

# Thompson Writing Program

## Duke University

### Fall 2018 Writing 101 Courses

#### TRAVELERS' TALES

Writing 101.01

Instructor: Jennifer C Woods

TuTh 3:05PM-4:20PM

From ancient stories of heroes embarking on epic voyages, to modern writers like Patrick Leigh Fermor and Paul Theroux who encapsulate in prose the sights, sounds, tastes, and experiences of foreign travel, human beings have always enjoyed exploring the world through the eyes and words of good writers and storytellers. While modern travel narratives promise authentic glimpses into unfamiliar cultures and contexts, historical narratives open windows onto worlds that no longer exist, and ways of traveling mostly superseded now by planes, trains, and automobiles.

This course will sample readings from a range of travel narratives including ancient epic, pilgrimage literature, travel journals, and guidebooks. Our focus will be travel to Greece and the Eastern Mediterranean, but there will be opportunity also in short in-class writing prompts, in your own travel journal assignment, and in the final research paper to write about other places that interest you.

The course includes three short, and three longer writing projects: a travel journal that you will use to reflect on your own memories of, or responses to place and movement between different environments (NB no actual travel is required: your daily commute can be enough!); a close reading of a text (750 words); short responses (each 500 words) to two scholarly studies of historical travel narratives; a synthesis essay, in which you present your own argument about a text, engaging with relevant secondary scholarship on it (1000-1250 words); and a research project, developed and revised over stages with a proposal and annotated bibliography. This will offer you the chance to delve deeper into a destination, a traveler, or travel narrative of your choice. (2000-2500 words).

In the course of the semester, all major assignments (except your personal travel journal) will be drafted and revised with feedback from peers and instructor.

## PREVENTING MOSQUITO B. DISEASE

Writing 101.02

Instructor: Cary Moskovitz

TuTh 10:05AM-11:20AM

Malaria, a mosquito-borne disease, is estimated by the World Health Organization to kill over one million people each year, mostly young African children. Mosquitoes are also responsible for transmitting dengue hemorrhagic fever, the most rapidly spreading vector borne disease with 50 million infections now occurring annually. And in the past few years, mosquitos have been rapidly spreading yet another disease—the Zika virus—which causes microcephaly, a devastating condition in which a newborn's brain and skull are severely underdeveloped. Given the need for better repellents, new approaches such as clip-on repellent devices, spatial repellent devices, and permethrin-treated clothing are enticing, and researchers are trying to determine just how effective these novel repellents are at keeping mosquitos at bay.

In this section of Writing 101, students will study the scientific literature on the latest developments in mosquito repellents as they develop their skills in academic reading, writing and research. We will begin with an emphasis on library research skills, learning how to locate the most relevant and useful sources for a scientifically-oriented academic project. Then, working from select principles of health science research and some basic statistics, students will practice careful reading, effective summary, and careful, skeptical analysis as they draft, give and receive feedback, and revise reviews of recent experimental research reports on mosquito repellents. Building on their own work and that of their classmates from the first half of the term, students will then write scientific essays discussing some aspect of the current science of mosquito repellants. Audiences for student writing will include both classmates and health-science professionals. Students will have the opportunity to participate in the Duke Reader Project ([dukereaderprojet.org](http://dukereaderprojet.org)); those who elect to participate will be matched with a Duke alum or employee in a health science field who will provide feedback on drafts of one or more writing assignments. Note: this course involves a considerable amount of collaborative work; students should have schedules and attitudes that will allow them to work extensively with classmates outside of class time. Prior coursework in statistics is useful but not required.

## THE END(S) OF WORK

Writing 101.03-101.04

Instructor: Michael Dimpfl

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

What is work and how does it produce value? What is the wage? What are the connections between work and identity? What happens to everyday life when work is the dominant organizing structure of modern existence?

In this seminar, students will develop strong analytical writing practices by thinking about the problems presented by work as an economic, cultural, political and historical structure. We will

explore the birth of the wage, the origins and effects of the gendered division of labor, and the notion of a “work ethic.” We will situate the history of and persistent connection between free and slave labor. We will examine labor organizing, anti-work politics, the debates about universal basic income, and the failure of technology to remediate the drudgery of the 9-to-5.

We will begin with foundational texts, situating the importance of critical feminist thinkers -- Sylvia Federici, Marie Mies, Barbara Ehrenreich, Cindy Katz, Angela Davis, and others – in theorizing the potential and pitfalls of work as a concept and important site of resistance. In addition to theoretical and scholarly work, we will read narrative fiction, journalism, poetry, and watch a series of documentary and narrative films to organize our thinking and writing. Films may include: *Harlan County, USA*; *9 to 5*; *Working Girl*; *Norma Rae*; *Matewan*; *Two Days, One Night*; *Potiche*; *Wall-E*; and others.

Over the course of the semester, students will work through multiple sequenced series of short (300-500 word) and medium-length (750-1000 word) papers. These will hone particular writing practices and engage with specific aspects of course content. We will practice effective reading and annotation, summarizing and synthesizing theory, and effective and evidence-based argumentation. The seminar begins with the notion that writing is a practice that demands generous engagement. Throughout the semester, you will work together with your peers during writing workshop and respond to draft material in service of improving your skills.

## WHAT THEY WANT YOU TO THINK

Writing 101.05-101.07

Instructor: Elise Wang

MW 8:30AM - 9:45AM- MW 11:45AM - 1:00PM- MW 3:05PM - 4:20PM

### **“That’s What They Want You to Think”: Conspiracy Theories in America**

A 2013 poll found that 28% of Americans believe that, at this very moment, a clandestine global elite is conspiring to establish an authoritarian world government, or New World Order. The same poll showed that fewer people support funding NASA than believe that a UFO really did crash at Roswell in 1947. Conspiracy theories predictably surface at moments of social crisis, but their comfort is dubious; they thrive on fear and usually prefer complication to simplicity, malevolence to benevolence. So why do we create, propagate, and believe in them? Specifically, what is it about a secretive truth that makes for a story that just won’t die?

In this course, we will use analytical and creative writing assignments to delve into some of American history and fiction’s most popular political conspiracy theories, including the Kennedy assassination, the moon landing, “The Manchurian Candidate,” and 9/11’s “Loose Change.” We will also study the ways that conspiracy theories make their way in the world, including social media, bots, forums, and pundits. As historians, we will skeptically ask how these theories come to be, and what they say about our experience of power and authority. As writers, we will admirably ask why they are so good at what they do, and what they can teach us about constructing durable arguments. After briefly surveying a few historical and psychological

theories of conspiracy narratives, students will use one of these texts to illuminate an aspect of a conspiracy narrative in a short (5 page) essay. At mid-semester, we will explore a signature of this genre – its collaborative argumentation – by creating original conspiracy theories, posting them to a class wiki, and inviting everyone to anonymously embellish each other’s entries. Throughout the course, we will use imitation exercises to help us uncover the conspiratorial style and collaboratively build a class website to practice writing about historical documents, essays, films, and newspaper articles. A final research essay (10-12 pages) will build on what we have learned to develop an original argument about a conspiracy narrative and what it can tell us about how we deal with authority and knowledge.

## COMMUNICATING SCIENCE

Writing 101.08-10

Instructor: Miranda Welsh

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

### Communicating science in sickness and in health

Several recent outbreaks of infectious disease (ex., Ebola, Zika, SARS) demonstrate the importance of effective communication in times of crisis. Rumors and misinformation spread faster than disease itself, and successful control efforts depend on replacing these narratives with accurate information. To this end, public health communicators emphasize the importance of trust: to change beliefs and behaviors, new information needs to come from trusted sources, and those sources need to be socially, culturally, and politically appropriate. As such, public health communicators often work with anthropologists, sociologists, psychologists, community leaders/organizations, and local/national media outlets to design communication strategies for specific individuals, groups, communities, and populations.

Can we use what public health communicators have learned in times of crisis to improve science communication in calmer times? For example, efforts to reduce vaccine hesitancy and climate change denial have largely assumed that the scientific evidence will speak for itself. Could these efforts benefit from a better understanding of the forces that shape public trust and opinion? Should doctors and climate scientists consider collaborating with social scientists, community organizations, and media outlets to design better communication strategies?

In the first third of our course, we will use a series of guided readings and case studies to examine the social, cultural, and political factors that public health communicators consider in times of crisis, and how they use these factors to design effective communication strategies. You will summarize two of these guided readings independently (1 page each), and compose a written analysis of one of them (2 pages).

In the second two-thirds of the course, you will use your developing interests to form a 4-person research team. Each team will work to consider a topic of current debate (ex., climate change, vaccination, GM foods, renewable energy, cloning, addiction). With me, each team will design a review and synthesis paper that explores: 1) scientific understandings of their topic, and 2) how

social, cultural, or political factors (ex., norms, beliefs, stigmas, class, policy) affect popular understandings of their topic. Each team member will be responsible for independently researching and writing one sub-section of this paper (2-3 pages each). Next, team members will work collaboratively to craft an introduction and conclusion to their paper (~5 additional pages). The introduction will frame the individual sub-sections in the context of science communication, and the conclusion will make specific recommendations that follow from our exploration of public health communication in the first third of the course. Most of your grade for this paper will be based on your individual sub-section, and your grade for the collaborative portion will be partially based on team member evaluations.

Throughout the course, we will use guided workshops and small-group discussions to revise our writing, and you will be expected to consider and incorporate the feedback of your peers before submitting a final product. As you work on the review and synthesis paper, you will also be expected to meet with me, both individually and with your research team, and to incorporate my suggestions and feedback.

## WRITING AND MINDFULNESS

Writing 101.11

Denise Comer

TuTh 11:45AM - 1:00PM

Mindfulness, often described as the practice of being fully present, has a long history, but has also gained considerable traction over the past decade. From Wall Street and health care to business and education, many different people are lauding the benefits of mindfulness. How is mindfulness defined and practiced across these contexts? For what purposes? And, most central to this course, how does writing intersect with mindfulness? This course will investigate the many types of writing that define, reflect on, critique, research, and sponsor mindfulness, including blogs, self-help texts, and science writing. As we explore these varied forms of writing, we will consider the roles writing serves, as well as the diverse writing features of these forms, noting intersections and divergences, advantages and limitations.

As we take up this inquiry, though, your writing will be our main focus. Several brief responses (400-words each) will ask you to engage with short texts from across varying contexts. Your first major writing project will be a close reading (750-1000 words) of a text on mindfulness. Your second and final major writing project (2000-2500 words) will offer you the opportunity to expand your thinking by choosing a subset of texts to argue a larger point about mindfulness within a particular context. This final project will be developed through stages, including a proposal, an annotated bibliography, and several drafts and revisions. Across the course, you will also have the opportunity to practice mindfulness and write about these experiences, synthesizing them into a capstone reflection narrative (750-1000 words) at the end of the course. All writing throughout the course will be drafted and revised with feedback from peers and instructor.

## PHOTOGRAPHY AND ANTHROPOLOGY

Writing 101.12-101.13

Instructor: Amanda Wetsel

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

Anthropology is the study of people and societies and is particularly concerned with issues of difference, power and inequality. This course asks how have anthropologists engaged with photography. How have anthropologists treated photography as a research tool, as evidence, as art, and 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 anthropological 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 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.

\*\*You may take photographs with any kind of camera, including a cellphone camera. You may print your photographs using the printers regularly available to you at Duke. You might, however, wish to print in different ways, particularly for your final installation.

# DISABILITY AND REPRESENTATION

Writing 101.17-18

Instructor: Marion Quirici

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

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 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 our current political climate, a “survival of the fittest” philosophy survives in healthcare proposals that would cut Medicare and Medicaid, and leave those with “pre-existing conditions” scrambling to afford coverage. 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 articles and essays addressing disability justice will prepare you to engage with current ideas and contribute to an ongoing conversation, both in speech and in writing. You will write responses to the readings and other course content across the semester in an online discussion forum, where you are encouraged to interact with your classmates. 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 history to civil rights, the law, medical ethics, institutions, mental disability, chronic illness, race, and the constructed environment (infrastructure, buildings, transportation, public space, and technology) will help you define your topic for the researched essay (eight to ten pages). We will devote classtime 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, a research statement 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.

## LAND OF THE FREE

Writing 101.19-20

Instructor: Matthew Whitt

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

### Mass Incarceration and Democracy

Today, the United States imprisons more people, per capita, than any other country in the world. The institution of the prison is so deeply woven into the structure of the U.S. that scholars sometimes describe it as a “carceral state”—a state built on and around incarceration. And yet, imprisonment affects the U.S. population in deeply uneven ways. For many Americans, police encounters, jail time, and criminal records are relatively likely occurrences, while others take for granted that their lives will be untouched by the country’s prison system. What does this division mean for a nation founded on ideals of freedom and equal citizenship? What does it do to democracy?

In this class, we will use political theory, philosophy, and academic writing to explore how the U.S. prison system does merely punish wrong-doing, but actively shapes the body politic of American democracy. Writing is an especially deft tool for this investigation, because effective writing demands that we examine complex ideas, evaluate our commitments, and genuinely consider opposing views.

In the first half of the course, we will examine how slavery, Jim Crow laws, and mass incarceration have divided the political community of the United States to create different political realities for different groups of residents. Students will digest this material privately and collectively, through informal writing in reflection journals and structured class conversations. This half will culminate with a formal essay assignment. In-class workshops and multiple essay drafts will enable students to practice writing techniques and gain feedback.

In the second half of the course, we will examine felon disenfranchisement, prison gerrymandering, immigrant detention, and other ways that the U.S. prison system determines who counts, and who does not, in American democracy. 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.



## URBAN WILDLIFE CONSERVATION

Writing 101.21-22

Instructor: Lindsey Smith

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

What happens when wildlife and urban sprawl collide? Can cities function effectively while also protecting and conserving wildlife? Through seminar-based discussions, research, and writing projects, we will examine the challenges to conserving wildlife in urban areas through case studies like mountain lions in Los Angeles, wild boars in Berlin, and baboons in Cape Town. We will also evaluate the policies and practices that governments, researchers, and non-profit organizations devise to reduce human-wildlife conflicts and increase biodiversity in cities.

Our course materials will come from environmental science, wildlife conservation, and urban ecology journals and books, popular magazines, and media. You will learn to use writing as a way to process information and explore ideas and to write academic papers that follow scientific conventions. Writing assignments will include two short papers (3-5 pages) in the first half of the semester that will enable you to respond to real-world examples of animals and humans coexisting and clashing in urban landscapes and the approaches proposed to conserve urban wildlife. In the second half of the semester, you will collaboratively research a case study and offer a solution to this urban wildlife conservation challenge in a 9-page proposal. Throughout the semester, you will also take part in a fundamental element of academic writing, the peer-review process, by reading each other's work and providing feedback for revisions.

## THE DISNEY VERSION

Writing 101.23-25

Lisa Andres

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

“Decoding the Disney Version: Exploring Disney’s Cultural Stranglehold”

Fall 2018 FOCUS: In his seminal article, “Breaking the Disney Spell,” noted Disney critic Jack Zipes insists that “It was not once upon a time, but at a certain time in history...that Walt Disney cast a spell on the fairy tale, and he has held it captive ever since” (21). Zipes goes on to contend that Disney has gained a “cultural stranglehold” on the fairy tale, obscuring the names of the authors and storytellers who came before, to dominate the genre with their deceptive stories peddling dreams of elusive “happily ever afters.”

While Zipes, at times, comes across as hostile, his main point is worth considering: has “the Disney Version” of our favorite childhood stories replaced the versions that came before? Do we know that there’s no such thing as “True Love’s Kiss” in the literary fairy tales? That Cinderella’s stepsisters cut off their heels and toes to try to fit into the glass slipper? That the Little Mermaid doesn’t get the prince and turns (temporarily) into sea foam? Very few of the

stories that Disney decides to tell are original ideas – most of them are adapted from or (loosely) based on someone else’s source material. Some questions we’ll consider are: What changes did Disney make, and what is the overall effect on the story? Is the meaning and/or message of the story changed, or are the changes relatively harmless? How does the medium of film play a role – are the visual images stronger than words alone? As Zipes questions at the end of his argument, has anyone come along to “break the Disney spell” – are there other versions of these stories that we know better or have any other storytellers challenged Disney’s supremacy? And finally, how has Disney begun to change it’s own formula through the live-action adaptations of its classic animated films?

We’ll explore the answers to these questions primarily through class discussion, reading academic arguments (starting with Zipes), and several major writing assignments. Our class discussion will focus on comparisons between the original source material (examining the cultural and historical contexts) and “the Disney version” of texts (focusing on the implications of Disney’s changes for race and gender) . [Tentative texts include: Disney’s Snow White and the Seven Dwarfs + the Grimms’ tale; Disney’s Peter Pan + J. M. Barrie’s novel Peter and Wendy; Disney’s Mary Poppins + P. L. Travers’ novel Mary Poppins (also considering the Disney film Saving Mr. Banks and the new film, Mary Poppins Returns); and finally, Disney’s The Princess and the Frog + the Grimm’s tale + E. D. Baker’s middle-grade novel, The Frog Prince.]

Our writing assignments are based on Graff and Birkenstein’s “They Say / I Say” model. We will start with an “I Say” essay (~4-6 pages), which asks you to compare two texts of your choosing and construct an argument about the “Disney version.” We then start to explore what “They Say,” conducting research during library sessions and composing summative and evaluative annotations (~300 words each) on the sources we find. Finally, we will combine the “I Say” and “They Say” components into an argumentative essay (~10-12 pages): one which foregrounds your analysis but which also situates that argument within the larger academic conversation.

Finally, please note that no prior knowledge of or experience with Disney is necessary for this course. However, a genuine interest in the topic and a willingness to read novels are strongly recommended.

## BUILDING FEMINIST WORLDS

Writing 101.26-29

Jennifer Ansley

WF 8:30AM - 9:45AM- WF 11:45AM - 1:00PM- WF 3:05PM - 4:20PM

In her introduction to *Living a Feminist Life*, Queer and Feminist Studies scholar Sarah Ahmed argues that feminism is “building work.” This building work, she implicitly suggests, requires reflection on *how* feminist writers use their texts to shape communities of feminist readers and writers. In this course, we’ll give particular attention to how feminist writers and rhetoricians, including bell hooks and Bernadette Calafell, have used different formal and rhetorical

strategies to both build feminist community and, in Calafell's words, to "demonstrate the intimate connections between [their academic] work and [their] identities."

As we both read and generate written work, we'll continually return to the following questions: What do feminist texts *do*? What are the goals of these texts and how do they go about accomplishing their goals both formally and rhetorically? How can we most ethically contribute to the "building project" they've begun through our own writing?

As we attempt to answer these questions, you will be asked to complete three major writing projects that will ask you to analyze the stylistic and rhetorical practices of the feminist writers you read; research a feminist issue of your choosing and examine how the discursive and rhetorical framing of that issue has impacted our cultural understanding of it; and to reflect on the connections between your own identity and the work of this course.

## PSYCH NARRATIVES OF UNDERGRADS

Writing 101.29-30

Department/Staff

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

### **Psychological Narratives of Undergrad Life**

**Instructor: Jessica Corey**

By examining common cultural narratives of undergraduate identity (in terms of psychological concepts like self-actualization, archetypes, mental health and mindfulness, and the psychology of technology), we will explore the following questions: What does it mean to be human, according to psychologists, scientists, educators, and lay people? How are notions of "humanity" constructed rhetorically in relation to understandings of mental health, mindfulness, well-being, and technology? How does the "undergraduate student" identity align or not align with these notions? To respond to these questions, we will read, listen to, and analyze a variety of texts (e.g. book chapters, journal articles, essays, social media posts, podcasts, and TED Talks), and produce texts such as essays, websites, tee shirts, infographics, and podcasts.

More specifically, students will learn to identify, articulate, and reflect on the rhetorical choices informing any text; analyze and develop their own arguments from multiple points of view; articulate and support their positions with research in a variety of forms; respond critically and ethically to others' ideas; adjust their writing for multiple audiences, purposes, and contexts; and develop prose that is thoughtful, organized, exact in diction, and structured in a clear manner.

Students will practice the above skills in a variety of individual and collaborative in-class workshops and annotation assignments, and produce the following major assignments:

## Myers-Briggs Type Indicator (MBTI) & Response Paper

After completing the MBTI (a personality assessment), students will write about their results in relation to course readings. Students will consider how they themselves are a cultural text, how the language of the Myers-Briggs constructs them as such, and/or how they represent themselves as cultural texts through language and images in spaces like social media sites.

## Rhetorical Cultural Analysis Paper

Students will choose and analyze a “text” related to mental health, mindfulness, and/or well-being (a medical facility, a gym or yoga studio, a PSA, a university counseling services website, a gif or meme, etc.). Students will account for context; audience; genre; composer/publisher identity; rhetorical appeals; and design decisions such as font, color, layout, size, etc.

## Argumentative Essay

Students will select an issue of mental health, mindfulness, or well-being that is of interest to them and research and make an argument about that issue. They will analyze and synthesize a variety of sources (scholarly journal articles, books, newspaper articles, TED Talks, infographics, etc.).

## Portfolio

Students will revise one of their previous assignments and annotate their revisions to explain why they made the changes they made. Students will also write a Self-Assessment detailing their experiences with the course and potential future applications of course material. The portfolio may also include an alternative representation project (representing information from the argumentative essay in a visual form and writing a paper about the rhetorical design of the text).

## WRITING IN SCI & MEDICINE

Writing 101.31-31

Department/Staff

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

## **Let's write about science: a writing seminar for aspiring medical scientists**

**Instructor: Gaia Cantelli**

Understanding and communicating science is one of the most important skills you can develop, whether you are an aspiring researcher or whether you are simply interested in the impact medical science has on our ever-changing world. No matter what your career objectives are,

articulating complex concepts and engaging with challenging ideas are exceptionally useful tools for you to develop as you grow as an independent thinker.

Communication is an essential and often overlooked part of medical science. Medical researchers spend almost as much time reading and writing as they do performing experiments. Scientists write about their own research constantly, whether it is for a peer-reviewed article, a grant proposal to obtain research funds, or to connect with patients and reach out to the general public. As well as writing, medical scientists and physicians spend a great deal of time reading about other people's research to learn about novel techniques and to be inspired by new discoveries. Reading peer-reviewed articles in particular is a very specific skill that requires both critical thinking and a disciplined approach to acquiring information.

Students in this Writing 101 course will learn both how to read peer-reviewed scientific articles and how to express complex scientific concepts through clear and engaging writing. We will use reading as a tool to learn what makes effective scientific communication and we will apply these principles to writing for a variety of audiences, ranging from specialists in the field to members of the public with no medical background or interest in science. Each week, we will examine a peer-reviewed scientific article and a piece of science writing aimed at a broader audience. We will practice dissecting scientific writing to analyze its contents and we will ask ourselves what makes each piece of writing good, or bad, and what could be done to improve it.

Most importantly, students in this course will learn how to develop their own scientific opinions and how to articulate them effectively. Students will have a chance to invest a significant amount of time exploring a scientific field that is of particular interest to them. Each individual student will have complete freedom in choosing their topic of interest from the wide variety of current medical science fields. Each week, students will select a different scientific article pertaining to their topic of interest and practice writing about its findings. For every scientific article they choose, students will produce two short pieces of writing (one- or two-paragraphs each): one will be aimed at a non-scientific audience (e.g. patients, fundraisers, the general public), while the second will target a scientific audience (such as other science students, scientists in the medical field, physicians). Students will be encouraged to discuss their work with the whole class and will work together to collaboratively edit their weekly assignments. We will use these assignments as a starting point for class debate, discussing how we can break down complex scientific concepts, adjust our style and vocabulary to our target audience and ultimately dissecting what makes good science writing.

During the last few weeks of the course, students will turn their attention to working on their final project, an eight-page feature article on their subject of choice aimed at a non-specialist audience. Students will use their earlier assignments as a starting point to develop their final project, incorporating additional background information and referencing a larger body of research to provide a full overview of the field. As well as summarizing the latest research in their field of choice, each student's article will also present the student's informed opinion on how the work they describe is impacting modern medicine and society. These final weeks should result in a cohesive, accessible feature that captures the reader's interest by engaging them with recent scientific discoveries and by showcasing the impact these discoveries will have on the future. Students will receive weekly feedback on their progress and will work together on editing

their drafts over several weeks, developing and refining their positions through in-class debate. At the end of the course, students will be asked to translate their feature article into a short, 10-minute oral presentation in the format of a scientific conference presentation. Students will present their work in front of the whole class at a small, informal symposium and will be encouraged to engage with the work of their classmates by asking questions and raising points for debate.

Every student in this class will receive guidance on how to reach out to academics at Duke researching their topic of interest to gain relevant research experience.

## TECHNOLOGIES OF EVERYDAY LIFE

### Writing 101.34

Lucas Power

WF 3:05PM - 4:20PM

Our complex daily lives are so filled with pieces of technology, we sometimes fail to notice them as discrete objects. Instead, they become components in a chain of practices. From washing machines, to headphones, to digital devices, technologies of everyday life modify our experience to the extent that they almost vanish into routine. What does it mean that these objects are part of how we understand everyday life? How are we positioned as speakers and as addressees in heavily mediated environments? Through different modes of engagement, we will explore the practices that make these technologies meaningful. Writing assignments will examine the shifting relations between various forms of technology and our own processes of observation. Along the way, we will read fiction, academic analysis, and popular essays that consider technology's impact on contemporary culture.

Our goals will be to practice locating multiple positions within these large or complex systems through writing, and to take note of how writing changes with a particular audience in mind. To that end, you will write every week, crafting short engagements (400-500 words) with texts. The first milestone will be a deeper object study (750 words) which selects an object and explores its context in and relation to a larger ecosystem. The final project (1500 words) will expand this inquiry by posing a question about your own relation to the object and its infrastructure. You will draft and revise extensively, taking advantage of feedback from the instructor and your peers. We will circulate and re-circulate writing in order to develop a sense of collaborative generosity alongside rigorous attention to what advances the specific goals of a piece of writing.

## STRANGER THAN FICTION

### Writing 101.35-37

Kevin Casey

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

We categorize our favorite stories: this is realism, that's fantasy, this is romance, that's a vampire-themed fantasy romance, this is a crime thriller, that is Literature. This kind of genre classification becomes especially fragmented in the broad realm of speculative fiction: science

fiction, fantasy, post-apocalyptic, dystopian, horror — and that's just a quick gloss of major categories, each of which also have all manner of subgenres and hybrids. Yet regardless of how we label them, some of these apparently unrealistic stories touch very current nerves: violence, disaster, government oppression, racism, gender inequity, and other issues real people live with or witness every day.

We're going to investigate speculative stories that unsettle our realities or otherwise challenge the safe haven that "it's just make-believe." We'll focus on stories that rely on speculative genre conventions to engage significant contemporary issues but that simultaneously defy easy categorization in a specific genre. Our reading will include the novels *The Handmaid's Tale* (Margaret Atwood), *The Intuitionist* (Colson Whitehead), *The Road* (Cormac McCarthy), and selected essays and articles from both scholarly and non-scholarly sources. These form the basis of our conversation and writing about speculative fiction and its intersection with our real worlds. Writing will include a close reading (~5 pages), a research proposal (~2 pages), a source annotation (~2 pages), a research paper (~10 pages), and several contributions to our *Stranger Than Fiction* blog (~750+ words each). This latter project will enable us to take additional intellectual and creative approaches to the novels, and to explore the opportunities and affordances of writing for an online medium relative to more traditional academic formats.

## CULTURE IN/AND THE MIND

Writing 101.38-39

Adam Boyette

TuTh 10:05AM - 11:20AM- TuTh 3:05PM - 4:20PM

“Culture” is the central concept of the field of anthropology. It is universally recognized as having immense influence over human behavior, but specialists disagree around precise definitions of *what is* and *is not* culture, and *how* culture asserts its influence over us. For example, does culture exist in our minds or is it purely public, disembodied knowledge? Can we think of culture as consisting of units, or “memes”, that move like viruses between people, infecting our brains and competing for influence? Or is culture a series of performances, whose interpretations are private, and whose meanings are negotiated in social discourse? What are the processes by which people learn and share culture—as it exists in their heads or out in the world? In this course, students will examine the idea of culture through engaging with key readings and through their own writing about culture on campus. The course will be oriented around two major integrated, and collaborative writing projects: A mini-ethnography (first two-thirds of the course), where students will describe the culture of a group on campus, and a mixed-media translation of the mini-ethnography (last third), in which students will represent their ethnographic research in a new format, such as through film, audio recording, or a photography exhibit. Short writing assignments will be used throughout the semester to develop specific writing practices and/or ethnographic research tools, as well as to reckon with the various theoretical perspectives on culture offered by course readings. Some of these short writings will include a visual analysis, a “thick description” of a cultural event, an investigation into the spread of a meme, and an analysis of a formal interview. Ultimately, students will gain essential

skills in understanding and implementing core practices of academic writing as well as a deeper appreciation for the role of culture in their own lives and for humanity more generally.

## SAVING NATURE SAVING HUMANS?

Writing 101.40-41

Paolo Bocci

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

Can humans live in a biodiverse nature? Are indigenous people stewards of the Earth? What has colonialism to do with the environment? Is conservation good or bad? What does it mean to “care for nature” in a time of planetary environmental crisis?

This course invites students to grapple with these and other important questions. This collaborative and writing-intensive class offers students tools for thinking about these issues in their political, cultural, and ecological aspects. The goal of this class is to deepen students’ knowledge of conservation and reflect critically on the interconnected nature of environmental and social issues. With this class, you will consolidate your knowledge of writing expectations in social sciences. Your research paper will contribute to the thriving field of critical studies of the environment.

In the first half of the semester, you will write four short response papers (~400 words) to selected readings. Next, you will choose a topic for the final paper, workshop each other’s research questions, and write a first draft of your research proposal and an annotated bibliography (~700 words). During the last month of class, you will produce a literature review, a complete draft of the final paper (~1,200 words), and, upon feedback from me and your peers, a revised version. In class, you will offer individual short presentations (8 minutes) on your research topics. Your final paper (~1,600 words) is due the last day of class.

## THE MANIFESTO

Writing 101.42

Caoimhe Harlock

TuTh 3:05PM - 4:20PM

The manifesto, or foundational document, is a form of writing that is hard to define: it can be at once technical and philosophical, personal and social, political and spiritual, emotionally persuasive but possessing its own rationality. And yet we encounter and live with the consequences of manifestos every day. They are used to found countries, to incite political and revolutionary movements, to try and understand the spiritual or divine, and to argue for modes of economic or artistic thought that go on to exert centuries of influence over the way we live our lives. Because of this, we must learn to contend with such pieces of writing, not only as



readers whose lives have been shaped by them, but as writers prepared to creatively respond to the challenges they present.

We will begin our course with an understanding of the manifesto as a document that not only creates a view of ourselves, but a view of our world. With that in mind, we can use the manifesto to learn important compositional skills. We'll locate how writing is used to create a view of the self and of the world in documents about spiritualism and religion, revolutionary politics, artistic and environmental movements, and the experiences of feminist, queer, trans, and POC communities. We'll carefully study the methods used in these writings and then turn them into practical skills we can use in our writing: developing rhetorical efficacy, using emotional force, arguing a commitment to a social, political, or artistic opinion. In short, our goal in this course is to engage with powerful, argumentative writing about often divisive topics, from writers whose viewpoints emerge from outside our own experiences, and then use what we learn to improve our own writing – that is to say, our ability to communicate ourselves and our worldviews to others, whether we're writing a novel, a job application, a legal argument, or anything else.

Weekly assignments will consist of short 1-2 page responses to readings. These responses will adopt different rhetorical styles such as the short argument, the critical review, emotional persuasion, and creative nonfiction, so that we learn to write for different purposes and diverse audiences. We'll workshop these responses in order to challenge ourselves to learn from constructive feedback and identify common problems in our writing.

Longer assignments will include a 3-4 page midterm essay in which we'll engage with a piece of writing that might commonly be seen as dangerous or repellant, arguing for or against the propositions it presents. The course will culminate in a 5-8 page paper in which you'll choose a social issue important to you, and critically establish the stakes of this issue and your views upon it, drawing upon the rhetorical skills you have learned throughout the semester. This long assignment will challenge you to articulate not only your view of the world, but where you yourselves stand in relation to the many diverse ideas and ideologies that move our world, politically, economically, spiritually, and otherwise. In doing so, you will gain skills that will serve you in good stead throughout your academic careers, and well into your lives as professionals and civically-engaged citizens as well.

## **SOCIAL INEQUALITY AND SPORTS**

**Writing 101.44-45**

**Nathan Kalman-Lamb**

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

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*, 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: a co-authored eight-page literature review paper and an eight page critical analysis paper.

## NEUROLAW

Writing 101.46-47

Emily Parks

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

The emerging field of neurolaw explores how discoveries in brain science affect our justice system. Can brain scans detect a lying defendant, or even further, a "criminal mind?" Do we have free will, or can we blame the brain for our moral shortcomings?

This course will introduce you to the goals and practices of academic writing as we explore the role of neuroscience in the courtroom. We will reflect on themes both ancient and modern: How can science inform our understanding of our own minds? And how can that understanding,

fueled by cutting-edge advances in brain imaging, inform our modern justice system? To tackle these questions, we will first consider what brain science can (and cannot) reveal about the human mind. Then, we will evaluate how that knowledge should be applied in the courtroom.

Through this exploration, you will engage in the process that is writing, completing several projects along the way. First, you will learn to actively read and respond to scientific texts by writing several short response papers (~2 pages each) on a given area of neurolaw (e.g., the insanity defense, 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.

## COMING OF AGE AT DUKE

Writing 101.48-49

Sheryl Welte

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

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 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.

## CONGRESSIONAL ELECTIONS AND QUANTITATIVE WRITING

Writing 101.51-52

Instructor: Jacob Smith

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

The upcoming congressional elections are crucial to determining the immediate direction of American politics. Some of the most intriguing questions about the 2018 elections—and congressional elections in general—revolve around the factors that are most important in deciding which party will win majority control, the extent to which minority groups will be represented in Congress, and what the implications of congressional elections are on the direction of policymaking. Political scientists use a variety of approaches to write about congressional elections and answer questions such as these, but many of the most recent scholarly analyses have emphasized the use of quantitative techniques. Moreover, with the emergence of blogs such as *FiveThirtyEight* and *The Upshot*, writing about elections that incorporates statistical analyses has become an important staple for the broader reading public.

In this course, you will learn how scholars use quantitative methods to explore a variety of topics related to congressional elections and incorporate these techniques into your own writing. We will begin by discussing how political scientists develop scientific theories to explain phenomena in electoral politics. After briefly discussing the fundamentals of statistics, we will read works that employ quantitative analyses to examine topics ranging from the role of incumbency in congressional elections to race and representation. We will also explore other approaches to studying congressional elections such as ethnographic analysis, historical methods, and interview research, considering how different approaches can potentially complement each other.

To develop quantitative writing skills, you will complete a variety of writing assignments in this course including an analysis of a 2018 congressional election (5-6 pgs.), a short blog post about this paper in the style of style of *FiveThirtyEight* and *The Upshot* (800-100 words), and an extended research paper (12-15 pages). As you complete this extended research project, you will turn in a proposal and annotated bibliography and sections of the paper along the way, which you will revise based on my comments. You will also participate in several writing workshops with your classmates to develop your peer editing abilities.

\*This course assumes no prior experience with statistics.

## SPEAK OF THE DEVIL

Writing 101.53 & 55

Haleema Welji

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

Speak of the Devil: Religious Language in Everyday Life

For a country that strongly values the “separation of church and state,” American culture is full of religious ideas and “God talk.” From “in God we trust” on our money, to hero worship of favorite athletes, to invocation of God in moments of frustration and pain. TV shows such as *South Park* and *Buffy the Vampire Slayer* as well as other representations, like *The Book of Mormon*, regularly show the relationship between religion and everyday life. Politics, education, media, and everyday talk are loaded with explicit and implicit ties to religion.

In this course, we look at the ways that religious ideologies enter into everyday life and language. Over the course of the semester, we will read a variety of ways in which linguistic anthropologists have studied the intersection between religion and the everyday. Linguistic anthropology is the study of people, society, and culture through the lens of language, language use, and the speakers of language. Some examples of the intersection between language, religion, and everyday life include how sectarian difference in Pakistan map onto explanation of *jinn* (spirits) possession (Khan 2006), or how the Urapmin of Papua New Guinea say that God is “nothing but talk” (Robbins 2001). The integration of religion into everyday life not only demonstrates the diversities of religious interpretation, but the potential pluralism that can help lead to more openness and acceptance of difference.

## SEX, POWER, AND CONQUEST

Writing 101.54

Anderson Hagler

WF 3:05PM - 4:20PM

In April 2016, fearing an oil spill would contaminate the local water supply, Sioux, Lakota, and Dakota peoples from Standing Rock Indian Reservation protested the installation of the Dakota Access Pipeline. Their persistent efforts precipitated a media frenzy, making Standing Rock a household name. Yet, this event raises additional questions that we will examine in this course. For example, if Europeans and Anglo-Americans conquered Native Americans, how did indigenous peoples end up at Standing Rock? Does conquest signify complete control, annihilation, or assimilation over certain peoples? How does one culture come to dominate many others? Lastly, what does sexuality have to do with conquest?

In this course we will examine how Europeans used notions of deviant sexuality to justify conquest in the Americas. I argue that sex, power, and conquest must be analyzed together to understand modern-day notions of race, gender, and sovereignty. As most history textbooks continue to distort the successes of European colonizers in the Americas by emphasizing the achievements of “great men” like Christopher Columbus and Hernán Cortés, we will pay particular attention to lesser-known historical actors (e.g. a sexually deviant cross-dressing Spanish nun) to explore diverse sexualities within conquest narratives. We will scrutinize European accounts that portray Native Americans as incestuous sodomites and consider the integral roles that indigenous men and women played in the history of the Americas as conquerors in their own right. Finally, this course will analyze formal and informal relationships such as concubinage and marriage between Europeans and Native Americans to examine

contemporary understandings of reproduction and the anxieties surrounding succession from within the Spanish empire.

This course will prepare you to think critically about historical topics concerning sex, power, and conquest. After we consider your initial understanding of conquest and how it relates to sexuality, we will examine the scholarly literature to see how professional historians' interpretations of history differ to more mainstream explanations. This activity will allow you to interweave evidence with interpretation and begin to distinguish propaganda from scholarly explanations, which will help you for your final research paper. Moreover, separating fact from fiction will serve you throughout your academic career as you will be asked to support political causes and individuals based on their, alleged, viewpoints and capabilities.

For the remainder of the course, you will compose one five-page (double-spaced, Times New Roman 12 pt.) historiographical essay that examines books and journal articles. The essay will succinctly summarize scholars' findings and arguments and suggest new avenues of research. This project is meant to build toward the final research paper (12-15 pages) which will explore a topic of your choice related to the course's themes and learning objectives. The historiographical and research paper will be subject to peer workshopping, feedback from the instructor, and, most importantly, multiple revisions. By the end of this course, you should have a solid understanding of how to write a thesis statement, articulate an argument, and write at an undergraduate level.

## **ETHNOFUTURISM**

Writing 101.56-58

Susan Thananopavarn

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

### **Ethnofuturism: Writing the Future of Race**

Have we arrived at a post-racial future? Many visionaries of the twentieth century predicted a future in which race and ethnic distinctions would be eliminated through technology. Mainstream science fiction in the mid-twentieth century often confirmed this idea or reinforced racial stereotypes in novels, stories, and films. Yet not all speculative fiction has elided questions of race. Afrofuturism is a movement in literature, music, art, and film that has developed alternative visions of the future from the perspective of the African diaspora, as in the

recent blockbuster film *Black Panther*. Other authors and artists have also articulated alternative futurisms including Latina/o, indigenous, and Asian American futurisms in novels, stories, music, comics, films, and the visual arts.

This course will examine conceptions and representations of race and ethnicity in speculative fiction. We will look at alternative visions of the future as well as how contemporary authors engage with scientific theory and twentieth century classics of science fiction. Authors we will read include Junot Díaz, Octavia Butler, and Ruth Ozeki. We will also watch films and examine literary criticism to ask how “ethnofuturism” may critique racism now, in the twenty-first century. Writing tasks will require you to engage with the work of others and articulate a position as a literary and cultural critic. Assignments for the class include weekly reaction papers, a 3-4 page review of a book or film of your choice, a short textual analysis, and a 6-8 page academic essay on one of the texts for the class.

## SCIENCE AND SOCIAL JUSTICE

Writing 101.59-60

Amber Carr

MW 11:45AM - 1:00PM- MW 1:25PM - 2:40PM

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?

This course will explore writing by scientists and journalists for both expert and general audiences in order to better understand how different genres of communication influence the 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 a press release on a scientific finding, a position paper addressing a scientific issue, and a project in which students present the results of a study that they designed and conducted themselves. For their capstone projects, students will complete a mock grant application of approximately ten pages on a research problem of their choosing.

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, and the statistical interpretation of data. 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.

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.

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

## MIGRATION, RACE IN NORTH AM

Writing 101.61-63

Janine Rose

MW 8:30AM - 9:45AM- MW 11:45AM - 1:00PM- MW 3:05PM - 4:20PM

Approximately 180 million individuals or 3% of the world's population reside in places that are outside their country of birth. The United States and Canada are among the most important destination countries with cities such as New York and Toronto being major places of settlement. Additionally, the migration of international populations, particularly racialized groups, has had significant social, economic and political impacts on the countries of origin and destination. In this course, you will focus on how geography and identity shape the migration process and the experiences of immigrants at their destination. Using information derived from text and film, you will write about the circumstances influencing the nature of international migration as well the experiences of immigrants who are often of diverse racial and ethnic backgrounds. This course is also a useful introduction to how human geographers and other social scientists have written about and broadened the field of migration studies. You will also encounter the following themes in the course: theories explaining the causes of migration; the global interconnections that emerge as a result of the connections that immigrants maintain with their countries of birth; issues that influence the social and economic integration of immigrants in North American cities and the intersection of race, class and gender with the migration experience.

To better understand the implications of migration for everyday life in North America, you will write reflections (minimum of 3 double spaced pages) that will not only allow for an understanding of complex international migration trends but will also facilitate your practice with different aspects of writing. You will use these reflections to explore your own ideas, conceptions and misconceptions about immigrants and the immigration process. Further, these



weekly papers will also allow you to practice and develop a repertoire of writing skills that will prove useful for the final writing project.

For the final writing assignment (10 double spaced pages), you will be asked to use what you have learned about the experiences of immigrants, other individuals implicated in the migration process and the academic literature on international migration to write a research paper that analyzes the impact of international migration on a city of your choice. This writing assignment will allow you to apply your understanding of writing conventions in the social sciences as well as your knowledge of contemporary debates about immigration to explain how immigration is resulting in changes to the geographical landscape of many North American cities. You will improve your skills as a writer through the practice of revising and editing the final research essay based on critiques received during the peer review workshops.

## FEMINISM(S), CAPITALISM, CHANGE

Writing 101.64-66

Brenda Baletti

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

Over the past year, women's marches, women's strikes, and #Metoo, among other events, have placed women's struggles center stage. In fact, many theorists have gone so far as to argue that all politics today are feminist issues in that issues of racism, inequality, state violence, environmental crisis, etc. are in fact "reproductive politics." In other words, as social safety nets are eliminated, wages decline, and communities are displaced through processes like gentrification, our households -- the site for the reproduction of people and communities -- have become increasingly precarious in racialized and class-stratified ways. These theorists argue that different forms of oppression are interrelated, and that in order to understand any of them we must analyze the capitalist social relations through which they intersect. In this class, we will read and write about how feminists have gone beyond a narrow critique of "sexism" to analyze and challenge structural injustices in contemporary society.

In the first half of the semester we will learn to read a variety of different kinds of texts -- including classic academic articles and book chapters, political pamphlets, popular essays, and journalistic articles -- to study the different ways that feminist thinkers have theorized, critiqued, and written about capitalism. In the second half of the course we use group research projects to study several key historical and contemporary struggles to overcome this oppression that place a feminist critique of capitalism at their center. Readings will include seminal thinkers such as Maria Mies, Angela Davis, Silvia Federici, Iris Morales, Claudia Jones, Patricia Hill Collins, and others.

Student writing will include three major writing assignments. The first short essay (750 words) will put different course readings in conversation around a particular course theme. For the second short essay (750 words), students will work with the librarian to identify other authors writing on similar topics and explain how they broaden the conversation begun in the first essay. For the final project, students will undertake a research project, carried out in phases (research

question proposal, literature review, and drafts) and in conversation with your peers, about a historical or contemporary issue in "reproductive politics."

## PODCASTS & PUBLIC SCHOLARSHIP

Writing 101.67 & 101.69

Alison Klein

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

The term “podcast” was first used in 2004; ten years later, Season 1 of the true crime podcast *Serial* was downloaded 80 million times, demonstrating the explosive growth of this new medium. This course will explore the popularity of this genre in general, analyze successful podcasts such as *Serial*, *Welcome to Nightvale*, and *2 Dope Queens*, and consider the assertion of devotees that podcasts level the playing field for comedians, scientists, and aspiring radio producers alike.

In addition to exploring the conversation about podcasts, we will use specific episodes to consider questions such as how to target a particular audience, how to form persuasive arguments, and how to engage a listener – in short, what makes great writing. Assignments for this course will include weekly response blogs, an in-depth analysis of one podcast episode, and a research paper on a controversial issue in the newly forming field of podcast studies. In the final project of the class, students will produce their own podcast on a topic of their choice. All major assignments will be written in stages and workshoped by peers and the instructor.

## TEXTS AND TECHNOLOGIES

Writing 101.68, 101.81-82

Instructor: Lisa Chinn

TUTH 8:30AM - 9:45AM-TUTH 10:05AM - 11:20AM- TUTH 1:25PM - 2:40PM

Texts and Technologies: Literature in the Age of Technological Reproduction

How have the phonograph, the radio, the mp3 file, and streaming services like Spotify or Apple music changed the way we read? How has the mediation of writing, from the typewriter to the word processor, influenced our understanding of literary works? And how, indeed, is the new golden age of television changing the form of contemporary literary texts? Do authors change how they write because their words can now be recorded digitally and sonically? What sort of tension arises when writers discuss their relationships to recorded readings? Do we need written

literature when digital bytes can act as both creative beginning and archival ending of a work of art?

This class will engage questions about the historical, cultural, and social alignment of technology and literature from the beginning of the twentieth century to the present. We will delve into Duke University's David M. Rubenstein Rare Book and Manuscript Library, using sound recordings and manuscripts that move from the early days of analog sound and word processing to contemporary digital sound and word processing.

Course readings will include works by writers who address the influence of technological reproduction on (or in) their work, including Ralph Ellison, H.D. (Hilda Doolittle), and Jennifer Egan. Readings highlighting the trajectory of mechanical, or technological, reproduction throughout the twentieth- and into the twenty-first century will provide a theoretical framework for understanding our literary readings.

Major writing assignments include: 1) a 1250-word essay in which you compare an archival manuscript with a corresponding "published version" of this manuscript by one of the writers we read in class; 2) a 1500-word paper discussing a single photograph or sound recording in the digitized collection from the Archive of Documentary Arts or Duke's Radio State WDBS collection. You will trace the history of the photograph or sound recording, using a theoretical essay to examine the tensions between practical and theoretical implications of reproduction and preservation; and 3) a final curatorial research project that uses a mix of sound, visual, object-oriented archival material which you will digitize for an online exhibit space using a digital archival repository, like Omeka. Weekly writing assignments include peer-review, revision, and feedback on each major writing project to help you become stronger in multiple written forms. In addition to major writing assignments, you will use VoiceThread, a cloud-based, voice-recording software (in lieu of traditional blogs posts) in response to weekly readings. Writing thus becomes a synthesis of oral, graphic, and interpretive skills that broaden definitions of "writing" beyond traditional boundaries to prepare you for a future of writing in the increasingly digital world.

## ORIGINS OF HUMAN SEXUALITY

Writing 101.71-72

Instructor: Kerry Ossi-Lupo

WF 8:30AM-9:45AM -WF 3:05PM-4:20PM

This past year has seen high-profile attention turn toward issues of sexual harassment and violence as well as gender inequality. In the ongoing debate, some have invoked our evolutionary history, promoting a biological or an adaptive explanation to justify present-day sex and gender roles (e.g., the Google memo). The origins of our human sexuality often are far more complex. In this course, we will explore sex differences, mating systems, and sexual behavior in human and non-human primates. What does sexual selection theory tell us about the adaptive nature of male and female priorities? We will read and write weekly about variation across non-

human primate species as well as human cultures to better understand the flexible nature of male and female behaviors and strategies.

Throughout the semester, we will work cooperatively with partners and subgroups to discuss, review, and revise our writing and our ideas. We will start by practicing close and critical reading of scientific articles covering topics in primate sexual selection such as male and female size differences, paternity confusion, and infanticide. Subgroups will be assigned a series of different readings. For most, you will write brief summaries (1 page) to present to and discuss with classmates who have read different articles. From your assigned readings, you will choose two about which you will write slightly longer assessment essays (2 pages), critically reviewing the methods and conclusions of the scientific study.

During the middle third of the course, we will hone our research and critical thinking skills by writing an analysis (4-5 pages) of a pre-approved popular science column, blog, or podcast that references primary scientific literature in its own discussion of sex or gender. You will gain experience locating relevant sources to support your own assessment of how well and how accurately the popular media source represented the science. For this assignment, you will also write a peer review of a partner's draft, and we will meet in small groups to share feedback.

For the final third of the course, we will turn our focus to tackling controversial topics in science writing. When crafting an introduction or an argument, scientists, or students writing about science, attempt to summarize and simplify a broad range of work; it can be tempting to exclude contradictory viewpoints. However, this does a disservice to your readers and, ultimately, can lead to distrust of your argument or, for lay readers, distrust of the scientific community. In order to practice synthesizing multiple perspectives, you will choose a topic subject to some debate – such as infanticide as a sexual selection strategy or females as choosier versus more “chaste” sexual partners – and present a cohesive explanation of the literature for a general lay audience. This is not meant to be a mere summary of both or all sides; rather, you will write to persuade your readers of a particular interpretation. Students will incorporate peer feedback into a final product aimed at a non-expert audience and that builds on your initial research and what we have learned earlier in the course.

## THE STORIES OF CREATION

Writing 101.73

Instructor: Louis Cooper

TuTh 3:05PM - 4:20PM

The desire to investigate the origins of things is fundamentally human. Perhaps nothing better illustrates this than the world's rich body of creation myths, often ancient narratives integral to every known culture. These accounts are certainly distinct, but they are always united by a presentation of how and why the universe is organized. As scientific inquiry became increasingly authoritative, however, a rationalistic turn toward gathering accurate data about the universe's

beginnings made “myth” synonymous with “false.” But if this shift has in fact refined our cosmological knowledge, why do creation myths continue to hold central places in many of our lives?

In this course, we will explore the relationship between antiquity’s creation myths and modern science to address the following (and many more) questions: What distinguishes and unifies creation myths and scientific pursuits? Are modern cosmological models descendants of ancient mythological stories? Can the ethical or spiritual dimensions of creation myths be located in these models? Are creation myths just as capable of producing “accurate” knowledge as science is?

The course will be roughly divided into two halves, and, since it is writing-intensive, cultivating good writing habits will be our essential aim. In the first portion, we will examine a select few creation myths from ancient cultures across the world—we will determine what constitutes these stories by discussing how to critically analyze and craft arguments about their content. This will largely be accomplished through weekly Sakai writing assignments (ca. 200 words each), which will also serve as starting points for class discussions. These assignments will ask you to consider how a particular character or symbol in a myth represents its larger claims, to explore how the genre of the myth (creation from nothing, creation from a deity, etc.) informs its ethical outlook, and even to write your own short creation story.

We will also discuss sections of canonical mythographic studies (Frazer’s *The Golden Bough* [1890]; Barthes’ *Mythologies* [1957]), not only to understand how these myths have traditionally been interpreted, but also to practice engaging with academic scholarship while developing our own writing. Near the end of this section, you will compose a short critical paper (4-6 pp., double-spaced) that compares and/or contrasts myths from two different world cultures with the help of one of the academic works we examine in class. Through extensive peer review and workshopping, we will use this assignment to develop our academic writing skills by practicing how to provide and receive constructive feedback.

In the second portion, we will continue to hone all of these abilities by drawing from an array of scientific sources on modern cosmology: selections from historically significant thinkers (Copernicus, Kepler, Einstein), a popular-science book (Hawking’s *A Brief History of Time* [1998]), and film and television (*Through the Wormhole* [2010]; *Cosmos: A Spacetime Odyssey* [2014]). We will also consider other scientific endeavors (Darwin’s *On the Origin of Species* [1859] and the Human Genome Project) that weave creation stories about life on Earth. The weekly Sakai assignments will help us compare metaphors used by creation myths and science, discuss the similarities and differences between mythology and science’s portrayal of humanity, and analyze the roles that storytelling and language play for science.

Using the weekly assignments as guideposts, we will conclude this portion with a longer research paper (8-10 pp., double-spaced) that makes an argument of your choosing about the relationship between creation myths and science. An example might look something like: Does the Lakota creation myth enhance or complicate our understanding of Darwin’s idea of evolution? In addition to holding peer review and workshopping sessions again, we will learn

how to navigate the library's research databases and discuss in detail how academic writers use scholarship to help shape their assertions.

## PRINCE AND THE KING OF POP

Writing 101.79

Instructor: Matthew Valnes

WF 4:40PM - 5:55PM

### **Prince and the King of Pop: Race and Identity in Popular Music from the 1980s to the Present**

Music plays an important role in how we understand each other and ourselves, as well as how we interact with the world around us. It both reflects and shapes contemporaneous sociocultural, political, and technological developments. This course will use the work of Prince and Michael Jackson to explore popular music and its intersections with race and identity from the 1980s to the present. Few artists over the past four decades have impacted popular music and culture more so than Prince and Michael Jackson. From Prince's "Minneapolis Sound" and awe-inspiring live performances to Jackson's crossover success, each has had a profound impact on the performance, reception, and consumption of popular music. Their work has also been instrumental in the discourses surrounding music and its relationship to race, gender, sexuality, and technology in the post-civil rights era.

In this class, we will pay particular attention to how music participates in the construction of racial identity and conceptions of masculinity. Throughout, we will address how the music industry in the 1980s had separated musical practices into marketing categories that distinguished the "white" genres of rock and roll and country from the "black" genres encompassed under the label R & B. We will also examine how Prince and Jackson's music put pressure on those marketing categories through their combination of myriad musical styles and their engagement with emerging music technologies. Additionally, we will explore how both musicians expanded traditional conceptions of masculinity through their onstage attire, performances, vocal techniques, and lyrical subject matter. Throughout the course, we will read, discuss, and debate insights from music studies (broadly conceived), African American studies, gender studies and cultural studies to help us understand the dramatic sonic and sociocultural changes that the work of Prince and Michael Jackson highlighted in post-civil rights era American culture.

Writing will serve as our means of investigation and debate into the pieces, concepts, and arguments raised in the readings and class discussions. Through various writing assignments, students will gain the tools, strategies, and experience to engage with other scholars' ideas and develop their own. Writing assignments will take multiple forms. There will be semi-weekly short responses (either in short essay or blogpost form) to an assigned piece and/or reading. There will also be 3 longer writing assignments. The first will be a close reading (~2-3 pages) of a scholarly text of the student's choice. Next, students will participate in an ongoing scholarly debate by producing an argumentative essay (~4-5 pages). And finally, students will produce a

final paper (~8-10 pages) that offers an in-depth analysis of either a piece, an album, or debate of their choosing that relates to the course material. Clear, concise, and effective communication is our goal, and throughout the course, students will participate in peer review and revision sessions to try out and work through their ideas with each other. In doing so, students will gain valuable communication and critical reading skills that are broadly applicable inside and outside of an academic context.

## PSYCHOLOGY OF HAPPINESS

Writing 101.83

Instructor: Sheryl Welte

W 4:40PM - 7:10PM

### Psychology of Happiness: Learning to Live a Good Life

Inspired by the popularity of happiness courses, especially given the high levels of anxiety, depression, & stress of being a college student, this Writing 101 class will venture into the field of Positive Psychology to improve not only our understanding of what it means to be happy & have well-being, but also our ability to practice happiness in our daily life. The underlying premise of positive psychology is that you can learn to be happier just as you can learn a foreign language or to be proficient at golf. This rapidly growing field is shedding light on what makes us happy, the pursuit of happiness, & how we can lead more fulfilling, satisfying lives.

By using a variety of texts, TED Talks, surveys, & interviews about happiness & the good life, we will engage with the work of others, learn to articulate a position, & situate our writing within specific contexts. To begin, we will read, reflect, discuss, &, of course, write about our own & others' conceptions, & misconceptions, about happiness, as well as how our expectations influence, both positively & negatively, our experience of happiness.

Informed by both the existing theories and our personal experiences, we will write short weekly papers (1-3 pages) about topics such as: self-esteem, empathy, friendship, love, achievement, creativity, music, spirituality, & humor. We will end the semester by writing an in-depth descriptive and analytical Happiness Project about some issue(s) significant to your happiness (6-8 pages). The topic, & the related additional readings, will be carefully & individually chosen so that your project will be relevant & meaningful as you continue your journey at Duke, and beyond. Throughout the course, we will write self & peer evaluations (1-2 pages) of our academic writing, & thus collaboratively strengthen our ability to improve our writing, & our happiness, in progress.

Each week, we will complete a set of activities – practices aimed at rewiring our habits. Research suggests that if we do these rewirements as prescribed, we should get a boost in our mood & overall well-being, both of which would contribute to our ability to live a good life. We will engage in the practice of keeping & sharing a daily gratitude journal, mindfulness, meditation, yoga & exercise.

I invite you to take this course not just because you want to learn about theories of how to live a happier life, but also because you personally want to live a happier life. By exploring the psychology & practice of happiness together, I believe we can indeed make progress on learning to live a good life. Cheers! Sheryl

Updated 7/5/2018