



TUTORIAL SUMMARY SHEET

Fall 2022

- A. Cancel Culture (Allen)
- B. Castles, Foundations, Freedom: *Walden* and the Liberal Arts (Andrews)
- C. Dada! (Anger)
- D. 500 Years of Arguing with Strangers (Bauder)
- E. "I am neither from here nor from there": Immigrants' Identities (Benoist)
- F. War: Primary Sources from Afghanistan and Iraq (Blanchard)
- G. The Global Fight for Democracy (Brottem)
- H. Pandemics and Society (Brouhle)
- I. The Americas on October 11, 1492 (Campbell)
- J. Music, Language, and the Process of Signification (Cha)
- K. The Empire Writes Back (Chou)
- L. Humanities I: The Ancient Greek World (J. Cummins)
- M. Machines, Space, and Topology (Eliott)
- N. African-American Literary Ties to Russian Intellectual Thought (Greene)
- O. The Black Athlete: Changing 20th and 21st Century Society (Hamilton)
- P. Montaigne's Questions (Harrison)
- Q. Solar Geoengineering: The Aerosol Dilemma (Hernandez)
- R. Art for Life's Sake: Reading War and Peace in the 21st Century (Herold)
- S. It's a Different World (S. Jones)
- T. The Element of Color: Theory and Practice (Kluber)
- ~~U. Disadvantaged Childhoods: Orphans, Foster, and Street Children (Kulstad)~~
- V. Janelle Monáe and Afrofuturism (Laver)
- W. Solitude (C. Lewis)
- X. Epic Heroes' Journeys (Mercado)
- Y. Coping with Climate Change: How Science, Politics and Ethics Interact (Moyer)
- Z. Abolitionist Care (Nyden)
- AA. Birds: Nature, Joy, and Belonging (Phan)
- BB. Animals in Literature (Poetzl)
- CC. Contested Commemorations (Purcell)
- DD. Cult of Grinnell (Rietz)
- EE. Pioneering Women in Science and Engineering (S. Rodriguez)
- FF. Medicinal De\$ign (Sieck)
- GG. Adam Smith and Karl Marx (Silva)
- HH. *Go the F**k to Sleep* (Tracy)
- II. Queer African Stories (Tricoire)

Tutorials Fall 2022

A. CANCEL CULTURE**Leah Allen**

What does *cancel culture* even mean anymore? The term has been (over)used in the popular media to describe events ranging from books being censored to celebrities getting their feelings hurt. Is cancel culture a threat to independent thought that heralds the end of free speech, or an important tool for ensuring community safety? What happens when cancellation is used within LGBTQIA2+ organizations, anti-racist movements, and other spaces oriented toward social justice (including Grinnell)? While some of the panic that surrounds the term *cancel culture* is overblown, it does reveal important unanswered questions: what should we do with artists who create problematic work, or who live problematic lives? How, exactly, do we know what's problematic? What's the difference between cancelling a powerful cultural figure and an already-marginalized creator? Should there be limits on free speech and if so, what should happen to those who cross those limits? Do alternatives to cancellation, such as restorative justice, actually work? This Tutorial will explore these questions as we think about safety and harm in community and cultural production.

B. CASTLES, FOUNDATIONS, FREEDOM: WALDEN AND THE LIBERAL ARTS**Steve Andrews**

In his "Conclusion" to *Walden*, Thoreau shares with us a primary lesson learned from his "experiment" in living at Walden: "if one advances confidently in the direction of his dreams, and endeavors to live the life he has imagined, he will meet with a success unexpected in common hours." Sound hopeful? Listen to this: "If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them." *How well he knows us.* How well he knows, too, that the world is a fluid and supple place, sometimes alarmingly so. In the face of such extravagance, what constitutes a firm foundation? As Thoreau would have it, any conclusion worth building a house on is best earned through a strict economy of borrowing, simplification, and deliberation. And because the results are presented to us in writing, the supreme achievement that is *Walden* reflects, in turn, a complementary commitment to the process of revision. *Walden*, along with two of Thoreau's most important essays, "Resistance to Civil Government" ("Civil Disobedience") and "Walking," will provide the ground on which we explore—by way of reading, talking, writing, and revising—whether, and how, a liberal arts education can be adequate foundation for our "castles in the air."

C. DADA!**Jenny Anger**

Dada was the first art movement to question what art is and to embrace nonsense. Starting in Zurich and moving from New York to Berlin to Hannover to Paris during World War I, Dada was a truly international movement that shook the art world. Art historians still can't agree whether Marcel Duchamp's *Fountain* (a urinal!) tests the boundaries of art or is a joke (or both). In this tutorial, we will explore what the Dadaists were doing and ask ourselves what art is and what sense and nonsense mean for art and for our world.

D. 500 YEARS OF ARGUING WITH STRANGERS

Julia Bauder

Several years ago a Reddit user asked, "If someone from the 1950s suddenly appeared today, what would be the most difficult to explain to them about life today?" The most popular answer, which soon became a meme, was, "I possess a device, in my pocket, that is capable of accessing the entirety of information known to man. I use it to look at pictures of cats and get in arguments with strangers." But is it really so surprising that a new technology would be used to argue with strangers? The printing press was also initially hailed as a device that would spread knowledge far and wide, but it too was soon employed for getting into arguments, as religious and political polemics poured forth from presses across Europe. In this Tutorial we will explore how these two technologies, the printing press and the Internet, have shaped the ways in which people who desire social change seek allies, rebut enemies, recruit others to their cause, and otherwise "get in arguments with strangers."

E. "I AM NEITHER FROM HERE NOR FROM THERE": IMMIGRANTS' IDENTITIES

Valérie Benoist

This tutorial explores immigrants' identities. Readings and class discussions will focus on how immigrants and their children negotiate their identity in the United States. Some questions we will discuss throughout the semester are: Who is an immigrant? How do immigrants adapt to the new country and at the same time maintain their traditions and cultures? What traditions are kept and abandoned? How do the children of the immigrants see themselves culturally? How does their complex cultural identity affect their relationship with their parents? Course material will include books and films about immigrants from different parts of the world including but not limited to China, the Dominican Republic, Mexico, India, and Iran.

F. WAR: PRIMARY SOURCES FROM AFGHANISTAN AND IRAQ

Jeff Blanchard

The nonlinear battlefield of the twenty-first century poses a confusing landscape for the soldiers on the ground, an untenable environment for journalists, and muddled information for the citizens at home. Can we really understand the intricacies of modern warfare? This tutorial explores two distinct categories of primary sources: embedded journalists and memoirs of combatants. The course will investigate the positive and negative effects of allowing embedded journalism. Students will then dissect a significant piece of embedded journalism through Sebastian Junger's book, *War*, and study firsthand accounts of combat experiences of soldiers and paramilitary combatants.

G. THE GLOBAL FIGHT FOR DEMOCRACY

Leif Brottem

Is democracy worth fighting for? What does it mean to fight for democracy? How would our lives change if democracy is lost in the United States and continues to weaken abroad? Why does academic life in 2022 matter to these questions? How can we take these questions seriously while making light of the absurdity of politics?

This class will take a headlong dive into one of the most urgent issues of our time: the struggle between democratic and authoritarian politics. By investigating recent political history (9/11, rise of China), contemporary political events (Jan 6th, War in Ukraine), and the diversity of movements and issues that are shaping our lives (Black Lives Matter, disinformation), this class will engage with the shifting foundations of liberal education itself. Gray areas abound so the class will make use of various forms of expression and media, including graphic novels, television, and new media

to foster discussion and discovery. At the end of the semester, students will be able to begin to answer the question: why are my own actions important, and how can I make sure they matter to me?

H. PANDEMICS AND SOCIETY

Keith Brouhle

COVID-19 is not the first nor will it be the last global pandemic. In our course, we'll examine different pandemics throughout history and evaluate how connections between people (through economic and social activities) have affected the rise and spread of pandemics. As we know all-too-well from the past two years, pandemics in turn can dramatically reshape the nature and scope of activities in our daily lives. In these uncertain times, then, we look to establish new norms and rules to govern the organization of our economic and social interactions. We'll ask what we expect from ourselves, our fellow citizens, and our leaders in addressing the present challenges. Through policies and other actions, do we aim to reclaim the lives we used to know or look to exploit new opportunities in a world that seems different than it was previously? What actions can we take in our private lives and in the public sphere to enact changes that meet the new challenges we face?

I. THE AMERICAS ON OCTOBER 11, 1492

David Campbell

What was the New World like the day before Columbus landed? How did the Native Americans live? How had they transformed the landscapes of the Americas? Had they caused the extinction of any plants or animals? What crops and animals did they domesticate (including those that have since spread throughout the world, and those that have been forgotten)? How many Native Americans were there? And the most important question of all: how do we know these things? The past two decades have witnessed a restructuring of our understanding of the human ecology of the New World before Columbus—from Amazônia to the Great Plains. This tutorial will embrace landscape ecology, tropical forestry, archaeology, anthropology, agronomy, and population biology to explore these revolutionary new ideas (and the paradigms they replaced).

J. THE MUSIC, LANGUAGE, AND THE PROCESS OF SIGNIFICATION

Jee-Weon Cha

"Music is an essential part of human life" (as the Grinnell Music Department home page proclaims); so is language. This tutorial investigates the relationship between music and language, the two domains that define us as uniquely human. What are the possible origins of music and language? What are the commonalities and differences between them? Is music a universal language, or is it even a language at all? How are musicality and linguisticity associated with each other? In what ways could music and language be said to have meaning? Is musical meaning intrinsic or extrinsic? What is the process by which musical meaning is created and communicated? How can awareness of music's linguistic and discursive nature help us understand and explain its meaning? In order to answer questions like these, we will draw on a range of disciplines—from music theory to music history and ethnomusicology, from linguistics to semiotics, and from evolutionary biology to neuroscience.

K. THE EMPIRE WRITES BACK

Catherine Chou

What happens when 'the empire' writes back to the 'mother country'? When colonial languages and literatures become vectors for undermining the imperial enterprise? Our texts for this semester are organized in pairs. Each sequence begins with a text commonly accepted as a

cornerstone of the western canon, a story of European invention, exploration, and separation from the past; and ends with a response from the formerly colonized world that rewrites, reconfigures, and reimagines its predecessor, blurring the lines between 'western' and 'non-western', the imperial and the subaltern, core and peripheral literature. William Shakespeare, Charlotte Brontë, and Mary Shelley are staples of curricula around the world, in Anglophone and non-Anglophone countries alike. Why not their modern-day sparring partners Aimé Césaire, Jean Rhys, and Ahmed Saddawi, whose works fulfill the subversive potentialities of the originals? In what ways are our understandings of classic texts confounded when they are retold in different settings from the perspectives of the most marginalized characters within them?

L. 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.

M. MACHINES, SPACE, AND TOPOLOGY

Fernanda Eliott

What is a machine's space of action? Why may we see a machine's movements as communicative acts? In this tutorial, we will explore space and topology to investigate how a machine's design impacts its actions. More specifically, we will examine self-operating machines that reveal progressively intricate actions, as presented in the book *Vehicles* by Valentino Braitenberg. Inquiries will help us tell stories of how to connect machines, space, and communicative acts. In this tutorial, you will apply analytical thinking skills and develop your computational intuition.

N. AFRICAN-AMERICAN LITERARY TIES TO RUSSIAN INTELLECTUAL THOUGHT

Raquel Greene

This tutorial examines the affinities between Russian and African-American literature in the development of cultural nationalism. It addresses the question of how national identities are constructed, and draws attention to the similar manner in which 19th and 20th century Russian and African-American intellectuals such as Feodor Dostoevsky and W.E.B. DuBois defined their respective national identities. We will examine how social institutions, namely Russian serfdom and American slavery, impacted on the formation of these identities. We will also examine how and why the Soviet Union, as a communist state, increased its political and social appeal to many African-American intellectuals during the 20th century.

O. THE BLACK ATHLETE: CHANGING 20TH AND 21ST CENTURY SOCIETY

Andrew Hamilton

During the 20th and into the early part of the 21st Century, the growth of sport in American society created many opportunities for athletes to participate. In the early 1900's 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 whether participation by black athletes helped fuel 20th and 21st Century societal change or whether societal change occurred first, thereby allowing access to sport for the black athlete. Students will be asked to employ concepts from the disciplines of Sociology and History during course work.

P. MONTAIGNE'S QUESTIONS

David Harrison

Renaissance thinker Michel de Montaigne was one of the most original writers of his time, using a series of personal, unpredictable essays to explore important questions about life, such as: Can we know anything with certainty? What constitutes true friendship? What aspects of ourselves are "natural" and what aspects are "artificial"? In this Tutorial, we will address these and other questions by reading and discussing a series of Montaigne's *Essays*, aided by a short biography of Montaigne, *How to Live*, by Sarah Bakewell. We will also place Montaigne in dialogue with some American writers such as Zadie Smith, Rebecca Solnit, and James Baldwin, in order to see how they address Montaigne's questions from different perspectives. Finally, we will use Montaigne's search for self-knowledge to explore the question of how to evaluate different sources of information when pursuing one's own path of research and discovery.

Q. SOLAR GEOENGINEERING: THE AEROSOL DILEMMA

Heriberto Hernandez

Can geoengineering save us from catastrophic climate change? Solar geoengineers have developed methods of injecting aerosol particles – think dust, haze, fumes, or smoke – into the stratosphere. One of the most studied effects of aerosols is the capacity to facilitate cloud formation. Another effect of aerosols is sunlight reflection which results in a cooling effect on Earth. Consequently, some engineers are contemplating the idea of large-scale production of aerosols to slow global warming while non-fossil fuel sources are fully developed. In this tutorial, we will examine the implications of aerosols on climate change, aerosol research, climate policy, and green moral hazards as well as other related topics. The last portion of the tutorial will include the design of an engineering project that can have the potential to combat climate change.

R. ART FOR LIFE'S SAKE: READING WAR AND PEACE IN THE 21ST CENTURY

Kelly Herold

This tutorial takes an intertextual and historical approach to the study of literature, using Lev Tolstoy's *War and Peace* as its primary focus of study. What is real and what is fictional in Tolstoy's great novel about young people in Russia during the Napoleonic Wars? Where does "life" end and "art" begin? In this tutorial, we'll read *War and Peace* and consider some of the life—histories, maps, memoirs, diaries—that Tolstoy incorporates into the novel and we'll analyze the art behind its construction as well. We'll discuss issues of narration, audience, historical detail, and medium, all while discovering what makes *War and Peace* one of the world's most important artistic works.

S. IT'S A DIFFERENT WORLD

Stephanie Jones

In this tutorial, we will examine the historical, cultural, social, and racialized perspectives of adulthood and “adulthood” through the lens of college-focused television series. We will read and view texts concerning the (mis)conceptions of adolescence, adulthood, (and everything in between) in order to critique what we have absorbed about growing up and being grown. This course purposely uses Black and Brown centered narratives on the college experience, specifically *A Different World*, *Grown-ish*, *Dear White People*, *The Sex Lives of College Girls* and *Deaf U*. The assignments in this course are designed to give students the opportunity to engage in critical thinking, close reading, writing and revising, research methods, collaborative projects, and learning to navigate the physical, emotional, and digital landscape of college.

T. THE ELEMENT OF COLOR: THEORY AND PRACTICE

Matthew Kluber

Color both enriches and complicates our human experience. This tutorial will investigate the element of color through history, cultural implications, theory and studio practice. Readings, videos, discussions, and studio projects will examine color as the result of light, material, and visual perception. We will also look at the history of color as a source for symbols, metaphors, and communication in culture and art. Studio projects will include a range of exercises that investigate the structure of color: hue, value, and saturation through a series of studio exercises.

~~U. DISADVANTAGED CHILDHOODS: ORPHANS, FOSTER, AND STREET CHILDREN~~

~~Tess Kulstad~~

~~What happens to children whose parents cannot raise them? In this tutorial, we will address this, and other, related questions from an interdisciplinary and cross-cultural perspective. We will learn about the lives of orphans, foster, step and street children. We will find out why biological parents do not raise them. We will also examine the formal and informal ways in which different societies address the issue. Some of the topics we will explore include child wellbeing, child fosterage, transnational and transracial adoptions, humanitarian interventions, representations in literature, and popular culture.~~

V. JANELLE MONÁE AND AFROFUTURISM

Mark Laver

In 2022, singer, songwriter, actress, and activist Janelle Monáe, began to explore new aesthetic terrain with the release of her first co-authored book, *The Memory Librarian*. The book picks up the nested stories themes Monáe has developed in her music and in the short film that accompanied her 2018 album, *Dirty Computer*. Chief among these themes is Afrofuturism: a multidisciplinary cultural aesthetic that draws on science fiction, fantasy, history, and religion, connecting Afrodiasporic creative practices across time and space. In this class, we will focus on Monáe’s multidisciplinary art, and situate it within the broader scope of Afrofuturist work, from the theoretical legacy of thinkers and activists like Marcus Garvey and W.E.B. Du Bois, to 1960s musical avant gardists like Sun Ra, to Monáe’s contemporaries, like filmmaker Ryan Coogler, and authors like Nnedi Okorafor and N.K. Jemisin. We will explore the intersections between music, literature, and film, between the distant past and the imagined future, and between African American artists and artists from throughout the African diaspora. We will investigate how Afrofuturist artists have used their work to critique their world as it is, and to create new worlds as they could be. And we will see how many of these artists and thinkers have created empowering, loving space for a multiplicity of identities – racialized, gendered, and sexualized – that have historically been marginalized and alienated.

W. SOLITUDE

Carolyn Lewis

Solitude. sol-i-tude. 'sälə,t(y)ood/ 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. 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. This interdisciplinary tutorial aims to encourage students to establish effective wellness habits as well as improve their reading, research, writing, and discussion skills.

X. EPIC HEROES' JOURNEYS

Angelo Mercado

As you depart from home and make a new one at Grinnell, we take the opportunity to explore the stories of the sons of Pandu and of Odysseus, heroes of Indic and Greek epic known the world over who journey to find home or found a new one. We will read part of the *Mahabharata* and all of Homer's *Odyssey* in translation, along with scholarly articles on various aspects of the epics, to examine how heroes of ancient epics grapple with problems we still encounter today.

Y. 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 policy in the United States and the international arena. What are the forces that promote and inhibit effective action? What is the role played by technological development? How is the political process responding? 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 2021 Glasgow Summit, the role of civil society and the waxing and waning of climate change and now the waxing again in U.S. national politics.

Z. ABOLITIONIST CARE

Tammy Nyden

This tutorial will examine and engage with various social justice movements, focusing on a developing liberatory view of care that is intersectional, relational, and abolitionist. We will examine a connective thread between racial justice, reproductive justice, disability justice, children's mental health justice, school mental health justice, trans justice and caregiver justice frameworks: a resistance to neoliberal characterizations of care and health; a re-envisioning of care systems and structures decoupled from carceral logics and punitive paradigms; and the creation of community care that centers healing and accountability.

AA. BIRDS: NATURE, JOY, AND BELONGING

Hai-Dang Phan

Accessible and beautiful, birds are found almost everywhere in the world and in almost every habitat, gracing us with flashes of color and bursts of song. Birds can teach us how to observe, how to listen, and how to connect to place and be in the present. Sources of everyday joy and artistic inspiration, birds are also important as indicator species who help us understand how and why the environment is changing. This tutorial seeks to connect us to our immediate environment—where we live, work, study, and play—through the enlivening presence of birds, and to foster greater ecological and social well-being. Using an interdisciplinary and environmental justice framework, we will learn about the lives and ways of birds from ornithologists as well as from poets, from environmental philosophers as well as environmental activists. We will not only read and discuss birds in connection to nature, joy, and belonging, we will also go birding around campus, in parks, and at nature preserves around Grinnell, letting the birds be our teachers. This course is designed to be inclusive of all abilities and experience levels with our feathered friends, regardless of whether you can tell a Blue Jay from an Eastern Bluebird. As a flock we will cultivate curiosity, build belonging, and sharpen skills for thriving at Grinnell while learning to identify and appreciate Iowa's birds.

BB. ANIMALS IN LITERATURE

Victoria Poetzl

Animals in literature are plenty and they keep teaching us about the role and place of humans in the world, the environment, animal rights, social justice, and equality. Most people know George Orwell's animal farm, Bambi - but only Disney's version - or Moby Dick. In this class, we depart from the so-called canonical texts, the classics, and widen our understanding by including marginalized voices like Jewish authors, female authors, and Black authors. We read novels and short stories from India, Europe, Latin America, and Africa; you will also learn how to read literature and philosophical texts, asking questions around animal-human divides, speciesism, and nature, to utilize the skillsets, you will need to produce academic papers. On top of that, by writing your own animal stories, you will engage creatively with the material and practice your creative writing skills. At the end of this class, you will have encountered distinctive styles of writing – academic and creative – and learned how to conduct research in a liberal arts college and beyond.

CC. CONTESTED COMMEMORATIONS

Sarah Purcell

Monuments, holidays, and historic sites are some of the most important commemorations in the United States, a country that defines itself, in part, through collective memories of important people and events. But commemorations are often not as unifying as they seem or as consensus-building as they appear on the surface. The past becomes a battleground to test different versions of what the present should be in terms of race, gender, or politics. This tutorial will explore case studies of how Americans build and contest their identities—personal and national—through the creation of and negotiation over commemorative sites and rituals. We will consider case studies across space and time as we consider how commemorations shape power relations—delving into academic writing, memoirs, narrative non-fiction, podcasts, films, and more. Students will hone research, information fluency, and writing skills as they study the rise and fall of American monuments, the creation of American holidays, and the sanctification of public spaces.

DD. CULT OF GRINNELL

Henry Rietz

This tutorial will initiate “tutees” to their new identity as Grinnellians. How does the practice of the liberal arts form our identity? How do our history, myths, and rituals create community and shape our ethics? How does the campus function as a sacred space? What can we learn by studying the hagiography of a few of our saints (called alumni and alumnae)? How does this religion compare to other religious traditions such as Judaism, Christianity, Baseball, and Rock and Roll?

EE. PIONEERING WOMEN IN SCIENCE AND ENGINEERING

Shanshan Rodriguez

This tutorial will review the history of contributions made by women across a variety of scientific fields, technology, mathematics, and engineering (STEM), assuming students have no prior knowledge of this history. Women Scientists, such as Marie Curie, Emmy Noether, Lise Meitner, Chien-Shiung Wu, Rosalind Franklin, and other hidden figures, had to face relentless discrimination due to gender, cultural background and class in the technological society of the time, both as students and researchers. Through readings, documentaries, discussions and activities, students will learn their lives and achievements and gain a broad perspective on how these women scientists made remarkable contributions to human knowledge in science and technology while struggling with gender norms and the political climate of the time. This tutorial will also attempt to address the historic and modern biases within the STEM fields by reviewing the fact that the recipients of Nobel Prizes in the sciences have been heavily skewed toward men since 1901.

FF. MEDICINAL DESIGN

Steve Sieck

Despite high costs, the average American medicine cabinet may contain ten different prescription drugs. You are probably familiar with many of these drugs including, Lipitor, Zestril, Flonase, 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 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 consumers and medical professionals.

GG. ADAM SMITH AND KARL MARX

Pablo Silva

Adam Smith and Karl Marx are two of the foundational figures of modern social thought. Most students know something about their thinking, but are often surprised by their actual words. In this course, students will read excerpts from their major works in order to learn about some of their important and influential ideas. By discussing and writing about these texts, we will also discover some of the key differences and similarities between these two writers.

HH. GO THE FK TO SLEEP**

Andi Tracy

Birds do it, bees do it, even trees do it – and college students should probably do more of it. No, not *that* – we’re talking about **sleep**! We (should) spend a third of our time “dead to the world” in this state of restful unconsciousness, but what do we really know about it? How and why do we go to sleep? What happens to us physically, cognitively, and emotionally when we don’t get enough of it and how does that affect our ability to achieve our goals and maintain our relationships? What the heck are “chronobiology” and the “socioecological model” of health & wellness and what do these have to do with how we sleep? Is sleep a public health and policy issue? What is going on with the “sleep hygiene” and “sleep wellness” movements? Throughout the course, we’ll look at our own individual sleep patterns, and influences on sleep from genes to the effects of things we put in our bodies to the role of social norms and cultural pressures to the physical environments that we exist in. We’ll use approaches from several different disciplinary lenses to think critically about the answers to these questions and help you determine the role this (still mysterious) process plays in your own life. And, in the end, to decide when, as the book suggests so eloquently, we should just “go the f**k to sleep.”

II. QUEER AFRICAN STORIES

Marion Tricoire

Together, we will read, watch, and listen to Queer African stories of the past 20 years. We will examine how the two big, controversial concepts of “queer” and “Africa” function for writers and artists, as well as the limits they represent in portraying the complex realities of what it means to be queer, African, and out to the world in the 21st century. We will reflect on genre and medium by engaging with a wide range of sources from all over the continent, including poems, short stories, films, memoirs, a podcast, etc. We will learn from these works and learn to analyze them. In doing so, we will question whether and how Queer African stories resist heteronormative norms of the Global North and from within Africa. We will focus on experiences as told through various modes of storytelling, rather than numbers, outside representations or stereotypes. We will move away from any attempt to be exhaustive to attend instead to the heterogeneity of the spaces, experiences, and media that we encounter in our readings, research, writing and discussions.



TUTORIAL SUMMARY SHEET

Spring 2021

- A. Beyond the Little Mermaid: Girls and Women of the Global Waters (Beauboeuf)
- B. Data Stories (Fellers)
- C. Our Tiniest Crucial Allies: The Beneficial Microscopic World That Surrounds Us (K. Jacobson)
- D. Solitude (Lewis)
- E. The Beauty & Joy of Play (Osera)
- F. "Whose Diary Is It?": Reflection, Readership, and Literary Form (Smith)

FIRST-YEAR TUTORIALS

Spring 2021

A. BEYOND THE LITTLE MERMAID: GIRLS AND WOMEN OF THE GLOBAL WATERS

Tamara Beauboeuf

Many of our cultural stories present water as a space for men's exploration, self-discovery, relaxation, and bonding. Women are either non-existent or seen a disruptive presence that leads men astray from their focus and work. In *Beyond the Little Mermaid: Girls and Women of the Global Waters*, we will consider a deeper history of women moving through the waters as agents. We will examine feminine water spirits, as well as stories of various "water women," such as transatlantic enslaved women, women divers, and she-merchants. We will also investigate the realities of contemporary migration, water activism, and the preservation of coastal communities. Drawing on a range of expressive representations and academic texts, we will center the experiences and knowledges of girls and women from the Global South. As we widen our lens on gender and water, I hope we will open ourselves to invigorating possibilities in our relationships with the waters and each other.

B. DATA STORIES

Pamela Fellers

This tutorial will explore examples of how data and stories when merged together can be transformative in how we understand the world around us. For example, we will consider how data and stories together can play a key role in developing new friendships, making decisions, and illuminating unknowns. Through a variety of examples from literature and media we will explore how data stories reveal in their own way the interdisciplinary and everyday uses of data. This tutorial will introduce some data analysis and visualization concepts with an emphasis on the broader understanding of using, consuming, and communicating with data. Through the readings, discussions, and activities we will encounter ways in which data is brought to life through a story and ways in which a story is brought to life through the data.

C. OUR TINIEST CRUCIAL ALLIES: THE BENEFICIAL MICROSCOPIC WORLD THAT SURROUNDS US

Kathy Jacobson

The unseen world of small organisms eclipses all measures of diversity on our planet, and our current tools for understanding this essential facet of life are equally marvelous. While we tend to focus on microbial threats to our survival, in this course we will examine the myriad ways that small, unseen creatures are integral to all ecosystems and the healthy functioning of our changing planet. We will consider the under-appreciated roles of our tiniest crucial

allies in marine, agricultural, forest and urban ecosystems, as well as our healthy human microbiome. We will also explore how our myopic vision of microbes as killers and agents of destruction have affected our positive interactions with beneficial microbes and our quest for a sustainable planet. Throughout the course we will emphasize the importance of written dialogue as the principal means of sharing scientific discoveries and explore current efforts of scientists to communicate effectively with society.

D. SOLITUDE

Carolyn Lewis

Solitude. sol-i-tude. 'sälə,t(y)ood/ 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.

The current global pandemic has forced people around the world into extended periods of isolation and separation. Many of us have struggled with this new reality. Yet, research, experience, and instinct all tell us that time spent alone is important. Periods of solitude increase productivity, inspire creativity, and offer a level of self-reflection and relaxation often 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, especially now? In this tutorial, we will explore the scientific, social, and spiritual uses 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 challenging or unpleasant. Course readings will range from poetry to memoir to psychological studies. This interdisciplinary tutorial aims to encourage students to establish effective wellness habits as well as improve their reading, research, writing, and discussion skills.

E. THE BEAUTY & JOY OF PLAY

Peter-Michael Osera

Play is an integral part of the human experience. We play to entertain, relax, socialize, and explore. While we can recognize play when we see it, play is a difficult concept to nail down. What constitutes “play”? Why do humans engage in play? What kinds of play do we engage in? What broader purposes does play serve: physiological, psychological, or cultural? What constitutes a fulfilling play experience, and how can we design such experiences?

In this course, we will attempt to address these questions by studying play—primarily structured play in the form of games—from a variety of perspectives: anthropological, psychological, and mathematical, among others. In doing so, we hope to gain a broad, comprehensive understanding of the subject that allows us to not only appreciate the role of play in our lives but also how we can better shape our collegiate experience by adopting an attitude of play.

F. “WHOSE DIARY IS IT?”: REFLECTION, READERSHIP, AND LITERARY FORM

Paula Smith

Students drawn to the idea of keeping a personal journal, who enjoy reading published diaries and would like to explore a fascinating yet neglected literary genre, will find a welcoming home in this tutorial. Learning to read closely and critically, practicing interpretive skills through essay writing and expressive skills through journal writing, students in “Whose Diary?” will figure out how to detect subtle signs of implied audience and to unravel the literary paradoxes that historically shape this genre. We’ll read published and unpublished diaries, consider the problems of editing and censorship, and study both scholarly theories and popularized approaches to journal-keeping. Each student will write a well-crafted personal journal to preserve the experience of their first semester as a Grinnell College student.

TUTORIAL SUMMARY SHEET

Fall 2020

- A. Gender, Body Hair, and Hairlessness: Constructing the Feminine Woman (Bailey)
- B. *Prima Donna*: Women in Opera (Brown)
- C. The Politics of Commemoration (Byrd)
- D. Envisioning Identities: Self, Subgroups, “the Other,” and Belonging (J. Chen)
- E. The Liberal Arts as a Force for Evil (Cohn)
- F. Humanities I: The Ancient Greek World (W. Cummins)
- G. Chocolate, from Ghana to Grinnell (Driscoll)
- H. Numbers (C. French)
- I. The Black Athlete: Changing 20th and 21st Century Society? (Hamilton)
- J. Energy (Hasegawa)
- K. Literature, Intertextuality, and Philip Pullman’s *His Dark Materials* (Herold)
- L. Late Victorian Fantasies (C. Jacobson)
- M. Far from Flyover: The Literature of Iowa (P. Jones)
- N. Ghost Stories (Kapila)
- O. Food: Rituals, Technologies, and Policies (Lyons)
- P. Stuff (Maynard)
- Q. Learning and Unlearning How to Tell Time (McGavock)
- R. Liberalism, Neo-Liberalism, Right Wing Populism and the Assault on Democracy (Meehan)
- S. Epic Heroes' Journeys (Mercado)
- T. Pedagogy in the Time of Pandemic (Michaels)
- U. Writing to Dance, Dancing to Write: Becoming bodily-based Scholars (Miller)
- V. From Text to Image: the French New Wave and the Transformation of Cinema (Moisan)
- W. Coping with Climate Change: How Science, Politics and Ethics Interact (Moyer)
- X. Songs of Hope (Perman)
- Y. The Open Curriculum, Tutorial, and a 21st Century Liberal Education (Rebelsky)
- Z. Words and Guitar: From Rock n’ Roll to Hip Hop (Roberts)
- AA. Babylon Berlin (Samper Vendrell)
- BB. Arts of the Silk Road(s) (Shea)
- CC. The Art of Craft: How Crafting Informs The Social World (Snook)

FIRST-YEAR TUTORIALS

Fall 2020

A. GENDER, BODY HAIR, AND HAIRLESSNESS: CONSTRUCTING THE FEMININE WOMAN

Charvann Bailey

As a female, do you shave your legs and/or your armpits? Have you ever thought about WHY women often go through painful procedures (shaving with a razor, electrolysis or waxing) to remove body hair? There are a variety of reasons why women shave their body hair. However, often times a hairless woman is seen as “feminine”, whereas the presence of body hair on a woman (no matter the reason) is perceived as “masculine”. Where do these “beauty” standards come from and why do these rules seem to only apply to women? In this tutorial students will explore the answers to these questions from a historical, psychological and sociological viewpoints. We will use these different perspectives to discuss how hairlessness forms western society’s idea of what defines a “feminine woman”. Students will also have an opportunity to explore how these concepts intersect with topics like gender identity, sexuality, health, race, and/or socioeconomic status.

B. *PRIMA DONNA*: WOMEN IN OPERA

Jennifer 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 and directors 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 riveting 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. As a final group project, the class will create and stage their own contemporary spoken adaptation of one of the operas we have studied, performed at the end of term party. No musical experience necessary.

C. THE POLITICS OF COMMEMORATION

Vance Byrd

This Tutorial examines how commemorative traditions in Germany and the United States of America have been invented and contested since the nineteenth century. We will discuss why certain events in the past and not others have been the object of commemoration; what these creations stood for originally; how their meanings have changed over the time; and the lessons these commemorative practices continue to teach us today. We will examine the way in which states, protest movements,

artists, writers, and the public have told and called into question stories about empire, enslavement, the founding of nations, freedom and progress, military battles, and genocide. Some of the topics we will discuss include racism, ethnic conflict, Antisemitism, settler colonialism, guilt and victimhood, cultural appropriation, as well as gender and sexuality. The course is based on the close analysis of a diverse set of primary and secondary sources, such as architecture, films, graphic novels, literature, paintings, photography, public sculpture, reenactments, and tourist sites. You will practice speaking about and listening to the opinions of others on controversial topics, and then conduct research and write original essays to take a stand on these issues, objects, and sites related to commemorative culture.

D. 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 manifold ways visual artists represent identity and position identities within local, regional, national, global or cyber contexts. Our 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? In what ways do artists conceptualize and visualize the self and/or “the Other?” How do artists describe multifaceted, intersectional identities based on categorizations such as race, ethnicity, gender, sexuality, religion, class, ability, politics, 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?

E. THE LIBERAL ARTS AS A FORCE FOR EVIL

Edward Cohn

Many champions of the liberal arts say that a broad education can help students not only to become better readers, writers, and thinkers, but to become better people. Another view holds that a liberal arts education can actually make evil people more effective in achieving their goals. This tutorial will be an introduction to the meaning and purpose of the liberal arts, focusing on several questions related to the relationship between morality and education. When does a liberal arts education lead not just to knowledge, but to wisdom—and when can it lead to overconfidence, arrogance, and other unintended consequences? Does a college education really make people more liberal, and if so, is this something that liberals should be happy about? Has the decline of the English language made us more vulnerable to repressive politics, as George Orwell argued, and if so, is learning to write clearly a moral imperative? Does reading literature make people more empathetic? And is making people more empathetic a good idea anyway? (Sociopaths, by some definitions, are among the most empathetic people around...) This tutorial probably won't help you achieve your most nefarious goals (unless your most nefarious goal is to get a broad liberal arts education), but it will help you delve into themes central to your education at Grinnell and beyond.

F. HUMANITIES I: THE ANCIENT GREEK WORLD

W. 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' *Bacchantes*. 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.

G. CHOCOLATE, FROM GHANA TO GRINNELL

Barry Driscoll

Chocolate connects Ghanaian farmers to Grinnell's consumers, via manufacturers in Holland and financiers in New York. It started as xocolātl ("bitter water") about three millennia ago in Central America, and today it is a global commodity worth billions of dollars and employing millions of people. But why, if the industry is highly profitable, are Ghana's cocoa farmers so poor? Why, if Ghana produces so much of the world's cocoa, does processing – turning cocoa into candy – happen outside of Africa? Why, if chocolate brands are global, do KitKats in Grinnell taste different than in London? In this Tutorial, we will discuss what we learn – and how we learn – about the world through the study of one thing: the flow of cocoa from rural Ghana to Grinnell. Our themes will include colonialism, consumerism, global finance, child labor, market power, and political participation. We will eat chocolate.

H. NUMBERS

Christopher French

Numbers are at once among the most familiar and the most mysterious of things. In this tutorial, we will discuss the beginnings of numbers: how we as infants and children learn about numbers, and how early civilizations developed their abilities to manipulate them. We will look from both a historical and mathematical point of view at how and why various number systems were developed, and examine how these developments have shaped history. We will consider the growing impact of numerical data on how decisions are made, and we will try to ascertain how much faith we should put in such quantitative reasoning. We will look at how musicians, artists, and writers have incorporated numerical concepts into their works. Finally, we will examine some of the most intriguing numbers, like e and π , the prime numbers and the Fibonacci numbers, and we will see some of the surprising ways they are interrelated and some of the ingenious ways they are used.

I. THE BLACK ATHLETE: CHANGING 20TH AND 21ST CENTURY SOCIETY?

Andrew Hamilton

During the 20th and into the early part of the 21st Century, the growth of sport in American society created many opportunities for athletes to participate. In the early 1900's 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 whether participation by black athletes helped fuel 20th and 21st Century societal change or whether societal change occurred first, thereby allowing access to sport for the black athlete. Students will be asked to employ concepts from the disciplines of Sociology and History during course work.

J. 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.

K. LITERATURE, INTERTEXTUALITY, AND PHILIP PULLMAN'S *HIS DARK MATERIALS*

Kelly Herold

This tutorial takes an intertextual approach to the study of literature, using Philip Pullman's *His Dark Materials* as its primary focus of study. Some writers acknowledge their literary and philosophical influences; Pullman cites Milton's *Paradise Lost* and William Blake's poetry as major sources for *His Dark Materials*. In this tutorial, we'll study Pullman's trilogy and his interpretation and transformation of the canonical sources as well as the generic structures that inspired his work in *The Golden Compass*, *The Subtle Knife*, and *The Amber Spyglass*. We will also discuss issues of narration, audience or readership, and medium over the course of the semester. Finally, we will consider Pullman's latest novels—*La Belle Sauvage* and *The Secret Commonwealth*—and the role *The Book of Dust* plays in Pullman's intertextual world.

L. 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. 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 horror stories and 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.

M. FAR FROM FLYOVER: THE LITERATURE OF IOWA

Philip Jones

Learn about the past, present, and future of Iowa, your adopted home for the next four years, by exploring its rich, surprising literature. Through study of historic documents, short fiction, a play, memoir, film, and two acclaimed contemporary novels, we will consider questions such as: What distinguishes the literature of Iowa? Are there common literary elements—themes, characters, or settings—found across Iowa’s literary history? And what can these texts teach us about our state, our community, and ourselves? We will also seek out diverse voices sometimes omitted from Iowa’s literature and learn from their stories. By the end of this tutorial, you will have established yourself as a college-level writer, discussion participant, academic researcher, and an honorary Iowan.

N. GHOST STORIES

Shuchi Kapila

In this course, we will study ghosts and literary ghost stories. Do such fantasies provide an escape from an oppressive reality into a wish-fulfilling world or do they present an exaggerated or distorted version of the “real” world? What are literary ghosts and monsters? Are they particular to the historical moment in which they appear? Texts for the course will include Bram Stoker’s *Dracula*, Toni Morrison’s *Beloved*, Edgar Allan Poe’s “The Black Cat,” and *The Turn of the Screw* by Henry James.

O. FOOD: RITUALS, TECHNOLOGIES, AND POLICIES

Leslie Lyons

We will read, write, and talk about food from a multi-disciplinary perspective. Novels and films elevate food well beyond the mundane necessity of caloric sustenance. Yet, the forms food take vary from person, place and time and, in many ways, provide for connections and differences between people. Improving and understanding food at a molecular level are goals of scientists, but do technical achievements really impact food choices and food quality? With increasing reports of food borne illness, is our food safe and what are the governmental policies that protect consumers? How do these policies respond to new food technologies such as genetically modified foods or nanoparticles in food? We’ll feast on these topics.

P. STUFF

Kelly Maynard

This tutorial is about stuff – about the physical objects and environments that surround us. At a superficial level, this is a course about consumerism and accumulation, about the habits we have developed in an early twenty-first century world driven by interconnected global markets. But we also consider waste, deprivation, and the vast inequities rooted in historical encounters that these more recent habits have perpetuated. Further, we ask what does stuff *mean*? How do our individual, physical bodies actually interact with things through our senses? What is the relationship between form and function in the objects we choose and use? How have the collection and curation of objects over time

contributed to hierarchies of value? How does our stuff help us shape deeply personal narratives, identities, and memories? What symbolic roles do things play in our communal lives, in our shared rituals? How do we think about stuff in relation to environmental crisis, sustainability, and a global community? Through the lens of stuff, then, we encounter the material world in a digital age.

Q. LEARNING AND UNLEARNING HOW TO TELL TIME

Tamara McGavock

In 1707, more than 2,000 British sailors died in a single accident just because no one knew what time it was back home. Scientists raced to produce hand-drawn star maps for a prize from the Queen, but an uneducated carpenter won by making a better clock. A now-debunked linguistic theory of relativity proposed in 1940 that native speakers of Hopi did not understand time as a flow from future to present to past because they lacked the necessary grammar. Workers at McDonald's and Amazon learn their hours only days before, making childcare difficult or impossible to plan, and ensuring that teams are always slightly understaffed to keep workers pushing the limits of their productivity. In Ethiopia today, farmers call the sunrise midnight, the current year is 2012, and there are 13 months to a year.

In tutorial, we'll explore a deceptively simple question: How do we tell time? Even as scientific discoveries push the answer ever forward, our conceptions of time shape — and have been shaped by — the human experience in ways that may determine the very future of our universe. But what even is the “future”? We'll also explore our personal relationships with time and procrastination and develop strategies for managing in college and in life.

R. LIBERALISM, NEO-LIBERALISM, RIGHT WING POPULISM AND THE ASSAULT ON DEMOCRACY

Johanna Meehan

What is democracy and what is its relationship to the norms of liberty and equality? What does freedom look like and why did so many liberal thinkers link ideals of democracy with property rights? Are the inequities of wealth that capitalism gives rise to compatible with democracy's demand for equality? Does Trump's election signal a retreat from the norms that were embraced by the founders of the United States? This tutorial will consider these questions beginning with our study of the classic texts of Western liberalism, turn to the neo-liberal ideas articulated in the 1970s and then consider the current threats to the post-World War two liberal political order that dominated the West until recently. Our readings may include texts by Rousseau, Condorcet, de Gouge, Marx, Hayek, Fukuyama, Habermas, Sunstein, Brown, Levitsky and Ziblatt.

S. EPIC HEROES' JOURNEYS

Angelo Mercado

As you depart from home and make a new one at Grinnell, we take the opportunity to explore the stories of the sons of Pāṇḍu and of Odysseus, heroes of Indic and Greek epic known the world over who journey to find home or found a new one. We will read the Mahābhārata in a prose retelling and the Odyssey in translation, along with scholarly articles on various aspects of the epics, to examine how from such heroes' journeys we construct our individual and collective identities.

T. PEDAGOGY IN THE TIME OF PANDEMIC

Deborah Michaels

How has the Covid-19 pandemic thrown into question how and why we “do school?” That is, how is this historic moment presenting opportunities to rethink our pedagogies, curriculum, and goals of education in K-12 and college settings? What do we do with the knowledge of unequal access to technology—and, therefore, to education—that the move to distance learning during the pandemic has blatantly revealed? In this tutorial, we will consider these questions from multi-disciplinary perspectives, including a comparative historical analysis of the 1918 flu pandemic and the bubonic plague of the 14th century. The words of philosophers of education such as Paulo Freire, bell hooks, Nel Noddings, and Bettina Love will guide our inquiries. Significantly, our course will provide a space to make sense of our own personal journeys during the Covid-19 pandemic through class discussions and journaling and through opportunities to represent our experiences in a variety of audio, visual, and textual genres.

U. WRITING TO DANCE, DANCING TO WRITE: BECOMING BODILY-BASED SCHOLARS

Celeste Miller

In this tutorial we will explore embodied writing practices, and conversely applying writing methods to other creative practices. We will explore embodiment from the perspective of philosophers to revolutionaries, athletes to choreographers, scientists to social scientists. We will try out the methods of those who explore embodiment as a legitimate approach to thinking and being. We will write and engage in creative “making”. We will pivot, to use a popular word at this time, between writing and dancing (in all the forms that dancing takes). No previous arts or dance experience, or proclivity, required. What is required is a willingness to explore with open hearts and to build community with one another in a supportive creative space.

As we navigate a radically changed world, one that has set “social distancing” and “sheltering in place” as new vocabulary and new norms, we still communicate through our bodies – whether virtually or in the intimate spaces of approved gatherings. We still live in our bodies, we contain knowledge in our embodied experiences, as human bodily selves. Maybe now more than ever we feel the impact of the realities of being in our lived bodily experiences.

In this active/doing creating tutorial we will ask questions like: How does intentionally being “in our bodies” impact our thinking and our writing? From mindfulness exercises, to somatic practices, to dance/theatre-based movement explorations – how can being “in our bodies” make us better thinkers and writers? And conversely, can approaching writing in this way, give us new perspectives and inspiration in other creative practices – whether dance, theatre, film, music or visual art? This is an active “hands on, body in” tutorial – even in an online format. (All types of physical ability are welcome in this class.)

V. FROM TEXT TO IMAGE: THE FRENCH NEW WAVE AND THE TRANSFORMATION OF CINEMA

Philippe Moisan

Before the 1960s, cinema in France was not an art form but rather a form of entertainment. If it did have artistic pretensions, they were usually to replicate literature or theater—many films were either adaptation of masterpieces, while others employed traditional narrative structures. Between 1958 and

1973, the French New Wave revolutionized the way we look at cinema. Young directors, critics turned directors, such as Truffaut, Godard, Chabrol, Resnais, and many others, transformed cinema into an art form in its own right, not only by using new montage, sound, and lighting techniques, but also in its self-referentiality. That is, this New Wave no longer referred to great works of literature but to cinema itself; this was an enormous cultural revolution. This tutorial will explore this revolution examining films from before and during the New Wave.

W. 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 policy in the United States and the international arena. 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.

X. SONGS OF HOPE

Anthony Perman

“Hope is a good thing,” says Red in *The Shawshank Redemption*; “maybe the best of things.” It is unique among positive emotions in that it often emerges during times of struggle, trauma, and hardship. But hope doesn’t just happen. It must be cultivated and nurtured. Historically, music has played an important and productive role during times of personal and social crisis in shaping feelings of hope and realizing its aspirational desires. Whether massive crises like the COVID-19 pandemic, the Holocaust, South African apartheid, and the United States Civil Rights movement, or personal ones tied to grief and depression, songs of hope help shape change for the better. In exploring the relationship between music and hope, students will examine the kinds of research that can be done and questions that can be asked. We will address the psychology of the brain, anthropological studies of successful social responses to crisis, or creative explorations of the power of music and artistic practice to projects of human flourishing. Students will shape the content of the course as they examine their own interests and experiences in how music can make us hopeful and hope can help us thrive.

Y. THE OPEN CURRICULUM, TUTORIAL, AND A 21ST CENTURY LIBERAL EDUCATION

Sam Rebelsky

Many American Colleges and Universities promise their students experience in the liberal arts, a liberal education, and the rewards of both. But what are these forms of education? The answers have changed repeatedly and in significant ways. Even today, people of good faith may disagree on details, small and large. In this Tutorial, we will explore structures, meanings, goals, and promises of the liberal arts and liberal education, reflecting on how they may or must change in the 21st century. Along the way, we will consider how Grinnell's unique approach contributes to these forms of education.

Z. WORDS AND GUITAR: FROM ROCK N’ ROLL 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?

AA. BABYLON BERLIN

Javier Samper Vendrell

This tutorial explores Germany's history from 1918 to 1933. The Weimar Republic, as this period is called, is characterized by economic turmoil, political violence and extremism that resulted in Hitler's rise to power and the Third Reich. At the same time, this period also represents one of the most productive periods in artistic and intellectual terms in the twentieth century. The "golden twenties" are often portrayed as a time of increasing gender equality and sexual freedom. Throughout the semester we will discuss some of the key issues of the time as we watch the popular TV series *Babylon Berlin* (Netflix, 2017). Eric D. Weitz's *Weimar Germany: Promise and Tragedy* will provide an engaging overview of the Republic's political, social, economic, and cultural history. Nevertheless, we will not only rely on history writing or a television show to paint a coherent picture of the Weimar Republic. You will write original essays based on detailed analysis of primary sources. Newspaper articles, literature, pamphlets, songs, and other visual sources will help develop your own historical arguments and improve your information literacy skills as you learn about one of German history's most fascinating periods.

BB. ARTS OF THE SILK ROAD(S)

Eiren Shea

This class approaches the Silk Road(s) from the point of view of material culture, art, and history. In it, we will see how the material legacy of East, Central, and West Asia helps us 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 Marco Polo really introduced pasta to Italy. As part of this class you will learn to incorporate archaeological evidence, art historical material, and primary source texts into your research.

CC. THE ART OF CRAFT: HOW CRAFTING INFORMS THE SOCIAL WORLD

Jennifer Snook

What is the difference between a piece of "art" and a "craft"? Who designates "art" - and how does making something inform the social world? How does craft bring people together? What happens when craft intersects with activism? In this tutorial, we will investigate these distinctions as well as the role that creativity plays in the human life-world. Crafting can also be a powerful component of self-care and identity-making. We will theorize about human creativity, craftivism, capitalism, identity, community, politics, social change, and engage in some hands-on crafting.



TUTORIAL SUMMARY SHEET

2019-2020

- A. *The Lord of the Rings* (Arner/Turk)
- B. Humanities 101: The Ancient Greek World (M. Cummins)
- C. The Alternative (T. Dobe)
- D. Crisis, Liberation, Justice and Leadership (Drake)
- E. Is it only a game? Soccer, Identities, and Nationalism (Escandell)
- F. Table-to-Farm (Saba)
- G. Life is a Road Trip (W. Freeman)
- H. African-American Literary Ties to Russian Intellectual Thought in the 19th and 20th Century (Greene)
- I. What Makes You You? (Gregg-Jolly)
- J. Montaigne's Questions (Harrison)
- K. Exploring Our Tiniest Allies in the Microscopic World Around Us (K. Jacobson)
- L. Adulting (S. Jones)
- M. Science Fiction and the Self (Kamunde-Devonish)
- N. Blues People (Lacson)
- O. Janelle Monáe and Afrofuturism (Laver)
- P. Still Bored? A Golden Age of Board Games (Lee)
- Q. The Retreat of the Elephants (Luo)
- R. Our Environmental Responsibility (Marzluff)
- S. Coping with Climate Change: How Science, Politics and Ethics Interact (Moyer)
- T. Film and Philosophy (Neisser)
- U. In Search of the Midwest (Phan)
- V. Rise or Fall? (Powell/Montgomery)
- W. Farm-to-Table (Praitis)
- X. Spectacle and Surveillance: Cracking the *Black Mirror* (Quinsaatt)
- Y. Dilettantes, Decadents, and Dissidents – The Stories of Thomas Mann (Reynolds)
- Z. ... And the Rest is Drag (Rivera)
- AA. Flat Earth, Ancient Aliens and Other (Crypto) Sciences (Rodriguez)
- BB. Animal Music (Rommereim)
- CC. Violence (Sala)
- DD. The Origins of Capitalism (Silva)
- EE. Word and Image (Simpson)
- FF. Animal Personality: How Cross-Species Research Informs the Study of Human Personality (Sinnett)
- GG. Old English Re-Imagined (P. Smith)
- HH. Love, Loss, and Enlightenment: Reading the Great Chinese Novel *Dream of the Red Chamber* (Tang)
- II. Chocolate: Indulge yourself with the Liberal Arts (Valentin)
- JJ. A Critical Analysis of Pokémon (Vostinar)

TUTORIALS

2019-2020

A. *THE LORD OF THE RINGS*

TIM ARNER / TISHA TURK

This Tutorial will explore the world of Middle-Earth through the novels of J.R.R. Tolkien and Peter Jackson's film adaptations. The class will focus on the narrative sources, structures, and strategies that Tolkien used to construct his ground-breaking fantasy epic. In addition to *The Hobbit* and *The Lord of the Rings*, we will read *Beowulf*, parts of *The Silmarillion*, and selected essays and letters by Tolkien. We will also consider *The Lord of the Rings'* enduring popularity and its critical reception over the past fifty years, including questions of how the novels and films speak to issues of race, class, and gender. In the second half of the course, students will develop their own multi-media research projects.

B. HUMANITIES 101: THE ANCIENT GREEK WORLD

MONESSA CUMMINS

This tutorial 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' *Bacchantes*. 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.

C. THE ALTERNATIVE

TIM DOBE

So, you want to be different? Different from what? What does it mean to be alternative? To be mainstream? This Tutorial explores the question and category of the alternative in a wide range of contexts, from concrete examples such as alternative music, energy and spirituality to considering silence and simplicity as alternatives to noise and busyness. Together we will practice various forms of writing, persuasion, debate and open-ended discussion as we hone critical thinking about the range of contexts, concepts and possibilities that shape the choices we might make. Or not.

D. CRISIS, LIBERATION, JUSTICE AND LEADERSHIP

GEORGE DRAKE

Crisis often spawns great leaders. In the Twentieth Century, the liberation struggles following World War II particularly were marked by leaders who galvanized millions. Mahatma Gandhi (India and South Africa), Martin Luther King Jr. (U.S.A.) and Nelson Mandela (South Africa) are extraordinary examples; in many ways linked to each other. These major Twentieth Century leaders will be compared with George Washington in Eighteenth Century North America and Abraham Lincoln in Nineteenth Century United States. What motivated them? Did they set out to become leaders? How did they exercise leadership? What were the roles of family, character, intelligence, morality, education, courage, judgment and politics in shaping their thoughts and actions? How did their understanding of justice shape them? We will explore these and other questions by examining the lives, writings and speeches of these leaders.

E. 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, global and anthropological perspective to unpack how particular teams have become symbols for regional, class, ethnic, gender, immigrant and nationalist identities. Declaring yourself as a "Dynamos F.C." versus "Highlanders F.C." fan, "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, Africa, South Asia, and European Leagues and how soccer is portrayed in popular culture and literature. We will also analyze soccer as a social institution and see how its features are manifested on a college campus.

F. TABLE-TO-FARM

ELIAS SABA

In 1971, a recent college graduate named Alice Waters, inspired by her experiences eating French food while studying abroad, opened what has come to be known as the first Farm-to-Table restaurant in the US. Walters founded her restaurant Chez Panisse on the principles of using fresh, locally-sourced, organic ingredients, prepared simply. This "Farm-to-Table" concept has become increasingly common as consumers have become more knowledgeable about the health and environmental benefits of eating nutrient-dense, locally-grown produce, and/or ethically-raised meat and dairy products. This tutorial will be linked with Vida Praitis's **Farm-to-Table**; both tutorials will explore topics such as agricultural policy, sustainability, climate change, soil and water quality, food (in)security, and nutrition. Our joint exploration will take us from local farms to campus kitchens.

G. LIFE IS A ROAD TRIP

WILL FREEMAN

The road is a powerful classroom in our life journey. Why are we enthralled by the romance of the road trip? What is the difference between traveler and tourist? What do we learn, and how do we grow, from our road trip experiences? This tutorial will look at "the road" as escape, as teacher, and as healer. We will explore Joseph Campbell's model of the Hero's Journey, and examine how Kerouac, Steinbeck, Last Heat-Moon, Pirsig, and others, have written of their own journeys on the road. We will also examine how Hollywood has successfully used road trips and journeys as themes for many films.

H. AFRICAN-AMERICAN LITERARY TIES TO RUSSIAN INTELLECTUAL THOUGHT IN THE 19TH AND 20TH CENTURY

RAQUEL GREENE

This tutorial examines the affinities between Russian and African-American literature in the development of cultural nationalism. It addresses the question of how national identities are constructed, and draws attention to the similar manner in which 19th and 20th century Russian and African-American intellectuals such as Feodor Dostoevsky and W.E.B. DuBois defined their respective national identities. We will examine how social institutions, namely Russian serfdom and American slavery, impacted on the formation of these identities. We will also examine how and why the Soviet Union, as a communist state, increased its political and social appeal to many African-American intellectuals during the 20th century.

I. WHAT MAKES YOU YOU?

LESLIE GREGG-JOLLY

Perceptions of individual characteristics and group identities can be influenced by the way people think and are taught about the role of genetics. DNA sequences and other markers of biological inheritance have been

invoked to provide supposedly irrefutable evidence defining differences between people. However, we've learned that in fact, genetic differences are rarely if ever determinative of meaningful traits, especially traits related to abilities, behavior, and potential. In this tutorial, we will explore the ways that people use and have used the science and mythology associated with genetics to assign and understand identities that are useful socially and politically. No scientific expertise is required for this course.

J. MONTAIGNE'S QUESTIONS

DAVID HARRISON

Renaissance thinker Michel de Montaigne was one of the most original writers of his time, using a series of personal, autobiographical essays to explore important questions about human existence, such as: What is virtue? Can we know anything with certainty? What aspects of ourselves are "natural" and what aspects are "artificial"? In this Tutorial, we will confront these questions by reading and discussing a series of Montaigne's *Essays*, along with the recent biography of Montaigne, *How to Live*, by Sarah Bakewell. But we will also place Montaigne in dialogue with a series of twentieth and twenty-first century essayists—people like Adrienne Rich, Susan Sontag, James Baldwin and Mary McCarthy—in order to see how they address Montaigne's questions from different perspectives. In addition, we will try to evaluate how the essay form has evolved over time to permit new styles and encompass new voices.

K. EXPLORING OUR TINIEST ALLIES IN THE MICROSCOPIC WORLD AROUND US

KATHY JACOBSON

The unseen world of small organisms eclipses all measures of diversity on our planet, and our current tools for understanding this essential facet of life are equally marvelous. While we tend to focus on microbial threats to our survival, in this course we will examine the myriad ways that small, unseen creatures are integral to all ecosystems and the healthy functioning of our changing planet. We will consider the under-appreciated roles of our tiniest crucial allies in marine, agricultural, forest and urban ecosystems, as well as our healthy human microbiome. We will also explore how our myopic vision of microbes as killers and agents of destruction have affected our positive interactions with beneficial microbes and our quest for a sustainable planet. Throughout the course we will emphasize the importance of written dialogue as the principal means of sharing scientific discoveries and explore current efforts of scientists to communicate effectively with society.

L. ADULTING

STEPHANIE JONES

Adulthood (noun) - the practice of behaving in a way characteristic of a responsible adult, especially the accomplishment of mundane but necessary tasks.

You've made it. You're out of the house now. Do you consider yourself to be an adult? If not, what is missing? Is there an expectation that college will teach you how to do this thing called "adulthood"? If so, what are the affordances and constraints of those expectations? In this tutorial, we will examine the historical, cultural, and social perspectives of adulthood and the "practice" of adulthood. We will read from a variety of perspectives on the (mis)conceptions of adulthood in order to critique what we have absorbed about the realities of adulthood. The assignments in this course are designed to give students the opportunity to engage in critical thinking, close reading, writing and revising, research methods, collaborative projects, navigating the physical and digital landscape of college, and of course, learning how to adult along the way.

M. SCIENCE FICTION AND THE SELF

MAISHA KAMUNDE-DEVONISH

Science fiction is a unique genre in which to examine the ethical, philosophical, and technological possibilities of the future. However, traditionally marginalized communities are often overlooked in mainstream science fiction literature, television, and film. This tutorial will be an exploration into the way authors from a number of marginalized communities have created narratives that address cultural issues such as identity politics, feminism, and economic disparity, while placing themselves as the protagonists of their stories. These

narratives will be juxtaposed with those found in the mainstream in order to probe the questions, “Why does a lack of representation still exist?”, and “Why is representation important?”.

N. BLUES PEOPLE
ALBERT LACSON

This tutorial is a rumination on the origins and impact of the blues on American history. An art form created by African Americans, we will examine the history and legacy of blues music and musicians. Through an analysis of the blues, we will explore a question that has been asked throughout the entire history of the United States: what does it mean to be American?

O. JANELLE MONÁE AND AFROFUTURISM
MARK LAVER

In 2018, singer, songwriter, and actress, Janelle Monáe, shook the music world with the release of her third full-length album, *Dirty Computer*. Having already established herself as one of the most creative artistic voices of her generation with her previous records, with *Dirty Computer*, Monáe took key themes that have defined her existing trajectory and used them to shift her narrative in a bold, new direction. Chief among these themes is Afrofuturism: a multidisciplinary cultural aesthetic that draws on science fiction, fantasy, history, and religion, connecting Afrodiasporic creative practices across time and space. In this class, we will focus on Monáe’s music and art, and situate it within the broader scope of Afrofuturist work, from the theoretical legacy of thinkers and activists like Marcus Garvey and W.E.B. Du Bois, to 1960s musical avant-gardists like Sun Ra, to Monáe’s contemporaries, like filmmaker Ryan Coogler, and authors like Nnedi Okorafor and N.K. Jemisin. We will explore the intersections between music, literature, and film, between the distant past and the imagined future, and between African American artists and artists from throughout the African diaspora. We will investigate how Afrofuturist artists have used their work to critique their world as it is, and to create new worlds as they could be. And we will see how many of these artists and thinkers have created empowering, loving space for a multiplicity of identities – racialized, gendered, and sexualized – that have historically been marginalized and alienated.

P. STILL BORED? A GOLDEN AGE OF BOARD GAMES
LOGAN LEE

In the mid 1990's, both *Magic the Gathering* and *Settlers of Catan* were released triggering an explosion of interest and innovation in tabletop gaming. There are now more than 3500 unique games released each year, four times the number released twenty years ago. In this course, we will consider some of the most popular games from various eras and discuss how games are changing over time. We will go on to use contemporary essays and novels to consider the extent to which games can influence the real world. For example, should a game ever be used to choose leadership positions? Students will write board game reviews, analyze the role games can play in shaping our view of the world, and develop and teach their own variants for popular games. We may even play a game or two.

Q. THE RETREAT OF THE ELEPHANTS
WEIWEI LUO

Elephants once ranged across almost all of China and now survive only in protected enclaves in the southwest corner of the country. What was the cause of this great retreat? This tutorial studies the human impact on the long-term environmental change in China over a three-thousand-year period of history. What were the attitudes and values that Chinese people brought to the environment? How were the Chinese managing the limited resources and energies in the spread of agriculture and human settlement? How did activities and projects such as water control, land reclamation, pharmacies, and technological innovations influence the natural world? This tutorial blends social history, economic history, cultural history, and natural history; we will read book chapters, articles, literature, and poetry, as well as watch films and documentaries.

R. OUR ENVIRONMENTAL RESPONSIBILITY

ELAINE MARZLUFF

Human impact on the environment is one of the pressing issues on the policy agenda. This tutorial will explore how environmental writers raise awareness of nature and the environment. By contrasting Rachel Carson's *Silent Spring*, widely credited with starting the modern environmental movement, with current writing about climate change, this tutorial will consider how words, images and stories influence both public opinion and public policy. Students will have the opportunity to engage the following questions: How can environmental writing effectively motivate change? What is the role of ethics in environmental policy? What does a sustainable future look like?

S. 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? What is the impact of technology developments? 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.

T. FILM AND PHILOSOPHY

JOSEPH NEISSER

How can movies help us to gain understanding of perennial questions (and contemporary issues) about life, meaning, and our place in the world? And how can we become critical and sensitive interpreters of pop culture, rather than mere spectators or consumers? In this Tutorial we will explore film, philosophy, and the relation between them.

U. IN SEARCH OF THE MIDWEST

HAI-DANG PHAN

What is the "Midwest"? And where is it? "Midwestern" is a term both vague and diverse in meaning, and this tutorial will seize on these qualities as we consider the ways in which writers, artists, and musicians have been shaped by and shape the many states of the Midwest. Adopting an interdisciplinary approach, we will examine topics that include small town life and urbanization, the 'heartland' in popular culture and politics, pioneering, immigration, and environmentalism. We will investigate this theme across film and television such as *Fargo*, *Gran Torino*, and *The Straight Story*; music by Prince, Bob Dylan, The Replacements, and Wilco; and writing by Willa Cather, Louise Erdrich, Aldo Leopold, Lorine Niedecker, Bich Minh Nguyen, Meghan O'Gieblyn, Marilynne Robinson, Danez Smith, Kao Kalia Yang, and Marguerite Young. Whether we are from Kansas or Katmandu, together we will reimagine through our own writing and discussion the generally accepted notions of what the Midwest is, while honoring its rich and long histories, exploring its diverse contemporary perspectives, including our own.

V. RISE OR FALL?

IRENE POWELL / MARK MONTGOMERY

Is humanity's future bright or bleak? For example, will genetically modified crops help eliminate world hunger, or let the Monsanto Corporation exploit poor farmers in Africa and Asia? Will climate change render the planet uninhabitable to humans, or spawn a new age of clean and efficient energy? Will democracy continue to spread, or shrink in the face of nationalist and ethnic xenophobia? Is globalization the key to ending world poverty, or will it make the rich richer and the poor poorer? This tutorial contrasts the optimistic and

pessimistic views of the future in a variety of different areas. We will examine the key debates, and debate these questions ourselves.

W. FARM-TO-TABLE

VIDA PRAITIS

Grinnell College sits in the middle of one of the most fertile agricultural regions of the world, with soil enriched by the nearly extinct tall-grass prairie ecosystem. Farms from this region have been feeding America and much of the world for the last century, providing the food security that is crucial for a thriving political and economic system. In that time, farming practices have changed, with family farms giving rise to corporate agriculture, which in turn has led to a backlash. Do corporations control what we eat? How can we return to local, sustainable agricultural practices that are healthier for us and for our environment? The Farm to Table movement, originally championed by Alice Waters at Chez Panisse in California, led to an emphasis on locally-sourced foods. Does this philosophy hold promise for greater health, and sustainable agriculture in the face of climate change? This tutorial will be linked with Elias Saba's **Table-to-Farm**. Both tutorials will explore these topics, with joint and separate meetings. Our studies will indeed take us from the local farms to the campus kitchens.

X. SPECTACLE AND SURVEILLANCE: CRACKING THE *BLACK MIRROR*

SHARON QUINSAAT

Why do people overlay their Facebook profile photos with flags to show empathy during a tragedy? Is going viral a good strategy? What does it mean when Amazon recommends products for you based on your recent purchases? Or when you see on your Netflix feed movies considered "Suspense Thriller With A Strong Female Lead"? This tutorial will explore how technology has influenced how we consume ideas and information and understand how our consumption allows the state and corporations to observe and govern us. Using episodes from the television show *Black Mirror*, we will learn that the more societies depend on digital, data-driven information infrastructures, the more everyday spectacle and surveillance occur. This course, therefore, is an opportunity to analyze and reflect on our own technological practices. As we examine the processes and consequences of posts, likes, and shares, questions of power and inequality will be central in our discussions.

Y. DILETTANTES, DECADENTS, AND DISSIDENTS – THE STORIES OF THOMAS MANN

DANIEL REYNOLDS

Thomas Mann was an internationally celebrated writer of novels, essays, and short stories famous for their wit and the intensity of their reflections on the calling—or curse—of being an artist. This tutorial will explore the evolution of Thomas Mann's ideas about the place of art in an increasingly bureaucratized and democratized society that grows increasingly suspicious of the contributions of intellectuals. By reading tales such as "Death in Venice," "Tonio Kröger," or "Mario and the Magician," we will explore Mann's evolution as a self-reflective writer who comes reluctantly to the view that society needs great art, and, many critics claim, comes to believe that political engagement is the moral obligation of the artist.

Z. ...AND THE REST IS DRAG

FREDO RIVERA

Recently television shows such as RuPaul's Drag Race and social media have brought the art of drag performance into the realm of mainstream popular culture. This tutorial explores drag and queer performance in relation to politics, popular media, and the arts. Beginning in the 1960s, we will discuss the ballroom scene and the Stonewall riots, and then consider the role of drag in the visual arts and popular culture. Students will analyze texts and visual media while engaging with a range of topics, from Andy Warhol's The Factory to voguing and the presence of drag in film and television. This tutorial will consider a wide variety of drag to ask and debate questions regarding drag and its publics. How does drag perform or aestheticize gender, and what are the political and social motivations and ramifications of drag? How has social media and popular culture impacted drag culture, and what role does drag play in a global context today?

AA. FLAT EARTH, ANCIENT ALIENS AND OTHER (CRYPTO) SCIENCES

LEO RODRIGUEZ

In this course, students will perform a critical study/analysis of popular new age (meta) physical theories concerning the geometric shape of our home planet, its architectural archeology and genesis. The idea of hard science and its methods will be introduced. Scientific methods will be applied in the analysis of the validity of popular new age (meta) physical theories. Students will devise and conduct testable and reproducible experiments, in class and in the field, to test relevant hypotheses and thus deduce their own conclusions about the physical world.

BB. ANIMAL MUSIC

JOHN ROMMEREIM

Darwin speculated that “the perception, if not the enjoyment, of musical cadences and of rhythm is probably common to all animals . . .” We will explore the music of non-human animals from a variety of perspectives, taking into account ideas from the fields of animal studies, zoomusicology, the psychology of music, and evolutionary biology, as well as insights from many literary works that are inspired by the music of animals. We will also pursue field recordings of animal music and various other forms of human/non-human musical interaction, and the course will involve a visit from animal music expert David Rothenberg. We humans rightly pride ourselves on our splendid and infinitely varied music, but other species also make music that is highly complex and virtuosic. If Darwin’s hunch was right, and musicality is shared across the boundaries that separate species, then perhaps it is worth looking into the music of animals to learn something about our own life as musical creatures.

CC. VIOLENCE

GEMMA SALA

This tutorial explores violence as a choice and as an organization. Violence is a term that has been defined and redefined through time. It is exercised in almost any sphere of human interaction. Some times people justify it, others they censor it. It has been considered to be unavoidable and necessary. In any of its connotations and manifestations, violence reflects prevailing mentalities, hierarchies and norms. This course analyzes the purposes of violence, its causes and consequences. Some of the questions we will consider are: Do states necessitate violence? Is there such thing as a just war? Can modernity overcome violence? Is violence only physical aggression? Does violence advance political agendas? Does non-violence work? Why are women, children, minorities and the poor more vulnerable to violence? Can public policy deter interpersonal violence? What can protect us from it?

DD. THE ORIGINS OF CAPITALISM

PABLO SILVA

Scholars agree that the development of capitalism was important, but they disagree about how this development came about. A lot of that disagreement probably stems from the fact that the origins of capitalism are complex. To begin to understand this complexity, the class will look at some of the classic contributions to this ongoing debate as well as a few more contemporary interventions. Through our discussions, students should acquire some workable definitions of capitalism, some plausible explanations for its emergence, and some practice making sense of difficult texts.

EE. WORD AND IMAGE

ERIK SIMPSON

Looking at texts ranging from the engraved poetry of William Blake to Instagram, this Tutorial will explore relationships between words and images in literature, art, and new media. Readings will include Blake’s poetry, graphic novels such as Alison Bechdel’s *Fun Home* and Thi Bui’s *The Best We Could Do*, viral television segments and social media images, and popular and scholarly commentary on such texts. Throughout the semester, we will focus on the process of crafting analytical papers, presentations (themselves involving the

juxtaposition of word and image), and smaller creative projects such as digital maps and memes. We will spend a number of class sessions in a workshop format, which will allow us to participate in a collaborative editorial process. We will also work together to develop skills of critical reading (including graphical note-taking), productive discussion, textual analysis, revision, and research.

FF. ANIMAL PERSONALITY: HOW CROSS-SPECIES RESEARCH INFORMS THE STUDY OF HUMAN PERSONALITY
LAURA SINNETT

What makes us who we are? Are the same mechanisms at work in other species, including our closest genetic relatives and our favorite domestic pets? Or, are conceptions of animal personality mere anthropomorphism? How does knowledge about the bases and development of personality in animals inform research about human personality? This tutorial will examine contemporary conceptions of personality, from a trait perspective. Along the way, we will consider personality measurement, the origins of personality, the stability of personality over time, and the relationship between personality and behavior. Although we may consider research involving animals from antelopes to zebus and ants to zebrafish, our focus will be on personality in human and nonhuman great apes.

GG. OLD ENGLISH RE-IMAGINED
PAULA SMITH

Many have heard of *Beowulf*, but what else survives from that age? The rich offerings of Old English poetry—hypnotic charms, bawdy riddles, songs of battle, laments of people in exile, and weird fragments of wisdom—have captivated modern fiction writers and poets including Denise Levertov, Jorge Luis Borges, and Ezra Pound. Such writers excavate the treasures of Anglo-Saxon poetry to recover expressions of yearning, fear, wonder, courage, and endurance of loss. In this tutorial we will read modern literature like Richard Wilbur's poem "Junk" and Maria Dahvana Headley's 2018 novel *The Mere Wife* side by side with accessible versions of the texts that inspired them: the earliest poems in English, written more than a thousand years ago. A noteworthy connection between *Beowulf* and a previous group of students at Grinnell College (hint: www.TheGrinnellBeowulf.com) will enhance the tutorial experience.

HH. LOVE, LOSS, AND ENLIGHTENMENT: READING THE GREAT CHINESE NOVEL *DREAM OF THE RED CHAMBER*
QIAOMEI TANG

What is love? How to deal with loss and suffering? You may find answers in this eighteenth-century Chinese novel *Dream of the Red Chamber* that has been widely read since it was first printed more than 200 years ago. It is a novel about the fall of a noble family. But first and foremost, it is a novel about love, loss and enlightenment. Throughout the semester we will read chapters from the novel and watch TV, movie and theater adaptations of it. We will explore the novel from a wide range of perspectives, including gender, class, visual art, religion, education, material culture, food culture, traditional Chinese medicine, theater, and other aspects. Because of the novel's encyclopedic nature, there has developed a field of scholarship called "Redology," which is dedicated to study of this novel alone. On top of the rigorous academic training students will receive, this course also serves as a gateway and an introduction to the rich literary and cultural tradition from China's past, which will help students greatly enhance their understanding of China today.

II. CHOCOLATE: INDULGE YOURSELF WITH THE LIBERAL ARTS
CARMEN VALENTIN

Chocolate features broadly in Western popular culture. It appears in countless books, films, songs, and even paintings, from Roald Dahl's *Charlie and the Chocolate Factory* and Kylie Minogue's song *Chocolate* to Pablo Picasso's *The Chocolate Pot*. It also is present in many religious and secular holidays (Easter, Christmas, Valentine's Day, weddings, and birthdays). Our society seems to strongly associate chocolate with happiness. However, is chocolate really all about joy? Have you ever wondered about the social inequalities behind cacao production? Have you ever thought about the gender discrimination in chocolate advertisements? In this Tutorial, you will learn about chocolate by exploring the topic through various disciplines—in the Humanities, Social Studies, and Sciences—and will challenge our society's stereotyped notions about this treat.

Furthermore, this multidisciplinary approach will allow you to explore the meaning and value of a Liberal Arts education. Because a Liberal Arts education truly is “like a box of chocolates.”

JJ. A CRITICAL ANALYSIS OF POKÉMON
ANYA VOSTINAR

Do you want to be the very best (writer), like no one ever was? Then this class is your real test; to train you is my cause. We will travel across the campus, searching far and wide, for each of you to understand the power that's inside. Pokémon! Gotta analyze 'em all! In this class, we will explore questions regarding the ethics, religious themes, and biological feasibility of the Pokémon world. Some familiarity with or interest in Pokémon is recommended.

Last Revised: 06/05/2019 2:15 PM



TUTORIAL SUMMARY SHEET

2018-2019

- A. Castles, Foundations, Freedom: *Walden* and the Liberal Arts (Andrews)
- B. Creative Couples (Anger)
- C. A New & Golden Age: 21st Century Television (Bakopoulos)
- D. Drawbridge up or down? Global citizenship in 2018 (Brottem)
- E. Nature & Resilience: Environment in Literature and the Arts (Caradec)
- F. Music, Interdisciplined: Toward an Integrative Approach to Music Studies (Cha)
- G. 'The Empire Writes Back': On Modernity, Humanity, and Belongingness (Chou)
- H. Archaeoastronomy (Christensen)
- I. Humanities I: The Ancient Greek World (J. Cummins)
- J. Crisis, Liberation, Justice and Leadership (Drake)
- K. Human Interest Stories: The evolution of domesticated species and the nature of our relationships with them (Eckhart)
- L. Knowledge, Skepticism and Science (Fennell)
- M. Missing Out (Garrison)
- N. Music, Myth, and Legend (Gaub)
- O. Psychology of Humor (Gibson)
- P. The Contested Waters of the American Southwest (A. Graham)
- Q. Words and non-words (C. Hansen)
- R. Exploring the Magical World of *Calvin and Hobbes* (Hutchison)
- S. Far from Flyover: The Literature of Iowa (P. Jones)
- T. Tell Your Story (Lacson)
- U. Criminal Brains (Lindgren)
- V. You Can't Go Home Again: Epic Heroes' Journeys (Mercado)
- W. Identity and Belonging in Iowa (Michaels)
- X. Coping with Climate Change: How Science, Politics and Ethics Interact (Moyer)
- Y. Death, Sex & Money: Advice from Social Scientists (Oberlin)
- Z. The Rise and Fall of American Manufacturing (Ohrn)
- AA. Almost Heaven: West Virginia (Paulhus)
- BB. The College Movie (Petrus)
- CC. Human Rights in the Modern World (Prevost)
- DD. Cult of Grinnell (Rietz)
- EE. Babylon Berlin (Samper Vendrell)
- FF. Animal Personality: How Cross-Species Research Informs the Study of Human Personality (Sinnett)
- GG. The Great White Way (Thomas)
- HH. Detecting Art Forgeries by Visual and Scientific Analyses (Trimmer)
- II. Icelandic Sagas (Wolf)

TUTORIALS

2018-2019

A. CASTLES, FOUNDATIONS, FREEDOM: *WALDEN* AND THE LIBERAL ARTS

STEVE ANDREWS

In his “Conclusion” to *Walden*, Henry David Thoreau shares a primary lesson learned from his “experiment” in living at Walden: “if one advances confidently in the direction of his dreams, and endeavors to live the life he has imagined, he will meet with a success unexpected in common hours.” Sound hopeful? Listen to this: “If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.” *How well he knows us*. How well he knows, too, that the world is a fluid and supple place, sometimes alarmingly so. In the face of such extravagance, what constitutes a firm foundation? As Thoreau would have it, any conclusion worth building a house on is best earned through a strict economy of borrowing, simplification, and deliberation. And because the results are presented to us in writing, the supreme achievement that is *Walden* reflects, in turn, a complementary commitment to the process of revision. Along with two of Thoreau’s most important essays, “Resistance to Civil Government” and “Walking,” *Walden* will provide the ground on which we explore—by way of reading, talking, writing and revising—whether, and how, a liberal arts education can be adequate foundation for our “castles in the air.”

B. CREATIVE COUPLES

JENNY ANGER

What does it take to become a great artist or writer? What could impede that path? In this tutorial we will explore how intimate relationships foster or hamper creativity—sometimes for one member of the couple, sometimes for the other. Examples include Frida Kahlo and Diego Rivera, Jackson Pollock and Lee Krasner, Robert Rauschenberg and Jasper Johns, and Anaïs Nin and Henry Miller. Together we will study a range of couples and then students will research creative couples of their own choosing.

C. A NEW & GOLDEN AGE: 21ST CENTURY TELEVISION

DEAN BAKOPOULOS

Most critics would agree that we’re living in a second golden age of television—with more complicated, insightful character-driven shows than ever, available across a plethora of platforms and in a wild and wide variety of formats. In this course, we’ll examine some of the most successful television series of the past decade or so, and explore what made them so successful and, in many cases, somewhat problematic. We’ll discuss a variety of shows including *Mad Men*, *Breaking Bad*, *Girls*, *The Wire*, *Atlanta*, *Friday Night Lights*, and *Queen Sugar*, and read essays by contemporary writers, including Lorrie Moore, Roxane Gay, Emily Nussbaum, and Lili Loofbourow. Students will write a critical essay about one of their favorite television shows, pen personal reflections about the ways television has shaped their own worldview, research the business of television production, and present their own original ideas for a television pilot.

D. DRAWBRIDGE UP OR DOWN? GLOBAL CITIZENSHIP IN 2018

LEIF BROTTM

What does it mean to be a global citizen in 2018? Is it desirable to be a global citizen in 2018? Is such an ideal worth striving for and must it come at the expense of “local” citizenship? As global norms such as democracy, human rights, and free trade have eroded over the past decade, these are suddenly open questions that are being fought over in the media, in the street, and in corridors of power all over the world. In certain countries, the fight is already lost. In China, where decision makers recently approved the removal of term limits for the country’s President, it never really took place. In Russia, President Putin has deftly linked liberal democracy with the chaos and decline that country experienced after the fall of Communism in 1989. Most remarkably, the President of the United States, the world’s most important bastion of liberal ideals, makes gestures of

authoritarianism such as media intimidation and dismissal of the rule of law. This course will explore this epochal moment we are currently living through by investigating the much maligned and oft-misunderstood concept of globalization. Together we will engage with the historical and intellectual foundations of globalization and its relevance to our everyday lives. Ultimately, we will work together to answer the bigger question: How do I wish to engage with the world around me?

E. NATURE & RESILIENCE: ENVIRONMENT IN LITERATURE AND THE ARTS

GWENOLA CARADEC

Hardly a day goes by in which we are not reminded about the ways humans affect the environment, sometimes irreversibly. Can a novel, a poem, a documentary, a graphic novel or a painting call us into action to live more sustainably in a world of dwindling resources? Can they raise awareness about the state of the earth and inspire us to build resilience? In this tutorial, we will investigate the ways in which nature is represented in literature and the arts in various parts of the world (including the United States, France, Austria and India), such as in the works of Aldo Leopold, Gilles Clément, Marlen Haushofer, Julian Pölsler, and Amitav Gosh. Adopting an interdisciplinary approach and through close readings and in-depth analyses we will explore topics that include the depiction of animals and landscape (moving beyond the traditional nature/culture divide), the intersection of the local and the global, as well as the question of how to respond ethically to environmental concerns.

F. MUSIC, INTERDISCIPLINED: TOWARD AN INTEGRATIVE APPROACH TO MUSIC STUDIES

JEE-WEON CHA

Combining multiple perspectives to a new level of integration across disciplines is vital to a liberal arts education. In an effort to do the ultimate exercise in interdisciplinarity, this tutorial investigates music through a variety of disciplinary lenses such as physics (wrestling with questions like “What are the physical properties of musical sound?”), mathematics (“Can we find a mathematical equation to describe a piece of music?”), psychology (“How does the musical mind work?”), neuroscience (“How does the brain react to music?”), evolutionary biology (“What is the origin of music?”), linguistics (“How is music like or unlike language, and to what extent do phonology, syntax, and semantics help us to understand music?”), semiotics (“What are the processes by which musical meaning is created and communicated?”), philosophy (“What is the relationship between objectivity and subjectivity in the study of music?”), sociology (“How does music reflect and construct sociocultural experiences, and *vice versa*?”), economics (“How is music produced and consumed?”), gender and sexuality studies (“In what ways has music been associated with ideologies of gender and sexuality?”), and disability studies (“How have diverse music-theoretical traditions been shaped by the notion of disability?”). Greater emphasis will be placed on open-ended discussions than on rigid verifications, as fostering a process of interdisciplinary inquiry into music would be more about “probing,” and less about “proving,” meaningful interactions, intersections, and interconnections between music and various disciplines. Through such activities as directed reading, writing, presenting, listening, and discussion leading, each participant in the tutorial shall aspire to discoursing on music in an interdisciplinary context via integrating ideas from the complex of at least two of the aforementioned disciplinary perspectives with a musical topic of her or his choice.

G. ‘THE EMPIRE WRITES BACK’: ON MODERNITY, HUMANITY, AND BELONGINGNESS

CATHERINE CHOU

What happens when 'the empire writes back' to the 'mother country'? When colonial languages and literatures become ways of undermining the imperial enterprise? Our texts for this semester are organized in pairs. Each sequence begins with a text commonly accepted as a cornerstone of the western canon, a story of European invention, exploration, and breaking with the past; and ends with a response from the formerly colonized world that rewrites, reconfigures, and reimagines its predecessor, blurring the lines between 'western' and 'non-western', the imperial and the subaltern, core and peripheral literature. William Shakespeare, Daniel Defoe, Charlotte Brontë, Mary Shelley, and Joseph Conrad are staples of curricula around the world. Why not Aimé Césaire, J.M. Coetzee, Jean Rhys, Ahmed Saadawi, and

Tayeb Salih, their modern-day sparring partners, whose works fulfill the subversive potentialities of the originals? In what ways are our understandings of classic texts confounded when they are retold in different settings, from the perspectives of the most marginalized characters within them?

H. ARCHAEOASTRONOMY
CHARLOTTE CHRISTENSEN

As clock, compass, and calendar, the sky anchors us in time and space and provides us with perspective on the Universe. As we will see, charting the apparent motion of the sun, planets, and stars is a near-universal method for tracking the passage of time and determining one's location. However, different cultures throughout history have applied vastly different methodologies and interpretations to these basic principals. In this tutorial, we will explore the different uses cultures have made of astronomy. This exploration will include a study of human society and the dynamics of our solar system. Finally, we will discuss how our observations of the sky have shaped and continue to shape our understanding of the cosmos.

I. 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' *Bacchantes*. 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.

J. CRISIS, LIBERATION, JUSTICE AND LEADERSHIP
GEORGE DRAKE

Crisis often spawns great leaders. In the Twentieth Century, the liberation struggles following World War II particularly were marked by leaders who galvanized millions. Mahatma Gandhi (India and South Africa), Martin Luther King Jr. (U.S.A.) and Nelson Mandela (South Africa) are extraordinary examples; in many ways linked to each other. These major Twentieth Century leaders will be compared with George Washington in Eighteenth Century North America and Abraham Lincoln in Nineteenth Century United States. What motivated them? Did they set out to become leaders? How did they exercise leadership? What were the roles of family, character, intelligence, morality, education, courage, judgment and politics in shaping their thoughts and actions? How did their understanding of justice shape them? We will explore these and other questions by examining the lives, writings and speeches of these leaders.

K. HUMAN INTEREST STORIES: THE EVOLUTION OF DOMESTICATED SPECIES AND THE NATURE OF OUR RELATIONSHIPS WITH THEM
VINCE ECKHART

Domesticated species are those plants, animals, and other kinds of organisms that have evolved to live in close association with humans and to serve one or more human interests, such as food, work, and companionship. Why have humans domesticated some species but not others? What genetic changes have accompanied domestication, and how do we identify those changes? What is the potential for domesticating additional species and for changing how we direct the evolution of existing ones? What are the ethics of

domestication? How have domestic species changed human evolution? In this tutorial we will start from the perspective of evolutionary biology, while taking forays into other fields, as we consider the above questions and others.

L. KNOWLEDGE, SKEPTICISM AND SCIENCE

JOHN FENNEL

The concern with knowledge is deeply embedded in our Western intellectual tradition. This tradition is on the whole and in a broad sense a rationalist and critical one: science and philosophy begin when ideas about the origin and nature of the universe are decoupled from myth and religion and treated as theories to be argued about, i.e., subjected to on-going rational scrutiny and assessment in the light of later theories. Given this account of the tradition it is easy to see why a concern with knowledge is so central, but it is also easy to see why skepticism has been a constant preoccupation. Skepticism is the skeleton in Western rationalism's closet: a rationally sophisticated attack on rational argumentation itself. This class explores the inter-relationships between knowledge, skepticism and science. We begin by considering the question of what knowledge consists in and how it is (or should be) distinguished from mere opinion. Once armed with a working account of knowledge, we consider the question of what we can know (if anything), i.e., engage the question of philosophical skepticism. Many think that modern natural science constitutes knowledge such that if philosophers want an account of knowledge and protection against skepticism, they should attend to how science goes about justifying its claims. However it is unclear whether science is immune to skeptical attack: e.g., David Hume in the eighteenth century and Thomas Kuhn in the twentieth century argue that scientific reasoning and theory-change are far from rational. We end by considering the merits of their critiques of the rationality of science.

M. MISSING OUT

JOHN GARRISON

We all have moments when we feel like we chose the wrong option, or maybe we feel like we are meant to be doing something different. If we maintain this thinking, the narrative of our lives becomes punctuated by all the things we should have done differently or won't ever get to do. In this tutorial, we will investigate the source of this sense -- this fear of missing out -- and we'll explore ways of being that might allow us to live in the moment without regret. We will investigate this theme across film and television such as *Black Mirror*, *Broad City*, and *Empire*; songs by artists such as Marvin Gaye and bands such as The Smiths; and writers such as Sara Ahmed, Roland Barthes, Elizabeth Bishop, J.M. Coetzee, Junot Diaz, Joan Didion, Yaa Gyasi, Kazuo Ishiguro, Desiree Martin, William Shakespeare, and Ocean Vuong.

N. MUSIC, MYTH, AND LEGEND

EUGENE GAUB

According to Joseph Campbell, mythology is the penultimate truth -- penultimate because the ultimate cannot be put into words. Music, though, can take us beyond words to reveal deeper meaning and resonance than myth alone. In this tutorial, we will examine two classical myths -- that of Orpheus and that of Ariadne -- as well as two legendary figures -- Don Juan and Faust -- and their expression through music, both classical and vernacular. Through his music, Orpheus charms his way into the underworld to bring his beloved wife back to the world of life. Mozart's opera *Don Giovanni* takes on special significance in the age of #metoo. Ariadne shows us that transformation -- change -- is the law of life. We'll also see what happened when blues guitarist Robert Leroy Johnson sold his soul to the devil at a crossroads in Mississippi -- a Faustian bargain.

O. PSYCHOLOGY OF HUMOR

JANET GIBSON

"Two muffins were sitting in an oven. One muffin says, 'Wow, it sure is hot in here!' The other muffin says, 'Ahhh!!! A talking muffin!'" One person may think this is a very funny joke, and another may find it only mildly amusing. Why? The study of the psychology of humor is no laughing matter. Once thought to be too silly a topic for psychologists to study, experimental research on humor has increased in recent decades. In our

readings, writings, discussions, and oral presentations, we will explore humor through the lenses of various psychology subdisciplines: cognitive, biological, personality, social, developmental, cross-cultural, health, positive, clinical, and applied psychology. Perhaps by the end of the course, in addition to learning about psychology of humor, we will know how many tutorial students it takes to change a light bulb, or why people in jokes keep walking into bars. **Prerequisites:** Sense of humor not required but appreciated.

P. THE CONTESTED WATERS OF THE AMERICAN SOUTHWEST

ANDREW GRAHAM

Freshwater is a limited resource everywhere, but particularly in the Southwest United States. In this tutorial, we will look at the long and tangled history of water resource development in the Southwest. We'll ask questions such as: How have humans adapted to and modified the environment to live in an arid region? What conflicts have arisen over attempts to allocate water for competing uses? How have water management policies been impacted by the rise of Environmentalism? What are the contemporary threats to water quality and quantity? Analysis of responses to these questions from multiple perspectives from different eras will permit us to evaluate and even propose solutions to the Southwest's ongoing water crisis.

Q. WORDS AND NON-WORDS

CYNTHIA HANSEN

What counts as a word? What do we do with the things that might not count, like 'um' or 'huh'? And how do words, and non-words, tell us about how an individual language works or how language, as a uniquely human endeavor, works more generally? This course explores the criteria linguists employ for identifying meaningful communicative units in language, which ultimately results in delimiting and defining words and their component parts. We will learn about word formation processes, ways that words enter a language or shift in meaning over time, and the processes involved in including and excluding words from the dictionary. We will also examine the functions that "non-words" play, including fillers, pauses, and even errors. Our focus will be on spoken language, but we will also explore the ways that these conventions do or do not transfer to writing. In learning about words, we will also consider the most effective ways to use them in our research, writing, and oral communication.

R. EXPLORING THE MAGICAL WORLD OF *CALVIN AND HOBBS*

PAUL HUTCHISON

The comic strip *Calvin and Hobbes* has remained popular in the twenty-plus years since its creator, Bill Watterson, stopped writing and drawing it. Why has it endured? Why do the antics of the title characters, a six-year-old boy and his imaginary stuffed tiger friend, stand the test of time? Perhaps Watterson aims to do more than amuse us. After all Calvin and Hobbes are named after a 16th century theologian and a 17th century political philosopher. So maybe the strip says something insightful about human experience. Or it's easy to make the case for Calvin as a trickster-archetype who playfully violates conventional behavior norms; a perspective that suggests the possibility of social or ethical commentary. Watterson viewed comics as a legitimate art form that was unjustly marginalized. What might it mean to take the contention that comics are an art form seriously? The final *Calvin and Hobbes* strip famously closes with Calvin saying to Hobbes, "...let's go exploring!" That is precisely what we will do in this class, with the ten-year run of strips - it ran from as a daily strip from 1985 to 1995 - serving as the subject of our investigation. What happens if we thoughtfully reconsider it with fresh eyes in hopes of getting fresh insight? Let's go exploring!

S. FAR FROM FLYOVER: THE LITERATURE OF IOWA

PHILLIP JONES

Learn about the past, present, and future of Iowa, your adopted home for the next four years, through its rich and surprising literature. We will begin by consulting the journals of European explorers alongside Meskwaki manuscripts. We will consider work by early women writers, such as feminist playwright Susan Glaspell, novelist Ruth Suckow, and excerpts from a Nancy Drew mystery story, as series author Carolyn Keene hailed from Ladora. We will watch and discuss the film adaptation of Phil Stong's *State Fair* and talk with local fiction

writer Harley McIlrath. We will pay particular attention to two novels: Pulitzer Prize-winning *Gilead* by Marilynne Robinson and John Darnielle's speculative vision of Nevada, Iowa, *Universal Harvester*. Throughout, we will note voices missing from our state's literary history and imagine how the next generation of Iowa's writers might be discovered and nurtured. Beyond the classroom, we will explore the community of Grinnell with visits to an implement store, a farm, a prairie, and at least one ice cream stand. By the end of it all, you will have established yourself as a college-level writer, discussion participant, academic researcher, and honorary Iowan.

T. TELL YOUR STORY **ALBERT LACSON**

This tutorial examines the power of telling our own stories, both at the individual or societal level. After failing at an endeavor, do we narrate a story of incompetence and impending doom? Or, do we narrate a story that emphasizes failure as part of everyone's life? On a larger scale, in telling the story of the United States, was slavery a mere blip in the nation's history? Or, did the history of slavery inform the development of the United States in more significant ways? The stories that we tell ourselves shape the future. Students will analyze a variety of genres of storytelling: blogs, diaries, memoirs, scholarly histories, fiction, memorials, paintings, and songs. Not only will students study how others have told their stories, but they will have an opportunity to tell their own story about their first semester in college. To that end, students will create a digital documentary.

U. CRIMINAL BRAINS **CLARK LINDGREN**

Since the beginning of civilization, humans have been frightened, repulsed, intrigued, and entertained by the subject of criminality. Numerous academic disciplines have tried to understand criminal behavior and, more importantly, have proposed solutions for reducing the likelihood that individuals "choose" to participate in crime. Unfortunately, despite considerable effort and good intentions, crime rates have seen only minimal improvement, if any. In recent years, neuroscientists (and other scientists) have turned their attention to this topic, resulting in bold new claims about the biological origins of criminal behavior. Many of these claims challenge contemporary thought about the origin of crime and, thus, what efforts will be most useful in curbing this behavior. There has been no shortage of controversy as these new ideas confront decades, even centuries, of thinking that have shaped our current institutions and practices. In this tutorial, we will critically examine some of the latest scientific approaches that promise to shed new light on this very old problem.

V. YOU CAN'T GO HOME AGAIN: EPIC HEROES' JOURNEYS **ANGELO MERCADO**

Often part of pre-collegiate reading lists, the story of Odysseus' journey home is well known to many, but the versions of Homer's *Odyssey* that we might read represent a limited perspective. It is only recently, for the first time in history, that a translation of the whole epic by a woman has been published. On the occasion of your departure from home, we take the opportunity not only to read the epic slowly for its art, with more mature eyes, but also to encounter the poem from a different point of view. Central questions of our Tutorial concern the meaning of home and the journey for a hero, and how these figure in the construction of a hero's identity by the self and others.

W. IDENTITY AND BELONGING IN IOWA **DEBORAH MICHAELS**

It's probably not news to you: Iowa is predominantly white. Depending on your own identity and experiences, you might be wondering how you will get on in this space. In this tutorial, we will reflect on concepts of belonging and identity, including race, ethnicity, and nationalism, guided by scholarship from sociology, cultural anthropology, critical race theory, and whiteness studies. We will also learn how diverse communities have made and continue to make Iowa home. For example, the Meskwaki are a Native American nation whose sovereign settlement is located 30 minutes from Grinnell. In Marshalltown over 35% of school-aged children

are Latinx. Cedar Rapids is home to the African American Museum of Iowa, the Mother (first) Mosque of America, and a Czech Village. Waterloo has a significant African American community and one of the largest public collections of Haitian art in the world. Students will choose a community or topic related to diversity and/or whiteness in Iowa to investigate over the course of the term. We will also use our campus community as a site to interrogate questions of racial diversity, belonging, and wellness.

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? What is the impact of technology developments? 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. DEATH, SEX & MONEY: ADVICE FROM SOCIAL SCIENTISTS

CASEY OBERLIN

"The things we think about a lot and need to talk about more" is a tagline for the popular Death, Sex & Money (DSM) podcast produced by WNYC. In this course, we'll explore not only what we think about death, sex, and money but also examine what lessons we may gather from social science research—what advice can anthropologists, economists, psychologists, and sociologists offer to us for how to live longer, have better sex, or make more money? Or, less clickbait worthy: how to die on our own terms, enjoy our relationships more, and better understand how economic forces shape our lives in many expected and unexpected ways. We will use storytelling to guide our inquiry. Podcasts like DSM are a popular tool to share firsthand experiences and glimpse into the lives of others—so we'll listen to podcast episodes and talk to the DSM team about their process. Social science data is another way to tell stories. We often want to know 'on average' or 'what most people' do, so we will also draw on interviews, surveys, and social network data to situate our discussions in light of broader trends. This course is an opportunity to contextualize our own intimate thoughts and experiences in relation to others living in the United States and around the world.

Z. THE RISE AND FALL OF AMERICAN MANUFACTURING

ERIC OHRN

In the aftermath of World War II, the United States' manufacturing sector rose to staggering dominance. American-made products were in high demand around the globe and tens of millions of well-paid, stable manufacturing jobs gave rise to a new American middle-class. But, over the last forty years, American manufacturing dominance has waned and high-quality jobs in the sector, especially for those without specialized skills, have all but disappeared. In this tutorial, we will study the unique factors that led to American manufacturing's rise then explore the roles of technological progress, globalization, and de-unionization in eroding the quality and quantity of American manufacturing jobs. We will then investigate how the loss of these jobs has manifested both culturally and politically. Finally, we will propose and, subsequently, scrutinize policies designed to bring manufacturing jobs back to the United States.

AA. ALMOST HEAVEN: WEST VIRGINIA

JENNIFER PAULHUS

Nestled in the Appalachian region of the United States, the state of West Virginia provides a study in contrasts. Boasting some of the most beautiful natural scenery in the country, it is also one of the poorest states. The vast coal deposits in the south and the steel mills in the north make it a highly industrial economy. Bloody coal mining wars were fought there in the 1920s. Devastating flash floods and spectacular whitewater rafting coexist along the many rivers. And out of this impoverished and rural environment comes a unique culture.

We will explore themes of labor strife and poverty, and their broader implications in the United States, as we get to know West Virginia a little better.

BB. THE COLLEGE MOVIE

JOHN PETRUS

Our expectations and our aspirations regarding college life vary greatly, and they are informed by a variety of pop culture representations. This tutorial will use the genre of college movies—films that represent aspects of academic and social life on college campuses—to critically trace stereotypes, myths, tropes, and clichés that have informed ideas about college life in US pop culture. In particular, we will look at what identities, communities, and narratives are absent in mainstream representations. Through this process, we will explore the origins of our own notions of what college life is meant to look like and how we envision it in the future. We will study a wide variety of films, ranging from *Animal House* (1978) to *Dear White People* (2017).

CC. HUMAN RIGHTS IN THE MODERN WORLD

ELIZABETH PREVOST

Although “human rights” denotes a universal ideal of the human condition, it is, in fact, a concept that has always been shaped by particular circumstances. In this tutorial we will consider the global context for the emergence and development of human rights as an idea and a practice. Historical and contemporary case studies will frame our investigation of how different groups have attempted to define and enforce the principle of human rights against the abuses of autocratic government, slavery, colonialism, segregation, and genocide. We will also examine how Grinnell College’s commitment to social justice has engaged with human rights activism and institutions.

DD. CULT OF GRINNELL

HENRY MORISADA RIETZ

This tutorial will initiate “tutees” to their new identity as Grinnellians. How does the practice of the liberal arts form our identity? How do our history, myths, and rituals create community and shape our ethics? How does the campus function as a sacred space? What can we learn by studying the hagiography of a few of our saints (called alumni and alumnae)? How does this religion compare to other religious traditions such as Judaism, Christianity, Baseball and Rock and Roll?

EE. BABYLON BERLIN

JAVIER SAMPER VENDRELL

This tutorial explores Germany’s history from 1918 to 1933. The Weimar Republic, as this period is called, is characterized by economic turmoil, political violence and extremism that resulted in Hitler’s rise to power and the Third Reich. At the same time, this period also represents one of the most productive periods in artistic and intellectual terms in the twentieth century. The “golden twenties” are often portrayed as a time of increasing gender equality and sexual freedom. Throughout the semester we will discuss some of the key issues of the time as we watch the popular TV series *Babylon Berlin* (Netflix, 2017). Eric D. Weitz’s *Weimar Germany: Promise and Tragedy* will provide an engaging overview of the Republic’s political, social, economic, and cultural history. Nevertheless, we will not only rely on history writing or a television to show to paint a coherent picture of the Weimar Republic. You will write original essays based on detailed analysis of primary sources. Newspaper articles, literature, pamphlets, songs, and other visual sources will help develop your own historical arguments and improve your information literacy skills as you learn about one of German history’s most fascinating periods.

FF. ANIMAL PERSONALITY: HOW CROSS-SPECIES RESEARCH INFORMS THE STUDY OF HUMAN PERSONALITY

LAURA SINNETT

What makes us who we are? Are the same mechanisms at work in other species, including our closest genetic relatives and our favorite domestic pets? Or, are conceptions of animal personality mere anthropomorphism? How does knowledge about the bases and development of personality in animals inform research about

human personality? This tutorial will examine contemporary conceptions of personality, primarily from a trait perspective. Along the way, we will consider personality measurement, the origins of personality, the stability of personality over time, and the relationship between personality and behavior. Although we may consider research involving animals from antelopes to zebras and ants to zebrafish, our focus will be on personality in human and nonhuman primates.

GG. THE GREAT WHITE WAY

JUSTIN THOMAS

Broadway's recent smash hit *Hamilton*, has so strongly captured its audiences' imagination that the production and its creators are now mainstays in our mass media, and the production has been heralded as turning point in creating opportunity for artists of color. While Broadway's nickname, the Great White Way, originally referenced the addition of Edison's electric bulb, over the last century, "white" also served as an accurate descriptor of playwrights produced, actors cast, and audiences in seats. Has *Hamilton's* success truly spawned a transformation of an American art form that has traditionally been produced by, for, and about white people? In this course, students will examine the history of the American musical, the way artists and producers engage with issues of race and ethnicity, and who has access to the "room where it happens."

HH. DETECTING ART FORGERIES BY VISUAL AND SCIENTIFIC ANALYSES

ELIZABETH TRIMMER

Art forgery, the crime of falsely creating or copying art in order to deceive people, has proven to be an extremely lucrative business. Among the most notorious forgers of paintings are Han van Meegeren, Elmyr de Hory, and John Myatt. But, how can you tell a fake painting from a real one? This tutorial will explore the use of both visualization and science to detect forgeries in paintings. We will first discuss the materials that go into a painting. We will then learn how to examine paintings visually and how science can help "see through" paintings. Finally, we will study the visual and scientific evidence that was used to distinguish a real Vermeer from one painted by Van Meegeren. We will also read a biography of van Meegeren to try to understand the mind of a forger. No prior art or science expertise is required for this course.

II. ICELANDIC SAGAS

ROYCE WOLF

The thirteen-century authors of the Icelandic Sagas (including bard and chieftain Snorre Sturlason) describe an historic Iceland (800-1150) in a unique and fascinating style. Feuds, outlaws, civil suits and a unique system of government are brought vividly to life. Our tutorial will study these sagas and their influence on modern-day author William Vollmann, whose novel "Ice Shirt" retells the Icelandic exploration of North America.

Last Revised: 05/04/2018 9:23 AM



TUTORIAL SUMMARY SHEET

2017-2018

- A. *Sgt. Pepper's Lonely Hearts Club Band* (Arner)
- B. *Born to Run?* (Bentley-Condit)
- C. *Envisioning Nature* (J. Brown)
- D. *Prima Donna: Women in Opera* (J.W. Brown)
- E. *Envisioning Identities: Self, Subgroups, "The Other," and Belonging* (J. Chen)
- F. *The History of Reading* (Cohn)
- G. *Humanities I: The Ancient Greek World* (J. Cummins)
- H. *Humanities I: The Ancient Greek World* (M. Cummins)
- I. *Knowledge and Doubt* (Curtsinger)
- J. *Place and Performance; Landscape, Locale, Identity* (Delmenico)
- K. *Is it only a game?? Soccer, Identities, and Nationalism* (Escandell)
- L. *Data Stories* (Fellers)
- M. *Environmentalism in the Radical Thirties* (Guenther)
- N. *Rock, Rap, and Rebellion* (Haenfler)
- O. *The Black Athlete: Changing 20th Century Society?* (Hamilton)
- P. *The Supreme Court: The Last, Best Hope for Minority Rights?* (P. Hanson)
- Q. *Energy* (Hasegawa)
- R. *The Haitian Revolution: Interpretations and Reverberations* (Hess)
- S. *Are we too clean? Investigating the impact of microbial communities on our lives* (Hinsa-Leasure)
- T. *Late Victorian Fantasies* (C. Jacobson)
- U. *The Ethical Shopper* (Jakubiak)
- V. *Copying/Remixing/Collaging* (Kaufman)
- W. *Solitude* (Lewis)
- X. *Coping with Climate Change: How Science, Politics and Ethics Interact* (Moyer)
- Y. *Cultivating Joy* (Nyden)
- Z. *The Beauty and Joy of Expertise* (Osera)
- AA. *The Truth* (Perman)
- BB. *American Detective Fictions* (Phillips)
- CC. *The Novels of Hermann Hesse* (Reynolds)
- DD. *Words and Guitar: From Rock to Hip Hop* (Roberts)
- EE. *The American "I am": Autobiography and U.S. Literatures* (Rodrigues)
- FF. *Hast Thou Seen the White Whale?* (Savarese)
- GG. *Almost Human* (Schimmel)
- HH. *The Silk Road(s)* (Shea)
- II. *Medical De\$ign* (Sieck)

TUTORIALS

2017-2018

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 of 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' *Bacchantes*. 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' *Bacchantes*. 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/REMIXING/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. 'sälə,t(y)ōōd/ 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, Zolof 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

Last Revised: 07/11/2017 10:51 AM



TUTORIAL SUMMARY SHEET

2016-2017

- A. August Wilson's Literary Legacy: "The Pittsburgh Cycle" (Barlow)
- B. #lemonade (Benjamin)
- C. "I am neither from here nor from there": Immigrant Identities in the US (Benoist)
- D. Humanities I: The Ancient Greek World (J. Cummins)
- E. Water (Cunningham)
- F. Philosophy and Race (J. Dobe)
- G. Crisis, Liberation, Justice and Leadership (Drake)
- H. Exploring Autism (Ellis)
- I. Climate Change Policy: Interactions of Collective Action, Economics, and Science (B. Ferguson)
- J. Cinematic identity: Race, Sex, and Gender on Film (Geller)
- K. African-American Literary Ties to Russian Intellectual Thought in the 19th and 20th century (Greene)
- L. Turkish, German, European: Fatih Akin's Cinema & Multiethnic Germany (Gueneli)
- M. The Enlightenment as Musical: A Textual Approach (Harrison)
- N. Literature, Intertextuality, and Philip Pullman's *His Dark Materials* (Herold)
- O. Other Worlds in Our Own: Exploring Multiple Ways of Knowing Reality (Holmes-Tagchungdarpa)
- P. Exploring the Magical World of *Calvin and Hobbes* (Hutchison)
- Q. The Presentation of Self in Digital Life (Inglis)
- R. Propaganda, Persuasion, and Political Psychology (M. Johnson)
- S. Changing Childhoods (Kamp)
- T. Making Decisions with Data (Kuiper)
- U. Kendrick Lamar (Laver)
- V. Chasing Pathogens: The Rise and Fall of Epidemics (Leggans)
- W. Encountering Indonesia: Music, Performance, Transformation (Lussier)
- X. The Enlightenment as Musical: A Historical Approach (Maynard)
- Y. Our Hero(in)es, Ourselves (Mercado)
- Z. Coping with Climate Change: How Science, Politics and Ethics Interact (Moyer)
- AA. Books: Past, Present, and Future (Purcell)
- BB. Between Art and Theatre: The Politics and Poetics of Performance Art (Quintero)
- CC. Music, Mind, and Machine (Rommereim)
- DD. Tropical Forests and Sustainable Development (Roper)
- EE. Infinity and Paradox (Shuman)
- FF. The Origins of Capitalism (Silva)
- GG. Old English Re-Imagined (Smith)
- HH. She is the Nation: Egypt (Youssef)

TUTORIALS

2016-2017

A. **AUGUST WILSON'S LITERARY LEGACY: "THE PITTSBURGH CYCLE"**

George Barlow

The ten-play, theatrical saga—alternately called “The Pittsburgh Cycle” or “The Century Cycle”—has secured for August Wilson a permanent place alongside Eugene O’Neill, Arthur Miller, Tennessee Williams, Amiri Baraka, and all of the great American playwrights. Each chapter in this saga explores the hope, heartbreak, and heritage of the African American experience in the twentieth century. Wilson’s most famous plays are *Fences* (1985), which won a Pulitzer Prize and a Tony Award; *The Piano Lesson* (1990), a Pulitzer Prize and the New York Drama Critics’ Circle Award; *Ma Rainey’s Black Bottom* (1982); and *Joe Turner’s Come and Gone* (1984). In this tutorial, we will study these plays and two others, *Seven Guitars* (1995) and *Radio Golf* (2005), in the context of their historical periods—1910s, 1920s, 1930s, 1940s, 1950s, 1990s. Wilson never claimed to be a historian, but the story he tells in the different decades is solidly grounded in history and the collective will that continues to move the black freedom struggle forward. When asked what he felt accounts for the phenomenal success of his plays, Wilson always attributed it not only to his faithful handling of particular historical moments, but also to his reliance on black expressive culture, in its various forms, especially the Blues. We will read the plays with this in mind as we examine their elements—theme, structure, dialogue, and characterization.

B. **#LEMONADE**

Shanna Benjamin

On April 23, 2016, Beyoncé flash-released the visual album *Lemonade*. Black women writers—some scholars, others bloggers, all passionate—offered think pieces that considered the album’s recollection of a slave past, treatment of colorism, and relationship to Black feminist thought. In response to the album Piers Morgan, the former CNN host of the eponymous *Piers Morgan Live*, wrote that he “preferred the old Beyoncé. The less inflammatory, agitating one.” He then tweeted: “Am I even allowed to listen to @Beyonce’s new album given my white skin colour? I’m confused.” This tutorial, #lemonade, will make it all clear. Specifically, #lemonade will unpack the cultural, spiritual, and literary references in Beyoncé’s album to understand its grounding in Black feminist and literary thought and its relevance to twenty-first century movements such as #blacklivesmatter, #sayhername, and #blackgirlsrock.

C. **"I AM NEITHER FROM HERE NOR FROM THERE": IMMIGRANT IDENTITIES IN THE US**

Valérie Benoist

This tutorial explores the identity construction of first and second-generation immigrants to the United States. Readings and class discussions will focus on how immigrants negotiate their identity when moving to the United States. Some questions we will discuss throughout the semester are: how do you adapt to the new country and at the same time maintain your traditions and cultures? What traditions are kept and abandoned? How do the children of the immigrants see themselves culturally? How does their complex cultural identity affect their relationship with their parents? Course material will include books and films about immigrants from Africa, Asia, Europe and Latin America.

D. 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' Bacchantes. 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.

E. WATER

Charles Cunningham

To a natural scientist, water is an ideal solvent, a vital fluid that sustains life, moderates climate, and generates electricity. To a social scientist, it is a semi-renewable resource whose flow and exploitation lead to the rise and fall of great civilizations. To a humanist, it is a metaphorical force for creation and destruction portrayed in words and art. In this tutorial, we will analyze the nature, use, and significance of water from a diversity of perspectives.

F. PHILOSOPHY AND RACE

Jennifer Dobe

Many of us consider race to be part of our identities, even as it has been revealed to have no scientific basis and is linked to oppression. Over the semester we will consider some of the ways in which philosophy both helped to construct the fraught category of race in the 18th and 19th centuries and is now critically examining it. The questions that will motivate this course are therefore: what is the origin of 'race,' how does it function today, and what is its future? Readings will be drawn from the works of key enlightenment and 19th century thinkers (Kant, Herder, Hegel, Darwin, Du Bois) as well as contemporary philosophers (Kwame Anthony Appiah, Linda Martin Alcoff, Naomi Zack, among others).

G. CRISIS, LIBERATION, JUSTICE AND LEADERSHIP

George Drake

Crisis often spawns great leaders. In the Twentieth Century, the liberation struggles following World War II particularly were marked by leaders who galvanized millions. Mahatma Gandhi (India and South Africa), Martin Luther King Jr. (U.S.A.) and Nelson Mandela (South Africa) are extraordinary examples; in many ways linked to each other. These major Twentieth Century leaders will be compared with George Washington in Eighteenth Century North America and Abraham Lincoln in Nineteenth Century United States. What motivated them? Did they set out to become leaders? How did they exercise leadership? What were the roles of family, character, intelligence, morality, education, courage, judgment and politics in shaping their thoughts and actions? How did their understanding of justice shape them? We will explore these and other questions by examining the lives, writings and speeches of these leaders.

H. **EXPLORING AUTISM**

Ann Ellis

What is autism? Despite the dramatic increase in scientific research and public awareness over the last two decades, much about autism remains mysterious. Individuals with autism, or autistic individuals, display a wide and varied range of behaviors and abilities. We will explore psychological perspectives of autism and consider the science, ethical challenges, and public policy debates that surround autism spectrum disorder. Finally, we will examine what it means to live with autism.

I. **CLIMATE CHANGE POLICY: INTERACTIONS OF COLLECTIVE ACTION, ECONOMICS, AND SCIENCE**

Bill Ferguson

This tutorial will investigate problems and potential solutions related to global climate change. The course will establish context by discussing basic impressions, using a few stories, and proceed to the continuously evolving scientific knowledge about climate change. We will then address climate change as a global collective-action problem, with some attention to costs of both the problem and possible policies. How might nations develop appropriate policies and also collaborate on solutions? What is the role for clean energy, market-based solutions, and various types of regulation? We will discuss international agreements, including the 2007 Kyoto Protocol, the 2009 Copenhagen conference, and the 2015 Paris Climate Change Agreement. This tutorial will be linked with Wayne Moyer's tutorial: *Coping with Climate Change: How Science, Politics, and Ethics Interact*. These tutorials will have both joint and separate meetings.

J. **CINEMATIC IDENTITY: RACE, SEX, AND GENDER ON FILM**

Terri Geller

Film is an artistic medium with specific formal properties, as well as a cultural artifact originating from social, historical, and economic contexts. This tutorial will examine the social, cultural, and aesthetic factors that have shaped and continue to shape cinematic representations of race, ethnicity, sexuality, and gender. To understand how cinema represents these intersecting social categories, we will pay extremely close attention to the techniques employed in film, such as lighting, camerawork, editing and sound. At the same time, we will read a range of interdisciplinary texts to understand cinematic identity beyond stereotype analysis, moving well past the limited (and troubling) criterion of whether films portray "positive/negative" images. Cultural criticism, feminism, critical race theory, sociology, history, and sexuality studies are among the critical frameworks that will inform our readings of specific films, such as *The Birth of a Nation*, *Gremlins*, *The Rocky Horror Picture Show*, and *The Matrix*. Close textual analysis will be key to engaging critically with course materials in class discussion and written work. Throughout the semester, our focus will be on the process of crafting analytical papers, with a number of class sessions dedicated to peer editing, revision, research, and learning proper citation procedures.

K. **AFRICAN-AMERICAN LITERARY TIES TO RUSSIAN INTELLECTUAL THOUGHT IN THE 19TH AND 20TH CENTURY**

Raquel Greene

This tutorial examines the affinities between Russian and African-American literature in the development of cultural nationalism. It addresses the question of how national identities are constructed, and draws attention to the similar manner in which 19th and 20th century Russian and African-American intellectuals such as Feodor Dostoevsky and W.E.B. DuBois defined their respective national identities. We will examine how social institutions, namely Russian serfdom and American slavery, impacted on the formation of

these identities. We will also examine how and why the Soviet Union, as a communist state, increased its political and social appeal to many African-American intellectuals during the 20th century.

L. TURKISH, GERMAN, EUROPEAN: FATIH AKIN'S CINEMA & MULTIETHNIC GERMANY

Berna Gueneli

Germany in the 21st century is decidedly multiethnic and multilingual, reflected particularly in its cinema. This course tries to shed light on the director Fatih Akin in the context of contemporary Germany. To do so, we will cover two main areas: First, we will gain insights to postwar migration to and from Germany, to understand the demographic shifts and changes that occurred in the course of the 20th century (these multidirectional migratory movements are ongoing processes). Second, we will look at the work of contemporary Turkish-German director Fatih Akin. Akin's work represents a new type of German cinema that reflects Germany's multiethnic and multilingual diversity. By the end of this course, we will have gained an understanding of contemporary Germany as a multiethnic nation and we will also have learned about one of its most renowned filmmakers, who happens to be praised as a Turkish director by the Turkish press, as a Turkish-German or German director by the German press, and as a European director at many European film awards. Akin and his cinema are all of these: Turkish, German, and European.

M. THE ENLIGHTENMENT AS MUSICAL: A TEXTUAL APPROACH

David Harrison

"The Enlightenment" means, for many people, an innocuous blend of indisputably good principles—reason, liberty, self-determination, for example—that stand behind the American and French Revolutions, and even undergird a liberal education. Yet the makers of the Enlightenment were engaged in great debates over difficult questions that remain unresolved: What is the nature of happiness? Is there, in fact, a God, and if so why is there so much suffering? What is the ideal means of organizing society? What is the philosophical justification for political power? In this Tutorial, we will explore these questions by examining the history of the Enlightenment and analyzing several works that reveal the complexity of ideas during this period: William Hogarth's set of paintings and prints *The Rake's Progress*, Voltaire's novel *Candide*, and Alexander Hamilton's writings from the end of the eighteenth century. We will then turn our attention to works of the twentieth and twenty-first centuries that revisit the Enlightenment in musical form: Bernstein's and Hellman's operetta *Candide*; *The Rake's Progress* by Stravinsky, Auden, and Kallman; and Lin-Manuel Miranda's hip-hop musical *Hamilton*. In tandem with Professor David Harrison's Tutorial, The Enlightenment as Musical: A Textual Approach, we will try to understand the shifting interpretations and representations of Enlightenment ideals across time, place, and genre. The groups will have both joint and separate meetings. This Tutorial will place special emphasis on the artistic forms employed in the Enlightenment and the particular difficulties and possibilities of translating these forms into musical works destined for theatrical or operatic performance.

N. LITERATURE, INTERTEXTUALITY, AND PHILIP PULLMAN'S *HIS DARK MATERIALS*

Kelly Herold

This tutorial takes an intertextual approach to the study of literature, using Philip Pullman's *His Dark Materials* as its primary focus of study. Some writers acknowledge their literary and philosophical influences; Pullman cites Milton's *Paradise Lost* and William Blake's poetry as major sources for *His Dark Materials*. In this tutorial, we'll study Pullman's trilogy and his interpretation and transformation of the canonical sources as well as the generic structures that inspired his work in *The Golden Compass*, *The Subtle Knife*, and *The Amber Spyglass*. We'll also discuss issues of narration, audience or readership, and medium over the course of the semester.

O. OTHER WORLDS IN OUR OWN: EXPLORING MULTIPLE WAYS OF KNOWING REALITY

Amy Holmes-Tagchungdarpa

How do we decide what is true? Is it through our own experience that we determine what is real and what is fictional? Or through authorities such as institutions, texts and society? What does it mean to believe in a higher power, UFOs, or spirits in the trees? How do we accommodate truth claims that may be contradictory? What do we dismiss as fictional, magic or superstitious, and why? Can we make room for what we cannot see or what science cannot measure in our lives and still retain our identity as critical thinkers? This tutorial will explore these questions through engaging in alternative constructions of reality through the rubrics of culture, religion and space in different forms of critical and poetic writing and film. Rather than dismiss alternative ways of seeing the world as being the product of these rubrics, we will consider what it means to displace our own assumptions and engage in this difference, thereby expanding our own tools for understanding and thinking.

P. EXPLORING THE MAGICAL WORLD OF CALVIN AND HOBBS

Paul Hutchison

The last *Calvin and Hobbes* strip was published on Dec. 31, 1995. The final strip famously closes with Calvin saying to Hobbes, "...let's go exploring!" That is precisely what we will do in this class, with its ten years of daily strips serving as the subject of our exploration. In the twenty years since it stopped running *Calvin and Hobbes* has remained quite popular. Why might that be? What is enduring in the antics of this six-year-old boy and his imaginary stuffed tiger friend? What exactly is funny about it and what does its humor connect to? Perhaps the strip aims to do more than amuse us. After all the title characters are named after a 16th century theologian and a 17th century political philosopher. So perhaps *Calvin and Hobbes* says something insightful about human experience. Or maybe it provides sly social commentary. It's easy to make the case for Calvin as a trickster-archetype who playfully violates conventional behavior norms. That view opens the door to looking for political or social commentary. (Google "Donald and Hobbes"!) If you are like me the familiar comfort you experience as you read it can make thoughtful analysis difficult. So we will try to make the familiar unfamiliar, to think about *Calvin and Hobbes* with fresh eyes in hopes of getting fresh insight into it. Let's go exploring!

Q. THE PRESENTATION OF SELF IN DIGITAL LIFE

Patrick Inglis

In this Tutorial, we will explore the specific, though also perhaps unexpected, ways social media transforms our understanding of self and society. Our central text in this task will be Jaron Lanier's bestseller *You Are Not A Gadget*, a sort of modern-day manifesto on the costs and benefits of digital technologies in shaping the world we inhabit. This text and accompanying materials will provide the theoretical framework necessary to pursue deeper questions about the role of social media in producing ourselves, as well as the communities in which we live. We will also investigate the physical and material connections that make a "digital self" possible in this particular moment in human history. To this end, students can expect to combine social media use with social interaction in the classroom and beyond.

R. PROPAGANDA, PERSUASION, AND POLITICAL PSYCHOLOGY

Matthew Johnson

In this tutorial we will explore classic readings addressing the human influence and use of human beings. Discussions will contextualize these readings within appropriate disciplinary perspectives including: cognitive neuroscience, history, media studies, philosophy, political science, psychology, science and technology studies, systems theory, and war studies. This course is reading- and writing-intensive; you will

be given numerous opportunities to revise your written work and engage in peer workshopping of papers and other class assignments.

S. **CHANGING CHILDHOODS**

Kathy Kamp

Childhood is a cultural construct whose definition and parameters vary cross-culturally and through time. We will examine the changing realities of childhood in the U.S. and elsewhere, considering such controversial topics as gendering, child labor, child safety, child culture, education, and international efforts to shape the experience of children through development projects.

T. **MAKING DECISIONS WITH DATA**

Shonda Kuiper

In our data-rich society, making decisions with data is becoming an essential skill in almost any area of study. Instead of teaching statistics and data science as a collection of facts and mathematical calculations, this course will focus on: 1) formulating good questions, 2) determining whether available information is appropriate for addressing the question of interest, 3) using multiple tools to visualize and represent data, and 4) drawing appropriate conclusions. We will explore examples from a wide variety of sources, including the New York Police Department Stop and Frisk Database as well as the Global Terrorism Database. The primary emphasis of this course is on the use of data, visualizations, papers and oral presentations to communicate nuanced ideas found in complex datasets.

U. **KENDRICK LAMAR**

Mark Laver

Since the release of *good kid, m.A.A.D city* in 2012, Kendrick Lamar has emerged as one of the most creative voices in contemporary hip hop, and one of the most visible critics of U.S. racial inequality of his generation. From his appearances on late night talk shows, to his performances on the Grammy Awards, to the numerous thoughtful critical responses that his work has generated, to the emerging anthemic status of his 2015 song “Alright” in the Black Lives Matter movement, Lamar’s presence has been ubiquitous, and his music and message have reverberated worldwide. Through an exploration of Lamar’s career – with a particular focus on his 2015 album, *To Pimp a Butterfly* – we’ll examine the relationships between the arts, activism, and social justice; between hip hop and African American cultural memory; between sound, cities, and communities; between authenticity, identity, and performance; and between race, politics, and music in America.

V. **CHASING PATHOGENS: THE RISE AND FALL OF EPIDEMICS**

Erick Leggans

Since the 18th century, investigators have grown increasingly sophisticated in tracking down pathogens. In this course, we will consider the investigatory strategies used to identify these threats, as well as scientists’ attempt to treat or cure pathogens. In this course, you will read academic and popular texts to discuss and debate upon these topics, and you will have the opportunity to pursue your own investigations.

W. **ENCOUNTERING INDONESIA: MUSIC, PERFORMANCE, TRANSFORMATION**

Danielle Lussier

For most Americans, the word “Java” signifies either a cup of coffee or a computer programming language. Yet, Java is the world’s most populous island, located in Indonesia, the fourth most-populated country on the globe. Home to abundant natural resources, fertile land, and distinctive cultural practices that draw on the region’s Buddhist, Hindu, and Muslim traditions, the land and waters of Indonesia have attracted travelers from around the world for centuries. These encounters have, in turn, shaped the identity of Indonesia and had a profound impact on Western understandings of Southeast Asia. What about Indonesia—in particular the islands of Java and Bali—is so magnetic? In turn, how has Indonesia been influenced by Western fascination with its cultural and artistic practices? This course will explore these questions by reading accounts left by renowned observers such as Margaret Mead, Colin McPhee, Jane Belo, and others, together with literary works from Indonesian authors. We will focus particular attention on Javanese and Balinese performing arts, creating our own “encounter” with these traditions.

X. THE ENLIGHTENMENT AS MUSICAL: A HISTORICAL APPROACH

Kelly Maynard

“The Enlightenment” means, for many people, an innocuous blend of indisputably good principles—reason, liberty, self-determination, for example—that stand behind the American and French Revolutions, and even undergird a liberal education. Yet the makers of the Enlightenment were engaged in great debates over difficult questions that remain unresolved: What is the nature of happiness? Is there, in fact, a God, and if so why is there so much suffering? What is the ideal means of organizing society? What is the philosophical justification for political power? In this Tutorial, we will explore these questions by examining the history of the Enlightenment and analyzing several works that reveal the complexity of ideas during this period: William Hogarth’s set of paintings and prints *The Rake’s Progress*, Voltaire’s novel *Candide*, and Alexander Hamilton’s writings from the end of the eighteenth century. We will then turn our attention to works of the twentieth and twenty-first centuries that revisit the Enlightenment in musical form: Bernstein’s and Hellman’s operetta *Candide*; *The Rake’s Progress* by Stravinsky, Auden, and Kallman; and Lin-Manuel Miranda’s hip-hop musical *Hamilton*. In tandem with Professor David Harrison’s Tutorial, The Enlightenment as Musical: A Textual Approach, we will try to understand the shifting interpretations and representations of Enlightenment ideals across time, place, and genre. The groups will have both joint and separate meetings. This tutorial concentrates upon the particular historical moments in which each original work was created and the contexts of each work’s reinterpretation. We ask how prevailing political, cultural, and social concerns may be represented in the generation, content, and reception of Enlightenment works.

Y. OUR HERO(IN)ES, OURSELVES

Angelo Mercado

The Iliad of Homer continues to resonate with modern readers, despite the strangeness of the epic’s central notions which first greet us: what does glory mean? And honor? In pursuit of these questions, this tutorial explores the construction of the ancient Greek hero(ine)’s identity in epic, specifically Homer’s Iliad. We can ask further: what can such constructions tell us about how the ancients conceived of themselves, as individuals and members of a larger community? So, what can such conceptions tell us of our own ideals? Along the way, we will consider aspects of form, structure, and meaning in the epic, as well as the (pre-) history that lurks behind the poet and the poem.

Z. 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 and the waxing and waning of climate change in U.S. national politics. This tutorial will be linked with Bill Ferguson's tutorial: Climate Change Policy: Interactions of Collective Action, Economics and Science. These tutorials will have both joint and separate meetings.

AA. BOOKS: PAST, PRESENT, AND FUTURE

Sarah Purcell

Books are powerful objects with the ability to convey information, to inspire emotion or religious devotion, to entertain, and to function as symbols. Books can simultaneously be public and private, global and local, functional and artistic. Historian Martyn Lyons writes that "the book has proved one of the most useful, versatile and enduring technologies in history." At this moment, books themselves are changing and electronic technologies are offering a range of alternatives to physical publishing. This tutorial will focus on the past, present, and possible futures of books. We will consider topics including the history of the book, book collecting, the interaction between books and readers, book marketing, and electronic publishing. Will books survive? What does that question tell us about our own information age and its relationship to many changes in books and reading that have come before?

BB. BETWEEN ART AND THEATRE: THE POLITICS AND POETICS OF PERFORMANCE ART

Craig Quintero

This course explores the politics and poetics of one of the most dominant artistic movements of the twentieth century, "Performance Art." This hybrid art form subverts traditional disciplinary boundaries in its blending of mediums including theatre, painting, sculpture, music, film, and dance. In this class, primary and secondary readings, video screenings, and performance exercises will provide a context for examining the historical background and theoretical framework of performance art. Assignments will address the relationship between avant-garde theatre and social activism as well as aesthetic issues related to temporality, space, performer/audience relations, intertextuality, embodiment, and chance. Beginning with an introduction to Futurism, Dadaism, Surrealism, and Bauhaus, the class will examine the work of artists including Antonin Artaud, John Cage, the Living Theatre, Matthew Barney, Karen Finley, Kazuo Ohno, and Robert Wilson. Students learn to engage performance as the object and method of their study as they critically examine the creative limits of contemporary art and theatre.

CC. MUSIC, MIND, AND MACHINE

John Rommereim

Technology has radically changed music-making and how we engage with sound. Our generation is the first in human history to live in this new environment. How do these changes affect our mind, our body, our well-being? To get at these questions, we will look at the intersection of sound perception, music-making, the physics of sound, and current technology. We will visit an anechoic chamber to experience total silence; we will construct sound maps of the campus; we will pursue insights into sound using the ancient monochord as well as a variety of electronic devices, and we will manipulate sound in creative projects.

DD. TROPICAL FORESTS AND SUSTAINABLE DEVELOPMENT

Montgomery Roper

What is a “Tropical Forest”? How are such areas faring in the 21st century? Why should we care, and what, if anything, should we do? This course will take an interdisciplinary approach to examining tropical forests, the communities that depend on them, the pressures forests and forest communities face, and sustainable development alternatives in these regions. While the course focuses on tropical forests, our analysis will be instructive for considering issues of environmental change and human development more broadly.

EE. INFINITY AND PARADOX

Karen Shuman

There is no largest number. This stark statement generates questions about how we perceive truth. Our tutorial explores infinity and its paradoxes both inside and outside mathematics. Along the way, we meet some of the Western world's greatest thinkers: Aristotle, Newton, Cantor, and Gödel. Hofstadter's *Gödel, Escher, Bach: an Eternal Golden Braid* is central to our study, but expect to be challenged by other thinkers—including your peers—along the way!

FF. THE ORIGINS OF CAPITALISM

Pablo Silva

Scholars agree that the development of capitalism was important, but they disagree about how this development came about. We will look at some of the classic contributions to this ongoing debate as well as a few more contemporary interventions. Through our discussions, students should acquire some workable definitions of capitalism, some plausible explanations for its emergence, and some insights into how scholars from different disciplines formulate arguments about such intractable questions.

GG. OLD ENGLISH RE-IMAGINED

Paula Smith

Many readers know about *Beowulf*, but what else survives from that age? The rich offerings of Old English poetry—weird charms, bawdy riddles, scenes of gruesome battle, laments of men and women in exile, and cryptic words of wisdom—have captivated fiction writers and poets including Seamus Heaney, Jorge Luis Borges, John Gardner, Jill Paton Walsh, and Kazuo Ishiguro. These modern and contemporary writers look to the Anglo-Saxon poets for vivid images that describe violence, ostracism, fear, wonder, redemption, courage, yearning, and the endurance of loss. This tutorial will study modern works such as Gardner's *Grendel*, Pound's “The Seafarer,” and Ishiguro's 2015 novel *The Buried Giant* side by side with accessible translations of the original works that inspired them: the earliest poems and prose in English, written more than a thousand years ago. A recent and notable connection between *Beowulf* and Grinnell College (hint: www.TheGrinnellBeowulf.com) will enhance the tutorial experience.

HH. **SHE IS THE NATION: EGYPT**

Mervat Youssef

Nationalist debates have always involved discussions of the roles women play in the family and society. On the path for establishing a modern independent Egypt, women's education, suffrage, un/veiling and their participation in different aspects of society became an integral part of the discourse about how to build and construct the nation and (re)produce the ideal nationalist citizen. This tutorial will examine the competing visual and discursively-constructed narratives of and about women's rights in Egypt in historical perspective.

Last Revised: 08/08/2016 9:40 AM



TUTORIAL SUMMARY SHEET

2015-2016

- A. Castles, Foundations, Freedom: *Walden* and the Liberal Arts (Andrews)
- B. Telling Tales (Aparicio)
- C. Comrades in the Kitchen: Russian Food and Culture in the Soviet Century (Armstrong)
- D. The Glass Bead Game: Exploring Music from Interdisciplinary Perspectives (Cha)
- E. Envisioning Identities: Self, Subgroups, "the Other" and Belonging (Chen)
- F. Archeoastronomy (Christensen)
- G. The City: Down to "The Wire"? (Cook-Martin)
- H. The Alternative (Dobe)
- I. Crisis, Liberation, Justice and Leadership (Drake)
- J. Exploring Autism (Ellis)
- K. Dystopian Visions: *The Hunger Games* Revisited (S. Ferguson)
- L. The Power of the Journey: The Road Trip (W. Freeman)
- M. Racism: Color, Culture, Class (Gibel Mevorach)
- N. Psychology of Humor (Gibson)
- O. African-American Literary Ties to Russian Intellectual Thought in the 19th and 20th century (Greene)
- P. The Ethical Shopper (Jakubiak)
- Q. Changing Childhoods (Kamp)
- R. Language, Culture, and Censorship (Larson)
- S. M'm! M'm! Good! Food Choices and Their Consequences (Levandoski)
- T. Unpacking Western Encounters with Indonesia (Lussier)
- U. Food: Rituals, Technologies, and Policies (Lyons)
- V. The Ancient World: Homer and Fifth-Century Athens (Mease)
- W. Modernity, Morality and Genocide (Meehan)
- X. Our Hero(in)es, Ourselves (Mercado)
- Y. From Text to Image: the French New Wave and the Transformation of Cinema (P. Moisan)
- Z. Feeling Music: Sound and Emotional Experience (Perman)
- AA. Empires (Pollnitz)
- BB. Science Fiction or Fact: Exploring science, policy, and public opinion (Praitis)
- CC. Human Rights in the Modern World (Prevost)
- DD. Words and Guitar: From Rock to Hip Hop (Roberts)
- EE. The ART of Baby Making (Sandquist)
- FF. The Origins of Capitalism (Silva)
- GG. Word and Image (Simpson)
- HH. Old English Re-Imagined (Smith)
- II. Icelandic Sagas (Wolf)

TUTORIALS

2015-2016

A. **CASTLES, FOUNDATIONS, FREEDOM: *WALDEN* AND THE LIBERAL ARTS**

Steve Andrews

In his “Conclusion” to *Walden*, Henry David Thoreau shares a primary lesson learned from his “experiment” in living at Walden: “if one advances confidently in the direction of his dreams, and endeavors to live the life he has imagined, he will meet with a success unexpected in common hours.” Sound hopeful? Listen to this: “If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.” *How well he knows us*. How well he knows, too, that the world is a fluid and supple place, sometimes alarmingly so. In the face of such extravagance, what constitutes a firm foundation? As Thoreau would have it, any conclusion worth building a house on is best earned through a strict economy of borrowing, simplification, and deliberation. And because the results are presented to us in writing, the supreme achievement that is *Walden* reflects, in turn, a complementary commitment to the process of revision. Along with two of Thoreau’s most important essays, “Resistance to Civil Government” and “Walking,” *Walden* will provide the ground on which we explore—by way of reading, talking, writing and revising—whether, and how, a liberal arts education can be adequate foundation for our “castles in the air.”

B. **TELLING TALES**

Yvette Aparicio

In this tutorial we will study stories we tell to explain our presents and our pasts by exploring how texts construct cultural identities in U.S. and Latin American literature and film. How does reading, or watching, stories of becoming help readers/viewers tell their own stories? What do these stories have in common? How are memories—our own and others’—transformed into the tales that narrate us? How do stories tell us where we come from and where we may be going? Can we tell “true stories” or are we always “telling tales”? In our exploration of these and other questions, we’ll discuss personal essays, memoirs, poetry and other texts.

C. **COMRADES IN THE KITCHEN: RUSSIAN FOOD AND CULTURE IN THE SOVIET CENTURY**

Todd Armstrong

Our tutorial will explore Russian food culture through the lens of literature, art, poetry, film, and popular culture. Drawing from Russian literature, cookbooks, cultural histories, art, film, folklore, and memoirs, we will use the methodologies of textual analysis and food history to research, write, and speak about how food and food culture reflects the human experience in Russia, with particular focus on the Soviet twentieth century: from the Russian Revolution of 1917 to the dissolution of the Soviet Union in 1991. We will also consider critical writing about the relationship between food and culture, and create a food blog to present our own critical views about Russian cooking and culture. A part of our course will involve hands-on practice of the preparation and consumption of Russian (and Soviet) food.

D. THE GLASS BEAD GAME: EXPLORING MUSIC FROM INTERDISCIPLINARY PERSPECTIVES

Jee-Weon Cha

Hermann Hesse's *The Glass Bead Game* (1943) depicts a cryptic game based on the interdisciplinary totality of all human knowledge. Tellingly, this prophetic novel deems music—the quintessential interdisciplinary subject—to have a special status in Castalia, an isolated utopia of scholars and artists. Combining multiple perspectives to a new level of integration across disciplines is vital to a liberal arts education. In an effort to do the ultimate exercise in interdisciplinarity, this tutorial investigates music through a variety of disciplinary lenses such as philosophy (wrestling with questions like “What is the ontological status of the musical work?”), evolutionary biology (“What is the origin of music?”), physics (“What are the properties of musical sound?”), mathematics (“Can we find a mathematical equation to describe a piece of music?”), neuroscience (“How does the brain react to music?”), cognitive psychology (“How do we perceive music structure?”), linguistics (“How is music like or unlike language, and to what extent do phonology, syntax, and semantics help us to understand music?”), semiotics (“What are the processes by which musical meaning is created and communicated?”), cultural studies (“How does music reflect and construct sociocultural experiences, and *vice versa*?”), gender and sexuality studies (“In what ways has music been associated with ideologies of gender and sexuality?”), and disability studies (“How have various music-theoretical traditions been shaped by the notion of disability?”). Greater emphasis will be placed on open-ended discussions than on rigid verifications, as fostering a process of interdisciplinary inquiry into music would be more about “probing,” and less about “proving,” meaningful connections and interactions between music and other disciplines. Through directed reading, writing, presenting, listening, and discussion-leading activities, each participant in the tutorial would aspire to discourse on music from at least two of the aforementioned perspectives.

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

Jeremy Chen

How do visual artists and performance artists represent identity? How do artists describe multifaceted identities based on race, ethnicity, gender, sexuality, religion, class, geography, culture, or history? What are ways to visualize and conceptualize the self and/or “the Other?” How do representations describe worldview? How do artists claim or disavow nationality or citizenship? Do they identify as native or non-native? How do indigenous artists situate identity within and/or outside sovereign nations? How does representation of identity work to include or exclude? How are representations received by audiences? How do we analyze and write about images? How do images perform differently from texts? Our focus is on artists working in the United States but transnational comparisons will be made with artists working outside of the U.S.

F. ARCHEOASTRONOMY

Charlotte Christensen

As clock, compass, and calendar, the sky both anchors us in time and space and provides us with perspective on the Universe. As we will see, charting the apparent motion of the sun, planets, and stars is a near-universal method for tracking the passage of time and determining one's location. However, different cultures throughout history have applied vastly different methodologies and interpretations to these basic principles. In this tutorial, we will explore the different uses cultures have made of astronomy, including the creation of the Mayan calendar, the construction of the Great Pyramid at Giza, and the development of celestial navigation. This exploration will include a study of human history and the dynamics of our solar system. Finally, we will discuss how our observations of the sky have shaped and continue to shape our understanding of the cosmos.

G. THE CITY: DOWN TO “THE WIRE”?

David Cook-Martin

The film industry and the social sciences portray cities as places of violence, economic decline, and generalized decay as well as sites of creativity, innovation, and possibility. What is the state of the city at the turn of the 21st century? Are cities on the decline as suggested by the depiction of Baltimore’s dysfunctional political, educational, social and governmental institutions in the now classic HBO series “The Wire” or in the writings of urban geographer David Harvey? Or are cities, as Richard Florida and Thomas Friedman suggest, places where the “creative economy” will flourish and where capitalism raises all fortunes through technology? Can cities be both sites of collapsing institutions and emerging creative spaces? Are the deep inequalities of U.S. cities exceptional or part of a global trend? A close and critical viewing of the “The Wire” and a similarly careful reading of key texts about the form of social organization we call “cities” offers an opportunity to understand the kind of place where most of humanity lives (83 percent of the U.S. population and 55 percent of the world’s population lives in urban areas). At the heart of a liberal education is a honing of critical habits of mind that make it possible to consider complex questions like those raised in this tutorial. These habits include careful listening, observation and reading, understanding the puzzles and contradictions of the city, writing clearly and persuasively about them, and connecting to those affected by the paradoxes of living in places like Baltimore.

H. THE ALTERNATIVE

Timothy Dobe

So, you want to be different? Different from what? What does it mean to be alternative? To be mainstream? This Tutorial explores the question and category of the alternative in a wide range of contexts, from concrete examples such as alternative music, energy and spirituality to considering silence and simplicity as alternatives to noise and busyness. Together we will practice various forms of writing, persuasion, debate and open-ended discussion as we hone critical thinking about the range of contexts, concepts and possibilities that shape the choices we might make. Or not.

I. CRISIS, LIBERATION, JUSTICE AND LEADERSHIP

George Drake

Crisis often spawns great leaders. In the Twentieth Century, the liberation struggles following World War II particularly were marked by leaders who galvanized millions. Mahatma Gandhi (India and South Africa), Martin Luther King Jr. (U.S.A.) and Nelson Mandela (South Africa) are extraordinary examples; in many ways linked to each other. These major Twentieth Century leaders will be compared with George Washington in Eighteenth Century North America and Abraham Lincoln in Nineteenth Century United States. What motivated them? Did they set out to become leaders? How did they exercise leadership? What were the roles of family, character, intelligence, morality, education, courage, judgment and politics in shaping their thoughts and actions? How did their understanding of justice shape them? We will explore these and other questions by examining the lives, writings and speeches of these leaders.

J. EXPLORING AUTISM

Ann Ellis

What is autism? Despite the dramatic increase in scientific research and public awareness over the last two decades, much about autism remains mysterious. Individuals with autism, or autistic individuals, display a wide and varied range of behaviors and abilities. We will explore psychological perspectives of autism and consider the science, ethical challenges, and public policy debates that surround autism spectrum disorder. Finally, we will examine what it means to live with autism.

K. **DYSTOPIAN VISIONS: *THE HUNGER GAMES* REVISITED**

Susan Ferguson

As Miss Effie Trinket says at the beginning of District Twelve's lottery, "May the odds forever be in your favor." This tutorial will use the *New York Times*-best-selling novel by Suzanne Collins, *The Hunger Games* (2008), and related books and films to analyze the genre of dystopian fiction in young adult literature. *The Hunger Games* series of novels and films lend themselves well to interdisciplinary analysis and suggest many themes to explore. We will begin the course by reading the novel and related literature on rituals, dystopias and utopias, and the formation of characters in literature. The second section of the tutorial will focus on the literary trope of the hero and readings on gender in literature. We also will examine readings on social change, revolution, and war. Some questions that will drive our analysis are: What lessons can be learned from a rereading of *The Hunger Games*? Why is dystopian fiction such a popular genre in young adult fiction? How do we understand the female protagonist in dystopian literature? Should works of fiction address issues of social justice? And, where do the novels fall short in their dystopian constructions or in their advocacy for social change?

L. **THE POWER OF THE JOURNEY: THE ROAD TRIP**

Will Freeman

The road is a powerful classroom. Why are we enthralled by the romance of the road trip? What is the difference between traveler and tourist? What do we learn of ourselves from the classic road trip? This tutorial will look at "the road" as escape, as teacher, and as healer. We will explore Joseph Campbell's Hero's Journey Monomyth, and examine how Kerouac, Steinbeck, Pirsig and others wrote of their own journeys on the road. We will also investigate how technology has changed the classic road trip and how Hollywood has used "the journey" as a successful theme for many films.

M. **RACISM: COLOR, CULTURE, CLASS**

Katya Gibel Mevorach

Race thinking, an outcome of racism, differentiates groups of people from each other. This tutorial looks at racism in different periods and places with an emphasis on the US. We will explore how racial meanings are constructed and made comprehensible as well as how they are routed through representations of class. Using a combination of texts -- academic articles, films, comedian acts, music, newspapers and advertisements -- we will explore representations of "whiteness," "blackness," "Jewishness," "Islam" and other "race-d" identities in the public arena as well as how these are exported. Throughout the semester we will interrogate the language, ideas and assumptions that give meaning to the different ways we perceive the world around us and through which we understand our individual experiences.

N. **PSYCHOLOGY OF HUMOR**

Janet Gibson

"Two muffins were sitting in an oven. One muffin says, 'Wow, it sure is hot in here!' The other muffin says, 'Ahhh!!! A talking muffin!'" One person may think this is a very funny joke, and another may find it only mildly amusing. Why? The study of the psychology of humor is no laughing matter. Once thought to be too frivolous a topic for psychologists to study, psychological research on humor and laughter has increased in recent years. In our readings, writings, and oral presentations, we will explore forms, functions, and applications of humor through the lenses of various psychology subdisciplines: psychoanalytic, cognitive, social, psychobiological, personality, developmental, health, and positive psychology. Perhaps by the end of the course, in addition to learning about psychology and

humor, we will know how many tutorial students it takes to change a light bulb, or why people in jokes keep walking into bars. **Prerequisites:** Sense of humor not required but appreciated.

O. **AFRICAN-AMERICAN LITERARY TIES TO RUSSIAN INTELLECTUAL THOUGHT IN THE 19TH AND 20TH CENTURY**

Raquel Greene

This tutorial examines the affinities between Russian and African-American literature in the development of cultural nationalism. It addresses the question of how national identities are constructed, and draws attention to the similar manner in which 19th and 20th century Russian and African-American intellectuals such as Feodor Dostoevsky and W.E.B. DuBois defined their respective national identities. We will examine how social institutions, namely Russian serfdom and American slavery, impacted on the formation of these identities. We will also examine how and why the Soviet Union, as a communist state, increased its political and social appeal to many African-American intellectuals during the 20th century.

P. **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 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.

Q. **CHANGING CHILDHOODS**

Kathy Kamp

Childhood is a cultural construct whose definition and parameters vary cross-culturally and through time. We will examine the changing realities of childhood in the U.S. and elsewhere, considering such controversial topics as gendering, child labor, child safety, child culture, education, and international efforts to shape the experience of children through development projects.

R. **LANGUAGE, CULTURE, AND CENSORSHIP**

Jonathan Larson

The right to free speech is a powerful idea in the United States. The existence in other countries of censorship—formal restrictions on speech—draws frequent condemnation from news media and politicians here. Yet from a different kind of global perspective, what other restrictions on language besides government control have similar effects on how ideas are created and shared? This tutorial explores cultural, interactional, and infrastructural factors that regulate expression in different societies. We will consider topics such as politeness, social memory, blasphemy, public secrets, technology, markets, and even creativity from censorship.

S. **M’M! M’M! GOOD! FOOD CHOICES AND THEIR CONSEQUENCES**

Mark Levandoski

Food is so integral to our daily lives that we often take it for granted. But why do we like the food we do? Who controls which foods are available to us? Should morals factor into the food choices we make? In

this course, we will frame questions such as these about food choices and their implications using multiple perspectives. By studying them from scientific, cultural, social, historical and philosophical viewpoints, we will develop an understanding of food choices as a complex system of interrelated processes. We will evaluate to what degree these factors are under our control or influence. We will attempt to judge the impact of these facets of food choices on our daily lives. And of course, lest we lose sight of the important things through all this analysis, we will eat!

T. UNPACKING WESTERN ENCOUNTERS WITH INDONESIA

Danielle Lussier

For most Americans, the word “Java” signifies either a cup of coffee or a computer programming language. Yet, the original Java is the world’s most populous island, located in Indonesia. Home to abundant natural resources, fertile land, and distinctive cultures that draw on the region’s Buddhist, Hindu, and Muslim traditions, the land and waters of Indonesia have attracted travelers from around the world for centuries. European (and later American) fascination with these islands have shaped not only Western perceptions of Southeast Asia, but also proved foundational in 20th century scholarship in fields such as anthropology and ethnomusicology. What about Indonesia—in particular the islands of Java and Bali—is so magnetic? How have the accounts left by such renowned observers as Margaret Mead and Colin McPhee shaped our own perceptions? In turn, how has Indonesia been influenced by Western fascination with its cultural and artistic practices? This course will explore these questions by reading accounts left by Mead, McPhee, and others, together with scholarly critiques and extensions of their work. We will focus particular attention on Western study of Javanese and Balinese performing arts, creating our own “encounter” with these traditions, examining how they in turn have been shaped by Western encounters.

U. FOOD: RITUALS, TECHNOLOGIES, AND POLICIES

Leslie Lyons

We will read, write, and talk about food from a multi-disciplinary perspective. Novels and films elevate food well beyond the mundane necessity of caloric sustenance. Yet, the forms food take vary from person, place and time and, in many ways, provide for connections and differences between people. Improving and understanding food at a molecular level are goals of scientists, but do technical achievements really impact food choices and food quality? With increasing reports of food borne illness, is our food safe and what are the governmental policies that protect consumers? How do these policies respond to new food technologies such as genetically modified foods or nanoparticles in food? We’ll feast on these topics.

V. THE ANCIENT WORLD: HOMER AND FIFTH-CENTURY ATHENS

Ellen Mease

A careful reading of major works of ancient Greek literature of various genres (epic, drama, philosophy, history) and interpretation of these works through class discussion and in writing. Lacking a “sacred literature” such as the Judeo-Christian tradition, the Greeks took Homer’s *Iliad* and *Odyssey* as the foundation for their culture, especially during the great democratic experiment in Athens in the fifth century BCE. In the great Athenian drama of the Periclean Golden Age, Homeric heroic virtues were adapted to a political environment based on the “citizen virtues,” in foundation myths like Aeschylus’ *Oresteia* and Sophocles’ *Antigone* and *Oedipus Rex*. Later, with the collapse of the empire, the science of historiography (Thucydides’ *Peloponnesian War*), Euripides’ ironic drama, and the philosophy of Plato and Aristotle sought to describe in new ways the motives of human behavior, the causes of suffering, and paths to human happiness. The course takes us through this evolution in Greek thought, the foundation

for much of later Western literature, philosophy and political theory. The Tutorial's main goal will be to improve your ability to read, think, speak, and write critically and analytically. Students will be expected to participate actively and often in discussions.

W. MODERNITY, MORALITY AND GENOCIDE

Johanna Meehan

Jonathan Glover recently wrote, "There must be lessons of ethics in the events of this violent century." In this tutorial we will consider what those lessons might be as we trace a path of violence from Africa to Germany and beyond. Beginning with the genocide of the Herero and Nama in Africa, considering the Turkish massacre of the Armenians, we will then turn our attention to the forces that motivated "the final solution," the Holocaust of European Jews. We will study the political roots of extermination in what has been called "the blood-lands" of Eastern Europe, and in camps specially designed for mass extermination. Texts may include works by Hannah Arendt, Omer Bartov, Johnathan Glover, Peter Balakian, Yehuda Bauer, Saul Friedlander, Gertrude Himmelfarb, Mamoud Mamdani, and Judith Shklar.

X. OUR HERO(IN)ES, OURSELVES

Angelo Mercado

This tutorial explores the construction of the ancient Greco-Roman hero(ine)'s identity in epic, specifically and especially in the Iliad of Homer, what such constructions can tell us about how the ancients conceived of themselves, and what such constructions and conceptions, which can still resonate for us today, can tell us of our own ideals.

Y. FROM TEXT TO IMAGE: THE FRENCH NEW WAVE AND THE TRANSFORMATION OF CINEMA

Philippe Moisan

Before the 1960s, cinema in France was not an art form but rather a form of entertainment. If it did have artistic pretensions, they were usually to replicate literature or theater – many films were adaptation of masterpieces, while others employed traditional narrative structures. Between 1958 and 1973, the French New Wave revolutionized the way we look at cinema. Young directors, critics turned directors, such as Truffaut, Godard, Chabrol, Resnais, and many others, transformed cinema into an art form in its own right, not only by using new montage, sound, and lighting techniques, but also in its self-referentiality. That is, this New Wave no longer referred to great works of literature but to cinema itself; this was an enormous cultural revolution. This tutorial will explore this revolution examining films from before and during the New Wave.

Z. FEELING MUSIC: SOUND AND EMOTIONAL EXPERIENCE

Anthony Perman

How does music feel? How can music express feelings, emotions, and affects? What are the ways in which music can be uniquely meaningful and emotional? In this course students will investigate multiple ways in which music matters to people's emotional lives and how the feelings about music inform religious, political, and personal lives. In cultivating their own research plans for the semester, students will be introduced to critical theories of affect, anthropologies and ethnomusicologies of feeling, and the science of emotion. By focusing on specific case studies from around the world and the cross-cultural ways in which music is moving, students are introduced to multiple disciplinary perspectives on questions of affect. Emotion is central to musical experience and value. Exploring questions about the ways music can elicit and express emotions lead to broader questions about the nature of humanity and society.

AA. EMPIRES

Aysha Pollnitz

Human civilization has been shaped powerfully by the rise and fall of empires. This course will explore empires in Ancient Egypt and Rome, the Mughals, Aztecs, and Qing dynasty, and the Spanish, Russian, and British empires, among others. We will examine the uses and abuses of imperial power and the impact of empire on the lives of diverse subjects through contemporary documents, art, architecture, clothes, cities, and spectacles.

BB. SCIENCE FICTION OR FACT: EXPLORING SCIENCE, POLICY, AND PUBLIC OPINION

Vida Praitis

Science and technology play increasingly important roles in our lives, from the food we eat to modern medicine to how we live and interact with one another. While understanding science and its role in our lives has never been more important, there appears to be an increasingly large gap between the views of scientists and the general public on science related issues, including vaccines, GMOs, reproductive technologies, and climate change. For some topics, there is honest disagreement about complex scientific and policy questions. In other cases, the science may challenge long-held views or relate to topics where there is a historic mistrust of scientific approaches or of scientists. In this tutorial, we plan to explore the evidence related to contentious science-related topics (selected based on student interest), why they are contentious, how they are publicly debated, and how we might engage those on different sides of the issues in a productive discussion.

CC. HUMAN RIGHTS IN THE MODERN WORLD

Elizabeth Prevost

Although “human rights” denotes a universal ideal of the human condition, it is, in fact, a concept that has always been shaped by particular circumstances. In this tutorial we will consider the global context for the emergence and development of human-rights discourse, movements, and institutions since 1750. Historical and contemporary case studies will frame our investigation of how different groups have attempted to define and enforce the principle of human rights against the abuses of autocratic government, slavery, colonialism, segregation, and genocide. We will also examine how Grinnell College’s commitment to social justice has engaged with these larger movements.

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 ART OF BABY MAKING

Joshua Sandquist

The continued existence of a species requires successful reproduction among its members. Humans are unique in that they can think about, plan, and use technology to support their reproductive efforts. Assisted Reproductive Technology (ART) and related techniques such as in vitro fertilization, nuclear

transplantation, and pre-implantation genetic diagnosis have generated hope for some but anxiety for others. What is really possible with ART? Sex selection? Yes. Trait selection? Likely. Cloning? Perhaps. This tutorial will explore both the technical details of ART and the moral, ethical, and legal guidelines that govern our reproductive decisions. What are the arguments for and against choosing the sex or other traits of children? Being able to select traits raises questions such as: What traits are desirable? and What is “normal”? We will also consider the interaction between science and society. What should scientists be allowed to do while investigating how reproduction works? How should scientists respond to political uses and misuses of ARTistic knowledge? In this tutorial you will explore such questions about ART, develop your scholarly skills, and engage with your new academic community.

FF. THE ORIGINS OF CAPITALISM

Pablo Silva

Scholars agree that the development of capitalism was important, but they disagree about how this development came about. We will look at some of the classic contributions to this ongoing debate as well as a few more contemporary interventions. Through our discussions, students should acquire some workable definitions of capitalism, some plausible explanations for its emergence, and some insights into how scholars from different disciplines formulate arguments about such intractable questions.

GG. WORD AND IMAGE

Erik Simpson

From the engraved poetry of William Blake to Instagram, this Tutorial will explore relationships between words and images in literature, the fine arts, politics, and new media. Readings will include Blake’s poetry, graphic novels such as Alison Bechdel’s *Fun Home* and Lynda Barry’s *Syllabus*, viral television segments and social media images, examples of political imagery that will be especially topical in anticipation of the upcoming Iowa Caucuses, and popular and scholarly commentary on such texts. Throughout the semester, we will focus on the process of crafting analytical papers, presentations (themselves involving the juxtaposition of word and image), and smaller creative projects such as digital maps and “memes.” We will spend a number of class sessions in a workshop format, which will allow the class to participate in a collaborative editorial process. We will also work together to develop skills of critical reading (including graphical note-taking), productive discussion, textual analysis, revision, and research.

HH. OLD ENGLISH RE-IMAGINED

Paula Smith

Many readers know about *Beowulf*, but what else survives from that age? The rich offerings of Old English poetry—weird charms, bawdy riddles, scenes of gruesome battle, laments of men and women in exile, and cryptic words of wisdom—have captivated fiction writers and poets including Seamus Heaney, Jorge Luis Borges, John Gardner, Jill Paton Walsh, and Kazuo Ishiguro. These modern and contemporary writers look to the Anglo-Saxon poets for vivid images that describe violence, ostracism, fear, wonder, redemption, courage, yearning, and the endurance of loss. This tutorial will study modern works such as Gardner’s *Grendel*, Pound’s “The Seafarer,” and Ishiguro’s 2015 novel *The Buried Giant* side by side with accessible translations of the original works that inspired them: the earliest poems and prose in English, written more than a thousand years ago. A recent and notable connection between *Beowulf* and Grinnell College (hint: www.TheGrinnellBeowulf.com) will enhance the tutorial experience.

II. ICELANDIC SAGAS

Royce Wolf

The thirteen-century authors of the Icelandic Sagas (including bard and chieftain Snorre Sturlason) describe an historic Iceland (800-1150) in a unique and fascinating style. Feuds, outlaws, civil suits and a unique system of government are brought vividly to life. Our tutorial will study these sagas and their influence on modern-day author William Vollmann, whose novel "Ice Shirt" retells the Icelandic exploration of North America.

Last Revised: 09/09/2015 10:02 AM



TUTORIAL SUMMARY SHEET

2014-2015

- A. Sustainable Grinnell (Andelson)
- B. "In the Parlance of Our Times": The History and Function of English Slang (Arner)
- C. African American Autobiography (Barlow)
- D. War: Primary sources from Afghanistan and Iraq (Blanchard)
- E. Venice, Past and Present (J.W. Brown)
- F. Time (Chamberland)
- G. Humanities I: The Ancient Greek World (J. Cummins)
- H. Genetically Engineered, Organically Grown (DeRidder)
- I. Women Writing Culture (B. French)
- J. The Ring of the Nibelung (Gaub)
- K. The Contested Waters of the American Southwest (A. Graham)
- L. Failure (B. Graham)
- M. American Courtroom Dramas (Hamlin)
- N. Dead or Alive? Language in the 21st Century (Hansen)
- O. Stuff: The Meaning of Possessions (Henry)
- P. Atmospheric Aerosols: Planetary Engineering or Recipe for Disaster? (Hernandez)
- Q. Art for Life's Sake: Reading *War and Peace* in the 21st Century (Herold)
- R. The Teller and the Tale (Ireland)
- S. The Climate We Desire: Exploring the Promise and Perils of Climate Engineering (P. Jacobson)
- T. Perspectives on Life in the Universe (Kempton)
- U. Constructions of Childhood Through Time and Place (Ketter)
- V. A History of Food in the United States (Lacson)
- W. Humanities I: The Ancient Greek World (Lalonde)
- X. "Monsters Incorporated": A History of Monsters, from the Renaissance to the Muppets (Lee)
- Y. Gender and War (Lewis)
- Z. The Function and Phenomenon of Fairy Tales: Inversion, Subversion, Liberation (Miller)
- AA. Joy (Nyden)
- BB. Émigrés, Exiles and Expatriates (Phan)
- CC. New Worlds and Ancient Texts: The Origins of Liberal Education in the Americas (Pollnitz)
- DD. Futures (Queathem)
- EE. Cult of Grinnell (Rietz)
- FF. Artists at the Table (Running)
- GG. Mapping the City (Sala)
- HH. Architectonics (Stone)
- II. Finance and Society: Shaping the Narrative (Stroup)

TUTORIALS

2014-2015

A. **SUSTAINABLE GRINNELL**

Jonathan Andelson

Welcome to 41.45 N, 92.43 W – Grinnell, Iowa – founded on the prairie in 1854, population in the 2010 census: 9,218. Our town is part of a world facing prodigious threats and challenges: global climate change, projected population growth to 9 billion, great stress on natural resources, a sixth wave of extinctions, economic downturn, the prospect of peak oil, gridlock in government, and a growing gap between rich and poor. In the face of these threats, all human communities face enormous challenges to find ways to exist on planet Earth that are sustainable – economically, socially, and environmentally. Will this only require changes in how we behave, or will it also require a change in consciousness? In this tutorial we will follow the admonition to “think globally, act locally.” We will critically examine the concept of sustainability, survey the history of Grinnell (town and college) and Poweshiek County, identify metrics for community sustainability, and apply what we have learned to where we are, aiming to develop a set of recommendations that will move the college, town, and county toward achieving sustainability.

B. **“IN THE PARLANCE OF OUR TIMES”: THE HISTORY AND FUNCTION OF ENGLISH SLANG**

Timothy Arner

When it comes to studying the formal principles and rules of the English language, slang can be a real pain in the ass. Slang has often been regarded by linguists as a deliberate challenge to the established conventions of polite speech, yet it plays a significant role in both formal and informal discourse. In this tutorial, we will examine why certain words are classified as slang, how certain slang terms developed over time, and what role slang plays in various types of communication. Using basic linguistic theories, we will discuss how slang challenges or reinforces the rules of Standard English and how it fosters either social cohesion or exclusion in communities of English speakers. We will begin with one of the great purveyors of English slang, William Shakespeare, who will be considered alongside the Coen Brothers’ American slang hero, The Dude. The course may also include units on the language of war, hip-hop, and Anthony Burgess’ slang novel, *A Clockwork Orange*.

C. **AFRICAN AMERICAN AUTOBIOGRAPHY**

George Barlow

From our nation’s beginning to the present, historians, poets, politicians, and storytellers of all kinds have attempted to define Americanness. Taken together, the speeches, documents, and various narratives suggest that to be an “American” is something beyond simply being a citizen of the United States. Individual citizens and groups have often felt compelled to *claim* their Americanness, to argue for and justify their symbolic identity against factors, such as class, race, ethnicity, gender, religion, and region—categories which in themselves change in meaning over time. This course will use nineteenth-, twentieth-, and twenty-first century autobiographies and personal essays to explore African American literary attempts at self-definition. We will begin with an examination of chattel slavery in America and two classic slave narratives, Frederick Douglass’s *Narrative of the Life of Frederick Douglass* (1845) and Linda Brent’s *Incidents in the Life of a Slave Girl* (1861). We will then read representative chapters from works by Booker T. Washington, W.E.B. DuBois, Richard Wright, Malcolm X, Maya Angelou, John Lewis, and Henry Louis Gates, Jr. in the context of their respective literary periods.

D. **WAR: PRIMARY SOURCES FROM AFGHANISTAN AND IRAQ**

Jeff Blanchard

The nonlinear battlefield of the twenty-first century poses a confusing landscape for the soldiers on the ground, an untenable environment for journalists, and muddled information for the citizens at home. Can we really understand the intricacies of modern warfare? This tutorial explores two distinct categories of primary sources: embedded journalists and memoirs of combatants. The course will investigate the positive and negative effects of allowing embedded journalism. Students will then dissect a significant piece of embedded journalism through Sebastian Junger's book, *War*, and study firsthand accounts of combat experiences of soldiers and paramilitary combatants.

E. **VENICE, PAST AND PRESENT**

Jennifer Williams Brown

One of the most beautiful cities in the world, Venice is famous for its canals, gondolas, and architectural splendors. Entering this world of Renaissance palaces—far from the bustle of automobile traffic—is like traveling back in time. Yet Venice is also a modern city, with modern problems such as economic collapse and the flooding that threatens to swallow it whole. In this course we will explore both Venice's past glories and its present state. "Past" topics will include interactions between Eastern and Western cultures (Marco Polo), democracy and intellectual independence (Galileo), the Jewish ghetto (*The Merchant of Venice*), Venetian Carnival and the libertine ethos (Casanova), and the role of women in Venetian society (comparing the lives of nuns, courtesans, wives, and opera singers). We will pay particular attention to Venice's role in the history of art (Carpaccio, Titian, Veronese, Canaletto) and music (Gabrieli, Monteverdi, Vivaldi). "Present" topics will include immigration, crime (Donna Leon), the environment ("aqua alta"), the pros and cons of tourism, and Venice's role in popular culture.

F. **TIME**

Marc Chamberland

While time is a practical concept which we use every day of our lives, few of us give it any direct attention. We will explore time from multiple perspectives, from the down-to-earth to the other-worldly. How do we use our time and how has this changed from previous generations? How do we perceive time? What does spirituality teach about time? How has time been measured over history? How does Einstein's Theory of Special Relativity connect time to space? What paradoxes are created in time travel stories? Isn't it about time you gave this subject some attention?

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' *Bacchantes*. 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. **GENETICALLY ENGINEERED, ORGANICALLY GROWN**

Benjamin DeRidder

It is impossible to live in Grinnell and fail to notice the sheer scale of agriculture surrounding us. We find ourselves in the middle of this breadbasket and in a growing debate over the future of our food. How can agriculture meet the growing demands for safe, affordable food and abundant fiber while promoting environmental stewardship? What are the potential roles for genetic engineering and organic farming, and are these two strands of agriculture even compatible? What perceptions and assumptions underlie our acceptance or rejection of organic practices or genetic engineering? Is it possible to think for ourselves on issues that we have perhaps already taken sides on? Where can we find trustworthy information without a political agenda or special-interest spin? In this course, we will explore and discuss the central issues concerning the power of genetic engineering and the promises of organic agriculture in light of conventional farming and sustainability concerns. We will critically examine information published by scientists, government agencies, non-profit organizations and outspoken proponents and critics regarding these controversial viewpoints. Throughout this tutorial, you will be challenged to develop the tools of scholarship and engage your new community.

I. **WOMEN WRITING CULTURE**

Brigitte French

This course examines feminist ethnographies and non-fiction testimonial narratives written by a diverse group of women. It will pay particular attention to the varied ways in which writers attempt to articulate gendered perspectives of racial, class, ethnic, religious, and national subjectivities and experiences in order to both “write culture” and authoritatively critique systems of social oppression. The ethnographies and testimonies draw upon a variety of cross-cultural contexts including Latin America, West Africa, Europe, the Middle East, and the United States. Major themes in course materials include: sexual violence, marriage and the family, political asylum, spirituality, women’s communities, and gendered solidarity.

J. **THE RING OF THE NIBELUNG**

Eugene Gaub

Richard Wagner’s cycle of four music dramas has many facets: it is an adventure tale with roots in mythology, a history of the world itself, a demonstration of the corrupting effects of power and of redemption through love, an exploration of the subconscious mind; in short, the Ring tetralogy is the most ambitious piece of musical theater ever conceived. Through a variety of approaches and interpretations we will explore the layers of meaning in the work, and examine aspects of Wagner himself that have made him the most controversial composer in history. Music reading ability is not required.

K. **THE CONTESTED WATERS OF THE AMERICAN SOUTHWEST**

Andrew Graham

Freshwater is a limited resource everywhere, but particularly in the Southwest United States. In this tutorial, we will look at the long and tangled history of water resource development in the Southwest. We’ll ask questions such as: How have humans adapted to and modified the environment to live in an arid region? What conflicts have arisen over attempts to allocate water for competing uses? How have water management policies been impacted by the rise of Environmentalism? What are the contemporary threats

to water quality and quantity? Analysis of responses to these questions from multiple perspectives from different eras will permit us to evaluate and even propose solutions to the Southwest's ongoing water crisis.

L. FAILURE

Brad Graham

We often feel ashamed and defeated by our failures. The fear of failure can keep us from trying something new, taking risks, and growing into something greater. However, failure is a necessary precondition for growth and success. Indeed, Winston Churchill defined success as "stumbling from failure to failure with no loss of enthusiasm." In this tutorial, we will consider how failure can shape creativity, personal growth, and social progress. We will consider examples from the arts, sciences, politics, and the economy.

M. AMERICAN COURTROOM DRAMAS

Rebecca Hamlin

This course treats America's obsession with courtroom drama (real and fictional) as a window onto American culture. We will examine courtroom drama as a recurring trope in American literature, film, and television, and as a reflection of our expectations about what justice should look like. We will explore how real-life trials such as *The People vs. OJ Simpson*, the Central Park five, and the recent trial of George Zimmerman became focal points of public fascination and outrage. We will discuss the ways in which media coverage of courtroom drama filters and distorts national conversations about race and class. We will also use social science research and our own courtroom observations to understand the more mundane and routine way in which the American legal system typically operates. As we work through these substantive questions, we will devote substantial class time to developing students' ability to write clearly, read productively, think critically, and discuss thoughtfully.

N. DEAD OR ALIVE? LANGUAGE IN THE 21ST CENTURY

Cynthia Hansen

It is predicted that close to half of the world's 7000+ languages will disappear by the year 2100. What factors are contributing to this decline? What exactly is lost when a language dies? Which languages will survive and why? And why should we care? Students in this tutorial will examine the complex dynamics that contribute to language endangerment, shift, and death and study the ways in which dominant world languages, such as English, Spanish, French, Chinese, and Russian, are also affected by these dynamics. We will then explore the types of information encoded in language, such as information about landscape, time, and the natural world, as well as the strategies languages employ to convey this information. We will conclude by discussing efforts to turn the tide on language loss, including examples of dead languages brought to life again.

O. STUFF: THE MEANING OF POSSESSIONS, OR HOW WHAT WE BUY, WEAR, COLLECT, TREASURE, DONATE, AND HOARD DEFINES US

Astrid Henry

We are surrounded by stuff: the material possessions we consume to live our lives and express our identities. In this Tutorial, we will explore the meaning of stuff through a broad range of disciplinary and cultural perspectives. Some of the questions we will address include: How do possessions and collections give meaning to people's lives and help to shape individual identities? What are our psychological relationships to objects, and what are we to make of the modern disorder of hoarding? How have socio-political movements raised awareness of the cost of "cheap fashion" and other consumerist trends in the

twenty-first century? Who are the new minimalists that reject the overabundance and consumption of our modern era? What do possessions mean in a digital age, where one's entire book collection can exist on a Kindle and the CD rack has been replaced by the iTunes library?

P. **ATMOSPHERIC AEROSOLS: PLANETARY ENGINEERING OR RECIPE FOR DISASTER?**

Heriberto Hernandez

Can the intentional introduction of aerosols into the earth's atmosphere save us from catastrophic climate change? Atmospheric aerosols are fine solid particles or liquid droplets ranging in size from a hundred nanometers to one micron, such as dust, haze, fumes or smoke. One of the most studied effects of aerosols is the capability to facilitate cloud formation; another effect of aerosols is to reflect sunlight and thereby have a cooling effect on earth. Therefore, some engineers are contemplating the idea of large scale production of aerosols to slow global warming while non-fossil fuel sources are fully developed. However, these same aerosols can be dangerous through negative effects on ecosystems and humans. In this tutorial we are going to examine aerosol sources, natural and anthropogenic, and the implications of aerosols for climate change and public health.

Q. **ART FOR LIFE'S SAKE: READING *WAR AND PEACE* IN THE 21ST CENTURY**

Kelly Herold

This tutorial takes an intertextual and historical approach to the study of literature, using Lev Tolstoy's *War and Peace* as its primary focus of study. What is real and what is fictional in Tolstoy's great novel about young people in Russia during the Napoleonic Wars? Where does "life" end and "art" begin? In this tutorial, we read *War and Peace* and consider some of the life—histories, maps, memoirs, diaries—that Tolstoy incorporates into the novel and we analyze the art behind its construction as well. The tutorial discusses issues of narration, audience, historical detail, and medium, all while discovering what makes *War and Peace* one of the world's most important artistic works. The Fall 2014 *War and Peace* course will be especially interesting for two reasons: 1) This tutorial group will be one of three War and Peace tutorial classes on campus at the same time (the classes of '15, '17, and '18); and 2) Grinnell College alumni from the class of 1983 will bring their art work (War and Peace Project: <http://warpeaceproject.blogspot.com>) connected to Tolstoy's great novel to campus while this tutorial is in session.

R. **THE TELLER AND THE TALE**

Susan Ireland

This tutorial will examine the forms and functions of storytelling through an analysis of diverse types of narrative including novels, films, short stories, and autobiography. It will focus in particular on the ways in which literary representations of storytelling are used to address issues such as the transmission of cultural values and the construction of individual and collective identities. We will study depictions of both oral and written forms of narration in order to explore the often complex relationships between the teller, the tale, and the audience. The tutorial will emphasize close reading and in-depth literary analysis. The works studied may include Mario Vargas Llosa's *The Storyteller*, Edwige Danticat's *Breath, Eyes, Memory*, Jhumpa Lahiri's *The Namesake*, and films such as *Amélie* (Jean-Pierre Jeunet), *Time Out* (Laurent Cantet), *A Self-Made Hero* (Jacques Audiard), and *Scheherazade, Tell Me a Story* (Yousry Nasrallah).

S. **THE CLIMATE WE DESIRE: EXPLORING THE PROMISE AND PERILS OF CLIMATE ENGINEERING**

Peter Jacobson

As evidence of climate change and attendant impacts increases, along with pessimism over prospects for an effective global policy response, geoengineering is gaining increasing attention. Climate geoengineering, the deliberate large-scale manipulation of the Earth's climate in an effort to reduce global warming, has been proposed as an additional tool that society may use alongside existing efforts to reduce emissions and adapt biological systems to changing climate regimes. This tool is largely untested, however, and its potential use poses multiple risks, from unpredictable side-effects to the moral hazard of reduced political pressure for emissions reduction. In this tutorial we will consider the scientific basis of climate change and the available technologies for geoengineering, the potential risks of such intervention, and the fundamental dilemmas such efforts raise among nations. The influence of public perception of science on policy will be central to our discussions.

T. PERSPECTIVES ON LIFE IN THE UNIVERSE

Eliza Kempton

How did life arise on Earth? How might we identify life on other planets? Are we alone? These are some of the questions that are addressed by the study of astrobiology – an interdisciplinary mix of biology, geology, astronomy, and chemistry that provides context for life on Earth. We will confront these questions through reading, writing, and discussion and by studying popular science books along with literature, and film. This course will begin with a study of the origins and evolution of life on Earth and we will use this as a framework for how to search for life in our Solar System and beyond. Along the way we will examine science as a “way of knowing” by looking at the scientific process, how scientific theories are developed and refuted, and discuss the burden of proof for extraordinary claims. Note that this course is suitable for those who intend to major in the sciences as well as those who do not.

U. CONSTRUCTIONS OF CHILDHOOD THROUGH TIME AND PLACE

Jean Ketter

In 1685, A Puritan father places his nine-year-old boy in a coffin overnight to remind the boy that the consequence of sin is death. In 1850, a five-year-old African American boy works as a human scarecrow on the plantation where he is enslaved. In 1902, a nine-year-old boy works 10-hour days in a coalmine sorting and cleaning the anthracite. In 2014, a middle-class mother in Chicago practices attachment parenting; so any time her eighth-month-old child cries, she picks him up. What do these contrasting experiences of childhood tell us about our changing culture? We will read historical documents, academic articles, parenting manuals, and popular children's fiction to explore how varying constructions of the child reveal a society's underlying ideologies—about the nature of goodness, progress, success, and the legitimate uses of power.

V. A HISTORY OF FOOD IN THE UNITED STATES

Albert Lacson

How has knowledge of food changed over time in the United States? Why do most twenty-first century American consumers of food know so little about the places, the farmers, the soil, and the combination of weather and water necessary to grow and sustain the food that we eat? Why did families in the late eighteenth century know the contours of the land, as well as the age and sex of the cow that produced a family's milk and meat? Without knowing anything about the web of human or technological relations involved in determining the path that chicken meat takes from a chicken's body to a styrofoam container covered in plastic wrap, why do we trust that we can safely eat the chicken thigh or wing? Given the inability to grow tomatoes in Iowa during the winter, why do Iowans expect to find juicy tomatoes in the supermarket year-round? From the revolutionary era to the present, this tutorial explores how we have come to know so little about the food we eat.

W. **HUMANITIES I: THE ANCIENT GREEK WORLD**

Gerald Lalonde

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*, and we will read Greek lyric poetry. Then we will turn to three examples of tragic drama: Aeschylus' *Agamemnon*, Sophocles' *Oedipus the King*, and Euripides' *Hippolytos*. 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. The main goals of the course will be enhanced appreciation of the literature and improvement in the skills of imaginative but disciplined interpretation, speech, and writing.

X. **"MONSTERS INCORPORATED": A HISTORY OF MONSTERS, FROM THE RENAISSANCE TO THE MUPPETS**

James Lee

This course will study the evolving definition of monstrosity from the Renaissance to the twentieth century. We will specifically think about how the cultural imagination of monstrosity has historically shifted from ethics to aesthetics, or from "uncanny" or "scary" to "ugly" or "cute." To develop this story together, we will carefully analyze how the monstrous body was defined in literary, medical, and philosophical texts across a broad historical range. Reading Ambroise Paré's *Of Monsters and Marvels*, John Milton's *Paradise Lost*, Mary Shelley's *Frankenstein*, and Charles Baudelaire's *The Flowers of Evil*, as well as watching excerpts from several films, we will specifically consider the manner in which these texts "incorporate" or materially assemble these monstrous bodies from various cultural sources. Our analysis will evaluate the aesthetic and ethical criteria used to differentiate monsters from ideally constructed "beautiful" bodies. Our conversations will outline a history identifying the bodies that must be rejected as monstrous so as to define the boundaries of the properly human. Finally, we will consider how the representation of monsters has changed by studying a more recent twentieth century imagination of monstrosity in Jim Henson's Muppets. Our work in this course will focus on building a solid foundation of clear writing and logical argumentation.

Y. **GENDER AND WAR**

Carolyn Herbst Lewis

2014 marks the 100-year anniversary of the outbreak of the First World War and the 75th anniversary of the start of the Second World War. 2014 also is the 25th anniversary of the fall of the Berlin Wall, considered to be one of the definitive markers of the end of the Cold War. This tutorial will explore this "century of war" through the lens of gender. How do men and women experience war differently? What common experiences do they have in wartime? Are there gendered expectations of war? Are there gendered meanings attributed to war? How does war shape our notions of masculinity and femininity? How do our beliefs about who can and should fight in actual battles reflect the reality of the wartime experience since 1914? We will consider a variety of sources, such as novels, poetry, music, film, memoirs, and photography, as well as scholarly material related to the subject of gender and war.

Z. THE FUNCTION AND PHENOMENON OF FAIRY TALES: INVERSION, SUBVERSION, LIBERATION

Celeste Miller

A socio-historical, cultural and political examination of the formation, roles and revisions of fairy tales from the Bros. Grimm to Disney. This course will explore a select group of fairy tales through feminist, post-colonial, queer and other theoretical frameworks. We will look at fairy tales in forms including text, visual art, film, dance and theatre.

AA. JOY

Tammy Nyden

What is Joy? How do we come by it (or fail to)? This semester we will engage in a human and interdisciplinary study of joy. We will read what philosophers, psychologists, and neurologists have said on the issue. We will watch films and consider other forms of artistic expression of joy (e.g., dance, music, visual arts, and cooking). We will reach out to community members, particularly the elders and children to hear their experiences of joy and advice for experiencing it. Most importantly, we will consider our own personal sources of joy and how to cultivate joy throughout our lives, but especially during the busy (and sometimes stressful) college years.

BB. ÉMIGRÉS, EXILES AND EXPATRIATES

Hai-Dang Phan

This tutorial explores the literature and film of exile and migration emerging from and responding to the major political upheavals of the past century. We will consider poetry, fiction, essays, and films by Ernest Hemingway, James Baldwin, Edward Said, Mahmoud Darwish, Dunya Mikhail, Eva Hoffman, Hanif Kureishi, Zadie Smith, Roberto Bolaño, amongst others. Using a diverse range of literary and cinematic works that testify to the experience of dispersal and displacement, we will examine some of the following issues: the idea of home and elsewhere; the meanings of nostalgia, estrangement and belonging; questions of travel and translation; the adaptation and resistance to new cultures; the creation of hybrid, plural, and multicultural identities; the interconnections of language, culture, and sense of self; the role of the artist as witness and critic. The course is intended to help students develop critical skills and knowledge that will broaden their learning experience at the college, and also foster a worldly ethos.

CC. NEW WORLDS AND ANCIENT TEXTS: THE ORIGINS OF LIBERAL EDUCATION IN THE AMERICAS

Aysha Pollnitz

In the sixteenth and seventeenth centuries, Europeans arrived in the New World armed with copies of ancient Greek and Roman texts. They founded schools in New Spain, England, and France in order to teach indigenous boys to live in a way they deemed to be honorable and useful. Indeed their purported objectives were not dissimilar to Grinnell College's own mission statement. This tutorial will investigate the roles that liberal education has played in shaping individual students and the western world, from Sophocles to the present.

DD. FUTURES

Elizabeth Queathem

What lies ahead for our planet and its denizens? As humans continue our pursuit of complex technologies that augment our physical, intellectual, and perceptual abilities, will we redefine what it means to be human? Can we rely on our ability to engineer solutions to the environmental demands of over 9 billion people, or will we need to rethink how we live in order to reduce our ecological footprint? How can we

feed so many people, and what will be the biological consequences of the dietary choices they make? We will consider a variety of measures and indices of sustainability (economic, social, and environmental), contemplate the repercussions of open and closed global systems of energy and resources, and develop recommendations for what we as individuals, the College as an institution, the United States, and the world can do to choose the future we want. Our tutorial will have several joint meetings/field trips with Jon Andelson's tutorial, "Sustainable Grinnell."

EE. CULT OF GRINNELL

Henry W. Morisada Rietz

This tutorial will initiate novitiates (called "tutees") to their new identity as Grinnellians. How does the practice of the liberal arts form our identity? How do our history, stories and rituals inform that identity? How does the campus function as a sacred space? What can we learn by studying the hagiography of a few of our saints (called alumni and alumnae)? How does this tradition compare to other religious traditions such as Judaism, Christianity, Baseball and Rock and Roll?

FF. ARTISTS AT THE TABLE

Lee Emma Running

In this course students will explore the ways artists have used food as a medium, an experience, and a vehicle for public engagement, education and exchange. Through texts, primary source material, films, social experiments and a meal or two we will analyze Gordon Matta Clark's utopian artist run experiment *Food*, Ferran Adrià's haute cuisine at El Bulli, Rirkrit Tirajvanija's *pad thai*, and John Rubin and Dawn Weleski's project *Conflict Kitchen*.

GG. MAPPING THE CITY

Gemma Sala

Why do we live in cities? What determines their size and their outlook? What explains their success or decline? This tutorial will explore the political, economic, social and cultural factors that account for the artistic and architectural design of cities. Tracing roads, naming streets, creating public spaces with public art are choices that reflect the needs and the aspirations of different societies at different times. Cities use space to express national pride, triumph and tragedy, to differentiate between rich and poor, to make themselves visible to the world, and to adjust to their changing role in a national or in a global economy. Cities face a variety of challenges throughout their history, some of which become memorialized in the art and architecture laid out and others are purposely forgotten. The underlying topic of this course is the ways in which cities express the collective memories and different understandings of collective life. In the course we will explore these processes in cities like Barcelona, Paris, New York, Chicago, Mexico, New Haven or Iowa City, as well as the different places of origin or interest of the students who enroll.

HH. ARCHITECTONICS

John Stone

The endless diversity of the world, as human beings collectively know it, challenges our capacity to organize and structure our knowledge and raises the question of whether it is even possible to systematize the entirety of what we know. In this tutorial, we'll examine and assess some scholarly attempts to provide frameworks for the organization of knowledge. We'll relate these attempts to other idealistic schemes (such as concept-based symbolic notations and artificial languages). Finally, we'll consider the effects of information technology and the democratization of knowledge on the plausibility

of such attempts: To what extent can hashtags and search terms take the place of preconceived hierarchies of concepts?

II. **FINANCE AND SOCIETY: SHAPING THE NARRATIVE**

Caleb Stroup

The 2007-08 financial crisis, which began in the United States and quickly spread worldwide, has precipitated a wave of books, movies, and documentaries outside the existing scholarly literature that present competing narratives about the relationship between the financial sector and society as a whole. These works are loosely based on a common *plot* (i.e., a set of well-established facts), but our judgments about financiers and bankers – and their role in society – is shaped by the *narratives* surrounding these facts (i.e., the way in which facts are presented). In this tutorial, we will analyze writings about the recent financial crisis to assess how their authors employ narrative and rhetoric to shape public perceptions and judgments about the people who work in the financial sector, along with the relationship of this particular economic sector to the wellbeing of society as a whole.

Last Revised: 05/30/2014 11:46 AM



TUTORIAL SUMMARY SHEET

2013-2014

- A. Artists in Love (Anger)
- B. Deconstructing *Django*: Race and Slavery in the American Imaginary (Benjamin)
- C. Is Separate Equal? A Reflection on the Impact and Unintended Consequences of Title IX (Benning)
- D. (En)Visioning Nature (J. Brown)
- E. What Voices for Nature? Environment in Literature and the Arts (Caradec)
- F. China and the New Global Economy (Chan)
- G. The History of Reading (Cohn)
- H. Humanities I: The Ancient Greek World (M. Cummins)
- I. Crisis, Liberation, Justice and Leadership (Drake)
- J. Got Limits? (Eckhart)
- K. A Time To Be Born and A Time To Die: Aging and Social Justice (Erickson)
- L. Cinematic Identity: Race, Sex & Gender on Film (Geller)
- M. Chess (Gibson)
- N. Turkish, German, European: Fatih Akin's Cinema and Multiethnic Germany (Gueneli)
- O. The Dustbowl (Guenther)
- P. Art for Life's Sake: Reading *War and Peace* in the 21st Century (Herold)
- Q. Women in Greek Tragedy (Hughes)
- R. Late Victorian Fantasies (C. Jacobson)
- S. The Ethical Shopper (Jakubiak)
- T. Revolutionary Soul Singers: Black Women and Neo-Soul (L. Johnson)
- U. Ghost Stories (Kapila)
- V. The Language of Color: Practice and Perception in Culture and Art (Kluber)
- W. Gothic Vision: Specters of Subversion, Medieval to Now (Lyon)
- X. Climate Change: Science, Policy and Ethics (Marzluff)
- Y. Bad Words (McIntyre)
- Z. Touring Turing (Mileti)
- AA. The Person behind the Discovery (Minelli)
- BB. No Place Like Nowhere: Utopias and Dystopias in Literature and Film (and at Grinnell) (C. Moisan)
- CC. Film and Philosophy (Neisser)
- DD. Almost Heaven: West Virginia (Paulhus)
- EE. Music and Beauty (Perman)
- FF. "Just of Another Kind": Autism as Neurodiversity (Savarese)
- GG. Staging Revolution: Theatre and the Case for Universal Human Rights (Thomas)
- HH. The War on Drugs (Tracy)
- II. What is Virtue? (Weinman)
- JJ. The Isolation and Connectedness of Human Life (Wickramasekara)
- KK. Making a Difference in the Fight Against Global Poverty (Willis)

TUTORIALS

2013-2014

A. **ARTISTS IN LOVE**

Jenny Anger

This tutorial examines the creative production of (mostly) 20th-century artistic couples. In Freudian theory, “object-choice” is the person or thing into which one invests psychic energy. Does your choice of romantic partner, an “object” in this sense, affect the sort of art object you create? We will look at artists’ personal relationships to discover how they did—or did not—affect the art objects they made, individually or together. Artistic couples could include Gertrude Stein and Alice B. Toklas, Georgia O’Keeffe and Alfred Stieglitz, John Lennon and Yoko Ono, Frida Kahlo and Diego Rivera, Jackson Pollock and Lee Krasner, Wassily Kandinsky and Gabriele Münter, Robert Rauschenberg and Jasper Johns, and others that you choose to investigate.

B. **DECONSTRUCTING *DJANGO*: RACE AND SLAVERY IN THE AMERICAN IMAGINARY**

Shanna Benjamin

What do you think of Quentin Terantino’s *Django Unchained*? Do you even know what to make of it? Have you formed an opinion and if so, how? In this tutorial, we will read slave- and neo-slave narratives—among them Harriet Jacobs’s *Incidents*, Frederick Douglass’s *Narrative*, Toni Morrison’s *Beloved*, and Ishmael Reed’s *Flight to Canada*—to understand the long history that informs the film. In addition, we will watch Spike Lee’s *Bamboozled* and the “Catcher Freeman” episode of *The Boondocks* to compare and contrast how contemporary African American filmmakers and satirists treat America’s racialized and racist history. We will expand your literacy around issues of race and slavery through both written and visual texts; you will apply what you’ve learned by rewriting, throughout the semester, the paper you produce the very first week of class. This course will mimic the learning process by granting you the latitude to develop your ideas over time and to see evidence of that progression from draft to draft. Through structured revision, class discussions, and peer-review, you will learn how to read critically, write clearly, and speak persuasively—three skills that are crucial to finding success at Grinnell.

C. **IS SEPARATE EQUAL? A REFLECTION ON THE IMPACT AND UNINTENDED CONSEQUENCES OF TITLE IX**

Heather Benning

Title IX was enacted forty years ago with the intent of ending sex discrimination in education. While the scope of Title IX includes all educational programs and activities at federally funded institutions, this tutorial will focus on the impact of Title IX on athletics. We will examine the law and explore its history relative to sport. What was the initial impact of Title IX and how does it affect sport 40 years later? Has Title IX fulfilled its promise as a statute, and what are some of its unintended consequences? We’ll discuss why “separate but equal” has transpired as an acceptable byproduct of Title IX and consider this in light of the 1954 Brown versus Board of Education decision that segregation [on the basis of race] deprives the minority group of an equal experience. And what can we make of the impact Title IX has had on the athletic experience of ethnic minority women? As we look ahead to the next 40 years, where will Title IX take the experience of female athletes? Is this a statute that one day will be irrelevant?

D. (EN)VISIONING 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. WHAT VOICES FOR NATURE? ENVIRONMENT IN LITERATURE AND THE ARTS

Gwenola Caradec

As attacks on the environment are becoming more and more prevalent, raising awareness about the state of the earth has become increasingly urgent. Environmental destruction is often perceived as a scientific, political or moral problem. The representation of nature is also a major theme in literature and the arts, and authors such as Aldo Leopold, Henry David Thoreau and A.R. Ammons address environmental issues. This tutorial will use these and other voices to examine the diverse ways in which nature is represented in North American and European literature, painting and film. Through close reading and in-depth analysis, we will explore topics that include the depiction of animals and landscape, the traditional nature/culture divide, as well as the question of how to respond ethically to environmental concerns.

F. CHINA AND THE NEW GLOBAL ECONOMY

Stella Chan

China 30 years ago was an impoverished state with a limited role in global affairs; China today is a country ranked as the world's second largest economy; and China in three years is forecast to overtake the United States' leading position. Having four of the top ten banks by market capitalization and the second largest PC seller worldwide, it is the number one exporter in the world market and the largest holder of foreign reserves. Meanwhile, China is expanding its global presence by investing heavily in Africa and Latin America and acquiring firms in Europe and the Middle East. It is hardly deniable that the rise of China as an economic powerhouse is rapidly reshaping the international economic landscape. What is the impact on workers and firms—both domestic and foreign—as countries are more open to trade and investment flows with China? How does China's explosive economic growth affect the environment and its sustainability? How are the geopolitical relationships between China and other nations influenced by their economic linkages? We seek to answer these and other questions in this Tutorial by examining the impact of China as an emerging superpower in the context of the global economy.

G. THE HISTORY OF READING

Ed 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 people's consciousness and worldview? 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.

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' *Bacchantes*. 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. **CRISIS, LIBERATION, JUSTICE AND LEADERSHIP**

George Drake

Times of crisis often produce great leaders. The liberation struggles following World War II were particularly rich in leaders who galvanized millions: Mohandas Ghandi (India), Martin Luther King Jr. (USA) and Nelson Mandela (South Africa) are outstanding examples who were in some ways linked to one another. These major Twentieth Century figures will be contrasted with another significant late Twentieth Century leader: Margaret Thatcher, the only woman to have served as Prime Minister of the United Kingdom of Great Britain. Also, we will move back a century to look at the leadership of Abraham Lincoln in the American Civil War. We will ask and try to answer such questions as: what motivated them, how did they exercise leadership, what were the roles of family, character, education, religion and politics in shaping their plans and actions? We will explore these and other questions by examining the words and lives of these significant leaders.

J. **GOT LIMITS?**

Vince Eckhart

In this tutorial we will explore the concepts of limits and limitlessness, especially in—but not limited to—scientific contexts. Readings, other media, discussions, field trips, and assignments will address ideas, evidence, and arguments about the nature of beginnings (e.g., the Big Bang), ends (e.g., extinction), and boundaries (e.g., intelligence, lifespan, environmental sustainability, space colonization). Does this topic sound too open-ended?

K. **A TIME TO BE BORN AND A TIME TO DIE: AGING AND SOCIAL JUSTICE**

Karla Erickson

This course will consider the phenomenon of global aging and introduce students to the “longevity dividend.” Americans born in the 2000s live as much as thirty years longer than their ancestors. What do these extra thirty years mean for how we age and die? How will the “elder boom” change our society?

Should we treat the end of life more like the beginning of life in terms of the social supports that accompany the birth of a new person? What are the cultural, financial, and policy implications of living in a society where old age is more common than youth? Because aging is a holistic phenomenon we will be venturing into many disciplines and sources of evidence. We will explore these questions through sociology, gender studies, American studies, fiction, film, poetry, and essays. Students will be assigned to write several short and one longer paper, and to present findings as a group.

L. CINEMATIC IDENTITY: RACE, SEX & GENDER ON FILM

Theresa Geller

Film is an artistic medium with specific formal properties, as well as a cultural artifact originating from social, national and economic contexts. This tutorial will examine the socio-cultural, historical, and aesthetic factors that have shaped and continue to shape cinematic representations of race, sexuality, and gender. To understand how cinema represents race, sexuality, and gender, we will pay extremely close attention to the techniques employed in film, such as lighting, camerawork, editing and sound. At the same time, we will read a range of interdisciplinary texts to understand cinematic identity beyond stereotype analysis, or whether specific films portray “positive/negative” images. Cultural criticism, feminism, critical race theory, sociology, history, and sexuality studies are among the critical frameworks that will inform our readings of specific films, such as *The Birth of a Nation*, *Gremlins*, and *The Long Kiss Goodnight*. Close textual analysis will be key to engaging critically with course materials in class discussion and written work. Throughout the semester, our focus will be on the process of crafting analytical papers, with a number of class sessions dedicated to peer editing, revision, research, and learning proper citation procedures.

M. CHESS

Janet Gibson

I think, therefore I play! Topics we explore include history of the game, biographies of grandmasters, the artistry of chess sets, chess in music, art, and novels, the world of tournament play, and the psychology of expertise, spatial memory, and competition.

N. TURKISH, GERMAN, EUROPEAN: FATIH AKIN’S CINEMA AND MULTIETHNIC GERMANY

Berna Gueneli

Germany in the 21st century is decidedly multiethnic and multilingual, reflected particularly in its cinema. This course tries to shed light on the director Fatih Akin in the context of contemporary Germany. To do so, we will cover two main areas: First, we will gain insights to postwar migration to and from Germany, to understand the demographic shifts and changes that occurred in the course of the 20th century (these multidirectional migratory movements are ongoing processes). Second, we will look at the work of contemporary Turkish-German director Fatih Akin. Akin’s work represents a new type of German cinema that reflects Germany’s multiethnic and multilingual diversity. By the end of this course, we will have gained an understanding of contemporary Germany as a multiethnic nation and we will also have learned about one of its most renowned filmmakers, who happens to be praised as a Turkish director by the Turkish press, as a Turkish-German or German director by the German press, and as a European director at many European film awards. Akin and his cinema are all of these: Turkish, German, and European.

O. **THE DUSTBOWL**

Michael Guenther

The Dustbowl of the 1930s was arguably the worst environmental crisis in American history. In this tutorial, we will explore how scientists, policymakers, public intellectuals, farmers, artists, and writers tried to make sense of the complex events unfolding around them. In addition to working with a diverse array of primary sources from the 1930s, students will also engage current debates over the broader causes and lessons of the disaster. Both then and now, our attempts to comprehend the Dustbowl highlight some of the central dynamics of the liberal arts: How do we utilize different perspectives from the sciences, humanities and arts to understand complex, multifaceted issues? What kinds of distinct questions, insights, and evidence do these disciplines employ? How and why has our view of important events like the Dustbowl changed over time?

P. **ART FOR LIFE'S SAKE: READING *WAR AND PEACE* IN THE 21ST CENTURY**

Kelly Herold

This tutorial takes an intertextual and historical approach to the study of literature, using Lev Tolstoy's *War and Peace* as its primary focus of study. What is real and what is fictional in Tolstoy's great novel about young people in Russia during the Napoleonic Wars? Where does "life" end and "art" begin? In this tutorial, we'll read *War and Peace* and consider some of the life—histories, maps, memoirs, diaries—that Tolstoy incorporates into the novel and we'll analyze the art behind its construction as well. We'll discuss issues of narration, audience, historical detail, and medium, all while discovering what makes *War and Peace* one of the world's most important artistic works.

Q. **WOMEN IN GREEK TRAGEDY**

Dennis Hughes

In this course we shall read, discuss and interpret a representative selection of plays by the three great Athenian tragedians (Aeschylus, Sophocles and Euripides), focusing on those with prominent female characters. These tragedies will not be hard to find: in fact, only one of the surviving tragedies lacks female characters entirely, the choruses are composed more frequently of women than of men and very often individual women play significant, if not central, roles (Clytemnestra, Electra, Medea and Antigone, to name a few). Furthermore, these female characters often act and speak with an autonomy seemingly at odds with the position of women in the society in which the dramas were written and performed, Athens of the fifth century BC, where participation in political life was restricted to male citizens and women's lives outside of the household were in most respects severely circumscribed. It is true that the dramas are set in a distant and imaginary past, but it is also clear that the issues raised in them, ethical, political, religious and social, were relevant and meaningful to contemporary Athenian audiences. And these tragedies, of course, continue to speak to us today. Our approach will be chiefly literary, but we shall also study, among other things, the social and political functions of tragedy in democratic but male-dominated fifth-century Athens, the production and staging of the tragedies and Athenian history and culture in this remarkable period.

R. **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.

S. THE ETHICAL SHOPPER

Cori Jakubiak

A hallmark of life in the early twenty-first century U.S. is a rise in *consumer-based citizenship*. We are continually encouraged to practice our politics in the shops: to resist environmental degradation by buying “green” labeled products; to promote fair wages by choosing fair trade coffee; to “make a difference” to distant others by eschewing Disneyland for a volunteer vacation. How did consumption become a dominant form of civic engagement? Who is discounted when political activism is tied to purchasing? What does it mean when AIDS and breast cancer spawn “RED” Gap clothing lines and pink-hued kitchen appliances? In this tutorial, we will explore the possibilities—and limits—of consumer-based citizenship.

T. REVOLUTIONARY SOUL SINGERS: BLACK WOMEN AND NEO-SOUL

Lakesia Johnson

From the blues to hip-hop, music has played an important role in the struggle of Black people in the United States. This tutorial explores the central role that Black women have played as singers and songwriters in the articulation of revolutionary politics within the genre of neo-soul. Through a close study of the lyrics, visual representations and performances of artists such as Lauryn Hill, Me'shell Ndegéocello, Erykah Badu, Indie.Arie, and Jill Scott students will explore the numerous ways that these performers and other Black female artists use their work to nurture and promote a revolutionary consciousness that continues a legacy of Black feminist thought and activism within the music industry.

U. GHOST STORIES

Shuchi Kapila

In this course, we will study ghosts and literary ghost stories. Do such fantasies provide an escape from an oppressive reality into a wish-fulfilling world or do they present an exaggerated or distorted version of the “real” world? What are literary ghosts and monsters? Are they particular to the historical moment in which they appear? Texts for the course will include Bram Stoker's *Dracula*, Toni Morrison's *Beloved*, Edgar Allan Poe's “The Black Cat,” and Charlotte Perkins Gilman's “The Yellow Wallpaper.”

V. THE LANGUAGE OF COLOR: PRACTICE AND PERCEPTION IN CULTURE AND ART

Matthew Kluber

“Color is the essence of landscape, of mood, of our whole perception of the physical world.”
Robert Kaplan

Color both enriches and complicates our human experience and communications. Every area of our lives are marked by the use of color; we all make color decisions every day. Through reading, discussions, writing, and studio practice we will examine color as the result of light and the working of visual perception. We will also look closely at the evocative history of color as a source for symbols and metaphors in ancient and modern culture and art.

W. GOTHIC VISION: SPECTERS OF SUBVERSION, MEDIEVAL TO NOW

Vanessa Lyon

The Gothic is a worldview equally at home in nostalgia and strangeness. It thirsts for arcane, even perverse, knowledge and is frequently motivated by a fearful fascination with the foreign. In Gothic novels (the first of which appeared in London in 1764) psychic 'interiority' is revealed in dark spaces tainted by unthinkable crimes or haunted by spirits. But if *seeing is believing* in Gothic literature, how can art history begin to reclaim the Gothic image on its own terms? How, for example, do Gothic fiction's 'special effects' rely on paintings and prints to evoke the exotic and unimaginable? To answer these questions, this Tutorial will range widely from the original Gothic style in medieval Christian art and architecture to proto-Romantic and modern revivals of the Neo/Gothic in text, film, television, and music video. (NB: this is not *Vampires 101*, but there will be blood.) The Gothic eye looks backward as well as inward, taking comfort in history and dreams. Accordingly, we will draw on traditional art history and cultural theory, as well as feminist, gender, and queer studies. Working collaboratively, our transdisciplinary approach will produce a useful chronology of Gothic visual culture in all its—at times, ridiculous—sublimity.

X. CLIMATE CHANGE: SCIENCE, POLICY AND ETHICS

Elaine Marzluff

Climate change is one of the most pressing issues on the policy agenda. In this tutorial, we will consider the scientific basis for climate change, and explore why it has been so difficult to develop policy to address this issue. In our exploration we will also consider the broader questions of how scientific knowledge is constructed and communicated. Finally, we will consider the role of equity and fairness in developing climate change policy.

Y. BAD WORDS

Eric McIntyre

In a famous 1972 monologue, comedian George Carlin observed, "There are 400,000 words in the English language and there are seven of them you can't say on television. What a ratio that is. 399,993 to 1." He then proceeded to discuss each of the forbidden words and offer thoughts as to why they have been banished from proper speech. When a recording of Carlin's monologue, complete with the prohibited words, was later broadcast on a commercial radio station, the result was an obscenity case that eventually landed in the United States Supreme Court. Four decades later, the taboo against select words in our language still looms large, and debates about their use and effect continue to rage. In this course, we will examine how a miniscule body of words in our vast language has acquired and continues to wield great potency and how our society continues to grapple with [bad words, profanity, swearing, cursing, four-letter words, obscene language, invective, etc]. Our inquiry will be informed by readings from prominent scholars in diverse fields, including etymology, neurolinguistics, gender studies, psychology, philosophy, and the law. Along the way, we will have ample opportunity to examine how academic inquiry can inform and shape the discourse on even the most coarse topics.

Z. TOURING TURING

Joseph Milet

Alan Turing's scientific achievements rank among the most profound and influential of the twentieth century. In the 1930's, over a decade before the first physical realizations, Turing proposed and understood at a theoretical level the modern computer as we know it, with all its power and complexity. Before going on to develop some fundamental insights into artificial intelligence and mathematical

biology, he played a central role in the British effort to break the German ciphers during World War II. Convicted of indecency in 1952 for engaging in a sexual relationship with another man, stripped of his security clearance, and then chemically castrated, he died tragically only a few years later. In this tutorial, we will examine Turing's life and contributions in order to explore various questions: What is the relationship between theory and practice? How do a society's laws and moral values affect scientists and their work? What is the role of secrets in both national security and one's personal life?

AA. THE PERSON BEHIND THE DISCOVERY

Martin Minelli

Many breakthroughs in science, especially in the early days, are attributed to the work of one person. The names of these people are mentioned in textbooks, but the reader is generally not informed about the personality of the discoverer, their background or how the discovery was made. In this tutorial we look at the personalities and background of people who made outstanding contributions in different fields of science. We will study the historical setting these people worked in, their family background, their education, their professional career and finally how they made their significant contribution to science. Was it planned or was it by accident?

In the first part, we will read three biographies together: *The Man Behind the Microchip: Robert Noyce and the Invention Silicon Valley* by Leslie Berlin; *Marie Curie and Her Daughters: The Private Lives of Science's First Family* by Shelley Emling; and *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. For the next assignment, each student will choose a biography of a scientist of their choice. Towards the end of the semester, the students, in a group project, will write a biography about a person for whom no formal biography exists.

BB. NO PLACE LIKE NOWHERE: UTOPIAS AND DYSTOPIAS IN LITERATURE AND FILM (AND AT GRINNELL)

Claire Moisan

In 1516, Thomas More coined the word utopia (Greek for “nowhere”) to describe a fictional place where residents work and live together in organized harmony, in the pursuit of knowledge and in service of the common good. This Fall, you are matriculating at Grinnell College, a real place which is likewise organized spatially and temporally so that students may “acquire new knowledge” and prepare to use that knowledge “to serve the common good” (Grinnell College Mission Statement). The first part of this tutorial will use selected literary utopian texts as a lens through which to analyze the socio-political, academic, and spatial organization of your new surroundings at Grinnell. After analyzing utopias, we will turn our attention to selected dystopian texts and films from the late 20th and early 21st centuries and discuss themes such as space, time, power, race, gender, and selfhood. Longer texts may include *Slaughterhouse 5*, *Walden 2*, *The Handmaid's Tale*, and *Neuromancer*; films may include *Brazil*, *A Clockwork Orange*, *Gattaca*, and *Never Let Me Go*.

CC. FILM AND PHILOSOPHY

Joseph Neisser

How can movies help us to gain understanding of perennial questions (and contemporary issues) about life, meaning, and our place in the world? And how can we become critical and sensitive interpreters of pop culture, rather than mere spectators or consumers? In this Tutorial we will explore film, philosophy, and the relation between them.

DD. ALMOST HEAVEN: WEST VIRGINIA

Jennifer Paulhus

Nestled in the Appalachian region of the United States, the state of West Virginia provides a study in contrasts. Boasting some of the most beautiful natural scenery in the country, it is also one of the poorest states. The vast coal deposits in the south and the steel mills in the north make it a highly industrial economy. Bloody coal mining wars were fought there in the 1920s. Devastating flash floods and spectacular whitewater rafting coexist along the many rivers. And out of this impoverished and rural environment comes a unique culture. We will explore themes of labor strife, poverty, and environmental stewardship, and their broader implications in the United States, as we get to know West Virginia a little better.

EE. MUSIC AND BEAUTY

Anthony Perman

What does it mean to say music is beautiful? Can Chinese opera, American country music, and Zimbabwean spirit possession drumming all be beautiful? Does musical beauty thus vary from one society to the next, from person to person? Or is there something universal in the expression of beauty through sound? What makes music beautiful or ugly, good or bad, moving or annoying? In this course students will explore ideas of beauty and philosophies of aesthetics through a cross-cultural exploration of music and its potentials. Drawing on philosophy, ethnomusicology, and other disciplines, students will learn to articulate their own definitions of music, beauty, and aesthetics and explore the implications of these ideas on musical practice itself. Moving from general philosophies of music and beauty to specific case studies from various times and places, we will question ideas of aesthetics, its relationship to ethics, and several alternative approaches to beauty and music. Finally, we address how these ideas of music and the arts shape our understanding of the humanities and the value of the liberal arts. What are the implications of these ideas on how we think about human expression and its importance?

FF. “JUST OF ANOTHER KIND”: AUTISM AS NEURODIVERSITY

Ralph Savarese

Must we pathologize autism? In this tutorial we will explore the neurodiversity movement, an ever-expanding group of self-advocates, family members, service professionals, philosophers, anthropologists, sociologists, humanists, and even some neuroscientists who are devoted to the principle of cognitive diversity, or the many ways of thinking and being human. As Temple Grandin once said famously, “I am different, not less.” Or as my son replied when Sanjay Gupta asked him during an interview if autism should be treated, “Yes, treated with respect.” We will read memoirs and blogs by leading self-advocates across the spectrum, watch films about autism, investigate the politics of the “disorder,” and look at some recent scientific studies. These studies have revealed a range of autistic strengths (or comparative neurotypical weaknesses), leading one scientist to say of people with autism that they are “just of another kind.” This scientist has included autistics as part of his research team, thereby honoring the old disability rights adage, “Nothing about us without us,” and, as important, engendering better and more respectful science. A good part of the tutorial will be devoted to the development of three essential skill sets: critical reading, writing, and speaking.

GG. STAGING REVOLUTION: THEATRE AND THE CASE FOR UNIVERSAL HUMAN RIGHTS

Justin Thomas

Throughout history, artists have been at the forefront of the battle for human rights – their work both a reflection of their society and a call to arms. Nowhere is this more evident than in the theatre where

writers, performers, directors, and designers assault our senses and ask an audience to bear witness to issues of race, gender, and social class. Through the lens of this collaborative art we will explore extraordinary moments of tragedy and triumph in the battle for universal recognition of human rights and dignity. We will engage in the critical analysis of both script and performance to determine the ways in which visual and auditory elements of production heighten the impact of a playwright's message, and we will examine the impact of selected theatrical works upon the human rights movement.

HH. **THE WAR ON DRUGS**

Andi Tracy

In 1971, President Nixon declared to Congress that drug abuse had reached the status of a "national emergency" and in 1973 formed the Drug Enforcement Agency to head up a "war on drugs." Seven presidents later, this "war" continues, but we now hear a new declaration outside the White House: the war has failed and billions of dollars have been wasted on futile efforts to eradicate illicit drug use. But is this the right conclusion? And where do we go from here? Is it time to retreat or to add reinforcements? Are recent moves toward drug legalization the right way forward? In this class, we will make use of a variety of sources including government and political documents (bills, speeches, policy papers), academic studies, media coverage and pop culture to study why this "war" began, what the goals were, and how to evaluate the success or failure of American drug policy, both in the past and as we look toward the future.

II. **WHAT IS VIRTUE?**

Jarod Weinman

The question becomes increasingly important as we observe apparently virtuous behavior in animals and task computers with making decisions having deep social consequences. Can an animal demonstrate kindness? Computers can be frustrating, but could they be outright mean? We will explore these two new threads in the study of ethics and behavior. Do we want computers making ethical decisions? Who or what will be responsible for the actions of autonomous machines? To complement such forward-looking questions, we will weave a multi-discipline approach that includes animal behavior, ecology, and ethology. Do dogs and monkeys understand and expect fairness? Do mice feel empathy? Can rats be generous? In short, what can the interactions among animals teach us about social living? Might these hold answers for whether, and how, computers could reach such an understanding? Through the lenses of fiction, philosophy, and science, we will investigate the possibility of virtue in animals and machines.

JJ. **THE ISOLATION AND CONNECTEDNESS OF HUMAN LIFE**

Sujeev Wickramasekara

We seek to gain an appreciation for the ways in which we are separate from and connected with other human beings, non-human beings and the world. We will draw inspiration, guidance, pleasure and solace from a variety of sources, such as the novels of Dostoyevski and Camus, songs of Bob Dylan, philosophical writings of Lucretius, Spinoza and Dogen, and research in neuroscience and physics. We will consider an array of distinct (religious, humanist and scientific) perspectives and how they may mesh to express the separation and relatedness in human life.

KK. **MAKING A DIFFERENCE IN THE FIGHT AGAINST GLOBAL POVERTY**

Eliza Willis

The international development community has traditionally favored a big-picture or macro-level approach to redress global poverty. Yet, many of the most significant improvements in the lives of the poor have resulted from novel projects carried out at the grassroots or micro-level. In this tutorial, we will closely

examine successful examples of “thinking small,” including Paul Farmer’s Partners in Health and Muhammad Yunus’ Grameen Bank, as well as consider the many challenges confronting those who seek to reduce the suffering of the poor. Our analysis will also be informed by conversations (via Skype or in person) with the 2013 recipients of the Grinnell College Young Innovator for Social Justice Prize and with Grinnell alumni who have put their original ideas into practice with the support of the Wall Alumni Service Award. As a final product, tutees will prepare a proposal for the Wall Award based on a small-scale project for poverty alleviation informed by their own innovative concept.

Last Revised: 05/24/2013 2:19 PM



TUTORIAL SUMMARY SHEET

2012-2013

- A. Our Prairie Town: Local, Regional, and Global Perspectives (Andelson)
- B. Castles, Foundations, Freedom: *Walden* and the Liberal Arts (Andrews)
- C. (En)visioning Nature (Brown)
- D. Industrial Design (Byrd)
- E. Imbibing the Spirits: Drinking in the Ancient World (Cook)
- F. The Mobile Phone and Human Values (Davis)
- G. Crisis, Liberation, Justice and Leadership (Drake)
- H. Knowledge, Skepticism and Science (Fennell)
- I. The Sports Mirror: How Sports Reflect the Good and Bad of Our Culture (Freeman)
- J. Numbers (French)
- K. The Black Athlete: Changing 20th Century Society? (Hamilton)
- L. Family Tragedy in Literature (Harrison)
- M. CSI Grinnell: Forensic Files (Hernandez-Soto)
- N. Taking Comedy Seriously (Hutchison)
- O. Late Victorian Fantasies (Jacobson)
- P. War and Peace: Conflict in the Modern World (Johnson)
- Q. Culture Jamming (Kaufman)
- R. The Ancient Greek World (Lalonde)
- S. Bad Words (McIntyre)
- T. Humanities 101: "The Ancient World: Homer and Fifth-Century Athens" (Mease)
- U. The Deed of Word (Mercado)
- V. Coping with Climate Change: How Science, Political and Ethics Interact (Moyer)
- W. Art Activism (Pérez)
- X. Fitting into your Genes: How Modern Genetics has Changed our View of Humanity (Praitis)
- Y. Books: Past, Present, and Future (Purcell)
- Z. The Role of Social Science in Informing the Criminal Justice System (Ralston)
- AA. Do Ya Wanna Dance? From Rock to Hip Hop (Roberts)
- BB. Music, Mind, Machine (Rommereim)
- CC. Will the Lights Go Out Forever? Is there a Solution to Our Energy Needs? (Sharpe)
- DD. Infinity and Paradox (Shuman)
- EE. Booked: Crime and Punishment in Literature (Simpson)
- FF. Curious Cats, Dominant Dogs, and Conscientious Chimpanzees: How the Study of Animal Personality Informs the Study of Human Personality (Sinnott)
- GG. The Illness Experience Across Cultures (Tapias)
- HH. Engineered Humans: A Study in Technology and Literature (Tjossem)
- II. The Politics of Counting (Trish)
- JJ. Fairy Tale and Fantasy in Russian Literature and Culture (Vishevsky)
- KK. Representations of Arabs and Muslims in the U.S. Media (Youssef)

TUTORIALS

2012-2013

A. **OUR PRAIRIE TOWN: LOCAL, REGIONAL, AND GLOBAL PERSPECTIVES**

Jon Andelson

Welcome to 41.45 N, 92.43 W — Grinnell, Iowa — founded on the prairie in 1854, population in the 2010 census: 9,218. Through the story of one small Midwestern town we will engage several large themes: environmental destruction, the transformation of space into place, persistence and change, the rise of industrial agriculture, the impact of globalization, and grassroots efforts at community revitalization. Through readings, research in archives, field trips, interviews with community members, and a required service learning component we will explore notions of place and the relationship between the local and the global. “What’s the need of visiting far-off mountains and bogs,” Henry David Thoreau wrote in his journal, “if a half-hour’s walk will carry me into such wildness and novelty.”

B. **CASTLES, FOUNDATIONS, FREEDOM: *WALDEN* AND THE LIBERAL ARTS**

Steve Andrews

In his “Conclusion” to *Walden*, Henry David Thoreau shares with us a primary lesson learned from his “experiment” in living at Walden: “if one advances confidently in the direction of his dreams, and endeavors to live the life he has imagined, he will meet with a success unexpected in common hours.” Sound hopeful? Listen to this: “If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.” *How well he knows us*. How well he knows, too, that the world is a fluid and supple place, sometimes alarmingly so. In the face of such extravagance, what constitutes a firm foundation? As Thoreau would have it, any conclusion worth building a house on is best earned through a strict economy of borrowing, simplification, and deliberation. And because the results are presented to us in writing, the supreme achievement that is *Walden* reflects, in turn, a complementary commitment to the process of revision. *Walden*, along with two of Thoreau’s most important essays, “Resistance to Civil Government” and “Walking,” will provide the ground on which we explore—by way of reading, talking, writing and revising—whether, and how, a liberal arts education can be adequate foundation for our “castles in the air.”

C. **(EN)VISIONING NATURE**

Jackie Brown

Seeing is believing. Or is it? How do we perceive Nature when it is beyond our sight, when we are not present at the right time or place, or when our human vision limits our perception? How can visual depictions of Nature and its phenomena lead to acceptance of their truth? Have we accepted false views of nature through the power of images? What is the role of aesthetics—even beauty—in this acceptance? This Tutorial will consider the ways that Nature and its creatures have been perceived and represented, exploring the history of visualization in biological science and its interdependence with the envisioning powers of the arts.

D. INDUSTRIAL DESIGN

Vance Byrd

Everything around us has been designed: The pen you write with, the chair you're sitting in, and the toothbrush you used this morning. In this Tutorial we will examine the role of manufactured products in contemporary society. What do they say about us? What assumptions do we make about the objects we use? In addition to debates on form and function, we will consider the social and environmental effects of capitalist mass production and consumption, as well as how innovative consumers can attach new meanings to objects and produce opportunities for social engagement.

E. IMBIBING THE SPIRITS: DRINKING IN THE ANCIENT WORLD

Scott Cook

Since ancient times, alcoholic beverage has played a major role in cultures and societies the world over. As a liquid substance that can simultaneously be both wonderful and dangerous, alcoholic beverage has been thought to serve indispensable social and sacrificial ends at the same time that its abuse has been seen as the ultimate symbol of personal and political malfeasance. How we deal with our desire for this liquid and the rituals we set forth for appropriately managing its use have long been central to the conception of what makes humans human, and these issues often lay at the nexus of an entire range of intellectual discourses. This Tutorial will examine the role of alcohol as it manifests itself in a number of key historical, poetic, and philosophical texts from the ancient world (China and elsewhere), and discuss the implications these early sources may have for alcohol consumption in contemporary society. Please learn responsibly.

F. THE MOBILE PHONE AND HUMAN VALUES

Janet Davis

Just twenty years ago, less than 1% of the world's population owned a mobile phone. Today in the United States and many other nations, there are more mobile phones than there are people. Why? Mobile phones are increasingly powerful, relatively cheap, and above all convenient. For some, the mobile phone is an intimate device: it is with us all the time; it keeps us safe and connected; we are both figuratively and literally lost without it. But what are the costs of being "always on"? Do mobile phones truly make us safer, or do they lead us into harm's way? Do mobile phones strengthen or weaken our social ties? How do our mobile phones reflect and shape our identities? Can we depend on our phones too much? In this Tutorial, we will address questions such as these, questions which relate the mobile phone to enduring human concerns such as autonomy, efficiency, identity, ownership, privacy, safety, and well-being. We'll consider a variety of perspectives, ranging from technology design and scientific experiments to social observations and humanist reflection. We will endeavor to make more informed and thoughtful choices both as citizens and in our everyday lives.

G. CRISIS, LIBERATION, JUSTICE AND LEADERSHIP

George Drake

Times of crisis often produce great leaders. The liberation struggles following World War II were particularly marked by leaders who galvanized millions: Mohandas Gandhi (India), Martin Luther King (USA) and Nelson Mandela (South Africa) are outstanding examples, who were in some ways linked to one another. These major Twentieth Century figures will be compared with George Washington in Eighteenth Century North America and Abraham Lincoln in Nineteenth Century United States. What motivated them? Did they seek to be leaders? How did they exercise leadership? What were the roles of family, character, education, religion and politics in shaping their thoughts and actions? We will explore these and other questions by examining the words and lives of these leaders.

H. **KNOWLEDGE, SKEPTICISM AND SCIENCE**

John Fennell

The concern with knowledge is deeply embedded in our Western intellectual tradition. This tradition is on the whole and in a broad sense a rationalist and critical one: science and philosophy begin when ideas about the origin and nature of the universe are decoupled from myth and religion and treated as theories to be argued about, i.e., subjected to on-going rational scrutiny and assessment in the light of later theories. Given this account of the tradition, it is easy to see why a concern with knowledge is so central, but it is also easy to see why skepticism has been a constant preoccupation. Skepticism is the skeleton in Western rationalism's closet: a rationally sophisticated attack on rational argumentation itself. This class explores the inter-relations between knowledge, skepticism and science. We begin by considering the question of what knowledge consists of and how it is (or should be) distinguished from mere opinion. Once armed with a working account of knowledge, we consider the question of what we can know (if anything), i.e., engage the question of philosophical skepticism. Many think that modern natural science constitutes knowledge such that if philosophers want an account of knowledge and protection against skepticism, they should attend to how science goes about justifying its claims. However, it is unclear whether science is immune to skeptical attack: e.g., David Hume in the eighteenth century and Thomas Kuhn in the twentieth century argue that scientific reasoning and theory-change are far from rational. We end by considering the merits of their critiques of the rationality of science.

I. **THE SPORTS MIRROR: HOW SPORTS REFLECT THE GOOD AND BAD OF OUR CULTURE**

Will Freeman

This Tutorial will explore a series of topics and questions to help us understand how sport has become a national institution. There are many questions to be addressed. From where does the competitive drive originate? How are personal and societal values manifested in our sport experiences? How has sport reflected social change through our history? How are ethical and moral limits tested in the sport arena? How is sport portrayed through the media, specifically Hollywood? How has the influx of money changed sport? What do we learn about ourselves through sport? Readings from Dr. Harry Edwards, Alfie Kohn, and Robert Simon will be examined, as well as an analysis of several movies that demonstrate how we portray sport.

J. **NUMBERS**

Christopher French

Numbers are at once among the most familiar and the most mysterious of things. In this Tutorial we will discuss the beginnings of numbers: how we as infants and children learn about numbers, and how early civilizations developed their abilities to manipulate them. We will look from both a historical and mathematical point of view at how and why various number systems were developed, and examine how these developments have shaped history. We will consider the growing impact of numerical data on how decisions are made, and we will try to ascertain how much faith we should put in such quantitative reasoning. We will look at how musicians, artists, and writers have incorporated numerical concepts into their works. Finally, we will examine some of the most intriguing numbers, like e and π , the prime numbers and the Fibonacci numbers, and we will see some of the surprising ways they are interrelated and some of the ingenious ways they are used.

K. **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.

L. **FAMILY TRAGEDY IN LITERATURE**

David Harrison

Great stories are often built around a family crisis, because family life has conflict, miscommunication and, in some cases, great personal loss. In this Tutorial, we will read and discuss three novels, written in different parts of the world and at different historical moments, that depict families facing a tragic situation—an unsolved murder, the Holocaust, and political violence in Haiti. Our goal is to understand what these works tell us about the worlds they depict (America in the 1950s, Europe after World War II, contemporary Haiti), but also to explore the important questions they raise about human existence: is vengeance ever just? what does it mean to be a man or a woman? is it possible to recover a forgotten experience? In this sense, these novels will help you start your college investigation of the meaning of life. In addition, we will be asking ourselves whether these literary works are a form of history or not: what's the difference between literature and history, anyway? Finally, this Tutorial will pay particular attention to the kinds of writing you will do in your college career—essays, applications, letters to the editor, etc.—in order to make you as persuasive a writer as possible and therefore help you to achieve your personal goals.

M. **CSI GRINNELL: FORENSIC FILES**

Heriberto Hernandez-Soto

A hundred years ago a crime took place in Villisca, Iowa. Known as the Villisca Axe Murder, this crime has never been solved. In this Tutorial we will look at how modern chemistry and instrumentation helps the police investigate and solve crimes.

N. **TAKING COMEDY SERIOUSLY**

Paul Hutchison

“I like to picture Jesus in a tuxedo t-shirt. ‘Cause it says, like, I want to be formal, but I’m here to party too. ‘Cause I like to party, so I like my Jesus to party.”

Cal Naughton Jr. in the movie *Talladega Nights: The Ballad of Ricky Bobby*

Lots of people laugh when Cal says this. What does their laughter tell us about them as individuals, the norms of their society, or the human species? Other people find Cal’s statement offensive. How do they differ from those who laugh? When we think seriously about humor we find questions that are interesting and maybe important. For example, consider the evolutionary question “Why do human beings have humor?” What evolutionary advantage did it serve our species? Or consider the arrests of comedians Lenny Bruce and George Carlin as a historical question. What does the outrage their comedy created say about the US in the 1960s and ‘70s? Scholars in many academic disciplines (philosophy, social psychology, and cultural anthropology to name a few more) study humor because it contains insight into human

beings and their societies. In our Tutorial we will explore academic perspectives on humor to help us see significance in funny things.

O. 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, 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. At the same time, questions about the limits of human identity motivated novelists like H. G. Wells (in his *The Island of Dr. Moreau*) and Robert Louis Stevenson (in *Strange Case of Dr. Jekyll and Mr. Hyde*). Controversial issues like homosexuality and imperialism troubled the texts of Oscar Wilde and Bram Stoker. 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.

P. WAR AND PEACE: CONFLICT IN THE MODERN WORLD

Matthew Johnson

Few issues are more important, or more difficult to solve. This Tutorial will address the many meanings ascribed to the words "war" and "peace" throughout history, with a focus on the more contemporary understandings which have shaped our modern world. Additional themes covered include: the causes of war and violence, the relationship between security and development, ethics and law, peace movements, and international institutions. Finally, as suggested by the course title, we will address the link between "problems of peace" and more persistent forms of structural violence within societies. Our approach to these topics will include numerous frameworks, including those drawn from the social sciences and conflict analysis. In keeping with the tutorial design of the course, students will also engage in close reading, written argumentation and presentation of evidence, and structured discussion and debate. This Tutorial may also serve as a gateway to a planned short course on conflict analysis and mediation sponsored by the Peace Studies Program and currently scheduled for Spring 2013.

Q. CULTURE JAMMING

Andrew Kaufman

This Tutorial will examine the branding of America™ by large multinational corporations through the use of corporate sponsorship, complex marketing strategies, and economic power. As brands become a ubiquitous part of our contemporary culture, what does the corporate shift of producing brands over products mean for social justice? Another concern of this class will be developing creative actions that subvert the status quo, and reclaim culture. To this end we will utilize various media in unmarketing campaigns and our bodies in performative social interventions.

R. THE ANCIENT GREEK WORLD

Gerald Lalonde

The Tutorial will offer a foundation for further study of the liberal arts and is devoted to the close reading and discussion of translated works of Greek literature (the Homeric epics, tragic drama, a bit of lyric poetry, Aristotle's *Poetics*, Platonic dialogues, and Thucydides' *History of the Peloponnesian War*) and to exercises in writing and spoken presentations based on these works. The main goals of the course will be

enhanced appreciation of the literature and improvement in the skills of imaginative but disciplined interpretation, speech, and writing.

S. **BAD WORDS**

Eric McIntyre

In a famous 1972 monologue, comedian George Carlin observed, “There are 400,000 words in the English language, and there are seven of them you can’t say on television. What a ratio that is. 399,993 to 7.” He then proceeded to discuss each of the forbidden words and offer thoughts as to why they have been banished from proper speech. When a recording of Carlin’s monologue, complete with the prohibited words, was later broadcast on a commercial radio station, the result was an obscenity case that eventually landed in the United States Supreme Court. Four decades later, the taboo against select words in our language still looms large, and debates about their use and effect continue to rage. In this course, we will examine how a miniscule body of words in our vast language has acquired and continues to wield great potency and how our society continues to grapple with [bad words, profanity, swearing, cursing, four-letter words, obscene language, invective, etc.]. Our inquiry will be informed by readings from prominent scholars in diverse fields, including etymology, neurolinguistics, gender studies, psychology, philosophy, and the law. Along the way, we will have ample opportunity to examine how academic inquiry can inform and shape the discourse on even the most coarse topics.

T. **HUMANITIES 101: “THE ANCIENT WORLD: HOMER AND FIFTH-CENTURY ATHENS”**

Ellen Mease

A careful reading of major works of ancient Greek literature of various genres (epic, drama, philosophy, history) and interpretation of these works through class discussion and in writing. Lacking a “sacred literature” such as the Judeo-Christian tradition, the Greeks took Homer’s *Iliad* and *Odyssey* as the foundation for their culture, especially during the great democratic experiment in Athens in the fifth century BCE. In the great Athenian drama of the Periclean Golden Age, Homeric heroic virtues were adapted to a political environment based on the “citizen virtues,” in foundation myths like Aeschylus’ *Oresteia* and Sophocles’ *Antigone* and *Oedipus Rex*. Later, with the collapse of the empire, the science of historiography (Thucydides’ *Peloponnesian War*), Euripides’ ironic drama, and the philosophy of Plato and Aristotle sought to describe in new ways the motives of human behavior, the causes of suffering, and paths to human happiness. The course takes us through this evolution in Greek thought, the foundation for much of later Western literature, philosophy and political theory. The Tutorial’s main goal will be to improve your ability to read, think, speak, and write critically and analytically. Students will be expected to participate actively and often in discussions.

U. **THE DEED OF WORD**

Angelo Mercado

Human language: what is it? And its parts?
Its rules, the things that we acquire unthinking?
Now, how do poets fashion speech into art?
Students in this course will be exploring
linguistic aspects of poetry, like rhyme,
rhythm, and structures of varying complexity.
We’ll look at other traditions at the same time,
but English will be our focus primarily.
On up to sentence from syllable and sound,
students shall invent for language a theory

and for linguistic poetics, and look around at how other scholars answer the query.

V. **COPING WITH CLIMATE CHANGE: HOW SCIENCE, POLITICS AND ETHICS INTERACT**

Wayne Moyer

Climate Change is one of the most serious problems the world faces in the foreseeable future. Yet, the policy response in national and international arenas has been very limited. In this Tutorial we will analyze the global effort to address human-induced climate change. We 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 factors that promote and retard effective action? How do concerns for equity, justice and human rights play into the debate? Why have policy-makers been unable to agree on stronger action to deal with climate change? Attention will be given to the 1992 Framework Convention on Climate Change, the 1997 Kyoto Protocol, the 2009 Copenhagen climate change conference, and subsequent efforts to deal with climate change.

W. **ART ACTIVISM**

Mirzam Pérez

Art activism has been a key element of social and political protest movements. Throughout history, photographs, murals, cartoons, digital installations, public sculptures, posters, and performance have enabled us to visualize important cultural concerns and led to social transformation. More recently, the graphic arts have translated stories of struggle and resistance into artwork that can be put back into the hands of the communities who inspired it. Computer driven design has played a crucial role in fueling protest movements such as Occupy Wall Street, Arab spring uprisings, and Arizona protests against the SB 2070 proposal, where designers have used technology strategically to produce powerful designs and get their messages out quickly and virally. Using social media, they allowed downloading of their posters for quick distribution and successfully captured the public imagination. This course analyzes the power of a variety of artistic manifestations in disseminating information to affect people's attitudes on political and social issues and cause meaningful change. We will study how art fosters cross-cultural understanding and promotes civic dialogue in the areas of women's rights, indigenous nations, people of color, the working class, gender and sexuality, the colonized, the disabled, immigration, and the environment.

X. **FITTING INTO YOUR GENES: HOW MODERN GENETICS HAS CHANGED OUR VIEW OF HUMANITY**

Vida Praitis

Completed in 2003, the human genome project was an international effort to determine and make publicly available the precise code of ~21,000 genes in the human genome. Since its completion, genetic information obtained from individuals across the globe has been used to shed light on topics that range from human migration patterns to the complex relationships between genes and the attributes that define who we are. The project has also raised a number of critical questions that relate to health, public policy, ethics and stigmatization. This Tutorial will look at the impact of the genome project from scientific, social science, and humanistic perspectives.

Y. **BOOKS: PAST, PRESENT, AND FUTURE**

Sarah Purcell

Books are powerful objects with the ability to convey information, to inspire emotion or religious devotion, to entertain, and to function as symbols. Books can simultaneously be public and private, global and local, functional and artistic. Historian Martyn Lyons writes that "the book has proved one of the most

useful, versatile and enduring technologies in history.” At this moment, books themselves are changing and electronic technologies are offering a range of alternatives to physical publishing. This Tutorial will focus on the past, present, and possible futures of books. We will consider topics including the history of the book, book collecting, the interaction between books and readers, book marketing, and electronic publishing. Will books survive? What does that question tell us about our own information age and its relationship to many changes in books and reading that have come before?

Z. THE ROLE OF SOCIAL SCIENCE IN INFORMING CRIMINAL JUSTICE POLICY

Christopher Ralston

What do social scientists have to say about many of the most pressing issues facing the criminal justice system? Is being tough on crime always the best policy? What happens when public opinion and scientific evidence conflict? In this Tutorial we will examine how research from various disciplines informs current criminal justice policy. Potential topics we will cover include capital punishment, prison overcrowding and prisoner community re-integration, crime prevention, sexual offender laws, suspect interrogation, and eyewitness identification. We will examine key issues that often generate conflict between public opinion, policy makers, and researchers. We will also look at the effectiveness of efforts on the part of scientific professional organizations to lobby politicians toward bringing policy more in line with research findings.

AA. DO YA WANNA DANCE? 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?

BB. MUSIC, MIND, MACHINE

John Rommereim

This Tutorial seeks to understand what music tells us about the mind and how machines influence our understanding of sound. Technology has changed music making and music perception. At the touch of a screen, we can see sound, change sound, create sound. In this Tutorial we look at the intersection of music perception, music making, and the influence of technology. In addition to written assignments and oral presentations, each student will create her/his own music using various computer-based devices.

CC. WILL THE LIGHTS GO OUT FOREVER? IS THERE A SOLUTION TO OUR ENERGY NEEDS?

Lee Sharpe

Energy is a hot topic in the news: Reports about fuel prices, nuclear safety, climate change and sustainability are often heard as well as investigations into the global supply of rare earth metals and the impact of Peak Oil. In this Tutorial we will investigate energy options from both a scientific as well as policy point of view by grappling with questions such as: Are biofuels the answer? Is there a net energy gain when we produce ethanol? What are the other options? Can any or all of the renewable resources together meet the present U.S. energy demand? We will start by finding out just how much energy the U.S. uses, then look into the state of the art of renewable energy production, and finally look into what energy policies are most effective. We will also take advantage of the fall presidential campaign (and hopefully candidates’ visits) to explore the candidates’ views on meeting America’s energy needs.

DD. INFINITY AND PARADOX

Karen Shuman

There is no largest number—this simple fact creates puzzling paradoxes and probing questions about the nature of truth itself. Our Tutorial explores infinity along with its accompanying paradoxes both inside and outside mathematics. Along the way, we meet some of the Western world's greatest thinkers: Zeno, Aristotle, Newton, Cantor, Russell, and Gödel. Hofstadter's *Gödel, Escher, Bach: an Eternal Golden Braid* is central to our study.

EE. BOOKED: CRIME AND PUNISHMENT IN LITERATURE

Erik Simpson

In this Tutorial, we will study literary and theoretical texts that address a fundamental question: what does it mean for one human to punish another? The course's readings will come from many periods, ranging from Shakespeare's *Hamlet* to *Memento*, the trial of Oscar Wilde to *The Shawshank Redemption*. These readings will prompt us to discuss issues such as the nature of revenge; the challenges that differences of race, gender, and sexuality pose to ideals of justice; and theories of imprisonment from the French Revolution to the present. Throughout the semester, we will focus on the process of crafting analytical papers. To that end, we will spend a number of class sessions in a workshop format, which will allow the class to participate in a collaborative editorial process. We will also work together to develop skills of critical reading, productive discussion, textual analysis, revision, and research.

**FF. CURIOUS CATS, DOMINANT DOGS, AND CONSCIENTIOUS CHIMPANZEES:
HOW THE STUDY OF ANIMAL PERSONALITY INFORMS THE STUDY OF HUMAN PERSONALITY**

Laura Sinnett

What makes us who we are? Are the same mechanisms at work in other species, including our closest genetic relatives and our favorite domestic pets? Or, are conceptions of animal personality mere anthropomorphism? How does knowledge about the animal bases and development of personality inform research about human personality? This Tutorial will examine contemporary conceptions of personality, primarily from a trait perspective. Along the way, we will consider personality measurement, personality development—including stability and change, and the relationship between personality and behavior. Although we may consider research involving animals from antelopes to zebras and ants to zebra fish, our focus will be on human personality, followed by personality in cats, dogs, and chimpanzees.

GG. THE ILLNESS EXPERIENCE ACROSS CULTURES

Maria Tapias

Understandings of the body, risk, healing and the very experience of health and illness are shaped by the social, cultural, political and historical contexts in which people live. In this Tutorial we will examine the spectacular diversity that exists in how illnesses, disabilities and life events such as childbirth are experienced and interpreted across cultures. We will explore how the spread of Western biomedicine has impacted local perceptions of health and practices of healing and will examine how western medicine itself is a cultural system. Particular attention will be paid to health-provider/patient interactions and the potential misunderstandings and barriers to communication that can arise when both parties work from different systems of meaning.

HH. **ENGINEERED HUMANS: A STUDY IN TECHNOLOGY AND LITERATURE**

Paul Tjossem

While the technology of genetic engineering holds high promise for enhancing human potential, using science to change the human body to attain personal or societal goals of “perfection” has long held an uneasy place in literature. This Tutorial will combine novels (e.g. *Frankenstein*; *Brave New World*; *He, She, and It*) with readings from scientists such as Galton, Haldane and Gould, to examine the attempts to change the pace and alter the direction of human evolution. We will examine the scientific eugenics movements of the late nineteenth and early twentieth centuries, dip into the Uncanny Valley, and follow this with the fledgling modern-day echo of appearance-altering surgery, gene therapy, and therapeutic cloning. Discussion will focus on how, in both science and literature, human-altering technologies force us to confront the question of what it means to be human.

II. **THE POLITICS OF COUNTING**

Barbara Trish

The process of counting, as innocuous as it may sound, has a history rooted in intrigue and even controversy, with ties all along to the political world. This Tutorial will explore the origins and development of counting, with special attention to how it intersects with politics. The process by which scholars have approached the subject reveals the nature of the academic enterprise. And the process by which we count – both as individuals and as a polity – reveals the nature of our values and biases. The Tutorial will draw from a variety of disciplines, real-world cases and contemporary controversies.

JJ. **FAIRY TALE AND FANTASY IN RUSSIAN LITERATURE AND CULTURE**

Anatoly Vishevsky

Fairy tales have always reflected people’s dreams and hopes for a better tomorrow. The Russian path to this better life is perilous and hard; it is inhabited by such terrible creatures as Koshchei the Deathless, Baba Yaga (a witch), and Zmei Gorynych (a serpent). It is in the battle with these and other monsters that the folk heroes Ivan Tsarevich and Ivan the Fool win their kingdoms and their fair brides. A number of writers saw the Soviet Union — the system that was created by the communists in 1917 — as one of these fairy-tale monsters, and the common person as a fairy-tale hero. Indeed, fairy tale and fantasy created a metaphor for a heroic struggle against the system. Writers also concealed their criticism of the evil system behind familiar and timeless images and characters, through an Aesopian language saying the obvious, yet implying the hidden. Today, though in a different way, writers continue to employ fairy tale and fantasy as a means of searching for answers for the future in the never ending story of the fantastic land of Russia. We will read and discuss a number of Russian fairy tales, and then follow our familiar heroes through the Soviet and post-Soviet Russian literature and culture.

KK. **REPRESENTATIONS OF ARABS AND MUSLIMS IN THE U.S. MEDIA**

Mervat Youssef

What is the first thing that comes to mind when you hear the word Arab or Muslim? Where did these ideas come from and how do they influence your perceptions of Arabs and Muslims? This Tutorial will look at the diverse ways in which Arabs and Muslims are portrayed in the U.S. media. It will explore written, visual, and audio texts, as well as scholarly articles, in order to examine the construction of these media images and the implications of such representations.



TUTORIAL SUMMARY SHEET

2011-2012

- A. After the Future: New Russian Literature (Armstrong)
- B. Infinite Jest (Arner)
- C. August Wilson's Literary Legacy: "The Pittsburgh Cycle" (Barlow)
- D. Born to Run? (Bentley-Condit)
- E. Watergate: The 1970's scandal in politics, culture, and memory (V. Brown)
- F. Malaria: The Past, Present, and Future of a Deadly Disease (Carter)
- G. Music, Language, and Meaning: Understanding Music through Linguistic Models (Cha)
- H. The Sistine Chapel and Renaissance Culture (Chasson)
- I. Humanities I: The Ancient Greek World (Cummins)
- J. Water (Cunningham)
- K. Placing Ourselves: Landscape, Locale, and Identity (Delmenico)
- L. Genetically Engineered, Organically Grown (DeRidder)
- M. Got Limits? (Eckhart)
- N. Being Muslim in America (Elfenbein)
- O. Philosophical Perspectives on Music (Gaub)
- P. Chess and Bridge (Gibson)
- Q. African-American Literary Ties to Russian Intellectual Thought in the 19th and 20th century (Greene)
- R. Fame! A Cultural History of Celebrity (Henry)
- S. Art for Life's Sake: Reading *War and Peace* in the 21st century (Herold)
- T. Women in Greek Tragedy (Hughes)
- U. The Teller and the Tale (Ireland)
- V. Lies, Damned Lies, and Statistics (Jonkman)
- W. Consuming Identities: Popular Culture and Constructing the Self (Ketter)
- X. M'm! M'm! Good! Food Choices and Their Consequences (Levandoski)
- Y. Food: Rituals, Technologies, and Policies (Lyons)
- Z. *Sapere Aude!*: The Enlightenment and the Liberal Arts (Maynard)
- AA. Thinking about the Self (Meehan)
- BB. The Immortal Vampire (Michaels)
- CC. From Text to Image: the French New Wave and the Transformation of Cinema (Moisan)
- DD. Fools and Their Money (Montgomery)
- EE. Tell Me Your Story, I'll Tell You Mine: Storytelling and the Art of Survival (Nasser)
- FF. Animals and Imagination (Reynolds)
- GG. Corporations to the Rescue? (Roper)
- HH. Mapping the City (Sala)
- II. Almost Human (Schimmel)
- JJ. Medicinal De\$ign (Sieck)
- KK. The Politics of Sport and the Sport of Politics (Werner)

TUTORIALS

2011-2012

A. **AFTER THE FUTURE: NEW RUSSIAN LITERATURE**

Todd Armstrong

Since its last revolution and the fall of the Soviet Union in 1991, Russia has undergone momentous change in virtually every aspect of life. The collapse of the state-supported publishing industry, the advent of a market economy, a sudden irrelevance to dissident writing, and the return of an authoritarian state have challenged writers in their quest to find their place in the Russian literary tradition. Will there be another Dostoevsky or Tolstoy, or has the latest generation of writers in Russia attempted to break with the past? In our tutorial, we will read Russia's newest authors, examining how they build on past tradition, and forge new ground, breaking taboos and creating new and fantastic realities in the process. Tasks of close textual analysis, research, and written and oral expression will be organized around the works of the most important contemporary Russian writers, including Vladimir Sorokin, Liudmila Ulitskaya, Viktor Pelevin, Liudmila Petrushevskaya, and others. This tutorial will also prepare students for Vladimir Sorokin's residency at Grinnell, scheduled for Spring 2012.

B. **INFINITE JEST**

Timothy Arner

David Foster Wallace's *Infinite Jest* is not for the faint of heart. The novel is 1,079 pages long; this includes 94 pages of footnotes and sometimes these footnotes have their own footnotes. It is a strange and complex work of fiction that deals with themes ranging from the junior tennis circuit to Quebecois nationalism to drug addiction to consumerism, asking all the while "How does our culture value and evaluate entertainment?" Our semester will be dedicated to reading the entirety of this novel. Along the way, we will consider its narrative and stylistic innovations, the joys and frustrations of reading a super-sized book, and the ways in which we value and evaluate literature.

C. **AUGUST WILSON'S LITERARY LEGACY: "THE PITTSBURGH CYCLE"**

George Barlow

The ten-play, theatrical saga—alternately called "The Pittsburgh Cycle" or "The Century Cycle"—has secured for August Wilson a permanent place alongside Eugene O'Neill, Arthur Miller, Tennessee Williams, Amiri Baraka, and all of the great American playwrights. Each chapter in this saga explores the hope, heartbreak, and heritage of the African American experience in the twentieth century. Wilson's most famous plays are *Fences* (1985), which won a Pulitzer Prize and a Tony Award; *The Piano Lesson* (1990), a Pulitzer Prize and the New York Drama Critics' Circle Award; *Ma Rainey's Black Bottom* (1982); and *Joe Turner's Come and Gone* (1984). In this tutorial, we will study these plays and two others, *Seven Guitars* (1995) and *Radio Golf* (2005), in the context of their historical periods—1910s, 1920s, 1930s, 1940s, 1950s, 1990s. Wilson never claimed to be a historian, but the story he tells in the different decades is solidly grounded in history and the collective will that continues to move the black freedom struggle forward. When asked what he felt accounts for the phenomenal success of his plays, Wilson always attributed it not only to his faithful handling of particular historical moments, but also to his reliance on black expressive culture, in its various forms, especially the Blues. We will read the plays with this in mind as we examine their elements—theme, structure, dialogue, and characterization.

D. 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 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 Kenyans are so darned 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 of the many aspects we'll explore in our discussion of what is, and what is not, born to run.

E. WATERGATE: THE 1970'S SCANDAL IN POLITICS, CULTURE, AND MEMORY

Victoria Brown

Watergate is such an iconic scandal in U.S. history that virtually every political scandal since has had the suffix “-gate” attached to it. One question this tutorial will tackle is: What exactly occurred at the Watergate complex on June 17, 1972 and how did that event cause Richard M. Nixon to become, on August 9, 1974, the first U.S. president to resign from office? While addressing that question, we will explore the political causes, reactions, and results of Watergate; the role of the media in shaping the Watergate story; the use of biography and memoir in understanding events like Watergate; and the effects of Watergate on international relations and on Americans' trust in their government. Students in this tutorial will have the opportunity to examine the connection between Watergate and campaign finance reform, Constitutional questions around the “imperial presidency,” and the role of popular culture, including museum exhibits, textbooks, and Hollywood films, in determining the national memory of Watergate.

F. MALARIA: THE PAST, PRESENT, AND FUTURE OF A DEADLY DISEASE

Eric Carter

For centuries, malaria has been one of the world's major killers. Despite being preventable and treatable, this infectious, vector-borne disease kills roughly 1 million people—mostly children—each year. In this course, we adopt an interdisciplinary perspective to shed light on the causes, consequences, and control of malaria. We approach malaria as a global development problem that calls for understanding of history, geography, biology, ecology, medicine, economics, politics, and public health. Topics to be discussed include the natural history of malaria's co-evolution with human populations; the modern history of malaria, including progress in scientific understanding of its causes, its elimination from temperate countries (such as the United States, Italy, and Argentina), and the mixed success of the global eradication program; the social and economic burden that malaria places on developing countries today, especially in Sub-Saharan Africa; and the impact of environmental transformations (e.g. climate change, land cover change) on the ecology, intensity, and geographical distribution of malaria. We will also weigh the merits of different control strategies and study the scientific, technical, and political challenges to effectively controlling malaria in regions where it is endemic. Since this is a tutorial course, we will also emphasize developing your skills in written and oral communication, scholarly research, and information literacy. There will be a special focus on how to understand, connect, and synthesize research findings from across disciplines.

G. **MUSIC, LANGUAGE, AND MEANING: UNDERSTANDING MUSIC THROUGH LINGUISTIC MODELS**

Jee-Weon Cha

What is the relationship between music and language? How is music like or unlike language? Is music a universal language, or is it even a language at all? In what ways can music be said to have meaning? Is musical meaning intrinsic or extrinsic? What are the processes by which musical meaning is created and communicated? How can awareness of music's linguistic and discursive nature help us understand and explain its meaning? This tutorial will attempt to answer these and other related questions within a broad, cross-cultural and trans-historical framework, by exploring issues in music, language, and meaning in light of the advances in music theory, linguistics, and semiotics.

H. **THE SISTINE CHAPEL AND RENAISSANCE CULTURE**

Timothy Chasson

Michelangelo's monumental fresco of the *Last Judgment* completed the vast pictorial program of the Sistine Chapel begun decades earlier by other artists. It also generated contradictory responses for some 50 years within the culture of the Late Renaissance and the revisionist Counter-Reformation, with conflicting ideas about the nature of art, the public's ability to understand it, and the role of art in religion. Before we can understand these issues, we will need to see how earlier imagery in the chapel conveyed political and theological positions of the papacy and how visual art itself was conceived of, especially in Michelangelo's ceiling frescoes. To do so, we will draw on Renaissance history, the Hebrew Bible, Christian scripture, Renaissance music and literature, including Michelangelo's poetry, as well as modern criticism.

I. **HUMANITIES I: THE ANCIENT GREEK WORLD**

Joseph Cummins

This tutorial will be an introduction to the liberal arts through reading, comparing, 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' *Bacchantes*. 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 both about literature and about life.

J. **WATER**

Charles Cunningham

To a natural scientist, water is an ideal solvent, a vital fluid that sustains life, moderates climate, and generates electricity. To a social scientist, it is a semi-renewable resource whose flow and exploitation lead to the rise and fall of great civilizations. To a humanist, it is a metaphorical force for creation and destruction portrayed in words and art. In this tutorial, we will analyze the nature, use, and significance of water from a diversity of perspectives.

K. PLACING OURSELVES: LANDSCAPE, LOCALE, AND IDENTITY

Lesley Delmenico

How do we shape the places in which we live? How do places shape us? Drawing from the disciplines of anthropology, sociology, art, history, and performance studies, this tutorial will explore local identities (always linked with global issues) created by human interactions with built and natural environments. How do different groups of people use places differently? What makes space “sacred?” What creates “home” in a building or community? And how might these definitions differ for immigrants, exiles, and tourists? During this course, students will explore Grinnell, its restored prairie, and nearby tourist/historical sites. Projects will include creating personal maps and conducting individual hometown research into issues of society, place and belonging.

L. GENETICALLY ENGINEERED, ORGANICALLY GROWN

Ben DeRidder

It is impossible to live in Grinnell and fail to notice the sheer scale of agriculture surrounding us. We find ourselves in the middle of this breadbasket and in a growing debate over the future of our food. How can agriculture meet the growing demands for safe, affordable food and abundant fiber while promoting environmental stewardship? What are the potential roles for genetic engineering and organic farming, and are these two strands of agriculture even compatible? What perceptions and assumptions underlie our acceptance or rejection of organic practices or genetic engineering? Is it possible to think for ourselves on issues that we have perhaps already taken sides on? Where can we find trustworthy information without a political agenda or special-interest spin? In this course, we will explore and discuss the central issues concerning the power of genetic engineering and the promises of organic agriculture in light of conventional farming and sustainability concerns. We will critically examine information published by scientists, government agencies, non-profit organizations and outspoken proponents and critics regarding these controversial viewpoints. Throughout this tutorial, you will be challenged to develop the tools of scholarship and engage your new community.

M. GOT LIMITS?

Vince Eckhart

In this tutorial we will explore the concepts of limits and limitlessness, especially in—but not limited to—scientific contexts. Readings, other media, discussions, field trips, and assignments will address ideas, evidence, and arguments about the nature of beginnings (e.g., the Big Bang), ends (e.g., extinction), and boundaries (e.g., intelligence, lifespan, environmental sustainability, and space colonization). Does this topic sound too open-ended?

N. BEING MUSLIM IN AMERICA

Caleb Elfenbein

Would you be surprised to know that there have been Muslims living in North America dating back to the late 1700s? Or that the first permanent structure for the sole purpose of being a mosque, built in 1934, is in Cedar Rapids, Iowa? These little-known facts illustrate that Muslims have been a part of US history since the country's earliest days. In the ten-plus years since the attacks of September 11, 2001, however, Muslim communities in the United States have come under an incredible amount of scrutiny, often because of all-too-common questions about whether it is really possible to be simultaneously Muslim and American. In this course, we will engage these questions critically, using personal and local community histories to explore what it has meant to be Muslim in America at three distinct moments: the late 1700s

and early 1800s, when West-African Muslims arrived as slaves in the young United States; the 1930s, when an Arab-Muslim American community constructed the Mother Mosque in Cedar Rapids; and post-2001.

O. **PHILOSOPHICAL PERSPECTIVES ON MUSIC**

Eugene Gaub

What is music? What is its significance? Is music a language? Does a musical composition mean anything? If so, how? What connection, if any, does music have with emotion? Can music be sad? Why would someone enjoy listening to sad music? One could conceivably destroy Leonardo's Mona Lisa, but can one destroy Beethoven's Fifth Symphony? We will grapple with questions like these, through close reading and critical engagement with ideas by Plato, Schopenhauer, Eduard Hanslick, Susanne Langer, and others who have thought seriously about music.

P. **CHESS AND BRIDGE**

Janet Gibson

I think, therefore I play! The strategic games of chess and bridge offer a rich array of topics to explore, including the long history of the games, the spirit of competition, the artistry of chess sets, the world of tournament play, biographies of grandmasters and international grandmasters, and the psychology of expertise, reasoning, and memory.

Q. **AFRICAN-AMERICAN LITERARY TIES TO RUSSIAN INTELLECTUAL THOUGHT IN THE 19TH AND 20TH CENTURY**

Raquel Greene

This tutorial examines the affinities between Russian and African-American literature in the development of cultural nationalism. It addresses the question of how national identities are constructed, and draws attention to the similar manner in which 19th and 20th century Russian and African-American intellectuals such as Feodor Dostoevsky and W.E.B. DuBois defined their respective national identities. We will examine how social institutions, namely Russian serfdom and American slavery, impacted on the formation of these identities. We will also examine how and why the Soviet Union, as a communist state, increased its political and social appeal to many African-American intellectuals during the 20th century.

R. **FAME! A CULTURAL HISTORY OF CELEBRITY**

Astrid Henry

Michael Jackson's mourners, Lady Gaga's "little monsters," and Obama-mania: we are surrounded by celebrities and those who worship them. Is fame achievable only by the truly great and innovative, or does our contemporary world prove Andy Warhol's 1968 prediction that "In the future, everyone will be famous for 15 minutes"? Why do so many people want to be famous and what does fame mean if everyone can achieve it? In this Tutorial, we will explore the emergence and development of the concept of celebrity through the last three centuries, paying particular attention to the technologies that make celebrity possible: from the printing press, to film and photography, to YouTube, reality television, and social networking sites like Facebook. We will explore fame in a broad range of realms—including the entertainment industry, politics, science, and literature—as well as those who are famous just for being famous. We will conduct in-depth studies of particular celebrities to understand their star power, as well as explore how fans create communities and culture out of their adoration of particular stars. Finally, we will examine how celebrity functions as a kind of capital in the global marketplace, as well as how local forms of celebrity, such as on a small college campus, are created and sustained.

S. **ART FOR LIFE'S SAKE: READING WAR AND PEACE IN THE 21ST CENTURY**

Kelly Herold

This tutorial takes an intertextual and historical approach to the study of literature, using Lev Tolstoy's *War and Peace* as its primary focus of study. What is real and what is fictional in Tolstoy's great novel about young people in Russia during the Napoleonic Wars? Where does "life" end and "art" begin? In this tutorial, we'll read *War and Peace* and consider some of the life—histories, maps, memoirs, diaries—that Tolstoy incorporates into the novel and we'll analyze the art behind its construction as well. We'll discuss issues of narration, audience, historical detail, and medium, all while discovering what makes *War and Peace* one of the world's most important artistic works.

T. **WOMEN IN GREEK TRAGEDY**

Dennis Hughes

In this course we shall read, interpret and discuss a representative selection of plays by the three great Athenian tragedians (Aeschylus, Sophocles and Euripides), focusing on those with prominent female characters. These tragedies will not be hard to find: in fact, only one of the surviving tragedies lacks female characters entirely, the choruses are composed more frequently of women than of men and very often individual women play significant, if not central roles (Clytemnestra, Medea, Antigone and Electra, to name a few). Furthermore, these female characters often act and speak with an autonomy seemingly at odds with the position of women in the society in which the dramas were produced and performed, Athens of the fifth century BC, where participation in political life was restricted to male citizens and women's lives outside of the household were in most respects severely circumscribed. It is true that the dramas are set in a distant, imaginary past, but it is also clear that the issues raised in them, ethical, political, religious and social, were relevant and meaningful to contemporary Athenian audiences. And these tragedies, of course, continue to speak to us today. Our approach will be chiefly literary, but we shall also explore the social and political functions of tragedy in democratic but male-dominated fifth-century Athens, and study, among other things, the production and staging of the tragedies and Athenian history and culture in this remarkable period.

U. **THE TELLER AND THE TALE**

Susan Ireland

This tutorial will examine the universal impulse to tell stories through an analysis of diverse types of narrative including novels, films, short stories, and autobiography. It will focus in particular on the ways in which literary representations of storytelling are used to address issues such as the transmission of cultural values and the construction of individual and collective identities. We will study depictions of both oral and written forms of narration in order to explore the often complex relationships between the teller, the tale, and the audience. The tutorial will emphasize close reading and in-depth literary analysis. The texts studied will include Mario Vargas Llosa's *The Storyteller*, Edwige Danticat's *Breath, Eyes, Memory*, and films such as *Amélie* (Jean-Pierre Jeunet), *Time Out* (Laurent Cantet), *A Self-Made Hero* (Jacques Audiard), and *Scheherazade Tell Me a Story* (Yousry Nasrallah).

V. **LIES, DAMNED LIES, AND STATISTICS**

Jeff Jonkman

Mark Twain, who attributed the quote to Benjamin Disraeli, popularized the description of "three kinds of lies" over 100 years ago. Today, despite the burgeoning popularity of statistics classes at the high school

and college levels, many of us are still reluctant to trust statistics. We wonder: Is that antidepressant drug really effective? Is oat bran really that good for you? Are 90% of all statistics really made up? In this tutorial we will examine some of the reasons people mistrust statistics and some of the effects of that mistrust. In particular, we will explore some of the myriad ways that people and organizations use statistics to spin study results, along with some of the possible consequences for modern research. We will also consider examples in which use of statistics has been vital for generating new knowledge. Our discussion and writing will focus not on technical details but on broader principles. While we will emphasize medical and pharmaceutical studies, we will consider cases from many contexts, including opinion polls and public policy studies. Is it possible to tell which statistical study results can be trusted, and if so, how?

W. CONSUMING IDENTITIES: POPULAR CULTURE AND CONSTRUCTING THE SELF

Jean Ketter

Who or what creates our identity? Do multinational corporations with trillion dollar-advertising budgets create our desires and then convince us that consuming what we desire makes us distinct individuals? Or, are we autonomous individuals who are not only able to resist these appeals, but can also subvert them to construct our unique selves? What role does our consumption of popular culture play in our understanding and performance of gender, race, social class, and sexuality? In our consideration of such questions, we will examine a range of popular culture artifacts from fashion, television and film, advertising, video games, e-zines, blogs and other popular entertainments through a cultural theory lens. In doing so, we will join the perennial debate between those who believe that the average citizen is exploited and co-opted by popular culture and those who believe it represents, at worst, a harmless wasteland of superficiality and farce, and at best, a site of healthy critique and resistance.

X. M'M! M'M! GOOD! FOOD CHOICES AND THEIR CONSEQUENCES

Mark Levandoski

Food is so integral to our daily lives that we often take it for granted. But why do we like the food we do? Who controls which foods are available to us? Is there a moral underpinning for the choices in food we make? In this course, we will frame questions such as these about food choices and their implications using multiple perspectives. By studying them from scientific, cultural, social, historical and philosophical viewpoints, we will develop an understanding of food choices as a complex system of interrelated processes. We will evaluate whether these factors are under our control or influence. We will attempt to judge the impact of these facets of food choices on our daily lives. And of course, lest we lose sight of the important things through all this analysis, we will eat!

Y. FOOD: RITUALS, TECHNOLOGIES, AND POLICIES

Leslie Lyons

We will read, write, and talk about food from a multi-disciplinary perspective. Novels and films elevate food well beyond the mundane necessity of caloric sustenance. Yet, the forms food take vary from place, person, and time and, in many ways, provide for differences and connections between people. Improving and understanding food at a molecular level are goals of scientists, but do technical studies really impact food choices? With increasing reports of food borne illness, is our food safe and what are the governmental policies that protect consumers? How do these policies respond to new food technologies such as genetically modified food or nanoparticles in food? We'll feast on these topics.

Z. *SAPERE AUDE!*: THE ENLIGHTENMENT AND THE LIBERAL ARTS

Kelly Maynard

In 1784, Immanuel Kant famously articulated what has come to be known popularly as the motto of the Enlightenment: “Dare to know!” In many ways, the Enlightenment and its basic principles seem to map seamlessly onto the system of values embedded in a contemporary Grinnell education. Enlightenment proponents questioned all received knowledge and prized reasoned, critical thinking. They nurtured a profound faith in education and the capacity of individuals to think for themselves, insisting upon polite and respectful discourse and the clear expression of one’s ideas. They created international networks of like-minded participants across multiple disciplines and passionately advocated a more just and equitable world. In this tutorial we explore the historical contexts for the development of Enlightenment thought in the eighteenth century. We also examine its weaknesses and limitations from the perspectives of the twentieth and twenty-first, especially in terms of class, gender, and race. Students adopt prominent Enlightenment figures as the subjects of semester-long research projects and engage in salon and coffee-house conversations from the perspectives of those thinkers at the end of the course.

AA. THINKING ABOUT THE SELF

Johanna Meehan

Assuming that all human beings are selves is necessary for all social interactions, but what is a self? How do we become selves? What impact do parents have on self-development? What about language, desire, culture, and politics? Over the course of the semester we will work to construct a more adequate account of the self than many that are now offered. We will begin by laying out some of our own ideas about the self and then turn to discussions taken up in a variety of disciplines including neuroscience, psychology, literary and cultural theory, political philosophy and fiction. The role that narratives play in the construction of our identities will be of special importance to us, because, as the great political philosopher, Hannah Arendt argued, it is only when we contextualize beliefs and desires in stories that we can act and can understand the actions of others. Among the authors we will read are Freud, Charles Taylor, Hannah Arendt, Adriana Cavarero, Jerome Bruner, Benjamin Siegel, Jessica Benjamin, Allan Shore, Katherine Nelson, Antonio Damasio, Eric Kandel, and Salman Rushdie.

BB. THE IMMORTAL VAMPIRE

Deborah L. Michaels

What do goth youth culture, *Sesame Street*, *The Rocky Horror Picture Show*, and the works of Andy Warhol, Edvard Munch, and Lord Byron have in common? Vampire imagery. But what explains this enduring allure of vampire folklore in all its multifarious forms? Who or what have vampires represented across time and place, and what do these images tell us about social mores and perceptions of deviance in particular historical moments? What is the relationship between youth culture—specifically the concept of “coming of age”—and vampire mythology? In this tutorial, we will explore these questions by analyzing images of vampires through a variety of media, including film, poetry, novels, historical documents, paintings, and graphic art. We will consider how and why vampires are depicted in the Romantic, Victorian, Decadent and Expressionist movements of European art, and we will also scrutinize the popularity of vampire stories today (e.g. *Twilight*, *True Blood*, *The Vampire Diaries*, etc.). By engaging a range of disciplinary lenses such as feminist and queer theory, historical analysis, critical pedagogy, psychoanalysis, and cultural anthropology, we will ground the relevance of our vampire investigations in extant scholarship and learn to academically frame our ideas in discussions and writing.

CC. FROM TEXT TO IMAGE: THE FRENCH NEW WAVE AND THE TRANSFORMATION OF CINEMA

Philippe Moisan

Before the 1960s, cinema in France was not an art form but rather a form of entertainment, if it did have artistic pretensions, they were usually to replicate literature or theater—many films were adaptations of masterpieces, while others employed traditional narrative structures. Between 1958 and 1973, the French New Wave revolutionized the way we look at cinema. Young directors, critics turned directors, such as Truffaut, Godard, Chabrol, Resnais, and many others, transformed cinema into an art form in its own right, not only by using new montage, sound, and lighting techniques, but also in its self-referentiality. That is, this New Wave no longer referred to great works of literature but to cinema itself; this was an enormous cultural revolution. This tutorial will explore this revolution examining films from before and during the New Wave.

DD. FOOLS AND THEIR MONEY

Mark Montgomery

In 1720, Sir Isaac Newton, one of history's most brilliant intellects, lost his entire life savings investing in a trading company that was completely bogus. In 1995, London's venerable Barings Bros. Bank, which had helped finance the Louisiana Purchase, was bankrupted by the speculations of a single employee in an office in Singapore. During the 1990's and early 2000's, Bernie Madoff's exclusive list of investment clients included some of the wealthiest people and most prestigious institutions. He was fleecing them. Why can financial markets make so many smart people look like idiots? And what does this say about the nature of our society?

EE. TELL ME YOUR STORY, I'LL TELL YOU MINE: STORYTELLING AND THE ART OF SURVIVAL

Michelle Nasser

"We tell our stories to become whole. We tell stories to live, to connect with one another and to build community" Edwidge Danticat. Stories make up our lives; we tell them and we hear them. Everyone has a story. Has your story been told? Have you ever seen your story represented in film, art, performance, literature, testimonio or memoirs? We will explore different ways in which stories are told by reading different texts as well as by writing and sharing our own stories. A treat for this tutorial will be a visit and workshop from the founding members of Teatro Chicana. Be prepared to engage your classmates' stories and to tell your own so that, through our stories, we'll begin the process of building community at Grinnell.

FF. ANIMALS AND IMAGINATION

Dan Reynolds

What goes on inside the minds of non-human animals? We may not be able to answer that question with any certainty, but attempts by artists, scientists, and philosophers to understand animal intelligence abound. We will survey attempts to comprehend animal consciousness over the span of this semester. Our investigation will look at fiction and film that imagine the animal mind, perhaps through the creation of an animal narrator or character, and explore how artists have tried to grasp both what is unique about animal experience, and, by extension, what makes humans different (if anything). We will also explore the evolution in science's understanding of animal consciousness and explore how anthropologists, psychologists, and biologists have revised their understandings about the animal mind and its relation to the human. We will examine both scientific and more popular portrayals of primate and avian behavior, including attempts to document animal language. Finally, we will then turn to the question of animal rights and its implications for human rights.

GG. CORPORATIONS TO THE RESCUE?

J. Montgomery Roper

This course will take a multidisciplinary approach to address a basic question: what role, if any, can corporations play in combatting global poverty? Transnational corporations have been one of the leading forces behind globalization and a number of them are economically larger than many of the world's countries. They are clearly a leading player on the global stage. But exactly what role are they playing when it comes to the concerns of the extreme poor—those one billion or so people who live on less than \$1 per day. The polemics around this question seem irreconcilable. Some tell us that corporations are a kind of plague that will exploit the poor, deepen poverty, and exacerbate inequality. Others tell us that corporations can bring economic growth to the poorest countries, spread wealth and prosperity, and use their wealth to finance social good. This course will explore the rise of transnational corporations and the debates concerning what we should make of them, and what they make of us.

HH. MAPPING THE CITY

Gemma Sala

Why do we live in cities? What determines their size and their outlook? What explains their success or decline? This tutorial will explore the political, economic, social and cultural factors that account for the artistic and architectural design of different cities in the world. Tracing roads, naming streets, creating public spaces with public art are choices that reflect the needs and the aspirations of different societies at different times. Cities use space to express national pride, triumph and tragedy, to differentiate between rich and poor, to make themselves visible to the world, and to adjust to their changing role in a national or in a global economy. Cities face a variety of challenges throughout their history, some of which become memorialized and remembered in the art and architecture laid out and others are purposely forgotten. The underlying topic of this course is the ways in which cities express their collective memories. In the course we will explore these processes in cities like Barcelona, Paris, London, New York, Chicago, Mexico, New Haven or Iowa City, as well as the different places of origin or interest of the students who enroll.

II. ALMOST HUMAN

Mariko 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 series *Neon Genesis Evangelion* (1995-1996), 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.

JJ. MEDICINAL DESIGN

Stephen 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 effect 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 that prescribe them.

KK. **THE POLITICS OF SPORT AND THE SPORT OF POLITICS**

Timothy Werner

This tutorial will explore the proposition that sport can be used as a vehicle to understand politics in any society. At a macro-level, we will explore how sport can reflect the fault lines in a state's domestic and international politics, as well as how sport reflects issues related to identity, including nationalism, race, ethnicity, class, gender, and sexuality. At a micro-level, we will investigate whether and how sport helps us to understand everyday political concepts such as rules, competition, cheating, corruption, and power. We will conclude by discussing how politics is often treated as a sport and whether or not this is healthy for democracy.



TUTORIAL SUMMARY SHEET

2010-2011

- A. Our Prairie Town (Andelson)
- B. O Vocative Obama: Inaugurations, Addresses, and All Manner of Beginnings (Andrews)
- C. Speaking Truth to Power: Art and Revolution in Russia (Armstrong)
- D. The Man Who Succeeded Stalin: Nikita Khrushchev's Life and Times (Cohn)
- E. Humanities I: The Ancient Greek World (Cummins, J.)
- F. Spirituality, Religion and Secularism (Dobe)
- G. Frankenstein: Gender, Technology, and the Sociological Imagination (Ferguson, S.)
- H. Cinematic Identity: Race, Sex & Gender on Film (Geller)
- I. Color, Culture and Class (Gibel Mevorach)
- J. Americans in Paris: Through the Looking Glass (Gross, J.)
- K. Miracles, Myths and Marketing: Vaccinations and Society (Hinsa)
- L. Taking Comedy Seriously (Hutchison)
- M. Revolutionary Soul Singers: Black Women and Neo-Soul (Johnson)
- N. Ghost Stories (Kapila)
- O. Coping with Climate Change: How Science, Politics and Ethics Intersect (Moyer)
- P. What Counts as Philosophy and Why? (Nyden)
- Q. Great Stories in Hip Hop: Rap Music as Literature (Phillips, D.)
- R. Between Art and Theatre: The Politics and Poetics of Performance Art (Quintero)
- S. Owning the Intangible: Possession, Theft, and (Mis)Appropriation of Ideas (Rebelsky)
- T. Animals and Imagination (Reynolds)
- U. Cult of Grinnell (Rietz)
- V. Papermaking: A Studio Approach (Running)
- W. The Art of Rhetoric (Shore)
- X. The Origins of Capitalism (Silva)
- Y. Mirror or Mask? (Strauber, S.)
- Z. Papermaking: A Chemistry Approach (Trimmer)
- AA. Children's Literature (Valentin)
- BB. Music In the Balance of Power (Vetter)
- CC. Profane and Sacred Love (Wei)
- DD. Virtue in Animal and Machine (Weinman)
- EE. The Social Construction of Obama (Willig-Onwuachi)
- FF. Making a Difference in the Fight Against Global Poverty (Willis)
- GG. Icelandic Sagas (Wolf)
- HH. All Together Now: Performance and Community (Womack)

TUTORIALS

2010-2011

A. **OUR PRAIRIE TOWN**

Jonathan Andelson

Welcome to our town, 41.45 N, 92.43 W, founded on the prairie in 1854, population in 2008: 9,167. Through the story of one small Midwestern town we will engage several large themes: environmental destruction, the transformation of space into place, race and gender relations, persistence and change, the rise of industrial agriculture, the decline of rural America, and grassroots efforts at community revitalization. Through readings, research in archives, field trips, interviews with community members, and a required service learning component we will explore notions of place and the relationship between the local and the global. "What's the need of visiting far-off mountains and bogs," Henry David Thoreau wrote in his journal, "if a half-hour's walk will carry me into such wildness and novelty."

B. **O VOCATIVE OBAMA: INAUGURATIONS, ADDRESSES, AND ALL MANNER OF BEGINNINGS**

Stephen Andrews

The Penguin edition of President Obama's Inaugural Address will serve as a pretext for discussing the inauguration of your own four-year term at Grinnell College. This particular edition begins with Obama's Inaugural Address (2009), works progressively backward to Lincoln's Second Inaugural Address (1865), the Gettysburg Address (1864), Lincoln's First Inaugural Address (1861), and then concludes with Ralph Waldo Emerson's "Self-Reliance" (1841). We will have plenty of opportunity to discuss the style and content of these speeches and essay that, according to the publisher's preface, are linked together in order to "honor...our enduring legacy of language, whose capacity to inspire, strengthen, and unite us is eternal." If we take the publishers at their word, these speeches in some significant sense are addressing you, and you are expected to respond accordingly. To that end, this collection will also provide the occasion for asking other kinds of questions—about citizenship and gender, sexual, racial and class identity; about what it means to be "American" in the second decade of the 21st century; and about what it might mean to begin your college education at a liberal arts college in the middle of Iowa. In short, when I call your name on that first day of class, who answers? And what will be the outcome of your administration in the next four years as you shape a self within and around the contours of self-reliance?

C. **SPEAKING TRUTH TO POWER: ART AND REVOLUTION IN RUSSIA**

Todd Armstrong

Why are writers and artists often found on the frontlines of the struggle for justice, in the vanguard of protest and revolution? Why and how does art resist authoritarian control, and reject precise definitions and totalizing narratives? Does might make right, or is the pen, in fact, mightier than the sword? This tutorial will strive to answer these and similar questions through an examination of Russia's revolutionary past, as created and interpreted by writers, artists, and filmmakers. We will consider the vibrant literary and artistic era of the Russian Avant-Garde, cultural responses to the cataclysmic social and political changes ushered in by the Russian Revolution, and the establishment of the totalitarian doctrine of Socialist Realism—and its demise—in the Soviet Union.

D. THE MAN WHO SUCCEEDED STALIN: NIKITA KHRUSHCHEV'S LIFE AND TIMES

Edward Cohn

When Soviet dictator Joseph Stalin died in his dacha on March 5, 1953, few observers predicted that he would be replaced by Nikita Khrushchev—a low-profile politician with a reputation as a country bumpkin. Nevertheless, Khrushchev prevailed in the struggle to succeed Stalin and soon began one of the most colorful eras in Russian history. This tutorial will use Khrushchev's life and career to look at a series of questions about Russian history and culture. Why did a man who served as an accomplice to one of the bloodiest dictators in history choose to denounce the crimes of his former boss, and how did the Russian people respond to his revelations? How did a politician widely regarded as an ignorant rube initiate the most vibrant period of literature and art his country had experienced since the Russian Revolution? Should Americans remember Khrushchev as the reformer who denounced the excesses of Stalinism, or as the demagogic Cold Warrior who supposedly banged his shoe at the UN and told America that "we will bury you"? Over the course of the semester, we'll examine questions like these while looking at the history, politics, literature, film, and art of an exciting time from Russia's past.

E. HUMANITIES I: THE ANCIENT GREEK WORLD

Joseph Cummins

This tutorial will be an introduction to the liberal arts through reading, comparing, 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' *Bacchantes*. 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 about life.

F. SPIRITUALITY, RELIGION AND SECULARISM

Timothy Dobe

How many times have you heard someone (maybe yourself) say: "I'm spiritual, but not religious"? This tutorial will reflect in depth on this common phrase. We will examine the many complex assumptions, historical factors and contemporary arguments—largely hidden or unaddressed—that inform it. How does being religious or spiritual relate to living in a "secular" country like America? Is America really a secular country; should it be? How can countries such as Turkey, France and India and non-Christian religions such as Islam, Hinduism and Buddhism contribute to an understanding of these basic but often unclear terms? Throughout the course, you will be challenged to critically examine your own views and to express your ideas clearly in conversation with the rest of the class and with others beyond it.

G. **FRANKENSTEIN: GENDER, TECHNOLOGY, AND THE SOCIOLOGICAL IMAGINATION**

Susan Ferguson

Mary Shelley's novel *Frankenstein* is the centerpiece of this tutorial, which also will include additional readings, films, and discussions. We will focus on Shelley's novel *Frankenstein* not as a literary text per se (i.e., as an example of English Romanticism or as a gothic novel), but more as a social and political text for sociological analysis. Shelley's novel contains many sociological themes, such as the effects of social conditioning, individual and social class alienation, gender stereotyping, and the conflict between the institutions of religion and science. Using sociologist C. Wright Mill's concept of the sociological imagination, we will examine *Frankenstein* within the larger contexts of biography and history. In addition to the novel, we will read biographical accounts of Mary Shelley's life, historical material on Europe in the late eighteenth and early nineteenth centuries, technological information concerning the rise of modern science and medicine, and feminist interpretations of the novel.

H. **CINEMATIC IDENTITY: RACE, SEX & GENDER ON FILM**

Theresa Geller

Film is an artistic medium with specific formal properties, as well as a cultural artifact originating from social, national and economic contexts. This tutorial will examine the socio-cultural, historical, and aesthetic factors that have shaped and continue to shape cinematic representations of race, sexuality, and gender. To understand how cinema represents race, sex, and gender, we will pay extremely close attention to the techniques employed in film, such as lighting, camerawork, editing and sound. At the same time, we will read a range of interdisciplinary texts to understand cinematic identity beyond stereotype analysis, or whether specific films portray "positive/negative" images. Cultural theory, feminist criticism, sociology, history, and sexuality studies are among the critical frameworks that will inform our readings of specific films, such as *The Birth of a Nation*, *The Matrix*, and *The Long Kiss Goodnight*. Close textual analysis will be key to engaging critically with course materials in class discussion, as well as constructing effective arguments in oral presentations and written work.

I. **COLOR, CULTURE AND CLASS**

Katya Gibel Mevorach

Race thinking dominates ways in which people in the United States differentiate groups of people from each other. This tutorial focuses on associations between color and culture in order to examine how racial meanings are constructed and made comprehensible as well as how they are routed through representations of class. Using a combination of texts—academic articles, films, newspapers and advertisements—we will explore representations of "whiteness," "blackness," and other "race-d" identities in the public arena. Throughout the semester we will interrogate the language, ideas and assumptions that give meaning to the different ways we perceive the world around us and through which we understand our individual experiences.

J. **AMERICANS IN PARIS: THROUGH THE LOOKING GLASS**

Janice Gross

Americans have long responded to the allure of Paris. From statesmen Ben Franklin and Thomas Jefferson, to writers Mark Twain, Ernest Hemingway, F. Scott Fitzgerald, Henry Miller, Gertrude Stein, Sylvia Beach, Jack Kerouac, Richard Wright, James Baldwin and Langston Hughes, performer Josephine Baker and jazz great Sidney Bechet, and gastronome Julia Child, along with endless waves of college students and tourists, Americans have found or lost themselves in the looking glass that is Paris. Through a study of literary readings, films, memoirs, essays and cultural analyses, we will examine the myths and realities associated with the Franco-American encounter as we consider how the City of Light has influenced and been influenced by its American voyagers. As an international meeting place for revolutionary and artistic movements, and a refuge from racial, gender, and political barriers, Paris has been many things to many different kinds of Americans. In gazing through the lens of race and ethnicity, we will explore the African American experience in Paris and the role of Black Paris as a gateway to the larger French-speaking world.

K. **MIRACLES, MYTHS AND MARKETING: VACCINATIONS AND SOCIETY**

Shannon Hinsa

Which vaccines are you getting this summer? Most students entering college will have received twenty to thirty vaccinations in their lifetimes. Can you describe the diseases you received protection from? How were the vaccines generated? Are there any side effects associated with the vaccines? Do you have a responsibility to get vaccinated? In this tutorial we will examine many aspects of vaccination—including the discovery of vaccines, the cost of development, compliance or non-compliance with recommended guidelines, and our responsibility to provide effective low-cost vaccines to the world. Our readings and discussions will include diverse viewpoints on these topics and explore the ways in which class, gender, race, and religion inform reactions to vaccinations. Finally we will investigate the pipeline of new vaccines and propose areas in need of development. In this tutorial you will be challenged to objectively examine all sides of important vaccination issues.

L. **TAKING COMEDY SERIOUSLY**

Paul Hutchison

“I like to picture Jesus in a tuxedo t-shirt. ‘Cause it says like, I want to be formal, but I’m here to party too. ‘Cause I like to party, so I like my Jesus to party.”

‘Cal Naughton Jr.’ from the movie *Talladega Nights: The Ballad of Ricky Bobby*

What does it mean that many of us laugh when ‘Cal’ says this? What does it say about us as individuals, as humans, or about our culture? What about people who find it offensive rather than funny? Humor says interesting and maybe important things about who we are. For example, consider an evolutionary perspective; what evolutionary advantage did humor serve our species? Or the cultural questions raised by the famous arrests of stand up comedians Lenny Bruce and George Carlin. What does the outrage their comedy created among those in power tell us about the culture of the time? In this course we will examine humor from a variety of perspectives. We will hear from those who analyze it, those who create it, social psychologists, evolutionary biologists, and more. We’ll also look at some funny things (purely for scholarly purposes!) to see how humor can provides insight into human beings and their cultures.

M. REVOLUTIONARY SOUL SINGERS: BLACK WOMEN AND NEO-SOUL

Lakesia Johnson

From the blues to hip-hop, music has played an important role in the struggle of Black people in the United States. This tutorial explores the central role that Black women have played as singers and songwriters in the articulation of revolutionary politics within the genre of neo-soul. Through a close study of the lyrics, visual representations and performances of artists such as Lauryn Hill, Me'shell Ndegéocello, Erykah Badu, Indie.Arie, and Jill Scott, students will explore the numerous ways that these performers and other Black female artists use their work to nurture and promote a revolutionary consciousness that continues a legacy of Black feminist thought and activism within the music industry.

N. GHOST STORIES

Shuchi Kapila

In this course, we will study ghosts and literary ghost stories. Do such fantasies provide an escape from an oppressive reality into a wish-fulfilling world or do they present an exaggerated or distorted version of the "real" world? What are literary ghosts and monsters? Are they particular to the historical moment in which they appear? Texts for the course will include Bram Stoker's *Dracula*, Henry James's *The Turn of the Screw*, Toni Morrison's *Beloved*, Edgar Allan Poe's "The Black Cat," and Charlotte Perkins Gilman's "The Yellow Wallpaper."

O. COPING WITH CLIMATE CHANGE: HOW SCIENCE, POLITICS AND ETHICS INTERSECT

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 which promote and retard 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, and the current U.S. congressional debate.

P. WHAT COUNTS AS PHILOSOPHY AND WHY?

Tammy Nyden

The word 'philosophy' is classically defined as 'love of wisdom'. O.K., so what is wisdom? How is it attained? How is it shared? What is a wise person like? In this tutorial we will examine selected oral and written wisdom traditions from the African, Asian, and American continents and consider how they have asked and answered these questions. With this background in mind, we will discuss the use of the word 'philosophy', which is often taken to refer exclusively to wisdom traditions constructed as Western and as arising out of Ancient Greece. By the end of the semester, we will come to appreciate some of the many complications and consequences of the seemingly innocent question, what counts as philosophy and why?

Q. GREAT STORIES IN HIP HOP: RAP MUSIC AS LITERATURE

Damani Phillips

Since its conception in the late 1970's, hip hop has become an undeniable force in modern music. Despite its humble beginnings, this musical genre has grown to transcend traditional boundaries of race, social breeding and economic status and now permeates most aspects of American society. Partly due to the popular misconception that the music is simplistic and intended primarily for entertainment purposes, the true artistry of hip hop (that of the power of its lyrical content) has largely been ignored in academia. Through the examination of a select sampling of hip hop repertoire, this tutorial will examine the literary prowess of some of the genre's most talented storytellers. In addition to the exploration of the language and other relevant aspects of hip hop culture, we will examine the selected repertoire through the lens of a literary analyst by exploring the specific literary techniques and devices contained in each artist's lyrics.

R. BETWEEN ART AND THEATRE: THE POLITICS AND POETICS OF PERFORMANCE ART

Craig Quintero

This course explores the politics and poetics of one of the most dominant artistic movements of the twentieth century, "Performance Art." This hybrid art form subverts traditional disciplinary boundaries in its blending of mediums including theatre, painting, sculpture, music, film, and dance. In this class, primary and secondary readings, video screenings, and performance exercises will provide a context for examining the historical background and theoretical framework of performance art. Assignments will address the relationship between avant-garde theatre and social activism as well as aesthetic issues related to temporality, space, performer/audience relations, intertextuality, embodiment, and chance. Beginning with an introduction to Futurism, Dadaism, Surrealism, and Bauhaus, the class will examine the work of artists including Antonin Artaud, John Cage, the Living Theatre, Matthew Barney, Karen Finley, Kazuo Ohno, and Robert Wilson. Students learn to engage performance as the object and method of their study as they critically examine the creative limits of contemporary art and theatre.

S. OWNING THE INTANGIBLE: POSSESSION, THEFT, AND (MIS)APPROPRIATION OF IDEAS

Samuel Rebelsky

Intellectual property, once primarily the purview of scholars and lawyers, has become a part of our everyday lives. Medicines known to native peoples for centuries are suddenly the property of multinational corporations. Artists are sued for the common practice of reusing materials and practices. Owners of legal copies of songs and videos are prevented from playing them on their computers, and are turning to Internet services to obtain free copies. Patients find that their cells or DNA are patented by hospitals. Discoveries funded by tax dollars become income streams for private companies. Even the links common to Web pages may be subject to some form of legal control. In this Tutorial, we will explore two forms of intellectual property law, copyright and patent, in the context of current cases and controversies in art, genetics, medicine, and the Internet. We will also ground our explorations in a practical task as we draft a potential patent policy for Grinnell.

T. ANIMALS AND IMAGINATION

Daniel Reynolds

What goes on inside the minds of non-human animals? While we may not be able to answer that question with any certainty, we will explore attempts to comprehend animal consciousness over the span of this semester. Our investigation will look at fiction and film that imagine the animal perspective, perhaps through the creation of an animal narrator or character, and explore how artists have tried to grasp both what is unique about animal experience, and, by extension, what makes humans different (if anything). We will also explore the evolution in science's understanding of animal consciousness and explore how anthropologists, psychologists, and biologists have revised their understandings about the animal mind and its relation to the human. We will examine both scientific and more popular portrayals of primate behavior, and also take a look at attempts to teach animals language. Finally, we will then turn to the question of animal rights and its implications for human rights.

U. CULT OF GRINNELL

Henry W. Morisada Rietz

This tutorial will initiate novitiates (called "tutees") to their new identity as Grinnellians. Who are we as Grinnellians? How does the practice of the liberal arts form our identity? How do our history, stories and rituals inform that identity? How does the campus function as a sacred space? What can we learn by studying the hagiography of a few of our saints (called alumni and alumnae)? How does this tradition compare to other religious traditions such as Judaism, Christianity, Baseball and Rock and Roll?

V. PAPERMAKING: A STUDIO APPROACH

Lee Emma Running

In this course students will explore paper as an artist's medium. This humble material has a history dating back to the 2nd century. Today we know paper can take many forms from egg cartons to architectural features to stationary. In this course we will examine the use of paper as a fine art material and examine its chemical properties. We will also analyze how knowledge is constructed in the practical environments of the studio and the chemistry laboratory. This course will be linked with Elizabeth Trimmer's tutorial: "Papermaking: A Chemistry Approach" and will offer students the rare opportunity to learn from these two inquiry based disciplines in a collaborative classroom. These tutorials will have both joint and separate meetings.

W. THE ART OF RHETORIC

Daniel Shore

You believe it, perhaps even passionately. How do you get others to believe it too? Still harder, how do you motivate them to act? This tutorial will draw from the rhetorical tradition originating with Aristotle, Cicero, and Quintilian to explore the theory and practice of persuasion. We will read some of the most powerful and influential American speeches of the last two hundred years, by figures like Abraham Lincoln, Eleanor Roosevelt, Martin Luther King Jr., John F. Kennedy, and Barack Obama. We will ask what persuasion can teach us about language, logic, ethics, and the human psyche. What role does rhetoric play in an increasingly pluralist, multicultural democracy? Course assignments will be geared to help students become persuasive writers and eloquent public speakers.

X. **THE ORIGINS OF CAPITALISM**

Pablo Silva

Scholars agree that the development of capitalism was important, but they disagree about how this development came about. We will look at some of the classic contributions to this ongoing debate. Through our discussions, students should acquire some workable definitions of capitalism, some plausible explanations for its emergence, and some insights into how scholars from different disciplines formulate arguments about such intractable questions.

Y. **MIRROR OR MASK?**

Susan Strauber

What is a portrait? We often assume that it is a simple mirror image of an individual, or at least a recognizable representation of someone. However, recent scholarship suggests that a portrait is a complex collaboration between an artist and an individual. A portrait is a mask or fabrication of an elusive, changeable identity. If this is the case, who, or what, can be seen in a portrait? Just what do portraits reveal? This tutorial will investigate how artists create and challenge identities through images of themselves and others. Our “portrait gallery” of images from the renaissance to the present will range from high art to popular culture, through paintings and photographs, and across national and cultural borders. We will consider different types of portraits and their functions, including portraits as instruments of social and political power, constructions of sexual and ethnic identities, fantasy projections, and externalizations of the psyche. A major topic will be artists' self-portraits, including such diverse practitioners as Rembrandt, Vincent Van Gogh, Andy Warhol, and the confrontational work of twentieth-century women artists like Frida Kahlo and Cindy Sherman.

Z. **PAPERMAKING: A CHEMISTRY APPROACH**

Elizabeth Trimmer

In this course students will explore the chemical nature of paper. This humble material has a history dating back to the 2nd century. Today we know paper can take many forms from egg cartons to architectural features to stationary. In this course we will discuss the basic chemical principles of paper as a material and examine specifically the properties that make it amenable for use in art/sculpture. We will also analyze how knowledge is constructed in the practical environments of the studio and the chemistry laboratory. This course will be linked with Lee Running's tutorial: “Papermaking: A Studio Approach” and will offer students the rare opportunity to learn from these two inquiry based disciplines in a collaborative classroom. These tutorials will have both joint and separate meetings.

AA. **CHILDREN'S LITERATURE**

Carmen Valentin

Books written for children provide important learning experiences and, frequently, are among the best remembered works of literature. In recent years, children's literature has received increasing attention from different sectors of the public, from parents and educators to scholars and publishers. In this tutorial, we will explore the world of children's literature. Some of the topics we will be discussing in class will be the role of art in children's literature; the imaging of minority and cultural groups in books for children; the ideas about gender in books written for children; and the film adaptations of children's books.

BB. MUSIC IN THE BALANCE OF POWER

Roger Vetter

Legislation in the recent past mandating warning labels be affixed to commercial recordings, the lyrics of which are deemed by some as objectionable, is a contemporary manifestation of an age old phenomenon—the concern on the part of a politically, economically or morally empowered segment of society with the potential of music to undermine a desired order. Music's use both to construct/maintain ideal conditions and to challenge/transform such power equilibriums will be explored in this tutorial. Through in-depth analysis of an array of case studies ranging from ancient China to contemporary America, an informed awareness should emerge not only of music's power to stir the human soul but also of the folly of attempts to manipulate that power for political or other ends.

CC. PROFANE AND SACRED LOVE

John Wei

What is love, and what is its relationship to the profane and the sacred, the human and the divine? Is it a biological drive, an appetite, an emotion, a form of madness, or perhaps an experience of the transcendent? Why do so many people desire love? And what benefits does it bring? This tutorial will explore these and related questions from an interdisciplinary perspective. Together we will examine a wide range of sources—ancient, medieval, and contemporary—including philosophical dialogues, spiritual autobiography, letters, poetry, painting, and studies by psychologists and evolutionary biologists.

DD. VIRTUE IN ANIMAL AND MACHINE

Jerod Weinman

What is virtue? The question becomes increasingly important as we observe apparently virtuous behavior in animals and task computers with making decisions that have deep, far-reaching impacts on society. Can an animal demonstrate kindness? Computers can be frustrating, but could they be outright mean? In this tutorial, we will explore these two new threads in the study of ethics and behavior. Do we want computers making ethical decisions? Who, or what, will be responsible for the actions of autonomous machines? To complement such forward-looking questions, we will weave a multi-discipline approach that includes animal behavior, ecology, and ethology. Do dogs and monkeys understand and expect fairness? Do mice feel empathy? Can rats be generous? In short, what can the interactions among animals teach us about social living? Might these hold answers for whether, and how, computers could reach such an understanding? Through the lenses of fiction, philosophy, and science, we will investigate the possibility of virtue in animals and machines.

EE. THE SOCIAL CONSTRUCTION OF OBAMA

Jacob Willig-Onwuachi

In this course, we will examine the Obama presidential campaign and use it as a lens to learn about race, identity, perceptions, expectations, and stereotypes in our society. In particular, this course will study the social construction of race, emerging issues of race and national origin within the black community, issues of intersectionality (particularly at the intersection of race and gender), and the idea of post-racialism, among many other topics. Political junkies: please note that this course is not about politics or Barack Obama's presidency!

FF. MAKING A DIFFERENCE IN THE FIGHT AGAINST GLOBAL POVERTY

Eliza Willis

The international development community has traditionally favored a big-picture or macro-level approach to redress global poverty. Yet, many of the most significant improvements in the lives of the poor have resulted from novel projects carried out at the grassroots or micro-level. In this tutorial, we will closely examine successful examples of “thinking small,” including Paul Farmer’s Partners in Health and Muhammad Yunus’ Grameen Bank, as well as consider the many difficulties confronting those who seek to reduce the suffering of the poor. Our analysis will also be informed by conversations (via Skype or in person) with Grinnell alumni who have turned their original ideas into development projects with the support of a Wall Alumni Service Award. As a final product, tutees will propose a small-scale project of poverty alleviation based on their own innovative concept.

GG. ICELANDIC SAGAS

Royce Wolf

The thirteen-century authors of the Icelandic Sagas (including bard and chieftain Snorri Sturluson) describe an historic Iceland (800-1150) in a unique and fascinating style. Feuds, outlaws, civil suits and a unique system of government are brought vividly to life. Our tutorial will study these sagas and their influence on modern-day author William Vollmann, whose novel “Ice Shirt” retells the Icelandic exploration of North America.

HH. ALL TOGETHER NOW: PERFORMANCE AND COMMUNITY

Shawn Womack

What is community performance? How do staged performances represent community? What is the role of the artist in representing community? How does performance build community? This tutorial provides an interdisciplinary, practical and critical approach to studying community and performance. It is designed for students who desire to use their artistic interests and training as writers, activists, dancers, actors, musicians or artists for social and community engagement. Through academic study and social interaction students bring their creativity and artistic skills to explore social, cultural *and* aesthetic concerns. We will participate in one or more community-based performance projects as a means to animate our liberal arts education with the college’s social justice mission by not only interacting with larger communities but by building a community of learners within the tutorial.



TUTORIAL SUMMARY SHEET

2009-2010

- A. Folktales, Fairy Tales and Fantasy (Arner)
- B. Why Manners Matter: Reading Culture through Style and Etiquette (Benjamin)
- C. Venice, Past and Present (Brown, Jennifer)
- D. Evolution and Society (Brown, Jonathan)
- E. The City: Down to The Wire? (Cook-Martin)
- F. Atoms: the dreams that stuff is made of (Cunningham)
- G. Crisis, Liberation, Justice and Leadership (Drake)
- H. Stirring the Pot: Race, Class and Gender in Higher Education (Erickson)
- I. Intellectual Monopoly: Is the Intellectual Property System Broken? (Graham)
- J. African-American Literary Ties to Russian Intellectual Thought in the 19th and 20th Century (Greene)
- K. Family Tragedy in Literature (Harrison)
- L. Literature, Intertextuality, and Philip Pullman's *His Dark Materials* (Herold)
- M. The Hero's Journey (Hughes)
- N. The Middle East in the Popular Imagination (Kamp)
- O. Culture Jamming (Kaufman)
- P. Hope (Lacson)
- Q. 150 Years Later: The Legacy of a Book (Lindgren)
- R. "Dear John": Restoring the Lost Art of the Letter (Lobban-Viravong)
- S. The Person Behind the Discovery (Minelli)
- T. From Supermodels to Molecules to Heavenly Bodies: How Theoretical Models Influence Both Our Everyday and Our Intellectual Lives (Mobley)
- U. Movement, Feeling, Who We Are (Queathem)
- V. Meaning, Method, and Money: Your Life and the Liberal Arts (Roberts)
- W. Coexistence (Rommereim)
- X. No Limits? (Roper)
- Y. Dis Lit: Illness, Disability, and Contemporary Life Writing (Savarese)
- Z. Marx, Nietzsche, Freud: The Foundations of Cultural Criticism (Schrift, A.)
- AA. Cancer Survivorship: Resiliency, Coping, and Relationships (Seawell)
- BB. The Origins of Capitalism (Silva)
- CC. Comedy (Simpson)
- DD. Free Software, Free Culture (Stone, J.)
- EE. Staging Revolution: Theatre and the Case for Universal Human Rights (Thomas)
- FF. The Politics of Counting (Trish)
- GG. The Fairy Tale in 20th Century Russian Literature and Film: In Search of a Magical Kingdom (Vishevsky)

TUTORIALS

2009-2010

A. FOLKTALES, FAIRY TALES AND FANTASY Timothy Arner

Once upon a time fairy tales were not for kids. After all, these stories involve graphic violence, murder, cannibalism, childhood sexuality, dirty jokes about bodily functions (and that's just "Little Red Riding Hood"). How did folktales become fairy tales, and how did they come to form the basis of children's literature? What moral lessons, both explicit and implicit, do these stories present to their audiences? How have these tales changed and been adapted over time? In this tutorial, we will consider how folk tales, fairy tales and fantasy narratives represent morality and cultural values. Readings will include multiple versions of well-known fairy tales, stories from Ovid's *Metamorphoses*, and William Shakespeare's *The Tempest*. We will also focus on issues of adaptation by reading *The Hobbit* alongside some of Tolkien's sources, as well as L. Frank Baum's early 20th-century children's book *The Wonderful Wizard of Oz* and Gregory's Maguire's 1995 novel *Wicked: The Life and Times of the Wicked Witch of the West*.

B. WHY MANNERS MATTER: READING CULTURE THROUGH STYLE AND ETIQUETTE Shanna Greene Benjamin

Despite the casualness of twenty-first century American culture, manners still matter. The pervasiveness of etiquette books, pamphlets, and podcasts suggests that certain rules of comportment still apply, whether or not they are actively taught at home or formally acknowledged in the workplace. But what do manners *mean*? What is the relationship between etiquette and the performance of class and morality? How have members of disenfranchised groups—African Americans, for example—used "high style" to demonstrate their right to American citizenship? In this tutorial, we will examine expressions of etiquette in nineteenth-century novels, turn-of-the century etiquette books, and twentieth-century films and self-help manuals to reveal how manners reflect cultural values and influence the performance of race, class and gender. Students will not only write and reflect on the relationship between etiquette and culture in the texts listed above, but they will also examine how the Grinnell Student Handbook serves as an etiquette book that expresses the values of the College. In this tutorial, students will hone reading, writing, thinking, and speaking skills in open class discussions, small group activities, independent work, and oral presentations.

C. VENICE, PAST AND PRESENT Jennifer Williams Brown

One of the most beautiful cities in the world, Venice is famous for its canals, gondolas, and architectural splendors. Entering this world of Renaissance palaces—removed from the bustle of automobile traffic—is like traveling back in time. Yet Venice is also a modern city, with modern problems such as the flooding that threatens to swallow it whole. In this course we will explore both Venice's past glories and its present state. "Past" topics will include interactions between East and West (Marco Polo), democracy and intellectual independence (Galileo), the Jewish ghetto (The Merchant of Venice), Venetian carnival and the libertine ethos (Casanova), and the role of women in Venetian society. We will pay particular attention to Venice's rich history of art (Carpaccio, Titian, Veronese, Canaletto) and music (Gabrieli, Monteverdi, Vivaldi). "Present" topics will include immigration, crime (Donna Leone), the environment ("aqua alta"), the pros and cons of tourism, and Venice's role in popular culture.

D. EVOLUTION AND SOCIETY

Jonathan Brown

Evolution is perhaps both the most influential and the most controversial development in science in the last 200 years. The ideas Charles Darwin laid out in his landmark work, *On the Origin of Species By Means of Natural Selection*, have had a tumultuous history because they appear to confront culturally-embedded beliefs about the nature of human variation, as well as the origin of our species. In this tutorial, we'll consider what Darwin actually said about evolution and humanity, and compare that to how his ideas have been used, criticized, and adapted by others over the past 140 years. In particular, we'll critically examine the influence of evolutionary ideas on four issues of enduring social importance: race, gender, religious belief, and ethics.

E. THE CITY: DOWN TO THE WIRE?

David Cook-Martin

Why not take this sojourn in the rural heartland as an opportunity to reflect on the city, its meaning and its prospects? A liberal arts education prepares you to see the mundane and taken for granted through a different lens; and Grinnell's location is a good vantage point from which to reflect on life in the city. To practice seeing the world with different eyes, this tutorial centers on the acclaimed HBO series *The Wire*. A close and critical viewing of the series concurrent with a rigorous reading of influential texts about urban life offers a window onto some of the fundamental transformations and challenges faced by American cities at the turn of the 21st century. Is the "American city" running out of time as suggested by the series' portrayal of dysfunctional political, educational, social and governmental institutions? Is it—as Richard Florida argues in counterpoint—the space where the "creative economy" will flourish and the fortune of our country be decided? Or is the city a place with collapsing institutions *and* emerging creative spaces? What can we learn from efforts to build urban community portrayed in *The Wire*, however unconventional? What about the contrasting affluent/hip city of Florida's account? How will the current economic crises affect U.S. cities and the country's highly urbanized population (83% and climbing)? What do our conclusions about the city mean for small towns and sprawling suburbs? Finally, we will turn the analytic gaze back on ourselves to ask what makes *The Wire* so appealing that it has inspired people to write multiple blogs, to organize fan clubs and academic conferences, and even to design college courses about the series.

F. ATOMS: THE DREAMS THAT STUFF IS MADE OF

Charles Cunningham

In this course, we will trace the history of atomism, the 2,500-year old notion that all matter is comprised of uncuttable units called atoms. We will begin by considering the origins of atomism in Epicurean philosophy, as articulated by Lucretius. We will follow some of the philosophical and religious arguments for and against atomism through the middle ages, renaissance, and enlightenment. We will see atoms in the 19th century gain strong experimental support through the work of chemists such as Dalton. Finally, we will learn from 20th century physics that individual atoms can be seen using special microscopes, follow a very peculiar set of physical laws, and can be broken into more fundamental parts.

G. CRISIS, LIBERATION, JUSTICE AND LEADERSHIP

George Drake

Times of crisis often produce great leaders. The liberation struggles following World War II were particularly marked by leaders who galvanized millions: Mohandas Gandhi (India), Martin Luther King (USA) and Nelson Mandela (South Africa) are outstanding examples, who were in some ways linked to one another. These major Twentieth Century figures will be compared with George Washington in Eighteenth Century North America and Abraham Lincoln in Nineteenth Century United States. What motivated them? Did they seek to be leaders? How did they exercise leadership? What were the roles of family, character, education, religion and politics in shaping their thoughts and actions? We will explore these and other questions by examining the words and lives of these leaders.

H. STIRRING THE POT: RACE, CLASS AND GENDER IN HIGHER EDUCATION

Karla A. Erickson

Welcome to Grinnell College, now what do we do? Institutions of higher learning promise to socialize citizens, foster personal development, inculcate a set of values and principles, train workers, and sometimes even tout residential college living as “practice” for the “real world.” Given these disparate goals and promises, what exactly is college good for? What is “liberal” about a liberal arts education? What are the rights and responsibilities of students, educators and administrators in higher education? In this course we will consider the multiple forces—political, economic and institutional—that are “stirring the pot” of higher education in the U.S. today. To begin, we will develop a context for our study by examining changes in the theory and practice of liberal arts education during the 20th century, allowing for a historically contextualized and comparative study of higher education in the contemporary moment. Our study will challenge us to scrutinize the politics of higher education from multiple angles: from the philosophy of liberal learning to the “pc” debate regarding what constitutes a uniquely American canon, from the sweeping changes in the demographics of higher learning to the micropolitics of the classroom. This tutorial will also challenge you to critically evaluate your own philosophy of education as you begin your academic journey here at Grinnell.

I. INTELLECTUAL MONOPOLY: IS THE INTELLECTUAL PROPERTY SYSTEM BROKEN?

Brad Graham

Article I, Section 8, Clause 8 of the U.S. Constitution gives Congress “the power to promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries.” This tutorial considers the impact current intellectual property laws, regulations, and institutions have on innovation, fairness, and freedom. We will focus our attention on the copyright and patent systems, but we will also discuss trademarks and trade secrets. Some of the questions we will consider are: Did President Obama violate copyright law when he gave Queen Elizabeth II an iPod loaded with show tunes? How should our intellectual property system apply to the Internet? Can intellectual property be used to encourage economic development and stimulate research on neglected diseases? Can someone else patent your genes? In attempting to answer these questions, we will examine diverse viewpoints regarding the current state of the intellectual property system and possible reforms.

J. AFRICAN-AMERICAN LITERARY TIES TO RUSSIAN INTELLECTUAL THOUGHT IN THE 19TH AND 20TH CENTURY

Raquel Greene

This tutorial examines the affinities between Russian and African-American literature in the development of cultural nationalism. It addresses the question of how national identities are constructed, and draws attention to the similar manner in which 19th and 20th century Russian and African-American intellectuals such as Feodor Dostoevsky and W.E.B. DuBois defined their respective national identities. We will examine how social institutions, namely, Russian serfdom and American slavery, impacted on the formation of these identities. We will also examine how and why the Soviet Union, as a communist state, increased its political and social appeal to many African-American intellectuals during the 20th century.

K. FAMILY TRAGEDY IN LITERATURE

David Harrison

According to Tolstoy, “All happy families resemble one another, each unhappy family is unhappy in its own way.” In this Tutorial, we will focus on literary depictions of disastrous, dysfunctional, and dramatically aberrant families. Our goal, however, is not to determine what constitutes a good family (an impossible task), but rather to understand why these particularly tragic families create such compelling stories. We will analyze how literature uses family relations to explore vital notions such as justice, equality, women's and men's social roles, and race. We will attempt to isolate the different techniques that writers use to create character, suggest opposing points of view, and solicit reader sympathy. We will pay extremely close attention to the specific words used in the texts that we read, and the writing assignments will require careful and precise examination of the particular literary details of each work. Readings include Greek tragedy, Truman Capote's crime thriller *In Cold Blood*, and Suzan-Lori Parks's Pulitzer-prize drama *Topdog/Underdog*.

L. LITERATURE, INTERTEXTUALITY, AND PHILIP PULLMAN'S *HIS DARK MATERIALS*
Kelly Herold

This tutorial takes an intertextual approach to the study of literature, using Philip Pullman's *His Dark Materials* as its primary focus of study. Some writers acknowledge their literary and philosophical influences; Pullman cites Milton's *Paradise Lost* and William Blake's poetry as major sources for *His Dark Materials*. In this tutorial, we'll study Pullman's trilogy and his interpretation and transformation of the canonical sources as well as the generic structures that inspired his work in *The Golden Compass*, *The Subtle Knife*, and *The Amber Spyglass*. We'll also discuss issues of narration, audience or readership, and medium over the course of the semester.

M. THE HERO'S JOURNEY
Dennis Hughes

In this course we shall read, interpret, and discuss a representative selection of ancient heroic poems. The central texts will be the two great Homeric epics, the *Iliad*, which tells of the anger of the Greek hero Achilles with his commander Agamemnon and his withdrawal from battle during the Trojan war, and the *Odyssey*, the story of Odysseus' wanderings after the same war before returning home to reclaim his kingdom and rejoin his long-suffering wife Penelope. Other readings may include the later Greek epic the *Argonautica* (the story of Jason's quest of the Golden Fleece), the Roman epic the *Aeneid* (modeled structurally on the *Odyssey* and *Iliad*, the tale of Aeneas' flight from Troy and his eventual founding of a state in Italy), the earliest surviving epic poem, the Mesopotamian *Epic of Gilgamesh*, and possibly, for comparison's sake, the Anglo-Saxon *Beowulf* or other medieval work. The focus of the tutorial will be on the various conceptions of the heroic found in these works and on the common narrative patterns of trial, quest and journey, spatial or spiritual, of the hero. Other topics will include the nature of oral (as opposed to written) poetry, Greek and Roman religion (including the Greek worship of heroes, or "hero cult"), the role of women (as captives, wives, mothers and lovers, mostly; but also sometimes as warriors), and the diverse cultural value systems reflected in the epics, which, though far removed from us, address many timeless issues of human existence: duty, glory, justice, honor and dishonor, love and enmity, courage and cowardice, war and peace, divinity and human mortality.

N. THE MIDDLE EAST IN THE POPULAR IMAGINATION
Kathryn Kamp

This tutorial will look at the role of Orientalism in portrayals of the Middle East both historically and in recent times and their impact on Western actions toward the region, particularly in the realm of human rights. Scholarly depictions will be compared to those in art, film, television, and fiction. Issues to be examined include gender, power, religion and violence.

O. CULTURE JAMMING
Andrew Kaufman

Through readings, films, and discussions, this tutorial will examine the branding of America™ by large multinational corporations and the use of corporate sponsorship and complex marketing strategies, which have become a ubiquitous part of our contemporary culture. A primary concern will be developing creative individual and collaborative actions that subvert the status quo. To this end we will utilize our bodies in performative social interventions as well as new media in unmarketing campaigns.

P. HOPE
P. Albert Lacson

What gives people hope? What sustained Nelson Mandela's hope that apartheid in South Africa could be dismantled? Why did British colonists in North America believe that they could defeat the most powerful European empire in the world during the late 18th century? Given that slavery had existed in the Americas since the sixteenth century, what gave nineteenth century abolitionists the hope that their efforts might lead to a future without slavery? What role did hope play in the election of Barack Obama in 2008? No one could have predicted the end of apartheid, American victory over the British, the emancipation of African American slaves, or the election of an African-American as President of the United States. In the face of long odds, people have summoned the courage and energy to hope for something better. What accounts for this hope? Has it been sheer determination? Naturally optimistic personalities of leaders? Spiritual faith? Material advantages? Education? What factors or combination of

factors have nurtured hope in the hearts and minds of people? This tutorial explores the historical circumstances that have given people the confidence to hope for a better future; in turn, we will examine how well-known and lesser-known people have shaped their world in ways that inspired hope in others.

Q. 150 YEARS LATER: THE LEGACY OF A BOOK
Clark Lindgren

November 24, 2009 will mark the 150th anniversary of the publication of *On the Origin of Species* by Charles Darwin. In this tutorial we will ask the question “How has this book—this idea—changed our world?” Obviously, it has made a monumental difference to the field of biology, but it has also generated change, and no shortage of controversy, in areas as wide-ranging as religion, politics, and art. Have these changes all been for the good or might we be better (in some ways) to never have heard about evolution through natural selection? We will explore this question by reading, among other things, the book itself and discussing its impact—150 years later.

R. “DEAR JOHN”: RESTORING THE LOST ART OF THE LETTER
Heather Lobban-Viravong

Emails, text messages and blogging are threatening to replace the art of writing letters. What has happened to the act of writing a letter, of taking pen to paper? What about sentiment? In a world of virtual communication, we risk losing meaningful connections that are born in the struggle to find the perfect word or phrase to describe a friend, or a significant other. Why are we no longer interested in having this type of record of our lives? In this tutorial we will read epistolary novels—novels written in letters—and ask why it’s important for the writer to express him or herself in this specific form. We will explore the use of letters written from a variety of perspectives: a French aristocrat, a seduced heroine, a Roman emperor, and an uneducated black girl from rural Georgia. As we study these texts, we will ask the following questions: How does the writer portray his or her self in relation to specific events and relationships? How does the writer portray his or her self in relation to a specific culture? How can we resolve the tension that results when a private form of expression is offered for public consumption? Our investigation of these questions will take us from early eighteenth-century novels that dwell on modesty and deceit to twentieth-century novels that contemplate patriarchal oppression and female independence. We will end the course with a text that underscores the tension between the nature of love and human destiny. Throughout the course, students will also explore their own relationship to the letter. You will write letters that respond to our texts, letters that contemplate your experience at Grinnell, and letters that require some element of sentiment.

S. THE PERSON BEHIND THE DISCOVERY
Martin Minelli

Many breakthroughs in science, especially in the early days, are attributed to the work of one person. The names of these people are mentioned in textbooks, but the reader is generally not informed about the personality of the discoverer, their background or how the discovery was made. In this tutorial we look at the personalities and background of people who made outstanding contributions in the fields of biology, chemistry, physics, and medicine. We will study the historical setting these people worked in, their family background, their education, their professional career and finally how they made their significant contribution to science and what impact it had. Was it planned or was it by accident? In the first part, we will read some biographies together. For the next assignment, each student will choose the biography of a scientist from the exhibit “Molecules that Matter,” which will be shown in the Faulconer Gallery on campus. The students will also write a biography about a person involved in the exhibit and the tutorial will give a presentation at Faulconer Gallery.

T. FROM SUPERMODELS TO MOLECULES TO HEAVENLY BODIES: HOW THEORETICAL MODELS INFLUENCE BOTH OUR EVERYDAY AND OUR INTELLECTUAL LIVES
T. Andrew Mobley

Although the *word* “model” typically describes individuals connected to the fashion industry or children’s plastic replicas of planes and automobiles, the *concept* of a “model” provides an underlying ideal that shapes our grasp of everyday reality. Models have played and continue to play a critical role in the development of intellectual thought in the humanities and the social, biological and physical sciences. In this tutorial we will extend our preconceptions of models to incorporate a sophisticated understanding of the role of models in human thought. Utilizing examples from the physical sciences (Lewis structures and resonance from chemistry and the Ptolemaic and Copernican world systems from astronomy), we will first narrow our definition of a model, allowing us to more sharply focus our thoughts. Then, by comparison to other disciplines (e.g. biology, psychology, economics, literature, philosophy), we will broaden our understanding, providing us a glimpse of the ubiquitous nature of models. Throughout the term we will discuss models in the meta-context of how our understanding of reality is shaped by our understanding of a theoretical construct. . . .We’ll even spend a day talking about how the concept of a supermodel influences our perception of the human ideal.

U. MOVEMENT, FEELING, WHO WE ARE
Elizabeth Queathem

As animals, we humans are heir to a cell type not found in any other kingdom: muscle. The very idea of movement is so liberating and pleasurable that it is synonymous with progress and freedom, and yet few of us actually move enough to keep us healthy. What is it about motion that makes us feel good? Are we really born to run, from an evolutionary perspective? And if it feels so good, why don’t we do it enough? We will consider human movement from several perspectives, evolutionary, mechanical, and neuroendocrinological, to probe and understand the link between how we move and how we feel.

V. MEANING, METHOD, AND MONEY: YOUR LIFE AND THE LIBERAL ARTS
Tyler Roberts

A “liberal arts” education at Grinnell College requires four years of hard work and costs thousands and thousands of dollars. Is it worth it? What does a liberal arts education give you that you could not get from a vocational school or a job or four years of wandering the world? This tutorial will explore historical and contemporary debates about the nature and purpose of the liberal arts and will consider how the liberal arts are practiced at Grinnell. In particular, we will consider how a liberal arts education introduces students to what Socrates called “the examined life” and how this ideal relates to one of the main goals articulated by Grinnell’s mission statement, namely, to “graduate women and men. . . .who are prepared in life and work to use their knowledge and their abilities to serve the common good.”

W. COEXISTENCE
John Rommereim

Is co-existence possible? So often, around the world, the answer has been and continues to be a resounding “no.” There are, however, many places where the answer has been a quiet, yet hopeful “yes”—places that appear less often on the front page of newspapers, or as eye-catching chapter titles in history books. As a window onto this central, vexing question, we will be exploring the intermingling of Muslim, Jewish, and Christian cultures in medieval Spain through poetry, music, philosophy, and science. We will be examining how the half-millennium-long Muslim and Jewish presence in Andalusia, which was concluded so decisively in the ethnic cleansing of 1492, affected the course of European history and continues to influence today’s events. The Sufi tradition as it was expressed in the life and works of the medieval Andalusian writer Ibn ‘Arabi will also occupy a significant portion of our study. The course will include video-conference encounters with various authors whose works we will be reading, such as Peter Cole, author of *The Dream of the Poem: Hebrew Poetry From Muslim and Christian Spain, 950-1492*, the Islamic scholar Michael Sells, and Ibn ‘Arabi scholar Alexander Knysch.

X. NO LIMITS?
J. Montgomery Roper

The catch-phrase 'No Limits' apparently struck quite a chord when market-tested on teenagers across the country. And why shouldn't it? It is an idea that is deeply rooted in the American ethos. We can do anything. We can have it all. This message is highlighted in the stories that we tell ourselves about ourselves and is also incessantly fed to us through the commercial media. But there may be a downside to this deep-set, feel-good ideology. Americans without limits are consuming a disproportionate share of the world's non-renewable resources and producing a disproportionate share of the world's green-house gasses and other waste. Can we keep this 'no limits' ideology, which helps drive our society's ingenuity, from fueling our mass consumption habits as well? Should we want to? This tutorial will explore the ideological foundations of US consumerism and the costs and benefits of such consumption to the planet. These questions are intricately tied to two pressing global issues. On one hand, the world looks to US consumption to climb out of the global recession. On the other, global warming has increasingly raised questions concerning the levels and kinds of consumption that are wise.

Y. DIS LIT: ILLNESS, DISABILITY, AND CONTEMPORARY LIFE WRITING
Ralph Savarese

We will spend the semester reading memoirs of disability. Possible course selections include Nancy Mairs's *Waist-High in the World*, John Hockenberry's *Moving Violations*, Susanna Kaysen's *Girl Interrupted*, Kay Jameson's *An Unquiet Mind*, Kenny Fries's *Body, Remember*, Floyd Skloot's *In the Shadow of Memory*, Stephen Kuusisto's *Planet of the Blind*, Temple Grandin's *Thinking in Pictures*, and Donna Williams's *Nobody Nowhere*. We will investigate the peculiar genre of life writing, paying close attention to issues of voice and identity and remembering always that any act of self-representation is always much more complicated (and less immediate) than it may appear. At the same time, we will soberly master a set of concrete skills: writing arguments, doing research, learning proper citation procedures, giving individual and group presentations, engaging critically with course materials and other participants. The course should be of interest to anyone concerned with issues of normalcy, diversity, body image, civil rights, and plain-old engaging narrative.

Z. MARX, NIETZSCHE, FREUD: THE FOUNDATIONS OF CULTURAL CRITICISM
Alan Schrift

For many theorists and philosophers of the 20th Century, the thought and writings of Karl Marx, Friedrich Nietzsche, and Sigmund Freud laid the foundation for a wide variety of approaches to the critique of culture. In this tutorial, we will examine several key texts by Marx, Nietzsche, and Freud. While exploring some of the major themes of these three thinkers, we will also attend to the historical conditions out of which their ideas emerged, evaluate what they tell us about the origins of contemporary society and the possibilities of social transformation, and question whether their critical perspectives still retain their relevance as resources for the criticism of developments in contemporary culture.

AA. CANCER SURVIVORSHIP: RESILIENCY, COPING, AND RELATIONSHIPS
Asani Seawell

Each year millions of Americans are diagnosed with cancer. Although many forms of cancer remain life-threatening, the survival rates for individuals diagnosed with cancer have increased dramatically. Indeed, there are between 9 to 11 million cancer survivors in the United States. While coping with cancer can be a challenging experience making poor psychological outcomes common, many cancer survivors are resilient. What factors contribute to resiliency in the face of cancer? In this tutorial, we will examine empirical research, memoirs written by survivors, and view films that will help us understand factors contributing to cancer survivorship and resiliency.

BB. THE ORIGINS OF CAPITALISM
J. Pablo Silva

Scholars agree that the development of capitalism was important, but they disagree about how this development came about. We will look at some of the classic contributions to this ongoing debate. Through our discussions, students should acquire some workable definitions of capitalism, some plausible explanations for its emergence, and some insights into how scholars from different disciplines formulate arguments about such intractable questions.

CC. COMEDY
Erik Simpson

In this Tutorial, we will focus primarily on the process of crafting analytical papers about literature and film. We will spend a number of class sessions in a workshop format, which will allow the class to participate in a collaborative editorial process, and the rest of our time in discussion. Assigned texts will range from the traditional materials of English classes (a Shakespeare play, a Jane Austen novel) to fairy tales, films (*The Princess Bride*, *Manhattan*), and a range of interdisciplinary texts about joking, laughter, and comedy. Throughout the semester, our focus will remain on developing the skills of written and oral expression, textual analysis, revision, and research. Graded assignments will include in-class work, oral presentations, short writing assignments, and a final portfolio of essays.

DD. FREE SOFTWARE, FREE CULTURE
John Stone

Do works of popular culture belong to the artists and writers who create them, to the corporations that market and distribute them, or to the communities that take them to heart and sustain them? Who may read them or listen to them or watch them? Who may make copies of them to share with others? Who may adapt, remix, and repurpose them? The last two decades of radical improvements in technologies for creating, storing, copying, and sharing works of popular culture in digital formats have undermined the foundations for the previously accepted answers to these questions, forcing us to reconsider the underlying legal and moral issues, and raising the possibility that we might reach different conclusions. We'll consider the views and interests of various parties in the debate and assess some well-grounded efforts to reconcile them, beginning with techniques originally contrived to protect the free development and exchange of software, including some programs that are well known and widely used (such as Firefox, OpenOffice.org, and Linux). Finally, we'll consider connections between the debate over popular culture and the traditional concepts of academic freedom and open exchange of ideas, reasoning, and evidence.

EE. STAGING REVOLUTION: THEATRE AND THE CASE FOR UNIVERSAL HUMAN RIGHTS
Justin Thomas

Throughout history, artists have been at the forefront of the battle for human rights—their work both a reflection of their society and a call to arms. Nowhere is this more evident than in the theatre where writers, performers, directors, and designers assault our senses and ask an audience to bear witness to issues of race, gender, and social class. Through the lens of this collaborative art we will explore extraordinary moments of tragedy and triumph in the battle for universal recognition of human rights and dignity. We will engage in the critical analysis of both script and performance to determine the ways in which visual and auditory elements of production heighten the impact of a playwright's message, and we will examine the impact of selected theatrical works upon the human rights movement.

FF. THE POLITICS OF COUNTING
Barbara Trish

The process of counting, as innocuous as it may sound, has a history rooted in intrigue and even controversy, with ties all along to the political world. This tutorial will explore the origins and development of counting, with special attention to how it intersects with politics. The process by which scholars have uncovered the origins of counting reveals the nature of the academic enterprise. And the processes by which we—as individuals and a polity—count reveals the nature of our values and biases. The tutorial will draw from a variety of disciplines, including anthropology, mathematics and psychology.

And it will conclude by exploring two recent (perhaps even ongoing) controversies regarding counting in U.S. politics: electoral *recounts* and the census.

**GG. THE FAIRY TALE IN 20th CENTURY RUSSIAN LITERATURE AND FILM: IN SEARCH OF A
MAGICAL KINGDOM**
Anatoly Vishevsky

Fairy tales have always reflected people's dreams and hopes for a better tomorrow. The Russian path to this better life is perilous and hard; it is inhabited by such terrible creatures as Koshchei the Deathless, Baba Yaga (a witch), and Zmei Gorynych (a serpent). It is in the battle with these and other monsters that the folk heroes Ivan Tsarevich and Ivan the Fool win their kingdoms and their fair brides. A number of writers saw the Soviet Union—the system that was created by the communists in 1917—as one of these fairy-tale monsters, and the common person as a fairy-tale hero. Indeed, fairy tale and fantasy created a metaphor for a heroic struggle against the system. Writers also concealed their criticism of the evil system behind familiar and timeless images and characters, through an Aesopian language saying the obvious, yet implying the hidden. With the decline and eventual fall of the Soviet Union, there came a time of turmoil and unrest. Today, though in a different way, writers continue to employ fairy tale and fantasy as a means of searching for answers for the future in the never-ending story of the fantastic land of Russia. We will read and discuss a number of Russian fairy tales, and then follow our familiar heroes through the pages of Soviet and post-Soviet Russian prose and the silver screen.

Last Revised: 06/15/2009 10:19 AM



TUTORIAL SUMMARY SHEET

2008-2009

- A. Russia in Revolution: Literature, Art, Film (Armstrong)
- B. Arctic Thaw and the Earth Systems (Aspler)
- C. August Wilson's Literary Legacy: "The Pittsburgh Cycle" (Barlow)
- D. "I am neither from here nor from there": Immigrant Identities (Benoist)
- E. The Price of the Ticket: Race and American Political Development (Benson-Smith)
- F. Walls, Door, and Mirrors: Immigration Policies and Politics in the Contemporary U.S. (V. Brown)
- G. Love Desired: The Trouble with Love in German Literature (Byrd)
- H. The Power of Maps (Carter)
- I. The Sistine Chapel (Chasson)
- J. Humanities I: The Ancient Greek World (J. Cummins)
- K. Technology and Place: Transportation, Communication, Computation (Davis)
- L. Secular, Spiritual, Religious? (T. Dobe)
- M. Autism Explored (Ellis)
- N. Numbers (French)
- O. The Ring of the Nibelung (Gaub)
- P. Color, Culture and Class (Gibel Mevorach)
- Q. Literature, Intertextuality, and Philip Pullman's *His Dark Materials* (Herold)
- R. Community Organizing: Empowering People, Effecting Change (C. Hunter)
- S. *the Onion*, Sarah Silverman, and Flatulence: Why are Funny Things Funny? (Hutchison)
- T. Communicating About Global Warming to Facilitate Social Change (K. Jacobson)
- U. Ghost Stories (Kapila)
- V. The Language of Color: Practice and Perception in Culture and Art (Kluber)
- W. Place and Space: Through Process to Product (Levandoski)
- X. The Uses of Introspection (Lopatto)
- Y. Humanities 101: The Ancient World: Homer and Fifth Century Athens (Mease)
- Z. From Text to Image: the French New Wave and the Transformation of Cinema (P. Moisan)
- AA. Economics Goes to the Movies (Powell)
- BB. Trouble Helix: How Modern Genetics Has Changed Our View of Humanity (Praitis)
- CC. The Making of Human Rights (Prevost)
- DD. Genealogies (Rietz)
- EE. Almost Human (Schimmel)
- FF. Infinity (Shuman)
- GG. The Scientific Gold Rush: Prescription Drugs (Sieck)
- HH. Computers: Facts, Misconceptions, and Ethical Issues (Walker)
- II. Am I a Caveman? Imagining the Human Past (Whittaker)
- JJ. Biotechnology: Bountiful Harvest or Bitter Harvest? (Robertson)

TUTORIALS

2008-2009

A. RUSSIA IN REVOLUTION: LITERATURE, ART, FILM Todd P. Armstrong

The new Russia, as it struggles to find its identity in an era of momentous change, often looks to its past to chart the future. This tutorial will examine Russia's revolutionary past and specifically the exciting and culturally dynamic period from the turn of the century to the thirties, as both created and interpreted by great Russian cultural figures—writers, artists, and filmmakers. We will consider the vibrant literary and artistic era of the Russian Avant-Garde; the cataclysmic change ushered in by the Russian Revolution; and the establishment of the totalitarian doctrine of Socialist Realism. Tasks of textual analysis, research, and written and oral expression will be organized around works of literature, including Boris Pasternak's *Doctor Zhivago*, Yuri Olesha's *Envy*, and Valentin Kataev's *Time, Forward!*; the artistic creations of the Russian Avant Garde; the films of Sergei Eisenstein and Dziga Vertov; and other cultural texts.

B. ARCTIC THAW AND THE EARTH SYSTEMS Larry Aspler

Recent global warming is amplified in polar regions. With increases in surface air temperatures at twice the global average, the Arctic is heating up more rapidly than any other inhabited region on the planet. Having adapted to cold conditions, Arctic environments and peoples are living the consequences of global warming now, not in some distant future. Ironically, even though the human-induced drivers of global warming originate outside of the Arctic, the consequences of thaw in the Arctic will be felt worldwide. In this course we adopt an interdisciplinary approach to focus on global warming and Arctic Earth systems. We will examine the dynamic network of physical, chemical, and biological processes linking the geosphere, the atmosphere, the biosphere, the hydrosphere, and the cryosphere. We will also consider the anthrosphere, and examine the social, economic, and political implications of the Arctic thaw. Some specific topics include: periglacial geomorphology and melting of the cryosphere (the most visual manifestation of global warming); Arctic physical oceanography; warming-induced species migrations; long-distance transport of pollutants from industrialized regions to the Arctic and enhanced concentrations due to melting; the north as a "frontier" and a "homeland"; the survival of the Inuit peoples; circumpolar internationalism; and competing national claims for Arctic lands and waters.

C. AUGUST WILSON'S LITERARY LEGACY: "THE PITTSBURGH CYCLE" George Barlow

His ten-play, theatrical saga—alternately called "The Pittsburgh Cycle" or "The Century Cycle"—has secured for August Wilson a permanent place alongside Eugene O'Neill, Arthur Miller, Tennessee Williams, Amiri Baraka, and all of the great American playwrights. Each chapter in this saga explores the hope, heartbreak, and heritage of the African American experience in the twentieth century. Wilson's most famous plays are Fences (1985), which won a Pulitzer Prize and a Tony Award; The Piano Lesson (1990), a Pulitzer Prize and the New York Drama Critics' Circle Award; Ma Rainey's Black Bottom (1982); and Joe Turner's Come and Gone (1984). In this tutorial, we will study these plays and two others, Seven Guitars (1995) and Radio Golf (2005), in the context of their historical periods—the 1910s, 1920s, 1930s, 1940s, 1950s, 1990s. Wilson never claimed to be a historian, but the story he tells in the different decades is solidly grounded in history and the collective will that continues to move the black freedom struggle forward. When asked what he felt accounts for the phenomenal success of his plays, Wilson always attributed it not only to his faithful handling of particular historical moments, but also to his reliance on black expressive culture in its various forms, especially the Blues. We will read the plays with this in mind as we examine their elements—theme, structure, dialogue, and characterization.

D. "I AM NEITHER FROM HERE NOR FROM THERE": IMMIGRANT IDENTITIES
Valérie Benoist

This tutorial explores the identity construction of first- and second-generation immigrants to the United States. Readings, films and class discussions will focus on how immigrants negotiate their identity when moving to the United States. Some questions we will discuss throughout the semester are: how do you adapt to the new country and at the same time maintain your traditions and cultures? What traditions are kept and abandoned? How do the children of the immigrants see themselves culturally? How does their complex cultural identity affect their relationship with their parents? Course material will include books and films about immigrants from India, Puerto Rico, Iran and Mexico.

E. THE PRICE OF THE TICKET: RACE AND AMERICAN POLITICAL DEVELOPMENT
Dionne Bensonsmith

This course examines theories of race, historical perspectives on race in the United States, and African American political thought. We will focus on three broad and interrelated questions. First, how does a society that has an ethos of equality, individual freedom and equality of opportunity articulate, support, and promote this vision in its social and political institutions? Second, who is included in this vision and who is excluded? More important, what is the rationale for including certain groups and excluding others? Finally, what do U.S. political institutions reveal about the ideas, values, and beliefs that have shaped U.S. politics? What do they reveal about Americans' beliefs with respect to race, class, and gender? To answer these questions students will examine materials from a variety of sources focusing on race and politics in the United States, including political texts, music, movies, and television/print media.

F. WALLS, DOOR, AND MIRRORS: IMMIGRATION POLICIES AND POLITICS IN THE CONTEMPORARY U.S.
Victoria Brown

The United States takes great pride in being a "nation of immigrants" and in the integrating power of a democratic political system to create a coherent nation out of diverse cultures. So why the big debate today over a "comprehensive immigration policy"? What stands in the way of solving our problem with undocumented immigrants and establishing an immigration system suitable for the global era? What does this debate tell us about conflicts over what the United States is and who it intends to be. This tutorial will use the recent controversies over federal immigration legislation, local immigration statutes, and the DREAM Act to explore the economic, racial, cultural, historical, and political factors influencing the immigration debate. Students will have the opportunity to analyze U.S. Senate debates, economic analyses of immigration's effect on the U.S., immigration-related websites, the news media's presentation of the issue, and the image of the immigrant in contemporary popular culture. All students in the tutorial will have the opportunity to give oral presentations and to prepare a research paper on some aspect of current immigration politics and policy.

G. LOVE DESIRED: THE TROUBLE WITH LOVE IN GERMAN LITERATURE
Vance Byrd

In this tutorial we will explore how German-speaking authors have reflected, interwoven, and interrogated biological, psychological, and social theories of love in the last two centuries. As we explore how gender, genre, and love's objects affect the ways romantic yearnings are expressed in texts by Goethe, Schlegel, Kleist, Mann, and Süskind, we will also develop our critical thinking skills through writing. We will approach writing as a process of creation and revision, in which you will gain a greater degree of self-awareness as a writer, take responsibility for your ideas and the ways you present them to others, as well as discover how writing plays a crucial role in the development of your thought. Writing will be a vehicle for questioning, clarification, and observation as you consider the course topic, plan your academic program, and hone your information literacy skills in this course and at Grinnell.

H. THE POWER OF MAPS

Eric Carter

Feeling lost? We use maps to find our way, and our place, in the world. But how often do we think about the deeper meaning of maps? After this course in "critical cartography," you will never look at a map the same way again. We often take for granted that maps are accurate and comprehensive representations of reality. But what kind of decisions go into constructing these representations? How do maps distort reality? What do maps leave out, and what do these "silences" say about the society that produced them? In this course, we will learn how to analyze maps as texts and reveal their rhetorical codes. We will see how maps serve power and how maps shape our perceptions of space, place, territory, and nation. Specific topics to be examined include: the history of cartography, particularly the role of mapping in colonialism and the formation of modern nation-states; the crucial but contested role of maps in global politics, for example in boundary disputes, ethnic conflict, and definition of world regions; the idea of "counter-mapping" as a means for marginalized groups (e.g., indigenous peoples) to support historical claims to land and territory; and how new geospatial technologies -- including GPS (Global Positioning System), GIS (geographic information systems), remote sensing, and online mapping (e.g., Google Earth) -- transform the way that we produce, visualize, and consume maps. Finally, in time for the 2008 presidential election, we will apply our "critical cartography" skills to analyze the uses of mapping in media coverage of electoral politics.

I. THE SISTINE CHAPEL

Timothy Chasson

What can we know about how works of visual art communicated to the beholder in the Renaissance? Why does there continue to be disagreement about the functions and meanings of many of these works? The fresco cycles in the Sistine Chapel in the Vatican, of which Michelangelo's paintings of the beginnings and end of time are the centerpiece, may serve as a test case. Historical inquiry will expose contradictory responses to the chapel's paintings already within the culture of the Renaissance (conflicting ideas about the nature of art and the public's ability to understand it, about the role of art in religion, about concepts of the papacy itself). To explore these issues and the significance of the chapel, we will draw on Renaissance texts and recent criticism, the Hebrew Bible and Christian scripture, as well as Renaissance music and literature, including Michelangelo's poetry and how he was perceived by biographers in his own time.

J. HUMANITIES I: THE ANCIENT GREEK WORLD

Joseph Cummins

This tutorial will be an introduction to the liberal arts through reading, comparing, 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' *Bacchantes*. 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.

K. TECHNOLOGY AND PLACE: TRANSPORTATION, COMMUNICATION, COMPUTATION

Janet Davis

Our relationships to the physical world are mediated by the work of human hands and minds: roads both connect and divide; cell phone let us talk to anyone, anywhere, anytime; "smart homes" anticipate our needs and desires. In this tutorial, we will consider how three major technologies intertwine with a sense of place. First, how have transportation technologies influenced the development of American cities and towns? Second, how have communication technologies changed our sense of distance and our interactions with others near and far? Third, how would our interactions with everyday places change if computers were embedded invisibly throughout our environment? For each of these technologies, we'll consider how these technologies change our everyday lives and our society. Is change desirable? Is it inevitable? What can we do?

L. SECULAR, SPIRITUAL, RELIGIOUS?

Timothy Dobe

This tutorial will examine the meaning of secularity, spirituality and religion by asking a series of related questions: What is the place of religion in American public and private life? Is religion marginalized or too central? How does spirituality relate to secularity and religion? How does religious pluralism affect American identity? Finally, and perhaps most importantly, how are these questions answered in the daily life of Grinnell College?

M. AUTISM EXPLORED

Ann Ellis

Autism is a developmental condition characterized by difficulties in social communication and by restrictive or repetitive behaviors. Some affected individuals couple the typical social and communication behavioral patterns with savant abilities, showing astounding numerical, artistic, or musical abilities. Although public awareness of autism has increased dramatically in recent years, the etiology of the condition is still very poorly understood. In this tutorial we will explore the puzzling questions about psychological functioning that surround the spectrum of autistic conditions. Through critical analysis of research, fictional and non-fictional texts, and films we will examine the origins and manifestations of this condition and finally the question of what it means to live with autism.

N. NUMBERS

Christopher French

Numbers are at once among the most familiar and the most mysterious things. In this tutorial, we will discuss the beginnings of numbers, considering how civilizations developed their ability to manipulate them. Also, we will examine how infants and children learn about numbers and how numerical concepts are taught in schools. We will look from both a historical and mathematical point of view at how and why the various number systems were developed, and we will examine how these developments have shaped our world. We will see many examples of how ideas that were first studied out of purely theoretical interest have come to have profound impact on our daily lives. We will look at how modern musicians, artists, and writers have incorporated numerical concepts into their works, like Fibonacci numbers, the Golden ratio, and complicated sets of numbers like the Mandelbrot set. We will also examine some of the most fascinating individual numbers, like e and π , and see some of the surprising ways they are interrelated.

O. THE RING OF THE NIBELUNG

Eugene Gaub

The Ring of the Nibelung, Richard Wagner's cycle of four music dramas, is many things: an adventure tale with roots in mythology, a history of the world, a demonstration of the corrupting effects of power and of redemption through love, an exploration of the subconscious mind; in short, the Ring tetralogy is the most ambitious piece of musical theater ever conceived. Through a variety of approaches and interpretations we will explore the layers of meaning in the work and examine aspects of Wagner himself that have made him the most controversial composer in history.

P. COLOR, CULTURE AND CLASS
Katya Gibel Mevorach

Race thinking dominates ways in which people in the United States differentiate groups of people from each other. This tutorial focuses on associations between color and culture in order to examine how racial meanings are constructed and made comprehensible as well as how they are routed through representations of class. Using a combination of texts -- academic articles, films, newspapers and advertisements -- we will explore representations of "whiteness," "blackness," and other "race-d" identities in the public arena. Throughout the semester we will interrogate the language, ideas and assumptions that give meaning to the different ways we perceive the world around us and through which we understand our individual experiences.

Q. LITERATURE, INTERTEXTUALITY, AND PHILIP PULLMAN'S *HIS DARK MATERIALS*
Kelly Herold

This tutorial takes an intertextual approach to the study of literature, using Philip Pullman's *His Dark Materials* as its primary focus of study. Some writers acknowledge their literary and philosophical influences; Pullman cites Milton's *Paradise Lost* and William Blake's poetry as major sources for *His Dark Materials*. In this tutorial, we'll study Pullman's trilogy and his interpretation and transformation of the canonical sources as well as the generic structures that inspired his work in *The Golden Compass*, *The Subtle Knife*, and *The Amber Spyglass*. We'll also discuss issues of narration, audience or readership, and medium over the course of the semester.

R. COMMUNITY ORGANIZING: EMPOWERING PEOPLE, EFFECTING CHANGE
Chris Hunter

"Organizing," writes activist Si Kahn, "is people working together to get things done." In this tutorial we will examine the theory and practice of community organizing -- efforts by people working together to improve their neighborhoods, their communities, and their workplaces. We will focus our attention particularly on the organizer and on the organizing effort itself, asking such questions as: Why do people become community organizers, union organizers, or social activists? How does their activism affect them? What are the skills and roles of a good organizer? How do organizing efforts work? What strategies and tactics would we use to organize successfully at Grinnell? We will analyze a range of material on organizing, including autobiographical writings, manuals for activists, case studies of organizing attempts, and documentary films.

S. *THE ONION*, SARAH SILVERMAN, AND FLATULENCE: WHY ARE FUNNY THINGS FUNNY?
Paul Hutchison

A headline in *the Onion* screams "Shroud of Turin accidentally washed with red shirt". Sarah Silverman debuts a mock music video on her boyfriend's television show to let him know she's "...(expletive)-ing Matt Damon". He responds with "I'm (expletive)-ing Ben Affleck". And from Chaucer's *Summoner's Tale* to Mel Brooks' *Blazing Saddles*, no humorous device is as timeless as the fart. Why are these things funny? Why is anything funny? Why are some things funny to you but stupid or offensive to others? (Comedians like Lenny Bruce and George Carlin were arrested for making people laugh.) We will examine a variety of perspectives on humor. We'll hear from those who try to create it, those who analyze humor as rhetoric, psychologists, anthropologists, and even evolutionary biologists. Of course we'll also look at funny things as we go (Strictly academic, no laughter will be tolerated!) to see how different perspectives help us make sense of humor and see it as a means of understanding human beings and their cultures.

T. COMMUNICATING ABOUT GLOBAL WARMING TO FACILITATE SOCIAL CHANGE

Kathryn Jacobson

The prevailing sense emerging from climate scientists is that we are in the midst of an unprecedented period of global warming that will continue to accelerate unless society takes immediate action to mitigate greenhouse gas production. Recent polls suggest that most Americans are aware of global warming, but less than a third are personally concerned about this issue. Why aren't all Americans galvanized into action by the messages they hear about global warming? Our efforts to address this question will focus on the facts of global warming science, what society needs to know, and how the message is being delivered. We will also examine social and psychological issues that affect the perception of the message by U.S. society. We will conclude the course with an examination of a few cases in which individuals and institutions are affecting meaningful behavioral change in their particular domains and explore whether their strategies could be more universally applied.

U. GHOST STORIES

Shuchi Kapila

All of us have heard ghost stories. We have either been scared by them, amused by them, or just laughed out loud at their sheer absurdity. The eighteenth and nineteenth centuries saw a boom in writing about ghosts, vampires, haunted castles, spooky manors and the entire paraphernalia of the "gothic" that is so familiar to us today. Many major writers in the English language have given us ghost stories--from Dickens to Henry James to Toni Morrison. In this course, we will study some of these literary ghost stories. What are literary ghosts and monsters? Are they particular to the historical moment in which they appear? Do ghost stories provide an escape from an oppressive reality into a wish-fulfilling world or exaggerated and distorted versions of the "real" world? Texts for the course will include Bram Stoker's Dracula, Toni Morrison's Beloved, Edgar Allan Poe's "The Black Cat," and Charlotte Perkins Gilman's "The Yellow Wallpaper." We will also practice writing strong sentences, paragraphs, and short papers. We will work on good writing skills such as recognizing transitions, picking appropriate topics for essays, organizing essays effectively, and making bibliographies.

V. THE LANGUAGE OF COLOR: PRACTICE AND PERCEPTION IN CULTURE AND ART

Matthew Kluber

"Color is the essence of landscape, of mood, of our whole perception of the physical world" (Robert Kaplan.) Color both enriches and complicates our human experience and communications. All areas of our lives are marked by the use of color; we all make color decisions everyday. Through reading, discussion, writing, and practice we will examine color as the result of light and the working of visual perception. We will also look closely at the evocative history of color as a source for symbols and metaphors in ancient and modern culture and art.

W. PLACE AND SPACE: THROUGH PROCESS TO PRODUCT

Mark Levandoski

Why do mountains evoke a sense of grandeur? What meanings do we give to 'indoors' and 'outdoors'? Why is your kitchen at home more comfortable than a cafeteria? Questions such as these underlie how humans interact with their environments. This course will evaluate our interactions with, and our perceptions and manipulations of, the physical world, with a particular focus on the built environment. As a unifying theme, we will consider how we comprehend and communicate three-dimensional ideas, and we will emphasize process as a rubric for achieving complex goals. We will draw on concepts of spatial cognition, architectural design and aesthetics, urban planning, and environmental design. We will attempt to judge the impact of these interactions on our daily lives.

X. THE USES OF INTROSPECTION

David Lopatto

The observation of one's own conscious experience has variously been characterized as essential or impossible. We will examine psychology's views on introspection. We will begin the semester by familiarizing ourselves with Titchener's method, including introspection exercises from his early 20th century texts. We will also explore the hypothesis that some forms of modern psychological investigation such as guided imagery and biofeedback may be unacknowledged descendants of the introspective program. We will examine the proposition that introspection gives one greater control over one's behavior.

Y. HUMANITIES 101: THE ANCIENT WORLD: HOMER AND FIFTH CENTURY ATHENS

Ellen Mease

A careful reading of select works of ancient Greek literature of various genres (epic, drama, philosophy, history) and interpretation of these works through class discussion and in writing. Lacking a "sacred literature" such as the Judeo-Christian tradition, the Greeks took Homer's *Iliad* and *Odyssey* as the foundation for their culture, especially during the great democratic experiment in Athens in the fifth century BCE. In the great Athenian drama of the Periclean Golden Age, Homeric heroic virtues were adapted to a political environment based on the "citizen-virtues," and in Sappho's lyrics the joys of peace replaced the rigors of war. Later, with the collapse of the empire, the science of historiography (Thucydides' *Peloponnesian War*), Euripides' ironic drama, and the philosophy of Plato and Aristotle sought to describe in new ways the motives of human behavior, the causes of suffering, and paths to human happiness. The course takes us through this evolution in Greek thought, the foundation for much of later Western literature, philosophy and political theory. The Tutorial's main goal will be to improve your ability to read, think, speak, and write critically and analytically. Students will be expected to participate actively and often in discussions.

Z. FROM TEXT TO IMAGE: THE FRENCH NEW WAVE AND THE TRANSFORMATION OF CINEMA

Philippe Moisan

Before the 1960s, cinema in France was not an art form but rather a form of entertainment. If it did have artistic pretensions, they were usually to replicate literature or theater – many films were adaptations of masterpieces, while others employed traditional narrative structures. Between 1958 and 1973, the French New Wave revolutionized the way we look at cinema. Young directors, critics turned directors, such as Truffaut, Godard, Chabrol, Resnais, and many others, transformed cinema into an art form in its own right, not only by using new montage, sound, and lighting techniques, but also through self-referentiality. That is, this New Wave no longer referred to great works of literature but to cinema itself; this was an enormous cultural revolution. This tutorial will explore this revolution, examining films from before and during the New Wave.

AA. ECONOMICS GOES TO THE MOVIES

Irene Powell

A lot of really good movies purvey really bad economics. This tutorial will explore the way in which economic issues are represented in the movies and will examine the economic views embedded therein. The course is intended to encourage critical thinking about economic views in films as narrative devices. For example, the controversies of water resource use as depicted in American movies such as *Chinatown* are the same as those raised by China's Three Gorges Dam project. Other economic issues we might analyze, with their corresponding films, are the problems of nonrenewable resource depletion shown in the *Free Willy* movies (whales) or Dr. Seuss's rendering of other environmental problems in *The Lorax*. We might also view *Traffic* (the market for drugs), *Wall Street* (corporate raiders), and the comedy *The Associate* (Whoopi Goldberg as a victim of economic discrimination).

BB. TROUBLE HELIX: HOW MODERN GENETICS HAS CHANGED OUR VIEW OF HUMANITY
Vida Praitis

The human genome project, completed in 2003, was an international effort to determine and make publicly available the precise code of ~20,000 genes in the human genome. Since its completion, genetic information obtained from individuals across the globe has been used to shed light on topics that range from human migration patterns to the complex relationships between genes and the attributes that define who we are. The project has also raised a number of critical questions that relate to health, public policy, ethics, and stigmatization. This tutorial will look at the impact of the genome project from scientific, social scientific, and humanistic perspectives.

CC. THE MAKING OF HUMAN RIGHTS
Elizabeth Prevost

Does “human rights” denote a universal ideal of the human condition, or is it a Western ideology conditioned by place and time? In this tutorial we will consider the global context for the development of human rights discourse and institutions. Several historical and contemporary case studies will frame our investigation of how different groups have attempted to define and enforce the principle of human rights in response to absolutism, slavery, colonialism, genocide, and minority rule. We will also examine how Grinnell College’s commitment to social and international justice has engaged with these larger movements and debates.

DD. GENEALOGIES
Henry Rietz

Who are we? How are genealogies, ancestral narratives, and other “stories” used to create identity? How are these identities legitimated and given power? What is the relationship between history and myth? In this tutorial we will explore ways that “genealogies” are used to create identity and authority in a variety of contexts, including families, religions, and institutions such as Grinnell College.

EE. 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 cyberpunk film *Tetsuo: The Iron Man* (1989) or in the animated series *Neon Genesis Evangelion* (1995-1996), 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.

FF. INFINITY
Karen Shuman

This tutorial will explore the infinite and its manifestations both inside and outside mathematics. For millennia, mathematicians and non-mathematicians alike have grappled with the seemingly impossible task of quantifying the unquantifiable: there is no largest number. The riddles surrounding infinity have produced awe, fear, and denial; some who have studied infinity have been ridiculed, jailed, and institutionalized. Our tutorial will take us from ancient times to the present, acquainting us with great thinkers along the way: Zeno, Aristotle, Galileo, Newton, Cantor, and Russell.

GG. THE SCIENTIFIC GOLD RUSH: PRESCRIPTION DRUGS

Stephen Sieck

Despite skyrocketing costs, the average American medicine cabinet contains more than 10 different prescription drugs. You are probably familiar with many of these drugs, including Lipitor, Vioxx, Claritin, Prilosec, Zoloft and Viagra. The drug industry argues that the high costs of drugs are necessary to develop new and innovative drugs. In this tutorial we will examine how new pharmaceuticals are developed, marketed, and regulated. We will pay close attention to the process of how a molecule becomes a drug, how government agencies regulate drugs, the effect of federal laws and policies on these processes including patent law, what kinds of ailments are targeted for drug treatment, and how the industry markets drugs to consumers and to medical professionals who prescribe these drugs.

HH. COMPUTERS: FACTS, MISCONCEPTIONS, AND ETHICAL ISSUES

Henry M. Walker

Although news articles regularly describe successful computer applications, the popular press also reinforces many misconceptions. For example, after listening to television, one might think that games dominate the information technology/telecommunications industry (ICT), when in fact computer games represent only about 1.5% of ICT sales in the United States. To distinguish fact from misconception, this tutorial will review underlying principles of computer hardware, software, and networks. The widespread use of computers in today's society raises deep questions, such as: "can computers be used to solve any problem?", "can we reliably send messages over unreliable communication lines?", and "when we receive e-mail, can we be confident who sent it?" The discussion of computer fundamentals will help this tutorial address these and related questions. This tutorial also will explore principles and practices related to computers and ethics. Discussion questions may include "is it ethical for vendors to monitor or change software on an individual's computer without the person's knowledge?", "should e-mail be considered private?", "can electronic voting machines be trusted?", and "who should be held responsible if a computer malfunctions?"

II. AM I A CAVEMAN? IMAGINING THE HUMAN PAST

John Whittaker

Prehistoric people, especially Neanderthals, continue to fascinate modern Americans. One of the ways we understand ourselves is by comparison to others, and ancient "not-quite-humans" help us define our own humanity. Through the lenses of archaeology, fiction, and popular culture we will examine the place of Neanderthals and other early hominids in the modern imagination. We will consider how we reconstruct the past, both through scientific study and fictional speculation, and how we use visions of the past to explain ourselves and our place in the world.

JJ. BIOTECHNOLOGY: BOUNTIFUL HARVEST OR BITTER HARVEST?

Diane Robertson

The term biotechnology includes many activities most of which involve harnessing the abilities of living organisms. This tutorial will focus on how these abilities can be harnessed through the use of genetic engineering techniques and it will look at their biotechnological applications in a variety of areas including genetic engineering of plants and animals, genetic testing, gene therapies, reproductive technologies, human cloning, DNA fingerprinting and patenting. As we examine each of these areas we will consider the social implications of these new technologies, the promises made and the risks involved in using each, as well as the ethical, legal and economic questions that they raise.



TUTORIAL SUMMARY SHEET

2007-2008

- A. Our Town: the World at our Doorstep (Andelson)
- B. The Aesthetics of Home (Anger)
- C. African American Autobiography (Barlow)
- D. Environmental Conflict (Brouhle)
- E. The Grace of Sleep or the Ineptitude of All-Nighters (Cabeza)
- F. Humanities I: The Ancient Greek World (M. Cummins)
- G. More than Ourselves: An Exploration of Self-Improvement (Drwal)
- H. Environmental Messages and Messengers: *Silent Spring* and *An Inconvenient Truth* (Eckhart)
- I. Climate Change Policy: A Social Science Perspective (B. Ferguson)
- J. *Don Quixote* and the Modern World (Fernández)
- K. Speaking Truth and Telling Lies (French)
- L. African-American Literary Ties to Russian Intellectual Thought in the 19th and 20th century (Greene)
- M. Religion and Politics Across the World (Grey)
- N. Literature, Intertextuality, and Philip Pullman's *His Dark Materials* (Herold)
- O. Word & Image (Ho)
- P. The Teller and the Tale (Ireland)
- Q. Storied Landscapes: American Indian Identities through Place and Displacement (Ketter)
- R. Letters: Narratives of the Self (Lobban-Viravong)
- S. Climate Change Policy: A Scientific Perspective (Marzluff)
- T. The Social Politics of Having Children (McClelland)
- U. Weird Music (McIntyre)
- V. Narrative and Identity (Meehan)
- W. Science for the General Public (E. Moore)
- X. Freedom and Authority on the Internet: Conflict, Community, and Control (Rebelsky)
- Y. Coexistence (Rommereim)
- Z. The Aesthetics of Home (Running)
- AA. Dis Lit: Illness, Disability, and Contemporary American Life Writing (Savarese)
- BB. Black Men in Higher Education (K. Scott)
- CC. Will the Lights Go Out Forever? Is there a Solution to Our Energy Needs? (Sharpe)
- DD. Equality and Inequality (Silva)
- EE. Health Care Reform (Sullivan)
- FF. Music in the Balance of Power (Vetter)
- GG. The Growth and Convergence of Scientific Knowledge (Wickramasekara)
- HH. Development as Freedom (Willis)
- II. Icelandic Sagas (Wolf)
- JJ. Artist as Citizen, Artist as Activist (Womack)

TUTORIALS

2007-2008

A. OUR TOWN: THE WORLD AT OUR DOORSTEP

Jon Andelson

Welcome to our town: founded 1854, 41.45 N, 92.43 W, population 8,923. Through the story of one small Midwestern community we will engage several large themes: ecological destruction, the transformation of space into place, race and gender relations, persistence and change, the rise of industrial agriculture, the decline of rural America, and grassroots efforts at community revitalization. Through readings, research in archives, field trips, interviews with community members, and a required service learning component we will explore notions of place and the relationship between the local and the global. "What's the need of visiting far-off mountains and bogs," Henry David Thoreau wrote in his journal, "if a half-hour's walk will carry me into such wildness and novelty."

B. THE AESTHETICS OF HOME

Jenny Anger

Why does it matter how the spaces we live in look and feel? What will make a dorm room seem like "home"? Why are there so many do-it-yourself design shows on television? Why do some people love and others viscerally hate the McMansion phenomenon? Is it possible to have good design that is inexpensive and environmentally sound? To begin to answer these questions, we will consider the phenomenology of bodies relating to their dwellings and, through memory, to spaces in their pasts; the personal pleasures found in decoration and well designed functional objects; the social implications of how we choose to design the settings for our lives; and historical and contemporary artistic responses — including those of William Morris, Buckminster Fuller, Yinka Shonibare, and Andrea Zittel — to the question of how to live. In this tutorial, team-taught by a studio artist and an art historian, written and oral assignments will be complemented by studio projects that explore the aesthetics of home.

C. AFRICAN-AMERICAN AUTOBIOGRAPHY

George Barlow

From our nation's beginnings to the present, historians, poets, politicians, and storytellers of all kinds have attempted to define and describe Americanness. Taken together, the speeches, documents, and various narratives suggest that to be an "American" is something beyond being a citizen of the United States. Individual citizens and groups have often felt compelled to claim their Americanness, to argue for and justify their symbolic identity against factors such as class, race, ethnicity, gender, religion, and region—categories which themselves change in meaning over time. This tutorial will use nineteenth- and twentieth-century autobiographies and personal essays to explore African-American authors' attempts at self-definition. We will begin with an examination of chattel slavery in America and two classic slave narratives, Frederick Douglass's Narrative of the Life of Frederick Douglass (1845) and Linda Brent's Incidents in the Life of a Slave Girl (1861). Selected works by Booker T. Washington, W.E.B. DuBois, Richard Wright, Malcolm X, Maya Angelou, and John Edgar Wideman will be considered in the context of their respective literary periods.

D. ENVIRONMENTAL CONFLICT

Keith Brouhle

This tutorial will explore interactions between humans and the natural environment. In particular, we will examine competing visions among individuals, states, and societies for the use of natural resources for different economic and social objectives. These competing visions could pertain to the ownership and uses of and access to physical resources (e.g. oil, diamonds, and timber) as well as the natural environment (e.g. atmosphere and oceans). We will consider the role resources play in driving economic development and the extent to which the quest for control over natural resources leads to conflict. The class will draw on historical and modern examples of environmental conflicts in a global context.

E. THE GRACE OF SLEEP OR THE INEPTITUDE OF ALL-NIGHTERS

Rafael Cabeza

Our modern understanding of sleep came to life in the early 1950's with the accidental discovery that there were periods during sleep when the eyes moved rapidly – a form of sleep when we generate most of our dreams. Since then we have learned much about the importance of sleep, if not its physiological role, and our industrialized societies have attempted to rob us of as much sleep as possible in the name of productivity. The tutorial will discuss our understanding of sleep, the risks of not getting it, diseases of sleep and how to establish a healthy sleep regimen.

F. HUMANITIES I: THE ANCIENT GREEK WORLD

Monessa Cummins

The literature of ancient Greece lies at the heart of a liberal-arts education. The poetry, drama, history, and philosophy of the Greeks have had immense influence in shaping the cultural tradition of Western Europe and all the forms of intellectual life which that tradition has included or influenced. In an effort to understand and appreciate this tradition from its beginnings, we will read and discuss the *Iliad*, the *Odyssey*, Aeschylus' *Agamemnon*, Sophocles' *Oedipus the King*, Euripides' *Bacchae*, Aristotle's *Poetics*, Thucydides' *History of the Peloponnesian War*, and several of Plato's dialogues. 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.

G. MORE THAN OURSELVES: AN EXPLORATION OF SELF-IMPROVEMENT

Jason Drwal

The desire for self-improvement is a prevalent theme in American culture. This motive is evident in literature, film, and popular culture and has even inspired scientific fields of investigation. This tutorial will explore self-improvement, with a large emphasis on emotional and psychological well-being. We will study the nature of self-improvement, explain why it succeeds and fails, and evaluate American's fascination and obsession with it. Our investigation will uncover both the positive side of this motivation, e.g., transcending mental illness, as well as the appalling side, e.g., striving for bodily perfection through disordered eating. We will use popular psychology books, scientific research, philosophy, film, and other sources to facilitate our intellectual journey. Throughout our studies, we will develop your ability to communicate clearly and effectively, to reason and analyze, and to persuade and argue through oral and written communication. In the end, you may even become a better student and person for having taken this tutorial.

H. ENVIRONMENTAL MESSAGES AND MESSENGERS: *SILENT SPRING* AND *AN INCONVENIENT TRUTH*

Vincent Eckhart

Biologist Rachel Carson and her best-selling book about the environmental risks of chemical pesticides, *Silent Spring* (1962), have received credit for inspiring the modern environmental movement and changing government policy. The legacy of *An Inconvenient Truth* (2006), former Vice President Al Gore's movie about the risks of human-caused global warming, is yet to be determined. This tutorial will compare and contrast *Silent Spring's* history with the ongoing reception of *An Inconvenient Truth*, analyzing the science, public reception, and political impact of the messages and their messengers.

I. CLIMATE CHANGE POLICY: A SOCIAL SCIENCE PERSPECTIVE

Bill Ferguson

This tutorial will explore relations between the phenomenon of climate change and policy making. To what degree is climate change an issue which policy can remedy or ameliorate? What are problems, political, organizational and economic, with establishing and coordinating potentially relevant policies? We will consider how policy making interacts with relevant science and how policy interest groups may use images and stories to set agendas and influence policy. We will use examples from ozone depletion in addition to contemporary global warming/climate change. Students will have some opportunities for individual research. This tutorial will be linked with Elaine Marzluff's tutorial: "Climate Change Policy: A Scientific Perspective." These tutorials will have both joint and separate meetings.

J. DON QUIXOTE AND THE MODERN WORLD
Esther Fernández

2005 marks the 400-year anniversary of the publication of the first modern novel in Western literature, Cervantes' masterpiece *Don Quixote*. This tutorial focuses on the novel as one of the greatest and funniest books ever written, as an emblem of artistic and social modernity in the West and as a multi-faceted cultural icon central to the humanities. We will explore issues and concerns raised by the book such as the nature of reality and illusion, heroism, humor, adventure, freedom and self-fulfillment, racial tolerance, love, the consequences of reading, metafiction, games, and truth. The course will also explore *Don Quixote's* transformation and persistence as a constantly evolving icon in other cultural and popular media: film, dance, art, musical drama, and television.

K. SPEAKING TRUTH AND TELLING LIES
Brigitte French

This tutorial will examine the role of human discourse in creating notions of reality. More specifically, the course aims to map the ways that individuals and institutions use language creatively to structure shared notions of truth and falsity. It does so by considering language use in micro interactional contexts like gossip, promises, and "white" lies. It then moves to consider macro institutional contexts of discourse use like court testimony and truth and reconciliation commissions in the context of state-sponsored violence. In this way, we will consider both how personal and political uses of language fundamentally create shared histories, memories, and perceptions as well as enable the contestation of them. Throughout this inquiry, emphasis will be placed upon active reading, sustained discussion, and analytic writing and speaking.

L. AFRICAN-AMERICAN LITERARY TIES TO RUSSIAN INTELLECTUAL THOUGHT IN THE 19TH AND 20TH CENTURY
Raquel Greene

This tutorial examines the affinities between Russian and African-American literature in the development of cultural nationalism. It addresses the question of how national identities are constructed, and draws attention to the similar manner in which 19th and 20th century Russian and African-American intellectuals such as Feodor Dostoevsky and W.E.B. DuBois defined their respective national identities. We will examine how social institutions, namely Russian serfdom and American slavery, impacted on the formation of these identities. We will also examine how and why the Soviet Union, as a communist state, increased its political and social appeal to many African-American intellectuals during the 20th century.

M. RELIGION AND POLITICS ACROSS THE WORLD
Robert Grey

At a time of increasing religiosity in the world, religion is more and more seen as intersecting with major political issues. A theocratic government in Iran contrasts with a secular French government which refuses to let Muslim students wear headscarves in class. A secular government in an Islamic Turkey also refuses to let Muslim students wear headscarves to class, while, in America, fundamentalist Christians object to the teaching of evolution and to any sex education other than abstinence. The tutorial will examine why religious fervor is rising across the world, and in what contexts religiosity dictates a political agenda. We will examine a number of cases, including the United States, Turkey, Iran and India.

N. LITERATURE, INTERTEXTUALITY, AND PHILIP PULLMAN'S *HIS DARK MATERIALS*
Kelly Herold

This tutorial takes an intertextual approach to the study of literature, using Philip Pullman's *His Dark Materials* as its primary focus of study. Some writers acknowledge their literary and philosophical influences; Pullman cites Milton's *Paradise Lost* and William Blake's poetry as major sources for *His Dark Materials*. In this tutorial, we'll study Pullman's trilogy and his interpretation and transformation of the canonical sources as well as the generic structures that inspired his work in *The Golden Compass*, *The Subtle Knife*, and *The Amber Spyglass*. We'll also discuss issues of narration, audience or readership, and medium over the course of the semester.

O. WORD & IMAGE
Khanh Ho

We live in a world saturated by words and images, yet ironically, we tend to filter them out. Look on your computer: icons and text. Walk through the city: billboards and slogans. Reach into your mailbox: leaflets and magazines. Even when reading something so mundane as a course catalogue, you will most probably find the arrangement of word & image somewhere—a ubiquitous pairing. Isn't it strange that such a crucial part of our experience is something we tend to render invisible, filter out and often regard as trash? The conjunction of word & image has been around for a long time but it is only recently with the advent of print and electronic technology that this pairing has come to dominate our worldview. In this course, we will look at popular manifestations of this form: print ads, comic books, graphic novels. We will also look at artistic experimentations with word and image: ekphrastic poetry, paintings, narrative, conceptual art. We will draw upon a long theoretical and philosophical tradition to frame an understanding of what work this powerful combination does and what it is doing in our world.

P. THE TELLER AND THE TALE
Susan Ireland

This tutorial will examine the forms and functions of storytelling through the analysis of diverse types of narrative including novels, films, short stories, and autobiography. It will focus in particular on the ways in which literary representations of storytelling and reading are used to address issues such as the transmission of cultural values and the construction of individual and collective identities. We will study depictions of both oral and written forms of narration in order to explore the often complex relationships between the teller, the tale, and the audience. The tutorial will emphasize close reading and in-depth literary analysis; the texts studied may include Mario Vargas Llosa's *The Storyteller*, Edwige Danticat's *Breath, Eyes, Memory*, Azar Nafisi's *Reading Lolita in Tehran*, Jhumpa Lahiri's *The Namesake*, and Arturo Pérez-Reverte's *The Club Dumas*.

Q. STORIED LANDSCAPES: AMERICAN INDIAN IDENTITIES THROUGH PLACE AND DISPLACEMENT
Jean Ketter

We will examine the role of place in American-Indian identity-making through fictional and poetic texts by contemporary American-Indian writers. The texts, set in varied time periods and in different areas of the U.S., explore how place figures in the myths, cultural practices, and identity formation of the characters. Our discussions will focus on this deep connection between place and identity, and will explore how the loss of land and place resulting from colonial and post-colonial displacement shapes the authors' stories of who their people were, are and can be. Readings will include novels by Linda Hogan, Susan Power, Louise Erdrich, Leslie Marmon Silko, James Welch, and Sherman Alexie.

R. LETTERS: NARRATIVES OF THE SELF
Heather Lobban-Viravong

In this tutorial we will read epistolary novels while keeping in mind the important features of this specific genre. We will explore the use of letters in various texts and consider such issues as voice and audience. As we contemplate the use of this dying art form, we will ask the following questions: How does the letter form vary across time and space? How does the writer portray his or her self in relation to specific events and relationships? How does the writer portray his or her self in relation to a specific culture? How can we resolve the tension that results when a private form of expression is offered for public consumption?

S. CLIMATE CHANGE POLICY: A SCIENTIFIC PERSPECTIVE
Elaine Marzluff

This tutorial will explore how scientists and scientific studies influence policy, by exploring case studies on climate change policy. We will consider how policy interest groups use not only science but also words, images and stories to define and influence policy. We will take as examples two policy stories: ozone depletion and global warming. Students will have an opportunity to explore other aspects of climate change policy through an independent research project. In our exploration we will also consider the broader questions of how scientific knowledge is constructed and communicated. This tutorial will be linked with Bill Ferguson's tutorial on "Climate Change Policy: A Social Science Perspective." These tutorials will have both joint and separate meetings.

T. THE SOCIAL POLITICS OF HAVING CHILDREN
Kent McClelland

How do people decide whether or not to have children, when to have children, how many children to have? This tutorial will examine familial, religious, political, cultural, and biomedical contexts in which people make decisions about childbearing and childrearing. We will consider contemporary, historical, and cross-cultural perspectives on such topics as single-parent families, teenage pregnancy, welfare, illegitimacy, childlessness, forced sterilization, birth control, adoption, abortion, infertility treatments, prenatal testing, sex selection, cloning, and eugenics. Reading novels and legal arguments, as well as scientific and social scientific reports, we will seek to understand the complex pressures often felt by parents and prospective parents.

U. WEIRD MUSIC
Eric McIntyre

What is weird music? Who creates weird music, and why? Who listens to weird music, and why? In this course, we seek to understand music that has deviated dramatically from dominant trends and the people who compose and enjoy it. Through a series of listening, reading, and writing assignments we will examine a broad array of musical styles and artists from John Cage to Jandek, and a variety of topics, including definitions of music, the aesthetics of "weird," and the cultural significance of weird musicians. Readings will include examinations of artists such as Daniel Johnston, The Shaggs, and Wesley Willis, and interviews and articles by Milton Babbitt, John Zorn, and Frank Zappa among others. Writing assignments will range from music reviews to discussions on the philosophy of weird music. Students will also collaborate on the creation of new weird musical events, including a "happening." The ability to read traditional music is NOT necessary for this course.

V. NARRATIVE AND IDENTITY
Johanna Meehan

All human beings construct narratives; it is a fundamental feature of human identity, perhaps, even, the key to the unique feature of human consciousness. Contemporary neuroscience research suggests that our sense of being a self rests on this feature of human cognition and identity, because this complex ability rooted in cognition, affect, language and social experience allows us to unify our experiences of our selves, others, and the world. But this fundamental ability is a deeply social one, we only come to experience ourselves in relationships with others and it is in this intersubjective context that the stories of our lives are constructed. This social dimension of narrative is crucial, the great political philosopher Hannah Arendt claims, because it is only when we contextualize beliefs and desires in stories that we can act and understand the actions of others. Arendt thinks that in many ways we are not the authors of our own stories; the communities and families in which we live, our talents and abilities, the choices we face, are often not of our own choosing. Nonetheless, it is we who think and feel, act and react, judge and respond, and in doing so, we shape the direction of our individual and collective lives. In this class we will study the role that narrative plays in creating our sense of who we are and how it does so, both at the level of the individual and of social groups. We will read from a wide array of literatures ranging from recent work in neuroscience and psychology, to political philosophy, and novels. We will consider the political and moral dimensions of the narrative construction of our identities, the roles that love, language, violence, negation, and difference play in the stories we tell about the "I", the "us", and "them". Among the authors we will read are Hannah Arendt, Jerome Bruner, Alasdair MacIntyre, Seyla Benhabib, Jessica Benjamin, Allan Shore, Katherine Nelson, Antonio Damasio, Eric Kandel, and Toni Morrison.

W. SCIENCE FOR THE GENERAL PUBLIC
Emily Moore

Scientists publish the results of their research in scientific journals, writing for an audience of other scientists. Often their writing is inaccessible to the general public; yet their work influences public policy and affects our lives. How does the general public learn about scientific discoveries? Who interprets this work for us? Do we hear an accurate version? What can improve the lines of communication? In this tutorial we will investigate scientific research, examining both original sources and interpretations written for the public. We will see how different interpretations can lead to opposite understandings of the meaning and importance of the science. And we will try our hand at making scientific research accessible to the non-scientist.

X. FREEDOM AND AUTHORITY ON THE INTERNET: CONFLICT, COMMUNITY, AND CONTROL
Sam Rebelsky

Since its advent in the 1960s as a way to share data and computing power, the Internet has also enabled people to communicate and build communities, using techniques as simple as email and as complex as real-time avatar-based virtual environments. As people communicate, they often come into conflict because they have different values; what is acceptable to one person may be completely unacceptable to another. In this tutorial, we will explore some of these conflicts and the wide range of approaches to resolving them. These approaches range from a choice to make freedom absolute through community processes that rely on consensus to more authoritarian techniques that attempt to limit and control behavior. While we will focus primarily on how people have adapted traditional conflict resolution techniques (e.g., consensus, policy, law, force) to the Internet, we will also consider the ways in which technologies are used to resolve issues and explore the hidden and explicit models of community and conflict resolution these technologies represent.

Y. COEXISTENCE
John Rommereim

Is co-existence possible? So often around the world and across history the answer has been a resounding “no.” There are, however, many places where the answer has been a quiet, yet profoundly hopeful “yes”—places that appear less often on the front page of newspapers, or as eye-catching chapter titles in history books. As a starting point, we will explore the intermingling of Muslim, Jewish, and Christian cultures in medieval Spain through poetry, music, and readings in history. We will be examining how the Muslim and Jewish presence in Andalusia and their expulsion in 1492 affected the course of European history and how it continues to be a significant factor in today’s world. We will also consider the broader question of co-existence through student research projects. Our encounter with the topic will include attending the Minneapolis-based Rose Ensemble’s performance of their “Land of Three Faiths” concert, a meeting with the Jerusalem-based writer Peter Cole, author of *The Dream of the Poem: Hebrew Poetry From Muslim and Christian Spain, 950-1492*, an interview with Roga Ashkenazi ‘08, regarding her 2007 summer Visions of Peace project in Israel, “The Language of Co-Existence,” historical readings, and readings in Andalusian poetry from Muslim, Christian and Jewish traditions.

Z. THE AESTHETICS OF HOME
Lee Running

Why does it matter how the spaces we live in look and feel? What will make a dorm room seem like “home”? Why are there so many do-it-yourself design shows on television? Why do some people love and others viscerally hate the McMansion phenomenon? Is it possible to have good design that is inexpensive and environmentally sound? To begin to answer these questions, we will consider the phenomenology of bodies relating to their dwellings and, through memory, to spaces in their pasts; the personal pleasures found in decoration and well designed functional objects; the social implications of how we choose to design the settings for our lives; and historical and contemporary artistic responses — including those of William Morris, Buckminster Fuller, Yinka Shonibare, and Andrea Zittel — to the question of how to live. In this tutorial, team-taught by a studio artist and an art historian, written and oral assignments will be complemented by studio projects that explore the aesthetics of home.

AA. DIS LIT: ILLNESS, DISABILITY, AND CONTEMPORARY AMERICAN LIFE WRITING
Ralph Savarese

We will spend the semester reading memoirs by disabled writers and familiarizing ourselves with the emerging field of disability studies. Possible course selections include Nancy Mairs’s *Waist-High in the World*, John Hockenberry’s *Moving Violations*, Susanna Kaysen’s *Girl Interrupted*, Kay Jameson’s *An Unquiet Mind*, Kenny Fries’s *Body, Remember*, Reynolds Price’s *A Whole New Life*, Stephen Kuusisto’s *Planet of the Blind*, Rod Michalko’s *The Mystery of the Eye and the Shadow of Blindness*, Temple Grandin’s *Thinking in Pictures*, and Donna Williams’s *Nobody Nowhere*. Paying close attention to issues of voice and identity, and remembering always that any act of self-representation is much more complicated (and less immediate) than it may appear, we will investigate the peculiar genre of disability life writing. At the same time, we will soberly master a set of concrete skills: writing arguments, doing research, learning proper citational procedures, giving individual and group presentations, and engaging critically with course materials and other participants. The course should be of interest to anyone concerned with issues of normalcy, diversity, body image, and plain-old engaging narrative.

BB. BLACK MEN IN HIGHER EDUCATION
Kesho Scott

If you want to fuel the gender wars in African-American communities ask: Why are black women outpacing black men in college? According to the *Journal of Blacks in Higher Education*, black women are achieving far greater success than black men. Today, black women make up nearly 63% of all African-Americans enrolled in higher education. We will examine the six areas of contention: race discrimination in employment, the absence of successful black role models at home and in schools, the “violence factor” impacts on black male identity formation, the unmet remedial needs of black men who have difficulty admitting that they need help, the “Hoop Dream” effect on black men who succumb to the media portrayals of success as athletes, musicians, comedians or entertainers, and the African-American communities’ perception that “the man’s schools” are agents of white authority and if black males do well they are often ridiculed or ostracized by their peers. Are black males to be considered an “endangered” species or is their absence a serious crisis in the depth and breadth and goals of higher education to capture the imagination and hearts of these categories of Americans? Our course materials will draw on the mainstream and alternative literatures of the discipline but primarily those produced by African-American scholars, political leaders and activists in such works as *The State of Black America*, *Journal of Blacks in Higher Education*, *The Journal of Black Studies* as well as popular magazines, *Ebony*, *Essence*, *Black Enterprise*, *Jet* and policy literatures on American Black Male Initiative Programs in over a dozen universities throughout the country.

CC. WILL THE LIGHTS GO OUT FOREVER? IS THERE A SOLUTION TO OUR ENERGY NEEDS?
Lee Sharpe

We will investigate energy options from both a scientific as well as political point of view. In this tutorial we will explore and grapple with questions such as: Are biofuels the answer? Is there a net energy gain when we produce ethanol? What are the other options? Can any or all of them together meet the present U.S. energy demand? Will we need to do with less and if so how can we? We will start by identifying the topics/issues that the tutorial will focus on and then find and evaluate the pertinent literature. We will also take advantage of the Iowa Caucuses and fall presidential campaign (and candidates’ visits) to explore the candidates’ views on meeting America’s energy needs.

DD. EQUALITY AND INEQUALITY
Pablo Silva

Although at one time the American Dream was built around an ideal of social and economic equality, for some time now economic inequality has been growing in the United States. This tutorial will take up a series of questions related to this trend: How is inequality increasing? Why might it be increasing? Is inequality necessarily a bad thing? Can anything be done about it? Should anything be done about it? Readings will include some classic texts on the subject as well as contemporary works written by economists, journalists, and public intellectuals. Our goal will be to understand some of the different perspectives in the debate.

EE. HEALTH CARE REFORM
Charles Sullivan

One of the major domestic issues for the 2008 elections is health care and proposals to reform the American system. As consumers of medical care ourselves, how well do we know our health care system? In this tutorial, we will examine the origins of the US health care system, then focus on health care from a variety of perspectives: political (efforts to reform health care at the state level in the absence of national reforms); economic (high costs and the growing number of uninsured); ethical (stem cells, organ transplantation, and the end of life); social (public health policy and access to health care); and biomedical (technology and prescription drugs). Also, we should have the opportunity to study and contrast the health care plans proposed by the presidential candidates.

FF. MUSIC IN THE BALANCE OF POWER
Roger Vetter

Legislation in the recent past mandating warning labels be affixed to commercial recordings the lyrics of which are deemed by some as objectionable is a contemporary manifestation of an age-old phenomenon—the concern, on the part of a politically, economically or morally empowered segment of society with the potential of music to undermine a desired order. Music’s use both to construct/maintain

ideal conditions and to challenge/transform such power equilibriums will be explored in this tutorial. Through in-depth analysis of an array of case studies ranging from ancient China to contemporary America, a greater appreciation should emerge not only of music's power to stir the human soul but also of the folly of most attempts to manipulate that power for political or other ends.

GG. THE GROWTH AND CONVERGENCE OF SCIENTIFIC KNOWLEDGE **Sujeev Wickramasekara**

In this course we will examine aspects of the foundations of science. In particular, we will study certain historical and philosophical dimensions of *scientific revolutions*, with a special focus on some of the major developments in physics. Along the way, we will attempt to define what a scientific theory is, i.e., what makes a theory *scientific*, and identify a basis for how a scientific theory may be valued. (In this light, we will also briefly examine the "non-falsifiability problem" of some of the major western intellectual thrusts such as Freudian psychology and Marxist economics.) We will try to understand what is meant by the words such as *fact*, *proof* and *truth* in natural sciences and mathematics, and examine some key features of how these notions transform when a new theory replaces the old. Concrete examples providing a context and motivation for the general analysis will be drawn primarily from physics--in particular, Newtonian mechanics, classical electrodynamics, special relativity and quantum physics. The discussion, however, will be non-technical.

HH. DEVELOPMENT AS FREEDOM **Eliza Willis**

Does economic growth equal economic development? We will address this question through a close reading of Amartya Sen's pathbreaking Development as Freedom. Drawing on philosophy, political science, economics, gender studies, and history, Sen, the 1998 Nobel laureate in economics, challenges us to broaden our understanding of development to include political freedoms, participation, and social equality. We will compare Sen's perspective with other visions of development and assess his influence on development discourse. We will also use the text to learn how interdisciplinary knowledge enriches the art of persuasive argument.

II. ICELANDIC SAGAS **Royce Wolf**

The thirteenth-century authors of the Icelandic Sagas (including bard and chieftain Snorri Sturluson) describe the legends and customs of an historic Iceland (800-1150) in a unique and fascinating style. Feuds, outlaws, civil suits and a unique system of government are vividly brought to life. Our tutorial will study these sagas and their influence on modern-day author William Vollmann whose novel "Ice Shirt" retells the Icelandic exploration of America.

JJ. ARTIST AS CITIZEN, ARTIST AS ACTIVIST **Shawn Womack**

What role do artists play in moments of political crisis? In this tutorial we will study how artists "writing" for the stage—choreographers, composers, playwrights—act as citizens or activists. The 20th-century artist is often characterized as an unadulterated individualist—a *personal* voice for matters of the heart, soul or psyche. However, we will consider the *public* voice of artists creating for the stage in three historic moments of the 20th century: the rise of communism, the Cold War era and the civil rights movement in the United States. We will also examine how contemporary artists working today confront current political conditions. How has the concert stage served as their floor for political activism, patriotism or protest? What political ideologies are embedded in their art-making processes and aesthetics? Through careful reading, viewing and listening, we will analyze the compositional strategies of, among others, choreographers Katherine Dunham, Martha Graham and Bill T. Jones; composers Dmitri Shostakovich and Aaron Copland; and playwrights Václav Havel, Langston Hughes and Hallie Flanagan. Study of these artists' work offers an entry into a liberal arts education to act creatively, think critically, write adeptly and engage in lively, informed discussion.



TUTORIAL SUMMARY SHEET

2006-2007

- A. Vagabondage and Discipline: The Ethics and Aesthetics of American Tramping (Andrews)
- B. The Places I've Been: Outsiders, Exiles, Tourists (Aparicio)
- C. Human: What Is and What Is Not? (Bentley-Condit)
- D. Music and Society in Paris, 1880-1930 (Jennifer Williams Brown)
- E. Evolution and Society (Jonathan Brown)
- F. Humanities I: The Ancient Greek World (J. Cummins)
- G. Stirring the Pot: Race, Class and Gender in Higher Education (Erickson)
- H. Color, Culture and Class (Gibel Azoulay)
- J. African-American Literary Ties to Russian Intellectual Thought in the 19th and 20th century (Greene)
- K. Religion and Politics Across the World (Grey)
- L. Americans in Paris: Through the Looking Glass (J. Gross)
- M. Stories from a New World: Finding Grinnell Through Pop Culture, Quick Studies, and Irreverent Social Commentary (Hayes)
- N. Neighbors (Kaiser)
- O. Ghost Stories (Kapila)
- P. Many Roads to Truth: Acrimony, Authority, and Assumptions (Lindgren)
- Q. Visions of War: Depictions of War and Its Aftermath in Literature and Film (Michaels)
- R. The Person Behind the Discovery (Minelli)
- S. Globalization (Montgomery)
- T. The Cold Politics of Global Warming (Moyer)
- U. A Woman's Place (Nyden-Bullock)
- V. Imagining the Caribbean, 1492-1789 (Prendergast)
- W. American Memorials and the Politics of Memory (Purcell)
- X. Misbehavior of Memory (Rempel-Clower)
- Y. American Cinema and the American Dream (Seiz)
- Z. Comedy (Simpson)
- AA. Religion and Politics in the United States (Skerrett)
- BB. Old English Rediscovered (P. Smith)
- CC. Free Software, Free Culture (J. Stone)
- DD. Painting Modernity (S. Strauber)
- EE. Engineered Humans: A Study in Technology and Literature (Tjossem)
- FF. Computing: Limitations, Developments, and Ethical Issues (Walker)
- GG. Curious Cats, Dominant Dogs, and Conscientious Chimpanzees: Is there Evidence for Animal Personality? (Sinnott)

TUTORIALS

2006-2007

A. VAGABONDAGE AND DISCIPLINE: THE ETHICS AND AESTHETICS OF AMERICAN TRAMPING
Stephen Andrews – English

This course explores the rise in the nineteenth century of “tramping” and other forms of vagabondage. The term had positive value if one were a middle-class vacationer tramping out West or in the Adirondacks, but if one were out of work and forced by dint of circumstances to tramp about from one police jurisdiction to another, to be a “tramp” was to be reviled, feared, and, in an odd sort of way, envied. We will focus on the late nineteenth and early twentieth century, a period in which railroad development was transforming the American landscape (and periodically emptying its banks), more and more Americans were demanding and getting vacations, national parks were being reserved for the benefit of all, baseball was achieving status as America’s pastime, “separate but equal” became the law of the land, and hundreds of thousands of tramps were wandering the railways and byways of America looking for work. Against this backdrop we will explore interconnections between home, homelessness, and mobility in selected fiction from Mark Twain and Jack London; cultural criticism from William James, W.E.B. Du Bois, Jane Addams, and Robert Park; and poetry from Walt Whitman, Vachel Lindsay, Robert Frost, and Harriet Monroe. In addition, we will read selections from various journals, sociological tracts, and national park and railroad promotional literature on the “problem” of the tramp and the value of tramping.

B. THE PLACES I’VE BEEN: OUTSIDERS, EXILES, TOURISTS
Yvette Aparicio – Spanish

This tutorial explores the role and significance of place in conceptualizations of self and others. Readings, film viewings, and class discussions will focus on how outsiders, exiles and tourists experience place and invent a sense of place. Some questions we will ask and discuss throughout the semester are: What is sense of place? Is sense of place important today? How does our social position and perspective affect our sense of place? Or is sense of place out of place in a globalized world? What are displacement and placelessness? Is placelessness a threat to our well-being? Course materials include U.S. and Latin American film, fiction, non-fiction and poetry, including writings by Wallace Stegner, Joan Didion, Ariel Dorfman and Lee Ann Roripaugh.

C. HUMAN: WHAT IS AND WHAT IS NOT?
Vicki Bentley-Condit – Anthropology

Most of us assume that we know what it means to be “human”. Surprisingly, the question posed above is more complicated than one might think and may actually have several answers depending upon who is asked and when/where the asking occurs. In this course, we will examine different interpretations – evolutionary, historical, biological, cross-cultural, legal – of how humanness is or should be determined. In exploring “what is human”, we will examine such issues as stem cell research, abortion, the Great Ape Project, and the Holocaust. We will read about feral children, “*Tarzan of The Apes*”, and Primo Levi. By the end of the semester, we may (or may not) be able to determine where and how we draw the line between human and nonhuman.

D. MUSIC AND SOCIETY IN PARIS, 1880-1930
Jennifer Williams Brown – Music

During the period 1880-1930, Paris was the center of modern and avant-garde developments in music, painting, poetry, and dance. These developments simultaneously reflected the social upheavals of the early 20th century, and shook “civilized” society to its roots. Musicians active during this period include the Francophone composers Claude Debussy, Maurice Ravel, Gabriel Fauré, Erik Satie, Francis Poulenc, Arthur Honegger, Darius Milhaud, Edgard Varèse, Olivier Messiaen, and Nadia Boulanger, as well as such famous émigrés as Igor Stravinsky, Sergei Prokofiev, George Antheil, Aaron Copland, Virgil Thomson, and John Cage. In this tutorial we will read contemporary concert reviews and the composers’ own

writings and study the interactions between musicians, other artists, and the public at large. We will focus in particular on the riot at the premiere of Stravinsky and Nijinsky's *Rite of Spring* (1913). The ability to read music is NOT required.

E. EVOLUTION AND SOCIETY
Jonathan Brown – Biology

Evolution is perhaps both the most influential and the most controversial development in science in the last 200 years. The ideas Charles Darwin laid out in his landmark work, *On the Origin of Species By Means of Natural Selection*, have had a tumultuous history because they appear to confront culturally-embedded beliefs about the nature of human variation, as well as the origin of our species. In this tutorial, we'll consider what Darwin actually said about evolution and humanity, and compare that to how his ideas have been used, criticized, and adapted by others over the past 140 years. In particular, we'll critically examine the influence of evolutionary ideas on four issues of enduring social importance: race, gender, religious belief, and ethics.

F. HUMANITIES I: THE ANCIENT GREEK WORLD
Joseph Cummins – Classics and Philosophy

This tutorial will be an introduction to the liberal arts through reading, comparing, 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, and it will provide a contrast with epic and dramatic poetry. 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.

G. STIRRING THE POT: RACE, CLASS AND GENDER IN HIGHER EDUCATION
Karla Erickson – Sociology

Welcome to Grinnell College, now what do we do? Institutions of higher learning promise to socialize citizens, foster personal development, inculcate a set of values and principles, train workers, and sometimes even tout residential college living as "practice" for the "real world." Given these disparate goals and promises, what exactly is college good for? What is 'liberal' about a liberal arts education? What are the rights and responsibilities of students, educators and administrators in higher education? In this course we will consider the multiple forces, political, economic and institutional that are "stirring the pot" of higher education in the U.S. today. To begin, we will develop a context for our study by examining changes in the theory and practice of liberal arts education during the 20th century, allowing for a historically contextualized and comparative study of how social movements have shaped the discipline of Sociology specifically, and the American academy more generally. Our study will challenge us to scrutinize the politics of higher education from multiple angles: from the philosophy of liberal learning to the "pc" debate regarding what constitutes a uniquely American canon, and from the sweeping changes in the demographics of higher learning to the micropolitics of the classroom. This tutorial will also challenge you to critically evaluate your own philosophy of education as you begin your academic journey here at Grinnell.

H. COLOR, CULTURE AND CLASS
Katya Gibel Azoulay – Anthropology

Race thinking dominates ways in which people in the United States differentiate groups of people from each other. This tutorial focuses on associations between color and culture in order to examine how racial meanings are constructed and made comprehensible as well as how they are routed through representations of class. Using a combination of texts—academic articles, films, newspapers and advertisements—we will explore representations of "whiteness," "blackness," and other "race-d" identities in the public arena. Throughout the semester we will interrogate the language, ideas and

assumptions that give meaning to the different ways we perceive the world around us and through which we understand our individual experiences.

J. AFRICAN-AMERICAN LITERARY TIES TO RUSSIAN INTELLECTUAL THOUGHT IN THE 19TH AND 20TH CENTURY
Raquel Greene – Russian

This tutorial examines the affinities between Russian and African-American literature in the development of cultural nationalism. It addresses the question of how national identities are constructed, and draws attention to the similar manner in which 19th and 20th century Russian and African-American intellectuals such as Feodor Dostoevsky and W.E.B. DuBois defined their respective national identities. We will examine how social institutions, namely Russian serfdom and American slavery, impacted on the formation of these identities. We will also examine how and why the Soviet Union, as a communist state, increased its political and social appeal to many African-American intellectuals during the 20th century.

K. RELIGION AND POLITICS ACROSS THE WORLD
Robert Grey – Political Science

At a time of increasing religiosity in the world, religion is more and more seen as intersecting with major political issues. A theocratic government in Iran contrasts with a secular French government which refuses to let Muslim students wear headscarves in class. A secular government in an Islamic Turkey also refuses to let Muslim students wear headscarves to class, while, in America, fundamentalist Christians object to the teaching of evolution and to any sex education other than abstinence. The tutorial will examine why religious fervor is rising across the world, and in what contexts religiosity dictates a political agenda. We will examine a number of cases, including the United States, Turkey, Iran and India. This tutorial will link periodically with two other tutorials, the first taught by Professor Kathleen Skerrett (Religion) and the second taught by Professor Clark Lindgren (Biology). Our readings will prepare us for educated involvement in the Rosenfield Symposium on Religion and Politics that will be hosted by Grinnell College in early November.

L. AMERICANS IN PARIS: THROUGH THE LOOKING GLASS
Jan Gross – French

For centuries, Americans have responded to the irresistible allure of Paris. From statesmen (Ben Franklin, Thomas Jefferson), African-American musicians, writers and performers (Richard Wright, James Baldwin, Langston Hughes, Josephine Baker, Sidney Bechet), writers (Mark Twain, Ernest Hemingway, F. Scott Fitzgerald, Henry Miller, Gertrude Stein, Sylvia Beach), avant-garde artists, gastronomes (Julia Child, M.F.K. Fisher), cyclists (Lance Armstrong), to waves of college students and tourists, Americans have crossed the Atlantic much like pilgrims in search of a promised land. Through literary readings, films, memoirs, essays and cultural analyses, we will examine the myths and realities associated with the Franco-American encounter and consider the myriad of ways that the City of Light has influenced and been influenced by its American voyagers. As a gateway to self-discovery and self-expression, an international meeting place for revolutionary movements and free thinkers, and a refuge from racial and political barriers, Paris has been many things to many different Americans. In addition to an overview of the broader American experience, we will pay special attention to issues of race and ethnicity as applied to the African American in Paris and the role of Black Paris as a crossroads to the larger French-speaking world.

M. STORIES FROM A NEW WORLD: FINDING GRINNELL THROUGH POP CULTURE, QUICK STUDIES, AND IRREVERENT SOCIAL COMMENTARY
Nancy Hayes – Education

Sarah Vowell's [Take the Cannoli: Stories from the New World](#) collects stories and essays she's written about contemporary American life for print, radio, and electronic media. In this tutorial we'll use Vowell's collection to decide what makes a story a story and to find the truth in her fiction. Her unique blend of the historical and political with the geographical and autobiographical will serve as a model for our own talk, research, reading, and writing about life in Grinnell. We will draw on related texts and qualitative research methodologies to investigate the social and scholarly worlds in which we take part here, paying particular attention to the use of humor to create engaging descriptions of our own (learning) environments and experiences. We'll develop these descriptions into written, oral, and digital pieces suitable for both academic and popular audiences.

N. NEIGHBORS
Daniel Kaiser – History

Some commentators describe conflicts of the contemporary world as reflecting a “clash of civilizations,” pitting great cultural constructs like Christianity and Islam or Occident and Orient against one another. But many of the most violent episodes of the twentieth century have played out not between civilizations, but among neighbors, the people who lived next door, down the street, or around the corner. This tutorial will concentrate attention upon these close encounters in an effort to determine what explains them and what can be done to avoid their recurrence in the future. Case studies will use history, fiction and film to examine local conflicts in war-time Poland, in an Iowa small town, in Bosnia and Rwanda, among others.

O. GHOST STORIES
Shuchi Kapila – English

In this course, we will study ghosts and literary ghost stories. Do such fantasies provide an escape from an oppressive reality into a wish-fulfilling world or do they present an exaggerated or distorted version of the “real” world? What are literary ghosts and monsters? Are they particular to the historical moment in which they appear? Texts for the course will include Bram Stoker's Dracula, Toni Morrison's Beloved, Edgar Allan Poe's “The Black Cat,” and Charlotte Perkins Gilman's “The Yellow Wallpaper.”

P. MANY ROADS TO TRUTH: ACRIMONY, AUTHORITY, AND ASSUMPTIONS
Clark Lindgren – Biology

Truth. What is it? How do we get it? Many different answers have been offered throughout human history and have been a source of persistent controversy. The controversy shows no sign of lessening and, especially in the United States, the divisions between people with divergent viewpoints appear to be growing stronger. Witness the current “debate” playing out on school boards and in the media between evolution and intelligent design. This tutorial will examine the pursuit of truth in science, religion and politics, paying particular attention to the unique mix found in the United States during the early years of the 21st century. After scrutinizing several methods for discerning truth, each member of the tutorial will develop a personal strategy for seeking truth. For the “final exam” each student will describe, defend and apply their strategy to answer the ultimate question of human origins: “What is a human?” This tutorial will link periodically with two other tutorials, the first taught by Professor Bob Grey (Religion and Politics around the World) and the second taught by Professor Kathleen Skerrett (Religion and Politics in the United States). Some of the authors of our readings will be presenting their ideas at a symposium on religion and politics that will be hosted by Grinnell College in early November.

Q. VISIONS OF WAR: DEPICTIONS OF WAR AND ITS AFTERMATH IN LITERATURE AND FILM
Jennifer Michaels – German

In this tutorial, we will examine how writers and filmmakers have depicted war and its aftermath in the 20th century. We will look in particular at the First World War, the Spanish Civil War, the Second World War, and the Vietnam War. We will read and discuss a variety of texts written by German, Japanese, American, and other writers, including Holocaust survivors and survivors of Hiroshima and will view films by a variety of filmmakers from different countries.

R. THE PERSON BEHIND THE DISCOVERY
Martin Minelli – Chemistry

Many breakthroughs in science, especially in the early days, are attributed to the work of one person. The names of these people are mentioned in textbooks, but the reader is generally not informed about the personality of the discoverer, their background or how the discovery was made. In this tutorial we look at the personalities and background of people who made outstanding contributions in the fields of biology, chemistry, physics, and medicine. We will study the historical setting these people worked in, their family background, their education, their professional career and finally how they made their significant contribution to science and what impact it had. Was it planned or was it by accident? A general discussion of science and scientific topics is also included.

S. GLOBALIZATION
Mark Montgomery – Economics

Check the labels on the clothes you are now wearing—it is likely that every item was manufactured in some other country. Globalization is happening now, it is happening everywhere, and it is unlikely to stop happening anytime soon. The question is: Should we be pleased or frightened? Many apparently think the latter because global economic integration encounters hostility from a surprisingly diverse array of opponents: farmers, environmentalists, organized labor, social activists, and (of course) college students. Moreover, the debate over globalization is extraordinarily intense, sometimes involving riot squads and tear gas, as in Seattle in 1999. What is all of this passion about? We will examine the globalization controversy drawing on sources from scholarly literature, the popular press, government documents, commercial advertising, and propaganda on both sides of the issue. We will relentlessly pursue this controversy, even if we have to go to the movies!

T. THE COLD POLITICS OF GLOBAL WARMING
Wayne Moyer – Political Science

Students will first conduct an inquiry into the current state of scientific knowledge about human induced climate change caused by the atmospheric build-up of greenhouse gases. They then will delve into why governments have been so slow in taking action to limit climate change, and why international cooperation has been so ineffective. Attention will be given to the international negotiations leading up to the 1992 UN Framework Convention on Climate Change and the 1997 Kyoto Protocol, the strengths and weaknesses of the Kyoto Protocol, and the prospects for more effective action in the years to come.

U. A WOMAN'S PLACE
Tammy Nyden-Bullock – Philosophy

The seventeenth century is arguably the most important century in the making of the modern world. The Medieval world view, founded on the authority of the Church and Aristotelian philosophy, gave way to the modern science of Galileo and Newton, the new philosophy of Descartes, and the modern political theories of Hobbes and Locke (not to mention the rise of capitalism and invention of calculus). Needless to say, these were exciting intellectual times. What role did women play in the formation of this new worldview? In this tutorial, we will examine two senses of “a woman's place” in Seventeenth-Century Europe: the role that women played in the intellectual culture and the way women were portrayed by that culture. We will examine the lives and ideas of women such as Princess Elisabeth of Bohemia, Margaret Cavendish, Anne Conway, and Damaris Cudworth Masham—women who influenced the likes of Descartes, Locke, and Leibniz through their correspondence, friendship, and philosophical writings. We will also read selections from *The Equality of the Two Sexes* (1673) by François Poullain de la Barre and *A Serious Proposal to the Ladies* (1694) by Mary Astell: two works which argue for a reevaluation of a woman's place based on the principles of the new philosophy.

V. IMAGINING THE CARIBBEAN, 1492-1789
Teresa Prendergast – English

Why were early modern Europeans so fascinated with the Caribbean? What happens when Europeans encounter Africans and Indigenous Americans in this “New World”? How do writers of the period imagine or recreate the speech and actions of Indigenous Caribbean peoples? Why do these writers continually return to the theme of cannibalism? We will explore such questions by reading fictional texts, journals, early ethnographic writings, and court documents that focus on early encounters between Africans, Europeans, and indigenous Caribbean peoples from the late fifteenth through the late eighteenth centuries. Texts will include excerpts from Columbus' diaries, Shakespeare's *The Tempest*, Caribbean captivity narratives, *The Interesting Narrative of Olaudah Equiano*, and legal documents surrounding the mysterious life and death of “Indian” Warner.

W. AMERICAN MEMORIALS AND THE POLITICS OF MEMORY
Sarah Purcell – History

In the post-September 11 United States, public memory has taken on heightened social importance. Plans for several September 11 memorials are well under way, and the public recollection and commemoration of the events of September 11 have taken on a large role in American political discourse. Why does the American public feel the need to commemorate sacrifice, and why is there a debate over the proper form of public memory? This tutorial will explore these questions and will put the

current debate in the context of a long tradition of public memorials in America. Students will investigate how Americans have often defined important matters such as national identity, politics, and race in the process of building memorials that celebrate the past. We will analyze formal commemorations such as war memorials (including the Bunker Hill Monument and the Vietnam Veterans Memorial), museums, and national parks; popular culture commemorations in graffiti, rap music, and on the web; and proposals for new kinds of monuments in the twenty-first century. We will investigate how public memory has been and continues to be politicized.

X. MISBEHAVIOR OF MEMORY
Nancy Rempel-Clower – Psychology

Our memories are our record of who we are and our connections with the world around us. Memory is amazing, but far from perfect. Why do we forget where we parked the car? Why do we remember a seemingly insignificant childhood event? Can we rely on our memories to be accurate? This tutorial will explore various ways in which memory can “misbehave” and the implications of this “misbehavior” in our daily lives. In addition to our exploration of normal memory and its errors, we will consider how the study of true memory disorders can inform our understanding of memory processes. Selected readings will focus primarily on approaches to understanding memory from the fields of psychology and neuroscience.

Y. AMERICAN CINEMA AND THE AMERICAN DREAM
Janet Seiz – Economics

Hollywood has been called “the dream factory,” and some of its most popular products have been examinations of the American Dream. Sometimes there’s a hero whose determination and hard work lead to prosperity and happiness. In other films the American Dream is pictured as unattainable, or its pursuit is shown to be destructive. In this course, we will watch and discuss ten important films from the 1930s to the 1980s that offer contrasting messages about American capitalism. We will read about the history of the US film industry, focusing on how filmmaking techniques have evolved and how movies have reflected and shaped broader social changes. Students will write several short essays and give a class presentation on a research project.

Z. COMEDY
Erik Simpson – English

In this Tutorial, we will focus primarily on the process of crafting analytical papers about literature and film. We will spend a number of class sessions in a workshop format, which will allow the class to participate in a collaborative editorial process, and the rest of our time in discussion. Assigned texts will range from the traditional materials of English classes (a Shakespeare play, a Jane Austen novel) to fairy tales, films (*The Princess Bride*, *Manhattan*, *Pulp Fiction*), and a range of interdisciplinary texts about joking, laughter, and comedy. Throughout the semester, our focus will remain on developing the skills of written and oral expression, textual analysis, revision, and research. Graded assignments will include in-class work, oral presentations, short writing assignments, and a final portfolio of essays.

AA. RELIGION AND POLITICS IN THE UNITED STATES
Kathleen Skerrett – Religious Studies

We will consider the contemporary influence of religious citizens in the political processes of the United States. Our tutorial will explore, in particular, the constitutional framework that balances disestablishment of religion with the right to free exercise of religion in this country. We will consider contemporary political activism among religious citizens in support of civil rights, anti-imperialism, public education with respect to intelligent design, regulation of scientific research, and anti-sodomy laws. This tutorial will link periodically with two other tutorials, the first taught by Professor Bob Grey (Political Science) and the second taught by Professor Clark Lindgren (Biology). Our readings will prepare us for educated involvement in the Rosenfield Symposium on Religion and Politics that will be hosted by Grinnell College in early November. While the content of the tutorial is very important to me, the syllabus is designed explicitly to promote students’ development of skills in active reading, lucid writing, and constructive involvement in classroom discussions.

BB. OLD ENGLISH REDISCOVERED
Paula Smith – English

Most readers know something about *Beowulf*, but what else was written in that time? The rich offerings of Old English poetry—weird charms, bawdy riddles, scenes of gruesome battle, laments of men and women in exile, and cryptic words of wisdom—have captivated prose writers and poets including Ezra Pound, Jorge Luis Borges, John Gardner, Denise Levertov, Kevin Crossley-Holland and Jill Paton-Walsh. These modern and contemporary writers look to the Anglo-Saxon poets for vivid language in which to describe violence, alienation, fear, wonder, redemption, courage, physical needs, and the endurance of loss. In this tutorial we will study modern works of literature such as *Grendel*, “The Green Children,” “The Seafarer,” and “Poem Written in a Copy of *Beowulf*” side by side with accessible translations of the original works that inspired them: the earliest poems and prose in English, written over a thousand years ago.

CC. FREE SOFTWARE, FREE CULTURE
John Stone – Computer Science

Recent developments in copyright law and mechanisms for controlling the production and distribution of creative works impose socially counterproductive constraints on artists and innovators, impeding the evolution of new forms and styles, squandering the opportunity for cultural development and exchange that digital technology provides, and reserving to media corporations the freedom to guide, shape, and contribute to popular culture. We shall explore legal ways to oppose these trends, beginning with techniques developed over the last twenty years by the Free Software movement, techniques that take advantage of copyright law to protect the free development and exchange of computer software.

DD. PAINTING MODERNITY
Susan Strauber – Art

What do we mean when we identify our times as modern? Many of the characteristics of contemporary western society actually emerged during the later nineteenth century in the new cultural capitals of Europe, particularly Paris. One way to explore the emergence of modern cultural phenomena is to examine the artists of 1860s Paris who sought to depict this new society—its appearance, its values, and its effects on the individual—on their canvases. Our tutorial will study the paintings of Edouard Manet and the Impressionists, along with writings of the period and historical texts, to understand the formation of modernity. We will consider how their paintings and their artistic practices connect to the new phenomena of modern life: urban space, photography, leisure time and public entertainment, the commodity culture of department stores, and sexual and social class consciousness and tensions.

EE. ENGINEERED HUMANS: A STUDY IN TECHNOLOGY AND LITERATURE
Paul Tjossem – Physics

While the technology of genetic engineering holds high promise for enhancing human potential, using science to change the human body to attain personal or societal goals of “perfection” has long held an uneasy place in literature. This tutorial will combine novels (e.g. *Frankenstein*, *Brave New World*, *He, She, and It*) with readings from scientists such as Galton, Haldane and Gould, to examine the attempts to change the pace and alter the direction of human evolution. We will look at the scientific eugenics movements of the late nineteenth and early twentieth centuries, and follow this with the fledgling modern-day echo of appearance-altering surgery, gene therapy, and cloning. Discussion will focus on how, in both science and literature, human-altering technologies force us to confront the question of what it means to be human.

FF. COMPUTING: LIMITATIONS, DEVELOPMENTS, AND ETHICAL ISSUES
Henry Walker – Computer Science

With the many successful applications of computers to solve a wide range of problems, it is natural to wonder what lies ahead for this technology. This tutorial will review ideas behind several active areas within the field of computing, including applications in artificial intelligence (e.g., expert systems and neural networks), approaches to Web-based database systems (e.g., record-keeping applications and e-commerce), and research in multi-processor computing (e.g., parallel algorithms and distributed systems). Each of these areas provides perspectives on problem-solving, and this tutorial will explore each of these perspectives in some detail. Artificial intelligence studies both how the human mind might function and approaches for solving problems often associated with intelligent decision making; Web-

based applications often integrate efficient data storage with understandable and easy-to-use interfaces within the context of data security and personal privacy; parallel algorithms involve problem-solving approaches which take advantage of multiple processors; and distributed computing utilizes networks of machines for the storage and processing of data. To complement the discussion of many successes of computing, the tutorial also will identify factors that limit how computers may be used. Results from the theory of computation show that some problems are inherently not solvable, while practical considerations restrict the nature of the solutions that may be found for other problems. Finally, the widespread use of computers in today's society raises questions of ethical behaviors and responsible use. Thus, the tutorial will consider principles and practices related to cyberethics.

GG. CURIOUS CATS, DOMINANT DOGS, AND CONSCIENTIOUS CHIMPANZEES: IS THERE EVIDENCE FOR ANIMAL PERSONALITY?

Laura Sinnett – Psychology

What makes us who we are? Are the same mechanisms at work in other species, including our closest genetic relatives and our favorite domestic pets? Or, are conceptions of animal personality mere anthropomorphism? Can knowledge about the animal bases and development of personality inform research about human personality? This tutorial will examine conceptions of personality, including personality measurement, development, change, and the relation of personality to behaviors, both normal and pathological. Although we may consider research involving animals from antelopes to zebras and ants to zebra fish, our focus will be first on human personality, and then on personality in cats, dogs, and chimpanzees.

Last Revised: 08/15/2006 9:19 AM



TUTORIAL SUMMARY SHEET

2005-2006

- A. Art in Fiction (Anger)
- B. The Search for Self in Fiction, Film and Song (Barber)
- C. African American Autobiography (Barlow)
- E. The Americas on October 11, 1492 (Campbell)
- F. Placing Ourselves: Landscape, Locale and Identity (Delmenico)
- G. Stories, Story-Tellers, and Audiences: Giovanni Boccaccio's *Decameron* and Marguerite of Navarre's *Heptameron* (Dobbs)
- H. The Ways of Paradox (Fennell)
- I. Secret Codes (C. French)
- J. The Ring of the Nibelung (E. Gaub)
- K. Language in Nonhuman Primates (Gibson)
- L. Japanese Mythology (Gilday)
- M. Family Tragedy in Literature (Harrison)
- N. Community Organizing: Empowering People, Effecting Change (C. Hunter)
- O. Freedom (Kaiser)
- P. Manipulation or Subversion? Popular Culture in American Experience (Ketter)
- Q. The Language of Color: Practice and Perception in Art and Culture (Kluber)
- R. Dear John: Restoring the Lost Art of the Letter (Lobban-Viravong)
- S. Weird Music (McIntyre)
- T. Humanities I: The Ancient Greek World (Phillips)
- U. Fields of Genes (Praitis)
- V. Victoria's Secrets (Prevost)
- W. Onerous Ownership? Intellectual Property in the 21st Century (Rebelsky)
- X. Degradation and Development in Tropical Forests (Roper)
- Y. Dis Lit: Illness, Disability, and Contemporary Life Writing (Savarese)
- Z. Hollywood's Radical Ideas (Seiz)
- AA. Zero and Infinity (Shuman)
- BB. Modern Iraqi Literature (Simawe)
- CC. Liberal Education and Critical Citizenship (I. Strauber)
- DD. The Illness Experience Across Cultures (Tapias)
- FF. Restoration of the Sistine Chapel Ceiling: Chemistry and Controversy (Trimmer)
- GG. Political Lives (Trish)
- HH. Man Talk, Woman Talk: Beyond Words (Valentin)
- II. The Fairy Tale in 20th Century Russian Literature and Film: In Search of a Magical Kingdom (Vishevsky)

TUTORIALS

2005-2006

A. ART IN FICTION Jenny Anger – Art

In this tutorial we will read a collection of novels, plays, short stories, and poems that in one way or another thematize art. We will pay special attention to visual art as it appears in literature, but we will also consider the look, or sound, of literature and music in written texts. We will try to answer questions such as the following: To what ends does the author represent (in writing) art (visual art, literature, or music)? Does the writing elucidate the art, or does the art serve as a prop for the writing? Does the fiction provide any useful material for non-fiction, that is, historical or critical analysis of art, artists, or culture at large? Readings could range from Emile Zola's *The Masterpiece*, a 19th century naturalist novel that can be read as a telling, though distorting, historical fiction about the Impressionists, to a recent collection of short stories by A. S. Byatt, *The Matisse Stories*, which say nothing of Matisse the artist, but imagine how particular paintings by Matisse affect the lives of three different contemporary women (a beauty parlor customer, a maid, and a radical feminist college art student).

B. THE SEARCH FOR SELF IN FICTION, FILM AND SONG Sigmund Barber – German

"I am he as you are he as you are me and we are all together." With this musical syllogism, John Lennon and Paul McCartney suggest an answer to the ageless question: who am I? A deceptively simple question, it is one that has occupied thinkers from the earliest of times to the present. What is involved in defining who we are? What elements, many beyond the individual's control, play a role in establishing one's identity? In this tutorial we shall examine how writers have posed these and other questions in exploring in their works the concept of self-identity. We'll look at works from a wide range of writers, filmmakers and thinkers as diverse as Homer, Maxine Hong Kingston, Hermann Hesse, Kimberly Pierce and others.

C. AFRICAN AMERICAN AUTOBIOGRAPHY George Barlow – English

From our nation's beginnings to the present, historians, poets, politicians, and storytellers of all kinds have attempted to define and describe Americanness. Taken together, the speeches, documents, and various narratives suggest that to be an "American" is something beyond being a citizen of the United States. Individual citizens and groups have often felt compelled to claim their Americanness, to argue for and justify their symbolic identity against factors such as class, race, ethnicity, gender, religion, and region—categories which themselves change in meaning over time. This course will use nineteenth- and twentieth-century autobiographies and personal essays to explore African American attempts at self-definition. We will begin with an examination of chattel slavery in America and two classic slave narratives, Frederick Douglass's *Narrative of the Life of Frederick Douglass* (1845) and Linda Brent's *Incidents in the Life of a Slave Girl* (1861). Works by Booker T. Washington, W.E.B. DuBois, Richard Wright, Malcolm X, Maya Angelou, and Henry Louis Gates, Jr. will be considered in the context of their respective literary periods.

E. THE AMERICAS ON OCTOBER 11, 1492
David Campbell – Biology

What was the New World like the day before Columbus landed? How did the Native Americans live? How had they transformed the landscapes of the Americas? Had they caused the extinction of any plants or animals? What crops and animals did they domesticate (including those that have since spread throughout the world, and those that have been forgotten)? How many Native Americans were there? And the most important question of all: how do we know these things? The past two decades have witnessed a restructuring of our understanding of the human ecology of the New World before Columbus—from Amazônia to the Great Plains. This tutorial will embrace landscape ecology, tropical forestry, archaeology, anthropology, agronomy, and population biology to explore these revolutionary new ideas (and the paradigms they replaced).

F. PLACING OURSELVES: LANDSCAPE, LOCALE AND IDENTITY
Lesley Delmenico – Theatre

Drawing from the disciplines of anthropology, sociology, art history, and literature, this tutorial will explore issues concerning the effects of locality on identity creations. How is this process affected by landscapes, both natural and built? How do different groups of people use places differently? What makes space “sacred?” What creates “home” in a building or community? And how might these definitions differ for immigrants, exiles and tourists? During this course, students will explore a variety of ways of understanding locale, and will experience Grinnell and environs through such methods as participation in farm and prairie tours, visiting other towns, creating personal maps and conducting research into representations and varied constructions of society, place and belonging.

G. STORIES, STORY-TELLERS, AND AUDIENCES: GIOVANNI BOCCACCIO'S *DECAMERON* AND MARGUERITE OF NAVARRE'S *HEPTAMERON*
Elizabeth Dobbs – English

How is a story constructed? Using a model derived from linguistics and applied to narrative, we'll consider this question as we read stories from Boccaccio's *Decameron* and Marguerite of Navarre's *Heptameron*. Both are framed collections of tales told by characters brought together by chance and circumstance. Boccaccio's ten young nobles, fleeing the plague in fourteenth-century Florence, entertain themselves with daily story-telling, while Marguerite's ten sixteenth-century French travelers, stranded at a monastery in the Pyrenees on their way home from a Spanish spa, decide to imitate the *Decameron* by taking turns at story-telling. In both collections, the tale-telling is interspersed with lively discussion about the tales among the tellers and their audience. The members of this Tutorial will study the art of narrative by continuing that conversation.

H. THE WAYS OF PARADOX
John Fennell – Philosophy

A paradox can be characterized as an unacceptable conclusion reached by seemingly acceptable reasoning from seemingly acceptable premises. For example, most people understand that Zeno's paradox, which concludes that motion is impossible, cannot be true, so appearances to the contrary something must be wrong either with the initial acceptability of the premises and/or the nature of the reasoning, or the supposed unacceptability of the conclusion. Yet, just what is the problem is difficult to detect. Historically paradoxes arise at moments of intellectual crisis and have occasioned deep revolutions in our thinking. Unlike mere 'brainteasers', they raise questions of serious philosophical import, pointing to fundamental limitations in the way we understand some area of inquiry, such as the nature of space and time, the possibility of human knowledge, or the rationality of our decision-making and action. We will investigate a selection of well-known paradoxes across these three subject areas with a view to uncovering the historical conditions of their emergence, exploring the cogency of various responses to them, and considering their implications for recent developments in these fields. The authors whose texts we will study are drawn from the history of philosophy and literature and include: Zeno, Russell, Hempel, Goodman, Nozick, Parfit, Borges, Conan Doyle.

I. SECRET CODES
Christopher French – Mathematics/Computer Science

Cryptology is the study of the construction of codes (cryptography) as well as methods for breaking them (cryptanalysis). In this age of the Internet and of identity theft, the need for protecting information by encryption has become increasingly important and relevant to a broad segment of our society. But codes and ciphers have been used for centuries to protect information from falling into enemy hands. Thrones have been lost and empires have fallen because of inadequate encryption, while wars have been won by those who could crack the codes of their adversaries. In this tutorial, we will consider how codes have been used in history, study some particular codes and see how they have been broken, and learn some of the mathematical reasons why modern ones, when correctly implemented, can be so hard to crack.

J. THE RING OF THE NIBELUNG
Eugene Gaub – Music

Richard Wagner's cycle of four music dramas is a riveting adventure tale with roots in mythology, a history of the world itself, a demonstration of the corrupting effects of power and of redemption through love, an exploration of the subconscious mind; in short, the *Ring* tetralogy is the most ambitious piece of musical theater ever conceived. Through a variety of approaches and interpretations we will explore the layers of meaning in the work, and examine aspects of Wagner himself that have made him the most controversial composer in history. Music reading ability is not required.

K. LANGUAGE IN NONHUMAN PRIMATES
Janet Gibson – Psychology

We will explore issues and examine research on language competence in bonobos, chimpanzees, gorillas, and orangutans. Conversely, we will consider what the work with these great apes tells us about human language.

L. JAPANESE MYTHOLOGY
Edmund Gilday – Religious Studies

This tutorial is an exploration of the ancient Japanese world portrayed in mythic and legendary narratives of the early 8th century. Two texts in particular, the *Kojiki* ("Records of Ancient Matters") and the *Nihongi* ("Chronicles of Japan") have come down to us intact and will be the primary basis for our reflections. Depending on the interests of the class, historiographic writings from later periods may be considered in order to see the various ways these texts came to be interpreted in different historical circumstances. We will, finally, examine how some of these myths and legends continue to be remembered and retold through the performing arts even today.

M. FAMILY TRAGEDY IN LITERATURE
David Harrison – French

According to Tolstoy, "All happy families resemble one another, each unhappy family is unhappy in its own way." In this Tutorial, we will focus on literary depictions of disastrous, dysfunctional, and dramatically aberrant families. Our goal, however, is not to determine what constitutes a good family (an impossible task), but rather to understand why these particularly tragic families create such compelling stories. We will analyze how literature uses family relations to explore vital notions such as justice, equality, women's and men's social roles, and race. We will attempt to isolate the different techniques that writers use to create character, suggest opposing points of view, and solicit reader sympathy. We will pay extremely close attention to the specific words used in the texts that we read, and the writing assignments will require careful and precise examination of the particular literary details of each work. Readings include Euripides' *Medea*, the Biblical story of David and Absalom, Truman Capote's crime thriller *In Cold Blood*, and Suzan-Lori Parks's Pulitzer-prize drama *Topdog/Underdog*.

N. COMMUNITY ORGANIZING: EMPOWERING PEOPLE, EFFECTING CHANGE
Chris Hunter – Sociology

"Organizing," writes activist Si Kahn, "is people working together to get things done." This tutorial examines community organizing—efforts by people working together to improve their neighborhoods, their communities, and their workplaces. We will focus our attention on the organizer and on the organizing effort itself, asking such questions as: Why do people become community organizers, union organizers, or social activists? How does their activism affect them? What are the skills and roles of a good organizer? Since people have a lot of other things to do in their lives, how do effective organizers and leaders build organizations and get people to participate actively? What kinds of organizing are there? We will try to answer such questions by analyzing a wide range of material on organizing, including autobiographical writings, manuals for activists, case studies of organizing attempts, and documentary films.

O. FREEDOM
Daniel Kaiser – History

Is freedom the "natural" condition of humankind, as some theorists maintain, or are humans instead subject to forces over which they can exercise little control? Indeed, do humans covet freedom at all, or do they, as Dostoevsky has the Grand Inquisitor say, prefer to exchange the possibilities of freedom for the security of happiness? From numerous perspectives, both classical and modern, this tutorial will examine freedom and its limitations. We will consider how dystopian fiction, religious discipline, slave narratives, Nazi culture, neuroscience, and molecular biology, among others, contribute to our understandings of freedom and its boundaries, and what these understandings mean for a liberally educated person.

P. MANIPULATION OR SUBVERSION? POPULAR CULTURE IN AMERICAN EXPERIENCE
Jean Ketter – Education

Who should have the power to define what is true, beautiful, or what it means to be fully human? Do omnipresent pop culture images and messages influence and even create our beliefs and desires, or does popular culture simply mirror our values? Does popular culture reflect the worst in human nature—its prurience, greed, and superficiality—or does it reflect our ability to subvert and transcend the reality imposed on us by a dominant culture? Is popular culture a creation of subversive artists who speak for the people in their critique of the status quo, or do multinational corporations with billion-dollar advertising budgets manipulate artists' desire for originality by encouraging artists to sell out? We will begin our discussion of these questions with an exploration of theories of culture and then, for the remainder of the semester, use multiple critical perspectives to analyze artifacts of popular culture. Participants will discuss their analyses of texts chosen from varied generic expressions of popular culture: film, music, written texts, visual arts, architecture, and multimedia productions.

Q. THE LANGUAGE OF COLOR: PRACTICE AND PERCEPTION IN ART AND CULTURE
Matthew Kluber – Art

Color both enriches and complicates our human experience and communications. We will examine color as light affected by the qualities of surfaces and the working of visual perceptions. We will also consider the evocative nature of color as a source for symbols and metaphors in Modern and Contemporary Art and Culture.

R. DEAR JOHN: RESTORING THE LOST ART OF THE LETTER
Heather Lobban-Viravong – English

In this tutorial we will write and read letters while keeping in mind the important features of this specific genre. We will explore the use of letters in film, novels, and poetry, and consider such issues as voice and audience. As we contemplate the use of this dying art form, we will ask the following questions: How does the letter form vary across time and space? How does the writer portray his or her self in relation to specific events and relationships? In relation to a specific culture? How can we resolve the tension that results when a private form of expression is offered for public consumption?

S. WEIRD MUSIC
Eric McIntyre – Music

What is weird music? Who creates weird music, and why? Who listens to weird music, and why? In this course, we seek to understand music that has deviated dramatically from dominant trends and the people who compose and enjoy it. Through a series of listening, reading, and writing assignments we will examine a broad array of musical styles, eras, and artists from Carlo Gesualdo to John Zorn and Mike Patton, and a variety of topics, including definitions of music, the aesthetics of “weird,” and the cultural significance of weird music. Readings will include interviews with contemporary artists and articles by composers John Cage and Frank Zappa among others. Writing assignments will range from music reviews to discussions on the philosophy of weird music. Students will also collaborate on the creation of new weird musical events, including a “happening” and the composition of new scores. The ability to read traditional music is NOT necessary for this course.

T. HUMANITIES I: THE ANCIENT GREEK WORLD
Edward Phillips – Classics

Through close reading of selected works from the poetry, drama, history, and philosophy of the ancient Greeks, this tutorial introduces students to works which became primary sources for “Western culture”; it thus provides an effective foundation for further study in the liberal arts. The course might be subtitled “Love, War, and the Human Character,” for these texts address issues that are at the heart of human experience and identity. We read and discuss Homer's *Iliad* and *Odyssey*, Sappho's lyrics, Aeschylus' *Agamemnon*, Sophocles' *Oedipus the King*, Euripides' *Bacchae*, Aristotle's *Poetics*, Thucydides' *History of the Peloponnesian War*, and Plato's *Apology*, *Crito*, and *Symposium*. While this tutorial will be especially useful to students who wish to study literature (it functions, for example, as a prerequisite for certain courses in English, Classics, and Theatre), the excitement and challenge of studying these classic texts should offer a fine beginning for any student of the liberal arts.

U. FIELDS OF GENES
Vida Praitis – Biology and Biological Chemistry

Grinnell, Iowa is surrounded by miles of corn and soybean fields. All of these food crop plants have been genetically modified by centuries of selection for specific traits that humans find desirable, such as higher sugar content and pest resistance. Over the last 50 years, advances in molecular biology have given us the technology to directly manipulate single genes in these important plant crops. Is this technology safe? We will explore the history of genetic modification in food crops, the science behind genetically modified organisms, the ecological impact of genetic modification and agriculture, alternatives to conventional farming practices, and the business and economics of agriculture in Iowa. The course will include readings of scientific and popular literature and discussions with local food producers.

V. VICTORIA'S SECRETS
Elizabeth Prevost – History

Queen Victoria both defined and defied the age which bears her name. The Victorian period was a time when both women and monarchs were prevented from exercising significant political influence, but the almost universal celebration of Victoria's public and private persona suggests a more complicated story of female power and authority. This tutorial will examine the formation of nineteenth-century identity and culture around Victoria's image as queen, empress, public servant, Protestant, wife, mother, and British citizen. The iconography surrounding Victoria herself will serve as a starting point for a wider exploration of how Victorians within and outside Britain understood women's role in the social order, how Victorian women made sense of a rapidly changing world, and how various individuals and groups transgressed the rigid boundaries of respectable womanhood. We will also consider how twentieth-century cultural representations of the Victorian period and its figurehead have invoked and critiqued nineteenth-century conceptions of gender.

W. ONEROUS OWNERSHIP? INTELLECTUAL PROPERTY IN THE 21st CENTURY
Samuel Rebelsky – Mathematics/Computer Science

In recent years, the concept of “owning ideas” has moved from an area primarily of interest to a few scholars and lawyers to a central issue in many national and international debates, particularly as it applies to genetics and to computers and the Internet. For example: Can someone own life (or patterns of life)? What rights does the purchaser of a computer program or digital audio file have? Who owns an analysis or synthesis of a native remedy? How does the notion of “fair use” apply to biological and digital materials? In this tutorial, we will explore the main forms of Intellectual Property law—primarily copyright and patent, with some detours into trademark and trade secret—in the context of a number of current cases and controversies in genetics, computers, and the Internet.

X. DEGRADATION AND DEVELOPMENT IN TROPICAL FORESTS
J. Montgomery Roper – Anthropology

What’s happening to the world’s tropical forests? Why are they disappearing, why should we care, and what can be done about it? In this course, we will take an interdisciplinary examination of deforestation and development in tropical forests, focusing on Latin America and particularly on the Amazon basin. We will examine the social and ecological value of tropical forests, the various stakeholders in tropical forests and the relations between them, and how these actors relate to the causes and consequences of unsustainable development. Finally, we will explore the costs and benefits for people living in and around these areas of a variety of alternative development options.

Y. DIS LIT: ILLNESS, DISABILITY, AND CONTEMPORARY LIFE WRITING
Ralph Savarese – English

In honor of the fifteen-year anniversary of the ADA (Americans with Disabilities Act), we will spend the semester reading memoirs by disabled writers. Possible course selections include Nancy Mairs’s *Waist-High in the World*, John Hockenberry’s *Moving Violations*, Susanna Kaysen’s *Girl Interrupted*, Kay Jameson’s *An Unquiet Mind*, Kenny Fries’s *Body, Remember*, Reynolds Price’s *A Whole New Life*, Stephen Kuusisto’s *Planet of the Blind*, Rod Michalko’s *The Mystery of the Eye and the Shadow of Blindness*, Temple Grandin’s *Thinking in Pictures*, and Donna Williams’s *Nobody Nowhere*. We will investigate the peculiar genre of life writing, paying close attention to issues of voice and identity and remembering always that any act of self-representation is always much more complicated (and less immediate) than it may appear. At the same time, we will soberly master a set of concrete skills: writing arguments, doing research, learning proper citational procedures, giving individual and group presentations, engaging critically with course materials and other participants. The course should be of interest to anyone concerned with issues of normalcy, diversity, body image, civil rights, and plain-old engaging narrative.

Z. HOLLYWOOD’S RADICAL IDEAS
Janet Seiz – Economics

“America is the land of freedom and opportunity, where hard-working individuals make their dreams come true.” “America is a society obsessed with money, ruled by the rich for the rich, riddled with injustice.” Many different “messages” may be found in American films, which both reflect and influence public perceptions. This course will examine portrayals of capitalism in a number of important American films from the 1930s to the 1990s. To better understand how movies “work,” we will learn about basic filmmaking techniques. We will also read about the history of the film industry, looking at the complicated interrelations of art, technology, moneymaking, and government. In the last two weeks of the semester, students will give oral presentations on their research papers.

AA. ZERO AND INFINITY
Karen Shuman – Mathematics/Computer Science

This tutorial will explore two fundamental notions of mathematics: zero and infinity. For millennia, mathematicians and theologians, philosophers and physicists have grappled with these strangely linked ideas. The paradoxes of zero and infinity have produced awe, fear, and denial; some who have studied zero and infinity have been ridiculed, jailed, and institutionalized. Our tour from zero to infinity will take us from ancient times to the present, acquainting us with great thinkers along the way: Zeno, Aristotle, Galileo, Newton, Cantor, and Russell.

BB. MODERN IRAQI LITERATURE
Saadi Simawe – English

In this tutorial, students will read, discuss, present critical reports, and write short papers on selected modern Iraqi literary texts such as fiction, poetry, essay, and drama. We will begin with a general overview of the Iraqi literary tradition and its cultural context highlighting especially the major themes, techniques, and styles. The complexity of the Iraqi ethnic and religious map requires a careful selection, within the limited English translation, of authors and texts among Arab, Kurdish, Turcoman, on the one hand and Muslim, Christian, Jewish on the other. In our discussion of the literary text, we will consider themes of war and violence, the West and colonialism, Communism, Islam, and women. In terms of literary techniques and styles, we will discuss the traditional Iraqi literary and esthetic values in their interaction with the impact of Western modernism.

CC. LIBERAL EDUCATION AND CRITICAL CITIZENSHIP
Ira Strauber – Political Science

The Grinnell College Mission Statement provides “that knowledge is a good to be pursued for its own sake and for the intellectual, moral, and physical well-being of individuals and of society at large.” This tutorial will study historical and conceptual materials on the subject of the liberal arts as the pursuit of knowledge, as well as materials regarding the idea of “critical citizenship,” in order to gain some perspective on what it means to pursue a liberal arts education at Grinnell College.

DD. THE ILLNESS EXPERIENCE ACROSS CULTURES
Maria Tapias – Anthropology

Understandings of the body, risk, healing and the very experience of health and illness are shaped by the social, cultural, political and historical contexts in which people live. In this tutorial we will examine the spectacular diversity that exists in how illnesses, disabilities and life events such as childbirth are experienced and interpreted across cultures. We will explore how the spread of Western biomedicine has impacted local perceptions of health and practices of healing and will examine how western medicine itself is a cultural system. Particular attention will be paid to health-provider/patient interactions and the potential misunderstandings and barriers to communication that can arise when both parties work from different systems of meaning.

FF. RESTORATION OF THE SISTINE CHAPEL CEILING: CHEMISTRY AND CONTROVERSY
Elizabeth Trimmer – Chemistry

Michelangelo's frescoes on the Sistine Chapel ceiling depict the Book of Genesis in nine vibrant panels. The frescoes were unveiled on November 1, 1512; however, centuries of smoke, incense, and grime from papal services in the chapel darkened and clouded the great work. In 1981, the Vatican began a multi-million dollar cleaning and restoration of the ceiling panels. Completed in 1990, the restoration returned the frescoes to their original brilliant colors. Some art historians, however, have vociferously argued that the Vatican conservators ruined the frescoes. In this tutorial, we will first explore the historical and religious significance of the ceiling frescoes painted by Michelangelo. We will then focus on how the frescoes were created chemically and how the restorers used their chemical understanding to clean and restore them. We will try to understand the controversy behind the restoration and strive to answer the question of whether the restoration was done properly.

GG. POLITICAL LIVES
Barbara Trish – Political Science

All people have political dimensions to their lives. For some their “political lives” are overt and are seen clearly in the activities that mark the conduct of their days and their years. For others a political life is present most vividly in its apparent absence; structuring a life that is, on the surface, void of politics is itself a political decision. In this tutorial we will consider political lives, focusing on those who have overt ones, but shying away from elites, whose lives we know most about. Instead, we will look at what influences and structures the political lives of those we might consider average people. We will read accounts from essays and memoirs and let scholarly ideas frame our exploration.

HH. MAN TALK, WOMAN TALK: BEYOND WORDS

Carmen Valentin – Spanish

This tutorial is an approach to gender-differentiated language. Students will have the opportunity to explore the causes of the use of language by men and women and how this difference in speaking patterns may affect communication between the sexes. In addition, we will reflect on how both gender and discourse together must be taken into consideration as we think of identity, connection and power at different life-stages (e.g. adolescence) or within domains of interaction (e.g. family, workplace). The course will not address issues of sexism in language.

II. THE FAIRY TALE IN 20TH CENTURY RUSSIAN LITERATURE AND FILM: IN SEARCH OF A MAGICAL KINGDOM

Anatoly Vishevsky – Russian

Fairy tales have always reflected people's dreams and hopes for a better tomorrow. The Russian path to this better life is perilous and hard; it is inhabited by such terrible creatures as Koshchei the Deathless, Baba Yaga (a witch), and Zmei Gorynych (a serpent). It is in the battle with these and other monsters that the folk heroes Ivan Tsarevich and Ivan the Fool win their kingdoms and their fair brides. A number of writers saw the Soviet Union—the system that was created by the communists in 1917—as one of these fairy-tale monsters, and the common person as a fairy-tale hero. Indeed, fairy tale and fantasy created a metaphor for a heroic struggle against the system. Writers also concealed their criticism of the evil system behind familiar and timeless images and characters, through an Aesopian language saying the obvious, yet implying the hidden. With the decline and eventual fall of the Soviet Union, there came a time of turmoil and unrest. Today, though in a different way, writers continue to employ fairy tale and fantasy as a means of searching for answers for the future in the never-ending story of the fantastic land of Russia. We will read and discuss a number of Russian fairy tales, and then follow our familiar heroes through the pages of Soviet and post-Soviet Russian prose and the silver screen.



TUTORIAL SUMMARY SHEET

2004-2005

- A. Decline and Renewal in the Heartland (Andelson)
- B. Stealing Home, Killing Time: A Cultural Study of Baseball (Andrews)
- C. Latin American Cultural Icons and Community Building (Benoist)
- D. The Times They Were A-Changin' (Cadmus)
- E. Frankenstein: Gender, Technology, and the Sociological Imagination (S. Ferguson)
- F. Working Lives (W. Ferguson)
- G. Color, Culture and Class (Gibel Azoulay)
- H. The Double-Edged Helix: Promises and Pitfalls of Applied Human Genetics (Gregg-Jolly)
- I. The Coming Anarchy? (Grey)
- J. The Worth of Water (P. Jacobson)
- K. Ghost Stories (Kapila)
- L. The Comedies of Aristophanes (Lalonde)
- M. Place and Space: Our Interactions with Three Dimensions (Levandoski)
- N. The Limits of Introspection (Lopatto)
- O. Representing Adolescent Identities (Lycke)
- P. Narrative and Identity (Meehan)
- Q. New European Identities in Film and Literature (Moisan)
- R. Shakespeare's History (Ed Moore)
- S. Eye Mind Image Culture: An Interdisciplinary Study of the Culture of Seeing (Pergl)
- T. American Memorials and the Politics of Memory (Purcell)
- U. The Self, the Other, and Higher Education (D. Reynolds)
- V. Genealogies (Rietz)
- W. On Love (Roberts Skerrett)
- X. Soundtracks and Scores: Music in American Cinema (Russell)
- Y. Capitalism Goes to the Movies (Seiz)
- Z. Equality and Inequality (Silva)
- AA. Beasts and Beauties: Monstrosity and Romance in Literature and Film (Simpson)
- BB. Emotion and Cognition (Sinnett)
- CC. Humanities I: The Ancient Greek World (P. Smith)
- DD. Painting Modernity (S. Strauber)
- EE. Computing: Limitations and Promising Developments (H. Walker)
- FF. Just and Unjust Wars (Willis)
- GG. Icelandic Sagas (Wolf)
- HH. The Sistine Chapel (Chasson)

TUTORIALS

2004-2005

A. DECLINE AND RENEWAL IN THE HEARTLAND **Jonathan Andelson – Anthropology**

The arrival of European Americans in the Upper Midwest in the middle of the nineteenth century led to dramatic changes in the region's ecology. In the space of 50 years settlers plowed under millions of acres of the native tallgrass prairie and replaced it with a diversified agricultural ecosystem on what proved to be some of the best farmland in the world. The Upper Midwest soon became known for its highly productive small family farms. Beginning in the 1930s and accelerating after World War II, major technological and organizational changes in agriculture enlarged productivity even more, but at significant environmental costs, and increasingly at the expense of the family farms and small towns around which residents of the region had based their way of life. Critics charge that midwestern agriculture has caused unacceptable rates of soil erosion and become too chemical-intensive, too specialized, too dependent on fossil fuel for both the production and long-distance transportation of food, and, in a variety of ways, unhealthy. There has also been a shift toward larger and fewer farms, and crop and livestock production has become increasingly controlled by a handful of large corporations. Traditional family farms and traditional small towns and small town economies are being replaced by corporate farms, suburban sprawl, McDonalds, and Wal-Mart. After briefly examining the history of these changes, this tutorial will focus on the current efforts of many people to reverse these trends in environmental quality, agriculture, and community life in the Upper Midwest. Farm activists, community organizers, prairie enthusiasts, proponents of local food systems, artists, and people with no particular label are engaged in a wide variety of activities that converge around the goal of renewing the natural and cultural life of the Heartland. Class readings will be supplemented with field trips to local farms and prairie preserves. Students in this tutorial will also be expected to volunteer a minimum of six hours during the semester in some community or environmental service organization, an experience that will be incorporated into one of the paper assignments.

B. STEALING HOME, KILLING TIME: A CULTURAL STUDY OF BASEBALL **Steve Andrews – English**

Baseball is the only major professionalized team sport that doesn't limit its duration with a clock. No other major sport presumes perfection, and a single game could go on forever. Listen to the chatter it produces, the rhetorical terms whereby it passes into stats: a walk, a hit and run, a sacrifice, and the next thing you know someone's stealing home; or, pitched from a different angle, someone's bragging about getting to third-base, or wanting to play political hardball, or three strikes, you're out, says the Judge. And that's the focus of this course: we'll confront the timelessness of baseball with our nation's own history, a history whose stats as much tell a tale of violent exclusion of some groups as it does of pastoral regeneration for a chosen group. We'll race baseball, sex baseball, and even criminalize baseball in analytic counterpoint to the sentimentality that seems to permeate so many aesthetic treatments of the game. If you drove here from another state, you might have noticed that Iowa sells itself with the motto "Fields of Opportunity" (think "dreams"). As we read and watch recent baseball novels and movies, you will have many opportunities to build arguments within the protocols of academic discourse ranging from classroom discussion to short papers to oral presentations. Whether this will, in fact, be heaven, is up to you.

C. LATIN AMERICAN CULTURAL ICONS AND COMMUNITY BUILDING **Valerie Benoist – Spanish**

We will explore how some Latin American cultural icons, such as Eva Perón, Che Guevara, Emiliano Zapata, and the Virgin of Guadalupe, were constructed and redefined through time. We will pay particular attention to how these icons have been appropriated by political, gender, and religious discourses to form new communities in Latin America and the United States. The tutorial will study these issues through a combination of scholarly texts such as novels, essays, documentaries, and films. It is intended for students of all backgrounds. No knowledge of Spanish is necessary.

D. THE TIMES THEY WERE A-CHANGIN'
Bob Cadmus – Physics

The decade of the 1960's was a time of dramatic change in the United States. Although the civil rights movement, the women's rights movement, and the peace movement were not born in the 60's, they came of age during that period and the changes they brought are with us today. The Cold War and the Space Race helped shape the current diplomatic and technological landscape. The British invaded the American music industry. College students successfully campaigned for coed dorms. All these processes represent struggles for participation, recognition, and power. In some cases previously unheard voices demanded to be heard and in other cases the loudest voices on the planet attempted to shout each other down. In this tutorial we will use the events of the 60's to illustrate the processes by which power shifts and how a society deals with those processes through its political activity, writing, art, and music.

E. FRANKENSTEIN: GENDER, TECHNOLOGY, AND THE SOCIOLOGICAL IMAGINATION
Susan Ferguson – Sociology

Mary Shelley's novel *Frankenstein* is the centerpiece of this tutorial, which also will include additional readings, films, and discussions. We will focus on Shelley's novel *Frankenstein* not as a literary text per se (i.e., as an example of English Romanticism or as a gothic novel), but more as a social and political text for sociological analysis. Shelley's novel contains many sociological themes, such as the effects of social conditioning, individual and class alienation, gender stereotyping, and the conflict between the institutions of religion and science. Using sociologist C. Wright Mill's concept of the sociological imagination, we will examine *Frankenstein* within the larger contexts of biography and history. In addition to the novel, we will read biographical accounts of Mary Shelley's life, historical material on Europe in the late eighteenth and early nineteenth centuries, technological information concerning the rise of modern science and medicine, and feminist interpretations of the novel.

F. WORKING LIVES
William Ferguson – Economics

For most adults, work occupies more time than any other single non-sleep activity. This tutorial will examine how time spent on the job affects people's lives and what people think about their work. Does work exploit us or does it inspire us? Does it wear us down or does it make us who we are? Do the answers to these questions depend on the type of work? Do they depend on who we are? Readings will include some description, theory, and short fiction about the nature of labor, but will consist primarily of interviews with workers from a variety of jobs and backgrounds. In addition, students will interview local residents about their work and write a paper on their findings.

G. COLOR, CULTURE AND CLASS
Katya Gibel Azoulay – Anthropology

Race thinking dominates ways in which people in the United States differentiate groups of people from each other. This tutorial focuses on associations between color and culture in order to examine how racial meanings are constructed and made comprehensible as well as how they are routed through representations of class. Using a combination of texts—academic articles, films, newspapers and advertisements—we will explore representations of "whiteness," "blackness," and other "race-d" identities in the public arena. Throughout the semester we will interrogate the language, ideas and assumptions that give meaning to the different ways we perceive the world around us and through which we understand our individual experiences.

H. THE DOUBLE-EDGED HELIX: PROMISES AND PITFALLS OF APPLIED HUMAN GENETICS
Leslie Gregg-Jolly – Biology

The complete genetic constitution of a human being has been determined as a result of the Human Genome Project. This information promises to bring insight into mechanisms of disease and possibly behavior. However, reaping the benefits of scientific advances in genetics will not be simple or without serious social and ethical consequences. Although it is a fascinating and potentially productive field of inquiry, genetics fails to provide the guarantees that people often desire. Historically, societal applications of ideas rooted in genetics have had detrimental results. We will examine ways that society has used genetics in the past including efforts to control human heredity and to determine race. We will contemplate ways that new genetic information and technologies such as genetic testing, gene therapy

and cloning are being used now and may be used by society in the future. Positive and negative consequences of applications of contemporary human genetics will be weighed.

I. THE COMING ANARCHY?

Bob Grey – Political Science

After the fall of communism, and with the coming of the millenium, scholars began to offer competing visions of humanity's future. Some thought the world was about to enter a tranquil period of peace, democracy and prosperity. Others predicted a collapse into chaos. Huntington warned of an impending clash of (world) civilizations. Others saw a period of Pax Americana, as the world's one remaining superpower imposed its vision of a new world order. Finally, a number of scholars regarded all of these visions as too narrowly political, ignoring the environment, global warming, and resource depletion, all shaping politics. We will consider these competing visions.

J. THE WORTH OF WATER

Peter Jacobson – Biology

How do we define the "worth" of water? Does it lie in its role as a driver of nature, as Leonardo da Vinci suggested. Is value only apparent during scarcity, as Benjamin Franklin hinted, noting that when the well is dry we know the worth of water? Or does water's role in conflict best highlight its worth, reflected in Mark Twain's adage that while whiskey is for drinking, water is for fighting over. This tutorial will explore the "worth" of water from various perspectives using fictional and non-fictional text and film sources. We will consider how social, economic and environmental factors shape our perceptions of the worth of water.

K. GHOST STORIES

Suchi Kapila – English

In this course, we will study ghosts and literary ghost stories. Do such fantasies provide an escape from an oppressive reality into a wish-fulfilling world or do they present an exaggerated or distorted version of the "real" world? What are literary ghosts and monsters? How are they related to the historical moment in which they appear? We will think about these questions in texts such as Bram Stoker's *Dracula*, Toni Morrison's *Beloved*, and selections from *East West* by Salman Rushdie.

L. THE COMEDIES OF ARISTOPHANES

Gerald Lalonde – Classics

Aristophanes was the greatest playwright of Athenian Old Comedy and the only one whose works have survived in significant part. In the process of understanding and appreciating his plays we will learn something of the history and structure of Old Comedy, and of the Athenian society, politics, religion and warfare that were the subjects of his satire. Exercises in writing, discussion, and spoken presentation will aim at interpretation of theme, plot, scene and character in the extant plays as well as exploration of the meaning and philosophy of the comic – what makes something funny. Much of the appreciation of Aristophanes comes from recognition of the applicability of comic and serious elements of his plays to our own age and experience. To this end members of the tutorial will have the opportunity to write scenarios and scenes for contemporary comedies in the mode of Aristophanes.

M. PLACE AND SPACE: OUR INTERACTIONS WITH THREE DIMENSIONS

Mark Levandoski – Chemistry

Why do mountains evoke a sense of grandeur? What meanings do we give to 'indoors' and 'outdoors'? Why do we describe certain rooms as comfortable? Questions such as these underlie how humans interact with their environments. This course will evaluate our interactions with, and our perceptions and manipulations of, the physical world, with a particular focus on the built environment. As a unifying theme, we will consider how we comprehend and communicate three-dimensional ideas. We will aim for an interdisciplinary approach, drawing on concepts of spatial cognition, architectural design and aesthetics, urban planning and environmental design. We will attempt to judge the impact of these interactions on our daily lives.

N. THE LIMITS OF INTROSPECTION

David Lopatto – Psychology

The rise of formal schools of psychology in America began with the Structuralist school of Edward Bradford Titchener, who asserted that the scientific observation of one's own consciousness was the key to a systematic psychology. We will begin the semester by familiarizing ourselves with Titchener's method, including introspection exercises from his turn-of-the-century texts. We will also explore the hypothesis that some forms of modern psychological investigation such as guided imagery and biofeedback may be unacknowledged descendants of the introspective program. We will examine the proposition that introspection gives one greater control over one's behavior.

O. REPRESENTING ADOLESCENT IDENTITIES

Kara Lycke – Education

In this course, students will consider adolescent identities primarily through the perspectives of young adult fiction, cultural studies, and identity theory. We will examine theoretical and philosophical questions about identity within our own lives and in the lives of the characters in the texts we read: How does identity come to be? Is it a core within us—something we are born with, or are we made from the social, historical, and political contexts within which we live? Can anyone ever truly know another's identity? Do others shape who we are without our consent, or sometimes without our knowledge? As part of the course requirements, students will develop a research project that will explore the portrayal of adolescent identities in America. A variety of print and non-print media may be used such as film, TV, advertisements, interviews, popular magazines, and our own fiction and non-fiction writing.

P. NARRATIVE AND IDENTITY

Johanna Meehan – Philosophy

All human beings tell stories, indeed some researchers argue that a narrative capacity is a critical and unique feature of human cognition. The great political philosopher Hannah Arendt claims that we tell stories because we need them to understand the intentions of human actors, and without them we cannot make sense of human speech and action. Stories not only help us to make sense of human actions, they also motivate them. The story we weave from the given and chosen aspect of our lives makes all the difference in our lives and the lives of those on whom we have an impact. Will we insert ourselves in and enact narratives of sacrifice, whether nationalist or religious, or will it be narratives of historical inevitability, of empire, or of race? Will our stories celebrate one voice, one plot, one perspective, or many? What are the political and moral dimensions of the narrative construction of our identities? What role do violence, negation, and difference play in the stories we tell about "us" and "them"? What of our notions of sameness, difference, insiders, outsiders, otherness, friends, foes, heroes, and villains? To what extent are we responsible for our own life story: after all none of us choose the beginning, and most of us do not choose the end. What role is played by character, what by chance? After reading some of the empirical literature on the role narrative plays in the construction of memory and identity, we will consider these and other questions in light of some examples of religious, race, gender, national, and romantic narratives. Among the authors whose theoretical and fictional works we will study are Arendt, Aristotle, Bruner, Nelson, Conrad, Said, Rushdie, and Morrison.

Q. NEW EUROPEAN IDENTITIES IN FILM AND LITERATURE

Philippe Moisan – French

After 1945, Europe entered into a new period of its history. Traumatized by centuries of war, religious bigotry and nationalism, for the past fifty years it has been redefining and reinventing itself in the shadows of American cultural hegemony. This tutorial will explore the emergence and evolution of different European identities from the post-war period to today through the analysis of films and novels. Themes to be studied include nationalism, the agony of the welfare state, the Cold War, Communism, the rise of the European Union, decolonization, immigration, revolution, globalization and the relationship to American popular culture.

R. SHAKESPEARE'S HISTORY
Edward Moore – English

In this tutorial, we will study Shakespeare's major English history plays: *Richard III*, *Richard II*, *Henry IV* (parts I and 2), and *Henry V*. We will examine the plays as individual works as well as parts of a series dramatizing English history from the overthrow of Richard II, through the Wars of the Roses, to the succession of the Tudors (the house of Shakespeare's monarch Elizabeth I). We will study some of Shakespeare's sources, modern historical understanding of the period, and various interpretations of Shakespeare's plays, including some notable films.

S. EYE MIND IMAGE CULTURE: AN INTERDISCIPLINARY STUDY OF THE CULTURE OF SEEING
William Pergl – Art

We live in an increasingly visual culture and what we see shapes how we think and what we think shapes how we see. This tutorial will examine the problems and possibilities for investigating, thinking and writing about seeing in the 21st century. The worthiness of any visual object or practice, as an object of study, depends not on its inherent qualities but on its place within a cultural context. We will draw on methodologies from the arts, humanities, sciences, and social sciences and will examine a range of visual culture including personal snapshot photography, objects of art, scientific illustrations, mass-market movies, television, toys, apparel, product packaging, merchandise displays, and websites.

T. AMERICAN MEMORIALS AND THE POLITICS OF MEMORY
Sarah Purcell – History

In the post-September 11 United States, public memory has taken on heightened social importance. Plans for several September 11 memorials are well under way, and the public recollection and commemoration of the events of September 11 have taken on a large role in American political discourse. Why does the American public feel the need to commemorate sacrifice, and why is there a debate over the proper form of public memory? This tutorial will explore these questions and will put the current debate in the context of a long tradition of public memorials in America. Students will investigate how Americans have often defined important matters such as national identity, politics, and race in the process of building memorials that celebrate the past. We will analyze formal commemorations such as war memorials (including the Bunker Hill Monument and the Vietnam Veterans Memorial), museums, and national parks; popular culture commemorations in graffiti, rap music, and on the web; and proposals for new kinds of monuments in the twenty-first century. We will investigate how public memory has been and continues to be politicized.

U. THE SELF, THE OTHER, AND HIGHER EDUCATION
Dan Reynolds – German

This tutorial explores various ideas of Selfhood and Otherness as they relate to the enterprise of education. What role historically has a college education played in western civilization in the creation of selves as individuals, citizens, or agents of change? How is the self of the liberal arts college student obligated to or liberated from the other selves? The materials for this course will cover a wide span, ranging from the Ancient Greeks to contemporary discussions about the place of higher education in the United States. We will explore these questions through (auto-)biographical, historical, literary, and philosophical texts as well as the medium of film.

V. GENEALOGIES
Henry Rietz – Religious Studies

Who are we? How are genealogies, ancestral narratives, and other "stories" used to create identity? How are these identities legitimated and given power? What is the relationship between history and myth? In this tutorial we will explore ways that "genealogies" are used to create identity and authority in a variety of contexts, including families, religions, and even institutions such as Grinnell College.

W. ON LOVE
Kathleen Roberts Skerrett – Religious Studies

We reflect on the idea of love as it is represented in selected philosophical texts and novels. These readings develop themes of desire, beauty, grief, and regret in relation to experiences of love. The tutorial is organized to focus on three skills required for success at the college: strategies for critical reading, preparing for class discussion, and composing written arguments.

X. SOUNDTRACKS AND SCORES: MUSIC IN AMERICAN CINEMA
Ralph Russell – Music

When you watch movies are you aware of how the music functions? How does the film/music interaction influence your response to cinematic situations? These are a few questions that will be addressed in this tutorial. From silent films to 21st century dramas, music has been an integral part of the film narrative. Classical music, jazz, rock and rap have been used to enhance dialogue, intensify action and anticipate imminent moments. Through viewing numerous films—for example *Psycho*, *Platoon*, *Jaws* and *Do the Right Thing*—we will critically examine the functional role of music. In addition, major composers, such as, Bernard Herrmann, John Williams and Isaac Hayes will be discussed to understand what is involved in composing for film.

Y. CAPITALISM GOES TO THE MOVIES
Janet Seiz – Economics

"America is the land of freedom and opportunity, where hard-working individuals make their dreams come true." "America is a society obsessed with money, ruled by the rich for the rich, riddled with injustice." Many different "messages" may be found in American films, which both reflect and influence public perceptions. This course will examine portrayals of capitalism in a number of important American films from the 1930s to the 1990s. To better understand how movies "work," we will learn about basic filmmaking techniques. We will also read about the history of the film industry, looking at the complicated interrelations of art, technology, moneymaking, and government. In the last two weeks of the semester, students will give oral presentations on their research papers.

Z. EQUALITY AND INEQUALITY
Pablo Silva – History

Although at one time the American Dream was built around an ideal of social and economic equality, for some time now economic inequality has been growing in the United States. This tutorial will take up a series of questions related to this trend: How is inequality increasing? Why might it be increasing? Is inequality necessarily a bad thing? Can anything be done about it? Should anything be done about it? Readings will include some classic texts on the subject as well as contemporary works written by economists, historians, and public intellectuals. Our goal will be to understand some of the different perspectives in the debate.

AA. BEASTS AND BEAUTIES: MONSTROSITY AND ROMANCE IN LITERATURE AND FILM
Erik Simpson – English

Are *Pulp Fiction* and *The Princess Bride* two sides of a single coin? In this tutorial, we will first examine the production of happiness and horror in texts ranging from traditional fairy tales to Mary Shelley's *Frankenstein*, and then we will turn to adaptations of those works including Angela Carter's short stories and a number of classic and contemporary films. Throughout the course, students will develop skills of written and oral expression, textual analysis, revision, and research. We will devote roughly one quarter of our class time to discussing student writing in a workshop format. Graded assignments will include in-class work, oral presentations, short writing assignments, and a final portfolio of essays.

BB. EMOTION AND COGNITION
Laura Sinnett – Psychology

We will examine how cognition informs emotion and how emotion, in turn, informs cognition. Research over the past 20 years has advanced an understanding of emotions as multidimensional processes that serve functional purposes. Emotions also bias decision making and risk taking, and they influence attention, memory, stereotyping, persuasion, and creativity—to name a few variables examined by

psychologists. Our exploration of emotion processes will focus on the cognitive precursors, components, and aforementioned consequences of emotional experiences in psychologically healthy adults. We will do this by applying multiple levels of analysis, from the molecular (neuroscience) to the molar (psychological), with particular emphasis on the latter. We will not devote attention to maladaptive emotion-related phenomena, such as bipolar or unipolar depression.

CC. HUMANITIES I: THE ANCIENT GREEK WORLD
Paula Smith – English

For centuries in both Europe and America, the cornerstone of liberal arts education was a set of powerful texts written in ancient Greece. Through the nineteenth and twentieth centuries and up to the present day, works by such authors as Homer, Sappho, Thucydides, Sophocles, and Plato continue to find echoes in political speeches, literature, and scholarly theories. Early in the twentieth century, these works finally became widely available in English translation, broadening their audience beyond a privileged class of scholars. Even at Grinnell College, which established an open curriculum more than thirty years ago, the last course required of all students was Humanities I: The Ancient Greek World. This tutorial will make available to you an experience that was formative for undergraduate students from Medieval to modern times: a stimulating, challenging encounter with the Greek ancestors who inspired many intellectual figures you are likely to study in your four years of college.

DD. PAINTING MODERNITY
Susan Strauber – Art

What do we mean when we identify our times as modern? Many of the characteristics of contemporary western society actually emerged during the later nineteenth century in the new cultural capitals of Europe, particularly Paris. One way to explore the emergence of modern cultural phenomena is to examine the artists of 1860s Paris who sought to depict this new society—its appearance, its values, and its effects on the individual—on their canvases. Our tutorial will study the paintings of Edouard Manet and the Impressionists, along with writings of the period and historical texts, to understand the formation of modernity. We will consider how their paintings and their artistic practices connect to the new phenomena of modern life: urban space, photography, leisure time and public entertainment, the commodity culture of department stores, and sexual and social class consciousness and tensions.

EE. COMPUTING: LIMITATIONS AND PROMISING DEVELOPMENTS
Henry Walker – Mathematics/Computer Science

With the many successful applications of computers to solve a wide range of problems, it is natural to wonder what lies ahead for this technology. This tutorial will consider two promising areas of current research in computer science: artificial intelligence (especially expert systems and neural networks) and multi-processor computing (including parallel algorithms, distributed systems, and the World Wide Web). Each of these research areas provides perspectives on problem-solving, and this tutorial will explore each of these perspectives in some detail. Parallel algorithms involve problem-solving approaches which take advantage of multiple processors; artificial intelligence studies both how the human mind might function and approaches for solving problems often associated with intelligent decision making; and distributed computing utilizes networks of machines for the storage and processing of data. For each of these topics, discussion will cover basic concepts, sample applications, and directions of current research. In addition, the tutorial will identify factors that limit how computers may be used. Results from the theory of computation show that some problems are inherently not solvable, while practical considerations restrict the nature of the solutions that may be found for other problems.

FF. JUST AND UNJUST WARS
Eliza Willis – Political Science

Under what circumstances can the resort to war as a means of conflict resolution be morally justified? Once a nation is at war, what ethical considerations should guide the actions of leaders and soldiers? Through references to historical and current case studies we will examine the terrible choices that emerge during armed encounters. In addition to conventional warfare, we will explore the special moral challenges posed by unconventional conflicts such as nuclear war and state responses to terrorism. Our discussions will be guided by reading influential texts by contemporary thinkers, especially Michael Walzer, and by viewing depictions of war in classic films and other media.

GG. ICELANDIC SAGAS

Royce Wolf – Mathematics/Computer Science

The authors of the Icelandic Sagas (including bard and chieftain Snorri Sturluson), writing in the 13th century, describe the legends and customs of an historic Iceland (800-1150) with a unique and fascinating style. Feuds, heroic adventures, creation myths, ghost stories and a unique system of government are vividly brought to life. Our tutorial will study these sagas and their influence on 20th century writers including William Vollmann whose first novel of North American exploration, *Ice Shirt*, retells many of the saga stories.

HH. THE SISTINE CHAPEL

Timothy Chasson – Art

Michelangelo's monumental fresco painting of the Last Judgment completed the vast pictorial program of the Sistine Chapel begun decades earlier by other artists. It also generated intensely contradictory responses within the culture of the Late Renaissance. There were conflicting ideas about the nature of art and the public's ability to understand it, about the role of art in religion, and the effect of mechanically reproduced prints distributed at large and divorced from the chapel context. Before we can understand these issues, we will need to see how the earlier imagery in the chapel conveyed political and theological positions of the papacy and how visual art itself was conceived of, including Michelangelo's ceiling frescoes. To explore the significance of the chapel, we will draw on Renaissance history, the Hebrew Bible, Christian scripture, Renaissance music and literature, including Michelangelo's poetry, and modern criticism.



TUTORIAL SUMMARY SHEET

2003-2004

- A. Decline and Renewal in the Heartland (Andelson)
- B. Dis / Connected (Borovsky)
- C. Doing History: The Pullman Strike of 1894 (V. Brown)
- D. Living An Authentic Life (Burkle)
- E. Yeats and Joyce (Cavanagh)
- F. The Sistine Chapel (Chasson)
- G. Humanities I: The Ancient Greek World (J. Cummins)
- H. Stories, Story-Tellers, and Audiences: Geoffrey Chaucer's *Canterbury Tales* and Marguerite of Navarre's *Heptameron* (Dobbs)
- I. Autism (Ellis)
- J. Explaining Happiness (Ellison)
- K. The Ring of the Nibelung (E. Gaub)
- L. The Double-Edged Helix: Promises and Pitfalls of Applied Human Genetics (Gregg-Jolly)
- M. Cartoons (Gum)
- N. Utopia and Revolution in Russia and the United States (Herold)
- O. The Hero's Journey (Hughes)
- P. The Teller and the Tale (Ireland)
- Q. Baseball: Its Literature, Science, Societal Impact (Jepsen)
- R. Freedom (Kaiser)
- S. Exploitation and Subversion: The Politics of Popular Culture (Ketter)
- T. Dear John: Restoring the Lost Art of the Letter (Lobban-Viravong)
- U. The Social Politics of Having Children (K. McClelland)
- V. The Person Behind the Discovery (Minelli)
- X. Everybody, Nobody, Anybody, and Somebody: Pronouns that Shape the Boundaries of Social and Political Discourse (Munyon)
- Y. Spain Through the Lens of its Film Directors (Perri)
- Z. Literary Travel Narratives and the Invention of Self (Perry)
- AA. Economics Goes to the Movies (Powell)
- BB. Owning Bits: Intellectual Property in the Information Age (Rebelsky)
- CC. Biotechnology: Bountiful Harvest or Bitter Harvest? (Robertson)
- DD. Degradation and Development in Tropical Forests (Roper)
- EE. Food for Thought (Kamp)
- FF. Elvis Everywhere (Torres)
- GG. Primitive Skills in the Modern World (Whittaker)
- HH. Man Woman East West (Yoshinaga)

TUTORIALS

2003-2004

A. DECLINE AND RENEWAL IN THE HEARTLAND **Jonathan Andelson – Anthropology**

The focus of this tutorial will be on two major changes in the human ecology of the Upper Midwest in the last 150 years, and on the efforts presently underway to redirect the relationship between humans and the environment in the region in a more sustainable direction. The first change, which resulted from the arrival of European Americans in the middle of the nineteenth century, was the nearly complete destruction of the tallgrass prairie, perhaps the most rapid and extensive degradation of a natural ecosystem in human history. The settlers replaced the prairie with a diversified agricultural ecosystem on what proved to be some of the best farmland in the world. The second change, which has taken place in the past fifty years, is an enormous increase in the region's agricultural productivity due to a combination of increasingly sophisticated farm implements, plant hybridization, use of synthetic pesticides, herbicides, and fertilizers, specialized cropping systems, and, more recently, confined animal feeding operations (CAFOs), genetically modified crops (GMOs), animal growth stimulating hormones (GSHs), and global positioning system (GPS). The increase in productivity has come at great cost in terms of soil erosion, chemical pollution of soil and ground water, reduction in diversity, and the decline of the rural economy and society as production becomes more concentrated and vertically integrated. After examining the problems we will examine what farm activists, community organizers, prairie enthusiasts, proponents of local food systems, artists, and others are doing to renew the natural and cultural life of the Heartland. Students in this tutorial are expected to volunteer several hours during the semester in a local community or environmental service organization.

B. DIS / CONNECTED **Brian Borovsky – Physics**

It has been said that we live in a dog-eat-dog world. Some have likened human life to a continual struggle for the survival of the fittest individuals, mirroring certain evolutionary processes observed in non-human life. Still others cherish a view in which we are all brothers or sisters in one human family, a view that urges awareness of how human relationships bring inspiration and meaning to our lives. This tutorial will examine the ways in which we are isolated from each other and in which we are connected to each other as human beings. We will allow a variety of sources to shed light on our conversation, including plays, short stories, and philosophical writings as well as research in biology, economics, and psychology. Our readings and discussions may be informed by a variety of perspectives, encouraging dialog among religious or spiritual and secular humanist points of view. Ultimately, we will seek a deeper appreciation for the various roles of individuality and relatedness in human life.

C. DOING HISTORY: THE PULLMAN STRIKE OF 1894 **Victoria Brown – History**

How do historians use the remains from the past to tell a story about the past? How do they decide which reports from the past are usable and which are not? How do they piece together scattered evidence to construct a coherent narrative? And how do they place a single story into the larger context of the time? We will use one of America's most dramatic labor strikes, the Pullman Strike of 1894, to explore such questions. By devoting fifteen weeks to a bitter, bloody labor uprising that lasted eight weeks, we will become historians of the Pullman strike. Rather than read published histories of the strike, we will examine the newspaper and magazine reports, the government investigations, the court cases, and the political negotiations to develop our own strike histories. We will also study the era's big questions about the rights of labor, the rights of capitalists, and the role of the state in order to place the Pullman strike in historical context.

D. LIVING AN AUTHENTIC LIFE
Howard Burkle – Religious Studies

Socrates says that the examined life is what makes life worth living. This tutorial assumes that Socrates got it right. Focusing on Existentialist thinkers: Kierkegaard, Nietzsche, Sartre, Camus, and Buber, we shall seek to discern the qualities that make a human life authentic. Although these writers are alike in their existentialist approach, they range from atheist to agnostic to theist in their ethical, metaphysical, and spiritual commitments. This challenging variety should provide a context within which the group can reflect upon urgent practical and personal issues: how a liberal arts education and one's choice of vocation can contribute to the quest for the authentic life.

E. YEATS AND JOYCE
Michael Cavanagh – English

This tutorial offers an introduction to the poetry and fiction of the two most famous writers of twentieth-century Ireland. It examines their contribution to the international movement known as "Modernism," as well as their aspiration to shape Ireland's nationhood through their writing. We will read and discuss Yeats's poetry for the first half of the semester, ranging over the whole of his poetic career. Our reading of Joyce in the second half will extend to his middle years, and will include *Dubliners* and *Portrait of the Artist as a Young Man*. We will occasionally look at other Irish writers whose work Yeats and Joyce knew and later writers whose work represents a continuation or modification of their own.

F. THE SISTINE CHAPEL
Timothy Chasson – Art

Michelangelo's monumental fresco painting of the Last Judgment completed the vast pictorial program of the Sistine Chapel begun decades earlier by other artists. It also generated intensely contradictory responses within the culture of the Late Renaissance. There were conflicting ideas about the nature of art and the public's ability to understand it, about the role of art in religion, and the effect of mechanically reproduced prints distributed at large and divorced from the chapel context. Before we can understand these issues, we will need to see how the earlier imagery in the chapel conveyed political and theological positions of the papacy and how visual art itself was conceived of, including Michelangelo's ceiling frescoes. To explore the significance of the chapel, we will draw on Renaissance history, the Hebrew Bible, Christian scripture, Renaissance music and literature, including Michelangelo's poetry, and modern criticism.

G. HUMANITIES I: THE ANCIENT GREEK WORLD
Joseph Cummins – Classics

The literature of ancient Greece lies at the heart of a liberal-arts education. The poetry, drama, history, and philosophy of the Greeks have had immense influence in shaping the cultural tradition of Western Europe and all the forms of intellectual life which that tradition has included or influenced. In an effort to understand and appreciate this tradition from its beginnings, we will read and discuss the *Iliad*, the *Odyssey*, Aeschylus' *Agamemnon*, Sophocles' *Oedipus the King*, Euripides' *Bacchae*, Aristotle's *Poetics*, Thucydides' *History of the Peloponnesian War*, and several of Plato's dialogues. While this course will be especially useful to students who wish to study literature, the excitement and challenge of studying these classic texts will make a fine beginning for the college education of any student.

H. STORIES, STORY-TELLERS, AND AUDIENCES: GEOFFREY CHAUCER'S *CANTERBURY TALES* AND MARGUERITE OF NAVARRE'S *HEPTAMERON*
Elizabeth Dobbs – English

How is a story constructed? Using a model derived from linguistics and applied to narrative, we'll consider this question as we read stories from Marguerite of Navarre's *Heptameron* and Geoffrey Chaucer's *Canterbury Tales*. Both are framed collections of tales told by characters brought together almost by chance. Chaucer's twenty-nine pilgrims to the shrine of Thomas Becket meet in Southwark in the late fourteenth century and decide to travel to Canterbury together and to entertain one another with tales. In Marguerite's collection, ten sixteenth-century French travelers, five men and five women, are stranded at a monastery in the Pyrenees on their way home from a Spanish spa and decide to imitate Boccaccio's *Decameron* by taking turns at story-telling. In both, the tale-telling is interspersed with lively discussion among the tellers and audience about the tales. In order to study the art of narrative, the members of this Tutorial will continue those conversations.

I. AUTISM
Ann Ellis – Psychology

Autism, a condition characterized by distinct social, language, and motor behaviors, unfolds as the complex interactions of human development take place. In this tutorial we will explore the puzzling questions about psychological functioning that surround the spectrum of autistic disorders. Through critical analysis of clinical and experimental research and non-fictional texts and films we will examine the origins and manifestations of this condition and finally the question of what it means to live with autism.

J. EXPLAINING HAPPINESS
David Ellison – Political Science

Different academic disciplines bring very diverse observations, ideas, ways of thinking and analytical tools to bear on most of life's basic questions. This tutorial will analyze ways in which academic disciplines—literature, philosophy, chemistry, psychology, political science, and more—attempt to explain happiness and, in doing so, will begin to provide an idea of how academic disciplines contribute to our everyday understanding of the world around us. Some of the explanations for general life satisfaction we will consider include things like the role of political institutions, aggregate welfare, chemical balance, genetic structure, socio-economic status and personal expectations.

K. THE RING OF THE NIBELUNG
Eugene Gaub – Music

Richard Wagner's cycle of four music dramas is many things: a gripping adventure tale with roots in mythology, a history of the world itself, a demonstration of the corrupting effects of power and of redemption through love, an exploration of the subconscious mind; in short, the Ring tetralogy is the most ambitious piece of musical theater ever conceived. Through a variety of approaches and interpretations we will explore the layers of meaning in the work, and examine aspects of Wagner himself that make him the most controversial composer in history. Music reading ability is not required.

L. THE DOUBLE-EDGED HELIX: PROMISES AND PITFALLS OF APPLIED HUMAN GENETICS
Leslie Gregg-Jolly – Biology

The complete genetic constitution of a human being has been determined as a result of the Human Genome Project. This information promises to bring insight into mechanisms of disease and possibly behavior. However, reaping the benefits of scientific advances in genetics will not be simple or without serious social and ethical consequences. Although it is a fascinating and potentially productive field of inquiry, genetics fails to provide the guarantees that people often desire. Historically, societal applications of ideas rooted in genetics have had detrimental results. We will examine ways that society has used genetics in the past including efforts to control human heredity and to determine race. We will contemplate ways that new genetic information and technologies such as genetic testing, gene therapy and cloning are being used now and may be used by society in the future. Positive and negative consequences of applications of contemporary human genetics will be weighed.

M. CARTOONS
Ben Gum – Mathematics/Computer Science

In this tutorial, we will watch, analyze, and discuss a number of animated cartoons. We will first focus on cartoons designed to educate as well as entertain, such as Tennessee Tuxedo, Schoolhouse Rock, and Peabody's Improbable History. We will discuss how successful these works are in teaching viewers and stimulating intellectual curiosity. In addition, we will look at how sentiments of the current culture are intentionally and unintentionally reflected in cartoons and how these sentiments contribute to or distract from the main educational goals. In the second portion of the course we will examine long-running cartoons series, such as Bullwinkle, The Simpsons, and Charlie Brown, considering the social commentary that they make and the ideology of the period that commentary is based on.

N. UTOPIA AND REVOLUTION IN RUSSIA AND THE UNITED STATES

Kelly Herold – Russian

This tutorial will study the relationship between revolution and utopia as represented in literary texts and political theory. The nature of this intersection will be examined in two national settings of very different eras: the United States (and British Colonies) from 1700 to the present day and Russia (and the U.S.S.R.) from 1850 to 1950. Three questions will be central to the course: What is the relationship between literature and political theory?; Do the ends justify the means in the application of political and artistic vision?; Can literary and political ideas effect social and political change? We will be reading a variety of utopian, dystopian, and anti-utopian texts and will investigate the application of these ideas in art, politics and propaganda.

O. THE HERO'S JOURNEY

Dennis Hughes – Classics

In this course we shall read, interpret, and discuss a selection of heroic poems from a number of ancient and medieval cultures. The central texts will be the two great Homeric epics, the *Iliad*, which tells of the anger of the Greek hero Achilles with his commander Agamemnon and his withdrawal from battle during the Trojan war, and the *Odyssey*, the story of Odysseus' wanderings after the same war before returning home to reclaim his kingdom and rejoin his long-suffering wife Penelope. Other readings will include the Roman epic the *Aeneid* (modeled structurally on the *Odyssey* and *Iliad*, the tale of Aeneas' flight from Troy and his eventual founding of a state in Italy); the earliest surviving epic poem, the Mesopotamian *Epic of Gilgamesh*; and, for comparison's sake, one or more medieval works: the Anglo-Saxon *Beowulf*, the Irish prose-and-verse saga the *Tain* (*The Cattle Raid of Cooley*), and/or the little-read Turkish masterpiece (also prosimetric) *The Book of Dede Korkut*. The focus of the tutorial will be on the various conceptions of the heroic found in these works and on the common narrative patterns of trial, quest and journey, spatial or spiritual, of the hero. Other topics will include the nature of oral (as opposed to written) poetry, the distinction between myth and folktale, Greek and Roman religion (including the Greek worship of heroes or "hero cult"), the role of women (as wives, mothers and lovers, mostly; but also sometimes as warriors), and the diverse cultural value systems reflected in the epics, which address many fundamental issues of human existence: duty, glory, justice, fate, honor and dishonor, friendship and enmity, courage and cowardice, war and peace, divinity and human mortality.

P. THE TELLER AND THE TALE

Susan Ireland – French

This tutorial will examine the forms and functions of storytelling through the analysis of different types of narrative ranging from legends and fairytales to contemporary novels, films, and short stories. Drawing on materials from a variety of disciplines, we will look at the role of storytelling in such areas of our lives as the transmission of cultural values, the socialization of children, and the creation of individual and collective identities. We will study both oral and written forms of storytelling and will explore the relationship between the teller, the tale, and the reader or listener.

Q. BASEBALL: ITS LITERATURE, SCIENCE, SOCIETAL IMPACT

Charles Jepsen – Mathematics/Computer Science

We will investigate questions in three areas that arise from a study of the game of baseball, our national pastime. Literature and the arts: What do writers, poets, and filmmakers have to say about the game? Science: How might we analyze the mechanics of a pitched ball? the circumstances in which a sacrifice bunt is the best percentage play? the likelihood of a player attaining a .400 batting average? Impact on society: What can we learn from Jackie Robinson? Negro Leagues? women's leagues? Japanese baseball? the influx of Latin American players?

R. FREEDOM
Daniel Kaiser – History

Is freedom the "natural" condition of humankind, as some theorists maintain, or are humans subject to forces over which they can exercise little control? Indeed, do humans covet freedom at all, or do they, as Dostoevsky has the Grand Inquisitor say, prefer to abandon their freedom in favor of happiness? From numerous perspectives, both classical and modern, this tutorial will examine freedom and its limitations. We will consider how dystopian fiction, religious discipline, slave narratives, Nazi culture, neuroscience, and molecular biology, among others, contribute to our understandings of freedom and its boundaries, and what these understandings mean for a liberally educated person.

S. EXPLOITATION AND SUBVERSION: THE POLITICS OF POPULAR CULTURE
Jean Ketter – Education

Who creates and controls our desires? How do we come to define goodness, excellence, art, and beauty? Is it multinational corporations with billion dollar advertising budgets who create our values and exploit our desires through mass media, or are we resourceful individuals who not only are able to resist the messages of popular culture but also subvert them to our own aims? Barbie, GI Joe, FUBU, Hip Hop, Bay Watch, Oprah, SUV's, WWF. Do these products and images influence and even create our desires, do they merely reflect them, or is it neither of these alternatives? In our consideration of such questions, we will read, listen to, and view a wide range of scholarly and popular texts—from McLuhan to Chomsky—on a wide range of topics—from P.T. Barnum to Eminem. Using examples drawn from the last century and the current day, we will analyze the perennial debate between those who believe that the average citizen is exploited and corrupted by popular culture and those who believe it is, at worst, a harmless wasteland of superficiality and farce, and at best, a site of healthy critique and resistance.

T. DEAR JOHN: RESTORING THE LOST ART OF THE LETTER
Heather Lobban-Viravong – English

When was the last time that you wrote a letter to anybody? In this tutorial we will write and read letters while keeping in mind the important features of this specific genre. We will explore the use of letters in film, novels, essays and poetry, and consider such issues as voice and audience. As we contemplate the importance of this dying art form, we will ask the following questions: How does the letter form vary across time and space? How does the writer portray his or her self in relation to specific events and relationships? How can we resolve the tension that results when a private form of expression is offered for public consumption? Some of our readings in the course will range from poetic letters by women of classical myth to Turkish travelogues.

U. THE SOCIAL POLITICS OF HAVING CHILDREN
Kent McClelland – Sociology

How do people decide whether or not to have children, when to have children, how many children to have? Are there some people who should have children and others who should not? This tutorial will look at social, legal, and biomedical questions surrounding decisions about childbearing and childrearing. We will discuss single-parent families, teenage pregnancy, welfare, illegitimacy, childlessness, birth control, adoption, abortion, infertility treatments, prenatal testing, cloning, and eugenics. Examining a wide variety of literature—from novels to legal arguments to scientific and social scientific reports—we will seek to understand the complex pressures put on prospective parents in America.

V. THE PERSON BEHIND THE DISCOVERY
Martin Minelli – Chemistry

Many breakthroughs in science, especially in the early days, are attributed to the work of one person. The names of these people are mentioned in textbooks, but the reader is generally not informed about the personality of the discoverer, their background or how the discovery was made. In this tutorial we look at the personalities and background of people who made outstanding contributions to the fields of biology, chemistry, physics, and medicine. We will study the historical setting these people worked in, their family background, their education, their professional career and finally how they made their significant contribution to science and what impact it had. Was it planned or was it by accident? A general discussion of science and scientific topics is also included.

X. EVERYBODY, NOBODY, ANYBODY, AND SOMEBODY: PRONOUNS THAT SHAPE THE BOUNDARIES OF SOCIAL AND POLITICAL DISCOURSE
Paul Munyon – Economics

Everybody agrees. Nobody cares. Anybody can see. Somebody must. Who are the antecedents to these pronouns? Who is included and who is excluded? About whom are we thinking or speaking or writing? In this tutorial we will use elements of basic set theory and of classical rhetoric to investigate how these four pronouns with ambiguous antecedents influence the ways we describe our world to others and explain it to ourselves. We will find our examples of the effects of their use on political and social discourse in essays and editorials, in social and political commentaries, and in the tales we tell each other as plays and short stories. In addition, we will employ census data collected from a variety of sources, traditional and not so traditional, as part of our effort to identify and count those whom we assert are the relevant antecedents in our arguments.

Y. SPAIN THROUGH THE LENS OF ITS FILM DIRECTORS
Dennis Perri – Spanish

An examination of Spain's culture, society and institutions from the perspective of that country's foremost films directors. No knowledge of Spanish is needed. The course will begin with a brief discussion of the Spanish cultural context and the basic features of film analysis. The tutorial will then focus on the directors' vision and interpretation of Spanish society as it moved from authoritarian rule to democratic institutions and as it has become integrated into the European and global communities (1940 to the present). Films will include works by Carlos Saura, Luis Buñuel, Pedro Almodóvar among others.

Z. LITERARY TRAVEL NARRATIVES AND THE INVENTION OF SELF
Petra Perry – German

Literary travels from their beginning share a consistent set of structuring elements: a journey with a well defined here (domicile, habitat, homeland), there (other places, including gods' domains, underworlds, and other furthest reaches), and the wobbling and resourcefulness of the traveler. As events, these serve to assail a cultural status quo and to inventory alternatives and possible transformations. By the twentieth century, a notion of self invention—at the boundary of or even in opposition to a domestic social and cultural inheritance—becomes an integral feature of such literary journeys of discovery. Our tutorial will begin here, considering such texts as Thomas Mann's *Death in Venice*, Patricia Highsmith's *The Tremor of Forgery*, B. Traven's "Night Visitor," Georg Simmel's essay, "The Stranger," and Peter Handke's *Long letter, Short Farewell*, as well as Visconti's filmic version of Mann's novella and Wim Wenders's road movie, *Alice in the Cities*.

AA. ECONOMICS GOES TO THE MOVIES
Irene Powell – Economics

A lot of really good movies purvey really bad economics. This tutorial will explore the way in which economic issues are represented in the movies, and will identify and examine the economic views embedded therein. The course is intended to encourage critical thinking about economic viewpoints presented in popular culture, specifically in films as narrative devices. We will watch, analyze, and write about some American, and a few foreign, films, and we will extend our analysis of American economic problems to those faced in other countries. For example, the controversies of water resource use as depicted in American movies such as *Chinatown* are the same as those raised by China's Three Gorges Dam project. Other films we might view include *Traffic* (the market for drugs), *Wall Street* (corporate raiders), *East/West* (a foreign film set in the Soviet economy under Stalin), and the comedy *The Associate* (Whoopi Goldberg as a victim of economic discrimination).

BB. OWNING BITS: INTELLECTUAL PROPERTY IN THE INFORMATION AGE
Samuel Rebelsky – Mathematics/Computer Science

Computers and the Internet have changed the environment for various forms of intellectual property, including patents, copyright, and trademark. Some of the attempts to stem abuse of copyrighted materials have also led to questionable limitations on fair use. Similarly, patent law has been expanded to incorporate algorithms and business practices, areas traditionally deemed unpatentable. In addition, while trademarks are limited to particular markets, there is a much more limited range of domain names, leading to unexpected conflicts. In this tutorial, we will explore these and other changes wrought by the new wired environment on notions of intellectual property. We will investigate a variety of topics, focusing primarily on current cases and issues.

CC. BIOTECHNOLOGY: BOUNTIFUL HARVEST OR BITTER HARVEST?
Diane Robertson – Biology

The term biotechnology includes many activities all of which involve harnessing the abilities of living organisms. This tutorial will focus on how these abilities can be harnessed through the use of genetic engineering techniques and it will look at their biotechnological applications in a variety of areas including genetic engineering of plants and animals, genetic testing, gene therapies, reproductive technologies, human cloning, DNA fingerprinting and patenting. As we examine each of these areas we will consider the social implications of these new technologies, the promises made and the risks involved in using each, as well as the ethical, legal and economic questions that they raise.

DD. DEGRADATION AND DEVELOPMENT IN TROPICAL FORESTS
Montgomery Roper – Anthropology

This class will examine the social context of environmental change in tropical forests. We will take an interdisciplinary approach to understanding the underlying forces of environmental change, the nature of the change, as well as how such change affects human populations both locally and globally. Topics covered will include (but are not limited to): ecology of tropical forests and forest degradation, ethnography of tropical forest cultures, history of development approaches and culture change in tropical forests, politics of development and conservation concerning tropical forest, economics of forest product markets, competing ideologies concerning tropical forests, and alternatives to deforestation. While the course will address issues concerning tropical forests globally, particular focus will be given to South America's Amazon Basin.

EE. FOOD FOR THOUGHT
Kathy Kamp – Anthropology

Food is more than just the nutrition that allows you to survive; a concern with eating and its contexts pervades almost every aspect of everyone's lives. This tutorial will examine some of the scientific, artistic, social, political, and economic ramifications of food. In addition to books and articles, sources will include advertising, films, cookbooks, and interviews.

FF. ELVIS EVERYWHERE
George (Jorge) Torres – Music

Elvis may have left the building, but he has not left popular culture. In some form or another, Elvis transcends areas, not only in popular discourse, but also in scholarly arenas where academic discourses on The King examine topics ranging from Elvis and patriotism to Elvis as White trash. This tutorial examines how Elvis discourses function within popular culture investigating aspects of cultural identity such as race, class, and ethnicity and examine how these and other aspects of Elvis culture relate to the broader context of American popular culture.

GG. PRIMITIVE SKILLS IN THE MODERN WORLD

John Whittaker – Anthropology

Modern popular culture is seeing a revival of interest in primitive skills: traditional technologies such as flintknapping, archery, weaving and basketry, fire-making, and tracking. We will combine practical experience to learn a couple of simple pre-industrial technologies with reading and writing to explore questions raised by the term "primitive skills." What is our notion of primitive, and why does "the primitive" appeal to people today? What is skill? How are skills learned and differently valued in the context of our culture?

HH. MAN WOMAN EAST WEST

Seiko Yoshinaga – Chinese & Japanese

Let's go on a journey together. Japan has had a rich history of the theatre, starting from noh plays, bunraku puppet plays, and kabuki up to modern/contemporary theatre and the all-women Takarazuka stage productions. From the start we will see that there are gender issues in the Japanese theatrical tradition: the portrayal of women by male actors and the exclusion of women actors and puppeteers from noh, bunraku and kabuki. Reading the scripts and watching video performances, we will look at how images of man/woman have been represented and/or reproduced in the Japanese theatre. For purposes of comparison/contrast, we will also read Western plays roughly contemporary with their Japanese counterparts. Next, we will look at Western versions of Japanese noh plays and Japanese noh versions of Western materials as examples of more explicit intersections of East and West. We will consider how Japan, its culture and people, have been viewed as objects of a Western gaze. We will conclude this adventure in criss-crossing issues of gender and nation by juxtaposing a European opera about an American in Japan with its deconstructive retelling by a Chinese-American playwright.

TUTORIAL SUMMARY SHEET

2002-2003



- A. Thoreau, Du Bois and the Souls of Walden (Andrews)
- B. Russia in Revolution: Literature, Art, Film (Armstrong)
- C. Cuba And The United States: Friends or Enemies? (Avalos)
- D. Color, Culture and Class (Azoulay)
- E. African-American Autobiography (Barlow)
- F. Getting a Life: The Discovery of Vocation in American History (Bateman)
- G. The Anthropology of Bigfoot/Sasquatch/Yeti (Bentley-Condit)
- H. Musicians in Fiction (Chenette)
- I. The Trojan War: Myth or Fact? (M. Cummins)
- J. Science Writing (Cunningham)
- K. Placing Ourselves: Landscape, Locale and Identity (Delmenico)
- L. We Are What We Eat: Food, Culture, and Identity in Literature and Film (Feng)
- M. Americans in Paris: Through the Looking Glass (J. Gross)
- N. Images of Africa (K. Jacobson)
- O. Freedom (Kaiser)
- P. The Quest for Identity: Alice in Wonderland Meets Weetzie Bat (Lycke)
- Q. Science and Society: Societal Reaction to Scientific Progress (Mobley)
- R. Dire Warnings (Montgomery)
- S. Digital Photography: Evolution, Revolution or Imposter (Pergl)
- T. Literary Travel Narratives and the Invention of Self (Perry)
- U. Detectives and Their Fictions (Pillado)
- V. American Memorials (Purcell)
- W. Genealogies (Rietz)
- X. Courting Disaster (Savarese)
- Y. Literature and Spirituality: Herman Melville's Moby-Dick (Simawe)
- Z. Frankenstein's Monsters: the Creation of Horror and the Horror of Creation (Simpson)
- AA. Ideas of Love in Western Culture (Skerrett)
- BB. Outward From the Middle of the Maze: Selected Plays of Tom Stoppard (J. Stone)
- CC. Issues in Health Care (Sullivan)
- EE. Music in the Balance Of Power (Vetter)
- FF. Russian Fairy Tale in Soviet Literature and Beyond: In Search of a Magical Kingdom (Vishevsky)
- GG. Math, Music and Literature (Wolf)

TUTORIALS

2002-2003

A. THOREAU, DU BOIS AND THE SOULS OF WALDEN Steve Andrews – English

In this course, we will read two of the most important texts in the American canon, Henry David Thoreau's Walden and W.E.B. Du Bois's The Souls of Black Folk. We will discuss each text as a unique aesthetic intervention into the socio-political landscape of its own time, and we will discuss them as mirrors reflecting to each other the promises and failures of reconstructing American spaces--persons, places and laws--flawed by four hundred years of slavery. We will read legislative compromises, Supreme Court decisions, and Constitutional Amendments, all with an eye toward contextualizing the aesthetic interweave of Thoreau's and Du Bois's ideas about mobility and stasis, identity and place.

B. RUSSIA IN REVOLUTION: LITERATURE, ART, FILM Todd Armstrong – Russian

The new Russia, finding itself at the beginning of another era of momentous change, has taken to looking to its past to chart the future. This tutorial will also turn to Russia's revolutionary past and the period from the turn of the century to the thirties, as interpreted by great Russian cultural figures--writers, artists, and filmmakers. We will consider the vibrant literary and artistic era of the Russian Avant Garde; the cataclysmic change ushered in by the Russian Revolution; and the establishment of the totalitarian doctrine of Socialist Realism. Tasks of textual analysis, research, and written and oral expression will be organized around works of literature, including Boris Pasternak's *Doctor Zhivago*, Yuri Olesha's *Envy*, and Valentin Kataev's *Time, Forward!*; the artistic creations of the Avant Garde; the films of Sergei Eisenstein and Dziga Vertov; and other cultural texts.

C. CUBA AND THE UNITED STATES: FRIENDS OR ENEMIES? Lisa Avalos – Sociology

Cuba lies just ninety miles off the coast of the United States, but the social and ideological distance between the two countries is far greater than geography suggests. This tutorial will get at the root of the tension by first examining historical and current events that have affected relations between the two countries, such as the Spanish-American War, the rise of a U.S.-supported dictator, Castro's revolution, and the many streams of Cubans heading for U.S. shores. Once we have a context in place, we will delve into the life experiences and resulting worldviews of Cubans and Cuban-Americans in order to fully understand the social distance between the two groups. In doing so, we will focus particular attention on exploring how Cubans and Cuban-Americans think about themselves, about Cuba, and about each other. As we proceed, we will use a variety of source materials, including scholarly literature, fiction by Cuban-American writers, newspaper and magazine accounts, and films.

D. COLOR, CULTURE AND CLASS Katya Azoulay – Anthropology

Race thinking dominates ways in which people in the United States differentiate groups of people from each other. This tutorial focuses on associations between color and class in order to examine how racial meanings are constructed and made comprehensible as well as how they are routed through representations of class. Using a combination of texts -- academic articles, films, newspapers and advertisements -- we will explore the representation of "whiteness," "blackness," and other "race-d" identities in the public arena. Throughout the semester we will interrogate the language, ideas and assumptions that give meaning to the different ways we perceive the world around us and through which we understand our experiences.

E. AFRICAN-AMERICAN AUTOBIOGRAPHY
George Barlow – English

This course will use 19th- and 20th-century autobiographies and personal essays to explore African-American history, literature, and culture. We will begin with an examination of the African past, slavery, and two classic slave narratives, Frederick Douglass' *Narrative of the Life of Frederick Douglass* (1845) and Linda Brent's *Incidents in the Life of a Slave Girl* (1861). Then works by W.E.B. DuBois, Booker T. Washington, Richard Wright, James Baldwin, Anne Moody, Malcolm X, and Maya Angelou will be considered in the context of their respective literary periods.

F. GETTING A LIFE: THE DISCOVERY OF VOCATION IN AMERICAN HISTORY
Bradley Bateman – Economics

One of the ways in which Americans have traditionally shaped their responses to fundamental social and economic transformations is through their religious beliefs. Americans have also frequently based their efforts to transform society on their religious beliefs. In this tutorial we will consider several instances from the 19th and 20th centuries when Americans shaped new careers and new social movements through their religious commitments.

G. THE ANTHROPOLOGY OF BIGFOOT/SASQUATCH/YETI
Vicki Bentley-Condit – Anthropology

Whether one uses the term Bigfoot, Abominable Snowman, or *bun manchi* (in Nepali), we have all heard of these beings. Their potential existence confronts us in the supermarket check-out line where we see photos of a human-Yeti "love child", through oral and written narratives ranging from Native American myths to scientific journal articles, and through visual media ranging from the infamous 1967 Patterson footage to "Harry and the Hendersons". In this tutorial, we will explore the anthropology of B/S/Y. We will primarily take biological anthropology and archaeological perspectives, focusing on B/S/Y as a hominoid, its evolutionary history and significance, and its habitats and population viability. As time permits, we will also take the cultural anthropology perspective – examining such issues as the prevalence of B/S/Y in myth. We will examine and discuss the evidence, pro and con, over the course of the semester. Participants are encouraged to enter with open minds.

H. MUSICIANS IN FICTION
Jonathan Chenette – Music

We will read novels and stories with musicians as protagonists and study the music that inspired their authors. Why have writers been drawn to musicians as fictional characters, and how can insights into the music color our reading of the stories? Our material will range widely, beginning with Willa Cather's portrayals of singers and fiddlers on the prairie and Thomas Mann's depiction of a demonic composer in *Doctor Faustus*. Recent novels will include Vikram Seth's story of chamber music players in contemporary London, *An Equal Music*, and Nick Hornby's *High Fidelity*, the purported musings of a DJ and failing record store owner whose love affairs play out over the backdrop of his collection of classic vinyl.

I. THE TROJAN WAR: MYTH OR FACT?
Monessa Cummins – Classics

Swift-footed Achilles, crafty Odysseus, beautiful Helen--these are figures familiar to all lovers of Homer and Greek myth. The Trojan War was, for the ancient Greeks, both an historical fact of cardinal importance and an intriguing story exploited endlessly by poets and artists. In the nineteenth century, adventurers and romantics, with Homer in hand, searched for the site of ancient Troy, determined to prove the historical accuracy of Greek myth. Gradually they gave birth to the new discipline of classical archaeology. In this tutorial we will read Homer's *Iliad* and *Odyssey* as both complex, riveting narratives and as potential sources for historical fact about the Trojan War. We will then study the site of ancient Troy itself--its excavators, their motivations, and their actual discoveries. In the process we will think about the nature of literature, history, and archaeology and try to answer the question: Was the Trojan War an historical event?

J. SCIENCE WRITING
Charles Cunningham – Physics

In the last half century, U.S. science research has proceeded according to a social contract. We (the public) fund science by paying taxes and buying products. Scientists, in turn, do research to improve our understanding of the natural world and to enable the creation of new products as a public service. Science writing plays a central role in fulfilling this social contract. Scientists must communicate their research results in writing, both to their peers and us. We must critically read about scientific research so we can make informed choices in our lives. Science writing, in its various forms, is the focus of this tutorial. We shall closely read books and newspaper articles written to inform the general public both about the nature of science and about recent scientific discoveries. Likely topics include mad cow disease in Britain, the asteroid impact that killed the dinosaurs, global warming, and the nature of matter and the universe. We shall also examine a few select documents written for peer scientists. In class, we shall discuss each document's scientific content and rhetorical techniques, consider its function and audience, and analyze its effectiveness and accuracy. No special scientific background is needed for this course--I will provide whatever scientific interpretation and context may be required.

K. PLACING OURSELVES: LANDSCAPE, LOCALE AND IDENTITY
Lesley Delmenico – Theatre

Drawing from the disciplines of anthropology, sociology, art history, fiction and drama, this tutorial will explore issues of the creation of identity. How are we affected by landscapes, both natural and built? How do different groups of people use place differently? What makes space "sacred?" What creates "home" in a building or community? And how might these definitions differ for immigrants, exiles and tourists? During this course, students will explore a variety of representations of locale, and will experience Grinnell and environs by participating in farm tours, visiting a prairie, creating personal maps and conducting interviews that engage others in questions about home and belonging.

L. WE ARE WHAT WE EAT: FOOD, CULTURE, AND IDENTITY IN LITERATURE AND FILM
Jin Feng – Chinese & Japanese

In this tutorial we will examine the cultural and political significance of food in literature and film. We will focus on the way national cultures and personal identities are described and defined through narratives of the preparation, consumption, and appreciation of food in twentieth-century Chinese and Chinese American literature and film. Additionally, the course will integrate samples from other cultures and periods as points of comparison. Extracurricular activities, such as a restaurant visit, will also be included to facilitate our understanding and analysis of the culture of food.

M. AMERICANS IN PARIS: THROUGH THE LOOKING GLASS
Jan Gross – French

For centuries, Americans have responded to the irresistible allure of Paris. From statesmen (Ben Franklin, Thomas Jefferson), African-American musicians, writers and performers (James Baldwin, Langston Hughes, Josephine Baker, Sidney Bechet), writers (Mark Twain, Ernest Hemingway, Henry Miller, Gertrude Stein), avant-garde artists, gastronomes (Julia Child, M.F.K. Fisher), cyclists (Lance Armstrong), to waves of college students and tourists, Americans have crossed the Atlantic much like pilgrims in search of a promised land. Through literary readings, films, memoirs, essays and cultural analyses, we will examine the myths and realities associated with the Franco-American encounter and consider the myriad of ways that the City of Light has influenced and been influenced by its American voyagers. As a gateway to self-discovery and self-expression, an international meeting place for revolutionary movements and free thinkers, and a refuge from racial and political barriers, Paris has been many things to many different Americans. In addition to an overview of the broader American experience, we will pay special attention to issues of race and ethnicity as applied to the African American in Paris and the role of Black Paris as a crossroads to the larger French-speaking world.

N. IMAGES OF AFRICA
Kathy Jacobson – Biology

John Reader compiled a remarkable history of Africa in his book *Africa: Biography of a Continent* (1996). We will use this volume as a central reference for our consideration of the origins of various Anglo-American images of an incredibly diverse continent and its people. Thereafter we will examine a few recent fictional and non-fictional text and film sources to determine the effects these images have had on current perceptions of African politics, culture and environment. In the final part of the course, students will select an African country or region and consider the potential ramifications (if in fact there are any) of these images on national development in the 21st century.

O. FREEDOM
Dan Kaiser – History

Is freedom the "natural" condition of humankind, as some theorists maintain, or are our identities subject to forces over which we exercise little control? Indeed, do humans covet freedom at all, or do they, as Dostoevsky has the Grand Inquisitor say, prefer to abandon their freedom in favor of happiness? From numerous perspectives, both classical and modern, this tutorial will examine freedom and its limitations. We will consider how dystopian fiction, Nazi culture, neuroscience, and molecular biology, among others, contribute to our understandings of freedom and its boundaries, and what these understandings mean for a liberally educated person.

P. THE QUEST FOR IDENTITY: ALICE IN WONDERLAND MEETS WEETZIE BAT
Kara Lycke – Education

Through reading selections from young adult fiction and identity theory, we will explore the notions of *self* and *other* as we focus particularly on the adolescent period of development. We will examine theoretical questions about identity within the lives of the characters in the fiction we read: Is identity a core within us—something we are born with, or are we made from the social, historical, and political contexts within which we live? Can anyone ever truly know another's identity? Do others have a voice in shaping who we are without our consent, or sometimes without our knowledge? We will also explore the portrayal of adolescents in American culture through a variety of print and non-print texts such as magazines, films, TV shows, ads, interviews, and our own writing.

Q. SCIENCE AND SOCIETY: SOCIETAL REACTION TO SCIENTIFIC PROGRESS
Andrew Mobley – Chemistry

In a society increasingly dependent upon and affected by science and scientific progress, the representation of science and scientific methodology to that society grows in importance. This tutorial will explore the relationship between society and science with particular emphasis on the reaction of society as ideas emerge and evolve in the course of "scientific progress". To accomplish this we will read and analyze several historical and contemporary texts illustrating society's reaction to scientific "thought". Through our discussion of examples such as Galileo's conflict with the Holy Roman Church and the current debate about cold fusion theory, we hope to better understand society's interpretation of science and scientific progress. No special science or sociology background is needed for the course – we will educate ourselves about the scientific interpretation and sociological contexts as may be required.

R. DIRE WARNINGS
Mark Montgomery – Economics

Media reports are full of potential disasters threatening our society and our planet: overpopulation, ozone depletion, oil shortages — and that's just the 'O's. Sometimes it seems that predicting catastrophe is a boom industry. How many of these forecasted tragedies actually come to pass, anyway? Enough for us to take them as seriously as we always seem to do? In this tutorial we will examine some of the more famous doomsday visions starting with Thomas Malthus, whose 1798 treatise on population was so gloomy it got Economics dubbed the "Dismal Science."

S. DIGITAL PHOTOGRAPHY: EVOLUTION, REVOLUTION OR IMPOSTER

William Pergl – Art

Does digital image processing force us to re-evaluate fundamental concepts of realism or representation? Is the referential character of photography cancelled out when the computer is used not only as a digital photography laboratory but also to simulate photographic images? We will explore digital photography in the context of journalism, advertising and popular culture. The focus of this course will be on contemporary artists who use the photographic image free from the darkroom, artists who produce highly digitally altered photos, artists who use projected photographic images in installations and interactive multi-media, as well as artists who use digital photography for environmental reasons. In addition to written and oral assignments, students will produce a series of manipulated digital photographs.

T. LITERARY TRAVEL NARRATIVES AND THE INVENTION OF SELF

Petra Perry – German

Literary travels from their beginning share a consistent set of structuring elements: a journey with a well defined here (domicile, habitat, homeland), there (other places, including gods' domains, underworlds, and other furthest reaches), and the wobbling and resourcefulness of the traveler. As events, these serve to assail a cultural status quo and to inventory alternatives and possible transformations. By the twentieth century, a notion of self invention—at the boundary of or even in opposition to a domestic social and cultural inheritance—becomes an integral feature of such literary journeys of discovery. Our tutorial will begin here, considering such texts as Thomas Mann's Death in Venice, Patricia Highsmith's The Tremor of Forgery, B. Traven's "Night Visitor," Georg Simmel's essay, "The Stranger," and Peter Handke's Long letter, Short Farewell, as well as Visconti's filmic version of Mann's novella and Wim Wenders's road movie, Alice in the Cities.

U. DETECTIVES AND THEIR FICTIONS

Margarita Pillado – Spanish

This tutorial focuses on the literary and film representations of detectives and the generic conventions within which those characters operate. First, we will examine the conventions of detective fiction established by E.A. Poe and refined by the English tradition. Then we will examine the American "hard-boiled" conventions in literature and film. Finally, we will concentrate on works that challenge, reshape, or parody such conventions.

V. AMERICAN MEMORIALS

Sarah Purcell – History

In the aftermath of the September 11 terrorist attack in the United States, many people have proposed memorials to mark the site of the tragedy, especially at the World Trade Center. Why does the American public feel the need to commemorate sacrifice, and why is there a debate over the proper form of public memory? This tutorial will explore these questions and will put the current debate in the context of a long tradition of public memorials in America. Students will investigate how Americans have often defined important matters such as national identity, politics, and race in the process of building memorials that celebrate the past. We will analyze formal commemorations such as war memorials (including the Bunker Hill Monument and the Vietnam Veterans Memorial), museums, and national parks; popular culture commemorations in graffiti, rap music, and on the web; and proposals for new kinds of monuments in the twenty-first century. The class will culminate with the students designing their own public monument.

W. GENEALOGIES

Henry W. Rietz – Religious Studies

Who are we? How are genealogies, ancestral narratives, and other "stories" used to create identity? How are these identities legitimated and given power? What is the relationship between history and myth? In this tutorial we will explore ways that "genealogies" are used to create identity and authority in a variety of contexts, including families, religions, and institutions such as Grinnell College.

X. COURTING DISASTER
Ralph Savarese – English

Toward the beginning of Don DeLillo's novel *White Noise*, the narrator asks wryly, "Why is it that decent, well-meaning and reasonable people find themselves intrigued by catastrophe when they see it on television?" Or, as he says later, why are they, why are we, so "happily steeped in disaster"? In this course, we will examine our paradoxical love affair with disaster. Looking at films such as James Cameron's *Titanic* and Peter Wier's *Fearless* and novels such as J.G. Ballard's *Crash* and DeLillo's *White Noise*, we will try to become more discerning students of contemporary culture. And exactly as we analyze this curious fascination, we will soberly master a set of concrete skills: writing arguments, doing research, learning proper citational procedures, giving individual and group presentations, engaging critically with course materials and other participants.

Y. LITERATURE AND SPIRITUALITY: HERMAN MELVILLE'S MOBY-DICK
Saadi Simawe – English

Melville's *Moby-Dick* (1851) is one of the finest American literary classics. Its spiritual energy transcends particulars of time and place to force us to re-examine ourselves in relation to other humans and nature, thus complicating our ever so often easy definition of good and evil in human life. In this Tutorial, we will investigate, through a careful examination of the subtleties of the figurative and symbolic language, the concept of the spiritual as it is defined in *Moby-Dick*.

Z. FRANKENSTEIN'S MONSTERS: THE CREATION OF HORROR AND THE HORROR OF CREATION
Erik Simpson – English

This tutorial will explore horror in literature and film. Readings for the first part of the course will include Mary Shelley's *Frankenstein* and adaptations of Shelley's novel, including plays and early films. Our readings will then branch out into looser adaptations of Shelley's myth, including *The Rocky Horror Picture Show* and *Blade Runner*, and also works that will guide us to discuss horror more generally, such as fairy tales, Angela Carter's short stories, *Pulp Fiction*, and *Scream*. The primary focus of the course, however, will be on developing skills of written and oral expression, textual analysis, revision, and research. Roughly one quarter of our class time will be devoted to discussing student writing in a workshop format. Course grades will be determined by in-class work, short writing assignments, and a portfolio of essays that you will submit at the end of the term.

AA. IDEAS OF LOVE IN WESTERN CULTURE
Kathleen Skerrett – Religious Studies

We will read together some classic and contemporary texts on love in Western culture. From Plato's *Symposium* to bell hooks' *All About Love*, we will interpret essays and books that explore different theories of love and desire, the experience of bodily pleasure and suffering in love, the connection between love, happiness and goodness, and the anguish of love in mourning. In our critical engagement with the texts, we will focus attention on issues of gender and sexuality.

BB. OUTWARD FROM THE MIDDLE OF THE MAZE: SELECTED PLAYS OF TOM STOPPARD
John Stone – Mathematics & Computer Science

In this tutorial, we'll read some of Tom Stoppard's intricate, witty, and allusive plays -- principally, *Rosencrantz and Guildenstern Are Dead*, *Jumpers*, *Indian Ink*, and *Arcadia* -- for pleasure and enlightenment. Through close reading, patient research, sharp discussion, and thoughtful writing, we'll examine Stoppard's dramatic arguments and assess his ideas. Since Stoppard's interests are diverse, ranging from landscape gardening to the second law of thermodynamics and from surrealist art to the philosophy of linguistic analysis, participants should be prepared to encounter many subjects and to ignore conventional boundaries between disciplines as we explore his plays.

CC. Issues in Health Care
Charles Sullivan – Biology

All of us go to see a physician, physician assistant, nurse, dentist, or other health care providers at various times in our lives. Even with this first hand experience, how well do we know our health care system? In this tutorial we will examine the evolution of the American health care system and examine several important issues. After a brief overview on the origins of this system, students will focus on a subset of topics for further study. These topics will examine the health care system from a variety of perspectives: political (efforts to reform health care at the state and national levels); economic (escalating costs of health care and insurance); ethical (organ transplantation and stem cells); social (public health policy and access to health care); and biomedical (technology and prescription drugs). We also will examine health care systems in several other countries to see how citizens and governments have dealt with some of these same issues, but perhaps have created new problems for themselves.

EE. MUSIC IN THE BALANCE OF POWER
Roger Vetter – Music

Ongoing initiatives mandating warning labels be affixed to commercial recordings the lyrics of which are deemed by some as objectionable is a contemporary manifestation of an age old phenomenon--the concern, on the part of a politically, economically or morally empowered segment of society, with the potential of music to undermine a desired order. We will explore a wide range of case studies from the contemporary popular music world, Maoist China, Stalinist Russia, and even ancient China and Greece that focus on the fears held by the political and intellectual establishments toward music's potential to disrupt the status quo. Possibly a greater appreciation will emerge not only of music's power to stir the human soul, but also of the folly of most attempts to manipulate that power for political or other ends.

**FF. RUSSIAN FAIRY TALE IN SOVIET LITERATURE AND BEYOND: IN SEARCH OF A
MAGICAL KINGDOM**
Anatoly Vishevsky – Russian

Fairy tales have always reflected people's dreams and hopes for a better tomorrow. The Russian path to this better life is perilous and hard; it is inhabited by such terrible creatures as Koshchei the Deathless, Baba Yaga (a witch), and Zmei Gorynych (a serpent). It is in the battle with these and other monsters that the folk heroes Ivan Tsarevich and Ivan the Fool win their kingdoms and their fair brides. A number of writers saw the Soviet Union--the system that was created by the communists in 1917--as one of these fairy-tale monsters, and the common person as a fairy-tale hero. Indeed, fairy tale and fantasy created a metaphor for a heroic struggle against the system. Writers also concealed their criticism of the evil system behind familiar and timeless images and characters, through an Aesopian language saying the obvious, yet implying the hidden. With the decline and eventual fall of the Soviet Union, there came a time of turmoil and unrest. Today, though in a different way, writers continue to employ fairy tale and fantasy as a means of searching for answers for the future in the never-ending story of the fantastic land of Russia. We will read and discuss a number of Russian fairy tales, and then follow our familiar heroes through the pages of Soviet and post-Soviet Russian prose and poetry, theater stages, and the silver screen.

GG. MATH, MUSIC AND LITERATURE

Royce Wolf – Mathematics & Computer Science

The concept of a musical/mathematical universe is basic to many cultures. The society of Pythagoras believed mathematics and music to be inseparable. Kepler, investigating the orbits of the planets, attempted to calculate the music of the spheres. Some of Beethoven's editors feared his piano music "too mathematical" for the inexperienced pianist. Schoenberg's revolution attempted to take complete mathematical control of the musical process. But can mathematics be found in literature? A relatively recent spate of books, plays and stories about mathematics seem to suggest so. Is this a new phenomena? Is math a real component of these works or are they examples of a rather superficial intellectual exercise? Our tutorial will investigate these issues.

Last Revised: 08/19/2002 10:24 AM

TUTORIAL SUMMARY SHEET

2001-2002



- A. Nature and Culture on the American Prairie (Andelson)
- B. Art in Fiction (Anger)
- C. The Places I've Been: Outsiders, Exiles, Tourists (Aparicio)
- D. Russia in Revolution: Literature, Art, Film (Armstrong)
- E. Black Popular Fiction (Barlow)
- F. Knowledge and Money?: An Inquiry into the Role of Liberal Education in a Capitalist Society (Bateman)
- H. The Legacy of Wounded Knee (Caulkins)
- I. Yeats and Joyce (Cavanagh)
- J. The Sistine Chapel (Chasson)
- K. Conformists, Rebels, and Outcasts: Films of Adolescence (Connelly)
- L. The Trojan War: Myth or Fact? (M. Cummins)
- M. Science Writing (Cunningham)
- N. Spy Novels of the Cold War (Diamond)
- O. Stories, Story-Tellers, and Audiences: Geoffrey Chaucer's *Canterbury Tales* and Marguerite of Navarre's *Heptameron* (Dobbs)
- P. Guns, Germs, and Steel: The Environmental Context of Human History (Eckhart)
- Q. African-American Literary Ties to Russian Intellectual Thought in the 19th and 20th Century (Greene)
- R. This is My Story: Literary Self-Expression (Harrison)
- S. We Talk, You Listen: American Indian Perspectives (Janson)
- T. Baseball: From Its Science to Its Societal Impact (Jepsen)
- U. Freedom (Kaiser)
- V. Emotions (Lindgren)
- W. Food: Technologies and Rituals (Lyons)
- X. The Ancient World: Homer and Fifth Century Athens (Mease)
- Y. Remembering the Past: The Holocaust in Literature and Film (Michaels)
- Z. Feeding the Nation and the World from the Family Farm: Perspectives in Europe, Japan, the U.S. and Iowa (Moyer)
- BB. "Living Deliberately": Culture, Place, and Identity in American Nature Writing (Roberts)
- CC. Protest Songs of the 20th Century (Russell)
- DD. Class and the American Cinema (Seiz)
- EE. The Myth of the Middle Class (Silva)
- FF. Emotion Processes: Rational Bases of Regulation (Sinnott)
- GG. Computing: Limitations and Promising Developments (Walker)

TUTORIALS

2001-2002

A. NATURE AND CULTURE ON THE AMERICAN PRAIRIE

Jon Andelson – Anthropology

Grinnell College is situated in the heart of the tallgrass prairie region of the central United States. Once a vast expanse of grasses and forbs occupied by a number of nomadic and semi-sedentary cultures, the native prairie was nearly completely obliterated by people of European descent beginning in the middle of the nineteenth century, replaced by an almost unbelievably productive -- but unsustainable -- system of agriculture. We will study the relationship which different cultures and groups of people have had with this environment, and examine current efforts to preserve remnants of the tallgrass prairie and even to reconstruct prairie ecosystems. Visits to local prairies, interviews with area residents, and analysis of historical, ethnological, and literary materials will comprise our sources.

B. ART IN FICTION

Jenny Anger – Art

In this tutorial we will read a collection of novels, plays, short stories, and poems that in one way or another thematize the visual arts. We will be particularly attentive to the roles art plays in the texts and to the status the texts have as art-historical documents. In other words, to what ends does the author represent (in writing) representation (art)? Does the writing elucidate the art, or does the art serve as a prop for the writing? How, indeed, does art look in writing? Readings could range from Emile Zola's The Masterpiece, a 19th century naturalist novel that can be read as a telling, though distorting, historical fiction about the Impressionists, to a recent collection of short stories by A. S. Byatt, The Matisse Stories, which say nothing of Matisse the artist, but imagine how particular paintings by Matisse affect the lives of three different, late 20th century women (a beauty parlor customer, a maid, and a radical feminist college art student).

C. THE PLACES I'VE BEEN: OUTSIDERS, EXILES, TOURISTS

Yvette Aparicio – Spanish

The course is an exploration of the role and significance of place in conceptualizations of self and others. It will also examine attempts at defining others via the study of the places they inhabit. We will focus on how outsiders, exiles and tourists invent a sense of place for themselves. We will study a variety of texts including films and writings by Joan Didion, Ariel Dorfman, Wallace Stegner and others.

D. RUSSIA IN REVOLUTION: LITERATURE, ART, FILM

Todd Armstrong – Russian

The new Russia, finding itself at the beginning of another era of momentous change, has taken to looking to its past to chart the future. This tutorial will also turn to Russia's revolutionary past and the period from the turn of the century to the thirties, as interpreted by great Russian cultural figures--writers, artists, and filmmakers. We will consider the vibrant literary and artistic era of the Russian Avant Garde; the cataclysmic change ushered in by the Russian Revolution; and the establishment of the totalitarian doctrine of Socialist Realism. Tasks of textual analysis, research, and written and oral expression will be organized around works of literature, including Boris Pasternak's *Doctor Zhivago*, Yuri Olesha's *Envy*, and Valentin Kataev's *Time, Forward!*; the artistic creations of the Avant Garde; the films of Sergei Eisenstein and Dziga Vertov; and other cultural texts.

E. BLACK POPULAR FICTION
George Barlow – English

Authors Walter Mosley and Terri McMillan are presently enjoying artistic and financial success that was unimaginable for most African American novelists ten years ago. Trade publishers, large and small, are racing to keep up with the increasing demand for popular fiction--detective novels and romances--by and about African Americans. Beginning with Chester Himes's A Rage in Harlem (1965), this tutorial will explore the evolution of Black popular fiction from about mid-century to the present. In addition to novels by Himes, Mosley, and McMillan, we will also read representative works by two "newcomers," Rosalyn McMillan and Sandra Kitt. Class discussions and writing assignments will be organized around the following questions: (1) What are the dominant characteristics of popular fiction? (2) How have literary scholars, and the reading public as a whole, historically differentiated between "popular" and "serious" literature? (3) How should the new popular texts be read in light of the cultural, social, and political realities of the African American past and present?

F. KNOWLEDGE AND MONEY?: AN INQUIRY INTO THE ROLE OF LIBERAL EDUCATION IN A CAPITALIST SOCIETY
Brad Bateman – Economics

All students at Grinnell College are pursuing a liberal education and virtually all of them will graduate from Grinnell to live and work in a capitalist society. But what is liberal education? And what is capitalism? Although these two concepts are central to the lives of all Grinnell students, they are rarely examined together to consider how the education that is provided at the College might (not) connect to the world in which the students will live after graduation. During the first 10 weeks of the tutorial, we will examine various definitions of liberal education and competing ideas of what capitalism is. During the last 4 weeks of the tutorial, each student will work on a personal statement of the role that liberal education might play in a capitalist society.

H. THE LEGACY OF WOUNDED KNEE
Douglas Caulkins – Anthropology

The battle, or massacre, of Wounded Knee in South Dakota in 1890 was important culminating event in the changing way of life on the Plains following the coming of the railroad, the destruction of the bison herds, the discovery of gold in the Black Hills, the economic exploitation of the prairie and plains by Euro-Americans, and the confinement of Native Americans to bleak reservations. In the 1970s, the revolt of Wounded Knee II forced a new consideration of the relations between the Lakota nation and the dominant state. This seminar considers the history that led up to the Wounded Knee massacre and the historical, literary, economic, ecological, political and cultural developments of the subsequent 100 years that resonate with that event.

I. YEATS AND JOYCE
Michael Cavanagh – English

This tutorial offers an introduction to the poetry and fiction of the two most famous writers of twentieth-century Ireland. It examines their contribution to the international movement known as "Modernism," as well as their aspiration to shape Ireland's nationhood through their writing. We will read and discuss Yeats' poetry for the first half of the semester, ranging over the whole of his poetic career. Our reading of Joyce in the second half will extend to his middle years, and will include Dubliners and Portrait of the Artist as a Young Man. We will occasionally look at other Irish writers whose work Yeats and Joyce knew and later writers whose work represents a continuation or modification of their own.

J. THE SISTINE CHAPEL
Timothy Chasson – Art

Before its current international status as tourist showplace where nothing can be studied, how did the painting of the chapel express concepts central to political and theological positions of Renaissance Catholicism and the papacy through 60 years of evolving imagery? To explore some of the major issues, we will draw on Roman history and modern criticism, the Hebrew Bible and Christian scripture, Renaissance literature and music, Michelangelo's techniques of painting and his poetry.

K. CONFORMISTS, REBELS, AND OUTCASTS: FILMS OF ADOLESCENCE
Christopher Connelly – Theatre

This tutorial will focus on films depicting the adolescent experience. The course will introduce students to the language of cinema, critical thinking, analysis, and writing through the examination of films, screenplays, film theory, directorial style, and genre studies. Films which feature adolescents as the central character or characters will be considered from a wide range of directors, periods, and countries. The last part of the course will involve participants creating short scenarios and screenplays from their own experiences for possible video production.

L. THE TROJAN WAR: MYTH OR FACT?
Monessa Cummins – Classics

Swift-footed Achilles, crafty Odysseus, beautiful Helen—these are figures familiar to all lovers of Homer and Greek myth. The Trojan War was, for the ancient Greeks, both an historical fact of cardinal importance and an intriguing story exploited endlessly by poets and artists. In the nineteenth century, adventurers and romantics, with Homer in hand, searched for the site of ancient Troy, determined to prove the historical accuracy of Greek myth. Gradually they gave birth to the new discipline of classical archaeology. In this tutorial we will read Homer's *Iliad* and *Odyssey* as both complex, riveting narratives and as potential sources for historical fact about the Trojan War. At the same time we will study the site of ancient Troy itself—its excavators, their motivations, and their actual discoveries. In the process we will think about the nature of literature, history, and archaeology and try to answer the question: Was the Trojan War an historical event?

M. SCIENCE WRITING
Charles Cunningham – Physics

In the last half century, U.S. science research has proceeded according to a social contract. We (the public) fund science by paying taxes and buying products. Scientists, in turn, do research to improve our understanding of the natural world and to enable the creation of new products as a public service. Science writing plays a central role in fulfilling this social contract. Scientists must communicate their research results in writing, both to their peers and to us. We must critically read about scientific research so we can make informed choices in our lives. Science writing, in its various forms, is the focus of this tutorial. We shall closely read scientific documents, both those written for peer scientists (research proposals, journal articles, and patents) and those intended for the general public (books, magazine articles, and newspaper articles). In class, we shall discuss each document's scientific content and rhetorical techniques, consider its function and audience, and analyze its effectiveness and accuracy. No special science background is needed for this course—I will provide whatever scientific interpretation and context may be required.

N. SPY NOVELS OF THE COLD WAR
Douglas Diamond – Music

Espionage, as a covert strategy to gain or maintain tactical or psychological advantage over both external and internal enemies, has been around for hundreds, most likely thousands, of years. It was not until the middle of this century, however, that the spy, and particularly the British spy of the cold war, became the archetypal protagonist in an entire genre of popular fiction: a person presented alternately, depending upon the novel, as either a romanticized superhero or a jaded antihero—or, not at all uncommonly, as a not quite reconciled synthesis of both extremes. The novels we will read were all written within the last half-century,

and will include, as primary points of reference, several of the major works of John Le Carré. Through the often clouded lens of espionage fiction, we will attempt to look as clearly as possible into the seamy side of government service; into questions of character, morality, and cultural ethos; and, finally, into the political, personal, and interpersonal motivations for, and ramifications of, what for many of these novels' heroes and authors constitute ultimate acts of betrayal.

O. STORIES, STORY-TELLERS, AND AUDIENCES: GEOFFREY CHAUCER'S *CANTERBURY TALES* AND MARGUERITE OF NAVARRE'S *HEPTAMERON*

Elizabeth Dobbs – English

How is a story constructed? Using a model derived from linguistics and applied to narrative, we will consider this question as we read stories from Marguerite of Navarre's *Heptameron* and Geoffrey Chaucer's *Canterbury Tales*. Both are framed collections of tales told by characters brought together almost by chance. Chaucer's twenty-nine pilgrims to the shrine of Thomas Becket meet in Southwark in the late fourteenth century and decide to travel to Canterbury together and to entertain one another with tales. In Marguerite's stories, ten sixteenth-century French travelers, five men and five women, are stranded at a monastery in the Pyrenees on their way home from a Spanish spa and decide to imitate Boccaccio's *Decameron* by taking turns at story-telling. In both, the tale-telling is interspersed with lively discussion among the tellers and audience about the meaning of the tales; in order to study the art of narrative, the members of this Tutorial will simply continue those conversations.

P. GUNS, GERMS, AND STEEL: THE ENVIRONMENTAL CONTEXT OF HUMAN HISTORY
Vincent Eckhart – Biology

Technological disparities between human populations have repeatedly allowed certain groups to dominate others. What could account for unequal access to technology, which, in turn, accounts for sweeping patterns of human history? Contrary to the idea that certain human populations possess an innately greater capacity for innovation (or aggression) than others, a substantial body of evidence suggests that some populations developed technology more rapidly than others because of fortuitous geographic situations. This seminar will evaluate evidence for this idea and consider some of the idea's broader implications (e.g., the notion of applying the scientific method to the study of history), by focusing on books (*Guns, Germs, and Steel* and *The Third Chimpanzee*) by the ecologist and physiologist Jared Diamond.

Q. AFRICAN-AMERICAN LITERARY TIES TO RUSSIAN INTELLECTUAL THOUGHT IN THE 19TH AND 20TH CENTURY

Raquel Greene – Russian

This tutorial examines the affinities between Russian and African-American literature in the development of cultural nationalism. It addresses the question of how national identities are constructed, and draws attention to the similar manner in which 19th and 20th century Russian and African-American intellectuals such as Feodor Dostoevsky and W.E.B. DuBois defined their respective national identities. We will examine how social institutions, namely Russian serfdom and American slavery, helped to shape these identities. We will also examine how and why the Soviet Union, as a communist state, increased its political and social appeal to many African-American intellectuals during the 20th century.

R. THIS IS MY STORY: LITERARY SELF-EXPRESSION
David Harrison – French

What exactly is the "self"? Is it the same across time and cultures? How does a writer find herself or himself by creating a poem, a play, or a piece of fiction? In this tutorial, we will look at the different identities that writers from the Middle Ages to the Twentieth Century have created for themselves by putting their stories into words. Starting with Sappho, the Greek poetess, and moving to the love letters of Héloïse and Abelard and then onto John Leguizamo's semi-demi-quasi-autobiographical play *Freak*, with other stops along the way, we'll bring together historical and literary perspectives to try to understand the different story-tellers. Finally, students will experiment with different ways of telling their own stories.

S. WE TALK, YOU LISTEN: AMERICAN INDIAN PERSPECTIVES

Jeanne Janson – Education

What do American Indians think about the anthropologists who study them? How do their representations of themselves in novels and films differ from their portrayal in the literary canon and in Hollywood? How do Native historical narratives compare with high school American history textbooks? How and why do American Indians and their perspectives get silenced in our schools and institutions of higher learning? In this course, we will compare Native and non-Native perspectives by reading texts from the fields of anthropology, sociolinguistics, education, literature, and history; by analyzing films, videotapes, and audiotapes; by interviewing Native guest speakers; and by visiting the nearby Meskwaki Settlement. We will focus in particular on the traditional value systems and worldviews of Lakota Sioux and Meskwaki people.

T. BASEBALL: FROM ITS SCIENCE TO ITS SOCIETAL IMPACT

Charles Jepsen – Mathematics

We investigate questions in four areas that arise from a study of the game of baseball, our national pastime. Science: How far can a batted ball travel? a curve ball curve? Under what circumstances is a sacrifice bunt the best percentage play? Economics: What is the effect of free agency? salary arbitration? revenue sharing? the construction of a new downtown stadium? Literature and the arts: What do writers, poets, and filmmakers have to say about the game? Impact on society: What can we learn from Jackie Robinson? Negro Leagues? women's leagues? Japanese baseball? the influx of Latin American players?

U. FREEDOM

Daniel Kaiser – History

Is freedom the "natural" condition of humankind, as some theorists maintain, or are our identities subject to forces over which we exercise little control? Indeed, do humans covet freedom at all, or do they, as Dostoevsky has the Grand Inquisitor say, prefer to abandon their freedom in favor of happiness? From numerous perspectives, both classical and modern, this tutorial will examine freedom and its limitations. We will consider how dystopian fiction, Nazi culture, neuroscience, and molecular biology, among others, contribute to our understandings of freedom and its boundaries, and what these understandings mean for a liberally educated person.

V. EMOTIONS

Clark Lindgren – Biology

Love, hate, anger, anxiety, happiness, sadness, fear. Emotions: "Can't live with 'em. Can't live without 'em." Emotions define our human existence. Without emotion we would not be human. However, an excess of emotion also endangers our humanness. What is emotion? What purpose do emotions serve? What is the connection between our brains and our emotions? With the advent of the new "safe" antidepressant drugs, such as ProzacTM, we have the opportunity as never before to change our emotions for extended periods of time. What are the risks? What are the benefits? In this tutorial we will try to answer these and other questions by reading and discussing the opinions of some prominent thinkers, including René Descartes, Charles Darwin, Antonio Damasio, and Peter Kramer.

W. FOOD: TECHNOLOGIES AND RITUALS

Leslie Lyons – Chemistry

We will explore the topic of food in a variety of contexts and from a range of perspectives. Topics will include the celebration of food as a central cultural ritual and the role of technology in the development, harvesting, storage and consumption of food. New food technologies, such as nuclear irradiation for food preservation, and food safety concerns, such as mad cow disease and genetically modified foods are controversial and will continue to change the food available to different societies. The impacts and risks of these new technologies will be discussed from scientific, political, and social points of view with a special focus on how new technologies change the kinds of food a society uses.

X. THE ANCIENT WORLD: HOMER AND FIFTH CENTURY ATHENS

Ellen Mease – Theatre

A careful reading of select works of ancient Greek literature of various genres (epic, drama, philosophy, history) and interpretation of these works through class discussion and in writing. Lacking a “sacred literature” such as the Judeo-Christian tradition, the Greeks took Homer’s *Iliad* and *Odyssey* as the foundation for their culture, especially during the great democratic experiment in Athens in the fifth century BCE. In the great drama of the Periclean Golden Age, Homeric heroic virtues were adapted to a political environment based on the “citizen-virtues,” and in Sappho’s lyrics the joys of peace replaced the rigors of war. Later, with the collapse of the empire, the science of historiography (Thucydides’ *Peloponnesian War*), Euripides’ ironic drama, and Plato’s philosophy sought to describe in new ways the motives of human behavior, the causes of suffering, and the paths to happiness. The course takes us through this evolution in Greek thought, the foundation for much of later Western literature and philosophy.

Y. REMEMBERING THE PAST: THE HOLOCAUST IN LITERATURE AND FILM

Jennifer Michaels – German

In this tutorial we will first discuss the historical and cultural context that enabled the Holocaust to take place and we will read accounts of the Holocaust written by survivors such as Primo Levi and Elie Wiesel. We will examine representations of the Holocaust in literature (including drama, short stories, novel and poetry) and film. The tutorial will focus on literature and film from German-speaking countries (in translation) to enable us to examine how postwar Germany has attempted to confront the Nazi past.

Z. FEEDING THE NATION AND THE WORLD FROM THE FAMILY FARM: PERSPECTIVES IN EUROPE, JAPAN, THE U.S. AND IOWA

Wayne Moyer – Political Science

This tutorial will first discuss the different ways in which farming developed in the U.S., Europe, and Japan and the evolving role of the family farm in these societies. We will address the importance of such factors as industrialization, population trends, developments in agricultural technology, (hybrid seeds, farm chemicals, farm equipment), international trade and government policy. We will then move on to examine the impact of the growing interconnectedness of the world food markets, food needs of developing countries and trade liberalization. Finally, we will peer into the future by discuss the implications for the family farm of such current issues as agri-environmentalism, organic farming, concentration in the food industry, genetically modified foods, and food safety concerns generated by “Mad Cow” disease and “Foot and Mouth” disease. Throughout the semester we will tie the broader picture to farming in Iowa through a series of visits to farms and agri-businesses.

BB. “LIVING DELIBERATELY”: CULTURE, PLACE, AND IDENTITY IN AMERICAN NATURE WRITING

Tyler Roberts – Religious Studies

“I went to the woods because I wished to live deliberately.” With these words from Walden, Henry David Thoreau demonstrates that at the same time he is writing about nature, he also is deeply engaged with the question “how should I live?” This question has been prominent in the tradition of American nature writing; writers like Thoreau, Cather, Dillard, Lopez and others view nature not just as itself but as a site of cultivation, as a “place” where self and community are created at the intersection of nature and culture. We will explore how such writers have understood the relations of nature and culture, place and identity. We also will consider nature writing as cultural critique and how ideas of place are complicated in a “globalized” world. Finally, as a case study and as an introduction to the region in which Grinnell is located, we will spend 3-4 weeks exploring the nature and culture of the US prairie.

CC. PROTEST SONGS OF THE 20TH CENTURY

Ralph Russell – Music

Which Side Are You On?, Masters of War, Birmingham Sunday, Mercy, Mercy, Me(The Ecology), and Can't Truss It. What do these songs have in common? Their lyrics deal with serious and complex issues involving labor, war, race, liberation, and the environment. Since the founding of this nation, protest songs have been a major component of numerous political and social movements. Throughout the 20th century, songwriters such as Woody Guthrie, Pete Seeger, Bessie Smith, Max Roach, Bob Dylan, Joan Baez, and Chuck D have used the power of song to communicate their beliefs and ideas to the general public. This tutorial will examine the role protest songs played in educating and galvanizing Americans around issues pertaining to war, poverty, labor and human rights. We will study the emergence of these songs during particular periods namely, the Labor Movement of the '30's and '40's, World War II, and the Civil Rights Movement of the '60s. Post-sixties styles such as rhythm and blues, rock, punk, and rap will also be examined.

DD. CLASS AND THE AMERICAN CINEMA

Janet Seiz – Economics

Movies both reflect and influence the societies in which they are made. This tutorial will focus on the treatment of "class" in American films with briefer looks at other forms of inequality, especially race and gender. We will read material from the social sciences about the extent of economic inequality in the US and conflicting views of "class." We will also read about the history and structure of the US film industry, filmmaking techniques, and the relationship between Hollywood, big business, and the federal government. Each week, we will view and discuss a well-known film and its treatment of social inequality: the films will range from the 1930s to recent times. The last weeks of the course will be devoted to oral presentations of student research papers.

EE. THE MYTH OF THE MIDDLE CLASS

J. Pablo Silva – History

The United States is frequently described as a middle-class society and we hear the description so often that we assume we know what it means. But when people actually try to define the terms "middle class" and "middle-class society," it is hard to find workable definitions that actually agree with the facts. This course will look at some of the attempts to define the middle class and we will look at the problems these definitions produce. In the process we will learn a few things about the role of class in modern societies and we might even figure out if the middle class really exists.

FF. EMOTION PROCESSES: RATIONAL BASES OF REGULATION

Laura Sinnett – Psychology

New conceptualizations of emotion and new measurement techniques have resulted in an explosion of emotion research over the past 20 years. This research has contributed toward an understanding of emotions as processes that unfold over time and that serve a functional or adaptive purpose. This tutorial will examine emotion from this adaptive and process-oriented perspective. We will study the precursors and the multidimensional responses that constitute particular emotional experiences. We will consider the possible role of emotion in evolution, the evidence for universal emotional experience, the advantages to the individual and the individual's social network that are conferred as a result of an intelligent management of emotions, and the broad ranging effects of emotions on cognitive and social variables (e.g., memory, problem solving, attributions for behavior, persuasion, and helping behavior). We will not devote any attention to maladaptive and complex emotion-related phenomena, such as bipolar or unipolar depression; however, we will examine the adaptive value of both positive and negative emotional experiences.

GG. COMPUTING: LIMITATIONS AND PROMISING DEVELOPMENTS

Henry Walker – Mathematics and Computer Science

With the many successful applications of computers to solve a wide range of problems, it is natural to wonder what lies ahead for this technology. This tutorial will consider two promising areas of current research in computer science: artificial intelligence (especially expert systems and neural networks) and multi-processor computing (including parallel algorithms, distributed systems, and the World Wide Web). Each of these research areas provides perspectives on problem-solving, and this tutorial will explore each of these perspectives in some detail. Parallel algorithms involve problem-solving approaches which take advantage of multiple processors; artificial intelligence studies both how the human mind might function and approaches for solving problems often associated with intelligent decision making; and distributed computing utilizes networks of machines for the storage and processing of data. For each of these topics, discussion will cover basic concepts, sample applications, and directions of current research. In addition, the tutorial will identify factors that limit how computers may be used. Results from the theory of computation show that some problems are inherently not solvable, while practical considerations restrict the nature of the solutions that may be found for other problems.

Last Revised: 05/05/2010 2:44 PM

TUTORIAL SUMMARY SHEET

2000-2001



- A. If wonder could speak: Yosemite in the Making of Americans (Andrews)
- B. Cuba and the United States: Friends or Enemies? (Avalos)
- C. Latin American Cultural Icons (Benoist)
- D. Evolution and Society (J. Brown)
- E. Images of God in Modern Fiction (Burkle)
- F. Music, Cosmic Harmony, and Social Discord (Cook)
- G. Spy Novels of the Cold War (Diamond)
- H. Stories, Story-Tellers, and Audiences (Dobbs)
- I. Futurist Performance, 1909-1925 (Gordon)
- J. Utopia and Revolution in Russia and the United States (Herold)
- K. We Talk, You Listen: American Indian Perspectives (Janson)
- L. Constructing Desire: The Politics of Popular Culture (Ketter)
- M. Reason to Fear? The Threat of Biological and Chemical Warfare (Levandoski)
- N. The Person Behind the Discovery (Minelli)
- O. Can Beauty Save the World? (Mohan)
- P. Shakespeare's History (Moore)
- Q. A Century of Civil Liberties (Munyon)
- R. What's "Right" About Rights? (Osgood/Brand)
- S. The Fin-de-Siècle In Paris, Vienna, and Berlin (Patch)
- T. Literary Travel Narratives and the Invention of Self (Perry)
- U. Humanities I: The Ancient Greek World (Phillips)
- V. Biotechnology: Bountiful Harvest or Bitter Harvest? (Robertson)
- W. Darwin's Legacy in the Twentieth Century and Beyond (Rommereim)
- X. Passing for What? Racial and Gender Passing in Twentieth Century U.S. Literature and Film (Rosenberg)
- Y. The Power of Ideas: The Life and Work of Isaiah Berlin (Rosenthal)
- Z. Nuclear Technology: Fears, Facts, and Public Policy (Schneider)
- AA. Class and the American Cinema (Seiz)
- BB. Science and Mysticism as Ways of Knowing (Short)
- CC. Literature and Spirituality: Herman Melville's Moby-Dick (Simawe)
- DD. Outward from the Middle of the Maze: Selected Plays of Tom Stoppard (Stone)
- EE. What's "Right" About Rights? (Strauber)
- FF. The Art of Mathematics: Inspiration for Musical Structures and Literary Themes (Wolf)

TUTORIALS

2000-2001

A. IF WONDER COULD SPEAK: YOSEMITE IN THE MAKING OF AMERICANS Steve Andrews – English

In this course we will explore the cultural role of Yosemite within the context of constructing Americans. Since Columbus, narrative accounts of exotic American landscapes has been part and parcel of the "goods" that circulated between Old and New Worlds. Such accounts often served to bridge colony and colonizer. By the end of the 19th-century, however, lingering in front of "sacred" places (such as Yosemite) was seen as a paradigmatically *American* act, an act imagined not to be the function of private property but rather of public domain. What is so "American" about looking at exceptional pieces of American landscape? The first National Parks Portfolio offers a clue in its reminder to readers that the parks are a "further discovery of America" and to "[r]emember, Yosemite belongs to you." One very American recapitulation, then, circa 1916, is the Columbian moment of "discovery" and "possession." In light of this, we will be looking at the interrelationships between violence, pleasure, and identity as we close-read assessments of "wonder" in selections from Columbus's *Journal*; Shakespeare's *The Tempest*; 19th-century travelogues by Thomas Starr King, Helen Hunt Jackson, James Bradley Thayer, and John Muir; and a more recent meditation, *Savage Dreams*, by Rebecca Solnit. We will begin by exploring how newspapers and magazines dealt rhetorically with the eruption of violence in Yosemite in their reportage of the murders of Carol and Juli Sund and Silvina Pelosso in the Spring of 1999; and we will end the course with a reading of the film *Small Soldier's*.

B. CUBA AND THE UNITED STATES: FRIENDS OR ENEMIES? Lisa Avalos – Sociology

Cuba lies just ninety miles off the coast of the United States, but the social and ideological distance between the two countries is far greater than geography suggests. This tutorial will get at the root of the tension by first examining historical and current events that have affected relations between the two countries, such as the Spanish-American War, the rise of a U.S.-supported dictator, Castro's revolution, and the many streams of Cubans heading for U.S. shores. Once we have a context in place, we will delve into the life experiences and resulting worldviews of Cubans and Cuban-Americans in order to fully understand the social distance between the two groups. In doing so, we will focus particular attention on exploring how Cubans and Cuban-Americans think about themselves, about Cuba, and about each other. As we proceed, we will use a variety of source materials, including scholarly literature, fiction by Cuban-American writers, newspaper and magazine accounts, and films.

C. LATIN AMERICAN CULTURAL ICONS Valérie Benoist – Spanish

We will explore how some Latin American cultural icons, such as Eva Perón, Ché Guevara, Emiliano Zapata, and the Virgin of Guadalupe, were constructed and re-constructed through time. We will start by examining the definition of a cultural icon, and then we will consider how these icons have been appropriated by political, gender, and religious discourses. The tutorial will study these issues through a combination of scholarly texts such as articles, essays, and documentaries, as well as popular culture texts, such as songs, posters, and films. It is intended for students of all backgrounds.

D. EVOLUTION AND SOCIETY
Jonathan Brown – Biology

Evolution is perhaps both the most influential and the most controversial development in science in the last 200 years. The ideas Charles Darwin laid out in his landmark work, *On the Origin of Species By Means of Natural Selection*, have had a tumultuous history because they appear to confront culturally-embedded beliefs about the nature of human variation, as well as the origin of our species. In this tutorial, we'll consider what Darwin actually said about evolution and humanity, and compare that to how his ideas have been used, criticized, and adapted by others over the past 140 years. In particular, we'll critically examine the influence of evolutionary ideas on four issues of enduring social importance: religious belief, race, gender, and ethics.

E. IMAGES OF GOD IN MODERN FICTION
Howard Burkle – Religious Studies

Novelists, playwrights, and poets can express the human quest for the divine with a perceptiveness that no theologian or philosopher can match. In *The Town Beyond The Wall*, Elie Wiesel suggests a post-Holocaust Jewish vision of the God of History. In *Snow Country*, Kawabata Yasunari gives a Zen Buddhist glimpse of a divine "nothingness beyond being." In "The Flies," Jean-Paul Sartre portrays his existentialist concept of man as "the desire to be God." In *A Good Man Is Hard To Find*, Flannery O'Connor finds hints of the Christian deity in the everyday lives of bizarre men and women in rural Georgia. In *The Plague*, Albert Camus uses the consciousness of a humanist physician to uncover the inexorable power of creation and destruction within the "benignly indifferent cosmos." In *The Color Purple*, Alice Walker discloses a Womanist's vision of God enjoyed in the sensual beauties of Nature. The tutorial will discuss these works of fiction and will produce written and oral commentaries on their spiritual and ethical implications.

F. MUSIC, COSMIC HARMONY, AND SOCIAL DISCORD
Scott Cook – Chinese and Japanese

This tutorial will examine the issue of music and its social and cosmological implications as they have been understood throughout the ages and across different cultures. From the Pythagorean "harmony of the spheres" and the Platonic theory of modal influences, to Confucian notions of musical self-mastery and social harmony, to philosophies of music in medieval Islam, to more recent debates over the proper limitations of musical expression, we will explore theories of musical order, expression, and influence as they have manifested themselves in various cultural contexts.

G. SPY NOVELS OF THE COLD WAR
Doug Diamond – Music

Espionage, as a covert strategy to gain or maintain tactical or psychological advantage over both external and internal enemies, has been around for hundreds, most likely thousands, of years. It was not until the middle of this century, however, that the spy, and particularly the British spy of the cold war, became the archetypal protagonist in an entire genre of popular fiction: a person presented alternately, depending upon the novel, as either a romanticized superhero or a jaded antihero, or, not at all uncommonly, as a not quite reconciled synthesis of both extremes. The novels we will read were all written within the last half-century and will include, as primary points of reference, several of the major works of John Le Carré. Through the often clouded lens of espionage fiction, we will attempt to look as clearly as possible into the seamy side of government service; into questions of character, morality, and cultural ethos; and, finally, into the political, personal, and interpersonal motivations for, and ramifications of, what for many of these novels' heroes and authors constitute ultimate acts of betrayal.

H. STORIES, STORY-TELLERS, AND AUDIENCES

Elizabeth Dobbs – English

On "a dark and stormy night," ten French travelers, five men and five women, were stranded at a monastery in the Pyrenees on their way home from a Spanish spa. In imitation of Boccaccio's *Decameron*, they decided to pass the time by taking turns at story-telling. But the telling had barely begun, before it was interrupted by lively discussion among the listeners about what each story, and each story-teller, meant.....Or so the story goes that Marguerite of Navarre told in the sixteenth-century. Her collection, later named *The Heptameron* after the seventy-odd stories, allows the members of this Tutorial to study the art of narrative.

I. FUTURIST PERFORMANCE, 1909-1925

Pip Gordon – Theatre

In *The Founding Manifesto of Futurism*, F.T. Marineti proclaims, "Destroy the museums, libraries and academies! The past is dead. Courage, audacity, and revolt will be essential elements of our poetry." In his 1913 *Variety Theatre Manifesto* Marineti boldly states that we should: "Regard art critics as useless and dangerous! Play Beethoven backwards! Modern life is the only law for the artist! Transform the theatre!" Although full of naive visionary enthusiasm, Marineti and the Italian Futurist movement initiated and influenced dramatic change in performance, sculpture, art, cinema, photography, architecture, music, and fashion. Futurist manifestos proclaimed to the world that man could be replaced by machines, that art could evolve with science to create new art, and that science and philosophy would open up new horizons to everyone. This tutorial will examine the manifestos of the Futurists, research their inventions, read their plays, debate their politics, and discuss the strategies that culminated in one of the most innovative and revolutionary movements of modern time.

J. UTOPIA AND REVOLUTION IN RUSSIA AND THE UNITED STATES

Kelly Herold – Russian

This tutorial will study the relationship between revolution and utopia as represented in literary texts and political theory. The nature of this intersection will be examined in two national settings of very different eras: the United States (and British Colonies) from 1700 to the present day and Russia (and the U.S.S.R.) from 1850 to 1950. Three questions will be central to the course: What is the relationship between literature and political theory?; Do the ends justify the means in the application of political and artistic vision?; Can literary and political ideas effect social and political change? We will be reading a variety of utopian, dystopian, and anti-utopian texts and will investigate the application of these ideas in art, politics and propaganda.

K. WE TALK, YOU LISTEN: AMERICAN INDIAN PERSPECTIVES

Jeanne Janson – Education

What do American Indians think about the anthropologists who study them? How do their representations of themselves in novels and films differ from their portrayal in the literary canon and in Hollywood? How do Native historical narratives compare with high school American history textbooks? How and why do American Indians and their perspectives get silenced in our schools and institutions of higher learning? In this course, we will compare Native and non-Native perspectives by reading texts from the fields of anthropology, sociolinguistics, education, literature, and history; by analyzing films, videotapes, and audiotapes; by interviewing Native guest speakers; and by visiting the nearby Meskwaki Settlement. We will focus in particular on the traditional value systems and worldviews of Lakota Sioux and Meskwaki people.

L. CONSTRUCTING DESIRE: THE POLITICS OF POPULAR CULTURE

Jean Ketter – Education

Who creates and controls our desires? How do we come to define success and beauty? Is it multinational corporations with billion-dollar advertising budgets who create and manipulate our desires, or is each of us an autonomous individual who ultimately decides what to value and believe? Barbie, GI Joe, Joe Camel, The Malt Liquor Bull, Heroin Chic, Rap, Heavy Metal. Do these products and images influence and even create our desires, or do they merely reflect them? We will analyze the debates between those who believe that the average citizen is exploited and incited to unhealthy behaviors by advertising and popular culture as it is depicted on television and movies, in music, and on the internet, and those who believe that popular culture is, at worst, a harmless wasteland of superficial angst and gratuitous violence, and at best, a site of healthy critique and resistance. We will read, listen to and view a wide range of texts, scholarly and popular, from Noam Chomsky to Tipper Gore.

M. REASON TO FEAR? THE THREAT OF BIOLOGICAL AND CHEMICAL WARFARE

Mark Levandoski – Chemistry

Biological and chemical weapons are a reality, but how real is the possibility that they will be used on a large scale during a war or terrorist attack? For better or worse, in this so-called post-Cold War era, public awareness of nuclear weapons seems to be waning. Should we now worry about the threat of biological and chemical weapons wielded by hostile nations or political groups? In this course, we will survey the history of the development and use of such weapons, and the political and economic aspects of their inclusion in world arsenals and defense systems. We will evaluate public perception of the threat posed by these weapons and how these views are manifested in popular culture (media, books, and films). Some consideration will be given to the science of these weapons to better understand their capabilities and limitations.

N. THE PERSON BEHIND THE DISCOVERY

Martin Minelli – Chemistry

Many breakthroughs in science, especially in the early days, are attributed to the work of one person. The names of these people are mentioned in textbooks, but the reader is generally not informed about the personality of the discoverer, their background, or how the discovery was made. In this tutorial, we look at the personalities and background of people who made outstanding contributions to the fields of biology, chemistry, physics, and medicine. We will study the historical setting these people worked in, their family background, their education, their professional career, and finally, how they made their significant contribution to science and what impact it had. Was it planned or was it by accident? A general discussion of science and scientific topics will form a framework for our studies.

O. CAN BEAUTY SAVE THE WORLD?

John Mohan – Russian

"Beauty will save the world!" Our tutorial will examine the many dimensions of this bold statement by a character in one of Fyodor Dostoevsky's novels. Beauty would seem to be a weak remedy for the world's woes—war, genocide, national and ethnic hatreds, prejudice against marginalized people, and environmental degradation. Nevertheless, we will attempt to discover in beauty a transforming power that can link human beings with each other and with the earth. While some of the readings will reflect the instructor's specialization in Russian literature, the tutorial will range freely through the art, literature, and music of many cultures. The course plan will also make room for the specific interests of the members of the tutorial group. In trying to decide whether 'beauty can save the world,' we will hone skills in textual analysis, artistic appreciation, written and oral expression, and research.

P. SHAKESPEARE'S HISTORY
Edward Moore – English

In this tutorial, we will study Shakespeare's major English history plays: Richard III, Richard II, Henry IV (parts I and 2), and Henry V. We will examine the plays as individual works as well as parts of a series dramatizing English history from the overthrow of Richard II, through the Wars of the Roses, to the succession of the Tudors (the house of Shakespeare's monarch Elizabeth I). We will study some of Shakespeare's sources, modern historical understanding of the period, and various interpretations of Shakespeare's plays, including some notable films.

Q. A CENTURY OF CIVIL LIBERTIES
Paul Munyon – Economics

Many of the civil liberties enjoyed by Americans in 1999 were not on the books a hundred years ago. The decisions rendered by the United States Supreme Court in a relatively small number of cases brought by "ordinary" citizens have led to extraordinary changes in the "rights" of all Americans. This tutorial will examine ten landmark decisions from the twentieth century, seeking to find in those decisions a better understanding of the civil liberties granted to every American in 2000.

R. WHAT'S "RIGHT" ABOUT RIGHTS?
Russell Osgood – History/Political Science
Jonathan Brand – Lecturer

The purpose of this tutorial is to explore what we can learn about the scope of legal "rights" by reading U.S. Supreme Court opinions. We will specifically focus on tensions that exist between the protection of individual or group rights on the one hand and the furtherance of the common good and the public welfare on the other hand. The materials for this course have been chosen to provide students with an opportunity to explore what is good or "right" about rights in the law by developing their skills in critical reading, analysis, writing, and oral expression. This is one of a pair of tutorials on the topic of rights; this tutorial will focus on law in the context of an overall governmental system. On occasion, the tutorials will have joint meetings to coordinate their studies.

S. THE FIN-DE-SIÈCLE IN PARIS, VIENNA, AND BERLIN
William Patch – History

In this tutorial we will explore the impact of social change and political turmoil on literature, art, and religion in three of Europe's greatest cultural centers in the 1890s. We will seek to understand why so many commentators came to associate the "end of the century" with decadence, alcoholism, criminality, and sexual depravity. Then we will explore some of the most noteworthy efforts to restore faith in progress and a sense of excitement about the coming of a new century. Topics will include post-impressionism in painting, the literary movement of naturalism, the spread of Marxian socialism among workers, the rise of modern feminism, the birth of the Catholic social movement, and the development of psychoanalysis. Students will also be invited to compare the topics we study with debates today about the relationship between morality, politics, and art.

T. LITERARY TRAVEL NARRATIVES AND THE INVENTION OF SELF
Petra Perry – German

Literary travels from their beginning share a consistent set of structuring elements: a journey with a well defined here (domicile, habitat, homeland), there (other places, including gods' domains, underworlds, and other furthest reaches), and the wobbling and resourcefulness of the traveler. As events, these serve to assail a cultural status quo and to inventory alternatives and possible transformations. By the twentieth century, a notion of self invention—at the boundary of or even in opposition to a domestic social and cultural inheritance—becomes an integral feature of such literary journeys of discovery. Our tutorial will begin here, considering such texts as Thomas Mann's Death in Venice, Patricia Highsmith's The Tremor of Forgery, B. Traven's "Night Visitor," Georg Simmel's essay, "The Stranger," and Peter Handke's Long letter, Short Farewell, as well as Visconti's filmic version of Mann's novella and Wim Wenders's road movie, Alice in the Cities.

U. HUMANITIES I: THE ANCIENT GREEK WORLD
Edward Phillips – Classics

Through close reading of selected works from the poetry, drama, history, and philosophy of the ancient Greeks, this tutorial introduces students to works which became primary sources for "Western culture"; it will thus provide an effective foundation for further study in the liberal arts. The course might be subtitled "Love, War, and the Human Character," for these texts address issues that have always been at the heart of human experience and identity. We will read and discuss Homer's Iliad and Odyssey, Sappho's lyrics, Aeschylus' Agamemnon, Sophocles' Oedipus the King, Euripides' Bacchae, Aristotle's Poetics, Thucydides' History of the Peloponnesian War, and Plato's Apology, Crito, and Symposium. While this tutorial will be especially useful to students who wish to study literature, the excitement and challenge of studying these classic texts will make a fine beginning for the college education of any student.

V. BIOTECHNOLOGY: BOUNTIFUL HARVEST OR BITTER HARVEST?
Diane Robertson – Biology

The term biotechnology includes many activities all of which involve harnessing the abilities of living organisms. This tutorial will focus on how these abilities can be harnessed through the use of genetic engineering techniques, and it will look at their biotechnological applications in a variety of areas including genetic engineering of plants and animals, genetic testing, gene therapies, reproductive technologies, human cloning, DNA fingerprinting, and patenting. As we examine each of these areas, we will consider the social implications of these new technologies, the promises made and the risks involved in using each, as well as the economic, ethical and political questions that they raise.

W. DARWIN'S LEGACY IN THE TWENTIETH CENTURY AND BEYOND
John Rommereim – Music

We will examine the impact of Darwin's thought during the previous century up to the present day. We will begin with the initial reception of The Origin of Species and The Descent of Man, and move on to the twentieth century, with particular attention to the Scopes trial, and to the ways in which Darwin's thought has been subverted by fascist ideologies. Writing assignments and student presentations will address current controversies regarding science curricula in public schools and the impact that Darwin's theory of sexual selection potentially has on various issues of gender difference. The readings will include: various writings by Darwin, Rocks of Ages by Steven Jay Gould, and The Mating Mind, by Geoffrey Miller.

X. PASSING FOR WHAT? RACIAL AND GENDER PASSING IN TWENTIETH CENTURY U.S. LITERATURE AND FILM
Leah Rosenberg – English

This course examines the phenomena of racial and gender passing in U.S. film and literature as a means of exploring how race and gender have been defined in U.S. society. Studying not only literature and film but historical accounts of passing, we will seek to understand why crossing racial and gender categories is of such fascination and of such fundamental importance to U.S. culture. Why is it so dangerous to those who choose to pass? The first half of the course is devoted to racial passing, the second to gender passing. We will begin by examining passing in the fiction of the Harlem renaissance and conclude with the recent film Boys don't Cry.

Y. THE POWER OF IDEAS: THE LIFE AND WORK OF ISAIAH BERLIN
Michael Rosenthal – Philosophy

What is the power of ideas? What does it mean to be an intellectual? This tutorial explores these questions through an examination of the life and writings of Isaiah Berlin (1909-1997), a towering figure who lived through most of the twentieth century and wrote influential essays about all the major ideas that shaped its history. He was a staunch opponent of totalitarianism in politics and philosophy. He argued against the doctrines of historical inevitability that were the rage among many leftist intellectuals after WWII. But he did not accept the traditional liberal pieties of the Enlightenment either. He argued against universalism in ethics, claiming instead that there is an irreducible, and often tragic, plurality of human goods. Although he was a scholar, he met and wrote about many of the great figures of his time. We will read and discuss a selection of Berlin's profound, engaging, and influential essays on such subjects as freedom, fascism, nationalism, Israel and Zionism, and Russian literature.

Z. NUCLEAR TECHNOLOGY: FEARS, FACTS, AND PUBLIC POLICY
Mark Schneider – Physics

Few areas of public policy are as politicized and publicized as issues relating to nuclear-power, weapons, and waste. While this tutorial will focus on nuclear power, it is impossible to ignore the related issues of waste and weapons. Through our readings and discussions, we will identify some of the key questions relating to whether nuclear power should continue to be used or should be phased out and the factual answers (if such things exist) to those questions. In the process, we will sample extreme views on the topic and try to improve our skills at reading between the lines. We will finally take a look at the future of nuclear power and its advocates and detractors. Will worries of global warming invert the traditional conservative/liberal split on nuclear power? Is the long term storage/disposal of nuclear waste an intractable technical and political problem? And can the link between nuclear power and nuclear weapons ever be satisfactorily severed?

AA. CLASS AND THE AMERICAN CINEMA
Janet Seiz – Economics

Movies both reflect and influence the societies in which they are made. This tutorial will focus on the treatment of "class" in American films with briefer looks at other forms of inequality, especially race and gender. We will read material from the social sciences about the extent of economic inequality in the US and conflicting views of "class." We will also read about the history and structure of the US film industry, filmmaking techniques, and the relationship between Hollywood, big business, and the federal government. Each week, we will view and discuss a well-known film and its treatment of social inequality: the films will range from the 1930s to recent times. The last weeks of the course will be devoted to oral presentations of student research papers.

BB. SCIENCE AND MYSTICISM AS WAYS OF KNOWING

Ken Short – Psychology

In the United States, a large majority of people report that they believe in a god that is not bound by physical laws. Simultaneously, a large majority maintain high confidence that scientific discovery holds the best chance of providing new knowledge that is relevant to our lives. How can the two divergent positions coexist in so many individuals? In this tutorial, we will explore the rules and assumptions of science as a way toward truth or knowledge, and the assumptions and rules behind a few Eastern and Western mystical traditions that strive toward that same goal. What are the roles of authority, observation, and introspection in each framework? Our readings will include scientists writing about science, mystics about mysticism, scientists against mysticism, and mystics against science. The same issues will be visited again less formally in science fiction and in fiction in the “magical realism” style, both in print and on film. Discussions of scientific and mystical epistemological assumptions will culminate in our critical analysis of attempts by scientists (especially physicists) and mystics to integrate the two philosophical perspectives.

CC. LITERATURE AND SPIRITUALITY: HERMAN MELVILLE’S *MOBY DICK*

Saadi Simawe – English

Melville's *Moby-Dick* (1851) is one of the finest American literary classics. Its spiritual energy transcends particulars of time and place to force us to re-examine ourselves in relation to other humans and nature, thus complicating our ever so often easy definition of good and evil in human life. In this tutorial, we will investigate, through a careful examination of the subtleties of the figurative and symbolic language, the concept of the spiritual as it is defined in *Moby-Dick*.

DD. OUTWARD FROM THE MIDDLE OF THE MAZE: SELECTED PLAYS OF TOM STOPPARD

John David Stone – Mathematics/Computer Science

In this tutorial, we will read some of Tom Stoppard's intricate, witty, and allusive plays -- principally, Rosencrantz and Guildenstern Are Dead, Jumpers, Arcadia, and The Invention of Love -- for pleasure and enlightenment. Through close reading, patient research, sharp discussion, and thoughtful writing, we will examine Stoppard's dramatic arguments and assess his ideas. Since Stoppard's interests are diverse, ranging from landscape gardening to the second law of thermodynamics and from surrealist art to the philosophy of linguistic analysis, participants should be prepared to encounter many subjects and to ignore conventional boundaries between disciplines as we explore his plays.

EE. WHAT'S “RIGHT” ABOUT RIGHTS?

Ira Strauber – Political Science

The purpose of this tutorial is to explore what we can learn about the scope of legal “rights” by reading U.S. Supreme Court opinions. We will specifically focus on tensions that exist between the protection of individual or group rights on the one hand and the furtherance of the common good and the public welfare on the other hand. The materials for this course have been chosen to provide students with an opportunity to explore what is good or “right” about rights in the law by developing their skills in critical reading, analysis, writing, and oral expression. This is one of a pair of tutorials on the topic of rights; this tutorial will focus on law in the context of the formation of fundamental political and moral principles for the governmental system. On occasion, the tutorials will have joint meetings to coordinate their studies.

FF. THE ART OF MATHEMATICS: INSPIRATION FOR MUSICAL STRUCTURES AND LITERARY THEMES

Royce Wolf – Mathematics/Computer Science

The concept of a musical/mathematical universe is basic to many cultures. The society of Pythagoras believed mathematics and music to be inseparable; ALL things can be explained by numbers. Kepler, investigating the orbits of the planets, attempted to calculate the music of the spheres. Some of Beethoven's editors feared his piano music "too mathematical" for the inexperienced pianist. Schoenberg's revolution attempted to take complete mathematical control of the musical process. The mathematics of literature is easily seen in many twentieth century authors. Italo Calvino, anthropomorphizing scientific principles, tells stories about points in space. Luis Borges weaves complex detective stories with mathematical threads. Hermann Hesse, in "Magister Ludi", examines the validity of combining mathematics, music and literature into a single game. Mathematics is a definition of the universe, varying in content over time, reflected in and reflecting the arts and sciences.

Last Revised: 03/07/2001 8:45 AM



TUTORIAL SUMMARY SHEET

1999-00

- A. Prairie Encounters (Andelson)
- B. Art in Fiction (Anger)
- C. Why Poetry? Why Now? (Broe)
- D. Yeats and Joyce (Cavanagh)
- E. The Prairie in the Arts (Chenette)
- F. Telephones, Satellites, and Computers: The Changing World of Communication (Duke)
- G. Guns, Germs, and Steel: The Environmental Context of Human History (Eckhart)
- H. Working Lives (B. Ferguson)
- I. Futurist Performance 1909-1925 (Gordon)
- J. Human Genetics and Society (Gregg-Jolly)
- K. Community Organizing: Empowering People, Effecting Change (C. Hunter)
- L. Copy Cats (Jacoby)
- M. Constructing Desire: The Politics of Popular Culture (Ketter)
- N. The Comedies of Aristophanes (Lalonde)
- O. The Limits of Introspection (Lopatto)
- P. Food: Technologies and Rituals (Lyons)
- Q. The Nature of Nature: American Writers and the Natural World (S. Moffett)
- R. Urban Myths: The Modern City and its Representations (Moisan)
- S. Who Does Math? (E. Moore)
- T. The History of Money: How Barter Became the Euro (Munyon)
- U. The Mirror or The Lamp: Law and Social Norms (Osgood & Brand)
- V. Spain Through the Lens of its Film Directors (Perri)
- W. Hypermedia: Some Technology, Some Implications (Rebelsky)
- X. Explorations in Apocalyptic Literature and Movements (Rietz)
- Y. Literature, Theory, Politics: An Introduction to Gay and Lesbian Studies (Reynolds)
- Z. Songs and Songwriters: 1600 to the Present (Russell)
- AA. The Secret Life of Characters (Schmitt)
- BB. Literature and Spirituality: Herman Melville's *Moby-Dick* (Simawe)
- CC. The Enlightenment (D.A. Smith)
- DD. Renaissance (Sortor)
- EE. Peacemaking (M. Voyles)

TUTORIALS

1999-00

A. PRAIRIE ENCOUNTERS

Jonathan Andelson
Anthropology

The nearly total obliteration of the native tallgrass prairie of the central section of North America is one of the most complete environmental transformations ever wrought by humans. We will study how different cultures and groups of people perceived, utilized, and responded to the prairie and to one another, from the first peoples who settled in this part of the continent five thousand years ago and who helped to create the tallgrass prairie, to the arrival in the mid-nineteenth century of European Americans, who largely displaced them and converted the prairie into the corn belt, to current efforts to preserve remnants of the tallgrass prairie and even to reconstruct prairie ecosystems. Visits to local prairies, interviews with area residents, and analysis of historical, ethnological, and literary materials will comprise our sources. We will undertake several joint meetings and projects with the tutorial on "The Prairie in the Arts."

B. ART IN FICTION

Jenny Anger
Art

In this tutorial we will read a collection of novels, plays, short stories, and poems that in one way or another thematize the visual arts. We will be particularly attentive to the roles art plays in the texts and to the status the texts have as art-historical documents. In other words, to what ends does the author represent (in writing) representation (art)? Does the writing elucidate the art, or does the art serve as a prop for the writing? How, indeed, does art look in writing? Readings could range from Emile Zola's The Masterpiece, a 19th century naturalist novel that can be read as a telling, though distorting, historical fiction about the Impressionists, to a recent collection of short stories by A. S. Byatt, The Matisse Stories, which say nothing of Matisse the artist, but imagine how particular paintings by Matisse affect the lives of three different, late 20th century women (a beauty parlor customer, a maid, and a radical feminist college art student).

C. WHY POETRY? WHY NOW?

Mary Lynn Broe
English

Cyril Connolly once described modern poets talking about their art as "jackals snarling over a dried up well." In contrast, we will look at, and listen to, the more vocable grounds of language, culture, history, politics, myth and identity in the poems of two contemporary poets: Adrienne Rich and Seamus Heaney. We will learn how to work within the power and precision of each poet's craft, exploring the texture and structure of inventive language and form, learning to listen for voices that range from the bucolic whisper to the barbaric yawp. This course will also include the provocative prose writings by each poet, and contemporary performances (tape and video), reminding us of Heaney's own question: "Since when . . . / are the first line and the last line of a poem / where the poem begins and ends?"

D. YEATS AND JOYCE

Michael Cavanagh
English

This tutorial offers an introduction to the poetry and fiction of the two most famous writers of twentieth-century Ireland. It examines their contribution to the international movement known as "Modernism," as well as their aspiration to shape Ireland's nationhood through their writing. We will read and discuss Yeats' poetry for the first half of the semester, ranging over the whole of his poetic career. Our reading of Joyce in the second half will extend to his middle years, and will include Dubliners and Portrait of the Artist as a Young Man. We will occasionally look at other Irish writers whose work Yeats and Joyce knew and later writers whose work represents a continuation or modification of their own.

E. THE PRAIRIE IN THE ARTS

Jonathan Chenette
Music

This tutorial will study depictions of the prairies in the work of writers, painters, composers, and filmmakers. Through the arts, we will seek to understand the cultural significance and natural history of the prairie from the first contact between Native Americans and pioneer settlers to contemporary interest in sustainable agriculture and prairie restoration. In seeking to understand artistic renderings of the prairies, we will visit prairies and learn about basic prairie ecology. We will undertake several joint meetings and projects with the tutorial on "Prairie Encounters."

**F. TELEPHONES, SATELLITES, AND
COMPUTERS: THE CHANGING WORLD
OF COMMUNICATION**

Charles Duke
Physics

During the past thirty years, the development of new communications and information technologies has fundamentally changed the way we communicate with each other. Satellite television with direct worldwide access, global telephone networks, word processing by personal computer, and the ubiquitous World-Wide Web are three common examples. What are the historical foundations of such technologies, how and why did they develop, and how will they evolve in the coming millennium? More importantly, we will also consider these questions. What social changes did the new technologies make possible? Is the rise of new technologies coupled to social change in a predictable manner? Are these changes desirable, and what is the role of government in managing these changes? The tutorial will begin with a series of case studies of communications and information technologies and will conclude with longer small-group projects that will emphasize social, political, or economic implications.

**G. GUNS, GERMS, AND STEEL: THE
ENVIRONMENTAL CONTEXT OF
HUMAN HISTORY**

Vincent Eckhart
Biology

Technological disparities between human populations have repeatedly allowed groups with considerable technological access to dominate other groups whose access is more limited. What accounts for this unequal distribution, which, in turn, accounts for sweeping patterns of human history? Contrary to the racist idea that certain human populations possess an innately greater capacity for innovation, a substantial body of evidence suggests that environmental circumstances account for much of the technological variation among societies. On this hypothesis, certain populations developed technology more rapidly than others mainly because of fortuitous geographic situations. This tutorial will explore the evidence for this idea and consider some of its implications, focusing on recent books (*Guns, Germs, and Steel*, and *The Third Chimpanzee*) by the ecologist and physiologist, Jared Diamond. In addition to analyzing the environmental contribution to well-known cases of conquest – such as European colonization of the Americas – we will consider other less familiar cases selected from the last 40,000 years of human history.

H. WORKING LIVES

Bill Ferguson
Economics

For most adults, work occupies more time than any other single non-sleep activity. This tutorial will examine how time spent on the job affects people's lives and what people think about their work. Does work exploit us or does it inspire us? Does it wear us down or does it make us who we are? Do the answers to these questions depend on the type of work? Readings will include some theory about the nature of labor but will consist primarily of interviews with workers from a variety of jobs and backgrounds. In addition, students will interview local residents about their work.

I. FUTURIST PERFORMANCE 1909-1925

Pip Gordon
Theatre

In *The Founding Manifesto of Futurism*, F.T. Marinetti proclaims, "Destroy the museums, libraries and academies! The Past is dead. Courage, audacity, and revolt will be essential elements of our poetry." In his 1913 *Variety Theatre Manifesto* Marinetti boldly states: "Regard art critics as useless and dangerous! Play Beethoven backwards! Modern life is the only law for the artist! Transform the theatre!" Although full of naive visionary enthusiasm, Marinetti and the Italian Futurist movement initiated and influenced dramatic change in performance, sculpture, art, cinema, photography, architecture, music, and fashion. Futurist

manifestos proclaimed to the world that man could be replaced by machines, that art could evolve with science to create new art, and that science and philosophy would open up new horizons to everyone. This tutorial will examine the manifestos, research the inventions, read the plays, debate the politics, and discuss the strategies that culminated into one of the most innovative and revolutionary movements of modern time.

J. HUMAN GENETICS AND SOCIETY

Leslie Gregg-Jolly
Biology

The complete genetic constitution of a human being is on the verge of being discovered as a result of the Human Genome Project. This information promises to bring insight into mechanisms of disease and possibly behavior. However, reaping the benefits of scientific advances in genetics will not be simple or without serious social and ethical consequences. Historically, societal applications of ideas rooted in genetics have had detrimental results. We will examine ways that society has used genetics in the past, including efforts to control human heredity and to determine race. We will contemplate ways that new genetic information and technologies such as gene therapy, genetic testing and cloning may be used by society in the future. Positive and negative consequences of applications of contemporary human genetics will be weighed.

K. COMMUNITY ORGANIZING: EMPOWERING PEOPLE, EFFECTING CHANGE

Chris Hunter
Sociology

"Organizing," writes activist and author Si Kahn, "is people working together to get things done." This tutorial examines community organizing: efforts by people working together to improve their neighborhoods, their communities, and their workplaces. We will focus our attention particularly on the organizer and on the organizing effort itself, asking such questions as: Why do people become community organizers, union organizers, or social activists? How does their activism affect them? What are the skills and roles of a good organizer? Since people have a lot of other things to do in their lives, how do effective organizers and leaders build organizations by getting people to participate actively? What kinds of organizing are there? We will try to answer such questions by analyzing a wide range of material on organizing, including autobiographical writings, manuals for activists, case studies of organizing attempts, and documentary films.

L. COPY CATS

Wade Jacoby
Political Science

If imitation is really the highest form of flattery, then why do we have copyright lawyers? This tutorial grapples with the practice of copying or emulating, which has been getting bad press at least since the time of Shakespeare ("base imitation"). Why does copying exist? What is it good for? What are the practical, social, and legal limits to copying? Is imitation mainly a pre-cognitive or instinctive act? Is it something only little kids do? In what ways can imitation be strategic? We will explore the strategic use of imitation in domains of culture, business, and politics. We'll consider the element of imitation in copycat crimes, architectural fads, imperialism, role models, and policy diffusion.

M. CONSTRUCTING DESIRE: THE POLITICS OF POPULAR CULTURE

Jean Ketter
Education

Who creates and controls our desires? How do we come to define success and beauty? Is it multinational corporations with billion-dollar advertising budgets who create and manipulate our desires, or is each of us an autonomous individual who ultimately decides what to value and believe? Barbie, GI Joe, Joe Camel, The Malt Liquor Bull, Heroin Chic, Rap, Heavy Metal. Do these products and images influence and even create our desires, or do they merely reflect them? We will analyze the debates between those who believe that the average citizen is exploited and incited to unhealthy behaviors by advertising and popular culture as it is depicted on television and movies, in music, and on the internet, and those who believe that popular culture is, at worst, a harmless wasteland of superficial angst and gratuitous violence, and at best, a site of healthy critique and resistance. We will read, listen to and view a wide range of texts, scholarly and popular, from Noam Chomsky to Tipper Gore.

N. THE COMEDIES OF ARISTOPHANES

Gerald Lalonde
Classics

Aristophanes was the greatest playwright of Athenian Old Comedy and the only one whose works have survived in significant part. In the process of understanding and appreciating his plays we will learn something of the history and structure of Old Comedy, and of the Athenian society, politics, religion and warfare which were the subjects of his satire. Exercises in writing, discussion, and spoken presentation will aim at interpretation of theme, plot, scene and character in the extant plays as well as exploration of the meaning and philosophy of the comic – what makes something funny. Much of the appreciation of Aristophanes comes from recognition of the applicability of comic and serious elements of his plays to our own age and experience. To this end members of the tutorial will have the opportunity to write scenarios and scenes for contemporary comedies in the mode of Aristophanes.

O. THE LIMITS OF INTROSPECTION

David Lopatto
Psychology

The rise of formal schools of psychology in America began with the Structuralist school of Edward Bradford Titchener, who asserted that the scientific observation of one's own consciousness was the key to a systematic psychology. We will begin the semester by familiarizing ourselves with Titchener's method, including introspection exercises from his turn-of-the-century texts. We will then explore how other great schools of psychology, including Psychoanalysis and Behaviorism, undermined the introspectionist point of view. We will also explore the hypothesis that some forms of modern psychological investigation such as guided imagery and biofeedback may be unacknowledged descendants of the introspective program.

P. FOOD: TECHNOLOGIES AND RITUALS

Leslie Lyons
Chemistry

In The Physiology of Taste (1825) Brillat-Savarin wrote, "Tell me what you eat and I shall tell you what you are." That well-known phrase will guide our inquiry into an examination of the interplay of technologies and cultural rituals upon food and society. Topics will include the celebration of food as a central cultural ritual, the uses of food to define an ethnic or cultural group, and the role of technology in the development, storage and consumption of food. New food technologies such as nuclear irradiation for food preservation and fat substitutes such as olestra are controversial and will continue to challenge the kinds of food a society uses and, extrapolating from Brillat-Savarin, the kind of society we live in.

Q. THE NATURE OF NATURE: AMERICAN WRITERS AND THE NATURAL WORLD

Sandy Moffett
Theatre

What is this thing we call nature? What does it mean when we call a phenomenon or an action "natural"? Are we as human beings a part of nature? Apart from nature? Essential to nature? Destroyers of nature? Is the restoration of the red wolf to the swamps of eastern North Carolina natural? Then what of stocking brown trout in northeast Iowa streams? Is subsistence hunting natural? Then what of choosing to subsist on vegetable matter only and to abandon our role as predator? The questions are endless and the answers, it seems, are infinitely debatable, a debate that has been engaged in American writing since the beginning of the Republic. We will read from this literature, from writers as diverse as Aldo Leopold and Terry Tempest Williams, as William Faulkner and Annie Dillard, as Joy Williams and Ted Kerasote. We will debate the opinions we encounter in this writing and we will discuss, argue, and write our own ideas.

R. URBAN MYTHS: THE MODERN CITY AND ITS REPRESENTATIONS

Philippe Moisan
French

Beginning in the Nineteenth century, the urban landscape starts to occupy an important place in literature and art. It not only provides a backdrop for realism in literature and impressionism in art, but also becomes a character, a text in its own right. This tutorial will decipher the urban text by examining the evolution of literary, artistic, and cinematographic representations of the city, exploring in particular notions of wandering, violence, and displacement. We will be reading from a variety of authors, including Balzac, Dickens, Dos Passos, Auster, and Toussaint, in addition to critical urban theory and films.

S. WHO DOES MATH?**Emily Moore**
Mathematics

The list of famous mathematicians of the current century includes everyone from eccentrics to relatively normal people. What attracts people to mathematics? Is it the comfort of unambiguous truths? The beauty they see in mathematical pattern? Or perhaps the practical applications of mathematics? If all these qualities of mathematics play some role, the discipline should have very broad appeal. But some believe that mathematics is not for everyone, that beyond a point, doing mathematics requires special talent, and that only certain types of people can join the club. These beliefs often discourage people from pursuing mathematics. We will explore common myths about mathematics and its practitioners. Our tools will be biographies and autobiographies of famous mathematicians, the portrayal of mathematicians in film and literature, and statistical data that helps us to understand who studies and ultimately chooses a career in mathematics.

**T. THE HISTORY OF MONEY: HOW
BARTER BECAME THE EURO****Paul Munyon**
Economics

This tutorial will study the evolution of media of exchange from the early transition from pure barter to the current state of the Euro: an eleven-country currency without any paper or coinage. Beginning with the assumption that "money" always develops as an attempt to solve an economic problem, this tutorial will investigate both the major "problems" and "solutions" of the last three or four thousand years.

**U. THE MIRROR OR THE LAMP: LAW
AND SOCIAL NORMS****Russell Osgood**
History/Political Science**Jonathan Brand**
Lecturer

This course explores the relationship between law and the social milieu using American, British, and French texts (such as a dialogue of Plato and the last episode of Seinfeld). Specifically, it examines and contrasts the following alternatives: First, some argue that law may alter human behavior even if that behavior is culturally sanctioned. Second, law and behavior may influence each other. Thus, at best, the law can only shift modestly the cultural norms of behavior. Third, law is subordinate to and controlled by the society in which it exists and does not shape human behavior. Fourth, law and cultural norms operate largely independent of each other.

**V. SPAIN THROUGH THE LENS OF
ITS FILM DIRECTORS****Dennis Perri**
Spanish

An examination of Spain's culture, society and institutions from the perspective of that country's foremost film directors. No knowledge of Spanish is needed. The course will begin with a brief discussion of the Spanish cultural context and the basic methods of film analysis. The tutorial will then focus on the directors' vision and interpretation of Spanish society as it moved from authoritarian rule to democratic institutions (1940 to the present). Films will include works by Carlos Saura, Luis Buñuel, and Pedro Almodóvar among others.

**W. HYPERMEDIA: SOME TECHNOLOGY,
SOME IMPLICATIONS****Sam Rebelsky**
Computer Science

Hypermedia, particularly in its incarnation in the World-Wide Web, seems to be changing the way many people write, read, interact, teach, and go about their daily lives. Are these changes improving or detracting from our lives? Is hypermedia also affecting the way we think? Can it have a positive impact on social structures? Is hypermedia really new, or does it just recast older ways of thinking and writing? In this tutorial, we will consider questions like these. Along the way, we will investigate some of the technologies underlying hypermedia systems, discuss relationships between hypermedia writing/reading and "linear" writing/reading, and develop our own hypertexts.

**X. THE END OF THE WORLD IS HERE:
EXPLORATIONS IN APOCALYPTIC
LITERATURE AND MOVEMENTS**

Henry W. Leathem Rietz
Religious Studies

"...they say 2000 zero zero party over oops out of time." As the second millennium of the Common Era draws near, numerous groups are predicting the apocalyptic end of the world. Some of the predictions are rooted in secular fears such as the global crash of computers due to the Y2K problem. Most arise out of religious movements. This tutorial will use an interdisciplinary approach to explore selected apocalyptic and millennial movements. We will begin by examining several early Jewish and Christian apocalyptic texts and communities. We will then investigate some modern western apocalyptic and millennial movements such as Jonestown and the Branch Davidians.

**Y. LITERATURE, THEORY, POLITICS: AN
INTRODUCTION TO GAY AND LESBIAN STUDIES**

Daniel Reynolds
German

A recent arrival on the academic scene, Gay and Lesbian Studies encompasses a broad range of cultural issues including the psychology of identity formation, philosophical and sociological reflections on ethics, the role of biology in determining behavior, and the politics of civil rights. This course, which is intended for students of all backgrounds and interests, takes a dispassionate, critical look at fictional, and theoretical texts about the experiences of gays, lesbians, and bisexuals in our culture. We will read short literary works by Larry Kramer, Paul Bowles, Gloria Anzaldúa, and others, and essays ranging from Sigmund Freud's theories of sexuality to modern examples of "Queer Theory" by Eve Sedgwick and Michael Warner. The course will also explore the link between Gay Studies as an academic practice and its relation to the lesbian and gay civil rights movement, asking whether and where theory, art, and practice meet in the real world.

**Z. SONGS AND SONGWRITERS:
1600 TO THE PRESENT**

Ralph Russell
Music

"Which Side Are You On?," "Masters of War," "Birmingham Sunday," "Mercy, Mercy, Me (The Ecology)," and "Can't Truss It." What do these songs have in common? Their lyrics deal with serious issues involving labor, war, racial violence, liberation, and the environment. Since the founding of this nation, songwriters have used the power of song to communicate their beliefs and ideas on such issues as America's "manifest destiny," war, and human rights. Moreover, these topical songs are multifarious, often disclosing the different experiences of Americans of all racial and social classes. Therefore, the objectives of this tutorial are to examine the works of numerous songwriters, for example Woody Guthrie, Joan Baez, Stevie Wonder, and Public Enemy; ascertain what movements, issues, or events gave impetus to the creation of their songs; and discuss how these songs encouraged Americans to think deeply about issues and inspired them into activism.

AA. THE SECRET LIFE OF CHARACTERS

Cannon Schmitt
English

What are characters and how are they created? Has the nature of characters changed over time? What are characters up to when they're not on the page, doing and saying the things writers dictate? What is the relation between characters and human beings? By closely reading a wide variety of texts and intensively engaging in both critical and creative writing, we will learn how to answer these and other questions about that essential component of every narrative, the literary character. Over the course of the semester we will analyze short stories by James Joyce and D. H. Lawrence and novels by Salman Rushdie and Virginia Woolf. We will also examine characters as they appear in nonfictional texts, including a psychoanalytic case study by Sigmund Freud and biographies and autobiographies by writers such as Maxine Hong Kingston and Carolyn Kay Steedman. Finally, we will try our hand at creating our own characters, fictional and otherwise.

**BB. LITERATURE AND SPIRITUALITY:
HERMAN MELVILLE'S *MOBY-DICK***

**Saadi Simawe
English**

Melville's *Moby-Dick* (1851) is one of the finest American literary classics. Its spiritual energy transcends particulars of time and place to force us to re-examine ourselves in relation to other humans and nature, thus complicating our often easy definition of good and evil in human life. We will investigate, through a careful examination of the subtleties of the figurative and symbolic language, the concept of the spiritual as it is defined in *Moby-Dick*.

CC. THE ENLIGHTENMENT

**Don Smith
History**

We shall critically read, listen to, and talk and write about works by some representative figures of the eighteenth-century culture in Europe and North America: Voltaire, Montesquieu, Rousseau, Lessing, Diderot, Wollstonecraft, Mozart, and the authors of "The Federalist." In so doing, we shall consider the eighteenth century's understandings of and examination of a number of issues which still excite debate and discussion today: religious toleration, objective and subjective truth, the relation between natural science and moral conduct, the rights of women, the tension between democracy and liberty, the tension between cultural pluralism and conceptions of universal human rights.

DD. RENAISSANCE

Marci Sortor

In this tutorial we will consider the period of cultural, political, and social "rebirth" known as the Renaissance. Renaissance Florence will serve as the centerpiece of our studies. We will examine works of literature and history, art, music, and architecture. From the studies and studios of scholars and artists, we will turn our attention to the stuff of ordinary life: love and politics, markets and families. In addition to meetings of the entire class to discuss these issues, tutorial students will meet several times with the professor in small groups to read and discuss each other's written work.

EE. PEACEMAKING

**Martha Voyles
Education**

Do all conflicts have a win-win solution? Is it a good strategy to ask for more than you expect to get in a negotiation? Is non-violent protest an effective way to work for peace? The Peacemaking tutorial will struggle with questions like these as we use readings, video and simulations to examine cases of conflict including ethnic conflict in Ireland and Pakistan, race relations in the United States, environmental controversies, campus demonstrations and interpersonal conflict. In addition to doing our own analysis of the means and necessary conditions for conflict resolution, we will read about the analysis and recommendations of experienced peacemakers and meet with conflict resolution leaders at the Iowa Peace Institute.



TUTORIAL SUMMARY SHEET

1998-99

- A. On The Faultline: Voices from the Other Europe (Armstrong)
- B. Social-Science Fiction: *The X-Files* and American Popular Culture (Barlow)
- C. Evolution and Society (J. Brown)
- D. Argumentation in the Ancient World: China and Greece (Cook)
- E. Humanities I: The Ancient Greek World (J. Cummins)
- F. The Trojan War in Greek Literature, Art, and Archaeology (M. Cummins)
- G. Spy Novels of the Cold War (Diamond)
- H. The Birth of Hollywood: 1914-1939 (Gardner)
- I. Frank Lloyd Wright (E. Gaub)
- J. Color, Culture, and "Race" (Gibel Azoulay)
- K. Inside *Star Trek* (Gibson)
- L. Rites of Passage: Perspectives on the Ritual Dimensions of Social Change (Gilday)
- M. The Coming Anarchy? (Grey)
- N. American Gothic (E. Hewitt)
- O. Screening the Sixties: How Hollywood and Historians Look at the 1960s (Hietala)
- P. Our Environmental Responsibility: What Should We Do? (Marzluff)
- Q. Understanding the Process of Aging (McClelland)
- R. Humanities I: The Ancient Greek World (Mease)
- S. Normalization in the Nursery: The Political Subtext in Children's Literature (Meehan)
- T. *Candide's* Representations: Image, Text, Opera (Petrovich)
- U. Greed: Good or Bad for Society? (Powell)
- V. God's Wildness: Nature and the American Religious Movement (Roberts)
- W. The Enlightenment (D.A. Smith)
- X. Images, Reality, Illusion (S. Strauber)
- Y. Health Care (Sullivan)
- Z. Engineered Humans: A Study in Technology and Literature (Tjossem)
- AA. Peacemaking (M. Voyles)
- BB. Mathematics and the Other Arts (Wolf)
- CC. Jesus (Thorson-Smith)

TUTORIALS

1998-99

**A. ON THE FAULTLINE: VOICES FROM
THE OTHER EUROPE**

**Todd Armstrong
Russian**

This tutorial will consider the literature and culture of one of the most exciting and dynamic areas of the world: Central and Eastern Europe. Historically located on the "faultline" between the major empires of East and West, enduring the travails of the modern age in the two World Wars and under totalitarianism, this part of Europe has also been the site of such defining events of the last decades as the Solidarity movement in Poland, the fall of the Berlin Wall, the Velvet Revolution in the former Czechoslovakia, and the war in the Balkans. In this tutorial we will examine and analyze a number of major literary works from several countries of Central and Eastern Europe (former-Yugoslavia, Poland, former-Czechoslovakia). We will devote our attention to how writers, artists, poets and others attempt to understand and respond to major twentieth-century events and issues in specific countries, and in the region in general: war, revolution, totalitarianism and political repression, clashes of religion and culture, and quests for identity. Tasks of textual analysis, research, and written and oral expression will be organized around works of literature, art, films and other cultural texts.

**B. SOCIAL-SCIENCE FICTION: *THE X-FILES*
AND AMERICAN POPULAR CULTURE**

**George Barlow
American Studies/English**

This tutorial is designed to introduce the study of American popular culture through an examination of Fox TV Network's *The X-Files*. What explains the show's broad appeal in the United States, Canada, Britain, and other countries? What has turned *The X-Files* from an episodic curio into a cultural phenomenon? To what extent was the show inevitable, given our on-going popular interest in science-fiction and the public cynicism related to the Vietnam War, Watergate, Iran-Contra, and other political scandals? Readings will include American cultural studies theory, critical analyses and reviews, interviews and profiles of Chris Carter (*X-Files* creator and lead writer), producers and directors, and David Duchovny and Gillian Anderson (the stars). We will also view and critique four representative episodes.

C. EVOLUTION AND SOCIETY

**Jonathan Brown
Biology**

Evolution is perhaps both the most influential and the most controversial development in science in the last 200 years. The ideas Charles Darwin laid out in his landmark work, *On the Origin of Species By Means of Natural Selection*, have had a tumultuous history because they appear to confront culturally-embedded beliefs about the nature of human variation, as well as the origin of our species. In this tutorial, we'll consider what Darwin actually said about evolution and humanity, and compare that to how his ideas have been used, criticized, and adapted by others over the past 140 years. In particular, we'll critically examine the influence of evolutionary ideas on four issues of enduring social importance: religious belief, race, gender and ethics.

**D. ARGUMENTATION IN THE ANCIENT WORLD:
CHINA AND GREECE**

Scott Cook
Chinese

"One adept at persuasion is like a knight skilled in battle, relying on the strengths of his opponent and turning them into his own . . ." These words of ancient Chinese wisdom evidence the fact that the art of rhetoric--defined by Aristotle as "the faculty of observing in any given case the available means of persuasion"--has occupied the attention of the world's great thinkers since the earliest times, both as a tool in itself and as a source of philosophical speculation. What constitutes a good argument? Is the answer to this question something that varies from culture to culture, across the vast expanses of space and time? What may the ancient Chinese and Greeks teach *us* about the art of effective persuasion? By examining both theories of rhetoric and examples of argumentation itself, by such diverse writers as Plato and Mencius, Aristotle and Han Fei, we will explore the essence of successful argumentation, with the aim of turning ourselves into skilled knights in the battlefield of academia and beyond.

**E. HUMANITIES I: THE ANCIENT GREEK
WORLD**

Joseph Cummins
Classics

The literature of ancient Greece lies at the heart of a liberal arts education. The poetry, drama, history, and philosophy of the Greeks have had immense influence in shaping the cultural tradition of Western Europe and all the forms of intellectual life which that tradition has included or influenced. In an effort to understand and appreciate this tradition from its beginnings, we will read and discuss the Iliad, the Odyssey, Aeschylus' Agamemnon, Sophocles' Oedipus the King, Euripides' Bacchae, Aristotle's Poetics, Thucydides' History of the Peloponnesian War, and several of Plato's dialogues. While this tutorial will be especially useful to students who wish to study literature, the excitement and challenge of studying these classic texts will make a fine beginning for the college education of any student.

**F. THE TROJAN WAR IN GREEK LITERATURE, ART,
AND ARCHAEOLOGY**

Monessa Cummins
Classics

The Trojan War was, for the ancient Greeks, both an historical fact of cardinal importance and an intriguing story exploited endlessly by poets and artists. In this tutorial we will examine the events of the Trojan War as narrated by Homer (Iliad and Odyssey) and the lyric poets, and dramatized by Aeschylus (Agamemnon) and Euripides (Hecuba, Trojan Women). While reading these works we will study artistic representations of the war in vase-painting and sculpture. Finally we will analyze the results of the three major archaeological excavations at Troy. This tutorial will aim at analysis and synthesis of the evidence for the Trojan War from these distinct disciplines.

G. SPY NOVELS OF THE COLD WAR

Doug Diamond
Music

Espionage, as a covert strategy to gain or maintain tactical or psychological advantage over both external and internal enemies, has been around for hundreds, most likely thousands, of years. It was not until the middle of this century, however, that the spy, and particularly the British spy of the cold war, became the archetypal protagonist in an entire genre of popular fiction; a person portrayed alternately, depending upon the novel, as either a romanticized superhero or a jaded antihero; or, not at all uncommonly, as a not quite reconciled synthesis of both extremes. The novels we will read were all written within the last half-century, and will include, as primary points of reference, several of the major works of John Le Carre. Through the often clouded lens of espionage fiction, we will attempt to look as clearly as possible into the seamy side of government service; into questions of character, morality, and cultural ethos; and, finally, into the political, personal, and interpersonal motivations for, and ramifications of, what for many of these novels' heroes and authors constitutes the ultimate act of betrayal.

H. THE BIRTH OF HOLLYWOOD: 1914-1939

Jared Gardner
English

We will examine the rise of film in America in the early decades of the twentieth century as a form of popular entertainment, an art form, an industry, and a contested site for debates over questions of morality, class, race, gender, and censorship. It will be our task to learn to read these films in the context of the history of the development of the industry and the art from film's silent origins to the first decade of sound movies, and in terms of the rapidly changing culture that Hollywood both responded to and helped to define. In addition to analyzing films from Birth of a Nation to Stagecoach, we will be reading from a variety of sources and disciplines, including newspapers and popular periodicals, economic analyses of the industry, film studies, American studies, history, and cultural theory.

I. FRANK LLOYD WRIGHT

Eugene Gaub
Music

Frank Lloyd Wright has been described as "the most abundantly creative genius of American architecture," an assessment with which he would not have disagreed. In this tutorial we will closely examine a number of Wright's astonishing buildings. But first, we will establish a framework for understanding his achievements by considering some fundamental questions: What is architecture? What is good architecture? What does an architect actually do? We will also speak with a local architect, read Ayn Rand's novel The Fountainhead, and study buildings in Grinnell designed by architects who worked closely with Wright: Louis Sullivan's Merchant's Bank and the Ricker House, designed by Walter Burley Griffin and Marion Mahoney. We will also visit Mason City, Iowa, to tour buildings by Wright, Griffin and other Prairie-school architects.

J. COLOR, CULTURE AND "RACE"

Katya Gibel Azoulay
Anthropology/Africana Studies

Race thinking dominates ways in which Americans in the United States differentiate groups of people from each other. This tutorial focuses on associations between color and culture in order to examine how racial meanings are constructed and made comprehensible. Using a combination of texts -- such as academic articles, films, advertisements -- we will explore the representation of "whiteness," "blackness," and other "race-d" identities in the public arena. Throughout the semester the focus will be on interrogating the language, ideas and assumptions that give meaning to the different ways we perceive the world around us and through which we understand our experiences.

K. INSIDE *STAR TREK*

Janet Gibson
Psychology

Gene Roddenberry's *Star Trek* (1966-present) provides the context for an exploration of issues concerning the philosophy and psychology of human nature and relationships. We will study Roddenberry's life and vision, and various issues examined in the four series and eight movies. These issues range from social considerations (e.g., multiculturalism, respect for the laws of others, and making a difference) to what it means to be human (e.g., aggression, intelligence, logic versus emotion or intuition, leadership, self-identity, and self-growth or character development) to space exploration and technology (e.g., Starfleet, the prime directive, transporters, warp travel, wormholes, starships, and space stations) to the trekkie phenomenon. We will read and discuss nonfiction materials written specifically in the *Star Trek* context as well as scientific and professional materials directly relating to the issues we cover. We will aim to boldly go where no tutorial has gone before.

**L. RITES OF PASSAGE: PERSPECTIVES ON
THE RITUAL DIMENSIONS OF SOCIAL CHANGE**

**Ed Gilday
Religious Studies**

In the strictest sense, rites of passage are "life-cycle" ceremonies that accompany and dramatize major events like birth, marriage, and death. In cultures around the world such ceremonies mark a person's transition from one stage of social life to another. By studying the ways that various societies dramatize these changes as significant, we can learn much about the varieties of human experience and about America's peculiar ways of recognizing and dealing with predictable but unsettling change. We will see, for example, that such "obvious" biological events as birth and death are neither as self-evident nor necessarily as personal as we may have believed. Extending the sense of such transitional rites beyond the realm of the personal, we will discover that communities and even nations also experience changes that seem to require ceremonial recognition and even intervention. To make these grand ideas more palpable, we will be reflecting throughout the semester on the processes of change involved in your leaving home and beginning new lives as college students. We will document and analyze the kinds of formal and informal ritual markers that families, friends, and institutions have provided to inform and make meaningful your own "transitions."

M. THE COMING ANARCHY?

**Bob Grey
Political Science**

In 1989, the Soviet bloc in Eastern Europe collapsed. In 1991, the Soviet Union disappeared, and with it, the cold war. For almost two years, there was, in the United States and elsewhere in the West, a euphoria, a sense that democracy, capitalism and world peace had triumphed, that "history had ended," and that we had entered a new era, virtually a utopian one. Four years later, it is hard to remember that euphoria. In the former communist countries, the economies have collapsed, and, with these collapses, people's living standards have precipitously declined. In these countries, crime rates have risen dramatically. In some of them, dictatorships, albeit non-communist ones, have been re-established. In others, civil war has broken out. But it is not only in the former communist countries that things seem to have gone wrong. In Bosnia, Somalia and Rwanda, among other places, civil wars with genocidal characteristics have broken out, and the world community seems impotent to resolve these conflicts. Moreover, environmental dangers that seemed abstract and distant seem increasingly concrete and near. The conjunction of all of these developments with the end of the century and the end of a millennium has led to all sorts of apocalyptic predictions about the future of humanity. We will examine these visions of humanity's political, economic and environmental future.

N. AMERICAN GOTHIC

**Beth Hewitt
English**

The gothic emerges as the monstrous twin of the Enlightenment; the literary tradition of the gothic in the United States has from the beginning of the nation been used to describe and depict those things that resisted rational explanation--those things that lay not only in the individual unconscious (like sexual desire), but in the national unconscious. This tutorial will think about why American authors turned to gothic literature to meditate on the unthinkable, but also irrepressible, gap between the ideals of American democracy and the facts of American inequality. Considering issues of sexuality, class, race, and gender, we will read gothic writers from the 18th-20th centuries (Brown, Poe, Alcott, Jacobs, Stowe, Gilman, James, Faulkner, Morrison); the tutorial will also consider the work the gothic does in contemporary popular culture (Candyman; Buffy, the Vampire Slayer).

**O. SCREENING THE SIXTIES: HOW HOLLYWOOD
AND HISTORIANS LOOK AT THE 1960s**

Tom Hietala
History

Millions of Americans watch historical films; far fewer read books and documents to study the past. This tutorial examines the 1960s from many perspectives, including those of directors Oliver Stone ("Platoon" and "JFK"), Alan Parker ("Mississippi Burning"), Spike Lee ("Malcolm X"), and David Maysles ("Gimme Shelter"). Besides using movies to assess the civil rights movement, the Vietnam War, and the British Invasion (the Beatles and Rolling Stones), the tutorial utilizes oral histories, memoirs, government documents, and scholarly texts to explore time, place, and context, and the riddle of historical memory. "I've often had the experience of seeing a historical movie and then reading some history," director John Sayles observed in 1995, "and thinking that the history is a better story, a more interesting story, and certainly a more complex story." Students in this tutorial will be "seeing" many "historical" movies and then, like Sayles, "reading some history."

**P. OUR ENVIRONMENTAL RESPONSIBILITY:
WHAT SHOULD WE DO?**

Elaine Marzluff
Chemistry

Recent debate has focused on the impact of our technological activities on the environment. There are those who attest we are on the brink of an environmental disaster. Others uphold that the impact of technology has been to create a world more lush. These conflicting claims are difficult to reconcile. Scientifically, long term global predictions are difficult to model. We must think carefully about any action we decide to take and consider its impact not only on the environment but also on global economies, political stability and personal lifestyles. This does not lessen our responsibility but certainly complicates our decision making. This tutorial will explore the impact of technology on our environment. We will also explore our ethical responsibility to the world around us. We will start by considering how the environment plays a role in our everyday lives and how technology has changed the environment. We will consider the evidence of change, the risk of future calamity and try to answer the question: "What should we do?"

**Q. UNDERSTANDING THE PROCESS
OF AGING**

Kent McClelland
Sociology

How do people change as they approach old age? What does it feel like to be old? What important choices must an older person make? How can young people relate to older people? What will life be like when we ourselves get old? This tutorial focuses on people who are getting older and on the problems and opportunities they encounter. We will discuss work and retirement, money and health, housing and travel, friendship and sexuality, family ties and death. Class members will meet with elderly people living in the Grinnell community and will visit local organizations serving the elderly. Readings include novels and social scientific studies.

**R. HUMANITIES I: THE ANCIENT GREEK
WORLD**

Ellen Mease
Theatre

The literature of ancient Greece lies at the heart of a liberal arts education. The poetry, drama, history, and philosophy of the Greeks have had immense influence in shaping the cultural tradition of Western Europe and all the forms of intellectual life which that tradition has included or influenced. In an effort to understand and appreciate this tradition from its beginnings, we will read and discuss the Iliad, the Odyssey, Aeschylus' Oresteia, Sophocles' Oedipus the King and Antigone, Euripides' Bacchae, Aristotle's Poetics, Thucydides' History of the Peloponnesian War, and several of Plato's dialogues and excerpts from his Republic. While this tutorial will be especially useful to students who wish to study literature, the excitement and challenge of studying these classic texts will make a fine beginning for the college education of any student.

**S. NORMALIZATION IN THE NURSERY: THE
POLITICAL SUBTEXT IN CHILDREN'S
LITERATURE**

**Johanna Meehan
Philosophy**

In this tutorial we will explore the gender, sexual identity, class, and race ascriptions and norms which figure explicitly and implicitly in children's stories and fairy tales. We will alternate texts by theoreticians such as Bourdieu, Foucault, Frye, Bartky, Young, West, Appiah and Collins with close readings of stories like "Cinderella," "Puss and Boots," "Brer Rabbit," "Little Black Sambo," "The Tin Soldier," "The Wild Things," and "Beauty and the Beast." Our aim will be to trace the ideals of femininity and masculinity, the markers of race and class, and the positionings of heterosexual subjectivity in these stories as well as to consider the shifting conceptions of childhood and the terrors, fantasies and lessons thought essential to it.

**T. *CANDIDE'S* REPRESENTATIONS: IMAGE,
TEXT, OPERA**

**Vesna Petrovich
French**

Our main text, Voltaire's *Candide* (1759), will serve as a point of departure for a journey through the world of the Enlightenment and a young person's path to self-discovery. This fast-paced philosophical tale takes us to see the world through the eyes of a young and naive main character, Candide, who through an extraordinary series of mostly burlesque experiences, progressively develops into a mature critical thinker and a model for an enlightened *philosophe*. A close reading of the text will be accompanied by an analysis of contemporary and modern illustrations of the text (especially, Moreau le Jeune and Paul Klee). We will also examine Bernsteins modern version of *Candide* in opera (1956, 1989). The main purpose of that study will be to observe how meaning is constructed in different media (text, image, opera) and to compare the interpretations and visions they each represent. Moreover, we will look at issues in Voltaire's text, such as class distinctions, war, religious tolerance, utopia, happiness, love, and self-discovery, in order to see how relevant they are today and how they are represented in different media (newsprint, television, film, etc.). By the end of the tutorial we hope to have built an awareness of how (and for what purposes) meaning and interpretation are constructed and thus, how some of our young tutorial *Candides* have progressively become enlightened thinkers themselves.

U. GREED: GOOD OR BAD FOR SOCIETY?

**Irene Powell
Economics**

Market economics, which are based on individual greed as a motivating force of production, have proven enormously successful at raising living standards. Yet, ethical traditions typically view greed as an extremely undesirable and harmful individual trait. So, is greed beneficial or harmful to society? This tutorial will explore the conflict over the effect of greed. We will use case studies and histories of business leaders and industries to help us analyze the role of greed in society. Case studies may include industries such as pharmaceuticals, infant formula, or tobacco, and entrepreneurs such as steel magnate Andrew Carnegie, Microsoft's Bill Gates, inside trader Michael Milliken, investment king Warren Buffet, or Walt Disney. What methods were used to gain ascendancy in these industries? What effects did these industries have on people's well-being? Our analysis of the case studies will draw on ethics, economics, history and other disciplines.

**V. GOD'S WILDNESS: NATURE AND THE
AMERICAN RELIGIOUS MOVEMENT**

**Tyler Roberts
Religious Studies**

"In God's wildness lies the hope of the world -- the great fresh unblighted, unredeemed wilderness." Thus does American naturalist John Muir echo Henry David Thoreau. Muir's sentiment can be traced to the religious traditions of both Native Americans and the New World's earliest European Christians; it continues to be expressed in contemporary environmental philosophies and in New Age spiritualities. This tutorial will explore how writers, artists, and religious figures, throughout American history, have found deep resources in these traditions for imagining the natural world as a source or locus of the sacred. Through fiction, philosophy and film, we will attend specifically to the way representations of sacred wilderness have helped shape American individualism, have functioned in social criticism, and have provided resources for the cultivation of greater spiritual awareness and freedom.

W. THE ENLIGHTENMENT

**Don Smith
History**

We shall critically read, listen to, and talk and write about works by some representative figures of the eighteenth-century culture in Europe and North America: Voltaire, Montesquieu, Rousseau, Lessing, Diderot, Wollstonecraft, Mozart, and the authors of "The Federalist." In so doing, we shall consider the eighteenth century's understandings of and examination of a number of issues which still excite debate and discussion today: religious toleration, objective and subjective truth, the relation between natural science and moral conduct, the rights of women, the tension between democracy and liberty, the tension between cultural pluralism and conceptions of universal human rights.

X. IMAGES, REALITY, AND ILLUSION

**Susan Strauber
Art**

". . . More than meets the eye". . . "The camera never lies". . . Such phrases suggest both the power and ambiguity of visual images. Images can be trustworthy representations of reality, or obvious fictions, or sometimes subtle illusions. Can we always tell which? Why are images sometimes examples of visual "truth" and sometimes of visual "lies"? In this tutorial we will explore questions about images, reality, and illusion with an emphasis on how people use images as tools of communication and influence in ways that range from political propaganda to scientific knowledge to aesthetic expression. We will take a broad, multi-disciplinary approach to these issues, including the historical and cultural contexts in which images are produced and viewed, the technologies that are employed to make and manipulate images, and the roles of science, gender, and culture in the interpretation of images. Examples of topics are the consequences of a shift from a verbal to a visual society, the ethics and significance of digitization and computer manipulation of images, the function of images in advertising, and the role of viewers in assessing the validity of an image.

Y. HEALTH CARE

**Charles Sullivan
Biology**

The U.S. health care system is extremely costly, yet fails to deliver adequate services to all citizens. For these reasons, reform of the health care system has been a high priority for many Americans. In this tutorial we will examine the origins of the U.S. health care system and focus on two factors that likely will cause the situation to worsen: the high cost of medical technology and the growing population of elderly Americans. We also will examine some of the reforms that have been instituted at the federal and state levels. Finally, students enrolled in this tutorial will have an opportunity to volunteer in a local health care facility to observe some part of the health care system first hand. Throughout the tutorial we will consider the social, ethical, political and economic forces that will shape the type of health care Americans could receive in the next century.

Z. ENGINEERED HUMANS: A STUDY IN TECHNOLOGY AND LITERATURE

Paul Tjossem
Physics

While the technologies of genetic engineering and artificial intelligence hold high promise for enhancing human potential, using science to change the human body to attain personal or societal goals of "perfection" has long held an uneasy place in literature. This tutorial will combine novels (beginning with Mary Shelly's Frankenstein) with non-technical readings from Charles Darwin, Thomas Henry Huxley, and Stephen Jay Gould, to examine the attempts to change the pace and alter the direction of human evolution. We will look at the scientific eugenics movements of the early twentieth century, modern concepts such as gene therapy for curing inherited disease, and the fledgling attempts to replicate the body and mind using recombinant DNA and artificial intelligence techniques. Discussion will focus on how, in both science and literature, human-altering technologies force us to confront the question of what it means to be human.

AA. PEACEMAKING

Martha Voyles
Education

Do all conflicts have a win-win solution? Is it a good strategy to ask for more than you expect to get in a negotiation? Is non-violent protest an effective way to work for peace? The Peacemaking tutorial will struggle with questions like these as we use readings, video and simulations to examine cases of conflict including ethnic conflict in Ireland and Pakistan, race relations in the United States, environmental controversies, campus demonstrations and interpersonal conflict. In addition to doing our own analysis of the means and necessary conditions for conflict resolution, we will read about the analysis and recommendations of experienced peacemakers and meet with conflict resolution leaders at the Iowa Peace Institute.

BB. MATHEMATICS AND THE OTHER ARTS

Royce Wolf
Mathematics

The art of mathematics inspires musical structures and literary themes. The concept of a musical/ mathematical universe is basic to many cultures. The society of Pythagoras believed mathematics and music to be inseparable; ALL things can be explained by numbers. Kepler, investigating the orbits of the planets, attempted to calculate the music of the spheres. Some of Beethoven's editors feared his piano music "too mathematical" for the inexperienced pianist. Schoenberg's revolution attempted to take complete mathematical control of the musical process. The mathematics of literature is easily seen in many twentieth-century authors. Italo Calvino, anthropomorphizing scientific principles, tells stories about points in space. Luis Borges weaves complex detective stories with mathematical threads. Hermann Hesse, in "Magister Ludi", examines the validity of combining mathematics, music and literature into a single game. Mathematics is a definition of the universe, varying in content over time, reflected in and reflecting the arts and sciences of its time. This tutorial, investigating these issues, will examine mathematics in relation to the other arts.

CC. JESUS

Thorson-Smith Religious Studies

Who was Jesus -- the Jew, the Christ, the peasant, the radical? Who *is* Jesus today -- the Black Christ, Christa, Superstar, Lover, Clown? This course will study traditional understandings of Jesus as presented in Scripture and Christian doctrine, as well as alternative ideas about Jesus, some of which have been labeled heretical. We will examine the life and teachings of Jesus, using the work of the "Jesus Seminar," an ongoing gathering of biblical scholars who attempt to determine the authentic message of the historical person, Jesus, and its development by the early Christian community. Then we will examine a wide range of contemporary efforts to "re-imagine" Jesus by persons of different racial and ethnic groups, women, gay men and lesbians, and creative artists. Students will also study ideas about Jesus from non-Christian religious perspectives. Art, music, and video representations will be integrated into the course, and class members will be encouraged to express their learning in a variety of imaginative ways.

May 5, 2010



TUTORIAL SUMMARY SHEET

1997-98

- A. Literature and the Struggle for Identity (Barber)
- B. The Left Bank Revisited: Americans in Paris Between the Wars (Broe)
- C. City and Utopia in the Renaissance (Chasson)
- D. Jane Austen: Reading Novels/Studying Novels (Connelly)
- E. Stories, Story-tellers, and Audiences (Dobbs)
- F. Crisis, Liberation, Justice, and Leadership (Drake)
- G. Repressed, Delayed, Recovered, and False Memories (Ellis)
- H. Frank Lloyd Wright (Gaub)
- I. Trial by Jury (Hewitt)
- J. Gods and Heroes of Ancient Greece (Hughes)
- K. Human Behavior in Extreme Situations (Hunter)
- L. Campus Culture Wars -- Then and Now (Kaiser)
- M. Youth in Anthropological Perspective (Kamp)
- N. Emotions (Lindgren)
- O. Food: Technologies and Rituals (Lyons)
- P. Latinas and Their Worlds (Martinez Aleman)
- Q. The Nature of Nature: American Writers and the Natural World (Moffett)
- R. Can Beauty Save the World? (Mohan)
- S. Metaphor and the Art of Problem-Solving (Munyon)
- T. Leadership (Pillado-Miller)
- U. Music and Nature (Rommereim)
- V. The Rights of Minority Cultures (Rosenthal)
- W. Nuclear Technology: Fears, Facts and Public Policy (Schneider)
- X. Literature and Spirituality: Herman Melville's Moby-Dick (Simawe)
- Y. Health Care (Sullivan)
- Z. The Technological World (Swartz)
- AA. Jesus (Thorson-Smith)
- BB. Fairy Tale and Fantasy in Soviet Literature and Beyond: In Search of A Magical Kingdom (Vishevksy)
- CC. Computing: Limitations and Promising Developments (Walker)
- DD. So Far From God, So Close to the United States: US-Latin American Relations in the 1990s (Willis)
- EE. Mathematics and the Other Arts (Wolf)

TUTORIALS

1997-98

A. LITERATURE AND THE STRUGGLE FOR IDENTITY

Sigmund Barber
German

"I am he as you are he as you are me and we are all together." With this musical syllogism John Lennon and Paul McCartney suggest an answer to the ageless question: who am I? A deceptively simple question, it is one that has occupied thinkers from the earliest of times to the present. What is involved in defining who we are? What elements beyond the individual, many beyond his/her control, play a role in establishing one's identity? In this tutorial we shall examine how writers have posed these and other questions in works of literature. We shall see how writers as diverse as Sophocles, Poe, Kafka, Camus, Tolstoy, Angelou, and others have addressed the question of identity.

B. THE LEFT BANK REVISITED: AMERICANS IN PARIS BETWEEN THE WARS

Mary Lynn Broe
English

Beginning with contrasting views of "The Great War," we will take a broad approach to the cultural activities--the worlds of arts and letters, the marginals as well as the "high Modernists"--in Paris of the 1920's and 30's. Emphasis will be twofold: the impact of race, class and gender relations on a monolithic notion of Modernism; the challenge of both high and low cultures to the myths of Montparnasse literary, artistic and intellectual life. Among our readings will be John Berger's "The Moment of Cubism," Ernest Hemingway's The Sun Also Rises, Djuna Barnes's Nightwood, Gertrude Stein's The Autobiography of Alice B. Toklas, Jean Rhys's After Leaving Mr. MacKenzie, Claude McKay's Banjo, Janet Flanner's Paris Was Yesterday, plus selections from the poetry of Mina Loy, T.S. Eliot, e e cummings and others. The course will offer some choice to work with little magazines and presses; journalism; memoirs of salon and cultural life; artistic movements, such as surrealism, dada; photography, painting and music

C. CITY AND UTOPIA IN THE RENAISSANCE

Timothy Chasson
Art

How did a major Western city of the fourteenth to the sixteenth centuries define itself through its buildings, urban planning, institutional framework and literature? What was the relationship of these factors to concepts of an ideal city? Using the example of Florence, we will examine the realities and ideologies of urban identity. In addition to architecture as structure and metaphor, we will turn to excerpts from the writings of Dante, Villani, Alberti, Bruni and Machiavelli. We will also study the fascinating contribution to Italian utopian literature, Campanella's City of the Sun, a product of persecution and imprisonment.

D. JANE AUSTEN: READING NOVELS/STUDYING NOVELS

**Peter Connelly
English**

This tutorial is centered on Jane Austen's five major novels: Sense and Sensibility, Pride and Prejudice, Emma, Mansfield Park, and Persuasion. It addresses her fiction with some attention to narrative theory and literary scholarship and a lot of attention to the reading process--to what is involved in reading something for the first time and how it differs from studying something already read. It asks questions like these: what are readers supposed to know? and when--and how--are they supposed to have begun to know it?

E. STORIES, STORY-TELLERS, AND AUDIENCES

**Elizabeth Dobbs
English**

On "a dark and stormy night," ten French travellers, five men and five women, were stranded at a monastery in the Pyrenees on their way home from a Spanish spa. In imitation of Boccaccio's Decameron, they decided to pass the time by taking turns at story-telling. But the telling had barely begun, before it was interrupted by lively discussion among the listeners about what each story, and each story-teller, meant Or so the story goes that Marguerite of Navarre told in the sixteenth century. Her collection, later named The Heptameron after the seventy-odd stories, allows the members of this tutorial to explore, as both audience and story-tellers, the art of narrative.

F. CRISIS, LIBERATION, JUSTICE, AND LEADERSHIP

**George Drake
History**

Times of crisis sometimes produce great leaders. In our century, the liberation struggles following World War II have been particularly marked by leaders who galvanized millions. Mohandas Gandhi (India), Martin Luther King (USA) and Nelson Mandela (South Africa) are outstanding examples, in many ways linked to each other. These major twentieth-century leaders will be compared with Abraham Lincoln in nineteenth-century America and contrasted with Adolph Hitler in twentieth-century Germany. What motivated them? Did they seek to be leaders? How did they exercise leadership? What were the roles of family, character, education, religion and politics in shaping their thoughts and actions? We will explore these and other questions by examining the words and lives of these individuals.

G. REPRESSED, DELAYED, RECOVERED, AND FALSE MEMORIES

**Ann Ellis
Psychology**

The debate about recovered and false memories has generated strong emotional responses and has polarized many scientists, attorneys, and professional psychologists. In this tutorial we will examine theoretical and scientific literature on the reality of delayed and false memories. By considering ideas such as Freud's original seduction hypothesis and more recent feminist perspectives, we will trace the historical antecedents of today's public debate. We also will examine current anecdotal and experimental data that speak to the veracity of long term memories of childhood events. Our task will be to critically analyze and evaluate the underpinnings of this highly publicized, social and political controversy.

H. FRANK LLOYD WRIGHT

Eugene Gaub
Music

Frank Lloyd Wright has been described as “the most abundantly creative genius of American architecture,” an assessment with which he would not have disagreed. In this tutorial we will closely examine a number of Wright’s astonishing buildings. But first, we will establish a framework for understanding his achievements by considering some fundamental questions: What is architecture? What is good architecture? What does an architect actually do? We will also speak with a local architect, read Ayn Rand’s novel The Fountainhead, view Arin Hagen’s 1992 opera “Shining Brow,” and study buildings in Grinnell designed by men who worked closely with Wright: Louis Sullivan’s Merchant’s Bank and Walter Burley Griffin’s Ricker House. The tutorial includes an overnight trip to Oak Park, Illinois, to see many of Wright’s best buildings first-hand.

I. TRIAL BY JURY

Gary Hewitt
History

The jury system asks twelve citizens, alone in a room, to arrive at a verdict by applying common sense to the evidence they have heard. Yet juries do much more than simply deliver verdicts of guilt or innocence. Juries make it clear that citizens, not the government, have decided a defendant's fate. Juries are a bulwark of democratic participation in a free society, involving citizens in the process of justice. Ironically, the jury system elicits criticism for this very role. As citizens, some argue, jurors are ignorant, underpaid, and unwilling participants in the justice system. Subject to personal prejudices, juries routinely set aside law and fact, and are swayed instead by irrational arguments and jury-room personalities. The question arises: Is the jury system the foundation of democratic justice, or a perversion of justice? In this tutorial, we will explore the historical, social and legal underpinnings of this basic ambivalence towards trial by jury, by examining the institution's historical origins, how it works in modern America, and how it is depicted in popular media.

J. GODS AND HEROES OF ANCIENT GREECE

Dennis Hughes
Classics

Worship of gods and heroes played a pervasive role in ancient Greek society, touching nearly every aspect of public and private life. At Athens, for example, some 120 days of the year were devoted to religious festivals (and at Tarentum there were said to be more festivals than days!); and many activities which are purely secular for us were performed in religious contexts and essentially sacred in nature: athletic contests, meat-eating and wine-drinking, musical and dramatic performances, and medicine. Greek religion was also unabashedly polytheistic and presented a dizzying array of cults and divinities, which was constantly being augmented by the introduction of new gods; and devotion to one cult by no means excluded participation in others. In this course, through the use of primary sources (literary texts, inscriptions, art) we shall explore various aspects of Greek religion from c. 700 BC to c. AD 200: the gods and heroes and their attributes, cult places (sanctuaries, temples, altars), and rituals (sacrifices, initiation rites, etc.). Among topics to be studied will be ecstatic cults, mystery religions, religious roles of women, hero(ine) cults, healing cults, burial customs, oracles, important concepts such as pollution and purification, and various developments in the paganism of later antiquity.

K. HUMAN BEHAVIOR IN EXTREME SITUATIONS

Chris Hunter
Sociology

We will investigate how humans behave in extreme situations, asking such questions as: How are some people able to retain their humanity despite potentially dehumanizing circumstances? What individual and collective strategies do people use to survive in such situations? What do people's successes and failures in coping with extreme situations teach us about "human nature" and "social reality"? We will examine cases involving poverty, cults, forest fires, starvation, war, and pollution, which we will learn about from social scientific case studies, official reports, biographies, journalistic accounts, novels, and documentary films. Members of the class will choose additional cases for individual research and group analysis.

L. CAMPUS CULTURE WARS -- THEN AND NOW

Daniel Kaiser
History

In recent years there has been much debate about what constitutes an appropriate undergraduate education. Discussions of multiculturalism, race and gender equality, political correctness, and much else have helped fuel sometimes stormy debates about what college students ought to learn and how. But these debates are not new, especially in American education. In this tutorial we shall examine both recent controversies and their predecessors in an effort to establish our own criteria for the proper definition of liberal education in late twentieth-century America. These discussions will conclude with each student creating his or her own four-year course of study, together with an essay justifying it on the principles of liberal education.

M. YOUTH IN ANTHROPOLOGICAL PERSPECTIVE

Kathy Kamp
Anthropology

We will examine childhood and youth in historical and cross-cultural perspective. Topics will include rites of passage, developing ideas about gender and sexuality, childhood and work, social organization and toys, the nature of play, and youth culture. A major focus of the class will be the exploration of different types of data that can be used to research a single topic.

N. EMOTIONS

Clark Lindgren
Biology

Love, hate, anger, anxiety, happiness, sadness, fear. Emotions: "Can't live with 'em. Can't live without 'em." Emotions define our human existence. Without emotion we would not be human. However, an excess of emotion also endangers our humanness. What is emotion? What purpose do emotions serve? What is the connection between our brains and our emotions? With the advent of the new "safe" antidepressant drugs, such as Prozac™, we have the opportunity as never before to change our emotions for extended periods of time. What are the risks? What are the benefits? In this tutorial we will try to answer these and other questions by reading and discussing the opinions of some prominent thinkers, including Rene Descartes, Charles Darwin, Antonio Damasio, and Peter Kramer.

O. FOOD: TECHNOLOGIES AND RITUALS

Leslie Lyons
Chemistry

We will explore food in different cultures examining the interplay of technologies and cultural rituals on the types of food used in different societies and the broader purposes of food in society. Topics will include the celebration of food as a central cultural ritual, and the role of technology in the development, harvesting, storage, and consumption of food. New food technologies such as nuclear irradiation for food preservation and fat substitutes such as olestra are controversial and will continue to change the food available to different societies and will be a part of societies' evolution. The impacts and risks of these new technologies will be discussed from scientific, political, and social points of view with a special focus on how new technologies change the kinds of food a society uses.

P. LATINAS AND THEIR WORLDS

Ana Martinez Aleman
Education

Through autobiographical and biographical writing, Latinas have given us a view of their complex realities. Marked by gender, nationality, religion and sexuality, the women in these texts show us some of the many ways in which they negotiate the varied and often times oppositional forces informing their identities. Throughout the semester we will consider these forces and women's responses.

Q. THE NATURE OF NATURE: AMERICAN WRITERS AND THE NATURAL WORLD

Sandy Moffett
Theatre

What is this thing we call nature? What does it mean when we call a phenomenon or an action natural? Are we as human beings a part of nature? Apart from nature? Essential to nature? Destroyers of nature? Is the restoration of the red wolf to the swamps of eastern North Carolina natural? Then what of stocking brown trout in northeast Iowa streams? Is subsistence hunting natural? Then what of choosing to subsist on vegetable matter only and to abandon our role as predator? The questions are endless and the answers, it seems, are infinitely debatable, a debate that has been engaged in American writing since the beginning of the Republic. We will read from this literature, from writers as diverse as Aldo Leopold and Terry Tempest Williams, as William Faulkner and Annie Dillard, as Joy Williams and Ted Kerasote. We will debate the opinions we encounter in this writing, and we will discuss, argue, and write our own ideas.

R. CAN BEAUTY SAVE THE WORLD?

John Mohan
Russian

"Beauty will save the world!" Our tutorial will examine the many dimensions of this bold statement by a character in one of Fyodor Dostoevsky's novels. Beauty would seem to be a weak remedy for the world's woes--war, genocide, national and ethnic hatreds, prejudice against marginalized people, and environmental degradation. Nevertheless, we will attempt to discover in beauty a transforming power that can link human beings with each other and with the earth. While some of the readings will reflect the instructor's specialization in Russian literature, the tutorial will range freely through the art, literature, and music of many cultures. The course plan will also make room for the specific interests of the members of the tutorial group. In trying to decide whether 'beauty can save the world,' we will hone skills in textual analysis, artistic appreciation, written and oral expression, and research.

S. METAPHOR AND THE ART OF PROBLEM-SOLVING

Paul Munyon
Economics

Language structures the problem to be solved. Metaphors invoked to define a problem constrain the list of solutions available for consideration. Images painted for the mind's eye by politicians, journalists, religious leaders and others become the frames through which are filtered all efforts to understand the problems we face and the conflicts that threaten us. This tutorial will explore links between the use of language, particularly the use of metaphor, and our daily struggles to solve contemporary social, political and economic problems. Collaboratively, we will investigate how language influences, often negatively, attempts at conflict resolution, forms and shapes public debate, and facilitates and frustrates in many ways our constant search for solutions to the pressing problems of the day.

T. LEADERSHIP

Margarita Pillado-Miller
Spanish

This tutorial offers an overview of the major leadership theories, concepts, contexts, and competencies through engagement with and reflection upon literary, biographical, historical, and philosophical texts. Class discussions, oral presentations, and written assignments will explore the richness and complexity of leadership as it relates to authority, power, vision, communication, culture, interpersonal behavior, moral responsibility, and service to others.

U. MUSIC AND NATURE

John Rommereim
Music

What affinities exist between nature and the forms and patterns of music? Using selected short readings in aesthetics, from Plato and Aristotle to the present, together with contemporary writings in cognitive science, mathematics, natural history, and biology, as well as listening assignments ranging from the medieval mystic and composer Hildegard von Bingen, to a Beethoven Symphony, to Tibetan chant, to Grinnell Professor Jonathan Chenette's recent choral/orchestral work, *Broken Ground*, we will investigate the relationship between music and nature. We will take as our starting point Aristotle's assertion that art imitates nature, and consider how this idea can be applied to music in light of current scientific understanding.

V. THE RIGHTS OF MINORITY CULTURES

Michael Rosenthal
Philosophy

Imagine that you live in a country in which you cannot speak your native language in school or at work, your beliefs are despised by the state religion, your sexual desires are forced into the closet, your vote will count for next to nothing, or in which your skin color determines your opportunity. We like to think that such repression cannot occur in a truly democratic society, but a fundamental problem of majority rule is how to safeguard the rights of minorities. In this tutorial we will examine both the theoretical and the practical difficulties of defining and defending these rights. First we will discuss basic conceptual issues: What is a right? Is there any philosophical or political basis for group rights? What justifies the self-determination of a group and what are its limits? Then, in subsequent weeks, we will discuss actual cases (many of them right here in Iowa) in which different minority groups have asserted their rights. For instance, we will learn about the Mesquaki Settlement in nearby Tama, the Amish in Kalona, the proposed legislation to legalize gay marriage, the attempts to create racially distinct voting districts, the status of immigrants, and the "English Only" debate.

W. NUCLEAR TECHNOLOGY: FEARS, FACTS AND PUBLIC POLICY

Mark Schneider
Physics

Weapons, waste, radon, power--things nuclear give many people the chills these days. Why is it that scientists seem unable to "fix" these nuclear "problems?" The slippery nature of both questions and answers results from matters technical and political, and from public perceptions of both of these. This tutorial will pick some issues from the public press and take the time to look at multiple aspects of the problems from a personal perspective. We will examine our own reactions, then decide as a group what technical details need to be understood to evaluate the significance of what really happened. We will then find those details through library research and a few forays into the nuclear physics laboratory and confront our own feelings again in light of what we have learned. We finally will try to reconcile this with public policy--and perhaps attempt to devise some of our own better nuclear regulations!

**X. LITERATURE AND SPIRITUALITY: HERMAN
MELVILLE'S MOBY-DICK**

**Saadi Simawe
English**

Melville's Moby-Dick is one of the finest American literary classics. Its spiritual energy transcends particulars of time and place to force us to re-examine ourselves in relation to other humans and nature, thus complicating our ever so often easy definition of good and evil in human life. In this tutorial, we will investigate, through a careful examination of the subtleties of the figurative and symbolic language, the concept of the spiritual as it is defined in Moby-Dick.

Y. HEALTH CARE

**Chuck Sullivan
Biology**

The U.S. health care system is extremely costly, yet fails to deliver adequate services to all citizens. For these reasons, reform of the health care system is a high priority for many Americans. In this tutorial we will examine the origins of the U.S. health care system and focus on two factors that likely will cause the situation to worsen: the high cost of medical technology and the growing population of elderly Americans. We also will examine some of the reforms that have been instituted at the federal and state levels. Finally, students enrolled in this tutorial will have an opportunity to volunteer in a local health care facility to observe some part of the health care system firsthand. Throughout the tutorial we will consider the social, ethical, political and economic forces that will shape the type of health care Americans might expect in the next century.

Z. THE TECHNOLOGICAL WORLD

**Jim Swartz
Chemistry**

Technology touches nearly all aspects of our lives. We will study a number of case studies of the use of technology including the studies of the evolution of technology and the costs and benefits of various technologies. Specific technologies will include immunization, the development of electricity, the recently introduced fat substitutes, and some communication technologies. A case study approach will be used where participants will review information available and discuss the issues involved including making recommendations on the solutions to problems.

AA. JESUS

**Sylvia Thorson-Smith
Religious Studies**

Who *was* Jesus -- the Jew, the Christ, the peasant, the radical? Who *is* Jesus today -- the Black Christ, Christa, Superstar, Lover, Clown? This course will study traditional understandings of Jesus as presented in Scripture and Christian doctrine, as well as alternative ideas about Jesus, some of which have been labeled heretical. We will examine the life and teachings of Jesus, using the work of the "Jesus Seminar," an ongoing gathering of biblical scholars who attempt to determine the authentic message of the historical person, Jesus, and its development by the early Christian community. Then we will examine a wide range of contemporary efforts to "re-imagine" Jesus by persons of different racial and ethnic groups, women, gay men and lesbians, and creative artists. Students will also study ideas about Jesus from non-Christian religious perspectives. Art, music, and video representations will be integrated into the course, and class members will be encouraged to express their learning in a variety of imaginative ways.

**BB. FAIRY TALE AND FANTASY IN SOVIET
LITERATURE AND BEYOND: IN SEARCH OF
A MAGICAL KINGDOM**

Anatoly Vishevsky
Russian

Fairy tales have always reflected people's dreams and hopes for a better tomorrow. The Russian path to this better life is perilous and hard; it is inhabited by such terrible creatures as Koshchei the Deathless, Baba Yaga (a witch), and Zmei Gorynych (a serpent). It is in the battle with these and other monsters that the folk heroes Ivan Tsarevich and Ivan the Fool win their kingdoms and their fair brides. A number of writers saw the Soviet Union--the system that was created by the communists in 1917--as one of these fairy-tale monsters, and the common person as a fairy-tale hero. Indeed, fairy tale and fantasy created a metaphor for a heroic struggle against the system. Writers also concealed their criticism of the evil system behind familiar and timeless images and characters, through an Aesopian language saying the obvious, yet implying the hidden. With the decline and eventual fall of the Soviet Union, there came a time of turmoil and unrest. Today, though in a different way, writers continue to employ fairy tale and fantasy as a means of searching for answers for the future in the never ending story of the fantastic land of Russia. We will read and discuss a number of Russian fairy tales, and then follow our familiar heroes through the pages of Soviet and post-Soviet Russian prose and poetry, theater stages, and the silver screen.

**CC. COMPUTING: LIMITATIONS AND
PROMISING DEVELOPMENTS**

Henry Walker
Mathematics/Computer Science

With the many successful applications of computers to solve a wide range of problems, it is natural to wonder what lies ahead for this technology. This tutorial will consider three promising areas of current research in computer science: artificial intelligence (especially expert systems and neural networks), parallel algorithms, and distributed computing (including the World Wide Web). Each of these research areas provides perspectives on problem-solving, and this tutorial will explore each of these perspectives in some detail. Parallel algorithms involve problem-solving approaches which take advantage of multiple processors; artificial intelligence studies both how the human mind might function and approaches for solving problems often associated with intelligent decision making; and distributed computing utilizes networks of machines for the storage and processing of data. For each of these topics, discussion will cover basic concepts, sample applications, and directions of current research. In addition, the tutorial will identify factors that limit how computers may be used. Results from the theory of computation show that some problems are inherently not solvable, while practical considerations restrict the nature of the solutions that may be found for other problems.

**DD. SO FAR FROM GOD, SO CLOSE TO THE
UNITED STATES: US-LATIN AMERICAN
RELATIONS IN THE 1990s**

Eliza Willis
Political Science

Relations between the United States and Latin America have been more conflictual than cooperative. What accounts for the recurrent difficulties in this relationship? How has conflict between the two regions affected policymaking in areas of common interest? Is there much hope that this relationship can improve? We will explore the motives behind U.S. attempts to influence the politics in various Latin American countries since the Monroe Doctrine. Using film, fiction, political essays, and social science research, we will consider some of the widely held images (and suspicions) that people in each region have developed of the other. We will examine how this clash of images and interests affects policymaking in four areas of common concern: trade, drug trafficking, immigration, and environmental protection. Should Latin American nations pursue economic integration with the U.S. (the NAFTA model) or with each other (the Mercosur model)? Should the war on drugs focus on demand or supply? How are the two regions affected by illegal immigration and recent efforts to curb it? Should poor countries in Latin America seeking rapid development be held to the same environmental standards as the United States?

EE. MATHEMATICS AND THE OTHER ARTS

Royce Wolf
Mathematics

The art of mathematics inspires musical structures and literary themes. The concept of a musical/mathematical universe is basic to many cultures. The society of Pythagoras believed mathematics and music to be inseparable; ALL things can be explained by numbers. Kepler, investigating the orbits of the planets, attempted to calculate the music of the spheres. Some of Beethoven's editors feared his piano music "too mathematical" for the inexperienced pianist. Schoenberg's revolution attempted to take complete mathematical control of the musical process. The mathematics of literature is easily seen in many twentieth century authors. Italo Calvino, anthropomorphizing scientific principles, tells stories about points in space. Luis Borges weaves complex detective stories with mathematical threads. Hermann Hesse, in "Magister Ludi", examines the validity of combining mathematics, music and literature into a single game. Mathematics is a definition of the universe, varying in content over time, reflected in and reflecting the arts and sciences of its time. This tutorial, investigating these issues, will examine mathematics in relation to the other arts.

May 28, 1997

TUTORIAL SUMMARY SHEET

1996-97



-
- A. Sex, Love, and Relationships: An Evolutionary Perspective (Bentley-Condit)
 - B. Belle Époque Style: Writing, Photo, Métro (Blanc)
 - C. Images, Reality, and Illusion (Cadmus, S. Strauber)
 - D. Legacy of Wounded Knee (Caulkins)
 - E. Yeats and Joyce (Cavanagh)
 - F. Crisis, Liberation, Justice and Leadership (Drake)
 - G. Plants that Kill, Plants that Cure (L. Durkee)
 - H. Repressed, Delayed, Recovered, and False Memories (Ellis)
 - I. Frankenstein: Gender, Technology, and the Sociological Imagination (S. Ferguson)
 - J. 'The Play's the Thing...': Creative Realities in History, Literature, and Performance (Gilday)
 - K. Relativism (Goldberg)
 - L. All in Your Genes? (Gregg-Jolly)
 - M. Mixed Messages: Readers, Words, and Images (Ketter)
 - N. Taoist and Buddhist Parables in China (Lo)
 - O. AIDS, the Disease and its Impact (Minelli)
 - P. The Nature of Nature: American Writers and the Natural World (S. Moffett)
 - Q. Russia: The Bad and the Beautiful (Mohan)
 - R. Shakespeare's History (E. Moore)
 - S. The fin-de-siècle in Paris, Vienna, and Berlin (Patch)
 - T. Humanities I: The Ancient Greek World (Phillips)
 - U. Consuming Fictions (Schmitt)
 - V. Class Goes to the Movies (Seiz)
 - W. Is it Worth the Risk? (Sharpe)
 - X. Visions of Utopia (P. Smith)
 - Y. Hot Zones (Sortor)
 - Z. Politics as Conversation (I. Strauber)
 - AA. Music and Nature (J. Stuhr-Rommereim)
 - BB. Music and Politics (Vetter)
 - CC. Computing: Limitations and Promising Developments (H. Walker)

TUTORIALS

1996-97

A. SEX, LOVE, AND RELATIONSHIPS: AN EVOLUTIONARY PERSPECTIVE

Vicki K. Bentley-Condit
Anthropology

Sex seems to play a prominent role in many areas of human life and behavior. We use it to sell everything from dish detergent to power tools. Sometimes these strategies are successful; sometimes they are not. Why? How have sex and reproduction influenced our behavioral patterns and do they continue to do so? What role has evolution played in shaping our preferences and desires? What can we learn about our evolutionary predispositions in this realm from nonhuman primates? These are some of the questions we will address in this tutorial. We will begin with an examination of evolutionary theory--what it is and how it works. We will then move on to look at our closest nonhuman relatives, the chimpanzees, and their social ties. Finally, we will focus on humans--our loves, desires, and relationships--and the possible evolutionary underpinnings for why we behave as we do.

B. BELLE ÉPOQUE STYLE: WRITING, PHOTO, MÉTRO

Dina Blanc
French

How do movements in the arts shape our sense of what it means to live in the modern era? How does style shape the way we view our everyday reality? In this tutorial, we will consider how style frames personal experience and helps to articulate issues and concerns of contemporary life by considering various aesthetic movements in the French Belle Époque. In this period, roughly from 1870 to 1914, various artists attempted to capture modern experience, celebrating the complexity of urban life and promoting a new valorization of technology as intrinsically artistic. Concentrating on questions of stylistic analysis, we will examine Belle Époque style in literature (Maupassant's short stories, selected poems by Verlaine and Mallarmé and novels by Zola, Proust and Colette), in architecture (Guimard's designs for the Paris metro), in photography (Atget's Paris albums) and in early film (the Frères Lumière).

C. IMAGES, REALITY, AND ILLUSION

Bob Cadmus, Physics
Susan Strauber, Art

"More than meets the eye . . . The camera never lies." Such phrases suggest both the power and ambiguity of visual images. Images can be trustworthy representations of reality, or obvious fictions, or sometimes subtle illusions. Can we always tell which? And why are images sometimes examples of visual "truth" and sometimes visual "lies"? In this tutorial, we will explore questions about images, reality, and illusion with an emphasis on how people use images as tools of communication and influence in ways that range from political propaganda to scientific knowledge to aesthetic expression. We will take a broad, multi-disciplinary approach to these issues which will include the historical and cultural contexts in which images are produced and viewed, the technology that is employed to make and manipulate images, and the role of science, gender, and culture in the interpretation of images. This tutorial will be team-taught by an art historian and a physicist in order to broaden our viewpoint and permit better integration of artistic and scientific ideas. Examples of topics to be included are the consequences of a shift from a verbal to a visual society, the ethics and significance of digitization and computer manipulation of images, the function of images in advertising, and the role of the viewer in assessing the validity of an image.

D. THE LEGACY OF WOUNDED KNEE

Douglas Caulkins
Anthropology

The massacre of 150 Sioux men, women, and children at Wounded Knee, South Dakota, in 1890 signaled the end of the Plains Indian wars, revenge for Custer's Last Stand, and a new mythologizing of the West. The armed siege at Wounded Knee in 1973, involving supporters of the American Indian Movement (AIM), resonated with the earlier incident, in which government agents feared the rise of the Ghost Dance, a Native American revitalization movement. The cultural and political legacy of both Wounded Knee I & II will be explored through varied historical, biographical, and film interpretations, including Matthiessen's In the Spirit of Crazy Horse, Mary Crow Dog's Lakota Woman, and the films Incident at Oglala, and Thunderheart. More briefly, we will examine the contrasting mythologizing of the gold miners and frontier characters who swept into the Black Hills, the sacred land of the Sioux, to establish the legendary town of Deadwood.

E. YEATS AND JOYCE

Michael Cavanagh
English

This tutorial offers an introduction to the poetry and fiction of the two most famous writers of twentieth-century Ireland. It examines their contribution to the international movement known as "Modernism," as well as their aspiration to shape Ireland's nationhood through their writing. We will read and discuss Yeats's poetry for the first half of the semester, ranging over the whole of his poetic career. Our reading of Joyce in the second half will extend to his middle years, and will include Dubliners and Portrait of the Artist as a Young Man. We will occasionally look at other Irish writers whose work Yeats and Joyce knew.

F. CRISIS, LIBERATION, JUSTICE, AND LEADERSHIP

George Drake
History

Times of crisis sometimes produce great leaders. In our century, the liberation struggles following World War II have been particularly marked by leaders who galvanized millions. Mohandas Gandhi (India), Martin Luther King (USA) and Nelson Mandela (South Africa) are outstanding examples, in many ways linked to each other. These major twentieth-century leaders will be compared with Abraham Lincoln in nineteenth-century America and contrasted with Adolph Hitler in twentieth-century Germany. What motivated them? Did they seek to be leaders? How did they exercise leadership? What were the roles of family, character, education, religion and politics in shaping their thoughts and actions? We will explore these and other questions by examining the words and lives of these individuals.

G. PLANTS THAT KILL, PLANTS THAT CURE

Lenore Durkee
Biology

Are you a fan of fenugreek? A consumer of chamomile? How much of what we believe about medicinal plants is myth and how much is fact? The increasing interest in herbal medicine provides the impetus for this tutorial that examines the ways in which plants directly and indirectly affected human health in the past and continue to do so today. We will begin by considering plants as "chemical factories;" we will learn how the compounds they make can cure or kill. We will then examine the ways humans have exploited such plants for both medicinal uses and poisons. This will be followed by discussions of herbal medicines based on readings of texts and articles by herbalists and scientists. In contrasting and comparing evidence for the efficacy of herbal medicines from these perspectives, we will attempt to assess the merits of this alternative approach to improving human health.

**H. REPRESSED, DELAYED, RECOVERED, AND
FALSE MEMORIES**

**Ann Ellis
Psychology**

The debate about recovered and false memories has generated strong emotional responses and has polarized many scientists, attorneys, and professional psychologists. In this tutorial we will examine theoretical and scientific literature on the reality of delayed and false memories. By considering ideas such as Freud's original seduction hypothesis and more recent feminist perspectives, we will trace the historical antecedents of today's public debate. We also will examine current anecdotal and experimental data that speak to the veracity of long term memories of childhood events. Our task will be to critically analyze and evaluate the underpinnings of this highly publicized, social and political controversy.

**I. FRANKENSTEIN: GENDER, TECHNOLOGY,
AND SOCIOLOGICAL IMAGINATION**

**Susan Ferguson
Sociology**

Mary Shelley's novel Frankenstein is the centerpiece of this tutorial, which also will include additional readings, films, and discussion. We will focus on Shelley's novel Frankenstein not as a literary text per se (i.e., as an example of English Romanticism or as a gothic novel), but as a basis for sociological analysis. Shelley's novel contains many sociological themes, such as the effects of social conditioning, individual and class alienation, gender stereotyping, and the conflict between the institutions of religion and science. Using sociologist C. Wright Mills' concept of the sociological imagination, we will examine Frankenstein within the larger contexts of biography and history. In addition to the novel, we will read biographical accounts of Mary Shelley's life, historical material on Europe in the late eighteenth and early nineteenth centuries, feminist interpretations of the novel, and technological information concerning the rise of modern medicine and science.

**J. 'THE PLAY'S THE THING...': CREATIVE REALITIES
IN HISTORY, LITERATURE, AND PERFORMANCE**

**Edmund Gilday
Religious Studies**

Some of the most famous lines of Shakespeare draw our attention to the playful tension between the "reality" and the "make-believe" of everyday life. This tutorial is designed to explore this realm of "play," both as an ideal and as a peculiar kind of activity. While our culture tends to think of ritual, theater, and fiction as diversions from the more serious and productive sides of life, we will discover that the realm of play expressed in these imaginative and artful forms is neither frivolous nor culture-bound. Over the course of the semester, we will explore the playful dimension of human experience from various perspectives and in diverse cultural and historical contexts, with special attention to examples from medieval and modern Japan and from the United States.

K. RELATIVISM

**Sandy Goldberg
Philosophy**

It is often remarked in discussions about morality and politics that "everything is relative." We shall critically examine this doctrine from historical, anthropological, and philosophical perspectives. The classroom goals will be to determine what the relativist view amounts to, to understand the historical context behind it, and to characterize the arguments for and against it. The larger aim is to help each student formulate her or his own opinion regarding the various forms of relativism.

L. ALL IN YOUR GENES?

Leslie A. Gregg-Jolly
Biology

An effort to characterize the complete DNA sequence of human beings, called the Human Genome Project, is the largest coordinated project ever undertaken in the biological sciences. This project is likely to transform the way biological research is carried out and the way humans view their hereditary make-up. Advances in contemporary genetic technology have already led to the identification of genes that supposedly contribute to human conditions ranging from breast cancer to homosexuality. In this tutorial, we will examine the scientific legitimacy and social implications of such claims. Understanding the motivation underlying the intellectual and financial commitment to research projects such as the Human Genome Project and the ways products of such technological efforts may be used will be emphasized.

M. MIXED MESSAGES: READERS, WORDS, AND IMAGES

Jean Ketter
Education

In this tutorial, we will look at texts in which words and images are coupled for a variety of artistic purposes. We will read graphic novels, "picture" books, maps, advertising, illustrated books, computer games, any texts in which this unique blend of word and image occurs. By focusing on the act of interpretation, we will attempt to clarify how the reader acts on a text and how a text acts on the reader. We will especially consider what this coalescing of image and word requires of the reader as meaning maker. Does this blending of image and word complicate or simplify the act of reading? How does the reader's role in interpreting words differ from the role of interpreting images? Does a written text gain or lose by the addition of images? Are images more or less "real" than words? The goal is not to answer any of these questions definitively but to explore the complex and fascinating interaction of reader with word and image in these graphic texts.

N. TAOIST AND BUDDHIST PARABLES IN CHINA

Y.K. Lo
Chinese

A parable can tell at least three different stories--a story in the literal sense, a story expressed in terms of the literal story, and a story about the literary style of the parable itself. In this tutorial, students will read a variety of parables from the fundamental primers of Taoism and Buddhism for the initiates in the two philosophical and religious traditions in China. Students will be encouraged to read the parables and to challenge their own cultural presuppositions when encountering the visions of the two non-Western doctrines. Emphasis will also be placed on the imagery and rhetoric of the parables in order to examine how literary construction sometimes may help us gain insight into the indeterminate meaning of a parable.

O. AIDS, THE DISEASE AND ITS IMPACT

Martin Minelli
Chemistry

AIDS, acquired immune deficiency syndrome, has become the plague of the late twentieth century. In this tutorial, we will look at several aspects of AIDS, from scientific understanding to personal experience. We will study the current knowledge of the biological/medical action of the HIV virus and look into the difficulties researchers have in finding an effective treatment or cure for the disease. The history of AIDS, the reaction to AIDS from different groups in our society, and the global impact of AIDS will be discussed. The last part of the tutorial will be dedicated to meeting people with AIDS, in person and/or by reading their biographies, to learn about their lives.

**P. THE NATURE OF NATURE: AMERICAN WRITERS
AND THE NATURAL WORLD**

**Sandy Moffett
Theatre**

What is this thing we call nature? What does it mean when we call a phenomenon or an action natural? Are we as human beings a part of nature? Apart from nature? Essential to nature? Destroyers of Nature? Is the restoration of the red wolf to the swamps of eastern North Carolina natural? Then what of stocking brown trout in northeast Iowa streams? Is subsistence hunting natural? Then what of choosing to subsist on vegetable matter only? The questions are endless and the answers, it seems, are infinitely debatable, a debate what has been engaged in American writing since the beginning of the Republic. We will read from this literature, from writers as diverse as Thoreau and T. Roosevelt, as Hemingway and Annie Dillard, as Joy Williams and Ted Kerasote. We will debate the opinions we encounter in this writing, and we will discuss, argue, and write our own ideas.

Q. RUSSIA: THE BAD AND THE BEAUTIFUL

**John Mohan
Russian**

The history of Russia presents grim chapters: tsarist autocracy; the near-slavery of the rural population under both tsars and Communists; violent revolution and political terror claiming millions of lives; totalitarian control of thought and culture; and, today, extreme environmental degradation and dangerous instability in the economic, political and social realms. At the same time, Russia has given the world an enormous treasury of beauty in art, architecture, literature, music, and spirituality. This dramatic contrast raises important questions. How have geopolitical factors shaped Russia in distinctive ways that heighten the contrast between darkness and beauty in Russian history? On the other hand, to what degree can we find such a contrast in other cultures? German history, we are reminded, produced both Beethoven and Buchenwald. Finally, are we exploring, ultimately, a division in all human beings, with moral choices both shaped by and shaping culture? We will seek answers to these questions in historical narratives, essays in psychiatric theory, literary works, films, art exhibits, and musical performances. In pursuit of our answers, the tutorial will hone skills in textual analysis, research, written and oral expression, and aesthetic appreciation.

R. SHAKESPEARE'S HISTORY

**Edward Moore
English**

In this tutorial, we will study Shakespeare's major English history plays: Richard III, Richard II, Henry IV (Parts 1 and 2), and Henry V. We will examine the plays as individual works as well as parts of a series dramatizing English history from the overthrow of Richard II, through the Wars of the Roses, to the succession of the Tudors (the house of Shakespeare's monarch Elizabeth I). We will study some of Shakespeare's sources, modern historical understanding of the period, and various interpretations of Shakespeare's plays, including some notable films.

**S. THE FIN-DE-SIÈCLE IN PARIS, VIENNA,
AND BERLIN**

**Bill Patch
History**

The students of the Class of 2000 are invited to explore the question of why the closing of the last century aroused such a peculiar mixture of exultation and anxiety among writers, artists, and intellectuals in three great cities that were prime centers of cultural innovation. We will study some of the most radical challenges in the 1890's to traditional ideas about morality, religion, the proper subjects for literature, and the proper techniques for painting, and efforts to defend tradition by those who feared that the new century would bring utter moral chaos. We will also discuss how these debates compare with those of the 1990's.

T. HUMANITIES I: THE ANCIENT GREEK WORLD

**Edward Phillitt
Classics**

This tutorial focuses on themes of war, love, and identity in readings from ancient Greek literature, including Homer's epics, Sappho's lyrics, tragic and comic drama, history, and philosophic dialogue. This tutorial also provides a foundation for further study in the humanities, developing skills of critical reading, writing, and imaginative thinking.

U. CONSUMING FICTIONS

**Cannon Schmitt
English**

"Ink runs from the corners of my mouth." "There is no happiness like mine." "I have been eating poetry." These statements literalize the connection this tutorial explores--the connection between words and food, reading and eating. We begin with Romantic poets and essayists writing about their use of opium, the substance Samuel Taylor Coleridge called "the milk of paradise." Then we turn to the rather odd dietary habits of Lewis Carroll's Alice and Bram Stoker's Dracula. Finally, we consider how stories shape eating (and how consumption shapes storytelling) in some recent films: "Eating," "Tampopo," and "Like Water for Chocolate." Throughout this tutorial we will analyze the ways in which ingestion functions in and enables writing; explore food and words as metaphors for one another; and attend to the culturally specific incorporation of food in texts explicitly about eating as well as in texts apparently about something else altogether.

V. CLASS GOES TO THE MOVIES

**Janet Seiz
Economics**

Is the U.S. a "classless" society or one plagued by class divisions? What might class mean in the U.S. context? Would it be determined by income, education, lifestyle, or occupation? What difference might class interests and class conflicts make in U.S. political life? How do the media affect the ways we think about class? What's the relationship of class to other aspects of inequality, such as gender and race? We will explore these questions by examining written texts of several types (including autobiography, fiction, and social science literature) and especially by studying a selection of classic Hollywood movies made from 1930 to the 1980s. In order to better understand how class is treated in American films, we will study some basic concepts in film technique, film criticism, and film history. Students will do writing of many types, including autobiography, essays on social theory, and film reviews.

W. IS IT WORTH THE RISK?

**Lee Sharpe
Chemistry**

In order to take intelligent action on an issue one needs to weigh the benefits gained by an action vs. the costs. In order to do this, one needs to analyze the relative risks involved and consider the underlying moral and ethical questions. In this tutorial, we will assess the relative risks and discuss the moral and ethical concerns regarding several important and controversial issues from medical practices to environmental policy.

X. VISIONS OF UTOPIA

Paula Smith
English

A utopian text seems to describe an imaginary perfect society. In fact, by creating a utopia, the author invites readers to question our most basic assumptions about universal human needs and desires; the relation of the state to the private family; the division of social roles according to culturally-defined categories (for example, sex/gender, temperament, aptitudes and talents, ethnicity, sexuality, age); and, perhaps most important, the relative weight assigned to heredity, conditioning, and individual choice when analyzing the reasons behind human behavior. Careful readers will find that these premises shape not only the institutions of each utopian society (government, education, religion, art, technology) but also the society's myths about nature and divinity used to justify those institutions. From this understanding, new questions arise: Is utopian literature a mode of social criticism, a proposal for a real-life community, a hybrid of fiction and philosophy, or something else altogether? Texts may include dialogues, novels, and stories by such authors as Plato, Thomas More, Charlotte Perkins Gilman, B.F. Skinner, and Marge Piercy. While the tutorial focuses primarily on textual analysis, students will also experiment with their own creative contributions to the genre.

Y. HOT ZONES

Marci Sortor
History

Ebola, AIDS, Hantavirus. The world seems poised on the brink of a devastating epidemic. A flurry of books, films, and news reports has recently been devoted to speculating about what might occur in the case of an outbreak. Eschewing speculation, this tutorial will examine the historical record to see what did in fact happen when a deadly "new" disease emerged in medieval Europe. Drawing on first-hand accounts, judicial records, public health regulations, art, and literature, we shall study the wide-ranging effects of the bubonic plague and the ways in which individuals, medical experts, religious leaders and secular governments fought this once baffling and seemingly invincible disease. We shall then look at how some contemporary authors and film makers have used the theme of a deadly epidemic as a metaphor for other problems that plague their society.

Z. POLITICS AS CONVERSATION

Ira Strauber
Political Science

The primary goal of this tutorial is to practice the basic skills of democratic conversation. We will read sets of essays on the most controversial public issues, and teach each other the skills of democratic conversation by learning how to think, to speak, and to write about these issues. Consistent with democratic principles, this tutorial will be conducted by you in the sense that your class presentations will be the focal point for our conversations. This tutorial is designed for all students interested in politics, independent of their potential major.

AA. MUSIC AND NATURE

John Stuhr-Rommereim
Music

What affinities exist between nature and the forms and patterns of music? In this tutorial, we will investigate the relationship between music and nature. We will use selected short readings in aesthetics, from Plato and Aristotle to the present, together with contemporary writings in the cognitive sciences, physics, mathematics, natural history, and biology, as well as listening assignments ranging from the medieval mystic and composer Hildegard von Bingen, to a Beethoven Symphony, to Tibetan chant, to Grinnell Professor Jonathan Chenette's recent choral/orchestral work, *Broken Ground*. We will take as our

starting point, Aristotle's assertion that art imitates nature and consider how this idea can be applied to music in light of current scientific understanding.

BB. MUSIC AND POLITICS

Roger Vetter
Music

Recent legislation mandating warning labels be affixed to commercial recordings, the lyrics of which are deemed by some as objectionable, is a contemporary manifestation of an age old phenomenon--the concern, on the part of a politically empowered segment of society, with the potential of music to undermine social order. We will explore a wide range of case studies from the contemporary popular music world, Maoist China, Stalinist Russia, and even ancient China and Greece that focus on the fears held by the political and intellectual establishments toward music's potential to disrupt the status quo. Possibly a greater appreciation will emerge not only of music's power to stir the human soul but also of the folly of most attempts to manipulate that power for political or other ends.

CC. COMPUTING: LIMITATIONS AND PROMISING DEVELOPMENTS

Henry Walker
Mathematics/Computer Science

With the many successful applications of computers to solve a wide range of problems, it is natural to wonder what lies ahead for this technology. This tutorial will consider three promising areas of current research in computer science: parallel algorithms, expert systems, and distributed computing (including the World Wide Web). Each of these research areas provides perspectives on problem-solving, and this tutorial will explore each of these perspectives in some detail. Parallel algorithms involve problem-solving approaches which take advantage of multiple processors; expert systems (programs within the field of artificial intelligence) solve problems often associated with intelligent decision making; and distributed computing utilizes networks of machines for the storage and processing of data. For each of these topics, discussion will cover basic concepts, sample applications, and directions of current research. In addition, the tutorial will identify factors that limit how computers may be used. Results from the theory of computation show that some problems are inherently not solvable, while practical considerations restrict the nature of the solutions that may be found for other problems.



TUTORIAL SUMMARY SHEET

1995-96

- A. Images, Reality, and Illusion (Cadmus, S. Strauber)
- B. The Legacy of Wounded Knee (Caulkins)
- C. Technology and the Arts (Chenette)
- D. Jane Austen: Reading Novels/Studying Novels (Connelly)
- E. My Three-Year-Old Could Never Do That! Applying Authoritative Critical Analysis to 20th Century Art (Crowley)
- F. Humanities I: The Ancient World (J. Cummins)
- G. The Irish Theatre (Czechowski)
- H. Priorities in Ecology and Conservation Biology (DeLong)
- I. Stories, Story-Tellers, and Audiences (Dobbs)
- J. Crisis, Liberation, Justice and Leadership (Drake)
- K. Loud Silents: Film, Culture, History 1900-1927 (J. Gardner)
- L. The Coming Anarchy? (Grey)
- M. Patent Medicine (Mader)
- N. Normalization in the Nursery: The Political Subtext in Children's Literature (Meehan)
- O. Russia: The Bad and the Beautiful (Mohan)
- P. Technology and the Environment (Montgomery)
- Q. Making Sense of Films (Perri)
- R. Myth and Propaganda in American Music (Russell)
- S. Literature and Spirituality: Herman Melville's Moby-Dick (Simawe)
- T. The Construction and Maintenance of Our Identities (Sinnott)
- U. Gambling (Solow)
- V. Hot Zones (Sortor)
- W. The Enlightenment (D.A. Smith)
- X. Jesus (Thorson-Smith)
- Y. Fairy Tale and Fantasy in Soviet Literature: The Art of Defiance (Vishevsky)
- Z. PeaceMaking (M. Voyles)
- AA. Mathematics and the Other Arts (Wolf)

TUTORIALS

1995-96

A. IMAGES, REALITY, AND ILLUSION

Bob Cadmus, Physics
Susan Strauber, Art

"... More than meets the eye" ... "The camera never lies" ... Such phrases suggest both the power and ambiguity of visual images. Images can be trustworthy representations of reality, or obvious fictions, or sometimes subtle illusions. Can we always tell which? And why are images sometimes examples of visual "truth" and sometimes visual "lies"? In this tutorial we will explore questions about images, reality, and illusion with an emphasis on how people use images as tools of communication and influence in ways that range from political propaganda to scientific knowledge to aesthetic expression. We will take a broad, multi-disciplinary approach to these issues which will include the historical and cultural contexts in which images are produced and viewed, the technology that is employed to make and manipulate images, and the role of science, gender, and culture in the interpretation of images. This tutorial will be team-taught by an art historian and a physicist in order to broaden our viewpoint and permit better integration of artistic and scientific ideas. Examples of topics to be included are the consequences of a shift from a verbal to a visual society, the ethics and significance of digitization and computer manipulation of images, the function of images in advertising, and the role of the viewer in assessing the validity of an image.

B. THE LEGACY OF WOUNDED KNEE

Douglas Caulkins
Anthropology

The massacre of 150 Sioux men, women, and children at Wounded Knee, South Dakota, in 1890 signaled the end of the Plains Indian wars, revenge for Custer's Last Stand, and a new mythologizing of the West. The armed siege at Wounded Knee in 1973, involving supporters of the American Indian Movement (AIM), resonated with the earlier incident, in which government agents feared the rise of the Ghost Dance, a Native American revitalization movement. The cultural and political legacy of both Wounded Knee I & II will be explored through varied historical, biographical, and film interpretations, including Matthiessen's In the Spirit of Crazy Horse, Mary Crow Dog's Lakota Woman, and the films Incident at Oglala, and Thunderheart. More briefly, we will examine the contrasting mythologizing of the gold miners and frontier characters who swept into the Black Hills, the sacred land of the Sioux, to establish the legendary town of Deadwood.

C. TECHNOLOGY AND THE ARTS

Jonathan Chenette
Music

A study of how artists use and respond to technology, focusing on electronic and computer technologies in contemporary music, literature, performance, and visual art. To establish a framework for understanding the interaction of art and technology, we will study the impact of industrialization on the art and literature of the 18th and 19th centuries. We will read about and analyze the impact of mechanical reproduction technologies, especially photography, film and recording. Finally, we will look to recent music, film, theater, visual art, interactive fiction, multimedia, and Internet arts for signs of how we are responding to and being transformed by the technologies of our times.

D. JANE AUSTEN: READING NOVELS/STUDYING NOVELS

Peter Connelly
English

This tutorial is centered on Jane Austen's five major novels: Sense and Sensibility, Pride and Prejudice, Emma, Mansfield Park, and Persuasion. It addresses her fiction with some attention to narrative theory and literary scholarship and a lot of attention to the reading process—to what is involved in reading something for the first time and how it differs from studying something already read. It asks questions like these: what are readers supposed to know, and when and how are they supposed to have begun to know it?

**E. MY THREE-YEAR OLD COULD NEVER DO THAT!
APPLYING AUTHORITATIVE CRITICAL
ANALYSIS TO 20TH CENTURY ART**

**Tony Crowley
Art**

"My three-year-old could do that!" This pejorative comment is muttered often in museums and galleries. Statements like it lack depth and authority and in no way serve to credibly evaluate a work of art. Critiquing prints, paintings, and sculptures is a difficult, challenging process requiring skill and thoughtful analysis. This is especially true when the art works in question are the abstract images which dominate contemporary art. Evaluating these works requires a knowledge of the techniques of criticism and a commitment to search intellectually for the meaning the images contain. To develop the skills needed for an analysis of a work of art, we will study five types of criticism as defined by Jerome Stolnitz in his book, Aesthetics and Art Criticism. We will also examine several articles from art journals for critical types used, present an analysis of a famous work of art, write a paper on a work from our permanent collection, and create and critique our own image. Assignments include readings, article synopses, papers ranging from one to seven pages, oral presentations, group discussions, and the art project.

F. HUMANITIES I: THE ANCIENT WORLD

**Joseph Cummins
Classics**

This tutorial will provide a foundation for study of the liberal arts, through reading, comparing, discussing, and writing about four kinds of literature from ancient Greece which have great importance both for their artistic merit and for their subsequent influence: epic poetry, tragic drama, history, and philosophy. Readings include: the Iliad, the Odyssey, Aeschylus' Agamemnon, Sophocles' Oedipus the King, Thucydides' History of the Peloponnesian War, and several of Plato's dialogues.

G. THE IRISH THEATRE

**Jan Czechowski
Theatre**

This tutorial involves an examination of the development of Irish Theatre and drama from the late 19th century to the present, with a particular emphasis on the relationship of the drama to the people and their customs, Irish history, national character, politics, and locale. The tutorial will focus on the early pivotal and influential works of the Abbey Theatre as reflections of contemporary life which we will compare to similar presentations prevalent in later 20th century efforts.

**H. PRIORITIES IN ECOLOGY AND CONSERVATION
BIOLOGY**

**Karl DeLong
Biology**

We will read, analyze, discuss and debate the literature of conservation biology and the political and social realities of action in an increasingly complex world. The five major topics will be management of old growth forests in the Pacific Northwest (the spotted owl controversy), conservation concerns in the Greater Yellowstone Ecosystem (conflicting interests with respect to migration of wildlife, mining, reintroduction of wolves, etc.), the effects of global warming on biological systems, biodiversity, and the sustainability of ecosystems.

I. STORIES, STORY-TELLERS, AND AUDIENCES

**Elizabeth Dobbs
English**

On "a dark and stormy night," ten French travellers, five men and five women, were stranded at a monastery in the Pyrenees on their way home from a Spanish spa. In imitation of Boccaccio's Decameron, they decided to pass the time by taking turns at story-telling. But the telling had barely begun, before it was interrupted by lively discussion among the listeners about what each story, and each story-teller, meant Or so the story goes that Marguerite of Navarre told in the sixteenth century. Her collection, later named The Heptameron after the seventy-odd stories, allows the members of this tutorial to explore, as both audience and story-tellers, the art of narrative.

**J. CRISIS, LIBERATION, JUSTICE AND
LEADERSHIP**

**George Drake
History**

Times of crisis sometimes produce great leaders. In our century, the liberation struggles following World War II have been particularly marked by leaders who galvanized millions. Mohandas Gandhi (India), Martin Luther King (USA) and Nelson Mandela (South Africa) are outstanding examples, in many ways linked to each other. These major twentieth-century leaders will be compared with Abraham Lincoln in nineteenth-

century America and Niccolo Machiavelli in sixteenth-century Italy. What motivated them? Did they seek to be leaders? How did they exercise leadership? What were the roles of family, character, education, religion and politics in shaping their thoughts and actions? We will explore these and other questions by examining the words and lives of these individuals.

**K. LOUD SILENTS: FILM, CULTURE, HISTORY
1900-1927**

**Jared Gardner
English**

We will examine the rise of film in America in the early decades of the twentieth century as a popular entertainment, an art form, an industry, and a contested site for debates over morality, class, race, and gender. These silent films did not "talk," but they do speak volumes. It will be our task to hear these films—to understand them in a variety of contexts, including the history of the industry from its vaudeville origins to the picture palaces of the 1920s, the developing conventions of narrative film, and the rapidly changing culture which it both responded to and helped to define. In addition to screening silent films, we will be reading from a variety of sources and disciplines, including newspapers and popular periodicals from the period, economic analyses of the industry, film theory, history, and cultural studies.

L. THE COMING ANARCHY?

**Bob Grey
Political Science**

In 1989, the Soviet bloc in Eastern Europe collapsed. In 1991, the Soviet Union disappeared, and with it, the cold war. For almost two years, there was, in the United States and elsewhere in the West, a euphoria, a sense that democracy, capitalism and world peace had triumphed, that "history had ended," and that we had entered a new era, virtually a utopian one. Four years later, it is hard to remember that euphoria. In the former communist countries, the economies have collapsed, and, with these collapses, people's living standards have precipitously declined. In these countries, crime rates have risen dramatically. In some of them, dictatorships, albeit non-communist ones, have been re-established. In others, civil war has broken out. But it is not only in the former communist countries that things seem to have gone wrong. In Bosnia, Somalia and Rwanda, among other places, civil wars with genocidal characteristics have broken out, and the world community seems impotent to resolve these conflicts. Moreover, environmental dangers that seemed abstract and distant seem increasingly concrete and near. The conjunction of all of these developments with the end of the century and the end of a millennium has led to all sorts of apocalyptic predictions about the future of humanity. We will examine these visions of humanity's political, economic and environmental future.

M. PATENT MEDICINE

**Mary Mader
Chemistry**

Thousands of biotechnology and biomedical companies have sprung up in the last decade, and their goal is not necessarily to do pure research for the sake of science, but to make money through the sale of over-the-counter pharmaceutical drugs. However, several issues are at work in the pharmaceutical firms: what drugs should be developed, what should the drugs cost, what is the process of approving drugs for sale, and how much caution should the FDA exercise in approving new drugs and medical treatments? This tutorial will investigate the process of drug development by profiling the scientific and economic interests of a "typical" biotech firm compared to the established pharmaceutical industry.

**N. NORMALIZATION IN THE NURSERY: THE
POLITICAL SUBTEXT IN CHILDREN'S LITERATURE**

**Johanna Meehan
Philosophy**

In this tutorial we will explore the gender, sexual identity, class, and race ascriptions and norms which figure explicitly and implicitly in children's stories and fairy tales. We will alternate texts by theoreticians such as Bourdieu, Foucault, Frye, Bartky, Young, West, Appiah and Collins with close readings of stories like "Cinderella," "Puss and Boots," "Brer Rabbit," "Little Black Sambo," "The Tin Soldier," "The Wild Things," and "Beauty and the Beast." Our aim will be to trace the ideals of femininity and masculinity, the markers of race and class, and the positionings of heterosexual subjectivity in these stories as well as to consider the shifting conceptions of childhood and the terrors, fantasies and lessons thought essential to it.

O. RUSSIA: THE BAD AND THE BEAUTIFUL

John Mohan
Russian

The history of Russia presents grim chapters: tsarist autocracy; the near-slavery of the rural population under both tsars and Communists; violent revolution and political terror claiming millions of lives; totalitarian control of thought and culture; and, today, extreme environmental degradation and dangerous instability in the economic, political and social realms. At the same time, Russia has given the world an enormous treasury of beauty in art, architecture, literature, music, and spirituality. This dramatic contrast raises important questions. How have geopolitical factors shaped Russia in distinctive ways that heighten the contrast between darkness and beauty in Russian history? On the other hand, to what degree can we find such a contrast in other cultures? German history, we are reminded, produced both Beethoven and Buchenwald. Finally, are we exploring, ultimately, a division in all human beings, with moral choices both shaped by and shaping culture? We will seek answers to these questions in historical narratives, essays in psychiatric theory, literary works, films, art exhibits, and musical performances. In pursuit of our answers, the tutorial will hone skills in textual analysis, research, written and oral expression, and aesthetic appreciation.

P. TECHNOLOGY AND THE ENVIRONMENT

Mark Montgomery
Economics

There is little controversy about two things: technology is advancing rapidly and the environment is a mess. But if we are worried about the latter, how do we feel about the former? Has our high-tech lifestyle been the engine of environmental decay or does it offer the best hope of solving our environmental problems? In this tutorial we will consider how in the past two centuries an explosion of new technology—not to mention a new technology of explosion—has profoundly affected the environment. We will also explore the converse: how technological advance is influenced by environmental change (e.g. how the rapid depletion of whales triggered our current affair with petroleum). We will read works from a wide variety of disciplines.

Q. MAKING SENSE OF FILMS

Dennis Perri
Spanish

What do we see and hear in a film? Why do we pay attention to certain images and sounds and not others? How do we remember and keep track of so many different sights and sounds? How do films we have seen affect our reaction to a new film? How do we form opinions about the characters and story? Finally, how do we make sense out of all that we have seen and heard in a film? The tutorial will address these questions by viewing and discussing selected feature films made in the United States from 1940 to 1990. The group will examine various genres including examples of the comedy, western, detective, adventure, and science fiction film. During the semester we will discuss the work of directors such as Welles, Hawks, Peckinpah, Scorsese, Allen, and Lee.

R. MYTH AND PROPAGANDA IN AMERICAN MUSIC

Ralph Russell
Music

The objective of this tutorial is to explore two topics that have shaped American music. First we will examine various myths of America and how these myths are represented in American music through the use of symbols (flags), images (mountains) and icons (cowboys). Second we will study propaganda music and how it affects American social and political ideas. Several genres, such as musicals, folk, blues, rock and rap, will be used to analyze these topics.

**S. LITERATURE AND SPIRITUALITY: HERMAN
MELVILLE'S MOBY-DICK**

Saadi Simawe
English

Melville's Moby-Dick is one of the finest American literary classics. Its spiritual energy transcends particulars of time and place to force us to re-examine ourselves in relation to other humans and nature, thus complicating our ever so often easy definition of good and evil in human life. In this tutorial, we will investigate, through a careful examination of the subtleties of the figurative and symbolic language, the concept of the spiritual as it is defined in Moby-Dick.

**T. THE CONSTRUCTION AND MAINTENANCE OF
OUR IDENTITIES**

Laura Sinnett
Psychology

We all have multiple identities that serve to define who we are for ourselves and others. These identities may include our social roles, familial relations, gender, personality characteristics, ethnicity, and social class,

among others. This tutorial will examine the source of our identities and how we actively maintain them over time, with particular attention given to social processes in the construction and maintenance of identities. We will also consider how our identities change from one context to another, how to measure identity, and what personal and social functions identities serve in our daily lives. We will read from various types of sources; assignments will focus on critical analyses of narrative and quantitative accounts of identity, as well as on application of the material to our own lives.

U. GAMBLING

**Anita Solow
Mathematics**

Gambling is all around us. It is difficult to read the newspaper and not find an article on gambling. More and more states and regions are sponsoring gambling activities—lotteries, riverboat gambling, horse racing, etc. This tutorial will look at gambling from several perspectives. We will use probability to analyze the odds of casino games and lotteries. (Knowledge of probability is not assumed.) We will examine the images of gambling in literature and in the popular culture. And we will investigate the impacts, both positive and negative, that gambling has on society.

V. HOT ZONES

**Marci Sortor
History**

Ebola, AIDS, Hantavirus. The world seems poised on the brink of a devastating epidemic. A flurry of books, films, and news reports have recently been devoted to speculating about what might occur in the case of an outbreak. Eschewing speculation, this tutorial will examine the historical record to see what did in fact happen when a deadly "new" disease emerged in medieval Europe. Drawing on first-hand accounts, judicial records, public health regulations, art, and literature, we shall study the wide-ranging effects of the bubonic plague and the ways in which individuals, medical experts, religious leaders and secular governments fought this once baffling and seemingly invincible disease. We shall then look at how some contemporary authors and film makers have used the theme of a deadly epidemic as a metaphor for other problems that plague their society.

W. THE ENLIGHTENMENT

**D.A. Smith
History**

We shall critically read, listen to, and talk and write about works by some representative figures of the eighteenth-century culture in Europe and North America: Voltaire, Montesquieu, Rousseau, Lessing, Diderot, Wollstonecraft, Mozart, and the authors of "The Federalist." In so doing, we shall consider the eighteenth century's understandings of and examination of a number of issues which still excite debate and discussion today: religious toleration, objective and subjective truth, the relation between natural science and moral conduct, the rights of women, the tension between democracy and liberty, the tension between cultural pluralism and conceptions of universal human rights.

X. JESUS

**Sylvia Thorson-Smith
Religious Studies**

Who was Jesus? Jesus the Jew, Jesus the Christ, the reformer, the radical? Who is Jesus today? The Black Christ, Christa, Superstar, Lover, Clown? This course will begin by studying traditional understandings of Jesus as presented in Scripture and the development of Christian doctrine, as well as alternative ideas about Jesus, some of which have been labeled heretical. Then we will examine a wide range of contemporary efforts to "re-imagine" Jesus by persons of different racial and ethnic groups, by women, by gay men and lesbians and by creative artists. Students will also study ideas about Jesus from non-Christian religious perspectives; guest speakers will present some of these views. Art, music and video representations will be integrated into the course, and class members will be encouraged to express their learning in a variety of creative ways. Readings for this tutorial will include passages from the Bible, texts that present contemporary scholarship on the historical Jesus, and articles that reflect the diversity of the current "re-imaginings" of Jesus' life and meaning.

**Y. FAIRY TALE AND FANTASY IN SOVIET
LITERATURE: THE ART OF DEFIANCE**

**Anatoly Vishevsky
Russian**

Fairy tales have always reflected people's dreams and hopes for a better tomorrow. The Russian path to this better life is perilous and hard; it is inhabited by such terrible creatures as Koshchei the Deathless, Baba Yaga (the witch), and Zmei Gorynych (a serpent). It is in the battle with these and other monsters that the folk heroes Ivan Tsarevich and Ivan the Fool win their kingdoms and their fair brides. A number of writers

saw the Soviet Union—the system that was created by the communists in 1917—as one of these fairy-tale monsters and the common person as a fairy-tale hero. Indeed, fairy tale and fantasy created a metaphor for a heroic struggle against the system. Writers also concealed their criticism of the evil system behind familiar and timeless images and characters, through an Aesopian language saying the obvious, yet implying the hidden. With the decline and eventual fall of the Soviet Union, there came a time of turmoil and unrest. Today, though in a different way, writers continue to employ fairy tale and fantasy as a means of searching for answers for the future in the never ending story of the fantastic land of Russia. We will read and discuss a number of Russian fairy tales, and then follow our familiar heroes through the pages of Soviet and post-Soviet Russian prose and poetry, theater stages, and the silver screen.

Z. PEACEMAKING

Martha Voyles
Education

War, ethnic conflict, union strikes, environmental issue disputes, family arguments, and playground fights are all examples of conflict situations. This tutorial will begin by examining several case studies that exemplify some of these different kinds of conflict. Then we will look at various beliefs about and approaches to peaceful conflict resolution including Quaker mediation, international conflict management, neighborhood peacemaking, labor negotiation, and education for school children. Each student in the tutorial will have the opportunity to do independent research in an area of particular interest.

AA. MATHEMATICS AND THE OTHER ARTS

Royce Wolf
Mathematics

The art of mathematics inspires musical structures and literary themes. Mathematics is a definition of the universe, varying in content over time, reflected in the arts and sciences of the time. The concept of a musical universe originates in the classical era, flows through the Renaissance and the Age of Reason and into our century. Kepler, investigating the orbits of the planets, attempted to calculate the music of the spheres. Hermann Hesse in "Magister Ludi" examines the validity of combining mathematics, music, and literature into a single game. Is there mathematics to be found in Dante or in the twentieth-century authors Borges and Calvino? This tutorial, investigating these issues, will examine mathematics in relation to other arts.

TUTORIAL SUMMARY SHEET



1994-95

- A. The First World War in Modern Culture: Europe and the United States (Affron)
- B. Slavic Histories, Slavic Mysteries (Armstrong)
- C. Man in Motion: The Fiction of Jim Harrison and Tom McGuane (Bateman)
- D. The Fifties (Bell)
- E. The Image of God in Modern Fiction (Burkle)
- F. The Crystal Desert (Campbell)
- G. Symbolism in Literature (Cavanagh)
- H. The Sistine Chapel: Restoration and Renaissance Context (Chasson)
- I. Images of the Scientist (Cunningham)
- J. Priorities in Ecology and Conservation Biology (DeLong)
- K. Water (Erickson)
- L. Servants and Slaves (Games)
- M. Futurist Performance 1909-1925 (Gordon)
- N. The Tell-Tale Story (J. Gross)
- O. Gods and Heroes of Ancient Greece (D. Hughes)
- P. Antigone's Conscience (Irving)
- Q. Music, Myth, and Media (Knight)
- R. Nadine Gordimer and South African History (Loflin)
- S. Coming of Age Crossculturally (McClaurin)
- T. Voices of Protest: Modern German Writers Confront their Society (Michaels)
- U. AIDS, the Disease and its Impact (Minelli)
- V. Detectives and Their Fictions (Pillado-Miller)
- W. The Enlightenment (D.A. Smith)
- X. Winter's Tales: The Meanings of a Literary Image (P. Smith)
- Y. Paradoxes (J.D. Stone)
- Z. Numbered Voices (Trish)
- AA. The Measure of Humans: Fruitful, Fruitless or Fraudulent? (M. Voyles)

TUTORIALS

1994-95

**A. THE FIRST WORLD WAR IN MODERN
CULTURE: EUROPE AND THE UNITED STATES**

Matthew Affron
Art

In what ways was the modern culture of the early twentieth century marked by the Great War? This tutorial will examine the First World War as a historical event and as a turning point in European and American culture. Specifically, we will investigate a broad period—the buildup to the war through its aftermath in the 1920s—from the perspectives of political, intellectual, and cultural history in order to explore the ways in which artists and intellectuals responded to the experience of the conflict. The tutorial will be organized as a selective survey of national and international trends including German Expressionism, Dada, Italian Futurism, the Russian avant-garde, the American avant-garde, the postwar “Return to Order,” Surrealism. Our sources will include primary historical documents, memoirs of the period, and the works of novelists, playwrights, poets, and visual artists.

B. SLAVIC HISTORIES, SLAVIC MYSTERIES

Todd Armstrong
Russian

The world of the Slavs is little understood in the West, yet it has been and remains important and influential on history's stage—the recent events in Russia, Eastern Europe, and Bosnia are testimony to this fact. This tutorial will first identify the principal divisions of “Slavdom”—the East, West, and South—focusing on one specific country from each (Russia, Poland, and the former Yugoslavia). We will then examine what can be considered defining twentieth-century events in the respective cultures of these countries—the revolution in Russia, World War II in Poland, and today's conflicts in the former Yugoslavia. Finally, we will examine relationships between and current Western attitudes towards these Slavic countries. Assignments will be organized around historical narratives, works of literature, journalism, and films.

**C. MAN IN MOTION: THE FICTION OF JIM
HARRISON AND TOM MCGUANE**

Brad Bateman
Economics

Jim Harrison and Tom McGuane, two contemporary American novelists, have continued the tradition of American literature of creating characters who are constantly in motion; they write about men who are in motion in cars, fan boats, trucks, helicopters and airplanes. But, like all men in late twentieth century America, their characters are also moving through a world of rapidly changing roles and mores. This tutorial will cover several of Harrison's and McGuane's novels and short stories to analyze the movement of men through the modern world.

D. THE FIFTIES

Michael Bell
American Studies

On the surface, the 1950's appear conservative, conformist, and dull. Best known through “Nick-at-Night” reruns of family sitcoms or rock ‘n roll revivals, they appear to be an orderly decade in which people, young and old, seem “square” and eager to achieve material well being, especially if it came with a respectable job, with a good marriage, with obedient children, and a house in the suburbs. However, the 1950's are also the decade that gave us television, beat poetry, McCarthyism, civil rights, the Playboy philosophy, birth control, computers, black culture, hydrogen bombs, McDonald's hamburgers, Marilyn Monroe, James Dean, Sputnik, Dien Bien Phu and The Feminine Mystique. This tutorial will explore the 50's as interesting in their own right and as a source of many of the problems, possibilities, questions and answers that have dominated American cultural life in the last twenty-five years.

E. THE IMAGE OF GOD IN MODERN FICTION

Howard Burkle
Religious Studies

Novelists, playwrights, and poets can express the human quest for the divine with a perceptiveness that no theologian or philosopher can equal. In The Town Beyond the Wall, Elie Wiesel articulates a post-holocaust Jewish version. In The Snow Country, Yasunari Kawabata sketches a Zen Buddhist view. In

"The Flies," Jean-Paul Satre offers a powerful existentialist critique of traditional theism. In A Good Man is Hard to Find, Flannery O'Connor captures a Catholic Christian sense of God's presence in rural southern America. In The Plague, Albert Camus pictures the death-dealing power of a "benignly indifferent cosmos." In The Color Purple, Alice Walker discloses a Womanist's vision of God in the beauties of Nature. The tutorial, working as a group, will discuss these works of fiction, and individuals will present written and oral commentaries on their spiritual and ethical implications.

F. THE CRYSTAL DESERT

David Campbell
Biology

This tutorial will be the story of life's tenacity in the coldest and most alien of continents: Antarctica. The ice-locked interior of the continent is biological haiku: a few eloquent syllables of plants and animals. In fact, more species make their home on top of a single leaf of an Amazonian palm tree than on the entire surface of Antarctica. How can this be? By contrast, the sea that surrounds Antarctica abounds with life in staggering profusion: trillions and trillions of one-celled diatoms (as numerous as the stars in the universe), legions of shrimp-like krill that feed on those diatoms, and flotillas of whales, penguins and seals that in turn feed on the krill. During the desperately short austral summer, when for three months the sun marches around the horizon and sets only briefly, the courtship, hatching, birth, growth and death of these organisms comprise one of the great dramas of nature. Who would possibly want to journey to such a place? We will examine the quirks and peculiarities of the explorers who were attracted to the end of the world (are heroes necessarily good leaders?), of the whalers and sealers who despoiled it, and of the scientists and colonists (yes, even children) who live there today.

G. SYMBOLISM IN LITERATURE

Michael Cavanagh
English

This tutorial is designed to teach students how to understand and appreciate symbolism in poetry and fiction. It will attempt to instill in students a subtle responsiveness to literary works and at the same time steer them away from some common abuses of "deep reading." The reading list will include Dante's allegorical journey through Hell, Inferno, and James Joyce's realistic/symbolic depiction of early twentieth century urban life, Dubliners, as well as other works of poetry and fiction. To a limited extent, the tutorial will explore a related discipline, semantics, and a related art film.

H. THE SISTINE CHAPEL: RESTORATION AND RENAISSANCE CONTEXT

Timothy Chasson
Art

When the thorough cleaning of Michaelangelo's enormous Last Judgment fresco was unveiled this April, it concluded the controversial restoration begun fourteen years ago on the ceiling of the Sistine Chapel and funded by Japan Television Corporation. But published reports and photographs from this period, in relation to records and judgments beginning in the sixteenth century, raise questions about assumptions, procedures and widely acclaimed results. Using available documentation, our first task will be to evaluate this most recent problem of interpretation associated with the Chapel and the political business of art restoration. We will then turn to more traditional problems of interpretation to better understand the purposes and complex program of imagery in the Chapel as a whole, including the work of several artists over many decades. In addition to Christian exegesis, we will need to read from Renaissance history, philosophy and literature, and (sometimes contradictory) recent analyses.

I. IMAGES OF THE SCIENTIST

Charles Cunningham
Physics

Ask a room full of people to describe a scientist, and you are likely to hear some common stereotypes. Some people will describe a "mad scientist," amoral and power-hungry, who performs dangerous experiments for his own selfish ends. Others will describe a "noble scientist" who, shunning worldly life, works alone in the pursuit of pure knowledge for the good of mankind. Such images are rooted deeply in popular culture, and we are deluged by them in books, films, documentaries, cartoons, and comics. In this tutorial, we will examine the images of scientists as they are portrayed in books and films by both scientists and nonscientists.

**J. PRIORITIES IN ECOLOGY AND
CONSERVATION BIOLOGY**

**Karl DeLong
Biology**

We will read, analyze and discuss the literature of conservation biology and debate the political and social realities of action in an increasingly complex world. Topics will be chosen from among the following: ecosystem dynamics, the impacts of introduced and genetically-altered species, fragmentation of habitats, global change and grazing, preservation of biodiversity and endangered species, sustainability of ecosystems and restoration biology.

K. WATER

**Luther Erickson
Chemistry**

Water—principal shaper of geological features and meteorological phenomena, essential natural resource and medium for the reactions which make life possible, focus of prodigious engineering feats and political conflicts, universal source of inspiration and recreation—is the underlying theme which connects the principal readings and other activities of this tutorial. The readings range from Walden and A Sand County Almanac, which deal with attitudes toward nature, the environment, and society, to current texts and articles which treat technical and political aspects of water distribution and use—or sometimes misuse—in our society.

L. SERVANTS AND SLAVES

**Alison Games
History**

The mobilization and recruitment of labor remain enduring and problematic themes in the history of the Americas. For those Europeans who invaded and settled the new world, the land available held little value without labor to cultivate and exploit it. In this tutorial, we will explore two solutions to the seemingly insatiable demand for labor in the first period of European settlement in North America: servitude and slavery. Narratives produced by African and European servants and slaves, both men and women; masters' accounts; and court records with their vivid portrayals of conflict in colonial communities together document what it meant to be a coerced laborer in British America from 1600-1800. Relations between servants, slaves, and masters; resistance to enforced labor; and the emergence of slave societies are among the topics to be considered in colonial settings as diverse as puritan Massachusetts, Pennsylvania, Bermuda, the West Indies, Surinam, and Virginia.

M. FUTURIST PERFORMANCE 1909-1925

**Pip Gordon
Theatre**

In *The Founding Manifesto of Futurism*, F.T. Marienetti proclaims, "Destroy the museums, libraries and academies! The Past is dead. Courage, audacity, and revolt will be essential elements of our poetry." In his 1913 *Variety Theatre Manifesto* Marienetti boldly states that we should: "Regard art critics as useless and dangerous! Play Beethoven backwards! Modern life is the only law for the artist! Transform the theatre!" Although full of naive visionary enthusiasm, Marienetti and the Italian Futurist movement initiated and influenced dramatic change in performance, sculpture, art, cinema, photography, architecture, music, and fashion. Futurist manifestos proclaimed to the world that man could be replaced by machines, that art could evolve with science to create new art, and that science and philosophy would open up new horizons to everyone. This tutorial will examine the manifestos, research the inventions, read the plays, debate the politics, and discuss the strategies that culminated into one of the most innovative and revolutionary movements of modern time.

N. THE TELL-TALE STORY

**Jan B. Gross
French**

Through the looking glass of stories, we will explore the reflections of meaning from a variety of perspectives. What do stories "do" and what do they "mean" and for whom? Why do they matter to us? In following the traces left by representative "tell-tale stories," we will consider the role of the writer (teller or narrator), the reader (listener), the commentator (critic) and, of course, the shape of the story itself. From the early forms of fairy tale and epic tale to the contemporary novel and film, we will seek to understand how stories shape us, and how we, in turn, shape stories.

O. GODS AND HEROES OF ANCIENT GREECE

Dennis Hughes
Classics

Worship of the gods and heroes plays a pervasive role in ancient Greek society, touching nearly every aspect of public and private life. In the city of Athens, for example, some 120 days of the year were devoted to religious festivals; and many activities which are purely secular for us were performed in religious contexts and essentially sacred in nature: athletic contests (e.g. the Olympic games), meat-eating (preceded by sacrifice) and wine-drinking, musical and dramatic performances, healing, even (though only rarely) prostitution. Greek religion was also unabashedly polytheistic and presented a dizzying array of cults and divinities, which was constantly being augmented by the introduction of new gods; and devotion to one cult by no means excluded participation in others. In this tutorial, through the use of primary sources (literary texts, inscriptions, art) we will explore various aspects of Greek religion from c. 700 BC to c. AD 200. The gods and heroes and their attributes, cult places (sanctuaries, temples, altars), and rituals (blood sacrifices, processions, initiation rites, etc.). Among topics to be studied will be ecstatic cults (e.g. in the worship of Dionysus), mystery religions (involving secret initiations), hero cults, foreign cults, burial customs, oracles and divination, important concepts such as pollution and purification, and various developments in the paganism of later antiquity.

P. ANTIGONE'S CONSCIENCE

Donald Irving
English

We will examine one of the oldest problems in Western Civilization—the conflict that arises between individual conscience and the law of the community. First, we will read closely two classical and influential texts, Sophocles' Antigone and Thoreau's Civil Disobedience. Then students will research the cultural contexts of these works, including comparisons between Athenian and American democracy, concepts of justice and equality, gender roles and authority, and the appeals of tragedy and argument. For a final project, students will choose another example of this conflict—historical or contemporary—for individual research.

Q. MUSIC, MYTH, AND MEDIA

Jonathan Knight
Music

Beethoven was a "Titan, the Prometheus of Music." Arturo Toscanini was a "prophet," a "priest," the "greatest musical interpreter who ever lived." Elvis Presley might have been God or Satan, depending on who you ask. This tutorial examines the musical characteristics, cultural mechanisms and communications media which elevated these three men above their contemporaries and successors to become more than just musicians but emblems of culture.

R. NADINE GORDIMER AND SOUTH AFRICAN HISTORY

Christine Loflin
English

Nadine Gordimer's work spans some of the most significant moments in South African history: the massacres at Sharpeville and Soweto, the imprisonment of Nelson Mandela and his release, and the current dramatic change in the political system of South Africa: the dismantling of apartheid. Her fiction is notable not only for its uncompromising representation of the oppression caused by apartheid but also for the grace and energy of her language; she was awarded the Nobel Prize for literature in 1991. In this tutorial, we will be reading Gordimer's short stories, novels, essays and interviews. We will also study a film version of one or two of her short stories. Some of the issues we will explore include the relationship between politics and literature; the representation of history; gender relationships; and racial issues.

S. COMING OF AGE CROSSCULTURALLY

Irma McClaurin
Anthropology

In every society, there is a point at which children are expected to assume adult roles and responsibilities. The specific time in the life cycle at which this occurs and whether it is a process marked by celebratory rituals or accompanied by fear and anxiety varies from culture to culture. In this tutorial, we will explore the diversity of ways in which this process unfolds in different cultural settings. Readings will be interdisciplinary and selected from anthropology (Meade, Coming of Age in Samoa), psychology (Erik Erikson, Youth and Identity), and literature (Jamaica Kincaid, Annie John).

T. VOICES OF PROTEST: MODERN GERMAN WRITERS CONFRONT THEIR SOCIETY

Jennifer Michaels
German

In this century, German society has been characterized by political and social turbulence: the First World War, the inflation of the twenties, the rise of Nazism, the Second World War, the division of Germany, and its recent reunification. In this tutorial we will explore the strong social conscience that is typical of many twentieth century German-speaking writers. Through their works and, in many cases, through their active social involvement, these writers attempt to point out social abuses and influence their society for the better. Among the authors we will read (in English translation) are Franz Kafka, Heinrich Böll, Friedrich Dürrenmatt, Erich Maria Remarque, Anna Seghers and Christa Wolf.

U. AIDS, THE DISEASE AND ITS IMPACT

Martin Minelli
Chemistry

AIDS, acquired immune deficiency syndrome, has become the plague of the late twentieth century. In this tutorial, we will look at several aspects of AIDS, from scientific understanding to personal experience. We will study the current knowledge of the biological/medical action of the HIV virus and look into the difficulties researchers have in finding an effective treatment or cure for the disease. The history of AIDS, the reaction to AIDS from different groups in our society, and the global impact of AIDS will be discussed. The last part of the tutorial will be dedicated to meeting people with AIDS, in person and/or by reading their biographies, to learn about their lives.

V. DETECTIVES AND THEIR FICTIONS

Margarita Pillado-Miller
Spanish

This tutorial focuses on the literary representations of the detective and the conventions within which this character operates. The emphasis will be on literary texts with some discussion of film. First, we will establish the traditions of detective fiction established by E.A. Poe and followed by Agatha Christie. Then we will examine the "hard-boiled" variety in literature and film. Finally, we will concentrate on works that challenge, reshape or parody these conventions.

W. THE ENLIGHTENMENT

D.A. Smith
English

We shall critically read, listen to, and talk and write about works by some representative figures of the eighteenth-century culture in Europe and North America: Voltaire, Montesquieu, Rousseau, Lessing, Diderot, Wollstonecraft, Mozart, and the authors of "The Federalist." In so doing, we shall consider the eighteenth-century's understandings of and examination of a number of issues which still excite debate and discussion today: religious toleration, objective and subjective truth, the relation between natural science and moral conduct, the rights of women, the tension between democracy and liberty, the tension between cultural pluralism and conceptions of universal human rights.

X. WINTER'S TALES: THE MEANINGS OF A LITERARY IMAGE

Paula Smith
English

Writers as diverse as Hans Christian Andersen, Jane Smiley, Yasunari Kawabata, Tobias Wolff, Louise Erdrich, Jack London, Conrad Aiken, Anne Cameron, and Ezra Jack Keats have set their fictional characters in a world filled with ice and snow. By studying a group of literary works that all take place in snowy landscapes, we may approach the insight that literary "meaning" is not so much fixed and universal as it is shifting, subtle, and many-layered. Readings will include both poetry and fiction, defining "fiction" broadly enough to encompass children's literature, genre novels, groups of linked stories, and narratives translated from other languages. The wintry "elements" of setting, description, literal and figurative imagery, theme, and symbolism will be shown to work not in isolation, but rather in close relation to other literary elements such as character, plot, and point-of-view. Insights from psychoanalysis, feminism, and language studies may also help the tutorial group to develop a view of literary meaning as made up of complex and sometimes contradictory layers.

Y. PARADOXES

John David Stone
Mathematics

A paradox is a line of reasoning that is apparently sound but leads to a conclusion that one cannot recognize as true. If one wants to be reasonable but also preserve one's current beliefs and ideas,

paradoxes are bewildering and subversive. This tutorial will examine a variety of ancient and modern paradoxes, each posing an intellectual challenge: Find a hidden fallacy in the apparently sound argument, or learn to accept and believe the surprising conclusion. Along the way, we shall also raise some more general questions about paradoxes. For instance: Does their existence prove that rationality is futile? Do they establish limits of reason? Or is thinking about paradoxes a way of "keeping reason under its own control," as Marcus Aurelius advised? Are paradoxes rooted in language, in thought, or in reality, or in some interaction among these? Is the notion of paradox limited to Western cultures, or is it a transcultural universal?

Z. NUMBERED VOICES

**Barb Trish
Political Science**

Expression of public opinion is a fundamental component of democracy. But the way in which the public expresses its opinion and the attention given to it has changed over time. In this tutorial, we will consider questions about public opinion and polling. What role, historically, has public opinion had in the operation of politics? How has estimating crowds at rallies given way to sophisticated polling techniques? What psychological appeal do numbers hold? How does contemporary public opinion polling affect public debate and political leadership? We will read *Numbered Voices*, by Susan Herbst, and attempt to understand two popular yet contradictory views of the poll. The public opinion poll just may be *the* vehicle for the practice of contemporary democracy, provided that the poll does not wound democracy first.

**AA. THE MEASURE OF HUMANS: FRUITFUL,
FRUITLESS OR FRAUDULENT?**

**Martha Voyles
Education**

Is it possible to define and measure abstract human qualities such as personality, intelligence, understanding of course material, creativity, or learning style/disabilities? Is it desirable to be able to measure such attributes? If so, what should be the criteria for developing and using such measurements? If not, what are the alternatives? What are the societal consequences of using or not using instruments developed to measure abstract human qualities? How does our culture influence our attitudes about measuring human attributes? We will explore these questions by reading about the historical development and use of some tests, taking some tests ourselves and critiquing the items, examining recent court decisions about testing, and analyzing the conclusions and opinions drawn in the popular press and in professional journals.

BB. MATHEMATICS AND THE OTHER ARTS

**Royce Wolf
Mathematics**

The art of mathematics inspires musical structures and literary themes. Mathematics is a definition of the universe, varying in content over time, reflected in the arts and sciences of the time. The concept of a musical universe originates in the classical era, flows through the Renaissance and the Age of Reason and into our century. Kepler, investigating the orbits of the planets, attempted to calculate the music of the spheres. Hermann Hesse in "Magister Ludi" examines the validity of combining mathematics, music, and literature into a single game. Is there mathematics to be found in Dante? or in the twentieth century authors Borges and Calvino? This tutorial, investigating these issues, will examine mathematics in relation to other arts.