<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Professor</th>
<th>Time Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 182WW*</td>
<td>Human Physique</td>
<td>Stephen Bailey</td>
<td>(11+); KM</td>
</tr>
<tr>
<td>BIO 97WW</td>
<td>Biosocial Problems</td>
<td>Ross Feldberg</td>
<td>H+, GF</td>
</tr>
<tr>
<td>BIO 185WW</td>
<td>Seminar in Plant Biotechnology</td>
<td>Margaret Lynch</td>
<td>D+, FR</td>
</tr>
<tr>
<td>CHBE 24WW*</td>
<td>Chemical Engineering Projects Lab</td>
<td>Dale Gyure</td>
<td>(7); ARR</td>
</tr>
<tr>
<td>CHEM 61WW*</td>
<td>Inorganic Chemistry</td>
<td>Terry Haas</td>
<td>(D+); DM</td>
</tr>
<tr>
<td>EC 74WW*</td>
<td>Entrepreneurship</td>
<td>George Norman</td>
<td>(H+); LT</td>
</tr>
<tr>
<td>EC 127WW*</td>
<td>Urban Economics</td>
<td>Anna Hardman</td>
<td>(K+); IW</td>
</tr>
<tr>
<td>ENG 21WW*</td>
<td>General View of English Literature I</td>
<td>Julia Genster</td>
<td>(F+TR); LT</td>
</tr>
<tr>
<td>ENG 109WW*</td>
<td>Ovid and the Ovidian Tradition</td>
<td>John Fyler</td>
<td>(0); CW</td>
</tr>
<tr>
<td>FR 31WW*</td>
<td>Readings in French Literature I</td>
<td>Eglal Henein</td>
<td>(E+MW); ARR</td>
</tr>
<tr>
<td>GER 68WW*/ HIST 116WW*/ CR 68WW*</td>
<td>Martin Luther: The Man and His Era</td>
<td>Daniel Brown</td>
<td>(J+); LT</td>
</tr>
<tr>
<td>HIST 185WW</td>
<td>Seeking Gendered Perspectives</td>
<td>Jeanne Penvenne</td>
<td>7+</td>
</tr>
<tr>
<td>ITAL 4WW*</td>
<td>Intermediate Italian II</td>
<td>Patricia DiSilvio</td>
<td>(J+); IM</td>
</tr>
<tr>
<td>ITAL 21WW*</td>
<td>Composition and Conversation I</td>
<td>Daniela Bartalesi-Graf</td>
<td>(F+TR); M 12-12:50</td>
</tr>
<tr>
<td>ITAL 177WW*</td>
<td>Twentieth-Century Italian Poetry</td>
<td>Laura Baffoni-Licata</td>
<td>(K+); IW</td>
</tr>
<tr>
<td>PHIL 43WW*/ PS 43WW*</td>
<td>Philosophy, Justice and Equality</td>
<td>Erin Kelly</td>
<td>(DTR); DM</td>
</tr>
<tr>
<td>SOC 30WW*</td>
<td>Sex and Gender in Society</td>
<td>Susan Ostrander</td>
<td>D+; ARR</td>
</tr>
<tr>
<td>SPAN 4WW*</td>
<td>Spanish 4</td>
<td>Patricia Smith</td>
<td>(Various); HF</td>
</tr>
<tr>
<td>SPAN 107WW*</td>
<td>Testimonial Literature in Latin America</td>
<td>Claudia Kaiser-Lenoir</td>
<td>(I+); ARR</td>
</tr>
</tbody>
</table>

*Offered as an optional section of a larger class. Be sure to sign up for both the general and "WW" sections of these courses. Time blocks in parentheses are for general course.
Testimonial Literature redefines the scope of fictional as well as journalistic writing by transforming factual information into experienced accounts of a given reality. The course will explore the genre in its earliest forms, focusing on the North American New Journalism of the 1960's and on the latest testimonial writings of Latin America. Readings and discussion of works from Cuba, Bolivia, Nicaragua and Argentina, among others.

The writing intensive component of this course will be geared to improving students' intellectual and expressive skills through formal/informal writing exercises. In terms of the actual theme of the course, the writing intensive sessions will give participants an opportunity to use writing as a tool to further the critical inquiry into broad patterns shaping individual experience in historical, social and cultural terms, and also in terms of ethnicity and gender. The writing sessions will aid as well in further focusing the students' work with their final projects through reading and cross-critiquing students' drafts, and to deepen the understanding of the main points brought out in class discussions.

Professor: Claudia Kaiser-Lenoir

Time Block: (I+); ARR
Spanish 4

This course encourages the development of a large active vocabulary and a greater awareness of Spanish-speaking cultures. It aims at developing a level of language proficiency sufficient for survival in unusual or complicated situations. There will be regular lab assignments, compositions, class discussions, debates, and oral presentations. Students will participate in a regular 40-minute conversation group. In addition to reading about and discussing current events, we will read the novel *Mosen Millan*, by Ramón Sender, which deals with the Spanish Civil War. In the Writing Workshop, which is optional, students will have more opportunity to discuss the topics we have examined in class. They will also have the chance to talk about writing strategies in Spanish, and to evaluate what they are in the process of writing for the class. This will give both students and instructor an opportunity to get to know one another better. Students will be given individual attention in the revision of their compositions. This workshop is open to all students of Spanish 4.

Professor: Patricia Smith, Spanish  
Time Block: (A, B, C, F, G, H, I, J, or N); HF

Human Physique

Our bodies are adaptive landscapes formed by genes, environment, and culture. Physique will be studied in the context of biological growth from conception to adulthood with an emphasis on childhood and adolescence. Topics include prenatal determinants of shape and size; impact of malnutrition and disease on children's growth; sex differences in body composition and shape; and the interplay between cultural and biological constructions of physique.

The Monday meeting of the course will use course materials to analyze common problems of our writing, including leads, logical argumentation, internal organization, and thematic development. Three assigned papers will be developed through multiple drafts, and students will be expected to keep a writing log that may be circulated within the class.

Prerequisite: Anthropology 20 or consent

Professor: Stephen Bailey, Anthropology  
Time Block: (11+); KM
An analysis of the uses and misuses of biological knowledge in modern America. Is everything genetically determined? Are we prisoners of evolution? How is biological knowledge used in the political arena? We will explore topics in bioethics, the interplay between biology and social ideology, gender differences, biological aspects of sexual identity, genetic determinism and the use (and misuse) of race in medicine.

This course will utilize writing as a way of learning and students will have an opportunity to analyze written work and to improve their own writing. Grading based on classroom participation, written responses to the course material and two papers.

Prerequisites: One course in biology.

Limited to 15 students.

Professor: Ross Feldberg, Biology

Time Block: H+, GF

Gender defines who we are. For sociologists, gender is also an organizational principle which structures all of society’s institutions and shapes division of labor, distribution of resources, and relations of power. Families, the labor market, sexual relationships and intimacy, cultural body images, politics, sexual violence, popular culture, religion etc. are all gendered in these ways. Race, class, and sexual orientation intersect with gender and are essential to gender analysis.

The major aim of the course is to understand (in sociological terms) the how and why of gendered social arrangements and gender inequalities. How is gender socially constructed in various institutional contexts, and how and why does it change? How do people in everyday life both create and challenge gender arrangements? What has been the impact of feminism on gender inequalities, and what have feminist scholars had to say in answer to these questions?

The course looks at both women and men and how gender shapes their lives and experiences. While men often benefit from gendered arrangements on a societal level, benefits vary greatly by class, race, and sexual orientation. Many men pay high personal costs for social, economic and political forms of male privilege – just as women pay a price for gender inequality.

Classes are conducted as part lecture and part discussion. Small groups are sometimes formed during class. Grades are based on short writing assignments, and a midterm and final exam.

Sociology 30WW is a voluntary section of the course, which provides students with an opportunity to use writing exercises to further explore concepts and questions considered in readings and class discussion. It allows for more individual attention from the instructor, deeper intellectual engagement with readings and other material, and an opportunity to create a small learning community with other students.

Required books may include the latest editions of Margaret Anderson’s *Thinking About Women: Sociological Perspectives on Sex and Gender*; and Michael Kimmel and Michael Messner’s *Men’s Lives*.

Professor: Susan Ostrander, Sociology

Time Block: (D+); ARR
Writing Workshop: The optional writing workshop provides an opportunity for further analysis of course material in a relaxed, small group environment. It will emphasize informal ungraded writing exercises on the readings and themes of the course, and will aim to promote greater understanding, to stimulate creative thought and expression, and to advance formal writing skills. Writing will also be used to facilitate discussion. Peer review of papers written for the course will enable you to gather critical feedback and to revise your work. The writing workshop meets each Monday in the D block.

Professor: Erin Kelly  
Time Block: (DTR); DM

Seminar in Plant Biotechnology

In this small seminar style course, you will learn about current research in plant biotechnology. Topics include the use of recombinant DNA to create transgenic plants, growth of insecticide-producing corn and its effect on monarch butterflies, development of provitamin A enhanced rice, and production by plants of vaccines and antibodies to prevent human diseases.

Assignments include participation in a team debate on the pros and cons of growing genetically engineered food and feed and written and oral presentations on a topic of personal interest. During the course of the semester, you will learn how to find sources of information about topics in plant biotechnology, how to glean information from these sources, how to synthesize this information in writing, and how to present this material orally to a target audience. Readings will primarily be from peer-reviewed articles from the primary literature, but also will include review articles from scientific journals, and articles from websites and magazines. You will participate in frequent informal, ungraded writing exercises designed to deepen your comprehension of the topics covered and improve your ability to explain complex scientific results to your peers.

Professor: Margaret Lynch, Biology  
Time Block: D+, FR
ChBE24A (fall) and follow-on 24B (spring) challenges students to use their chemical engineering fundamentals in year-long capstone research projects that embody the types of realistic challenges they might encounter early in their careers. Projects require creativity, critical thinking, entrepreneurship, time management, priority setting, technical writing and the use of self-directed project teams. Students themselves play the dominant role in the design, execution and completion of these chemical engineering research projects in close consultation with the Lab Director and through a variety of team and individual assignments. In past years, the research projects have been based on topics in osmotic and stream distillation, membrane extraction, biotransformation, crystallization, mass transfer/curing/drying, fermentation, renewable fuels and prototype design/development.

This course is offered with an optional writing workshop designed to familiarize students with several forms of professional writing such as proposals, progress reports, position papers, technical memos, peer-to-peer email and poster presentations. Many of the workshop exercises will parallel required assignments in the regular Projects Laboratory hence helping students better understand the material and prepare superior responses to those assignments. All of the workshop materials are designed to improve critical thinking skills in engineering, teach students to efficiently edit their own work and expose students to practical engineering fundamentals that underpin a research or industry career in chemical engineering. Workshop assignments are NOT graded and offer students significant additional mentoring time with the professor.

Professor: Dale Gyure, Chemical Engineering

Time Block: (7); ARR

What kinds of liberty must a just society protect? What kinds of equality must a just society provide? How compatible are the pursuits of liberty and equality? These very issues underlie current discussions about welfare and health care reform, affirmative action, environmental regulation, and free speech.

Different theories answer these questions in quite different ways, which we shall try to understand and evaluate. Libertarians, for example, will take certain property rights as fundamental and then assign the state the minimal role of protecting those equal rights. They will see state efforts to redistribute income, wealth, opportunity and power as unjustifiable, coercive restrictions of liberty. Utilitarians, in contrast, will justify some efforts to redistribute wealth and power, for their ultimate concern is to establish institutions that promote the aggregate welfare of all individuals. For them, property rights, like other liberties, must be justified by reference to that goal. Egalitarian liberals, while agreeing with utilitarians that property rights are derivative, not fundamental, nevertheless believe that institutions that promote the aggregate welfare leave individuals at too great a risk of having both liberty and equality compromised. Communitarians (including some Marxists), give more power to communities to define their shared values, and this may mean restricting the pursuit of certain kinds of equality or liberty.

Our task in the course is not to choose among these theories, though some will give more plausible accounts than others of policy issues we shall consider. Rather, our goal is to improve our ability to understand, analyze, and criticize the arguments these theories generate, both in the abstract and in application to controversies that shape our lives. To facilitate achieving that goal, we shall focus some of our discussion on recent controversies, including legal cases, in which different positions are taken on issues of liberty and equality. For example, we will examine the role of the state in censoring pornography, in promoting preferential treatment by race or sex, in assuring more equality in educational opportunity through school funding reforms, in restricting campaign expenditures, and in guaranteeing access to legal or medical services.

Readings: Readings will be from representative theorists (e.g., Bentham, Mill, Nozick, Friedman, Rawls) and from legal cases.

Requirements: There are no prerequisites for this course. There will be three short papers (5 pages) and a final exam.

Sections: When registering for this course please also register for one of the discussion sections on Thursdays.
Twentieth Century Italian Poetry

We will listen to the voices of some of the most representative Italian poets of the twentieth century, such as Pascoli, D’Annunzio, Saba, Ungaretti, Montale, Wuasimodo, Sereni, Luzi, Primo Levi and Zanzotto. Their poetic text will be examined from different standpoints. It will be explored from a historical angle, emphasizing the time in history when it was written and showing how politically and socially unsettling times, in some cases, deeply affected the author and his work. The philosophical approach will be mainly on Existentialism, with its recurrent themes of human isolation, loneliness, search of identity and inability to communicate. The literary and linguistic interpretation will emphasize the dominant currents. Decadentism, Symbolism, Hermeticism and the New Avantguarde. Through linguistic, thematic and philological analysis, students will be encouraged to develop their own critical voice and their creative response to the text.

The writing workshop component, which students can elect to take as a small section in addition to regular class meetings, will be devoted to learning through writing. The writing workshop will use creative and exploratory writing as a means to become more deeply engaged with the poetic texts, develop analytical and critical thinking skills. Students in this section will not have extra graded work, but use in-class informal writing (ungraded) to help in formulating questions related to the course material, while engaging in peer discussions of drafts, revisions, and individual conferences with the instructor. Students will be encouraged to keep a journal and use it to note down their reactions to the poetic texts, their creative responses and ideas for individual projects. When formal research papers are assigned, the workshop will pay attention to the early stages of finding a topic, working on drafts and revisions.

Prerequisites: Italian 31 and Italian 32 or consent.

Professor: Laura Baffoni-Licata, Italian

Inorganic Chemistry

This course introduces students to the study of inorganic chemistry at a professional level. Classroom lectures and discussions focus on the much larger variety of bonding types and reaction types found when one compares inorganic with organic chemistry. Topics include ionic and covalent bonding, structures of solids, acid-base and redox reactions, and an introduction to coordination chemistry of the transition metals. Every student in the course must select a semester-long project with a strong inorganic component. The major learning experience will come from exploration of that project in depth, guided by the concepts in the class lectures and discussions. The course grade will be determined by the (documented) effort spent on the course. The semester project may be essentially a large paper, it may be tied to an ongoing research interest of the student, it may be collaborative, and it may have off-campus components. This wide range of choice is intended to allow each student to “personalize” the course.

Learning to articulate difficult material clearly and efficiently takes practice, practice, and more practice. It is the purpose of the writing workshop section of the course, which requires an additional class meeting each week, to provide a comfortable setting within which that practice can occur. We will use a variety of writing exercises, and other activities, to enhance understanding of the material, to generate shared enthusiasm, and to extend the scope and independence of study skills. We will of course all, students and faculty, get to know each other better in the less formal setting.

Prerequisites: Completion of at least one semester of physical chemistry and one semester of organic chemistry, or consent of Professor Haas.

Professor: Terry Haas, Chemistry

Time Block: (D+); DM
Entrepreneurship Economics 74/74WW

This course develops an economic analysis of the role and function of the entrepreneur. The course begins by defining what is meant by entrepreneurship. We consider the types of resources that are most likely to create entrepreneurial opportunities and how these resources can be employed to create sustainable competitive advantage. The next part of the course considers the entry strategies that an entrepreneur might use. The final part of the course moves from formulation to implementation. This involves issues related to the marketing of the new venture, financial analysis, sources of finance, and the creation, development and design of the organization that the entrepreneur wishes to create. This section concludes by focusing on the central tool for a new venture – the business plan. The course is a combination of lecture-based and case-based student work. Students taking the course are required to form groups to develop and present case study assignments. In addition, each group is required to develop a business plan for an entrepreneurial opportunity – which may be either novel or drawn from current experience.

The writing workshop will meet for an extra hour each week and will focus upon the development of critical writing skills by participants. This is intended to sharpen powers of analysis and synthesis by means of the written rather than spoken word. It will also develop effective reading skills of participants by asking them to provide written summaries of some of the primary literature discussed in the lecture course. The course requires that students prepare a case study and business plan and the writing workshop will pay attention to how these go through their various stages of topic formulation, initial draft and final revision.

Professor: George Norman Time Block: (H+); LT

---

Composition and Conversation I Italian 21A/21WW

This course aims to improve oral and written expression in Italian through the study of specific topics in Italian history and culture. Students will gain a deeper appreciation of the variety of Italian cultural landscapes. Examination of the Risorgimento—the historical process that led to the formation of Italy—through literature, film and opera. Focus on the ideas that brought about the unification of Italy in the second half of the 19th century as background for the problema del Mezzogiorno. A few selected geographical regions will be studied using authentic materials from the Internet.

The workshop will pay special attention to students’ analytical skills in Italian by emphasizing the planning and revision stages of writing. Students will use writing as a means to deepen their understanding of the course materials in an informal, interactive and small group setting. No extra graded work will be assigned. The writing workshop requires an extra 50 minutes of class time each week, and in recognition of the extra time commitment, a record of participation will appear on the student’s transcript. Participants must register for both IT 021 and IT 021WW.

Professor: Daniela Bartalesi-Graf, Italian Time Block: (F+TR); M 12:00-12:50

---

Propaganda elettorale di Forza Italia, 2004
Intermediate Italian II

Through the study of authentic readings and films, the curriculum for Italian 4 focuses on Italian history and society from the Fascist era through the seventies. The course is designed to improve writing and conversational skills and to reinforce the basic linguistic knowledge acquired in Italian 001-003.

In the workshop students will use writing as a means to become more deeply engaged in the readings and films, develop critical thinking, and improve writing and discussion skills in Italian. No extra graded work will be assigned. The workshop will provide the opportunity to map ideas for compositions, engage in peer discussion of drafts, and have individual conferences with the instructor.

The writing workshop component requires an extra 50 minutes of class time each week, and in recognition of the extra time commitment, a record of participation will appear on the student’s transcript. Participants must register for both IT 004A or B, and IT 004WW.

Professor: Patricia Di Silvio, Italian

Time Block: (J+); IM

Urban Economics

Most of the world’s population lives and works in cities. This course is about US cities -- and about cities in the rest of the world. International development agencies have rediscovered the importance of cities in development, as the location of intense economic activity. Cities are also places where policy problems arise because people and activities are so densely located in space. For example, the high densities which give rise to positive interactions also cause problems like pollution of water and air, traffic congestion, and slum housing.

The course starts by looking at classic and new economic models of how cities are formed and grow or decay. The second part of the course examines new economic models of markets for land, real estate and housing in developed and developing countries. Housing is an important feature of the urban economy; it is also the single most important asset for most owner households. The course will examine how these markets work, why some households rent and some buy their housing, how households acquire new and used housing, and how housing purchases are financed. Finally, we will see how economic tools can help to identify and find solutions to current urban policy problems.

Employers and graduate schools tell us that they want students who have experience with doing research, writing and giving presentations. This course gives you an opportunity to research, write about, and give a short presentation on one aspect of urban economics.

Assignments: everyone in the class will

• Meet with me to identify a topic for research and the resources to use in pursuing it.
• Draft a proposal for the research (after learning how proposals are written by consulting firms, academics and people in the public sector).
• Write a short annotated bibliography of important references on your topic.
• Draft your term paper and get feedback from me and two peers before you revise it and resubmit.
• Get a chance to see how other students do their research, by reading and commenting on their proposals and term papers (for credit!).
• Learn how to give a public presentation and practice by presenting your research project to the class.

*Credevamo di cambiare il mondo e invece il mondo ha cambiato noi.*
From We All Loved Each Other dir. Ettore Scola
Urban Economics (continued) Economics 127/127WW

The optional writing workshop is a place for working with me and a small group of students on writing for the course assignments and for the other places we use writing in academia:

- Getting feedback on writing in progress for the term paper stage by stage.
- Practicing writing about numbers, tables and charts (critical in economics).
- Learning what distinguishes good exam answers from poor ones. Does a good exam answer have to be well written? What is a well written exam answer?
- Improving note taking in class: what works when you come back to the notes? We’ll try comparing notes on notes...
- Using writing to prepare for a public presentation: using presentation software or notes to organize your points and to ensure they get across to the audience.

Professor: Anna Hardman, Economics Time Block: (K+); IW

Seeking Gendered Perspectives: South African History Research Seminar

This research seminar opens with a range of texts that illustrate how gendered perspectives demand a deep re-assessment of what we thought we knew about the past in Southern Africa. We will move beyond revealing the andro-centricity and Euro-centricity of much of the published literature, to undertake a re-evaluation of location and process when such positions are de-centered and gendered perspectives are taken seriously. While we review and critique a shared set of texts, each student will define a research question and relevant source base that he or she will then pursue for the rest of the semester. We will write and present our research in stages, draft by draft and piece by piece. Each student will complete an in-depth research paper, present it to the seminar group and critique a colleague’s presentation of her or his research. The course will be taught as a Writing Workshop - REQUIRED.

Professor: Jeanne Marie Penvenne, History Time Block: J+
A study of selected theological and political writings of Luther and his contemporaries introduce the man and his era, while reflecting their impact on twentieth-century Christendom. The emphasis of this course will be on Martin Luther and the German Reformation. Attention will be given to Zwingli, Calvin, and the radical reform movements. The course includes an intensive writing component designed to improve writing skills and to develop writing as a learning and thinking tool. The work will include special writing exercises in and outside of class, discussion of writing problems and strategies, draft revisions of papers, group work, and other activities.

Professor: Daniel Brown, German
Time Block: (J+); LT

A survey of British literature-- poetry, fiction and non-fiction prose and drama-- from the late 18th century to the middle of the 20th century. The course combines close reading of individual works with attention to the historical contexts that those works register, respond to, and sometimes shape.

The writing workshop uses both informal and more formal exercises to strengthen students' skills as thinkers, writers and editors. The additional session allows for more detailed analysis of class material and for a more individual attention to the generation, development and production of essays.

Professor: Julia Genster, English
Time Block: (F+TR); LT
Ovid and the Ovidian Tradition

Ovid is the most powerfully influential Roman poet in European literature from the twelfth century on. His erotic poems--the Amores, Ars Amatoria, and Remedia Amoris--fully explore the pathos and comedy of love, and make Ovid the Freud of the Middle Ages: he provides the most elaborate and memorable terminology for describing the uncertain stability of the lover's mind. The Metamorphoses, an epic or anti-epic, serves as a bible of pagan mythology for later poets. We will look in detail at these works and at some of the most memorable examples of their later influence. We'll read two French works in translation, the Roman de la Rose and Les Liaisons Dangereuses, as well as a number of shorter works in English. Authors to be studied may include Chaucer, Marlowe, Shakespeare, and Spenser.

Texts: Tristan et Iseult, Livre de Poche Nº 1306 (2253004367)
Roman de Renart, Gallimard (2070428451)
Marivaux, Le Jeu de l'amour et du hasard, Petits Classiques Larousse (2038717214)
Voltaire, Candide, Petits Classiques Larousse (ISBN 2038717001)
Recommended: Lexique des termes littéraires, sous la direction de Michel Jarretty, Livre de poche (2253067458)

Professor: John Fyler, English
Time Block: (0); CW

Readings in French Literature I: The Power of Pictures?

Course description: Through the study of literature and films, we will practice techniques of close reading and examine movies based on the texts we read. Special attention will be given to the cultural French background. Three short research papers and two exposés. Final exam may be optional. Signing up for the Writing Workshop is optional but strongly recommended. The course is conducted in French. Pre-requisite Fr 21 or instructor's consent. Not for students returning from France.

Texts:
Tristan et Isolde, Livre de Poche Nº 1306 (2253004367)
Roman de Renart, Gallimard (2070428451)
Molière, Tartuffe, Petits Classiques Larousse (2038716706)
Marivaux, Le Jeu de l'amour et du hasard, Petits Classiques Larousse (2038717214)
Voltaire, Candide, Petits Classiques Larousse (ISBN 2038717001)
Recommended: Lexique des termes littéraires, sous la direction de Michel Jarretty, Livre de poche (2253067458)

Description of the workshop: After studying in English different methods for discussing and opened to all students will vote on what they consider the best ways to sharpen their personal writing skills. The workshop will then be conducted in French and all participants are expected to be able to speak French with pleasure. During the first half of the semester, we will divide into teams and base our discussions on parallels between the medieval novel, Tristan et Isolde, and the 2004 American movie with the same title. The first team will design paper topics and reflect on outlines. The second will review different parts of a paper: i.e. Definitions, descriptions, brief narratives, presentations of proof, etc. Roles will be exchanged every other week. During the second half of the semester, we will analyze scholarly articles. We will e-mail to each other short reaction papers (or pastiches for those who like humor).

Texts:
Désalmand et Tort, Du Plan à la dissertation (Hatier ISBN 2-218-72563-0)
Recommended: Dictionnaire des difficultés de la langue française (Larousse, 2035320844)

The workshop is opened to all students of French 31.

Professor: Eglal Henein, French
Time Block: (E+MW); ARR

Scene from Tristan and Isolde, 2006