A. **SGT. PEPPER'S LONELY HEARTS CLUB BAND**  
**TIMOTHY ARNER**

It was now fifty years ago today that Sgt. Pepper told the band to play, and they’ve never really gone out of style. When The Beatles released *Sgt. Pepper’s* in 1967, the album almost instantly became iconic, and it is now widely recognized as one of the greatest and most influential rock albums of all time. This course will involve a semester-long Digital Humanities project in which we build a website with annotations and commentary on the album’s famous cover image. As we analyze each of the songs and the concept of the album, we will consider *Sgt. Pepper’s* place in the history of popular music, its context in the political and social climate of the 1960s, and its legacy as one of the most important artistic statements of the 20th century.

B. **BORN TO RUN?**  
**VICKI BENTLEY-CONDIT**

Chances are, you’re familiar with the above phrase – perhaps through your (or, more likely, your parents’) choice of music or a book or perhaps through simply having heard it applied to some species on a nature show. If the latter, you may have been watching a show about gazelles or cheetahs – or the unpleasant (from the gazelle’s perspective) outcome when gazelle and cheetah meet. These are just two species that may come to mind when we think about something being “born to run”. However, are they really and what, exactly, does this phrase mean? More to the point, what about us – are humans “born to run”? In this tutorial, we’ll look across the animal kingdom to examine anatomical, genetic, evolutionary, and cultural factors as they relate to these questions. We may discuss why, for example, thoroughbreds run the Kentucky Derby rather than quarter horses, why a rabbit can often (but not always) outrun a domestic cat, and why some humans, but not others, are so fast. We’ll examine what role running has played in our own evolution and talk about what’s up with those modern (crazy??) endurance runners who do multiple marathons or ultra-marathons. These are just some the many aspects we’ll explore in our discussion of what is, and what is not, born to run.

C. **PRIMA DONNA: WOMEN IN OPERA**  
**JENNIFER WILLIAMS BROWN**

The invention of opera in the early 17th century finally made it possible for women to pursue professional careers in music. Although opportunities for women composers were practically non-existent (and remain limited even today), female singers quickly established a central presence in opera. In the ensuing four centuries, countless women singers have become international superstars, commanding top salaries and the attention of composers, fans, and scholars alike. This course will take a two-pronged approach to the topic, focusing both on the singers and the roles they have sung. Students will build biographies of selected *prime donne*—their training, career paths, and personal lives—working to separate fact from fiction while assessing different sources of information. We will also examine the ways in which composers, librettists, and stage directors have represented women characters on stage. We will analyze selected dramas and their literary sources as written texts (in English translation), study the music and stage action (through videos), and read commentary from critics and scholars. We will attend at least one live performance of an opera. As a final project, the class will collaborate to create and stage their own spoken adaptation of one opera, performed at the end of term party. No musical experience necessary.

D. **ENVISIONING NATURE**  
**JACKIE BROWN**

Seeing is believing. Or is it? How do we understand Nature when our biology limits our perception? How do other organisms see the world? Can visual depictions of Nature and its phenomena lead to a better
understanding of Nature? Or have we accepted false views of Nature through the allure of images? This Tutorial will consider the ways that Nature and its creatures perceive and have been perceived, exploring the history of visualization in biological science and its interdependence with the envisioning powers of art.

E. ENVISIONING IDENTITIES: SELF, SUBGROUPS, “THE OTHER,” AND BELONGING
JEREMY CHEN

The art critic Thomas McEvilley stated in *Art & Otherness*, “art’s primary social function is to define the communal self, which includes redefining it when the community is changing. Its images, however varied, arcane, or abstract, coalesce in the communal mind into a kind of face hovering in a mirror.” This tutorial researches the multifaceted ways visual artists represent identity and position it within local, regional, national, global or cyber contexts. The focus is on artists working in the United States but transnational comparisons can be made with artists working outside of a U.S. context. Some of our working questions include: What tactics do visual artists use to envision and represent identity? What are ways artists conceptualize and visualize the self and/or “the Other?” How do artists describe multifaceted identities based on categorizations such as race, ethnicity, gender, sexuality, religion, class, geography, culture, or history? When and how are these categorizations effective, slippery or problematic? How does representation of identity work to include, exclude, connect, separate, categorize or define? What is the reception of these images by various constituencies?

F. THE HISTORY OF READING
EDWARD COHN

Ever since the invention of writing 6,000 years ago, the issue of reading has sparked emotional debates about the nature of knowledge, culture, and identity. Plato famously worried that the rise of reading would “implant forgetfulness in [people’s] souls” by threatening the art of memory; early modern scholars complained that the rise of the printing press had led to an explosion of information that made much of the world’s knowledge inaccessible; in the present day, critics worry that children spend too much time reading Harry Potter and not enough time reading the classics of English literature. In this tutorial, we will investigate the long and complicated history of reading by looking at a series of key moments in world history. How did the transition from an oral culture to a literate culture change the way people looked at the world? Did the rise of the printing press lead to an age of reason and enlightenment, or to a period of religious intolerance and sectarian warfare? How did 19th-century British workers respond when they first encountered the classics of world literature? What can we learn about American life by tracing changes in the bestseller lists? And what does the history of reading tell us about the future of books? These are just a few of the questions we will pursue as we investigate the evolving role of books and reading in the history of world culture.

G. HUMANITIES I: THE ANCIENT GREEK WORLD
JOSEPH CUMMINS

This tutorial will be an introduction to the liberal arts through reading, discussing, and writing about several classic works which stand at the beginning of the liberal-arts tradition. More specifically, the course will be an introduction to poetry, history, and philosophy by way of some of the most famous works produced in ancient Greece. We will begin with epic poetry, reading both the *Iliad* and the *Odyssey*. Then we will turn to three examples of tragic drama: Aeschylus' *Agamemnon*, Sophocles' *Oedipus the King*, and Euripides' *Bacchants*. We will also study Aristotle's analysis of epic and tragedy in his *Poetics*. *The History of the Peloponnesian War*, by Thucydides, will be our example of historical writing in prose. Our last writer will be Plato, who illustrates philosophical questioning, reflection, and dialogue in his *Defense of Socrates, Crito*, and *Drinking-Party*. Although our texts are chosen to illustrate different types of literature, they are linked by their cultural context, by some common techniques of composition, and by many common themes, such as the fragility of human life, the basic impulses of human nature, and the question of what makes human life meaningful and worthwhile. In sum, the course is about literature and the course is about life.
**H. HUMANITIES I: THE ANCIENT GREEK WORLD**

MONESSA CUMMINS

The poetry, history, and philosophy of the ancient Greeks have had immense influence in shaping the cultural tradition of Western Europe. In an effort to understand and appreciate this tradition from its beginnings, we will read and discuss Homer’s epic poems, the *Iliad* and the *Odyssey*. Then we will turn to three examples of tragic drama: Aeschylus’ *Agamemnon*, Sophocles’ *Oedipus the King*, and Euripides’ *Bacchants*. We will also study Aristotle’s analysis of epic and tragedy in his *Poetics*. *The History of the Peloponnesian War*, by Thucydides, will be our example of historical writing in prose. Our last writer will be Plato, who illustrates philosophical questioning, reflection, and dialogue in his *Defense of Socrates, Crito*, and *Drinking-Party*. Although these texts are chosen to illustrate different types of literature, they are linked by their cultural context, by some common techniques of composition, and by many recurrent themes, such as the fragility of human life, the basic impulses of human nature, and the question of what makes human life meaningful and worthwhile.

**I. KNOWLEDGE AND DOUBT**

CHARLIE CURTSINGER

We broaden our understanding of the world through the accumulation of knowledge, but where does this knowledge come from? It is not enough for a brilliant mind to think brilliant thoughts; ideas follow a slow, circuitous path on their way to becoming knowledge. Along this path, the “right” ideas must contend with other ideas based on old interpretations of evidence, ulterior motives, or flawed intuition. In this tutorial we will examine the accumulation of scientific knowledge in history and look closely at some of the techniques that malicious actors use to sow doubt and slow the spread of knowledge.

**J. PLACE AND PERFORMANCE: LANDSCAPE, LOCALE, IDENTITY**

LESLIE DELMENICO

How does the place that we’re from influence our identity? What if those places are multiple or we haven’t been able to choose the place in which we live, and “belonging” is a troubled concept? How do we perform the everyday identities that are rooted in or contest the urban and natural landscapes that have shaped us? This interdisciplinary tutorial will use diverse readings from history, sociology, urban geography, anthropology, art history, and performance studies to explore place-based identity constructions. We will begin by studying Grinnell’s complex intersections with other locales as a globally-connected agricultural center in the (remnants of) the Iowa prairie. We will also consider immigration and urban spaces, with the complicated performances of role and identity that cities create. Field trips will provide opportunities to experience place in Grinnell and environs. Students will bring their knowledge of living in place to this class, as dwellers in and analysts of their home towns/cities. We will create brief performances and final paper projects that draw from research into significant issues in the “home places” from which we come to Grinnell.

**K. IS IT ONLY A GAME?? SOCCER, IDENTITIES, AND NATIONALISM**

XAVIER ESCANDELL

Whether it’s known as Fútbol/Futebol/Fußball or another name, an examination of soccer (its fans, team rivalries, sacred spaces, styles of playing, etc.) can provide deep insights into a neighborhood, city or country’s social fabric, conflicts, and values as well as global, colonial, economic, and power relations. This tutorial explores the topic of soccer from an interdisciplinary, historical and anthropological perspective to unpack how particular teams have become symbols for regional, class, ethnic, gender, immigrant and nationalist identities. Declaring yourself as a “Barcelona” versus a “Madrid” fan, or a “Manchester United” versus “Liverpool” fan for instance, can say as much about your politics and class background as it says about your leisure preferences. The course will explore examples from Latin America, South Asia, and European Leagues and how soccer is portrayed in popular culture and literature.
L. DATA STORIES
PAMELA FELLERS

Data – we hear all about it on a daily basis and it can be overwhelming to keep up with: collecting, storing, visualizing, analyzing, summarizing, and reporting, along with its use and misuse. This buzzword also has an interesting history and an excitingly diverse span of applications. This tutorial will explore various ways – past and present – data has been used to help tell a story. From aiding in the isolation of causes of death to developing a friendship through weekly communication between penpals. Along the way each story will reveal in its own way the interdisciplinary and everyday ideas of data. The focus will not be on the calculations but emphasize a broader understanding of using and communicating with data and how data is brought to life through the story.

M. ENVIRONMENTALISM IN THE RADICAL THIRTIES
MICHAEL GUENTHER

During the Great Depression, Americans faced a full-blown environmental crisis as well as a collapsing economy. The 1930s, in fact, witnessed a series of epic droughts, dust storms, floods, forest fires, and eroding soils that suggested the nation’s long reign of exploiting natural resources was destroying the environment. In this tutorial, we will explore how a generation of scientists, artists, writers, public intellectuals, and radical reformers helped make environmental issues a central focus of the New Deal. In particular, we will explore how this new environmental consciousness shaped initiatives like the Civilian Conservation Corps and the expansion of the park system; how it promoted new experiments in environmental planning such as the Tennessee Valley Authority, the “Greenbelt” city program, and rural conservation districts; and how it became a central theme in the avant-garde literature, art, photography, and documentary films of the 1930s.

N. ROCK, RAP, AND REBELLION
ROSS HAENFLER

Music often provides a soundtrack for social change, airing grievances, framing problems, mobilizing activists, and crafting collective identities. This tutorial explores the relationships between music, music communities, and change efforts, examining how musicians interpret the past, criticize the present, and envision alternative futures. We will draw connections between music and social movements, reading about and listening to hip hop, punk rock, Riot Grrrl, K-pop, and a variety of other genres. Civil rights, queer, feminist, labor, and peace movements provide case studies, as do the Cuban Revolution, responses to globalization in Africa, and the Arab Spring/Uprisings.

O. THE BLACK ATHLETE: CHANGING 20TH CENTURY SOCIETY?
ANDY HAMILTON

During the 20th Century, the growth of sport in American society created many opportunities for athletes to participate. Initially the group of professional athletes was racially comprised of whites. Over time however, as barriers for black athletes were broken down more black athletes slowly gained access to different sports. At the same time, American society underwent significant change which allowed for blacks to access civil rights which typically were only afforded whites. In this Tutorial students will explore the question of whether participation by black athletes helped fuel 20th century societal change or whether societal change occurred first, thereby allowing access to sports for the black athlete. Students will be asked to employ concepts from the disciplines of Sociology and History during course work.

P. THE SUPREME COURT: THE LAST, BEST HOPE FOR MINORITY RIGHTS?
PETER HANSON
Supreme Court, which is designed to be independent and protect vulnerable minorities from oppression. How well does it do this job? This course evaluates the Supreme Court’s ability to protect vulnerable minorities by looking at decisions on hot button issues such as free speech, rights for prisoners, and discrimination based on characteristics like race or sexuality. It also explores the alternative thesis that rights are more likely to be protected through social movements rather than the courts. Students will carefully analyze court decisions in writing assignments, and conduct simulated oral arguments on an important constitutional question before the Supreme Court.

Q. ENERGY  
KEISUKE HASEGAWA

We tend to take energy for granted. But do you know where the energy comes from when you turn on a light switch or take a hot shower? In this tutorial, we will explore technological, environmental and social issues associated with energy generation and consumption. We will discuss various methods of energy generation and consider the financial as well as environmental costs and benefits of each. Although this is a writing-intensive course, we will do some quantitative work, like simple activities to understand how much energy we consume every day and how we can convert one form of energy to another. No prior training in science is required.

R. THE HAITIAN REVOLUTION: INTERPRETATIONS AND REVERBERATIONS  
DOUGLAS R. HESS

When the Haitian Revolution ended in 1804, Haiti became the only country to be freed, founded, and ruled by former slaves. Since independence the impact of the revolution on world affairs—including the development of the Western Hemisphere, as well as the global slave trade—has been debated. We will look at the revolution’s influence on multiple topics and from diverse sources, including the arts, historical documents, scholarly and individual interpretations, and political analysis. What brought about the revolt? What were its effects on the visual and literary arts, trans-Atlantic and hemispheric politics, and identity? How does a revolution reverberate a century later? We will also take advantage of events this academic year related to Haitian and Haitian-American culture on campus and in Iowa. We will see if the Haitian revolution had effects far from its start—both in time and place—on the American Midwest.

S. ARE WE TOO CLEAN? INVESTIGATING THE IMPACT OF MICROBIAL COMMUNITIES ON OUR LIVES  
SHANNON HINSA-LEASURE

Have you used an antibacterial product today? Many factors have been shown to influence human microbiomes, which may affect health; from the manner in which one is born, to the number of pets and siblings one has, to the type of environment one lives in. In this tutorial we will examine if and how microorganisms are associated with health issues including allergies, asthma, and brain function. Our readings and discussions will include diverse viewpoints on these topics and explore the ways in which ethnicity, class, and gender influence our exposure to microorganisms. In this tutorial you will be challenged to objectively examine controversial topics and utilize credible sources to support your views in essays and oral presentations. Finally we will investigate if and how we can alter our microbiomes.

T. LATE VICTORIAN FANTASIES  
CAROLYN JACOBSON

In this Tutorial, we will explore the terrors and pleasures that inhabit the provocative, unsettling, and decadent Victorian writing of the 1890s. Toward the end of the nineteenth century, questions about the limits of human identity motivated early science-fiction writers like H. G. Wells. Controversial issues such as homosexuality and imperialism troubled texts as well, in sometimes overt and sometimes subtle ways, as we will see in Bram Stoker’s Dracula. At the same time, both male and female writers grappled with the growing
enthusiasm for and backlash against the early feminist movement, often represented in literature by the figure of the New Woman. In the midst of this end-of-the-century turbulence, readers looked to be unsettled by ghost stories (including many written by women) but also reassured by professional expertise such as that offered by Sir Arthur Conan Doyle’s masterful detective Sherlock Holmes. These late Victorian works of fiction—both haunted and haunting—will serve as our subject matter as we develop our abilities to discuss, research, analyze, present, write, and revise.

U. THE ETHICAL SHOPPER
CORI JAKUBIAK

A hallmark of the early twenty-first century is a rise in consumer-based citizenship. We are continually encouraged to practice our politics in the shops: to buy “green” or eco-friendly products; to choose fair trade or shade-grown coffee; to “make a difference” by eschewing Disneyland for a volunteer vacation. How did consumption come to displace other forms of civic engagement? Who is discounted, and what are the social effects, when political activism is tied to purchasing? What does it mean when crises such as AIDS and breast cancer spawn new Gap clothing lines or pink-hued kitchen appliances? In this tutorial, we will explore the possibilities—and limits—of consumer-based citizenship, or ethical shopping.

V. COPYING/REMXING/COLLAGING
ANDREW KAUFMAN

This tutorial will utilize creative culture as a site to examine multiple contents inherent in copying, remixing, and collaging: Ownership, forgery, originality, plagiarism, new-meanings, stealing, and capital. This list constitutes a lot of slippery contents, but basically we will be attempting to answer: What is a copy? and, What happens when creatives take/steal/recycle cultural products? In addition to gaining knowledge through readings, research, presentations, and discussions, we will also learn by producing creative projects. Is this a studio art class? Nope. Although primarily textual, we will have the opportunity to employ various artistic tactics like appropriating and remixing to produce “original” images, sounds, and videos.

W. SOLITUDE
CAROLYN LEWIS

Solitude. sol·i·tude. ˈsäləˌt(y)ōd/ noun. 1. the state or situation of being alone. Synonyms: isolation, seclusion, withdrawal, privacy, peace. 2. a lonely or uninhabited place. Synonyms: wilderness, rural area, wilds, backwoods.

Research, experience, and instinct tell us that time spent alone is important. Periods of solitude increase productivity, inspire creativity, and offer a level of self-reflection and relaxation otherwise difficult to achieve in our current world. “Solitude,” observes one author, “is a resource we can either nurture or allow to be depleted.” How, though, do we do this? In this tutorial, we will explore the scientific, social, and spiritual meanings of solitude. We will consider the stories of people who have gone to great lengths to retreat into nature as well as those for whom isolation has been a punishment. Course readings will range from poetry to memoir to psychological studies. In addition to reading about solitude, we will seek opportunities to experience and write about it. We will visit the art studio to construct our own notebooks, take walks in local nature preserves, use a video game to explore Walden Pond, and learn meditative techniques for finding respite within the busyness of our daily lives. This interdisciplinary tutorial aims to encourage students to establish effective wellness habits as well as improve their reading, research, writing, and discussion skills.

X. COPING WITH CLIMATE CHANGE: HOW SCIENCE, POLITICS AND ETHICS INTERACT
WAYNE MOYER

This tutorial will analyze the global effort to address human-induced climate change. Students will conduct an inquiry into the current state of scientific knowledge about climate change and address how this knowledge combines with other factors in developing U.S. and international policy. What are the forces that promote
and inhibit effective action? How do concerns for equity, justice and human rights play into the debate? Attention will be given to the 1992 Framework Convention on Climate Change, the 2007 Kyoto Protocol, the 2009 Copenhagen Climate Change Conference, the 2015 Paris Climate Agreement, the role of civil society and the waxing and waning of climate change in U.S. national politics.

Y. CULTIVATING JOY
   TAMMY NYDEN

This semester we will engage in a human and interdisciplinary study of joy. We will read the advice of philosophers, psychologists, neurologists, and religious leaders for cultivating joy. We will examine various artistic expressions of joy. We will engage with the local community, particularly the elders and children, to learn from their experiences and wisdom. Most importantly, we will consider how one goes about living joyfully and intentionally during the busy and sometimes stressful college years (and beyond).

Z. THE BEAUTY AND JOY OF EXPERTISE
   PETER-MICHAEL OSERA

How are virtuosos, masters, and experts created? Are they born with innate talent or are they the product of a nurturing-yet-disciplined upbringing? By studying their stories, can we gain insight into enjoying a productive and fulfilling college experience? In this tutorial, we will study expertise from both a scientific perspective—what are the origins of skill?—and a humanistic perspective—how is expertise enshrined and respected (or not) in society? By doing so, we will gain practical tools for developing our own skills—academic, athletic, or recreational—as well as a deep appreciation for the different ways that people cultivate and express expertise. To help make this study more concrete and relevant, students will also choose a skill that they would like to develop and actively work on that skill, reflecting and writing about their experiences over the course of the semester.

AA. THE TRUTH
   TONY PERMAN

The truth has become an embattled political terrain, having long been an embattled intellectual terrain. Fake News is everywhere; truthiness, opinions, and ideologies are now as important to questions of truth as facts and reality. How stable is the truth? How are assumptions about the truth used by people? How does one discover it, critique it, or even define it? In this class we will explore the nature and importance of the truth as it applies to current events and from the perspectives of multiple disciplines represented in the Grinnell College curriculum; we will question the truths around us critically and explore how writing itself shapes the truth. One’s perspective, informed by age, race, religion, sexuality, political leanings, dis/ability, and language can fundamentally change that which is accepted without question, and that clouded by doubt. How might philosophy, cognitive science, anthropology, and music theory approach questions of truth epistemologically and methodologically? Are different disciplinary perspectives compatible? What might God, Donald Trump, RuPaul, or Stephen Colbert have to say about it? What might the dead have to offer, both those that live on in texts and those that live on in spirit possession? How can philosophy, physics, and fine arts (among others) inform one’s understanding of the truth? In a climate of political correctness, multiculturalism, multinaturalism, Google, Wikipedia, the disenfranchised, #BLM, the Alt-right, haters, Infowars, and the potential end of objectivity and expertise... what is the truth anyway?

BB. AMERICAN DETECTIVE FICTIONS
   NICK PHILLIPS

This class posits that the global popularity of detective dramas, murder mysteries, and shady sleuths can be traced to a uniquely American configuration of the genre. This semester, our investigation will take us down the dark alleys of detective fiction, allowing us to discover the evolution of the detective protagonist, the types
of crimes uncovered, and the genre’s role in critiquing American society. We will begin with the Hardboiled subgenre of the 1930s and continue through the rise of the Police Procedural in the 1960s, ending with television’s impact on the genre in contemporary society. We will read two detective novels, Raymond Chandler’s *The Big Sleep* and John Ball’s *In the Heat of the Night*, and we will view several Hollywood adaptations of the genre, including *The Maltese Falcon*, *Chinatown*, *Harper*, and *Fargo*. Finally, we will watch the first season of HBO’s hit series *True Detective*. We will also read several texts on the rules of the genre and its critical and popular appeal, both within America and beyond.

CC. THE NOVELS OF HERMANN HESSE  
DAN REYNOLDS

This tutorial will discuss one of the most beloved writers of the 20th century, the Swiss author and Nobel Prize for Literature honoree Hermann Hesse. In the course of the semester we will read his early novel, *Beneath the Wheel*, followed by his famous *Steppenwolf* and his final masterpiece, *The Glass Bead Game*. Throughout the semester we will discuss themes that lie at the core of Hesse’s thought: youth and aging, the struggle between the individual and society, education and the pursuit of self-realization, peace and conflict, and the tensions between tradition and modernity, between rationality and irrationality, that led to such violence in Europe in the 20th century. We will also look at Hesse’s relation to intellectual trends of his day, including his response to work of Friedrich Nietzsche, Sigmund Freud, and C.J. Jung, and his view of the politics of his day. Throughout the semester we will return to the question of Hesse’s relevance in our own time.

DD. WORDS AND GUITAR: FROM ROCK TO HIP HOP  
TYLER ROBERTS

Popular music rooted in blues, gospel, and folk traditions has had an enormous impact on American culture. This tutorial will explore the music’s history, consider the different ways we listen to and live with it, and inquire into modes of cultural analysis that illuminate its powers, pleasures, and politics. Where did the music come from? How has it shaped us as individuals and as a society? How do we think, talk, and write about the ways it moves us? What do we learn, and how does our relationship to the music change, when we examine it through the lenses of race and gender?

EE. THE AMERICAN “I AM”: AUTOBIOGRAPHY AND U.S. LITERATURES  
ELIZABETH RODRIGUES

The American “I am” is, and has always been, a complex and contingent statement. This tutorial will examine U.S. American literatures through the lens of autobiographical narrative. Working across genres to consider multiple moments and occasions for the construction and publication of American life stories, we will first engage with specific writers, texts, places, and historical contexts. By closely examining how these writers formulate their definition of and claim to (or refusal of) American identity through the telling of a life story, we will develop practices of attention, analysis, and argumentation. We will seek to contextualize these narratives historically, to consider multiple disciplinary approaches to the life story as a form, and to pose critical questions: how do we define “American” literature, and why/in what contexts would these definitions matter? What are the recurring narrative tropes of American life stories? How do writers adapt and critique these tropes? In what ways do race, gender, and other social categories inflect these adaptations and critiques?

FF. HAST THOU SEEN THE WHITE WHALE?  
RALPH SAVARESE

*Moby Dick* may be the great American novel. The story of a megalomaniacal ship captain who seeks revenge on the giant white sperm whale that took his leg, it has both delighted and frustrated readers for 166 years.
We will use the novel as an opportunity to explore a range of topics: from literary experimentation (the book is a mixed-genre “chowder,” as one reviewer put it) to incipient environmentalism and the foolhardy hunt for non-renewable resources (in this case, whale oil, which was used in lamps) to the festering canker that was slavery and the Fugitive Slave Act of 1850 (which held that even escaped slaves in the North must be returned to their masters) to considerations of physical and mental disability (the novel has a character with what we would call Asperger syndrome, another with PTSD, and a third, the captain himself, with Phantom Limb syndrome). In this way, the tutorial should be of interest to students inclined toward literature, environmental studies, history, and neuroscience. In addition to the Longman Critical Edition of *Moby Dick*, we will read *Dive Deeper: Journeys with Moby Dick*, *Why Read Moby-Dick?*, and *The Art of Styling Sentences*. We will also look at filmic, cartoon and musical adaptations of the novel. A skills course with a theme, this tutorial will focus on writing, reading and speaking in an academic context.

GG. **ALMOST HUMAN**  
**MARIKO SHIGETA SCHIMMEL**

In this tutorial, we will examine representations of robots, androids, and cyborgs from a variety of cinematic and literary sources. In films from *Metropolis* (1927) to *Blade Runner* (1982) and beyond, images of manmade humanoids speak to the contemporary anxiety over rapidly advancing technologies, while addressing fundamental questions concerning humanity. The physical and emotional intersections of man and machine, as explored in the animated film *Ghost in the Shell* (1995) also provide us with opportunities to think about how we envision our own bodies through the images of mechanized men and women. Using images from American and Japanese contemporary culture as a springboard for our exploration, we will investigate how representations of manmade humanoids have been employed in works of literature and film at different points in our modern history, contemplating such topics as machine aesthetics, gender identity, and individuality.

HH. **THE SILK ROAD(S)**  
**EIREN SHEA**

This class approaches the Silk Road(s) from the point of view of history, art, culture, and food. In it, we will see how a variety of sources – primary texts such as travel narratives, art and architecture, languages, and food help us to understand the complex interactions that took place between different peoples during the height of the Silk Road(s), from about the 1st century CE-14th century CE. We will look at excavated material from the deserts of Central Asia, learn about the dynamism of nomadic groups such as the Mongols, and get to the bottom of whether or not Marco Polo really introduced pasta to Italy. As part of this class you will learn to incorporate primary source texts, art historical material, and even cooking into your research.

II. **MEDICAL DESIGN**  
**STEVE SIECK**

Despite skyrocketing costs, the average American medicine cabinet contains more than ten different prescription drugs. You are probably familiar with many of these drugs including, Lipitor, Vioxx, Claritin, Prilosec, Zoloft and Viagra. The pharmaceutical industry argues that the high costs of drugs are necessary to develop new and innovative alternatives. Additionally, you have probably received at least twenty different vaccinations developed by the same industry. What types of ailments are targeted for drug and vaccine treatments? In this tutorial we will examine how new pharmaceuticals and vaccines are developed, marketed and regulated. We will pay close attention to the process of how a molecule becomes a drug or vaccine, how government agencies regulate them, the impact federal laws and policies have on these processes including patent law, and how the industry markets drugs and vaccines to the consumers and medical professionals.