against the use of neuroscientific evidence in court. For the final writing project (~10 pages), you will synthesize previous scientific research as you write a literature review on the intersection of neuroscience and a legal topic of your choice. Each of these projects will undergo multiple stages of revision and editing as you share your work with other students.

Writing 101.29-101.30: LAND OF THE FREE

Instructor Matthew Whitt

WF 1:25PM - 2:40PM- WF 3:05PM - 4:20PM

Land of the Free: Liberty, Justice, and Imprisonment in the United States

A profound tension runs through the public culture of the United States. On the one hand, the U.S. declares itself to be a “land of liberty,” in which individual freedom is cherished and protected. On the other hand, the U.S. has historically denied freedom to large sections of its population, and today it imprisons more people per capita than any other nation. What do we make of this? How do we reconcile the ideals of liberty affirmed by U.S. public culture with the realities of bondage and imprisonment that shape U.S. society?

In this class, we will use political theory, philosophy, and academic writing to explore this important issue. Writing is an especially deft tool for examining the apparent disconnect between political ideals and social realities. Effective writing demands that we clarify our thoughts, evaluate our commitments, and genuinely consider opposing views. In your own writing, you will connect philosophical theories of individual freedom, punishment, and justice to concrete issues of imprisonment, policing, and legal reform. This work will help you see how seemingly abstract ideals can have tangible and weighty impact in the real world.

In the first half of the course, we will examine philosophical theories of liberty and punishment, focusing on when, how, and why the state should be able to deprive individuals of their liberty in response to a crime. Through brief blog posts, students will evaluate these theories in connection to current events surrounding policing, criminal justice, and imprisonment. This half of the course culminates in a formal analytic essay, which students will draft and revise several times, gaining feedback from their peers.

In the second half of the course, we will examine incarceration in more detail, with emphasis on the use of solitary confinement within prisons, and the disparate racial impact of policing in the United States. Students will construct an independent research project that explores, in great detail, any theme of the course that interests them. A series of workshops, peer review, and revisions will culminate in a final seminar paper suitable for publication in print or online.

Writing 101.34-101.35-101.36: DISABILITY AND REPRESENTATION

Instructor: Marion Quirici

MW 1:25PM - 2:40PM- MW 3:05PM - 4:20PM- MW 6:15PM - 7:30PM

Representation is a cornerstone of modern democracy. Traditionally, however, representation and rights have been reserved for citizens who meet particular standards of fitness and ability. American values of self-reliance and competition enable a narrative in which the “haves” are somehow more deserving than the “have nots.” This course considers the consequences of these ideals, especially for disabled people, who are arguably the world’s largest minority. We will discuss multiple forms of “representation”—within the legal and public sphere, as well as in the world of culture, arts and entertainment, work, the marketplace, and the physical environment. In the current political climate, propaganda founded on fears of disability continues to have an appeal, as the success of Donald Trump’s book *Crippled America* (2015) attests. How do we define strength and weakness in our national culture? How do these values impede our professed commitment to equality and civil rights? By considering the perspectives of the more vulnerable members of society, we will expand our understanding of “diversity.” The skills and ideas you learn in this class will make you stand out in your discipline, whether you’re interested in the health sciences, law, politics and government, the social and behavioral sciences, education, architecture and engineering, business, or the arts and humanities.

To address these questions, we will work with an assortment of texts, including representations of disability in television, films, commercials, short stories, and personal narratives, as well as critical essays by disabled activists. Our exploration of online disability counterculture—and our reading of op-eds, articles, and essays addressing disability rights—will prepare you to write blog posts for a general, online audience. These blog posts, of which there will be five across the semester, will give you the opportunity to engage with current ideas and contribute to an ongoing conversation. For your first formal writing assignment, you will choose a representation of disability from literature, film, television, advertising, or the media, and write a textual analysis (four pages). Our class discussions of a variety of subjects, from civil rights and legislation to medical ethics, sports, education, and the constructed environment (buildings, transportation, public space, and technology) will help you define your topic for the researched essay (eight to ten pages). We will devote class time in the final weeks of the semester to drafting, workshopping, and revising your writing. You will work toward the final assignment

with an annotated bibliography that summarizes your reading on the topic, an abstract that clarifies your argument, and a short class presentation. By taking this course, you will learn to enter into important conversations, support your ideas effectively, and to raise social consciousness.

Writing 101.40-101.41-101.42: MEMORY & TRAUMA-LAT AME FILM

Instructor: Sandra Sotelo-Miller

WF 8:30AM - 9:45AM- WF 11:45AM - 1:00PM- WF 1:25PM - 2:40PM

This course aims to familiarize students with some of the best cinematography of Latin America that addresses social and historical questions. In this sense film will be used as a window to delve into the region's history and to motivate students to learn more about it. In our explorations we will consider how film can be seen as a valuable form of historical discourse in providing meaning to the past. Some of the themes or questions the films will explore include the legacy of colonialism and slavery in the region, nationalism, political conflict, and the role of women and youth in resistance movements. The main questions this course will address are: What is the role of film in the construction or deconstruction of history? What new meaning do these films provide to our imaginings of the past? What power does film have in reflecting counter-narratives to oppressive historical discourses? How do films participate in collective memory processes?

Writing will be the primary mode of investigation into the concepts raised by the films and readings we have in class. Through formal and informal writing assignments, we will practice effective strategies for responding to the filmmakers' ideas as well as ideas raised by various scholars we read in class. Core assignments will include short 2 page responses to films, a 4-6 page critical analysis, and a 6-8 page collaborative research-based analysis of a film. Each of these projects will undergo multiple stages of revision and editing as you share your work with myself and your peers.

Writing 101.43-101.44: ASIAN AMERICAN LITERATURE

Instructor: Susan Thananopavarn

TuTh 1:25PM - 2:40PM- TuTh 3:05PM - 4:20PM

Asian American Literature: Narrative, History, and Activism

From laws like the 1882 Chinese Exclusion Act to the anti-immigration rhetoric of today, Asian Americans have often been understood as "foreigners" in the U.S. Asian Americans have resisted this trope through historical, literary, and personal narratives as well as through legal

and social activism. This class will examine Asian American history through narrative, concentrating on the relevance of this history to current policies. Through our writing projects, we will explore how understanding past Asian American resistance may pave the way for a more informed activism today. Texts for the class will include novels, poetry, drama, and films and will address topics such as representation, the politics of immigration, nativistic or “patriotic” racism, and how Asian American demographics have been shaped by U.S. foreign policy. Our reading and weekly writing about these topics will culminate in three major projects for the class: 1) a 3-4 page analysis of how a literary text responds to an aspect of U.S. history, 2) a short (publishable) opinion essay on the relevance of Asian American history to a current event or policy, and 3) an exploration of Asian American history through narrative. For the last project, you will decide the best form – essay, multimedia presentation, graphic novel, etc. – in which to convey an aspect of Asian American history through the lens of a single person’s story.

Writing 101.45-101.46-101.47: THE ECOLOGY OF DISEASE

Instructor: Miranda Welsh

TuTh 11:45AM - 1:00PM-TuTh 3:05PM - 4:20PM-TuTh 4:40PM - 5:55PM

Why are some diseases lethal while others are barely noticeable? Why do some cause epidemics while others are rare? Long considered the realm of biology, the answers to these questions are increasingly interdisciplinary. Disease is affected by biological, social, geographic, and historical factors, and the ecological approach to studying disease considers these factors simultaneously. In this course, we will use the topic of disease ecology to develop skills in interdisciplinary composition. Diseases may be biological in nature, but all disciplines contribute to an understanding of their ecology. As such, I encourage all students to consider this course. The second half of the course is largely student-driven, and we will be working to develop writing and collaborative skills that transfer and translate across disciplines.

We will begin our exploration of disease ecology by using a series of guided readings to: 1) consider several different disciplinary approaches to the study of disease, and 2) develop skills in summary. Readings will examine the effects of biology (e.g., pathogens, diet, the microbiome), society (e.g., cultural norms and beliefs, public policy), geography (e.g., settlement patterns, climate), or history (e.g., colonialism, migration) on disease. You will summarize two readings independently (1 page each). Next, we will work to make our summaries more analytical by considering the language and context of several readings, and you will compose a written analysis of one of them (2 pages). We will then work in small groups to compare, contrast, and synthesize across a pair of readings, and you will organize your comparisons into a short paper (2-3 pages).

In the second section of the course, we will work incrementally to produce an essay that presents and defends an argument (5-7 pages). Based on your reading and writing thus far, you will

identify and research a topic of interest. You will work to develop an argument by responding to your sources (e.g., “What do you agree with or feel conviction about?”, “What do you disagree with or feel skeptical about?”, “Why?”), and we will use in-class discussion to refine and organize our arguments. For example, your argument essay might assess the level of support for a given hypothesis to evaluate its generality or identify caveats to its application; alternatively, it might assess the degree to which a particular phenomenon is understood to propose specific means of improving our understanding

Throughout the course, we will use guided workshops and small-group discussion to revise our work, and you will be expected to consider and incorporate the feedback of your peers before submitting a final product. In closing, we will discuss writing for diverse audiences. You will practice this skill by re-working the content of your argument essay for either a general audience (e.g., as a blog post or news brief) or a younger audience (e.g. as a children’s book or comic), and we will solicit feedback from members of our community.

Writing 101.48-101.49-101.50: COMING OF AGE AT DUKE

Instructor: Sheryl Welte

WF 10:05AM - 11:20AM-WF 11:45AM - 1:00PM-WF 3:05PM - 4:20PM

College is one of the many turning points in your coming of age. It is a time when you separate from your family of origin, and thus are in a unique position to be able to reflect on your identity. The questions - “Who am I?” & “What do I want?” – are often daily challenges as you navigate being more independent. Together, we will use the field of educational psychology to explore your personal and academic identity development. In particular, we will reflect on emerging adulthood & student development theories to help us understand how various factors - such as gender, socioeconomics, race, ethnicity, religion, and culture - shape the development of self and voice.

By using a variety of texts, videos, observations and interviews about coming of age, we will engage with the work of others, learn to articulate a position, and situate our writing within specific contexts. To begin, we will read, discuss, and write about our classroom treaty and student learning profiles using both our personal experiences & existing theories on coming of age (2-3 pages). Informed by these theories, we will engage in case study research, which involves in-depth descriptive and analytical writing. The final project will be an exploration in the form of a personal narrative & analysis of some issue(s) significant to your coming of age (10-15 pages). The topic, and the related additional readings, will be carefully chosen by you so that each personal narrative will be relevant & meaningful as you continue your coming of age journey at Duke. Throughout the course, we will write self and peer evaluations (2-3 pages) of our academic writing, and thus collaboratively strengthen our ability to improve our works in progress.

If you're interested and willing to learn about yourself & others through writing, discussion, & readings, then this Wr101 class might be a great fit for you.

Writing 101.51-101.52: LANGUAGE & POWER

Instructor: Departmental Staff

TuTh 8:30AM-9:45AM- TuTh 11:45AM-1:00PM

Instructor: Departmental Staff

Language and Power: Words as Action in Shaping Social Identities

Instructor: Haleema Welji

“We cannot be too careful about the words we use; we start out using them and they end up using us.”

- Eugene Peterson from *Christ Plays in Ten Thousand Places*

How we talk has the power to reflect, influence, and create our identities. At the same time, listeners interpret that same talk to form a perception of the speaker – using a large vocabulary may be read as smart *or* elitist, a Southern accent may be interpreted as charming *or* uneducated. In this course, we look at the power of language to reflect who we are, shape how we are perceived, and change who we want to be. We also look at the power others have to restrict, define, and limit which identities we can claim. In particular, we consider questions about how language impacts our social identities, as seen through race, class, gender, and religion.

Over the course of the semester, through diverse readings and contemporary case studies we will examine the speakers at the center of ongoing struggles, illustrating how language is a central component of how people claim power to develop, express, and innovate identity. Examples include the use of gender-neutral personal pronouns (they, ze) and similarities between the #BlackLivesMatter protests and the Arab Spring. We also look at how language can be at the center of power imbalances, such as the policing of women's voices (particularly up-talk and vocal fry) or the process of “othering” Muslims from ideas of what it means to be American. Discussions and written reflections focusing on each case-study will help you learn the structure of argumentation. For the first half of the course, you will write short weekly assignments (1 page and working up to 2-3 pages) that practice the pieces of arguments. Assignments will build up to making your own arguments about how language shapes, manipulates, and influences social identities. Writing is one way to use your own power as a scholar to critically analyze power hierarchies that may be otherwise taken for granted.

Using the tools of linguistic anthropology – the study of people, society, and culture through the lens of language, language use, and the speakers of language – you will use your own writing to explore the relationship between language and identity in the media that you confront every day. In the second half of the course, you will get a chance to practice the same skills from the case studies on a piece of intriguing

media that you select (videos, TV shows, media interviews). With the support and guidance of your peers and the instructor, you will work through building an argument in stages, including a data analysis session and a rough draft. In the end, your final paper (6-8 pages) will apply anthropological theory to argue about the relationship between language, power, and social identities. Based on your work in this course, you will look more critically at how language influences the way you see yourself and others and think more about how words hold power over you and those around you.

Writing 101.54-101.55: SCIENCE AND SOCIAL JUSTICE

Instructor: Departmental Staff

MW 3:05PM - 4:20PM-MW 4:40PM - 5:55PM

Science and Social Justice
Instructor: Amber Carr

The ultimate goal of science is to train an objective lens on the world in order to discover its fundamental truths. In order to do so, scientists must operate independently of the conscious and unconscious biases that comprise our socially constructed reality and be willing to use empirical evidence to challenge established knowledge and norms. Often, scientific evidence leads to conclusions that are difficult for those in power to accept, as these conclusions expose the false, yet socially accepted, beliefs that are used as tools of oppression. Through its insistence upon empirical evidence and its exposure of socially constructed biases, the practice of science might serve to promote justice, equality, and democracy in society. But does it? And in an era of “fake news,” how might the effective communication of scientific ideas and practices lead to increased science literacy and appreciation by the public?

In this course, we will examine cases in which scientific studies have either purposely or inadvertently influenced social policy. Central to this examination is an understanding of how scientific studies are executed, and how study results are interpreted and communicated. Gaining this understanding will require students to learn to read scholarly scientific articles written by experts for experts, and to write according to these conventions. Peer review will be used with writing assignments in order to give students the opportunity to improve and revise their work, and to provide insight on the importance of peer review in maintaining high standards of scholarship in the scientific community. Additionally, an exploration of the funding landscape for science will be undertaken in order to understand how the funding system for science potentially incentivizes certain methods of inquiry and certain types of questions. For their capstone projects, students will complete a mock grant application of approximately ten pages on a research problem of their choosing.

In addition to scientific writing by and for experts, this course will also explore writing by both scientists and journalists for general audiences in order to better understand how different genres of communication influence public perception of scientific research methodology and results.

Readings and other course media will thus span multiple genres, including news reports from various types of outlets, magazine articles, book chapters, opinion pieces, blog and social media posts, and podcasts. Course writing assignments will be similarly diverse, including frequent brief journal reflections and in-class free-writes of approximately one page, a single-page press release on a scientific finding, an op-ed article of approximately 2 pages responding to a policy decision affecting scientific research, and a single-page letter to the editor of a popular news source responding to a piece of scientific journalism. Through these assignments, students will explore firsthand the full spectrum of communication of scientific results, the conventions of different genres of writing, and the crafting of communication to foster scientific literacy and appreciation in the public. We will also develop an understanding of scientific methodology, including the construction of scientific studies to eliminate bias and confounding factors, the protection of human research subjects, and the statistical interpretation of data and the potential for the manipulation of results.

Course topics will be determined in part based on student interest and may include: the discovery of the origins of the HIV virus and its ties with past colonialism and current zoonotic infections such as Ebola; the implications of studies such as the Stanford Prison Experiment on the dispositional hypothesis and the criminal justice system; the retraction of the Wakefield paper and the debates on individual rights versus community responsibilities within the context of vaccination; and the discovery of lead contamination in the water supplies of Washington, D.C. and Flint, Michigan and the ensuing erosion of societal trust in governmental agencies.

Some questions that might be discussed within the context of these topics include: Is it the role and responsibility of scientists to challenge the societal status quo in order to make way for new knowledge? Why does our current political climate reflect a growing distrust of experts, and what are the potential repercussions of this distrust?

No particular scientific or mathematics background is required to participate in this course.

Writing 101.56-101.57: KNOWING CRIME

Instructor: Departmental Staff

TuTh 3:05PM - 4:20PM-TuTh 6:15PM - 7:30PM

Knowing Crime: Justice, Knowledge Making, and History

Instructor: Seth LeJacq

How do we know when a crime has been committed? Determine who committed it? Figure out how they did so and why? Make judgements about the offense and offender? We rely on systems of justice to gather, produce, and weigh essential information—to uncover truth and arrive at just outcomes. But there have never been simple or universal methods for doing so. The ones we use are complex and imperfect, often deeply so. They are heavily shaped by their social and cultural

contexts and their particular histories. Different societies have employed—and do employ—drastically different methods. You may be shocked by practices like the medieval ordeal of the bier, in which a victim's body was thought to bleed in the presence of its killer. Yet many historical and contemporary observers would be uncomfortable with legal practices that are routine for many of us, like plea bargaining or jury trials. Exploring such practices and processes can tell us an enormous amount about the societies and cultures that engaged in them and the lives of people who were involved with them. Doing so can also give us powerful tools for thinking and writing about law, justice, crime, policing, and many related topics in the present day.

In this class we will investigate the history of courts and justice systems in order to ask questions about how people have produced and used knowledge about crime. Our main focus will be on criminal courts in the West since 1500, but we will also explore a range of other case studies, all with the goal of developing skills in historical analysis and writing that will allow for deep critical engagement on these themes. Our case studies will range from Ptolemaic Egypt to the medieval Islamic world to China during the Song Dynasty. Reading and writing about scholarly work and historical sources will help us to think through this history carefully, and also to consider the importance of writing itself in shaping it. Works like Cesare Beccaria's Enlightenment critique of torture, Simon Cole's pioneering history of fingerprinting, and the writings of the founders of the Innocence Project will allow us to explore the roles writing about knowledge and crime has played.

Writing assignments will center on engaging with scholarly work and close reading of historical sources. We will begin by exploring some influential theoretical and methodological approaches. Students will write informal responses to these works, building up to a short paper analyzing a debate in the historical literature. During and after this early writing we will also work with a variety of historical sources, including items in digital databases like the Old Bailey Online, artifacts of material culture, and rare materials held at the Duke Libraries. These investigations will lead to a second paper closely analyzing a historical source. The semester will culminate in a research paper in which students work with both primary and secondary materials to make a contribution to scholarly debate or public discourse relevant to course.

Writing 101.62-101.63: RACE & INEQUALITY IN US CITIES

Instructor: Departmental Staff

MW 3:05PM - 4:20PM- MW 4:40PM - 5:55PM

Race, Inequality, and Justice in Metropolitan American History

Instructor: Benjamin Holtzman

There is nothing natural about the state of race and inequality in American cities today. Urban inequities – around residential segregation; access to housing, schools and jobs; and state violence – are overwhelmingly the result of decades of choices made by individuals and policymakers. This course will examine this history. We will trace how race has shaped metropolitan America from the late nineteenth century to the present day. Through course readings and student writings, we will explore how institutions, government policies, and individual practices developed and perpetuated race and class-based inequalities. We will focus especially on issues such as housing, employment, politics, schools, and policing/incarceration. We will also examine examples throughout this history of individuals who fought collectively for racial and economic justice.

Students will engage this history while pursuing a variety of written assignments that will deepen understandings of course content and develop a range of writing skills. Students will learn how to contextualize and evaluate different kinds of History texts, including by writing short papers that respond to historians' scholarship as well as by writing a primary analysis of a historical text. Students will then practice developing and supporting their own historical argument in a short paper examining how a particular community or organization combated racial inequality. Over the second half of the course, students will work on an argument-driven, analytical essay of 8-10 pages that utilizes the writing, organizational, analytical, and research skills they have developed in the course. In each of these assignments, we will emphasize outlining and organizing ideas, crafting theses, using evidence to support arguments, peer review, and revising. These practices aim not just to give a firm comprehension of race, inequality, and justice in America but also to develop a range of skills important to succeeding at the college level and beyond.

There will be more Writing 101 courses added to the fall schedule.

*Updated: 5/23/17