

一、修課內容:

(一)Introduction to Literary Criticism

此課程主要為介紹關於西方文學評論的經典作品，重心放在 Plato、Aristotle 和 Derrida，由於教授也擁有哲學學位，所以課程中閱讀哲學經典的時間也佔一定的比例。課程目的為訓練學生能具備文學批判的基本理論基礎和方法，並實際把各方理論運用在文學作品上，教授驗收的方法便是請同學寫兩篇報告，每篇都需用到至少一個文學批評理論和角度去檢視一部文學作品，報告正式完成前需要跟教授有兩次的 individual interview 和他討論報告內容和進度。這堂課是非常典型的文學課上課模式，主要為教授和學生你來我往交換意見，所以有時候會有學生主導討論主題的傾向。

(二)Psychology

此課程為大班的基礎心理學，每周一個大主題，從心理學各派別的回顧、生物角度著眼的心理學到最新的心理療法和研究皆有含括，學生在學期中需參加大約五、六次的心理學實驗或是選擇考額外閱讀的加分考試。教授的專長為 abnormal psychology，所以可以學到很多有趣的病例。

(三)Kafka and Kafkaesque

此課程是 Kafka 作品的翻譯文學(德→英)，教授本身是德國人，所以常常會探討翻譯差異對文學詮釋的影響。教授的上課方式為 close reading(基本上 Kafka 的作品也的確需要讀者一字一句地反覆思考推敲)，所以常常上課一個半小時只討論了一小段。在這堂課可以見識到真正 Kafka 的專家是如何以充滿實驗性和想像力的方式摸索這個天才作家，教授常常與發言的學生進行辯論，藉由你來我往的辯論讓學生知道如何審視自己的論點是否站得住腳。

(四)Intro. To Middle East

會修這堂課是因為在 CNN 或 BBC 等國際知名媒體上常常會看到中東地區的報導，但這個地區錯綜複雜的政經情勢和歷史淵源讓人很難一下子就理解。也因為中東問題是現在進行式且對美國政策有很大的關係，教授每堂課一開始便問學生紐約時報或是 CNN 上與中東地區有關的新聞為何、為什麼會發生這樣的事情、有何歷史淵源和重要性，讓同學把課本上的 facts 和時事作結合，所以每天看新聞也是功課之一。這堂課的教授本身是土耳其人，所以常常會帶中東食物、傳統服飾跟同學分享，課程開始前也會撥放中東地區流行的音樂或電影預告，是一堂十分豐富的課程。

(五)Vladimir Nabokov: Russian and American Writing

Vladimir Nabokov 的小說總是充滿無數的謎團、暗示和 Nabokov 式的幽默，其中運用的文學典故之多，閱讀時總要一邊參考註釋方才能了解 Nabokov 所精心設計的謎和劇情；然而，雖然已經很多文學評論家和和

Nabokov 的專家寫了無數的論文來討論他文中所隱藏的暗號和暗示，Nabokov 的作品至今還未被全部解讀，很多註釋也只是列舉了各方專家的猜測，無法定論 Nabokov 真正的用意為何；因此，這堂課教授和學生花了很多時間在猜測和解讀小說中的謎團，有時教授會指出小說有哪些不和邏輯或是奇怪的地方，然後邀請學生提供合理的解釋。我認為這堂課最值得的地方是學生可以直接跟專門研究 Nabokov 的學者作直接的交流，例如教授可以直接在課堂上與大家分享上禮拜在華盛頓的年度 Nabokov 研討會有哪位學者提出了新奇的論點，我想這就是美國大學的優勢之一吧，他們可以請到各領域最頂尖的學者親自講授那個領域的主題；反觀台灣的師資大部分都只是這些大師的「徒弟」。

(六)Europe

這堂課完全顛覆了我在台灣對大班課程的既定印象，在美國的大班課程每一堂都是一場精采絕倫的演說。Europe 是一堂很受 Wisconsin-Madison 學生歡迎的課程，由於教授本身是地理學家並長年遊歷歐洲各國，因此對歐洲的政治、經濟、地理、語言和文化都有第一手的經歷和見解，上課用的課本即是他本人的著作，所用的圖片也都是他本人親自拍攝的。

(七)Japanese Literature in Translation

此課程著眼於日本現代文學，對於平常多是接觸西方文學的外文系學生來說，這堂課呈現了截然不同的文學世界。相較於西方文學來說，日本文學較重視的是敘事的過程(How do you get there)而不是結果，許多小說和短篇故事通常在劇情方面較西方文學來說都是比較平淡的，但是在敘事風格方面往往有著日本人含蓄內斂卻精細的呈現。這一堂課程當中讓我驚訝的一點莫過於修課的學生，雖然指定的小說皆是英文譯本，但一半以上的學生卻都有閱讀日文原文小說的能力，很多學生甚至能在課堂當中批判日文原文和英文譯文的差異。台灣外文系的學生雖然也必須修第二外語，但很少有人能夠在大三大四就學到能夠閱讀外文小說的地步；而在威斯康辛大學當中，閱讀原文小說的能力卻是語言課程當中的一部分，很顯然台灣與美國大學對於語言學習的要求有相當大的落差。

(八)Divine Comedy

但丁的*神曲*外文系學生必定會認識的作品，但卻幾乎都是只選幾篇選讀，而沒辦法看完完整的三部作品:Inferno, Purgatory, Paradise，在這門課教授帶著同學看完這三部作品，且由於但丁的詩詞十分重韻律，教授便堅持要請同學念出英文翻譯，自己再以義大利文原文朗誦一次，讓大家體會但丁是如何用文字的聲音來創造出想要情境。這一點我認為是美國學校很大的優勢：什麼樣的課程就請最了解那個領域的學者來教，但丁的作

品就請義大利學者授課、卡夫卡的小說就請德國學者來教，這點對台灣的大學來說是很難突破的障礙：第一，大部分的大學聘不起這些大師級的學者；第二，雖然這些學者除了本國語言以外也大多能說流利的英文，但在台灣除了外文系的學生以外，其他系的學生是否能接受用全英文的方式上課以及和教授互動仍有待評估。

二、研修心得

- (1) 美國大學研修制度與台灣最大的不同便是他們是以“major”來決定研修方向，而台灣則是使用一進大學就選好的「系」。在主修的制度下，學生修課的彈性就大大地增加了，雖然台灣也有類似的通識學分，但(至少以交通大學來說)通識中心能開的課程還是十分地有限、缺乏多元性以及專業性；而美國學生在自己主修的學科之外所修的其他課程都是其他科系開的課，所以不同於台灣學生，美國學生每學期都有超過上百個「通識課」可以選擇，而且如果修了之後發現自己的興趣不在本來設定的 major 而是在後來選擇的其中一門通識，也可以馬上申請更換 major，甚至有些學生在大一時就選擇 window shopping 式的選課模式，廣泛地選修不同科系開的課程，而到了大二或大三才選定 major。
- (2) UW 的課程安排有一點和台灣大學普遍的作法很不一樣，那就是他們一種課程一個禮拜通常都會上兩天以上，語言類課程更是一個禮拜多達四天，且每一堂課都不會超過一個小時半；相反地，台灣大部分的課程都是一個禮拜一次，主科更是一上就三個小時，這樣不但會因為上課時間相隔過久而導致下禮拜上課時對上堂課的內容沒什麼記憶，且一次要全神貫注聽課三小時本來就是不太可能的事，很多學生一定會在課堂中偶爾放空或神遊。我個人更是十分贊同語言類課程一個禮拜上四天(每堂課一個小時)的作法，畢竟語言是累積性學科，一定要常常接觸才能學得下去，大部分學完一學年的美國學生都已具備能夠閱讀以該語言寫成的簡單小說了。
- (3) 雖然台灣的大學在資金規模和校區規模都沒辦法與美國大學相提並論而在設備和師資方面顯得落後，但我認為以大學部來說台灣(至少以交通大學來說)現在的師資和學校所提供的資源已有一定的水準，在台灣大學(我必須強調是大學部而不是研究所)所能得到的教育並不會輸美國大學太多，我覺得兩邊差最多不是師資也不是資源設備，而是學生本身。在美國的課堂上我感受到的是學生爭相恐後想要發表意見或是和教授交流，甚至可以說大家是真正在 enjoy 課堂上知識的交流 (所以即使某個部分不會出現在下次的考試中，還是會有同學熱情地去找教授討論)，如此同儕之間和學生與教授之間所激出的火花是在台灣的課堂中很少看到的，而在 UW 則幾乎是每一堂課授課的模式。

READ CAREFULLY THIS SYLLABUS IN ORDER TO UNDERSTAND WELL WHAT YOUR RESPONSIBILITIES ARE.

ALTHOUGH WE MIGHT NOT BE ABLE TO DISCUSS ALL THE CANTOS IN CLASS, YOU ARE RESPONSIBLE FOR THE ENTIRE WORK FOR THE EXAMS, ESSAYS, AND THE FINAL PAPER.

Week 1

Introduction to the syllabus and the course. Middle Ages, medieval Vs. "Middle Ages", "medieval". Historical circumstances in Florence in the times of Dante. Dante's life. General structure of the *Comedy*.

Week 2

New Life. Inferno 1.

Week 3

Inferno 2-9.

Week 4

Inferno 10-15.

Week 5

Inferno 16-23.

Week 6

Inferno 24-30.

Week 7

Inferno 31-34.

Week 8

Review for Midterm exam; **Midterm exam, Mar. 15.**

Week 9

Purgatory 1-2.

Week 10

Purgatory 5-6,9-10.

Week 11

Purgatory 11-13, 16-17, 19, 21-22.

Week 12

Purgatory 24-26; Paradise 1-2, 4, 6, 10.

Week 13

Paradise 15-16, 18-19, 21-22.

Week 14

Paradise 24-27, 29.

Week 15

Paradise 31-33; Final remarks, wrap-up.

Tuesday, May 8, in class - hard copy of the final essay due. Please, feel free to turn it in ahead of the deadline.

For information about writing visit the Writing Center

<http://writing.wisc.edu/>

NO LATE SUBMISSIONS

VLADIMIR NABOKOV: RUSSIAN AND AMERICAN WRITING

Spring 2012

Professor Alexander Dolinin

1446 Van Hise Hall

Office hours: MW 1:00—2:00

e-mail: dolinin@wisc.edu

Week 1

Jan. 23 F Introduction to the course
Jan. 25 W Background lecture: VN's main themes and devices
("Signs and Symbols": <http://www.angelynngrant.com/nabokov.html>)
Jan. 27 F Background lecture: VN's main themes and devices
("Signs and Symbols")

Week 2

Jan. 30 M The Defense
Feb. 1 W The Defense
Feb. 3 F The Defense

Week 3

Feb. 6 M The Defense
Feb. 8 W The Defense
Feb. 10 F The Defense

Week 4

Feb. 13 M Quiz on The Defense. Despair
Feb. 15 W Despair
Feb. 17 F Despair

Week 5

Feb. 20 M Despair
Feb. 22 W Despair
Feb. 24 F Despair

Week 6

Feb. 27 M Invitation to a Beheading
Feb. 29 W Invitation to a Beheading
Mar. 2 F Invitation to a Beheading

Week 7

Mar. 5 M Invitation to a Beheading
Mar. 7 W Invitation to a Beheading
Mar. 9 F Invitation to a Beheading. Topics for Paper 1 assigned

Week 8

Mar. 12 M Invitation to a Beheading.
Mar. 14 W Quiz on Invitation to a Beheading. Background lecture: Nabokov's
English Apr. els
Mar. 16 F Background lecture: Nabokov's English ^{novels} ~~Apr. els~~. Pnin

Week 9

Mar. 19 M Pnin **FIRST PAPER DUE** hand in before class.
Mar. 21 W Pnin 10-15 pages

Mar. 23 F Pnin

Week 10

Mar. 26 M Pnin
Mar. 28 W Quiz on Pnin. Introduction to Lolita
Mar. 30 F Lolita

2 min 10 pages papers

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| Week 11 | SPRING RECESS | |
| Week 12 | Apr. 9 M | <u>Lolita</u> |
| | Apr. 11 W | <u>Lolita</u> |
| | Apr. 13 F | <u>Lolita</u> |
| Week 13 | Apr. 16 M | <u>Lolita</u> |
| | Apr. 18 W | <u>Lolita</u> |
| | Apr. 20 F | <u>Lolita</u> |
| Week 14 | Apr. 23 M | <u>Lolita</u> |
| | Apr. 25 W | <u>Lolita</u> |
| | Apr. 27 F | <u>Lolita</u> |
| Week 15 | Apr. 30 M | <u>Lolita</u> |
| | May 02 W | <u>Lolita</u> |
| | May 04 F | <u>Lolita</u> |
| Week 16 | May 7 M | <u>Lolita</u> Topics for Paper 2 assigned. |
| | May 9 W | <u>Lolita</u> |
| | May 11 F | Final Discussion |
| | May 18 | Paper 2 due 10 - 15 pages. |

Recommended reading: Vladimir Nabokov, Speak, Memory: An Autobiography Revisited.
 Vladimir Nabokov, Strong Opinions.

The main biographical and critical sources:

Brian Boyd, Vladimir Nabokov: The Russian Years. (Princeton UP, 1990);

Brian Boyd, Vladimir Nabokov: The American Years. (Princeton UP, 1991);

The Garland Companion to Vladimir Nabokov. Edited by Vladimir E. Alexandrov (New York & London: Garland Publishing, 1995).

Nabokov Web site *Zembla*:

<http://www.libraries.psu.edu/nabokov/zembla.htm>

Grading:

Papers: 80%

Quizzes: 20%

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| | (57-64), Translation choice due (EA 264 students) |
| Feb 14/Tu | TANIZAKI Jun'ichirō "The Tattoer" (1910) (160-168), "The Gourmet Club" (1919) (97-139) |
| Feb 16/Th | NATSUME Sōseki <i>Kokoro</i> (1914) (1-55) |
| Feb 21/Tu | NATSUME Sōseki <i>Kokoro</i> (56-112) |
| Feb 23/Th | NATSUME Sōseki <i>Kokoro</i> (113-170) |
| Feb 28/Tu | AKUTAGAWA Ryūnosuke "Rashomon" (1914) (3-9) and "In a Bamboo Grove" (1921) (10-19), "The Nose" (1916) (20-27), "The Baby's Sickness" (1923) (172-179), "Death Register" (1926) (180-185), "Spinning Gears" (1927) (206-236) |
| Mar 1/Th | <i>Rashomon</i> (1950), a film by Akira Kurosawa (to be shown in class) Essay 1 due (3 pages) |
| Mar 6/Tu | KAWABATA Yausnari "Dancing Girl of Izu" (1925) (3-33), "Diary of My Sixteenth Year" (1925) (34-68), "The Master of Funerals" (77-87) |
| Mar 8/Th | HIRABAYASHI Taiko "Self-Mockery" (1927) (75-96) HAYASHI Fumiko <i>Vagabond's Song</i> (excerpts, 1927) (97-124), UNO Chiyo "A Genius of Imitation" (1936) (189-196) |
| Mar 13/Tu | IZUMI Kyōka "The Holy Man of Mount Kōya" (1920) (21-72) EDOGAWA Rampo "The Human Chair" (1925) (4-22) |
| Mar 15/Th | Mid-term exam |
| Mar 20/Tu | KOBAYASHI Takiji "The Factory Ship" (1929) (3-83) |
| Mar 22/Th | Prewar and Wartime Poetry: YOSANO Akiko, MASAOKA Shiki, ISHIKAWA Takuboku, SAITŌ Mokichi, SAKUTARŌ Hagiwara, MIYOSHI Tatsuji, TAKAMURA Kotaro |
| Mar 27/Tu | Postwar Poetry: Tanikawa Shuntarō, ISHIGAKI Rin, TOMIOKA Taeko |
| Mar 29/Th | SAKAGUCHI ANGO "In the Forest, Under Cherries in Full Bloom" (1947) (187-205), SHIMAO Toshio "Everyday Life of a Dream" (1948) (57-70), YASUOKO Shōtarō "Prized Possessions" (1952) (110-118) |
| April 3-5 | Spring Break |
| April 10/Tu | ENCHI Fumiko <i>Masks</i> (1958) Essay 2 due (4 pages) |
| April 12/Th | ENCHI Fumiko <i>Masks</i> |
| April 17/Tu | KŌNO Taeko "Toddler Hunting" (1961) (313-332) and "Ants Swarm" (1964) (212-224) |
| April 19/Th | MISHIMA Yukio <i>Madame de Sade</i> (1965) (1-76) |
| April 24/Tu | MISHIMA Yukio <i>Madame de Sade</i> (1965) (77-108) |
| April 26/Th | TATSUMI Yoshihiro "Abandon the Old in Tokyo" (1970) (37-66) and "Beloved Monkey" (1970) (85-114) |
| May 1/Tu | KURAHASHI Yumiko "An Extraterrestrial" (1964) (3-28), KANAI Mieko "Rabbits" (1972) (1-16), OHBA Minako "The Smile of a Mountain Witch" (1976) (194-206) |
| May 3/Th | ŌE Kenzaburō <i>A Personal Matter</i> (1969) (1-79) |
| May 8/Tu | ŌE Kenzaburō <i>A Personal Matter</i> (80-165) |
| May 10/Th | MURAKAMI Haruki <i>The Elephant Vanishes</i> (1983-90): "The Wind-up Bird and Tuesday's Women," "The Second Bakery Attack," "The Fall of the Roman Empire, The 1881 Indian Uprising, Hitler's Invasion of Poland, and the Realm of the Raging Winds," "Lederhosen" Final Paper Due (EA 354 students only) |
| May 18/Fri | Final Exam (Lit Trans 264 students only) May 18 (Friday) 5:05-7:05 pm |

Geography 349 – Europe

Spring 2012, 2:30-3:45 MW, Science 180

Professor Robert Ostergren

Office: 243 Science Hall; Ph: 262-2138

Hours: MW 3:45-4:30; or by appt., e-mail: rcosterg@wisc.edu

PART I. PEOPLE AND ENVIRONMENT

- 1. Intro: Defining Europe (Jan 23):** European identities; Europe, the European Union (EU), and the World; Europe and its regions; Europe East and West, Europe's physical setting: location, outline (peninsular Europe), climate and climate change
Read: Text Chapter 1, Media supplement: 'Where is Europe?'
- 2. European environments (Jan 25-Feb 6):** Europe's highly varied terrestrial environments (Northwest Highlands, Iceland, North European Plain, Hercynian Uplands, Alpine and Mediterranean South) – characteristics, origins and major landscape features; Europe's maritime environments – the surrounding seas, physical characteristics, use and perceptions.
Read: Text Chapter 2, Media supplement: 'The Danube is running dry' and 'A time bomb under the northern seas'

MAP QUIZ (Feb 8) *features + country*

- 3. Population (Feb 8-13):** Origins, growth and distribution of Europe's population; plague and pestilence, historic conditions of fertility and mortality, food and diet; the demographic transition; the Atlantic migrations; "since" the demographic transition – recent trends; immigration (fortress Europe), population policy and the "graying" of Europe.
Read: Text Chapter 3, Media supplements: 'Shrinking population, growing poverty: Germany offers alarming statistics on children', 'In France, civil unions gain favor over marriage' and 'Lost generation prepares for exile'
- 4. Human-environment interaction (Feb 15-20):** Environmental adaptations – traditional European agricultural systems and landscapes; human impacts and

environmental change over the Ages – introduction of exotics, impacts of industrialization; contemporary environmental problems and challenges – global warming, energy, air and water pollution.

Read: Text Chapter 4; Media supplements: 'The Dutch simulate their demise', 'Gibraltar: the oil slick floating off the Rock' and 'Dutch fall out of love with windmills'

EXAM 1 (Feb 22)

PART II. CULTURE AND POLITY

5. **Language (Feb 29-Mar 5):** language and culture; origins and differentiation of Europe's linguistic realms – Hellenic, Romanic, Germanic, Celtic and Balto-Slavonic Europe; non-Indo-European languages; Europe's linguistic diversity; the politics of language; language policy and the EU.
Read: Text Chapter 5; Media supplements: 'One in three like their literature in English' and 'Romansh faces a silent future'
6. **Values and Religion (Mar 7-14):** the rise, spread and division of Christian Europe; Islam in Europe, past and present, the Jewish Diaspora and the Holocaust; religion and place – religion and the built environment; sacred spaces and places; secular Europe; religious revival; religion, values and the EU.
Read: Text Chapter 6; Media supplements: 'Germany's Jews: Immigrants from the former Soviet Union are transforming Jewish life in Germany' and 'Pilgrims flock to the way of St. James' and 'Europe's perishing parishes'
7. **Polity (Mar 19-26):** political and territorial identity through the Ages; the rise of nationalism and the nation-state; ethno-nationalism; the nation-state and devolution, ethnic minorities; supranationalism; EU "widenings" and "deepenings"; EU Governance and the future of the EU project; Euro-regionalism – a Europe of regions?
Read: Text Chapter 7; Media supplements: 'Right-wing extremism: the village where the Neo-Nazis rule' 'Balkan Culture Wars: Here comes the equestrian statue' and 'Turkey: Neither West nor East but up' and 'Myth of equality at an end'

EXAM 2 (Mar 28)

SPRING BREAK

PART III. TOWNS AND CITIES, WORK AND LEISURE

8. **Europe's urban heritage (Apr 9-16):** the classical foundations of European urbanism – Greece and Rome; urban rebirth – the rise of medieval towns and trading systems; city, court and empire – renaissance and baroque refinements; the dawn of modernity – the industrial or Victorian city.
Read: Text Chapter 8
9. **Modern and post-modern urbanism (Apr 18-23):** modernity, totalitarianism and urbanism and between the wars; the impact of World War II, post-war reconstruction and development (western and socialist); modern urban systems; post-modern cities.
Read: Text Chapter 9; Media supplements: 'Warsaw on the rise', 'Moscow's building boom brings glitz to a dowdy city' and 'The building that will change London forever'
10. **Making a living, consumption, leisure and popular culture (Apr 25-May 7):** employment sectors; labor markets and the conditions of work: feminization and flexibility; education and training; wealth and income; social protection, health care and the welfare state; revolutions in retailing and consumerism: hypermarkets, Eurobrands and fast food – consumption and cultural convergence; the European rite (right) of holidaymaking – tourism, past and present; popular culture and entertainment – television, cinema, print media and e-culture.
Read: Text Chapter 10; Media supplements: 'Education for all, but who pays?' 'A Controversial Paragon' and 'Net access: EU survey shows geographic divisions'

EXAM 3 (May 9)

Course Requirements

REQUIRED READING:

Textbook: Robert C. Ostergren and Mathias Le Bossé, *The Europeans: A Geography of People, Culture and Environment* SECOND EDITION (New York: Guilford Press, 2011). Reading assignments are as noted in the course outline (see above).

Media Supplements: news media articles are posted on the course web site (Learn@UW). Assignments are noted in the outline above (about one per week), but please note that students should check the Learn@UW web site regularly for new postings since these articles may be updated.

EVALUATION:

- (1) Map Quiz on physical features and political units (**Wednesday, Feb 8**), 20 pts.
Students are asked to locate physical features and political units on a blank outline map. For preparation purposes, lists of physical features and political units, as well as blank outline maps are provided on the course web site (Learn@UW).
- (2) Three exams (**Wednesday, ^{Feb} Jan 22, Wednesday, Mar 28, and Wednesday, May 9**), each 60 pts. Exams usually feature a mixture of testing techniques (multiple choice, identifications, map questions, short answer, matching, true-false, etc.) and are **non-cumulative**. Students are responsible on exams for lecture and reading materials (both textbook and supplemental).

GRADING:

A total of 200 points is possible. Grades are distributed according to the following scheme (with some allowance for necessary adjustments as the semester progresses):

| | |
|------------|----|
| 93 – 100% | A |
| 88 – 92.99 | AB |
| 80 – 87.99 | B |
| 75 – 79.99 | BC |
| 68 – 74.99 | C |
| 60 – 67.99 | D |
| < 60 | F |

Scores for each of the three exams and the quiz are posted on the course web site (Learn@UW), usually within about a week or so after the date of the exam.

EXTRA CREDIT:

*geography relevance
reviewing them, relating them to Geography.*

Students may earn up to 4 points extra credit. Credit is earned by submitting a copy of a news item relevant to the course, accompanied by a brief paragraph or two relating the news item to course material. **You may submit only one item and must do so by the last day of classes to earn extra credit.** Submission may be in the form of a hard copy given to me in class, or electronically by e-mail attachment (receipt of electronic submission will be acknowledged by e-mail reply).

The idea here is to encourage students to stay abreast of **geographically interesting** news events in Europe. News items may come from any source, but often the easiest way is to follow the “Europe pages” on one of the on-line news services. **For links to good English language on-line news sites, see the list on the course web site (Learn@UW).** Don’t be in a rush to submit. To earn maximum credit, follow the news daily or weekly and choose an item that seems to have strong geographical relevance as defined by topical discussions in class and text. You can also look to the *Media supplement* articles on Learn@UW that you are required to read for examples of the kinds of articles you