

Writing Workshop Courses for Spring 2008

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.

Professor: Patricia Smith, Spanish

Time : MWR 4:30-5:20; JR



Composition and Conversation II: Intensive

Spanish 22 WW

Open to students of all sections of Spanish 22.

The Spanish 22 Writing Workshop is intended to provide additional practice and instruction in the writing of Spanish. It meets for 50 minutes each week and does not receive a credit but will appear on your transcript. No extra out-of-class writing is required. You will work with classmates in pairs and groups to discuss ideas and review each others' work, focusing mainly on the compositions assigned in class.

The activities will help you to clarify the thinking-to-writing process as well as questions relating to the material of Spanish 22, and you will have the opportunity to work closely with the instructor on specific problems.

Profesor: Ann Lombardi Cantu, Spanish

Time Block: E MWF; DM

<u>Course #</u>	<u>Course Title</u>	<u>Professor</u>	<u>Time Block</u>
BIO 14WW*	Organisms and Populations	Frances Chew	DMTR; Lab; KW
BIO 50WW*	Experiments in Molecular Biology	Juliet Fuhrman	ARR; HR
BIO 144WW*	Conservation Biology	Michael Reed	G+ MW; IM
BIO 177WW	Seminar on Inflammation	David Cochrane	3-4:15T; 3-5:20 R
EC 15.2 WW	Basic Economics	David Garman	C TWF; EF
EC 62WW*	Economics of International Migration	Anna Hardman	K+MW; IW
EC 108WW*	Applications of Econometrics	John Straub	F+ TR; JT
EC 175WW	Economics of Management and Strategy	George Norman	H+ TR; JR
ENG 86WW*	Jane Austen Novels and Film	Julia Genster	H+ TR; CT
ENG 107WW	Chaucer	John Fyler	E+MW; DM
HIST 1.13 WW	Massachusetts and the American Revolution	Benjamin Carp	6+ T
HIST 184.1WW*	Travel Writing and History	Ina Baghdiantz McCabe	5+ M; M 4-5
ITAL 4WW*	Intermediate Italian II	Daniela Bartalesi-Graf	F+ or G+; W 12-12:50
ITAL 22WW*	Composition and Conversation II	Patricia DiSilvio	E+ or J+; JM
ITAL 121WW*	Advanced Italian Language/ Italian Women's Images and Voices	Laura Baffoni-Licata	E+ MW; Weds Open Block
PHIL 117-1WW	Philosophy of Mind	Stephen White	N+TR; QT
PHIL 192-1 WW*	Agency and Responsibility	Erin Kelly	D+TR; EF
SOC 20WW*	Family and Intimate Relations	Paula Aymer	L+TR; W 6-6:50
SPAN 4WW*	Intermediate Spanish II	Patricia Smith	MWR 4:30; JR
SPAN 22W*	Composition and Conversation II Intensive	Anne Lombardi Cantu	E MWF; DM

*Offered as an optional section of a larger class. Be sure to sign up for both the general and "WW" sections of these courses. WW time listed second when both Course and WW meeting times are available. Otherwise, just the WW time is listed. Course times current as of 11/01/07.

Organisms and Populations

Biology 14L/ 14WW

Help take control of the demands of a large science course by joining an optional workshop of Biology 14 students using writing as a tool to focus, expand, and extend their involvement in biology. Writing Workshop provides undergraduates with the advantage of putting more attention on Biology 14 without doing extra graded work.

Biology 14 includes selected topics in population biology, plant physiology, and animal physiology with emphasis on evolutionary mechanisms. Together with Biology 13, this course forms the first-year core sequence for Biology majors. There are three lectures and one laboratory each week.

The ww section meets once a week, using in-class writing to discover linkages between lecture topics, predict exam questions, boost performance on laboratory write-ups, and more. If you're interested in bring biology to the front of your thoughts at least once a week, join the active cohorts of Biology 14 WW--the writing workshop.

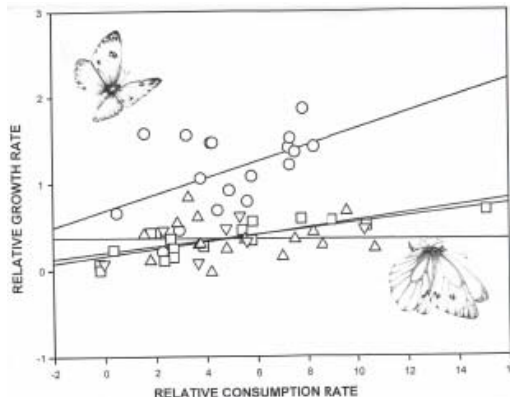
Prerequisite: Biology 3 or 13 are recommended, but the Biology 13-14 sequence can be completed in reverse order. Students who attend 7 out of 10 writing workshops can get the ww notation on their transcripts. The ww section is ungraded and carries no extra course credit, but see the comment below from someone who thought the section helped...

An extended comment from a ww-student:

Overall...most of the workshops [were] quite beneficial, particularly those involving writing/analyzing papers. I think most people don't realize how important effective analysis is (or at least I didn't my first time around). I thought there were a sufficient number of workshops on these topics, and I liked how you selected interesting articles for analysis (e.g., the childhood obesity paper) that was more engaging....I also liked how you were able to tailor the class to our wishes. The last writing workshop, regarding our digestion papers, definitely helped my writing a lot (and, as a side note, I got an A- on the paper!

Professor: Frances Chew, Biology

**Time Block: D MTR;
LAB; KW**



Family and Intimate Relations

Sociology 20/ 20WW

This course examines various arrangements defined as family in the United States and cross culturally. Diverse family arrangements and the socioeconomic conditions that support them will be studied and compared with ideal type, nuclear family forms that still dominate images of family life in the United States. Concepts and accompanying relations of cohabitation, motherhood, fatherhood, marriage, and the pros and cons of various family forms for specific groups such as poor and immigrant families and gay partners will be studied. The class will examine family distress caused by divorce, death, and family violence.

*NOTE: *Students participating in WW must also register for WW section.

Professor: Paula Aymer

Time Block: L+ TR; W 6-6:50



Intermediate Spanish II

Spanish 4G/ 4WW

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.

Philosophy of Mind

Philosophy 117-01/117 WW

This course will focus on the nature of conscious experience, its relation to the subjective point of view, and the implications of both for the mind-body question, freedom, and the question of other minds. The question of the relation between mind and body raises such further questions as whether we could continue to exist after our bodies have been destroyed and whether computers could be conscious. We will consider these questions, but we will also consider carefully the nature of the subjective point of view and the question of what is involved in seeing a work that contains opportunities for genuine action, states of affairs worth striving for, and agents like ourselves.

We will concentrate on two kinds of writing: writing to support a conclusion and writing to develop and internalize the kinds of models necessary to think creatively about different topics. We will also give special emphasis to the earliest stages of our writing and thinking. In doing so we will not expect to find the kind of rigor aimed for in the finished product. Rather, we will focus on the use of metaphors and analogies, ways of generating different perspectives on problems, and the creative use of paradox and ambiguity to suggest new questions for investigation.

Students will not write more than the usual number of papers, but will learn to use their writing as an aid in conceptualizing the material more effectively and in responding to it in deeper, more sophisticated, and more creative ways. Both the instructor and other students will read early drafts of papers in order to provide suggestions for revision. Only final drafts will be graded.

Prerequisites: Philosophy 1 and one other Philosophy course or Consent.

Professor: Stephen White, Philosophy

Time Block: N+ TR; QT

Agency and Responsibility

Philosophy 192.1/ 192.1 WW

In this seminar we will study some recent work in moral psychology and the philosophy of action. Our focus will be the notion of agency associated with moral blame. What is it to blame someone? Is blame a judgment, an attitude, or a matter of behavior? What do we presume about the capacities and self-control of persons we blame? Some philosophers argue that persons are blameworthy for their actions only when they could have done otherwise. We will try to determine whether this is so and to answer the question what a person's capacity to have acted otherwise comes to. Others argue we need only suppose an agent is capable of rationality. We will explore various proposals for understanding the nature of rational agency and examine notions of irrationality, weakness of the will, addiction, and compulsion. Readings by Sher, Scanlon, Frankfurt, Korsgaard, Watson and others.

Professor: Erin Kelly, Philosophy

Time Block: D+ TR; Fri E

Experiments in Molecular Biology

Biology 50 A-B/ 50WW

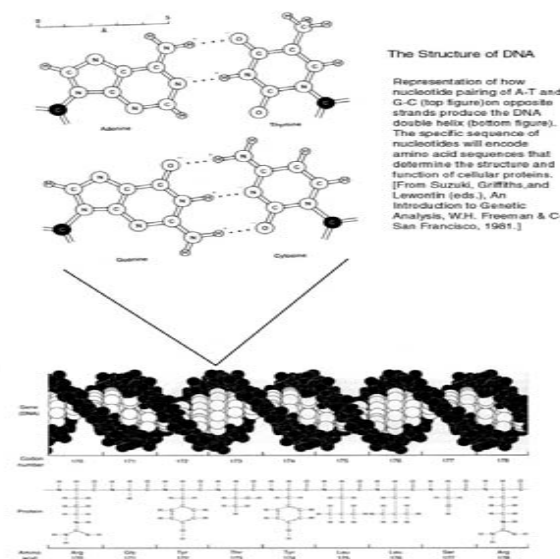
We will investigate a series of laboratory problems using modern techniques of biotechnology. Gene cloning, recombinant protein expression, protein biochemistry, and immunology are emphasized for teaching state-of-the-art laboratory skills and for reinforcing basic concepts of modern molecular biology.

The optional writing workshop section is designed to familiarize students with several forms of professional writing, including the format used in most scientific journals for the publication of novel findings. Thus, the WW section will provide extra opportunities for students to improve their graded laboratory reports for this and other science courses. We will also use a variety of ungraded exercises to enhance understanding of the molecular biology underlying the laboratory experiments, and to explore science writing for various audiences.

Prerequisite: Sophomore standing and Biology 13 or equivalent. Only open to majors in biology, biochemistry, and chemical engineering. Must be simultaneously enrolled in Bio 50A or Bio 50B.

Professor: Juliet A. Fuhrman, Biology

Time Block: ARR; HR



Learning and application of principles from population ecology, population genetics, and community ecology to the conservation of species and ecosystems. Focus on rare and endangered species, as well as threatened ecosystems. Includes applications from animal behavior, captive breeding, and wildlife management. Readings from current texts and primary literature.

Prerequisite: BIO 14 or equivalent.

Writing workshop is optional - will focus on communicating science among scientists, to resource managers, and to the public.

Professor: Michael Reed, Biology

Time: G+ MW; IM



Seminar in Inflammation

Biology 177WW

A study of the physiological, cellular, and molecular mechanisms involved in the inflammatory response in mammals. Weekly lectures will be followed by readings and discussion of papers from the contemporary literature. Topics covered include the participating cells of inflammations (e.g. neutrophils, mast cells, macrophages), the generation and actions of inflammatory mediators (e.g. histamine, cytokines, leukotrienes), the cellular mechanisms involved (e.g. chemotaxis, cell adhesion), and relevant pathological states (e.g. allergic disease, asthma, autoimmune diseases). A variety of writing techniques will be used to aid in the understanding of the biological concepts involved, to organize and direct class discussions, and to develop experimental hypotheses and protocols to solve research problems in inflammation. Much of the writing will be informal and ungraded (but read and comments offered).

Italian Women's Images and Voices

Italian 121/ 121WW

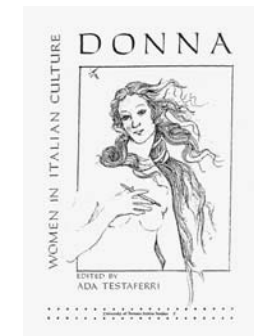
Learn contemporary Italian with emphasis on idiomatic usage and different styles of expression. Readings, both in critical and fictional prose, will explore women's images and voices in Italian culture, society and literature. In Oriana Fallaci's *Lettera a un bambino mai nato* we will come to terms with the heart-rending issues of an unwanted pregnancy and the right to life through the protagonist's inner drama and difficult choices. In Susanna Tamaro's *Va' dove ti port a il cuore* we will read of an old woman's attempts to overcome the gap between generations through love and understanding. Through her letters, she relives her life, teaching her estranged granddaughter that the most important journey we make in life is to the center of ourselves, to the point where we can summon the courage to follow our hearts. In *Il giardino dei Finzi-Contini* we will learn of the tragic and powerful figure of Micol Finzi-Contini as she struggles with her family to survive the Fascist persecution of the Jewish people. We will review grammatical difficulties and focus on intensive exercises aimed at building vocabulary.

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 Workshop will use writing as a means to become more deeply engaged with the Italian texts, develop critical thinking, improve writing and discussion skills in Italian. Students in this section will not have extra graded work, but use in-class informal writing to help in thinking out questions related to the course material, while engaging in peer discussions of drafts, revisions, and individual conferences with the instructor. Students will keep a journal and use it to note down their reactions to the texts, questions they might want to discuss, and ideas for class papers. When formal paper time comes for the class, the workshop will pay attention to the early steps of finding a topic, working on drafts and revisions.

Prerequisites: Italian 21 and 22 or consent.

Professor: Laura Baffoni-Licata, Italian

Time: E+ MW; W Open Block



Composition and Conversation II

Italian 22A-B/ 22WW

This course aims to improve written and oral expression through the reading of a contemporary novel, short stories, and selected articles. An in-depth study of *A ciascuno il suo* by Leonardo Sciascia will allow us to explore how literature adopts the motif of crime to raise issues of justice, politics, and morality and how power is deployed in the struggle between the Mafia and the law.

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 is open to students enrolled in either section of the course; participants must register for both IT 022 and IT 022WW. 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.

Professor: Patricia Di Silvio, Italian

Times: 22A E+ MW; 22B
J+ TR; WW J M



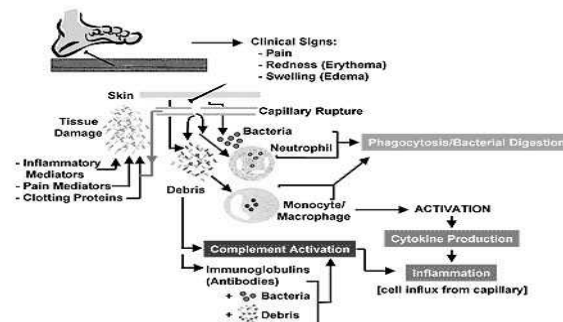
Guttuso: The Maffia, 1948. Collection of the Museum of Modern Art, New York

The major piece of writing will be an original research proposal to be done at the end of the semester. Students will work closely with the instructor and with peers on the development and writing of the proposal.

Prerequisites: One year of biology and chemistry and consent of instructor.

Professor: David Cochrane, Biology

Time: Tues 3-4:15;
Thurs 3-5:20



Basic Econometrics

Economics 15-02 WW

Student in this course will gain an intuitive understanding of basic econometric techniques and will learn to apply those techniques to new problems. Data analysis with an econometrics software package and completing a research project are major components of the course.

The WW section of Ec 15 – 02 will help students achieve a deeper understanding of the statistical techniques in Basic Econometrics and will help them write a successful research paper.

Prerequisite: Economics 13.

Professor: David Garman, Economics

Time Block: C TWF; EF

Applications of Econometrics

Economics 108/ 108 WW

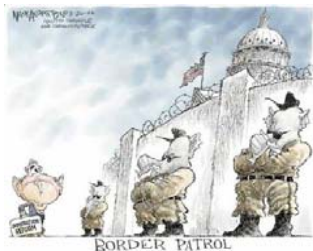
Students will work with data to gain practical experience with the basic econometrics that is taught in EC 15 and/or EC 107. They will also learn new econometric skills. Students will read professional research papers and then replicate and extend the econometric analyses. Students will develop ideas for original undergraduate honors theses which can be pursued in the future. WW: Optional workshop meets once a week. Workshop sessions are designed to develop skills related to the clear exposition of empirical economic research. Workshop exercises will include peer review. Exercises will be related to the written assignments from EC 108.

Note: Students must register for EC 108.

Prerequisites: Economics 11, 12, and 107, or consent.

Professor: John Straub

Time Block: F+ TR; JT



Economics of International Migration Economics 62/ 62WW

Cheap travel and information about opportunities abroad have led to growing flows of migrants across international frontiers. Countries that sent emigrants abroad now receive immigrants, and transnational migrants can maintain ties to their homelands. As workers and refugees cross national borders as temporary or permanent migrants, legal and illegal, legal barriers are being lowered for skilled would-be migrants and raised for unskilled workers and refugees and migration (legal and illegal) is a hot political issue. You will learn

about economists' new (and often controversial) insights into causes of migration and its impacts.

The course develops economic tools for understanding individuals' decisions to migrate and the resulting international migrant flows. We explore migration's economic impact and policy implications for home (migrant sending) and host (migrant receiving) economies. We use economic tools to tackle questions like: Who migrates? Who stays and who returns, and why? Which migrants send money home? What impact do their remittances have on economic development? How can economics explain refugee flows and illegal migration? Why do immigrants cluster in ethnic neighborhoods? Why are remittances of money home increasing so steeply?

The optional writing workshop is designed to make the course work both easier and more rewarding. The first assignment is a review of a fictional movie dealing with immigration. The idea is to look for the *economics* of migration portrayed in it. For the next assignment, after brainstorming to find topics, each student develops in stages a research paper on an aspect of the economics of migration. Over the semester, the paper lets you explore a topic of interest to you in more depth as a sequence of writing tasks: topic statement, proposal, draft and final paper and a presentation. The WW is a chance to work more closely on the assignments with me and others in the class in a small group where we work together, share and develop ideas, polish drafts, give and get feedback and ideas on the course's writing assignments, and practice using writing as a tool.

Prerequisites: Principles of Microeconomics – EC1 or EC 5

Professor: Anna Hardman, Economics

Time Blocks: MW K+; Weds I

Economics of Management and Strategy

Economics 175/ 175WW

This course focuses upon the strategic aspects of management decision making from an explicitly economic perspective. It will show how economic reasoning can inform and develop insights with respect to strategies that are necessary for a firm to deal with its external and internal operating environment. The course draws from recent work in industrial organization, transactions cost economics, economics of organization and the modern strategy literature. It illustrates the central role of game theory in informing a firm's strategic choices. Topics covered in the first part of the course will include decision making under uncertainty, optimal search and competitive bidding, bargaining



Intermediate Italian II

Italian 4A-B / 4WW

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.

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 is open to students enrolled in either section of the course; participants must register for both IT 004 and IT 004WW. 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.

Professor: Daniela Bartalesi-Graf

Times: 4A– F+ TR;
4B– G+ MW; WW
for both sections
meets W 12-12:50



"Televisione per tutti al bar di paese, fine anni '50" (photo by Franco Pinna)

Travel Writing and History

History 186.01/186.1WW

This foundation seminar examines the literary roots of historiography. Travel accounts and their major influence in shaping historiography, from Marco Polo, to colonial reports, to travelogues and journalism today. The focus is on how cross-cultural encounters and exchanges shaped historiography, revolutionary writing and political philosophy in Europe. and how narrative style and description still shapes historical text. Travel descriptions of Europe, the New World, Persia, India and China and Africa, some integrated into later historical texts are used as primary sources. Sources include text, early maps, photographs and documentary film are analyzed. Several short oral and written papers. Sources are analyzed for views of the "other", views of the world, post-colonial issues of representation, Orientalist discourse, expressions of racism, sexism, imperialism and colonialism.

Professor: Ina Baghdiantz McCabe, History

Time Block: 5+; 4-5 M

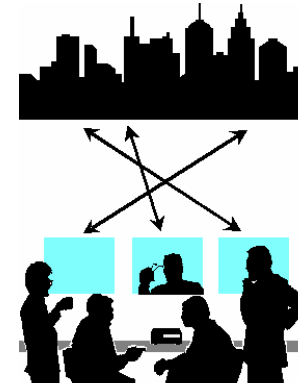


and negotiation. The second part of the course will consider the determination of the vertical and horizontal boundaries of the firm, strategic commitment, dynamic pricing rivalry, entry and exit and the origins, creation and maintenance of competitive advantage.

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 the spoken word. It will also develop effective reading skills of participants by asking them to provide written summaries of some of the more technical primary literature discussed in the lecture course. The course requires that students write a major paper and the writing workshop will pay attention to how such a paper should go through its various stages of topic formation, initial draft, and final revision.

Professor: George Norman, Economics

Time Block:H+TR; JR



Jane Austen Novels and Film

English 86/86 WW

Reading and discussion of Austen's six published novels, and of some recent films derived from her works, including *Persuasion*, *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, *Clueless*, and others. We'll ask how this most resolutely verbal of authors translates to the screen, and what our current fascination with her work tells us about ourselves.

English 86 WW is an optional writing workshop section of 86 that will meet once a week in addition to regular class meetings. The workshop pays special attention to paper writing and revision; it also emphasizes the function of writing in the learning process through informal, exploratory assignments and journal entries that encourage a closer examination of the course material.

Professor: Julia Genster, English

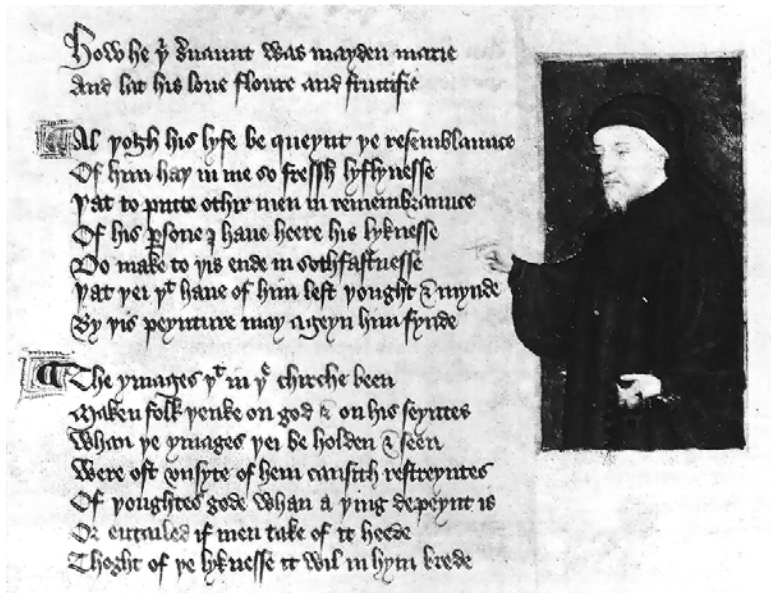
Time: H+ TR; CT

This course explores the works of one of the three or four greatest poets in English. We'll read Chaucer in Middle English, but he is in almost every respect easier to understand than Shakespeare, who lived two centuries later. We will spend roughly half of the semester on the Canterbury Tales, the other half on Chaucer's most extraordinary poem, Troilus and Criseyde. Chaucer is primarily a narrative rather than a lyric poet: though the analogy is an imperfect one, the Canterbury Tales are like a collection of short stories, and Troilus like a novel in verse. We will talk about Chaucer's literary sources and contexts, the interpretation of his poetry, and his interest in a number of issues, especially gender issues, that are of perennial interest.

The required writing workshop for the course, which meets for 50 minutes before our regular class on Mondays, will pay special attention to paper writing and revision; it also emphasizes the function of writing in the learning process through informal, exploratory assignments and journal entries that encourage a closer examination of the course material.

Professor: John Fyler, English

Time Block: E+ MW; DM



Portrait of Chaucer, Harley Manuscript

This course deals with the major themes surrounding the Era of the American Revolution in Massachusetts. Taking advantage of local resources, this course will focus particularly on Massachusetts and Boston, which were crucial to the development of the revolutionary movement, and remain central to historians' understanding of the period. Students will gain a greater understanding of the political and social changes of the Revolutionary Era, and the ways in which Americans have remembered this period of history. They will participate in the historiographical debates over how best to understand the American Revolution in Massachusetts. This course will address the role of political ideology, economic changes, crowd action, and consumer goods, as well as the effects of the Revolutionary Era on popular democracy, women, and African-Americans. Students will develop their analytical skills and writing in a series of assignments that engage primary and secondary sources.

Professor: Benjamin Carp, History

Time Block: 6+

